

ENTER

The Jewish Peoplehood Alliance
היזמה לקידום עמיות יהודית



מדינת ישראל
משרד החינוך



RootOne

One2One

ONLINE ENCOUNTERS BETWEEN JEWISH TEENS AROUND THE WORLD

Friendship



Peoplehood



Conversation

A Three-Year Perspective

Ezra Kopelowitz Ph.D.

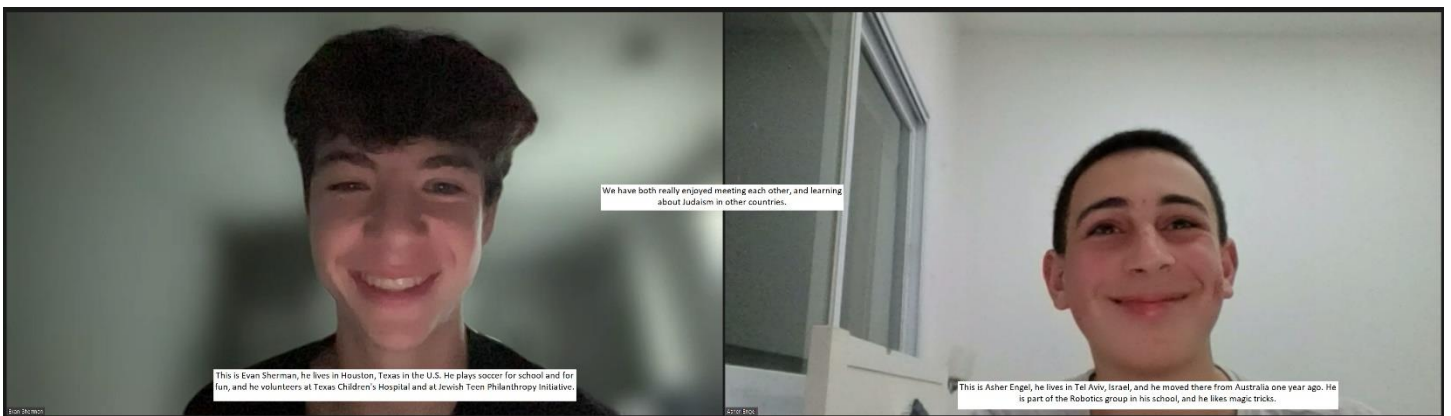
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Executive Summary

Started in 2021, in the midst of the global pandemic, *ENTER: The Jewish Peoplehood Alliance* (ENTER) launched One2One, an online mifgash (educational encounter) between Jewish high school aged teens who live in Israel and North America. To date 7,200 teens have participated in an online mifgash, which involves two teens, meeting once a week, over five weeks for at least 30 minutes each meeting.

This report focuses on One2One's development of "the online mifgash" since its inception in 2021, the contribution to the field of Israel education, to One2One's strategic partners and the participating teens.

The Virtual Mifgash

"The Mifgash" is an educational methodology developed in the 1980s by travel programs bringing Diaspora Jewish teens to Israel. The Mifgash has since taken root as a basic component in many of the educational venues involving Diaspora Jews traveling to Israel, and Israelis traveling abroad, including programs aimed at adults.

One2One's innovation is the development of an online mifgash. The in-person mifgash requires travel, which is costly and involves high levels of organizational and communal investment. The goal of the online mifgash is to enable the beneficial outcomes associated with in-person mifgashim, without requiring international travel. Until One2One there was no systematic development of the online mifgash in a manner that can reach large numbers of participants.

The report shows how One2One utilizes three elements to enable online mifgashim, 1) **technology** to enable the online meetings; 2) **organizational partnerships** which are essential for recruiting the participating teens and enabling the online mifgashim to contribute to broader educational processes; and 3) appropriate **educational design**.

Outcomes for Partnering Organizations and Teen Participants

The proliferation of the mifgash as an educational methodology is due to the strong cognitive, emotional, and behavioral outcomes from the experience of meeting Jewish peers. These outcomes are presented in the context of One2One in this report.

For partnering organizations One2One serves as a trigger process for broader educational processes. For the Israel Ministry of Education One2One contributes to the motivation and confidence of Israeli high school students to speak English. For RootOne, One2One provides a pre-trip experience that motivates the North American Jewish teens ahead of their summer educational travel experience in Israel.

The Jewish teen participants who did not know each other previously report, (1) enjoying the encounter and finding it personally meaningful; and, (2) a contribution to their lives in terms of friendships formed, their connection to the Jewish People and (for the Israelis) speaking English.

Building on Success

Where One2One succeeds, relationships are central. The discussion and recommendations build on the ongoing learning accrued over One2One's first three years. That learning points to the importance of strategic partnerships of the type established with the Israel Ministry of Education and RootOne, and the relationships formed between teen participants. Recommendations include five areas:

1. **Diverse Conversations:** The recognition that teens have diverse interests, and how One2One can support what the teens themselves want to discuss.
2. **The conversations are imbued with Jewish meaning** which drive the Peoplehood outcomes. It is possible to achieve a meaningful and formative experience for the teens, without asking those who are not interested to discuss broader social issues or ethical dilemmas or ask them to engage in the study of Jewish text.
3. **Building on One2One as a trigger event for ongoing educational processes** with value for One2One's strategic partners.
4. When working with schools, to **continue to focus on experiential educational qualities** that One2One brings to the table.
5. **Adopting an experimental design** that supports diverse conversations between Jewish teens.

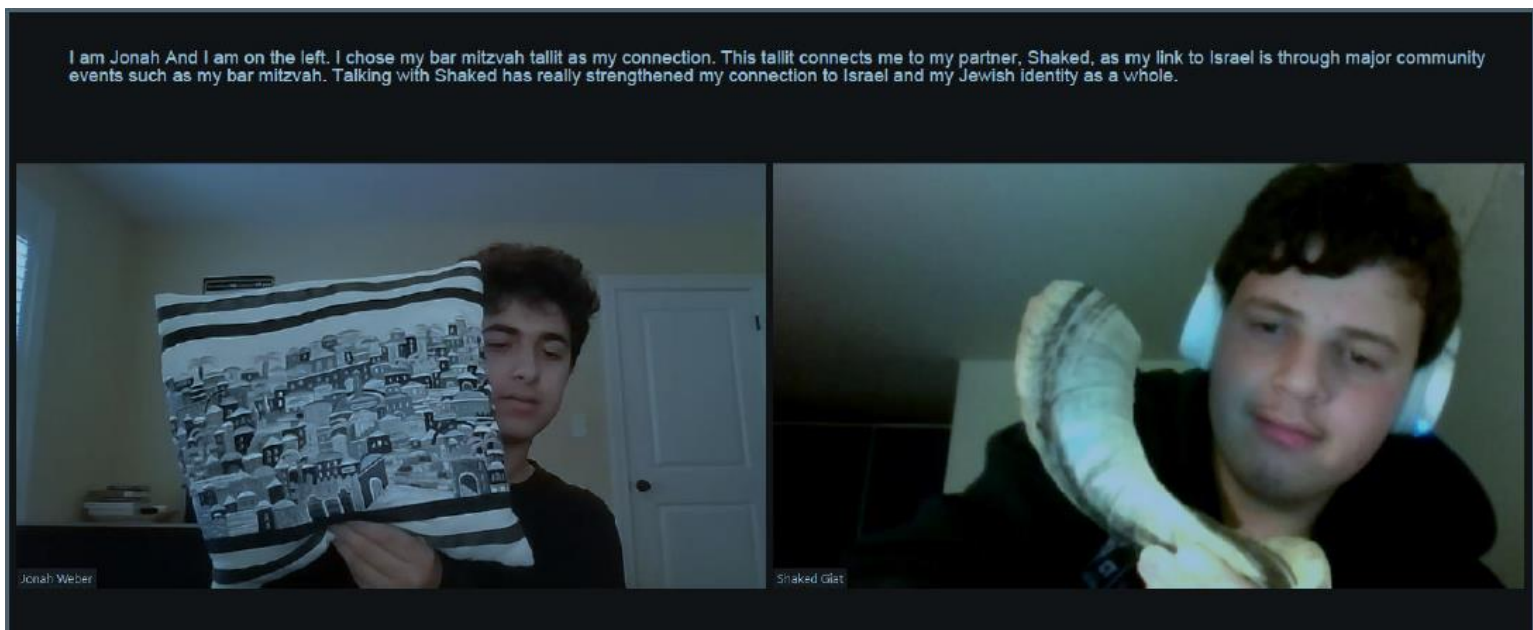
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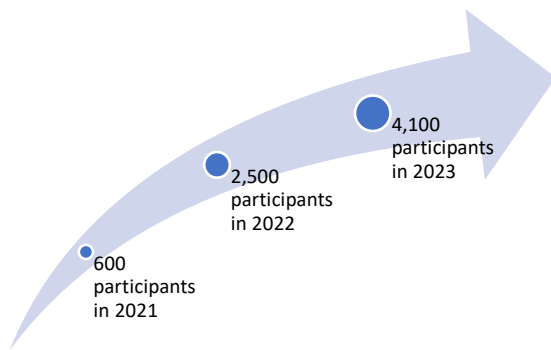
"The Mifgash" is an educational methodology developed in the 1980s by educational organizations bringing Diaspora Jewish teens to Israel on educational travel programs. The initial goal was to enable direct interaction with Israeli teens as part of the educational program. The success of the format led to the creation in 1994 of *The Charles R. Bronfman Centre for the Israel Experience: Mifgashim* with the express purpose of furthering the use of the direct educational encounters between Israelis and Diaspora Jews. The Bronfman Centre closed as an independent organization in 2001, but the Mifgash has since taken root as a basic component in many of the educational venues involving Diaspora Jews traveling to Israel, and Israelis traveling abroad, including programs aimed at adults as well as teens.

