

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

REPORT

THE ISRAEL EXPERIENCE
PROJECT

SENIOR PERSONNEL
FOR JEWISH EDUCATION

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

* deceased

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SENIOR PERSONNEL FOR JEWISH EDUCATION

Prepared by

NATIV POLICY AND PLANNING CONSULTANTS

THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

Morton L. Mandel, Chairman

SUB-COMMITTEE
ON THE ISRAEL EXPERIENCE

Robert E. Loup, Chairman
Richard Hirsch, Co-Chairman

SUB-COMMITTEE
ON SENIOR PERSONNEL

Isaac Joffe, Chairman

JUNE 1988

NATIV POLICY AND PLANNING CONSULTANTS

PROJECT DIRECTOR

Annette Hochstein

CONSULTANTS ON METHODOLOGY

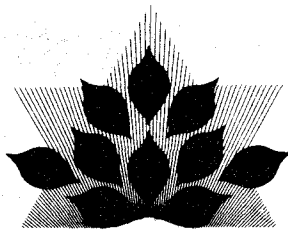
Prof. Seymour Fox

Prof. Michael Inbar

Dr. Shmuel Shye

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REPORT - JUNE 1988

INTRODUCTION

The Israel Experience Project has reached its next major crossroads. The project moved from fact-finding and research to policy making and planning and then to the implementation of pilot projects (see page 5 - end). At this point, major conclusions can be drawn and, as the first experimental stage comes to an end, heads of major institutions and programs could choose to make significant decisions.

The following questions and choices arise from what the data and pilot programs have taught us:

1. Does the Jewish Agency/WZO choose to invest significant resources in bringing more young people to educational programs in Israel?
2. Does the Jewish Agency/WZO choose to invest significant resources in improving the quality of educational programs in Israel?
3. If the answer is yes,
 - on what populations do we want to focus? (High school? South America? Families? Young professionals?)
 - on what type of programs do we want to focus? (Formal? Informal? Short-term? Long-term?)
 - what rate of growth or change are we recommending? (10% a year? 25%)

WHAT HAVE WE LEARNED?

The project set out to consider whether "the Israel Experience," namely, educational programs of various kinds in Israel for Jewish youth from the Diaspora, could be improved and whether participation in them could be increased. Our initial research dealt with several questions: What programs exist? Who participates currently in programs? Is there a potential population for growth? What kind of programs do these potential populations want? How good are existing programs? What resources are available (manpower, infrastructure, accommodations, etc.)? And more.

The research indicates:

- * There is a significant potential population for educational programs in Israel -- our data documents this for North America. This population knows what it wants from programs and is often different from what exists. Large numbers of these people have never visited Israel. Amongst those who have already visited, many would like a return visit. (See S.M. Cohen, "Jewish Travel to Israel," The Jewish Education Committee, 1986.)

Programs could be significantly improved and many need to be. The key to improvement resides in:

1. Recruiting and training appropriate educational personnel to serve as planners, counsellors, and program directors. Such personnel would introduce the changes necessary in curriculum, training and

recreation to insure that programs meet the needs and expectations of today's participants.

2. Improving logistics. Current logistical arrangements often fail the educational goals of the program instead of serving them. Logistics and administration should, where necessary, be reorganized to become an integral part of programs and be regarded as educational administration.

3. In order to increase participation (assuming that the crisis of the current year will not continue), recruitment and marketing of programs should make use of professional marketing techniques. Recruitment networks can and should be expanded.

* New types of programs should be devised to address potential demands and needs that have not yet been met.

WHAT HAVE WE TRIED?

The following experimental programs applied and tested the assumptions derived from the research:

1. Experimental summer program for less-affiliated high-school youth from the U.S.A. -- Summer 1987. (201 participants) Youth & Hechalutz Department.
2. Experimental program for Jewish day-schools classes -- School year 1987/88. (Classes from two schools in Australia and from Y.U. High School in Los Angeles) Am Segula, Torah Education Department.

3. Four experimental models of Kibbutz Institutes for Jewish Experience for 18-35 year olds. (1987-1988 -- 3 Institutes already operational.)
4. Expansion of a successful program: An experiment with the Alexander Muss High School in Israel program.
5. Marketing Israel programs in the United States, a pilot project for the implementation of professional marketing techniques.

In addition, the following development plans are underway:

1. A planning mechanism for re-designing and increasing the role of the kibbutz as a resource for the Israel Experience.
2. A study of a new concept in short-term programs for young adults (Vacation Villages). Research on the economic feasibility of the idea has been conducted and completed by Heshev, a management consulting firm. The Steering Committee of the Vacation Village Project is currently reviewing the findings of that research.
3. Recommendations for the improvement of "Tappuz" -- short-term programs for visitors from the southern hemisphere. A preliminary survey, which included questionnaires to participants, interviews with staff and evaluations by educators and administrators who are connected to the program, has been completed. The resulting report is now

being reviewed by the South American Desk of the Youth and Hechalutz Department. A copy of the report is available upon request.

The following pages provide a project-by-project status report.

YOUTH AND HECHALUTZ -- PHASE II

As we have reported previously, the initial experiment conducted with the Youth and Hechalutz Department in the summer of 1987 successfully introduced new conceptions of staff, planning, program content and preparation of participants for groups of less affiliated high-school youth. The goal was to demonstrate that through specific intervention in problematic areas of summer tour programs the overall quality of the programs and satisfaction of the participants could be significantly improved. Because one of the Jewish Education Committee's criteria for experimental programs was potential widespread impact, this experiment was undertaken with the largest purveyor of summer programs and designed to allow for replication and expansion. In February 1988, the Committee voted in favor of an expanded second phase of the pilot project.

The second phase involved building the administrative infrastructure of the Short-Term Programs Unit of the Department and increasing its capacity to run high-quality programs for large numbers of less affiliated youth. The outcomes of last summer have been incorporated into the planning of this summer's

program while detailed evaluation continues. A questionnaire measuring the long-term impact of the program -- to our knowledge, the first of its kind -- was sent to the participants in April and the responses are now being processed. A project director, business manager, administrative assistant, and three "fellows" (group leaders from last year) were hired. Ten group leaders and eight assistant group leaders were recruited and underwent an intensive educational training program, reflecting a refinement of the staff model which was used last year. Under the guidance of the fellows, the group leaders developed their own itineraries, utilizing the lessons gleaned last summer. The experiment had shown that educators and counsellors did not have access to the materials appropriate for engaging young people as they encountered important sites in Israel. A collection of biblical and rabbinic sources, selections from modern Jewish literature, poetry and other educational, is currently being published as a source book for future use by group leaders. (See Appendix 1.)

While 600 teenagers were expected to participate in the expanded pilot project, only 120 registered because of the repercussions in the United States of the political situation in Israel. The "extra" group leaders and assistant group leaders have been assigned to a variety of programs being conducted by Youth and Hechalutz this summer, thereby hopefully spreading the benefit of their training and approach throughout the Department. The French Programs Division of the Youth and Hechalutz Department has fully adopted the new approach to guiding groups posited by the

experiment. The French-speaking group leaders are undergoing an intensive training program similar to that of their English-speaking counterparts.

A theoretical summation of the experiment has been written by Ami Bouganim which outlines the concepts crucial to building high quality short-term programs. The extent to which the Department implements these concepts in the future, utilizes the infrastructure that has been developed, and exploits the cadre of well-trained personnel that has been created will depend on the policy decisions of the Department's leadership. If the leaders are favorable to building on what has been achieved by the experiment, we believe that the Department now has the knowledge base and tools to continue the work independently.

AM. SEGULA

The Am Segula program of the Department of Torah Education and Culture, which brings day school classes to Israel for a period of 6-11 weeks, was targeted for expansion and improvement by the Jewish Education Committee. Over the past year, we have been working with the Torah Department personnel and the Am Segula staff to develop a model program for visiting day school students. Important innovations in staff structure, curriculum and administration have been made.

In the past, each run of the program was staffed by people recruited specifically for that time period. This arrangement precluded the opportunity to create continuity from session to session, build commitment among the staff and to do proper

planning and follow-up. The Jewish Education Committee pilot project involved the recruitment and training of a highly qualified permanent staff. Unfortunately, the person initially hired to be director of the program resigned unexpectedly (for personal reasons) prior to the arrival of the first group of students in October and had to be replaced. The crystallization of the staff, therefore, took longer than expected but the staff is now working together efficiently and effectively.

The first group to participate in the pilot project was composed of 68 students from two day schools in Australia. Two classes from Providence, Rhode Island were scheduled to arrive in February 1988 but cancelled due to internal reasons, resulting in a free period which was used for intensive planning and curriculum development. The curriculum was designed to combine courses in Jewish subjects with the study of Israel and to revolve around a central topic. In addition, a source book to accompany the program was compiled for use by all future groups. (See Appendix 2.) Another innovation was the establishment of ongoing communication between the Am Segula staff and the home schools in order to insure the full integration of the teachers who accompany the students to Israel with the staff in Jerusalem. Ongoing contact also allows for better preparation of the students and more effective dealing with problems.

At the moment a group of 42 students from Yeshiva University High School in Los Angeles, California are participating in a 7 week program, the last phase of the Am Segula experiment. Upon

its completion, we will assist the Am Segula staff in summarizing the conclusions of the experiment which can then be incorporated in to other Torah Education Department programs and shared with purveyors of other day school programs. A new steering committee of respected educators has been established to offer guidance to Am Segula in the future, but if funding is not made available to the Department this program will be discontinued.

KIBBUTZ INSTITUTES FOR JEWISH EXPERIENCE

The Kfar Hanassi Arts Institute opened on June 1, 1988 with 32 participants. This pilot institute, the second of four to be developed, combines the study of Hebrew and the experience of living on a kibbutz with an opportunity to develop artistic skills. In addition to their Hebrew language classes and work responsibilities, participants are enrolled in one of the following art specialty courses: photography, painting and drawing, ceramics, wood crafts. These courses are all being taught by artists who live on Kfar Hanassi. the Institute's program also includes enrichment seminars such as: "Judaism In Its Many Forms," "Israel -- The Land," and "Arab-Jewish Relations," with appropriate fieldtrips incorporated into the seminars. There are also a series of lectures on kibbutz life and several creative expression workshops.

The second run of the Contemporary Israel Institute also began on June 1 at Kibbutz Hazorea. (The first run was February-May 1988.) This session is focusing on the study of Middle East politics, with special emphasis on Israel's upcoming elections. Meetings

with several Arab and Jewish political activists and fieldtrips to various communities which reflect different political ideologies have been planned. Sixty people from North America, South America, South Africa, Australia and France are participating.

