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

RESOURCE BOOKLET NO 2

Submitted by Nativ Policy and Planning Consultants

BACKGROUND DOCUMENTS

for

1) THE ISRAEL EXPERIENCE PROJECT: PHASE II - FROM DATA TO ACTION

2) SENIOR PERSONNEL FOR JEWISH EDUCATION

February 1987

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

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Compiled by

Haim Aronovitz Sari Gillon Batya Stein

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.

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Annette Hochstein Project Director

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THE ISRAEL EXPERIENCE PROJECT

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Phase II: From Data To Action

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Project "Oren", Kibbutz Movements

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Introduction

The Israel Experience Project has as its goal to bring about the development of educational programs in Israel for visitors from the Diaspora. The project was begun in early 1985 as a research project aimed at finding out whether there is a potential for increasing the number of participants in such programs and whether the impact of programs could be increased. In June 1986, a summary report was presented to the Jewish Education Committee answering these two questions in the affirmative.

The committee decided to undertake the translation of the findings into recommendations for action. This is Phase II of the Israel Experience Project "From Data to Action."

The documents that follow provide background material for the progress report of February 1987 and include:

- A detailed proposal, designed together by representatives of Oren and Nativ, of the new Kibbutz Institutes for Jewish Experience.
- 2) A proposal for the production of a newsletter and other material to be circulated amongst youngsters who will be participating in the experimental summer programs of the Youth and Hechalutz.
- 3) A detailed schedule of the daily program for the three Youth and Hechalutz experimental summer program.
- 4) A detailed proposal for the vacation villages, including a consideration of the economic feasibility of various implementation options.

THE ISRAEL EXPERIENCE PROJECT - PHASE II

DOCUMENT I-1

Kibbutz Institutes for Jewish Experience



A PROPOSAL FOR THE ESTABLISHMENT OF

KIBBUTZ INSTITUTES FOR JEWISH EXPERIENCE

SUBMITTED TO

THE SUBCOMMITTEE ON THE ISRAEL EXPERIENCE PROJECT

OF

THE JEWISH EDUCATION COMMITTEE

OF THE JEWISH AGENCY

MA ORA

Submitted by PROJECT "OREN" ORANIM FEB. 1987

Introduction

Of the many excellent ideas which have been considered both in the Kibbutz Movement and in discussion with Nativ Consultants and with Professor Seymour Fox, Senior Consultant to the Jewish Education Committee of the Jewish Agency, we propose to concentrate in the first stage of our efforts on improving and increasing the scope and effectiveness of the Israeli Experience in the kibbutz as discussed in the following pages.

It is proposed to establish a series of <u>Kibbutz Institutes for Jewish</u> <u>Experience</u>. These <u>Institutes</u>, located in kibbutzim, will be fundamentally changed versions of what have come to be known as kibbutz <u>ulpanim</u> for the study of Hebrew (various programs operated in kibbutzim by various movments under a variety of names have built upon the basic "ulpan" framework).

We have asked ourselves a number of questions:

What is the best way to improve the effect of contact with the kibbutz as a factor making for long-term Jewish commitment?

Of the 20,000 young people who visit kibbutzim annually from one day to a year on a variety of programs, including some 3,000 participants in kibbutz ulpanim - which type of program should we start with as a lever for improvement?

What is there about a stay in kibbutz which, if we "work it right," is to be found <u>only</u> in a kibbutz, is attractive to young people and can be used consciously as an educational factor?

The answers we came up with were the following: the kibbutz is a "holistic" environment - where one can integrate intellectual study, emotional experience and actual behavioral interaction - thus addressing all of these three elements making for possible commitment. Furthermore, because it is a complete way of life, it enables the participant to enter these areas beginning with his own point of interest - whether it be work, sport, music, dance, politics, or academic study.

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This possibility, and the research available, supports the assumption that long-term commitment correlates with kibbutz programs which were relatively successfully implemented. This does not necessarily happen in every kibbutz or in every program.

What goes wrong in unsuccessful frameworks and what can we do to ensure their success?

What type of program should we begin with? We have chosen to establish the Kibbutz Institutes for Jewish Experience (and the change in name is deliberate; it represents a change in educational approach) because the length of the ulpan-type program is suitable - a minimum amount of time is needed for educational affectiveness - because a significant and successful change of four such programs will positively affect all kibbutz ulpanim.

The proposal itself is contained in the following pages.

Kibbutz Institutes for Jewish Experience

I

The major changes in the motivations of young people attending kibbutz ulpanim call for a gradual changeover of the ulpan system to a system which we have called Kibbutz Institutes for Jewish Experience.

Our reasons for proposing new models for this system are based on the following critique of the existing programs:

* Most participants drawn to the kibbutz view their stay in the kibbutz as an opportunity to get to know Israel and the kibbutz from the inside, exploring questions concerning the State of Israel as a Jewish country and the kibbutz as a social vision.

* Most of the participants, even those most anxious to study Hebrew as a language, are deeply interested in general subjects which can only be dealt with adequately in their mother tongue.

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*These critiques make it necessary to rethink the kibbutz ulpan system, basing it on the following principles:

- (a) The creation of a variety of programs with each program specializing in a specific area, aimed at a specific target population.
- (b) The specialization of such programs could turn them into frameworks which combine a stay on a kibbutz with an emphasis on a specific area of Jewish experience. In any case, the study of Hebrew would be an important element in the program of every institute, no matter what its area of specialization.
- (c) Academic supervision will be provided for every program either by academic institutions of the kibbutz movement, or by other institutions of higher learning in Israel. Academic supervision is important because it contributes to the image of the program both in Israel and abroad, and because it would encourage kibbutz members looking for academic challenge to participate in the program, as a part of the staff. Israeli academic supervision will make it easier to negotiate with institutions abroad in order to assure academic credit for participation in the program.
- (d) The Institutes are envisioned as a "holistic" combination of formal and informal education in which the program consciously integrates all the elements of the students' stay in the kibbutz including, of course, the element of actual work in the kibbutz.

Various Models

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A. The General Kibbutz Institute for Jewish Experience

This is envisioned as a multi-faceted program open to participants not opting for a program with a specific emphasis.

- * <u>Size.</u> The group in each kibbutz will number 60 participants. This is not an arbitrary number but has been chosen after weighing such considerations as: division of classes according to levels, the absorbative capacity of the kibbutz, the creation of group cohesion among the students, etc.
- * Length. The optimum period for such a program is one university semester, i.e. 3 to 3 1/2 months.
- * <u>Operation</u>. Several options will be offered, according to the circumstances of each kibbutz:
 - (i) Four hours of study and four of work each day.
 - (ii) Three days of study and three of work or, combinations of the above.
 - (iii) The program will be made up of:
 - (a) a period of orientation at the beginning
 - (b) a formal teaching component
 - (c) a program of trips, educational workshops
 - (d) a program of interaction with the kibbutz itself
 - on various levels

(e) an individually tailored program for each participant The above elements are dealt with in detail in the following pages.

B. Specialized Models

Both in the general model and in the specialized models, in addition to the study of Hebrew, the formal program will include courses dealing with a variety of subjects and areas in the mother tongue of the participants. In the specialized models, this will include a concentration and emphasis on a specific area based on the preference of the participants and the expertise and resources of the particular kibbutz.

All this will be with the creative support of project "Oren" (and, of course, in coordination with the ulpan section of the Aliya Department of the Jewish Agency and the Department for Adult Education of the Ministry of Education).

The list of models which follows is a tentative one. Nonetheless, it represents a great deal of thought and consideration:

- (i) Kibbutz Institute for Jewish Experience Advanced Hebrew. This institute would be designed to provide the kind of mastery of Hebrew which is over and above what is ordinarily expected at the graduating level of kibbutz ulpanim heretofore. The idea would be to teach the various levels of Hebrew knowledge aiming at people who wish to be able to use the language for more than day-to-day communication. Courses on other subjects will be given in Hebrew. A special effort will be made to use advanced methods of teaching the language. Even in this model, we feel it is important to provide elements of the program in the mother tongue of the participants (English, French, Spanish) and a full complement of all the other activities detailed in the following pages which, hopefully, will make these institutes different from the kind of ulpanim which have been conducted up to now.
- (ii) Kibbutz Institute for Jewish Experience the Meaning of Jewish Identity.

This model will relate to the varied levels and varieties of

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Jewish culture and philosophy in the broad sense, and it will explore the options open to people searching for meaningful Jewish identification in today's world. This will be done through a combination of formal study and a dialogue with young Israelis interested in the same questions, with special emphasis on the way such young Israelis view their life in kibbutz as an expression of Jewish identification--openly facing the problematics involved.

This model will perforce necessitate a great deal of support and creative programming coming from the central group of project OREN.

 (iii) Kibbutz Institute for Jewish experience - Performing and Plastic Arts.

This model, in addition to emphasizing the basic elements common to all the institutes will offer the opportunity to experience Israeli music, dance, painting, sculpture etc., together with young kibbutz people interested in the same areas.

(iv) Additional models to be introduced as they are readied.

 A model emphasizing the kibbutz itself as a social experiment in the context of similar experiments, historically, worldwide.

2. Land of Israel studies. The idea would be to combine nature study, archaeology, history, and present-day reality in an integrated program based on hiking and personal experience combined with an academic understanding. This is an area in which the kibbutz has traditionally developed a specific approach and upon which the Field School program of the Society for the Study of Nature in Israel is based.

3. A model based on exploring the interrelationship between the

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kibbutz and its surrounding environment, moshavim, development towns, regional industry etc., and in this manner studying the problematics of present-day Israeli society. 8

The development of the various models, the training of staff, and the continuing assessment of feed-back, will necessitate the establishment of a number of teams composed of experts in the various fields, in addition to suitable educationalists.

The Interaction of the Participants with the Kibbutz

The success of the program depends on the absorption ability of the host kibbutz, in other words, on its capacity to transform the stay of the participant into a genuine educational (and spiritual, if you will) experience. It is this calculation which will influence the choice of kibbutz for the project.

The involvement of the participant in the social and cultural daily life of the kibbutz, over and above the formal program is the key to the educational impact of the program. The components of this day-to-day experience are many and the project proposes to deal with them both specifically <u>and</u> as a whole. These components--work experience, social life, and cultural activitiy--require special attention. If successful, they add depth--if unsuccessful--may result in distancing and alienation.

The Work Component

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Work, in a society which defines work as a principal criterion of creativity and commitment is often the real entry-ticket to kibbutz society. Making work an enriching experience required defining the work-obligations of participants which relate to their expectations and prevent feelings of alientation and even "exploitation" which may occasionally develop.

A kibbutz which joins the program will be required to provide the kind of work-experience which is real (together with kibbutz members, proper guidance, sharing responsibility, etc.) and undertake to place participants in "service" occupations (dining hall, etc.) in a proportion <u>no greater</u> than that of the members of the kibbutz itself engaged in such an activity.

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II

These operational principles are aimed at creating the conditions which will enable the participant to become an active partner in the activities of the kibbutz and to engender a feeling of belonging to kibbutz society. Working together with members provides a real meaningful opportunity for this to happen.

The Social Component

Family Adoption

A condition for placing an Institute in a specific kibbutz will be the kibbutz undertaking to have kibbutz families "adopt" participants, after an initial period of two to three weeks.

Such families will participate in background and "enrichment" sessions sponsored by project OREN both in and outside the kibbutz.

