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The Paideia European-Jewish Leadership Program: Graduate Views of Program Contributions and Impacts

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The study was initiated and funded by Irv and Carol Smokler



RESEARCH REPORT

RR-603-12

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January 2012

Jerusalem

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Executive Summary

1. Introduction

Paideia – the European Institute for Jewish Studies in Sweden was created in 2000 through grants from the Swedish government and the Marianne and Marcus Wallenberg Foundation as an academic and applied institute of excellence, with the mandate of working for the rebuilding of Jewish life and culture in Europe, and educating for active minority citizenship. It does this through offering an intensive one-year educational program in Jewish Studies directed at future leaders of Jewish life and inter-cultural work. Each year 20-25 participants attend the program, from both Jewish and non-Jewish backgrounds and a variety of European countries. In addition to the one-year Jewish Studies Program, Paideia has also developed activities for its graduates including alumni conferences, educational weekends and Project-Incubator, a two-week summer program to support projects and social innovation across Europe. Project-Incubator was introduced as a follow-up program for alumni, but has expanded its target group beyond graduates. Since its introduction in 2006, the program has developed over 100 different projects.

After several years of activity, Paideia decided to conduct an evaluation study to provide a systematic overview of the program's contributions and achievements, and identify unmet needs. The evaluation comprised a follow-up study of all graduates from 2002-2009. This report presents the findings of that study.

2. Study Goals and Design

The study of graduates addressed five major questions:

1. What are the graduates' social-demographic characteristics and what is their present employment and educational status?
2. To what extent do the graduates continue to be involved in their countries of residence in Jewish-related activities: in Jewish community life and/or in professional life/career?
3. How do graduates perceive the impact of the one-year program on their present involvement in Jewish-related activities?
4. To what extent are there professional contacts among graduates?
5. How do the graduates assess in retrospect the contributions and implementation of the one-year program?

The data were collected from graduates using a self-administrated questionnaire developed by the Myers-JDC Brookdale Institute. The questionnaires were distributed to all graduates by Paideia in February 2010 via the web-based Zoomerang platform for on-line surveys. Of the 168 graduates who completed the one-year program over the period 2002-2009, 111 (66%) responded to the questionnaire.

3. Major Findings

a. The Characteristics of Graduates:

- ◆ Most were aged 22 to 35
- ◆ They resided in more than 20 countries: 31% in various European post-communist countries, 20% in the Former Soviet Union (FSU), 33% in Sweden, the Netherlands or Germany, 7% in the UK or the U.S., and 9% in Israel
- ◆ The majority (71%) identified as Jewish, 20% as non-Jewish, and another 9% found it "difficult to say."
- ◆ Almost all (93%) had an academic degree. Most of the graduates (46%) reported that they were currently pursuing academic studies. Most were studying either for an MA (18%) or a PhD (21%).
- ◆ The majority (86%) were employed. The variety of professionals included: educators and community workers (32%); university lecturers and researchers (29%); journalists or artists (17%); others included tour guides, schoolteachers, translators, and computer engineers (22%).

b. Current Involvement of Graduates in Jewish-Related Activities

- ◆ Two-thirds (66%) reported involvement in activities related to Jewish culture or the Jewish community (24%, as very active and 44%, as active)
- ◆ The majority (78%) reported current volunteering for Jewish related activities (31%, regularly and 47%, occasionally)
- ◆ Half (51%) reported current work in a Jewish organization or in an organization concerned with Jewish issues. There were no differences by year of graduation or religion
- ◆ Similarly, half (51%) reported a current pursuit of Jewish Studies.

c. The Impact Attributed to the Program on Involvement in Jewish-Related Activities

- ◆ Two-thirds (66%) reported greater involvement in Jewish community life due to their participation in the program, while 34% reported no change
- ◆ More than half (57%) reported that their participation in the program had impacted on their professional life/career to a very great or great extent
- ◆ Almost half (46%) of the graduates pursuing Jewish Studies indicated that the program had exerted a very great or great impact on this course of action
- ◆ The vast majority of graduates (82%) reported impact in at least one of these three areas.

