Israel education should initiate and deepen a personal connection between the individual Jew and the land, people, history and culture of Medinat Yisrael as well as clarify an understanding of the relationship of Judaism to the historic idea of Eretz Yisrael.

(North American Israel Educator, Vision of Israel Education)

My personal goal and that of my institution is to have every one of our students visit Israel at least once in their lives. We want them to have an ongoing connection to Israel and thirst to learn more about Israel.

(North American Israel Educator, Vision of Israel Education)

Oranim Academic College of Education, International School, Tivon, Israel

Dr. Roberta Bell-Kligler, Acting Head, International School
Lori L. Abramson, M.A.J.E., Head of Evaluation, International School
# Table of Contents

1. Executive Summary ........................................................................................................ 3

2. Description and Purpose of the Survey ......................................................................... 4

3. Survey Methodology ....................................................................................................... 5

4. Profile of Survey Respondents ....................................................................................... 6
   Survey Respondents' Israel Experiences and Networks ..................................................... 6

5. Profile of Institutions and Survey Respondents' Roles in these Institutions .................. 10
   The Institutions .................................................................................................................. 10
   The Roles of the Survey Respondents ............................................................................... 11
   Structure and content of teaching ..................................................................................... 12

6. Israel Education in Survey Respondents' Institutions .................................................... 13
   Statements about teaching Israel ...................................................................................... 15
   Integrating Israel into curriculum ..................................................................................... 16
   Preparation for teaching Israel .......................................................................................... 17
   Subject matter of Israel curriculum .................................................................................. 18

7. Findings ............................................................................................................................ 20
   Finding #1: Human resources have the greatest potential to impact Israel education ......... 21
   Finding #2: Israel education should encompass modern life in Israel and all of its complexity, but addressing the complexity is fraught with fear ......................................................... 23
   Finding #3: Israel Educators want to bring interactive learning opportunities to their students and communities. Challenges: lack of curriculum, learning materials, time, financial resources ................................................................. 26
   Finding #4: There is a tremendous need for Professional Development in Israel education ................................................................. 28
   Finding #5: The field of Israel education is ripe for development ..................................... 30

8. Recommendations ............................................................................................................. 36

9. Summary ............................................................................................................................ 37

10. Appendix 1: Survey Questionnaire .................................................................................. 40

11. Appendix 2: Resources used by respondents and their institutions for teaching Israel ................................................................................................................................. 50

12. Appendix 3: Visions of Israel education ........................................................................... 53
Executive Summary

The Vice Chairman’s Office of the World Zionist Organization (WZO) invited the International School of Oranim Academic College of Education to help design and conduct a research survey. The purpose of the survey was to learn about the educators and institutions who teach Israel; to understand their successes, challenges and needs; and to create a network of Israel education professionals who can share best practices, challenges and solutions. It was distributed in person and online via Survey Monkey to Jewish educators and Israel educators between January 25, 2015 and February 28, 2015. Upon completion, the data were collated and analyzed.

The five key findings of this research include:

Finding #1: Educators feel that human resources have the greatest potential to impact Israel Education.

Finding #2: Israel education should encompass modern life in Israel and all of its complexity, but addressing the complexity is fraught with fear.

Finding #3: Israel Educators want to bring interactive, hands-on learning opportunities to their students and communities. The challenges are many: lack of curriculum, learning materials, time and financial resources.

Finding #4: There is a tremendous need for Professional Development in Israel education.

Finding #5: The field of Israel education is ripe for development.

Several recommendations were made, including investing in the development of the field of Israel education; offering assistance to educators and community leaders who want to advocate for Israel education on their communal agenda; creating and expanding online, material and human resources; and building an online support group for educators to share best practices, challenges and solutions.
The survey revealed a fascinating picture of the status of the field of Israel education. It is clear that Israel educators and Jewish professionals who teach Israel are an inspiring, dedicated, and passionate group of people who span all backgrounds and world views. Engaging them in a discussion via this survey is a good first step in harnessing their collective wisdom and vision.

Ultimately, it is hoped that the research survey will enable the WZO to strategize their next steps in supporting educators who teach Israel and in continuing to build is vital field. The International School of Oranim Academic College of Education truly appreciates the opportunity to collaborate with the WZO. We value this partnership in exploring how to support Israel educators and institutions in their work, and we hope that this is the beginning of many future endeavors together.

**Description and Purpose of the Survey**

A primary goal of the Vice Chairman's Office of the World Zionist Organization (WZO) is to strengthen Zionist identity and the centrality of the State of Israel in the life of the Jewish people. One of the many strategies employed by the WZO is to support Israel educators and others in the field who directly engage communities, institutions, adults, college students, teens and children in this important endeavor.

To this end, the WZO invited the International School of Oranim Academic College of Education to help them design and conduct a research survey with the following goals in mind:

- To create a profile of various kinds of educators who teach Israel.
- To create a profile of the multiplicity of communities these educators serve.
- To understand the successes and challenges that Israel educators experience.
- To begin to engage Israel educators in a conversation about their own needs and the needs of the field of Israel education.
• To create a network of professional contacts within the world of Israel education who can share knowledge, programs, and successes, and who can assist each other in meeting challenges.

Ultimately, it is hoped that the research survey will enable the WZO to strategize their next steps in supporting educators who teach Israel and in continuing to build the field of Israel education.

**Survey Methodology**

During the months of January-February 2015, research on the status of Israel education was conducted among Jewish educators who attended the JEA Conference, who are part of a number of Jewish educational groups and listservs, or who are in contact with the WZO.

Together, the WZO and the International School designed a questionnaire which examined educators' backgrounds and networks with respect to Israel and Israel education, the institutions they serve, their attitudes toward Israel education on a personal, professional, and communal level, and their successes, challenges and needs. Such data was collected via either written or online questionnaires composed of “closed” questions with multiple choice answers as well as a qualitative component with “open” questions which respondents answered in their own words.

Written questionnaires were initially distributed to attendees of the Jewish Educators Assembly conference from January 25-28, 2015. During the month of February 2015, the survey was disseminated online via Survey Monkey to the WZO database and to such lists as the JEDLAB educators listserv. Upon completion, the written surveys were transferred to the online Survey Monkey format, and the data were collated and analyzed.

In this evaluation report we have presented the complete results of the survey. This report contains a profile of survey respondents and their institutions, and findings that analyze
the successes, challenges and needs in Israel education. Finally, several recommendations for further development of the field of Israel education have been made based on these findings.

**Profile of Survey Respondents**

Eighty-six educators completed the written or online questionnaire either between January 25, 2015 and February 28, 2015. The survey population was comprised of 41% males and 59% females. The average age was 50 years old, with ages ranging from 25 to 74 years old. Sixty-one percent of the survey respondents were born in the United States or Canada, with 10% from South America and 9% from Israel. The remaining 20% were from Europe, Australia, South Africa, Africa, Former Soviet Union, and Asia.

Forty-two percent of the respondents personally affiliate with the Conservative movement. Fifteen percent affiliate with the Orthodox movement, 15% with the Reform movement and 2% with the Reconstructionist movement. Nineteen percent are not affiliated with any movement. Those who specified "other" wrote that they were "somewhere between Orthodox and Conservative," "just Jewish," "Neolog Judaism," and "pluralist." As will be seen later in this report, these personal affiliation rates are very close to the movement affiliations of the institutions which survey respondents serve.

**Survey Respondents' Israel Experiences and Networks**

A series of questions was asked in order to determine the extent of these educators' experiences in and personal connections to Israel. The data gathered provide us with information about whether or not they have family and close friends in Israel, if and how they have visited Israel in the past, if they have participated in connections programs, and what their ongoing involvement with Israel is. It should be noted that 70-75% of the respondents completed this section.

With regard to respondents' personal connection to Israel, 82% have close family and friends living in Israel. Ninety-two percent follow current events in Israel on a regular
basis, to a large and very large extent. Eighty-six percent feel comfortable defending Israel in discussions, and an equal number feel knowledgeable about Israel, in terms of history, people, demography and geography, to a large and very large extent.

Facility in Hebrew language can also be viewed as an indication of connection to Israel. When asked about their Hebrew skill level, 43% can carry on a simple conversation. Thirty-three percent are able to read and write, 9% can speak fluently, and 42% have full command of the language. (4% have no Hebrew skills, 4% can read without understanding, and 1% can understand written Hebrew but cannot speak. Respondents were able to choose more than one response.)

Given the extent of their personal connections and their hard-earned Hebrew skills, it is not surprising that 100% of the survey respondents who responded have previously been to Israel. Eighty-seven percent have travelled to Israel five or more times; 10% have been to Israel two to four times; and 3% have been to Israel once. Sixty-three percent had traveled to Israel within the past year; 18% within the past three to five years; 8% within the past 6-9 years; 3% within the past 1-2 years; 4% were last there 10-23 years ago. Three percent live in Israel.

The survey respondents have participated in a number of different kinds of Israel experiences. First, Table 1 addresses those who have toured Israel either formally or informally. As can be seen below, 70-84% of the respondents have traveled to Israel to visit family and friends, or as part of a delegation or mission, or on a number of other tours. Approximately 2/3 came to Israel as students or staff, and less than half participated in organized tours with family and friends.
Table 1. Participation in Tours of Israel, percentage positive responses from highest to lowest.

