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## **Annex 1**

### **Leadership Component**

#### **What has been accomplished?**

During Summer 2017 and Winter 2018, over 613 students joined the foundation of skills and qualities of civic leadership trainings as the basic level of the Leadership Development Component. The training was divided into three stages;

- **Induction:** 12 training hours to ensure that Dynamic Futures scholarship recipients in Gaza are provided with a high-quality introduction into the overall civic leadership curriculum that they will later receive throughout the duration of their studies.
- **Summer/ Winter Camp:** 20 in-class training hours to increase the students' awareness of the 7 survival skills and the 5 competences of the Social Emotional Learning.
- Actualizing through **Community Based Initiatives:** each group of students were asked to design and implement a community based initiative with almost Zero cost. This was the initial step for them to know more about the community, to better understand their needs, and to develop their skills and competencies for future bigger steps.

#### **The main objectives for the students are;**

- **Buy in and understanding:** To ensure students understand the programme as a whole including the process of skilling; the theory, practical learning activities and student led initiatives.
- **Encouraged and motivated:** To ensure that students are encouraged and motivated to fully commit to the full duration of civic leadership course and to maximize on the opportunity provided to them, leaving them excited to take part in all the courses provided under the curriculum.
- **Transferable skills and core components:** To ensure that students are aware of core elements and components that make up the civic leadership curriculum. The key skills they will learn throughout the course; the seven core 21<sup>st</sup> century skills and five spheres of Social Emotional Learning.
- **Civic minded and responsibility:** That students understand that from the onset of the programme they are not only recipients of a scholarship, but also are required to take part in the civic leadership curriculum and have a positive 'give back' attitude, understanding their role and responsibility to contribute in positive ways to their local community.
- **Self-actualization-** highest point on Myslo Pyramid- realizing their full potential and their ability to reach that point regardless of external circumstances, controlling what they can control within their hands

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## Summer/ Winter Camp Curriculum Brief

Leadership Summer/ Winter camp (Foundation of Skills and Qualities of Civic Leadership) is an intensive dynamic training programme that has been executed through active participatory approach using practical simulation whether inside the training venues or in the field, creative training methods, and new training methodologies & tools, with the supervising of high professional trainers.

The training outlines the journey of Tal Rqaish. **The following is a daily brief on what the trainees** were expected to learn/experience.

- **Day One:**

The first day of the camp is like the first baby step of both the trainers and trainees to understand the aim of the training and work towards accomplishing it. Moreover, students were introduced to the community problem that they tried to solve through the whole training. Therefore, trainers who acted as facilitators most of the time were expected to;

1. Do their best to build the connection between the trainees and the main aim of the camp, introducing the core objectives of the camp,
2. Link this training with the training they received during the induction phase
3. Introduce the skill of “Critical thinking & problem solving”, through exposing them to a problem asking them to create possible solution, without saying directly they will “learn” critical thinking skills, as we want them to discover their needs “Observe, Think, Analyze”.

- **Day Two:**

The training continued to introduce and enhance the trainees’ skills and competences. Day two will be divided into 2 sessions:

- **Session (1):** deals with the skill of Accessing & Analyzing Data & Information as the 2<sup>nd</sup> skill of the 7 Survival skills. Through the training, trainers need to ensure that trainees are getting more familiar with the analytical tools in an efficient way, and have started to think in a reasonable way.
- **Session (2):** deals with the skill of “Curiosity & Imagination”. This skill should be linked with the importance of self-awareness, social awareness and decision-making competences as part of the Social Emotional Learning Competences. Reflecting self-awareness on the ability to imagine and widen trainees’ horizons is one of the main objectives of the session. By gaining Curiosity & Imagination skills, trainees will be more open to adopt new approaches, opinions, and ideas. Besides, they were expected to think widely on how to be the change-maker and active citizen.
- During this day, students have imagined the village and worked on designing and building it. some of the engineering faculty students worked on building it through

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their own techniques. Please check this video for more details:  
[https://youtu.be/PVCIYh\\_4dfo](https://youtu.be/PVCIYh_4dfo)

- **Day Three:**

Day three started by emphasizing the importance of effective communication skills not only among groups, but also among various social sectors. They need to convince the leader of “Tal Rqaish” village, Mukhtar, to enter the village.

By the end of the day, trainees should start enhancing their interpersonal skills as an important aspect of the civic leader character. During the next sessions, the trainees started to work on their “self-control “and “Decision making” skills, using the decision-making wheel.

- **Day Four:**

The core skill which the 4<sup>th</sup> day started with was effective leadership among groups. During the 1<sup>st</sup> session of the day, the journey emphasized on the importance of planning, social interaction, social awareness, and networking.

The second session spotted the light on one of the most critical ambiguous skills, “Agility & Adaptability”. This was executed through a blind simulation experience to discover the village of Tel Rqaish, and to test their ability to adapt and to be agile, by eliciting the ideas from the trainees’ minds. In parallel, emphasizing the importance of the 5 SEL as the pivot key to master the agility & adaptability skill was done.

Another important component of the 4<sup>th</sup> training day was networking. Trainees discovered the importance of networking and how to plan and build successful networks.

- **Day Five:**

This was the first step towards designing their community based initiatives. Trainees learned how to think, design, plan and implement initiatives briefly.

The day included a guest speaker who has previous experience in community based initiatives and has participated in many initiatives.

Then, trainees will start writing their initiative proposal that includes;

- Name of the initiative
- Field
- Target
- Problem
- Intervention / solution
- Activities
- Tools and materials
- Expected outcome
- Action plan

Following this was the actualizing through community based initiatives.