The Jewish Studies Institute, scheduled to open at Kibbutz Yavneh on September 15, has adopted the theme "Search for Roots." It is designed to give young people with a limited Jewish background an opportunity to explore Jewish issues in a religious environment. The curriculum, developed in conjunction with Midreshet Herzog at Kibbutz Ein Tzurim (coordinator of educational seminars for the religious kibbutzim) will include courses such as "In the Footsteps of the Patriarchs," "The World of Prayer," "Belief After the Holocaust" and "A Glimpse at Jewish Literature."

Plans are underway for the fourth institute which will open in February 1989. This one will combine the study of Judaism as a culture with study of the land of Israel, including segments on archeology, history, Jewish values and the different streams of Judaism within Israel.

"Oren," the Kibbutz planning mechanism, has been working closely with Ruder, Finn & Rotman to develop strategies and materials for marketing all of the Kibbutz Institutes. A toll-free telephone number for obtaining information about the Institutes and other kibbutz programs has been implemented in the United States. "Oren" has also developed its own Kibbutz Fellows program, which trains ulpan graduates for public relations activities when they

return to their home cities. Over 50 ulpanists (mainly North Americans) have already participated in two seminars, learning basic marketing ideas and skills that can be used in Jewish community centers, with youth organizations and on college campuses.

The Kibbutz Institutes for Jewish Experience project is succeeding in revitalizing the traditional kibbutz ulpan which had been suffering from decreasing enrollment and declining program quality. Renewed attention has not only been given to the educational content of the ulpan, but to the host environment -- the relationship between the participants and the members of the kibbutz and the physical conditions. In an effort to involve the ulpan staff more deeply in the development of the Kibbutz Institutes, "Oren" has initiated joint staff meetings for the personnel at Kibbutz Hazorea, Kfar Hanassi and Yavneh. These meetings will not only allow for the exchange of ideas and mutual assistance, but will enable the staff to feel a part of the larger picture of this innovative project.

The program has begun a process of change throughout the approximately 30 existing kibbutz ulpanim. For example, many ulpanim have turned to "Oren" for advice on running effective orientations for their participants like those introduced at the Kibbutz Institutes. We believe that with the knowledge and experience that "Oren" has acquired the kibbutzim have the impetus and capability to continue this process of change on their own.

High School in Israel

The Jewish Education Committee's multi-pronged approach to the Israel Experience project included the expansion of successful existing programs in addition to the innovation and improvement of others. The Alexander Muss High School in Israel was rated by the Israel Experience's 1985 evaluation as one of the highest quality programs available to American teenagers. At that time, 800 students were participating each year in AMHSI, representing a steady increase over the program's 14 years of existence. Together with High School in Israel, the Jewish Education Committee designed a five-year plan to accelerate the growth of the program by 30% annually, bringing the number of participants up to 3,000 per year. The plan designated funding for three distinct purposes: hiring Directors of Admission in communities that were interested in starting to recruit local youth for the High School in Israel program, subsidizing tuition for students from new communities and providing scholarships based on financial need.

During the first year of the experiment, the growth of the new communities has been impressive. Cities like Atlanta, St. Louis, and Milwaukee have begun to send significant numbers of students to High School in Israel. Other cities with large numbers of potential candidates, like Los Angeles and Philadelphia, have expressed interest in joining the High School in Israel network. But while growth is evident in these areas, recruitment in some of the already established communities has suffered from the current political situation. In fact, far from reaching the

original goal of a 30% increase, HSI's total enrollment for the year has dropped by about 17%. It should be noted, however, that this decrease is much less than those experienced by other organizations, once again attesting to the quality of the High School in Israel program.

In light of these circumstances, and due to unforeseen administrative expenses within AMHSI's framework, the original targets for expansion need to be reassessed. At the same time, the Committee may want to consider various prospects for the long-term financial support of this worthy program.

MARKETING ISRAEL PROGRAMS

The initial Israel Experience research study conducted in 1985 showed that approximately one-third of the American Jewish population had never visited Israel but was interested in doing so if the appropriate program was available. That same study reported that over 400 programs existed, indicating that their purveyors were not reaching the appropriate target population. In light of this, the Jewish Education Committee commissioned the firm Ruder, Finn & Rotman to develop professional marketing tools which could be used by all Israel programs over the long-term. While Ruder, Finn & Rotman has been working towards that goal, the firm has also invested considerable energy in dealing with the especially difficult recruiting circumstances that the current situation has created.

Since November 1987, RF & R has been consulting regularly AZYF, NFTY, Kibbutz Aliyah Desk, USY, and other organizations who have requested such services. In addition to assisting these groups in the development of their public relations materials and strategies, the project has tried to help them in addressing parents' concerns about security and subsequent reluctance to send their children to Israel. One attempt was in the form of a letter drafted by RF&R which can be personalized by the director of the various youth organizations and distributed to parents of members.

A press kit, including background sheets on the benefits of student travel to Israel, a press release about Israel's 40th anniversary celebrations and fact sheets describing a selection of programs, was sent along with customized pitch letters to almost a thousand reporters and editors throughout the United States. Follow-up calls to the editors have also been made to suggest specific story angles. Articles based on the press kit have already appeared in several major city newspapers as well as Jewish publications and some have been syndicated nationwide.

An advisory panel of marketing experts was created and met, together with Mr. Robert Loup, in January to discuss the various issues challenging the promotion of travel to Israel, specifically during a period of political turmoil. All of the members of the panel agreed that organizations should strive to unify marketing efforts so that they can benefit from economies of scale and cooperation. The panel's views have been incorporated into RF & R subsequent activities.

Perhaps the most critical -- and the most exciting -- outcome of this project so far is the video news release that RF & R produced on the EL Al - sponsored parents' trip to Israel. RF & R sent its producer to Israel to accompany a group of 30 skeptical parents who came to tour the country for a week and see for themselves that it was safe for their children. The video news release was picked up by approximately 60 local television news stations for either immediate or future use, and aired in some cities just before Passover.

A longer version of the video news release, incorporating the interviews done with the 30 parents and their meetings with Teddy Kollek and Israeli teens, was also developed. This is intended for use with, or distribution to, parents of potential participants.

A ten-minute video designed to stimulate teenagers about the idea of going to Israel is being produced by Israeli film-maker Yehuda Wurtzl in conjunction with RF & R. This video will be generic so that it can be used for recruitment purposes by any organization, with RF & R advising on how to make it specifically useful to particular groups.

"OREN" -- EDUCATIONAL PLANNING FOR THE KIBBUTZIM

One of the most important findings which emerged from the Israel Experience research was the fact that each year approximately 20,000 visitors to Israel participate in some form of educational program -- ranging in duration from one day to several months -- on a kibbutz. The Kibbutz Movement responded to this information

with a self-imposed challenge: to maximize the kibbutz's role in Jewish education for Diaspora Jewry.

While the unique attraction of the kibbutz and the vast resources of the kibbutz network were known, their potential for developing quality programs for various age groups had not been fully exploited. The Jewish Education Committee encouraged the kibbutzim to invest the appropriate professional and financial resources in developing Israel programs as a significant branch of kibbutz activity. Because of the scope of this task, a relatively long period of discussion and consideration with kibbutz leadership was necessary. In February 1988, "Oren" submitted, and the Committee accepted, a proposal to establish an educational system for Jewish youth from abroad in the Kibbutz Movement. A six-month planning project was begun.

After several preliminary meetings between Nativ and "Oren" staff which served to establish the direction of the project, a planning team was created. The team consists of three "Oren" staff members and three professionals, hired on a part-time basis, who bring with them extensive experience in education, tourism and kibbutz economics.

The team is currently in the process of collecting data for a comprehensive report which will cover the scope of existing programs and survey existing resources. Results of interviews with people involved in various aspects of kibbutz life and case studies of specific programs are discussed at the team's regular meetings. Once written, the report will serve as a basic guide

for decisions on what types of kibbutz programs should be created, supported, changed or abandoned. Along with the preparation of this report, the planning team is investigating the possibilities of specific experimental projects which could be implemented immediately, based on the rationale emerging from the data.

This planning phase, due to conclude in October 1988, is laying the foundation for a period of long-term development of educational programs within the Kibbutz Movement. The question of external financial support for this process is still unanswered.

"FOOTNOTES"

One of the points of intervention in last year's experiment with the Youth and Hechalutz Department was the preparation of the participants before their trip and follow-up after it. This was achieved through "Footnotes" publications: a pre-trip questionnaire, a trip diary, a series of newsletters to participants and a series for their parents. Evaluation showed that these publications were widely effective in preparing participants and their parents (both literally and psychologically) for the experience, enhancing its educational impact and extending its effect.

Recognizing the value that these unique, professional publications could have to other educational programs, the Jewish Education Committee voted in February 1988 to establish "Footnotes" as an separate endeavor, subsidizing its production for the 1988-89 year and thereby paving the way for its eventual

financial independence. The package of publications is being given free to Youth and Hechalutz for all of the participants in the second stage of the pilot project and is being sold at \$14 per participant to other interested groups. A certain portion of each publication will be tailored to suit the specific needs of the various programs. Revenues from sales are being deducted from the Jewish Education Committee allocation.

So far, approximately 1200 packages have been sold to BBYO, Hillel, AZYF and others. This year's low program enrollment, and the subsequent financial strain that it has placed on organizations, has clearly effected "Footnotes'" marketability.

Schaffzin & Schaffzin, the "Footnotes" publisher, is using the current year as an opportunity to develop both the product and the customers for it. A version of "Footnotes" appropriate for college-aged travellers to Israel and a "graduate" newsletter (for last year's participants) are in the works. A permanent editorial has been formed which includes representatives from Nativ, Youth and Hechalutz, plus educators who have worked extensively with American teenagers. The board was established to give professional guidance, while at the same time ensure the independence of the publishers from institutional restraints which may effect the quality of "Footnotes".

Department of Education

One project that the Jewish Education Committee proposed, but has not yet been conducted, is the establishment of a planning team within the Department of Education and Culture in the Diaspora.

This team would do a comprehensive evaluation of the Department's Israel Experience programs and develop plans for the future of each program. The Committee may want to consider what the next steps should be for implementing this project.

SITES AND SOURCES

A source book for guiding Jewish Groups

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WORLD ZIONIST ORGANIZATION
DEPARTMENT FOR TORAH EDUCATION AND CULTURE IN THE DIASPORA

AM SEGULAH PROGRAM
SOURCE BOOK

Project Staff

Coordination:

Danny Kahan
Doron Herzog

Staff Members:

Chaim Arzi
Yuli Edelstein
Chen Lifschitz
David Hornstein
Liora Silberg

Consultants:

Shmuel Benalal
Nativ - Policy and Planning Consultants.

