



The Contribution of Educational Programs on the Experience of Soviet Jewry in the Holocaust to Selected Groups in Israel and in the FSU

Malka Korazim ♦ Jenya Gorbatsevich

The study was funded by the Genesis Philanthropy Group,
the European Jewish Fund and Myers-JDC-Brookdale Institute

The Contribution of Educational Programs on the Experience of Soviet Jewry in the Holocaust to Selected Groups in Israel and in the FSU

Malka Korazim Jenya Gorbatsevich

The study was funded by the Genesis Philanthropy Group, the European Jewish Fund
and Myers-JDC-Brookdale Institute

Jerusalem

June 2012

Editing: Evelyn Abel

Design and Production: Leslie Klineman

Myers-JDC-Brookdale Institute

P.O.B. 3886

Jerusalem 91037, Israel

Tel: (02) 655-7400

Fax: (02) 561-2391

Web site: www.jdc.org.il/brookdale

Executive Summary

1. Introduction

As part of the Genesis Philanthropy Group (GPG) initiative to strengthen Jewish identity among Russian-speakers in Israel and different groups in the Former Soviet Union (FSU), a comprehensive educational project on the subject of Soviet Jewry during the Holocaust was initiated and financed by this fund and the European Jewish Fund (EJF). The assumption was that the Russian-speaking population is not familiar with the history of Soviet Jewry in the Holocaust and that exposure to this information is important for preserving Jewish heritage and enhancing the connection to the Jewish world. The educational project was implemented by the Yad Vashem Holocaust Martyrs' and Heroes' Remembrance Authority and during 2010-2011 comprised about 30 different programs addressing various groups in Israel and in the FSU (such as seminar for high-school teachers from Israel and from the FSU, seminars for high-school students at Yad Vashem, mobile workshops at schools, and a course for young leaders in Jewish communities from the FSU).

2. The Goals and Design of the Evaluation Studies

As part of the project's implementation, the GPG commissioned an evaluation study of the following eight programs implemented in 2010-11:

- a) **Programs for High-School Students in Haifa** – Educational Seminars for 11th-graders, Mobile Workshops for 9th-graders, and a Visual Documentation Program for 10th-graders
- b) **Programs for High-School Teachers in Haifa** School Level Course for teachers in two schools in the city and a; Citywide Course for teachers in the field of humanities.
- c) **Programs for Selected Groups Residing in the FSU** – a Young Jewish Leadership Program; a program for Non-Jewish Teaching Staff and an E-Learning Course for the General Public

All the evaluation studies had two major goals:

- 1) To examine the participants' assessments of program contributions on two levels:
 - Cognitive level – the acquisition of knowledge on the on the experience of the Soviet Jewry in the Holocaust
 - Emotional level – the impact of the programs on their perceptions and attitudes to the Jewish world and the Holocaust
- 2) To provide information on the satisfaction of participants with the program and its implementation.

In all the studies, data were collected from the participants using a self-administered questionnaire distributed at the final session of each program.

This report presents the findings from the evaluation of these eight programs, by the three major groups of participants: high-school students, teachers and selected groups residing in the FSU. In addition it includes some comparative analysis of the programs.

3. Evaluation of Programs for High-School Students in Haifa

The three programs for high-school students in Haifa included in the study were: an Educational Seminar for 11th-graders, a Mobile Workshop for 9th-graders, and Visual Documentation for 10th-graders. The programs were implemented at two schools in Haifa – Ironi Alef and Bosmat, and varied in target population, duration and structure. Data were collected from a sample of 98 participants of Educational Seminars, 105 participants of the Mobile Workshops, and all the participants (16) of Visual Documentation.

Characteristics of Participants

- ◆ About two-thirds (63%) were from Russian-speaking families.
- ◆ Half (55%) reported having relatives who went through the Holocaust.
- ◆ Half (49%) reported having visited Yad Vashem prior to the program.

Contributions of the Programs at the Cognitive and Emotional Levels

- ◆ *Contribution at the Cognitive Level* – Overall, half the participants attributed a high contribution to the programs regarding all three aspects of the acquisition of knowledge on the Holocaust in the FSU. This rate was greater among participants of Visual Documentation (79%) than of Educational Seminars (51%) and of Mobile Workshops (44%).
- ◆ *Contribution at the Emotional Level* – Overall, 59% of the participants attributed a high contribution regarding all three aspects of impact on attitudes to the Jewish world. This rate was greater among participants of Educational Seminars (71%) than of Visual Documentation (59%) and of Mobile Workshops (46%).

Satisfaction with the Program

- ◆ The overall score given to the program on a 10-point scale showed that 58% rated the program as 9 or 10. No significant differences were found by program.

4. Evaluation of Programs for High-School Teachers in Haifa

The two programs for teachers in Haifa included in the study were: the School-Level Course and the Citywide Course. In addition to the main goal of all programs, the programs for teachers were aimed at imparting methods for teaching the subject of the Holocaust in the FSU. The programs were implemented for different target populations, but were similar in structure and content. Data were collected from 56 participants of the School-Level Course (a 64% response rate) and 16 participants (an 81% response rate) in the Citywide Course.

Characteristics of Participants

- ◆ About a quarter (26%) were from Russian-speaking families.
- ◆ About two-thirds (63%) reported having relatives who went through the Holocaust.
- ◆ A half (50%) reported having taught the subject of the Holocaust in the past two years.
- ◆ About half (55%) reported having participated in professional training on the subject of the Holocaust prior to the current program.
- ◆ Most (83%) reported having visited Yad Vashem prior to the current program.

Contributions of the Programs at the Cognitive and Emotional Levels

- ◆ *Contribution at the Cognitive Level* – Two-thirds (69%) rated as high the contribution of all five aspects of the acquisition of knowledge on the Holocaust in the FSU. This rate was greater among participants of the Citywide Course (100%) than the School-Level Course (58%).
- ◆ *Contribution at the Emotional Level* – Overall, two-thirds (65%) of the participants rated as high all five aspects related to the emotional level. No differences were found by program.

Satisfaction with the Program

- ◆ Almost all the participants noted that the program was interesting (98%), relevant (93%), and innovative (86%).
- ◆ All or almost all rated as high the professional level of the program (100%), the composition of the group (100%), and the management of the program (94%).
- ◆ The overall score given to the program on a 10-point scale showed that 76% rated it as 9 or 10. This rate was higher among participants of the Citywide Course (100%) than the School-Level Course (67%).

5. Evaluation of Programs for Professionals Residing in the FSU

The three evaluated programs for professionals residing in the FSU were aimed at different target populations – Jewish Young Leadership, Non-Jewish Educational Staff, and the general public (an E-Learning Course). The programs varied in duration and structure. The Jewish Young Leadership program and the Non-Jewish Educational Staff program were held in Israel.