<table>
<thead>
<tr>
<th>Type of Tour</th>
<th>% Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>On any other kind of tour?</td>
<td>84%</td>
</tr>
<tr>
<td>To visit friends?</td>
<td>75%</td>
</tr>
<tr>
<td>As part of any delegation/mission?</td>
<td>70%</td>
</tr>
<tr>
<td>To visit family?</td>
<td>70%</td>
</tr>
<tr>
<td>On a school/camp/youth movement trip as a student?</td>
<td>63%</td>
</tr>
<tr>
<td>On a school/camp/youth movement trip as staff?</td>
<td>63%</td>
</tr>
<tr>
<td>On an organized tour with your friends?</td>
<td>48%</td>
</tr>
<tr>
<td>On an organized tour with your family?</td>
<td>38%</td>
</tr>
</tbody>
</table>

Second, **Table 2** below addresses respondents' participation in longer programs that were more comprehensive than a tour. Seventy-six percent have lived in Israel for a period of three months or longer for a variety of reasons. Some were born there or made aliyah. Others attended Hebrew Union College or Jewish Theological Seminary as part of their rabbinic, cantorial or education studies. Survey respondents participated in myriad short-term and long-term programs, through universities, the Jewish Agency, youth movements and other institutions.
Table 2. Participation in Israel programs that were three months or longer.  
(Percentage positive responses from highest to lowest.)

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>% Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUC/JTS year in Israel as part of the seminary program</td>
<td>17%</td>
</tr>
<tr>
<td>Short-term, long-term, and gap year programs (Pardes/Young Judaea/ BneiAkiva/Habonim, Shnat Hachshara from South America)</td>
<td>15%</td>
</tr>
<tr>
<td>Study abroad/Univ. of Haifa U/Hebrew Univ. Year program/Hayim Greenberg Institute</td>
<td>13%</td>
</tr>
<tr>
<td>JAFI (Ulpan/Masa/Others)</td>
<td>13%</td>
</tr>
<tr>
<td>Living/working on my own/or with family/or in American Intl School</td>
<td>12%</td>
</tr>
<tr>
<td>Made aliyah and lived there for several years</td>
<td>12%</td>
</tr>
<tr>
<td>Melton, Jerusalem Fellow (either self or spouse/partner)</td>
<td>10%</td>
</tr>
<tr>
<td>Born in Israel</td>
<td>8%</td>
</tr>
</tbody>
</table>

In addition to experiences in Israel, almost half of the survey respondents (47%) have participated in Partnership or Connection Programs. Among those programs are as follows:

- WZO programs
- Jewish Agency for Israel Partnerships, either school twinning or community connections or both (Philadelphia-Netivot, Western Galilee, Afula/Gilboa-Rhode Island, Boston-Haifa Connection, Galilee Panhandle, Yoqneam/Megiddo, Beit Shean, "Shinshin" program, Kiryat Bialik-Boca Raton, Southeastern US-Hadera/Eiron, Beit Shemesh-Washington DC)
- Project 20-20
- Boston-Haifa Connection which includes school twinning work with Oranim College
- NACIE
- iCenter
- YACHDAV
- IMPJ school twinning
- Ta'am Yisrael
• Teachable Moments
• Shaked School
• Exchange program after March of the Living with a school from Tel Aviv
• First International Dialogue on the Israel Educator
• Kenes Halashon HaIvrit in February 2014

All of the above data allows us to conclude that the survey respondents view time in Israel and connection programs as critical to their personal and professional lives. With extensive Hebrew skills, high participation in tours, serious educational programs, formal partnerships, and many and frequent visits to Israel, it is clear that these educators take full advantage of the opportunity to learn in and to experience Israel. In addition, the data above also bear witness to the importance of established, high quality, educational programs in Israel and in the Diaspora as a source of inspiration and knowledge for those who teach Israel.

Profile of Institutions and Survey Respondents' Roles in these Institutions

The Institutions
Survey respondents work in a variety of educational institutions and with multiple constituencies within these institutions. (It should be noted that they were allowed to check more than one answer.) Ninety-two percent of survey respondents serve in synagogue-based educational programs, such as religious schools, early childhood centers, formal and informal high school programs, and adult education. Twenty percent are employed in community-wide Jewish educational programs, from early childhood through adult education. Twenty-eight percent work in day schools; and 31% in other Jewish educational settings, such as Jewish and non-Jewish academic institutions, public and charter schools with a high percentage of Jewish students, Zionist Federation, synagogue umbrella organization, Chabad houses, Israel Experience, youth movement, Jewish University, Jewish campus life, college of Jewish studies, seminary, overnight
camp, teen Israel experience, Moadon Ivri Paris, Israeli Cultural Institute, Fuchsberg Center in Jerusalem, NPO to promote Jewish life and learning, school for 2 Conservative synagogues. Finally, 8% work in Jewish Community Centers and 8% in Bureaus of Jewish Education.

As can be seen below, 40% of the respondents serve institutions affiliated with the Conservative movement; 27% are not affiliated with any movement; and the remaining 33% are affiliated with Reform, Orthodox, Community, Chabad, Zionist, pluralistic affiliated with Ravsak, and formerly affiliated as Conservative.

**Figure 1. Affiliation of Educational Institutions**

![Pie chart showing affiliations](chart.png)

**The Roles of the Survey Respondents**

Nineteen percent of the survey respondents serve as Directors of Lifelong Learning, and 16% as Principals of the Religious School. Three percent are Religious School Family Educators, and another 3% are Religious School teachers. Within the Day School world, 8% are Heads of School, 6% are Judaic Studies Principals, 5% General Studies Teachers, and 8% are Jewish/Hebrew Studies teachers. One percent of the respondents are lay leaders or board members. Fifty-five percent categorized their roles as "Other" and
described their roles as follows:

- Director of MA program in Jewish Education/School of Education
- Head of School Twinning Network Development
- Cantor
- ECE Director
- Executive Director/Chief Executive
- Director of Formal Education
- Director of Education of a group of schools from K-12
- Director of Israel Education/Israel Engagement Officer/Israel and Leadership Programs
- Family Educator for entire congregation
- Coordinator/Education, Senior Educator/ Associate Education Director/ Coordinator of Jewish Culture/ Creative Director/ Day School Jewish Studies and Hebrew Primary Coordinator
- Intern with Director of Lifelong Learning
- Vice-President

Seventy-five percent work at their institution full time, while the remaining 25% are employed up to 30 hours.

Forty-four percent work with Early Childhood (from newborns to Kindergarten); 53% work with Elementary School aged children (Grades 1-5). Sixty-four percent work with Middle School (Grades 6-8); 52% work with high school (Grades 9-12). Thirty-two percent work with college students; 47% with adults; and 35% work with families. The 8% who serve other populations work with graduate school students, students in Grades K-8, and professionals.

**Structure and Content of Teaching**

Survey respondents who teach were asked how they divide their hours between the various curricular areas. Nine of the 13 who responded to this question indicated that they
teach just Judaica, although this is often split between two or more topics, such as sacred texts, Jewish history, history, Israel, including Zionism, Israeli history and contemporary Israel, and music. The remaining four teachers noted that their program spends half of the time on Judaica and half on Hebrew, which could be prayer book and/or modern/conversational Hebrew.

Those respondents who teach were asked to indicate which Judaica topics they teach. As can be seen in Figure 2 below, almost 80% of the teachers teach Israel. Approximately 30-40% teach values, Jewish history, prayer, Jewish texts and holidays. Other topics taught include curriculum design, Jewish literature, music, Jewish philosophy, education, and Holocaust.

**Figure 2. Judaica topics taught by survey respondents.**

![Bar chart showing the percentage of teachers teaching different Judaica topics.](chart)

**Israel Education in Survey Respondents' Institutions**

Almost all of the survey respondents either teach Israel or refer to Israel in the course of their work, to a certain, large and very large extent. They share the responsibility for
teaching Israel with others in their institutions. For example, in day school and religious school settings, additional personnel who teach Israel will include all or most of the faculty, including Hebrew, Judaica and General Studies teachers; or in some cases, just those who teach a specific grade level; those involved in school twinning; music, dance performing arts teachers; and rabbis, cantors, directors and lay leaders. Informal and/or experiential educators and youth group leaders teach Israel as well. Some organizations and institutions, such as central agencies, have directors of Israel education or directors of Israel trips and programs. Shlichim and B’not Sherut are involved both in schools and on the community level in the areas they serve. Finally, college level Jewish Studies teachers often include Israel education as part of their teaching portfolio.

Survey respondents were asked to indicate the goals that they and their institutions have for teaching Israel. As can be seen in Table 3 below, almost all of the educators who responded to this question (68-70 out of 72) indicated that 91% of their schools and institutions emphasize three goals for teaching Israel:

- To strengthen students' personal and Jewish identity
- To transmit the history and culture of the Jewish people
- To deepen a sense of Jewish peoplehood (sense of belonging to and obligation toward the Jewish people)

At the other end of the spectrum, of the 13 out of 72 respondents who say that the goal of Israel education is to encourage aliyah, 92% state that this is a goal for themselves, and 54% say that it is a goal for their institution. It is interesting to note that of the 16 survey respondents who say that there is no Israel education goal for teaching Israel, 81% of their institutions have no goal, and 56% of them have no such goal for themselves.
Table 3. Goals for Teaching Israel, percentage responses from highest to lowest for School/Institutional Goals.

