

03

Acting as an Innovator

PROGRAM IMPLEMENTATION IN PALESTINE

#Innovate4Palestine

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INTRODUCTION

Teachers in Palestine work in a variety of environments, circumstances and situations with varying levels of access to resources and support. In light of this, it is vital that **Palestinian teachers embrace innovative ways of thinking** and that they have the ability to find solutions and create new methods within their teaching. Covid-19 has been a strong catalyst for taking a digital leap across all sectors. Today, the digital dimension to learning is an inescapable reality, and we must ensure that it is strengthened at the grassroots level.

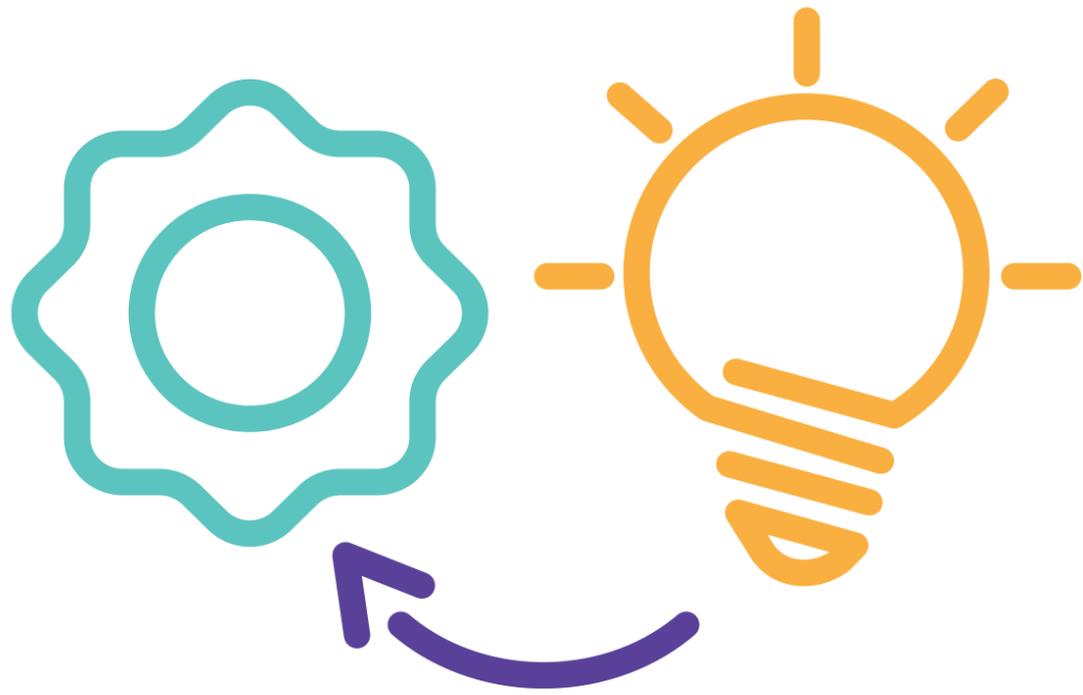
Acting as an Innovator will contribute to fostering a more creative approach to teaching, therefore **increasing students' interest and engagement** and instilling in them a greater love for learning and creativity. And as digital skills are required of all learners, this program ensures that the learning of these skills is embedded as a core natural dimension of learning. It will help the **participants strengthen their sense of efficacy**¹ and ability to enhance collective efficacy amongst their colleagues.

1. According to John Hattie's research on visible learning, collective teacher efficacy is the number one influence related to student achievement. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Collective teacher efficacy means the collective belief of the staff/faculty in their ability to positively affect students.

This program builds upon the results of our previous program, **Sparking Dialogue on Education**, which brought together educators in Palestine for a rich and fruitful dialogue around the education we aspire to in Palestine. This dialogue led us to appreciate the need for **embracing a mindset of positive growth and development in the Palestinian context**, rather than succumbing to a sense of despair about the lack of resources available.

In the same vein, Acting as an Innovator will bring together teachers from all types of schools in Palestine – public, private, UNRWA, and vocational – to promote collaboration towards an education system that is in line with **the current and future reality**.

Through the program's modelling of **"Frugal Innovation"**, whereby a lack of resources is seen as an opportunity, rather than a debilitating challenge, we hope to show that quality teaching does not necessarily entail a high level of technology or state-of-the-art learning resources. The teacher's ability to be innovative and engage students in real learning remains the core.



