

Between Fragility and Renewal

Jewish Life and Education in Europe

Observations from a moment of urgent challenge and exceptional opportunity for transformative change

Ofer Glanz
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Renaissance
JEWISH EDUCATION IN EUROPE

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Executive Summary

In the decades after the Holocaust, European Jewish life was rebuilt almost from scratch through an extraordinary effort. Newly established communities and central organisations in key countries created day schools, summer camps, youth movements and cultural institutions; major philanthropic foundations — Rothschild, Lauder, Pincus and others — invested heavily; Shlichim from the WZO and JAFI and Teachers supported by the Israeli Ministry of Education infused energy and talent; and informal education programs led by JAFI, the JDC, Paideia which influenced Europe by cultivating ideas and networks that drive a renewed, intellectually vibrant Jewish cultural life, and many local actors stitched together community life across borders. This rebuilding was further shaped by the fall of the USSR, successive waves of immigrants fleeing wars, and, more recently, the rapid growth of Israeli communities settling across Europe. Collectively, the scale and resilience of this communal renaissance deserve recognition: it represents one of the most successful reconstructions of Jewish life in modern history.

However, Jewish education in Europe now stands at a pivotal moment, marked by rising concerns and a growing sense of urgency to elevate the entire educational system to the next stage of its development.

For a range of reasons — particularly the profound shifts in Jewish communal and societal dynamics after October 7th — there is renewed demand for Jewish meaning, belonging and cultural depth — especially among young adults — yet the systems meant to serve this demand remain fragmented and underdeveloped.

Education is still treated as a service rather than a strategic asset, and too much depends on the dedication and intuition of individual educators, many of whom often lack the professional recognition and structural support they need.

Communities continue to prioritise school-based frameworks, leaving major gaps in informal education, post-high-school pathways and young-adult engagement. Hebrew is increasingly central to identity, but the deeper “why” of Jewish life is often missing. Israeli groups in Europe add both potential and complexity: they bring energy and cultural capital but often lack communal literacy and feel alienated from Jewish practice.

Philanthropy mirrors these dynamics — usually short-term, project-based and dominated by external, non-European funders — yet this moment of fragility also creates an opening for long-term renewal.

Taken together, these trends reveal both vulnerability and opportunity. With strategic investment, stronger infrastructure and a long-term approach to educational planning, European Jewish life can move from scattered excellence to sustainable renewal.

The Renaissance Hub, established 18 months ago, has demonstrated the power of partnership and field presence, and now needs to leverage the baseline, shared language and frameworks already created into more professional, methodological processes, tools and strategies that can shape a truly continental educational ecosystem.

This document is built around five core observation categories that emerged consistently over eighteen months of extensive field visits, conversations with community leaders and educators, structured mapping efforts, and research conducted across Europe.

These are the five categories that form the analytical backbone of this report.

1. Jewish Education as an Undervalued Asset exposes the structural weaknesses that keep education from functioning as the strategic engine of Jewish identity.

2. A New Jewish Search for Meaning Across Shifting Identities and Outdated Definitions examines the changing landscape of belonging and the urgent need for educational frameworks that integrate purpose, identity dynamics, knowledge, practice and experience.

3. The Israeli Factor in European Jewish Life highlights the growing significance of Israelis across the continent—an energetic, culturally rich population that, if wisely integrated, could become a central driver of renewal.

4. Philanthropic Mindset and the European Context outlines how funding patterns shape what is possible, showing the need to move from fragmented, short-term projects to long-term, pan-European strategic investment.

5. The Renaissance Hub's Strategic Role turns to the Hub itself, identifying what must be strengthened—shared data infrastructure, research capacity, common language, standardised methodologies and coordinated action—to support a coherent European educational ecosystem.

Together, these observations form the key components through which we can understand the current reality and challenges of Jewish education and community life—and, consequently, the components that must guide any meaningful call for action.