<table>
<thead>
<tr>
<th>Goals for Teaching Israel</th>
<th>School/Institutional Goals</th>
<th>Survey Respondents' Goals</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>To transmit the history and culture of the Jewish people</td>
<td>91%</td>
<td>77%</td>
<td>70</td>
</tr>
<tr>
<td>To strengthen students' personal and Jewish identity</td>
<td>91%</td>
<td>81%</td>
<td>68</td>
</tr>
<tr>
<td>To deepen a sense of Jewish peoplehood (sense of belonging to and obligation toward the Jewish people)</td>
<td>91%</td>
<td>75%</td>
<td>68</td>
</tr>
<tr>
<td>To promote the survival of the Jewish people</td>
<td>91%</td>
<td>80%</td>
<td>44</td>
</tr>
<tr>
<td>To cultivate the basis for a Jewish religious lifestyle</td>
<td>85%</td>
<td>79%</td>
<td>33</td>
</tr>
<tr>
<td>There is no stated goal for teaching Israel in my institution.</td>
<td>81%</td>
<td>56%</td>
<td>16</td>
</tr>
<tr>
<td>To encourage aliyah to Israel</td>
<td>54%</td>
<td>92%</td>
<td>13</td>
</tr>
</tbody>
</table>

Statements about teaching Israel

Survey respondents were asked to indicate their level of agreement with five statements about teaching Israel. In Table 4, we can see that the vast majority of the respondents think that Israel should be taught in every Jewish educational framework, and that they feel equipped to teach Israel (96% and 85% respectively). A more challenging situation arises for the 20% of teachers whose communities feel differently about Israel than they do, and for the 21-37% for whom the topic of Israel is difficult or complicated to teach.

Table 4. Statements about Israel education. Responses to a large and very large extent.

<table>
<thead>
<tr>
<th>Statement about teaching Israel</th>
<th>Percent response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think Israel should be taught in every Jewish educational framework.</td>
<td>96%</td>
</tr>
<tr>
<td>I feel equipped to teach about Israel.</td>
<td>85%</td>
</tr>
<tr>
<td>Because of political sensibilities, it is difficult to teach about Israel in my community.</td>
<td>21%</td>
</tr>
<tr>
<td>The families/people I serve feel very differently about Israel than I do.</td>
<td>22%</td>
</tr>
<tr>
<td>Current events complicate the way I approach Israel.</td>
<td>37%</td>
</tr>
</tbody>
</table>
Further clarification was asked for those who agree or strongly agree that current events complicate their approach to Israel in their institution. As can be seen in Figure 3 below, 90% of these educators attribute the complication to the Arab-Israeli conflict, 65% to matters of religion and state, and 45% to social issues.

**Figure 3. Reasons that current events complicate approach to Israel in your institution.**

*Q7 If you agree or strongly agree with the above statement, “Current events complicate the way I approach Israel,” please indicate why:*

Answered: 29  Skipped: 57

- Matters of religion-state
- Social issues
- Arab-Israeli conflict

Taken together, these data indicate that while these educators feel equipped to teach Israel, delicate, complicated issues in Israel require them to exhibit sensitivity toward the populations they serve. Further in this report, it will become clear that many would like to teach more about these complicated issues, and they will ask for curricular materials and other support in order to do so.

**Integrating Israel into curriculum**

Survey respondents were asked about how Israel is integrated in their curriculum. **Figure 4** below shows that for just under 20% of the respondents, Israel is a separate subject in the institution's curriculum. For 24% Israel is integrated into several subjects.
Fifty-six percent of the respondents’ institutions treat Israel as a co-curricular subject; i.e., it is woven into the life of the school through holidays, events, trip to Israel, etc.

**Figure 4. Integration of Israel into Curriculum.**

In a clear statement of institutional commitment to Israel education, 85% of the institutions take students, congregants or members on trips to Israel.

**Preparation for Teaching Israel**

When asked to describe how they prepared to teach Israel in their current capacities, survey respondents indicated various methods for doing so. (Please refer to **Figure 5** below.) Sixty-six percent were prepared by their extensive experiences in Israel. Sixty-two percent read books and materials on their own; 60% attended conferences; 52% received on the job training; and 33% underwent pre-service training. Twenty-two percent were prepared by their rabbi, educator or other professional. Almost half prepared via all of the methods described. To this list, some people added that they were helped considerably by their graduate study programs, curriculum scope and sequence, training
through Hillel, and experience organizing Jewish education and Israel conferences for professionals.

**Figure 5. Preparation for Teaching Israel**

It is clear that the survey respondents have made it a priority to invest in their learning. As will be seen further in this report, they want their staffs and colleagues to have similar opportunities, and they want those opportunities to be readily accessible.

**Subject matter of Israel curriculum**

Educators were asked to indicate what subject matter relating to Israel is taught. As can be seen in Table 5 below, the most prevalent subject matter chosen for the Israel curriculum are Israeli culture (87%), Hebrew language (85%) and Land of Israel, which includes Biblical connection, expression of the covenant between God and the Jewish people, love of Israel, and mitzvot (85%). Slightly fewer (76-79%) include modern Israeli history as well as important figures in Israeli history. Approximately 2/3 (59-69%) of the
Institutions teach geography, the Arab-Israeli conflict, Zionism, people (eidot, ethnic backgrounds), current events, ancient history, government and politics.

**Table 5. Subject matter of Israel curriculum**

<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Percent responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Israeli culture</td>
<td>87%</td>
</tr>
<tr>
<td>Hebrew language</td>
<td>85%</td>
</tr>
<tr>
<td>The Land of Israel – Biblical connection, expression of the covenant between God and the Jewish people, love of Israel, mitzvot, etc.</td>
<td>85%</td>
</tr>
<tr>
<td>Important figures and personalities in Israeli history</td>
<td>79%</td>
</tr>
<tr>
<td>Modern Israeli history</td>
<td>76%</td>
</tr>
<tr>
<td>Geography</td>
<td>69%</td>
</tr>
<tr>
<td>The Arab-Israeli conflict</td>
<td>68%</td>
</tr>
<tr>
<td>History of Zionism</td>
<td>65%</td>
</tr>
<tr>
<td>The people (eidot)</td>
<td>65%</td>
</tr>
<tr>
<td>Israeli current events</td>
<td>65%</td>
</tr>
<tr>
<td>Ancient Israel history</td>
<td>63%</td>
</tr>
<tr>
<td>Israeli government and politics</td>
<td>59%</td>
</tr>
<tr>
<td>Israeli literature</td>
<td>52%</td>
</tr>
<tr>
<td>Other (Responses include &quot;many of these topics,&quot; movies, sports, arts, and holidays)</td>
<td>12%</td>
</tr>
</tbody>
</table>

It is interesting to note that the first elements on the above list (from 69%-87%) seem to be less controversial. Institutions often tread a fine line. Previously in Table 4, 37% said that teaching the more controversial topics (i.e., those topics that received responses of 59%-68%) was complicated; here it seems clear that either a significant proportion of educators hesitate to teach these topics, or the topics are simply not age appropriate with the existing materials. If we want Jews to have a more nuanced view of Israel, it is important to provide materials which will aid teachers in delivering meaningful learning experiences on this level.

Respondents were asked about the Israel-related curricular materials that they use. **Figure 6** below shows that the internet, teacher-made materials, textbooks and other materials provide the preponderance of resources.
Figure 6. Israel-related curriculum materials used.

Q12 What curricular materials related to Israel do you use in your class or institution?

Answered: 69    Skipped: 17

More specifically, survey respondents shared the wealth of resources that provide them with information and activities for their students. Books, articles, news sites, Jewish educational websites and publishers were among the many resources that these educators regularly refer to. Please see Appendix 2 at the end of this report for a list of the various materials that they use.

Findings

Survey respondents were asked a series of key questions about the work they are doing in the field, their successes, challenges and needs in order to more fully assess the state of Israel education today. In analyzing their answers, a number of themes arose in their answers, and these themes form the basis for each of five findings.
Finding #1: Educators feel that human resources have the greatest potential to impact Israel Education. People engage and inspire learners, facilitate and impact personal connections and identities. At the same time, the challenge is to harness this incredible resource through programs, curricula and travel.

Engaging Students and Deepening Knowledge of and Affinity for Israel

Survey respondents were asked to indicate what engages their students, and what would help them to deepen their students' knowledge of and affinity for Israel. First and foremost, these educators say that people are most engaging to their students. Compelling speakers who have interesting stories are one level of engagement. As these respondents wrote:

- Inspiring guest speakers.
- Personal stories about being in/living in Israel.
- First-hand experience for those who are lucky enough to visit Israel and share their experience with our students.
- My stories.
- Talks from Israelis and teachers who connect with Israel.