Meetings with Peer-Groups

These are not to be left to "chance." Kibbutzim for the project will be preferred (among other criteria) if they have a significant number of their own children or an age-level equivalent to that of the participants and will undertake to sponsor joint activities including organized participation in and outside the kibbutz based on dialogue concerning the meaning of Jewish commitment for both groups, enabling the participants to "break through" the reticence of kibbutz young people to commit themselves to friendship with "group after group."

The Cultural Component

A conscious planned program for participation in the cultural life of the kibbutz and, through the kibbutz, of Israel itself will be made - sports activities, music and dance, holidays, hiking, both on a local and

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inter-kibbutz level - as well as activities sponsored by Project OREN.

III

Activities Outside the Kibbutz

The Institute program is not just kibbutz-oriented. It is Israeli-oriented. For many, the possibility of learning about both Israel, both as a country and as a possible future home, is a source of motivation and curiosity. The Institute program will, therefore, include elements connected with experiencing Israel and its people.

- (a) <u>Trips and excursions</u> The program will include:
 8 days of full-time travelling and an additional five half-day learning excursions spaced over the 3 1/2 months. The groups will be accompanied by group leaders and professional guides. The places and projects to be visited will be connected with the educational program, and aimed at getting as wide a picture of Israel as possible.
- (b) Seminars in the participant's mother tongue.

Part of the program will consist of two seminars of one to three days organized centrally by project OREN. This will be in cooperation with any one of the following institutions.

- * The Center for Study of the Kibbutz in Foreign Languages, at the Kibbutz Seminar in Ef-Al.
- * The Kibbutz Artzi Seminar at Givat Chaviva which specializes in secular Judaism, Jewish-Arab relations, and labor values.
- * The Educational Seminar of the Religious Kibbutz Movement,

at Ein Tzurim.

* The seminar center of the Reform Movement at Kibbutz Yahel.

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- * The seminar center at the Ghetto Fighters' Museum at Kibbutz Lohamei Hagetaot.
- * Bet Alon the educational museum for the history of settlement in the Galilee, at Kibbutz Ginossar.

The content of these seminars will be coordinated with the program of each institute. Nobile teams from each center will visit the Institutes in the kibbutzim before and after the seminars.

(c) Regional and national gatherings of participants in various Institutes in different kibbutzim will be organized two or three times during each term.

IV

Personnel

The project OREN will assume responsibility for the quality of personnel, both on a local and national level.

The staff of each Institute will consist of: an educational director, an administrative director, a student advisor, a house-mother, and the teaching staff, according to need.

Appendix 1

Orientation

It is our opinion that in view of the differing motivation and expectations of the various participants in such heterogeneous groups, pre-program orientation is critical. Project OREN will sponsor personal advising abroad, through the offices of the kibbutz movement (as well as through the channels which will, hopefully, be developed by the Committee for Jewish Education of the Jewish Agency).

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The program will also include three or four days of orientation in Israel for the participants all over the country, where an attempt will be made to explain, guide, provide information, and try to align aspirations with reality.

THE ISRAEL EXPERIENCE PROJECT - PHASE II

DOCUMENT I-2

Newsletter for Israel-bound High School Youth

for

Experimental Summer Program

Youth & Hechalutz Dept.

Schaffzin & Schaffzin

37 Overbrook Parkway Overbrook Hills, PA 19151. 215/896-8599

Proposal for Experimental Pre- and Post-Programming A Newsletter for Israel-bound High School Youth

Linda Schaffzin

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Schaffzin & Schaffzin

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Proposal for Experimental Pre- and Post-Programming: A Newsletter for Israel-bound High School Youth Linda Schaffzin

Assumptions

This proposal is based upon two assumptions:

(1) PREPARATION for a trip to Israel can enhance and intensify the experience, and

(2) FOLLOW-UP is necessary in order to re-inforce the experience, give it depth and meaning, and enable it to have an impact on the life of the participant.

Goals

Our goals for the preparation are three-fold:

(1) to help create excitement about Israel and the trip,

(2) to prepare the participants for more careful looking, and

(3) to reassure parents and help involve them in their children's experience.

We also feel that some attempt should be made to create the possibility for communication between participants in the group, even if it is just to develop a recognition factor via biographical data, before they meet for the first time in New York.

Our goals for the post-trip experience are also three-fold: (1) to maintain the "high" and the sense of *heura* of the group, (2) to provide some in-depth material that will give more substance to the participants' experiences in Israel, and

(3) to provide a guide to other possibilities for travel, study, work or life in Israel.

It is our belief that the newsletter/magazine format, when defined as a mailing that informs and entertains, is appropriate for these goals. * We are working with a group of youngsters who will come together from locations around the United States, yet by using the mail we can bridge the geographical gap quite inexpensively.
* Alexis de Tocqueville characterized the American press as an important factor in uniting the Colonial community by dropping the same thought into a hundred minds at the same time; we can do just that with a newsletter, thereby encouraging the connection and maintaining relationships that develop between participants.
* By coming directly into their homes, through a medium that has both prestige and value in their eyes, we are saying that each one of them, and their participation in the Israel tour, is important. And because newsletters enter the family setting, the possibility exists that parents may dip into them, thereby creating a shared experience within the family.

* The newsletter by nature is a fluid medium that can change and respond to needs, interests, and events, intensifying the impact on its readership.

Pre-Program Material:

I. Questionnaire

A. As soon as a youngster signs up for the trip, we propose to send out a letter and questionnaire that will survey interests, background and expectations for the trip. This will give us information to help frame the contents of *all* future newsletters, but we also hope to use it to create connections (and ideally, even communication) between participants of like mind. For example, if there is a participant who is enthusiastic about photography, he may benefit from knowing that there is another camera enthusiast on the trip. Minimally, this kind of information will make the unknown, i.e., other youngsters on the trip, a little less unknown. B. When we have all the participants' names and addresses, we will immediately mail out a postcard showing the trip mascot or logo and asking the participant to watch for the first issue of the newsletter during the coming week. 17

C. Newsletter #1 (the following is tentative, because we feel the contents of the newsletter should be arrived at in concert with the trip coordinator in light of the needs of the program and its participants) -- Suggested Contents:

1. Preparing for the trip: instead of the usual mimeographed list of clothes, etc. we propose to give them all the necessary information in context, i.e., why will they need sweaters in Israel in the summer -- because Jerusalem is situated in the Judean hills where the weather is...etc.

An article discussing the positive aspects of security in Israel
 perhaps featuring an interview with an El Al check-in person).

3. Trivia quiz about Israel.

 Trivia relating to the participants, e.g., about their cities of origin, names, etc.

5. A Cartoon -- we propose to create a comic cartoon figure that will appear in all our publications. Perhaps the character will become the mascot appearing on paraphernalia we hope to create, e.g., tee-shirts, luggage tags, etc.

6. Advice column prepared in conjunction with a psychologist

7. Personal care column (e.g., skincare, haircare, etc. in Israel)

8. "Faces in the News" quiz

9. Music in Israel -- perhaps an article about Reshet Gimmel or American rock stars who will be in Israel this summer.

10. Camera tips

11. An article highlighting modernity of Israel (e.g. the hightech firms such as Elscint or Scitex) 12. An article highlighting religion in Israel -- perhaps about JNF lands, and agricultural halachot as they are observed on the Kibbutz.

13. An announcement featuring creation of the Speakers' Bureau (see below)

 "Call for Entries" for participants' photo and writing contest.

15. By this time we hope to have information that will enable us to connect participants with like interests. We propose to highlight some kids in the newsletter, but also to include in each envelope a list of the group, etc.

Please note: We realize this list is rather long for the 11×17 , 8 page format we are projecting; it is, however, just a tentative menu of ideas.

D. Newsletter #2 will not be a newsletter at all, but a trip diary that we will create for the participants.

1. Format: 5-1/2" x 3-1/2", 112 pp. + cover, metal spinal binding, most pages will be black ink with some second color throughout.

2. There will be four versions, one for each group, including a map with the group's itinerary listed and marked.

3. 42 calendar pages for participants' notations (roughly corresponding to the number of days of the tour):

2 pages: addresses and phone numbers of group

2 pages: entry forms for contest (see above and below)

1 page: group profile

4 pages: autographs

1 page: money in Israel

1 page: phone calls and mail

1 page: emergency information

2 pages: vocabulary

5

2 pages: basic geography of Israel

2 pages: itinerary and map

3 pages: city maps

1 page: transportation in Israel

1 page: purchasing food in Israel

2 pages: gift planning

2 pages: gift buying with tips

1 page: radio and TV in Israel (e.g., English news)

2 pages: important dates in history

1 page: army terms (insignias, etc.)

1 page: explanation of Kibbutz

1 page: universities in Israel

1 page: Sea of Galilee)

1 page: Dead Sea) highlight points of itinerary

2 pages: Old City)

1 page: Tel Aviv)

Discount coupons: developed through arrangements with Israeli shops, e.g. Apple Pizza in Jerusalem, etc.

Poetry

Quotes from Literature (e.g., description of spot in Jerusalem from Amos Oz, etc.)

Cartoons (see above)

Words of Israeli songs

Photographs/artwork

This mailing would include a letter and perhaps some luggage tags.

Post-Program Material

A. September Newsletter #1 - 12pp., 11"x17", self-mailer

- 1. Reminder about contest with deadlines.
- 2. News of participants (using reply card to gather news?)
- 3. In-depth articles on places the kids visited.
- 4. Trivia quiz
- 5. Comic strip
- 6. Advice column

7. Article on other Israel trips, e.g., interview with college student in Israel, Kibbutz volunteer, etc.

8. Article on trip: summary, highlights, interesting events, etc.

- 9. Israel in the News
- 10. Recipe

11. Reply card — circle to receive information on (e.g., Jerusalem Post subscription; gift catalogues of Israeli items; subscription to Eretz Magazine; information from Hebrew University, TAU; other WZO trips)

B. Late November Newsletter #2

- 1. 2-color cover 16 to 24 pages
- 2. Full-color post cards, bound in, using winners of photo contest
- 3. Examples of writing and drawing winners
- More information on other trips, and college in Israel.
- 5. In-depth article on a subject of substance
- 6. Puzzles
- 7. Israel in the News

8. Article on AIPAC (interview with former one-year program participant now working with AIPAC).

- 9. Recipes
- 10. Hobbies

11. Advice

12. Cartoon

13. Stamps/Coins -- how to collect them in America

14. Article on Hanukkah

15. Focus on Israeli personality

16. Focus on Howie Lasoff-type personality

17. Survey or poll

18. Reply card (see above)

C. Newsletter #3 (mid February ?)

 Full-color poster — ideally we should create our own, but in order to minimize costs, we could find an existing poster, e.g., El Al or Haganat Hateva.

2. We will print newsletter text on the reverse of poster. Less copy, but more newsy. Presuming there is a reunion in December, news of that plus update on some of the issues we have covered; news of kids; results of poll.

D. Newsletter #4 (April - optional)

The need for a fourth newsletter would be determined by the direction of the program, i.e., how long do you want to keep in contact with these children. Their desire to stay in touch could be determined by a post-card asking them to pay for a subscription to mext year's newsletters (i.e., Keep me on the mailing list), or their use of the Reply Card to receive additional information.

