



CULTIVATING A SOCIAL MOVEMENT THROUGH DIGITAL MEDIA

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This document was written in order to document the development of the digital arm of the Trump Foundation - "Time for Education." The process was initially created in order to translate the values of the Trump Foundation into activity in the online environment and supporting the Foundation's strategy, while generating wide-ranging involvement of various target audiences. In recent years "Time for Education" has become identified with professional content, packaged in a popular format, and is characterized by positive writing in the education field, encouraging high quality teaching and providing evidence of excellence yielding results. In the next phase the Foundation must consider whether to keep "Time for Education" on the seam between its strategy and the public, or perhaps to shift its center of gravity to one side. In other words—to what extent should the process be tied to its clear agenda of promoting five units of mathematics and science, and to defining a media strategy with measurable goals for this purpose? Or alternately, to use the process to grow a more extensive 'social movement' and to develop a sustainable model for it that will not be dependent on the Foundation's funding and content.

This document was written by Maayan Alexander and Or Shemesh. Maayan Alexander is an expert on internet and social change, who researched the online activity data of the process, and conducted interviews and studies on the topic of online communities and community work. Or Shemesh is the editor and administrator of the Facebook page and the editor of the digital magazine "Time for Education."

THE MOTIVATION FOR CREATING THE PROCESS

When the Trump Foundation was established their central question was "How to expand the circle of excellence?", and they concluded that the quality of the teaching is the factor with the most impact in the classroom when explaining student achievements. As a result, the Trump Foundation began to focus its strategic efforts on three main channels of activity: recruiting talented people to the teaching profession, cultivating teacher expertise, and creating a model for high quality teaching. All of the above were performed by developing grants, with cooperation from the government, the local government, academic institutions, teacher organizations and educational networks. Working in cooperation with all of the above entities, the Foundation began taking action to promote the professional development of teachers and to develop programs for training new mathematics and science teachers.

Nevertheless, in a strategic analysis performed by the Foundation, it was understood that there are certain conditions that must be met to ensure the success of the Foundations' training of excellent people to teach mathematics and science. In order for suitable teaching candidates to take interest in the training programs that the Foundations planned on creating, the teaching profession in Israel must attain a respectable status. People who are suitable for teaching must feel like education in Israel is moving in a new direction and that they can participate in a process

of improving this system. Furthermore, teaching candidates must be convinced that the work that teachers do in the education system yields significant results, and they must feel like people around them and society in general consider teaching to be an honorable choice, and that teachers are valued important public representatives.

This question was especially pertinent when it came to mathematics and science, since these are subjects that provide an opportunity to pursue an attractive professional career in industry and academia. This was a point of emphasis for the Foundation, due to the increasing lack of teachers in these subjects, caused by the retirement of teachers who had emigrated from the former Soviet Union during the 1990s. A study team, headed by Prof. Miriam Ben-Peretz, submitted its findings in 2009, in which they described the status of the teacher in Israel as the lowest it's been in many decades; already in the 1970s "it became apparent that the teacher's status is in a state of constant erosion, due to the level of education and training of the teachers and due to the low wages.... (today) teaching is unable to compete with the high-tech professions in terms of attractiveness and in terms of economic compensation, which would attract high-quality teaching manpower."¹ In other reports it was found that the teacher's status in Israel, as well as the level of trust of the Israeli public in teachers and their work, is especially low compared to other countries². In a focus group conducted by the Trump Foundation to examine the attractiveness of teaching mathematics and science in high schools, "no participant listed teaching as one of the respected professions."³ In this focus group it was found that most of the participants (engineers and students who are suitable for teaching mathematics or science) considered teaching as "a profession that they would not recommend, lacking appropriate income or esteem. Nevertheless, this is a profession that on some level has social value and significance."⁴

However, in the focus group it was also found that participants considered the status of teachers in Israeli high schools as higher, due to the sense of importance and seriousness of the job and due to the professionalism required of these teachers. Moreover, teaching mathematics, science and technology in high school, is perceived as more prestigious than other teaching jobs. Ultimately, teaching mathematics and science as a second career is perceived as an honorable choice—one that is based on a desire for meaning and social impact, even if this means giving up comfortable conditions and prestige in an existing career: "These are people who proved themselves and were successful, and now they want to contribute....good for them," one of the participants said⁵. A study conducted by Dahaf Institute for the Foundation found that 8.6% of those with relevant academic degrees age 35+ responded "yes, certainly" to the question of whether they would seriously consider a career change to teaching mathematics and science in high school.⁶

¹ Miriam Ben Peretz, Position Paper: The Teacher's Status - New Directions, Haifa University, March 2009, Pg. 5

² Varkey GEMS Foundation, 2013 Global teacher status index, October 2013

³ Leah Pass and Chaim Lapid, Attractiveness of Teaching Math and Sciences in High Schools: Focus Group Findings, Trump Foundation, 2013, pg. 5.

⁴ Ibid, Ibid.

⁵ Ibid,

⁶ Dahaf Institute, Concepts, Positions and Willingness to Engage with the Teaching Profession in General and Math and Science Teaching in Particular: Study Findings, Trump Foundation, 2012, pg. 10

In light of these findings the Trump Foundation understood that creating a deep comprehensive change in the public status of the teaching profession in general, is a task beyond the capabilities of a philanthropic foundation.⁷ As such, the Foundation began concentrating its efforts on building teaching training programs that would be suitable for the qualified mathematics and science teaching candidates for whom teaching would be a second career. In order to help those candidates switch careers to teaching, the Foundation wanted to support the process through a dialogue with potential target audiences and with the public. The Foundation sought to create public momentum, which would strengthen the status of mathematics and science teachers in post-primary education; create a sense of the changing direction of science education in Israel; influence people who are qualified to teach these subjects to feel like mathematics and science teaching can create a real change; and for those around them to consider the choice of these subjects a respectable choice, a public mission that people are proud to support.

