Establishing Partnerships and Initial Program Design

Executive Summary

The recent distribution of 2600 XOs by the OLPC UNRWA partnership gave us an opportunity to document the steps we took with our partners to ensure the smooth distribution and adequate organization, teacher and community buy-in and support of the program. The success of this first stage in Gaza and West Bank are, in part, attributable to the experience of previous OLPC deployments and the absolute willingness of the partner to engage in this project.

Our partner relationship building and the logistics of the deployment can be summarized in the following process. These are not necessarily sequential or all necessary but can be overlapping:

1. Partner Discovery, Environment Scan: Mission, priorities and capacity
2. Partner Commitment: Stakeholder and champion buy-in
3. Core-Team Incorporation: Covering priorities and logistics
4. Implementation Design: Accessible workshops that combine teaching, technical and administrative expertise
5. Capacity Rev: Workshops scaffold XO tools to boost existing programs and create new opportunities including community engagement

OLPC needs to backfill its commitment to implementation design by creating more robust forums and networks to share plans, materials and best practices among deployments, advocates and researchers. We must maintain our commitment to capacity building by limiting our own participation in deployments while increasing our expertise and shared resource accumulation. Our participation in the design phases must ensure increasing scale and saturation.

Deploying in Gaza, defined by the UN as "occupied" and in constant cycles of conflict, represented a new experience for OLPC. It also placed OLPC in the middle of a constellation of other NGOs, interested in the future of the region, programming for cross-border relations. These are potentially important advocates for OLPC. With our partners we began to understand and develop new opportunities and reach for OLPC when laptops are placed in an environment where school is frequently disrupted, isolation is the norm and the access to supplies is limited. Those valuable, context specific knowledge and experience are not addressed in detail in this document. In parallel we are preparing an "Education in Emergencies" brief and a Gaza case study.

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Partnership Development and Program Design

The prelude to a successful launch of a scalable OLPC program is a fundamental and unshakable commitment to our core principles and an articulation of what we offer as an organization. In our recent success, the objective was to support our partner as they drive their own inventive adoption of the XO, assert complete local control and ownership of educational transformation, and champion OLPC as a research and development forum.

One caveat to this is that no OLPC program is an island. All experience – successful or not – are ongoing lessons to be shared and scrutinized. To paraphrase Ayman Murad, Chief of Educational IT at UNRWA reflecting on the Gaza distribution, "What is global became local. What was local is again global."

1.   OLPC's role as a partner

OLPC shares in the collective experience of planning and distributing projects for over 1.5 million XOs, creating one of the largest scale research communities, which includes participants at all levels, from the children and parents, to engineering teams, to teachers and policy makers. This affords OLPC the opportunity to think through challenges, create new partnerships, identify opportunities for educational transformation, and accumulate an expanding corpus of experience and thinking about how to distribute laptops to children for learning. We receive this knowledge freely and so give it freely. Critically this experience embodies the six[1] principles of OLPC: low ages, child ownership, connection, saturation, scale, and free and open source.

As an international NGO with envied visibility and access, OLPC can help stakeholders, decision-makers, and policy-makers access resources, clear obstacles and make better programmatic choices.

OLPC grows not through hired head-count but by local adoption of olpc[2]. By example, Plan CEIBAL and UNRWA are OLPC in every sense of the word. Strategically they/we grow through multi-lateral and multi-modal knowledge-transfer and ongoing programmatic implementation. Tactically these partnerships do not involve OLPC as a direct source of funds or provider of infrastructure or ongoing personnel. OLPC provides the XO platform, program design advising, and connection to the global olpc research repository and network. Hence OLPC is not an aid agency, an advantage with significant partner appeal.

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[1] 1 Note the formally OLPC has Five Principles, we add Scale as a sixth in this document purposefully to emphasize the need for any size deployment to be structured for complete saturation and not a one-off.

[2] We use the lower case "olpc" to emphasize our mission and the five principles.