1. Jewish Education as an Undervalued Asset: A Fragmented System Built on Passion Instead of Strategy and Professionalism

Observation

Education is seen as a service for parents and communities, rather than an asset and a strategic engine for shaping Jewish identity and securing the long-term vitality of communities. In many communities, the Jewish education framework is school-centric, fragmented, and lacks continuity. Educators are undervalued, pipelines are weak, career paths are ambiguous, and parents are treated as customers rather than partners. Additionally, Education for children with special needs receives limited strategic attention and is only partially developed professionally within most community frameworks.

At the same time, there are inspiring, highly committed people who dedicate their lives to Jewish education — often working on passion, charisma, and intuition rather than structural professional development and support. Many excellent schools and programs exist, but the prevailing reality is that these educators do not receive the respect, backing, or professional recognition they need from local communities and other professional circles to sustain long-term impact.

Key Dynamics Shaping the Observation

- **Communities prioritise institutional survival over educational vision.**
Budgets, buildings, security, and membership preoccupy leadership, leaving little strategic focus on education as a driver of identity, community sustainability, and growth.
- **Education is viewed as a cost centre rather than a strategic investment.**
This framing limits ambition, innovation and long-term planning.
- **Day schools dominate budgets and leadership attention.**
Informal and lifelong education — the engines of meaning-making — remain peripheral and underfunded.
- **Excellence often relies on charismatic individuals rather than a strong professional system.**
Passionate educators keep programs alive.
- **Educators lack a coherent professional identity.**
No shared standards, competencies or status frameworks exist, leaving educators undervalued and limiting professional prestige.
- **Educators work in isolation.**
Small communities lack cross-border networks or resource-sharing, reinforcing fragmentation and burnout.

- **The labour market for Jewish educators is unattractive.**
Low pay, weak pipelines, lack of mentorship and limited progression discourage talented young adults from entering or staying in the field.
- **Parent and community leaders often lack strong Jewish education and literacy themselves, which leads them to undervalue Jewish learning and overlook its potential as a core communal asset.**
- **Parent engagement is transactional rather than mission-based.**
Parents treat institutions as service providers, and institutions respond accordingly — weakening the educational partnership.

Recommendations

Develop and implement a strategy to transform Jewish education into a coherent, professional, community-driven strategic asset for the future

1. Strategic Vision & Governance

Shift education from a cost centre to the core engine of Jewish continuity.

- Integrate education into long-term communal strategies and budgets.
- Professionalise and elevate the community Jewish Education Director as a senior leadership role with a clear mandate, defined competencies and the authority to create and implement a coherent, community-wide educational strategy.
- Rebalance the system from school-centric to ecosystem-centric: schools, informal education, youth movements, camps and adult learning treated as one continuum.
- Require every institution to articulate a clear Jewish mission and goals.
- Engage parents as mission partners, not customers — through learning cohorts and shared values frameworks.

2. Professional Workforce & Talent Pipeline

Build a respected, professional educator field capable of long-term impact.

- Define professional standards, competencies, role expectations and goals.
- Introduce recognition systems, salary benchmarks and public status-raising initiatives.
- Develop step-by-step training programs, accreditation, supervision and clear career pathways.
- Create mentoring and early-career support to reduce burnout and attrition.

3. Networks, Collaboration & Capacity-Building

Build a collaborative European education network

- “For Europeans by Europeans” - Foster cross-European collaboration that strengthens local agency rather than importing external models that are misaligned with local realities.
- Establish cross-border educator networks with shared resources, peer learning and professional exchanges.
- Leverage European alumni communities (Paideia, institutions' alumni, leadership programs) as a source of talent and leadership.
- Establish a coordinated inclusion framework that strengthens professional support for special-needs learners across all educational settings.

2. A New Jewish Search for Meaning Across Shifting Identities and Outdated Definitions

Observation

Across Europe, Jewish meaning-seeking is rising—especially among young adults—but the demand is scattered, often informal, and unsupported by strong young-adult frameworks. Identity is shifting toward local pride, renewed curiosity about pre-Holocaust Jewish life, Hebrew as a point of connection, the dynamics of mixed families, and a sharpened awareness shaped by antisemitism and October 7th. The Holocaust remains a powerful reference point, yet it can no longer serve as the core rationale for being Jewish today.

