**Professional Development Plan - 2020**

**Project TEN Centers**

Project TEN has made it its purpose to engage in the field of informal education, to advance and develop 20th century skills among children and youth in developing communities. This purpose is achieved with the use of tools of interactive- experience- game learning alongside a humanistic educational approach based on an empowering discussion that promotes the child’s personal development.

The Project promotes this goal through a number of professional actions that are at the basis of community intervention work principles and comply with the professional ethics enforced in the international development field, which will enhance the program and its influence on the community.

In 2019, the Project underwent a process of building a professional and organizational identity and promoted a parallel process in all its centers to create a uniformity of the project. In the year 2020, the Project looks forward to a year of professional development in the field, to a proper implementation of the different intervention components, in each center based on its circumstances and the opportunities it holds.

The professional development plan for the year 2020 looks back on the process that the Project underwent in the year 2019 and marks the different professional goals for advancing the Project’s activity and implementing its principles.

The plan is in regards to the different development components and includes the following development fields:

(1) Development of new centers process; (2) Establishment of educational centers in all destinations; (3) Professional enhancement – language and tools; (4) Expanding the center’s target population; (5) Establishing working relationships with local change agents; (6) Exposure in the community.

These goals were part of the Project’s vision at its very beginning and stem from the development and sustainability approaches. However, 2019 was a year dedicated to the development of the basic components that can serve as the foundation for the other components. We start the year 2020 with a wide and uniform foundation in all destinations, which allows us to look forward to this year with a constructed plan for the implementation of the next components at a development rate that is suitable for each center and center.

**Developing new TEN centers**

At the start of 2020, Project TEN operates four established centers in Uganda, Ghana, South Africa and Mexico, and is working on developing two new centers in the refugee camps in Samos, Greece and Cambodia.

**Concluding 2019** – During the year 2019 a new center in Puerto Rico was established after a structured and professional process of planning and preparing. At the end of the year – the center was closed. At the end of 2019 and the beginning of 2020 an extensive mapping process was conducted for laying out the foundation for the center in Greece.

**Plan for 2020** – (1) Under the professional development, the foundation for the Greece center will be further developed, in compliance with the working principles for the beginning of the program; (2) The Project will conduct a professional mapping required in order to familiarize itself with the activity area in Cambodia and its different components, and will build the foundation needed to begin the program.

**Books & Things: Focusing the activity – developing new educational centers**

After a long process of getting to know the area, collecting data, trial and error in different fields and getting familiarized with the abilities and the challenges of our volunteers – which make our vision come true – the Project focused on developing new educational centers that make use of various tools from the field of informal education, in order to encourage, develop and promote personal abilities among the local children as a preparation for their adult lives in the 21st century.

**Concluding 2019** – in 2019 the Project underwent a process of professional change and defining the program.

**Plan for 2020** – finding a building in the community suitable for the program and turning it into a learning environment that fits the principles of the model in each of the destinations. An independent educational center that serves the local community. A center that is based on the educational approach and promotes the Project’s goals with its designated tools.

**Professional development of the educational activity**

**Language** – the educational model is based on the humanistic educational approach that encourages a belief in the child’s ability and educating the child through an empowering, respectful and advancing discussion.

**Concluding 2019** – in most centers there were trials of implementing the educational language through learning and discussion.

**Plans for 2020** – after two cycles of volunteers – which are equivalent to half a year of activity and experience – in which the volunteers made use of the educational approach built as the foundation of the activity, the Project will work on enhancing the language and making it more accurate, as well as promoting the working principles that will reflect the approach in practice.

**Tools** – out of the understanding of the children’s needs and the various learning abilities based on an approach of numerous intelligences, the Project is developing a variety of tools from the field of interactive-experience-game learning that are used as a foundation for directing and inspiring the center’s volunteers and staff for promoting the activities in the different centers.

**Concluding 2019** – in 2019 five activity booklets were created in the fields of thinking games, motion games, art, science, and training in the environment’s conditions. The booklets were the directives for the work in all centers. The booklets are updated and expanded regularly at the end of each cycle, by collecting the different activity materials and feedback from the centers.

**Plans for 2020** – during the year 2020, the Project will promote the development and writing of 5 additional activity booklets, in a professional manner, in order to expand the activity options in the centers and their compatibility with the target population. The additional fields for the new booklets are music, making books more accessible, developing a communal garden, promoting a healthy lifestyle and environment and sustainability. The execution timetable: January cycle – science and ODT; May cycle – music, books and health; September cycle – communal garden, environment and sustainability.