Additional Suggestions

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We feel during the year after their trip, each group of travelers could be used to recruit new participants, but leaving it up to random word-of-mouth recommendations is inefficient. We suggest that participants be selected to form a Speakers' Bureau in his or her community for the Program. A slide presentation will be provided to each person. We can combine the Speakers' Bureau and Newsletter needs by hiring a photographer to do both color slides and black and white shots of the groups. One to two weeks with the groups would probably suffice. Needless to say, quality work is vital. The coordinator should contact the local Jewish press to have participants featured or interviewed. Then the *shaliah* or coordinator should set up speaking engagements for the participant. The participant should be made to feel important to the cause, and responsible in some part for its success.

The newsletter can be a vehicle to provide new material for the speakers, and news of their experiences and successes. Perhaps we can look for a way to credit participants with each new participant they bring in, and offer some subsidy against the participant's future travel to Israel.

A logical extension of this thought might be to recycle as many participants as possible into a second, more sophisticated trip, built on the experience of the first trip and occuring a year or two later.

We propose an exhibit, at the reunion, of the photography and writing of the participants, assuming there is a reunion, in December following the trip.

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THE ISRAEL EXPERIENCE PROJECT - PHASE II

DOCUMENT I-3

Daily Program for Summer Tours

for

Experimental Summer Progam

Youth & Hechalutz Dep.

YOUTH AND HECHALUTZ DEPARTMENT EXPERIMENTAL UNIT SUGGESTED PROGRAM*

6/2=14/2 = "In Jerusalem: Early history of the Jewish people" The first week will be devoted to a general review of early Jewish history-from the Patriarchs to the Destruction of the 2nd Temple.

Monday, 6/7	Opening Program	Aid
8:30-10:30	Technical Arrangements Bank, Post Office, etc.	Participants divided into small groups, with guides. Orientation vis-a-vis Isra- eli public services.How?
10:30-12:30	Getting Acquainted	Participants with partici- pants, participants with guides. How?
12:00-13:00	Presentation of program	Presentation using slides. maps. etcstressing beha- vioral patterns desirable for success of program.How?
14:00-16:00	Rest and/or swimming	Guides free for personal talks with participants.
16:00-18:00	Character of new city	4 groups that visit:1)Meah Questi Shearim.2) Ben-Yehuda Mall onairs 3)Zichron Moshe.4)an ele- gant neighborhood. Survey
18:00-19:00	First Impressions	Summary of visits to diff- erent neighborhoods - in Gan HaAzmaut
19:00-20:00	Festive supper in town	Preferably in downtown restaurant
20:00-21:00	Walk on Wall from Jaffa Gate to Zion Gate	
21:00	The Western Wall	
21:30-22:30	Summer night in Jerusa- lem	All together. for example for IceCream on the Mall

*This sample program is a proposal. Its final form will be worked out by the project's steering team and the group leaders. Participation of the group leaders in shaping the program is important in ensuring their committment to the program's successful implementation.

. T3 23

Tuesday 7/7	"In the Footsteps of the Patriarchs"		
10:00-10:30	Ulpan	The alphabet and some useful words.Why?How?	Lexi- con?
10:30-11:30	Visit to "Cave of the Ancestors"& Bethlehem (or visit to Tel Gezer)	Purpose to discuss patri- archs,stressing monothe- R ism i	
12:00	Jerusalem from Observa- tion point	Armon Hanatziv lookout. stressino importance of Mt Moria & Sacrifice of Isaac	
12:30	Lunch in Jewish Quarter		
13:30-16:00	Visits to "Jewish" Institutions AMERICAN	4 groups visit: a)Yeshivot b)charitable institution. c)workshop for religious artifacts. d)Visits intended to clarify basic concepts in Judaism e.g.: Torah. Mitzva. Tfilin.etc	selec ting Inst- itu- tions
16:00-18:30	Free time R C H I	What quidelines to give for free sight-seeing in J-m? Basic security measures	
18:30-19:30	Summarizino visits		
19:30	Supper at Hotel		
20:30-21:30	Learning songs + group games	Teaching songs intended to create a choral group	song- books
Wednes.8/7	Period of the Kings	2/	
8:00-8:45	Introduction & Ulpan	Explanation of transition from time of Patriarchs to time of Kings	
9:00	Archeological digs + City of David + Silwan Spring		
13:30	Lunch		
14:30-15:30	Mt. Zion. David's Tomb	Is this of interest? If not, what instead?	
15:30-18:30	Reception in Community Center - acquaintance with young Israelis	For contact with 10th. 11th and 12th grade Isra- elis and to prepare lists of pupils interested in contacts with young Jews abroad	
19:00	Supper with Israeli peers		
21:00	Small Israeli-American groups in town together		

Thurs.9/7	Second	Temple	Period
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8:00-8:30 News of day & Ulpan

News intended to rouse interest and involvement in events in Israel.Newspapers distributed on this occasion only

9:00-15:00 Holyland. Temple Mt. Cardo, Jewish Quarter etc (box lunch)

15:00-18:00 Visiting the market in small groups

19:00 Supper

20:00-22:00 Sing-song & dancing

Review of songs learned & learning folk-songs

- Fri. 10/7 "In the Footsteps of Yochanan ben-Zachai"
- 8:00-8:30 Introduction: from Ritual to Law (Halacha)
- 9:00-12:00 Preparations for Shabbat Small group's visit typical J-m neighborhoods. including religious & charitable institutions
- 12:00-13:00 Summarizing the visits
- 13:00 Lunch at educational institution: e.g. Yeshiva
- 14:00-15:30 Discussion meaning of the Shabbat
- 15:00-18:00 Preparations for Shabbat

18:00 Going in small groups to Possible substitution: synagogues in center of prayer at Western Wall town (Great Syn., Conserative Synagogue, Bucharan Syn. etc.)

20:30 Festive meal

22:00 Social activities (games, birthdays, etc.)

11/7

Shabbat in Jerusalem

9:30-10:30 Breakfast

10:30-12:00 Study: Portion of the Week Using study of Portion as general introduction to evolution of Jewishreligious creativity

6		· · · · ·
13:00	Lunch	
14:00-17:00	Pool or rest	
	Visit in groups to inst- itutions or families for supper	
21:00	Concert + Discoteque	Investigate concerts a- vailable in city
Sun. 12/7	The Great Revolt	Two-day trip to Judean desert
02:00	Departure for Massada in Commandcars. Hiking up Nahal David. Swimming in Dead Sea. Overnight in Bedui tent.	Yoram Roded
Mon. 13/7	Nahal Pratzim - trip in commandcars + return to J-m toward evening	Requires planning with commandcar company. Exa- mine possibility of climbing peaks
Tues.14/7	Emergence of Christianity	
9:00-9:30	Review of development of Christianity	
10:00	Visit to Bethlehem-Church of the Nativity	
11:00	Via Dolorosa+J-m churches	
13:00	Lunch in Old City	
14:00-15:00	David's Tower to summarize J-m visit and watch Sound- and-Light show. Into city	
15:00-18:00	Free	
18:30	Supper	
19:00-21:00	Preparing party to receive young Israelis	
21:00-23:00	Party with Israelis	
	End of stay in Jerusalem	
15/7-23/7	North of Country: from Exile to Rebirth	
Wed.15/7	Talmudic Period	
8:00	Beit Shaan. Beit Alfa. Sac or Ein-Harod.Beit Shaarim. Safed (box lunch or lunch Ein Harod)	or Tiberias

Tues.21/7	The Kinneret - "Natural recreation center" Recreational activities in	A free day with various
Evening	Summary of Galilee tour	How?
Afternoon	Visit to nat'l water cond- uit. Hurshat Tal or Banias (for Box lunch).Tiberias Hot Springs	
Morning	Tubes at Sdeh Nehemia for floating on the Jordan	
Mon. 20/7	Kinneret - "The Reservoir"	Visit sources of the Jor- dan as far as possible.
Evening	Luna-Gal	Overnight in Tiberia
8:00	Tel-Hai. Dan Reserve. Golan Ilavon, Katzrin(box lunch)	
Sun.19/7	Defending the Yishuy	
	Night boat-ride on Lake Kinneret with kibutz peers	lies. etc. (or Kfar Blum)
18/7	<u>Shabbat in a Kibbutz</u>	Coordinate program with Kib- butz Ginossar through Beit Alon including tour of kib- butz, being hosted by fami-
	AMERICAN JEV	Overnight at Ginossar or Kfar Blum
17/7	"Development of settlement in_Galilee"	Program of settlement visits to be coordinated with Beit Alon
Evening	Nighttime swim & dancing in Tiberias	Overnight in Tiberias
	Kineret Cemetery -summary at Rachel's grave	Pina tour center, for group
14:00	Tour of Rosh Pina	To be coordinated with Rosh
13:00	Lunch at Rosh Pina	
11:00	By foot to Rosh Pina	
8:00-10:00	Visit to Safed Jewish Quar- ter & Meron	
	settlement in Eretz Yisrael	

	-Kayaks on Golan shore _Horse-back riding at Beit Yerah _Water-sports (ski.wind- surfing. etc.) -Tour of Tiberias	Possibilities " "
Wed.22/7	"The Holocaust"	
Morning	Study tour of Kibbutz Lochamei Hagetaot	To be arranged with Lo- chamei Hagetaot
	Lunch in Acco	
Afternoon	"Struggle for Independence" Visit to Acco Fortress + Old City	
	Swimming	
Evening	Rothschild Center or Beit Geffen	Investigate available cul- tural events in Haifa
		Overnight in Haifa
Thurs.23/7	Struggle for Aliya	
Morning	Museum of "illegal"aliya. Absorption Center	
	Lunch at Absorption Center	
Afternoon	a)Minorities in Israel guests of Daliat el-Carmel	In both cases tour should include: a) in first case: visit to Daliat el-Carmel. meetino with local youth at commu- nity center. being hosted by youth etc. b) in second case. visit to Ein Hod, meeting artists.etc
24/7-25/7	<u>Guests of Families</u>	Considered a free Shabbat for participants to visit relatives & acquaintances in Israel. Those without speci- fic addresses to be hosted by Moshav families or young fam- ilies they met in Jerusalem.
26/7-1/8	Stay in Center of Country "Foundation of State"	
Sun.26/7	Declaration of Statehood	
9:00-11:00	Intermission-discussion of program	Meant to encourage criticism or comments

11:00-13:30 Visits in small groups to Ben-Gurion's home, Hagana mumuseums

seum. Bialik's home. Beit Jabotinsky, etc.

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- 13:30 Lunch at Miodal Shalom
- 14:30 Lookout from Miodal Shalom Tower
- 15:30-18:00 Swimming in Mediterranean free in town
- 18:30 Supper
- 19:30-20:30 Summary of Museum visits
- 21:00 Show: "Experiencing Israel"

Jaffa at night

Mon.27/7 Urban Settlement From Village to City

Zichron Yaakov. Ramat Ha-

Amorphous program: nadiv. Caesaria (visit & to cancel?