One2One's Innovation. The proliferation of the mifgash as an educational methodology is due to the strong cognitive, emotional, and behavioral outcomes from the experience of meeting Jewish peers.¹ These outcomes are presented in the context of One2One in the following pages. One2One's innovation is the development of an online mifgash. The in-person mifgash requires travel, which is costly and involves high levels of organizational and communal investment. **The goal of the online mifgash is to enable the beneficial outcomes associated with in-person mifgashim, without requiring international travel.** Until One2One there was no systematic development of the online mifgash in manner that can reach large numbers of participants.



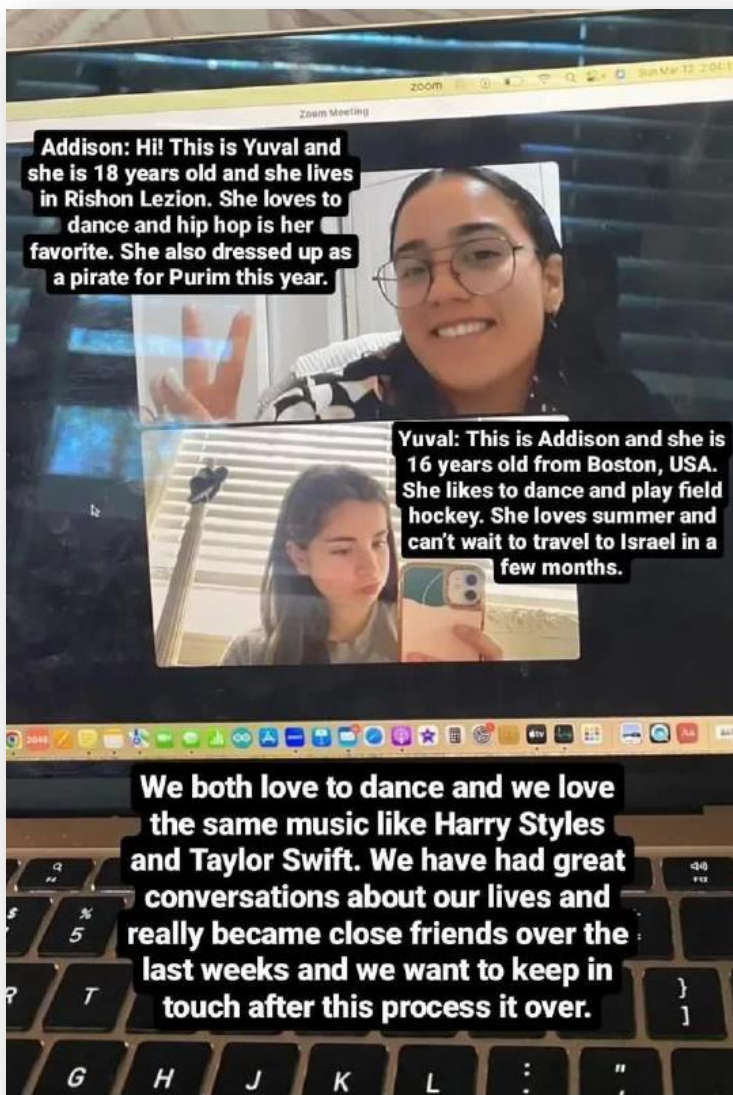
¹ For background and theoretical perspectives on the Mifgash see: Minna Wolf. 2007. *Adjusting the Boundary: Exploring Identities during Israel Experience Mifgashim*. PhD Dissertation, Melton Centre for Jewish Education, The Hebrew University of Jerusalem, Israel, 2007; Erik H. Cohen. 2000. "Mifgashim: A Meeting of Minds and Hearts, *Journal of Jewish Education*, 66:1, 23 – 37, 2000;" Ezra Kopelowitz. 2003. "Between Mifgash and Shlichut: Paradigms in Contemporary Zionist Education and the Question of the Ideological Relationship between Israel and Diaspora. Department of Jewish Zionist Education, The Jewish Agency; Jackie Feldman and Neta Katz. 2002. "Three Mifgashim in 2001: How Youth Encounters Reflect Israelis and Diaspora Jews Ideological Position towards Each Other. Department of Jewish Zionist Education, The Jewish Agency.

Three Year Perspective – Technology, Partnership and Education



One2One's pilot year in 2021 involved 600 participants (half Israeli, half from the United States), growing to 2,500 participants in 2022 and 4,100 participants in 2023.

One2One's growth depends on developing three areas: 1) **technology** to enable the online meetings; 2) **organizational partnerships** which are essential for recruiting the participating teens and enabling the online mifgashim to contribute to broader educational processes; and 3) appropriate **educational design**.



Pairing Teens & Technology

One2One developed and continues to refine a technological platform to organize and manage the simultaneous meeting of thousands of teens. The platform draws on the characteristics and common interests of the teens themselves through an algorithm that pairs the participants into pairs. Prior to the first meeting, teens received an orientation on how to use the platform, navigate cross-cultural dialogue and the program's expectations.

Each year between 60% and 71% the participants report that "we were perfectly matched," with approximately 30% reporting that "the match was not perfect, but it was good enough." Between 5% and 10% of each cohort report that "we were not well matched."

Partnerships

Partner organizations view the online mifgash as an added value for their educational mission and thus are willing to bring their teens to One2One. The organizations also embed the five One2One meetings within broader educational processes amplifying the outcomes for participants from participation.

To date, One2One has developed two anchor partnerships in Israel and the United States, with a number of experimental partnerships developed in 2023. **The anchor partnerships are:**

- ❖ **The Israel Ministry of Education.** Participating teens are students who come to One2One by way of their high school English class. The students earn credit toward their matriculation.
- ❖ **RootOne.** In 2021, ENTER partnered with 20 American Jewish organizations who recruited their teen participants to the online mifgash. Given the logistics involved in working with 20 organizations, One2One chose to partner with [RootOne](#) in 2022. RootOne's mission is "to maximize the number of North American Jewish teens who experience Israel first-hand, and to maximize the impact that these experiences have on each teen." RootOne provides financial incentives for teens to participate in an educational Israel summer travel program, working with North American Israel trip organizers. For a teen to receive the travel grant they need to participate in a pre-trip program. The teens can choose between different pre-trip programs, with One2One given a special status as a recommended program by RootOne.

Israeli Schools

- 2021: 12 schools participated, including 22 teachers
- 2022: 25 schools and 54 teachers
- 2023: 40 schools and 100 teachers

RootOne

- 2021 (Prior to Rootone): 20 North American organizations
- 2022: 34 Israel trip providers
- 2023: 35 Israel trip providers

Experimental Partnerships

In 2022-2023, ENTER started implementing different models of One2One, which serve additional goals and target audiences. The goal is integration with organizations who conscript participants and in turn benefit in terms of their educational mission. The following were experimental partnerships in 2022/23.

Hebrew Language Model – In partnership with The Jewish Federation of Greater Washington, students from Berman Hebrew Academy and other communal institutions participated in One2One as part of their Hebrew studies. The conversations took place in Hebrew and in English, so both sides could practice conversational skills.

English Excellence – Unistream is an organization working with youth in Israel's geographic and socioeconomic periphery and has incorporated One2One as a pilot program in their English excellence track.

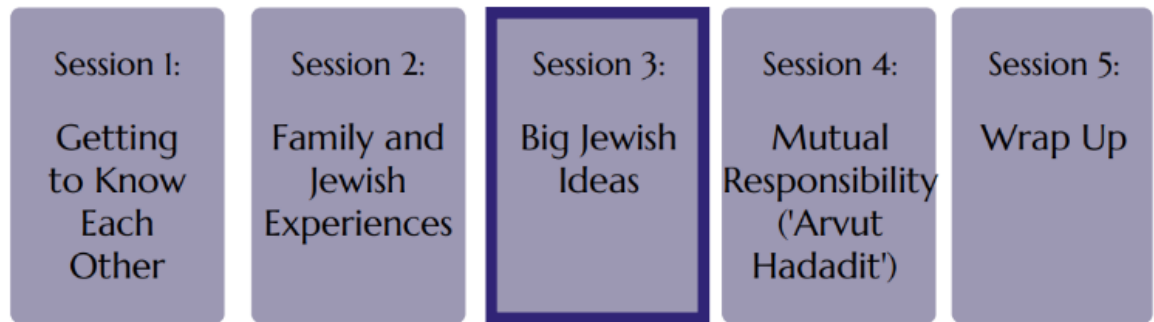
Post Israel Summer Trip - Together with RootOne, One2One built a program for teens returning from summer Israel travel, using the online mifgash as a method for deepening conversations sparked by their trip.

