



ISRAEL EDUCATION

in North America, 2023

A LANDSCAPE ANALYSIS OF THE FIELD

ABSTRACT

This report provides results of an analysis of Israel education in North America in 2023. The report relies on website analysis, interviews with thought leaders, and a brief review of research. The report includes a description of what Israel education looks like in North America in 2023, key organizations and their primary focus, outcomes, gaps, and recommendations for the future.

EXECUTIVE SUMMARY

This report summarizes the status of Israel education in North America in 2023. The report is based on information gathered during website reviews, interviews with 43 key Israel education leaders and staff, and selected reviews of research studies. Data gathering occurred primarily before the events in Israel that occurred on October 7, 2023: priorities for Israel education may have shifted after this event as did thought leaders' visions for the future. The data gathered for this report show the following:

Israel education in North America is thriving. There is a growing number of organizations provide Israel education and an increased amount and quality of the materials and professional development available to educators. There is strong evidence of Israel education being incorporated into preschools, K-12 settings, colleges/ universities, summer camps, synagogues, and other settings that serve Jewish people. Many settings have a dedicated Israel education professional that provides Israel education or supports educators in their integration of Israel education into their teaching and learning approaches.

Israel education is increasingly being viewed as a vital part of any Jewish education endeavor. There is a growing belief that connection to Israel is a critical part of Jewish identity/identities formation and that all Jews should be exposed to Israel education activities.

Israel education is being professionalized. Over the past 5-10 years, the field has developed certifications, Master classes, Master's degrees, and advanced learning opportunities and has increasing numbers of participating educators and students.

Israel education has increasingly featured high quality educational experiences for its participants. Several leading Israel education organizations provide opportunities for deep learning, immersion, active engagement, and multiple learning styles. Evidence shows that these pedagogies produce greater retention of knowledge and skills, confidence in teaching, and adoption of strategies in educational settings. Israel education is becoming more learner centered and more often recognizes the complexity of Israel as a country and people.

Israel educators agree that Israel education is integral to Jewish education. They also agree on many aspects of Israel education that should be included in any approach being implemented. However, they disagree on many aspects of Israel education, including the ways to address complexity, and other field-building aspects, such as the need for standards, multiple narratives, and collaboration.

Israel education is being offered as a key component of most Israel travel experiences for all ages. There is evidence that nearly all Israel travel experiences increasingly include meaningful and engaging programming to promote a sense of belonging to Israel and to see the connection to Israel as part of one's Jewish identity. The number of the travel experience organizations has grown and has attracted a more diverse set of travelers. Participation is strongest among Jewish teens and young adults.

Israel education is integrated with most advocacy organizations. Most have some components of Israel education, enlightening others about history, culture, and need for preserving Israel as a homeland.

To continue growth, leaders in Israel education should become a more cohesive field with focus in five areas:

1. Establish common goals for Israel education through thought leader convenings and develop individual organizational strategies to meet common goals;
2. Continue to professionalize careers in the field;
3. Improve the quality of Israel education experiences so knowledge, skills, and ability to apply learning is enhanced;
4. Develop a research agenda to identify effective practices; and
5. Provide sufficient resources to reach more individuals and foster long-term changes.

INTRODUCTION

This report was developed to provide information on the state of Israel education in North America in 2023. The report was commissioned by The iCenter with funding provided by the Jim Joseph Foundation and the Schusterman Family Philanthropies. The information gathered is limited to website analyses, interviews, and brief research reports and thus is not comprehensive nor representative of all of the activity of the field. Rather, it represents identification of activities, assessments of progress, reflections on successes, challenges, and gaps, and visions for the future provided in an analysis of Israel education websites and by a group of thought leaders in the field.

DATA COLLECTION METHODS

Website Reviews: Key organizations associated with Israel education were initially identified by iCenter leaders and other senior consultants active in the field. Lists were supplemented with information from interviews with organizational and thought leaders. iCenter staff engaged in structured, systematic data collection from 30 websites of organizations with Israel education connections to document mission, history, structure, leadership, services, constituencies served, and annual or other evaluation reports to document participation, outcomes, impact, and changes over time. Missing information was elicited either through additional web searches or directly from the organizations that were examined. It is likely that some organizations were excluded from the data collection process if they were not identified using key words and expert input.