The legal definition anchored in the Law of Return still matters, especially as a non-Halachic boundary, but it no longer reflects the full scope of contemporary Jewish belonging. Communities now face fourth-generation questions, and in some high-quality Jewish educational settings, the definition is stretched or misused in ways that distort today’s complex identity map. At the same time, tightening regulations, increased scrutiny and greater control by the Israeli Rabbanut are throwing traditional Halachic definitions into confusion, generating even more friction between lived identity and formal categorisation.

Paideia coined the term “**dis-assimilation**” to describe individuals who consciously reverse generations of assimilation and choose to reclaim a Jewish identity. This phenomenon becomes more pronounced the farther east you go in Europe, especially in post-communist societies where Jewish visibility was suppressed for decades.

People undertaking this return do so knowing it brings no social advantages and may even expose them to the prejudices they see around them. Their Jewishness was

usually invisible in their earlier lives, so no one pushed them to identify as Jews—echoing Sartre’s idea that Jewish identity is often shaped from the outside. Most also lack any Jewish childhood memories or practices, as assimilation had erased them long before they were born.

Paradoxically, that absence becomes a strength. Approaching Jewish life as adults, they bring unusual curiosity and intellectual depth, making their renewed identity more intentional, reflective, and transformative.

All of the above trends raise a central unresolved question: **should Jewish education primarily serve those already considered members of the community—however defined—or should it serve as a gateway into Jewish life, belonging, and active community participation?** The field still lacks a coherent answer to this foundational issue, leaving communities without a shared framework for purpose, boundaries or strategy. The field lacks a coherent answer to the basic question: “Who is Jewish education for, and for what purpose?”

Key Dynamics Shaping the Observation

- **Education is not considered a strategic engine of identity.** Without a clear purpose for education, communities cannot redefine belonging or respond to shifting identity landscapes.
- **Schools and programs often lack a clear, well-defined Jewish mission and purpose.**
Without a clear educational purpose, institutions drift toward technical instruction rather than identity formation.
- **The old anchoring narratives have weakened.** The post-Holocaust rebuild and the drama of Israel’s creation once organised Jewish belonging. That shared story no longer shapes younger generations.
- **Identity today is fluid, individual and self-constructed.** Young adults form identities from local context, global culture and personal meaning-making, pulling Jewish identity into a highly individualized marketplace.
- **Jewish life in Europe is fragmented.** Communities, countries, and Israeli society all use different norms and definitions — leaving no unified framework for membership or belonging.
- **Religious authority is contested and unclear.** Divergent Halachic standards, combined with Rabbanut-driven regulations, create confusion rather than clarity.

- **Institutions have not adapted to contemporary meaning-seeking.** Schools, synagogues, and youth movements operate under mid-20th-century models that no longer align with how young adults explore identity and community.
- **The 18 and above age group is structurally abandoned.** Institutions fund youth and family programs but invest almost nothing in young adults—the very group seeking meaning.
- **Educational content prioritises knowledge and practice, not purpose.** “How to be Jewish” is taught; “Why be Jewish” is weak, leaving a vacuum at the level of meaning.
- **Hebrew is under-taught despite high demand.** Communities underutilise one of the strongest contemporary tools of belonging, especially valued by young Jewish professionals.
- **Communities depend too heavily on Israeli or American models.** Without local adaptation capacity, external models fail to fit European contexts, leading to mismatches and frustration

Recommendations

Develop a framework that aligns purpose, identity dynamics, knowledge, practice and experience

1. Purpose & Identity Frameworks -

Develop a coherent framework of Jewish belonging for the 21st century.

- Education is either treated as a safeguard of Jewish identity or as a gateway into Jewish life, but rarely understood as both. Clarify the target audience of Jewish education: determine whether it is a members-only service or a gateway into Jewish life and community participation.
- Broaden the “Jewish language” of belonging so it resonates beyond Orthodox frameworks and reflects the diversity of lived European Jewish identities.
- Create inclusive categories of belonging that sit alongside Halacha and the Law of Return, addressing mixed families, cultural Jews and Israelis abroad.
- Develop community-specific policies for mixed families that are grounded in local dynamics, historical tradition, and contemporary needs — enabling belonging without erasing boundaries.
- Translate and modernise European Jewish thinkers — Rosenzweig, Hildesheimer, Buber, Levinas, Rav Sacks and others — turning them into practical educational frameworks for renewal.

