



RESEARCH REPORT

Program for Jewish Educators in the Former Soviet Union: Evaluation Study

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The study was initiated and funded by the JDC Former Soviet Union (FSU) Division

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Executive Summary

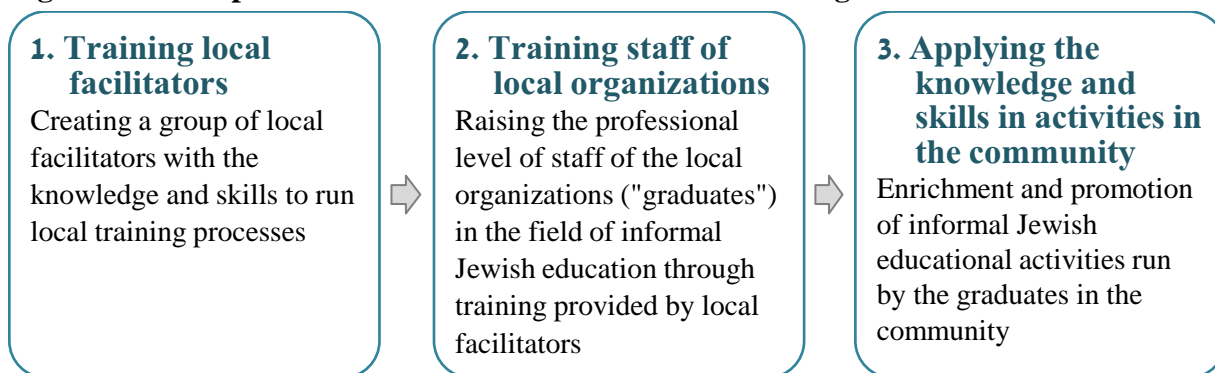
1. Background

Every year since 2007, the American Jewish Joint Distribution Committee (JDC) has organized training seminars in the former Soviet Union (FSU) for informal Jewish education professionals working in local organizations that are supported by the JDC. Until recently, most of the seminars were run by Russian-speaking Israeli educators. In recent years, there has been growing awareness of the importance of empowering local educational staff (“local facilitators”) who can assume responsibility for training staff of local organizations.

As a result, in 2013, the Jewish Educators Program (JEP) was developed and is now implemented thanks to the support of an anonymous donor.

The program is based on the Training for Trainers model, which trains local professionals who then disseminate the acquired knowledge and skills to others. The program is implemented in several stages (Figure ES-1).

Figure ES-1: Implementation Model of the JEP in Three Stages



The Myers-JDC-Brookdale Institute (MJB) was commissioned by the JDC-FSU Division to conduct an evaluation study of the JEP. The current study focuses on the second and third stages of the JEP – the training by local facilitators of staff of local organizations (“graduates”) and promotion of the informal Jewish educational activities the graduates conduct in their respective communities. The study focused on two (out of the four existing) types of training seminars that take place in the second stage: those for Jewish renewal staff and those for youth club directors (for details, see Study Design below).

The graduates of the seminar for Jewish renewal staff are responsible for conducting a range of activities in the area of informal Jewish education in JDC-FSU community centers (JCCs). The areas of responsibility of the graduates who are youth club directors are more focused. Nevertheless, in both cases, there is great variance in the frequency, character and extent of the activities for which the

graduates are responsible. Hence, the conditions under which they apply the knowledge and skills they acquired, and the organizational and community contexts in which they do so, vary greatly as well.

2. Study Design

As noted, the study focused on evaluating the second and third stages of the JEP: the training given by local facilitators in seminars for staff of local organizations engaged in informal Jewish education (“graduates”); and the application of the knowledge and skills acquired by graduates to the activities they conduct in their communities.

In addition, the report presents several case studies of activities conducted by the graduates, to allow for a better understanding of the activities they conduct in their communities and the contribution these make to their participants.

Examination of the Contribution to the Graduates of the Seminars at their Completion and the Application of what the Graduates Learned to their Activities in the Community

The study examined eight training seminars conducted as part of the JEP between January 2014 and February 2015. Two were for youth club directors and six for Jewish renewal staff (for further details about the seminars included in the study, see Appendix I). The main sources of information for this stage were the graduates. Their perception of the training seminars was examined by means of two self-administered questionnaires – one distributed at the end of the seminar, the other an online follow-up questionnaire completed 4-6 months after the end of the seminar. In addition, telephone interviews were conducted with three of the local facilitators in order to obtain background information about the way the seminars were conducted.

Examination of the Contribution of Activities in the Community to their Participants

The contributions were examined from two perspectives: that of graduates implementing the activities and that of the members of the community who participated in them (“participants”).

The perspective of the graduates was examined using an online follow-up self-administered questionnaire, which was distributed 4-6 months after the end of each seminar. That of the participants was examined through semi-structured telephone interviews. For this purpose, we selected three types of activity conducted in 2014-2015 and implemented by graduates in their community. Each type of activity was examined in two different communities and eight participants were interviewed in each community.

Table ES-1: Study Design Summary – Data Collection Method and Sources of Information

Data Collection Method	Source of Information	No. of Respondents
Self-administered questionnaire at the end of the seminar	Graduates	149
Online follow-up self-administered questionnaire 4-6 months after the end of the seminar	Graduates	131
Semi-structured telephone interviews	Participants in community activities	48
	Local facilitators	
Analysis of documentation	-	-

The main findings are presented below and they relate to all graduates of both types of training seminar. If there are substantial differences between the graduates of the two types of seminar, comparative findings are presented. Note that we also examined the extent of differences in the perceptions of how the seminars are implemented and their contribution according to the background characteristics of the graduates, but no consistent significant differences were found in this context.

3. Main Findings

3.1 Graduates' Perception of Implementation of the Seminars

In general, most of the graduates expressed positive views of the implementation of the seminars – the time allocated to the different components of the JEP, the time allocated to different study methods, the duration and level of intensity of the seminar - and their satisfaction with different aspects of the organization of the seminars.

However, looking at the findings overall, several aspects that the graduates wished to improve may be noted. Some of the subjects were brought up by all of them, while others were noted in relation to only some types of seminars.

- ◆ *Among all the graduates*, the need to: allocate more time to discussing practical educational dilemmas and sharing experiences among the graduates; identify the needs of the graduates and base the seminar program on those needs; improve transfer of information to the graduates before start of the seminar.
- ◆ *Among the youth club directors*, the need to: devote more time to Jewish content and familiarization with new methods in informal Jewish education; devote more time to practicing the methods learned in the seminar; improve the quality of the materials distributed during the seminar and the physical conditions.
- ◆ *Among Jewish renewal staff*, the need to devote more time to enrichment activities.

3.2 Graduates' Perception of the Contribution of the Seminars

In general, we found that the graduates felt that the seminars significantly contributed to them, in most of the areas examined. However, there was a difference in the contribution emphasized by the graduates of each of the two types of seminar. This difference apparently derives from the differences in the nature of the seminars (Table ES-2).

The seminars for the Jewish renewal staff are intended for participants engaged in a broad spectrum of educational activities and are one-time events designed to provide general professional enrichment in the area of informal Jewish education. Accordingly, the graduates felt that the seminars' main contribution to them was in providing Jewish knowledge and a broad range of tools and perspectives in that area.

In contrast, the seminars for youth club directors are intended for a group that is more homogeneous in terms of the work they do, and ongoing professional contact is maintained with the group over the year. The seminars are therefore designed to provide professional training specifically for that role. Accordingly, the contributions emphasized by the graduates in these seminars were mainly about their acquiring tools for educational management, understanding the way that others cope with similar professional dilemmas, and strengthening their professional network. The graduates in these seminars reported more than those in the other group that they were already applying the material they had learned to their work in the community.

Table ES-2: Relative Strengths of Each Type of Seminar as Perceived by Graduates

Seminar for Jewish Renewal Staff	Seminar for Youth Club Directors
<ul style="list-style-type: none">◆ Increasing knowledge about Judaism◆ Broader toolbox in the area of informal Jewish education◆ New approaches to teaching◆ New perspectives on informal Jewish education◆ Strengthening professional identity as Jewish educators	<ul style="list-style-type: none">◆ Acquiring management tools and responses to professional dilemmas◆ New perspective on the role◆ Strengthening professional contacts◆ Exposure to work done elsewhere and learning from the experience of others◆ Applying the content/subject matter learned in the seminar

On the following pages, we will expand a little on the contribution to the graduates as they perceive it at the end of the seminar, the extent to which they remained in professional contact after the seminar, and the seminars' contributions to the activities in their communities.

Contribution to the Graduates at the End of the Seminar

At the end of the seminar and again 4-6 months after the end, most of the graduates reported that the seminar had contributed to raising their professional level. In a more detailed response to an open

question, three areas in which the seminar had contributed to their professionalism stood out: planning the activities, exposure to new methods, and exposure to a range of existing possibilities and new ideas.

Altogether, the great majority of the participants reported that the seminar had met their expectations and mainly noted that it had increased their knowledge about methods used in informal Jewish education. Beyond that, the participants in each type of seminar stressed that it had not met more specific expectations (Table ES-3).

Table ES-3: Unmet Expectations of the Graduates of Each Type of Seminar

Seminar for Jewish Renewal Staff	Seminar for Youth Club Directors
<ul style="list-style-type: none"> ◆ Learning from the experience of others ◆ Broadening the pool of methods intended for specific age groups (such as early childhood) 	<ul style="list-style-type: none"> ◆ Broadening Jewish knowledge ◆ Transforming the material studied from general discourse into practical know-how

A large majority of the graduates reported that they had benefitted from most of the aspects that were examined at the end of the seminar. The more general topics (such as strengthening the wish to professionalize and exposure to new approaches) were awarded higher scores and slightly lower scores were given to the more concrete subjects (such as exposure to sources of information or imparting a new perspective on their role).

As noted, a comparison of the two types of seminar reveals that there were differences between the scores awarded by the youth club directors and by the Jewish renewal staff. The Jewish renewal staff gave higher scores to topics relating to tools, approaches, and concepts in informal Jewish education, while the youth club directors gave higher scores to aspects that related directly to their roles (responses to professional dilemmas, management tools, perception of the role).

Maintaining Professional Contacts

Most of the respondents reported that they intended to maintain contact with other graduates after the seminar and most did indeed do so. With regard to maintaining contact with the local facilitators, most of the graduates were intending to contact them, but in fact, less than half of them actually did so. A comparison of the two types of seminar reveals differences in this context: there were more reports from youth club directors of the intention to contact other graduates and local facilitators and more of them actually did so.

Contribution of the Seminar to Activities in the Community

The extent to which graduates had applied what they acquired in the seminars to their work in the community was examined 4-6 months after the end of each seminar. In general, the findings reveal that, despite the intentions of most of the participants to apply the contents of the seminars to the activities in the community for which they were responsible, a relatively low percentage (35%-49% in most of the aspects examined) reported that they had actually done so. A comparison of the two types of seminar found that more youth club directors reported that they had done so than did the Jewish

renewal staff in regard to: sharing content with colleagues, introducing new contents to their work, and initiating new types of activity.

However, it is important to emphasize that when the graduates were asked why they had not applied the content, or had done little in this regard, the most prominent reason in most aspects was that they had not yet had time/opportunity, but were planning to do so in the future.

3.3 Participants' Perception of the Contribution of the Activities in the Community

The study examined three types of activity: training programs for young counselors ("madrichim"), family clubs, and meetings on tradition and culture. Each activity was examined in two different communities. Each type of activity had similar goals, structure and contents in addition to its own particular characteristics.

We found that the participants in the activities sampled in the study gave a very positive evaluation of the activities and reported that they had benefited from a variety of contributions from these activities. A large proportion of the participants noted the warmth of and their great appreciation for the graduates responsible for conducting the activities.

We found that some contributions were common to all the activities, whereas other contributions were specific to certain activities. Participants in all the activities noted the contribution to broadening their knowledge of Jewish content including history, tradition, culture and language. Given the different nature and goals of the activities, the participants at the training program for young counselors and the family clubs also emphasized the social aspect: widening their social circle and/or strengthening ties. The madrichim were the only respondents to note two other particular contributions of these activities: personal development as leaders and practical experience in the field.

4. Conclusion

Looking at the study findings overall, it can be concluded that the training seminars provided through the JEP contribute knowledge, professional concepts, and new tools to their graduates, thereby raising their professional level. The Jewish renewal staff and the youth club directors reported great satisfaction with most of the aspects of implementation of the seminars.

When considering the possibilities of augmenting the program's contribution to the graduates and to the activities they conduct in the community, two possible interrelated programmatic directions arise from the study:

1. Strengthening the seminars with more concrete content (such as exposure to sources of information and engaging in defining the professional capacity and role of the graduate)
2. Strengthening the emphasis on the ways to apply the content learned in the seminars to the activities in the community conducted by the graduates, particularly those working in Jewish renewal.

Acknowledgments

We would like to thank Dr. Asaf Kaniel, Director of Jewish renewal in the JDC-FSU Division, for his role in initiating this evaluation, for his dedication and support, for sharing his insights, and for providing helpful comments throughout the study. We would also like to thank Debbie Halali from the JDC-FSU Division and local JEP facilitators for their help in gathering the information in implementing the research and for their close and productive cooperation with us.

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1. Introduction

1.1 Background

Every year since 2007, the American Jewish Joint Distribution Committee (JDC) has organized training seminars in the former Soviet Union (FSU) for informal Jewish education professionals working in local organizations that are supported by the JDC. These seminars, which are conducted in various formats, are designed to provide their participants with new knowledge and skills in the area of informal Jewish education in order to strengthen the activities they conduct in the local communities.