Educational Design

One2One 2023 Curriculum

One2One is a Jewish experiential educational program. Success = participants reporting a formative social experience, which is engaging and personally meaningful. Participants report an enjoyable social experience and learning about one another, while learning together.

ON THE AGENDA



One2One's curriculum is designed to enable a feeling of comfort and stimulate curiosity in the first meeting. The teens are provided with suggested conversation starters with a focus on the similarities and differences between them. In meeting two, the teens discuss their family and Jewish experiences, with the next two meetings focused on formal topics of conversation. In the final meeting the teens capture their experience in a presentation – examples of which are shown throughout this report. This curricular approach evolved through feedback from participants and the evaluation findings. The evolution of the educational program is presented starting on page 16.

Core Characteristics of Experiential Jewish Education

1. **Holistic:** A focus on holistic Jewish developmental goals that encompass not just what one knows about Judaism, but also how one feels and what one does, as encapsulated by terms such as identity, engagement, or socialization
2. **Activity:** The use of an activity, particularly one that is interpersonal and seen as engaging or fun.
3. **Social/Emotional:** Attention to social and emotional dynamics as central to the success of the educational endeavor
4. **Learner centeredness,** as manifested in the adaptability of the program according to the needs, interests, passions, etc., of the participants
5. **Scaffolded opportunities for reflection**
6. **Continuity of experience,** as opposed to “one shot” programs
7. **Challenge:** The incorporation of challenge as a vehicle for learning and growth
8. **Facilitation:** A stance of facilitation, as opposed to one more didactic, on the part of the educator.

In Jeffrey S. Kress (2014) "Experiential Jewish Education Has Arrived! Now What?" *Journal of Jewish Education*, v80 n3 p. 324.C

Evaluation Methodology

An Internet survey was sent to participants by way of email and sms invitations before and after the program.

		2021	2022	2023
Pre-Survey	# Responses	580	2032	2919
	% Response	77%	81%	71%
End Survey	# Responses	284	1565	2010
	% Response	46%	63%	49%

Who Participates?

Gender

The gender of participants is roughly similar across the years, with approximately 60% identifying as female and 38% male and 2% selecting other categories.

Grade Level

Approximately three-quarters of the 2021 and 2022 cohorts were composed of 10th and 11th graders. 2023 was intentionally designed so that the January cohort will attract older participants, especially Israeli 12th graders so that their participation will occur before end of year exams. 42% of the January cohort were 12th graders, as compared to 12% and 16% in 2021 and 2022 respectively. In comparison the March 2023 cohort stands out for the relatively large number of 9th graders (21%).

Exhibit 1: High School Grade

	2021	2022	January 2023	March 2023
9th	11%	9%	7%	21%
10th	41%	41%	25%	49%
11th	32%	33%	22%	27%
12th	12%	16%	42%	3%
Other	3%	n/a	n/a	n/a
Total	100%	100%	100%	100%

Exhibit 2: Religious Identification

	2021	2022	2023
National Religious / Orthodox	13%	8%	11%
Liberal Religious	1%	1%	1%
Traditional	18%	18%	16%
Conservative	16%	15%	15%
Reconstructionist	1%	1%	1%
Reform	15%	20%	18%
Secular	22%	18%	17%
Just Jewish	9%	17%	17%
Other	4%	3%	4%
Total	100%	100%	100%

Religious Identification

Two-thirds of the Americans identify as Conservative, Reconstructionist or Reform, with 29% identifying in a non-denominational manner.

Israeli participants distribute across the Israeli religious spectrum with the largest blocking being the 46% who identify as secular or just Jewish, followed by 36% who identify as Traditional.

Among both the Israelis and Americans Orthodox participants comprise a relatively small group.

Jewish Affiliation

The Jewish affiliation of the Israeli participants is constant from 2021 to 2023. A majority of between 64% and 72% attend non-religious state schools, and 23% to 31% attend religious schools.

As a result of the RootOne partnership which started in 2022 there are a larger percent who are not "highly affiliated." RootOne enabled ENTER to reach participants who are less likely to have attended Day School or are less intensive (three years or more) Day School or Youth Group participants. 13% of the 2023 participants have "very low" levels of affiliation participating for less than a year in one or more of the educational frameworks shown in exhibit 4 (below). An additional 35% have low to moderate levels of affiliation, participating just a year to two years on average in the educational frameworks.

Exhibit 3: Israeli Schools

	2021	2022	2023
Mamlachti (non-religious)	64%	72%	66%
Mamlachti Dati (Religious)	31%	23%	27%
Other	5%	5%	7%
Total	100%	100%	100%

Exhibit 4: Jewish Affiliation (non-Israelis)

Never participated				Participated for 4 years or more			
	2021	2022	2023		2021	2022	2023
Day School	43%	60%	50%	Day School	46%	24%	36%
A supplementary Jewish school	31%	21%	35%	A supplementary Jewish school	55%	61%	47%
Jewish summer camp	15%	14%	10%	Jewish summer camp	64%	68%	73%
Jewish youth movement or the equivalent	33%	39%	37%	Jewish youth movement or the equivalent	26%	15%	16%

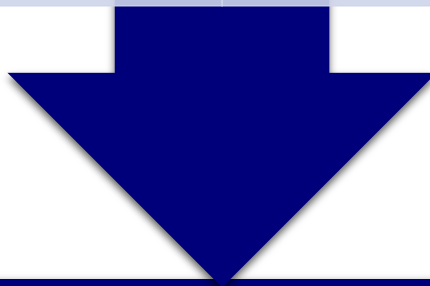
When participants are happy with their One2One encounter they report social enjoyment and learning.

Social

- I enjoyed meeting a Jewish teen who lives abroad / in Israel
- My partner and I were well matched

Learning

- We had interesting discussions
- I learned about my conversation partner's life in general
- I learned about Jewish aspects of my conversation partner's life.



The positive social and learning experience drives desired outcomes, including:

Friendship

- I want to stay in contact with my conversation partner, including paying a future visit or hosting.

Peoplehood

- I found myself thinking about who I am as a Jew.
- I feel a stronger connection to Israel, to Jews who live elsewhere, and [for Israelis] an appreciation of the nature of Jewish life in the United States.
- I feel more knowledgeable about Jewish life elsewhere and am more interested in Jewish news.

Speaking English

- [For Israelis] I am more motivated to improve my English and feel more confident to converse with a native English speaker.

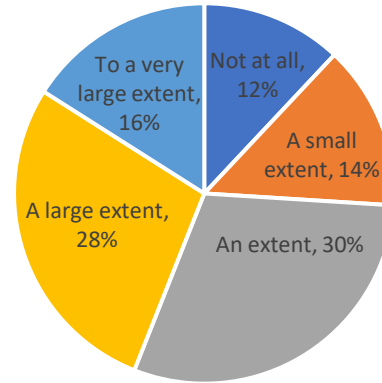
Peoplehood Outcomes²

The data shown for the outcome questions are from 2023, as the findings are similar from year to year.

Reflection

Participants report expanding their sense of who they are as Jews and their connection to Israel or Jews abroad. 88% report **reflecting on who they are "as a Jew"** at least "to a small extent," with 44% percent reporting "to a large extent" or higher (exhibit 5).

Exhibit 5: During the One2One conversations to what extent did you at any point find yourself thinking about who you are as a Jew?



Connection

96% of the North American participants report One2One making a **positive contribution to their feeling of connection to Israel** at least "to a small extent," with 61% answering "to a large extent" or higher (exhibit 6).

Among the Israeli participants, when asked about the contribution to **"their feeling of connection to Jews who live outside of Israel"** and their **"appreciation of the nature of Jewish life outside of Israel,"** 93% and 94% respectively reported a positive contribution of at least "to a small extent," with 56% and 64% respectively answering "to a large extent" or higher (exhibit 6).

Exhibit 6: To what extent did participation in One2One make a positive contribution to:

	Not at all	A small extent	An extent	To a large extent	To a very large extent	Total
Your feeling of connection to Israel (North Americans)	4%	10%	25%	35%	26%	100%
Your feeling of connection to Jews who live outside of Israel (Israelis)	7%	11%	27%	33%	23%	100%
Your appreciation of the nature of Jewish life outside of Israel (Israelis)	6%	7%	23%	36%	28%	100%

I'm Sam Geiger! I'm from Boston, Massachusetts in America. I am doing One2One because I am traveling to Israel this summer with my summer camp, and want to learn more about the people who live there. I'm Amit Elkayam. I am from Israel. I live in a city called netanya. I am participating in the One2One program because I would like to know jewish people from the US and learn about how life is like living in the US as a jewish kid. In our One2One sessions we have talked about how our lives are both similar and different because of the country we live in. For example, Amit gets two weeks off for Passover, and Sam gets no days off but does get a vacation for christmas. However we both celebrated Passover with our families. We have talked about what it means to be Jewish in our respective countries, and about our potential travels to each other's country. We have both really enjoyed learning about each other, and talking each week.