Interviews: In-depth interviews were conducted by Billig Consulting with 43 Israel education organization leaders and staff, funders, and thought leaders. An initial list of respondents was identified by iCenter staff and was supplemented over time by recommendations from other interviewees. Identified individuals were asked to respond to questions about their perceptions of Israel education, its relationship to Jewish education, contributors and contributions to Israel education, strengths and weaknesses of Israel education as a field including gaps in service, visions for the future, and what it will take to realize their visions.

The interviews occurred in September and October 2023. Readers should note that 8 interviews were conducted after events in Israel on October 7: these events impacted the content of responses that leaders provided in that some topics, such as addressing conflict and anti-Semitism became more prominent.

Research Reviews: Selected research and evaluation reports were reviewed to illuminate current thinking and framing of the field of Israel education, documentation of impact and/or recommendations for improvement, and analysis of key field challenges.

Cautions: *The analyses contained in this document are based on responses of key leaders and staff as relayed in the interviews and on publicly available websites. As such, the some of the analysis is not based on evidence, but on the reflections of thoughtful leaders from the field and organization-generated website materials that may or may not provide a full picture. In addition, the findings are synthesized from the specific sets of included resources, which may have inadvertently left out important voices, research, and websites. Most importantly, it should be noted that the majority of interviews were conducted before October 7, 2023, and perceptions may have changed subsequent to the events of that day in Israel.*

THE LANDSCAPE OF ISRAEL EDUCATION

There are at least 30 major organizations providing services in Israel education. A few, especially those dedicated to professional development, are exclusively dedicated to Israel education. Some, such as Israel travel experience organizations or advocacy groups, have Israel education integrated with other offerings. Some offer Israel education as one of many areas being addressed.

The greatest focus on Israel education for all of the organizations is on settings that primarily serve individuals who strongly identify as Jewish, though some have begun to address unaffiliated Jews with a looser connection to the religion and non-Jews, most often those who are married to Jews or who have influence over policies that affect Jews.

The majority of organizations active in Israel education have multiple areas of service as described below. As a group, the organizations have claimed to have reached many millions of people over their diverse reporting periods though these figures should be viewed with caution because there is likely duplicated count and possible over estimation.

SERVICES OFFERED BY ORGANIZATIONS IN THE ISRAEL EDUCATION FIELD

An analysis of the major organizations in the field shows the following:

| **Professional Development**

Nearly all of the organizations active in Israel education offer professional development of some sort. This includes major organizations that develop and deliver training and their client organizations that frequently customize and replicate the training they received.

As a group, the organizations that are dedicated primarily to professional development host training events that range from introduction to Israel education to advanced learning in the field. Services are offered as in-person professional development and convening events, online workshops, instructional videos, and website resources. The content of professional development offerings spans a wide range of subjects, such as Israeli history, politics, governance, culture, current events in Israel, the place of Israel in Jewish tradition and in Jewish identity formation, and Palestinian-Israeli and Arab-Israeli conflicts.

The teaching and learning approaches being used by Israel education professional development organizations include workshops or resources that introduce clients to Israel education, provide training-of-trainers approaches, review resources or curriculum, and/or introduce engaging activities for various age groups. Some Israel education organizations focus on active learning and some focus on didactic (lecture-based) learning, with many using a combination of pedagogies. Some professional development organizations focus more on Israel education content and some focus on more on effective ways to teach Israel education in various settings, with most having some balance of content and process.

