

Built to Catalyze Change

“Fight for the things you care about. But do it in a way that will lead others to join you.”
– Ruth Bader Ginsburg

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Every philanthropist seeks to make a positive impact. Traditionally, they've done this by giving grants to charities. Increasingly, donors aspire to be strategic; they develop logic models to address social or environmental problems, then channel resources toward root solutions. Occasionally, some donors go even further: While they form impact strategies and theories of change, they also roll up their sleeves, stand side-by-side with nonprofit, business, and government partners, and join in the messy, unpredictable, and formidable struggle to achieve systemic change.

This chapter tells the story of the Eddie and Jules Trump Foundation of Israel, and how it has forged a coalition of hundreds of partners and catalyzed a successful national movement to improve STEM education excellence and double the rate of high school students matriculating in advanced mathematics and science. This effort is having far-reaching implications for students, teachers, and the entire economy. For by growing the population of future engineers, scientists, mathematicians and other workers with

STEM skills, the effort is helping to bolster Israel's national economy and secure its global position as a “Start-up Nation” in a fast-changing and competitive world.

To drive significant change on a national scale, the Trump Foundation (which bears no relation to the former U.S. President) engaged in many of the approaches employed by today's leading donors, including traditional, strategic, and catalytic approaches to philanthropy. While each contributed to success, the catalytic approaches were most pivotal.

In this context, “catalytic” means something very specific. In chemistry, the addition of a small amount of catalyst causes or accelerates a much larger chemical reaction. It contributes to creating a whole that's greater than the sum of its parts. Catalyzing change in Israel's math education system involved seeding a national collective impact effort and building partnerships with hundreds of diverse stakeholders from all sectors — business, government, nonprofit, and civil society.

The Trump Foundation not only gave grants and developed targeted strategies; it actively co-led and participated in collaborations and engaged in other activities that extended beyond traditional arms-length charitable giving.

For instance, to catalyze change, the Trump Foundation engaged in and funded advocacy to influence government policies and priorities. It mounted public awareness campaigns designed to change societal norms and attitudes among the general public, including students, parents, teachers, and more. It leveraged connections to business leaders and directly involved them in the process, instead of separating them from civil society efforts. And throughout the journey, the Foundation's leaders learned: They planned, measured progress, adjusted strategies, and tracked outcomes — focusing not just on their grantees' and partners' progress, but holding themselves accountable to the same goals. Catalytic philanthropy, at the end of the day, is a contact sport.

So, while the Trump Foundation started out in 2011 with a focused grant-making strategy following a clear logic model, its leaders soon recognized that traditional philanthropic approaches alone would not solve the problem. They saw an urgent need to fill mathematics and science teacher shortages and to stimulate student demand for these classes. This would require more than recruiting and training additional math teachers; it would involve influencing government policies, public attitudes, and exciting demand among parents, students, and new teacher recruits. Because the decline in Israel's high school matriculation performance was a complex problem, no single actor could solve it alone — even a new foundation with 600 million NIS that intended to spend down in a decade.¹

No single solution, no “silver bullet” was available to scale up and — presto! — matriculations in advanced mathematics would rise. Therefore, a collective impact approach was required, and the Trump Foundation dove into catalytic activities such as convening, partnership-building, advocating, and campaigning.

Catalyzing Collective Impact

Catalytic approaches differ from traditional modes of philanthropy because the goal of the catalytic donor is not to give away money, but rather to solve problems. This leads catalytic philanthropists to work with organizations and individuals in each sector of society — corporate, nonprofit, government, and the general public — to forge partnerships and leverage those relationships to drive impact, as illustrated by the framework below from *Do More than Give* (Crutchfield, 2011, p. 8). [Figure 1]

Of all the things the Trump Foundation did to catalyze education reform in Israel, nurturing a national network of cross-sector partners was by far the most important. By building trust and forging relationships with and among its grantees and all its partners, the Foundation created the conditions for a successful collective effort.

The act of fostering collective impact is more art than science. It involves engaging in the emotional, organic, and often messy work of building human relationships, forming bonds of trust, and creating an environment in which solutions can emerge from the bottom up. So, while many philanthropists today aspire to be strategic and get results, few do the things that are truly necessary to drive success.

Traditional vs. Catalytic Philanthropy



[Figure 1]

What does this mean on a practical level? Picture this: Every year since 2011, in the days leading up to the Jewish New Year, each member of the Trump Foundation staff sits down with pen in hand and writes personal notes to their grantees and partners. Hundreds of these notes are sealed, stamped, and mailed annually. And throughout the year, Foundation staff join with their partners, attending weddings, funerals, bat and bar mitzvahs, and birthdays. They do this because they understand they are in common cause, and they aspire to have open, authentic relationships with their peers. As author Stephen Covey observed, "Change happens at the speed of trust". Trump Foundation leaders implicitly understood this. By investing in relationships and building trust, the Trump Foundation created an ecosystem of actors suited to take on a big, complex challenge.

Context

At the start of the 2010s, Israel's education system was in flux. Over the previous decade, a major shift had occurred - Israel had prioritized widening access to colleges and universities for more of its students and closed down its tertiary schools for vocational and technical fields. As a result, more than 50% of high school students were enrolling in college and Israel had moved up to the position of seventh worldwide for access to advanced education for all students. However, the rate of students enrolling with advanced achievement in mathematics and science was quietly plummeting. Rates would bottom out by 2012, with 30% fewer students graduating with advanced mathematics than in 2006.

Beginning in the 1970s, Israel was emerging as a "Start-up Nation", birthing thousands of high-technology companies in industries

ranging from software, cyber security, and telecommunications to semiconductors, biotechnology, and more. The nation had also attracted global corporations, including Intel, Motorola, IBM, and Microsoft. And its scientific and technological historical roots ran deep: The Technion-Israel Institute of Technology, the Hebrew University, and the Weizmann Institute of Science were established prior to the founding of the State in 1948. The arrival of highly-educated refugees fleeing Nazi Europe contributed significantly to its pool of scientific talent. By 2022, Israel was second only to the United States on a per capita basis in its ability to generate new, technology-based companies with innovative products.

At the turn of the 21st century, however, scientific and technological progress in Israel's commercial sectors was slowing. High tech companies faced a shortage of employees trained in analytic fields such as math and engineering; billboards were plastered with job opening announcements. The precipitous decline in mathematics and science graduates had the potential to hobble the Israeli economy and damage its global competitive advantage as a high-tech industry leader.

Philanthropy Responds

Eddie and Jules Trump founded the Trump Foundation in 2011 to address educational challenges in Israel with a specific focus on cultivating high-quality instruction of mathematics and science in secondary schools. While the Trump family had been philanthropically active for many years, they established the Foundation as an independent entity (rather than a family foundation) governed by a professional board of directors and led by an experienced executive director.

Members of the Foundation's board of directors included business executives from a range of industries. The Board was chaired by Eddy Shalev, a high-tech industry leader and venture capitalist; members included Toby Bernstein, retail and manufacturing industry leader and partner at Canvas and Tent; Caron Bielski, a hedge fund portfolio advisor and CEO and founder of BSP Funds; and Charles Freedman, a leading expert in banking, international government finance, and university governance.

The Trump Foundation hired Eli Hurvitz as executive director in April 2011. Hurvitz was a renowned advocate and entrepreneur in the education sector, as well as a seasoned philanthropy professional. Hurvitz was among the founders of several organizations, including Avney Rosha, the Israel Institute for School Leadership; and the Nachshon project, which provides online tutoring for high school students. Hurvitz had also served as deputy director of Yad Hanadiv, a philanthropic foundation of the Rothschild Family in Israel, where he was schooled in how private philanthropy could partner with the government to create significant national impact in quiet but powerful ways.

Committing to One Cause

Under Hurvitz's expert leadership, the Trump Foundation could have chosen to address a wide array of education issues across Israel's primary, secondary, and/or tertiary (vocational-technical) school systems. They also could have chosen to focus solely on aiding students of families from disadvantaged regions such as those who lived in the periphery or in Arab or ultra-Orthodox communities. Instead, the Foundation decided to focus on one key problem: the decline of advanced mathematics in Israeli high schools. While this was but one of many issues plaguing the education system in Israel, Hurvitz and his colleagues believed that if they could impact this one measure,

multiplier effects would follow. The choice to focus on mathematics excellence was strategic for several reasons: First, learning mathematics had practical applications for students in both work and in life. Second, it was a fundamental building block for all other sciences, and for excelling in professions in the technology sphere and at the university level. Third, advanced achievement in mathematics had ancillary personal benefits: Consider that when students learn to master any difficult new subject and or skill — whether playing complicated piano musical scores, competing at elite levels of soccer, or performing in a professionally-produced ballet — they must develop disciplined habits, maintain focus, and demonstrate determination and grit. Mastering mathematics forces students to confront obstacles, experience failure, and learn how to persevere against challenges.