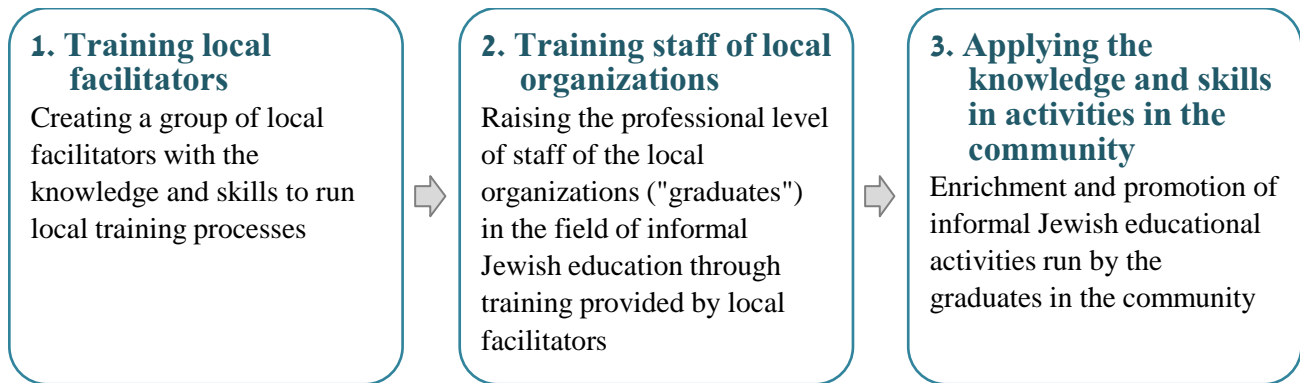
Until recently, most of the seminars were run by Russian-speaking Israeli educators. In recent years, there has been growing awareness of the importance of empowering local educational staff (“local facilitators”) who can assume responsibility for local training processes. Transferring the center of power from Israeli educators to local educators in the FSU has several considerable advantages: the local educators are more familiar with the cultural and organizational context in which the seminar participants work; as successful local professionals in the field of informal Jewish education the local educators can serve as role models; and empowering locals will contribute to the processes of empowerment and development of Jewish communities in the FSU.

As a result, in 2013, the Jewish Educators Program (JEP) was developed and is now implemented with the support of an anonymous donor.

The program is based on the Training for Trainers model, which trains local professionals who then disseminate the knowledge and skills acquired to others. In implementing the model, three stages (Figure 1) can be discerned:

1. ***Identifying and training key local facilitators:*** In 2012, nine senior educators in the local communities were identified as “local facilitators” and a program of in-service training and intensive professional supervision was constructed for them. The program was intended to enhance their skills and provide relevant knowledge to enable them to lead training processes.
2. ***Training the staff of local organizations:*** From 2013 to 2015, local facilitators began to conduct a series of training seminars in the field of informal Jewish education to some 400 staff of local organizations in Jewish communities in the FSU (“graduates”). The goal of the seminars was to strengthen the professional proficiency of the graduates and their connection with informal Jewish education, including: providing relevant Jewish knowledge and a variety of educational methods and tools, and strengthening professional contacts among them.
3. ***Applying the knowledge and skills to activities in the community:*** The graduates are expected to apply the knowledge and skills acquired in their training to enrich and promote the informal educational activities they provide in their communities.

Figure 1: Implementation Model of the JEP in Three Stages



The Myers-JDC-Brookdale Institute (MJB) was commissioned by the JDC-FSU Division to conduct an evaluation study of the JEP. The current study focuses on the second and third stages of the JEP – the training by local facilitators of staff of local organizations (“graduates”) and promotion of the informal Jewish educational activities the graduates conduct in their respective communities. The study focused on two (out of the four existing) types of training seminars that take place in the second stage: those for Jewish renewal staff and those for youth club directors (for details, see Study Design below).

1.2 Implementation of the JEP

The staff of the local organizations are trained in seminars that are held in a number of countries of the FSU (Russia, Ukraine, Moldavia, Belarus, and Kazakhstan) and focus on different aspects of informal Jewish educational work. There are two types of training we examined – seminars for Jewish renewal staff and seminars for youth club directors. Each type of seminar has its own distinct characteristics (see Table 1).

Table 1: Types of Training Seminar *

	Jewish Renewal Staff	Youth Club Directors
1. Participants	Jewish renewal staff holding various positions in a variety of fields	Directors of youth clubs in Jewish Community Centers (JCCs)/Hesed centers
2. Location	Specific region	Throughout the FSU
3. Main content	Extensive variety of content in the field of informal Jewish education and methods of training	Focus on content relating to youth club management and general enrichment in the field of informal Jewish education
4. Frequency	One-time training	Training sessions held once a year
5. Contact with other graduates after the seminar	No formalized contact; contact is voluntary and depends mainly on the graduates' initiative	Formalized contact – the participants are members of a professional network that is reinforced over the year by the local facilitators of that seminar

*For further details, see Appendix I.

Each type of training had regular main facilitators who ran all the seminars. They were joined by additional facilitators as and when required. Most of the seminars lasted three days and were held in residential settings outside of the city.

The graduates of the Jewish renewal seminars are responsible for informal Jewish education activities in JDC-FSU JCCs. These activities differ from one another in their nature and content:

- ◆ ***Different age groups:*** Children and youth, young adults, families, and the elderly
- ◆ ***Frequency of meetings:*** Seasonal activities (such as family summer camp, annual event on a particular theme, special celebrations and so on) as well as ongoing activities held at regular intervals throughout the year (such as after-school activities, youth activities, club for the elderly and so on)
- ◆ ***Focus on different subjects:*** Tradition, history, leadership, arts and crafts, literature and so on.

The youth club directors are responsible for a more focused area of work, but there is still great variety in the frequency, nature and extent of the activities for which they are responsible.

Consequently, the knowledge and skills acquired in both types of training are put into practice under different conditions and in different organizational and community contexts.

2. Study Design

2.1 Study Goals and Issues

The *study goals* were:

1. To examine implementation of the training given to the graduates
2. To assess the contribution of the training
3. To contribute to the design and further development of the JEP
4. To study the contribution of a sample of community activities conducted by graduates.

The last of the above goals was intended to complement the examination of the training of these graduates and provide a basic picture of the activities they conduct in their communities.

The study examined the following *issues*:

1. The graduates' perception of the quality of the process of implementing the seminars and their satisfaction with them
2. The graduates' perception of the contribution of the seminars to their level of professionalism, with regard to: acquiring knowledge, acquiring skills, increasing motivation, and creating professional contacts
3. The extent to which graduates' maintained professional contacts with their peers and with the local facilitators after the end of the seminars

4. The graduates' perception of how they applied what they learned in the seminars to their activities in the community
5. The perception of the graduates and of the participants in community activities (“participants”) of the main contribution of these activities and their satisfaction with them.

2.2 Study Design

The study focused on evaluating the second and third stages of the JEP: the training given by local facilitators for the graduates; and the application of the knowledge and skills acquired by graduates to the activities they conduct in the community.

In addition, the study presents several case studies of activities conducted by the graduates. The study design is described in detail below.

2.2.1 The Contribution of the Seminars as Perceived at the End of Each Seminar and the Application of Material Learned to Activities in the Community

In this context, three main issues were examined:

- ◆ Implementation of the training seminars
- ◆ The contribution to the graduates at the end of the seminars
- ◆ The application of material learned to activities in the community.

The study examined eight training seminars conducted in the framework of the JEP between January 2014 and February 2015. Two were for youth club directors and six for Jewish renewal staff (Table 2). For further details about the seminars included in the study, see Appendix I. The main source of information for this stage were the graduates. Their perception of the seminars was examined by means of two self-administered questionnaires:

- ◆ ***A questionnaire distributed at the end of the seminar:*** The questionnaire was distributed at the end of each of the eight seminars conducted during the study period. It included 58 questions that examined the participants' perception of the contribution of the seminar and the quality of its implementation, their intention to apply the materials they had learned, and their background characteristics.
- ◆ ***An online follow-up questionnaire*** distributed 4-6 months after the end of the seminar. The questionnaire included 38 questions that examined the graduates' retrospective perception of the contribution of the seminars to their professionalism, the extent that they had applied what they had learned, and the extent that they had maintained the professional contacts made during the seminars.

Table 2: Training Seminars Held between January 2014 and February 2015 and Response Rate

	Seminars for Jewish Renewal Staff	Seminars for Youth Club Directors	Total
Number of seminars	6	2	8
Number of participants	104	49	153
Response rate:			
Questionnaire at end of seminar	96%	100%	97%
Online questionnaire 4-6 months after end of seminar	85%	95%	86%

In addition, telephone interviews were conducted with three of the local facilitators in order to obtain background information about the way that the seminars were conducted.

2.2.2 The Contribution of Activities in the Community to their Participants

The contribution was examined from two perspectives: that of graduates running the activities and that of the participants.

The perception of the graduates was examined using an online questionnaire that was distributed 4-6 months after the end of each seminar. The graduates were asked for their perception of the contribution of the activities they conduct in the community to their participants.

The perception of the participants was examined through semi-structured telephone interviews using the case study method. For this purpose, we selected three types of activity conducted in 2014-2015 and directed by graduates in their communities. Each type of activity was examined in two different communities and eight participants were interviewed in each community (Table 3). The activities to be included in the study were chosen in consultation with JDC-FSU. The interviews included closed and open questions that sought to examine the participants' perception of the contribution and quality of the activities.

Table 3: Activities in the Community Included in the Study

Type of Activity	Community	Number of Participants	Frequency of Meetings
Training program for madrichim (councilors)	Minsk (Belarus)	15	Once every 2 weeks
	Saratov (Russia)	8	Twice a week
Family club	Minsk (Belarus)	about 40	Once a week
	Rostov (Russia)	about 15	Once every 2 weeks
Meetings on tradition and culture	Kislovodsk (Russia)	16	Once a week
	Babruysk (Belarus)	20	Once a week

2.2.3 Summary of the Study Design

A summary of the study design is presented in the table below (Table 4).

The findings presented throughout the report relate to the entire group of graduates who responded. Where substantial differences were found between the graduates of the two types of seminar, comparative findings are presented. Note that we also examined the extent of differences in the perceptions of how the seminars are implemented and their contribution according to the background characteristics of the graduates, but no consistent significant differences were found in this context.

Most of the closed questions in both self-administered questionnaires were on a scale of 4 scores ("Not at all," "To a little extent," "To a great extent," and "To a very great extent), unless noted otherwise. In the case of questions examined by this scale, we present the percentage of respondents responding "to a great extent" or "to a very great extent." For example, when we note that 50% of the participants acquired new knowledge, we mean that 50% of the participants reported that they acquired new knowledge "to a great extent" or "to a very great extent."

Table 4: Summary of the Study Design – Data Collection Method, Sources of Information and Number of Respondents

Data Collection Instrument	Source of Information	Number of Respondents
Self-administered questionnaire at end of seminar	Graduates	149
Self-administered online questionnaire 4-6 months after end of seminar	Graduates	131
Semi-structured telephone interviews	Participants	48
	Local facilitators	3
Analysis of documentation		

3. Study Findings

The main findings are presented in the following four subsections:

- 3.1 Background characteristics of the graduates
- 3.2 Implementation of the seminars
- 3.3 Contribution of the seminars
- 3.4 Implementation and contribution of the activities conducted by the graduates in the communities.

3.1 Background Characteristics of the Graduates

The background characteristics of the graduates of the training seminars vary greatly both between the two types of seminar (for youth club directors and for Jewish renewal staff) and within the seminars of the same type¹ (for full details of the characteristics of the participants, see Appendix II).

The differences between the graduates of both types of seminar were particularly evident in several background characteristics:

- ◆ **Age:** The youth club directors were younger than those working in Jewish renewal (100% below age 40, vs. 60%, respectively).
- ◆ **Education:** Despite being younger, the youth club directors reported a higher level of education than those working in Jewish renewal (89% vs. 70% had higher education, respectively).
- ◆ **Length of service and position in the organization:** The average length of service of the youth club directors in the organizations was almost half that of the Jewish renewal staff (3.6 years vs. 6.7 years, respectively). The ratio was the same with regard to length of time in current position – the youth club directors serving around half the time of the Jewish renewal staff (2.2 years, vs. 4.3 years, respectively).
- ◆ **Number of types of previous training:** The youth club directors had a richer background in previous training – 82% reported that they had participated in 2-3 other types of training, compared with 58% of the Jewish renewal staff.

3.2 Implementation of the Seminars

We examined graduates' perceptions of three main fields of the seminars: the seminar program (innovativeness and relevance, time allocated to various components and to use of various study methods, and duration and level of intensity), their general satisfaction with the organization of the seminar, and their general evaluation (desire to recommend it to colleagues and recommended modifications).

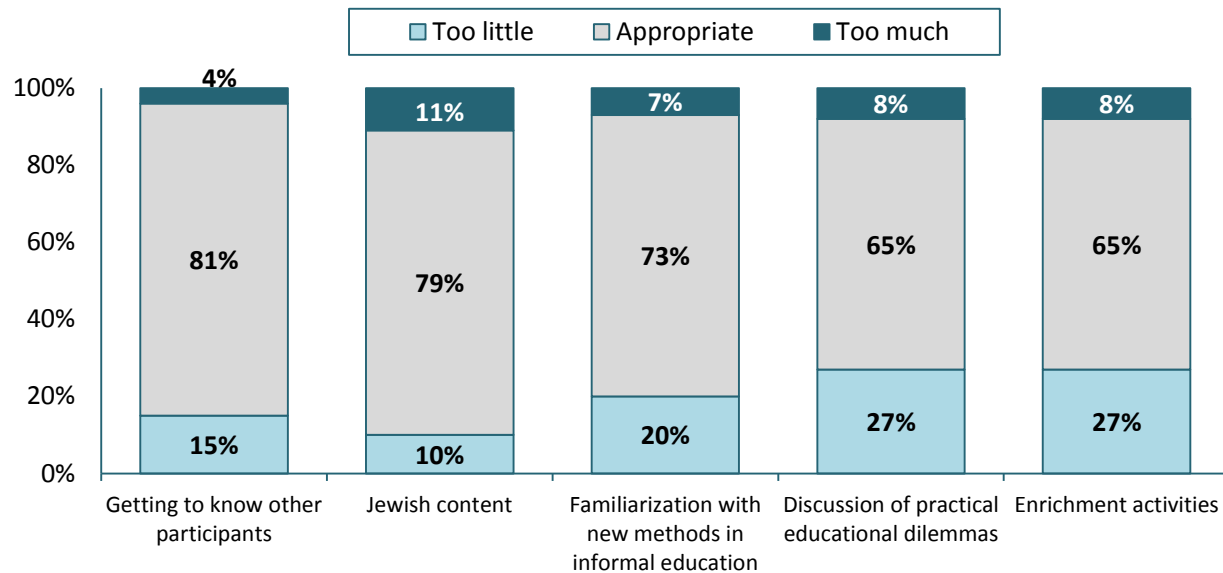
¹ Note that six participants (4% of the total) took part in both types of seminar – those for youth club directors and those for Jewish renewal staff.