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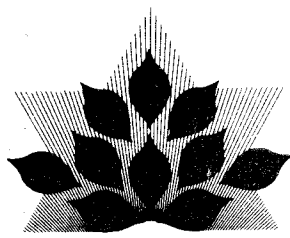
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הוועדה לחינוך יהודי של הסוכנות היהודית
THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

SENIOR PERSONNEL
FOR JEWISH EDUCATION

SENIOR PERSONNEL FOR JEWISH EDUCATION

REPORT -- JUNE 1988

I. INTRODUCTION

Two years ago the Jewish Education Committee decided to deal with the shortage of qualified Senior Personnel in the world as a means for improving Jewish education.

This challenging decision of the Committee was based upon the notion that success in improving the Jewish educational enterprise would largely depend upon the provision of a cadre of talented, creative, high-level, well-qualified individuals who could take leadership in their local communities. Such a group of people could run institutions, create new ones where needed, inspire educators and community leaders, deal with the content of Jewish education today, and train teachers and informal educators. Today, graduates of senior personnel training programs are beginning to form such a cadre in the field, and they are proving the point in key educational leadership positions, in Argentina, South Africa, France, the United States and other places.

Following an initial period of data gathering and analysis, the Sub-Committee on Personnel, first chaired by Mr. Mendel Kaplan and currently chaired by Mr. Isaac Joffe, took note of the gap between the number of qualified people needed and those available, and decided to undertake experimental projects to do the following:

- A. Expand training opportunities for senior personnel in Israel;
- B. Intensify recruitment efforts, testing the availability of talented young people willing to join the ranks of senior educators;
- C. Develop community-based projects to demonstrate how a local coalition of Jewish educational and communal institutions, with professional help from the Committee and joint funding from the Jewish Agency/WZO and local sources could come to grips with and begin solving the shortage of qualified senior personnel.

We believe at this stage that a solution to the shortage of senior personnel for Jewish education may be within reach. The solution depends largely upon policy decisions to invest the professional and financial resources needed and to continue the process begun by the Jewish Education Committee.

II. WHAT WAS TRIED?

We are pleased to report that the following projects are in progress.

- A. The expansion and development of two training programs in Israel:
 - 1. The Senior Educators Program at the Melton Centre of the Hebrew University, a one-year intensive program for experienced educators in both formal and informal settings.

The goal was to gradually expand the program to 75 students per year, while revamping its academic content and administrative structure. Eighteen students have been selected to participate in the program during the academic year 1988-89 (up from ten during 1987-88) and 25 are expected to participate in 1989-90. The Senior Educators Program has also succeeded in instituting a tutorial system, a mandatory preparatory ulpan, revised academic requirements, and several new courses which have dramatically improved the quality of the program.

2. The Jerusalem Fellows, a one to three year program for educators who are committed to taking on leadership positions in their communities upon completion of the program. Here, too, systematic thinking and planning work was undertaken towards increasing the program's effectiveness and preparing it for increased participation.

Internal, formative evaluations have been conducted within both programs, assisting in the year's work. These programs, which make extensive use of Israel's academic, educational and environmental resources, offer the highest level of training currently available for senior personnel. (Appendix 1)

- B. Recruitment for all of the experimental programs has proven successful beyond our most optimistic hopes. For example,

for the Senior Educators Program there were 224 applicants as compared to last year when only 10 people applied. More than 100 people expressed interest in the Jerusalem Fellows Program for eleven available places. This year's recruitment efforts have produced numerous candidates for next year too and we believe that an infrastructure for long-term recruitment efforts has begun to be established. In any case, we are now encouraged to believe that talented young Jews are interested in choosing careers in Jewish education. (Appendix 2)

C. Two Community Projects have been launched, and a third is likely to start soon. The development of these projects fills a critical gap that existed in the realm of training. In the past, many qualified candidates who, because of family circumstances or professional obligations, could not come to Israel for an extended period of time did not have the opportunity to participate in a top-level training program. The Community Projects make local training available to these individuals.

1. The Educator's Fellowship in England was officially inaugurated on June 12, 1988 with 14 participants, seven full-time and seven part-time. The program has been designed to both meet the community's specific needs for senior personnel through the individualized training of the participants and to continue the development of the communal, cooperative process for dealing with the issue

of personnel which has evolved during the planning and recruitment stages of the project. Individual study programs have been planned for each of the fellows and courses for the whole group are underway. The seven full-time fellows will be arriving in Israel in July for a short seminar before participating in CAJE, an international educators' conference. (Appendix 3)

2. The Principals Training Program in France started in November 1987 with 8 participants. Since then they have been studying Hebrew with individual teachers provided by the WZO's Education Department as well as participating in weekly courses in Talmud (for the men) and Chumash (for the women). Two intensive seminars have already taken place in Paris in December and February, with a third being planned for July. The group will come to Israel for an extended training period starting in October 1988. This will be followed by half a year of internship and courses in France to complete the program. Three of the participants are already being considered for specific principal's positions upon graduating the program in the summer of 1989. One person was actually appointed to a post. (Appendix 4)

3. The Senior Personnel Training Program in Mexico is intended to train personnel for leading positions in the various existing educational frameworks in Mexico and in

potential ventures that may be developed to meet the requirements of Mexico's Jewish community. It will be a two year program combining Judaic studies at the Iberoamericana University with specialized seminars in Mexico and in Israel. It has been planned in detail, and suitable candidates have been recruited and interviewed. However, the community has not completed the process of coalition-building which is central to our endeavor. Therefore, the start of the project has been delayed until such time as the community reaches consensus on the project. We believe this may take a few more months.

Over the past two years the Committee has learned much about how to deal with the shortage of senior personnel. The challenge now is to build upon the experience gained and significantly increase the number of talented, well-qualified people being trained.

We believe that a combination of locally-based projects and training programs in Israel can, within the context of a gradual development plan, begin to solve the shortage.

III. WHAT HAVE WE LEARNED?

Data from the research and lessons from the pilot programs indicate that it is possible to meet the need for senior personnel for Jewish education outside of North America because : the scope of the problem is limited; recruitment is possible; high-level training programs can be expanded and developed;

communities can be engaged in a process of solving the problem locally. Funding is the major challenge to overcome. In North America we are able to make a significant contribution towards meeting the needs as well.

* **The scope of the problem :** Approximately 100 people graduate from training programs every year, yet a total of some 400 qualified people are needed annually to fill senior positions. (Approximately 100 of these are outside of North America.) In one year of pilot programs, the Jewish Education Committee has increased the number of trainees worldwide by more than 30%. Funding limitations have prevented the acceptance of many additional suitable candidates who have been identified.

* **Recruitment is possible:** Recruitment of qualified candidates for training has proven feasible throughout the Diaspora. If dealt with professionally, enormous strides can be made in this area.

* **Developing Community Projects** has proven to be a difficult, but rewarding task. Bringing the various interests of the community together, raising awareness about personnel needs, negotiating local participation in the financing of the projects, recruiting, and, finally, developing tailor-made programs have required significant efforts on the part of community leaders and professional staff. There are strong indications that this model can go a long way towards meeting the personnel problem.

* The cost of training: Training is expensive. The single most expensive items in the training of senior personnel are the stipends and travel costs for the trainee and his/her family. Comparative data confirms that the cost of high-level training in any professional field includes provision of a stipend that allows the trainee to maintain a reasonable standard of living during the training period, without making unreasonable demands upon personal savings. The training of senior personnel for Jewish education is not more expensive than other mid-career training programs. It is also not cheaper.

IV. WHAT DO WE RECOMMEND?

1. We recommend preparation of a long-term plan - based on what was learned - to solve the shortage of senior personnel. The plan will include the continuum from recruitment to training to job-development.
2. In order to provide a sufficient number of graduates, we recommend the expansion of existing training programs in Israel, and consideration of developing additional programs, both in Israel and abroad.

We believe that programs in Israel will be able to train up to 150 people annually within the context of a five-year development plan. The Melton Centre alone could train 75 people per year. Twenty to 30 Jerusalem Fellows

could be trained per year. Additional training could be provided by other universities, colleges and training institutions.

3. We recommend continued development of community programs, through seed money and professional assistance to one or two new communities per year, and by allowing a second phase for additional educators in France and England. We believe that this process may be ultimately cost-effective because the mechanisms being set up in the communities could solve their long-term personnel needs and minimize the need for outside help.

Community Projects serve specific needs, creating both awareness of the personnel needs and the ability to muster local resources to deal with the needs. They also allow for training of people who may not be able to leave their home country for year-long programs. We believe they may change the way communities relate to their educators, helping to raise the level and status of Jewish education locally and providing an example for other communities.

4. We recommend continued professionalization of recruitment. The efforts undertaken this year should lead to a systematic plan that will allow for reaching out to communities everywhere. We recommend that senior personnel training programs pool resources and recruit jointly whenever possible.

THE HEBREW UNIVERSITY OF JERUSALEM

THE SAMUEL MENDEL MELTON CENTRE
FOR JEWISH EDUCATION IN THE DIASPORA

SENIOR EDUCATORS PROGRESS REPORT

February-May 1988

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FOR JEWISH EDUCATION IN THE DIASPORA

SENIOR EDUCATORS PROGRESS REPORT

February-May 1988

I. RECRUITMENT

During the months of January-May 1988, the Senior Educators program was represented by Melton Centre faculty members sent abroad either specifically as emissaries of the program or as part of other educational activities of the Centre. By the end of February 1988, active recruitment for the 1988-89 program had ended; the bulk of the activity of these faculty members, consequently, was devoted to interviewing candidates or providing orientation to candidates who had already been accepted. It is important to note, however, that since recruitment for future years was a major goal of this year's recruitment effort, the provision of information to candidates for future years was an essential undertaking of every contact abroad.

SUMMARY OF CONTACTS ABROAD

| Month | Country | Purpose of Contact |
|-------------|------------|--------------------|
| January | UK | Information |
| | USA | Interviews |
| | S. America | Interviews |
| February | Paris | Information |
| | Denmark | Information |
| | Europe | Recruitment |
| March | France | Interviews |
| March-April | USA | Orientation |
| April-May | S. America | Orientation |
| | USA | Orientation |

II. PROCESSING OF APPLICANTS FOR 1988-1989

Interviews

During late February 1989, interviews with serious candidates began. All candidates who had completed and sent in full application forms were interviewed. Interviews were conducted in South America, France, and in North America, where the Melton Centre centralized interviews by bringing over twenty applicants to New York. In addition, several interviews were conducted in Israel, when applicants happened to be there.

In each country, interviewing committees were comprised of a Melton Centre faculty member, a member of the Senior Educators staff, a representative of the World Zionist Organization, and a local Melton Centre affiliate. In order to ensure diverse opinions, the faculty member on the interviewing committee was not the person who had initially met with applicants while publicising the program.

Prior to the interviews, a standardized key for rating applicants was developed. Personal traits which were evaluated were: motivation, intellectual ability, openness, leadership ability, general and Judaic background, and interpersonal skills.