Prior to its establishment, the Foundation deliberated whether it could target two different audiences simultaneously. On the one hand, the more veteran "Jerusalem" audience of government, academics, local government and third sector organization, and on the other hand, the young trendy "Tel Aviv" audience, looking for a way to advance and make an impact. After consultation with Dan Alexander, an expert for strategic messages through design, the Foundation understood that these are two separate messages and that in the first stage the Foundation must present itself as a professional, high quality, serious and official organization, building a deep-seated partnership with the "Jerusalem" audience. Therefore, in the Foundation's first phase of action, its actions must focus on decision makers and academics. The organization's language—internally and externally—is based on terminology appropriate for this audience, the conversation taking place in appropriate channels.

Only in the second phase, when the Foundation was preparing to establish prestigious new teacher training programs for science and high-tech professionals undergoing a career change, the question arose again. The question was whether and how to help create a dynamic so that the choice of teaching will be considered a valued and courageous choice, and mathematics and science teachers would be considered pioneers, participating in an important public mission.

CREATING A SEPARATE BRAND

With these objectives in mind, a half-year learning process began. Two consultants were hired, Michael Shorp and Ben Lang, who despite their young age already had extensive experience consulting for companies and organizations in Israel and overseas. The two told the Foundation unequivocally: "If you try to reach the public using your current brand, when you say the word 'Foundation' you will lose 90% of your audience." They explained that today people are not attentive to institutions and prefer to speak, participate, and act independently cooperating with like-minded people.

In light of this complex challenge, four organizations similar to the Trump Foundation, which also seek to generate a social movement, were examined. These are established organizations,

⁷ Trump Foundation Strategic Plan, 2011.

whose main activity is focused on traditional processes of grants and programs, but simultaneously targeted the greater public, garnering support for their strategy:

1. Skoll Foundation - The Social Edge: The Skoll Foundation is a philanthropic organization that focuses on encouraging social entrepreneurship. In 2003 it established The Social Edge, in addition to its regular activity. It is an online social community that operated until 2013. The community created a conversation between social entrepreneurs from all over the world and promoted entrepreneurs and initiatives through support and colleague guidance.
2. 92nd Street Y - Giving Tuesday: 92Y is a Jewish community center, which has been operating for over 140 years in the heart of New York. One of the values that 92Y would like to promote is giving to others, to the community and to the world. In order to promote this value, in 2012 92Y worked with the UN to create #GivingTuesday—a movement to create a "day of giving". The movement began in the United States and today it has succeeded to encourage tens of millions of people from all over the world to contribute.
3. Avi Chai Foundation—Tzav Pius: The Avi Chai Foundation is a philanthropic foundation that works to encourage connections between different sectors, while encouraging a connection to Jewish tradition. As part of its extensive activity, in 1996 the Foundation established "Tzav Pius," which over the years became an independent non-profit, operating with the Foundation's support. Tzav Pius was established as a movement to heal the rifts between religious and secular Jews in Israel, by producing drama, documentary and reality series on public and commercial television.
4. Or Yarok—Ran Naor Institute: Or Yarok is a social organization to fight against traffic accidents in Israel. The non-profit created a revolution in public awareness in Israel pertaining to traffic accidents and driving, and it created a social movement in which about a million people have participated. Only later it went on to establish a traditional arm to promote research—the Ran Naor Institute—established in 2004 to promote research on the topic of road safety and to distribute the study findings to the government and academia.

During the learning process a number of important insights were identified:

- a. All of the organizations that were studied created two brands. In three of the four organizations, the parent organization maintained an official business-like position and professional language, as they did throughout their years of operation. New initiatives, operated under a new, young, and public brand, targeting the audience through emotion, creating networked collaborations,⁸ and using a more down-to-earth, unprofessional language. The young brand sought to create an impact on the greater public, whereas the

⁸ Kanter, Beth, and Allison Fine. *The networked nonprofit: Connecting with social media to drive change*. John Wiley & Sons, 2010

official brand sought to create impact on policy and practice. In the case of Or Yarok the reverse was true: after establishing the nonprofit, branded from the onset as young, and aimed at the wider public, the Ran Or Institute was established to target a professional audience in a more official and reserved manner.

In all of the organizations, as a result of the differential branding of the two entities, the general public does not identify the popular process with the original organization. Therefore, instead of limiting public acceptance by creating the impression that a new philanthropic organization was “dropping” a new idea, these organization cultivated a concept or value, drawing people in, allowing them to nurture it themselves, and creating a movement from the ground up. Furthermore, separate branding allowed organizations to speak to people's hearts and emotions, as opposed to the logical discourse of foundations: The entities in contact with the greater public excited, amused, teased, irritated and talked back, thereby creating a ripple effect.

- b. In order to become a catalyst for a social process, the four organizations concentrated on the values and the process, putting the organization's influence and prestige on the back burner, allowing people on the ground to adopt the values and ideas as their own and allowing these to grow from within. The price to be paid is not always simple—as the greater public accepts the values and makes them their own, two difficulties arise: The desire for recognition and attribution of the achievements and the success to the parent organization's activities, and also the need to direct the development of the social movement towards the objectives of the parent organization.