2. Frameworks & Curriculum Design

Build a cohesive, modern educational journey that reflects how European Jewish identity is formed today

- Develop meaning-centred curricula that weave together knowledge, practice and experience while addressing the big identity questions — “Why be Jewish?”, purpose, ethics, local European history and contemporary dilemmas.
- Use Hebrew as an identity engine — not only a subject, but an experiential anchor of belonging, literacy and ownership.
- Create serious, long-term frameworks for young adults (18–35), not just events: fellowships, learning communities, leadership incubators and social-educational hubs.
- Speak the language of Gen Z and younger: design content and formats using their media, tone, learning styles and participatory expectations.
- Strengthen pathways into community life: every program (schools, camps, young-adult groups) should lead participants into the next step of Jewish belonging, leadership or engagement.
- Use AI and technology tools to personalise learning pathways, track individual Jewish educational journeys over time, and offer tailored content based on interests, background and learning style.

3. The Israeli Factor in European Jewish Life

Observation

Communities and groups of Israelis in Europe could become a major driver of the future of local Jewish life if wisely and intentionally integrated. They bring cultural capital, Hebrew and strong social networks, yet many feel alienated from Jewish knowledge and practice, viewing “Jewish” primarily through a religious lens that does not match their own identity. Their self-understanding is shaped by nationality, politics and influenced by post-October 7th dynamics, leaving a misalignment that prevents meaningful engagement with established Jewish communities.

Key Dynamics Shaping the Observation

- A rapidly growing influx of Israelis—accelerated by the Judicial Reform crisis and intensified after October 7th—arrives in Europe with limited experience in community-building, communal governance or ritual life. Their identity is shaped mainly by nationality and Israeli political culture, not by Jewish peoplehood or communal responsibility.
- Judaism is often understood narrowly as “religion,” leading some Israelis to feel alienated from Judaism itself and to see Israeli identity as separate from, or not necessarily connected to, Jewish identity.
- For many Israelis—except those from religious or kibbutz backgrounds—community structures, rituals and communal norms are unfamiliar and do not match their lived experience.
- Israel–Diaspora conversations are politically charged, creating emotional distance and making engagement with local Jewish communities more difficult.
- Local Jewish communities often lack the cultural tools and confidence to engage diverse groups—especially Israelis—leading to mutual misunderstanding and, in some cases, alienation from both sides.
- Language and cultural gaps persist despite shared Hebrew. European Jewish communal culture, social codes and expectations can feel foreign or judgmental to Israelis.
- Mixed families increase identity complexity, raising questions about belonging, rituals and Jewish educational choices.

Recommendations

Build a Long-Term, Structured Strategy for Integrating Israelis as Core Partners in European Jewish Communal Life

- Treat Israelis as strategic actors: Integrate them into core communal planning and leadership structures, rather than treating them as peripheral participants.
- Teach community literacy: Provide Israelis with accessible pathways into communal governance, volunteering, ritual life and shared responsibility.
- Create shared spaces for complex conversations: Facilitate honest, nuanced encounters between Israelis and European Jews around Israel, Zionism, diaspora life and identity after October 7th.
- Expand Judaism: Build frameworks rooted in learning, culture and practice that decouple Jewish identity from a purely religious-political-national lens.
- Develop strategic integration plans: For each relevant community, design a tailored long-term plan for integrating Israelis into communal institutions, leadership pipelines and the educational system.

4. Philanthropic Mindset and the European Context

Observation

Philanthropy across the Jewish world played an essential role in rebuilding and revitalising European Jewish life after the Holocaust, with global foundations investing heavily for decades and the Government of Israel joining meaningfully since 2015. This support enabled communities to survive, stabilise and grow. Yet today, much of the philanthropic landscape remains short-term and project-based. European funders are largely absent in a strategic, pan-European way, and European Jewish life is still too often viewed as a post-Holocaust remnant rather than a centre of creativity, identity and renewal. The current moment of fragility also presents a rare opportunity for bold reinvestment and long-term renewal—if approached with strategic vision.