Acceptance procedures

Following the formal interviews, the interviewers reported to a final acceptance committee comprised of a tutor, the Melton Centre registrar, a faculty member of the Melton Centre serving on the Academic Committee, and a representative of the WZO serving on the Academic Committee as well. The acceptance committee decided on acceptance of candidates from each continent and submitted its decision to the Academic Committee for approval. A list of 25 senior educators was drawn up, as was a wait list, in anticipation of drop-outs.

The budget cuts which resulted from the Jewish Agency meetings in February, however, severely affected the number of educators which the program could sponsor for 1988-1989. Thus, despite the enormous

success in recruitment, and despite the fact that 25 outstanding potential participants had been found, only 18 Senior Educators could be accepted.

Orientation meetings

Once applicants had been notified of acceptance, members of the Melton Centre faculty travelled to the home countries of the accepted candidates in order to conduct orientation meetings. In North America, these orientation meetings were conducted by the academic director of the Senior Educators program during March-April 1988, while in South America they were conducted by Alan Hoffmann during April-May 1988.

The purpose of these meetings was threefold:

- 1) to meet with the candidate and begin to build an appropriate academic program for the coming year
- 2) to meet with the educator's family and address some of the issues related to their coming to Israel
- 3) to observe the educators in their own educational environments, in order to gain insight into the type of challenges that face them.

In addition, in each case a meeting with a representative from the institution where the educator had last worked was held. This helped formalize the relationship between the Senior Educator's Program and the institution to which the program graduate would return.

III. SUCCESSFUL APPLICANTS 1988-1989

Senior Educators 1988-89

By March 1st, all candidates had been informed of their selection or non-selection to the program. 18 Senior Educators were chosen for 1988-1989. Participants chosen come from seven different countries, with 5 educators from Argentina, 2 from Canada, 2 from France, 1 from Holland, 1 from South Africa, 1 from Spain, and 6 from the United States. Most of the educators accepted come from the formal sector, with only several working in informal educational frameworks.

There are several realms in which the qualifications of the Senior Educators for 1988-89 surpass those of participants in previous years. First, the level of Hebrew of Senior educators for 1988-89 is higher than in previous years, as each of the incoming Senior Educators was required to place at level 5 of the Hebrew University Hebrew placement examination. This grade will allow participants to comprehend university lectures in Hebrew.

In addition, the level of education of Senior educators for 1988-1989 is higher than it has been in the past, as 12 of the 18 have advanced academic degrees. Finally, the consensus of the interviewing team was that the new Senior Educators surpass their predecessors with regard to their educational insights and vision.

Partial participants

During the course of recruitment, several Jewish educators in positions of leadership their communities were found who could benefit greatly from the Senior Educators program but who could not be considered as applicants as their Hebrew or Judaic background did not meet the admission standards. In future planning, a parallel Senior Educators track with courses conducted in English, French, or Spanish, or perhaps a longer parallel program, should be considered, so as to enable the servicing of more educators and communities.

As such programs do not yet exist, alternate arrangements were made to accomodate several candidates who were not eligible for acceptance because their Hebrew or Jewish studies background was not up to par. In such cases, candidates were asked to consider the option of delaying participation in the program for another year and improving their skills in the meantime. Indeed, one educator from New York City will come to Jerusalem in July 1988, study intensively at the Hebrew University Ulpan for six weeks, and will continue studying Hebrew privately in New York during the 1988-89 academic year, prior to begining the Senior Educators program in August 1989. We see this option as viable for certain educators for whom an additional year of training would be beneficial.

IV. APPLICANTS FOR 1989-90

As a result of the intensive recruitment campaign which was launched this year, a pool of 41 serious applicants for 1989-90 has already been gathered. Each of these educators has had contact with members of the Melton Centre staff, although some have not yet been formally interviewed.

APPLICATIONS TO THE SENIOR EDUCATORS PROGRAM 1989-90

| Country | Serious Applicant still in process of applying | Serious Applicants awaiting final decision from Melton |
|--------------|--|--|
| USA | 15 | 2 |
| Canada | 4 | |
| South Africa | 1 | |
| England | | 2 |
| France | 5 | 1 |
| Spain | | 1 |
| Hungary | 1 | |
| Yugoslavia | | 1 |
| Argentina | 4 | 2 |
| Venezuela | 1 | |
| Brazil | 1 | |
| Total | 32 | 9 |

SUMMARY OF APPLICATION PROCESS

Melton Centre

Brochure Preparation

Informational meetings in
formal and informal Jewish
educational settings

Recruitment by past Melton
students

Completion of Formal Application Forms

Unsuitable--
does not meet
Centre's criteria

Candidate decides not to
participate or to defer

Formal Interview

Academic Committee of Programming
Decides on Acceptance of
Candidates

Acceptance of 25 Candidates
+ Wait List

budget cuts

Acceptance of 18 candidates

Orientation

V. THE MELTON CENTRE SUPPORT/INFORMATION SYSTEM

The information booklet

A number of measures have been taken by the staff of the Senior Educators in order to aid participants in the coming year's program in preparing for their stay in Israel and to help them set themselves and their families up comfortably for the duration of their stay. As a first step, an information booklet was prepared and sent out to the 1988-89 educators in April. Produced in cooperation with the Academic Committee, this booklet was issued in both Hebrew and English and included information on housing, schooling, medical insurance, visas, and finance. In addition, the booklet included a presentation of the academic program for 88-89. (See attached.)

Accommodation and schooling

In addition, the Senior Educators staff is trying to help participants in organizing accommodation for themselves and schooling for their children. All accepted candidates have received a list of possible housing options for their year's stay, complete with prices and contact telephone numbers. In addition, help is extended in registering children for school, should it be required.

Group travel and health plans

The Melton Centre is also encouraging educators to travel together in order to benefit from reduced group rates, and is trying to arrange for group health insurance plans. To date, young singles will be insured through the university health services, which are both inexpensive and convenient. In addition, special group rates have been promised by several health funds, and a final decision is pending.

I. ACADEMIC DEVELOPMENT for 1988-1989

The Academic Program 1988-1989

During the past several months, the staff and faculty of the Senior Educators program have formulated the academic program for 1988-89. This program has recently been approved by the Academic Committee. In addition, tutors for the 1988-89 academic year have been selected, and approval from academic committee is pending.

The Ulpan

In contrast to previous years, during which participants in the Senior Educators program studied in the Hebrew University ulpan, the Melton Centre is arranging its own tailor-made ulpan for the program participants this year. This ulpan will have flexible hours, which will allow the orientation period to serve needs other than the development of Hebrew skills, and will focus on skills and texts specifically useful to the participants in our program, who often have basic Hebrew proficiency. Teachers, culled from the Hebrew University ulpan faculty, have recently been hired.

Staff Yom-Iyun

As part of the preparations for the 1988-89 academic year, the faculty and staff of the Senior Educators program participated in a yom-iyun on May 19, 1988. During this seminar, meta-issues affecting the Senior educators program--such as the direction of the program, the relationship between tutor and tutee, and various other questions that arose during the past four months--were addressed. Several papers were presented at this time, which have aided in the documentation of the educational development that has taken place in the program.

Orientation Seminar

Planning is presently underway for the orientation seminar, which will begin on August 15, 1988. Components of this seminar will include: the Hebrew Ulpan, a Judaic enrichment program, social activities for the families of Senior Educators, trips to select locations, academic orientation to the program, and introductory meetings with the academic tutors.

VII. UPDATE: THE 1987-1988 SENIOR EDUCATORS PROGRAM

Seminar: The Jewishness of Education in the Jewish State

As mentioned in the previous report, a seminar entitled "The Jewishness of Education in the Jewish State" was conducted. During this six-day trips, a wide range of educational institutions throughout Israel were visited.

In addition, during the months February-June, visits to educational institutions in and around Jerusalem continued. Both formal and informal educational institutions were visited, such as Pelech (an experimental, religious girls' high school), Beit Shmuel (an experimental high school), Gesher, the Melitz Center, the Kohl Teacher's Center, and several yeshivot (e.g. Pardes, and Esh Hatorah). While these visits were successful as individual educational episodes, they lacked an overall framework which could allow comparisons and analysis. During the 1988-89 academic year, visits such as these will be put in a more formal context will be accompanied by readings and discussions, so as to provide such a theoretical framework.

Meetings with educational personalities

Thursdays saw informal lunch-time meetings with educational personalities each week. At these meetings, select Jewish educators were invited to speak both about their personal views of Israel and its role in Diaspora Jewish education, and about the institutions in which they work. (Often visits to educational institutions arose as a result of interest generated by these meetings). As was the case with the weekly field trips, these meetings must be structured in a larger theoretical framework in the future.

Trips and Hollidays

During February through June, several trips were taken in order to to familiarize educators with the Land of Israel. One such trip was taken to the north while another was taken to the south. (See attached itinerary). On May 17, the Senior Educators and their families went to see some of the excavated caves at Beit Guvrin. In addition, Tu

Bishvat was celebrated by the Senior Educators with a tree-planting outing, while a kumsitz marked the celebration of Lag Baomer. Finally, a tour is planned for June 5, in which participants and tutors will be guided around the area of Nitsana by Lova Eliav, a celebrated Israeli educator and politician.

Evaluation session and graduation

Planning is currently underway for a one-day evaluation session which will be conducted on June 19. During this day-long seminar, the various aspects of the program will be summarized, and participants and faculty members will discuss the direction that the program will take in the future. Finally, on June 20, we will have a formal closing dinner to mark the graduation of participants from the program.

Note: As the 1987-88 Senior Educators program is still ongoing, and the final evaluation date has not yet been reached, a summative report of the achievements of the year will follow.

Itinerary of Trip

February 21-25

Day 1

Solar pools, Dead Sea

Maaleh Ephraim

Chavat Hanisyonot-Gilgal

Beit Sh'an

Beit Alon

Sleep: Kibbutz Ginosaur

Day 2

Ginosaur

Chavat Hashomer--military base

Shorashim--seminar center for youth from abroad; electronics Co.

Kfar Tamara--meet with the school principal and staff

Return to Jerusalem

Day 3

Day of workshops at Youth and Hechalutz (Kiryat Moriah)

Dr. Naomi Nachanson

Day 4

Trip to Merchavim-settlement in the south

Meetings with local families and educators

Day 5

Yad Vashem--tour, lecture, and film

Beit Hayeled in Gilo

The Citadel

The Jerusalem Fellows

Professor Daniel Pikarsky, a visiting professor from the University of Wisconsin, was asked to assess the program of the Jerusalem Fellows as a participant observer. His report is now being submitted to the faculty of the program and to the Board of the Jerusalem Fellows, as well as to the Chairman of the Sub-Committee on Personnel of the Jewish Education Committee. After this report has been discussed by the faculty and the Board, the findings will be submitted to the Jewish Education Committee.