Characteristics of Participants

- ◆ The participants of the Jewish Young Leadership program and the Non-Jewish Educational Staff program were relatively young (under the age of 30 – 100% and 61% respectively), compared with participants of the E-Learning Course where the majority (70%) were above the age of 40.
- ◆ All participants of the Non-Jewish Educational Staff program were from Ukraine; in the other two programs, most were from Russia and Ukraine.
- ◆ Almost all participants of the three programs held an academic degree.
- ◆ The majority of participants of the Jewish Young Leadership program and E-Learning Course reported having visited Yad Vashem prior to the program (95% and 64% respectively), compared with a few (6%) of the Non-Jewish Educational Staff program.

Contributions of the Programs at the Cognitive and Emotional Levels

- ◆ *Contribution at the Cognitive Level* – The rate attributing a high contribution regarding all four aspects of the acquisition of knowledge on the Holocaust in the FSU was greater among participants of the Non-Jewish Educational Staff program (74%) than the Jewish Young Leadership program (58%) and the E-Learning Course (57%).
- ◆ *Contribution at the Emotional Level* – The rate of participants attributing a high contribution to all aspects (six or five) was significantly higher for the Non-Jewish Educational Staff

program (85%) than for the E-Learning Course (55%) and the Jewish Young Leadership program (37%).

Satisfaction with the Program

- ◆ All or almost all (84%-100%) participants of all three programs noted that the program was relevant, interesting and innovative.
- ◆ In all three programs, all or almost all (74% -100%) participants were satisfied with the professional level of the program, the composition of the group and its management.
- ◆ The overall score given to the program on a 10-point scale showed the percentage of those who rated the program with scores of 9 or 10 was higher among participants of the Non-Jewish Educational Staff program (95%) and the E-Learning Course (77%) than the Jewish Young Leadership program (37%).

6. Summary and Final Remarks

The findings presented in this report provide a comprehensive picture of the major contributions of the eight educational programs on the experience of Soviet Jewry in the Holocaust to various groups in Israel and the FSU.

The findings show that, despite the differences between the programs in structure and target population, most of the participants rated program contributions as high at both the cognitive and emotional levels. On the cognitive level, the programs enabled different target populations to acquire new knowledge on the Holocaust in the FSU and provided new understanding of the particular narrative of Soviet Jewry during the Holocaust. On the emotional level, the programs had an impact on the participants' attitudes to the Jewish world and the Jewish people. It is interesting that the contributions attributed by participants to the program at the cognitive and emotional levels were mostly similar.

The findings of these studies were presented to the GPG representatives and Yad Vashem education staff and provided important input for improving these programs and determining directions for the development of similar educational programs in the future

Table of Contents

1. Introduction	1
2. The Goals and Design of the Evaluation Studies	1
3. Evaluation of Programs for High-School Students in Haifa	2
4. Evaluation of Programs for High-School Teachers in Haifa	8
5. Evaluation of Programs for Professionals Residing in the FSU	13
6. Summary and Final Remarks	21

List of Tables

Table 1: Students: Characteristics of the Programs	2
Table 2: Students: Study Population	3
Table 3: Students: Background Characteristics of Participants, by Program and School	4
Table 4: Students: Contribution of the Program at the Cognitive Level Rated as High, by Program	5
Table 5: Students: Aspects at the Cognitive Level Rates as Having a High Contribution, by Program and Participant Characteristics	5
Table 6: Students: Program Contribution at the Emotional Level Rates as High, by Program	6
Table 7: Students: Number of Aspects at the Emotional Level Rated as High, by Program and Participant Characteristics	7
Table 8: Students: Overall Score Given to the Program, by Type of Program	7
Table 9: Teachers: Characteristics of the Programs and Study Population	8
Table 10: Teachers: Background Characteristics of Participants	9
Table 11: Teachers: Contribution of the Program at the Cognitive Level (in the Area of Knowledge) Rated as High*, by Program	10
Table 12: Teachers: Number of Aspects at the Cognitive Level (in the Area of Knowledge) Rated as Having a High Contribution, by Program	10
Table 13: Teachers: Contribution of the Program at the Cognitive Level (in the Area of Teaching Methods) Rated as High, by Program	11
Table 14: Teachers: Number of Aspects at the Cognitive Level (in the Area of Teaching Methods) Rated as Having a High Contribution, by Program and School	11
Table 15: Teachers: Contribution of Program at the Emotional Level Rated as High, by Program	12
Table 16: Teachers: Number of Aspects at the Emotional Level for which Program was Rated as Having a High Contribution, by Program	12

Table 17: Teachers: Evaluation of the Program in General	13
Table 18: FSU Residents: Characteristics of the Programs and Study Population	14
Table 19: FSU Residents: Background Characteristics of Participants	15
Table 20: FSU Residents: Contribution of the Program at the Cognitive Level (in the Area of Knowledge) Rated as High, by Program	16
Table 21: FSU Residents: Number of Aspects at the Cognitive Level Rated as Having a High Contribution, by Program and Participant Characteristics	17
Table 22: Jewish Young Leadership and Non-Jewish Educational Staff Programs: Contribution of Program at the Cognitive Level (for Specific Topics Rated as High)	17
Table 23: Jewish Young Leadership Program: Contribution of Program at the Emotional Level, Rated as High	18
Table 24: Non-Jewish Educational Staff Program and E-Learning Course: Contribution of Program at the Emotional Level Rated as Having a High Contribution	18
Table 25: FSU Residents: Number of Aspects at the Emotional Level Rated as Having a High Contribution, by Program and Participant Characteristics	19
Table 26: FSU Residents: Evaluation of Programs in General	20

1. Introduction

As part of the Genesis Philanthropy Group (GPG) initiative to strengthen Jewish identity among Russian-speakers in Israel and selected groups in the Former Soviet Union (FSU), a comprehensive educational project on the subject of Soviet Jewry during the Holocaust was initiated and financed by this fund and the European Jewish Fund (EJF). The assumption was that the Russian-speaking population is not familiar with the history of Soviet Jewry in the Holocaust and that exposure to this information is important for preserving Jewish heritage and enhancing the connection to the Jewish world. This educational project was implemented by the Yad Vashem Holocaust Martyrs' and Heroes' Remembrance Authority and during 2010-2011 comprised about 30 different programs addressing various groups in Israel and in the FSU (such as a seminar for high-school teachers from Israel and from the FSU, seminars for high-school students at Yad Vashem, mobile workshops at schools, and a course for young leaders in Jewish communities from the FSU).