**Expanding the target market – teenagers**

As part of the expansion of the Project to different and more vast communities, and as part of the continuity approach and the accompanying of the target population in its personal development, the Project intends to maintain an ongoing relationship with the children and conduct regular meetings with them throughout their development years on different levels.

**Plans for 2020** – the Project will promote the development of professional tools for working with teenagers and will expand its program to higher education institutions, as well as open its gates to more mature populations, according to the potential, suitability and ability of each of the centers. In some of the centers this group will eventually, over time, serve as a group of potential local counselors in our educational centers, upon training. For this purpose, the Project will develop a strategical tool for developing young local leadership alongside the educational aspects of the model and as part of them.

**Promoting the work and involvement of local change agents**

**Local partners**

As part of the sustainability approach, in all its destinations, the Project works to find and recruit local partners for a shared development of educational centers – local authorities, education institutions, information and service centers and non-profit organizations in the field of education and other fields relevant to the Project. At the basis of this approach is the principle of true partnership with the local people – the community and other interested parties in the fields relevant to the Project – in order to create a foundation for joint learning, information sharing, and connection with the community, trust and continuity of the program.

**Concluding 2019** – some of the centers already have a partner, and are in need of establishing the partnership; others conducted the project independently facing the different clients or the community.

**Plans for 2020** – creating and building significant partnerships – at least one in each center – in the different destinations, in order to enrich the discussion, expand the target population and enhance the program. The objective is a partnership that includes a regular interaction with the Project and acts in the shared interest of promoting the Project’s goals in the fields of education and community.

**Working with the local educational and teaching staff**

As part of the sustainability approach and the organizational ethics, the Project tends to conduct its activities with the required modesty in the communal space in order to make its educational environment an environment that completes the local formal educational program and complements it. In order to do so, the Project encourages the active involvement of the local educational staff in the program and promotes getting to know them, their involvement and participation, as well as for the purpose of information sharing and the continuity of the program in the different educational fields. For this purpose, the Project conducts regular discussions with the local educational staff as well as creates a platform for seminars in which the Program enriches the local educational staff and teaches them new and innovative information in its relevant fields.

**Concluding 2019** – in most centers, seminars for local teachers are conducted, their purpose being introducing new knowledge and colleague learning in the Project’s fields of specialty. These are very successful seminars that contribute to the familiarization of the community with the Project, sharing the information and its implementation in practice. To this date, the seminars were constructed and conducted on the centers’ staff’s initiative and were based on the program.

**Plans for 2020** – 2 or 3 seminar days a year (no more than one each cycle) will be held in each of the Project’s destinations for a number of 25 teachers at least. The seminars will be substantial and practical for instilling knowledge, tools and connection to the Project’s activity. In addition, the collaborated work with the local educational staff in the educational fields of the Project will be enhanced in accordance to adjusted working principles (format of seminars and working principles for developing fields in collaboration with field staff).

**Local steering committees**

As part of the same principle and the recognition of difference in culture, the Project is in favor of the active involvement of the community in developing and leading the program. Individuals that are representatives of the different groups in the society that are interested in the development and promotion of the Project within the local population.

Steering and accompanying committees of this sort serve as an authentic bridge for the Project to the community, enable mediation to promote trust in the Project and its staff, enable the Project to further get to know and understand the local population and promote the active creation of target, heterogenic groups, relevant to the promotion of the program. The community representative group is in regular contact with the Project for the promotion of its various goals.

**Concluding 2019** – In three centers (Uganda, Ghana and Mexico) initial trials of establishing communal involvement groups were made – and they are in need of further strengthening.

**Plans for 2020** – In accordance with the local population and the different partners – in each of the Project’s destinations a group of interested individuals with capabilities will be developed, which will take active part in decisions regarding the development of the Project, the promotion and implementation of professional initiatives of the Project in the community in order to fulfill its vision and goals.

This steering committee will include no less than 5 local people – representatives of the relevant target populations. Each of these committees will build a work plan and maintain regular contact with the Project, which will include at least one monthly meeting with the center’s staff.

**Integrating local counselors in the centers**

Due to the need of a cultural bridge, the Project aspires to include local teams in the regular educational activities, which will work shoulder to shoulder with the Project’s staff. In each of the Project’s destinations, it aspires to find and recruit young people or students from the local community, which will undergo training suitable for the Project’s educational activity, and will take part in the program as counselors.

**Concluding 2019** – not yet implemented.

**Plans for 2020** – In accordance with suitability and capability – the Program will examine different integration options in the centers with the help of local authorities. Some centers have the potential for recruiting education students from local universities or colleges in return for a scholarship as part of a practical educational practice in the center. In other centers, local young people will be nurtured in programs resembling a local leadership group and in an ongoing empowering process, will be trained and integrated in the program. Throughout the year 2020 this process will begin in the centers – each destination in accordance with the local circumstances and capabilities. In the first stage (2020) a pilot involving four local educational or communal counselors (maximum) – part of them voluntarily and part of them in return for a scholarship – will be conducted.