² Unless otherwise noted, the data shown from this point forward are from 2023, as the findings are similar from year to year.

The Israeli participants start One2One with a significantly weaker feeling of connection to Jews who live abroad than the North Americans sense of connection to Israel and Israelis. As a result, the Israelis show far greater shifts in their pre to post program attitudes.

When asked to if they **feel a sense connection to Jews who live outside of Israel**, in the pre-program survey 49% of the Israelis did not agree. By the end of program survey there is a large positive shift, with just 21% not agreeing. Put positively, 34% "agreed," or "strongly agreed" in the pre-program survey rising to 47% by the end of the program.

Exhibit 7: I feel a sense of connection to Jews who live outside of Israel

	Pre-Survey	End Survey
Strongly Agree	11%	16%
Agree	23%	31%
Slightly Agree	16%	33%
Less than slightly agree	49%	21%
Total	100%	100%

Exhibit 8: It is important to me to have close relationships with Israelis living in Israel

	Pre-Survey	End Survey
Strongly Agree	28%	34%
Agree	30%	31%
Slightly Agree	21%	23%
Less than slightly agree	22%	11%
Total	100%	100%

The similar question posed to the North American regarding feeling a sense of connection to Israel did not show significant change from the start to end of program. However, when phrased in terms of **"your connection to Israeli Jews,"** rather than "to Israel," here too we see significant positive change for the North Americans, with 58% at least agreeing pre-program, rising to 65% agreeing post-program.

Throughout the five meetings my parter May and I have been to, I've able to learn a lot about her as a person and what her life is like in Israel. I found that we really connected with each other through sharing the ways we celebrate Jewish holidays, even though we live in different countries. Not only that, but we found out that we have similar interests, such as reading, school subjects, friends and watching movies. In general, the idea of our Jewish experiences were the same, however, some of the smaller aspects were different due to where we live. For example, on holidays spending time with our families are important to us. Since she lives in Israel, where the majority of people are Jewish, her school teaches her about Jewish history and dives deeper into the religion. On the other hand, I live in an area where Jewish is a minority religion, meaning it's not taught in schools. To learn about my religion, I go to temple and a Jewish summer camp. We also both strongly agreed that mutual respect meant helping others around the world, especially those who are Jewish and connect to you. All in all, I am grateful for this program because I learned so much about people in Israel, and I got to make a new friend as well.

Margret Morris & May Ginat

Knowledge

One-third report **feeling knowledgeable about Jewish life in their partner’s country** in the pre-program survey (exhibit 9). By the end, 93% report feeling at least “somewhat more knowledgeable,” with a third reporting that "I am much more knowledgeable" (exhibit 10).

Exhibit 9: How knowledgeable would you say you are about Jewish life in the country of your One2One conversation partner? (Pre-Survey 2023)

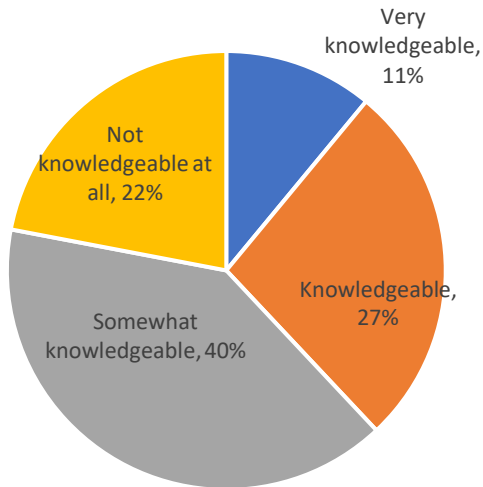


Exhibit 10: As a result of your One2One conversations do you feel that you are now more knowledgeable about Jewish life in your conversation partner's country? (End Survey 2023)

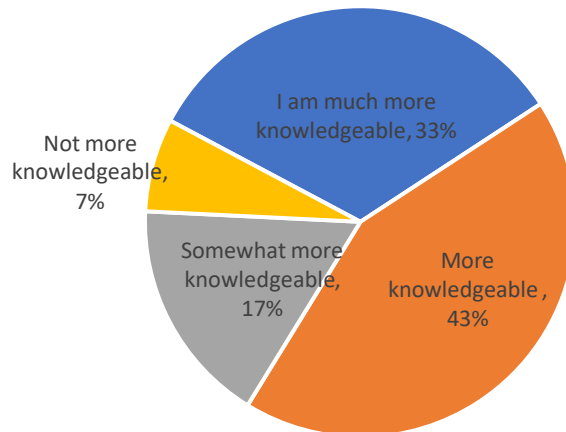


Exhibit 11: I am able to give others a sense of what Israel is like (North Americans)

	Pre-Survey	End Survey
Strongly Agree	14%	29%
Agree	22%	29%
Slightly Agree	28%	29%
Less than Slightly Agree	36%	12%
Total	100%	100%

By the end of One2One the teens are more confident in "giving other's a sense of what Israel is like," for the North Americans or what "Jewish life abroad is like" for the Israelis.

Among the North Americans those "agreeing" that they are able to give others a sense of what Israel is like grows from 36% prior to One2One, to 58% at the end of the program (exhibit 11).

Exhibit 12: I am able to give others a sense of what Jewish life outside of Israel is like (Israelis)

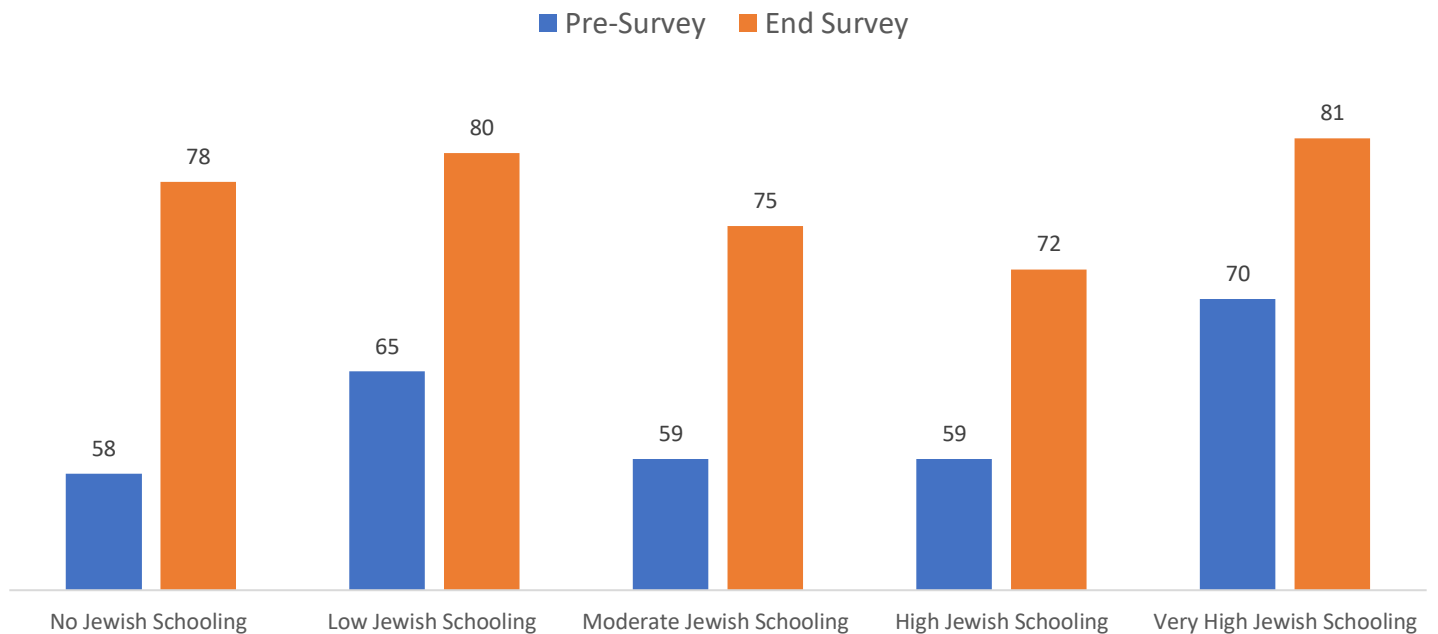
	Pre-Survey	End Survey
Strongly Agree	20%	20%
Agree	22%	26%
Slightly Agree	15%	31%
Less than slightly agree	43%	23%
Total	100%	100%

Among the Israelis there are far fewer who "don't agree" that they are able to give others a sense of what Jewish life outside of Israel is like, dropping from 43% pre-program to 23% post-program (exhibit 12).

A rise in confidence to tell others what Israel is like is particularly dramatic for the North Americans with the least Jewish education. Exhibit 13 (next page) shows a 20 point increase for those with no Jewish schooling, in comparison to an 11 point increase for those with the highest level of Jewish learning. Notably, for all levels of Jewish schooling the North Americans on average show a rise in confidence.