d. Professional Contact among Graduates

- ◆ Some 53% reported professional contact with graduates from their own country
- ◆ The vast majority of graduates (82%) were interested in broadening their professional contacts and 76% believed that Paideia should be more proactive in encouraging this.

e. The Assessment of the Contributions and Implementation of the Program

- ◆ To graduates rated as high the contributions of the program in the five areas reflecting the program goals: intellectual enrichment; Jewish identity and views of Jewish tradition;

connection to Israeli culture; community cooperation and involvement, and the development of skills

- ◆ The majority of graduates (79%) rated their overall satisfaction with the Paideia program as high or very high (5-6)
- ◆ Some 42% of the respondents felt that the program had more than met their expectations, while an additional half (50%) reported that all or most of their expectations had been met.

4. Summary

The study findings showed that graduates view the Paideia program as very successful and feel that it contributed to them to a great extent. It was found that all graduates continue to be involved in Jewish activities in their countries of residence. Most report that the program has had an important impact on their professional-life career, on their pursuit of Jewish Studies and on their involvement in Jewish community activities.

It is interesting that the passage of time since graduation was found to have no impact on the perceived contributions of the program or on the current involvement of graduates in Jewish community life, their professional life/careers and/or their involvement in Jewish Studies. The reported impacts showed no major differences by level of education, religion or occupation. These findings are all the more significant in light of the varied education, religion and occupation of graduates.

It emerges from the reports that although half of the graduates maintain professional contact are with other graduates, they feel a need to expand and promote these. Graduates were overwhelmingly interested in more contact, and Paideia is making a greater effort to promote these.

The study findings were presented to Paideia staff who found them important input for assessing the achievements of the program and identifying possible directions for future development of both the program and the activities of graduates.

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1. Introduction

Paideia – the European Institute for Jewish Studies in Sweden was created in 2000 through grants from the Swedish government and the Marianne and Marcus Wallenberg Foundation as an academic and applied institute of excellence, with the mandate of working for the rebuilding of Jewish life and culture in Europe, and educating for active minority citizenship. It does this through offering an intensive one-year educational program in Jewish Studies directed at future leaders of Jewish life and inter-cultural work. Each year 20-25 participants attend the program, from both Jewish and non-Jewish backgrounds and a variety of European countries. In addition to the one-year Jewish Studies Program, Paideia has also developed activities for its graduates including alumni conferences, educational weekends and Project-Incubator, a two-week summer program to support projects and social innovation across Europe. Project-Incubator was introduced as a follow-up program for alumni, but has expanded its target group beyond graduates. Since its introduction in 2006, the program has developed over 100 different projects.

After several years of activity, Paideia decided to conduct an evaluation study to provide a systematic overview of the program's contributions and achievements, and identify unmet needs. The study comprised two components: 1) an evaluation of the one-year program in 2007, carried out immediately after its completion; 2) an evaluation of the longer-term impacts of the one-year program among all graduates in 2002-2009, carried out in 2010.

The evaluation of the one-year program as implemented in 2007 provided information on how participants viewed the implementation and short-term program contributions. One important reason for initiating the study at that time was the major change introduced in the program structure (the track approach) and the interest in feedback on this change. The findings of this study were presented in a separate report and have helped program staff in their ongoing efforts at improvement (Korazim, M.; Katz, E. 2008. Evaluation of the Paideia One-year Program (Levinas Fellows). Data from the participants at the end of the program. Myers-JDC Brookdale Institute, Jerusalem – unpublished).

The study of the graduates (2002-2009) was designed to provide a longer-term perspective on the program contributions and impacts on the graduates. This report presents the findings of this study.

The studies were carried out by the Myers-JDC-Brookdale Institute in Jerusalem under the sponsorship of Irv and Carol Smokler.

2. Study Goals and Design

The study of graduates addressed five major questions:

1. What are the graduates' social-demographic characteristics and what is their present employment and educational status?
2. To what extent do the graduates continue to be involved in their countries of residence in Jewish-related activities: in Jewish community life and/or in their professional life/career?