Other educators emphasized peer connections with Israelis:

- ...There is no substitute for people-to-people connections.
- Video conference with Israeli students.
- [My students are engaged] when their families travel there or friends move there and we stay connected through email and skype.
- Learning about the lives of children their age. We had a relationship with a school through some Federation partnership that was nice.
- More opportunities for a connection with Israeli peers - in real life or virtually (synchronized and a-synchronized online tools). In depth curriculum framing such a connection.
- Personal relationships to Israeli teens and/or young adults.
- Vibrant exchange and interaction between my congregants and Israelis who want to build relationships with American Jews, especially for those of us who are not living in major metropolitan areas. Skype should be explored as a tool.
- More "seeing the real Israel" via partnerships, Israelis visiting here. I'm not sure what the other options are - but it needs to be more than just another subject we study in Hebrew school.
These respondents noted the tremendous potential of Israeli role models who visit or serve the community:

- *Relationship with shin shinim.*
- *Visits by young shlichim, army.*
- *Experiential learning with the 18 year old Israeli emissary.*
- *Visits to school and congregation by shlichim. Personalize Israel through contact with Israelis still living in Israel.*
- *More opportunities for interactions with real Israeli ... soldiers.*

Finally, one respondent linked effective engagement with Israel and Jewish peoplehood:

- *The possibility to understand why through all Jewish history we were a people, how we manage to do that, and what are the major concepts that were the hardcore of our thoughts. And make the link with the history of Brazil or other countries, or other people.*

**Successes for respondents and/or for their institutions**

In addressing this question, most respondents wrote about the successes they would like to see. Some focused on their students' connection and identity:

- *Success is a stronger, positive connection with Israel and Israelis, a stronger connection to the land and to the State.*
- *Kids feeling connected and passionate about Israel in some way.*
- *People connecting and identifying with Israel.*
- *Students with strong Jewish - Israeli identity.*
- *Our children show a genuine desire to learn about Israel and Israel is a part of their Jewish identity.*
- *Students see Israel as part of their Jewish narrative.*
- *Having our students feel that Israel is an important place and that it is a "homeland" for them as well as Jews who need a refuge.*

Others wrote that signs of success would include increased engagement with Israel:

- *More young people participating in Israel-related activities.*
- *That the children talk about Israel on a regular basis and are aware that they have another homeland.*
- *Having Israel being a matter of fact topic of conversation in a way that all are comfortable with their knowledge and relationship to talk about it casually.*
- *Students active on college campuses, taking courses etc.*
- *To see students engaged in Israel education/activism.*
- *Every school in Diaspora will have a twin school in Israel.*
Challenges in Israel education for respondents and/or their communities

Multiple identities among the members of the community and the eroding sense of Jewish peoplehood also contribute to the challenge of teaching Israel. These educators wrote:

- Students do not view themselves as part of the Jewish people. Education is needed to assist students to understand multiple identities.
- Community is distancing itself from Israel and embracing ultra orthodox values.
- Realizing that our kids have many close family members who are not Jewish and have no connection to Jewish Peoplehood or Israel. The scaffolding to support Israel education doesn't exist as it did 50 years ago.

As stated above, connecting with people and travel are very worthwhile but here, some educators write that these are challenging to implement.

- Not having every student, and for that matter, every family, visit Israel.
- Instilling a greater connection to people; [encouraging people] to take a trip; affordability [of such a trip].
- Opportunities to get to know Israelis on a person to person basis both here and when we travel to Israel.

Finding #2: Israel education should encompass modern life in Israel and all of its complexity. In the ideal world, complexity can lead to deeper understanding, acceptance, healthier relationships among the Jewish people. But addressing the complexity can be fraught with fear.

Engaging Students and Deepening Knowledge of and Affinity for Israel

Many survey respondents emphasized that their learning communities are most engaged when they learn about modern life in Israel and when they understand complexity in Israeli society. Those who advocate for learning about modern life in Israel commented:

- [My students are engaged by learning about] modern Israel - from innovations, culture, trip, activities and relating all of the above to the past and our traditions as well to the student's life.
- [My students want to learn about] the actuality and reality of Israel.

Three respondents find that Hebrew is a compelling way to learn about Israel.
Another popular category of engaging activities centered on culture. Sixteen survey respondents believe that their target audiences are most receptive to cultural activities such as Israeli music, arts, dance, food, film.

Complexity in daily life in Israel was also thought to be engaging to students. As these educators wrote:

- Honest conversation that embraces and celebrates the vibrant complexity of Israel: The People and the Place.
- Actualia (current events).
- Challenges/ dilemmas in Israeli society.
- The army.
- Talking about the Conflict.

Dealing with this complexity will help students to deepen their knowledge and connection with Israel. These educators commented:

- [Students' affinity for Israel can be fostered through] an honest dialogue and understanding complexity.
- Being able to learn, talk and form their knowledge based connection without fear or feeling a need to be defensive/ need to attack the knowledge or thoughts of others.

Successes for respondents and/or for their institutions

Students and adults who can represent the diversity of viewpoints in and about Israel, intelligently, lovingly and confidently, would be a definite sign of success for several survey respondents.

- Students loving Israel, knowing about Israel, asking questions about what’s going on in Israel and caring about issues facing Israeli society.
- Understanding of challenges of Israel. Attraction to some aspect of Israel culture, life, narrative.
- Integrated schools that work as equal with Arab and Israeli students. Multi-identity projects that brings the concept of peace and inclusion as their master guide to the educational field.
- If the HS students can have an intelligent conversation about events in Israel.
- Being able to produce more sophisticated and nuanced advocates for Israel who come from a variety of viewpoints but all have a solid grounding.
- Open discussions with input from both the left and the right.
- Fearlessness in dealing with Israel issues at college.
Challenges in Israel education for respondents and/or their communities

As much as educators want to present the complexity of Israel, it can be very difficult to talk about Israel in this way. For instance, there may be some fear of opening up fissures in the community, especially where there are differences in opinions and mixed emotions.

As these survey respondents commented:

- Complexity of current situation - difficult to talk openly about Israel in the current environment (AIPAC-J Street conflicts, etc).
- Breaking through the students' fear of dealing with such a complex issue on a deeper level.
- Fear of people around the school system in regard to honest conversations about mixed emotions towards Israel.
- Those projects that are one sided and exclude the other vision. The other could be the secular, the Arab, or the Diaspora not placed in USA. We have to engage everybody, and sometimes it's difficult to be a Brazilian or a secular school inside the environment of world Jewish education.

Politics in Israel and the media generate a number of educational challenges:

- [The challenge is] separating Israel from the Matsav.
- a) keep politics out of the discussion  
  b) dealing w/politics where appropriate.
- [The discussions are usually] too advocacy focused.
- Increasing forums to discuss and debate current issues.
- Political differences.
- Too many of the students come with far left, negative attitudes. Some of our faculty are in the same place as those students.
- Combating negative inexplicable actions by Israel.
- Effect of the media.

Other respondents view the complexity in terms of how one helps one's students connect in an authentic way with Israel:

- Helping students find personal connection to Israel and finding child-appropriate to teach about the challenges, especially Arab/Israeli conflict
- To show them the real Israel, this is not just the Jewish country it's more than that, really colorful and every time you can know more about it you see how different is it.
- Instilling a deep passion and sense of connection with Israel with students and families who have never been or who are very removed from Jewish
Finding #3: Educators want to bring interactive, hands-on learning opportunities to their students and communities. The challenges are many: lack of curriculum, learning materials, time and financial resources.

Engaging Students and Deepening Knowledge of and Affinity for Israel

Fifteen respondents cited active learning as a way to engage students. For example, sensory experiences for the youngest learners, interactive materials, researching "cool stuff," projects and celebrations were among the ideas. In addition, these educators noted:

- Interactive experience that enriches the topics in the book with video clips, music, photos, art, games and more...
- Dilemmas.
- Chagim, food, songs, stories, poems, dances, finding similarities, tzedaka, JNF....
- ... I think the variety of Israel education and experiences is essential for learning about Israel.

Travel was emphasized as a strategy that would deepen knowledge and affinity for Israel:

- More time spent in Israel.
- Travel - as early as possible, especially 9-10 year olds and their families. This is CRITICAL!!!
- Subsidized trips to Israel for young families.
- More subsidized quality travel programs.
- Two week tours of Israel at minimal cost.
- Ways to encourage more families to travel to Israel.

Educators are constantly looking for materials and curricula to deepen their students' engagement with Israel:

- Getting material/ good/better text guidance.
- Central index or database of resources that is well annotated and reviewed.
- Material that is technology based.
- An investment in creating online materials on themes such as Israeli literature- with a series of themes relating to historical periods/ places or ideas e.g. Jerusalem in literature, Yom Kippur War in literature, social justice issues in Israel in literature. And the same for art and music.
Maybe a diverse range of accessible and engaging texts/art and music on these particular subjects. I would love that!

- More options on the internet to study Israel with its challenges and dilemmas, bringing all the "colors" to the frame of Israel, and not a website that shows the principal technological development of Israel. Something that the student can enter, see interesting videos, write and chat with someone from the other side of the world, create a sketch and build their own opinion.
- Website with materials about Israel. (Hebrew and English)
- ...Helping students and the community at large to connect to Israel not only through the past and the language. Addressing more, how amazing Israel is today.
- Comprehensive Israel Education from K-12 and beyond.

Eight educators find that the Biblical stories, history and historical figures, ancient sites, and the land itself are highly engaging. One survey respondent combines ancient Israel Biblical and rabbinic history) with actual travel, providing students and families with the ideal learning experience.

Successes for respondents and/or for their institutions
Educators commented that the extent of travel to Israel can be another measurable sign of success.

- Kids who take trips, year-long programs.
- Students spending more time in Israel.
- Eagerness to visit Israel.
- March of the Living.
- Motivating families to travel to Israel.

Challenges in Israel education for respondents and/or their communities
A lack of adequate resources – including time, financial resources, and materials – were noted as particularly challenging. The lack of time was mentioned by many. As these educators wrote:

- There is so little TIME for everything that Israel takes a small part of what we can do.
- Time - we don't have enough to teach in depth.
- Time is being cut out of our teaching week and we are now down to around 10 minutes a week to cover our Israel curriculum. We need internet material that would be attractive enough so that parents would participate with their kid and watch it at home.
Many survey respondents indicated a lack of appropriate curricular materials for teaching Israel. For example, these three educators expressed these views:

- Bias/old information/vastness of subject/lack of great materials.
- Appropriate age and language (Hebrew) materials about new Israel history.
- Lack of engaging materials.
- There doesn’t seem to be enough tools to help us educate our kids.
- Providing cognitive and identity tools to commit to a complex Israel.

