

The Matanel Sefarad Seminar 2026 Evaluation, Outputs and Impact Report

Consolidated participant evaluation

Executive Summary

The Matanel Sefarad Seminar 2026 achieved its principal academic and programmatic objectives. The consolidated participant evaluation produced an overall satisfaction score of 9.2/10. Scores across the core evaluation categories ranged from 8.6 to 10.0, demonstrating consistently strong performance across academic quality, experiential learning, organization and participant engagement.

Highest-performing areas: knowledge acquisition (10.0/10) and heritage/place-based learning (9.6/10). Academic quality, pacing and weekly organization each scored 9.2/10. Participant engagement and final organizational assessment remained strongly positive at 8.7/10 and 8.6/10 respectively.

1. Evaluation Framework

The evaluation framework assessed four core objectives:

- Academic quality and knowledge acquisition
- Participant engagement and quality of the learning environment
- Effectiveness of experiential and place-based learning
- Academic, professional and network impact beyond the program

Evidence sources included weekly online feedback forms, a comprehensive final evaluation, and ongoing individual and group feedback conversations with participants and members of the teaching staff. The scores in this report are consolidated 10-point indicators summarizing the overall evaluation across these sources.

2. Key Evaluation Indicators

Indicator	Score
Overall program satisfaction	9.2 / 10
Knowledge acquisition	10.0 / 10
Heritage and study visits	9.6 / 10
Overall program pacing	9.2 / 10
Academic clarity and quality of lectures	9.2 / 10
Weekly program organization	9.2 / 10
Participant engagement and opportunities for discussion	8.7 / 10
Final assessment of program organization	8.6 / 10

3. Objective 1 — Academic Quality and Knowledge Acquisition

Target: Provide a rigorous interdisciplinary introduction to Sefarad and Sephardi studies and expose participants to perspectives beyond their existing fields of expertise.

Result: Knowledge acquisition: 10.0/10. Academic clarity and quality of lectures: 9.2/10.

Impact: Participants broadened their knowledge of Sephardi history, culture, philosophy and heritage, while identifying new research interests, questions and methodological perspectives.

4. Objective 2 — Participant Engagement

Target: Create an academic environment in which participants actively contribute to the learning process.

Result: Participant engagement and opportunities for discussion: 8.7/10. Interactive formats — text study, small-group learning, workshops and structured discussion — were identified as particularly effective.

Impact: The evaluation supports expanding structured Hevruta study, workshops, small-group discussion and participant-led sessions in future editions.

5. Objective 3 — Experiential and Place-Based Learning

Target: Connect academic study with historical sites, landscapes, archives, museums, cultural practices and places of memory.

Result: Heritage and study visits: 9.6/10, the second-highest score in the evaluation.

Impact: Place-based learning strengthened participants' understanding of Jewish heritage in Catalonia and of the relationship between history, landscape, memory and contemporary heritage practice.

6. Objective 4 — Effective Program Delivery

Target: Deliver an intensive multi-week program while maintaining effective coordination, communication, pacing and participant support.

Result: Program pacing: 9.2/10. Weekly organization: 9.2/10. Final organizational assessment: 8.6/10.

Impact: The organizational model proved effective overall. The main areas for refinement concern advance communication, transport arrangements, breaks during intensive days and lecturer coordination.

7. Key Outputs

- An intensive interdisciplinary academic curriculum addressing Sefarad as both historical legacy and contemporary field of inquiry.
- Direct engagement with scholars, academics, artists and cultural practitioners.
- Structured text-study, discussion and workshop formats.
- Heritage visits, museum and archive encounters, and study travel to Girona and Portbou.
- Cultural activities and shared learning experiences that strengthened the participant community.
- New academic and professional connections among participants, lecturers and institutions.
- A basis for continued research, professional exchange and future collaboration.

8. Impact

Academic impact. Participants gained new knowledge, research directions and methodological perspectives relevant to future academic work.

Professional impact. The program created connections with scholars, institutions and peers that may support future collaboration and professional development.

Network impact. The seminar established an international peer network linking participants from different academic, professional and cultural backgrounds.

Transfer of impact. Participants can apply the knowledge and methodologies acquired through the seminar in research, teaching, cultural programming, artistic practice, heritage work and community initiatives.

9. Priorities for the Next Edition

1. Introduce a shared historical orientation module at the beginning of the seminar.
2. Increase interactive learning formats across the curriculum.

3. Reduce consecutive lecture blocks and maintain scheduled breaks.
4. Coordinate lecturers more closely to reduce thematic repetition.
5. Provide schedules and preparatory materials earlier.
6. Maintain and expand heritage-based, museum, archival and field learning.
7. Expand content on post-1492 Sephardi communities, Ladino and Haketía, Sephardi philosophy, contemporary Sephardi identities, Jewish heritage preservation, music and cultural production.

10. Conclusion

The Matanel Sefarad Seminar 2026 achieved its principal objectives with consistently high evaluation scores across all core dimensions. The 9.2/10 overall satisfaction score, together with scores ranging from 8.6 to 10.0, demonstrates a strong combination of academic rigor, experiential learning, effective program delivery and international network building.

The findings support the continuation and further development of the Matanel Sefarad Seminar, with targeted improvements focused on coordination, interactive pedagogy, pacing and advance communication.