Exhibit 13: I am able to give others a sense of what Israel is like by Jewish Schooling (North Americans)

Average score: 100= Strongly Agree, 75 = Agree, 50 = Neither Agree nor Disagree



Following Israel / Jewish News

Prior to One2One 48% followed the news about Israel / or about Jews living abroad "to a small extent," or "not at all," with 13% reporting following the news "to a great extent" (exhibit 14).

Overall, 43% report paying increased attention to the news. Amongst those who did not follow news at all prior to One2One, 30% report an increase. As a person's prior interest in news grows, so do their reports of intensifying their interest in the news, rising to 53% of those who followed the news to a great extent prior to One2One (exhibit 15).

Exhibit 14: Prior to One2One, to what extent did you follow, in any way, news about what is happening in Israel / Jews or Jewish life outside of Israel?

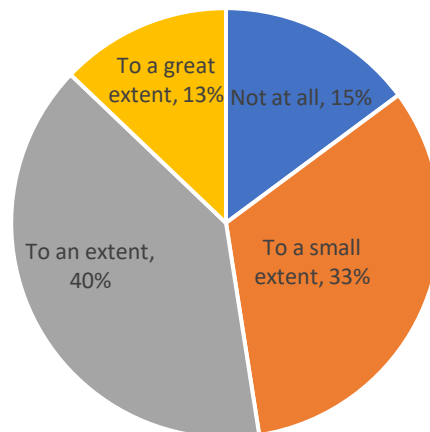
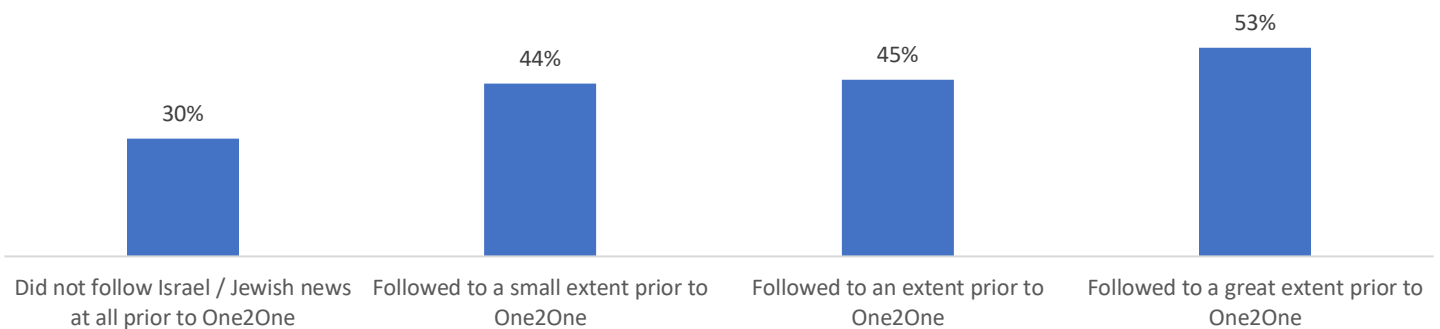


Exhibit 15: Increased attention to news about Jews outside of Israel (Israelis) / about Israel (North Americans) since One2One

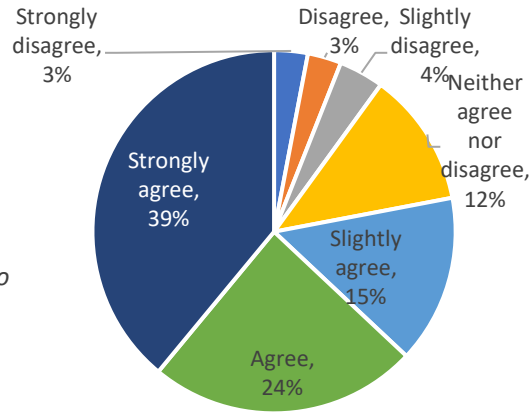


Friendship

When asked if they would like to **stay in contact with their conversation partners**

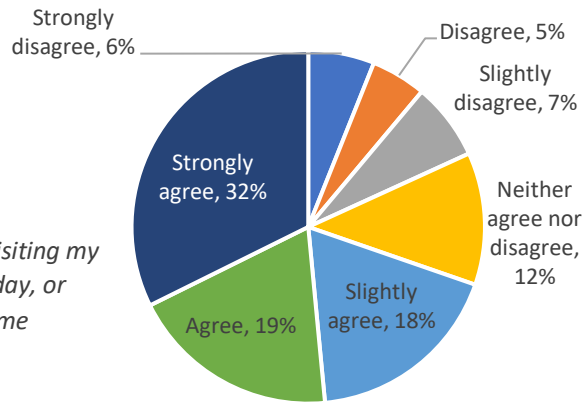
78% at least "slightly agree," with 39% "strongly agreeing".

Exhibit 16: I would like to stay in contact with my conversation partner



69% at least "slightly agree" that they **can imagine visiting or hosting their conversation partner**, with 32% "strongly agreeing."

Exhibit 17: I can imagine visiting my conversation partner one day, or inviting him or her to visit me



Worlds Apart

By: Danel and Yahel

Two teenagers, worlds apart,
Yet every week, they do take part,
In a virtual meeting, so dear,
With screens between them, oh so clear.

One in Israel, one in Canada,
Their friendship strong, like a sturdy tether,
Their weekly call, a constant pleasure,
A bridge between them, spanning any measu

They talk of their lives, their hopes and drea
Of all the things that make them beam,
Their laughter echoes through the screen,
And though they're far, it feels serene.

The time may pass, the weeks may fly,
But every call, they both rely,
To catch up on all the news,
To share their joys, their highs and blues

And as the call draws to a close,
They bid farewell, with fond echoes,
Their friendship strong, forever true,
Two teens, connected, through and through.



Speaking English (Israelis)

Contribution to Israeli Students

A large majority of teens report the One2One experience increasing motivation to learn and confidence to speak English.

- 88% at least "slightly agree" that they are more motivated to speak English, with 61% "strongly agreeing."
- 86% at least "slightly agree" that they feel more confident speaking English, with 36% "strongly agreeing."

When asked directly about learning English in school:

- 75% at least "slightly agree" that they are more motivated to learn English in school, with 34% "strongly agreeing."
- Fewer, albeit still a majority of 57% at least "slightly agree" that they are enjoying learning in school more than in the past, with 22% "strongly agreeing."

Exhibit 18: Do you agree or disagree with each of the following statements? As a result of speaking with a native English speaker I...

	Less than Slightly Agree	Slightly Agree	Agree	Strongly Agree	Total
I am feeling motivated to continue to improve my English	12%	6%	21%	61%	100%
I now feel more confident speaking English	14%	16%	34%	36%	100%
I am feeling motivated to learn English in school	25%	17%	25%	34%	100%
I am enjoying learning English in school more than in the past	43%	15%	21%	22%	100%

The least confident to speak English pre-program also report growing confidence as a result of the One2One experience. Amongst the 14% were the least confident pre-program (exhibit 19), 86% at least slightly agree that they feel more confident, with 25% strongly agreeing (exhibit 20).

Exhibit 19: Pre-program confidence to speak English

	I feel confident speaking English with someone who lives abroad (Pre-Survey)
Strongly Agree	17%
Agree	30%
Slightly Agree	15%
Less than Slightly Agree	37%
Total	100%

Exhibit 20 Post-program increase in confidence for those who were least confident pre-program.

	As a result of speaking with a native English speaker I now feel more confident speaking English (End Survey)
Strongly Agree	25%
Agree	37%
Slightly Agree	23%
Less than Slightly Agree	14%
Total	100%

"I found myself surprised again that I was talking to someone from the other end of the earth, talking to her in English and along the way improving my English. It was crazy for me that I was talking to someone with a different lifestyle than mine and who lives in a different place and maybe is Jewish in a different way. It amazed me."

Contribution to Teaching English at Israeli Schools

In 2022 the participating English teachers were surveyed with a focus on the contribution of One2One on their teaching. 32 responded for a 59% response rate.

The teachers gave a very positive assessment of One2One. 88% would like their students to participate again (21), and 81% are "very likely" to recommend One2One to other English teachers (exhibit 22).

Exhibit 21: Would you like your students to participate in One2One again?

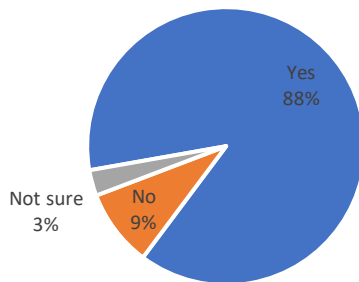
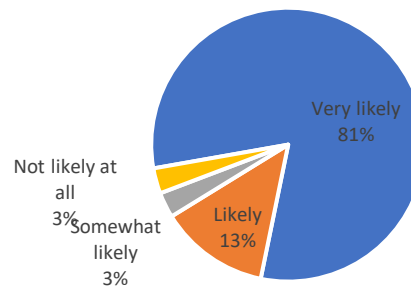


Exhibit 22: How likely are you to recommend participation in One2One to other English teachers?