To the Jewish Education Committee of the Jewish Agency

**Status Report submitted by Simon Caplan
on behalf of the Project Steering Committee
5th June 1988**

The Status report submitted for information to the Jewish Education Committee in February 1988 was the last report on the Educators Fellowship as a theory. By the time this report is circulated a significant new force in Anglo Jewish Education will have been officially launched.

We do not know and cannot know for several years whether or not the Fellowship will succeed in achieving all its far reaching goals. We do not know whether there can be a "second generation" for what is an innovative and experimental programme. Nevertheless, with the Seminar to mark the launch a week away (see Appendix) we now do know the following:

- 1) That seven talented individuals, drawn in the main from outside the current pool of Jewish educators, have dedicated themselves to a substantial training programme in preparation for a full career at a senior level in Jewish Education.
- 2) That six current Jewish educators, who will in due course occupy senior positions within the system have committed themselves to serious inservice training in specialist areas in order to strengthen their own potential to make a national contribution.
- 3) That the issue of the quality of our educational task force and in particular of the senior educational elite has moved from the sidelines to centre stage as the single most pressing issue on the communal agenda with respect to the future of Jewish education in the U.K.
- 4) That the next two years will bring a rich vein of resources and expertise to our community, within the context of the Fellowship, which should raise the level of discourse not only within the fellowship but throughout the system.
- 5) That the Jewish community, lay and professional, will be challenged over the next two years to respond to the Fellowship at all levels and that that challenge will be intellectual as well as practical and financial.

For what is already known, we have to thank the Jewish Education Committee and its professional staff for assistance that has combined the drive of innovation with a responsive attitude towards communal realities, and most importantly for consistent determination and support to see the process through; these are rare qualities from which we have benefitted thus far.

For what now stands to be achieved we have to call on the Jewish Agency to give us the security of the partnership that has been established for the duration of the Fellowship programme. We are deeply conscious of the fact that we have committed ourselves to a programme which affects the lives not only of a large number of real people, but of the people who will lead Jewish education for a generation. The Project Steering Committee, which embraces the senior professionals of all the major organisations, has adopted the academic responsibility in the knowledge of a secure financial base for the completion of the project.

The attached literature should provide a flavour of the project as it now stands, fixed within the parameters of the final budget. To that literature I would like to add the following background information.

The Process

The Educators Fellowship has not been established in a vacuum. Over the past four years the community has been waking up to a once forgotten responsibility to put people first and to make genuine provision for personnel development within the system. The steps in this direction include:

- 1) (1984) The resiting of Jews' College and the creation of the Institute of Jewish Education. This provided the community with institutions and training programmes capable of producing teachers and servicing the needs of teachers in the profession for the entire Orthodox spectrum.
- 2) (1984) The establishment of the Kalms Fellowship Trust. This scholarship structure provided the means for talented individuals to train for a career in the Rabbinate and initiated, within the context of the Rabbinate, a restatement with the emphasis on people which contributed to a 'new deal' for the Rabbinate within the United Synagogue.
- 3) (1985) The establishment of the National Bursary Committee for Jewish Education. This community wide, J.E.D.T. sponsored body provided a parallel to the Kalms Fellowships in Education. Through it a steady flow of talented young graduates are entering the teaching profession and setting new standards within it.
- 4) (1985) The launching of a Personnel Development Programme. This J.E.D.T. sponsored recruitment drive has been responsible for initiatives at the Sixth Form, post Sixth Form and early University levels which not only recruit talent for Jewish education but which create an impression, at the critical moment in the lives of young people, that the Jewish community wants them to consider a career as an educator.
- 5) (1986) The establishment of the Centre for Jewish Education. This rationalised and enhanced teachers centre provided for the entire Progressive sector a parallel to the Institute of Jewish Education for the Orthodox. The structures now exist through which to channel resources ideas and support for all Jewish educators.
- 6) (1987) The creation of the United Synagogue Board of Education. This structural change within the largest single membership body of Anglo Jewry serviced to elevate Jewish education in terms of the priorities of the community and to open up new employment opportunities at a senior level for Jewish educators.

The overall impact of these changes (and indeed of many more minor initiatives during the period) has been to stimulate more people, more talent and more awareness within the community of the need to nurture the Jewish educator of the future.

In this context the Educators Fellowship has been developed over a period of nearly four years. The Jewish Education Committee have received periodic progress reports incorporating timetables. Perhaps the following ought to be added to complete the picture from February 1988 to the date of the next meeting.

- 1) March 1st 1988 - Final assessment procedure for the selection of Educators Fellows; including personality testing and second interviews.
- 2) March 10th 1988 - Reconvening of the lay leadership committee to approve a proposal submitted by the Professional Steering Committee.

- 3) April-May 1988 - Steering committee meetings, discussions with Fellows and discussions with Israel to establish detailed programmatic data including individual tracks and the core curriculum.
- 4) June 12th 1988 - Seminar entitled "Jewish Educational Leadership, crisis or opportunity" to provide a public launch for the Fellowship programme.
- 5) July 27th/30th 1988 - The first residential seminar for the Fellowship to be held in Jerusalem immediately prior to the CAJE conference.

The Programme

The paper, "From Theory to Practice" (see Appendix) attempts to describe what the Fellowship will mean, both as a programme for the group and as a facilitating service for individuals within the group.

The critical issue, on which much of the success of the Fellowship will depend is the quality and the control of tutors and lecturers. The project coordinator is currently working with the Steering Committee to establish a tutorial panel that will both meet the varied individual needs of Fellows and provide a high level of supervisory support. There will be a need to draw on resources only available in Israel to ensure excellence. In addition it is envisaged that senior educationalists from within the U.K. community will be seconded to cover specific areas.

Management Structure

The Professional Steering Committee, established by the lay leadership to develop the proposal, will remain as the body responsible for monitoring and control of the programme. Currently the members of that committee are:-

- 1) Mr. S. Caplan (Director, Jewish Educational Development Trust) - Chairman.
- 2) Mr. M. Cohen (Director, United Synagogue Board of Education).
- 3) Mr. S. Dorfman (Director, Torah Department of the World Zionist Organisation).
- 4) Mr. A. Hoffman (Representative of the Jewish Education Committee of the Jewish Agency).
- 5) Mr. Z. Galon (Director, Zionist Federation Educational Trust).

The coordinator of the Fellowship programme reporting to the Steering Committee is Mr. M. Fachler.

In due course a panel of tutors will be appointed under the supervision of an Academic coordinator, and answerable to the Project Steering Committee.

An ad-hoc 'Think Tank' was established during the formulative stages of the project. This body brought together a small group of Senior Academics and educationalists under lay chairmanship. It is envisaged that the Think Tank will meet from time to time to review the project in an advisory capacity.

Funds are controlled through a separate Fellowship bank account established by the J.E.D.T.

Public Reaction

Initial response to the Fellowship has been favourable. Approximately 100 educators and laymen involved with education will attend the launch on June 12th.

The Jewish Chronicle have been contacted and will devote, it is anticipated a full page to the project immediately preceding the launch. It is hoped that an Editorial and a full report of the June 12th Seminar will also be forthcoming.

The National and Jewish press have been contacted and invited to the launch. An exhibition has been prepared for June 12th, explaining the Fellowship, and a Press pack is in preparation for distribution at the launch.

It is our hope - and we have attempted to steer the launch programmatically in this direction - that June 12th will stimulate an ongoing debate within the community on the issue of the status of the teacher. We recognise that the Fellowship is but one element in a complex situation, but we believe that it can be the catalyst to promote change in other directions.

Towards the Future

Amongst the mass of documentation prepared during the prolonged birthpangs of the project the following statement perhaps comes closest to what we regard as the essence of the Educators Fellowship project.

"The Educators Fellowship is saying much more about the vision of the layleadership for the future of Jewish Education than the picture of a small number of Fellowship awards would suggest. The Fellowship is a call for excellence at the senior level. The Fellowship says that to be a Senior Jewish Educator carries with it a responsibility to be thoroughly trained, to be Judaically learned and to possess strong personal and leadership qualities. It is intended that the Fellowship has an impact - an immediate impact - on the profession out of proportion to the numbers involved in the scheme".

With the continued support of the Jewish Agency we believe that we are on target to achieve this goal.

**A Final Proposal for consideration by the
Lay Leadership Committee - 10th March 1988**

Current Situation

The Status report issued in February 1988 indicated that there would be a final selection process in early March to be followed by the presentation of a budgetted proposal. We are pleased to enclose the final recommendations of the professional Steering Committee for Fellowship awards together with a budget based on discussions to date with each candidate.

Budget

The budgetary figures are provisional and cannot be finalised in detail until the programme for each individual has been fully negotiated and organised. However, sufficient discussion has been held and information gathered to present the enclosed budget as a reasonably accurate assessment of the implications of adopting the Steering Committee's recommendations.

Final Assessment

The final stage of the selection process was held on Tuesday 1st March, and was attended by all candidates shortlisted for full fellowship awards. Candidates completed 2 "personality" tests (Myers Briggs and Kostik PAPI) and attended a follow up interview with the administrator of the test. In addition candidates prepared a 10 minute presentation on a Jewish Educational theme for discussion in interview with members of the Steering Committee. A full afternoon was devoted to feedback, evaluation and final selection.

This stage of assessment was staffed by the Steering Committee. Personality testing and interviews were administered by a senior industrial psychologist with experience on the Civil Service selection boards, and the head of Personnel of Dixons Group Plc.

It was acknowledged that this element in the selection process had been invaluable in assisting the Steering Committee to come to their final conclusions.

The Project

Enough has been said about the nature of this project, and its main aims and objectives. What has emerged from what was a diffuse and highly individualised approach to Personnel development is a final proposal which recommends a group and a programme which is far more homogeneous than was originally envisaged.

The candidates we are recommending will follow individual training programmes. However it is clear to us that it will be possible to give the Fellowship the force of group dynamics and thus to enhance its impact on the system. Seminars and colloquia involving all members of the Fellowship will be a regular core feature of the project. There will be an attempt to forge this group together and to cultivate debate and concern to achieve a high level of leadership when, eventually, the Fellows take their place fully in the system.

The Recommendation

We the professional Steering Committee recommend the award of 8 Educators Fellowships and a further 8 Educators Fellowships enrichment grants, making a total group of 16.

The attached material is in support of our recommendation. It includes:

- 1) A candidate by candidate profile for full Fellowship awards.
- 2) A justification for the concept of Educators Fellowship Enrichment Grants.
- 3) A candidate by candidate profile for Enrichment Grants.
- 4) A full budget proposal.
- 5) A statistical breakdown of candidates.