2. The Goals and Design of the Evaluation Studies

As part of the project's implementation, the GPG commissioned an evaluation study of the following eight programs implemented in 2010-11:

- a) *Programs for High-School Students in Haifa***– Educational Seminars for 11th-graders, Mobile Workshops for 9th-graders, and Visual Documentation Program for 10th-graders
- b) *Programs for High-School Teachers in Haifa*** School Level Course for teachers in two schools in the city and a; Citywide Course for teachers in the field of humanities.
- c) *Programs for Selected Groups Residing in the FSU*** – a Young Jewish Leadership Program; a program for Non-Jewish Teaching Staff, and an E-Learning Course for the general public.

All the evaluation studies had two major goals:

- 1) To examine the participants' assessments of program contributions on two levels:
 - Cognitive level – the acquisition of knowledge on the on the experience of Soviet Jewry in the Holocaust
 - Emotional level – the impact of the programs on their perceptions and attitudes to the Jewish world and the Holocaust
- 2) To provide information on the satisfaction of participants with the program and its implementation.

A separate questionnaire was developed for each program. Nevertheless, some questions applied to all programs in order to enable a comparative analysis of the programs.

For each program, a separate report was prepared and presented to the sponsors and educational staff. This report presents the findings of the evaluation of these eight programs, by the three major groups of participants: high-school students, teachers and selected groups residing in the FSU. In addition it includes some comparative analysis among programs

3. Evaluation of Programs for High-School Students in Haifa

3a. Description of the Programs

Three programs for high-school students in Haifa were included in the study: Educational Seminars for 11th-graders, Mobile Workshops for 9th-graders and a Visual Documentation program for 10th-graders.

Table 1: Students: Characteristics of the Programs

General Characteristics	Programs		
	Educational Seminars	Mobile Workshops	Visual Documentation Program
Schools	Irony Aleph and Basmati	Ironi Alef and Bosmat	Bosmat
Grades	11 th	9 th	10 th
Duration of program	13 hours (2-days)	2 ½-hour workshop (1day)	98 hours (6 months)
Dates of program implementation	Feb-Mar 2011	Jan-Mar 2011	Nov 2010- May 2011
Participation	Compulsory	Compulsory	Voluntary

These programs were implemented at two high-schools in Haifa – Ironi Alef and Bosmat. They varied in target population, duration and structure (Table 1, above).

- ◆ **Educational Seminars for 11th-graders** – The program was implemented at both schools for all 11th-graders. It included educational tours to Yad Vashem and workshops on the Holocaust in the FSU. At each school it was implemented somewhat differently. At Ironi Alef, it included two consecutive days at Yad Vashem; at Bosmat, one day was at Yad Vashem and the other, about a week later, at the school itself. Nevertheless, the curriculum was virtually identical at both schools.
- ◆ **Mobile Workshop (Resonance of Identity) for 9th-graders** – The program was implemented at both schools for all 9th-graders. It was 2½ hours long and divided into three parts: 1) a movie about a Holocaust survivor from the FSU; 2) a poster session on Soviet Jewry after the Holocaust; and 3) a closing session, using photographs of people and text to deal with the feelings of students about the Holocaust in the FSU.
- ◆ **Visual Documentation for 10th-graders** – The program was implemented only at Bosmat and consisted of the following activities: lectures on the Holocaust in the FSU; a visit to Yad Vashem; a workshop on photography and moviemaking; a workshop with a psychologist on encounters with old people; filming interviews with veterans; creating a movie from these interviews; screening the movie to an audience. The program was included as one of the activities of the Personal Commitment project (*mehuyavut ishit*), a compulsory curriculum unit requiring an investment of 60 hours over the year in activities that contribute to the community.

The evaluation studies included data collection from participants at the end of each program. In Visual Documentation, data were collected from all participants. In the other two programs, data were collected from a sample of classes (Table 2). The response rate ranged from 73% to 89%.

Table 2: Students: Study Population (in absolute numbers and in percentages)

Program School	Educational Seminars – 11th-Grade	Mobile Workshops – 9th-Grade	Visual Documentation Program – 10th-Grade
Ironi Alef			
Number of classes in program	All (5)	All (6)	*
Study population			
Number of classes	3	2	*
Number of participants	75	55	*
Response rate	96%	75%	*
Bosmat			
Number of classes in program	All (2)	All (3)	All
Study population			
Number of classes	1	2	.*
Number of participants	23	50	16
Response rate	65%	72%	87%
Total			
Number of participants of study	98	105	16
Response rate	89%	73%	88%

*Not relevant.

3b. Characteristics of Participants

The background characteristics of the participants showed the following (Table 3):

- ◆ **Russian-speaking** – Overall, about two-thirds of the participants (63%) were from Russian-speaking families. The rate varied by program and school:
 - In Visual Documentation, almost all (93%) were from Russian-speaking families compared with 71% in the Mobile Workshops and half (52%) in the Educational Seminars.
 - In all three programs, all or most participants at Bosmat were from Russian-speaking families compared with about half at Ironi Alef.
- ◆ **Having relatives who went through the Holocaust** – In general, half the participants (55%) reported having relatives who went through the Holocaust. The rate was much higher among participants of Visual Documentation than the other two programs (85%, compared with 55% and 52% respectively). No differences were found by school.
- ◆ **Previous visit/s to Yad Vashem** – Overall, half the participants (49%) reported having been to Yad Vashem prior to the program. The rate was somewhat higher among participants of the Mobile Workshop than of the other two programs (47% and 43% respectively).

Table 3: Students: Background Characteristics of Participants, by Program and School
(in percentages)

(in percentages)		Program						
		Educational Seminars			Mobile Workshops			Visual Documentation Program
		School			School			
		Total	Ironi Alef	Bosmat	Total	Ironi Alef	Bosmat	
Background Characteristics	Grand Total							
Russian-speaking and country of birth								
Russian-speaking and born in Israel	19	10	12	-	25	24	26	43
Russian-speaking and not born in Israel	44	42	32	100	46	27	68	50
Not Russian-speaking and born in Israel	32	42	49	-	25	42	6	7
Not Russian-speaking and not born in Israel	5	6	7	-	4	7	-	-
Having relatives who went through the Holocaust								
Yes	55	55	57	43	52	49	56	85
No	28	27	29	14	30	32	28	15
Don't know	17	18	14	43	18	19	16	-
Prior visit/s to Yad Vashem								
	49	47	47	46	60	51	69	43

3c. The Contributions of the Programs at the Cognitive and Emotional Levels

One of the main purposes of the study was to examine the contribution of the programs to participants at the cognitive and emotional levels.

Program Contribution at the Cognitive Level

The contribution of the programs at the cognitive level was measured using aspects related to the acquisition of knowledge on the Holocaust. Participants were asked to assess, on a 4-point scale, the extent to which the program had contributed to each.