Several educators cannot find materials for their youngest students:

- My students are ages 3 months old to age 6. How do I make Israel less objectified – less of a content/label? Need to create Israel education that is relevant to their lives.
- Being very far away and teaching younger children.
- Another challenge is how to approach sharing information about current events with young children. Some of our population is Israeli, and comfortable with their children learning about terrorism. The majority of families, however, want to wait until their children grow up to expose them to traumatic events.

These educators expressed concern with the content of Israel education:

- [The challenge for us is] increasing knowledge of Hebrew.
- To develop a curriculum for K-12.
- Students feel they know it all after elementary and secondary school + year in Israel.
- Not treating it like a completely separate topic.

Finding #4: There is a tremendous need for Professional Development in Israel Education. These educational leaders want to support their staffs, and they need communal support to do this properly.

Engaging Students and Deepening Knowledge of and Affinity for Israel

Survey respondents wrote that professional development, especially in Israel, would be an effective way of impacting students and helping to make strides in the field. As these educators commented:

- Professional development opportunities in Israel, to inspire educators to bring Israel education in to their classrooms more often and in more depth.
• Professional development for all faculty.
• Training for our entire faculty - Jewish or not. A total faculty experience would have the highest impact on our students.
• More funding for teacher trips to Israel.
• Peer support in order to learn about what other teachers are experiencing in Israel education.

Successes for respondents and/or for their institutions
As discussed earlier, strides in professional development opportunities would be seen as success:

• Teacher training.
• Local or regional seminar/conference about Israel education.
• More relevant information and materials about Israel, simulations about daily issues.
• It's important to be updated in Israel education.
• Israel seminar at a sophisticated graduate level, work on how to integrate Israel into all aspects of educational work.

Challenges for respondents and/or their communities
These educators noted the lack of financial resources specifically as impacting teacher training:

• Need all teachers to have an Israel experience.
• Having the budget to bring teachers to Israel and to improve the status of those who teach about Israel.
• Raising money to visit Israel, as I believe it changes the way in which educators think about Israel and incorporate Israel into their curriculum.

Staff training is an issue for a number of reasons. Three survey respondents indicated different aspects of this challenge.

• Keeping current.
• The ability to teach it well.
• There is turnover in our faculty, so ongoing professional development efforts are critical.

First, those who have spent any time in Israel know that the situation can change from minute to minute; there educator faces the challenge of being aware of current events, knowing the context, and then presenting them in an educationally sound manner. Second, there is the challenge of teaching Israel well, so that students gain a sense of the
complexity and so that the efforts to connect with Israel do not remain in the realm of blind acceptance or uninformed criticism. Finally, the changes in faculty from one year to the next present a challenge to the continuity of the institutional vision and curriculum implementation. All three of these reasons reflect the need for extensive staff development.

Finding #5: The field of Israel education is ripe for development. Some institutions have experienced success by implementing changes in their vision, priorities, professional development and/or curriculum. In spite of the many challenges, the needs can be further defined and addressed.

In addition to highlighting survey respondents' comments about engaging students, the successes and the challenges, we turn to the needs which they have clearly identified.

Engaging Students and Deepening Knowledge of and Affinity for Israel
Survey respondents understand that fundamental changes need to take place on many levels, both within their communities and within the field of Israel education in order for them to significantly impact their students. As these educators wrote:

- An environmental change where the Jewish community celebrates relationships with Israel rather than promote the idea that a relationship with Israel (especially for young people) is based around a defence of the State.
- More Jewish communal positive support for Israel instead of all the infighting going on between AIPAC and J Street.
- Keeping Israel in the forefront of our conversation and our environment throughout our school beginning with youngest children.

Successes for respondents and/or for their institutions
Several educators discussed possible signs of success for Israel education as a whole:

- Separating it from advocacy. Creating a field of Israel Education.
- Israel as an integral part of Jewish Ed.
- Developing strategies for both broad engagement and strategically shaping the spaces and opportunities for deep learning and meaningful reflection. For both myself and my institution, it is important that Israel education is undertaken with the premise of relating to Jewish identity.
Other survey respondents wrote about successes that have been achieved, specifically pointing to institutional change or support for Israel education. Some have seen very high levels of participation in student travel to Israel, for example:

- **Students care about Israel and usually want to travel and experience the country.**
- **Over 90% attendance to optional programme to Israel in Year 10.**
- **85% participation rate for our teen Israel experience.**
- **That the majority of eighth grade students join the annual Israel trip.**
- **Some students have made Aliyah, MANY have visited (we offer scholarships for trips).**

Others wrote about changes in institutional priorities, outlook, and programming, and some have seen those changes bear fruit.

- **There is a commitment among our lay leaders and rabbi to enhance our Israel education.**
- **It is a main focus of our congregational programming. And we hit many different aspects of Israel education (over a long period) and different populations within our congregational community.**
- **We have started integrating Israel throughout our curriculum and have seen some more positive interest among our students.**
- **The connection with Am Yisrael, Eretz Yisrael and Medinat Yisrael is embedded in the life of the JSA community. Our mission is to promote love for and knowledge of Israel through experiential learning in order to strengthen the students’ connection to Israel and personal Jewish identity.**

Two respondents discussed the commitment to sending staff to Israel as part of their professional development programs.

- **Over 95% of staff have been to Israel.**
- **Major successes have been when we have found opportunities to send general studies faculty or specialists to Israel for professional development. I sent a music teacher and an art teacher the past two years, and the impact was high because they see every child in the school. The energy that these teachers add inspires the entire faculty to integrate Israel education into the life of the school.**

Three respondents pointed to existing programs as a sign of success.

- **For me personally - KIVUNIM. I would like to see something like this for my Early Childhood teachers.**
- **Emory U. Institute. David Project idea of reframing.**
- **Programs like Diller Teens.**
One respondent took a step back to consider the term Israel Education and the inherent implications as a sign of success.

- *That we even use the term Israel Education. That there is a growing field of those who consider themselves Israel educators.*

Indeed, most of the educators who responded to the survey took the time to write a vision for Israel education in 50 words or less. Appendix 3 contains all of these vision statements, which are inspiring in and of themselves, and which can help to chart a path for the future of Israel education.

**Challenges for respondents and/or their communities**

These two respondents noted that institutional priorities provide unique challenges:

- *Families do not connect as they used. JNF no longer sends materials and people don't easily plant trees or "love" Israel as they did decades ago.*
- *[Israel education] hasn't been done at my school.*

One educator pointed to the need for developing the field of Israel education. As he/she wrote:

- *The challenges lie in lack of development in the field of Israel education. University is another stage in Israel education, but we often find that students do not have the background that qualifies them for university-level engagement. The schools need to be educating students about Israel from an earlier age. The lack of education also means that non-specialist staff lack understanding for how to integrate Israel into other areas of work.*

**What the Field of Israel Education Needs**

Survey respondents were asked to assess what the field of Israel education needs. As can be seen in Figure 7 below, internet-based curricular materials and professional development on a number of Israel-related topics would be of benefit to 82% and 76% of the educators who responded, respectively. These two areas dovetail with findings previously discussed indicating that educators most utilize online resources and that they want increased professional development opportunities. Among the comments made in the category of "Other" are:
• Webinars, services for teachers.
• Seminars in Israel designed for the Israel educator, Skype opportunities to set up partner schools and class interaction for our students.
• A digest of internet based articles and contents.
• A variety of special programs that can be invited to the school as highlights to the learning.

Figure 7. Resources that would benefit the field and the survey participant.

Q15 What resources would help you to be better equipped as an Israel educator?

Those who selected professional development subsequently indicated that they would most benefit from the topics of pedagogical tools for teaching Israel, Israeli culture, the Arab-Israeli conflict, and modern Israeli history. (Please see Table 6 below.) This data corresponds inversely with the topics they already teach; here, they have asked for assistance with topics that are the most challenging to teach.
Table 6. Topics chosen by survey respondents as beneficial for professional development, percent responses.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Percent Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical tools for Israel education</td>
<td>77%</td>
</tr>
<tr>
<td>Israeli culture</td>
<td>72%</td>
</tr>
<tr>
<td>Israeli current events</td>
<td>58%</td>
</tr>
<tr>
<td>The Arab-Israeli conflict</td>
<td>56%</td>
</tr>
<tr>
<td>Modern Israeli history</td>
<td>56%</td>
</tr>
<tr>
<td>Israeli literature</td>
<td>53%</td>
</tr>
<tr>
<td>Israeli government and politics</td>
<td>49%</td>
</tr>
<tr>
<td>History of Zionism</td>
<td>44%</td>
</tr>
<tr>
<td>Important figures and personalities in Israeli history</td>
<td>46%</td>
</tr>
<tr>
<td>The people (eidot)</td>
<td>42%</td>
</tr>
<tr>
<td>The Land of Israel - Biblical connection, expression of the covenant between God and the Jewish people, love of Israel, mitzvot, etc.</td>
<td>40%</td>
</tr>
<tr>
<td>Hebrew language</td>
<td>40%</td>
</tr>
<tr>
<td>Geography</td>
<td>37%</td>
</tr>
<tr>
<td>Ancient Israeli history</td>
<td>30%</td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
</tr>
</tbody>
</table>

In the category of "Other," these educators provided further insight into their choices:

- *I believe that information should continue circulating with time to make it modern and relevant- even if it's ancient history. It's the way we relate to it that matters.*
- *We assume that our teachers are familiar with the items I checked above, but these are often holes in their Israel education. Professional development for teachers is the key to impacting the future. For each teacher that is trained well, there are hundreds of students who will be Israel-engaged.*
- *All of the above in creative or deeper thought.*

Survey respondents were asked what kinds of training programs would benefit them and the field of education. Eighty percent or more of the educators who responded to this question felt that the field of Israel education would benefit from providing all of the suggested training programs, including certification programs, pre-service training, local or regional lectures, seminars and conferences, professional development opportunities in Israel, on-line courses about Israel, peer support, and internet-based idea sharing.
Professional development in Israel and regional conferences were the options that would benefit 72-78% of these educators (as shown in Table 7 below). Ninety-one to 98% felt that these opportunities would benefit the field. Ninety percent of the educators felt that a certification program and peer support would benefit the field, but only half to two-thirds believed that they personally would benefit.