Our response to gaps in implementation is collaborative design with our partner to rethink assumptions, problem-solve, and identify opportunities to connect them to organizational resources within the OLPC global community. OLPC members may engage in implementation efforts insofar as the experience provides an opportunity to test our program design and assess its feasibility for scaling. Brief forays into the implementation process give us the opportunity to learn with partners, identify issues that require research and development, and help the partner make the adjustments that will facilitate full scale and saturation. Through this collaborative process OLPC facilitates the capacity development of the partner and deliberately avoids deepening our own role in implementation. This strategy matures local ownership of the project and minimizes dependency on OLPC.

A critical component of our strategizing with partners focuses OLPC's six principles: discussing why they are central to OLPC's vision for education and how they enhance children's learning. Then we analyze with partners the opportunities and challenges for implementing the principles in a way that makes sense for the local context. In situations of conflict, for example, families express concerns that children who walk home from school with their laptops may be targets of violence. Concerns such as these present a challenge to the principle of child ownership. OLPC is committed to having children bring their laptops home because it frees learning from the confines of school, this expands children's opportunities to read, explore, and discover and it allows them to share resources with their family members encouraging life-long learning habits. Yet, it would be irresponsible to assert that OLPC principles trump the concerns of the individuals with intimate knowledge of local conditions, the individuals who will ultimately be responsible for local adaptation and success of the program. Therefore OLPC works with partners to develop community awareness campaigns in order to support and, when needed, protect the growth of the program so that it can fully encompass the principles. The old model of development organizations employed groups of foreign experts who were charged with implementing programs that all too often failed to take into consideration the needs, expertise, and aspirations of local communities. OLPC's partnership model ensures that we do not make these same mistakes. Our critical role is to strategize with partners- local, teachers, parents, school administrators, children and educational actors- to discover how the principles can be implemented in a way that works for the community and truly supports the learning goals they were designed to serve.

The OLPC practice of developing partnerships and designing programs is built on the premise that we learn along with our partners how to transform learning environments in a variety of circumstances and contexts.

2.   Discovering the Partner

It has been well-established OLPC practice to identify a Stakeholder (who makes OLPC an organizational priority; at UNRWA it was the Chief of Education, reporting to the Commissioner General) and a Champion (the person charged with organizational buy-in and operational management, a good red-tape cutter; at UNRWA it the Head of Educational IT). These individuals are the first to recognize the "why, how and who" and to resource the technical, operational, and educational implementation of the project.

It has also been common practice to identify a project lead in each area of implementation as the basis for an interdisciplinary core team. Typically, the core team has educational, technical and logistical representation[3]; however, its incorporation can wait until the partner is better known and the Stakeholder and Champion have participated in some early introductory planning. At UNRWA part of this process involved discussions framed around an introductory questionnaire (see attached Appendix B).

Initial site visits allowed us to talk with individuals at all levels and areas of the organization to gain perspective: head teachers, teachers, administrative staff, parent groups, technical staff, other NGOs, etc. In the discovery process, through conversation and research, we identified existing models of education, attitudes towards learning, and assumptions about technology in the partner organization, country and community of distribution.

a.   Track Record

In parallel, we found it useful to understand recent planning, milestones and overall performance. This is done by talking to people in the organization, third parties and literature review. Each educational system is at a specific point in a reform process and in their school year. Timing will influence the possibilities for program design. For example, if a Ministry of Education has just completed a mandate to double the number of teachers in primary schools, it may want to leverage that success to drive the integration and affinity for the XO in their system. The more you know about the specific partner's context the more willingness there will be to dialogue (honestly) about the challenges and connect them to olpc strengths.

Concretely, OLPC can incorporate and address existing priorities and goals. At UNRWA remedial education is a priority; their Interactive Learning Program (ILP) team of teachers and computer programmers has invested resources and developed over 160 e-modules to re-enforce concepts in Arabic and Mathematics. The modules were previously built and delivered in a computer lab paradigm with modules locally installed. This limited access

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[3] The scope of the champion's and core team's oversight is captured in the OLPC Deployment Guide Checklist in Appendix A.

time and availability to students in special programs. On the technical side, OLPC worked with ILP developers so they can port the content to the XO, and encouraged the program lead to design platform independent modules deliverable to any computer on the UNRWA school network. On the pedagogical side, we designed joint workshops with teachers to help them use existing OLPC applications for immediate teaching needs and design new modules that leverage the XO platform to help expand their capacity to teach beyond the classroom, and in ways that are easily adaptable to student needs.