Key Dynamics Shaping the Observation

- Post-Holocaust European Jewish existence was long framed as temporary, fragile or declining, leading many funders to focus on maintenance rather than long-term strategic growth.
- American and Israeli foundations dominate the field, while European ones hesitate to lead, often due to limited capacity, unclear priorities, or discomfort taking responsibility for continent-wide Jewish futures.
- Short grant cycles undermine institution-building and talent pipelines, pushing communities toward projects and pilots rather than stable structures, professionalisation or long-term planning.
- Post-October 7th pressures create urgency and instability, making consistent strategic planning more difficult at the very moment it is most needed.
- Philanthropy remains fragmented, with little coordination across countries, limiting the ability to address pan-European challenges such as educator pipelines, identity shifts and young-adult engagement.
- Many funders still view European Jewish life through a “post-trauma lens,” prioritising risk management, security and preservation over creativity, renewal and bold experimentation.
- Lack of shared data and research weakens strategic philanthropy, leaving foundations to rely on anecdotal knowledge rather than continent-wide insights about identity trends, participation patterns and educational needs.
- Local communities often have weak fundraising infrastructure, making it difficult to generate matching funds or present compelling, long-term strategies to philanthropic partners.

Recommendations

Create a Long-Term, Coordinated Philanthropic Strategy That Anchors Sustainable Renewal Across Europe

1. Long-Term Strategy & Institutional Strengthening

Shift philanthropy from short-term projects to long-term communal capacity.

- Think in decades: Promote multi-year commitments that build institutions, educator pipelines and sustainable educational infrastructure, including the creation of community-supported foundations to secure long-term stability.
- Develop endowment strategies: Encourage communities, funders and partners to build an endowment fund that guarantees continuity, reduces dependence on annual fundraising and anchors key educational roles and programs.
- Align the portfolio: Ensure grants form a coherent, mutually reinforcing strategy rather than isolated initiatives.
- Strengthen coordination: Build mechanisms for collaboration among global, Israeli and European funders around shared priorities (educators, young adults, identity renewal).
- Invest in shared data and insight: Support continent-wide research and mapping to guide strategy with evidence.

2. European Philanthropic Leadership & Local Capacity

Grow a confident European philanthropic voice and empower communities.

- Activate European funders: Develop strong local philanthropic leadership in Jewish education and identity-building.
- Build community fundraising capacity: Equip communities with tools for matching funds, planned giving and sustained donor engagement.

3. Narrative Change & Vision of Jewish Life in Europe

Replace the post-Holocaust lens with a confident, future-oriented vision.

- Change the narrative: Reframe European Jewish life as a space of creativity, growth and leadership, not merely survival.
- Position renewal at the centre: Highlight Jewish education, culture and identity-formation as core engines for Europe's Jewish future.

5. Renaissance Hub's Strategic Role

Observation

Over the past 18 months, the Renaissance Hub has built a substantial and unprecedented infrastructure for European Jewish education: a continent-wide database, regional consultants in key countries, shared reports and consultations, and two bodies dedicated to defining language, concepts and educational frameworks grounded both in field reality and in educational theory — the Pedagogic Committee and the Field Advisory Board. The Hub also conducted its first research initiatives, strengthening its evidence base. Together, these elements created the first practical backbone for coordinated action between funding partners and active organisations, demonstrating the Hub's ability to align stakeholders around shared challenges and opportunities.

However, to realise its full potential and to leverage the experience and infrastructure already established, the Hub now needs a more professional, methodological and systematic approach to data collection, research, shared language development and evaluation. The current infrastructure, while significant, still lacks full geographic and institutional coverage and requires far more systematic data analysis. The European landscape continues to suffer from gaps in reliable data, standardised methodologies and a shared educational language. The Renaissance Hub is uniquely positioned to address these gaps and deliver integrated, Europe-wide solutions over the next two years.