Three aspects relating to the cognitive level were measured in all three programs. The findings showed that (Table 4):

- ◆ Overall, 64% to 80% of the participants rated as high (to a very great or great extent) the contribution of the programs to each of these aspects.
- ◆ In all three programs, the contribution attributed to "Providing new knowledge on the Holocaust in the FSU" and to "Providing new understanding of the particular narrative of Soviet Jewry during the Holocaust" was found to be higher than that attributed to "Providing a new perspective on the Holocaust in general."

Table 4: Students: Contribution of the Program at the Cognitive Level Rated as High,* by Program (in percentages)

Cognitive Aspects	% Rating Contribution "to a Very Great or Great Extent"			
	Total	Educational Seminars	Mobile Workshops	Visual Documentation Program
1. Providing new knowledge on the Holocaust in the FSU	80	82	75	93
2. Providing new understanding of the particular narrative of Soviet Jewry in the Holocaust	76	76	74	93
3. Providing a new perspective on the Holocaust in general	64	65	61	79

***High contribution" was defined by aspects rated 3 or 4 ("to a great or very great extent").*

To obtain a comprehensive view of the contribution at the cognitive level, we counted the number of aspects of each program that were rated as high (contributing to a very great or great extent). The findings (Table 5) showed that:

- ◆ Overall, half the participants rated all three aspects as having a high contribution.
- ◆ The rate of participants attributing a high contribution for all three aspects was greater in the Visual Documentation program (79%) than in Educational Seminars (51%) and Mobile Workshops (44%).

In Educational Seminars and Mobile Workshops, the rate of perceived contribution was found to vary by participant characteristics. The rate of students attributing a high contribution to the program for all three aspects was greater:

- ◆ In Educational Seminars, among students who had no relatives that went through the Holocaust than among students who did have (62% and 40% respectively).
- ◆ In Mobile Workshops, among participants from Ironi Alef than from Bosmat (63% versus 22%, respectively).

Table 5: Students: Aspects at the Cognitive Level Rated as Having a High Contribution*, by Program and Participant Characteristics (in percentages)

Program/Characteristics	Total	% Rating Contribution "to a Very Great or Great Extent"			
		All 3 Aspects	2 Aspects	1 Aspect	None
Grand Total	100	50	29	12	9
Educational Seminars	100	51	29	12	8
Have relatives who went through the Holocaust	100	40	32	15	13
Do not have relatives who went through the Holocaust**	100	62	26	10	2
Mobile Workshops	100	44	33	13	10
Ironi Alef High School	100	63	29	7	-
Bosmat High School	100	22	36	20	22
Visual Documentation Program	100	79	14	-	7

* High contribution" was defined by aspects rated 3 or 4 ("to a great or very great extent").

** "Do not have relatives who went through the Holocaust" includes also those who noted "do not know".

Program Contribution at the Emotional Level

The contribution of the programs at the emotional level was measured using aspects related to perceptions and attitudes. Participants were asked to assess, on a 4-point scale, the extent to which the program had contributed to each.

Three aspects were measured in all three programs. The findings (Table 6) showed that:

- ◆ Overall, the majority (71%-91%) of participants rated as high (to a very great or great extent) the contribution of the programs for each of these aspects.
- ◆ In all three programs, the contribution attributed to "Strengthening the importance of Holocaust remembrance" was rated higher than that to "Strengthening the sense of being part of the Jewish people" and "Eliciting personal interest in family history."

Table 6: Students: Program Contribution at the Emotional Level Rated as High,* by Program (in percentages)

Contribution	% Rating Contribution "to a Very Great or Great Extent"			
	Total	Educational Seminars	Mobile Workshops	Visual Documentation Program
1. Strengthening the importance of Holocaust remembrance	91	93	88	93
2. Strengthening the sense of being part of the Jewish people	78	84	70	79
3. Eliciting personal interest in family history	71	86	57	64

**"High contribution" was defined by aspects rated 3 or 4 ("to a great or very great extent").*

To obtain a comprehensive view of the contribution at the emotional level, we counted the number of aspects in each program rated as high (contributing to a very great or great extent). The findings (Table 7) showed that:

- ◆ Overall, 59% of the participants rated all three aspects as having a high contribution.
- ◆ The rate of students attributing a high contribution for all three aspects was greater in Educational Seminars (71%) than in Visual Documentation (59%) and the Mobile Workshops (46%).

In Educational Seminars and Mobile Workshops, the rate of contribution was found to vary by participant characteristics. In both programs, the rate attributing a high contribution to the program for all three aspects was greater among participants from Ironi Alef than from Bosmat (in Educational Seminars – 76% versus 47%, respectively; in the Mobile Workshop – 63% versus 25%, respectively).

Table 7: Students: Number of Aspects at the Emotional Level Rated as Having a High Contribution*, by Program and Participant Characteristics (in percentages)

Program/School	Total	% Rating Contribution "to a Very Great or Great Extent"			
		All 3 Aspects	2 Aspects	1 Aspect	None
Grand Total	100	59	27	8	6
Educational Seminars	100	71	22	5	2
Ironi Alef	100	76	17	6	1
Bosmat	100	47	47	-	6
Mobile Workshops	100	46	32	13	9
Ironi Alef	100	63	32	5	22
Bosmat	100	25	33	22	20
Visual Documentation	100	57	29	7	7

*"High contribution" was defined by aspects rated 3 or 4 ("to a great or very great extent").

Comparison of Program Contributions at the Cognitive and Emotional Levels

The comparison of program contributions at the cognitive and emotional levels showed, overall, similar findings (58% and 50% respectively rated all three aspects as having a high contribution).

The findings by program showed that:

- ◆ In Educational Seminars, the rate attributing a high contribution for the emotional level was greater than for the cognitive level (71% versus 51%, respectively).
- ◆ In Visual Documentation, the findings showed the opposite: the contribution attributed for the emotional level was smaller than for the cognitive level (57% versus 79%, respectively).
- ◆ In Mobile Workshops, the contribution attributed at the cognitive and emotional levels was almost identical (44% and 46%, respectively).

3d. Satisfaction with Programs

Participants in each program were asked to give an overall score to the program on a 10-point scale – from 1 ("poor") to 10 ("excellent").

The findings showed that, overall, a third (31%) scored the program as ten: 27% – as nine; 26% – as eight; and an additional 16% – as four-to-seven (Table 8).

Table 8: Students: Overall Score Given to the Program, by Type of Program (in percentages)

Overall score rating the program	Total	Educational Seminars	Mobile Workshops	Visual Documentation Program
10	31	35	22	50
9	27	25	31	14
8	26	32	21	29
4-7	16	8	25	7

A comparison of programs showed differences in the rate attributing a score of 10, by program (Table 8). The highest score was given by participants of Visual Documentation (50% rated it as 10), and the lowest, of the Mobile Workshops (22% rated it as 10). If we look at the scores rating the programs as 9 or 10, we find no significant differences, by program.