For example Henry Timms, Executive Director of 92Y, describes a situation that involves this complexity: “We had lined up the mayor of New York City Michael Bloomberg to be the first mayor in the nation to declare a giving Tuesday. This would be good for 92nd street Y and helpful for us politically; we had the whole press release ready; 3oclock the day before the press release hits announcing Mayor Bloomberg first mayor in nation to declare it Giving Tuesday this arises via social media (a picture of the Mayor of Batesville, Arkansas, announcing Giving Tuesday in this city). So Mayor Bloomberg (was) not that enthusiastic about the press release being the second mayor to declare a giving Tuesday...(however) this is a sign that things are happening; this is a sign that things are going in the right direction...if it moves without you it's a movement”.⁹

- c. In order to reach the audience, it is important to overcome, at least in the first stage, the temptation to try to bring them to you; rather you must come to them that is to the places where they are located. At first the concept and the values have to be established among the public, and only then, if applicable and only if a real need arises—you can turn to action in new places and bring the audience to them. So for example, the non-profit Tzav Pius, worked with the "Reshet" broadcasting corporation to produce a reality show based on the well-known format of challenge competitions, in which each couple

⁹ Henry Timms – CEP 2015: Understanding New Power with , <https://www.youtube.com/watch?v=ExU0C7VAGN4>, from minute 32 of the speech

participating included one secular person and one religious person. The show thus demonstrated and encouraged, via the back door, but practically, a connection between different sectors of society.

In a survey conducted for the Trump Foundation, they found two primary avenues to identify academics who were considering a career change to teaching mathematics and science: Traditional media, which includes television news, digital, print and radio journalism, watching programs that present personal stories, mainly on television; and online social networks and social media websites, primarily Facebook.¹⁰ Regarding traditional media, Roi Tzikorel, the Foundation's creative media director, recounted that: "We understood that they are there, but every time we tried to promote positive articles about teachers and teaching on traditional news and media sites, we received a negative response from the editors and journalists. Putting it mildly, they didn't take the idea of publishing positive articles on education seriously and they rejected us every time immediately. There was no malicious intention. This was simply not their agenda."

- d. The organizations that were studied communicated through their new branch, using discourse different than their standard lingo. They spoke to the public at eye level, in a less formal manner, and allowed the public to respond; they created forums and a community atmosphere; they often cooperated with others and encouraged people to be actively involved in the idea. As such, a social movement began to take form and a snowball effect was initiated—people joined, forums were created, grassroots initiatives were considered, local leadership was created and the level of activity increased, with a sense of ownership of the concept by the community in general and each person in particular.
- e. In order to encourage participation and involvement, the organizations that were studied allowed for a space and a respectful dialogue for all, while spreading the idea and the values. So for example, at The Social Edge, each entrepreneur and forum member could respond and post articles, with complete freedom and credit for writing the article, and the articles received a high level of exposure and were distributed in a monthly newsletter. The consultant Michael Shorp suggested that "each voice has to be heard—to allow for people to respond and reply to each message, to open the space to a wide variety of people who can 'run' on their own; this requires an extraordinary effort so that each person's voice will be heard."
- f. The organizations that were studied, similarly to the Trump Foundation, had a targeted objective and they directly invested their time and resources in the problem or the need that they sought to solve. Conversely, the young processes—targeting the greater public, their objective to stimulate their growth—chose to expand the values and objectives that were the basis of the process. So for example, the Skoll Foundation used The Social Edge to allow each social entrepreneur to raise thoughts and ideas and to encourage action

¹⁰ Leah Pass and Chaim Lapid, Methods for Recruiting Math and Science Teachers: Focus Group Report, Trump Foundation, 2014.

regarding each social problem, instead of focusing the conversation on ideas that pertain to only especially urgent global problems. Similarly, Giving Tuesday events do not focus on Jewish values, which only resonate with Jewish audience, but focus on the value of giving which resonates with people anywhere. In other words, the processes were built on values that are expected to have a wide-ranging consensus—instead a narrow need or value—the young process is trying to expand the values in order to recruit the greater public to act.

Therefore, the Trump Foundation understood that in the process that it establishes, targeting the greater public, they cannot just talk about math and science teachers or a career change to teaching these professions, but rather must address broader concepts or values. The Foundation chose to discuss wider values of quality teaching and encouraging excellence. These are two values that affect the greater public and have a potential to encourage popular involvement. However, at the same time, the Foundation decided that the process will include a special focus on math and science teaching, using it as an example and as a pioneering concept for the larger process.

In light of this, and as a result of the learning process, it was decided to move forward with a process that would create a community under a new brand, which would deal with the importance and impact of teachers in post-primary education, reinforcing the status of the teacher, excellence and quality teaching—with an emphasis on mathematics and science. The target audience selected consisted of potential candidates retraining as high school teachers in mathematics and science. This was intended to stimulate among this audience a sense of new direction in the Israeli education system, convincing them that the teacher's job can yield fruit, and backing this up with examples from the field.

In order to professionally validate the process, it was understood that current teachers have to be deeply involved, and that they would be placed on a pedestal as role models, taking an active part in creating the community. In a longitudinal study that was conducted by Cambridge University, researchers found that only when teachers consider themselves top-tier professionals, jointly developing their own professionalism, can they present this perspective to the public through the media. It is only then that the teacher's status improve¹¹. Based on this perspective, they decided to encourage qualified teachers active in the system, to present their work and the results that they produced—although when the process was started many teachers preferred not to share their work publicly.

Since these target audiences were on Facebook, a platform that encourages forums and helping them grow into social movements, it was decided to open a page on the social network, which would provide a community basis and would open up conversation, responses and posting of stories from the education field. In order to determine a new name for the new brand they consulted with education professionals on Facebook who were asked to suggest names and to

¹¹ Hargreaves L., Cunningham, M. Hansen, A. McIntyre, D. Oliver, O. and Pell, T. (2007) 'The status of teachers and teaching profession in England: Views from inside and outside the profession', *Final report of the teacher status project*. University of Cambridge Faculty of Education and Department of Media and Communication, University of Leicester. Research report No 831A

rank them. The name that was chosen by a sweeping majority was "Time for Education." A brand book was built for the graphic design that sought to relay a sense of youth and innovation, in an attempt to reach a young high-quality audience (35-45 years old) and to give them a sense of "cool" and "high-tech" quality, also expressing a sense of "vintage" and pioneering, fostering a feeling of courageous work on behalf of the country, utilizing the pioneering narrative, which is an ideal for patriotic action in Israel.

