**# No need to translate sentences highlighted in yellow – please copy as they are in Engish, or use the Hebrew if there is.**

**OPPORTUNITY:**

**194| מכון סאלד**

**מחקר לזיהוי פוטנציאל בלתי ממומש למצוינות במתמטיקה ברמת 5 יחידות במערכת החינוך הערבית בישראל**

Title: Study on the untapped potential for excellence in 5-unit mathematics in the Arab school system

Sub-title: The Szold Institute will publish a report in Hebrew and Arabic, which they will share with the public and in the educational media

Grant Sum: 120,000

Duration: Six months

The Arab society of Israel represents 20% of the population, and has unique educational characteristics that distinguish it from the Hebrew speaking school system. Arab students learn in a separate education stream, in Arabic, and have a relatively low eligibility for matriculation (45%), with a high variation between ethnic and religious communities. The percentage of students who graduate 5-unit mathematics is comparatively low - it was 7.1% in 2013, compared to 10.2% in the Jewish sector - maintaining a persistent and stable gap over the years between the two societies. Nevertheless, in physics and chemistry, Arab students do very well, with 9.3% of the twelfth grade matriculating in physics in 2013 and 16.8% in chemistry, compared to 8.4% and 5.9% respectively in the Jewish sector. Typically, female students in Arab school achieve higher grades than male students, and tend to take advance science majors in much higher proportions.

Many of the foundation's programs operate also in Arab schools, however so far only a few were specifically developed for the Arab education system. They were designed by adapting models that were originally created for the general population, and include professional teacher communities, a teacher residency program, and a municipal intervention. This experience leads us to think that there may be differences, which require adapting a sub-strategy to the unique needs and characteristics of the community.

For example, in Hebrew-speaking schools, there is a high correlation between the percentage of students excelling in the PISA examinations at the age of 15 and those matriculating at the 5-unit level at the age of 18. In the Arab schools there is no such correlation, and in fact, almost no outstanding students in the PISA examinations. In the Arab schools, unlike the Hebrew-speaking schools, there seems to be little shortage of mathematics and science teachers. Teachers are younger on average, and more highly educated than teachers are in the Jewish sector.

In order to deepen our knowledge and understand the needs of the Arab education system in Israel, the foundation approached the Henrietta Szold Institute, a veteran and experienced non-profit organization, which conducts educational and social scientific research and has worked with the foundation in the past on a number of studies.

In discussion with the Institute, they propose a study over the course of seven months, to be led by an Arab principal researcher. The study will focus on identifying if there is an untapped potential for increasing the number of high school students majoring in mathematics, by addressing the following questions:

1. כיצד ניתן להסביר את היעדר המתאם בין שיעור התלמידים בעלי הישגים גבוהים במבחני פיז"ה ובין הישגי התלמידים במתמטיקה ברמת 5 יחידות לימוד בבתי הספר הערביים? האם קיים מדד נוסף שעשוי לחזות את שיעור התלמידים שייגשו לבגרות במתמטיקה ברמת 5 יחידות לימוד? מכאן, כיצד בפועל מתגברים המורים למתמטיקה בבתי הספר התיכון הערביים על בסיס הידע והמיומנויות החלשים לכאורה של התלמידים המגיעים לכיתות י' עד יב'?
2. כיצד ניתן להסביר את השיעור הגבוה יחסית של תלמידים ערבים הלומדים כימיה ופיזיקה במגמות המוגברות? אילו לקחים ניתן ללמוד מהצלחתם בתחומים אלה, לצורך יישום במגמות המתמטיקה ברמת 5 יחידות לימוד?
3. מה הם המאפיינים הייחודיים למורים הערבים בישראל המלמדים מתמטיקה ומדעים? במה הם דומים למקביליהם בבתי הספר העבריים או שונים מהם, מבחינת הגישה להוראה וטכניקות ההוראה? במה הם שונים מבחינת הכשרתם להוראה, השמתם בבתי הספר והתפתחותם המקצועית?
4. מה כוללת רשת התמיכה ללמידה והוראה של מתמטיקה ומדעים ברמת 5 יחידות לימוד הפועלת בבתי הספר הערביים? איזה תפקיד ממלאים מורים-עמיתים, מנהלי בתי הספר, הבעלות על בתי הספר, וההורים? האם נשכרים שירותי עזר חיצוניים של מרכזי מומחיות, יועצים ומנחים, ואם כן – מהי מידת השפעתם?
5. What is the explanation for the absence of correlation between the percentage of high achieving students in PISA and in 5-unit matriculation mathematics in Arab schools? Is there another measure that could predict the rate of students matriculating 5-unit mathematics? Consequently, in practice, how do Arab upper secondary teachers overcome what seems to be a weak foundation of knowledge and skill among students during tenth to twelfth grades?
6. How can the relatively high rate of Arab students majoring in chemistry and physics be explained? What can be learned from this apparent success for replication in the study of 5-unit mathematics?
7. What are the unique characteristics of Arab mathematics and science teachers in Israel? How is their approach to teaching and technique similar or different from their Jewish peers? What distinguishes their pre-service training, placement and professional development?
8. What is encompassed in the support network provided for the teaching and learning of 5-unit mathematics and science in Arab schools? What is the role of teacher-colleagues, the school principal, the school operator and parents? Are there external centers of expertise, consultants and tutors that are hired for assistance, and what is their impact?