3.2.1 Seminar Program

Time Allocated to Each Component

Most of the graduates reported that the time allocated to each of the components was appropriate (Figure 2), although about a quarter of them noted that it would have been worthwhile devoting more time to discussion of practical educational dilemmas (27%), to enrichment activities (27%), and to familiarizing them with new methods in informal Jewish education (20%).

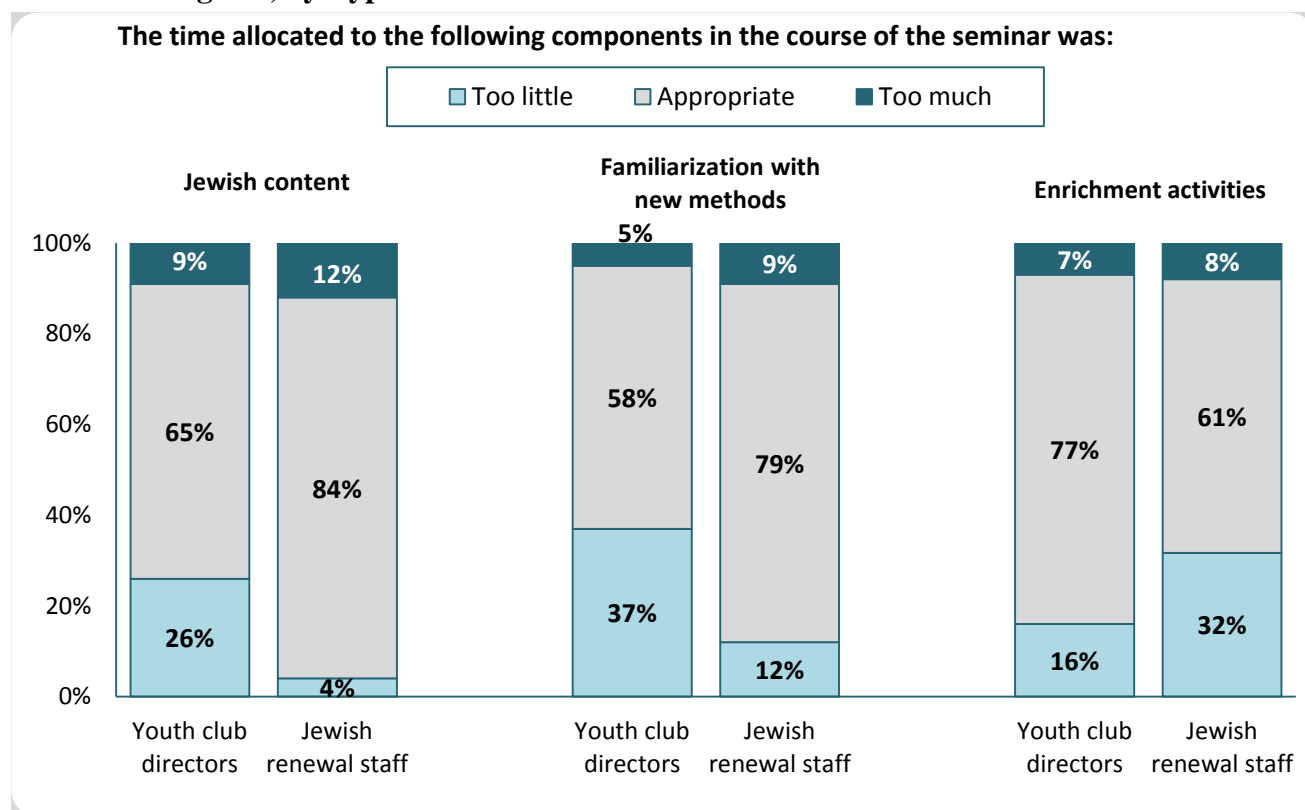
Figure 2: Graduates' Perception of Time Allocated to Various Components of the Seminar Program



Comparing the two types of seminar, variance was found in three components (Figure 3):

- ◆ There were more reports by the youth club directors than by Jewish renewal staff that not enough time was allocated to becoming familiar with new methods (37% vs. 12%, respectively) and to Jewish content (26% vs. 4%, respectively).
- ◆ With regard to enrichment activities in the seminar program, the situation was reversed: more Jewish renewal staff than youth club directors reported that insufficient time was allocated (32% vs. 16%, respectively).

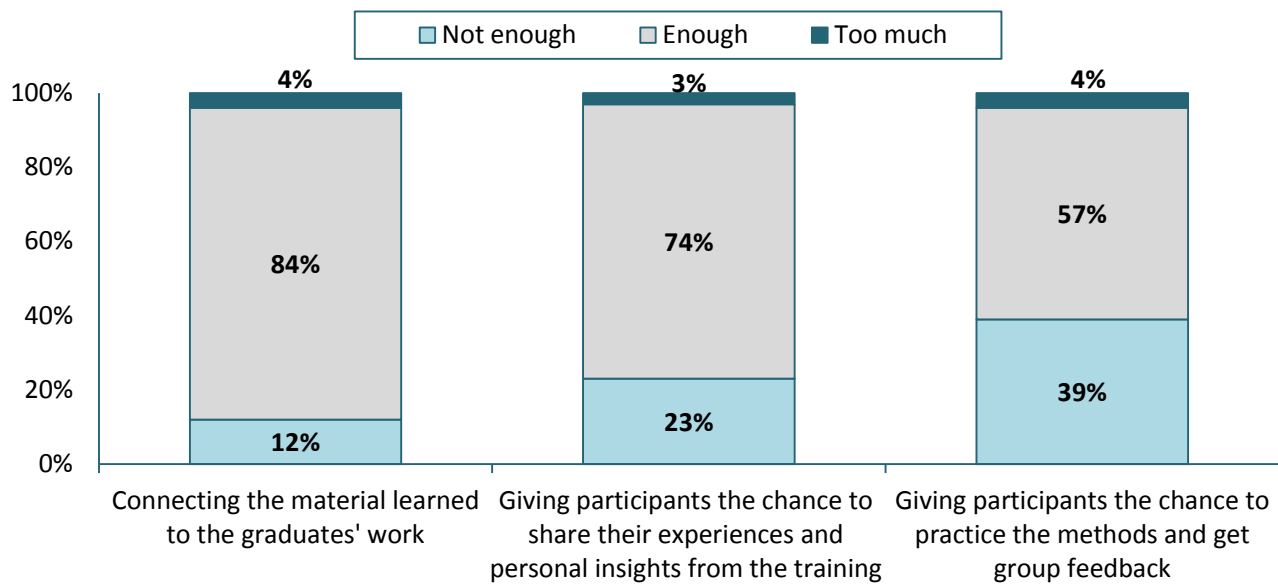
Figure 3: Graduates' Perception of Time Allocated to Various Components of the Seminar Program, by Type of Seminar



Time Allocated to Various Study Methods

The graduates awarded different scores to the time allocated in the seminars to the various methods (Figure 4). The majority (84%) noted that enough time was allocated to connecting the methods learned in the seminar to the graduates' work. With regard to the two other aspects, a substantial percentage noted that not enough time was allocated: 39% with regard to giving the graduates the opportunity to practice the methods and 23% in terms of giving them the opportunity to share their experiences and personal insights from the training with their colleagues during the seminar.

Figure 4: Graduates' Perception of the Time Allocated to Using Various Study Methods

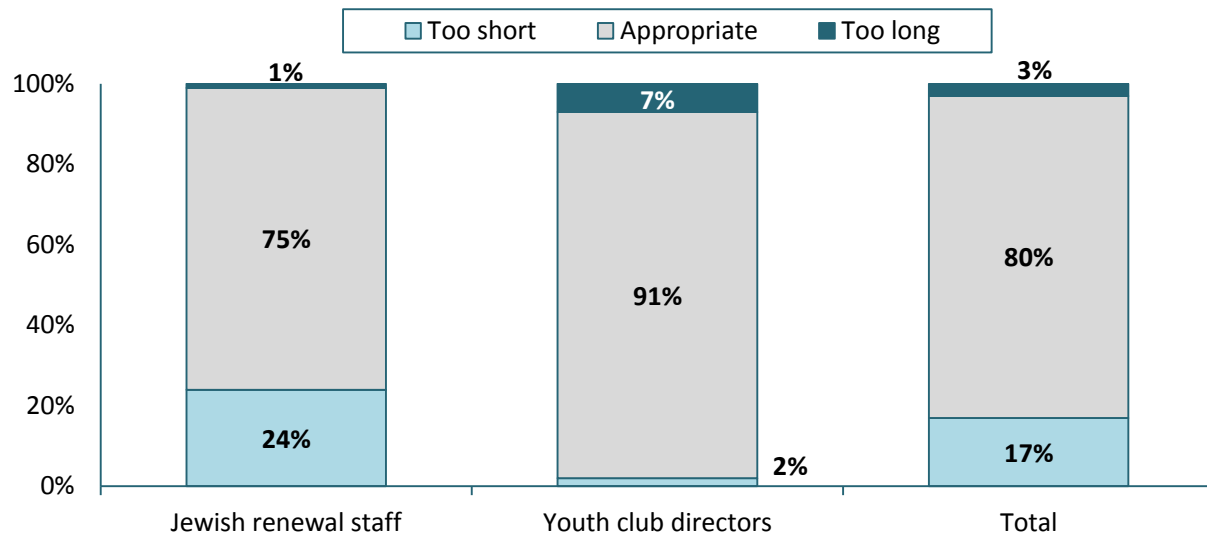


With regard to their perception of whether the time allocated to practicing methods learned in the seminar and getting group feedback was enough, a significant difference was found between the graduates of both types of seminar: While among the Jewish renewal staff, only 26% noted that not enough time was allocated to this study method, the percentage was 70% among the youth club directors.

Duration and Intensity of the Seminar

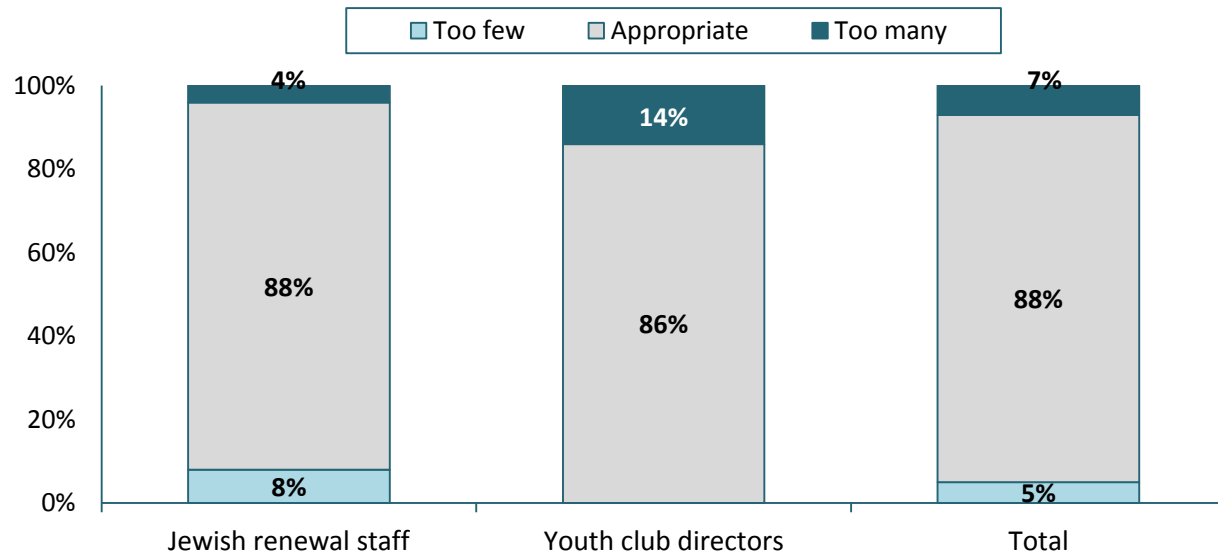
The findings reveal that most of the graduates (80%) reported that the duration of the seminar was appropriate, although 17% noted that it was too short (Figure 5). The percentage of those who reported that the seminar was too short was significantly higher among the Jewish renewal staff (24%) than among the youth club directors (2%).

Figure 5: Graduates' Perception of the Duration of the Seminar



With regard to the duration and intensity of the program during the seminar, most of the graduates (88%) reported that the number of activities each day was appropriate, 5% noted that there were too few activities and 7% that there were too many (Figure 6). The percentage reporting too many activities was higher among the youth club directors (14%) than among the Jewish renewal staff (4%).