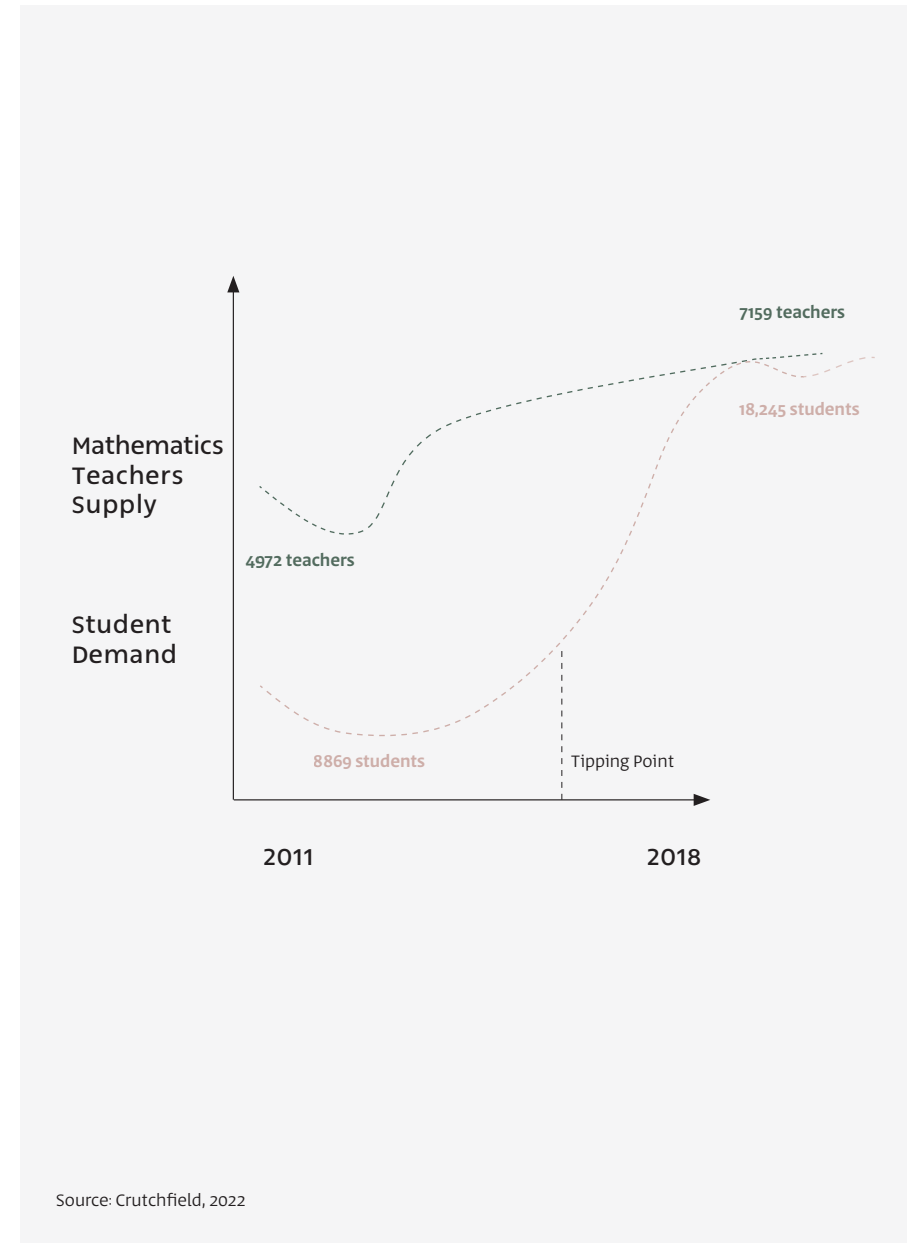
Diagnosing the Problem, Developing a Theory of Change

As the Foundation's vision became fixed on reversing the declining rates of advanced math student enrollment, its leaders studied why the rates were declining, and what approaches might be best suited to reversing these troubling trends. They found that multiple forces were causing the problem, both on the supply and demand side. [Figure 2]

Laws of Supply and Demand

On the supply side, Israel's high school STEM teacher workforce was aging, and high school teaching was not proving to be a popular career choice for younger generations, or for more seasoned workers with a background in mathematics or science. It could not compete with the more exciting and higher-paying jobs in the fast-growing high-tech sector.

Stimulating Supply and Demand



[Figure 2]

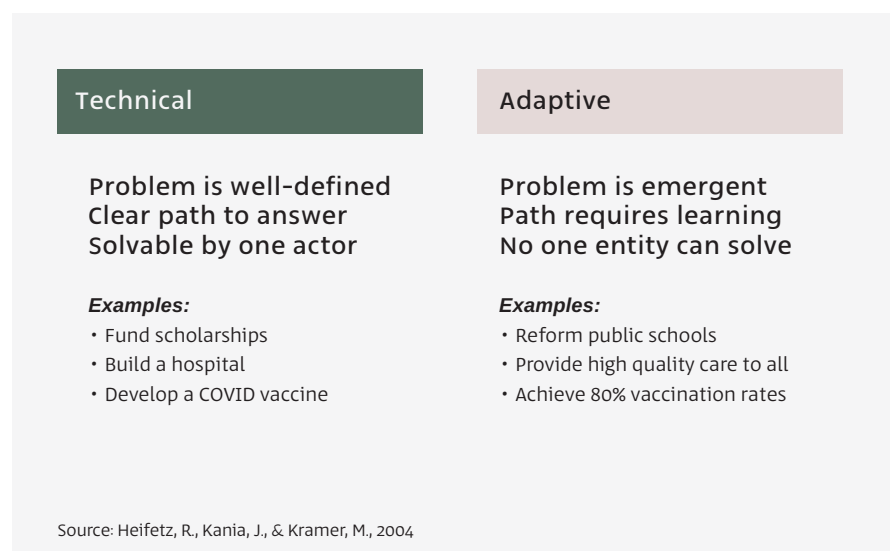
On the demand side, fewer students were choosing to enroll in the highest levels of mathematics and science. The courses were hard, required extra levels of time, effort, and focus, and due to education policies at local and national levels that determined credit qualifications, standardized test requirements, and other systemic factors, students felt there were too many disincentives to risk taking challenging advanced courses. Government policies also clouded the terrain. For instance, select Israeli Defense Forces recruitment efforts interfered with some students successfully completing their STEM courses in high school because of schedule conflicts.²

Importantly, cultural norms and societal attitudes also contributed to the problem, including on both the supply and demand sides. Students who were successful in mathematics and science were perceived

as “nerds” and “geeks.” And secondary-school teaching was not perceived as a highly respected profession in Israel. This was different to other countries where mathematics and science secondary school achievement rates were climbing, such as in South Korea and Singapore: In these countries, teaching was considered one of the most prestigious and honorable professions, and students vigorously — even ruthlessly — competed to succeed at the highest levels.

Given multiple interrelated factors, the Foundation understood that decline in math excellence was a complex problem and therefore would require adaptive solutions. [Figure 3] There was no simple “quick fix” or “silver bullet,” and making grants alone would not solve the issue.

Complex Problems Require Adaptive Solutions



[Figure 3]

In the face of this complex challenge and armed with the knowledge that they would need to be adaptive in addressing it, the Foundation considered various options that included traditional grantmaking as

well as strategic and catalytic philanthropy approaches. Ultimately, the Foundation deployed strategies and tactics from across the entire spectrum of philanthropic activities. [Figure 4]

Spectrum of Philanthropy

	Traditional	Strategic	Catalytic
Mindset:	<ul style="list-style-type: none"> • Help people & the planet 	<ul style="list-style-type: none"> • Help people & the planet • Solve root problems 	<ul style="list-style-type: none"> • Help people & the planet • Solve root problems • Unleash bottom up collective action • Participate in changemaking
Key Actions:	<ul style="list-style-type: none"> • Give grants, get reports, evaluate retrospectively 	<ul style="list-style-type: none"> • Give grants, get reports, evaluate • Develop “Theory of Change” and use linear logic models • Adapt strategy over time 	<ul style="list-style-type: none"> • Give grants, get reports, evaluate retrospectively and prospectively to inform future choices • Develop “Theory of Change” & use linear logic models • Adapt strategy over time • Unleash collective action - fund and participate in convenings, partnerships, collective impact • Conduct open, transparent progress evaluations of self, partners/grantees, and collective efforts • Hold self (donor/foundation) accountable for same outcomes in same timeframe as grantees
Mode of Scaling Impact:	n/a	<ul style="list-style-type: none"> • Pilot and scale up solutions 	<ul style="list-style-type: none"> • Pilot and scale up solutions • Government adopts, replicates • Unleash movements to drive systems change through collective action with coalitions of civil, non-profit, philanthropic, government and business players

Source: Crutchfield, 2022

[Figure 4]

Catalyzing Change: Sparking a Mathematics Excellence Movement

The key to success in Israel was that the Trump Foundation adopted a catalytic approach. Adopting a strategic mindset, the Trump Foundation picked a sharp focus — mathematics excellence — and soon narrowed in on quantifiable goals with a specific, clear and measurable target: double the number of advanced mathematics graduates in 10 years. To accomplish this, the Trump Foundation knew that it would need to establish partnerships with leaders in and leverage the strengths of each key societal sector — government, business, nonprofit, and the general public.