Supper - Natania

swim) (box lunch)

Evening Natania

- Tues.28/7 Development & Aliya
- 2 groups:first tours Re-Morning hovot. second the Aeronautics industry

13:00 Lunch

- 15:00-18:00 Small groups visit typical neighborhoods. interview veteran immigrants from different countries of origin
- 18:30 Supper
- 19:30-20:30 Summary of day

20:30 Free

Wed.19/7	Israel-Diaspora	
9:00-9:30	News of day & discussion	Distribution of Newspapers
10:00-13:00	Beit Hatefutzot (Diaspora Museum)	Summarizing of entire stay
13:00	Lunch at Tel Aviv Univ.	
14:00-16:00	Yarkon Park - Rowing	
17:00-19:00	Visit to Youth Village:Kfar Mosenson, Kfar Yarok, Eynot	Find village with summer youth population

19:00	Supper at Youth Village	
20:00-22:00	Discussion: "Israel Diaspora"	The young Israelis will prob ably fling usual accusations at the Americans.Agreed?!
Thur.30/7	Defence of State	
8:00	Trip to Yad Mordechai "War of Independence"	
11:00-17:00	Visit to army base. Nahal settlement or Gadna base in vicinity. to include lunch & meeting in small groups with soldiers	In coordination with IDF
18:30	Supper in Ashkelon	
Evening	Water Park in Ashkelon (?)	
31/7-1/8	1)Investigate possibility of Shabbat at Gush Katif Rec- reation village, which has excellent facilities.	Finalize Shabbat program in accordance with place chosen.
	2)Shabbat in Ashkelon,with trips outside of Ashkelon on Friday and in Ashkelon on Saturday.	
2/8-8/8	Break-through to the Desert	
Sun . 2/8	n the Footsteps of Ben-Gurion	
	Sdeh-Boker (visit to his home. the school [Midrasha].and Graveyard)	13
	Lunch at Midrasha	
Afternoon	Ovdat, Ein Ovdat. Nahal Zin or	Investigate cultural life in Bersheba
Evening	At Bersheba University	Overnight at Bersheba? Mitzpe Ramon
Mon . 3/8	<u>Stay in Desert</u>	
	Arrange program with Mitzpe Ramon's visitors' center that includes tour of Nabatean city Visits to Canyons & perhaps exercize in orientation-navi- gation	Contact the Center
Evening	Observing animal preserve	Overnight at Mitzpe Ramon or sleeping out.

Tues.4/8 Developing the Arava

Prepare program including special treat.ending up in Eilat (Flour Cave. Solomon's Pillars. visit to Katura. swimming atand treat:e.g. riding on camels(?)

Evening free - Discoteque

- Wed. 5/8 Visiting Eilat
- Morning Red Canyon. Under-water Observatory etc.

Lunch

Afternoon Swimming

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- Evening Tourism in Israel:game designed to teach tourism activities in Eilat
- Thur.6/8 Visitino Eilat
- Morning Free
- 14:00-16:00 The peace with Egypt
- 16:00-22:00 Sailing, including diving, supper & dancing
- 22:30 Night tour where to -Akaba?Petra?
- Fri.7/8 Return to Jerusalem
- Morning Trip to Jerusalem

Lunch in Jerusalem

Afternoon Free

Kabbalat	Shabbat &	prayer	Why & what	kind	of	prayer?	
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- Evening Meeting with guest: "My Shabbat at one of the guest Grandfather's heritage" houses in Jerusalem area.
- Shabat 8/9 Devoted to Theme of Jewish Identity
- 11:00-13:00 Game dealing with Jewish identity
- 14:00-16:00
- 16:00-18:00 Meeting with guest: "Why am I a Jew?"

- 18:00-19:00 Evening meal
- 19:00-20:30 Presentation of next week's program,planning closing party
- 11:30.02:00 Jerusalem (Concert + discoteque +...)

Sun.9/8 The Israeli-Arab Dispute

- 8:30-11:00 Following the fighters in the Six-Day War: Ammunition Hill, Breakthrough at Lion's Gate, visit to synagogues
- 11:00-13:00 Meeting with Arab students
- 14:00-17:00 Visit to Gush Etzion +visit to new settlement over the green line.
- 18:30-20:00 Meeting in small groups with Representatives of Peace movements
- 21:00 Game Simulation of Israeli-Arab dispute

Summary

NAME OF TAXABLE ADDRESS ADDRES		
Mon. 10/8	"The Future in Israel"	
8:30-9:30	Presentation of topic of Zion- ism on Mt. Herzl?	How?
10:00-14:00	Studying in Israel - guided tour of Mt. Scopus	
14:30-17:00	Yad vShem + ?	
17:30-18:30	Summary	
20:00	Preparation of Closing party	
Tues.11/8	Israel's Political Regime	
9:00-9:30	General introduction	
10:00-12:00	Visit to Knesset + meeting with Members of Knesset	· · · · · · · · · · · · · · · · · · ·
12:00	Lunch at Knesset	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Afternoon	Free	
18:30	Supper	
20:00	Internal closing party	

Wed. 12/8	Conclusion of Program
9:00-11:00	Bar Mitzva Celebration
11:00-13:00	Planting trees for JNF
13:00	Lunch
14:00-17:00	Free - Shopping
17:00-19:00	Summary of stay in Israel
19:00	Supper
20:00	?

THE ISRAEL EXPERIENCE PROJECT - PHASE II

DOCUMENT I-4

Vacation Villages for Young Adults



אנט הוכשטיין ANNETTE HOCHSTEIN

PROJECT PROPOSAL

A NETWORK OF VACATION VILLAGES

FOR YOUNG JEWISH ADULTS

Submitted by AMI BOUGANIM with the collaboration of Yoram Cohen

February 1987

10, Yehoshafat St., Jerusalem 93152

דפו. 02-662296; 699951 יהושפט 10, ירושלים 93 152. טל' 169995

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VACATION VILLAGES FOR YOUNG ADULTS

A Proposal for a New Educational Environment

INTRODUCTION

This proposal concerns the establishment of a series of vacation villages as an innovative approach to the use of leisure for educational purposes. The villages will be geared to young Jews aged 18-35.

In addition to their operation as tourism centers the villages will offer an extensive informal educational program. The director will be an educator of stature, capable of instilling a special atmosphere in the village and of inspiring the staff and the visitors.

Visitors will "buy into" the village for a given period - probably one week. During this period all the activities of the village will be available to them. These will include, besides the option to sunbathe, swim, relax and socialize with visitors from other countries as well as from Israel, a large choice of activities. For example: introductory classes on Israeli/Jewish subjects, arts and crafts studies, social events (folk dancing, singing), guest lectures, walks and tours of the area as well as longer tours throughout the country. The educational staff will be available at all times for formal and informal interaction. The atmosphere of the village will be Jewish and will strive to attract young Jews from all countries as well as a significant proportion of Israelis (perhaps 30%).

The full-blown idea involves the creation of a network of such

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vacation villages in Israel. Western Europe, and the USA serving as landmarks on the travel route of young Jews. Each village will specialize in the specific theme suited to its location and setting and the educational and leisure opportunities of its environment.

Research undertaken for the Israel Experience project has indicated that young people find the current opportunities for travel to Israel unattractive.* The existing infrastructure does not suit their social, spiritual and economic needs and interests. When travelling they seek leisure, physical activity, adventure, convivial social settings, contact with Israelis and adequate physical facilities.

New concepts of leisure are challenging traditional ideas in informal education and point to the extensive educational uses that can be made of leisure environments. This is why we are suggesting the creation of vacation centers, at first one center, then a chain of centers in Israel and then a worldwide chain, designed to absorb large numbers of holidaymakers and give them a vibrant Jewish experience -- academically, touristically. artistically and recreationally. Such centers will be particularly suited to young people outside community frameworks, who choose not to join organized tours, and who are seeking flexible frameworks which combine the educational and the spiritual with the social and the recreational. Vacation outreach could become a new model for informal Jewish education.

*Steven M. Cohen, 1986 "Jewish Travel to Israel: Incentives and Inhibitions among U.S. and Canadian Teenagers and Young Adults."

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Vacation Village and Educational Village

Establishing a vacation village for young adults requires both tourism and educational planning. As a vacation village it must provide for tourism needs, and as its aim is <u>educational</u>, those requirements, too, must be met.

These are the tourism requirements:

- 1) Accomodation of 3- or 4-star standard;
- A recreational infrastructure which can compete with similtar vacation centers worldwide;
- A marketing strategy geared to the general public, and able to reach young Jews.

These are the educational requirements:

- Facilities for teaching (halls and classrooms), artistic activity (various studios), and for socializing:
- An educational staff to lead tours, classes, entertainment programs;
- Year-round programs -- an annual schedule of events. develop unique programs in various fields.

Vacation Villages as Destination for Young Jews

For young Jewish singles, a Jerusalem vacation village could serve as an all-encompassing destination-- non-affiliated and religiously and ideologically independent-- very much as the YMCA is for young Christians or the Mormon campus for young Mormons. It would offer:

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- Comfortable accomodation and an attractive tourism and recreation infrastructure;
- 2) Culture and entertainment:
- Tourist or general information on available options during an Israel visit;
- 4) Learning and/or training in the arts or sports.

During a stay at the village, the young guest can expect:

- 1) A Jewish experience, made possible by the village lifestyle;
- A learning experience, including excursions throughout Israel, study groups, creative classes, etc.;
- A social experience. enabling interaction between young Jews from all over the world including Israel.

A Chain of Vacation Villages

The vacation village will create new educational opportunities for young Jews around the world and as the site for an enjoyable and meaningful vacation it will attract young Jews worldwide.

Building a vacation village in Jerusalem could serve as an experimental model for replication in selected locations in:

- + Israel-- Tel Aviv, Tiberias, Eilat
- + A network in Western Europe where tens of thousands of young Jews visit annually
- + U.S. Jewish communities, where each community would

determine a unique character for its own vacation village, at a time when the tradition of hospitality is disappearing.

Community centers cannot accommodate international tourism, but the vacation village could revive, in a new form, the tradition of Jewish hospitality on a global scale.

PROGRAM IMPLEMENTATION: EXPERIMENTAL VACATION VILLAGE

To implement the program, premises must be found in which a pilot project could operate for four to five years.

Four to five years are needed for a pilot project because this is a new concept, and a model has yet to be formulated (even though various types of vacation villages function in different parts of the world).

The program's novelty requires cautious planning and testing of, for example:

- * The nature of the guest-host relationship;
- * The bond of Jews to Israel;
- * How to instill a Jewish atmosphere which both religious and non-religious guests can enjoy;
- * How to ensure full occupancy without damaging the village's unique character as a vacation village for Jewish youth.

Location of the Village

These are basic guidelines for finding a suitable location for the pilot project:

- * A facility which will be used exclusively by the village, to ensure the possibility of creating a suitable atmosphere;
- * High standard (at least 3-star) accomodation, with a recreational infrastructure;
- * A place large enough to accommodate at least 100 to 150 guests with communal facilities -- providing opportunities for entertainment, cultural and educational events and for guests to meet;
- * An urban location, to encourage contacts with local young
 Israelis-- in an appropriate setting;

Implementation Alternatives

In search of a location for a Jerusalem vacation village, the following options were considered:

Option A: Ramat Rachel Guest House

1. The Proposal:

Kibbutz Ramal Rachel has a guest house which contains:

- * 79 double rooms of 3-star hotel standard.
- * 29 double rooms of 2-star hotel standard.
- * Approximately 35 rooms of youth hostel standard (without a bathroom en suite).
- * Dining Room for 360 people, which doubles as an auditorium;
- * Convention Center with 2 halls, for 270 people each; 6 class and/or conference rooms for 50- 100 people each.