With this knowledge and the participation of the project leads we were able to strategically design OLPC seminars that leveraged needs, priorities and strengths. The agenda for the workshop appears in Appendix C.

b.   Carrying Capacity

Every organization has a current capacity particularly when it comes to logistics and technical support. The ability to shift-off to support a new program, particularly as expansive as OLPC, can easily take more time than the time needed to deliver tens of thousands of XOs to even the most remote parts of the planet. Respecting the desire to go big fast, going big at a rate (an accelerating one) that matches increasing capacity at the receiving end is far better. It might appear obvious, but often contracted delivery schedules are steady and rarely recognize that organizational growth ramps are longer than production schedules. Evidence the often-impressive number of XOs sitting in local storage.

Among OLPC partners UNRWA has an almost unmatched logistical infrastructure including warehouses, transportation and inventory control. Their technical capacity is similarly impressive, even in their resource scarce fields of operation. However, this is where consideration of carrying capacity is nuanced; it is both absolute and specific. Laptops are different than rice; Sugar is different than Windows. Incorporation of the Core Team involves addressing capacity along both dimensions. OLPC can no more build an inventory management system than it can become a Microsoft certified OEM. Strategically we transfer our knowledge base, locate and introduce new collaborators, and reinforce objectives to inform partner decision-making.

At UNRWA, there are at least three examples of this collaboration in action. One, collectively obtained support from the Palestinian Authority and JHCO for local shipping and clearance; two, locating and applying in-house open-source priorities (eg. administratively there was an ongoing migration to Open Office) to better understand OLPC; and three, constant updating on OLPC globally.

c.   Re-enforcing the Partnership Paradigm

OLPC sought out quick opportunities to encourage local ownership of the project by establishing a series of early decisions with advice from OLPC. Beyond Core Team membership, school selection, and distribution ramps, with UNRWA this also involved establishing go/no-go milestones based on their action-items. At the onset of the UNRWA partnership and discussions with second-tier partners, OLPC was open and candid about defining and discussing our specific role and capacity. The commitment to local management and ownership of the projects makes clear that successful olpc adoption is based on partner pull not OLPC push.

Early action items created awareness in the organization, contributed to deeper buy-in and reinforced commitment. UNRWA quickly became an equal partner in lobbying Israeli authorities to approve the laptops for Gaza, eliciting ongoing acceptance at the highest levels. Font selection, localization of the user interface, content development and collaboration to port existing e-modules vested the Educational IT staff and Education staff beyond immediate implementation issues to an attitude of longer term development. Participation in a global mission resulted in a sense of leadership and pride; their localization and font improvement would aid other Arabic language deployments and the Gaza build would be posted for the entire world to see and use.

During the first trip to the West Bank we met with the Director of the Ramallah Men Training Center, who together with its Women's school is the primary source of teachers for UNRWA. Together with UNRWA we discussed opportunities to incorporate OLPC into the teacher training and preparation. Now students in their programs, educational and technical, can do their practicum or graduations projects on olpc and the XO. This translates into roughly 60,000 hours of program support annually.

3.   Designing to Learn and Scale

Each OLPC partner works with us to develop a program that can foster access, quality and relevant education for children. As different partners share information it is worth noting that cutting and pasting implementation plans will not work, and is against the spirit of innovation, discovery, and attention to local needs at the core of olpc's learning research. We co-design the program to address our partner's immediate need for problem solving to better the existing education system (both formal and informal) and their greatest ambitions and ideas to transform education over the long term.

a.   Inclusion, Loving the XO & Seeing the Possible

As children find their special talent for using the XO, members of the implementing community should be encouraged to express their expertise via the XO. Their personal ownership and commitment to the project matters, without it, there is a risk of the program stalling as a pilot or small

initiative. In introductory workshops it is helpful to create a dialogue with the implementing community (core team, teachers, children) so they can develop their ideas about how the XO can start, grow, and transform children's education in their country.