The Szold Institute will rely on questionnaires and focus groups of teachers, students and education officials and will establish a steering committee, to function as a sounding board. The study will result in a report in Hebrew and Arabic, to be distributed to the public and in the educational media.

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**201| Kadima Mada**

**201| קדימה מדע**

**תכנית ליווי אישי שתימשך שנתיים, ל-60 מורים המלמדים לראשונה מתמטיקה ברמת 5 יחידות לימוד.**

Title: Two-year individual coaching program for 60 first-time teachers of 5-unit mathematics.

Sub-title: Participants will be selected via a rigorous selection process, and will be coached by highly talented experienced 5-unit mathematics teachers

Grant Sum: 1,100,000 NIS

Duration: 3 years

As part of the Ministry of Education program for doubling the number of 5-unit mathematics students in Israel, they stated a goal to double the number of 5-unit mathematics teachers. To this end, the Ministry is leading a new two-year program to expand the certification of experienced mathematics teachers to teach the five-unit track. The program is operated by six universities across the country and is mostly dedicated to deepening mathematical knowledge.

The two-year program is a 3.95 million NIS collaborative venture between the Ministry of Education and Kadima Mada, and includes 180 teachers in a first cohort, with a second cohort planned to open next year. The content is comprised of mathematics courses and pedagogic instruction. The program, however, does not include classroom-based clinical teaching skills, which are necessary for a five-unit teacher.

Therefore, Kadima Mada is proposing a supplementary program to provide individual coaching for 60 of the program participants. They will be selected via a rigorous selection process, and will be coached by highly talented experienced 5-unit mathematics teachers. Every participating teacher will receive weekly individual coaching in their first year of teaching five units, which will include how to address common mistakes and misconceptions, organizing the classroom, and implementing different teaching methods in order to help respond to the needs of individual students. The coaching will take place in scheduled weekly meetings, lesson observations, and through teachers filming their own lessons for evaluation and feedback.

These coaches will meet with a supervisor once every two weeks, in order to build their coaching technique and to share case studies and challenges. All participants, teachers and coaches, will take part in four learning days over the course of the program. The coaching process will be evaluated throughout to learn about its effectiveness in order to improve the program.

In the current climate of a rapid increase in the number of 5-unit students, it is hoped that the 60 new teachers of 5-units will be more easily absorbed into the system and will apply clinical teaching skills to help more students persevere and succeed in their 5-unit studies.

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**EXPERTISE:**

**193 – פרס טראמפ להוראה איכותית 2016**

Title: Trump Master Teacher Award 2016

Sub-title: A fifth cycle of the Award will include evaluation and alumni activity as part of the foundation’s five year end-to-end review

Grant Sum: 212,000

Duration: 1 year

In 2012 the Trump Master Teacher Award was launched in order to recognize excellent teaching of mathematics and the sciences. The award aims to convey to the public a clearer sense of what constitutes quality teaching. Our intention is to reward and celebrate master teachers of mathematics and the sciences, and introduce them to the public as role models, demonstrating that high quality teaching exists in Israel, while igniting discussion around the question: 'What constitutes excellent teaching?'

In 2012, the award was given to Nikolay Shvarts, a high school physics teacher at the ORT school in Arad. In 2013, the Award was given to Mr. Kobi Shvarzbord, a high school physics teacher and head of Science and Technology at the Leo Baeck High School in Haifa. In 2014 the award was given to Ms. Smadar Levy, a high school physics teacher at the 'Hadarim' high school in Hod Ha'Sharon.