Keys to Success

Six strategies were critical to the success of the Trump Foundation and its partners in Israel; these approaches are based on the “six practices of donors who change the world” in *Do More Than Give* (Wiley 2011), (Crutchfield, 2011, pp. 11-14):

#1: Nonprofit Networking and Cross-Sector Partnership-Building: Fostering alliances and engaging in collective impact with business, nonprofit and government partners.

#2: Policy Advocacy: Directly engaging in and funding partners to influence government policies and budget priorities at municipal and national levels.

#3: Public Mobilization + Mindset Shifts: Educating and inspiring the public — including students, parents, teachers — to stimulate demand and change societal norms.

#4: Business Engagement: Leveraging clout and influence of commercial leaders as key stakeholders, and adopting business-like discipline and cadence.

#5: Adaptive Leadership: While creating the conditions for partners to collaborate and

create collective impact, leading with clear and unwavering focus on shared goals.

#6: Continuous Learning: Developing open, transparent communications with partners, including receiving and giving feedback, so strategies can be adapted over time.

While the Trump Foundation engaged in these catalytic approaches, it also undertook activities more traditionally associated with philanthropy, such as making grants to nonprofit organizations in the fields of teaching and teacher excellence. And the Foundation adopted strategic approaches as well: First, by choosing mathematics excellence as its focus, and through developing a theory of change and logic models for achieving impact. The Trump Foundation also went beyond these approaches to catalyze change through advocacy, public mobilization, and other means. As Advisory Council Chair Lee Shulman observed, the Foundation combined linear strategies with “pyromaniac” approaches designed to unleash a movement.³

A key element of the Trump Foundation's approach was establishing open, transparent communication with grantees and partners, and intentionally creating learning systems throughout its journey. Within the first year, the Foundation had established an Advisory Council consisting primarily of teachers and other education experts, and the Foundation committed to convening the Council along with other stakeholders annually to inform their approach, review progress, and make recommendations along the way. To promote understanding across all its partners, the Foundation developed and published a series of Strategic Roadmaps, which included a theory of change, laid out potential strategies and paths forward, and provided opportunities for partners to influence progress along the way.

First, Build Teaching Capacity + Teacher Pipelines

While the Trump Foundation's approach eventually hinged on catalyzing change, it started with the more traditional philanthropic process of making grants to nonprofits. The Foundation's grantmaking strategy was informed by a McKinsey Education report published in 2007 analyzing high-performing education systems worldwide, which included a key conclusion: “The quality of an education system cannot exceed the quality of its teachers.” (McKinsey & Co., 2007). So from the start, the Trump Foundation formed partnerships with leading teaching and research institutions such as the Weizmann Institute of Science, the University of Haifa and the Hebrew University, and made grants to support the recruitment, training and professional development of teachers. Trump Foundation grants were directed to nonprofits to advance two specific goals: raise the **quantity** of teachers and increase the **quality** of teaching.

To solve the **quantity** problem and address teacher shortages, the Trump Foundation funded efforts to incentivize new talent to pursue mathematics high-school teaching, including attracting professionals from “non-traditional” backgrounds such as high-tech industry engineers and scientists, and re-training them for teaching roles. Knowing it would take years to fill the pipeline, the Foundation also funded shorter-term solutions to expand immediate access to advanced mathematics education, including launching a new Virtual High School.

In terms of addressing the **quality** issue, leaders from the Foundation and others across Israel agreed that the profession of teaching must transform from “factory” modes of instruction which rely on “lecture-test-recite” methods, and evolve to “clinical” teaching modes, which were student-focused and involved teaching how to problem-solve (Trump Foundation, 2016).

The Trump Foundation recognized that to lead in the 21st century, students needed to learn creativity and innovation, not just apply formulas and recite facts. As Albert Einstein said, “Education is what remains after one has forgotten everything one has learned in school.”

Expanding the Pipeline of Teachers

Virtual High School: Distance Learning for Schools Lacking Teachers

In Israel in 2012, many students were interested in studying five units of mathematics and science but missed the opportunity to do so, often because they lived in very remote regions where schools lacked teachers and physical infrastructure. To address this gap, the Trump Foundation joined with the Center for Educational Technology and the Ministry of Education to create “Virtual High School,” with a joint investment of more than 50 million NIS. By the 2015-2016 school year, approximately 900 students from 128 schools nationwide had studied at Virtual High School, including a majority of students from religious schools, and a significant number of students in the periphery and under-resourced areas of Israel, including the Arab (25%) and ultra-Orthodox (5%) communities, (Trump Foundation, 2016, p. 11).

Teacher Training Programs in Schools

Working with academic training institutions and the Ministry of Education, the Foundation offered special programs with “career retraining for academics,” which were designed to train new teachers who were currently employed in high tech companies,

as well as to enhance the teaching skills of current teachers. From 2011 — 2015, the Trump Foundation invested 21 million NIS in twelve programs training 775 mathematics and sciences teachers.

Special Programs for Under-Resourced Communities

The Foundation's commitment to expanding math excellence was framed as "color blind." Yet because of cultural norms and social and economic inequities, special targeted interventions were needed. For instance, in Arab schools, students faced economic challenges, inadequate infrastructure, and language barriers. In ultra-Orthodox schools, "secular" subjects, such as mathematics and science studies had historically been blocked or minimized while the main focus was on religious subjects. And across all of Israel, few female students chose to study physics and computer science regardless of their socio-economic background or where they attended school.

Improving Teaching Excellence

Build Professional Communities of Teaching Practice

Like other professions that involve clinical work, such as medicine or law, teaching has both intellectual and practical aspects. In clinical spheres, professional know-how is accrued not only by studying but also through hands-on work, and sharing best practices and lessons learned. To inject this kind of practical experience into the teaching profession, the Trump Foundation collaborated with the Weizmann Institute, the University of Haifa, Branco-Weiss Institute, Kadima Mada, and the Ministry of Education to establish two new initiatives: 1. Regional communities of practice for teachers, divided by

subject matter; some 1000 teachers nationwide participated in working groups for physics, mathematics, and chemistry. 2. School-based communities of practice for 300 mathematics and science department heads and teachers in middle schools and high schools. By 2015, the Foundation had granted 17 million NIS to support these efforts (Trump Foundation, 2016, p. 14).

Improve Teaching Excellence through New Methods and Ways of Learning

Improving *clinical* teaching skills involved teachers using diagnostic tools to evaluate the relative abilities, difficulties, thinking and progress of each student in real time. Based on that knowledge, teachers could then develop individualized goals and personalized learning plans for their students. Because this involved new modes of teaching, the Trump Foundation initially invested 10 million NIS to establish or develop these programs at the Weizmann Institute, Tel Aviv University and the University of Haifa.

The Foundation also funded programs that enabled teachers to learn from "master" teachers and engage in peer-learning. Expanding excellence for any type of professional — whether an athlete, coach, doctor, or musician, can include hundreds of hours observing best practices demonstrated by masters in their respective fields. So, the Trump Foundation launched a flagship program, "Adasha" at the Weizmann Institute and videos were created featuring high-impact teachers instructing five-unit mathematics.