97% report One2One contributing to their students' confidence to speak English, with 60% reported a "strong contribution" (exhibit 23). 97% also report One2One making a positive contribution to their teaching, with 31% reporting a "strong contribution" (exhibit 24).

Exhibit 23: Do you feel that One2One is contributing to your students' confidence to speak English?

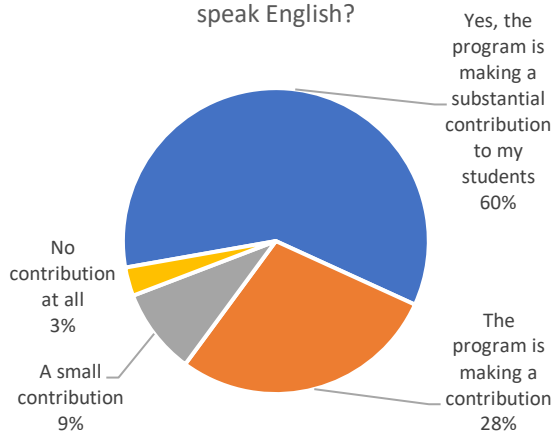
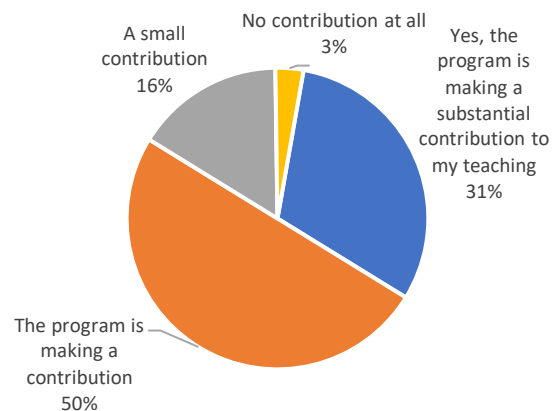


Exhibit 24: In general, has the One2One program thus far made a positive contribution to your teaching?



"The program adds a new dimension to my teaching. It introduces topics which are not included in the regular syllabus like Tikkun Olam, Arevut, Henrietta Szold, and many others. Also, they get more exposed to spoken English and practice it. It is important to me to teach my students about the Jewish world. They must know that half of the Jewish people live out of Israel, they don't know anything about it (as the majority of the Israelis). This topic is integrated in the bagrut project I chose which is Jewish Peoplehood and American Jewry."

"The materials were very interesting, and at the right amount and length. My students are non-religious - and so am I - and we were constantly looking for those aspects in the texts - the moral/social values."

Educational Design of the Virtual Mifgash – Accomplishments and Challenges

The Teens Report a Positive Social Experience

Participants reporting a positive social experience is critical for One2One's success. If they do not have an enjoyable experience, it is unlikely that they will report that experience being meaningful in a positive sense and the Peoplehood, friendship and English outcomes reported in the previous section.

- Socially the large majority reporting enjoying the One2One experience. 88% at least "agreed," with 64% "strongly agreeing".
- **Experience exceeded expectations:** Whereas pre-program 46% "strongly agree" that "they are looking forward to meeting a Jewish teen," by the end of the program 64% strongly agree that they enjoyed the experience (exhibit 25).

Exhibit 25: Pre-program social expectations compared to experience on One2One

	Pre-Survey	End Survey
	I am looking forward to meeting a Jewish teen who lives in Israel / Abroad	I enjoyed meeting a teen who lives in Israel / Abroad
Strongly Agree	46%	64%
Agree	30%	22%
Slightly Agree	12%	8%
Less than Slightly Agree	12%	5%
Total	100%	100%

"I had a lot of fun! I think that the pairing system is very well designed and I enjoyed spending time with my penpal."

"I didn't not think I was going to enjoy this but I really did enjoy learning about my partner's life in Israel."

"I very much enjoyed learning about what life is like for an Israeli Jew from someone who is living that life at the same age as me."

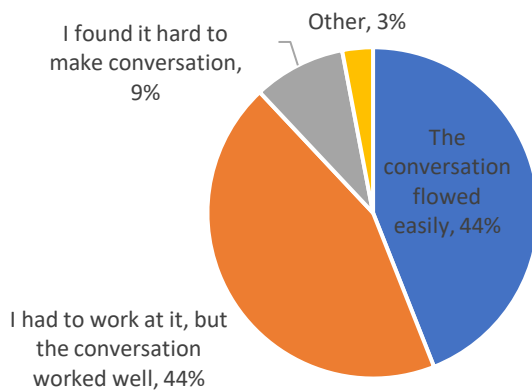
The Contribution of Pairing Technology

The positive social experience is enabled by the One2One technological platform which matches the teens. Each year between 60% and 71% the participants report that "we were perfectly matched," with approximately 30% reporting that "the match was not perfect, but it was good enough." Between 5% and 10% of each cohort report that "we were not well matched."

Educational Design - Enabling Formative Conversation

Beyond the interpersonal chemistry required for an enjoyable **and** meaning social experience, One2One's curriculum is designed to enable a feeling of comfort, stimulate curiosity and promote learning.

Exhibit 26: Which of the following statements best describe your conversations?



44% report that the conversation flowed easily, with 44% stating they had to work at it, but the conversation worked well. 9% reported it difficult to make conversation.

Facilitating Conversation

The initial One2One curriculum focused on the teens learning according to a curriculum approved by the Israel Ministry of Education. Each meeting focused on a text, with accompanying discussion questions. Drawing on participant feedback (shown side-right) which indicated the desire to get to know one another, rather than studying formal texts, One2One changed the curriculum. The curriculum implemented in 2023 **emphasizes facilitating the relationship building process through formative conversation.**

The current curriculum is designed with the first meeting as an ice breaker. The teens are provided with suggested conversation starters with a focus on the similarities and differences between them. Each the next three meeting builds in terms of Jewish depth and focus. The second meeting remained focused on conversation, with the teens interviewing one another about their family and Jewish experiences. Meetings three and four include texts with accompanying questions, although the participants can choose between a range of topics. In the final meeting the conversation partner captures their experience in a presentation (examples of which have been exhibited on the pages of this report).

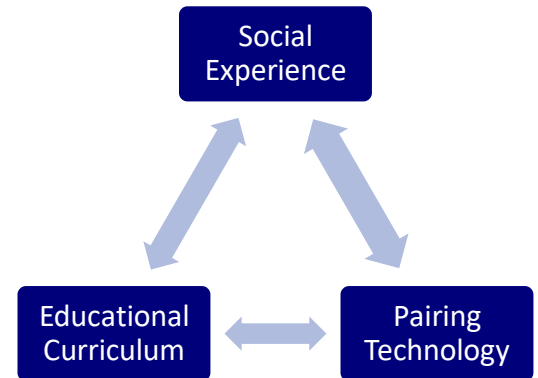


Exhibit 27: Participant Feedback in 2022

I just wanted to get to know my partner

- "I thought it was very enjoyable, however I did not feel the questions given were needed. I was not a huge fan of going through the questions. I just really liked learning about his lifestyle in comparison to mine."

Topics didn't support conversation

- "The conversation about our lives flowed relatively easily, but the conversation about the topics and questions was challenging."

We just left the topics

- "Me and my partner kind of veered away from the topics. We started with them but were more interested into just learning about each others culture."

Exhibit 28 shows that the 79% of the participants chose to follow the conversation topics for the first two sessions, which were focused on getting to know one another, which drops to 40% and 44% for the text focused discussions in the third and four meetings respectively.

Those who did address the conversation topics were asked if they found the conversation topics meaningful (exhibit 29). For the first two conversation focused meetings 81% and 74% respectively reported the topics as meaningful to "great extent or higher." Meeting four had 66% reporting the topic as meaningful to a great extent or higher, with 49% stating the same for the third conversation topic.

Exhibit 28: For the first four meetings you received conversation topics. Please indicate if you addressed the topics for each meeting.

	We did not address the topic	We addressed the topic	Total
Meeting 1: Getting to know each other	21%	79%	100%
Meeting 2: Family and Jewish experiences	21%	79%	100%
Meeting 3: Big Jewish ideas	60%	40%	100%
Meeting 4: Mutual responsibility (Arvut Hadadit)	56%	44%	100%

Exhibit 29: To what extent did you find the following conversation topics personally meaningful?

	I found the conversation meaningful to a very great extent	To a great extent	To an extent	To a small extent	Not at all	Total
Meeting 1: Getting to know each other	46%	35%	15%	3%	1%	100%
Meeting 2: Family and Jewish experiences	37%	37%	22%	3%	2%	100%
Meeting 3: Big Jewish ideas	21%	28%	33%	11%	7%	100%
Meeting 4: Mutual responsibility (Arvut Hadadit)	34%	32%	26%	8%	1%	100%

Diverse Conversation Inclinations

As exhibits 28 and 29 above show the participants bring diverse inclinations to choosing their conversation topics. The first quote in exhibit 30 below represents the majority who are really just want to get to know their conversation partner without tackling "formal topics" such as "big Jewish ideas" and "mutual responsibility." Yet there is a significant minority that did choose those topics and reported finding them personally meaningful as evidenced by the second quote.