3. How do graduates perceive the impact of the one-year program on their present involvement in Jewish-related activities?
4. To what extent are there professional contacts among graduates?
5. How do the graduates assess in retrospect the contributions and implementation of the one-year program?

The data were collected from graduates using a self-administrated questionnaire developed by the Myers-JDC Brookdale Institute. The questionnaires were distributed to all graduates by Paideia in February 2010 via the web-based Zoomerang platform for on-line surveys.

The study was designed to include all 168 graduates who completed the one-year program over the period 2002-2009 (8 cohorts). Included in the study were all graduates who had responded by April 2010 (111, representing 66%). In general, the response rate was somewhat higher among graduates who completed the program in 2007-09 (Table 1). No differences were found between respondents and non-respondents by age, gender, country of residence or religion (Jewish or non-Jewish). Thus, the composition of respondents was almost identical to that of the total graduate population, substantiating our conviction that the study group was representative.

Table 1: The Response Rate by Year of Graduation (in percentages)

Year of Graduation	Total Population (N=168)	Study Group (N=111)	Rate of Response
Total	100	100	66
2002 Wallenberg Fellow	11	11	63
2003 Buber Fellow	11	11	67
2004 Korczak Fellow	11	7	44
2005 Sachs Fellow	13	9	45
2006 Rosenzweig Fellow	12	13	67
2007 Levinas Fellow	15	19	84
2008 Beer Fellow	15	16	72
2009 Stendahl Fellow	12	14	80

The report presents the findings on each of the five questions addressed by the study.

3. The Graduates' Characteristics

3.1 Socio-Demographic Characteristics of the Graduates

The socio-demographic characteristics of the graduates show the following (Table 2):

- ◆ The majority of the graduates were aged 22 to 35. At the time of their participation in the program, half were under 25 years old. About two-thirds (69%) were female.
- ◆ They reside in more than 20 countries: 31% in various European post-communist countries, 20% in the Former Soviet Union (FSU), 33% in Sweden, the Netherlands or Germany, 7% in the UK or U.S., and 9% in Israel.
- ◆ The majority (71%) identify as Jewish, 20% as non-Jewish, and another 9% find it "difficult to say."

Table 2: Socio-Demographic Characteristics of the Graduates (in percentages)

Characteristics	Total
Age	
22-25	17
26-30	41
31-35	21
36-40	6
41 and older	15
Gender	
Female	69
Male	31
Country of residence	
Sweden, the Netherlands	21
Germany	12
U.S., United Kingdom	7
Israel	9
European Post-communist countries*	31
Former-Soviet Union (8 countries)	20
Religion	
Jewish	71
Difficult to say	9
Non-Jewish	20

*Czech Republic, Slovakia, Hungary, former Yugoslavia, Poland, Romania, Bulgaria

3.2 Current Education and Employment of the Graduates

- ◆ Almost all the graduates (93%) have an academic degree: 31% have a BA, 53% have an MA, and 9% have a PhD. Among non-Jewish graduates, the level of education is higher: 91% have an MA or PhD as compared with 55% of Jewish graduates (Table 2).
- ◆ Some 46% of the graduates reported that they were currently pursuing academic studies (Table 2). Most were studying either for an MA (18%) or a PhD (21%). The percentage of those studying was somewhat higher among 2006-09 graduates than 2002-05 graduates (64% and 48% respectively).
- ◆ The majority of graduates (86%) were working, whether fulltime (56%) or part time (30%).
- ◆ The graduates were employed in a variety of occupations, including the following : educators and community workers (32%); university lecturers and researchers (29%); journalists or artists (17%) and other occupations, such as tour guides, schoolteachers, translators, and computer engineers (22%). Among non-Jewish graduates, there was a higher percentage of lecturers and researchers (57% versus 22%) and a lower percentage of educators and community workers (24% versus 35%), as well as journalists and artists (5% versus 20%).