The lease would be contracted on the following basis:

- * The village will be operated by the Kibbutz;
- * The village will be leased in its entirety, year-round, for at least a 5 year period, with an exclusivity clause.
- * The village will be made available from 1.1.89.
- * Income from miscellaneous items (including drinks, souvenir shop, pool membership) will go to the Kibbutz.
- * The price quoted is \$3.1- \$3.4 million per annum, which includes provision of all necessary services (among them, full board and guest house operational expenses), other than tourism and educational activities.
- 2. Evaluation:

a. The Place

Advantages:

- * The faciility's operators are Kibbutz members, able to create a comfortable atmosphere conducive to a guesthost relationship;
- * The place is largely suitable for active recreation.

Disadvantages:

* The Ramat Rachel guest house was originally designed to host middle-aged Christian pilgrims and further investment is required to adapt the present infrastructure to a vacation village for young people: discotheque, courts, construction of various sports installations).

* It is located relatively far from downtown Jerusalem, and available public transportation would be insufficient;

- * A kibbutz location will give the village a kibbutz label-- carrying ideological connotations which may act as an attraction, or a deterrent.
- b) Economic Appraisal:

In order to defray the \$3.1 million the Kibbutz requires as rent, the village must achieve an annual occupancy of 100 percent, assuming an overnight full board charge of \$40. (The kibbutz's quote takes into account loss of revenue it will incurr in granting the village exclusivity).

At a rate of \$40 per overnight (full board)

Occupancy	No. of Overnights	Annual Revenue from Overnights in \$
100%	78,840	3,153,000
60%	47.304	1,892,160
50%	39.420	1,576,800
25%	19,710	788,400

On the basis of 108 double rooms

Occupancy	No. of Overnights	Annual Revenue from Overnights in \$
100%	78,840	3,942,000
60%	47.304	2,365,200
50%	39.420	1,971,000
25%	19,710	985,500

At a rate of \$50 per overnight (full board)

On the basis of 108 double rooms

These tables raise a number of points:

- * These prices do not include educational activities (classes, entertainment, excursions, and educational staff salaries);
- * Occupancy, (which would include options such as taking Jewish groups during low-seasons), would only reach, an estimated 70 percent maximum (an annual occupancy which is considered high for Jerusalem).
- * Occupancy for the initial years of operation is likely to be low-- a maximum 50 percent. According to Ramat Rachel's leasing conditions, therefore, an annual deficit of approximately \$1.5 million can be expected- excluding educational expenses which could reach \$500,000.
- * A reasonable annual rent ranges between \$1.6 and \$1.9 million. Assuming full board at \$40 per overnight, at 50 percent occupancy, the annual deficit would match educational expenditure (approximately \$500,000).

Conclusion

Ramat Rachel's quote must be negotiated and a more realistic, somewhat lower, rental rate should be set. We could, for example, sacrifice rights to village exclusivity in limited areas -- perhaps giving Ramat Rachel the proceeds from informal meals and certain events.

Option B: Construction of a Vacation Village

Constructing a vacation village means tailoring a village to the educational needs detailed in the Vacation Village Chain Proposal. Its sports and convention centers would blend with Jerusalem's own tourism development plans.

Construction Costs for Vacation Village

The vacation village model cost calculations relate to the Israel Experience Vacation Village Program Proposal (see Village Description, Appendix 1). They are based on figures provided by the Tourist Development Authority (which estimates economic calculations for the Ministry of Tourism). The Authority made a study of 200 tourist projects countrywide between 1981 and 1983, and 25 projects abroad during the same period. These data are valid as of September 1986 (\$1.00 = NIS 1.5).

•

Total investment	\$ 10,651,000
Cost per room	\$ 50,719
Total built area	13,850 sq.m.
Grants	\$ 1,358,000
Investment Request	\$ 9,292,000
Lot Cost (Approx.)	\$ 1,800,000
Investment (Incl. Lot)	\$ 11,092,000

Remarks:

Total required investment excluding lot - cost of a lot for a Jerusalem vacation village is estimated at \$1.8 million (calculated according to land and development costs for lots purchased from the Israeli Land Authority from 1979/1980).

Total Cost: Approximately \$12,451,000

Grants:

The figure quoted above for grants is minimal, as grants are calculated according to an estimated \$40,400 per room as a recognized investment in a 4-star hotel (in this case, the grant ceiling is 16 percent).

Loans:

Loans could comprise up to 40 percent of the recognized investment. They are repayable over a 17-year period, at an effective interest rate of 10.5 percent.

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		in doubi	e room		
Occupancy		25%	50%	60%	
No. of Over	rnights	42.875	85,750	102,900	
Total Turno	over	1,715	3,430	4,116	
Regular Exp	penses	1,000	1,000	1,000	
Misc. Expen	nses .	450	900	1,080	
Profit afte and Renovat		Maintenance enses			
Year	1-5	265	1.445	1,885	
Year	6 6 .	(293)	888	1,267	
Year	7	(385)	820	1,200	
Year	8	(478)	752	1,132	
Year	9	(571)	684	1.063	
Year	10	(664)	601	995	

Operational Profit from Vacation Village Implementation (rounded to nearest \$000) Turnover- \$40 per overnight, Full Board at \$34 per person in double room

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1*

Operation	nal	Prof:	it from	Vac	ation	Villa	ge	Impl	emen	tation
		(re	ounded	to	near	est \$	000)		
Turnover-	\$50	per	overni	ght.	Full	Board	at	\$42	per	person
			in	dou	ble r	oom				

Occupancy	25%	50%	60%
No. of Overnights	42,875	85,750	102,900
Total Turnover	2.144	4,288	5.145
Regular Expenses	1,000	1,000	1,000
Misc. Expenses	· 450	900	1.080

Profit After Tax, Maintenance and Renovation Expenses

Year	1-5		694	2,089	2,596
Year	6	1	136	1,601	2,039
Year	7		44	1,464	1,971
Year	8		(49)	1,396	1,903
Year	9	((142)	1,327	1,835
Year	10	5.	(235)	1,259	1,767

the second s	ounded to		The second of a second second second second	
Turnover- \$60 per		Full Boar ble room	d at \$51 per	per
Occupancy	25%	50%	60%	
No. of Overnights	42,875	85,750	102,900	
Total Turnover	2.573	5,145	6,174	
Regular Expenses	1,000	1,000	1,000	
Misc. Expenses	. 450	900	1.080	
Profit After Tax, and Renovation Exp		AN JEW		
Year 1- 5	1,123	2,731	3,368	
Year 6	565	2,174	2,811	
Year 7	473	2,106	2,743	
Year 8	380	2,038	2,675	
Year 9	287	1,970	2,607	
Year 10	194	1,902	2,539	

Operational Profit from Vacation Village Implementation (rounded to nearest \$000) Curnover- \$60 per overnight, Full Board at \$51 per person

Vacation Vil	lage	Operation	and	Turnover
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In calculating operational expenditure and turnover, we had no firm figures for regular expenses. We have estimated these by deducting expenditure from expected vacation village turnover in relation to various occupancy options (based on calculations computed for the Israel Hotels Association for 1985/86). These determine that at 56 percent occupancy, assuming a per overnight turnover of \$30, expenditure represents 70 percent of the total turnover. At this rate of occupancy, regular expenses match miscellaneous

expenditure. Remarks:

* Overall turnover includes turnover from overnights and various vacation village services (drinks, field rental, memberships);

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- * Total regular expenses incurred at the village are estimated at \$1,000,000 per annum, whereas the coefficient for miscellaneous expenses is approximately \$10.5 per overnight;
- * Amortization for the first 5 years of operation: represents accelerated loss (8 percent on buildings and 20 percent on equipment);
- * Income Tax has been calculated on the basis of 25 percent, for an Approved Enterprise and limited company in Israel, before distribution of dividends; (25%-4%-Foreigners' Investment);
- * Renovation expenses have been calculated from the 6th year.
- * The figures quoted do not include expenses above normal 4-star hotel service-- in our case educational expenditure (excursions, lectures, classes and educational personnel).

2. Evaluation

Advantages:

* A well-planned vacation village would both meet educational needs and suit a wider public. A multipurpose facility would ensure optimal utilization.

- * The novelty of a vacation village would be an event for world Jewry as a whole, and make Jewish news.
- * A recreation and sports infrastructure would be added for the use of the people of Jerusalem.

Disadvantages

- * Construction is more expensive than other options.
- * Obtaining building permits and construction are timeconsuming: it would take three to five years to open, as compared with two years for other options.

Other Options

Besides the two considered above, two other options are available:

1) Youth Hostels Association Option

The Youth Hostels Association in Israel is prepared to consider participation in the vacation village scheme. On behalf of the association, a senior representative has has agreed in principle to the possibility of converting the Ein Karem Hostel into a vacation village at an initial investment of \$750,000. This sum would pay for construction of 25 rooms with baths, classrooms, multipurpose halls, kitchen and dining room.

2. Evaluation

Advantages of the YHA Proposal

* Implementing this program with the Youth Hostels Association gives access to the extensive experience of its staff, and makes the project eligible for government and regional benefits;

- * The Youth Hostel chain could serve the tours from the central vacation village in Jerusalem;
- * The YHA's marketing network would be at the disposal of vacation village administrators;

Disadvantages of the Proposal

- * The initial investment required is insufficient to bring the hostel to the necessary level;
- * It lacks a recreational framework;
- * It is inconveniently located for both visitors and Israelis:
- * To remodel the hostel into a vacation village capable of fulfilling even some of its stated goals, building lots must be purchase, existing structures destroyed and new ones built-- involving massive expenditure.

Conclusion

The Youth Hostels Association option reduces the program to remodeling a youth hostel to suit the needs of young Jews-- worthy in its own right, but limited since it is geared for a population which is visiting Israel anyway. It could serve as a potential experimental model prior to construction of the actual vacation village.

 Purchase or Lease of a Hotel in Jerusalem or Tel Aviv Purchasing or leasing a 3- or 4- star Jerusalem or Tel Aviv hotel is another option. The disadvantages here are

that the recreational dimensions are likely to be diminished, and educational staff would find it difficult to instill a communal atmosphere and activate study groups or arts classes.

Stages in Program Implementation

Stage I: Decision Making

The issues to be resolved by program administrators once the program is authorized are:

- Determing a framework for implementing the program. Determination of the framework will be related to the physical choice of option. The program may be implemented within any one of the following frameworks:
 - a) A U.S. community organization -- for example, American Jewish Congress, Jewish Welfare Board, Hadassah Women's Zionist Organization of America, B'nai Brith.
 - b) An Israeli organization -- for example, Israel Youth Hostels Association, Society for Protection of Nature.
 - c) An association which would act for Jewish institutions and community institutions.
 - d) A limited company which would function as a purely commercial enterprise.

Stage II: Programming, Marketing, Recruiting Manpower

A one- to two-year period will be needed between the selection of the framework, and the opening of the village. In

this interim, we will:

- Formulate the village program and build an annual schedule of tours and events based on the village's location, facilities, and local attractions;
- * Devise a marketing strategy, for the Jewish world, which would "herald" the establishment of the village and promote sales;
- Recruit and train an educational staff in Israel and abroad, mainly senior personnel specializing in educational recreation, and internships for entertainment directors and tours guides;
- Develop tools for educational intervention suited to the vacation villagé framework-- particularly pedagogic tools for tour guides (audio-visual programs of sites, sightseeing booklets).