4. Evaluation of Programs for High-School Teachers in Haifa

4a. Description of the Programs

Two programs for teachers in Haifa were included in the study: a School-Level Course implemented at two schools – Bosmat and Leo Baeck – and a Citywide Course aimed at all teachers in Haifa. In addition to the main goal of all the programs, those for teachers were aimed at providing methods to teach the subject of the Holocaust in the FSU.

Table 9: Teachers: Characteristics of the Programs and Study Population (in absolute numbers and percentages)

General	School-Level Course School		Citywide Course
	Bosmat	Leo Baeck	
Duration of program	20.5 hours (6 meetings)	28 hours (8 meetings)	22¾ hours (7 meetings)
Dates of program implementation	11.10.2010- 7.03.2011	30.08.2010- 3.04.2011	17.11.2010- 16.02.2011
Participation	Compulsory	Compulsory	Voluntary
Number of participants	25	31	16
Rate of response	72%	58%*	81%

*Not all participants attended the last session.

The two programs were similar in structure and content (Table 9, above).

- ◆ **The School-Level Course** – The program addressed teachers at the school level. It was implemented similarly at both schools, although that at Bosmat comprised six sessions, each three hours long, while that at Leo Baeck comprised eight sessions. One session at each school was devoted to a visit to Yad Vashem. The others were held at the schools, and consisted of lectures on the Holocaust in the FSU and workshops on methods of teaching the subject.
- ◆ **The Citywide Course** addressed all teachers in Haifa, primarily teachers of history and the humanities. In structure and content, the course was similar to the School-Level Course except that it did not include a visit to Yad Vashem. In the process of implementation, program staff reported difficulties in recruiting participants to the program. Ultimately, they offered the program to a group of teachers enrolled in a general training course on the Holocaust provided by Yad Vashem. They were offered an extended course of two parts: one, on the Holocaust in the FSU, funded by the GPG; the other, on the Holocaust in general. The first part comprised seven sessions, each three-and-a-half hours long. The evaluation study was performed only on this part of the program.

The evaluation included data collection from participants at the last session of each program. In the Citywide Course, the questionnaires were filled in by most participants. In the School-Level Course, the rate of response was lower. This could be attributed to the absence of some participants from the last session of the program (Table 9).

4b. Characteristics of Participants

The background characteristics of the participants showed the following (Table 10):

- ◆ **Russian-speaking** – Overall, about a quarter of the participants (26%) were Russian-speaking. All the Russian-speaking participants were in the School-Level Course.
- ◆ **Having relatives who went through the Holocaust** – Overall, about two-thirds (63%) reported having relatives who went through the Holocaust. The rate was similar in both programs.
- ◆ **Teaching the subject of the Holocaust** – Overall, half (50%) the participants reported having taught the subject of the Holocaust in the past two years. The rate was higher among participants of the Citywide Course (69%) than the School-Level Course (41%).
- ◆ **Professional training on the subject of the Holocaust** – Overall, about half (55%) reported having participated in professional training on the subject of the Holocaust prior to the current program. Here again, the rate was somewhat higher among participants of the Citywide Course (69%) than the School-Level Course (48%).
- ◆ **Previous visit/s to Yad Vashem** – Overall, most of the participants (83%) reported having been to Yad Vashem prior to the program. No differences were found by program or school.

Table 10: Teachers: Background Characteristics of Participants (in percentages)

Characteristics	Total	School-Level Course			Citywide Course
		Total	Bosmat	Leo Baeck	
Russian-speaking and country of birth					
Russian-speaking and born in Israel	-	-	-	-	-
Russian-speaking and not born in Israel	26	38	41	33	-
Not Russian-speaking and born in Israel	55	38	41	33	92
Not Russian-speaking and not born in Israel	19	24	18	33	8
Having relatives who went through the Holocaust	63	72	61	91	77
Having taught the subject of the Holocaust in the past two years	50	41	33	50	69
Having previous professional training on the subject of the Holocaust	55	48	56	39	69
Previous visit/s to Yad Vashem	83	78	75	82	92

4c. The Contributions of the Programs at the Cognitive and Emotional Levels

Program Contribution at the Cognitive Level

The contribution of the programs at the cognitive level was measured in two areas: the acquisition of knowledge on the Holocaust; and the acquirement of teaching methods and approaches to the Holocaust in the FSU.

Acquisition of Knowledge on the Holocaust

In both programs, participants were presented with five aspects of the acquisition of knowledge on the Holocaust and asked to assess, on a 4-point scale, the extent to which the program had contributed to each.

The findings showed that, overall, almost all the participants (82%-98%) rated as high (to a very great or great extent) the program contribution in these five aspects (Table 11).

To obtain a comprehensive view of the contribution in the area of knowledge, we counted the number of aspects rated as contributing to a very great or great extent. The findings (Table 12) showed that:

- ◆ Overall, two-thirds (69%) of the participants rated all five aspects as having a high contribution.
- ◆ The rate attributing a high contribution for all five aspects was significantly greater among participants of the Citywide Course (100%) than the School-Level Course (58%).

Table 11: Teachers: Contribution of the Program at the Cognitive Level (in the Area of Knowledge) Rated as High*, by Program (in percentages)

Cognitive Aspect	% Rating Contribution "to a Very Great or Great Extent"		
	Total	School-Level Course	Citywide Course
1. Providing new knowledge on the Holocaust in the FSU	92	89	100
2. Providing new understanding of the particular narrative of Soviet Jewry during the Holocaust	94	91	100
3. Providing a new perspective on the Holocaust in general	82	75	100
4. Exposure to unfamiliar topics of Jewish history	88	83	100
5. Providing new understanding of the role of the Holocaust in the Jewish identity of Russian-speaking Jews	98	97	100

*"High contribution" was defined by aspects rated 3 or 4 ("to a great or very great extent").

Table 12: Teachers: Number of Aspects at the Cognitive Level (in the Area of Knowledge) Rated as Having a High Contribution*, by Program (in percentages)

No. of Aspects	% Rating Contribution "to a Very Great or Great Extent"		
	Total	School-Level Course	Citywide Course
All 5 aspects	69	58	100
4 aspects	18	25	-
3 aspects	8	11	-
1-2 aspects	5	6	-

*"High contribution" was defined by aspects rated 3 or 4 ("to a great or very great extent").

Methods and Approaches of Teaching the Holocaust

Another area related to the contribution of the program at the cognitive level was the acquirement of methods of teaching the Holocaust. In both programs, participants were presented with three aspects and asked to assess, on a 4-point scale, the extent to which the program had contributed to each.

The findings showed that, overall, a large percentage of participants (65%-76%) rated as high (to a very great or great extent) the contribution of the programs for each aspect (Table 13).