Table 3: Education, Employment and Occupation of Graduates by Year of Graduation and Religion (in percentages)

Characteristics	Total	Year of Graduation		Religion	
		2002-2005	2006-2009	Jewish*	Non-Jewish
Current level of education					
BA	13	17	10	16	--
Studying for BA	7	7	7	9	--
MA	32	41	28	32	36
Studying for MA	18	16	22	20	9
PhD	5	5	6	4	9
Studying for PhD	21	12	23	15	46
Post-PhD	4	2	4	4	--
Employment status					
Fulltime	56	62	52	53	68
Part time	30	29	30	31	23
Not working	14	10	17	16	9
Occupation					
Educators and community workers	32	32	32	34	24
Lecturers and researchers	29	24	33	22	57
Artists / journalists	17	15	18	20	5
Other	22	29	16	24	14

* "Jewish" includes those who reported "Jewish" and "Difficult to say"

4. Current Involvement of Graduates in Jewish-Related Activities

One of the major goals of the study was to assess the extent to which graduates continue to be involved in Jewish-related activities in their countries of residence after completing the program. We looked at two areas of involvement: in Jewish community life, and in Jewish-related activities in their professional life/careers.

4.1 Involvement of Graduates in Jewish-Related Activities in Community Life

We used two measures of involvement in Jewish-related activities in community life in the study: the extent of involvement in activities related to Jewish culture or the Jewish community and then, more specifically, the extent of volunteering for Jewish-related activities.

The findings of Table 4 show that:

- ◆ Two-thirds of the graduates (66%) reported involvement in activities related to Jewish culture or the Jewish community (24%, as very active and 44%, as active). As expected, the rate of involvement was higher among Jewish than non-Jewish graduates (73% and 54% respectively). No differences were found by year of graduation.
- ◆ The majority of graduates (78%) reported current volunteering for Jewish-related activities (31%, regularly and 47%, occasionally). The rate of volunteering was found to be higher among non-Jewish than Jewish graduates (95% and 62% respectively). It was also higher among lecturers/researchers and journalists/artists (96% and 71%) than

educators/community workers and other professions (54% and 41%). No differences were found by year of graduation.

Table 4: Involvement in Jewish Culture/Community Activities and in Volunteering for Jewish-Related Activities, by Year of Graduation and Religion (in percentages)

	Total	Year of Graduation		Religion	
		2002-2005	2006-2009	Jewish*	Non-Jewish
Involvement in Jewish culture/community activities					
Very active and active	66	66	66	73	54
Not so active	30	31	29	27	41
Not active at all	4	3	5	--	5
Volunteering for Jewish-related activities					
Regularly	31	22	22	18	36
Occasionally	47	47	46	43	59
Never	22	31	32	38	5
Involvement and volunteering					
Both	35	33	36	32	50
Only involved	31	32	32	38	5
Only volunteering	34	36	32	30	45
Neither	--	--	--	--	--

* "Jewish" includes those who reported "Jewish" and "Difficult to say"

To measure the overall involvement in Jewish community life we combined the two activities – involvement in Jewish culture/community and in volunteering. The findings show that all the graduates were involved in at least one of the two activities: a third reported involvement in both activities; a third, only in Jewish culture/community; and a third, only in volunteering. Among Jewish graduates, 32% were involved in both activities compared with 50% of non-Jewish graduates.

4.2 Involvement of Graduates in Jewish-Related Activities in Professional Life/Career

We used two measures of involvement in Jewish-related activities in professional life/career that in the study: working in a Jewish organization or an organization concerned with Jewish issues in some way; and involvement in any form of Jewish Studies. The findings (Table 5) show that:

- ◆ Half (51%) of the graduates reported current work in a Jewish organization or in an organization concerned with Jewish issues. There were no differences by year of graduation or religion.
- ◆ Similarly, half (51%) of the graduates reported a current pursuit of Jewish Studies. The percentage was higher among non-Jewish than Jewish graduates (77% and 44% respectively). No differences were found by year of graduation.