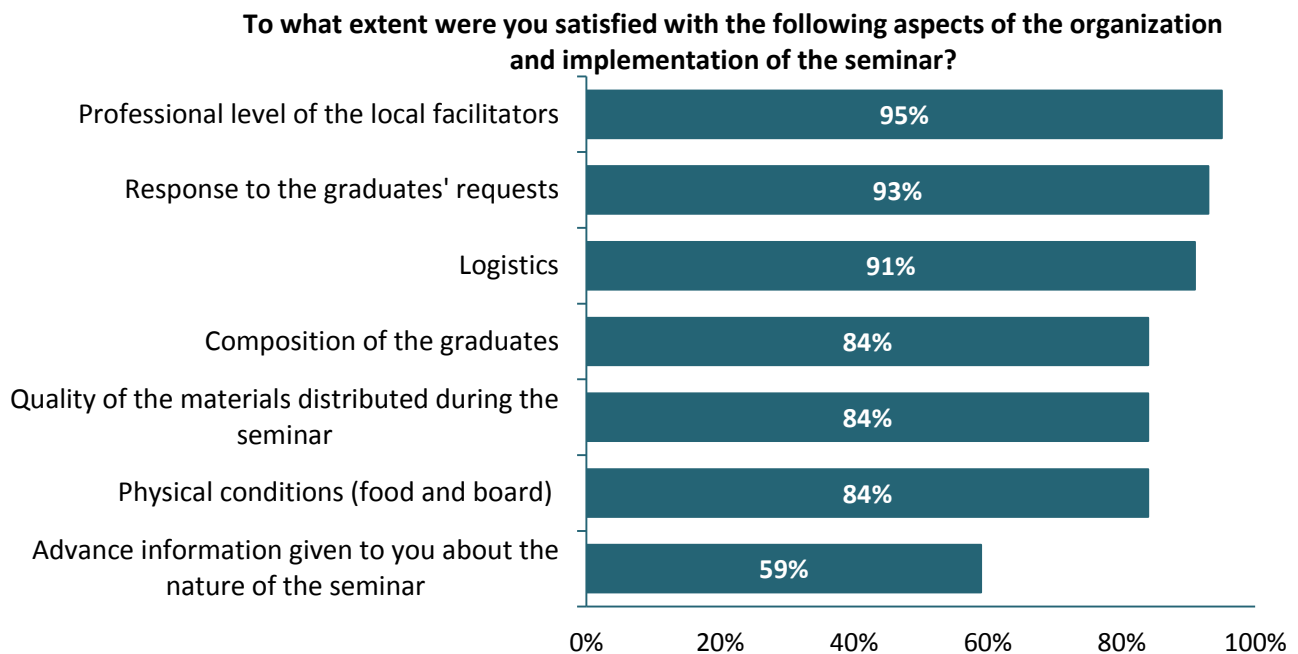
Figure 6: Graduates' Perception of the Number of Activities Implemented Each Day, by Type of Seminar



3.2.2 Organization of the Seminar

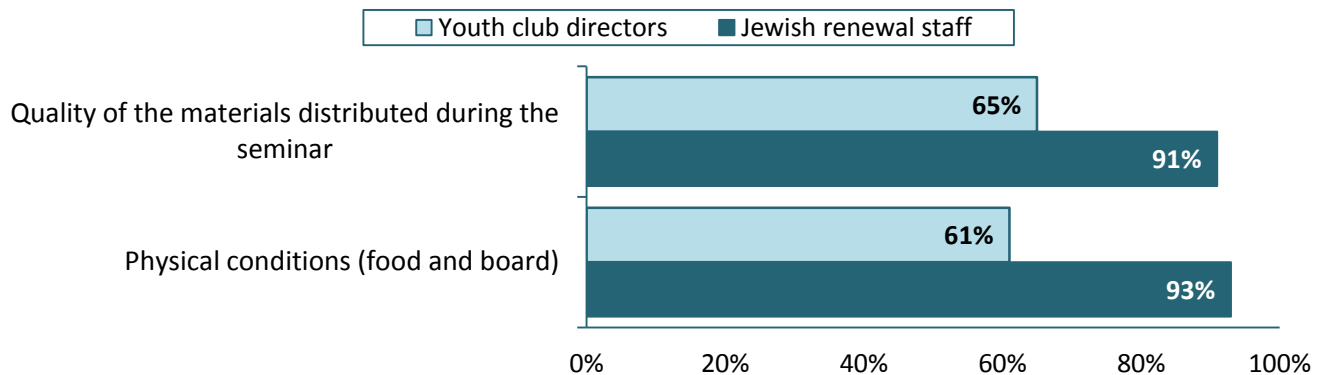
The graduates' satisfaction with the organization of the seminars was examined in several aspects. The findings reveal that the great majority of graduates expressed satisfaction with most aspects (Figure 7): the professional level of the local facilitators (95%), the response to their requests (93%), and the logistics (91%). A high level of satisfaction with the composition of the participants (84%) and the physical conditions (food and board) (84%) was also reported. A lower level of satisfaction was expressed with regard to the information in advance to participants about the nature of the seminar (59%).

Figure 7: Graduates' Satisfaction with the Organization of the Seminar



There were differences between the two types of seminar with regard to two aspects (Figure 8): the youth club directors expressed a lower level of satisfaction than the Jewish renewal staff with the quality of the materials (65% vs. 91%, respectively) and with the physical conditions (61% vs. 93%, respectively).

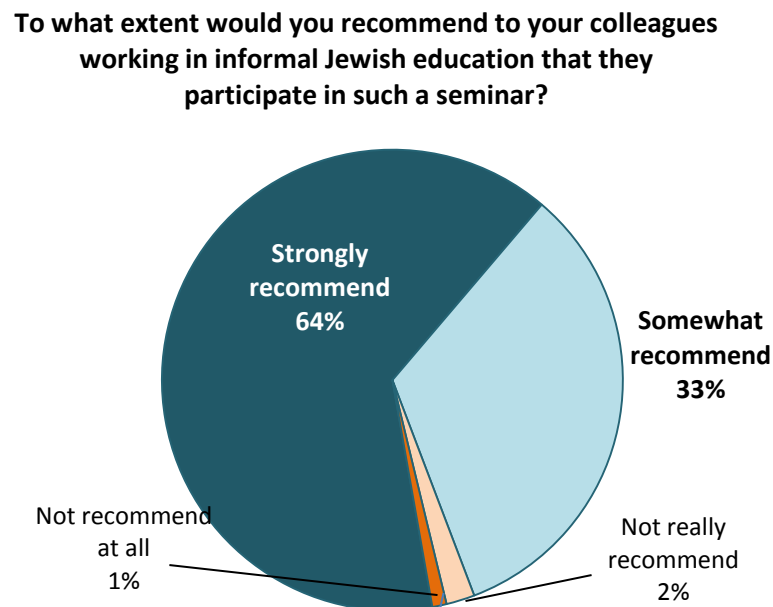
Figure 8: Graduates' Satisfaction with Two Aspects of the Organization of the Seminar, by Type of Seminar



3.2.3 General Evaluation of the Seminars

Most of the graduates (64%) reported that they would strongly recommend to their colleagues in informal Jewish education that they participate in a seminar of this kind; about one-third (33%) would somewhat recommend it, and the remaining 3% would not really recommend it or not recommend it at all (Figure 9).

Figure 9: Extent to which Graduates would Recommend a Seminar of this Kind to their Colleagues



Nevertheless, over half of the graduates (57%) noted that they would recommend changes to the seminar, the most prominent among them:

1. To expose the graduates to more new methods in the field of informal Jewish education

2. To introduce more practice sessions to enable the graduates to convert the knowledge acquired in the seminar to practical know-how
3. To invest more time in enabling graduates to share their experiences
4. To base the seminar program on identifying and mapping the needs of the graduates
5. To provide the graduates with more information in advance about the nature of the seminar.

In general, most of the graduates gave a positive evaluation of the way the seminars were implemented. However, looking overall at the findings on this subject, we can emphasize several areas that the graduates considered weaker. Some of the subjects were brought up by all of them, while others were noted more strongly by those in one type of seminar or the other.

- ◆ *Among all the graduates:* The need to allocate more time to discussing practical educational dilemmas and to provide more information in advance about the seminar
- ◆ *Among the youth club directors:* The need to devote more time to become acquainted with new methods in informal Jewish education and Jewish content; to devote more time to practicing the methods learned in the seminar; and to some extent, to improve the quality of the materials distributed during the seminar as well as the physical conditions
- ◆ *Among Jewish renewal staff:* The need to devote more time to enrichment activities.

3.3 Contribution of the Seminars

The study examined the contribution of the seminars to the graduates at the end of the seminar, the extent to which they had maintained professional contact after the seminar, and the contribution that the seminars had made to the activities implemented by the graduates in their communities some months after the end of the seminar.

3.3.1 Contribution to the Graduates at the End of the Seminar

The contribution of the seminar to the graduates was examined in three aspects: the graduates' self-image as Jewish educators; their professional work in the field of informal Jewish education; and creating their professional contacts. In addition, we examined their perception of the contribution of the seminar to raising their overall professional level.

Self-Image as Jewish Educators

The findings indicate as follows (Figure 10):²

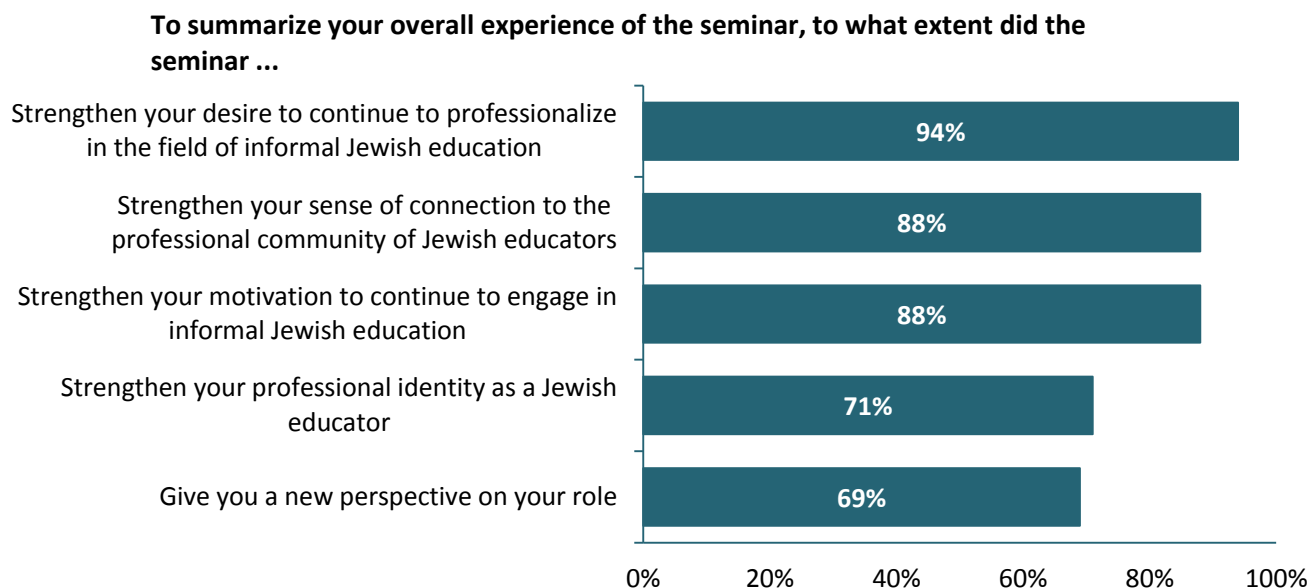
- ◆ Most of the graduates reported that the seminar contributed greatly to strengthening their motivation to engage in informal Jewish education and their connection to the professional community. This finding was observed in the following aspects: Strengthening their desire to

² From here on, unless otherwise indicated, the closed questions in the self-administered questionnaires were measured on a scale of four responses ("Not at all," "Somewhat," "To a great extent," and "To a very great extent"). The findings presented refer to the percentage of respondents noting "to a great extent" or "to a very great extent."

continue to professionalize in the field of informal Jewish education (94%), their sense of connection to the professional community of Jewish educators (88%) and their motivation to continue working in this field (88%).

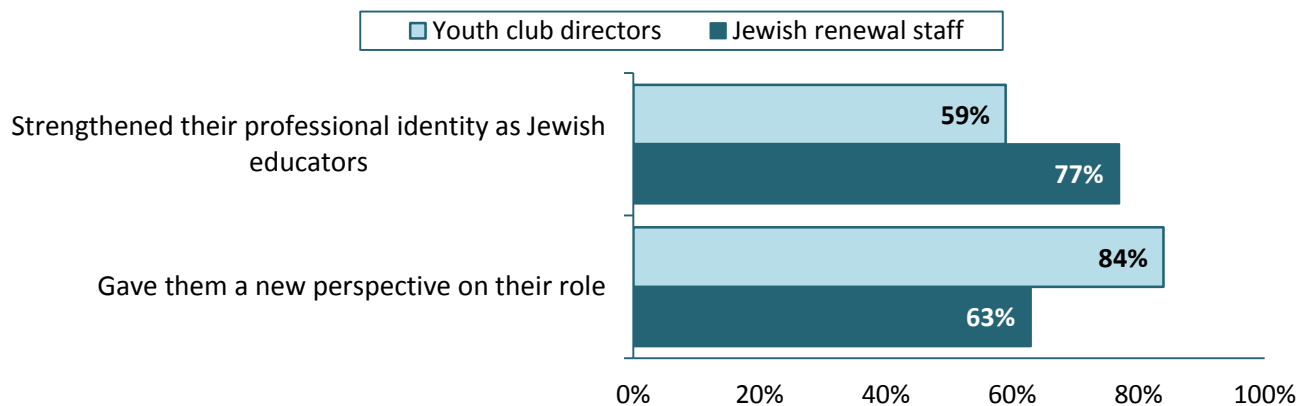
- ◆ A slightly lower percentage reported contribution of the seminars in the other two areas: strengthening their professional identity as Jewish educators (71%) and giving them a new perspective on their role (69%).

Figure 10: Contribution to the Graduates' Self-Image as Jewish Educators



The two types of seminar differed in relation to two aspects (Figure 11): there were more reports by Jewish renewal staff than by youth club directors that the seminars strengthened their professional identity as Jewish educators (77% vs. 59%, respectively), while there were more reports from the youth club directors than the Jewish renewal staff that they received a new perspective on their role (84% vs. 63%, respectively).

