

תכנית לאומית למצוינות באנגלית
The Israel Program for
Excellence in English

תלמ"א

TALMA 2020

POST-SUMMER REPORT



*Meaningful Opportunities
in the Classroom
and Beyond*

The 2020 Full-Year Fellowship



תכנית לאוקייט למצוינות באנגלית
The Israel Program for
Excellence in English

תלמידי תל"א



INTRODUCTION

Meeting Challenges Head On

TALMA, The Israel Program for Excellence in English, knows how to survive and thrive in tough times. In July 2014, during our very first summer school program, Operation Protective Edge broke out between Israel and the Gaza Strip. Throughout that summer, we managed to keep our foreign and Israeli teachers safe and sound, while successfully engaging our young students in our first two host communities.

The coronavirus pandemic of 2020 brought upon us a whole new level of challenges. In February, we were gearing up for our largest summer school program ever in 24 host communities, with a record 200+ foreign teachers recruited to fly to Israel. In March, during the time of Israel's general closure, we recognized that the summer as planned would not be possible, and quickly pivoted to develop a unique and effective online English program.

TALMA's dedicated alumni community of foreign teachers and educators rallied together to ensure the success of our new online initiative. Over 280 teachers abroad generously donated their time and expertise to reach an unprecedented 12,000 students via distance teaching. Impressively, the online program ran continuously over the course of four months from April to July.



Since joining this community, I've been struck by the degree to which teachers around me are driven by a love for Israel and its people and a passion for bringing the highest standard of education to Israeli students.

Avichai Korn
2020 Full-Year Fellow

The following sections in this 2020 Post-Summer Report highlight how TALMA has responded effectively to the COVID-19 crisis. From our summer program and full-year communities to our Haredi programs and other new initiatives, TALMA has shown quick and creative thinking while moving forward on all fronts.

The report will show how even during this ongoing pandemic, TALMA has resiliently achieved its goals of:

- linking professional foreign English teachers with underprivileged students in Israel
- strengthening the connection of foreign teachers with the State of Israel
- enhancing the teaching skills and professional development of our English teachers

We would like to take this opportunity to thank our donors and partners for their continued support, generosity, and faith in TALMA during these difficult days. Working together, we are succeeding to promote and advance educational equity in Israel.

ABOUT TALMA

TALMA, The Israel Program for Excellence in English, was founded in 2014 by the Schusterman Foundation, the Steinhart Foundation and the Israeli Ministry of Education. TALMA's flagship summer school program is an English immersion experience for schoolchildren that serves as a value-added "11th month of public education" in underprivileged Israeli communities. This innovative summer program uniquely brings together dedicated foreign and Israeli teachers in a co-teaching format that engages students in an interactive, fun, and effective manner. Introduced in 2017, The TALMA 2.0 program is a year-long fellowship for committed teachers from abroad who form communities of educators in Israel's social and geographic periphery. TALMA's diverse and growing initiatives advance educational equity while creating meaningful opportunities in the classroom and beyond for students and teachers alike.