Key Dynamics Shaping the Observation

- No central European database or shared standards for mapping people, programs, institutions or demographic trends.
- Communities and organisations lack a culture of data sharing, long-term planning or cross-border partnership.
- Funding streams operate in silos, making coordination and shared learning difficult.
- No shared conceptual language to describe Jewish identity, belonging or educational goals across Europe.
- Limited research capacity within communities and institutions, leaving decisions driven by intuition rather than evidence.

Recommendations

1. Build the European Educational Backbone

- Develop and maintain a continuously updated European database of communities, professionals, programs and institutions with clear taxonomies and definitions.
- Standardise mapping methodologies—shared templates, unified definitions, consistent validation processes across regions.
- Normalise data sharing by making it a core expectation of partnership agreements.

2. Establish a Strong Research & Insight Function

- Create a unified pan-European research hub that brings together existing research efforts, generates new insight, and provides ongoing monitoring, evidence and guidance for funders and communities.
- Commission studies on identity dynamics, motivations, participation trends and demand-side patterns across age groups and countries.
- Strengthen data analysis capacity to ensure systematic interpretation, modelling and integration of findings into strategic planning.

3. Create a Shared Educational Language and Framework

- Empower the Pedagogic Committee and the Field Advisory Board to define core language, concepts, standards and frameworks for Jewish identity and education in Europe—drawing on educational theory and grounded in field reality.
- Develop shared conceptual tools for describing, planning and analysis that can be applied across communities, institutions and programs.

4. Improve Strategic Coordination Across the Field

- Bring funders, institutions and communities into aligned strategic conversations so their investments form a coherent, mutually reinforcing portfolio, not isolated projects.
- Position the Renaissance Hub as the integrator that links research, field data, conceptual frameworks and program design into one coordinated European strategy.

Strategic Work Plan for the Renewal of Jewish Education in Europe

A. FOUNDATIONS & FIELD INFRASTRUCTURE

1. Foundational Language & Definitions

Strategic Aim: Establish a shared European framework for Jewish educational purpose, core content, and professional standards.

Key Actions:

- Define the purpose and goals of Jewish education (based on the 18×18 framework).
- Develop a European Educator Competency Model and role definitions.
- Define “Core Jewish Studies”—essential knowledge, practices, and experiences leading to literacy and identity formation.

KPIs: Purpose clarity across partners; adoption rate of competency model; integration into educator training and curriculum development.

2. Intellectual Infrastructure

Strategic Aim: Root European Jewish education in deep intellectual tradition and advance both philosophical and practical research.

Key Actions:

- Establish a Jewish Ideas Hub connecting scholars, educators, and cultural creators.
- Create scholar–educator fellowships.
- Establish a European Research Center for philosophical and field-driven research on Jewish identity, learning, and community dynamics.

KPIs: Fellowships created; integration of materials into curricula; number of practical research outputs annually.

3. Philanthropy: Long-Term, Strategic, European-Led

Strategic Aim: Build long-term communal capacity through coordinated, strategic philanthropy.

Key Actions:

- Expand European funders’ participation in the Renaissance Hub.
- Transition to 3–7-year funding cycles.
- Establish a €20M Europe-wide Educators Development Endowment.

KPIs: Multi-year funding cycles; number of new European partners; endowment establishment and growth; alignment of projects with field strategy.

4. Renaissance Hub: Continental Backbone

Strategic Aim: Provide management, data, research infrastructure, and coordination for a collective impact effort across Europe.

Key Actions:

- Expand and professionalise the European Education Data Base Platform.
- Deploy real-time Community Dashboards.
- Build a methodological, continent-wide data and information-sharing systems.
- Operate as the backbone organisation for collective impact—aligning funders, institutions, educators, and communities.
- Mobilise additional funding (short-term and long-term).

KPIs: Data completeness; dashboard usage; number of coordinated initiatives; additional funds mobilised.

B. TALENT, LEADERSHIP & COMMUNITY

5. Workforce & Talent: The European Educator Pipeline

Strategic Aim: Build a respected, professional, stable local Jewish educator workforce.