Figure 11: Contributions to Self-Image of Graduates as Jewish Educators, by Type of Seminar



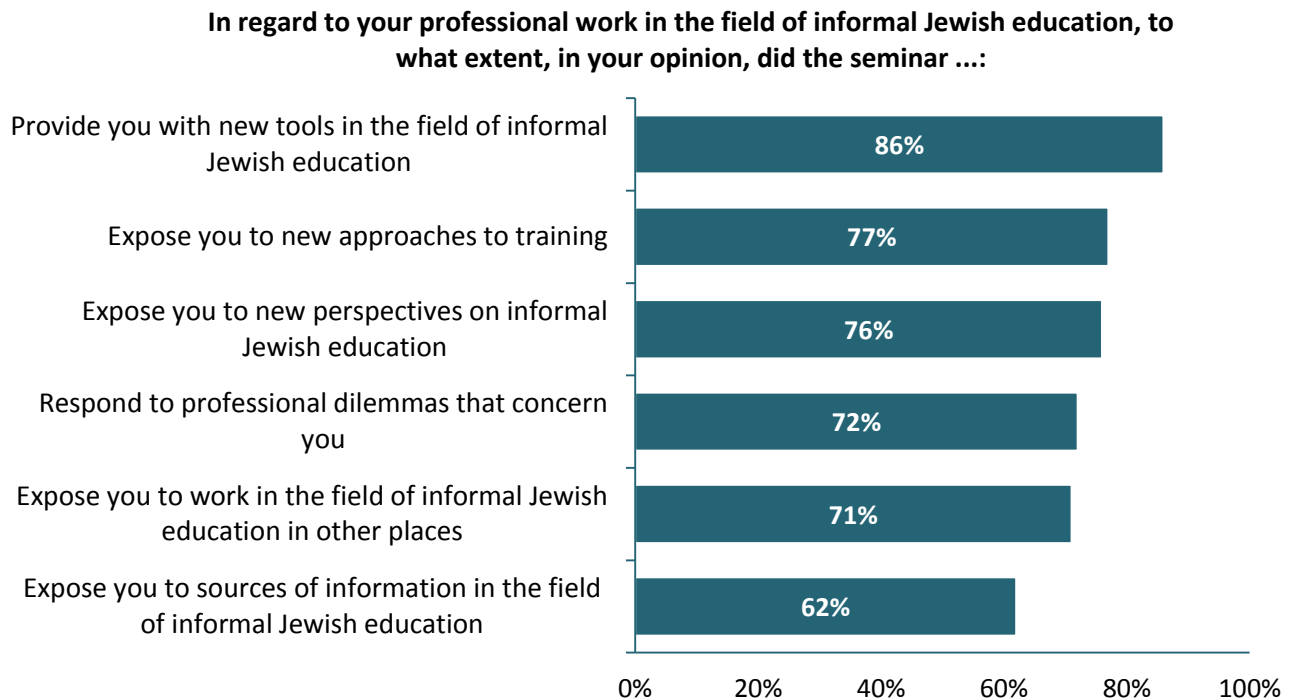
Professional Work in the Field of Informal Jewish Education

The findings reveal (Figure 12):

- ◆ The decisive majority of respondents (86%) reported that they had acquired new tools in the field of informal Jewish education.
- ◆ Slightly lower, but nonetheless high, percentages reported that they had gained new approaches to training (77%), a new perspective on informal Jewish education (76%), a response to professional dilemmas (72%), and exposure to the work being conducted in the field of informal Jewish education in other places (71%).
- ◆ Fewer participants (62%) reported that they had been exposed to new sources of information in the field of informal Jewish education (websites, books, and so on).³

³ The graduates were asked about their knowledge of, use of and interest in additional training on the use of databases in Russian maintained by JDC in the area of informal Jewish education: The AKTIVI database of content and methods, the OKNO Internet portal and the weekly HOKMA e-mail. Their responses are presented in Appendix III.

Figure 12: Contribution of the Seminar to the Graduates' Professional Work in the Field of Informal Jewish Education

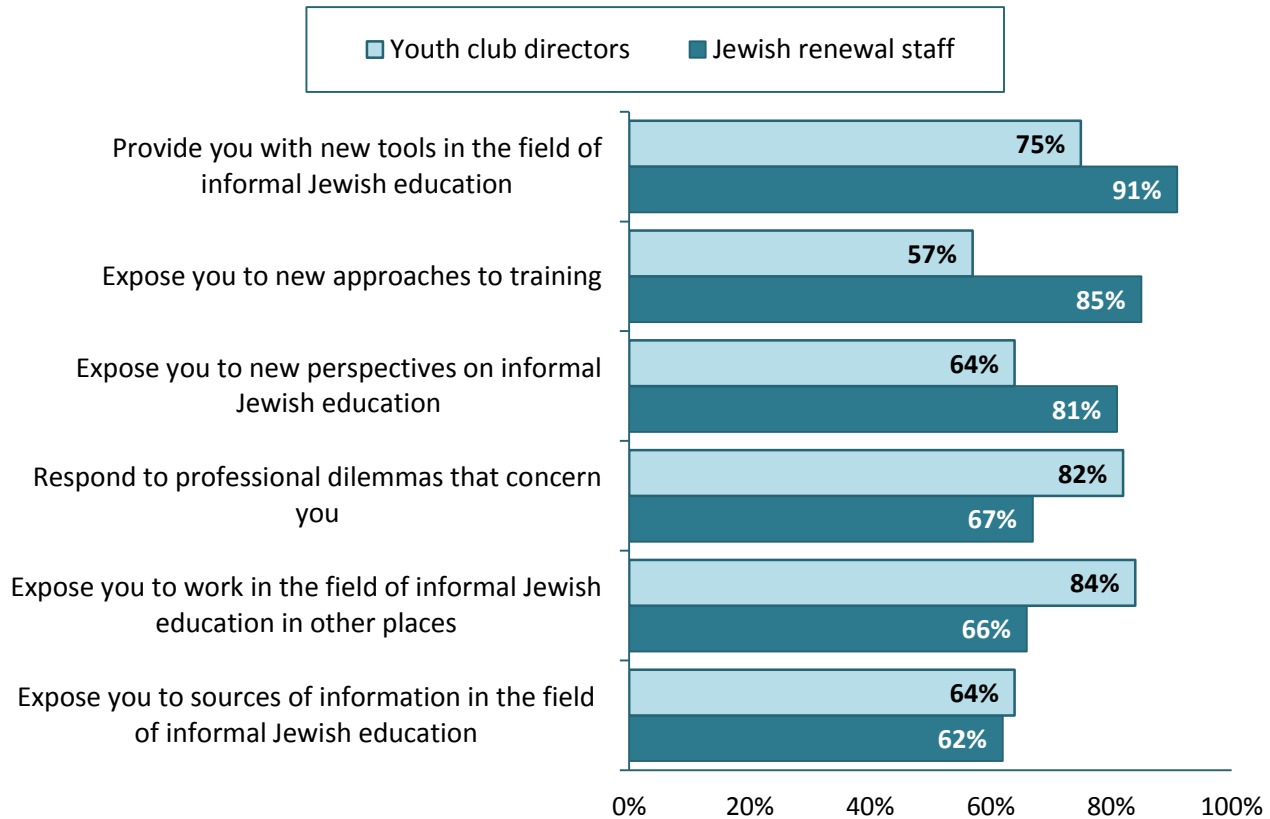


Interestingly, in most aspects, differences were found between the graduates of the two types of seminar (Figure 13):

- ◆ Jewish renewal staff reported more benefit than the youth club directors in the following three aspects: exposure to new tools in the field of informal Jewish education (91% vs. 75%, respectively); exposure to new approaches to training (85% vs. 57%, respectively); and exposure to new perspectives on informal Jewish education (81% vs. 64% respectively).
- ◆ The youth club directors gained more benefit than the Jewish renewal staff in the two following aspects: Response to professional dilemmas (82% vs. 67%); and exposure to work (websites, books, etc.) in the field of informal Jewish education in other places (84% vs. 66%).
- ◆ No differences were found with regard to exposure to sources of information.

Figure 13: Contributions of the Seminars to the Professional Work of Graduates in the Field of Informal Jewish Education, by Type of Seminar

In relation to your professional work in the field of informal Jewish education, to what extent, in your opinion, did the seminar

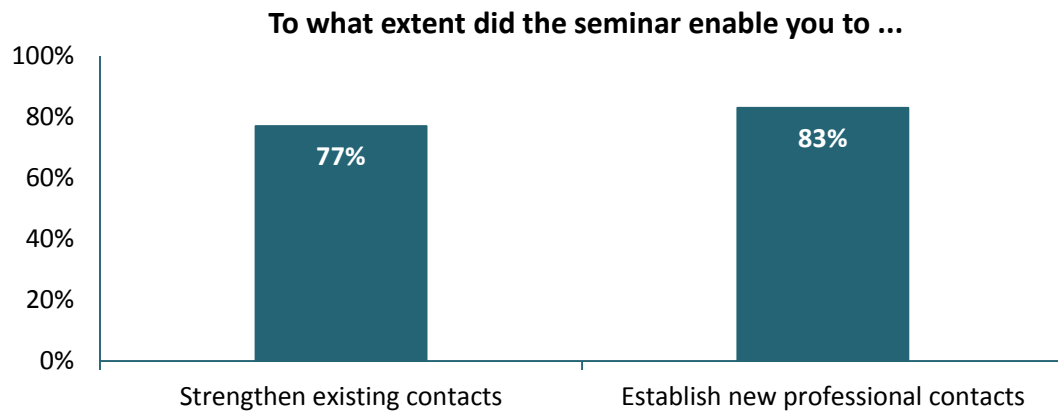


Establishing Professional Contacts

Only about a third of the respondents (33%) reported that they knew all or most of the participants before the seminar; 60% knew a small proportion of them, while 7% did not know anyone. This finding is particularly interesting regarding the seminars for youth club directors, which are conducted on an ongoing basis. However, at the time, the seminars were still in their early stages and perhaps for this reason, there was still relatively little prior acquaintance among the participants.

Accordingly, most of the participants noted that they had established new professional contacts (83%) and strengthened existing ones (77%) (Figure 14). No differences were found between the two types of seminar.

Figure 14: Contribution of the Seminars to Establishing New Professional Contacts and Strengthening Existing Contacts



Meeting Expectations and Overall Contribution to Raising their Professional Level

Altogether, a decisive majority of graduates reported that the seminar had met their expectations: 44% reported that the seminar had met all their expectations, 42% that it had met most of their expectations and only 14% reported that it had met a small portion of their expectations. No differences were found between the two types of seminar. In addition, the graduates were asked to respond to an open question about which of their expectations had been more or less met.

With regard to *expectations that were met*, all the participants mainly noted broadening their knowledge of methods used in informal Jewish education. Beyond this, they responded about more specific expectations:

- ◆ The youth club directors emphasized that their expectations to receive management tools (for planning, teamwork, time management, and fundraising), to establish or strengthen professional contacts, and the opportunity to learn from the experiences of others had been met.
- ◆ The Jewish renewal staff emphasized that the program met their expectations to expand their Jewish knowledge (such as festivals, tradition, and Jewish literature) and to provide them with training methods for working with different age groups.

With regard to *unmet expectations*, the graduates of the two types of seminar responded differently:

- ◆ The youth club directors reported mainly that not enough time was allocated to Jewish content and that some of the material taught was too general and not translated into practical know-how.
- ◆ The Jewish renewal staff noted that not enough time was allocated for the graduates to share experiences.

The concluding question asked the graduates to grade the extent to which the seminar contributed to *raising their professional level*.

Seventy six percent reported that the seminar contributed to raising their professional level to a great or very great extent. Almost the same percentage (74%) gave the same score when asked the same question a few months after the end of the seminar in a follow-up questionnaire. No differences were found between the two types of seminar. In detailed responses to the open question, the graduates reported three main areas where seminar had raised their professional level (Table 5):

Table 5: Quotes on the Main Contribution of the Seminars

1. Planning the activity	<p><i>"I try harder to plan resources and time properly, and as a result my work is more efficient."</i></p> <p><i>"I understood the importance of planning the activities. I tried to build a [long-term] strategic plan for activities in the social club."</i></p> <p><i>"I always had difficulties planning professional activities, developing programs and organizing my time. The seminar helped me to resolve these problems. Now I can cope easily with these tasks."</i></p>
2. Exposure to new methods	<p><i>"New methods in informal education help me in my work."</i></p> <p><i>"I've expanded my pool of knowledge and my basket of tools considerably."</i></p> <p><i>"Now I'm using methods I was introduced to in the seminar. In my mind, that's an excellent indicator."</i></p>
3. Exposure to a range of existing options and new ideas	<p><i>"It was very effective to be introduced to other projects for youth and to a variety of activities for people of different ages."</i></p> <p><i>"This seminar opened up many new possibilities and gave me loads of ideas."</i></p>

To Conclude

The graduates reported that the seminars had met their expectations and raised their professional level. Altogether, a large majority felt that they had benefitted from most of the aspects examined. Higher scores were given to the more general topics (such as strengthening the wish to professionalize or exposure to new approaches), while somewhat lower scores were given to more concrete topics (such as exposure to sources of information or acquisition of new perspectives on their roles).

A comparison between the two types of seminar shows that some aspects received higher scores by youth club directors whereas other aspects received higher scores among Jewish renewal staff. Table 6 shows these differences.

Table 6: Aspects where the Perceived Contribution was Higher for the Graduates of each Type of Seminar

Seminars for Jewish Renewal Staff	Seminars for Youth Club Directors
<ul style="list-style-type: none"> ◆ New tools in informal Jewish education ◆ New approaches to training ◆ New perspectives on informal Jewish education ◆ Strengthening professional identity as Jewish educators 	<ul style="list-style-type: none"> ◆ Response to professional dilemmas ◆ Exposure to work in the field of informal Jewish education conducted in other places ◆ New perspective of the role

A possible explanation for these findings is the different focuses of the seminars: the seminars for Jewish renewal staff address a broad range of topics on the theme of informal Jewish education, while those for youth club directors focus on specific subject matter regarding a particular role and emphasize the establishment of a professional network for that purpose.