Table 5: Working in Jewish-Related Organizations and Involvement in Jewish Studies by Year of Graduation and Religion (in percentages)

	Total	Year of Graduation		Religion	
		2002-2005	2006-2007	Jewish*	Non-Jewish
Work in Jewish organizations or organizations related to Jewish issues					
Yes	51	33	36	50	50
No	49	66	64	50	50
Current pursuit of any form of Jewish Studies					
Yes	51	43	56	44	77
No	49	57	44	56	23
Involvement in Jewish organizations and/or in Jewish Studies					
At least one	72	71	72	66	95
Doing both	29	29	19	28	32
Only working in Jewish organizations	21	28	16	22	18
Only involved in Jewish Studies	22	14	27	16	45
Involved in neither	28	29	28	34	5

* "Jewish" includes those who reported "Jewish" and "Difficult to say"

To measure the overall professional involvement, we combined the two activities of working in a Jewish organization and pursuing Jewish Studies. The findings show that 72% of the graduates were involved in at least one of these activities: 29% were involved in both; 21% only worked in a Jewish organization, and 22% only pursued Jewish Studies. It is interesting that the percentage of respondents involved in at least one aspect was higher among non-Jewish than Jewish graduates (95% versus 66%), particularly as regards the pursuit of Jewish Studies (45% versus 16% respectively).

4.3 Combined Involvement in Jewish-Related Activities – Jewish Community Professional Life/Career

The integrative analysis of the four measures of involvement (Jewish culture/Jewish community, volunteering for Jewish activities, working in a Jewish organization, and pursuing Jewish Studies) showed that all graduates were involved in at least one.

There was variation among the graduates in the number of activities in which they were involved: 13% were involved in all four activities; 32%, in three; 33%, in two and 22%, in one (Table 6). No differences were found by year of graduation. The rate of involvement was somewhat higher among non-Jewish than Jewish graduates (64% were involved in 3-4 activities versus 40%).

Table 6: Number of Jewish-Related Activities in which Graduates were Involved, by Year of Graduation and Religion (in percentages)

Number of Activities	Total	Year of Graduation		Religion	
		2002-2005	2006-2007	Jewish*	Non-Jewish
One	22	21	22	27	--
Two	33	35	32	33	36
Three	32	31	33	28	50
Four	13	12	12	12	14

* "Jewish" includes those who reported "Jewish" and "Difficult to say"

5. The Impact Attributed by Graduates to the Program on their Involvement in Jewish-Related Activities

In addition to the information on their actual involvement in Jewish-related activities, we asked graduates to assess the impact of the Paideia program on their involvement in Jewish community life, on their professional life/career and on their pursuit of Jewish Studies.

5.1 The Impact of the Program on Involvement in Jewish Community Life

The graduates were asked to assess the impact of the program on their involvement in activities related to Jewish culture or the Jewish community. Two-thirds (66%) reported greater involvement due to their participation in the program, while 34% reported no change (Table 7). No differences were found by year of graduation or religion.

A relationship was found between actual involvement in Jewish community life and the graduates' assessment of program impact. The majority (80%) of respondents reporting involvement in both activities (in Jewish culture/community and volunteering for Jewish activities) indicated an increase due to their participation in the program, compared with respondents involved only in activities of Jewish culture/community (69%) or only in volunteering (46%).

The strength of these relationships also demonstrates the consistency of the graduates' reports on the impact of the program.

5.2 The Impact of the Program on Professional Life/Career

The graduates were asked to assess the impact of the program on their professional life/career. According to the findings, more than half (57%) reported that participation in the Paideia program had impacted on their professional life/career to a very great or great extent; a third rated the impact as small, and only 13% reported no impact (Table 7). No differences were found by religion or year of graduation.

Differences were found by occupation: the percentage attributing a great impact to the program was higher among journalists/artists (80%) than among educators/community workers (62%) or lecturers/researchers (59%).

The findings showed a strong relationship between actual work in a Jewish organization and the reported impact of the program on professional life/career (Table 8). The impact attributed to the program was significantly higher among respondents working in Jewish-related organizations than those who were not (70% and 36% rated the impact as very great or great).