**Exposure in the community**

As part of the Project’s professional agenda – which aspires to be an integral part of the community, and not an independent, foreign entity within in the community or beside it – the Project encourages and promotes systematic exposure of the program in the community. Through various activities in and with the community, the Project lays a foundation of ongoing exposure to and familiarization with the Project in the community – a foundation and basis for mutual, involved and active discussion, which provides the Project with legitimacy from the community and expands its activity and target population involved in its activities.

**Concluding 2019** – part of the centers held successful “peak events” that led to the significant exposure of the community to the Project.

**Plans for 2020** – in each of the destinations, an event will be held once a cycle, designed to launch, expand and encourage the exposure to the Project in more target populations (parents, teachers and relevant institutions) and their involvement in the program.

**Professional Development 2020 - Mexico**

**December 2019 status**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Paloma Village** **Hidalgo** | **6 elementary schools** **conafe****2 elementary schools Paloma****1 high school Paloma** | **Educational center in the community** | **7 areas** | **Young leadership group** | **Event for cycle** | **30 children in the educational center****210 children and teenagers in schools****22 teachers****40 parents** |

**Yearly work plan 2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Field**  | **Task** | **Comments** | **Execution date** | **Measure** | **Costs** | **Adjustments** |
| **Establishing a new center** | Collaboration and local authority contract | Going back to the original plan with a new and interested mayor | **February** | Signing mutual contract. End of contract with Augustine for two rented rooms. |  |  |
|  | execution | Construction and preparing the place for activity | **May - September** | Moving to the abandoned school in September cycle |  |  |
| **Maintaining existing center** | Rent | Until the end of the contract and move | **January - September** | Active use of two activity rooms |  |  |
| **Professional development - language** | implementation | Responsibility of development staff | **Starting May** |  |  |  |
| **Professional development - tools** | implementation | Responsibility of development staff | **Yearly** | Use of 5 areas |  | Upon demand |
| **Expanding activity for teenagers** | Continue activity and forming “team spirit” |  | **Yearly**  | 10 teenagers |  | Future potential for local counselors in the center |
| **partners** | Collaboration and contract  | Local authority | **February** | Contract for 3 years of activity |  |  |
| **Educational and teaching staff** | Feasibility check in Paloma schools |  | **February** | Minimum of 10 teachers |  | Training meetings / colleague learning |
|  | Conafe |  | **Yearly** | Minimum of 10 teachers for weekly meeting |  | Regular training meetings |
| **Steering committees** | Development of steering committees |  | **February** | Minimum of 8 people for regular monthly meetings |  | Community representatives / authority representatives / teaching staff representatives |
| **Exposure in the community** | Marketing and acquaintance events | Rondo in the community  | **January****Yearly** | Once a cycle  |  | Shortly before the renewal of activity or as a peak event in the community at the end of a cycle |
|  |  | Women activity | **Yearly** | Minimum of 20 women, minimum once a month |  |  |
|  |  |  |  | Total activity budget | **10000$** |  |

**Concentration of development activities for the year 2020 – according to cycle / yearly timetable**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **January** | **February** | **March** | **April** | **May** | **June** | **July** | **August** | **September** | **October** | **November** | **December** |
|  | **January 2020 cycle** |  | **May 2020 cycle** |  | **September 2020 cycle** |  |
| **center** |  |  | **Preparation for move to a communal center** |  | **launch** |  |  |  |
| **partners** |  | **Collaboration local authority** |  |  |  |  |  |  |  |  |  |  |
| **Managing of steering committee** | **Steering committee meting** | **Steering committee meting** | **Steering committee meting** |  | **Steering committee meting** | **Steering committee meting** | **Steering committee meting** |  | **Steering committee meting** | **Steering committee meting** | **Steering committee meting** |  |
| **Events**  |  |  |  |  |  |  | **Peak event in the community** |  |  |  | **Peak event in the community** |  |
| **women** | **Meeting** | **Meeting** | **Meeting** |  | **Meeting** | **Meeting** | **Meeting** |  | **Meeting** | **Meeting** | **Meeting** |  |
| **Teaching staff** |  **Conafe teachers seminar** |  | **Conafe teachers seminar** |  | **Conafe teachers seminar** |  |
| **other** |  | **On the job training for new manager** |  |  |  |  |  |  |  |  |  |  |

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|  | **important** |  | **advisable** |  | **possible** |  | **regular** |