SUMMER PROGRAM IN NUMBERS

2020 vs. 2019 vs. 2014

	2020 Actual <i>Online Program</i>	2020 Planned <i>Summer School</i>	2019 <i>Summer School</i>	2014 <i>Summer School</i>
Host Communities: # of Participating Schools	6 host communities: Jerusalem Bat Yam Rehovot Yarka Kiryat Malachi Kanot Youth Village	24 host communities: Jerusalem (41) Nof HaGalil* (2) Jezreel Valley (3) Pardes Hanna-Karkur (2) Majdal Shams (1) Ein Kinya (1) Rameh (4) Sajur (2) Hurfeish (3) Maghar (2) Kisra-Sumei (3) Yarka (4) Julis (2) Ben Shemen Youth Village (1) Kanot Youth Village (1) Tamar (1) Bat Yam (3) Rehovot (7) Bnei Ayish (2) Ashkelon (12) Kiryat Malachi (8) Dimona (7) Yeruham (2) Eilat (6)	21 host communities: Jerusalem (41) Nof HaGalil* (1) Jezreel Valley (1) Migdal HaEmek (1) Kiryat Shemona (5) Hatzor HaGlilit (1) Rameh (1) Maghar (5) Kisra-Sumei (3) Yarka (5) Julis (1) Ben Shemen Youth Village (1) Kanot Youth Village (1) Bat Yam (3) Rehovot (3) Ashkelon (11) Hof Ashkelon (2) Kiryat Malachi (6) Dimona (6) Yeruham (1) Eilat (6)	2 host communities: Nazareth Illit* (9) Migdal HaEmek (5)
	<i>*Municipalities provided listservs of students to serve by locality, not by the student's school</i>			<i>*Nazareth Illit changed its name to Nof HaGalil in 2019.</i>
Total Schools	NA	120	105	14
Total Students	12,000	7,525	6,475	1,150
Total Foreign Teachers	283	215	185	45
Total Israeli Teachers	NA	215	185	45
Total Israeli Principals	NA	120	105	14
Total Teachers & Principals	283	550	475	104

2020 at a Glance

2020 SUMMER SCHOOL PROGRAM – EXPECTED



On Track for the Biggest Summer Yet

2020 was going to be TALMA's biggest summer school program to date. A record 215 foreign English teachers were recruited, surpassing the previous record of 185 teachers in 2019.

24 host communities across Israel were lined up to participate – from Majdal Shams in the northern Golan Heights to Eilat in the south. This total included a growing number of communities from the Druze sector in Israel's north. Within Jerusalem, we were making further inroads in all sectors of the population, including at Haredi and Arab schools.

Then the coronavirus pandemic changed everything. Reacting quickly, TALMA developed and implemented a successful online program.

Significantly, all of the host communities that were set to participate in our 2020 summer program are planning on hosting TALMA activities in the summer of 2021. This indicates that TALMA is meeting a proven need and shows the unwavering belief these communities have in what TALMA has to offer.



2020 ONLINE ENGLISH PROGRAM-ACTUAL



2020 ONLINE ENGLISH PROGRAM-AT A GLANCE

Duration:

- 4-month program in April, May, June, July

Teachers:

- Over 280 foreign teachers actively involved

Communities:

- Bat Yam, Jerusalem, Kanot Youth Village, Kiryat Malachi, Rehovot, Yarka

Students:

- Some 12,000 students in total (both school students and general public)

“

We would like to share our big appreciation to the English teaching program. Our daughters Yael & Naama began their remote English lessons this summer with Stephanie and fell in love with the concept and content. As parents, our goal was always to give our daughters extra English proficiency since we see it as a big advantage to their personal and professional future. TALMA's program enabled us to meet this goal. We take great pleasure in being part of TALMA's program and have big hopes it will continue in the future - we have a third young daughter as well!

TOMER OHAVI, PARENT OF TALMA'S ONLINE PROGRAM STUDENTS

”

Distance Education to the Rescue

This past March, as Israel shut down due to the coronavirus pandemic, TALMA quickly realized that we had to completely rethink our in-class summer program. Within a matter of weeks, The TALMA team pivoted to design and implement an effective online program.

One of the first things we did was to assemble two special teams. We recruited a Distance Learning Task Force with nine members, including 6 TALMA alumni and affiliates associated with the prestigious Relay and Harvard Graduate Schools of Education. We also put together a Pedagogy Team of three instructional leaders with relevant experience for adapting TALMA's curriculum to the new remote teaching reality.

After TALMA's coordinators received guidance and training from the Task Force, they then created and delivered training in turn to TALMA's foreign English teachers. These trainings not only served to prepare TALMA alumna for teaching the Israeli students online, but also built their personal teacher toolkits for serving their own students remotely.

All in all, over 280 foreign teachers donated their time & talent to instruct 12,000 students online from April to July.