Audiences include preschools, summer and enrichment camps, Jewish day schools, supplemental schools (including Hebrew schools), public and private schools, universities/colleges, youth groups, young couples, families, religious leaders, policymakers, media consumers, older adults, and the public at large.

| **Content and Resource Development**

Israel education as a field has an abundance of content and resources. Free or low-cost resources are available for educators who work with learners of every age. Subject matter is wide-ranging, including subject areas such as Israeli history, politics, culture, economics, governance, historical sites, psychology, conflicts, art, music, theater, science, space travel, anti-Semitism, and more. Resources also include curriculum, instructional activities, media, branding, guidance for facilitation and/or implementation of specific learning experiences, and much more.

| **Israel Travel Experiences**

There are at least eight major organizations and many smaller organizations that offer Israel travel experiences with an Israel education component, most of which are facilitated by individuals who participated in training from the professional learning organizations. The travel experiences are wide ranging, with some organizations providing a few days of facilitated experiences and others offering in-depth experience with before- and after-trip engagement and networking. Most Israel travel experiences are co-facilitated by North Americans and Israelis. The largest number of organizations are dedicated to providing teens and/or young adults with Israel travel experiences. Other targeted age groups include middle school students, older college students, young couples, families, policymakers, religious personnel, and older adults.

| **Leadership Development**

More than half of the active Israel education organizations feature leadership development as integral to their approaches. Some embed development within their content emphasis, such as cultivating leaders to promote advocacy or policy, developing leaders to replicate training that they received, or nurturing leaders to serve as mentors. Some have specific leadership development events or convenings. A few key leading organizations offer fellowships, credentialing, and higher education degrees that serve to professionalize the field. These leading organizations have been instrumental in facilitating placement of the leaders into positions of influence, which has served to advance the amount and quality of Israel education in many organizations.

| **Advocacy/Policy**

All of the organizations advance the goal of developing a strong connection between Jews and Israel/Israelis. Four are primarily dedicated to advocacy for Israel policies and provide content, issue briefs, and other information about Israel. Their audiences are wide-ranging, sometimes focusing on teens, adults, policymakers, and/or the public at large. Some utilize in-person events while others focus on social media. Those that directly address policymakers tend to sponsor facilitated travel to Israel with Israel education components and/or fact sheets that draw from the content resources in the field.

| **Research and Evaluation**

During the past five years, a number of seminal research and evaluation studies have been conducted on various aspects of Israel education. The Journal of Jewish Education (2023), for example, devoted an entire issue to discussion of Israel education, with leading researchers presenting views on various aspects of Israel education. Important studies have been conducted about rising issues in Jewish education with implications for Israel education such as preparation, support, and employment of educators and education essential to Israeli-Diaspora Relations. Program evaluations and related reports, such as documentation of Birthright's Impact in 2022, RootOne, and Jewish camp impact provide important data for the field. Interviewees also noted the growing number of researchers active in Israel education through their work at universities and research institutes. Most of the body of work in this category relies on evaluation reports, interest areas associated with the pursuit of higher education degrees, and individual interests rather than being related to a field-wide research agenda.

CONVERGENCE IN BELIEFS AND APPROACHES TO ISRAEL EDUCATION

According to interview and website analysis, there are multiple commonalities of beliefs and approaches among those offering Israel education. They include pervasive beliefs that Israel education should:

- Be addressed as part of any Jewish education endeavor;
- Be addressed as part of Jewish identity/identities formation;
- Include travel to and experiences in Israel and with Israelis;
- Be addressed through immersive experiences with peer cohorts;
- Include narratives and storytelling as an effective educational strategy;
- Be learner-centered with a skilled and confident educator as a facilitator of learning;
- Recognize the complexities of Israel as a culture, place, and state;
- Have multiple entry points; and
- Be addressed at any stage of the life cycle.

DIVERGENCE IN BELIEFS AND APPROACHES TO ISRAEL EDUCATION

According to interview and website analysis, there are multiple ways in which beliefs and approaches among those offering Israel education differ across organizations. They include:

- The “right” balance between pedagogy and content (degree of focus and/or sequencing);
- The relationship to advocacy and Zionism;
- The best way to address the complexity/nuances of Israel, including the most effective ways to generate a sense of belonging when one disagrees with the politics or other aspects of Israel society;
- The extent to which there should be content standards for the field;
- The extent to which Israel education should reflect multiple narratives and how/when to introduce multiple narratives, especially with regard to the Arab-Israeli and Palestinian-Israeli conflict;
- Whether and how to address anti-Semitism;
- Extent to which critical thinking should be nurtured and how to handle consequences of critical thinking (concern about leading to criticism and negativity);
- Extent of need for differentiation in the field by the generation of learners (e.g., Millennials, Generation Z, Baby Boomers);
- Extent to which travel experiences should contain requirements for follow-up activities and networking;
- The roles of leading organizations in the field, including the balance between collaboration and competition and the need for cohesiveness.