8th March 1988

Michael Cohen (U.S. Board of Education)

Shmuel Dorfman (Torah Dept of the WZO)

Zvi Galon (Zionist Federation Education
Trust)

Alan Hoffman (Jewish Education Committee
of the Jewish Agency)

Simon Caplan (Jewish Educational Development
Trust)

Meir Fachler (Project Coordinator)

Educators Fellowship Enrichment Grants

The Fellowship - The Final Concept

During the course of the selection process for the Educators Fellowship the Steering Committee met with 27 candidates out of a pool of 89. The interviews and discussions proved to be a formulative influence in focussing and clarifying what had begun as a broad and general concept.

The 8 candidates who have been selected are proposed as Full Fellows on the basis of a range of factors which came to be regarded by the Steering Committee as the correct characteristics for final selection. Without going so far as producing a rigid set of criteria, what typifies the eight is a heavy positive balance towards the following elements:-

- 1) High intellectual capacity
- 2) High Leadership potential
- 3) More full time than parttime commitment to the Fellowship
- 4) Substantially increasing the current pool of Senior Jewish Educators.

The community will see from this group a total net gain of potentially very high output - probably a new set of role models for the profession.

The Fellowship - The outer circle

The way the Fellowship has been shaped by the selection procedure makes it imperative, in our view, for a further element to be included, in the form of Educators Fellowship enrichment grants.

From the 27 interviewed candidates we are recommending 8 Fellowships. We are also recommending the award of 8 Fellowship enrichment grants. This will bring up the total fellowship for 1988-89 to a group of 16 Educators.

The concept of an Enrichment Grant

Many of the candidates we interviewed already occupy positions of seniority within the Jewish Educational framework. Some currently have junior status but with clear and almost inevitable prospects of seniority in the long term. The majority of such candidates could be typified as:

- 1) **Ambitious** for personnel enrichment and better fulfilment of potential in their employment.
- 2) **In need** of specific training for better fulfilment of potential in their employment.
- 3) **More parttime** than fulltime commitment to the Fellowship.

These were some of the better, the younger and more open of our Jewish Educators looking for professional self improvement in one of the few professions where such opportunities are distinctly limited.

A person by person description is appended to this proposal. The total cost would not exceed £30,000 in 1988-89. It is our view that this subsidiary project should be undertaken. We believe that this incentive will radically improve the prospects for a career in Jewish Education and will encourage an atmosphere congenial to self development, and innovation within the profession.

We are equally convinced that the project should be seen as part of the Educators Fellowship and not as a separate concept.

Why should Enrichment Grants be given under the auspices of the Fellowship?

The Educators Fellowship is saying much more about the vision of the layleadership for the future of Jewish Education than the picture of a small number of Fellowship awards would suggest. The Fellowship is a call for excellence at the senior level. The Fellowship says that to be a Senior Jewish Educator carries with it a responsibility to be thoroughly trained, to be Judaically learned and to possess strong personal and leadership qualities. It is intended that the Fellowship has an impact - an immediate impact - on the profession out of proportion to the numbers involved in the scheme.

With this preamble we believe than an Enrichment Grant tier is essential to the concept, for the following reasons:-

Group Dynamics

- 1) Over and above the individual training tracks there is a group dynamics to the Fellowship. Seminars and Colloquia will form part of the package. There will be an attempt to foster a group feeling about the project based on, and to implement, its aims. The formation of a group of 16 Educators some of whom will be continuing their employment within Jewish Education concurrently will immensely enhance the Fellowship as a group concept.

Shortterm Impact

- 2) The impact of the Fellowship within the profession will be delayed or at least minimized until the Fellows emerge from the cocoon of their training. There may even be some resentment at the threat of a new force being reared in an elitist way behind closed doors. The input of the Enrichment grants will radically enhance the capacity of the Fellowship as a known force from the outset. It will bring the ideas that emerge from debate into the field at an early stage as well as tempering the process by relating it, through the people, to the experience of the reality of Anglo Jewish Education today. We need that larger group to achieve the full force of the project.

Challenge to the Profession

- 3) The Fellowship, above all else is making a statement about seniority and excellence. We believe that the existence of the Enrichment Grant notion will present a **challenge** to the current senior leadership. Others will come forward with personal plans they assumed could never be realised within the contemporary situation. We can reject as well as encourag - both aspects help to make statements about standards.

Challenge within the Fellowship

- 4) It is anticipated that as the fellowship develops certain recipients of enrichment grants may be deemed worthy of promotion to a full Fellowship and consequently the enrichment grants will create a broader pool to act as a filter to the Fellowship itself.

Every one of the 16 candidates we have chosen is worthy of that selection by means of the rigorous criteria established in interviews, testing, references and so on. We propose that a fellowship project of this dimension with an inner core of Full Fellows and an outer circle of Fellowships Enrichment grant awards will combine to have the kind of substantial impact on the system that was envisaged by the lay leadership gathered here who originally consented to the development of the scheme.

CANDIDATE STATISTICS - FELLOWSHIPS

| Background | No: | Male/Female |
|------------------------------|-----|--------------------------|
| Jewish Primary | 3 | F |
| General Primary | 2 | F |
| College of Further Education | 2 | M (both from Provinces). |
| Jewish Secondary | 1 | M |

Programme Track

| | | |
|------------------------------|---|---|
| Primary Headteacher | 4 | F |
| Secondary Head | 1 | M |
| Special Education Specialist | 1 | F |
| Central Resource Personnel | 2 | M |

Enrichment Grants

| | | |
|------------------------------|---|-------------------|
| Primary Headteacher | 1 | M |
| Special Education Specialist | 1 | M |
| Central Resource Personnel | 1 | M |
| | 2 | F |
| Teachers | 1 | M (from Province) |
| | 2 | F |

From Theory to Practice

The Status report of February 1988 and the proposal of 8th March 88 describes the story of the Educational Fellowship to date. Now that the project has been given the green light the task at hand is to set it in motion.

The Fellowship as a programme to create "ideal" Jewish Educators

Since its inception, the Steering Committee has been investigating and deliberating towards a consensus for a framework of norms regarding qualifications, minimum standards of achievement and curriculum. We were assisted in this by proposals on these issues submitted by the Jewish Education Committee of the Jewish Agency.

Minimum Standards

Though each Fellow will follow his or her own individual programme of studies and activities, all Fellows will have to attain the following standards and qualification.

1) Graduate level training in Jewish Studies.

Even where it is not the case, this must include fluency in Hebrew (comprehension, spoken and written). ("Hebrew must be the lingua franca of every Jewish educator, formal and informal").

Qualifications in Jewish matters should include at least one area of high competence in a Jewish subject, the ability to handle traditional texts and more than an amateur's knowledge of contemporary Jewish life.

2) Graduate level training in education with some educational specialization.

This should include at least one area of high competence (e.g. sociology, psychology, curriculum development, management, etc.). In addition, this should include knowledge in the theory and practice of modern communications, anthropology, community organisation, and more.

Furthermore each Fellow would have a set of educational standards to achieve depending on his/her training track, e.g. a future headteacher would also require under-graduate level in Judaica or equivalent (e.g. Yeshiva training) plus post-graduate level training in education.

Core Curriculum

Beyond this, the curriculum will include either in the individual programmes or on core curriculum seminars the following issues.

1) **Contemporary Jewry:**

The senior educator of tomorrow should be fully cognizant of the contemporary world and British Jewish situation.

This would include an understanding of the differing ideologies, source texts, socio-economic backgrounds and levels of religious affiliation and commitment from a historic and current perspective.

2) **Major Institutions:**

Working at senior levels involves a high level of interaction with other institutions. It is therefore crucial to have a basic understanding of the role and function of the relevant major institutions, both Jewish and general.

3) **Philosophy of Jewish Education:**

The quality of Jewish education for tomorrow will be decided by its Senior Educators. It is therefore becoming increasingly important that senior educators have the ability to theoreticise on the philosophy of Jewish education, and have the ability to draw upon the relevant Jewish texts and current theories of the philosophy, psychology and sociology of education.

4) **Leadership/Management training:**

In most instances senior personnel are in positions that include being responsible for a team of other staff. It is therefore incumbent upon our would-be future leaders of Anglo Jewish Education that they receive some special training in group dynamics and management and leadership skills.

5) **Familiarity with Jewish Texts:**

In connection with (1) and (3) above it is necessary that our senior educators are familiar with the spectrum of classic Jewish texts with the emphasis on function, status-position vis-a-vis other texts and use as a resource for Jewish educational needs.

6) **Special Educational Needs:**

Integrating children with special needs into mainstream education is now a priority in both the general and Jewish educational world. Senior educators of tomorrow must have basic access skills in this area with particular emphasis on special educational needs in Jewish Educational settings.

7) **Teaching Jewish Studies and Hebrew:**

In order to ensure that our senior educators can positively affect the quality of Jewish education, it is vital that they are familiar with the differing theories and teaching methodologies for teaching Jewish Studies and Hebrew.

8) **Integration:**

Jewish schools are often described as two schools in one: Jewish and general. It is clear that educationally this situation is not healthy. Our future senior educators must be familiar with the possibilities and problem of integrating the subject matter and educational approaches of the two departments.

What the Fellowship will do for its participants.

On the basis of the above criteria and in the knowledge of who the participants of the Fellowship are, we have set about designing the programme proper.

The Fellowship will consist of the following of key elements.

1) **Individual programmes.**

The needs and requirements of each candidate have been assessed. On the basis of this, their individual programme of studies and activities are being constructed. These programmes include, Post Graduate courses at the Institute of Education of the University of London, courses at Jews' College London, private tutorials, Tutorial guidance, trips abroad, Ulpan, visits to institutions, work experience, research projects.

2) **Seminars.**

3 residential and 12 day group seminars and colloquia per annum. Each seminar will focus on either one, some or a subsidiary of the above mentioned areas of core curriculum. These seminars would also provide the necessary group identity and consensus.

3) **Tutors.**

One Israeli and two local tutors will be employed on a part-time basis to give guidance and act as a resource. Each Fellow will be allocated his/her own tutor, who in turn could be selected to suit the needs of the individual Fellows. The subject matter expertise of the tutors would be in all or most of the following areas. Hebrew, Jewish Studies, Jewish History, (including teaching Methodology), curriculum development, school administration, special needs, teacher training, teaching skills.