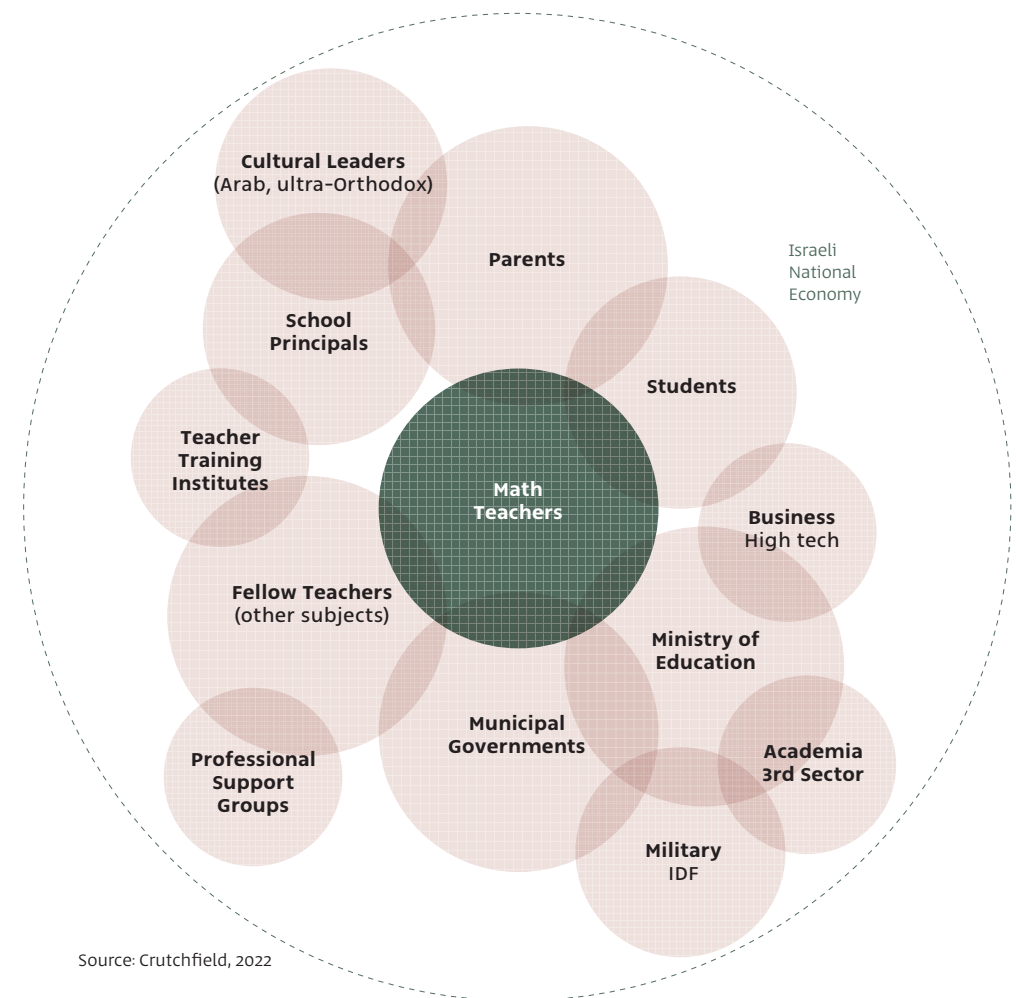
The Foundation also set out to raise the profile of science and mathematics teachers. It established the **Trump Master Teacher Award** as an annual prize granted by the Prime Minister of Israel and given to great teachers chosen by their professional peers, and based on standards of excellence in clinical teaching.

Catalyzing Systems Change

While the Trump Foundation recognized the importance of funding programs that would raise the quality of teaching and the quantity of teachers in Israel, it also understood the necessity of changing systems around teachers. This included many

interlocking systems of school principals and administrators; fellow teachers and guidance counselors; coaches; students and parents; municipal governments which govern local school systems; the Ministry of Education which governs the national education field; and businesses and other employers. Each of these groups had a significant stake in improving mathematics excellence in Israel. [Figure 5]

Mathematics Education in Israel has Many Stakeholders



Source: Crutchfield, 2022

[Figure 5]

For instance, mathematics teachers are employees of schools and members of teaching teams and professional networks. Government agencies define education policy, allocate financial resources, and supervise and measure performance. And business makes up an important part of the “end-user” population of the national education system; employers such as high-tech companies, the military, academia, nonprofit and government institutions ultimately hire graduating students.

The Trump Foundation sought to achieve alignment among these multiple stakeholder groups, because it knew success would require more than priming the pipeline of teachers. They needed to create demand for advanced mathematics and science coursework, which meant influencing student and parent choices. So, within the first year, the Foundation committed to collaborating with stakeholders in the education system at all levels in order to generate momentum and alignment around the vision of expanding the circle of excellence in teaching mathematics and science.

Fostering a National Collective Impact Movement for Math Education Excellence

As it moved into its second year of operation in 2012, the Foundation began to explore convener roles with greater intentionality. As Hurvitz explains, “We knew our success would be the success of our partners. For this to happen, we needed to invest most of our time in forging relationships. But the collective, bottom-up [style] does not come easily in Israel. We are a very DIY [Do-It-Yourself] country. We admire entrepreneurs. Collaboration is not something we do naturally.”

Hurvitz and his colleagues had studied the collective impact model for social change, which was gaining traction in the United States with the publication of the influential article, “Collective Impact” (Kania & Kramer, 2011). They sent emissaries to learn from “100Kin10,” a new collective impact initiative in the United States. Spearheaded by the New York-based Carnegie Foundation for the Teaching of Science, the initiative was mounting a national movement to recruit 100,000 new STEM educators in ten years in response to President Obama’s call to action.

At the Trump Foundation’s first Advisory Council meeting held in November 2012, the agenda included discussion of the possibility of building a “coalition-network for collective impact,” organized around a shared vision for mathematics and science education. Top figures in education participated in the meeting, including key leaders from the Ministry of Education; teaching colleagues from research institutions and direct-service nonprofits; high school principals and teachers; and others. The consensus was to explore collective impact models further (Trump Foundation, 2012).

By March 2013, the Trump Foundation joined together with the Ministry of Education, the Rashi Foundation and Intel, to commission a study to assess the feasibility of launching a collective impact initiative in Israel to advance mathematics excellence. They engaged Sheatufim, a nonprofit specializing in designing and leading cross-sector dialogue, to conduct a four-month study to assess the collective impact model, map the field of education stakeholders in Israel, and analyze root causes of Israel’s STEM education challenges (Ben-David, 2017).

When the study was completed, the Trump Foundation, Sheatufim and other partners invited some 60 leaders to convene in July 2013 at the Hebrew University of Jerusalem.

With Minister of Education Shai Piron in attendance, the forum included representatives from a range of stakeholders including:

- Business — mainly high-tech companies
- Government — national leaders representing the Ministry of Education, Ministry of Defense, Israeli Defense Forces (IDF); and local leaders, such as municipal leaders
- Schools — secondary school teachers and school leaders
- Nonprofits (“third sector”) — NGOs and educational organizations; school networks; science museums and philanthropic foundations
- Academia — universities and teachers’ colleges

Forum participants described the atmosphere as “festive” and “exciting”; there was a sense that this was the beginning of something powerful. Relationships were formed, bonds deepened, ideas debated, visions honed, and commitments were made that would dramatically alter the trajectory of STEM education in Israel for years to come. In retrospect, this mid-summer forum marked the birth of the collective impact movement for mathematics excellence in Israel. It also symbolized an important turning point for the Trump Foundation, as its leaders realized how critical it was to establish positive collaborative partnerships — not just with their grantees, but also with other foundations, nonprofits, companies, government, and academic institutions.

Strategy #1. Nurture Networks of Nonprofits and Multi-Sector Partners

While the convening in July 2013 ultimately emerged as a pivotal moment for the mathematics and science excellence movement, it was not clear at the outset that success would be in reach.

First, it is important to note that in Israel, leaders from a such a broad range of corporate, nonprofit, government, and academic organizations were unaccustomed to sitting in a conference room with each other, let alone joining together in common cause. Many forum attendees were unfamiliar with the collective impact approach, and some were skeptical about building a cross-sector coalition and doubted its potential to achieve change.

Participants also vigorously debated how broad the focus of the effort should be. Diverse voices emerged — some advocated to expand the focus beyond mathematics to include all the sciences and even humanities. Others pushed to narrow the focus and emphasize developing female engineers or supporting the most disadvantaged students from schools in the periphery (regions outside of Jerusalem, Tel Aviv and other major urban centers) and students in Arab and ultra-Orthodox schools.