Table 13: Teachers: Contribution of the Program at the Cognitive Level (in the Area of Teaching Methods) Rated as High*, by Program (in percentages)

Cognitive Contribution	% Rating Contribution "to a Very Great or Great Extent"		
	Total	School-Level Course	Citywide Course
New themes relevant to teaching the subject of the Holocaust	76	75	77
Tools for teaching the subject of the Holocaust in the FSU	65	61	77
New perspectives on teaching the subject of the Holocaust in the FSU	71	69	77

*"High contribution" was defined by aspects rated 3 or 4 ("to a great or very great extent").

To obtain a comprehensive view of the contribution in the area of teaching methods, we counted the number of aspects rated as high (to a very great or great extent).

The findings (Table 14) showed that:

- ◆ Overall, more than half (59%) the participants rated the contribution for all three aspects as high.
- ◆ The rate attributing a high contribution for all five aspects was larger among participants of the Citywide Course (77%) than the School-Level Course (53%).

In the School-Level Course, the rate attributing a high contribution for all three aspects was significantly greater among participants from Leo Baeck than from Bosmat (72% versus 33%, respectively).

Table 14: Teachers: Number of Aspects at the Cognitive Level (in the Area of Teaching Methods) Rated as Having a High Contribution,* by Program and School (in percentages)

No. of Aspects	Total	% Rating Contribution "to a Very Great or Great Extent"		
		School-Level Course		
		Total	Bosmat	Leo Baeck
All 3 aspects	59	53	33	72
2 aspects	12	17	33	-
1 aspect	10	14	6	22
None	19	16	28	6

**"High contribution" was defined by aspects rated 3 or 4 ("to a great or very great extent").

Program Contribution at the Emotional Level

To evaluate the contribution at the emotional level, participants of both programs were presented with five aspects related to perceptions and attitudes, and asked to assess, on a 4-point scale, the extent to which the program had contributed to each.

The findings showed that, overall, most participants (88%-98%) rated as high the contribution of the programs for each aspect (Table 15).

Table 15: Teachers: Contribution of Program at the Emotional Level Rated as High*, by Program (in percentages)

Emotional Contribution	% Rating Contribution "to a Very Great or Great Extent"		
	Total	School-Level Course	Citywide Course
Strengthening the importance of Holocaust memory	98	97	100
Strengthening the sense of being part of the Jewish people	96	97	92
Eliciting personal interest in family history	80	83	75
Promoting better understanding of Russian-speaking Israelis	88	89	85
Developing the thinking on the meaning of Jewish identity	88	86	92

*"High contribution" was defined by aspects rated 3 or 4 ("to a great or very great extent").

To obtain a comprehensive view of the contribution at the emotional level, we counted the number of aspects rated as high (to a very great or great extent). The findings showed that, overall, two-thirds (65%) of the participants of both programs rated the contribution for all five aspects as high (Table 16). No differences were found by program or school.

Table 16: Teachers: Number of Aspects at the Emotional Level for which Program was Rated as Having a High Contribution*, by Program (in percentages)

No. of Aspects	% Rating Contribution "to a Very Great or Great Extent"		
	Total	School-Level Course	Citywide Course
All 5 aspects	65	67	61
4 aspects	23	22	23
3 aspects	6	6	8
2 aspects	6	5	8

*"High contribution" was defined by aspects rated 3 or 4 ("to a great or very great extent").

Comparison of Program Contributions at the Cognitive and Emotional Levels

The comparison of program contributions at the cognitive and emotional levels showed, overall, similar outcomes (69% in the area of knowledge, 59% in the area of teaching methods, and 65% at the emotional level).

The findings by program showed that:

- ◆ In the School-Level Course, the contributions attributed at the cognitive and emotional levels were almost identical (58% in the area of knowledge, 53% in the area of teaching methods, and 67% at the emotional level).

- ◆ In the Citywide Course, the rate attributing a high contribution for the cognitive level was greater than for the emotional level (100% in the area of knowledge, 77% in the area of teaching methods, and 61% at the emotional level).

4d. Satisfaction with the Programs

The study also examined the satisfaction of participants with the program and its implementation. Participants were asked several questions about their general evaluation of the program. The findings showed that (Table 17):

- ◆ Overall, almost all the participants noted that the program was interesting (98%), relevant (93%), and innovative (86%).
- ◆ Overall, all or almost all rated as high the professional level of the program (100%), the composition of the group (100%), and the management of the program (94%).
- ◆ The overall score given to the program (on a 10-point scale from 1 - "poor" to 10 - "excellent") showed that a third (35%) scored it as 10, and 41% – as 9. All the participants of the Citywide Course scored it as 9 or 10, compared with two-thirds (67%) of the participants of the School-Level Course.

Table 17: Teachers: Evaluation of the Program in General (in percentages)

Program Assessments	Total	School-Level Course	Citywide Course
Assessment of the program*			
Relevant	93	90	100
Interesting	98	97	100
Innovative	86	81	100
Satisfaction with various aspects*			
Program's professional level	100	100	100
Group composition	100	100	100
Management of program	94	91	100
Overall Program Score			
10	35	30	46
9	41	37	54
8	11	15	-
7	7	9	-
4-6	6	9	-

**Each aspect was measured on a 4-point scale from 1 ("not at all") to 4 ("to a very great extent"). The presented data relate to those who rated these aspects as "high", which was defined as aspects rated 3 or 4 ("to a great or very great extent").*

5. Evaluation of Programs for Professionals Residing in the FSU

Description of the Programs

Three programs for professionals residing in the FSU were evaluated: a Jewish Young Leadership (Young Leadership) program, a Non-Jewish Educational Staff program, and an E-Learning Course.

Table 18: FSU Residents: Characteristics of the Programs and Study Population

General	Program		
	Jewish Young Leadership	Non-Jewish Educational Staff	E-Learning Course
Duration of program	10 days	9 days	10 lessons
Dates of program implementation	January 2011	March 2011	Oct 2010-Apr 2011
Target population	Jewish Young Leadership from Jewish communities in the FSU	Non-Jewish Educational Staff from Ukraine	General Russian-speaking public
Number of participants	20	22	38
Rate of response	95%	86%	97%

The programs varied in target population, duration and structure (Table 18).

- ◆ **Seminar for Jewish Young Leadership** – The program was designed to provide both knowledge on the Holocaust in the FSU and tools to carry out projects on the topic in Jewish communities in the FSU. The participants were recruited by Nativ emissaries to the FSU. One requirement of admission to the seminar was the submission of a project proposal on the Holocaust to be implemented in one's community after the seminar. The program consisted of 10 study days in Israel, and was attended by 22 participants.
- ◆ **Seminar for Non-Jewish Educational Staff** – The Seminar was organized by Yad Vashem in cooperation with the Tkuma All-Ukrainian Center for Holocaust Studies. The specific goal of the seminar was to provide methods for teaching the subject of the Holocaust in the FSU. It consisted of nine study days in Israel and was attended by 20 participants.
- ◆ **E-Learning Course** – Implemented for the first time last year, the course was open to the general public. It was advertised on the Yad Vashem website and through Jewish organizations working with the Russian-speaking Jewish population. Registration amounted to 60 people, 20 of whom dropped out before it started. Thirty-eight people completed the course). It consisted of 10 lessons and various assignments.