PROGRAM IMPLEMENTATION IN PALESTINE

Comprising four rounds, the Acting as an Innovator program aims to train 400 teachers over **16 cycles** of 25 participants each from different schools in the West Bank and Gaza. The first round of the program will include one cycle of 25 participants while the second, third and the fourth rounds will each include five cycles implemented in parallel across all geographic areas

of Palestine. **In each cycle, the program includes** four sprints of innovation implemented over the span of the five-month cycle. The duration of each sprint is one month and it occurs over several stages: **learn, plan, apply, reflect/develop**. In the fifth month of the program cycle, each team will **present their digitally oriented development for final assessment**.

IMPLEMENTATION TIMELINE

FIRST ROUND

Launching for a lifelong digital learning journey



25 participants



10 schools

All areas across the West Bank and Gaza
Public, Private, Vocational and UNRWA schools

The first program round (the program launch round) only will be implemented through and in cooperation with the schools. This cooperation will drive schools to support the participation of the teachers in the following rounds after seeing tangible results from the teachers' projects, and will grant schools a sense of ownership in building this program in Palestine.

This first round is crucial as it will allow us to collect data and information, informing our future implementation process in the rounds to come.

The 10 schools participating in this round will be selected from across public, private, vocational and UNRWA schools for the first round. Each school will then nominate 3-5 teachers who would be good candidates for the program based on carefully considered criteria, of whom 2 or 3 participants per school will be chosen to participate in the program. The purpose of selecting more than one teacher from the same school is to form small teams of 2-3 teachers working together on a joint project in their school.

Paired with a group of participants, mentors will guide and support the participants throughout their journey in the program. In the first program round, mentors will be selected from among **Khutwa participants** in our 2018 program, **Sparking Dialogue on Education**. Through their experience with that program, they have acquired a development mindset and approach, making them the ideal choice for listening, guiding and supporting Acting as an Innovator participants through their own journey towards innovation in action.

Mentors will be trained by Finnish experts from OEP, enabling them to take on their role as mentors, while also getting them familiar with the program module, the sprints of innovation and the various activities involved. Mentors will learn what their role is and what's expected from them, and how they can best support participants throughout their learning journey in implementing their projects.

During the first round, Finnish experts from OEP serve as the main program facilitators, where 10 participants who received the program certificate will benefit from additional training to become facilitators themselves during subsequent rounds. In addition, mentors will be selected based on predefined criteria from the group of teachers who earned the program diploma, to serve as mentors during the second round.

In further efforts to localize the program and attract participants in the subsequent rounds, Khutwa will work at the end of the first round to **Arabize the full content of the module**, which will allow Khutwa to offer the program in Arabic. The participants trained as facilitators at the end of the first round will help **Arabize the program's digital content**, to replace the English content in line with the needs of the Palestinian context.

At the end of this round, we will have 25 teachers who have participated in the program journey, and developed and implemented around 8 projects. We will also have a group of trained mentors, and 10 teachers trained to serve as facilitators of the program in subsequent rounds.

School Selection Criteria (First Round Only)

For the first round, Khutwa will select participating schools from across private, public, UNRWA and vocational schools to ensure a good fit. For subsequent rounds, applications will be opened up directly to teachers from any school, and therefore schools will no longer be selected by Khutwa. For the first round, schools must fulfill the following criteria:

- School is committed to the program for two years.
- School has access to the internet.
- Selected teachers have access to laptops and smartphones.
- School has 2-3 teachers that are selected as participants.
- The school and teachers are eager to develop one of the selected themes.
- School allows and encourages participants to work on their development project.
- School agrees that some participants will become trainers/mentors.
- School provides examples of current innovative learning & teaching practices.
- School is willing to share solutions with other schools.

SECOND ROUND



125
participants



1
school semester

25
participants

each from Nablus, Hebron, Jerusalem, Ramallah, Gaza
Public, Private, Vocational and UNRWA schools

The second round will be implemented across 5 cycles, each cycle covering one of the areas of Palestine (North, South, Ramallah, Jerusalem, Gaza), with 25 participants for each cycle over one academic semester. During the second phase of the program, the 10 trained facilitators will deliver the program, with OEP continuing to oversee the implementation and monitor the progress of the program, as well as participate in the evaluation of the final projects of the participants, while not participating

in the training directly. This round marks a transitional phase between OEP's direct involvement, and the program being implemented by local trained facilitators.