The initial phase is particularly important because we work with Least Developed Countries (LDCs) who are fatigued by some aid agencies and academics that come and deliver a product do a pilot, then leave. Because we are not an aid agency, we can do things differently[4]. We are not there to help on our own terms, but to participate in a design process that is driven by our partner, so that the project can have the relevance to scale and grow over the long term.

b.   Flexibility and Responsiveness

Educational environments are always in a state of change. The design phase of the implementation is a key opportunity to think through those shifts and disruptions so that as the new normal OLPC adapts to them. If the teachers go on strike how does the system bounce back, keep functioning, and grow even to be better, before and after their return? If UNRWA lost half its funding or if it suddenly doubled, what could happen? Exploration of the needs and possibilities come from interviews with participants, design discussions with core teams, and by observing directly how children learn in formal learning environments, such as school, and informal learning environments, such as the home.

c.   Localizing OLPC & Addressing issues

UNRWA, as previously illustrated, localized olpc by bringing the program to the local community and prioritizing it as a strategy to address their objectives. This provides OLPC with ongoing support for its own mission. We use the term localization in two ways. One, the team localizes the OLPC program by ensuring that it addresses the needs of the stakeholders, teachers, students, and parents. Two, the XO is localized as the Core Team molds and stretches the XO's capabilities for immediate use by children and develops new methods and activities for learning with laptops.

OLPC participates in this process by co-designing implementation plans that help address community standards (in Palestine, connectivity at school was a community concern over access to inappropriate content but led the way for a new initiative called "Internet Safe Schools"), ensure technical support (connectivity plan, localization, software build creation) and ensures teacher buy-in (familiar materials, pedagogical context for activities use and ongoing module development).

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[4] In the last five years UNRWA has cut humanitarian agency and academic partnerships by more then 50% to stop the cycle of aid fatigue.

d.   Global OLPC Community: Keeping Connected, Learning by Example

The XO has another special ability, in addition to its novel engineering and learning activities. It can energize a community to build a new kind of learning environment for their children. We see all the members of the community - children, teachers, parents, project managers, administrators, educators, engineers - all collaborating to give this project a strong start and help it to grow. Children learn by example, and our partners in Gaza have shown the children of their community that it is possible to take an idea and make it work in the world. As our partners adopt and own the olpc program, they demonstrate strong learning mentorship for the children of Gaza.

In the first stages of their distribution Gaza became part of a global learning community based on olpc and the XO. OLPC's work is to help link these communities for conversations about learning and sharing resources as projects expand; and, to co-publish and promote the successful models of educational transformation fostered by our partners.

Appendix A (OLPC Deployment Guide Checklist)

Activity	Owner	Status/Next Steps
Team/Organization		
Establish GO or NGO		
Board of Directors/Advisors		
Ministry of Education/Government Liaison		
OLPC Liaison		
Tech Lead		
Pedagogical Lead		
Logistics Lead		
Community/Volunteer Liaison		
School Census		
How many children?		
How many teachers?		
How many administrators?		
Power?		
Internet?		
Other infrastructure?		
Other issues, such as constraints on access (e.g., travel time to school from regional distribution center)		
Principle languages spoken in the community		
Locally available resources?		
Physical security at school		
Finances/Logistics		
Identify funding sources		
Letter of credit		
Product availability		
Shipping method		
Incoterms (e.g., CIF)		
Import duties and taxes		
Local distribution contract		
Factory's shipping schedule (how many, how often)		
Type of shipping container used (20 ft/40 ft?)		
Reverse logistics process (for laptops that malfunction)		
Inventory Management		
Activation-key management		
Warehousing		
Regional distribution centers		
Scanning process (e.g., comma-separated-values file generation)		
Shipping instructions (School addresses, bar codes, etc)		
Additional shipping material (boxes, masking tape, markers, highlighters, etc)		