Key initiative - Three-Layer Structure:

- **Foundational:** Paideia summer program (core knowledge + cross-European bonding).
- **Professional:** One-year program with BA/MA pathways via London, Budapest, Spain, Germany, France (with Israeli partners where relevant) creating a potential “Jewish Erasmus”
- **Field:** Educator networks, communities of practice, stipends, ongoing development.

Additional Action:

Launch a European Educator Recruitment & Placement Funnel.

KPIs: Educators trained; retention; new recruits; number of communities of practice.

6. Community Leadership & Parent Partnerships

Strategic Aim: Strengthen the “demand side” of Jewish education and improve community-level educational management.

Key Actions:

- Launch family learning programs.
- Develop a Parent Education Concept & Toolkit.
- Create the role of Community Jewish Education Director; training track; community of practice.
- Secure sustainable community funding.

KPIs: New programs; parent participation rates; communities establishing the role; budget scale.

7. Israelis as a Strategic Asset

Strategic Aim: Integrate Israelis as educators, partners, anchors, and cultural multipliers.

Key Actions:

- Multi-year Israeli communities integration plans.
- Community Jewish Life and knowledge courses.
- Pipeline for Israelis into educator and Hebrew-teaching roles.

KPIs: Israelis engaged in communal life; program participation; educators recruited; children enrolled in Jewish education.

C. CURRICULUM, PEDAGOGY & LEARNING ECOSYSTEM

8. Modular Jewish Education Curricula Rooted in European Realities

Strategic Aim: Build adaptable, modular curricular ecosystems with Hebrew at the centre.

Key Actions:

- Pedagogic Committee defines identity, meaning-making, and literacy principles.
- Develop modular curriculum kits for all age groups and settings.
- Hebrew fluency integrated across frameworks.

KPIs: Curriculum adoption; Hebrew proficiency gains; number of Hebrew hubs and educators.

9. Young Adult Frameworks (18+)

Strategic Aim: Position young adults as drivers of Jewish renewal across Europe.

Key Actions:

- Create leadership and fellowship cohorts.
- Establish micro-communities for learning, culture, and spiritual exploration.
- Provide innovative cultural and intellectual programming.

KPIs: Enrollment; Long term retention; transitions into educator or leadership roles.

10. AI & Technology for Personalised Learning & Management

Strategic Aim: Use technology to personalise learning, support educators, and strengthen community strategic planning.

Key Actions:

- Adaptive Hebrew and Jewish Studies tools.
- AI educator-support platforms.
- Unified community data dashboards.

KPIs: Tool usage; satisfaction; number of communities actively using dashboards.

Appendix: Jewish Education Mapping Initiative - Phase II

Professionalisation and Expansion of the European Jewish Education DB

1. Background and Rationale

Over the past year, the Renaissance Hub has developed and piloted a comprehensive database (DB) designed to capture key stakeholders, institutions, programs, and professionals in Jewish education across Europe. This effort has enabled the first-ever continental overview of formal and informal educational ecosystems, providing critical insights into the diversity and vitality of Jewish learning environments.

Phase I focused on building the database infrastructure, defining core data fields, and gathering initial information through our regional consultants. It also provided valuable lessons regarding data collection methodologies, consistency, and stakeholder engagement.

The database has already proven to be an indispensable tool for strategic planning, philanthropy, and collaboration among Jewish education partners.

The next step—**Phase II**—will professionalise and expand this effort into a sustainable, system-wide resource.

2. Objectives of Phase II

The goal of Phase II is to transform the existing mapping initiative into a **professional, consistent, and analytically valuable platform** that supports both quantitative and qualitative understanding of Jewish education in Europe.

Core Objectives

1. **Professionalise the data collection process through a dedicated researcher or institutional partner specialising** in educational mapping and data integrity.
2. **Expand and complete coverage** of Jewish education frameworks across Europe.
3. **Introduce advanced methodologies** for ensuring **data accuracy, consistency, and qualitative assessment**.
4. **Establish sustainable mechanisms** for continuous data updating and verification.
5. **Integrate the 18×18 Jewish Education Framework** as a shared evaluative and interpretive tool for analysing educational impact.