In 2015 we launched a fourth cycle of the award attracting 51 candidates from across the country, who received excellent recommendations by their colleagues and school principals. Five were chosen by the selection committee to reach the final stage. The finalists were filmed while teaching in their classroom, and then interviewed by the committee, which decided to award the prize to Dr. Guy Ashkenazi, a chemistry teacher for 8 years at the Israel Arts and Science Academy in Jerusalem. Alongside classroom instruction, he is also a pedagogic mentor at the Hebrew University's 'Teacher-Researcher' program for scientists who teach while pursuing academic research, and is the author of a middle school science text book.

Merit awards were presented to Dr. Tali Dvora, a mathematics teacher and an instructional coach from Katzanelson High School, Kfar Saba; and to Ms. Michal Walter, a physics teacher from Amit Atidim High School, Or Akiva, and a member of the Weizmann Institute physics teacher communities.

The selection committee, which was chaired by Ms. Karen Tal, included former Director General of the Ministry of Education Ms. Dalit Stauber, former award winners Dr. Abir Abed (2012), Mr. Kobi Shvarzbord (2013), Ms. Smadar Levi (2014), and well-known leading members of the professional community.

Prime Minister Benjamin Netanyahu and the Minister of Education Naftali Bennet presented the award to the winners, referring to the teachers as ‘cultural heroes’. The ceremony and the winning teachers received much media coverage in leading magazines, a television morning talk show, and an in-depth feature in the “Calcalist” newspaper and website with Dr. Ashkenazi, covering his excellent teaching skills.

In 2016, we intend to hold a fifth cycle of the award, and towards the end of the year, we will convene approximately 50-60 former candidates for a half-day seminar on quality teaching and building professionalism among teachers. We will do so in order to introduce the foundation's language and goals to a group of excelling teachers; and to strengthen their sense of professional pride. Moreover, participating teachers may go on to be ambassadors for the award, helping to build its status among teachers; and to expand the pool of teachers with whom the foundation consults and works.

As part of the foundation's five-year end-to-end review, we intend to initiate an external evaluation process, which will examine the following questions:

1. How deeply has the award penetrated the community of mathematics and science teachers, the wider education community, and the public? To what extent are these audiences aware of the award, its criteria, its candidates, and winners?
2. To what extent have the winners gone on to serve as role models for excellent teaching in the professional community?
3. Were the selection process and prize committee effective and efficient? Did the selection process successfully expose the traits of excellent teaching? What should be modified or added?
4. Why have only science teachers been selected as winners to date? Is it due to the selection criteria or the selection process? What could be improved in order to give mathematics teachers a fair chance?

Over six months, the study will gather evidence, relying on a public survey, statistical data from social networks and digital media, in-depth interviews with winners, committee members past and present, and leading figures from the professional community. The final report will be a 25-30 page evaluation memo, which will be presented at the Advisory Council in November 2016.

**IMPLEMENTATION:**

**199| The Rishon LeZion Foundation**

Title: Municipal Program in Rishon LeZion to Increase the Percentage of 5-Unit Mathematics Matriculation Students by 50% Over Three Years

Sub-title: They intend to strengthen the content knowledge and pedagogical skills of their mathematics teachers, and create school-based teacher communities, led by master teachers.

Grant Sum: 1,100,000 NIS

Duration: Three Years

Rishon LeZion is Israel’s fourth largest city, with a population of close to 236,000 inhabitants, located along the central [coastal plain](https://en.wikipedia.org/wiki/Israeli_Coastal_Plain), south of [Tel Aviv](https://en.wikipedia.org/wiki/Tel_Aviv). It is one of the fastest-growing cities in Israel, and is the third-youngest city in the country, as 31.1% of the population are children and teenagers, and 61.4% of all residents are age 40 or under. There are 17 high schools in the city, 12 of which are operated by the municipality, serving 2,500 students per cohort.

In 2013-14, the rate of students graduating 5-unit mathematics stood at 16%, compared to the national average of 11%, a trend that has remained stable over the past few years. In line with national goals, the municipality has decided to dedicate resources to increasing the number of 5-unit graduates. They believe that a professional and high quality teaching cadre is the key to their success in this goal.