To implement this stage, necessary staff would include:

- * A senior educator, responsible for creating programs and training personnel. S/He will become village director:
- * An administrator, specializing in tourism, to assess the program's economic viability. S/He will become administrative director of the village;
- * An advertising/marketing specialist, to promote recruitment, together with the educator. S/he will become village marketing director.

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The vacation village thus represents a new model in Jewish education. It enjoys the prestige of leisure and recreation culture, which is challenging education as a whole, and Jewish education in particular.

The vacation village can provide a viable reply to the strains on conventional informal education frameworks. Its success will depend on the ability of its organizers, educators and professional staff to blend educational and spiritual content into the recreation, leisure and tourism patterns attracting young people now.

APPENDIX

A Detailed Description of the Vacation Village

- I. General:
- Location: In a resort area enjoying natural conditions appropriate for recreation, leisure and sport.
- Area of Lot: 15 dunams (1 dunam to every 10 rooms according to Ministry of Tourism regulations).
- <u>Type of Construction</u>: solid, high quality construction at
 4- star hotel standard.
- Building Height: public facilities no more than 3 stories high; lodgings up to 2 storeys.
- <u>Green Areas</u>: approx. 4 dunams (according to Ministry of Tourism regulations which designate land allotment of 15% for green area).
- Parking: approx. 1/2 duname to accomodate parking for 70 vehicles.
- 7. Enclosure: the village area will be circumscribed by a fence and natural barrier which blends with the surroundings.
- Lighting: adequate lighting will be provided all night for the main entrance to public building and along the main paths.
- B. Public Areas: Public areas will include the following
- Reception and Entrance Hall: will be situated at the main entrance to the village. Reception area will be 160 sq.m. (a relatively large area but commensurate with standards of desired community recreation).

- Multi-purpose Hall: a multi-purpose hall for 600 people covering 720 sq.m.
- 3. Club: Discotheque for 360 people covering 100 sq.m.
- <u>Synagogue/Auditorium</u>: the synagogue will serve as lecture hall for 100 people, covering 100 sq.m.
- <u>Conference Rooms</u>: 5 conference rooms for 30-40 people, each room covering 25 sq.m.
- 6. Cafeteria/Snack Bar: covering 160 sq.m.
- 7. Dining Room: covering 300 sq.m.
- <u>Indoor Sports Installations</u>: consisting of a gym, weight lifting room and indoor courts, covering 1,000 sq.m.
- 9. Tourist Information Center: offices, covering 30 sq.m.
- 10. Library: to be used as a music room, 50 sq.m.
- 11. Stores: 3 stores, each 10 sq.m.
- Public Rest-Rooms: covering 70 sq.m. One: adjacent to dining room, and the other, adjacent to area for sports and social activities.
- 13. Administrative and Faculty Offices: 150 sq.m.
- 14. Infirmary and First Aid Room: 25 sq.m.
- 15. Sports Installations:
- * Pool, 300 sq.m.; grassy area, 800 sq.m.; snack bar, 20 sq.m.
- * 2 tennis courts, each covering 800 sq.m.
- * Playing field, 1000 sq.m.
- 16. Horse Back Riding Stables: (option) 500 sq.m.
- 17. Wind Surfing Club: covering total area of 300 sq.m. including office, storage rooms for equipment and snack bar.
- 18. Miniature Golf Course: (option) 50 sq.m.

III. Lodgings:

The village will include 210 residential units comprising 170 double rooms, 20 rooms for 3 occupants each and 10 rooms for 4 occupants each; 101 large rooms (suites) will be divided among 24 buildings of 10 rooms each. Area of a double room with adjacent bath: 22 sq.m.; Room for 3 occupants: 30 sq.m.; Room for 4 occupants: 35 sq.m.; Suite: 45 sq.m. Each room will be built with balcony or patio.

IV. Service Areas

- Kitchen: covering 300 sq.m. including food and beverage storage, refrigeration rooms and room for garbage disposal.
- Laundry: 50 sq.m. serving the hotel; 10 sq.m. for selfservice laundromat.
- 3. Staff service rooms: including locker and shower rooms covering 60 sq.m. (note: the character of the vacation village necessitates staff participation in activities);
- 4. Machinery, storage and maintenance rooms: 350 sq.m.

Note: All public areas will be multiplied by a co-efficient of 1.15 and all guest accomodations by a co-efficient of 1.4 (accepted standards in the construction of guest houses and hotels).

SENIOR PERSONNEL FOR JEWISH EDUCATION

Sub-Committee on Personnel for Jewish Education

Chairman: MENDEL KAFLAN

Staff and Consultants:

Director:

Annette Hochstein

Project Staff:

Estelle Albeg Haya Amzaleg Haim Aronovitz Yif'at Friedman Daphna Gelman Sari Gillon Edna Levy Micky Lichtenstein Rita Sever Aviva Silverman Batya Stein Beth Weintraub Michal Yehuda

Consultants on Methodology:

Prof. Seymour Fox Prof. Michael Inbar

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 <u>all</u> 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.
- 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:

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

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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

1. 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. 3

 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. <u>The Two Year Option</u> - 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. Two reservations, however are in order here: This should be the exception rather than the rule, and, we have to be fully that such candidates have the requisite persuaded experience, ability and motivation to stand up to the rigorous demands of the one year program.

iii. <u>The Three year Option</u> - The three year option should be reserved for those who may be termed "Junior Fellows" with 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 guidance and will be expected to complete an M.A. in 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 investment.

b. Tutors

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: Responsibility for the overall supervision and guidance of 4-5 Fellows.

ii. 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

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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 reccomend 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:

<u>Three Study Tracks</u> - to concurrently run the 3 study options

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

Recruitment - 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 education.

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 reccomend 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. 9

5. Given the short time available and the need for maximum flexibility each and every participant will require close tutorial supervision and guidance.

 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 reccomend 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. <u>The study plan</u> - 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. <u>Academic Coordinator</u> - 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. <u>Field Service</u> - 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. <u>The Target</u> - 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

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As part of the expansion and development of the Jerusalem Fellows we reccomend 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 - 1988/9.

b. Informal Educators - Our goal 8-10 participants. Date -1988.

c. Individual Study Track - Dur 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 reccomendation 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 2 Secretaries

6 Tutors

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, viceprincipals, 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;
- the problem of uprooting an entire family for a full year, particularly as most Jewish educators are not the primary breadwinners in the family;
- limited funding which sets a low ceiling both on individual grants and the number of educators who can receive them;
- 5. the difficulty in finding qualified replacements in the local institutions for extended periods;
- 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 <u>expanded</u> Senior Educators Program <u>search out</u> those educators of clear <u>quality</u>, and <u>together with</u> their <u>institution/community</u> 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 accomodate 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)

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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 historygeneral 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.)

- --- 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.

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

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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 field 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.

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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-toeight-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 onesemester 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 accomodate 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 Israeli 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 spiritual 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 accomodate 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.

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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 card 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 investigatiion 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 -- SENIOE EDUCATORS PROGRAM

1987-88

Year Preceding Expanded Program

Programmatic Implementation

Planning for Following Tears

- 1. Academic Program
 - a. Judaic Innersion (3 wks)
 - b. Core Program
 - c. General track courses
 - d. Academic orientation
 - e. Visiting faculty (general track)
 - f. Hebrew ulpan
- 2. Tutorial System
- -- two general tutors 3. Supervised Internship/Project
 - -- limited basis
- Educational Materials

 preparation of and publication

- Academic Program

 Judaic Immersion 6-8 wks
 - b. Core Program
 - 1) "Challenges" seminar
 - 2) "Bncounters" seminar
 - c. One specialised track
 - -- develop courses d. General track course
 - c. General track course refinement
 - e. Academic orientation
- Tutorial System
 two head tutors;
- 3. Supervised Internship/Project
- -- arrangements for placement 4. Mechina
 - -- planning & coordination for 88-89 in Israel
- 5. Educational Materials
 - a. preparation & publication
 - b. additions to library material and staff
- Becruitment travel & scouts

 a. for general and one spe
 - cialised track 88-89 b. for general and two spe-
 - cialised tracks 89-90
 - c. publication of brochure
 - d. newspaper advertisements
- 7. Documentation & Bvaluation
- -- 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 Orientation 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 scouts effective in identifying potential candidates?

STAGES OF DEVELOPMENT

1988-89

First Year of Expanded Program

Planning for Following Years

refinement

a. Judaic Immersion - program

Questions for Study

1. Fellowships & Belated Costs a. increased stipend b. other costs dependent on results of previous year's study 2. Academic Program a. Judaic Innersion (8 wks) -- mini-immersion for those in Heb. ulpan b. Core Program 1) courses 2) "Challenges" seminar 3) "Encounters" seminar c. Specialisation Course/s 1) general track 2) one specialised track d. Academic orientation e. Hebrew ulpan - summer -- coaching class/es yr. round f. Visiting faculty; specialised track 3. Tutorial 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 Materials a. preparation & publication (including translation) b. additions to library; print & non-print; staff 7. Documentation & Bvaluation 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

Programmatic Implementation

1. Academic Program

- b. Core Program refinement c. Specialisation Course/s 1) general track - refinement 2) 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
 - b. preparations for regional mechina (dependent upon results of study 87-88)
- 5. Rducational Materials -- preparation for 89-90 ff.
- 6. 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 & Networking
- -- begin preparations for regional seminar 1989-90

- 1. Fellowships & Belated Costs
 - -- continued study of appropriate sums and community involvement
- 2. Academic Program
 - a. Is Judaic Innersion program achieving intended aims?
 - b. Does core program achieve intended aims?
 - c. Does specialised track achieve intended aims?
 - d. Does Hebrew coaching achieve intended aims?
- 3. Tutorial 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. Internship/Projects -- Does this component achieve intended aims?
- 5. Mechina
- -- continuation of study begun 87-88 6. Recruitment
 - -- 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 -- same 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 head 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 & Evaluation a. begin data analysis of 1988-89 graduates b. collect data on current participants 8. 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 Following Years

1. Academic Program

- a. Judaic Innersion 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. Internships/Projects -- placements for 1990-91
- Mechina

 preparation for regional
- program in South America 5. Educational Materials
- -- preparation for 90-91ff
- Recruitment travel & scouts

 a. one general, three special
 - ised tracks 1990-91 b. one general, four special
 - ised tracks 1991-92
 - c. remainder of tasks same as previous year
- Pollow-up & Wetworking

 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. Mechina
- a. Is regional mechina effective?
- b. conclusion of previous study
- 5. Recruitment
 - -- conclusion of study
- Documentation & Bvaluation
 -- continue study of effectiveness of procedures
- Follow-up & Networking

 begin study of effectiveness
- 8. Administration
 - -- finalise needs

STAGES OF DEVELOPMENT

1991-92; 93-94

Fourth and Fifth Years of Expanded Program

Programmatic Implementation

- 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

- a. five head tutors; one general, four specialised
- b. 7-8 general tutors
- 4. Internships/Projects

5. Mechina

- a. in Israel
- b. in North America and other locales
- Educational Materials

 --same as previous years
- Documentation & Evaluation

 continue as in previous years
- Follow-up & Networking
 as in previous years

- 1. Academic Program a. Specialisation Courses
 - --preparation for four specialised tracks