Table 7: The Graduates' Assessment of the Program Impact on their Involvement in Jewish Community Life, their Professional Life/Career and their Pursuit of Jewish Studies (in percentages)

Program Impact	Total	Year of Graduation		Religion	
		2002-2005	2006-2009	Jewish*	Non-Jewish
Program impact on involvement in Jewish community life					
Involvement increased	66	67	67	64	68
Involvement did not change	34	33	33	36	32
Program impact on professional life/career					
Very great or great extent	57	62	53	55	65
Small extent	30	23	36	30	35
Not at all	13	15	11	15	--
Program impact on involvement in Jewish Studies**					
Very great or great extent	84	88	45	85	82
Small extent	9	6	11	10	6
Not at all	7	6	8	5	12
Number of areas of impact					
One	25	28	23	25	25
Two	27	38	20	29	20
three	30	22	34	26	45
None	18	12	22	20	20

* "Jewish" includes those who reported "Jewish" and "Difficult to say"

** This was asked only of participants currently pursuing Jewish Studies

5.3 The Impact of the Program on the Pursuit of Jewish Studies

Graduates pursuing Jewish Studies were asked about the impact of the program on this course of action. The vast majority (84%) indicated a very great or great impact (Table 7). No differences in rate impact on Jewish Studies were found, by religion or year of graduation.

A strong relationship was also found between pursuit of Jewish Studies and the reported impact of the program on professional life/career (Table 8). Respondents pursuing Jewish Studies (64%) rated the impact as greater than those who were not (48%). Correspondingly, those involved in both activities (Jewish studies and work in a Jewish-related organization) reported the greatest impact (72%).

The strength of these relationships also demonstrates the consistency of the graduates' reports on the impact of the program.

Table 8: Relationship between Working in Jewish-Related Organizations and Involvement in Jewish Studies and the Reported Impact of the Program on Professional career

	Extent of Impact on Professional Life		
	Very Great and Great Extent	Small Extent	Not at all
Working in Jewish related-organizations			
Yes	71	25	4
No	38	37	25
Current Involvement in Jewish Studies			
Yes	64	32	4
No	48	30	22
Working and studying			
Both	72	25	3
Only working in Jewish organizations	68	27	5
Only involvement in Jewish Studies	52	43	5
Neither	32	32	36

5.4 The Combined Impact of the Program on the Three Areas

The integrative analysis of the three areas of impact (on involvement in Jewish community life, on professional life/career and on pursuing Jewish studies) showed that the vast majority of the graduates (82%) reported an impact on at least one area (Table 7). Almost a third reported an impact on all three areas; an additional 27% reported an impact on two areas and 23%, on one area; the remaining 18% did not report any impact.

Some differences were found by year of graduation – a somewhat higher percentage of respondents who graduated earlier attributed impact in at least one area than those who graduated more recently (88% versus 78% respectively).

6. Professional Contact among Graduates

Paideia defines the promotion of professional contacts and cooperation among the graduates as an important goal and component of its activities.

The study examined current contacts among graduates and their satisfaction with the extent of contact, both in their own countries and across Jewish communities (Table 9).

Table 9: Professional Contact among Graduates (in percentages)

Contact	Graduates
Have professional contact with other graduates	53
Have joint projects with other graduates	12
Interested in more contact	82
Feel that Paideia should promote more contact among graduates	76

The graduates were asked if they have had ongoing professional contact with other graduates since graduation. Some 53% reported professional contact with graduates from their own countries: 24%, only with graduates from their own year of study; 10%, only with graduates from

other years of study and 19%, with both. No differences were found by year of graduation or religion.

Differences were found by country of residence and occupation. The percentage reporting contact was higher among graduates from Sweden (64%) and FSU countries (67%) than among those from the U.S. and UK, Israel, and Eastern European countries (25%, 30% and 37% respectively). More educators and community workers reported contact than did researchers and lectures (63% versus 48%). No differences were found by year of graduation.

Some 12% of the respondents reported that they had developed joint projects with other graduates.

Asked if they were interested in expanding their professional contact with other graduates and if Paideia should do more to promote professional relations among alumni, the vast majority responded affirmatively (82% and 76% respectively).