The evaluation studies included data collection from participants at the end of each program. In the Seminar for Jewish Young Leadership and the Seminar for Non-Jewish Educational Staff, the questionnaires were distributed at the final session of the program. In the E-Learning Course, the questionnaires were distributed to participants through the net at the end of the program. In all three programs, most of the participants filled out the questionnaires (Table 18).

5a. Characteristics of Participants

The background characteristics of the participants showed the following (Table 19):

- ◆ **Age** – Participants of the Jewish Young Leadership and the Non-Jewish Educational Staff programs were relatively young (under the age of 30 – 100% and 61%), compared with the E-Learning Course where the majority (70%) were above the age of 40.
- ◆ **Country of Origin** – All the participants of the Non-Jewish Educational Staff program were from Ukraine. In the other two programs, most participants were from Russia or Ukraine, and

the rest, from other FSU countries. In the E-Learning Course, some were from Sweden, Germany and Israel.

- ◆ **Education** – Almost all the participants of the three programs held an academic degree. In the Non-Jewish Educational Staff program, over a third (38%) had a PhD (compared with none, or almost none, in the other two programs).
- ◆ **Previous visit/s to Yad Vashem** – The majority of participants of the Jewish Young Leadership program and the E-Learning Course reported having visited Yad Vashem prior to the program (95% and 64% respectively), compared with almost none (6%) in the Non-Jewish Educational Staff program.

Table 19: FSU Residents: Background Characteristics of Participants (in percentages)

Background Characteristics	Program		
	Jewish Young Leadership	Non-Jewish Educational Staff	E-Learning Course
Age			
20-29	100	61	28
30-39	-	33	3
40-49	-	6	31
50-74	-	-	39
Country of Residence			
Russia	42	-	39
Ukraine	26	100	28
Belarus	11	-	3
Azerbaijan	11	-	3
Moldova	5	-	3
Uzbekistan	5	-	-
Latvia	-	-	8
Sweden, Germany	-	-	5
Israel	-	-	11
Education			
High school	-	-	3
Professional certificate	-	6	8
BA	58	6	40
MA	42	50	43
PhD	-	38	6
Prior visit/s to Yad Vashem	95	6	64

5b. The Contributions of the Programs at the Cognitive and Emotional Levels

Contribution at the Cognitive Level

The contribution of the programs at the cognitive level related to the acquisition of knowledge on the Holocaust and was measured in all three programs. In two programs, an additional area of cognitive contribution was measured: in the Jewish Young Leadership program, it was the

contribution to the development of a personal project; in the Non-Jewish Educational Staff program, it was the contribution to the acquisition of teaching methods and approaches on the Holocaust in the FSU.

Contribution to the Acquisition of Knowledge on the Holocaust in the FSU

In all three programs, participants were presented with four aspects relating to the acquisition of knowledge on the Holocaust and asked to assess, on a 4-point scale, the extent to which the program had contributed to each.

The findings showed that most of the participants in all three programs rated as high the contribution of the programs for each aspect (Table 20).

Table 20: FSU Residents: Contribution of the Program at the Cognitive Level (in the Area of Knowledge) Rated as High*, by Program (in percentages)

Aspects of Program Contribution in the Area of Knowledge	% Rating Contribution "to a Very Great or Great Extent" Program		
	Jewish Young Leadership	Non-Jewish Educational Staff	E-Learning Course
1. Providing new knowledge relating to the Holocaust in the FSU	89	100	87
2. Providing new understanding of the particular narrative of Soviet Jewry during the Holocaust	79	82	77
3. Providing a new perspective on the Holocaust in general	74	90	69
4. Exposure to unfamiliar topics of Jewish history	79	94	87

*"High contribution" was defined by aspects rated 3 or 4 ("to a great or very great extent").

To obtain a comprehensive view of the contribution at the cognitive level, we counted the number of aspects rated as contributing to a very great or great extent.

The findings showed that the rate attributing a high contribution for all four aspects was significantly greater among participants of the Non-Jewish Educational Staff program (74%) than the Jewish Young Leadership program (58%) and the E-Learning Course (57%) (Table 21).

In the Jewish Young Leadership program and E-Learning Course, the rate of contribution was found to vary by participant characteristics. The rate attributing a high contribution to the program for all three aspects was greater:

- ◆ In the Jewish Young Leadership program, among activists involved in local Jewish organizations versus those employed in these organizations (70% and 44%, respectively)
- ◆ In the E-Learning Course, among participants from a Jewish background versus a non-Jewish background (65% and 44%, respectively).

Table 21: FSU Residents: Number of Aspects at the Cognitive Level Rated as Having a High Contribution*, by Program and Participant Characteristics (in percentages)

Programs	% Rating Contribution "to a Very Great or Great Extent"				
	All 4 Aspects	3 Aspects	2 Aspects	1 Aspect	None
Jewish Young Leadership	58	21	11	5	5
Employed in Jewish organization	44	22	11	11	11
Activist in Jewish organization	70	20	10	-	-
Non-Jewish Educational Staff	74	5	21	-	-
E-Learning Course	57	18	14	2	9
Jewish*	65	15	8	-	12
Non-Jewish	44	22	22	6	6

*"High contribution" was defined by aspects rated 3 or 4 ("to a great or very great extent").

* Jewish includes also those who responded "don't know or hard to define".

Contribution to Project Development and Teaching Methods

In addition to the area of acquisition of knowledge on the Holocaust in the FSU, a specific area was measured in the Jewish Young Leadership program and in the Non-Jewish Educational Staff program.

In the Jewish Young Leadership program, participants were presented with two aspects related to the provision of tools for developing a personal project on the Holocaust and asked to assess, on a 4-point scale, the extent to which the program had contributed to each. The findings showed that two-thirds of the participants rated as high (to a very great or great extent) the program contribution to each (Table 22).

Table 22: Jewish Young Leadership and Non-Jewish Educational Staff Programs: Contribution of Program at the Cognitive Level (for Specific Topics Rated as High*) (in percentages)

Program/Specific Topics	% Rating Contribution "to a Very Great or Great Extent"
Jewish Young Leadership project development	
Seminar providing topics relevant to project development	68
Seminar providing tools for project development	63
Non-Jewish Educational Staff – teaching methods	
Providing themes relevant to teaching the subject of the Holocaust in the context of WWII	95
Strengthening the importance of teaching the subject of the Holocaust in the context of WWII	95
Exposure to new pedagogical approaches to teaching the subject of the Holocaust in the context of WWII	89
Providing pedagogical methods helpful to teaching the subject of the Holocaust	100

*"High contribution" was defined by aspects rated 3 or 4 ("to a great or very great extent").