The design that was chosen is a clean minimalist design, filled with geometric shapes and design patterns, alluding to mathematics and exact sciences. In the brand book 12 colors were selected, which are prominent on Facebook's color palette. Furthermore, the drawings that accompany the brand were intended to put the teacher at the center, with an emphasis on his/her role as a professional. It was therefore decided that the teachers would wear an "academic hat," a sign of professionalism and higher education.

The cream of the crop used to go into agriculture, then they went to the military and then to high-tech.

Today the cream of the crop goes into education



FIRST PHASE – PUBLIC APPEAL TO THE TRIBE

On the ninth of April 2013 the "Time for Education"¹² Facebook page was opened. During the first few months most of the posts were pictures, quotes and inspirational stories, relating to teaching and excellence, as well as stories of those who made a career change to teaching from technological and science professions, along with a call for new members to tell their stories, to take a stand and to respond. From an analysis of Facebook at that time it was found that pictures, quotes and inspirational stories receive the most exposure, encouraging readers to express support and to join the page in order to be exposed to additional content. The initial objective was to create as large a group as possible of followers from the defined target audiences.

One of the first posts on the page, was accompanied by a picture, and said: "Time for Education is a page that is intended for anybody for whom education is dear to their heart, anyone who believes that a change can be made in education and anyone who believes that quality education

¹² www.facebook.com/Time.for.Education

is what makes all the difference. The purpose of the page is not only to provide interesting and inspiring content, but to be the place that puts your stories at the forefront... the first members will be able to influence the nature of the page and the community that will be built around it. In the coming days you will be invited to send us content, to post ideas and to give your opinion on various topics. We promise that all responses will be recorded and considered in a serious and matter-of-fact manner. You are invited to click LIKE and to invite more friends. Together we will put an emphasis on education and educators."

The response to the page and its messages was extraordinary. "The growth in new members of the community on the Facebook page was extremely fast, especially relative to the community topic, which is not usually a hot topic of conversation," Michal Shorp recounted. Hundreds of people joined every week and increased the page's distribution. Nevertheless, at this stage the attempt to encourage teachers to write about their work was not successful. "Teachers did not want to write. They were embarrassed, they were concerned, they didn't understand why this was necessary and the bottom line is they didn't do it. I would contact each teacher personally and ask them to write...", Roi Tzikorel told us. It turned out that teachers have difficulty writing about themselves and their work in public.¹³ Time for Education did not give up, and despite the difficulties every week they published an inspiring story of a teacher. Sometimes the story was told by that teacher and sometimes by another person—a teacher or person with a significant public presence, such as then President Shimon Peres and Nobel Prize and Israel Prize laureate, Prof. Aaron Ciechanover.

After only seven months of activity, the Time for Education Facebook page had 15,000 members, and it became—to the best of our knowledge—the largest and most active online educational forum in Israel, with the average distribution of the content posted on the page reaching about 100,000 people every week. Members of the online community were mostly educators and those interested in education, age 35-50. At the same time, a targeted campaign was built on the page, directed towards those who are interested in education and considering a career change to teaching. The forum members became increasingly active, responded to content that was posted and sent the page administrators content to publish. Facebook noticed the fast extraordinary growth of the activity and contacted the Foundation with a proposal to provide mentoring to the page administrators. From this point on Facebook staff accompanied activity, helped with problems and allowed access to advanced tools that were not yet available to all, for experimentation, learning and increasing activity.

In content and distribution analyses that were conducted in October 2013, it was found that the most successful content on the page were posts in which a person expressed his appreciation for a teacher who taught him in the past. When these stories were posted to the page, they received dozens and sometimes hundreds of shares, and were able to reach tens of thousands of people who read them. The responses to these stores were extremely supportive and emphasized the importance of high-quality teachers: "As a teacher I can only strive to be like

¹³ Jeff Charbonneau, Teachers: Make the Switch From Humble Servants to Confident Professionals, Education week, 2015, <http://bit.ly/1PwCiDv>

her!"; "a good teacher—a teacher for life"; "he was my teacher and I agree with every word...thanks to him I love math!"; "an inspirational person".

SECOND PHASE – FROM THE INTERNET TO THE REAL WORLD

As the audience of members and interested people grew, the Foundation decided to try "taking the community from the internet into the real world." At first, cooperation was created with conventions and events that deal with education, where members of "Time for Education" were invited. Later the Foundation decided to hold a TEDx convention at Weizmann Institute, where excellent teachers and scientists were asked to give lectures, and the online community members were invited. In light of the success, a series of events was launched, titled "Teachers on the Bar," with the collaboration of WIZE, which would expose the greater public to the work of the teachers in an interesting, relaxed, trendy and modern atmosphere, over a glass of beer.¹⁴ In the first meeting at a trendy pub in Tel Aviv the teacher who won the Trump Master Teacher Award in 2013 gave a lecture.

In November 2013, an additional important step was taken in this direction with the establishment of "Teachers Day."¹⁵ Teachers Day is an ambitious attempt to establish through the Time for Education community, a kind of new holiday in Israel, similar to Giving Tuesday of 92Y. On Teachers Day, which has been celebrated since then every year, community members are encouraged to say thank you to their past and present teachers. The initiative quickly spread to the general public and today it has become a day on which parents thank their children's teachers, inspiring stories of teachers are distributed and fostering a general sense of appreciation for teachers. Schools adopted the initiative as a date on which they express appreciation for their teachers, students and parents organized celebrations and events in the teachers' honor, past and present students wrote thank you letters to their teachers, and principals issued appreciation awards to excelling teachers. The media covered the events and even the Knesset conducted a special panel in honor of this day, in which former teachers of the Knesset members participated.

