IDENTITY, LANGUAGE
AND HOMELAND

The case of diaspora Jewish communities in Latin America
Jewish population

By country

2010

13,580,000

World total

81%

of whom live in Israel and the United States

By country or region, m

- Israel (Palestine before 1948)
- Western Europe
- Eastern Europe and Balkans
- Former USSR
- North America
- Latin America
- Oceania
- South Africa
- North Africa
- Asia

*Jews registered with Jewish communities
Why language?

- The most direct tie to Homeland
- The best connection to people in Homeland (people to people)
- The possible link between different Diasporas
- Integral part of Identity and culture
How to do it?

- Language schools for children and young adults
- Formal and informal approach
- Teaching your language at the universities at Diasporas
What do you need?

- Language Program at different levels
- Program for basic history and tradition of the Homeland as an integral part of the language teaching (languages of your Diasporas)
- Textbooks, relevant for your audience (age, level of language, etc)
- Professional staff (local teachers in the countries of Diaspora or to be send from Homeland)
- Virtual teaching
Main Challenges

- Motivation of second or third generation
- Quality of local teachers in countries of Diaspora
- Teacher training
- Relevant and interesting Program
The MEXICO Case Study
THE LANGUAGE AND IDENTITY SEMINAR IN MEXICO
February 2017
Some characters of the Jewish transnational educators at the Seminar
CONCLUSION

Language and Identity are the main instruments to keep in touch with Diasporas.