Table 7. Types of Professional Development. From highest to lowest by number of responses.

<table>
<thead>
<tr>
<th>Type of Professional Development</th>
<th>Number of Responses</th>
<th>Percent responses, I would benefit</th>
<th>Percent responses, the Field would benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development opportunity or seminar in Israel</td>
<td>59</td>
<td>78%</td>
<td>98%</td>
</tr>
<tr>
<td>Local or regional seminar/conference about Israel education</td>
<td>54</td>
<td>72%</td>
<td>91%</td>
</tr>
<tr>
<td>Certification program in the area of Israel education</td>
<td>52</td>
<td>54%</td>
<td>90%</td>
</tr>
<tr>
<td>Peer support in order to learn about what other teachers are experiencing in Israel education</td>
<td>51</td>
<td>67%</td>
<td>90%</td>
</tr>
<tr>
<td>Internet-based idea-sharing forum</td>
<td>49</td>
<td>69%</td>
<td>82%</td>
</tr>
<tr>
<td>Local lectures or seminars about Israel education</td>
<td>47</td>
<td>74%</td>
<td>85%</td>
</tr>
<tr>
<td>Pre-training program for Israel education</td>
<td>46</td>
<td>39%</td>
<td>89%</td>
</tr>
<tr>
<td>On-line courses about Israel</td>
<td>42</td>
<td>60%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Eighty-three percent feel that they or the field of Israel education would benefit from an internet-based support group of colleagues. Those who answered yes to this question went on to indicate how such a group should function. As can be seen in Table 8 below, almost 90% believe that this group should provide a place to share and find materials. It should also be a place to share dilemmas (70%) and to reflect on current literature and research (66%).
Table 8. Functions that an internet-based support group of colleagues should provide. Highest to lowest by percent response rate and count.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A place to share materials you have developed or to find materials that you need</td>
<td>88%</td>
<td>49</td>
</tr>
<tr>
<td>A place to share dilemmas you are facing with your students</td>
<td>70%</td>
<td>39</td>
</tr>
<tr>
<td>A place for reflecting on current literature and research</td>
<td>66 %</td>
<td>37</td>
</tr>
<tr>
<td>Opportunities for personal development</td>
<td>61%</td>
<td>34</td>
</tr>
<tr>
<td>Webinars</td>
<td>61%</td>
<td>34</td>
</tr>
<tr>
<td>A place to share your own reflections regarding Israel today</td>
<td>50%</td>
<td>28</td>
</tr>
<tr>
<td>Job opportunities</td>
<td>39%</td>
<td>22</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>7%</td>
<td>4</td>
</tr>
</tbody>
</table>

Recommendations

1. There seems to be great interest in developing the field of Israel education. Expanding the conversation, defining the field, building on the analysis of needs contained in this report and others, creating a strategic plan and allocating resources are all logical next steps in accomplishing this goal.

2. Offer assistance to educators and community leaders who may require help advocating for a place for Israel education on their communal agenda. Educators and organizations who are unsure of their own views or whose views conflict with those of their institution may end up doing nothing in terms of Israel education, because it is just too difficult. Conferences and seminars – both locally and in Israel – as well as one-on-one consultation can help educational leaders to set a different agenda in terms of Israel education.

3. Consider creating resources for the educators whose communities feel differently about Israel than they do, and for whom Israel is difficult to teach due to current events.
4. Most educators are looking for online resources as they teach Israel. Support their natural tendencies by augmenting or creating online databases/catalogs/libraries of information, activities and curricula.

5. Create an internet support group to share resources, dilemmas and experience may be a valuable and fairly low cost way to expand the conversation about the field of Israel education.

6. If it is felt that the survey population should reflect more balance between the movements, this survey could be replicated in the Reform, Orthodox and other movements. Thought might also be given to strategies for reaching Israelis who live around the world.

**Summary**

The Vice Chairman's Office of the World Zionist Organization (WZO) invited the International School of Oranim Academic College of Education to help them design and conduct a research survey with the following goals in mind:

- To create a profile of various kinds of educators who teach Israel.
- To create a profile of the multiplicity of communities these educators serve.
- To understand the successes and challenges that Israel educators experience.
- To begin to engage Israel educators in a conversation about their own needs and the needs of the field of Israel education.
- To create a network of professional contacts within the world of Israel education who can share knowledge, programs, and successes, and who can assist each other in meeting challenges.

The survey questionnaire examined educators' and institutions' successes, challenges and needs. It was distributed in person and online via Survey Monkey to Jewish educators between January 25, 2015 and February 28, 2015. Upon completion, the data were collated and analyzed.
The five key findings included:

**Finding #1:** Educators feel that human resources have the greatest potential to impact Israel Education. People engage and inspire learners, facilitate and impact personal connections and identities. At the same time, the challenge is to harness this incredible resource through programs, curricula and travel.

**Finding #2:** Israel education should encompass modern life in Israel and all of its complexity. In the ideal world, complexity can lead to deeper understanding, acceptance, healthier relationships among the Jewish people. But addressing the complexity can be fraught with fear.

**Finding #3:** Educators want to bring interactive, hands-on learning opportunities to their students and communities. The challenges are many: lack of curriculum, learning materials, time and financial resources.

**Finding #4:** There is a tremendous need for Professional Development in Israel Education. These educational leaders want to support their staffs, and they need communal support to do this properly.

**Finding #5:** The field of Israel education is ripe for development. Some institutions have experienced success by implementing changes in their vision, priorities, professional development and/or curriculum. In spite of the many challenges, the needs can be further defined and addressed.

Several recommendations were made, including investing in the development of the field of Israel education; offering assistance to educators and community leaders who want to advocate for Israel education on their communal agenda; creating and expanding online, material and human resources; and building an online support group for educators to share best practices, challenges and solutions.

The survey revealed a fascinating picture of the status of the field of Israel education. It is clear that Israel educators and Jewish professionals who teach Israel are an inspiring, dedicated, and passionate group of people who span all backgrounds and world views.
Engaging them in a discussion via this survey is a good first step in harnessing their collective wisdom and vision.

Ultimately, it is hoped that the research survey will enable the WZO to strategize their next steps in supporting educators who teach Israel and in continuing to build is vital field. The International School of Oranim Academic College of Education truly appreciates the opportunity to collaborate with the WZO. We value this new partnership in exploring how to support Israel educators and institutions in their work, and we hope that this is the beginning of many future endeavors together.
Appendix 1: Survey Questionnaire

Research on Israel Education:
Educators Survey

Dear Educator,

We at the World Zionist Organization are committed to enhancing Israel education. To that end, we are conducting this survey to better understand the content, milieu, practitioners and needs of the field. The questionnaire has been designed for all Jewish educators, whether they teach Israel or not, and your responses will help us determine how we might best advance the teaching of Israel. As an expression of our appreciation for your cooperation in completing this questionnaire, we have a special offer waiting for you at the end. None of the information you provide will be shared with others. We appreciate your time and effort!

1. The following information is for research purposes only and will remain confidential.

Name ____________________________________________
Name of Educational Institution ________________________
Address ____________________________________________
City/Town, State and ZIP/Postal Code __________________________
Country ______________________________________________
Email ________________________________________________

2. Please send me the survey results. (Yes / No)

3. Please add me to your mailing list. (Yes / No)

Israel Education in Your Institution
This set of questions will help us to understand what Israel education looks like in your institution.

4. Do you teach about Israel as part of your curriculum (if you are a teacher)? Do you bring the subject of Israel into your work (if you are a director or communal worker or leader)?
   1. Not at all
   2. A little
   3. To some extent
   4. To a large extent
   5. To a very large extent
5. Other than yourself, who teaches about Israel in your institution?

_____________________________________________________________________
_____________________________________________________________________

6. To what extent do you agree with the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think Israel should be taught in every Jewish educational framework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I feel equipped to teach about Israel.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Because of political sensibilities, it is difficult to teach about Israel in my community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The families/people I serve feel very differently about Israel than I do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Current events complicate the way I approach Israel.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

7. If you agree or strongly agree with the above statement, "Current events complicate the way I approach Israel," please indicate why:
   1. Because of matters of religion and state
   2. Because of social issues
   3. Because of the Arab-Israeli conflict

8. Please select the goals which apply to your school or institution. You may select more than one answer if appropriate.

<table>
<thead>
<tr>
<th>Goal for Israel Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no stated goal for teaching Israel in my institution.</td>
<td>1</td>
</tr>
<tr>
<td>To transmit the history and culture of the Jewish people.</td>
<td>2</td>
</tr>
<tr>
<td>To cultivate the basis for a Jewish religious lifestyle.</td>
<td>3</td>
</tr>
<tr>
<td>To strengthen students' personal and Jewish identity.</td>
<td>4</td>
</tr>
<tr>
<td>To deepen a sense of Jewish peoplehood (sense of belonging to and obligation toward the Jewish people).</td>
<td>5</td>
</tr>
<tr>
<td>To promote the survival of the Jewish people.</td>
<td>6</td>
</tr>
</tbody>
</table>
To encourage aliyah to Israel.  