At the end of the second round of the program, **a total of 125 new teachers will be trained and have completed about 40 development projects.**

THIRD & FOURTH ROUNDS



250
participants



2
school semesters

25
participants

each from Nablus, Hebron, Jerusalem, Ramallah, Gaza
Public, Private, vocational and UNRWA schools

The third and fourth rounds will involve 10 cycles over two academic semesters, each cycle covering one area of Palestine (North, South, Ramallah, Jerusalem, Gaza). A total of 250 participants will be trained and will develop and implement about 83 development projects. At this stage, OEP's role will be supervision only because the trainers are fully qualified to facilitate all aspects of the training.

By the end of all four pilot rounds of the program, the full results and impact of the program will be visible and we will have arrived at an **internationally recognized program** that is fully adapted into **Arabic**. The four rounds of the program will create a **network of 400 educators** equipped with a digitally empowered innovator's mindset who are confident in implementing **scalable development projects** within their local

educational communities. From among these 400 teachers, a group of mentors will be trained to mentor and support the participants in their innovation journey. In addition, **10 teachers will be certified as facilitators** capable of conducting the virtual program sessions, identify the goals to be achieved, and participate in preparing for participant evaluation. There will be **around 130 development projects** that can be implemented on a larger scale. We will also see a tangible effect across participating schools: this is innovation made visible. With this, the Khutwa community is dramatically expanded and we see the full effect of the network taking place as empowered community members take on their roles as engaged, inspired and effective agents of change.

**SELECTION
CRITERIA:
PARTICIPANTS &
MENTORS**

PARTICIPANT SELECTION CRITERIA

Acting as an Innovator program targets Palestinian teachers from public, UNRWA, private and vocational schools. Selected candidates are proactive and development-minded individuals with a desire to shape education in their own schools and beyond. Participants must have the possibility to design and implement a development project in their own school and line of work. During the first round, participants will be nominated by selected schools, whereas in the subsequent phases there will be a direct application process.

Teachers must fulfill the following:

- Have a growth mindset, be eager to try new ideas, and have led initiatives within their own establishment in this regard.
- Have a minimum of five years of teaching experience, and a minimum of five years left before retirement.
- Come up with ideas for tangible initiatives that can be implemented in their organization or community over a four-month time frame.
- Commit to attending all workshops and meetings with mentors, and dedicate the time needed to fulfil the program online activities.
- Have a good command of English for participants of the first round of the pilot program.
- Be comfortable using digital devices and have access to the internet.

MENTOR SELECTION CRITERIA

A mentor is a person who can allocate time to mentor the participants and support them in implementing their development projects, have one mentoring session per month with them throughout the program cycle, commit to attend additional training sessions, commit to train other mentors in the future, and show exceptional performance during program implementation.

Each mentor will be paired with a group of participants. Mentors will receive an online half-day training from OEP at the beginning of the program, as well as regular support during the first four months requiring mentoring.

The goal of the mentoring meetings is to give feedback and support the participants in achieving the program goals. Mentors are also required to take part in assessing the participants at the end of the program.

Mentors should:

- Have excellent facilitation skills
- Have experience in innovative practices and demonstrated development mindset
- Be available to attend four online mentor training sessions of two hours each as well as the monthly learn-weeks online sessions.
- Be able to dedicate time to meet/engage online with mentees on a weekly basis for two hours to discuss activities and development projects
- In total the mentors will engage approximately eight hours/month.

PARTICIPANT ASSESSMENT

At the end of the program, participants will present the innovative development projects they have designed and implemented. To receive the EU recognized diploma, participants do not take an exam but rather their practical work on the ground and its resulting impact will be assessed.

Assessment of the projects happens at four levels:

- Self-assessment by the participants themselves
- Peer assessment
- Mentor assessment
- Khutwa & OEP assessment



We at Khutwa are excited to bring the international program Acting as an Innovator to Palestine for the first time. By embracing innovation and a development mindset, our teachers will become a powerful community of change agents who can bring new energy to the learning ecosystem and affect the lives of literally thousands of students to come.

To learn more about Acting as an Innovator,
please refer to:

About the Program

Program Module

@KhutwaPalestine