THIRD PHASE – PROFESSIONAL INFRASTRUCTURE

Along with the significant success of Time for Education, new challenges and needs arose. During the course of the activity of the Facebook page, as mentioned, it was learned how challenging it is to encourage teachers to write about their work in a professional, respectful and inspiring manner, while overcoming humility and fears. Furthermore, there was a concern that a page targeting the general public would become shallow. In a meeting of the Trump Foundation's Advisory Council in 2014, Zeev Krakover said that "there is a dissonance when you try to relay complex messages through the media. Teachers are offended by superficial messages, such as 'transitioning to meaningful learning.' Your word should be 'to allow,' not 'to instill.'" The question was how to create complex messages packaged in an easy-to-read manner, in a way

¹⁴ The launch post of the "Teachers on the Bar" initiative, "Time for Education" Facebook page, March 2014.

¹⁵ www.teachersday.org.il

that honors the teaching profession, allowing teachers to take ownership of them and to create professional content on their own, and as such to build the community from within.

As a solution, the Foundation decided to establish an online magazine, which would allow for respectable professional writing, in-depth discussions and more complex messages, maintain the information and increasing its accessibility, and also reach audiences not active on Facebook, giving them the ability to log on to the website or receive the content via an email newsletter. As such the concept of "civilian journalist" was formulated, meaning that "news can reach the public without the involvement or assistance of the traditional media. Moreover, the traditional media may find itself covering a story after it was published on a new platform, based on user content."¹⁶ The basis for this concept is the intention to allow any user to go from being a passive consumer of knowledge to a creator-partner in the community.

The selected model was influenced by technological websites that to that point—and still today—were very popular. These websites (Such as TechCrunch,¹⁷ Mashable¹⁸ and Geek Time¹⁹) are content-rich websites, their content created by many writers who are, for the most part, not journalists, but professionals from the technology field. These websites were and still are considered a credible authentic professional authority among the professional community and the greater public, generating a significant amount of chatter and traffic. The websites integrate intensive activity on social media, along with a magazine on a designated website. The purpose was to create a conversation that grows from the educational field and turns "Time for Education" into an honorable, in-depth and popular platform, which provides positive professional content pertaining to teaching and excellence.

In order to save time and money and not to invest many resources in building a new platform, it was decided that the magazine would be operated on an existing platform. The platform that was selected is provided by Syndu, which offers services to build social websites. The "Time for Education" was created on this platform, to be operated as an online magazine, relying on content created by the community of educators. The website has a home page with articles that are published at the editors' discretion. Any person can become a writer on the website with ease, and can post articles on the website freely, and each writer on the website has his/her own profile page, with all the articles that he posted allowing the readers to see the writer's areas of interest and expertise. Readers can follow any writer that interests them, and will receive an email notification every time the writer posts an article. When a writer publishes an article a message is sent to the editors, who can then begin with the editing process and decide whether to post the article on the home page and send it in the newsletter, which is sent once a week to the magazine subscribers.

In August 2014 the online magazine Time for Education went live at edunow.org.il as an independent website. The articles published in the magazine quickly became the center of activity for Time for Education, most of the activity on the Facebook page being related to the

¹⁶ Shirky, Clay. *Here comes everybody: The power of organizing without organizations*. Penguin, 2008. pp 64-65.

¹⁷ techcrunch.com

¹⁸ mashable.com

¹⁹ geektime.co.il

articles in the magazine. Every week five articles are published in the magazine; the link to each article is posted on the Facebook page, as well as in Time for Education accounts on other social media (LinkedIn, Pinterest, Twitter). Furthermore, every week a newsletter is sent to the mailing list by email, containing the five articles that were published that week.

At first an external company was hired to create content for the magazine, and they edited the texts that were sent for publication. The magazine content included inspirational stories about teachers, professional information about education, interviews with people who made a career change, publishing educational events, information about education around the world, promoting educational videos from the internet, as well as content that promotes excellence. The content of the magazine quickly became very popular—after four months of activity the website achieved an exposure of over 250,000 people. However, the large majority (over 80%) of the content was posted by the content company staff. Teachers who chose to write in the magazine, usually wrote only once and never published another article. Therefore, a writing seminar for teachers was established, and since then writers from the education field slowly began to join.

The activity during the first half year of the online magazine exceeded the preliminary expectations in terms of the scope of distribution and discourse. About one thousand subscribers registered for the newsletter and the number of members of the Facebook page increased from 17,000 members to 24,000. In November 2014 the website's distribution reached about 200,000 people, and articles on the topic of a career change were read by tens of thousands. However, from an examination of the magazine's function, the responses of the readers, tracking the types of articles that are read and receiving feedback from professionals and leading teachers, two main conclusions were reached:

1. Two main topics were raised in the magazine in a disorderly fashion: High-quality teaching, and excellence in mathematics and science teaching. Dalit Shtauber, member of the Foundation's Advisory Council, said in the Council meetings in 2014: "Your message to teachers must be 'professionalism,' and the message to students: 'Success.' These are two different messages for different audiences. To mix them does not honor the professional teacher." In light of this fact, from this point on the Foundation's main message to the general public (parents and students) on traditional media (television, print and radio) focused on "five units" and the worthwhile effort to invest in this educational track. Time for Education, which targets the general public who are interested in education, began focusing especially on "high-quality teaching." The Foundation's programs continued to speak to the professional field with both messages combined.
2. Along with the great popularity of the magazine and the desire to reach an even greater audience, an insight also arose that there is a need to create a balance between the popularity and the professionalism of the magazine. In other words, to add professional content that deals with high-quality teaching and to move the discussion away from inspirational stories to a discussion of high-quality professional teaching. In other words, along with the importance in arousing an emotional response from the audience, and an

emphasis on a sense of change and meaning, the need arose to also create a rational understanding that teaching is a serious profession, which requires professional experience and established theory. The teacher's image as a professional became a central focus of the magazine. The assumption was that exposing the teacher's professionalism is extremely important in order for the teachers themselves to improve the profession's reputation in their own esteem and in the esteem of the general public.