There are currently 136 mathematics teachers in the city, 54 of whom teach the 5-unit level. In discussion with the teachers, the municipality learned that they receive little on-the-job training, and many reported that they work in isolation and feel a need for more professional interaction with their peers. They also discovered an untapped potential in experienced and knowledgeable teachers of 4-units who are reluctant to teach 5-units, as they feel insecure, and lack appropriate mentoring by expert teachers.

With this in mind, the city has already began to work to address these issues. They have added two supplementary teaching hours per week for all mathematics students and host 25 study marathons per year for 11th and 12th grade students (120 hours each) in preparation for the matriculation exams. Since 2014 they have been participating in the “New Five” program of the Central District and the foundation, to open new 5-unit classes. So far, 75% of the city’s high schools are taking part in the program. Additionally, the city has partnered with Mofet Intervention program and is taking part in the Ministry's ‘Advanced Science-Technology’ program, to open advanced-level science classes for 7th to 9th grade students showing aptitude for 5-unit studies.

Rishon LeZion is now proposing a comprehensive program whose goal is to increase the rate of students studying 5-unit mathematics from 400 students (16%) to 600 students (24%). They intend to do this by deepening the content knowledge and pedagogical skills of their mathematics teachers, and creating school-based teacher communities, led by master teachers. They have the support and commitment of the city’s school principals, who will be involved in the process and will encourage their teachers to take part in professional development initiatives. The program will include the following elements:

1. Teacher Communities for mathematics teachers: A master teacher community for 13 selected 5-unit mathematics teachers that will meet twice a month to engage in professional development, accompanied by a senior pedagogic expert. The master teachers will jointly develop teaching materials and learn how to lead school-based communities of practice. Concurrently, all other 5-unit teachers will take part in a citywide community, which will meet twice a month to expand their knowledge and address common issues. They will bring best practices from their classrooms to analyze and discuss, and will meet on a monthly basis with the group of master teachers for peer-led learning.
2. School-based Communities**:** In the second and third years of the program, the master teachers will start to instruct the wider community of mathematics teachers. They will establish 13 school-based pedagogic incubators in which they will mentor their school mathematics teaching staff. Junior high school mathematics teachers of the highest streams will be invited to join the school-based communities. The master teachers will focus on methods for encouraging students to persevere with advanced mathematic studies, implementing clinical teaching methods.
3. A mentoring program for all 4-unit teachers who are training to become 5-unit teachers: The new teachers will meet twice a month for a year, and then will join the citywide community of 5-unit mathematics teachers. These teachers will be mentored by expert teachers from their own schools.

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**MEDIA:**

**207|** **The Trump Foundation**

Title: Social Media Effort to Support the Foundation's Strategy in 2016

Sub-title: Online Community “Higiya Zman Hinuch” will reach out to a wider target audience in order to promote dialogue on the importance of teaching and promoting excellence

Grant Sum: **325,000 NIS**

Duration: One year

Three years ago, the foundation established an online community, under the name: "It's Time for Education" (Higiya Zman Hinuch). It quickly became extremely active, and today comprises the largest social media educational community in Israel with a membership of over 30,000 teachers, potential teaching candidates, and people interested in mathematics and science education. This unique platform allows the foundation to interact with its target audiences, to provide them with information about programs, and to facilitate direct discussion between them.

As planned, in 2015, we expanded the reach of the community's e-magazine, to concentrate its efforts on explaining and exploring high quality teaching of mathematics and the sciences, and encouraging a dialogue around this theme. At the beginning of 2016 the magazine reached a record number of 250,000 readers. In the preceding 6 months there were 150,000 readers every month. Over 100 people have contributed content to the magazine, including regular stories from the field by volunteer writers and teacher-bloggers who experiment with different teaching techniques in their classrooms and report back to their colleagues via the magazine on their experiences.

The magazine significantly expanded the clinical teaching section to include translated research materials by academics such as Daniel Willingham and John Hattie. The magazine makes them more accessible to the public by summarizing them in readable chunks, creating infographics, checklists, and features that the professional community can engage with more easily.

In 2015, Higiya Zman Chinuch issued a print edition, and established a separate website called ‘Teaching Plus” to function as an integrator for teacher residency programs, providing potential teaching candidates with up-to-date and relevant information, and enabling interested candidates to easily apply to one of the programs.