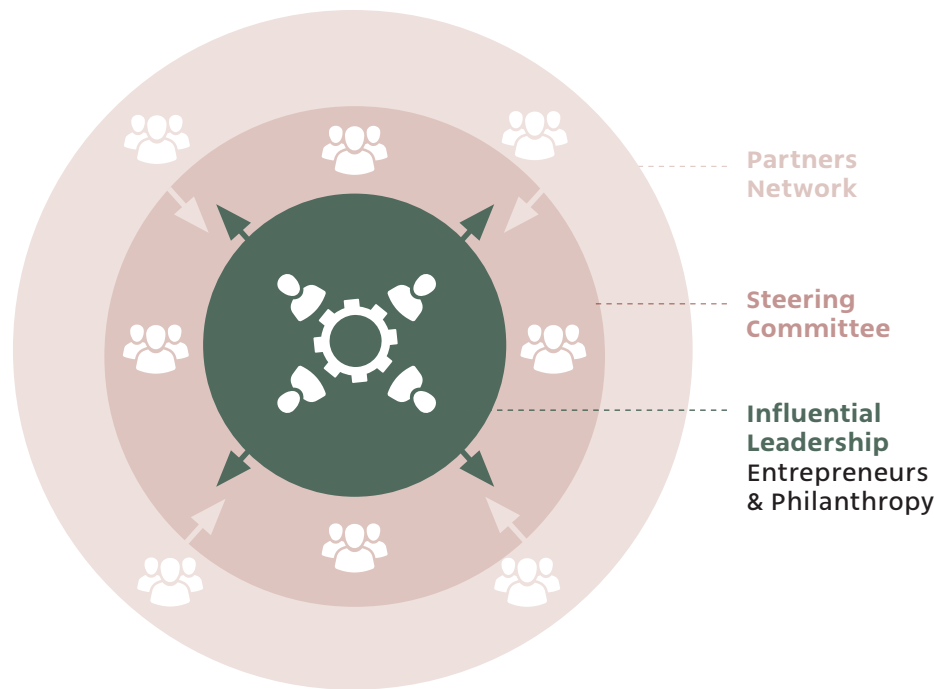
Questions were also raised early on about the Ministry of Education’s level of commitment to the collective effort. And disparities between the different sectors also emerged: Some government representatives and teachers thought of industry executives as “greedy” and interested only in financial gain. “I wouldn’t teach with an Intel hat on,” captured the mindset of some teachers, according to Hurvitz. Conversely, high-tech corporate leaders would accuse the government and nonprofit sector of being “lazy and slow.”

Hurvitz recalls from that initial meeting: “They all came up with very different answers. If we were to have voted on what would be the one, we would have lost 90% of members.” So as Sheatufim focused on creating a neutral, safe space for all perspectives to come together, the Trump Foundation nudged the participants toward common ideas, eventually building a broad consensus and supporting the emergence of a joint vision:

“By 2020, Israel will be among the top 15 countries in the world based on the quality of excellence in STEM education... High School students from all sectors and by strata of the population will exercise their right to study STEM at a high level...”

The forum also provided a nurturing place for new and existing relationships to blossom, and common ground for the national movement to coalesce. Part of this involved forming governing structures so that the disparate, diverse players could collaborate effectively. At the core, a group of influential entrepreneurs and philanthropic leaders, including the Trump and Rashi Foundations and Intel Israel guided the way. A larger steering committee was formed around the core group, and the entire community included a network of hundreds of partners. [Figure 6]

Circle of Partnership - 5X2 Initiative



Source: Ben-David, 2017

[Figure 6]

The steering committee determined that Sheatufim would act as the “backbone” organization, playing the role of neutral convener and ensuring that processes were inclusive and deliberate. And later, working teams were formed so that participants could collaborate in smaller groups on specific efforts they cared about. After the initial start-up meeting in July 2013, all members of this network continued to meet semi-annually as a whole group, and working teams met more frequently. By the next full partners meeting in early 2014, the mission of the group was agreed upon and the “5X2 Initiative” was born:

5X2 Initiative Mission: ... double the number of students successfully studying and demonstrating research and higher order thinking in the field of mathematics, physics, chemistry and engineering in Israeli high schools. Within ten years, at least 20 percent of students in each class-year will meet the national and international standards of excellence”

(Ben David, 2017, p. 12).

The ambition to double advanced mathematics student matriculation amounted to an enormous BHAG (Big Hairy Audacious Goal) as American business strategist Jim Collins, author of *Good to Great and Built to Last*, might say. To achieve it, the Trump Foundation and its network of partners understood that scaling up nonprofits to deliver more teacher training would not alone be sufficient to achieve this goal. It would be necessary to change policy and harness the power of the Israeli government, industry sectors, and other players to achieve meaningful impact.

Strategy #2. Advocate to Change Government Policies and Budget Priorities

With their newly crafted mission, the 5X2 Initiative partners focused on engaging national and local government leaders in the movement. This two-pronged strategy was critical to the success of the initiative, as the Trump Foundation set out to simultaneously engage the Ministry of Education while also partnering with municipalities at the local level. The Trump Foundation recognized that the Ministry of Education - as recipient of approximately 8% of the nation's budget (more than the military) - is a large and powerful player in Israel, with the resources, reach, and influence to affect systems-level change nationwide. At the local level, the Trump Foundation and its partners focused on forging relationships with municipal government leaders who had direct oversight of schools in their regions and who were important in order to implement local-based interventions and build bottom-up momentum.

Local Government Partnerships

Local governments are responsible for secondary schools in Israel. Addressing the shortage of teachers and lack of access to science laboratories in some regions would require shifts in both municipal policies and resources.

The Trump Foundation started by studying how it could form effective local government partnerships while also experimenting with city pilots. The Foundation hired attorney Moshe Levy, former deputy mayor of Modi'in, who now had responsibility for the city's education portfolio, to assess the feasibility and conditions required for local government partnership. And in 2012, the Foundation mounted pilots with the cities of Ashdod and Haifa, experimenting with expanding programs to advance teaching excellence in mathematics and physics.

Levy set out to speak with key players to understand how local municipalities work, how their education departments function, and the interrelationships between the schools and the Ministry of Education. For instance, Levy interviewed the head of a local municipal council in a small periphery town; an administrative head in a large city; senior officials in local education departments; a senior physics teacher who leads projects in multiple cities; and others. Once the city pilots were up and running, Levy spoke with leaders charged with implementing excellence programs to understand what was working, what was not, and what the Trump Foundation could do differently going forward to ensure success.

The insights surfaced from these inquiries proved instructive. First, they confirmed that municipal “partnerships” would be different than the Foundation’s relationships with nonprofit grantees. The Foundation would not be able to dictate to local governments which programs, or program components, to adopt for instance. While the Foundation sought to focus exclusively on improving the quality of teaching in mathematics and science, this was too narrow a scope for local governments, which were responsible for the entire educational curriculum. Also, it became clear that it would not be possible to establish municipal partnerships for the sole purpose of importing and scaling up programs the Foundation had helped develop: Municipalities did not consider schools to be “experimental laboratories.” The research also highlighted how the Foundation and local governments would need to share costs, with the Foundation providing more financial support at the beginning to allow time for municipalities to re-allocate resources (Trump Foundation, p. 28).

The Trump Foundation took these findings and applied them to inform their approach as they expanded to more cities and developed multiple types of local government

partnerships. By 2016, the Trump Foundation had given 21 million NIS to form collaborative ventures across multiple groups:

- Nine cities: Ashdod, Haifa, Ra’anana, Bat Yam and others
- Five networks: ORT, Amal, AMIT, Darca and Branco Weiss
- Four districts: North, Central, Jerusalem and the Ultra-Orthodox District

Another key insight that emerged from the Foundation’s 2012 research on forming local partnerships was the importance of engaging with the Ministry of Education. “The Foundation should understand that the Ministry of Education has powerful influence over what takes places in schools, and that any process that does not include the Ministry will meet with difficulties in the future,” advised one former city official.

National Government Partnerships

Many of the 5X2 Initiative partners expressed early on their belief that the Ministry of Education must take a leadership role and plainly state its support. During the first year of the joint effort, outreach was made to top leaders in the Ministry of Education, including Minister Shai Piron, Director General Michal Cohen, and other senior officials. While at the first meeting in July 2013 its commitment was not clear, the Ministry soon became a visible and vocal advocate. By May 2014, the Ministry of Education had announced a new national program, “Math First.” Designed to increase the number of students studying advanced mathematics, the program was launched in the 2014-2015 school year with an investment of 15 million NIS, which supported reinforcement hours in about 100 schools, and also helped strengthen the quality of teaching in mathematics.

The national government’s sudden involvement was likely sparked by a combination of engagement by the

Foundation and its partners in the collective impact coalition, and by the savvy use of national media to capture top government officials’ attention. The Trump Foundation and its partners seeded a study, “A Start-up Nation at Risk,” and pitched stories to the media highlighting a national crisis. The Foundation also seeded the launch of a new education-focused social media platform, “Time for Education,” which contained curated and original content.