We decided to offer our online program in two distinct models:

- **B2B:** Our “B2B” model was offered to host municipalities. After TALMA offered a municipality a bundle of hours, the local Education Department divided up the bundle among a number of schools, which then divided up their hours among specific students. Students in grades 4-12, usually in groups of 3-5 students, received an average of five one-hour lessons (paid by the host municipalities). High school students received special assistance to prepare for matriculation exams in July. Some 11,000 school students in total participated in the online program.
- **B2C:** In our “B2C” model, we offered one-on-one online lessons to the general public, at a subsidized cost of only 50 NIS per lesson. Some 1000 Israeli residents of all ages took advantage of this wonderful opportunity to strengthen their English.

2021 at a Glance

2021 SUMMER SCHOOL PROGRAM – PLANNED



READY FOR ANY SCENARIO

Looking ahead to the summer of 2021, TALMA is ready for either one of two projected scenarios: returning to our in-class summer school program or continuing our online program.

5-Week Summer School Program -Planned

Should the pandemic allow overseas travel and in-classroom teaching, we will adapt our traditional summer school program to existing COVID-19 guidelines. If arriving foreign teachers need to undergo 10-14 days of quarantine after landing in Israel, they will be housed in the existing “coronavirus hotel” at Ben Shemen. During that time, our teachers will undergo a two-week orientation in preparation for the next teaching stage. After that, our teachers will co-teach for three weeks at schools within our host communities, as in the past. If necessary, we will adapt class sizes and seating arrangements to ensure proper social distancing.

2021 Alternate online –As needed

Should the pandemic be ongoing and overseas travel impossible, we will offer once again an online program (as in 2020). We will work to maintain and, if possible expand, the number of host communities and the number of participating foreign teachers. Moreover, building on the success of the 2020 program, we will continue to offer the program to both school students and the general public. No matter which program is implemented, TALMA will continue to engage our students, link our dedicated foreign English teachers with Israeli students, and strengthen the connection of our foreign teachers with the State of Israel.





TALMA 2.0 PROGRAM

Full-Year Fellowships & Teacher Communities in Israel's Periphery

About TALMA 2.0

TALMA 2.0 is a year-long fellowship for young professional educators with prior experience in Israel. The program was launched in 2017 following a request from the Israeli Ministry of Education, which recognized TALMA's ability to create meaningful educational experiences for local school students led by foreign and Israeli teachers. TALMA 2.0's curated communities of foreign teachers live in cohorts of fellows who benefit from all-expenses-paid housing, roundtrip travel to Israel, professional development, social enrichment, and a living stipend. Teachers serve in disadvantaged communities in Israel's social and geographic periphery, bringing educational equity to deserving students. TALMA 2.0 is an ideal opportunity for young professionals wishing to grow their experience in international education, test the waters for aliyah, and develop professionally within a supportive community of peers.

Looking Back on the Past Year

Looking back on the past year, we are proud to report that all of our foreign teachers decided to stay in Israel after the outbreak of the coronavirus pandemic. They continued to teach both in-class and online as circumstances required, and reported having a meaningful and productive year.

I saw the confidence in my students' ability to speak English grow significantly. Once they realized that I was willing to be patient with them if they struggled, I had students going out of their way to come speak with me not only in class, but outside of school as well.

Nicole Taege
2019-20 Full-Year Fellow



21

Full-Year Fellows this year
compared to 12 last year

3

Full-Year Communities as
opposed to 2 in 2019 and
1 in 2017 & 2018

80%

Percent of Full-Year Fellows
holding an advanced degree -
17 Masters & 1 Doctorate.

5145

The number of students TALMA
teachers are reaching in the
2020-21 Full-Year program

25%

Percent of Fellows who made
Aliyah in 2020...a statistic TALMA
expects to surpass in 2021

The 2020-21 Full Year Fellowship: *Against All Odds*

This year's program launched on August 10th and will continue until July 1st of 2021. Again, all of our foreign teachers came to Israel to participate in the program despite the challenges of the COVID-19 outbreak. Rather than deterring teachers, the promise of built-in community regardless of whatever hardships the pandemic could bring resulted in our largest yearlong cohort yet.