OUTCOMES OF WORK IN THE FIELD

Over the past five to ten years, multiple organizations have documented the outcomes of their work. In addition, field leaders described their perceptions of impact. These sources lead to the following conclusions:

- ▶ **There has been significant growth in the number of settings where Israel education has been adopted as part of their organizations' missions.**

Increases were reported in the number of camps, day schools, youth groups, religious institutions, campuses, Jewish community centers, Jewish organizations, conferences, and travel experiences that feature Israel education as a component of their mission statements or normative practices. By some estimates, several millions of individuals have had contact with these organizations since their founding.

- ▶ **There are many more settings with a dedicated Israel educator position.**

Dedicated Israel educator positions are now found in many summer camps, Jewish day schools, foundations, community centers, and colleges/universities.

- ▶ **There is an increasing number of individuals with credentials in Israel education.**

Multiple Israel education organizations offer certificate programs, fellowships, and Master classes and one university offers a Masters' Degree in Israel education.

- ▶ **There is evidence of increased knowledge, skill, and confidence among frontline Israel educators.**

Several evaluations of Israel education initiatives provide evidence that participants have acquired deeper knowledge, skills, and confidence in their abilities to facilitate learning of Israel education in their settings.

- ▶ **There are an increasing number of people who serve as Israel education thought leaders and social influencers.**

There is evidence of growing numbers of followers of leaders and social influencers that discuss Israel education and promote connections to Israel.

- ▶ **There has been a marked increase in the number of curriculum and instruction-related resources in the field.**

Currently, there are curricular and teaching resources for Israel educators who serve early childhood, K-12, colleges/universities, families, policymakers, and others. There are resources customized for various settings such as camps, travel experiences, and religious schools. There are thought pieces, samples of how to have constructive arguments, political opinions, and much more easily available for acquisition.

- ▶ **There is a small increase in the amount of valid and reliable research and evaluation that has been disseminated and can be used for field growth and implement.**

Several of the larger initiatives in the field have been evaluated and organizations have used the results to improve their offerings. However, evaluations are not routinely conducted or shared. Research in the field is often self-published or in journals that are not widely distributed, and thus the impact of this research is limited. There is no specific research agenda for the field that can be used strategically to advance practice.

CURRENT NEEDS IN ISRAEL EDUCATION

Thought leaders reflected on the state of Israel education and identified current needs and a vision for the future. Their guidance is summarized in themes.

Establish common field goals and a research agenda and develop individual organizational strategies to meet common goals.

Many of the thought leaders interviewed for this project identified the need for common overarching goals for Israel education, accompanied by individual organizational strategies for reaching the goals and a concomitant commitment to research and evaluation to determine the strategies that were effective and those that were not. The respondents' vision included a shift from the prevailing norm of the field as being zero-sum and competitive to a sense of collaboration and cooperation to advance the field as a whole. They promoted the idea of sharing results, replicating effective strategies, fixing promising strategies to improve their effectiveness, and dropping the strategies with little effect.

Thought leaders had different ideas about how this could be accomplished, but agreed on some common needs, including the need for a clear shift in understanding Israel in all its complexities while strongly supporting the notions of peoplehood, relationships, and homeland. Nearly all respondents believed that the field must include in-depth and meaningful experiences in Israel and with Israelis. Most also believed that the field must directly address anti-Semitism and anti-Zionism, helping those in the field to acquire the knowledge, skills, and confidence to confront these issues.