For this purpose it was decided to bring the content operation of Time for Education back into the Foundation and to recruit a professional editor. The editor became familiar with the Foundation's work in the area of information dissemination, which at the time was just getting off the ground. Up to this point, the Foundation had invested little in translation of articles and books that deal with high-quality teaching into Hebrew and making them available to the professional audience through the Foundation's website. This content received relatively sparse interest, each article being read about 200 times. Therefore, in the first stage the Foundation decided to try to connect the professional-academic content to the popular platform. As an experiment, an article by Prof. John Hattie, "The Difference between Expert and Experienced Teachers,"²⁰ was selected. The main ideas of the article were turned into infographics²¹, and for select portions of the infographics a magazine article was written in Hebrew, relaying the central ideas in Hattie's article in short and in simple language.

The article "Expertise is not (just) a matter of experience,"²² based on Hattie's article and the infographics published in the magazine, were relatively successful. It was read over 10,000 times in the magazine and tens of thousands of Facebook users saw it. Furthermore, within the article in Time For Education, links were inserted to the full translated article and to the full infographics. There were about 700 clicks on the magazine article, and over 1,600 clicks on the infographics. The article received attention and was distributed well beyond the magazine and Facebook readers - it was quoted in various places, and extensive portions of it were sent for distribution by readers, with some sections finding their way to other articles and magazines all over the web. The infographic drawings were also distributed in different places, so that the knowledge in the article apparently reached scores of other people.

In light of the experiment's success, it was clear that the magazine can constitute an opportunity to distribute knowledge that the Foundation considers important, regarding high-quality teaching, to an audience of tens of thousands of teachers and educators, and as such to also impact the educational conversation in Israel and simultaneously to create a sense of innovation and professionalism in the field. The good response and the understanding that there is a need for emphasizing the professionalism and the professional experience of teaching, led to a decision that it is important to invest in bringing more professional content to the magazine, and simultaneously to encourage professionals who read the magazine to post articles that deal with professional content on their own.

²⁰ <http://bit.ly/2cjVNUx>

²¹ <http://www.trump.org.il/wp-content/uploads/2016/05/ExpertTeachersFinalInfo.pdf>

²² www.edunow.org.il/edunow-media-story-43976

The "Quality Teaching Section" of the magazine was established in order to take advantage of this opportunity. Once every two weeks the magazine editor selects, with assistance from the Trump Foundation, a professional article from the forefront of global education research that is related to quality teaching. The article is summarized focusing on the most important principles that are suitable for educators in the field, and a new short (up to 1,200 word) article is constructed based on these principles, accompanied by drawings or infographics and presented in a popular fashion. The articles utilize a variety of types of presentations in order to avoid creating print that will bore the readers. Popular ways to present the articles include:

- Suggesting effective teaching methods and tools, that are based on the article's main principles—for example "4 tools for quickly and effectively reviewing tests and papers."²³
- Constructing a touching story surrounding the important principles of the original article—for example "A thought leads to reality: The step you can take to help challenged students."²⁴
- An article that suggests tips that are based on the main principles of the article - "What works in education? 8 things that every school can already do on September 1."²⁵
- An article that poses a thought-provoking question or a provocative question based on the principles of the original article—"Do teachers have to start teaching according to protocols?"²⁶.

Over time, it was understood that infographics and drawings that accompany the articles in the Quality Teaching Section, that are created specifically for each article, are extremely important, since they have an impact on the accessibility and popularity of the article: they make the articles pleasant and inviting, and on average they double the number of clicks.²⁷ Furthermore, when the infographics can stand on their own and provide the readers knowledge without reading the article—they tend to go viral on their own. The infographics are published in various Facebook groups, printed and hung up in teachers' rooms and distributed in social networks that are more suitable for graphics and pictures such as Pinterest.²⁸ In this manner the infographics transmit the knowledge well beyond the article that is published in the magazine and further advertises Time for Education.

Following publication of the articles in the Quality Teaching Section, there are often responses and questions, and over time they raised insights among the magazine staff regarding the needs of the teachers in the field. As such, the magazine editor also began searching for articles that would meet the teachers' needs, as these were expressed in the responses to articles in the Section. For example, teachers often said that they would like to use clinical teaching practices,

²³ <http://www.edunow.org.il/edunow-media-story-202383>

²⁴ <http://www.edunow.org.il/edunow-media-story-224159>

²⁵ <http://www.edunow.org.il/edunow-media-story-100624>

²⁶ <http://www.edunow.org.il/edunow-media-story-73212>

²⁷ In a review of 37 articles in the Quality Teaching Section, it was found that the average number of readers for the articles without drawings was 3394, whereas the average of number of readers of articles with drawings or infographics was 6376.

²⁸ www.pinterest.com - a social network that is similar to a message board that allows to create picture collections and to link them to their source websites.

but they do not know how or do not believe that this can be done in formal education in Israel, due to the limited time that the teachers have, the large amount of material that has to be taught for the matriculation exams and the large number of students in each class. As a result, articles based on academic research and practices of master teachers were published in the Section, and they addressed the way to implement clinical teaching, under conditions limited time, large amounts of material and many students in the class.

After about a year of the magazine's operation, a significant collection of articles based on professional literature accumulated. Therefore, in addition to articles of the type described above, the Section began publishing articles that are not based on just one professional article, but on a number of articles that were already made available, integrating the information. An example of such an article is the article "Everything about clinical teaching."²⁹

Furthermore, during the same period, teachers also began writing articles in the magazine dealing with quality teaching practices that refer to articles in the Section or are based on other professional articles, such as the article "A five-minute revolution."³⁰ Since they are relevant and deal with quality and clinical teaching, these articles also became part of the Quality Teaching Section. This trend increased over time. Today about half of the articles that are published in the Quality Teaching Section are actually articles written by professionals in the field—teachers, educational leaders and teacher-teachers are the writers, and they refer to content that came up in other articles in the Section or while receiving the content from these articles as existing knowledge and a basis for discussion.