This year, for the first time ever, we are operating TALMA 2.0 in a total of three communities:

- **Ben Shemen:** This year (2020/21) we have a group of 6 foreign teachers (compared to a group of 6 teachers last year). Our teachers there are working with some 600 students in grades K-12. The program in Ben Shemen was established with the aid of Seed the Dream Foundation.
- **Ein Gedi:** In Ein Gedi, we have a group of 5 foreign teachers (compared to 5 last year). Our teachers are living in apartments in Jerusalem and commute to Ein Gedi's regional school and several municipal schools, where they work with some 1300 students in grades pk-12.
- **Eilat:** Eilat is the newest TALMA 2.0 community starting now in 2020/21. There are 10 apartments in the city, the 10 foreign teachers are teaching some 2500 students in grades 3-12 at 8 separate schools.

After introducing the program last year at the Ben Shemen Youth Village and Ein Gedi, both communities decided to continue hosting the program this year too. That fact, along with the addition of our third community in Eilat, shows that TALMA 2.0 is providing meaningful work on the ground and growing successfully from year to year.

When we launched TALMA 2.0 in 2017/18, we partnered with Masa Israel Journey, a joint project of the Israeli Government and the Jewish Agency, which offers experiences in Israel for young people ages 18-30. This past year (2019/20) was the first time that we operated TALMA 2.0 without partnering with Masa. As such, we independently raised the necessary funding, found and recruited participating teachers, arranged working visas for our foreign teachers, and more. We plan to continue operating TALMA 2.0 independently moving forward.

After three successful years and a fourth now underway, we can proudly assert that TALMA 2.0 has proven itself. Israeli students in the periphery are benefitting from our dedicated and professional teachers. Communities are benefitting from the educational, social and economic impact offered by hosting our dynamic teachers. And our foreign teachers are deepening their connection to Israel, growing professionally, and gaining hands-on insights into the Israeli educational system.

PROGRAMS FOR HAREDI SECTOR

New Opportunities for the Ultra-Orthodox

Haredi English Teacher Training

TALMA staff are leading a revolutionary program that trains Haredi (Ultra-Orthodox) educators to teach English as a core subject within Haredi schools. Established by TALMA in 2019 with assistance from the Gerald Schwartz & Heather Reisman Foundation, the program currently serves teachers of grades 4-8 at over 30 Haredi schools in Jerusalem and Beit Shemesh. English classes are also offered to older students at yeshivot and community centers.



One of our team of three TALMA trainers is responsible for training typically one teacher per school. After their training, these teachers use a specially designed curriculum – with an emphasis on spoken English, relevant content, modern pedagogy and English songs – that is culturally appropriate. For example, children's names used in texts reflect popular names in the Haredi communities, and graphics show children with kipot (yarmulkes). Teachers receive lesson plans, frontal instruction and weekly workshops where they share their experiences and learn from one another. TALMA also has hired a Haredi rabbi to serve as a cultural liaison.

The case of Beit Shemesh is especially interesting because the communities we work with there are quite restrictive regarding the content they will allow in their schools. Accordingly, we are constantly updating our curriculum to fit their needs. For example, some schools won't allow us to use pre recorded songs in lessons; if they want to incorporate music, the teachers must teach the kids the melodies and words while providing their own accompaniment. By working closely with our teachers and exhibiting creativity in lesson planning, we are able to provide a curriculum that fits the needs of the various Beit Shemesh communities.

TALMA trainers have received invaluable guidance from Middlebury College in Vermont, whose Middlebury Language Schools program is considered one of the United States' preeminent language learning institutions.

With the outbreak of the coronavirus pandemic, we recognized that many Haredi families do not possess home computers. As such, we created printed workbooks with family-oriented assignments to encourage the continued development of speaking skills and new vocabulary. These specially designed workbooks were then delivered to the homes of participating students.