3.3.2 Maintaining Professional Contacts

The extent that the graduates maintained professional contacts amongst themselves and with the local facilitators of the seminars in which they participated were examined 4-6 months after the end of each seminar. It is interesting to compare the graduates' intentions, as reported by them at the end of the seminar, with the actual situation as reported by them several months later (Figure 15).

- ◆ Most graduates reported that, at the end of the seminar, they had intended to be in touch with other participants (81%) and an almost identical percentage (82%) reported actual contact within a few months after the seminar. Of those who had been in contact with other participants, 62% had done so for professional consultation, 21% had made contact concerning possible collaboration, and 17% had been in touch on personal matters.
- ◆ The situation was different regarding contact with the local facilitators: While most of the graduates (83%) reported that they had intended to contact them after the seminar, less than half of them (43%) actually did so. Of these, almost all (93%) noted that the response they had received was helpful.

The two types of seminar were different in this context (Figure 16). In general, more youth club directors had intended to contact other graduates and local facilitators, and more contact was actually made. Regarding contacting local facilitators after the seminar, the difference between the percentage of youth club directors (68%) and of Jewish renewal staff (31%) who did so is particularly striking. This difference apparently derives from the fact that the youth club directors are in regular contact with the local facilitators in the course of the year as part of their efforts to create a professional network, while the seminars for Jewish renewal staff are one-time events.

Figure 15: Intention to Contact Other Graduates and the Local Facilitators after the Seminar and Actually Making Contact

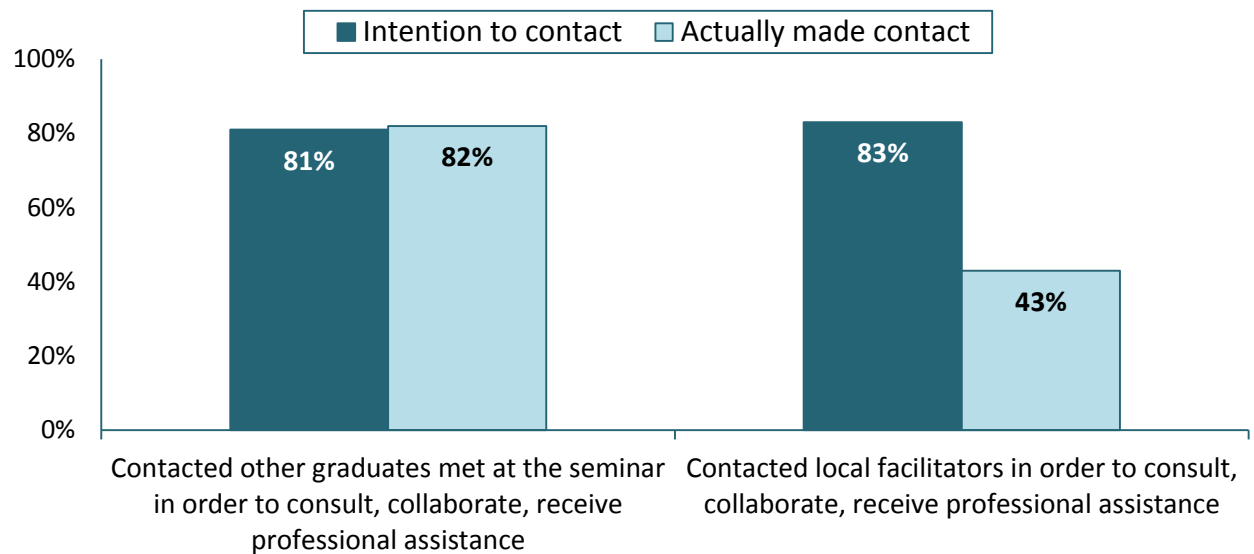
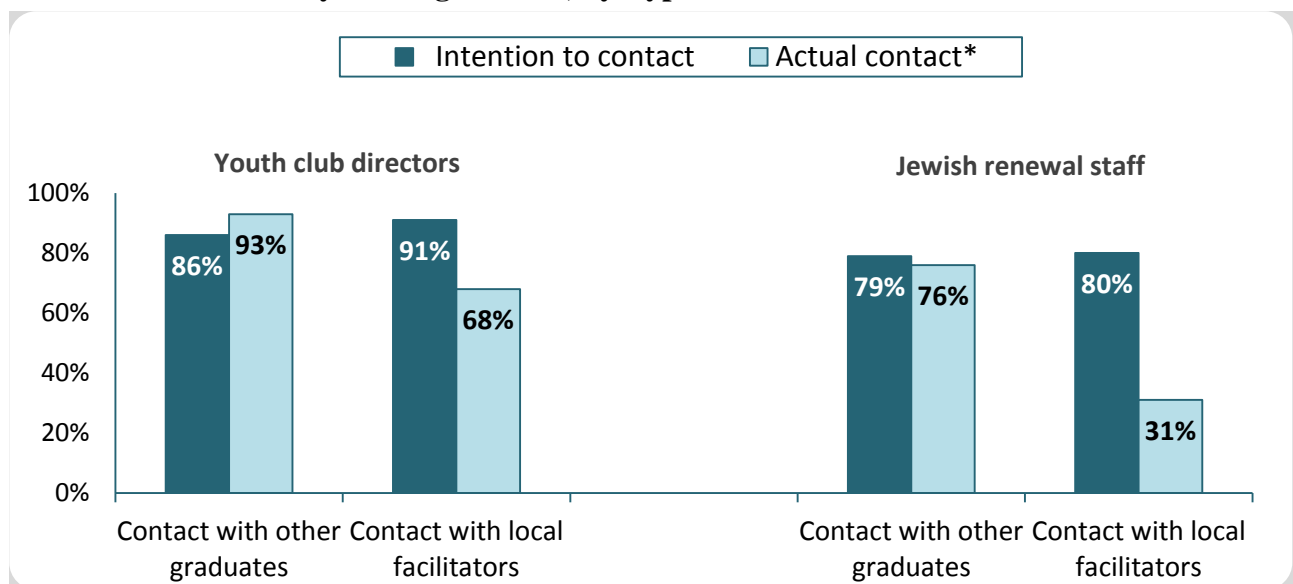


Figure 16: Intention to Contact Other Participants and the Local Facilitators after the Seminar and Actually Making Contact, by Type of Seminar



*The respondents were given the choice of "yes" or "no." The findings presented are for those who responded "yes."

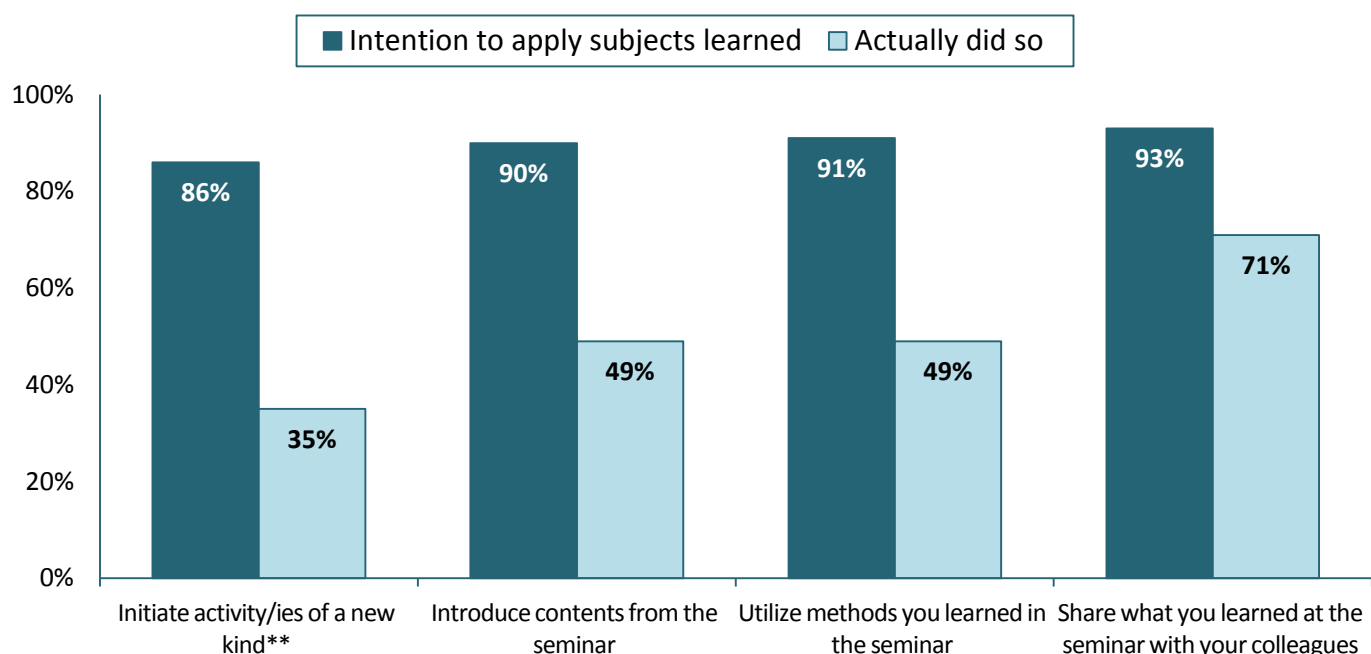
3.3.3 Contribution of the Seminars to Activities in the Community

At the end of each seminar, the graduates were asked the extent to which they thought that their participation in the seminar would contribute to improving the activities for which they were

responsible. Eighty-eight percent reported that they believed that participation in the seminar would improve their work.

The extent to which the participants applied what they had learned in the seminars to their activities in the community was examined 4-6 months after the end of the seminar. Here too it is interesting to compare their intentions declared at the end of the seminar, with what they actually did, as reported several months later (Figure 17).

Figure 17: Graduates' Intentions at the End of the Seminar to Apply What They Learned to Activities in the Community and Actually Doing So



*The respondents were asked to respond on a scale of 4, from 1 ("not at all") to 4 ("very much indeed"). The findings presented are for those who responded "very much" or "very much indeed."

**The findings presented are for those who replied "Yes, I have already initiated activity/ies."

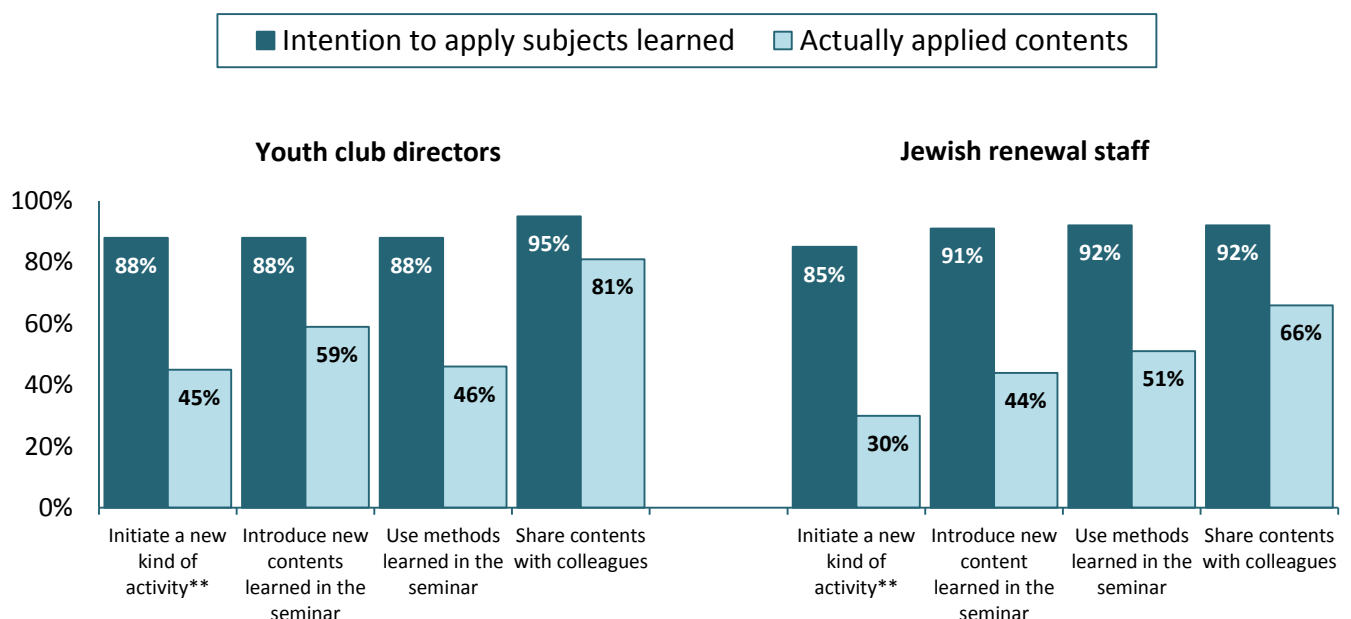
In general, the findings reveal that, despite the intentions of most of graduates to apply what they had learned in the seminar to the activities they conduct in the community, a relatively low percentage reported that they were actually doing so in most of the aspects examined (Figure 17):

- ◆ The smallest gap between intending to apply the subjects learned in the seminar and actually doing so was found with regard to sharing the contents of the seminar with colleagues: 93% reported that they intended to do so and 71% actually did. Of the latter, about a third reported that they had shared the information with their colleagues at staff meetings, about a third did so at an intensive workshop (31%) and a third did so informally (31%).
- ◆ With regard to using methods they had acquired in the seminar in their activities in the community, the gap was larger. While approximately 90% reported that they intended to use the methods and 91% to introduce new content, only 49% of graduates actually did so.

- ◆ The largest gap was with regard to initiating activities of a new kind: 86% reported that they intended to do so, while in fact only 35% did so.

The two types of seminar were not significantly different with regard to the intentions of the graduates to apply what they had learned in the seminars (Figure 18). However, more youth club directors than Jewish renewal staff reported on actual implementation in three aspects: sharing content with colleagues (81% vs. 66%), introducing new content into their activities (59% vs. 44%) and initiating new kinds of activity (45% vs. 30%). Regarding the fourth aspect examined, using methods learned in the seminars, no significant difference was found (51% vs. 46%).