Timetable of Implementation

| | |
|------------------|---|
| March - April 88 | Negotiations with Fellows regarding programmes of studies and activities, duration, and financial and professional commitments. |
| March - June 88 | Locating and matching up appropriate tutors. |
| April - May 88 | Residential or day Orientation seminar and project launch. |
| April - May 88 | Tutorials in Hebrew and Jewish Studies commence. |

| | |
|-------------------|--|
| April - July 88 | Registration at relevant institutions of higher learning for individual programmes of study for academic year 88-89. |
| July - August 88 | Intensive Summer Ulpan - Israel or UK. |
| August 88 | Conference for the Advancement of Jewish Education followed by British Educators consultation in Jerusalem, Israel. |
| August 88 | Residential Seminar - Israel/UK. |
| Sept - Oct 88 | Academic programme commences. |
| October 88 | Day seminars and Colloquia commences (4 per academic term). |
| December 88 | Residential seminar - Israel/UK. |
| April 89 | Residential seminar - Israel/UK. |
| April - July 89 | Registration relevant institutions of high learning for academic year 89-90. |
| July 89 - July 90 | As per July 88 - July 89. |

Any Fellows on programmes longer than 2 years will be catered for beyond this point without group seminars.

Fellows attending the Senior Educators Programme or the Jerusalem Fellows in Israel will receive an individualized programme in line with the criteria set out above.

Finally a word about placements. The real affect of the Fellowship will be felt when its graduates take on senior positions in the field. The administering bodies have made a commitment to (a) assist wherever possible to find suitable employment for graduating Fellows and (b) consult with each other regarding possible candidates from within the Fellowship when ever vacancies in the field arise.

Meir Fachler
Co-ordinator
15th March 1988

June 1988

EDUCATORS FELLOWSHIP

1988-89 EDUCATIONAL PROGRAM

The Educators Fellowship is, for the seven fellows selected, a highly individualised two-year program which will strengthen the Jewish knowledge of the participants, foster their language of Jewish education and develop the skills for graduates to assume the most senior educational roles in Britain in the coming years.

Participants in the Enrichment Program will be given the opportunity to develop particular areas of expertise in a less intensive fashion.

The Fellowship's academic program should be seen as having two major components:

- a. The individual program
- b. The core program

A. INDIVIDUAL PROGRAM

During the month of June 1988 each fellow will meet intensively with the Senior Tutor of the program in order to determine his/her individual program. While the concept of the Fellowship is that individual programs will be highly flexible and suited to the individual needs of participant, it is anticipated that most programs will consist of the following components:

1. Study of Jewish Texts. A specific goal of the Fellowship is to assist all participants in significantly upgrading their Jewish background and Jewish knowledge. Clearly, each one of the Fellowship participants is at a different level in terms of their Judaic knowledge and study skills, and may also have different goals in the field of Judaica which he/she may wish to develop. Participants will be encouraged to enrol in the variety of courses offered by Jews College and, if necessary, by other institutions in the community. This Jewish textual study will be supplemented by the group Judaica program in the Core study program.

2. Jewish History/Contemporary Jewry. Because of the sociological and affiliational nature of much of Anglo-Jewish education, the importance of a strong grounding in Jewish history-particularly of the modern period and contemporary Jewry cannot be overstated. Several of the candidates have themselves expressed interest in developing this area, and a Fellowship participant should not complete the program without feeling comfortable in this domain.

3. Hebrew. All Fellowship participants will be very strongly encouraged to develop their own Hebrew proficiency. A separate paper on the Hebrew program is attached. However, it should be emphasized that initially most of the Hebrew study will be reading-comprehension based in order to facilitate developing of skills for Jewish texts. The second year of the Hebrew program, (for those who will not be in Israel for the year), will concentrate more on oral and Modern Hebrew skills.

A diagnostic test has been administered to all participants and will be evaluated in June 1988. On the basis of that a decision will be made whether to direct participants to existing Hebrew courses or whether "clusters" can be developed by levels of the participants. The two Fellows who will be participating in the Senior Educators program in Israel in 1988-89 will be encouraged to take six hours of Hebrew per week in order to reach level "Hey" by September 1989.

4. General Education. All Fellowship participants will enrol in programs in general education. For most, these will be post-graduate degree programs in a high level institution. The tutors of the local institution will be apprised of the general guide lines of the Fellowship program and an attempt will be made to integrate the general education component into the entire Educators Fellowship. For some, the general education piece program will be completed in the first year of the Fellowship, while for others it will extend over the two years of the Fellowship.

5. Internship. Participants will be encouraged to seek internship mentors in local Jewish and outstanding non-Jewish institutions. In each institution a mentor will be appointed. A tutor of the program will supervise these internships and Fellowship participants will meet regularly with the tutor in order to discuss progress.

6. Project. As an alternative to the internship or possibly in addition to it, participants may undertake a project which extends over the first year of the Fellowship or over both years of the Fellowship. This project will also be developed together with a tutor of the program. The goals and outcomes of each individual project will be defined and monitored throughout the year.

7. Other. Each participant may have additional educational goals which he/she may wish to pursue during the year. It is important that these be clearly spelled out and time allocated so that participants are not totally overwhelmed by the program's load.

B. CORE PROGRAM

The core program is distinguished from the individual programs in that Fellowship students will participate as a group in core activity.

a) Structurally, the core program is composed of the following blocks of time (see chart):

1. Weekly meetings of four hours (9 - 1, with lunch served thereafter). A fixed date for these weekly meetings will be decided upon and every participant will have to build his/her individual program around this fixed time slot. It is anticipated that there will be 30 such meetings during the year.
2. Monthly Sunday meetings (half day). Because of the sequence of retreats and vacations, it is anticipated that there will be 6 such half days.
3. Israel: July-August 1988. This Israel visit will consist of an integrated program which stretches through from a four day seminar before CAJE, an ongoing seminar during CAJE and a three day seminar after CAJE as part of the Anglo-Jewish Education Consultation.
4. September 1988: a full three weeks full time will be devoted to Hebrew language study. Three levels of Hebrew will meet every day for five hours per day with ample time allowed for homework, so that participants will be in a full time ulpan environment. During September 1988 the half day weekly meetings referred to in 1. above will also commence.
5. December 1988: a bloc of 10 full study days, composed of a five day residential seminar followed immediately by a full time five day seminar in London. These 10 days will fall in the Christmas vacation of the University terms.
6. February 1989: a three day weekend residential seminar.
7. April 1989: Once again during University vacation, a five day residential seminar.
8. July-August 1989: six week seminar in Israel consisting of a half day of ulpan combined with a half day of additional programming, together with a series of Israel educational experiences.

b) In terms of the contents of the core program, there will be six separate components which will run throughout the blocs mentioned above (see chart):

i. Judaica. By the end of the two years of the program, participants will be expected to be familiar with the various classical Judaic literatures, have a general understanding of the differences and similarities between them, and be able to orient themselves in this field. The method of study will be by taking a given philosophic, or halachic problem (sugiya) and follow the development of this issue through the various literatures of the classical Jewish texts (Chumash, Neviim, Ketuvim, Midrash Aggadah, Midrash Halacha, Talmud, Medieval commentators, responsa literature etc...).

This thread will run through the entire core program and will commence in the Israel seminar of July 1988 and then form part of the weekly core program. Participants will, in parallel, be studying specialised Judaica topics in their individual programs, and as the two years progress these two dimensions of Judaica studies should mutually enrich each other.

ii. Issues in Jewish Education. This course which will also form a leitmotif throughout the year, is intended to introduce participants into a new language of discourse for Jewish Education. A combination of the best of contemporary knowledge on Jewish educational philosophy, curriculum theory, the translation from subject matter to didactics, the problems of Jewish educational innovation, the course will focus on developing a consciousness of the contemporary issues in the field of Jewish Education and the problematics of change. A variety of guest lecturers together with an intensive reading program will form the backbone of this course.

iii. Contemporary Jewry. Participants will be introduced to the problematics of contemporary Jewry-demographic trends, assimilation, anti-semitism, the new revisionist interpretations etc. The program will deal both with the macro issues facing world Jewry by giving participants an understanding of major sociological forces in the Jewish world today, and will also focus on the specific issues and problematics of Anglo Jewry today.

iv. Leadership - Management - Finance etc. The program will give participants a significant grounding in these areas, although much of the work here will be deferred until the second year. Notwithstanding this, the bridge between the first and second year will be built in April 1989 with a two day seminar on leadership-and management during the five day retreat.

v. Israel. The centrality of Israel for the Jewish world and for Jewish Education in particular, is a theme which will be emphasised throughout the seminar. From December 1988, all three residential seminars (December 1988, February 1989 and April 1989) will contain components that deal both with philosophical, intellectual and political issues related to Israel. This is designed to prepare the group for the six week immersion program in Israel. During the period in Israel, a great deal of emphasis in terms of formal and experiential studies and will be devoted to underlining this area of concentration.

vi. Tutorials. Each Fellow will have two tutors:

a. A general tutor will be responsible for the intergration of the elements in the core program, together with the Fellow's individual program. The tutorial relationship will develop over the period of two years, and will be structured with its own readings and written communication between the fellow and his/her tutor. These written exercises will both make it possible to chart the development of each individual over the two years and will give each participant an opportunity to bring together the various strands in his/her program.

b. A more specialised tutor will supervise the internship and project of each fellow. This supervision will take the form of both visiting the institution in order to make sure that the internship is properly set up, but also will include regular meetings. Here too, short papers will chart the progress of the internship-project.

vii. Hebrew. In general, Hebrew will be a component of individual study, yet is seen as part of the core program because it is a core requirement of the entire Fellowship Program. In September 1988, a three-week intensive ulpan will be held in Britain where students will study Hebrew full-time (5 hours per day). A separate paper has been developed on this subject indicating how Hebrew study will move from the first year with a concentration on reading-comprehension to greater concentration on oral skills and Modern Hebrew communication skills in the second year. Students have all completed a diagnostic test and the three levels of Hebrew will be determined by the diagnostic test.

In July-August 1989, a six-week intensive ulpan will mark the transition from reading comprehension to Modern Hebrew skills. The July-August 1989 ulpan will take place in Israel.

| | Weekly Meetings 4hrs X 30 | Sundays 4hr X 6 | July 1988 4 days CAJE post-CAJE | Sept. 1988 3 weeks | Dec. 1988 5-day retreat 5 study days | Feb. 1989 3-day retreat | April 1989 5-day retreat | Jul/Aug 1989 6 weeks in Israel |
|---|--|--------------------------------|--|----------------------------|--|-------------------------------|-----------------------------------|---|
| 1. JUDAICA (Sugiya) | 1½ hrs | --- | Introd. | 3 X 1½ hrs | every day | | | |
| 2. ISSUES IN JEWISH EDUCATION | 1½ hrs | Visiting lecturers (X 3) | Introd. | 3 X 1½ hrs | 5-day retreat | | | |
| 3. CONTEMPORARY JEWRY | --- | 1/3 of course | Introd. | --- | 1/3 of course | 1/3 of course | --- | --- |
| 4. LEADERSHIP/ MANAGEMENT/ FINANCE | MAINLY | IN | INTENSIVE | SEMINARS | IN SECOND | YEAR | 2 x ½ day management skills | |
| 5. ISRAEL | --- | --- | --- | --- | 2 eve.s on Israel | 2 eve.s on Israel | 2 eve.s on Israel | Experientially 2 intensive weekdays |
| 6. TUTORIALS for Integration | occasional | occasional | 4 days | 4 days | 4 days | 4 days | 3 days | Available |
| 7. HEBREW | Individ. study 4-6 hrs per wk | --- | meeting w/ Hebrew coord.s | Ulpan: 5 hrs per day | --- | --- | --- | 4 hrs per day |
| 8. INTERNSHIP PROJECT supervised by tutor) | on individual basis | --- | --- | --- | --- | --- | --- | --- |

NOTE: The second year (Sept 1989-August 1990) will preserve the same time structure but will concentrate more on

COMMUNITY PROJECTS

FRANCE

Principals Training Program
Israel Component

Proposal

The Israeli component of the training program for principals has as its main goals:

* To raise for discussion fundamental, theoretical and practical questions that concern the world of Jewish education.