Thought leaders also recommended specific possibilities for advancement of the development and implementation of common goals that included:

- Generating idea incubation and innovation through thought leader convenings and funding for experimentation.
- Developing greater collaboration including referrals to organizations with effective track records to reduce duplication of effort and/or considering a sequence of professional activities that includes participation in offerings by multiple organizations.
- Providing internships or mentoring across organizations to develop leaders.
- Conceptualizing a pipeline for Israel education, youth through adult.
- Reducing turnover of Israel teachers and educational leaders by implementing strategies for retaining educators in the field and developing pathways for advancement.
- Developing a common research agenda with a systems focus and analysis for translating research into practice.
- Building a centralized marketplace or Clearinghouse for ideas, resources, consultants, employment, technical assistance, and “consultants on demand.”
- Developing a systems approach for networking, perhaps through a network of networks or by cross-cutting themes, age groups, or content.
- Scaling up “what works” (e.g., professionalizing the workplace, credentialing) and identify the ways of making the relationship with Israel “stickier” (deeper, more enduring, more resilient).
- Inviting more players to the field with the proviso that they provide complementary, extended, or innovative approaches/services.

Improve the quality of Israel education.

While most thought leaders thought that the quality of Israel education had improved substantially over the past five to ten years, many envisioned a future with even more effective educational processes. Visions included:

- Creating or adopting more active learning approaches (including varied and differentiated methods of instruction that are engaging and relevant) to combat the idea that Israel education is boring for young people.
- Deepen the approaches being offered by honoring background experience, implementing effective adult learning practices, and providing individualized follow up to improve the ability of the participant to apply what they have learned in their particular setting.
- Nurturing relationships among peers and with Israelis.
- Disseminating more exemplars of effective practices for various age groups and settings.
- Providing professional development to educators and leaders in change management.
- Conducting research to understand how to address educator reticence to adopt effective practices, including how to address lack of knowledge and skill, emotional preparedness, and comfort with new pedagogies, and generation of a culture of support.
- Creating content standards to identify curricular sequences and depth of knowledge for participants at various age groups.
- Gathering common data analytics.
- Brainstorming strategies for reaching non-Jews as a way to reduce anti-Semitism and generate support for the State of Israel.

Continue to professionalize the field.

Interviewees that identified further professionalization in the field of Israel education provided specific strategies that they would promote. These included:

- Increasing the opportunities for academic credentialing and certificate programs in Israel education.
- Developing a doctorate in Israel education.
- Attaching course credit for Israel education experiences in colleges and universities by establishing either semester-long courses, partner courses with embedded Israel experience to solve problems (e.g., capstones), or mini-courses through Hillel or other campus organizations.
- Developing more remote learning opportunities for credentialing.
- Scaling up the opportunities to receive a seal of biliteracy.
- Creating new faculty positions.

Continue to improve Israel travel experiences.

Interviewees that identified improvement in Israel travel experiences identified specific strategies that they would promote. These included:

- Providing more extensive training for Israeli partners: getting them to implement effective pedagogical approaches, providing opportunities for relationship building before the trip, and incentivizing them to provide follow up after the trip.
- Developing peer cohorts of travelers: establishing networks, asking for joint actions following the trip, and incentivizing alumni to become trip leaders.
- Facilitating or scaling up a gap year approach to Israel travel with extended placement of youth in Israel working on “real” projects such as working with a science team on climate or an engineering team or an education team.
- Generating new paradigms of mutuality: developing cohorts of North Americans and Israelis visiting each other together.

Help funders galvanize the field.

Interviewees that identified strategies for funders provided specific recommendations that included:

- Asking funders to play a key role in developing a field-level strategic plan and goals for Israel education by convening thought leaders to develop common goals and perhaps promoting the idea of ownership of a sector, initiative, project with a clear understanding of how the funding is related to the overarching goals for the field.
- Galvanizing the community of funders to generate a field-level agenda, attracting more funders, supporting the field with funder convenings, forums, and common professional development to understand the effective strategies being implemented in the field.
- Supporting the development of an incubator for ideas.
- Providing incentives for collaboration.
- Helping organizations build their succession plans by supporting the development of the next generation of leaders.
- Giving continuing funds that allow enough time for changes to take root – some will take years, decades, generations... and providing funding to see longer term effects, e.g., of Fellowships, master classes, research-practice continuum.
- Helping more women become field leaders.
- Learning what works from other fields and applying those lessons to Israel education.