Exhibit 30: Of the One2One conversation topics, which one did you find most meaningful? Please provide an example.

"I think the only conversation topic that we really went in depth in was the getting to know you one, so that one was probably the one I got the most out of. After the first conversation we kinda just mostly talked about what we were interested in the most, like sports or travel."

"I found the mutual responsibility topic the most meaningful. We discussed what responsibility means. We came to the conclusion that we have an obligation to help whoever we can and that we should try to raise awareness for others whenever possible, regardless of if they are Jewish or not."

Social Enjoyment is Higher than Reports of Learning

Exhibit 31 shows a modest positive outcome from the 2023 change to the curriculum, with 4% to 6% more participants "strongly agreeing" with all three learning questions in 2023, in comparison to 2022.

Yet, despite the changes made, there remains at the level of those who "strongly agree," a consistent and significant difference each year between reports of social enjoyment and learning.


- ❖ **Social:** From 2021 to 2023 between 58% and 64% "strongly agree" that they enjoyed meeting a Jewish teen.
- ❖ **Learning:** In contrast, those "strongly agreeing" with the learning experience questions are between 32% and 48% (exhibit 31).

Exhibit 31: Report Learning			2021	2022	2023
Social	I enjoyed meeting a teen who lives in Israel / Abroad	Strongly Agree	64%	58%	64%
		Agree	31%	35%	22%
Learning	I learned about my conversation partner's life in general	Strongly Agree	43%	44%	48% ↑
		Agree	48%	47%	44%
	We had interesting discussions	Strongly Agree	39%	43%	48% ↑
		Agree	47%	43%	44%
	I learned about Jewish aspects of my conversation partners' in general	Strongly Agree	32%	32%	38% ↑
		Agree	45%	46%	48%

Learning Drives Positive Outcomes

Increasing reports of learning will likely serve as a driver for higher friendship, Peoplehood and English scores.

Those who report learning are more likely to report the desired One2One outcomes. Exhibit 32 below provides an example. As North American participants report feeling a stronger connection to Israel and the Israelis report a stronger connection to Jews who live abroad so they are more likely to report learning about their conversation partner's life in general and Jewish life in particular.

Exhibit 32: Contribution of One2One to your feeling of connection to Jews who live outside of Israel (Israelis) / connection to Israel (Americans)	Finding: A strong correlation between reporting learning and reporting a contribution of One2One to a feeling of connection to Israel / Jews abroad.	Learning Outcomes	
		Average Score: 100 = I learned "to a very great extent", 75 = "to a large extent," 50 = "an extent"	
		I learned about my conversation partner's life in general	I learned about Jewish aspects of my conversation partner's life in general
To a very large extent		96	92
To a large extent		91	84
An extent		83	74
A small extent		78	64
Not at all		58	43

The manner in which relationship building, learning and Peoplehood outcomes are intertwined appears in the quotations at the bottom of the page. Both illustrate how a deeper Jewish self-understanding and Peoplehood consciousness emerges from the social relationship and experience of learning merging into an enjoyable and meaningful experience

Exhibit 33: Of the One2One conversation topics, which one did you find most meaningful? Please provide an example.

"In family and Jewish experiences we compared both of our Jewish lifestyles and how they are both the same and different in our distinguished communities. I felt it was really interesting how in Israel, being Jewish is more of a cultural trait than a religious trait. Whereas in Colorado for the most part if you are not religious you usually are not extremely active in the Jewish community."

"The topic of the conversation of getting to know each other was the most meaningful to me because in the first meeting I got to know my partner the best and there was the moment of truth about what the next conversations would look like and I really had fun because there we talked about ourselves and I really liked the questions they asked and also about the Jewish way of life, there we learned about each other the best."

Discussion and Recommendations

In-person mifgashim are now wide-spread in educational travel involving Diaspora Jews traveling to Israel or Israelis traveling abroad. One2One's innovation is the development of an online mifgash. In-person mifgashim require travel, which is costly and involves high levels of organizational and communal investment. **The goal of the online mifgash is to enable the beneficial outcomes associated with in-person mifgashim, without requiring international travel.**

The One2One Model Works

By way of strategic partnerships and a logistically sophisticated operation One2One recruits large numbers of teens from diverse Jewish backgrounds. The teens are recruited, paired and provided with a platform that enables them to engage one another in one-to-one online conversations. The teens are autonomous in terms of managing their conversations and in many cases develop friendships that go beyond the encounter itself.

With just five meetings these teens from different countries, who did not know each other previously report: (1) Enjoying the encounter and finding it interesting at both a general and a Jewish level; and, (2) a contribution to their lives in terms of friendships formed, their connection to the Jewish People and (for the Israelis) speaking English.

Both of One2One's main strategic partners, the Israel Ministry of Education and RootOne view the program as a valuable asset and want to continue to expand it. Among the Israeli English teachers whose students participate in the program 88% want to continue their participation. Almost all are likely to recommend One2One to other English teachers, with 81% "very likely" to recommend. One2One is now experimenting with additional strategic partnerships.

A Three-Year Perspective – Relationships at Center

From an organizational perspective One2One's most significant accomplishment is the growth of the program to reach 7,100 teens in 2023 with a staff that includes one dedicated full-time position, with support of other ENTER staff reaching an additional half time position. Running a program with a small professional staff that reaches such a large group of participants is impressive. That accomplishment, and One2One's growth and success depends on developing three areas, all of which have been refined over the past three years and will continue to be refined into the future. These are: 1) **organizational partnerships** which are essential for recruiting the participating teens and enabling the online mifgashim to contribute to broader educational processes; 2) **technology** to enable the online meetings; and 3) appropriate **educational design**.

All three of these areas are relationship focused, the first focusing on organizational partnerships with the second and third on relationships between the participating teens. The learning over the first three years

Exhibit 34: "Experiential" and "Formal" Educational Qualities of One2One

Experiential

- **No adult** is present in the conversations.
- **Autonomy:** Students are free to develop their relationship beyond the formal text study focused conversations.
- **Dynamic:** The texts and topics are mandated, but the conversation is nevertheless dynamic, the result of the conversation partners' personalities and interests.
- **English:** The motivation of the Israeli students is ideally not focused on grades, but rather on the chance to improve their English (which they want to do).
- **Friendship:** The opportunity to develop a friendship with a teen who lives elsewhere is an incentive. For the Americans who are about to visit Israel, there is a chance to connect in person with their new friend.

Formal

- **Compulsory:** Israeli students participate in One2One as students in their High School English class. The Americans need participation points for their RootOne scholarship.
- **Curriculum:** The One2One conversations follow a formal curriculum of conversational topics and texts approved by the Israeli Ministry of Education.
- **Evaluation:** The Israeli students need to submit a project based on the texts learned and discussed as part of the One2One conversations.
- **Schedule:** The conversations occur according to a formal schedule – at a given time the students are expected to log into the One2One platform to conduct discuss the texts.

has been on harnessing the power of relationships in order that the online mifgashim bring benefit both to the partner organizations and a formative social experience for the participating teens; while, at the same time alleviating ENTER's staff of overly intensive organizing work. The partner organizations conscript the participants. The technological platform matches the teens. And the meetings themselves occur without the need for an educator's presence.

Focusing on Formative Conversations

From an educational perspective One2One's secret sauce is that the participating teens are fully responsible for making the relationship work within the conversation framework that they step into. One2One's role is to support the conversation, by working to seed the conditions for an intensely meaningful experience.

The educational design work is ongoing. Due to participant feedback and the evaluation findings (described above) in 2023 One2One introduced changes to the curriculum with the goal of better facilitating meaningful relationships in which the content of the conversation serves the relationship building process. The changes are based on the increasing recognition that **central to continued development of One2One and the online mifgash is that positive outcomes from the relationship building process depend on conversations that the teens want to pursue.** To the extent that the teens find the conversations enjoyable and meaningful, so they are more likely to report learning, and the outcomes of friendship, Peoplehood and speaking English.

For the purpose of building on the energy of the teens themselves, we recommend strengthening the following processes, which are already occurring:

1. Diverse Conversations

The teens are not a uniform group.³

- **A majority** want to engage in conversations in which they themselves are the focus. They will use the conversation prompts and engage in structured conversation, but with the condition that they are deepening their understanding of one another on topics they personally find interesting, in and around issues of everyday life – friendships, family, school, community, vacation, hobbies etc.
- **A substantial minority** are ready or willing to engage in more "formal" learning, in which they choose a social issue or ethical question of mutual issue, with a corresponding text and discussion questions that delves into the nature of being Jewish today and the relationships between Jews.

The secret to building on One2One's success to date, is to provide multiple pathways for the teens to choose from. The main thing is that they engage in conversations that they want to pursue.