After about a year and a half after the Section was established, each article in the Section had been read an average of 5,210 times. The average number of articles in the Section is 26 times the number of average readers for a professional article that was translated to Hebrew and is now in the Foundation's library. Furthermore, from the testimonies of the community of readers and writers of Time for Education we can see that the professional terminology used in the Section has begun to seep in and change the conversation in the field among the target audience of teachers and principals. For example, Alina Colton, one of the active teachers in the magazine who is currently a member of the magazine staff, recounted that "although not all of the teachers in the teachers' rooms are familiar with Time for Education, it is able to create a direct and indirect conversation in the education world. I think it is succeeding in a way to impact key players by reaching a critical mass, which causes common terms to be instilled and leads to concepts and tools to flow into the teaching arena, in a way that reverberates throughout the education system."³¹

²⁹ www.edunow.org.il/edunow-media-story-80842

³⁰ www.edunow.org.il/edunow-media-story-224288

³¹ Colton also described a number of examples of this: In a conversation that Colton's sister had with her daughter's teacher, the teacher quoted a sentence from an article that Colton wrote. The teacher did not know that the article was written by the sister of the mother that she was talking to. She heard the sentence from a colleague and she liked it. So she started using it to encourage parents in conversations with them. Another example is that in a round table of the Ministry of Education, Colton heard the Director General of the Ministry raising ideas that came from Time for Education. And finally, Colton recounted that the principal of the middle school where she teaches quotes Time for Education content in his weekly letters and discusses them with the teachers.

Moreover, it was quickly discovered that decision makers, academics in the education field and teacher-teachers are also using the articles. The articles in the section began to show up in the syllabuses of education courses, in teacher seminars, and in the meeting of teacher learning forums. An example of this is the Physics Teachers Forums in Israel, where throughout the 2016-2017 school year they plan on studying a different article from the Section in each meeting. "When my article was published in the Quality Teaching Section", recalled Tammy Eisenmann, the Foundation's program director, "I received a surprising number of responses and this indicated widespread distribution. I was most surprised by the responses from my former colleagues - university researchers, who I did not imagine they were reading Time for Education. One of the researchers told me that the accessibility of the content makes her read more. Also teacher-trainers at colleges told me, more than once, that they are using the articles. Among other things, a National Mathematics instructor told me that they are using one of the articles in order to make the most of the learning process in a national instructors meeting."

As such, the magazine set a goal for the next year, to find a structured way to reach more teacher-teachers with content from the Quality Teaching Section, so that they could distribute the articles to teaching students, to new teachers and to experienced teachers at colleges and universities, at seminars, teacher learning forums and school meetings.

TEACHER INTEGRATION

One of the complex challenges of the process was to encourage teachers to write. Teachers had difficulty writing about their work in public. They were fearful, were embarrassed and they did not understand why it was important. It seems that this trend is beginning to change, and not just because of Time for Education. Over the last few years teachers' Facebook groups and blogs, dealing with the topic of education and teaching, have begun to crop up. Teachers are using social networks more to tell about their work and in order to learn how to develop professionally. It can be assumed that Time for Education had a positive impact on this change, because it is apparent that those who founded teacher Facebook groups, are mostly members of Time for Education and also write for the magazine.³²

However, this was not the case at first. In the beginning, in order to encourage educators to write in the magazine the Time for Education team contacted teachers, education researchers, and education initiative leaders. The frequent inquiries were accompanied by phone conversations or meetings in order to get to know them, to coordinate with them and to generate a commitment towards writing. In December 2014 a writing workshop for teachers took place. Only three teachers participated, and only one of them ultimately decided to write for the magazine. In addition, there was a targeted effort to encourage female teachers to write. In Israel a significant majority of the teachers are female,³³ and accordingly over 70% of the members of the Time for

³² For example, Sarit Miller who founded the "Teachers Make an Effort" in June 2015 and Omri Di-Nor founded the group "Educational Innovation in the Periphery".

³³ As of 5776 (2015/2016) the percentage of female teachers in Jewish high schools was 73.6% and in the Arab sector 55.8%; in middle schools women constitute 80.2% of the teachers in Jewish schools and 69% of the teachers

Education Facebook page and the readers of the magazine articles are women. Nevertheless, in the magazine itself, as of January 2016 only 26% of the writers were women. The magazine staff is working to encourage women in general and female teachers in particular to write. Among other things an article was published "Not in our school? Who said that writing about education is only a man thing,"³⁴ calling for women to write in the magazine. The drawings in the magazine and on Facebook present females and teachers in higher percentages.

In 2016 it was decided to establish an editorial staff for the magazine, comprised of teachers and intended to serve as a group that would advise and suggest how to proceed with magazine articles, as well as future steps of the process. A male teacher and two female teachers from mathematics and science were selected for the editorial staff, and they receive compensation for their contribution. These efforts began to bear fruit, and as of August 2016 there are 158 magazine writers—36% of them women.

CONNECTING THE BRANDS

Over the last year the brand values of the Trump Foundation and Time for Education have begun to be combined. The Foundation staff noted that they learned that when working together you can multiply your impact. As such, when content about the Trump Foundation's activity is published on traditional media, its distribution in Time for Education not only exposes it to tens of thousands of additional people, it also improves the value of the content in the eyes of traditional media. They notice that there are many readers and viewers of the content that they posted and it causes them to give preference to this kind of content in the future.

Another example is the editors of the Ynet news site contacting Time for Education with a request to create a series of articles based on the magazine content. The series garnered great interest, such as for example the article "Not the teachers' salaries: What makes Finland a world education leader?"³⁵, that was published on Ynet and is based on the article "20 things (some surprising) that I learned in a tour of a typical school in Finland"³⁶ from the Time for Education magazine, which received over 1,700 shares on Facebook.