SUMMARY

Israel education in North America is thriving. There is evidence of strong growth in the number of organizations operating in the field and in the numbers of educators, youth, leaders, and others who participate in Israel education experiences.

Israel education is increasingly being viewed as a vital part of any Jewish education endeavor. There is a growing belief that connection to Israel is a critical part of Jewish identity/identities formation and that all Jews should be exposed to Israel education activities.

Israel education has increasingly featured high quality educational experiences for participants. Several of the leading Israel education organizations provide opportunities for deep learning, immersion, active engagement strategies, multiple learning styles, and other pedagogies. Evidence shows that these pedagogies are more likely to produce greater retention of knowledge and skills, confidence in teaching, and adoption of strategies in educational settings. Israel education is becoming more learner centered and more often recognizes the complexity of Israel as a country and people.

Israel education is being integrated in many settings. There is evidence of Israel education in preschools, K-12 settings, colleges/universities, summer camps, synagogues, and other settings that serve Jewish people. Many settings have a dedicated Israel education teacher or director that either provides Israel education or supports teachers and leaders in their integration of Israel education into their teaching and learning approaches.

Israel education is being offered in greater depth in most Israel travel experiences for all ages. There is evidence that most Israel travel experiences increasingly include meaningful and engaging programming to promote a sense of belonging to Israel and to see the connection to Israel as part of one's Jewish identity. The number of the travel experience organizations has grown and attracts a more diverse set of travelers.

Israel education is integrated with most advocacy organizations. Most have at least some components of Israel education, often enlightening others about history, culture, and rationale for preserving Israel as a homeland.

Israel education is being professionalized. Over the past 5-10 years, the field has developed certifications, Master classes, Master's degrees, and advanced learning opportunities and has increasing numbers of participating educators and students.

Israel education has accelerated its progress by incorporating many factors associated with field building. These factors include strong and effective set of leaders and champions, leadership development through credentialing and placement of rising leaders, increasing strategic thinking and action, use of common language, repositories of materials, convenings, and openness to continuous improvement.

Visions for the Future

- ▶ **Populations served:** The field has reached a large proportion of Jewish teens and college students but has lesser reach into preschools, elementary schools, young adult events, family events, supplementary schools, and individuals who are critical of their experience of being a Jew when they were growing up. Additional attention should be paid to working with these groups.
- ▶ **Professional development:** The field has many more opportunities for educators to engage in high quality active learning strategies and to be exposed to meaningful depth of content, but too little emphasis in many organizations on motivation to learn, retention of knowledge, differentiation of learners, and application of knowledge. There is also too little coaching/mentoring, too few opportunities for advanced learning, no strategy to address staff turnover in the Israel education labor force, and too little emphasis on customizing approaches to the needs of the particular sites.

- ▶ **View of Israel education as a field:** while organizations providing Israel education have begun to converge in their thinking about the place of Israel education in Jewish education, in the need to professionalize the field, and in their beliefs about the need to embed connection to Israel as part of Jewish identity/identities, organizations are still not consistent in their thinking about Israel education as a field, the need for content or pedagogy standards, whether/how to introduce critical thinking into the field, and whether there should be a common field and research agenda. More work needs to be done in unpacking what it takes to promote identity and a sense of belonging.

APPENDIX

List of interviewees (alphabetical):

1. Simon Amiel, RootOne, Executive Director
2. Alyssa Arens, One8 Foundation, Portfolio Manager
3. Benjamin Berger, Hillel International, Vice President for Jewish Education
4. Yoni Kaiser Bleuth, Marcus Foundation, Program Director, Jewish Portfolio
5. David Bryfman, Jewish Education Project, CEO
6. Barry Chazan, George Washington University
7. Lisa Eisen, Charles and Lynn Schusterman Family Philanthropies, Vice President
8. Barry Finestone, Jim Joseph Foundation, President and CEO
9. Rachel Fish, Boundless Israel, Co-Founder
10. Keren Fraiman, Spertus Institute, Dean and Chief Academic Officer
11. Rebekkah Gold, RootOne, Director of Israel Education
12. Aliza Goodman, The iCenter, Director of Research and Development
13. Steven Green, Jim Joseph Foundation, Senior Director, Grants Management and Compliance
14. Robbie Gringas, For the Sake of Argument, Co-Author, Educator, Writer, Performer
15. David Halperin, Israel Policy Forum, CEO
16. Jason Harris, Israel 21c, Executive Director
17. Talia Inbar, Hillel International, Program Manager of Israel Education
18. Benjamin Jacobs, George Washington University
19. Brian Jaffee, The Jewish Foundation of Cincinnati, CEO
20. Tova Katz, One8 Foundation, Senior Portfolio Manager
21. Jan Katzew, HUC-JIR, Associate Professor of Education and Jewish Thought
22. Shelley Kedar, Jewish Agency for Israel, Director of Connecting the Jewish People