"Once again, TALMA proved that they can adapt quickly to changing circumstances."

Yoav 'Zimi' Zimran

Deputy Director of the Education Department of Jerusalem



Business English @ KamaTech

The Business English @ KamaTech program was established in 2018 by TALMA with assistance from the Steinhardt Family Foundation in Israel. In this program, TALMA instructors teach introductory and business-level English to Haredim at the KamaTech center in Bnei Brak.

Students are Haredi women and men whose job prospects or ability to grow within their current place of employment is dependent on gaining essential English skills in order to get hired or advance in their workplace. In keeping with the needs of the Haredi community, separate group sessions are offered to men and women.

Classes are offered in a number of ways. Group classes of typically 1.5 hours are offered on a weekly or bi-weekly basis over the course of a four-month semester to groups of 15-20 people. Personal one-on-one sessions are offered on an "as needed" basis, often helping students prepare for a special job interview or business presentation. Intensive "boot camps" are group sessions customized to the needs of a specific company. For example, this past year the semiconductor company TowerJazz offered an intensive English course to its Haredi women employees over a period of some three months.

KamaTech is a unique center established to facilitate the successful integration of Haredim into the Israeli high-tech workforce, which requires ever-increasing numbers of well-trained employees. The center was established by a coalition of 30 leading high-tech companies, startups and venture capital funds, including Cisco, Intel, IBM, Google, Microsoft, Amdocs, Checkpoint, CitiBank Innovation Center, Pitango Venture Capital and Canaan Partners.

To date, some 400 Haredi women & men have benefitted from TALMA's Business English program @ KamaTech. This innovative program is another example of how TALMA is making a big difference in the lives of its target populations while strengthening the bonds of foreign teachers to Israel.

"We are happy to report that the COVID-19 pandemic did not adversely affect the Business English @ KamaTech program. After going virtual in April, the program has continued as an online program with no effect on enrollment."

-Moshe Friedman, Co-founder & CEO of KamaTech



I had a huge jump in my English. Today, it's easier for me to read texts in the original English than to use Google Translate, because Google Translate distorts things. I can't really believe it happened. It's an amazing thing...and it's because of the course with you!"

Schneur
KamaTech Student

My new job is with an international PR company - and because of you and the work we did together in the Corona times, I got it. I did my interview in English and they said my English is very good - so thank you. I really appreciate all that you did for me.

Manor
KamaTech Student



TALMA PLUS INITIATIVES

Broadening TALMA's Impact

TALMA is continuing to introduce new initiatives with the aim of broadening and deepening our impact. These new initiatives can be adapted to remote learning models that meet the challenges of the ongoing COVID-19 pandemic.

Atid Plus

To be launched in the fall of 2020



עתיד פלוס

חינוך פורץ דרך



Atid Plus is a non-profit organization that helps solve inequality in Israel by bringing science and technology education to underprivileged young people in lower socio-economic areas and youth villages. In Atid Plus' Technovation Girls program, TALMA is developing a curriculum and training program for college-level mentors to assist a group of future female entrepreneurs. These entrepreneurs will create and present, in English, mobile applications to solve real-world problems. Focusing on presentation skills and building confidence when speaking English, this program enables the girls to present their ideas effectively to an audience.

English Teaching Partnership with Beit Berl

To be launched in the fall of 2020

המכללה האקדמית בית ברל
الكلية الأكاديمية بيت بيرل
Beit Berl College



TALMA is partnering with organizations where English is a barrier to advancement such as Beit Berl College, a multidisciplinary college focused on training educators in Israel. One of the largest colleges in Israel with some 10,000 students, Beit Berl attracts a diverse mixture of students from various sectors, including Arab and Haredi students. To graduate from college or university in Israel, students are required to pass an English exemption test. TALMA is partnering with Beit Berl to provide English lessons to Arab and Haredi students requiring additional assistance in English.