Figure 18: Graduates' Intentions at the End of the Seminar to Apply Subjects Learned and Actually Doing So, by Type of Seminar

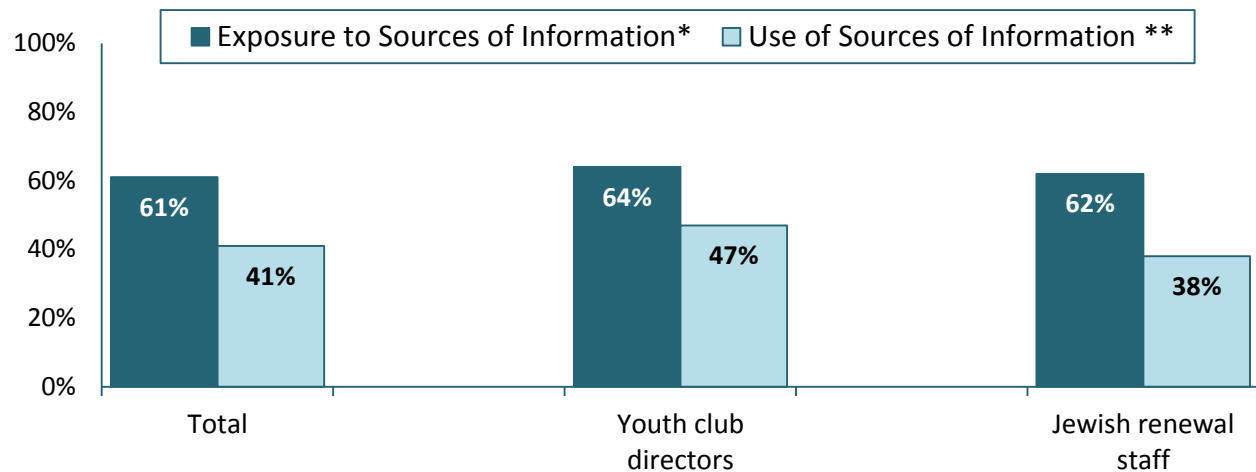


*The respondents were asked to respond on a scale of 4, from 1 ("not at all") to 4 ("very much indeed"). The findings presented are for those who responded "very much" or "very much indeed."

**The findings presented are for those who replied "yes, I have already initiated activity/ies."

In addition, the graduates were asked to report on their use of sources of information on informal Jewish education that they had been introduced to at the seminar (Figure 19). While 61% reported at the end of the seminar that they had been introduced to such sources of information, only 41% reported 4-6 months after the end of the seminar that they were making use of them. We also found that slightly more youth club directors reported doing so than did the Jewish renewal staff (47% vs. 38%, respectively).

Figure 19: Graduates' Reports of Exposure to New Sources of Information about Informal Jewish Education at the End of the Seminar Compared with their Reports of Use of these Sources of Information Several Months after the Seminar



* The findings presented are for those who responded "to a great extent" or "to a very great extent."

** The findings presented are for those who responded "a great deal" or "a very great deal".

It is, however, important to emphasize that when the graduates were asked why they did not use or hardly used the material learned, in most cases the main reason was that they had not yet managed, but did intend to do so: graduates reported that they did not (or hardly) used methods (63%), introduced material (54%), initiated new activities (48%), and shared with colleagues (29%) primarily for this reason.

Table 7: Reasons for Little or No Application of the Materials Learned in the Seminar to Activities in the Community

Little or No Use of Methods Learned in the Seminar	
63%	I have not yet managed to incorporate the new methods, but I intend to do so in the future
14%	The methods I was introduced to in the seminar are not relevant to the activity/ies for which I am responsible
14%	I didn't know how to introduce the new methods into the activities
8%	I wasn't introduced to new methods in the seminar
1%	My superiors or partners in the activities were against introducing the methods I learned in the seminar
Little or No Introduction of the Material Learned in the Seminar	
54%	I have not yet managed to incorporate the new material, but I intend to do so in the future
19%	The material I was introduced to in the seminar are not relevant to the activity/ies for which I am responsible
13%	I wasn't introduced to new material in the seminar
13%	I didn't know how to introduce the material I was taught into the activities
2%	My superiors or partners in the activities were against introducing the material I learned in the seminar
Little or No Sharing of Material Learned in the Seminar with Colleagues	
38%	The material we learned in the seminar are not relevant to their work
29%	I haven't yet managed to share with them, but I intend to do so in the future
15%	They weren't interested in my sharing material with them
12%	I didn't learn anything at the seminar that would be new to them
6%	I didn't know how to share the material I learned with them
Not Initiating New Types of Activity*	
48%	No, but I'm planning to initiate them
17%	No, and I'm not planning to initiate them

*The percentage missing to make up 100% is 35%. This share represents those who responded that they had initiated new activities after the end of the seminar.

To Conclude

It is evident that in most of the areas there is a gap between the graduates' intentions at the end of the seminars to use the knowledge/skills they acquired and the actual application. In most aspects, only about half of the respondents or fewer indicated that they had actually applied the material they had

acquired at the seminar. When comparing the two types of seminar, it appears that more youth club directors reported using or applying material than did the Jewish renewal staff. Importantly, in both types of seminar, the most prominent reason for little or no use was that they had not yet managed to do so. It is therefore possible that there would have been more extensive use if this measurement had been taken after more time had elapsed since the end of the seminar.

3.4 Implementation of Activities in the Community Conducted by the Graduates

The study examined three types of activity: Training programs for madrichim, family clubs and meetings on the subject of tradition and culture. Each type of activity was examined in two different communities. Each type of activity has similar goals, structure and content as well as its own particular characteristics.

On the following pages, we describe each one of the types of activity according to its main characteristics. Then we present the participants' perspective of the contribution of these activities, and the way that they are implemented.

3.4.1 Description of the Community Activities and their Participants

In order to provide a basic picture of the activities conducted by the graduates in their communities, we selected three different types of activity that are conducted in different communities. The following table (Table 8) presents these activities by their main characteristics.

Table 8: Characteristics of the Selected Activities and their Participants

	Training program for Madrichim	Family Clubs	Meetings on Tradition and Culture
Communities chosen	Saratov (Russia) and Minsk (Belarus)	Rostov (Russia) and Minsk (Belarus)	Kislovodsk (Russia) and Babruysk (Belarus)
Goals	To develop young leadership in the community into a team of madrichim leading the activities at the community center	To provide opportunities to every member of the family to come to the community center and participate together or concurrently in hands-on enrichment activity In Rostov most of the activities are designed for all the family together, while in Minsk some of the sessions are held concurrently for groups of children and groups of parents, and some offer joint activities for all the family together	To broaden knowledge of relevant subjects, thereby strengthening their connection to the local community
Main contents	Education, psychology, Jewish history, leadership, art and creativity, theater and peer facilitation, preparation for community events	Variety of subjects on Jewish festivals, tradition and history	In Kislovodsk, tradition and Hebrew studies In Babruysk, a range of aspects of Jewish culture and history
Frequency of meetings	Saratov, twice a week Minsk, once every 2 weeks	Rostov, once a week Minsk, once every 2 weeks	Once a week in both places
Number of participants	Saratov, about 8 Minsk, about 15	Rostov, about 15 parents Minsk, about 40 parents	Kislovodsk, 16 Babruysk, 20
Average age of participants	Saratov, 16 Minsk, 20	Rostov, 45 Minsk, 39	Kislovodsk, 52 Babruysk, 39

	Training program for Madrachim	Family Clubs	Meetings on Tradition and Culture
Connection to the Jewish community	Almost half of them describe their connection as strong and the remainder as quite strong	Most of the participants describe their connection as strong or quite strong	Most of the participants describe their connection as strong or quite strong
View of involvement in the Jewish community in 5 years' time	Almost half are sure that they will be involved. The remainder tend to think so	About a third are sure that they will be involved and half tend to think so	Over two-thirds are sure that they will be involved and a quarter tend to think so

3.4.2 Perceived Contributions of the Activities in the Community to their Participants

We examined the contribution of the activities to the participants from two perspectives: all the graduates; and participants in a sample of activities.

Graduates' Perceptions

Altogether, the graduates believed that the activities they conducted in the communities contributed greatly to their participants in most aspects (Appendix IV). In their view, the activities: gave the participants the feeling that they were part of the Jewish community; kept them up-to-date with events in the Jewish community; enabled them to be more active members of the Jewish community; and enabled the participants to broaden their circle of Jewish friends, feel closer to their Jewish roots, be exposed to new Jewish content, participate more in other activities in the Jewish community, and gain a better understanding of the meaning of being Jewish. One aspect received a lower score than all the others – gaining a sense of responsibility for other Jews.

Participants' Perceptions

In response to the same set of closed questions, the participants also gave high scores on the contribution of the activities in the community in which they participated (see Appendix V). Note that the participants in the training programs for madrichim and in the meetings on Jewish tradition and culture gave one aspect a slightly lower score than the others: the contribution of the activities to a better understanding of the meaning of being Jewish for them.

In addition, the participants were asked an open question about the main contribution of the activities (Table E-1). The participants' responses varied:

- ◆ The participants in all of the activities noted the contribution to increasing their knowledge of Jewish history, tradition, culture and language.
- ◆ The participants at the training program for madrichim and the family clubs added the contribution to broadening their social circle and strengthening existing contacts. According to them, the activities introduced them to new friends and gave them the opportunity to meet up with old friends.
- ◆ The participants at the training program for madrichim noted two specific contributions: personal development – the activities enabled them to develop, to acquire communication skills, and to strengthen their self-confidence – and leadership and practical experience in training – the activities enriched their skills for developing educational activities and working with different age groups.

The following table (Table 9) contains some quotes by the respondents on the main contribution of the activities.

Table 9: Main Contribution of the Activities in the Community as Reported by the Participants

Increased Jewish knowledge	<i>"First of all, I learned a lot about Jewish tradition and culture."</i> (Saratov)
	<i>"We learn language, culture, festivals, Kabbalat Shabbat, and reading the weekly portion in greater depth."</i> (Rostov)
	<i>"We discover the culture, religion and the family traditions together."</i> (Minsk)
	<i>"I'm not in my first year of study, but there's something new every time. I really love culture and discover lots of new ideas as well as learning about tradition and festivals."</i> (Kislovodsk)
	<i>"The program helps [us] to discover more about tradition and festivals. Personally, I can refresh my knowledge of Hebrew, because I began studying it a long time ago."</i> (Babruysk)
Broader social circle and strengthening existing contacts	<i>"The main point is enjoying getting to know people who come to the program and studying together."</i> (Minsk)
	<i>"I've met lots of new friends. Most of my close friends at the moment are from the program."</i> (Saratov)
	<i>"It's our opportunity to meet with friends and to spend time in a warm family atmosphere."</i> (Rostov)
Personal development	<i>"The program enables me to develop, to improve and to develop my strengths."</i> (Minsk)
	<i>"The program gives me communication skills and allows me to open up, because I'm usually a rather closed person."</i> (Saratov)
Leadership and practical experience of training	<i>"The program develops leadership by teaching skills for counseling, working in a team and working with children."</i> (Minsk)

3.4.3 Perceived Implementation of the Activities in the Community

Participants in the same sample of activities were also asked about their perception of the quality of implementation of these activities. They considered them interesting and most reported that they were varied:

- ◆ *"The activities are very interesting, particularly on the subject of history, when they bring us a very high standard of lecturers."* (Saratov)
- ◆ *"There's something new in every activity, including new methods. And even when the subject's the same, we usually approach it in a new way."* (Minsk)
- ◆ *"The program is developing from year to year and is reaching a new professional standard, so I'm continuing to get a lot out of it."* (Minsk)

- ◆ *"The facilitator tries to do something different every time, such as stories, training, and poetry."* (Kislovodsk)

The participants in the training program for madrichim noted that there was not enough variety in the activities. The two communities gave different reasons for this report. In Saratov, the participants referred mainly to the practical assignments (such as the need for practicing before conducting activities in the community), which detracted from the variety in the program activities themselves. In Minsk, on the other hand, they felt that the heterogeneous composition of the group, with new and old participants, meant that some of the activities addressed the newcomers and repeated material that the older members already knew.

All the participants expressed satisfaction with the JEP graduates, who ran these activities, and almost all of them were satisfied with the content, methods and logistical aspects.

"I very much liked the professional way that the discussions were facilitated. The staff/graduates have very informative answers." (Rostov)

"The facilitator [graduate] has interesting surprises every time, she prepares for each meeting well, carefully selects the material for the activity, and loves the people who come." (Minsk)

"The facilitator [graduate] is open to the students' requests and slowly introduces us to new content." (Kislovodsk)

Alongside the high level of satisfaction reported by most of the participants, some commented on areas for improving the activities: The need to adapt them better for the participants, to broaden their content, and to improve certain logistic aspects.

"Everything is fine, but I'd say that perhaps the meetings should be more like games or plays, because they are too serious for people who have almost no connection to Judaism, and are only just beginning their connection." (Babruysk)

"In my opinion, we didn't deal enough with the more theoretical side of training, how to construct an activity, what is the right rationale and structure? Often, we were drawn in too far to the practical and rather neglected the theoretical side. When I need to construct an activity, I try to base it on what I did last time, and not on knowing exactly how to do it." (Saratov)

"It's clear that things don't always function well when it comes to logistics and sometimes we feel that not everything is ready. There are things that don't work out and the planning of timing wasn't the best." (Minsk)

To Conclude

It is evident that the participants of the activities sampled in this study greatly appreciate the activities and reported that the activities benefited them in various ways. Due to the nature and goals of the various activities in the community, the participants in the training program for madrichim emphasized

more the contribution to personal and professional development, whereas the participants in the family clubs and at the tradition and culture meetings emphasized more the contribution to broadening their Jewish knowledge. It should be noted that many of the participants reported that they felt connected to and expressed great appreciation for the graduates responsible for conducting the activities.