23. Jonathan Kessler, Heart of a Nation, CEO
24. Joshua Ladon, Hartman North America, Director of Education
25. Anna Langer, Schusterman Family Philanthropies, Senior Program Officer
26. Anne Lanski, The iCenter, CEO
27. Lesley Litman, HUC-JIR, Director of Executive MA in Jewish Education
28. Shalom Orzach, The iCenter, Senior Education Consultant
29. Zohar Raviv, Birthright Israel, International Vice President of Educational Strategy
30. Ariel Roth, Israel Institute, Executive Director
31. Mina Rush, Stand with Us, National Director of Middle School Education
32. Erica Shaps, Inter-Agency Task Force, Associate Director
33. Liron Shoham, Inter-Agency Task Force, Executive Director
34. Melissa Simon, Hillel International, Director of Israel Education
35. Michael Soberman, The iCenter, Senior Educational Consultant
36. Elizabeth Sokolsky, Birthright Israel North America, Executive Director
37. Lea Speyer, Maimonides Fund, Program Officer
38. Binnie Swislow, Consultant, Public High School Hebrew Language Programs
39. Daniel Tatar, The iCenter, Director of Strategic Outreach
40. Adam Teitelbaum, Israel Action Network, Executive Director
41. Joshua Weinberg, ARZA, President
42. Noam Weissman, Open Dor Media, Executive Vice President
43. Yehudit Werchow, The iCenter, Senior Educator

Organizations Serving the Field of Israel Education in Some Capacity

The following organizations were identified as associated with Israel education during the website search and with the guidance of thought leaders. The tables list the organizations alphabetically and provide information on the name of the organization, when it was founded, its major clients, and the number of people served as reported by the organization over varying periods of time. All of these organizations are active in the United States, and many also have activities in Canada.

Organization	Founded	Major Client	Number Served <i>(Reported by the organization over different periods of time)</i>
Hillel International	1923	College students and alumni – Hillel staff receive professional development and apply learning to promote student commitment to Jewish life, learning, and Israel; operates International Center for Jewish and Israel Education, a 6-week cohort program (Kol Yisrael) exploring questions about Israel as a real-world case study	850 campuses with @140,000 active students and young alumni 2,000 students on 100 campuses participate in Kol Yisrael
Honeymoon Israel	2013	Young couples – at least one is Jewish – Honeymoon Israel provides travel experiences and strengthens the role of Jewish identity in the relationships of their participants	2,980 couples
Israel American Coalition (IAC) for Action	2007	Policymakers, families, Israeli and Jewish American K-12 students, college students, women leaders – IAC fights delegitimization of Israel, promotes intergovernmental working groups, influences domestic policies addressing Jewish and Israeli issues	2,431 advocates 17,987 advocate engagement activities, 10% of American-Israeli population, 105 communities
Israel on Campus Coalition (ICC)	2002	Campuses/college students – ICC provides fellowships to students to learn more about Israel and develop a sense of identity and belonging	@80 community fellowships/year @40 Geller fellowships/year