By 2015, Naftali Bennett took office as the new Minister of Education, and quickened the national government’s commitment to the math excellence cause. Bennett had previously served as Minister of Economy under Prime Minister Netanyahu, and later would become the 13th Prime Minister of Israel. A high-tech industry leader, Bennet had previously co-founded and led an anti-fraud software company, so he had experienced first-hand the shortage of engineers and skilled workers for high-tech industry jobs in Israel. By August 2015, Minister Bennet had launched a new **National Program for the Advancement of Mathematics** with a 75 million NIS investment and new policies to massively scale key programs including:

- 100 new high school math majors created
- 15K additional teaching hours
- 200 teachers received expanded accreditation
- Funding for mentoring

The Ministry of Education made other policy changes to further unleash energy to achieve goals of the 5X2 Initiative. These changes included clearing technical obstacles that discouraged students from taking five units of math, such as increasing the “bonus points” awarded to five-unit math majors so that their extra effort would be recognized when they applied to higher education institutions. The Ministry of Education also established a “safety net” for students who did not receive top grades but performed satisfactorily, and instituted other reforms at the municipal level.

These sweeping changes brought the full force of the Israeli national government and the power of its purse behind the 5X2 Initiative goal. In the process, the education system was reformed. This made it much more likely that the changes would stick, which is particularly important given that the Trump Foundation’s investment would end, given its plan to “sunset” after 10 to 12 years.

Timing was Everything

One of the most important things the Trump Foundation got right in advocating to and partnering with government was sequencing its efforts and timing. The Foundation started with localized partnerships and efforts, experimenting with city pilots and using them as an opportunity to learn and adjust. Later it focused on engaging national leaders. If it had been the other way around, the 5X2 Initiative would likely not have succeeded. As Hurvitz explained, if the national government had come out unilaterally with its own policy, the field of education organizations and academic experts would have criticized it. By building consensus and advocating from the bottom up, the Trump Foundation ensured that the field was aligned and ready to accept new government approaches. In Israel, change doesn’t start from the top down, it comes from bottom up.

Ironically, by waiting to engage the national government, the movement was gaining momentum, and when the Ministry of Education got involved, it dramatically accelerated the pace by injecting the full force and depth of its resources. “Most of us didn’t expect success to come so fast. The government came in with brute force, saved us three years and lots of money,” said Hurvitz.

Strategy#3: Mass Mobilization+Mindset Shifts

“There are two ways of spreading light: to be the candle or the mirror that reflects it.”

- Edith Wharton

Public mobilization is a key component of catalytic philanthropy — and a lever that is often overlooked by even the most strategic donors. From the start, the Trump Foundation recognized the need to engage the whole of Israeli society — students, parents, workers and employers — as well as leaders with formal authority and influence, such as government officials and high-tech industry leaders.

The Foundation's theory of change was grounded in the need to fuel change on both supply and demand sides of the problem. This meant first stimulating the supply of excellent teachers. So, from the start, the Trump Foundation made grants to education nonprofits to help expand the number and quality of teachers. The Foundation also established partnerships with municipalities to stimulate teacher supply, first with Ashdod in 2013 and later Haifa in 2014. The Foundation and its partners realized they must also expand student demand and awaken the appetite among high school students to enroll as advanced mathematics majors.

Stimulating student demand presented a unique, complex challenge. It required raising awareness of the problem on a national scale, whetting the appetite among the student populations to take advanced mathematics courses, and confronting negative stigmas associated with mathematics excellence. The Foundation engaged a public relations firm to develop

and implement national and local campaigns designed to reach target audiences with the messages that would electrify them into action. This involved changing cultural norms and attitudes about the importance of mathematics excellence; and marrying the concept of mathematics achievement with Israeli economic success and its competitive global identity as the “Start-up Nation” in the minds of the population.

The Laws of Supply and Demand

Think of teachers and students as forming the interstices of an education marketplace. Teachers provide the “supply” of math education, and students provide the “demand.” Key influences on this marketplace are schools, which employ the teachers and are resourced and governed by local municipal leaders and nationally by Ministry of Education leaders. Other influencers are parents, families, and peers of students, who may or may not choose to major in advanced mathematics when they enter high school. Other indirect influencers include employers — such as high-tech companies, Israel's elite military units, and other government, academic, and nonprofit institutions.

Importantly, cultural norms and societal attitudes contributed to problems on both the supply and demand sides. Students who were successful in mathematics and science were perceived as “nerds” and “geeks”; meanwhile, the profession of teaching at the secondary school level was not seen as highly desirable or respected in Israel. This was different than in other countries where mathematics and science secondary school achievement rates were climbing, such as in South Korea and Singapore: In these countries, teaching was considered one of the most prestigious and honorable professions, and students vigorously —

even ruthlessly — competed to succeed at the highest levels and enter the profession.

But perhaps the most important cultural issue was lack of awareness. When the Trump Foundation started out, the general Israeli public had limited knowledge of the decline in advanced mathematics matriculation, and many did not understand the potential negative long-term impacts that this trend could have on the country's economic competitiveness.

To address these challenges, the Trump Foundation and its partners set out to influence the demand side of the equation. They did this by working with and through the media to raise public awareness, sound the alarm, and eventually, to mobilize people across the nation to encourage students to enroll in advanced mathematics and science, and demand that schools provide access to advanced teaching and resources. These efforts involved the use of public relations and marketing strategies, and the media would become a powerful magnifying mirror to reflect and amplify messages to mobilize the public.

Message, Media and Messengers

In 2014, Trump Foundation hired a strategic media consultancy and public relations firm, Ben Horin & Alexandrovitz, to build out multiple public outreach and media campaigns. The first step was to understand who the Foundation was trying to reach, then segment those audiences, and determine exactly what new behaviors and mindsets were desired. The results of this audience research informed the content of campaign messages, the media through which the messages would be disseminated, and importantly, who the messengers would be.

The Foundation and its partners identified several key target audiences:

1. Students — including current and future high school students from every quadrant of

society, including the periphery, as well as in Arab and ultra-Orthodox schools.

2. Parents — whom students said have strong influence on their choices.
3. Government leaders — including national and local leaders, from the minister of education to mayors to municipal education department heads overseeing schools.

The PR firm led efforts in three consecutive stages between 2015-2017; in the chapter, “Media as a Lever for Change,” these campaigns are more fully described,

Stage One

During stage one, the PR firm helped the Foundation and its partners conduct background briefings with media members, including journalists, columnists, editors, newsroom teams, and other influencers. They raised awareness about the crisis in mathematics education, and seeded stories in local and national media outlets. They also created and joined in major events, putting mathematics excellence messages in unexpected places. Highlights included:

- *Tel Aviv Marathon “Running Together 5” team:* The PR firm helped the Trump Foundation and its partners mobilize 5,000 advanced mathematics students and their teachers to run together in the Tel Aviv Marathon.
- *The Math Excellence Map:* This interactive “heat map” showed advanced mathematics “hot and cool” spots across the country; the tool was developed by the Trump Foundation and the PR firm promoted it through the media so the general public could use and learn from it.
- *Yedioth Ahronoth Education Conference:* A national conference organized annually by Yedioth Ahronoth Group, owner of the leading newspaper and Ynet website in Israel, this forum provided a natural platform for discussing mathematics excellence.

And even before engaging the PR firm to wage national media and event campaigns, the Trump Foundation had begun raising public awareness through innovative public-facing activities designed to capture the attention of “regular” people. For example, in 2012, the Foundation instituted the Trump Master Teacher Award, a prize presented annually by the Minister of Education to a distinguished high school mathematics teacher. And in 2013, the first annual National Teachers Day was inaugurated, and included events, food, wine, and festive, family-friendly activities occurring in towns and cities nationwide. These efforts raised the profile and prestige of teaching as a profession, helped stimulate demand from would-be teachers to enter the profession, and raised awareness about the need for mathematics excellence.

Stage Two

In the second stage, the goal was to make “mathematics excellence” a dinner-table topic in homes nationwide. The concentrated media campaign was spread over a few weeks in the spring of 2016, as the PR firm engaged various media platforms including TV, radio, social, and billboards with two key paid advertisement videos:

- “*Parents Wake-Up*,” featuring the sound of a school bell ringing and contained messages urging parents to encourage their children to choose advanced mathematics and science courses.
- “*Big Opportunities Start with 5 Units*,” which highlighted diverse leaders and celebrities including scientists, CEOs of big tech companies, elite army intelligence agents, athletes, politicians, authors and more, endorsing the idea that students who choose high-level mathematics would have bright futures.

These campaigns garnered millions of views. They also stirred controversy and even backlash. According to Keshet data,

approximately 2.7 million households in Israel were exposed to the campaign. And clearly people were talking about the ads: The focus on mathematics excellence spurred reaction from students, parents and adults from all walks of life, many of whom complained that other subjects — such as art and humanities — were equally important. This led the campaign developers to tweak the content of the second round of ads, “Big Opportunities Start with 5 Units” and feature “unexpected” celebrities, such as a popular musician speaking about how she believed excelling in mathematics was critical to her success in the entertainment industry.