Despite the success so far, there are a number of areas that we still need to develop and improve:

1. **The professional community**. We have discovered, to our surprise, that although the content is presented in a more popular manner, it is the professional community who is the most significant consumer of Higiya Zman Hinuch. We have learned that teachers and educators use the materials in teacher training and coaching. Therefore, we intend to invite several of these 'professional' users, to explore their preferences and help us adapt relevant content to suit their needs. For example, examining the use of materials prepared for the magazine in teacher training programs and teacher learning communities; creating case studies and other dedicated content according to the needs of the professional community; exploring the possibility of distributing a newsletter for professional communities, or establishing a magazine based on syllabus content for student teachers.
2. **The technological platform and medium**. While Higiya Zman Hinuch is prominent mostly on Facebook and reaches out to 8,000 subscribers via emails and newsletters, it has not yet reached those users who prefer other social media platforms such as Twitter, Pinterest, LinkedIn, and Instagram. We understand that these users tend to use visual messages more than textual ones, so we need to investigate how we can diversify the medium through which we communicate with our community. For example, we will explore how we can adapt content and its accessibility via other social networks including presenting information via video. We will also examine the possibility of making content directly accessible to mobile phones, as data has shown that readers access more than 60 % of the content from smartphones; and look into expanding our reach via partnerships with media platforms and blogs.

Additional activities in 2016 include the preparation of 500 copies of a print edition to mark two years of the magazine – this will be distributed to our partners in the professional community, political leaders, Ministry of Education, and stake holders in education. Moreover, we will continue to reach out to a wider target audience by organizing gatherings and special events for teachers and by teachers. For example, creating face-to-face meetings for community members to promote dialogue on the importance of teaching and promoting excellence; collaborating with organizations who want to approach the educational community to create educational encounters and discourse; creating a dedicated conference where participants would discuss quality teaching; and collaborations with events by foundation partners, such as Teacher's Day, 5km Race for 5-units, and Teachers on the Bar.

To do so, a freelance coordinator will be employed to work 70% FTE, alongside the magazine editor, in order to take over day-to-day tasks of operating the community, and to enable the team to dedicate more time to planning and developing the next stages of expansion and development described above.

It should be noted that since Higiya Zman Hinuch plays such an effective role in our communications strategy, we intend to continue to operate it internally in the medium-term. In the future, we will have to consider whether it is appropriate to continue to operate it ourselves.

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**CONVENING:**

**205| The Trump Foundation**

Title: Evening Event for Grantees and Partners on Clinical Teaching for Advanced High School Mathematics and Science

Sub-title: The event will showcase quality teaching, convene foundation partners, and focus on student-centered clinical expertise

Grant Sum: 264,000 NIS

Duration: Six months

Almost five years have passed since the Trump Foundation was established, and our portfolio of grants and projects has grown, developed and diversified. With over 143 grants, which have already been approved, our partner organizations are aiming for a mutual goal to increase the number of excelling students. Each of them brings its unique expertise, tackling the issue from different angles, ranging from the recruitment and training of new teachers, to providing online access to high quality teaching, and the professional development of veteran teachers. On a daily basis, we work with each of the programs independently in order to maintain high standards of planning and execution. However in order to achieve sustainable impact, they need and wish to learn from each other and to collaborate with one another.

To this end, over the past year, the foundation has gradually taken upon itself the role of a convener, trying to help grantees to share knowledge and to create professional networks between their programs. In 2014, as the first step in this direction, we hosted a special event for 185 participants, convening grantees and partners for an Evening of Quality Teaching. This created an opportunity for sharing and learning for our grantees and partners and demonstrated different components of quality teaching in practice. The evening took place at the final day of the biannual meeting of the foundation's Advisory Council, chaired by Professor Lee Shulman, and marked three years to the foundation.

Towards the forthcoming Advisory Council in 2016, we propose hosting a similar event, dedicated to showcasing quality teaching. The evening will focus on student-centered clinical expertise, which is a central feature of our strategy to expand the circle of excellence in mathematics and the sciences.

The proposed evening will explore the following questions in a number of different ways:

* ***Best Practices****:* What does best practice of clinical expertise look like in interactions with students, in the classroom, and in the professional community of teachers?
* ***Learning Environment***: How can a teacher develop a learning environment based on openness, cooperation and trust, and the belief that every student can succeed?
* ***Diagnostics***: Which components should be included in a “tool-kit” for clinical teaching in order to help teachers diagnose student learning?
* ***Adaptation***: In what ways can teachers adapt their teaching to the abilities, difficulties, learning style and pace of every student in a large heterogenic class, without compromising high standards?
* ***Feedback*:** How can ongoing data on the learning progress of each student help teachers give better feedback to students, and improve their own teaching?