* To present a range of pedagogical experiments and achievements in the Jewish school world in general, and in the Israeli school world in particular. The presentation will focus on school curricula, school management, new and old methods for teaching in a double-program institution, the place of the school in its community environment, etc.

* To complete the enrichment program of the student-principals in the areas where they lack training.

* To complete the social and professional networking of the participants in order to create the conditions for future cooperation between them.

* To bring about exchanges between the student-principals and their Israeli counterparts, and to establish contacts with Israeli institutions in charge of promoting Jewish education in the world.

The Israeli component is mandatory for the validity of the training program for principals.

Dates: The program in Israel will take place from October 9, 1988 to February 9, 1989 (this last date is subject to change, depending on the February vacation schedule in Paris) with a possible interruption from December 24, 1988 to January 5, 1989. The principals who choose to come with their families must arrive in Israel before the start of the Israeli school year. The other principals must arrive in Israel, at the latest, on October 4, 1988.

The Program: The program in Israel will have two main components:

1. Joint studies which bring together the whole group of principals around four fundamental themes presented below. The joint studies will be held in French or in Hebrew.

2. Individual studies in Hebrew, in various university and rabbinic institutions in Israel. The principals will be obligated to a program of 10 hours of study per week for the entire semester. Two hours will be devoted to Jewish philosophy, two hours to the study of Bible or Talmud, two hours to the study of Zionism, and four hours will be left to the choice of the principals. These four hours will need the endorsement of the Director of the Training Program, Mrs. Picard, and of the Director of the Israel component.

Besides these 10 hours of courses, the principals who do not have a sufficient level of Hebrew knowledge will pursue Hebrew language studies.

Schedule: The joint studies will take place every Sunday and Monday from 8:00 A.M. to 4:00 P.M. with a one-hour break for lunch, and every Wednesday from 7:00 P.M. to 10:30 P.M. External activities, such as pedagogical visits and excursions, will take place every other week on Sunday and Monday. The trips will include lodging for the principals during these days.

The remainder of the week will consist of individual studies, Hebrew language and research projects.

Technical arrangements: Two possibilities are offered to the principals:

First possibility: The principal will move to Jerusalem with his whole family for a sojourn of approximately 6 months (from September 1 to February 9).

Second possibility: The principal will come alone to Jerusalem for a sojourn of 5 months (from October 4 to February 9) with an interruption of 10-15 days for vacations at the end of the secular year.

In the first case, the principal will have to arrive in Israel with his family during the last week of August in order to assure the regular school attendance of the children. The principal will receive:

* A housing grant to cover rent in Israel up to \$500 per month for a family of 3 children, and \$520 per month for a family of 4 children, etc.

* Round-trip transportation costs for all the members of the family.

* A shipping allowance of 9,000 Frs for the two-way shipment of clothing and household essentials.

* Medical insurance covering the medical needs (not including dental costs) for all the members of the family.

* Study costs for the principal including tuition and the costs of excursions and pedagogical visits.

All other expenses, household costs (water, electricity, telephone, etc.), schooling costs for the children, ongoing food expenses, will be borne by the principal who will receive a monthly salary (including social benefits) set by the French directors of the program.

In the second case, the principal will have to arrive on October 4th. He will receive:

* A housing grant of \$250 per month, all inclusive, in case the principal finds his own housing arrangement. Otherwise, the Israeli organizers will take upon themselves to ensure appropriate housing arrangements.

* Transportation costs for two round trips Paris-Tel Aviv.

* Study costs for the principal, including university tuition and the cost of excursions and pedagogical visits.

* Medical insurance covering medical costs in Israel.

All other expenses, including household costs and food, will be the responsibility of the principal. All principals will receive a monthly salary (including social benefits) determined by the French directors of the program.

The principals will have to choose in the very near future one of the options, so as to allow for the finding of appropriate housing within the above-mentioned budgetary framework.

Unresolved issues: A series of questions raised by the principals are currently being studied by Nativ:

* The recognition and accreditation of the principals diploma by the Israeli Ministry of Education is under study. First contacts were made with the Israeli authorities.

* The Hebrew University of Jerusalem has not yet published its program for the coming year. As soon as the program is published, Mrs. Riva Peshin will assist the principals in the choice of their program, in collaboration with Mrs. Picard.

* The detailed study program will be determined after extensive consultations both in France and in Israel.

COMMUNITY PROJECTS

FRANCE

Principals Training Program Israel Component

Proposal

Workshop 1: School Curricula

This workshop is aimed at making the principals aware of the principles ruling the establishment of both horizontal and vertical curricula in an institution faced with the problematics of a double curriculum. Different approaches will be illustrated through the study of Jewish studies curricula developed in Israel, in France and in the USA.

Workshop 2: The Roles of the Principal

a) Staff Development: in this unit the function of the principal in a religious school will be examined. The workshop will present different models of school management. It will teach the participants the various possibilities of intervention by the principal inside the institution -- namely in on-going staff training and development. The principals will be taught techniques of in-service teacher training.

b) The Principal as Leader: This unit will examine the responsibilities of the principal in his relationship with parents, boards, etc.

Workshop 3: Didactics

This workshop will deal with the fundamental questions of Jewish education: the teaching of mitzvot; the pedagogics of prayer; the teaching of the holidays; the teaching of Jewish history; etc. Casebooks will be prepared for use by the principals if and when they engage in teacher-training.

Workshop 4: Contemporary Jewry

This workshop will deal with the political, cultural and scientific aspects of the Jewish world in general and in Israel in particular. The questions raised will include Jews in communities in distress, Hebrew literature, debates about Israel, etc. These subjects will be treated within the framework of their effect on the Jewish school and their possible applications in programs. Particular emphasis will be placed on the main streams in Zionism, the possibilities for study programs in Israel and aliyah.

The different workshops will be run by specialists and will include the study of texts, analysis of school curricula, in-service training, meetings with leading Israeli personalities and pedagogical visits to Israeli schools.

COMMUNITY PROJECTS

FRANCE

Principals Training Program Israel Component

Proposal

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| October 4, 1988: | Arrival in Israel |
| October 4-8: | Arrangments, contacts, meetings. |
| October 9-14: | Pedagogic Orientation Courses will be taught every day from Sunday to Thursday from 8 A.M. to 4 P.M. |
| October 16-17: | Workshops |
| October 19: 8-10 P.M. | Workshop: Contemporary Jewry |
| October 23-24: | Workshops |
| October 26: 8-10 P.M. | Workshop: Contemporary Jewry |
| October 30-31: | Workshops |
| November 2: 8-10 P.M. | Workshop: Contemporary Jewry |
| November 6-7: | Workshops |
| November 9: 8-10 P.M. | Workshop: Contemporary Jewry |
| November 13-14: | Workshops |
| November 16: 8-10 P.M. | Workshop: Contemporary Jewry |
| November 20-21: | Workshops |
| November 23: 8-10 P.M. | Workshop: Contemporary Jewry |
| November 27-28: | Workshops |
| November 30: 8-10 P.M. | Workshop: Contemporary Jewry |
| December 4-5: | Workshops |
| December 7: 8-10 P.M. | Workshop: Contemporary Jewry |
| December 11-12: | Workshops |
| December 14: 8-10 P.M. | Workshop: Contemporary Jewry |

| | |
|------------------------|------------------------------|
| December 18-19: | Workshops |
| December 21: 8-10 P.M. | Workshop: Contemporary Jewry |
| December 24-January 5: | Vacations |
| January 8-9: | Workshops |
| January 11: 8-10 P.M. | Workshop: Contemporary Jewry |
| January 15-16 | Workshops |
| January 18: 8-10 P.M. | Workshop: Contemporary Jewry |
| January 22-23: | Workshops |
| January 25: 8-10 P.M. | Workshop: Contemporary Jewry |
| January 29-February 9: | Concluding Seminar |

COMMUNITY PROJECTS

FRANCE

Orientation Seminar Program

October 9 - October 14, 1988

Proposal

Sunday, October 9:

Israeli Reality

8:30 - 10:00 A.M.

Opening -- W. Ackerman:
Presentation of the Program

Various

10:30 - 12:30 P.M.

Political Realities
Presentation and Discussion

1:30 - 4:30 P.M.

Socio-Cultural Realities
Presentation and Discussion

3:15 - 4:30 P.M.

Cultural Realities:
Home Hospitality

Monday, October 10

Jewish Education

8:30 - 10:00 A.M.

Major Streams in Judaism

10:30 - 12:00 P.M.

Jewishness in a Modern Society

1:00 - 2:30 P.M.

Jewish Identity in Psychological
Terms

3:00 - 4:30 P.M.

The Great Challenges of Jewish
Education

Tuesday, October 11:

8:30 - 10:00 A.M.

10:30 - 12:00 P.M.

1:00 - 4:30 P.M.

Israeli Education

Major Streams in Israeli Education

The System of Israeli Education

Workshop: Observation in a School Environment

Reception by a leading personality of the world of Jewish education.

Wednesday, October 12:

7:00 - 1:00 P.M.

2:00 - 5:00 P.M.

5:00 - 6:30 P.M.

7:00 - 9:00 P.M.

Pedagogical Visits

Visits in Schools

Preparation of Group Reports on the Morning Visits

Presentation of the Reports

Discussion: Education in Jerusalem and in Paris

Thursday, October 13:

8:30 - 10:00 A.M.

10:30 - 12:00 P.M.

1:00 - 2:30 P.M.

3:00 - 4:30 P.M.

Introduction to the Israeli Training Session

The Needs of Jewish Education

School Curricula: Introduction

Teaching Methods: Introduction

The Roles of the Principal: Introduction

Friday, October 14:

8:30 - 12:30 P.M.

Didactics of Teaching: Teaching Tanach illustrated through the teaching of passages about the Shabbat.