Organization	Founded	Major Client	Number Served <i>(Reported by the organization over different periods of time)</i>
Israel Now	No information	Eighth grade students – Israel Now provides travel experiences to help students learn about connections to Israel and Jewish identity	11 cities – 2 trips per year. Participation numbers not available
Israel Policy Forum (IPF)	1993	Policymakers, American Jewish leaders, young Jewish leaders, Fellowships for college students – IPF develops and disseminates information about Israel to promote positive policies	90 leaders in 2022 Chapters in 10 cities
Israel 21 C	2001	Public; Israel 21C disseminates information about Israel to educate the public	15,000 articles/700 videos available for distribution
J Street	2008	Policy makers, targeted communities, young professionals, rabbis, college students, public at large – J Street provides resources, issue briefs, meetings, and professional development primarily supporting 2-state solution to the Israel-Palestinian conflict.	Information not available
Jewish Education Project (JEP)	Over 100 years ago as the Board of Jewish Education of New York City	Early childhood centers, congregations, day schools, youth programs, K-12 educators – JEP provides information and professional development to educators who in turn apply learning in their settings	More than 8,000 educators in 2020 and over 200,000 children, teens, and families overall
Jewish National Fund USA also known as Keren Kayemet LYisrael	1901	Jewish and non-Jewish K-8, high school, college students, Israeli communities – Jewish National Fund USA promotes Israel education through travel, project-based learning, leadership training, environmental initiatives- promoting Zionist education and support	No information available

Organization	Founded	Major Client	Number Served <i>(Reported by the organization over different periods of time)</i>
Maccabi USA (formerly United States Committee Sports for Israel)	1948	Athletes – Maccabi USA provides travel experiences to Israel focused on building connection to Jewish identity and Israel	8,200 Americans
Makom (project of the Jewish Agency)	2006	Organizations and communities (city partnerships). Makom sponsors shlichim (Israeli representatives) working on campuses and in other educational positions to promote relationships with Israelis and support for Israel	Over 10,000 professionals and educators
March of the Living	1988	Teens and young adults, ages 16-35 – March of the Living promotes Jewish identity formation and connections to Israel through travel and resources for Israel education	@300,000 from 50 countries in addition to 1,000 survivors
Masa Israel Journey	2004	Teens and young adults, ages 16-35 – Masa Israel Journey provides young people with gap year and shorter intensive experiences through Israel travel, educational courses about Zionism, Israel history, culture, politics, and current events.	@200,000
Momentum (formerly where Jewish comes to life or WJCTL)	2008	Women and their children under the age of 18. Momentum provides travel, workshops, and fellowships to generate a sense of belonging and connection to Israel	@22,000 participants from 34 countries impacting more than 400,000 children
North American Federation for Temple Youth (NFTY)	1939	Jewish Reform teens grades 6-12 – NFTY provides seminars, programs, and resources related to Israel education	“thousands of teens”

Organization	Founded	Major Client	Number Served
			<i>(Reported by the organization over different periods of time)</i>
OpenDor Media (formerly Jerusalem U)	2007	Jewish people and organizations – OpenDor provides Israel education content related to history, issues, stories, and Jewish culture; educators receive training in the day school or supplementary school track	182,000 subscribers to the YouTube channel, 3,000 schools
Root One	2020	High school students who do not attend Orthodox day schools- Root One provides travel opportunities and helps students learn content and form relationships with peers and Israelis	@5,000 travelers per year in 2022
Shalom Hartman Institute North America	1976	Organizations, schools, colleges, communities - Hartman provides Israel education professional development, content, resources customized for multiple audiences	2022-2023: 50 scholars, 60 high school students; 160 college students; 170 community leaders; 600 rabbis; 260 educators, 35,000 views of podcasts
Stand with Us	2001	Middle and high school students, college students; summer camps, synagogues- Stand with Use provides professional development and leadership training.	11,445 middle school students; 10,000 high school students; 170,000 college students; Fellowship program with over 200 Fellows
The iCenter	2008	Educators, Pre-K through higher education, organizations, communities, and multiple other clients – The iCenter provides professional development, content, resources, customized support, credentials, leadership training, research and is a primary intermediary in the field	2023: 4,467 educators, 52 lay leaders; 2,174 high school students, 40 college students; 645,642 digital resources
United Synagogue Youth (USY)	1951	Jewish Conservative high school students- USY provides historical and cultural connections, promotes identity and connection with Israel	350 chapters; no additional information is available