The campaigns also sparked a strong response from the Ministry of Education. Soon a new government-sponsored advertising campaign launched, “Give me Five.” While this campaign was considered too hard-hitting by many in the public, it was a clear signal that the national government was fully behind the 5X2 Initiative goal.

No Such Thing as Bad Publicity

The debate stirred by these campaigns demonstrated a few important things: First, it was possible to fire up the public about a “dry” topic like high school mathematics and science. Second, while people publicly criticized the campaign for being exclusively focused on “hard,” formal and natural science subjects, privately parents encouraged their kids to enroll in advanced mathematics majors. And finally, the campaign clearly captured the attention of the masses, and the messages had “stuck.” As Oscar Wilde said, “There is only one thing in the world worse than being talked about, and that is not being talked about.”

Strategy #4: Business Engagement

From the very start, business leaders had a seat at the table in the Trump Foundation’s campaign to catalyze change. Brothers Eddie and Jules Trump were successful business leaders in a range of industries. When they established the Foundation in 2011, they put business leaders on the board, and at each stage of the 5X2 Initiative, Hurvitz encouraged industry leaders to participate.

While some government and nonprofit sector leaders chafed at working alongside business, there was no question that commercial industry leaders had a large stake in reversing mathematics and science education trends. When fewer than 10 percent of Israeli high school students enrolled in advanced courses in mathematics and science, it was bad for business. Corporate leaders were enthusiastic collaborators in the effort, joining working groups, creating mentoring programs, working with teachers, and tutoring in the schools. They also played convening roles, holding conferences and events such as the annual Intel International Science and Engineering Fair (ISEF) and Intel’s inaugural STEM Conference held for this first time in 2014.

Beyond creating conditions so that business leaders could join the collaboration, Hurvitz and the Foundation’s partners harnessed market forces and injected more business-like mindsets into the initiative. For instance, when the partners agreed to the “5X2” goal, business leaders around the table jumped immediately to tactics and action plans, whereas nonprofit and government leaders conceived of progress at a slower pace.

Recalls Hurvitz: “Once we agreed to double the number of math majors in five years, a government planner would establish a two-year budget, spread over seven districts,

divide it between north and south, appoint the coordinator. Whereas the business leaders asked, ‘what would be the quarterly goal? What’s the objective for the next 3 months? Let’s [enroll] 10,000 kids within a year.’ Business thinking brought discipline, urgency, and practical tools to the table.”

The collective impact efforts also included market-based solutions to try to shore up teacher supply. For instance, the Trump Foundation seeded a Personalized Learning Plan Challenge, a national competition to develop effective individualized learning approaches to reduce rates of students dropping out of advanced mathematics classes. It also created an HR company to help place high-quality residency teachers.²¹ It’s rare for a philanthropist to give money to for-profit companies. But when the market for attracting and training educators failed, harnessing market forces and tapping into the competitiveness of business provided an innovative solution.

Strategy #5: Adaptive Leadership

At the end of the day, catalyzing change is an act of leadership. The most important thing a catalytic philanthropist does isn’t “philanthropy,” its leading. And the most successful catalytic philanthropists embody a specific type of leadership: *Adaptive leadership* (Heifetz, Kania, & Kramer, 2004, p. 26).

What is *adaptive leadership*? It involves elements classically associated with leadership, including setting clear goals and rallying people to achieve them, as well as mobilizing necessary resources, and holding oneself and others accountable for outcomes in the process. But adaptive leaders must do these things without formal authority, which makes it especially challenging. In many traditional leadership

situations, such as commanding a military unit or steering a company, leaders have *formal* authority. They can hire, fire, and direct subordinates. Whereas *adaptive* leaders have mostly *informal* authority (or moral authority), which they must earn from their peers. Adaptive leadership is especially effective when the challenge is complex, the answers are not immediately known, and no single actor can solve it.

Adaptive leadership includes these key elements:

1. Maintaining a clear focus on the goal — and keeping others focused on that goal
2. Creating the conditions so others can conceive and implement solutions to the problem
3. Provoking thinking, learning and prompting innovation

Adaptive Leadership Defined

“Adaptive leadership involves managing the conditions that enable people involved with complicated social issues to figure out and undertake solutions that ultimately require changes in their own ways of working. Adaptive leadership is a highly results-oriented process that requires the leader to play a clear, forceful role in keeping interested parties productively focused on the problem at hand. Adaptive leadership achieves positive change by provoking debate, encouraging new thinking, and advancing social learning. It mobilizes parties to work toward a solution, rather than imposing one. The goal is to encourage shifts in mind-set and provide incentives for stakeholders to invent their own solutions.”

— Heifetz, Kania, & Kramer, 2004

Examples of successful adaptive leadership in philanthropy are rare, not because the approach is ineffective, but because it is difficult. It requires leaders be relentlessly focused on the change they seek to create, while remaining flexible, open, and encouraging their partners’ ideas and approaches. This inevitably creates tension, because in every cause or movement, multiple program innovations, policy approaches, and personalities come into play. Many stakeholders are deeply invested in the success of the initiative, and each wants to have equal say in strategies and tactics employed. But at the end of the day, some approaches will be ratified and enacted by the group, and others won’t. It’s the job of the adaptive leader to create the conditions so the best solutions come forward and get taken up by the group.

Trump Foundation Executive Director Eli Hurvitz and his colleagues provide textbook examples of *adaptive leadership* in action. First, they established a **clear goal** and maintained an **unwavering focus** on tackling it. This involved being comfortable with some conflict, as partners could sometimes balk at the Foundation’s singular focus on mathematics excellence. “We sometimes played the ‘nice bad guy,’” recalls Hurvitz. Second, the Foundation created the conditions so that a broad coalition of stakeholders — including ultimately 300 grantees, partners, and other allies - could effectively collaborate and co-create solutions in a national collective impact initiative. And third, they encouraged transparency and open communication, vigorous debate, and provided mechanisms to continuously learn, evaluate and adapt.

To lead adaptively, the Trump Foundation also maintained a clear-eyed view of where their formal authority ended, and informal influence came into play. For instance, Hurvitz knew he had full control over Trump Foundation staff and could influence their

grantees and partners. Beyond that, Foundation leaders only had informal authority and had to create the conditions so multiple stakeholders could join forces and collaborate for collective impact. This involved creating a sense of urgency, which the Trump Foundation cultivated by going “all in” on the initiative and declaring that it would sunset (spend down) within 10 to 12 years. This created urgency and momentum.

The Trump Foundation’s success also hinged upon choosing credible partners who could lead adaptively, and building open trustful relationships. This required letting go of ego and allowing others to lead and share credit for successes. It’s a paradox: To gain power, adaptive leaders give it away. As Lao-Tzu observed, “A leader is best when people barely know he exists. When his work is done, his aim fulfilled, they will all say: we did it ourselves.”

Strategy #6: Continuous Learning

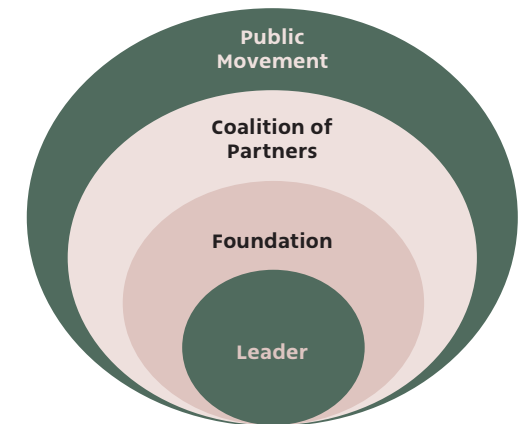
In traditional philanthropy, learning happens mainly through grantee reporting. The donor commits to give a grant to a nonprofit; often, the grant is “restricted” to a specific program or set of services. And the donor expects to receive a written report at the end of the grant period. Whether the evaluation is accomplished independently or self-reported, the efforts are typically conducted *retrospectively*. Catalytic philanthropists approach evaluation differently; they see it as an opportunity to learn and then adapt. They seek to understand from their grantees what worked, what didn’t, and what could be done differently to improve performance. Catalytic philanthropists approach their work with a *learning mindset* (Crutchfield, 2011). And they seek to learn not just about their grantees; they also evaluate their own performance.

Perhaps the biggest difference between reporting and learning involves how

a foundation sees its own role in the change-making process. Traditional donors with a report mindset seek attribution; they seek to understand if their grant “made the difference,” and if their grantee alone “solved the problem.” Whereas catalytic donors with a learning mindset seek to understand their contribution. They seek to understand how their grants and in-kind efforts contributed to advancing outcomes.