Professional Development Courses ("Hishtalmuyot")

To be launched in the fall of 2020

TALMA created professional development courses ("hishtalmuyot") offered through the Ministry of Education for general education and English teachers in the Beer Sheva region and the city of Eilat. The Relay Graduate School of Education and The One World Network are providing training to TALMA teachers and pedagogy leaders in order to ensure high-levels of training and legitimacy behind the content TALMA teachers will then deliver in the "hishtalmuyot" aimed at two audiences:

- **General Education Teachers:** This 15-hour course provides teachers with strategies & tools for teaching in emergency situations such as the pandemic. Teachers learn a variety of ways to optimize both distance learning & classroom learning.
- **English Teachers:** In this 30-hour course teachers learn about and experience writing units and lesson plans based on leading principles of the Proficiency Approach. Teachers are also provided tools for optimal application in the classroom.

Avratech

To be launched in the fall of 2020



Avratech, or Jewish Brain in High Tech, is a training program for Haredi men that aims to place the students in computer programming jobs. English is a central part of the 18-month program. Our English program combines frontal instruction, targeted practice for groups and individuals, and private on-demand lessons. Since the needs of this group are very specific, we are focusing on learning techniques that are relevant to the world of programming; examples include learning how to format questions for Google, reading formal and informal software documentation, and emailing co-workers around the globe. As the course of study is relatively long and intensive, we are able to provide students with a level of English that should offer them a strong foundation and foothold to successfully enter the high-tech industry.

IDF: English Teacher Training for the International Relations Unit

To be launched in the fall of 2020



Within the Israel Defense Forces is a special unit that focuses on public diplomacy and foreign relation initiatives. Under the leadership of Colonel Moshe Sofer, the unit includes a pilot initiative in which English speaking soldiers - many 'Lone Soldiers' - serve as volunteer English teachers within underserved schools of minority communities - in particular, the Bedouin population in the Negev and Israel's North. The soldiers partner directly with schools and principals who are seeking their English services. TALMA will serve as a training partner to prepare the soldiers to deliver English education through distance learning during, and potentially beyond, the times of COVID-19. Moreover, TALMA is collaborating with Col. Sofer to establish this initiative as a formal program of the Israel Defense Forces.

Ultra Code

To be launched in the fall of 2020

Ultra Code is a bootcamp training program for Haredi women from large seminaries (educational institutes for women) in Israel. The program is designed to help bridge the gap between the limited supply and the large demand for trained graduates required by large high-tech companies. Students in the bootcamp learn through independent study and a "flipped classroom" method of learning. The women study computer science and engineering through an online platform where they watch videos, do exercises, and take tests. At the end of the program, seminary graduates have the opportunity to join multinational companies. Utilizing pre recorded video lessons, TALMA's English course provides these students the chance to learn higher level technical English, as well as vocabulary used in science and technology jobs. In addition to viewing 20-minute lessons, the students receive practice materials and take tests for monitoring progress. Office hours are also provided for private lessons and support during the course.



The TALMA Fellows' Blog

WHAT TYPE OF PERSON WOULD LEAVE CALIFORNIA TO COME TO EILAT...DURING A PANDEMIC!?

by Jonny Levin, TALMA Fellow in Eilat

A month into TALMA, I am starting to meet my students and, in each of the classes, someone always asks, "Why would you come to Eilat if you are from California?!" In case the tone doesn't translate, the 13-18-year-olds struggle to imagine a world where a Californian, *by his own free will*, would choose to uproot his life to come to Eilat.

Despite the fires, protests, and reality of the current state of California - the lure of San Francisco, Hollywood, and Santa Monica is sustained even for residents of a city that boasts pristine warm waters and a coral reef so stunning that it instantly makes you understand why we should be doing everything in our power to preserve any coral left on the planet.

And, despite their English levels, the answer I (perhaps unwisely) share as to why I am here, is, "because of Coronavirus." (Luckily that phrase sounds similar in both English and Hebrew).