Appendix I: Training Seminars Included in the Evaluation Study: Location, Date, Number of Participants, and Response Rate

Table A-1: Training Seminars Included in the Evaluation Study, January 2014-February 2015*

	Location	Date	No. of Participants	Response to End-of- Seminar Questionnaire	Response to Follow-Up Questionnaire
a. Seminars for youth club directors	Kishiniev (Moldavia)	01.2014	25	25 (100%)	24 (96%)
	Odessa (Ukraine)	01.2015	19	19 (100%)	18 (95%)
	Total		44	44 (100%)	42 (95%)
b. Seminars for Jewish renewal staff	Almaty (Kazakhstan)	04.2014	20	19 (95%)	19 (95%)
	Rostov (Russia)	10.2014	16	16 (100%)	14 (88%)
	Yekaterinburg (Russia)	10.2014	15	14 (93%)	13 (87%)
	Minsk (Belarus)	11.2014	25	23 (92%)	22 (88%)
	Kiev1 (Ukraine)	02.2015	18	18 (100%)	11 (61%)
	Kiev2 (Ukraine)	02.2015	15	15 (100%)	10 (66%)
	Total		109	105 (96%)	89 (85%)
Total			153	149 (97%)	131 (86%)

* Data collection continued until June 2015 with questionnaires administered to participants of the seminars that took place up until February 2015.

Appendix II: Background Characteristics of Graduates, by Type of Seminar

Table II-1: Background Characteristics of Graduates, by Type of Seminar (%)

Characteristics		Total	Seminars for Youth Club Directors	Seminars for Jewish Renewal Staff
Sex	Women	76	70	79
	Men	24	30	21
Age	Up to 18	4	-	6
	30-19	59	91	47
	40-31	8	9	7
	50-41	17	-	24
	Over 51	12	-	16
Education	High school	9	5	11
	Post-secondary	16	7	19
	No degree	43	54	39
	1 st degree	30	35	28
	3 rd degree	2	-	3
Years in organization	Up to 3 years	30	45	24
	3-7 years	36	38	35
	Over 7	34	17	42
	Average	5.8	3.6	6.7
Years in position	Up to 3 years	56	69	51
	3-7 years	27	26	27
	Over 7	17	5	22
	Average	3.6	2.2	4.3
Employment at community center/ local Hesed center	Full-time	45	49	43
	Part-time	33	33	33
	As needed	23	19	24
Main age group worked with	Early childhood	25	9	31
	Children and youth	41	47	39
	Students and young adults	21	44	12
	Adults	8	-	12
	Elderly	5	-	8
Prior training in informal Jewish education	Organized by community center/ local Hesed center	76	85	72
	Organized by JDC	71	81	67
	Organized by other organization	54	62	51
No. of prior types of training	3 types	30	36	27
	2 types	36	46	31
	Other type	24	14	29
	None	11	5	13

Appendix III: Knowledge, Use and Interest in Additional Training on Use of Databases on Informal Jewish Education

Figure III-1: All Graduates

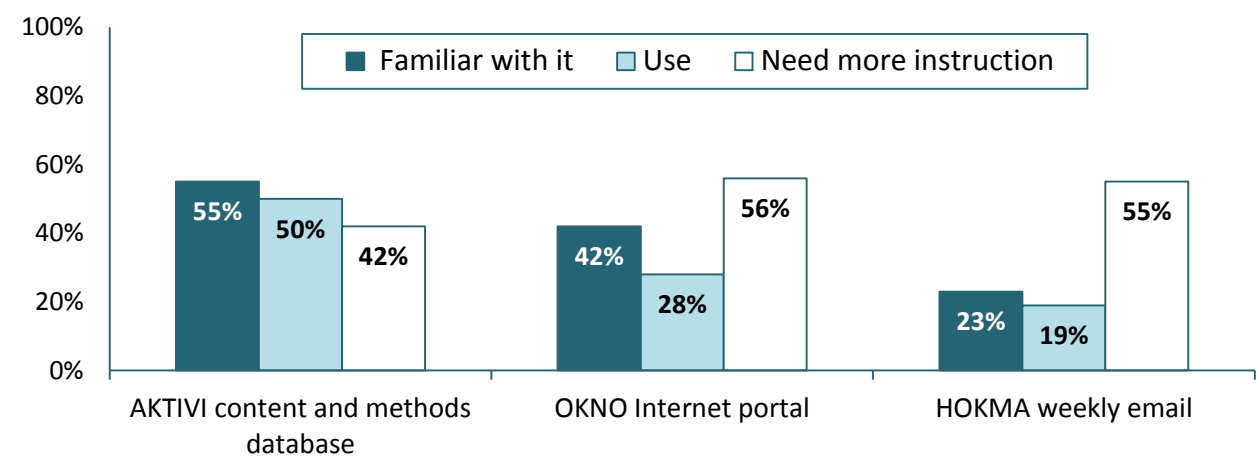


Figure III-2: Youth Club Directors

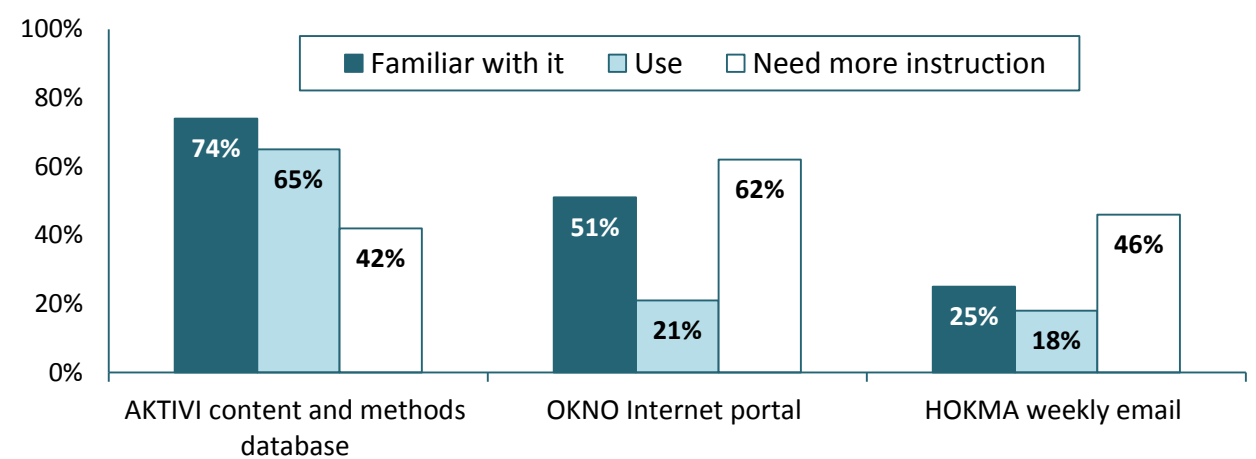
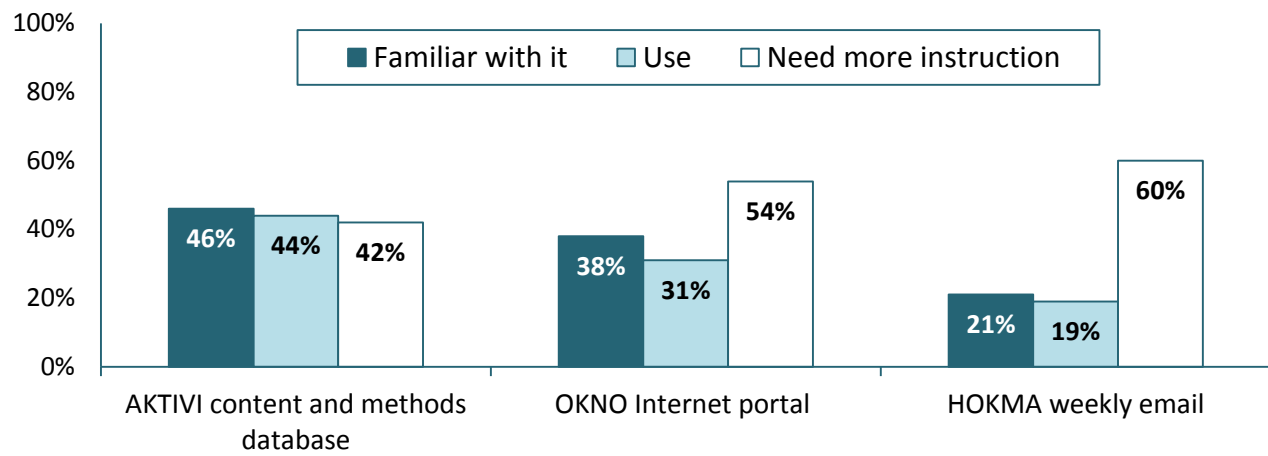
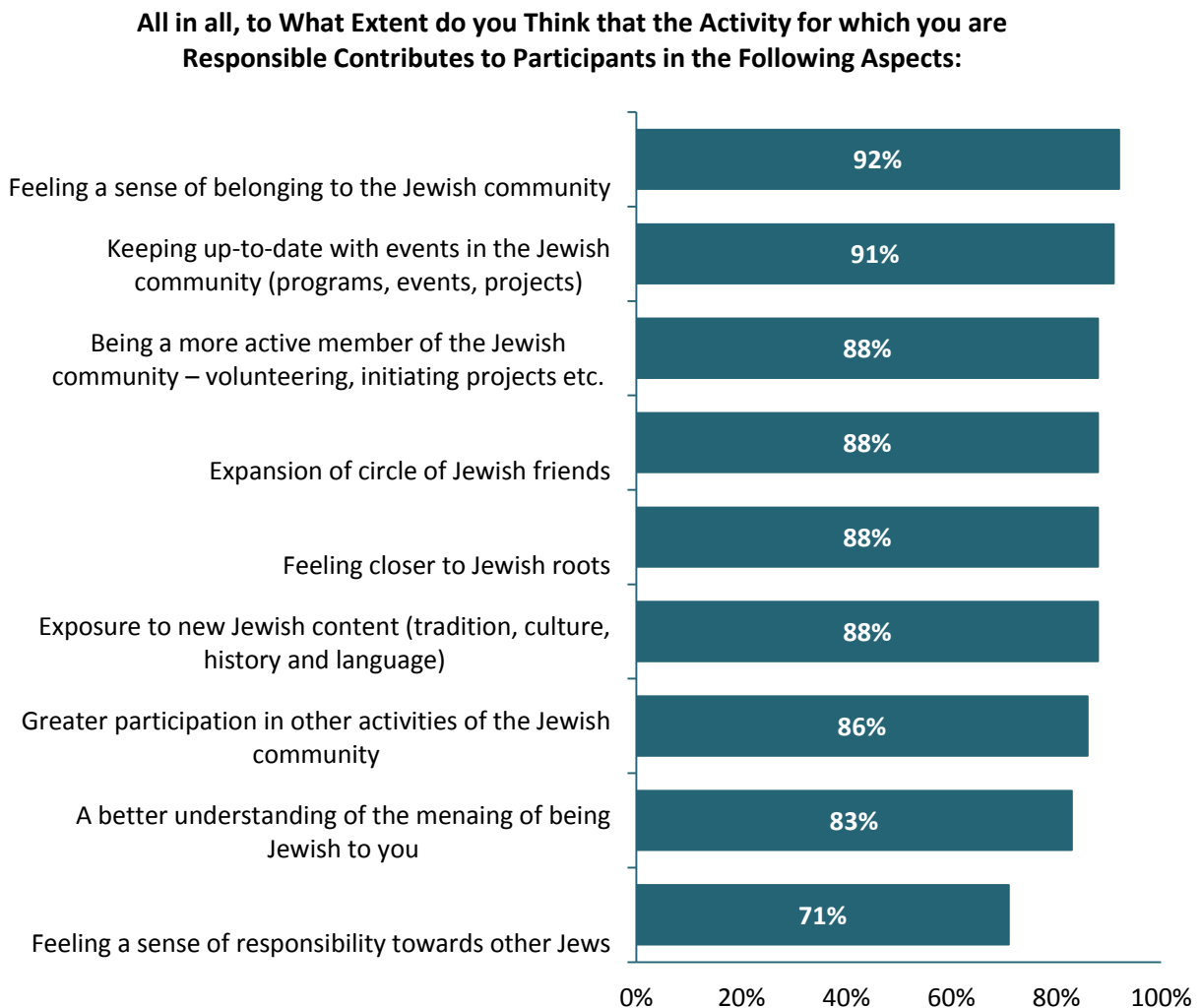


Figure III-3: Jewish Renewal Staff



Appendix IV: How the Graduates View the Contribution of the Activities in the Community

Figure IV-1: The Graduates' Evaluation of the Contribution of the Activities they Conduct in the Community to their Participants



Appendix V – Perception by the Participants of the Activities in the Communities of the Contribution of the Activities and the Quality of their Implementation

Table V-1: Participants' Perception of the Contribution of the Activities and the Quality of Implementation (%)

		Training program for Madrichim	Family Clubs	Meetings on Tradition & Culture
Contribution of activities	Exposure to new Jewish content (tradition, culture, history, and language)	94	100	100
	Feeling closer to Jewish roots	100	100	100
	Expansion of circle of Jewish friends and contacts	100	100	94
	Better understanding of the meaning of being Jewish for you	75	100	73
	Feeling a sense of belonging to the Jewish community	94	100	100
	Feeling a sense of responsibility towards other Jews	92	93	73
	Keeping up-to-date of events in the Jewish community (programs, events, projects)	88	100	100
	Greater participation in other activities of the Jewish community	81	100	93
	Being a more active member of the Jewish community – volunteering, initiating projects and so on	100	94	93
Evaluation of the activities	Interesting	100	100	100
	Varied	88	100	100
Satisfaction with implementation of the activities	Quality of facilitation	100	100	100
	Content of activity	93	100	100
	Variety of activities	100	100	100
	Logistics	94	100	94