Planning for Following Years

- b. remainder of program same as previous years
- Tutorial System same as previous year
- Internships/Projects placements
- 4. Mechina
 - -- preparation for regional programs in new locales
- 5. Educational Materials
- -- preparation for coming years
- Recruitment as in previous years
- Follow-up & Networking

 preparation for regional seminars and for second colloquium in Israel

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

STAGES OF DEVELOPMENT

1990-91

Third Year of Expanded Program

Programmatic Implementation

- Fellowships & Related Costs

 -- same as 1988-89
- Academic Program

 one general track; three specialised tracks
 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
- Educational Materials
 -- same as previous year
- 7. Documentation & Evaluation
 - a. continue data analysis of graduates
 - b. collect data on current participants
- Follow-up & Wetworking

 a. continue follow-up of
 graduates
 - b. devise task forces for 1990-91 graduates
 - c. colloquium in Israel

Planning for Following Years

Questions for Study

- 1. Academic Program conclude study
- 2. Tutorial System conclude study
- 3. Mechina conclude study
- Documentation & Evaluation

 -conclude study of procedures
- 5. Follow-up & Networking --continue study of effectiveness
- Academic Program

 Specialisation Courses
 --preparation for four
 specialised tracks in
 1991-92
 - b. remainder of program same as previous years
- Tutorial System

 five head tutors preparing
 - for 91-92; one general, four specialised
- 3. Internships/Projects
- -- placements for 1991-92
- 4. Mechina -- preparation for regional
 - program in North America
- 5. Educational Materials -- preparation for 91-92f
- Recruitment travel & scouts

 a. one general, four specialised tracks 1991-92; 92-93
 - b. remainder of tasks same as previous year
- Follow-up & Networking

 preparation for regional seminar in South America

PROTOTYPICAL ANNUAL PROGRAM

I. Hebrew Ulpan

August-October

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."

Weekly Hours

40 hrs. weekly

- 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 courses: 1 1/2-3 in class 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 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

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

1-2 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 Zev Mankowitz Dr. Barry Chazan

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 Jan.; Feb., 1987 Feb., 1987 Jan., 1987 Dec., 1986; Jan., 1987 Dec., 1986; Jan., 1987 Dec., 1986 Jan., 1987 Jan., 1987 Jan.; Feb., 1987 New York

Dec., 1986; Jan. & Feb., 1987; Dec., 1986; Jan., 1987 Dec., 1986; Jan. 1987 Jan., 1987 Dec., 1986; Jan.; Feb., 1987 Dec., 1986; Jan.; Feb., 1987 Jan., 1987 New York Jan., 1987 New York

Senior Educators & Jerusalem Fellows

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Wash., D.C.

Wash., D.C.

Baltimore

Baltimore

Baltimore

Boston

Toronto

Toronto

New York

Bureaus & Boards of Jewish Education -- Senior Personnel

Jonathan Woocher Dr. Hyman Pomerantz Fradle Freidenreich Rabbi Matthew Clark Rabbi Yaacov Halpern Dr. Emanuel Goldman Dr. Herbert Birnbaum Sarah Siegman Dr. Daniel Margolis Dr. Irwin Witty Yael Gordon-Bryn Dr. Alvin Schiff

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.,	
Dr. Joshua Elkin	Feb.,	1987
Shauna Harris	Feb.,	
Rabbi Pinchas Tessler	Feb.,	1987
Dr. Aaron Nussbaum	Feb.,	1987
Esther Gold	Feb.,	1987
Nahum Wilchesky	Feb.,	1987
Lucy Cohen	Feb.,	
Edmund Elbaz	Feb.,	1987
Dr. Jay Braverman	Feb.,	1987
Chana Eliashiv	Feb.,	
Monette Melawski	Feb.,	
Dr. Aryeh Rohn	Feb.,	1987
Rabbi David Eliach	Feb.,	1987
Rabbi Meir Moskowitz	Feb.,	1987

Chas. E. Smith Sol. Schecter, Boston Bialik, Toronto Associated, Toronto United Syn., Toronto United Syn., Toronto Jewish People's Montreal Jewish People's Jewish People's UTT, Montreal UTT, Montreal Associated Day Montreal Harry Halpern, Brooklyn Yeshiva of Flatbush High 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

- Assess the feasibility of retraining Jewish studies students for Jewish education careers
 - 1 Interview panels of current and past Jewish Studies majors, including some people who have moved from Jewish Studies into Jewish 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 Jewish studies majors for Jewish education

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

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

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

In addition, lay and professional leaders in formal and informal Jewish education will be interviewed to define probable roadblocks to a successful retraining program for Jewish 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 Jewish 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 Jewish 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-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 Jewish 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# of Wks	IDue IDate
I.	FEASIBILITY		71
1	Interview J.S. majors	1	1
2	Interview leaders	1	1
_	INTERIM REPORT		March 20
II.	PROGRAM CONCEPT	AN	1 51-1/151-
з	Recruitment		IV F S
4	Training		
5	Job development		
	INTERIM REPORT		April 20
	TRAINING PROGRAM DESIGN	4	
6	estimate candidates		- 29
7	est. retraining needs		100/
8	project program size	PT	\sim
9	estimate costs		i
FINA	L REPORT	4	June 19
TOTAL	L TIME	20	· · · · ·

Submitted by Dr.J.B.Ukeles

SENIOR PERSONNEL FOR JEWISH EDUCATION

DOCUMENT E-4

Program Evaluation: Questionnaires

Nativ Policy and Planning Consultants	•	ותכנון	נתיב-יועצים למדיניות
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-1-1-1 JF/87/F _!_

תכנית עמיתי ירושלים שאלון לבוגרים*

.1. מתי השתתפת בתכנית עמיתי ירושלים? מתאריך____ עד תאריך____

2. כיצד נודע לך לראשונה על תכנית עמיתי ירושלים? (הקף בעיגול את האפשרות המתאימה)

1 - דרך חברים

E.4

6)

- 2 דרך מקום העבודה
- 3 דרך בוגרים של תכנית העמיתים
 - 4 מחומר כתוב, איזה?
- 5 מפרסום בעתונות היהודית. איזו?
- 6 מפרסום בעתונות הכללית. איזו?
 - _____ אחר. נא פרט

האם המידע שקיבלת על התכניח מאז ששמעת עליה לראשונה ועד שיצאת לישראל:

- א. היה מספיק?
 - 10 1
 - ND 2

מה היה חסר?_

ב. היה מדויק?

- 12 1
- 2 לא
- מה היה בלתי מדויק?

למניעת סרבול נוסח השאלון בלשון זכר. עם הבוגרות הסליחה. רח' יהושפט 10, Yehoshafat St., Jerusalem 93152 Tel. 027662296; 699951 02/152

Electronic Mail: 05:GLT490

מועיל מועיל מועיל

TRD

האם היו לך התלבטויות לגבי ההצטרפות לתכנית בגלל אחד - או כמה -.4 מהדברים הבאים? (נא סמן בעיגול את האפשרות/יוח המתאימה/וח) 1. אי ודאות לגבי מציאת מקום עבודה לאחר שובי מהתכנית. חשש שנסיעה במועד זה תעכב את הקידום המקצועי שלי. .2 בעיות בהליכי ההרשמה וההצטרפות לתכנית. .3 חשש מקשיים הצפויים לאשתי/בעלי בישראל. .4 חשש מפני ניתוק הילדים מבית ספר ו/או החברים. .5 6. חשש מקשיים כלכליים בישראל. התלבטויות אחרות (פרט)_____ .7 מה דעתך על כל אחד מהמרכיבים הבאים של תהליך בחירת המועמדים .5 לתכנית, לאור התנסותך האישית?

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. ה	אחר (מה?)	1	2	3	4	5	

מפריע

לתהליך

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מועיל למדי

- .6 האם היה חסר דבר מה בתהליך הבחירה?
 - ND 1

המרכיבים

_ (פרט) - 2

7. האם רצוי לשנות משהו בתהליך הבחירה (מרכיביו, אופיו וכד')

1 - לא

_ - כן (פרט) - 2

.8 לולא התקבלת, במה היית עוסק בתקופה בה השתתפת בתכנית?

9. כמחנך, מה דעתך על המרכיבים השונים של החכניח? אנא הקף בעיגול את המספר המסמן את הערכתך, ונמק את בחירתך בשורות הריקות.

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(אנא רשום כל תוספת בשורה נפרדת).	
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13. האם התכנית שמרה על רמה אחידה לכל משך השתתפוחך?

- .1 כן, שמרה על רמה אחידה.
- .2. הרמה עלתה לאורך התכנית.
- .3 הרמה ירדה לאורך החכנית.
- . היו עליות וירידות לסרוגין.
 - .5 אחר (מה?)____

.14 באיזו מידה ענתה התכנית על הצפיות שהיו לך כאשר החלטת להשחתף?

- 1. עלתה בהרבה על צפיותי.
- .2 ענתה על מרבית צפיותי.
- .3 ענתה על חלק ניכר מצפיותי.
- . ענתה על חלק קטן מצפיותי.
 - .5 לא ענתה על צפיותי.
 - אנא פרט:

הצפיות שהתכנית ענתה עליהן

הציפיות שהתכנית לא ענתה עליהן

.15. לסיכום, מה הערכתך את התכנית כמיכלול? (נא הקף בעיגול את אחת הנקודות המתאימות בסולם הבא)

תכנית	!							1	תכנית
גרועה	1	1	ANAG	nde.	1.1.1	m la la	1	1	מעולה
	1	2	3	4	5	6	7	8	

.16. כשאתה חושב על קבוצת העמיתים שלך, לכמה מהם לדעתך גרמה התכנית לשנות תפיסות או עמדות שהיו להם עם בואם?

1. לאף אחד

2. לבודדים

3. למחצית

4. לרובם

.5 לכולם

17. האם התכנית השפיעה עליך באחד או יותר מהכוונים הבאים (סמן בעיגול את האפשרות/יות הרלבנטית/יות לך):

1. הגבירה את המחוייבות שלי לנושאי חנוך יהודי בתפוצות.

2. שנתה את תפיסתי לגבי מקומה של ישראל בתחום החנוך היהודי.

 חידדה את רגישותי לחשיבות העסקנים והמנהיגות הקהילתית בחנוך היהודי.

.4 עוררה אותי לאפשרויות חדשות לפעילות כמחנך יהודי. לדוגמה:

עירערה אצלי מוסכמות שונות לדוגמה_____

18. האם העובדה שהנך בוגר החכנית מעניקה לך מעמד מיוחד במערכת החנוך בקהילתך? (נמק)

- .19 האם השתחפותך בתכנית סייעה לך למצוא תעסוקה מתאימה בתחום החינוך היהודי?
 - 1 לא, אפילו הפריעה
 - 2 לא הועילה
 - 3 הועילה במקצת כו ארבו אולה במקצת
 - 4 הועילה מאד
 - אנא הסבר:____
- 20. האם לדעתך צריכה התכנית לסייע באופן פעיל בהצבת בוגריה במקומות עבודה?
 - 1. לא
 - _2. כן כיצד?_
 - 21. איזה חפקיד אחה ממלא כיום? (אנא פרט ככל האפשר – שם המוסד, התואר הרשמי של התפקיד, קהל היעד וכו').

.22. איזה תפקיד מלאת לפני שהצטרפת לתכנית? (אנא פרט ככל האפשר-שם המוסד, התאר הרישמי של התפקיד, קהל היעד וכו').