7. The Graduates' Assessment of Program Contributions and Implementation

In this section, the focus shifts from the current involvement of graduates to their retrospect views of the one-year program

7.1 The Graduates' Assessment of Program Contributions

The reported impact of the program on involvement in Jewish activities can be understood against the background of program contributions. The contributions measured consisted of five major areas that reflect the goals of the program: intellectual enrichment; Jewish identity and views of Jewish tradition; ties to Israeli culture; community cooperation and involvement, and the development of skills (Table 10). The graduates were asked to rate the contributions of the program on a six-point scale with reference to 11 items grouped into these five areas.

Intellectual enrichment was rated as having the highest contribution, 87% of the graduates gave it a score of 5-6. In the other four areas, some 40%-60% rated the program as having a high contribution. The average overall score was 4.4.

We also examined the distribution of graduates by the number of items ranked as high (5-6). We found that 33% ranked 8 to 11 items as high, 40% – 5 to 7 items; 26% – 1 to 4 items, and only 1% – ranked no items as high. No relationship was found between the number of items ranked high and sociodemographic characteristics or year of graduation. The differences in the rankings may reflect either the effectiveness of the program for graduates or, on the other hand, the initial situation of a graduate at the point of entry into the program. For example, someone starting out with a strong Jewish identity or strong ties to Israeli culture may have attributed a lower contribution to the program in these areas.

Table 10: The Assessment of Graduates of the Contribution of the Program to Attitudes, Knowledge and Skills (in percentages)

Program Contributions	Extent of Contribution			Average
	Score 5-6 High	Score 3-4 Medium	Score 1-2 Low	
Intellectual enrichment				
1. Enriched you intellectually	87	12	1	5.5
2. Deepened your knowledge of Jewish culture and tradition	81	15	4	5.2
Jewish identity and views of Jewish tradition				
3. Strengthened your Jewish identity	51	33	16	4.3
4. Changed your perceptions of Jewish culture	58	29	13	4.4
Ties to Israeli culture				
5. Strengthened your ties to Israeli culture	45	34	21	4.0
6. Improved your knowledge of Hebrew	48	37	15	4.2
Community cooperation and involvement				
7. Enabled you to create new relationships with Jewish professionals	65	26	9	4.7
8. Strengthened your interest in Jewish community involvement	51	40	9	4.2
9. Created a common base for cooperation among European Jewish communities	37	44	19	3.9
Development of skills				
10. Provided you with new skills for your personal professional development	46	43	11	4.3
11. Developed your skills for leading activities in the Jewish community or in the sphere of Jewish culture	42	38	20	3.9

We examined the relationship between the number of program contributions rated high and the number of areas of impact attributed to the program. (Table 11). The majority (79%) of those who rated 8-11 items as high also reported a program impact on three or two areas, compared with 29% among those who rated 1-4 items as high.

Table 11: Relationship between the Number of Contributions Rated as High and the Number of Areas of Impact (in percentages)

No. of Contributions Rated as High	Total	Impact on Three Areas	Impact on Two Areas	Impact on One Area	No Impact
1-4	100	7	32	14	46
5-7	100	33	22	33	12
8-11	100	44	29	24	3

7.2 Satisfaction with the Program

The graduates were asked to evaluate the extent of their satisfaction with the program as a whole, as well as with seven specific aspects of implementation on a 6-point scale (Table 12) from 1 (not at all) to 6 (very great).

The findings show that the vast majority of graduates were very satisfied with the quality of the scholars (83% gave a score of 5 or 6). The majority were also very satisfied with the teaching methods, the atmosphere of learning and the physical premises. The level of satisfaction with the composition of the group of participants was somewhat lower. The average score was over 4 on all items. No relationship was found between level of satisfaction and sociodemographic characteristics or year of graduation.

Table 12: Level of Overall Satisfaction with the One-Year Program and Satisfaction with Different Aspects of Program Implementation (percentages and means)

Satisfaction with different aspects of the program	Rating			Average
	Score 5-6 High	Score 3-4 Medium	Score 1-2 Low	
1. Content of the program (curriculum)	56	39	11	4.6
2. Quality of scholars	83	16	1	5.2
3. Teaching methods	67	29	4	4.6
4. Atmosphere of learning	60	30	10	4.5
5. Physical premises	60	36	4	4.6
6. Composition of the group	42	45	13	4.2
7. General management	54	40	5	4.5
Overall satisfaction with the program	79	18	3	5.1

The majority of graduates (79%) rated their overall satisfaction with the program as high or very high (5-6), 18% rated it as medium (3-4), and only 3% rated it low (1-2).