Communications	Owner	Next Steps
Network backbone		
Network installation		
Potential partners		
Content filtering		
Network maintenance		
Content		
Transcoding of existing content		
Generation of new content		
Translations		
Localization (OS image in local language / set to local		
Determination of which activities and their order on the task		
Guides in local language		
Guides loaded to the XO		
Hardware		
Laptops		
Keyboard selection/design		
Power adapter selection		
Spare-parts inventory		
Servers		
Active antennae/Access points		
Auxiliary-power options		
Repeaters		
Power cords		
Repair kits		
USB memory sticks		
Connectivity equipment (e.g., routers, modems, VSAT)		
Cabling		
UPS		
Teacher Preparation		
Workshop plan		
Workshop schedule		
Workshop logistics		
Workshop attendee list		
Workshop site preparation		
Workshop material preparation		
Support		
Support plan		
3rd party support plan (if applicable)		
Localized documentation and support materials		
University relations?		
Grassroots relations?		
Mailing lists/Wiki/IRC		
Team(s) of volunteers with XO knowledge in country/region		

Team(s) of volunteers that can help with translations		
Other non-profit organizations		
Other public institutions (universities, ministries, churches)		
Other private institutions (universities, industry)		
International organizations (World Bank, etc.)		
Project Documentation	**Owner**	**Next Steps**
Distribution Plan		
Deployment plan (time-line for project completion)		
Contact Information, Agendas, etc.		

Appendix B : Beginning One Laptop per Child

Implementation Discussion and Decision Points

OLPC's Six Principles (Child ownership, Low ages, Saturation, Scale, Connection, and Free and Open source) help facilitate and organize the distribution of laptops. Although not every XO has been given to children with strict adherence to these principles, programs that have strong roots and are driving to scale (eg. Rwanda and Uruguay) have managed immediate considerations in order to fully embrace all 6 of these elements[5].

Practically these principles lead to early discussions and considerations:

School Selection:

Who will manage and develop the OLPC UNRWA Program?

Is there a dedicated staff ("Core Team") designing, implementing and assessing the logistical, technical and educational aspects of the program?

How many schools can be saturated?

In looking at networks of schools, what are the best starting points to drive saturation? (e.g. selected entire schools, schools covering one particular local geography?)

Which schools are well connected to other schools?

Which schools have particular technological capacity, or which schools have the lowest bar for distribution (set up, network, community buy in, student interest, etc)?

How may children in refugee camps are not enrolled in school? Are their other ways to reach them?

What grades will be covered?

What ages are covered and at what point in their yearly school curriculum is the xo introduced?

Is there proof of enrollment or other identification required for children to receive and own their XO laptop?

Ownership should extend beyond the school day. The XO should be

taken home.

Are there particularly concerns or ongoing conditions that make this difficult to implement immediately?

What is the XO distribution plan for teachers?

How will their implementation lead address specific needs and challenges they face?

How will it support the overall success of the program?

What teacher and technical staff development is anticipated?

What are the current numbers for teachers and tech staff?

Is an increased expected to support the program?

What are the training needs?

What is the estimate of continuity of staff for particular schools and distribution areas?

Who manages that each school team?

How are volunteers evaluated and effectively leveraged for development?

Are there opportunities to introduce the program to young students in teacher training schools or colleges to catalyze interest for teachers entering the work force in years to come?

Do the schools have adequate electrical power including outlets and surge protection?

Is Internet connectivity immediately available? Are there resources to make it available to the classrooms and XOs?

Connectivity through the school, and perhaps the immediate community, may require installing and configuring routers, repeaters, and access points.

Community:

How are the communities that house the schools being introduced and prepared for the OLPC project? How can we maximize their involvement and support?

Are there other organizations (nonprofit, NGO, private) that can support aspects or phases of the project?

> What are the other information distribution hubs and systems are in the community (e.g. libraries, religious organizations, community centers)?

> How does the XO and fit into and help boost current ways of community information sharing?

Distribution Logistics:

When is the laptop distribution scheduled to begin?

> How much time is needed for planning and implementing the required infrastructure (staff and technology) for the distribution?

> How stages should each distribution be taken through before full community ownership?

> What are the phases of distribution? For each individual school and all the selected schools? Can these happen in parallel or will there be a sequence to them?

How long is it anticipated to take?

Are there adequate resources to receive, inventory, store and transport the XOs?

> What are the closest distribution paradigms and processes that UNRWA uses that are compatible and can support this project?

olpc program Fit:

What feedback and observations can the UNRWA team share about their experience with the XO's hardware and software?