The event will take place in Jerusalem on November 3rd, 2016, and will include a cocktail reception, discussions and activity, followed by lectures over dinner. We will invite 250 guests, including high-ranking Ministry of Education executives, colleagues from high tech, local authorities, school networks, members of the foundation's Advisory Council, grantees and teachers. In planning for the event, we intend to hire a freelance project coordinator for 7 months to prepare and coordinate content and materials.

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**206|** **The Trump Foundation**

Title: Convening of Professional Networks for Knowledge-Sharing and Collaboration in 2016

Sub-title: Learning from its earlier convening efforts, the foundation will increase the volume, scope and diversity of convening activities, and encourage members to become more involved and committed

Grant Sum: 224,000 NIS

Duration: One year

In 2015, the Trump Foundation embarked on a pilot year of serving as a convener. We took on this role as a proactive step to increase coherence, collaboration and effectiveness between programs and to encourage sustainability of the foundation's strategy among its partners. We did so in response to the request and expectation expressed by grantees in the GPR of 2014 to facilitate mutual learning and cooperation between different foundation programs.

We designed our convening activities to address different needs and forms, including cluster networks for programs of a similar nature; exchange fairs to facilitate interaction between developers and operators; and practitioner affinity groups to cultivate mutual learning among professionals from different programs. We initially planned 22 convening events over the course of the year for 280 participants. In reality, we executed 21 meetings and events for 409 participants. They included 14 cluster meetings, 4 exchange events and 3 affinity group workshops, of which 15 were performed in the new office and 6 in an outside facility. One of the affinity workshops included a residential stay, to enable deeper learning.

Cluster networks were launched for programs of teacher residency training; professional communities of practice; diagnostic assignments; and municipalities and school networks, all of which met 3-4 times each. Several cluster networks went on to organize their own activities, such as an international conference and study visits abroad. Additional grants were approved to support these activities.

An external and internal evaluation of the activity, which comprised interviews with participants and staff members, revealed the following:

1. The overall response from participants is highly positive, and the role of a convener is one that our partners encourage us to maintain. They expect the foundation to deepen the content and learning in these meetings, including more significant mutual learning through observations and sharing case studies. They also expect the foundation to advocate for their interests with the Ministry of Education.
2. The participants note that the foundation staff is very active in preparing and running the meetings and events. However, those who engaged in more significant activity – such as a study visit, overnight seminars, or organizing a shared conference - developed a greater sense of ownership and felt more connected, obligated and satisfied by the convening experience.
3. The organizational decision to place the convening activity under our program team, who have close working relationships with the professionals in grantee organizations, benefited the convening activity. Nevertheless, this meant that the convening placed an emphasis on the programs, and less on the grantee organizations, their leadership and the larger surrounding eco-system.
4. Five foundation team members dedicated approximately 20% of their time to operating the convening activities over the year. Their expertise lies in grant making and they did not undergo specific training on how to effectively convene partners. They had to learn the craft on the job from successes and challenges as they progressed throughout the pilot year.
5. The foundation's role as convener included preparing a detailed operational plan, aligning milestones with budget, monitoring progress and performance, and coordinating the work between different team members. In practice, this was more difficult than expected and will require active steps to improve next year.

Learning from these lessons, we propose the following goals for the foundation's convening activity in 2016:

* to increase the volume and scope of convening activities, and create more opportunities for peer-led learning, observations, and case studies in the field;
* to encourage members to exercise ownership and responsibility for the network, and become more involved and committed;
* to diversify the affinity groups so that they include different professionals in grantee organizations and their leadership;
* to improve effectiveness of internal operations, including performance and financial monitoring, team communications and mastering the craft of convening.

In total, over the course of the year the foundation will convene 765 participants in 28 events, meetings and seminars of 5 cluster networks, 10 affinity groups and an exchange fair . Preparation for and by participants for the workshops and seminars will include translation of relevant academic literature, adding subtitles to classroom videos, and preparing literature reviews.

A detailed work plan will be prepared, including internal division of labor and responsibilities across the foundation team. Progress and performance will be monitored throughout and feedback will be collected from participants at a range of convening events. During the year, a team member will learn more about the craft of convening from literature and from colleagues in philanthropy, in order to train the rest of the team.