23. האם כיום תפקידך ו/או תחומי אחריותך שונים מכפי שהיו לפני שהצטרפת לתכנית? (נא סמן בעיגול את האפשרות המתאימה לך:)

1 - התקדמתי לתפקיד בכיר יותר.

2 - נשארתי בתפקיד דומה, אך התרחבו תחומי האחריות שלי.

3 - עברתי לעבוד בתחום אחר

___: אחר – 4

24. האם ההכשרה שרכשת בתכנית (כולה או חלקים ממנה) מסייעת לך בעבודתך כיום?

1 - לא, אפילו מפריעה

2 - לא מועילה

3 - מועילה במקצת

4 - מועילה מאד

אנא הסבר:____

25. באיזה שלב נמצא הפרוייקט האישי שלך כיום?

	1. כן
	2. לא
	אנא הסבר:
. 2	אילו התכנית הייתה מתקיימת במקום אחר ולא בישראל, האם היית משתתף בה?
	AMERICAN JEWISH 19 - 1
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.28	
	1 - כן, בהחלט
	2 - כן, לרוב
	3 - כן, פחות או יותר
	4 - לא כל כך
	5 - בכלל לא
.29	האם נילוו אליך לישראל בני משפחה?
	ב - לא
	12 - 2
	אם ענית בחיוב –
	א) מי היו הנילווים? (נא סמן בעיגול):
	1) אשה∕בעל 2) ילד∕ים (נא רשום גילים) בהגיעכם לישראל 1
	.2
	. 4

.30

	1 – נהנתה מאד
	2 - די נהנתה
	3 – החזיקה מעמד
	4 - סבלה
	(אנא הסבר):
	האם התעוררו במשך השהוח שלך בישראל בעיות מיוחדות
	ו. לא
	2. כן, אילו? <u>AMERICAN IEWISE</u> 2
	<u>ARCHIVES</u>
	שמך:(אם אתה מוכן למסור)
	נשמח לקבל כל הערה נוספת:
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איך הרגישה משפחתך במשך השהות שלכם בישראל?

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8.	How did you fin	st hear ab	out the J	erusalem Fe.	llows program	?
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	2. Through co		t work		1. 1. 1. 1. 1.	
	3. Through gi				C.C.LARS IN	
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	6. Through ad 7. Other (ple	ivertisemen		general pr	ess.	1.1
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	one reason and	i be as spe	ake place	possible)		
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d. e.	If the program be interested 1. yes 2. no Given that the suitable can following aspe de) essays for application	a did not t in partici selection didates for ects of the etrimental 1	ake place pating?	es aim at i gram, how ion procedu slightly useful	would you st dentifying th would you r re? reasonably useful	111 e most ate th very usefu

Electronic Mail: 05:GLT490

10, Yehoshafat St., Jerusalem 93152

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

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

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JST/87/C1_1_1_1

התכנית למחנכים בכירים בחינוך היהודי בתפוצות 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.

2. 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)
 .3 (סמן בעיגול)
 .2 כדי להרחיב את ידיעותי ביהדות
 .3 כדי לרכוש כלים פדגוגיים
 .4 כדי להתקדם בעבודה
 .5 אחר (פרט)

4. מה היו שלבי ההצטרפות שלך לתכנית, מרגע שנודע לך עליה ועד שיצאת לישראל? (נא רשום כל שלב בנפרד, וציין מועדים או משך הזמן שארך השלב)

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מהדברים הבאים? (נא סמן בעיגול)	
1. קושי למצוא לי מחלא מקום בעבודה.	
 אי ודאות לגבי שמירת מקום העבודה עד לאחר שובי מהתכנית. 	
.3 חשש שהנסיעה במועד המסוים הזה תעכב את תהליך הקידום שלי בעבודה.	
 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.	
.8 קשיים או חששות אחרים (פרט)	
האם אתה מכיר מישהו שרצה להצטרף לתכנית, אך בסופו של דבר לא הצטרף?	.7
1 - לא 2 - כן (כמה אנשים?)	
אם יש לך הצעות לשיפור תהליכי ההרשמה וההצטרפות לתכנית, נא רשום אותן כאן:	

חלק שני: התכנית עצמה

. 6

 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 3 = די רלבנטי ביותר 4 = 7

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האם היו לך התלבטויות לגבי ההצטרפות לתכנית בגלל אחד - או כמה -

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	רבה 8		6	5		3	2	1	

		79
	- 5 -	
	האם ישי לך קשיים בגלל שליטה בלתי מספקת בעברית?	.4
	אל – 1 גע	
	2 – כן, די קשה לי	
	- כן, קשה לי	
	4 – כן, קשה לי מאד	
	מה אתה חושב על הצד הארגוני/אדמניסטרטיבי של התכנית?	.5
	א. בתקופת המועמדות לתכנית (בחו"ל)	
	ANTEDICANI TENNICIA	
ארגון ! 1 גרוע	ארגון !!!!!!!	
	ב. בתקופת ההשתתפות בתכנית (בישראל)	
ארגון ––– 8 מעולה	ארגון !!!!! גרוע ! גרוע !	
(סמן בעיגול)	האם לדעתך נחוץ להכניס שנויים בהבטים הבאים של התכנית?	.6
	א. לימודי היהדות (תנך, היסטוריה, ספרות וכו')	
	1 - כדאי להשאיר בלי שנוי	
	2 - רצוי להרחיב	
	3 – רצוי לצמצם	
	שנויים אחרים (פרט)4 שנויים אחרים	
('101	ב. התכנים הפדגוגיים (דידקטיקה, פילוסופיה של החינוך	
	1 - כדאי להשאיר בלי שנוי	
	2 – רצוי להרחיב	
	3 – רצוי לצמצם	
	4 – שנויים אחרים (פרט)––––––––– 4	

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זכנית	הפעילויות הבלתי פורמליות בת	· >
	1 – כדאי להשאיר בלי שנוי	
	2 – רצוי להרחיב	
	3 - רצוי לצמצם	
	4 – שנויים אחרים (פרט)–––– י	
פיות שהיו לך ממנה, כאשר החלטת	באיזו מידה עונה התכנית על הצ להשתתף בה?	(8 .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 עליו	ו שהתכנית ערנה עליהן ו ו	הציפיוו
A.		
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מה היה תפקידך בעבודה? (נא רשום את התואר הפורמאלי של התפקי (כגון: "סגן מנהל", "מרכז שכבה" וכו')	ב)	
מה היו אז תחומי האחריות שלך בעבודה? (נא פרט במה עסקת בפועל במסגרת התפקיד שלך).	()	
היכן אתה מתעתד לעבוד לאחר שובך מהתכנית?	(8	
באיזה תפקיד? (התואר הפורמלי של התפקיד).	د)	
להערכתך מה יהיו תחומי האחריות שלך בעבודתך?	()	
יש דברים שאתה רואה כיום אחרת מאשר לפני שהצטרפת לתכנית?	האם	
לא	- 1	
כן (נא פרט ככל האפשר)	- 2	

- 8 -
האם נראה לך כיום שהתכנית נחוצה לך?
1 = כן, בהחלט 2 = כן 3 = לא כל כך 4 = לא
מדוע?
האם המלצת, או יש בכוונתך להמליץ, בפני עמיתיך להשתתף בתוכנית 1 - לא 2 - כן, המלצה מסויגת 3 - כן, המלצה חמה
(נא הסבר מדוע)
האם שמעת בינתיים על תכנית אחרת, בעלת מטרות דומות, שהיית מעז השתתף בה, במקום להשתתף בתכנית הזאת?
$A K C H I V E S_{12} - 2$
אם ענית בחיוב -
א. מה שם התכנית?
ב. היכן היא מתקיימת?
ג. מדוע היית מעדיף אותה על פני התכנית הזאת? (סמן בעיגול)
S
1 – מתאימה יותר לצרכים שלי
2 - יותר יוקרתית
3 – במקום יותר נוח
: (פרט):
1 - לא 2 - כן
אם ענית בחיוב -
א) כאשר התעוררה בעיה, אל מי פנית (אנא פרט הן גופים והן י אנשים במידת האפשר)
1 3 1 3 1 3 1 3 3 1 2 3

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		משפחה?	ר לישראל בני מ	האם נלוו אלין	.9
			2 - כן	1 - לא	
			- 2	אם ענית בחיוו	
ילאים) 1	אשה/בעל ילד/ים (ג	בעיגול):	ים? (נאיסמן ו	א) מי הנלוו	
3					
	בישראל?	ר השהות שלכם	שה משפחתך במשן	ב) איך מרגיע	
			נ מאד	1 – נהניו	
			זנית	2 - די נו	
			ה מעמד	5 - מחזי	
				4 - סובלו	
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.12	נודה	לר	אס	תסכים	למסור	לנו	כמה	פרטים	אישיים	על	עצמך	כיום:	
	שם					כתוב	n:						
	מין			גיל		งาภ	אר אנ	דמאי:-					

Nativ Policy and Planning Consultants • נתיב-יועצים למדיניות ותכנון

Dates

25

JST/87/B

THE SENIOR EDUCATORS PROGRAM

QUESTIONNAIRE

The following questionnaire applies to Mr./Ms. ______ who participated in the program in ______ (year). Thank you in advance for your cooperation.

a. How did you first hear about the program?

(circle the appropriate response)

- 1. Through the educator himself.
- 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. סל' 10, Yehoshafat St., Jerusalem 93152

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.).
- 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?

- 1. The program enriched the educator above all expectation.
- 2. 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?
 - 1. Contact was maintained throughout.
 - Contact was maintained most of the time.
 - 3. Contact was maintained part of the time.
 - No contact was maintained.

If contact was maintained between the educator and the institution, provide details:

f. (a) Is 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 the educator returned to your institution after completion of the program, did he-(circle the appropriate response)
 - 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 completion of the program did the educator fulfill his prior commitment to remain at the institution for a designated time period?

1- yes.

2- no.

 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	t of Contribution			
		high	average	low	none		
1.	Broadening Jewish knowledge.	4	3	2	1		
2.	Improving pedagogic skills.	4	3	2	1		
3.	Broadening knowledge in field of expertise.	4	3	2	1		
4.	Improving administrative skills.		JEWJISH FW E.C.	2	1		
5.	Other area (please specify)	4	۵ ۵ ³	2	1		

- 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.
- Upon his return we found his reintegration with the staff difficult.
- 3. He is now overqualified for his position.
- In his present job the educator does not utilize skills he acquired during the program.
- The educator left the institution, making it impossible to utilize his acquired skills.
- 6. Other reason (provide details)
- Will the skills and knowledge acquired from the program assist the educator in the future, at a higher position in the 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?

5

1- no.

2- yes (how many?)

Provide explanation:

 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.
- It is difficult to guarantee and/or find a suitable position for the educator upon his return.
- We fail to gain from the participation of educators in the program, since many subsequently leave the institution altogether.
- 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.
 - Send Israeli replacements to substitute for educators participating in the program.

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2. Increase the scholarships awarded to participants.

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 Divide the program into two summer semesters over a twoyear period.

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 Enable the intervention of the institution's director in determining the educator's individual study program.

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

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Other (please specify)

q. How well do you know the educator?

1- extremely well.

2- somewhat.

3- only superficially.

r. We welcome any further comments:

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Please provide basic personal det	
Name:	- in the second
Your position at the institution:	
Name of the institution:	
Address:	