> Are there particular barriers to use?

Particularly in software, are there simple capabilities or immediate activities that have a significant impact on the project's potential immediate adoption? Needs and ideas for long term adoption?

> In UNRWA's opinion and through observations, what are the most important skills and learning activities for young people?

How does the XO incorporate into UNRWA's current educational and school

strategic plans and goals?

> What are the 3 biggest problems that UNRWA faces in the current educational environment?
>
> What is the high level (5 year plan) for UNRWA schools?

Are there particular localization issues (Arabic software translation, keyboard) that need attention?

Is there content that can be prepared (either software or digitized text) for the XO before distribution, and/or before manufacturing?

How else can the XO and olpc program help address particular educational or other challenges facing children and families in the UNRWA refugee camps?

Appendix C: UNRWA & OLPC
Core Team Workshop for Gaza

XO Orientation, Learning Exchange, & Developing Community Participation

Introduction
This document outlines the first collaborative work by UNRWA and OLPC to prepare the UNRWA core teams for distribution of the XO laptop to schools in Gaza. The goal is to help UNRWA core teams identify and develop their capacity to support and inspire a community of teachers, students, and advocates to use the XO laptop and the UNRWA/OLPC learning network to the fullest.

Objectives
Help UNRWA core teams to achieve XO laptop fluency; forge core team mutual support for teaching and learning over time; create strong communication links to OLPC's learning and technical teams for feedback and project momentum; tailor teacher training workshops and XO integration in response to UNRWA field knowledge; share expertise about development of learning activities, both electronic and social for children in grades 1-6.

Approach
The objective of this 4-day workshop is to develop a contextually relevant introduction of the XO into learning environments by UNRWA core teams for program growth and effectiveness. First, the core teams will learn the basics of the XO laptop hardware and software through participation in team activities. Then, UNRWA education, technical, and administrative experts will engage in special tracks for depth in their area of interest, reuniting as interdisciplinary core teams to share information and re-design for teacher and student workshops in Gaza. We learn together how introductory workshops can be best tailored to fit UNRWAs needs.

Expected Participant & Work Outcomes
During the core team training, members of the core team will learn to: 1) introduce the XO to users in their own style, 2) trouble shoot basic technical problems, 3) scaffold learners as they explore and master the XO platform, and 4) create basic activities for students that support teacher and student needs for the coming semester.

During the workshop each group will produce: 1) introduction and troubleshooting activities for children, parents, and educators, 2) a first design for the Gaza teacher training workshop (it can be modified version of this guide or a design from scratch); 3) a plan and beginning examples of a learning activities produced on the XO, relating to the a teaching goal of the next school semester, or any upcoming learning opportunity.

Note this is just a guide. A successful introduction to the XO lets the needs and ideas of the group influence the workshop in real time. At the end of each day or even during breaks, it is useful to reflect on how to tailor the workshop for the greatest relevance, hands-on problem solving, and equality of participation for all.

Workshop Model

Day	Content	Method	Participants	Objectives / Outcomes
1	Introductions & Ice breaker	Game	All	Identify other participants with common backgrounds and interests
1	Purpose and Framework for this Workshop OLPC project history and principles	Presentation	All	Set out the course of the 4 days. Present the framework for designing workshops. Understand the history and goals of the project and how they are contributing
1	XO 101	Exploring and Building	All	Basic XO Use, Sugar Navigation, Installation of Activities. XO platform use. Networking machines.
1	XO Activity Dive	Exploring and Building	All	Use of XO activities via mini-exercises. (Choose 3)
1	Practice XO Orientation	Demonstrating Expertise	Pairs of Participants	Introduce the XO to another participant as if they had never used it before.
1	Recap of Day			
2	Agenda for the Day : Quick Recap and Questions	Discussion	All	Understand any concerns from Day 1, set pace for day.
2	Individual Aspirations Exercise	Discussion & Note Cards	Small Informal Groups	Participants share their ideas and images of how the XO integrates into the daily life of the students, the school, the family, & the community
2	Development of E-Learning Tools by UNRWA	Presentation	All	Presentation by Kamal and team of the process of creating E-Learning tools for the Interactive Leaning Program. (In practice at the Gaza workshop, a person from each of the 4 sub-teams presented the work of their respective groups)