Other (please specify):__________________________________

9. How is Israel integrated in your curriculum?
   1. It is treated as a separate subject.
   2. It is integrated into several subjects in the curriculum.
   3. It is a co-curricular subject (i.e., woven into the life of the school, through holidays, events, trip to Israel, etc.).

10. How have you prepared to teach or address Israel in your current capacity?
   1. Pre-service training
   2. On the job training
   3. Conference sessions
   4. Reading that I have done
   5. Personal learning and social experiences in Israel
   6. My rabbi, educator or other professional
   7. All of the above
   8. None of the above
   9. Other ____________________________

11. What subject matter is taught about Israel in your educational institution?
   1. Ancient Israel history
   2. The Land of Israel – Biblical connection, expression of the covenant between God and the Jewish people, love of Israel, mitzvot, etc.
   3. History of Zionism
   4. Modern Israeli history
   5. Geography
   6. Important figures and personalities in Israeli history
   7. Israeli government and politics
   8. The Arab-Israeli conflict
   9. The people (eidot)
   10. Israeli culture
   11. Israeli literature
   12. Israeli current events
   13. Hebrew language
   14. Other ____________________________

12. What curricular materials related to Israel do you use in your class or institution? (Please list in Question 13.)
   1. Textbooks
   2. Internet
   3. School-made or teacher-made materials
   4. Materials from other institutions
13. Please list names of texts and publishers, sites and other materials you use to teach Israel.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

14. What do you find most engages your students with Israel?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What does the field of Israel Education need?
Your answers to these questions will help us to assess the need for additional resources in Israel education.

15. What resources would help you to be better equipped as an Israel educator?
   1. Professional Development
   2. Curricular materials in the form of books, workbooks, classroom resources, etc.
   3. Internet-based curricular materials
   4. Reading materials about Israel
   5. Workshops and seminars
   6. Other _________________________________

16. If you selected Professional Development in Question 15, please indicate topics below.
   1. History of ancient Israel
   2. The Land of Israel – Biblical connection, expression of the covenant between God and the Jewish people, love of Israel, mitzvot, etc.
   3. History of Zionism
   4. Modern Israeli history
   5. Geography
   6. Important figures and personalities in Israeli history
   7. Israeli government and politics
   8. The Arab-Israeli conflict
   9. The people (eidot)
   10. Israeli culture
   11. Israeli literature
   12. Israeli Current events
   13. Hebrew language
14. Pedagogical tools for Israel education
15. Other _________________________________

17. What training would benefit you and the field of Israel education?

<table>
<thead>
<tr>
<th>Training format</th>
<th>I would benefit</th>
<th>The field of Israel education would benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification program in the area of Israel education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-training program for Israel education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local lectures or seminars about Israel education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local or regional seminar/conference about Israel education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional development opportunity or seminar in Israel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-line courses about Israel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet-based idea-sharing forum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer support in order to learn about what other teachers are experiencing in Israel education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other _________________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. Do you feel that you or field of Israel education would benefit from an internet-based support group of colleagues? 1. No 2. Yes

19. If you answered yes to Question 18, which of the following should the network strive to provide?
   1. A place to share dilemmas you are facing with your students
   2. A place for reflecting on current literature and research
   3. A place to share materials you have developed or to find materials that you need
   4. A place to share your own reflections regarding Israel today
   5. Job opportunities
   6. Opportunities for personal development
   7. Webinars
   8. Other: __________________________________________ |

20. What do you see as the successes in Israel education for you and/or for your educational institution?
___________________________________________________________________________
___________________________________________________________________________
21. What are the challenges you would like to mention about Israel education for you and/or for your educational institution?

_____________________________________________________________________
_____________________________________________________________________

22. In your opinion, what would help you to deepen your students’ or members’ knowledge of and affinity for Israel?

_____________________________________________________________________
_____________________________________________________________________

Demographic Information
The information in this section will help us to describe the population of educators we hope to serve. Again, all information will be confidential.

23. Gender: 1. Male 2. Female

24. Year of Birth ______

25. Please indicate your place of birth by circling the appropriate number below:

<table>
<thead>
<tr>
<th>Place of Birth</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States or Canada</td>
<td>1</td>
</tr>
<tr>
<td>Europe</td>
<td>2</td>
</tr>
<tr>
<td>Former Soviet Union</td>
<td>3</td>
</tr>
<tr>
<td>Israel</td>
<td>4</td>
</tr>
<tr>
<td>South America</td>
<td>5</td>
</tr>
<tr>
<td>Asia</td>
<td>6</td>
</tr>
<tr>
<td>Africa</td>
<td>7</td>
</tr>
<tr>
<td>Australia or South Africa</td>
<td>8</td>
</tr>
<tr>
<td>Other (please note): ________________</td>
<td>9</td>
</tr>
</tbody>
</table>

26. With which movement are you personally affiliated?
   2. Orthodox
   3. Conservative
   4. Reform
   5. Reconstructionist
   6. Jewish Renewal
   7. Not affiliated with any movement
   8. Other_______________________

27. Have you visited Israel before? 1. No 2. Yes
28. If you answered yes to Question 27, how many times?
   1. Once
   2. Two to four times
   3. Five or more times

29. If you answered yes to Question 27, how long has it been since your last visit?
   ___________ years.

30. Have you ever lived in Israel for three months or more? 1. No 2. Yes

31. Of you answered yes to Question 30, please specify which program.
_____________________________________________________________________
_____________________________________________________________________

32. Have you ever traveled to Israel—

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To visit family?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>To visit friends?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>On an organized tour with your family?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>On an organized tour with your friends?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>On a school/camp/youth movement trip as a student?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>On a school/camp/youth movement trip as staff?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>As part of any delegation/mission?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>On any other kind of tour?</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

33. Have you ever participated in a partnership/connection program with an Israeli school or group? 
   1. No
   2. Yes,

34. I participated in a partnership/connection program with (please list the name of the group)__________________
_____________________________________________________________________

35. Do you have close friends or family living in Israel?  
   1. No  2. Yes

36. To what extent do you do the following?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all</th>
<th>To a small degree</th>
<th>To some degree</th>
<th>To a large degree</th>
<th>To a very large degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow current events in Israel on a regular basis?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Feel comfortable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

46
defending Israel in discussions?

<table>
<thead>
<tr>
<th>Feel knowledgeable about Israel? (i.e., in terms of history, people, demography, geography)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

37. Do you speak, read or write modern Hebrew?
1. Not at all
2. I can read, but cannot understand
3. I understand written Hebrew, but cannot speak
4. I can carry on a simple conversation
5. I can speak fluently
6. I can read and write
7. I have full command of the language

Your Educational Institution and Your Position
Your answers to these questions will help us to understand the communities we wish to support.

38. Type of educational institution at which you teach or direct:

| Synagogue-based Religious School | 1 |
| Synagogue-based Early Childhood Center | 2 |
| Synagogue-based High School Program (formal education) | 3 |
| Synagogue-based High School Program (informal education) | 4 |
| Synagogue-based Adult Education Program | 5 |
| Community-wide Early Childhood Center | 6 |
| Community-wide Religious School | 7 |
| Community-wide High School Program (not day school) | 8 |
| Community-wide Adult Education Program | 9 |
| Jewish Day School | 10 |
| Jewish Community Center | 11 |
| Bureau of Jewish Education | 12 |
| Other Communal Organization (please note): ____________________________ | 13 |

39. With which movement is your educational institution affiliated?
1. Orthodox
2. Conservative
3. Reform
4. Community
5. Reconstructionist
6. Jewish Renewal  
7. Not affiliated with any movement  
8. Other_______________________

40. What is your role in your institution?

<table>
<thead>
<tr>
<th>Role</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Lifelong Learning (Congregational Educator)</td>
<td>1</td>
</tr>
<tr>
<td>Principal of Religious School</td>
<td>2</td>
</tr>
<tr>
<td>Family Educator for Religious School</td>
<td>3</td>
</tr>
<tr>
<td>Religious School Teacher</td>
<td>4</td>
</tr>
<tr>
<td>Youth Group Director</td>
<td>5</td>
</tr>
<tr>
<td>Head of Day School</td>
<td>6</td>
</tr>
<tr>
<td>Day School General Studies Principal</td>
<td>7</td>
</tr>
<tr>
<td>Day School Judaic Studies Principal</td>
<td>8</td>
</tr>
<tr>
<td>Day School General Studies Teacher</td>
<td>9</td>
</tr>
<tr>
<td>Day School Jewish/Hebrew Studies Teacher</td>
<td>10</td>
</tr>
<tr>
<td>Lay Leader/Board Member</td>
<td>11</td>
</tr>
<tr>
<td>Other (please note): _________________________</td>
<td>12</td>
</tr>
</tbody>
</table>

41. How many hours do you work or teach in the framework above (Question 40)?

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 hours</td>
<td>1</td>
</tr>
<tr>
<td>4-8 hours</td>
<td>2</td>
</tr>
<tr>
<td>10-20 hours</td>
<td>3</td>
</tr>
<tr>
<td>20-30 hours</td>
<td>4</td>
</tr>
<tr>
<td>Full-time</td>
<td>5</td>
</tr>
<tr>
<td>Other (please note): _________________________</td>
<td>6</td>
</tr>
</tbody>
</table>

42. If you teach, how are your hours divided? (example: x hours for Hebrew/ y hours for Judaica) ________________________________