March 2020 uprooted me from a life teaching in the jungle of Bali, wherein a period of 24 hours my spring break plans of exploring the South East Asian island had shifted and I found myself scrambling to board a plane to my family before the US or Bali closed their airports.

This past spring, in addition to spending more time at my parents' house than ever in my life (definitely since getting my driver's license at the age of 15), I struggled to accept the loss of the life I had.

I resented online teaching because it was NOT the job I signed up for. I resented policies trying to construct a new normal in an era where no one could share what was going on. I didn't mind working from my parents home that much and I embraced the time together to practice yoga, work on my cooking, sample free PopSugar Youtube workouts and reread all the Harry Potter books (in ten days....)

What I struggled with most in those months were the few hours I was working. It was the first time in 12 years of teaching that I did not find my work meaningful. Even in the 18 years that I've been "employed," I cannot remember a time when I found work so uninspiring (and my first job was removing staples and paper clips from legal paperwork for 4 hours at a time so that it could be sent to a higher-ranked employee to scan!!)...but the issue wasn't with the work, the issue with my spirit.

Fast forward to 4 weeks ago - I got on a plane to Israel and from the second night in quarantine, I knew that I was where I was meant to be.

The 13 of us in "group quarantine" would wake up for early morning fitness, sit for meals together, and just coexist. *Somehow the laws meant for isolation and distance brought us closer together (despite the masks and spacious seating).*

But, back to the main thread of this ramble -- my feelings...



So, now I am in Eilat and every evening we don't know if we will get a call saying that we need to go back into quarantine because student X was a confirmed COVID case...and every morning I wake up checking my phone to see which (if any) schools will be going remote this week.

Despite the hardships, the challenge, the being in a new place, the bridging the language barrier, the old school teaching styles, the inconsistent WiFi, and all the other things that in May would have been a soul-crushing blow to my professional ego, I find myself waking up each day excited for whatever it will bring.

Jonny Levin is a TALMA 2020 Full-Year Teaching Fellow based in Eilat, Israel. An alumnus of TALMA's summer fellowship at Ben Shemen Youth Village, Jonny brings a wealth of international teaching experience to his students in Israel. In addition to teaching English as a Second Language, Jonny brings 12 years of experience in education ranging from teaching computer science and robotics to outdoor education and gender studies.

I accept we are the middle of a crazy time. I accept that the media, the governments, the neighbors, the conservatives, the liberals, the locals, the foreigners, the tourists, and everyone else in between are "the problem." I accept that we can't sacrifice the economy, nor the children, nor the teachers, nor public health, nor whatever is trending today.

I accept so many things that I fought tooth and nail only a few months ago...and that is how I know I am where I need to be.

So when the kids ask, "What type of crazy person would leave California to come to Eilat?" - and I respond with "Corona"...what I am really saying is that I am the type of crazy person who has found sanity in a place of beauty and a time of uncertainty.

Follow Jonny and the other TALMA Fellows on their year in Israel at talmafellows.blogspot.com/



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FAMILY FOUNDATION

Tammy & Jay Levine
and their children

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GOVERNMENT & HOST PARTNERS



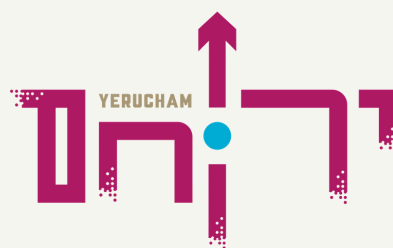
Bat Yam



Eilat



Ashkelon



Yerucham



Ministry of Education



Horfesh



Ein Kinya



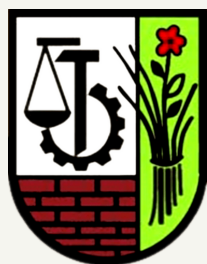
Dimona



Bnei Ayish



Ben Shemen



Kiryat Malakhi



Kanot



Julees



Jezreel Valley



Jerusalem



Pardes Hanna-Karkur



Nof HaGalil



Majdal Shams



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