3. Methodology and Partnerships

Phase II will build on existing partnerships and networks that have proven to be both knowledgeable and deeply embedded in local contexts.

Data Collection Channels

- **JAFI Shlichim network** – for institutional mapping and Israel-related initiatives.
- **Paideia alumni network** – for connecting grassroots educators and independent programs.
- **WZO representatives** – for communal and formal education frameworks.
- **UnitEd educators’ network** – for professional and pedagogical program mapping.
- **Philanthropic partner inputs** – leveraging their visibility across funded programs and institutions.
- **Renaissance Hub regional consultants** – coordinating local engagement, validation, and cross-country consistency.

A professional research lead (or an external research institute) will:

- **Design data collection protocols** and validation tools.
- **Develop SW** Interface to the existing platform of the Partners.
- **Data integrity and consistency:** Conduct data cleaning, normalisation, and verification.
- **Develop and apply qualitative assessment** methodologies (based on 18×18 or a compatible framework).
- **Train regional consultants and partner representatives** in standardised data procedures.

4. Quantitative Targets (by June 2026)

By the end of **June 2026**, the database will aim to include verified and structured information on:

CATEGORY	TARGET COVERAGE	DESCRIPTION
FORMAL JEWISH DAY SCHOOLS	100%	Comprehensive institutional profiles including student numbers, curricula, and governance.
JEWISH COMMUNITIES	95%	Demographic, organizational, and leadership data across Europe.
SUMMER CAMPS	100%	All major Jewish camps across Europe, with thematic and pedagogic mapping.
SUNDAY / AFTERNOON SCHOOLS	85%	Including part-time Hebrew and Jewish heritage schools.
YOUNG ADULT PROGRAMS	95%	Including Moishe Houses, Birthright follow-ups, leadership fellowships, etc.
ISRAELI COMMUNITIES / GROUPS	100%	All organized Israeli groups and educational programs in Europe.

5. Qualitative Assessment and the 18×18 Framework

Beyond quantitative data, Phase II will focus on **qualitative mapping** using the *18×18 Jewish Education Framework* developed by Benjamin Jacobs and Barry Kazan, adapted by the Renaissance Hub for the European context.

This framework allows for:

- Evaluating how institutions address identity, community, and belonging.
- Measuring alignment with core educational outcomes (values, skills, content).
- Identifying strengths, gaps, and potential synergies across networks.

The integration of this evaluative dimension will elevate the database from a static mapping tool to a **living, interpretive platform** for policy, philanthropy, and strategic planning.

6. Sustainability and Future Maintenance

To ensure ongoing relevance and reliability, Phase II will introduce:

- **Annual update cycles** with clear regional responsibilities.
- **Integrated feedback loops** from institutions and partners to validate data in real time.
- **A user-friendly interface** allowing partners to access, contribute, and analyze data.
- **A governance mechanism** ensuring data security, transparency, and ethical use.

Ultimately, this process will institutionalize the mapping function within the Renaissance Hub as a **permanent, living resource**—reflecting the evolving landscape of Jewish education across Europe.

7. Timeline

PHASE	PERIOD	KEY MILESTONES
PREPARATION	Nov 2025 – Jan 2026	Hiring of research lead/institution, refining data architecture, partner engagement SW Interface development
DATA COLLECTION & VALIDATION	Feb – Dec 2026	Expanded data capture across all categories, verification, and qualitative analysis
SYNTHESIS & REPORTING	Jan – Jun 2026	Integrating findings, developing dashboards, and publishing insights for partners
SUSTAINABILITY PHASE	Ongoing (from Jul 2026)	Establishing continuous update systems and annual reviews

8. Expected Outcomes

- A **comprehensive, verified, and dynamic map** of Jewish educational life in Europe.
- A **standardized evaluative framework** enabling comparison and strategic investment.
- Enhanced collaboration and coordination among **fundors, educators, and communities**.
- A model for **long-term data governance** within transnational Jewish education initiatives.