2. Conversations are Imbued with Jewish Meaning

Whether the teens choose one pathway of conversation or another, it is important to recognize that **the experience of meeting a Jewish teen who is different than oneself is inherently meaningful.** So long as the teens include a Jewish angle to their similarities and differences, so it is possible to realize One2One's particularly Jewish outcomes, which focus on Peoplehood. In the act of having to voice "who I am as a Jew" in conversation with some who is different, a person will experience an expanded sense of "Peoplehood consciousness,"⁴ meaning a deepened awareness that my personal story, is intertwined with the story of the global Jewish People. Beyond that core Peoplehood experience, there is a need to define what is reasonable to expect from a program that is based on five brief meetings. We assume for most of the teens, a process of deepening one's understanding of, and commitment to, the good of the Jewish People requires longer term educational processes of which One2One can play an important part.

³ We thank Annie Jollymore of Rosov Consulting for pointing us to this insight, based on interviews she conducted with the teens for the RootOne evaluation and presented at the Network for Jewish Education Conference in June 2023.

⁴ Kopelowitz, Ezra. 2021. "Six Dimensions of Jewish Consciousness: A Framework for Evaluating Success in Jewish Education," *Jewish Educational Leadership*. Winter Edition. [Link](#)

3. A Trigger Event for Ongoing Educational Processes

Ideally the One2One online encounter serves as a point of energy, a trigger event, that draws off of, and feeds into ongoing educational processes occurring in the partner organizations. The following are formative thoughts regarding each of One2One's two largest partners.

- a. **RootOne Partnership:** The RootOne partnership goes a long way towards realizing an ideal educational process. One2One serves as a preliminary program prior to the teens participating on an educational travel program, sponsored by RootOne and organized by an educational organization of which the teen is an active member. Hence, the One2One experience feeds into the teens' upcoming summer trip. Within this framework, it is possible to facilitate a strengthened educational partnership in which the local North American organizations engage the participating teens in preparatory and follow-up discussions. It is also possible to facilitate meetings of the participating teens, when the North Americans are in Israel; and connect the Israeli teens to existing Jewish educational work or travel opportunities that will give them a chance to visit their new Jewish friend.
- b. **Israel Ministry of Education – Practical Peoplehood through Language.** Israeli schools view opportunities to enhance the ability of their student's learning English as a priority. Through that very practical goal a gateway into a broader Peoplehood experience occurs. Given that the Israeli teens are organized as a group in their high school English classes there is immense educational potential for embedding One2One into ongoing educational processes. The following are two potential areas for ENTER to develop with the Ministry of Education.
 - i. **In-Class Discussion. There are currently a significant group of English teachers who actively embrace the participation of their students in One2One,** bringing the experience into their classroom. In the 2022 survey almost all the teachers (97%) stated that prior to the first meeting they discussed the upcoming One2One conversation with their students. 35% discussed the One2One conversations with their students after all the meeting(s) with their American conversation partner, 55% after some of the meetings, while 10% did not discuss the meetings at all. 35% read the all the texts the students discussed and accompanying One2One material, 45% looked at some of the texts and materials, while 19% did not look at any. Many of the English teachers are now multi-year participants. **Creating a Ministry of Education supported framework to support and encourage the teachers to bring One2One into their classrooms would have a significant impact on the One2One outcomes for Peoplehood and speaking English.**
 - ii. **Peoplehood Infused Schools.** In addition to One2One ENTER currently supports Peoplehood education in 12 Israeli primary and middle schools, an initiative that will further expand in the future. The goal is to bring the relationship of Israeli Jews with global Jewry into the educational culture of the schools, integrating that relationship into different educational disciplines and areas of school life. The evaluation of the Peoplehood Infused Schools initiative shows that the School Principals and senior staff prize opportunities for their students to interact with Jews abroad, with speaking English being an important added value. Many of the schools seek inter-disciplinary education in which their students undertake research projects or engage in other learning processes in which English teachers working in collaboration with other teachers. **The online mifgash, introduced into school based interdisciplinary education can have an important added value for the schools, including the ability of One2One to integrate into long term educational processes.**

4. Keeping the Experiential Dimension at Center

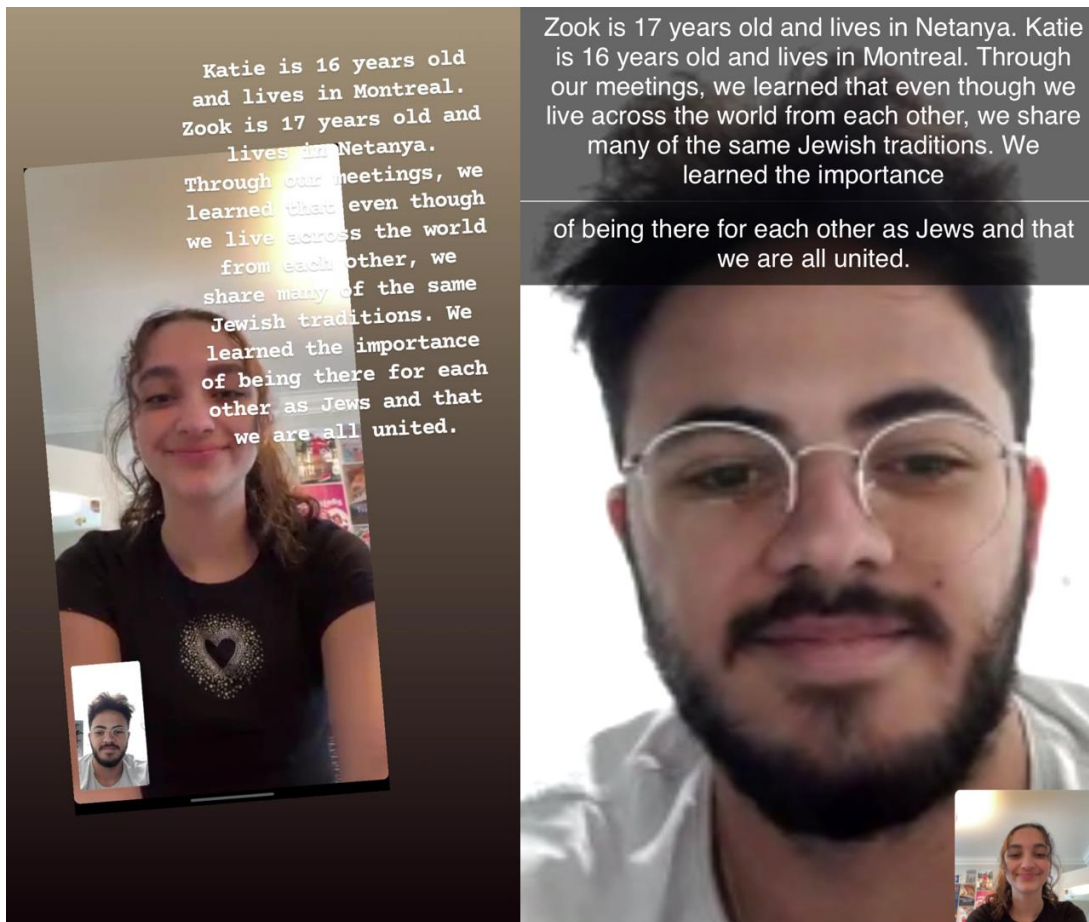
As discussed above, there is a tension within the One2One curriculum between the "experiential" and "formal elements," of the program. These are shown in exhibit 34 above. The experiential elements are driven by the desire of the teen themselves; yet, that participation occurs within a framework that is mandated by the Israel Ministry of Education and RootOne. As discussed above, the evaluation findings point to the formal or compulsory nature of the learning detracting from the potential of the teens social experience. Any collaboration with "formal" educational institutions such as schools, should keep the experiential educational dimension at center. Namely, the desire of the teens to engage in meaningful conversations around topics that they want to explore. The principal of participants

autonomy to engage with and invest in the conversation is critical for their motivation and enthusiasm, and hence any benefits that can accrue to more formal educational processes occurring in their schools.

5. Adopting an Experimental Design

Finally, we recommend building on ENTER's culture of experimentation. As an organization ENTER experiments with innovative initiatives such as One2One and with One2One the process of trying out new ideas and refining them is central to ethos of the work. Given the recognition of the need for diverse conversation options for the teens to choose from, there is an opportunity to develop an experimental design to One2One's future development. Offering diverse conversation options will enable comparison between the different frameworks in terms of their ability to enable meaningful, engaging and formative social relationships. One area we recommend exploring is the intentional use of "play"⁵ as one pathway for enhancing the meaningful nature of conversation.

In conclusion, this report has explored the manner in which 1) organizational partnerships; 2) technology; and 3) educational design enables a formative conversational experience for Jewish teens living in Israel and North America. The positive outcomes for the partnering organizations and institutions, and participants are clear. Furthermore, the human resource and financial costs for achieving those benefits are far lower than in-person mifgashim. While the in-person mifgash will remain a core feature of educational travel experiences involving Israeli and Diaspora Jewish participants, the introduction of the online mifgash opens up a world of new possibilities.



⁵ See for example: Judd Kruger Levingston. 2023. *A Moral Case for Play in K-12 Schools: The Urgency of Advancing Moral Ecologies of Play*. Lexington Books.