Another indicator of overall satisfaction is the degree to which the program met the expectations of graduates. Here, the responses were very positive – some 42% of the respondents felt that the program had more than met their expectations while half (50%) reported that all or most of their expectations had been met.

7.3 Graduates' Suggestions for Improvement

The graduates were asked if they had any suggestions for improving the Paideia program. The majority (77%) had none. The remaining 23% were asked to specify, resulting in a broad range of suggestions. From their responses, four major directions were identified:

1. Recruiting participants of a similar academic level and level of Jewish knowledge (suggested by 7 graduates).
 - ◆ "Should divide group more carefully, depending on academic level";
 - ◆ "Needs to have a clearer idea on what group of students it wants to focus – young professionals interested in learning more about Jewish tradition or training young people who have no background or knowledge of Jewish culture. The two groups don't mix well."

2. Raising the academic level of the program through a more in-depth curriculum, the possibility of accreditation and, perhaps, a formal degree (suggested by 6 graduates).
 - ◆ *"Paideia needs to have tests and give a university degree like an MA or something equal to that";*
 - ◆ *"Considering post-graduate studies or developing cooperation with other institutions for post-graduate studies (doctoral or post-doctoral studies and research)";*
 - ◆ *"Paideia should strive to get accredited so that participants can earn credits for their studies. Take the program to a higher academic level."*

3. Relying more on the Western European experience (suggested by 3 graduates)
 - ◆ *"I would appreciate more 'European' scholars on Jewish topics, maybe successful community leaders from Europe, not necessarily all Israelis as scholars."*
 - ◆ *"More focus on Western Europe (taking examples from Western Europe that may also be useful for Eastern Europe)".*

4. Enhancing the development of professional contact among the graduates (suggested by 6 graduates):
 - ◆ *"The alumni chain should work more effectively and actively, start creating ties among the participants and alumni, while they are still at Paideia";*
 - ◆ *"Paideia should organize meetings of graduates from within the countries to enable exchange of experience and to strengthen the relations among graduates";*
 - ◆ *"Paideia graduates should further develop their professional relations in terms of Jewish community involvement, research and academic Jewish Studies, Jewish art and media etc."*

8. Summary

The findings from the study show that the graduates view the Paideia program as very successful and attribute a great contribution to it. The study shows that:

- ◆ All graduates continued to be involved in Jewish activities in their countries of residence after completing the program. All were involved in some activities related to Jewish community life. In addition the majority either worked in a Jewish organization and/or pursued some form of Jewish Studies.
- ◆ Most of the graduates reported that the program had an important impact on at least one of three areas – their professional life/career, the pursuit of Jewish Studies, and their involvement in Jewish community activities.
- ◆ Most of them rated the contribution of the one-year program as high, in various areas related to professional enrichment and other aspects of Jewish identity, personal development and community involvement. They also expressed high levels of satisfaction with the quality of the program and its implementation.

- ◆ It is interesting that the passage of time since graduation was found to have no impact on the perceived contributions of the program or on the current involvement of graduates in Jewish community life, their professional life/careers and/or their pursuit of Jewish Studies. The reported impacts showed no major differences by education, religion or occupation. These findings are all the more significant in light of the varied levels of education, religion and occupation among graduates.
- ◆ It emerges from the reports that professional contacts among graduates are limited and efforts should be made to expand and promote these. About half the graduates reported professional contact with other graduates. Overwhelmingly, however, the graduates were interested in more contact and in Paideia playing a more proactive role in its promotion. To address this interest, it is important that Paideia clarify and develop more concrete goals regarding the type of joint activities it would like to promote, the type of assistance to be considered, and the involvement of alumni as partners in this broader effort.

The study findings were presented to Paideia Institute staff who found them important input for assessing the achievements of the program and identifying possible directions for the future development of both the program and of activities for graduates.