The Trump Foundation functioned as what systems theorist Peter Senge might call a “learning organization.”²⁵ Learning organizations encourage and facilitate learning so that it can adapt and transform itself to achieve its goals in a dynamic and competitive world. The learning mindset is applied across multiple spheres of leadership. It starts with the individual leader, extends to the foundation or nonprofit that he or she leads, then to the field — the coalition of partners, and ultimately across the broad-based movement. [Figure 7]

Learning & Leading Happens on Many Levels



Source: Crutchfield 2022

[Figure 7]

The Trump Foundation and its partners were committed to learning at every level about how individual organizations and the coalition of partners were advancing progress. Effort was made to conduct learning in real-time as well as prospectively and retrospectively.

Examples of prospective, retrospective and real-time learning:

- Before starting an initiative or making a grant, the Trump Foundation conducted extensive research. Hurvitz and his colleagues sought out the latest theories, models, and best practices for every endeavor. For instance, before launching the 5X2 initiative, Hurvitz traveled to the United States to understand how The Carnegie Foundation for the Teaching of Science designed a successful “100Kin10” campaign to improve STEM education in America.
- Before scaling out government partnerships, the Foundation commissioned a lawyer and former municipal official to understand how the local government system works in partnership with schools, and to unearth best practices.
- Before launching “National Teachers Day,” the Trump Foundation team asked, “what constitutes a successful holiday?” Research revealed that events with good food, great wine and other best practices help, as well as rooting it in cultural traditions.
- The Foundation tested pilots, such as the city pilot partnerships with local municipal governments, and tried to assess in real time what worked, what didn’t, and how to improve its practice going forward. One key insight that emerged was that it was critical to engage local governments to first build a groundswell of support that could then be used to influence the Ministry of Education.
- The Foundation commissioned the Center for Effective Philanthropy (CEP) to conduct Grantee Perception Reports. These anonymous surveys allowed grantees to provide honest, direct, anonymous input to the Foundation.

- The Foundation developed and openly published online Strategic Roadmaps, inviting partners and the public to comment and critique. The Foundation held National Advisory Council meetings biannually and invited debate and constructive dialogue to strengthen and adapt its strategies along the way. This led to creating second and third versions of its Strategic Roadmaps.

Radical acts of transparency like these are rare in the philanthropy world. But “...it turns out, if you put things online, nothing bad happens to you,” reflects Hurvitz. By opening the Foundation up to real-time comments and critiques, they learned, they adapted, and the initiative moved forward with greater efficacy and more trust.

The Cost of Driving Change on a National Scale

Raising teacher quality and doubling the rates of advanced math and sciences matriculation among Israel’s high school students was an enormous and complex undertaking. It also required significant financial and in-kind resources. During the seven-year period from 2011 to 2018, the Trump Foundation spent approximately 250M NIS (\$75M USD) making grants to partners, payments for services, and on Foundation operations to achieve the 5X2 Initiative goal of doubling high school student advanced math matriculation rates. [Figure 8.]

The one-quarter of a billion NIS in expenditures by the Trump Foundation does not account for the intangible contributions by the Foundation, such as harnessing its influence to host convenings, lead advocacy and public mobilization campaigns, and leverage its networks of influencers for the cause.

Trump Foundation Expenditures

High School Strategy (2011 - 2018)	NIS (M)	USD (M)
Grants to Partners	180.5	54.5
Coalition Backbone Lead (Sheatufim)	3.4	1.03
Other Infrastructure Partners	25.6	7.7
Trump Foundation Operations	40	12.1
Total	249.5	75.3

Source: Crutchfield, 2022

[Figure 8]

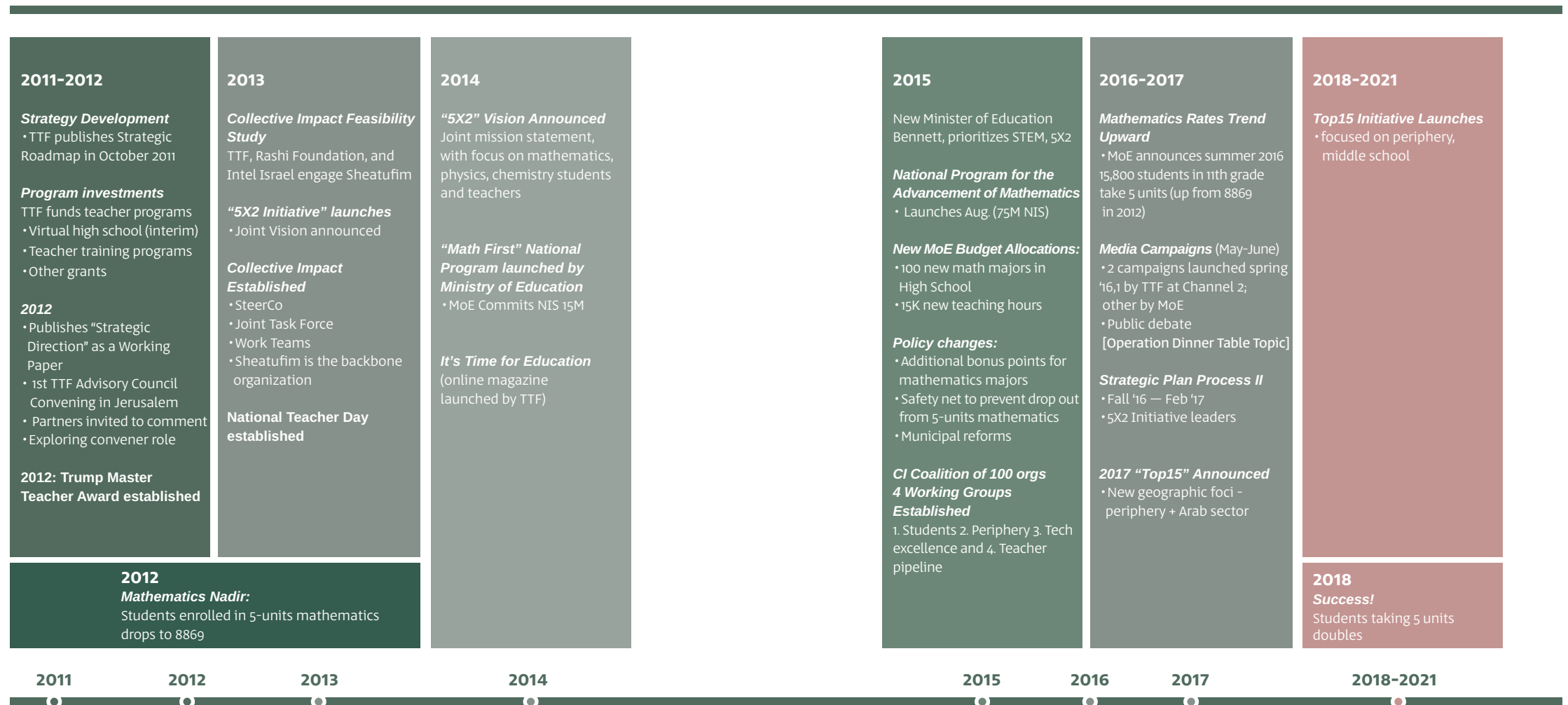
Nor does it account for the additional billions that were ultimately contributed (directly or indirectly) by other foundations, corporations, nonprofits, and the Israeli national and municipal government agencies that all collectively promoted the 5X2 goal. While the Trump Foundation’s support and efforts alone did not create the positive educational outcomes in Israel, it’s unlikely the nation’s mathematics excellence goals could have been achieved without the Foundation’s catalytic leadership and financial contributions.

Built to Catalyze Change

Through a combination of classic grantmaking and catalytic approaches to philanthropy, the Eddie and Jules Trump Foundation sparked wide scale change

in Israel. Adopting a strategic approach from the outset, the Foundation picked a sharp focus — advancing mathematics excellence — and set a specific, clear, and measurable target: Double the number of advanced mathematics graduates in 10 years. The Foundation successfully established partnerships with leaders of organizations from each sector of society — government, business, nonprofit — and forged a coalition to achieve collective impact while also mobilizing the public to demand change. In the end, the Foundation and its partners not only achieved their “5X2” goal, they surpassed it - in less time and with fewer financial resources than they had planned to spend as a “sunset” foundation. This story of education system transformation in Israel yields important lessons for any foundation leader who seeks to catalyze significant change on a national scale. ■

Timeline of Key Events (2011 – 2020)



TTF Internal Activities



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1 600 million NIS (New Israeli Shekels) was roughly equivalent to about \$181 million USD.

2 Video Interview with Eli Hurvitz, executive director of the Eddie and Jules Trump Foundation, June 30, 2022

3 Video interview with Lee Shulman, chairperson of the Advisory Council to the Trump Foundation, July 11, 2022