2	XO Technical Training 1 Hardware, Maintenance; Basic Repairs; Identify Best Practices for Learners	Exploring, Practicing, and Designing	IT Core Team Members	Tech specialists get targeted overview training on the XO platform for hardware and basic operating system maintenance. As IT specialists, they identify the best practices, habits, tips-and-tricks that all users should learn together. (Reuben)
2	XO Teacher Support 1 Teaching Examples; Curriculum & Next Semester Needs; Identify Project Ideas for Collaboration	Sharing Practices, Exploring, Designing	Teacher Core Team Members	Research and Identification with teachers of best practical use of XO in their current teaching methods. This should be a collaborative design process to identify how the XO can best support teacher and student learning needs by interactive, hands-on projects on the XO, adjunct curriculum development, and programming by example as a method for teacher XO use. Literacy as one potential example.
2	Knowledge Exchange	Peer to Peer teaching & learning, Discussion	Teams to All	Teachers present their ideas for learning activities and XO activities to the group. Tech specialists join a teacher group/team for implementation design. Tech specialists guide the teachers through the best practices.
2	Recap of Day			
3	Agenda for the Day : Quick Recap and Questions	Discussion	All	Understand any concerns from Day 2, set pace for day. (In Gaza Aidan O'Leary the Deputy Director of Gaza visited, gave an encouraging speech about OLPC and UNRWA, and inspired the group.)
3	Project Work	Project Design & Development	Presentation and Hands-on	OLPC presents an example project (Barbara presents - Literacy in 2 activities).

3	Core Team Project Work	Project Design & Development	Teams	Core teams come up with a collaborative project they will work on together during the month to follow. This project will be an example they show to their workshop groups during the January training. (projects could be from discussion on Day 2)
3	XO Technical Training 2 Software; Customizing a Sugar Activity; Identify Best Practices for Teachers	Exploring, Practicing, and Designing	IT Core Team Members (In practice this was all participants)	Tech experts work on a hands on example of how to alter an activity that has been Sugarized (likely the Memorize activity). Their goal is to understand this in a way that can be communicated to teachers.
3	XO Teacher Support 2 Teaching Examples; Curriculum & Next Semester Needs; Identify Resources for Learning that Link to Teacher and Student Needs.	Identifying online resources, and resources that come pre-installed on	Teacher Core Team Members	Teachers target themes and learning goals for the coming year and work together to find resources online, and resources pre-installed that teachers can use right away in the classroom. Some resources will be identified as fodder for development of interactive resources on the XO.
3	Knowledge Exchange	Peer to Peer teaching & learning, Discussion	Teams to All	Teachers present their ideas for learning activities and XO activities to their core team group. Tech specialists join a teacher group/team for implementation design. IT specialists guide the teachers through activity making example.
3	Recap of Day			
4	Agenda for the Day : Quick Recap and Questions	Discussion	All	Understand any concerns from Day 3, set pace for day.
4	Sharing Projects & Posting for Open source	Posting, Presentations, Plans, & Needs	Teams	Teams post work to OLPC Middle East / Distributions & Workshops site

4	Practice and Design Revisions for Teacher Training Workshop by Core Teams	Outline of Teacher Training workshop	All	The Teacher training workshop will be very similar to the core team workshop with perhaps different emphasis to be determined by the core team during this exercise
4	Next Steps	Next Step Lists for Core Teams, OLPC, & broader UNWRA Commitments	All	Here we make sure that our plans for the training during the following week are in good shape
4	Wrap-up Workshop		All	Some Celebrating!
optional	Needs of Children Discussion	Lunch Discussion	All (led by participant)	Teachers Interview Other Teachers to exchange their perceptions of student challenges and strengths, now and into the future. What teachers envision as the needs of the students.
optional	Community Activation & Sustainability	Lunch Discussion	All (led by participant)	Brainstorming of Longer Term Community Projects based on Community Needs and Collective Actions (and how children drive the process and projects), Summer Games, Parent involvement, Gamepedia Challenge