In the Non-Jewish Educational Staff program, participants were presented with four aspects of learning methods to teach the subject of the Holocaust in the FSU and asked to assess, on a 4-point scale, the extent to which the program had contributed to each. The findings showed that

all, or almost all participants, rated as high (to a very great or great extent) the contribution of the program to each (Table 23).

Table 23: Jewish Young Leadership program: Contribution of Program at the Emotional Level, Rated as High* (in percentages)

Contribution	% Rating Contribution "to a Very Great or Great Extent"
Strengthening the importance of Holocaust remembrance	100
Eliciting personal interest in family history	79
Strengthening the connection to the history of the Jewish people	68
Evoking thoughts about the meaning of Jewish identity	63
Strengthening one's sense of being part of the Jewish people	58

*"High contribution" was defined by aspects rated 3 or 4 ("to a great or very great extent").

Program Contribution at the Emotional Level

The program's contribution at the emotional level was measured differently in each of the three programs, due to differences of Jewish background among the participants:

- ◆ In the Jewish Young Leadership program, where all the participants were Jewish, the six measured aspects focused on their connection to the Jewish world. The findings showed differences in the rating of different aspects, ranging from 100% – who rated as high the "Strengthening [of] the importance of preserving Holocaust remembrance" to about half (58%) – who rated as high the "Strengthening [of] the sense of being part of the Jewish people" (Table 24).

Table 24: Non-Jewish Educational Staff Program and E-Learning Course: Contribution of Program at the Emotional Level Rated as Having a High Contribution* (in percentages)

Contribution	% Rating Contribution "to a Very Great or Great Extent"	
	Non-Jewish Educational Staff Program	E-Learning Course
Strengthening the importance of Holocaust remembrance	100	97
Fostering better understanding of Jews/Jewish communities in the FSU	94	86
Changing stereotypes of Jews	100	80
Strengthening tolerance towards different ethnic groups	94	74
Improving attitudes towards Jews	100	71
Improving relations between Christians and Jews	94	57

*"High contribution" was defined by aspects rated 3 or 4 ("to a great or very great extent")

- ◆ In both the E-Learning and Non-Jewish Educational Staff programs – addressing a non-Jewish or mixed group – the six measured emotional aspects focused on perceptions of, and attitudes towards, the Jewish people and the Holocaust. The findings showed that (Table 25):
- ◆ In the Non-Jewish Educational Staff program, no differences in the rated contribution for the six aspects at the emotional level

- ◆ In the E-Learning Course, differences in the contribution attributed to the various aspects: ranging from almost all who rated as high the contribution to "Strengthening the Importance of Holocaust memory" (97%) to about half (57%) who rated as high the contribution to "Improving relations between Christians and Jews."

To obtain a comprehensive view of the contribution at the emotional level, we counted the number of aspects rated as high (to a very great or great extent) in all three programs.

Table 25: FSU Residents: Number of Aspects at the Emotional Level Rated as Having a High Contribution*, by Program and Participant Characteristics (in percentages)

No. of Aspects	% Rating Contribution "to a Very Great or Great Extent"						
	Jewish Young Leadership Program			Non-Jewish Educational Staff Program	E-Learning Course		
	Total	Employees	Activists		Total	Jewish***	Non-Jewish
6 aspects	**	**	**	85	55	38	78
5 aspects	37	22	50	5	7	8	5
4 aspects	26	45	10	5	14	11	17
3 aspects	11	-	20	-	16	27	-
2 aspects	21	22	20	5	2	4	-
1 aspect	5	11	-	-	2	4	-
None	-	-	-	-	4	8	-

* "High contribution" was defined by aspects rated 3 or 4 ("to a great or very great extent").

** In the Jewish Young Leadership program – five aspects were measured; in the other two programs – six aspects.

*** Jewish includes also those who responded "don't know" or "hard to define".

The findings (Table 26) showed that the rate of participants attributing a high contribution for all aspects (six or five) was significantly greater in the Non-Jewish Educational Staff program (85%) than the E-Learning Course (55%) and the Jewish Young Leadership program (37%).

In the Jewish Young Leadership program and E-Learning Course, a correlation was found between ratings and participant characteristics. The rate attributing a high contribution to the program for all (five or six) aspects was greater:

- ◆ In the Jewish Young Leadership program – among activists involved in local Jewish organizations versus those employed in these organizations (50% and 22%, respectively)
- ◆ In the E-Learning Course – among participants from a non-Jewish background versus a Jewish background (78% and 38%, respectively). Interestingly, the rate of non-Jewish participants attributing a high contribution to all aspects in the E-Learning Course was similar to that of the participants in the Non-Jewish Educational Staff Program (85%), who all came from a non-Jewish background.

Comparison of Program Contributions at the Cognitive and Emotional Levels

To obtain a general view of the program contributions to participants, we compared the rates attributing a high contribution at the cognitive (measured in all three programs) and emotional levels. The findings showed that:

- ◆ In the Jewish Young Leadership program, the contribution attributed at the cognitive level was higher than at the emotional level (58% versus 73%, respectively).

Course gave a high score of 9 or 10 compared to – a significantly lower rate – 37% among the participants of the Jewish Young Leadership program.,

- In the Jewish Young Leadership program, the rating was significantly higher among activists (50%) than among employees of local Jewish organizations (22%).

6. Summary and Final Remarks

The findings presented in this report provide a comprehensive picture of the major contributions of the eight educational programs on the experience of Soviet Jewry in the Holocaust to various groups in Israel and the FSU,

The findings show that, despite the differences between the programs in structure and target population, most of the participants rated program contributions as high at both the cognitive and emotional levels. On the cognitive level, the programs enabled different target populations to acquire new knowledge on the Holocaust in the FSU and provided new understanding of the particular narrative of Soviet Jewry during the Holocaust. On the emotional level, the programs had an impact on the participants' attitudes to the Jewish world and the Jewish people. It is interesting that the contributions attributed by participants to the program at the cognitive and emotional levels were mostly similar.

It is also interesting that in some programs, we found a relationship between some background characteristics of the participants (such as having relatives who went through the Holocaust, Jewish versus non-Jewish backgrounds) or, the settings in which the programs were implemented and the extent of contribution attributed by participants to the program

The findings of the studies were presented to representatives of the Genesis Philanthropy Group and Yad Vashem educational staff and several discussions were held to review the implications with a view to the future implementation of these programs. The findings provided important input for improving these programs and determining directions for the development of similar educational programs in the future.