43. If you are a teacher, what Judaica topics do you teach?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Hebrew</td>
<td>1</td>
</tr>
<tr>
<td>Prayer</td>
<td>2</td>
</tr>
<tr>
<td>Jewish history</td>
<td>3</td>
</tr>
<tr>
<td>Jewish texts (Torah, Bible, Talmud, etc.)</td>
<td>4</td>
</tr>
<tr>
<td>Holidays</td>
<td>5</td>
</tr>
<tr>
<td>Life Cycle</td>
<td>6</td>
</tr>
<tr>
<td>Israel</td>
<td>7</td>
</tr>
<tr>
<td>Values</td>
<td>8</td>
</tr>
<tr>
<td>Other (please note): _________________________</td>
<td>9</td>
</tr>
</tbody>
</table>
44. With what ages do you work? (Please check all that are appropriate)

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood (0-Kindergarten)</td>
<td>1</td>
</tr>
<tr>
<td>Elementary School (Grades 1-5)</td>
<td>2</td>
</tr>
<tr>
<td>Middle School (Grades 6-8)</td>
<td>3</td>
</tr>
<tr>
<td>High School (Grades 9-12)</td>
<td>4</td>
</tr>
<tr>
<td>College</td>
<td>5</td>
</tr>
<tr>
<td>Adults</td>
<td>6</td>
</tr>
<tr>
<td>Families</td>
<td>7</td>
</tr>
<tr>
<td>Other (please note): _______________</td>
<td>8</td>
</tr>
</tbody>
</table>

45. Does your organization take students, congregants or members on trips to Israel?
   1. No  2. Yes

46. In 50 words or less, please articulate your vision of Israel education.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Thank you for taking the time to complete this questionnaire.
As an expression of our appreciation, we would like to offer you a complimentary set of 21 vintage Zionist posters from the Zionist archives collection. To take advantage of this offer, please provide us with your email address below.

Email address: ________________________________

_Todah Rabbah! Thank you!_
Appendix 2: Resources used by respondents and their institutions for teaching Israel

Books and Articles
- Torah, Tanach, Hazal
- Hungarian books
- Religious Zionism, 1882-present
- Yakirei Yerushalayim (Jewish personalities on the importance of Jerusalem);
- The Land of Israel: past, present, and future;
- Book "Makom Mishelo" (A Place of His Own, by Michal Maoz-Levy
- History of the Jewish People (Abba Eban)
- For the Sake of Zion The History of Israel
- Encyclopedia Judaica
- Academic articles such as: Eisenstadt, Jacob Katz, Benny Morris, and others
- Children's literature/stories set in Israel/poetry

Websites (see also Jewish Educational Centers/Organizations below)
- Youtube
- Wikipedia
- Baama website
- Makom's website, blogs connected to Israel and World Jewry/ http://makomisrael.org/
- israel21c.net
- Galgalatz

Jewish Publishers/Publications
- Chalavu'D'vash Nature in the land of Israel, Trees of Israel
- Bar Mitzvah with friends, Yarok, many others
- Behrman House (Israel Scavenger Hunt, Experience Modern Israel, kolyisrael) Experience Modern Israel by Aviva Werner; www.behrmanhouse.com
- Torah Aura; Whole School Israel

Hebrew Curriculum Publishers
- Tal Am
- Chaverim be ivrit
• Neta
• Behrman House Shalom Ivrit Hebrew language books

News sites
• Jerusalem Post, Ha'aretz, Times of Israel
• New York Times
• Wall Street Journal
• Hungarian sites

Jewish Educational Centers/Organizations – Materials and Websites
• WZO Beit Ha'am series and other materials and website
• Step Up For Israel Materials
• CAMERA
• Birthright
• Lookstein Center
• iCenter materials and site
• CIE Materials
• Emory College Institute for the Study of Modern Israel (ISMI)
• AZM materials
• Jerusalem U materials
• I Israel (possibly iEngage, from Hartman Institute?)
• Etgar materials
• URJ materials and site
• Jewish Agency materials and sites
• FJC materials and site

Israeli government, institutions
• Israel foreign ministry

School-made/teacher-made/agency-produced products
• Our original material (at IEI of the San Francisco based Jewish Learning Works)
• We design our own Israel travel seminars for advanced learners
• Materials I and other teachers have made/choveret tanach that the teachers compiled
• תוכנית בית ספרית על העליה מאתיופיה אליעזר בן יהודה וירושלים
Guest Lecturers/Speakers

- Speakers
- Lone Soldiers who return to visit family in our area

Music and Film

- Hebrew songs
- conclude weekly aseyfah with the singing of Hatikvah
- Videos and movies about and from Israel
Appendix 3: Responses to the question, "In 50 words or less, please articulate your vision of Israel education."

- Israel education is woven into all aspects of Jewish life and learning. A deep connection to and affinity for Israel is core to a strong Jewish identity. Israel is a real place with real people which whom we should engage regularly.

- The Global School Twinning Network provides Jewish schools with living Israel connections; changes the way Israelis perceive the global Jewish people; encourages professional exchange between teachers; and builds real-life bridges between our global Jewish family.

- Connection between students in US and Israel. Trips that are almost free for High Schoolers after learning about history and current Israel.

- Israel education ideally has an integrated curriculum throughout the grades. Israel should be part of every subject we teach, and every class session. There should be frequent opportunities for active learning. Ultimately, all religious school families should be able to travel to Israel. That would be the ideal culmination of a year or several years of study.

- Make Israel meaningful, relevant and accessible.

- Experiential, hands on. We need to figure out how to get children to feel about Israel the way they do about the movie Frozen. Ubiquitous.

- Students who hold Israel as a compelling interest worthy of ongoing interest and attention. Interest to visit, explore and experience.

- Israel education must move beyond the myth of Israel to the reality with all its complexities.

- To gain an understanding of this beautiful geography and develop personal connections to the culture.

- Age appropriate, fact-based, allowing for open conversations about Israeli cultures, current events and politics

- Develop a personal relationship with Israel and with Israelis

- Israel education aims to support the development of Jewish identity, foster a connection to Jewish people, and instill an affinity with the land and State of Israel.

- Impossible in 50 words or less!

- Creating a field of Israel Education that is relevant to the Jewish people.
Inspire students to learn, explore, question through a spiral curriculum which develops with them from K-12. It will be intellectually stimulating but also aim to create a positive relationship/bond with Israel as another home for them. A relationship based not on blind love, but one that is strong enough to feel both pride and be able to critically examine issues so they can create their own vision for Israeli society that they would like to be actively a part of.

Teaching Hebrew as the living language of the Jewish people and an expression of Israeli culture, bringing the people of Israel closer to the community (Chayalim, Shinshinim, OlimChadashim, among others) instilling Israeli culture through performing arts, school-wide shows, fairs and exhibits, artistic projects, among others raising awareness and taking action to support tzedakah initiatives, and promoting Israel as a thriving political, social, and religious democracy.

Honest and engaging

Providing children with authentic connections to Israel. Creating a love of learning about Israel by learning about its history, culture, literature, geography, traditions, religion and people, by learning to speak, read and write Hebrew.

Israel education should initiate and deepen a personal connection between the individual Jew and the land, people, history and culture of Medinat Yisrael as well as clarify an understanding of the relationship of Judaism to the historic idea of Eretz Yisrael.

An integrated approach that brings together conversations of Jewish identity with a legitimacy for individual relationships with Israel. An exciting and vibrant source of community building.

I believe in giving our pupils a strong Jewish identity and the skills to become knowledgeable and informed members of the Jewish community.

My personal goal and that of my institution is to have every one of our students visit Israel at least once in their lives. We want them to have an ongoing connection to Israel and thirst to learn more about Israel.

For all students and staff to have meaningful engagement with Israelis, to have Israel as an important component of their Jewish identity.

Israel is important for the European Jewry, because it shows that there is more than life under the shadow of the Holocaust.

Israel Education is a part of good Jewish education and should be seamlessly woven into all Jewish educational programming. Our staffs should be facile in terminology, history, arts and culture and HEBREW.
• To enable people to understand and develop a relationship with Israel

• The goal of Israel education at Donna Klein Jewish Academy is to impart knowledge and meaningful experiences about Israel, so that Israel becomes a dynamic factor in the hearts, minds and soul of our students.

• I hope that American Jews will feel intimately connected with Israel, understanding her importance in the continuum of Jewish history. I want them to be able to advocate for her and defend her with both intellect and heart. I want them to be active participants in the life of Israel.

• To create a personal connection with Israel as the place for all Jews to integrate their spiritual, emotional and social selves.

• Successful Israel education is more than a curriculum; it is creating a close group of people based on the shared interest and love towards Israel. Israel education has to be non-judgmental, instead focus on providing high quality learning experiences for everyone interested on any given level.

• Enjoyable learning of challenging material, that imparts and implants within people a feeling of security between the Jewish people, the Tanakh, and the Land of Israel.

• Education which both engages and challenges our students. They should never feel that they are forced to think a certain way.

• My vision is about an Israel Education that doesn't need labels to work as Israel because it takes as natural the leading place of Israel for the Jewish People, so we can feel comfortable to analyse it through critical lenses and create high resolution knowledge to our students.

• The most exciting endeavor in Jewish Sovereignty in over 2000 years. The place where the most exciting developments in Judaism are taking place.

• The best education is a visit to Israel...stam

• Israel education should be embraced and actively pursued as a life-long endeavor from the youngest ages. Age and developmentally appropriate programs incorporating experiential opportunities combined with text study are critical elements.

• Israel education is one of the most important components of Jewish Identity today. As the world becomes more anti-Semitic it is crucial that all Jews (in and especially) out of Israel will take part in an active / engaging / and relevant to their life, Israel Education.

• Integrated into everyday curriculum