At the same time, Time for Education magazine publishes articles about grants and partners of the Trump Foundation. These articles provide a platform and greater distribution, and they allow to recruit participants and to instill content. Examples of such articles are "The relationship between elite units, running and math,"³⁷ "The quiet professionals: Why are teachers humble and how does it affect the status of the teacher?"³⁸, and "From the court to the

in the Arab sector; in elementary schools female teachers constitute 86.1% of the teachers in the Jewish sector and 78.3% of the teachers in the Arab sector. From a press release of the CBS, 5/17/2016.

http://www.cbs.gov.il/reader/newhodaot/hodaa_template.html?hodaa=201606143

³⁴ <http://www.edunow.org.il/edunow-media-story-169423>

³⁵ <http://xnet.ynet.co.il/articles/0,7340,L-4778229,00.html>

³⁶ <http://www.edunow.org.il/edunow-media-story-140819>

³⁷ <http://www.edunow.org.il/edunow-media-story-225954>

³⁸ <http://www.edunow.org.il/edunow-media-story-192660>

school: A couple who became teachers,"³⁹ each one of them representing a different Foundation program.

The process of bringing Time for Education closer to the Trump Foundation has recently become more visible. On the Time for Education magazine website it says on the About page that the magazine is operating with support and assistance from the Trump Foundation, and a link to the Foundation website was added. The graphic language of the Trump Foundation was updated and it is now more similar to the Time for Education language.

PRINT EDITION

In the beginning of September 2015 and 2016, before the start of the school year, a special print edition of the Time for Education magazine was sent out, summarizing the most prominent and impactful articles for that year. The print edition was distributed for free to the magazine's writers, to people who collaborated with the process, to senior members of the Ministry of Education, educational organizations, education researchers, and partners of the Foundation. During the two years of the print edition hundreds of readers asked to receive a copy of the edition and schools asked to buy and hand out printed copies as a New Year gift to teachers. Due to the limited quantity of copies, about 50 readers are selected in an annual lottery and they are sent the printed copies.

SUMMARY, INTERIM CONCLUSIONS AND RECOMMENDATIONS

As of August 2016 the Time for Education Facebook page had over 33,000 members, with 72% of them women. 22,000 of these members are mathematics and science teachers, or people who are interested in this field. Over 22,000 of the page members list in their personal details on Facebook that they are teachers⁴⁰. An average post is seen by 30,600 viewers and the active participation rate on the page is extremely high compared to other Facebook pages—7.2%⁴¹.

About 550 articles were published in the magazine by 158 writers, whereas 162 articles were published by the magazine editorial staff and the Foundation staff, and the rest were from the magazine's writer forum. 49% of the writers wrote more than one article and 24% wrote at least three articles. A newsletter based on the magazine articles is published every week and it is sent to tens of thousands of subscribers by email. Over the last year every month about 350 new subscribers sign up for the newsletter. The newsletter's rate of readers opening it in their email was on average 65% during the last year (a very high percentage).

From the documentation and analysis of the activity we can draw a number of lessons and insights:

³⁹ <http://www.edunow.org.il/edunow-media-story-129167>

⁴⁰ In our estimation, the number of teachers who are members of the Facebook page is even higher, since not everyone who works as a teacher defines himself as such in his personal details on Facebook.

⁴¹ "Like", share or comment on the posts on the page

1. Despite the sense of meaning that the Time for Education activity gives to the participants, the writers and the readers still don't feel like they are taking part in a community.⁴² There is a gap between the story that the Foundation team tells and the sense that a real community is being built; and statements from the writers and readers that most of their activity is between them and the editor and not with other participants. The magazine editor "controls the switch," and as such the readers and writers have a very limited ability to freely discuss things. Furthermore, joint activity between them, online or offline, rarely takes place.⁴³ If the purpose of the Time for Education process is to create a social movement, it is extremely important to develop a community that takes initiative, with elements of relationships and communication.
2. Although the Foundation defined specific target audiences for Time for Education, first and foremost potential mathematics and science teaching candidates, in practice it doesn't appear that the activity targets them in particular or people who are involved or interested in teaching math and science. Participants in the activity note that it is not always clear for whom the content of Time for Education is intended, and there is no consistency when it comes to the level of discourse.
3. Education experts criticized the articles, claiming that they were often too superficial, only offered a small taste of the information, and that they do not allow delving deeper and generating a discussion about the content. Sometimes articles are presented an innovation in the field, when in practice they are referring to well-known topics. On the other hand, among those interested in education, sometimes it appears that the more surface-level or practical content is read by more readers.
4. In the current phase there is ambiguity between the Trump Foundation that is promoting quality teaching of mathematics and sciences, and is primarily identified with promoting excellence on the five unit level, and Time for Education that targets the greater public of people interested in education and focuses on improving the standing of the teacher as a respected professional. This ambiguity has many advantages, but it also has disadvantages and the Foundation must consider whether it would like to remove this ambiguity and to choose one of the two directions:
 - a. Time for Education as an independent social movement. A social movement is only a movement when it moves on its own. However, many movements required a push and institutional support in order to get on the road, and then at a certain point they found their own path and spread their wings. This moment has yet to come because the Trump Foundation is still behind Time for Education, paying for editing and graphics and initiating the content, and a community has yet to come together to take hold of the reins. The Foundation must consider whether and how to encourage and to allow for the community

⁴² Nevertheless, it should be noted that four interviewees are not a representative sample, and it is therefore important to investigate this matter in depth.

⁴³ According to Sadan Elisheva, *Community Work: Social Change Methods*, HaKibbutz HaMeuchad, 2009; Lev-On Azi, Preface, *Collection of Articles :Online Communities*", Rasling, 2015.

to grow and for the movement to take off. If the Foundation desires this to happen they must take into account that a movement develops around common values and not around a brand or institution. It is therefore recommended for the Foundation, through a deep partnership with the community members, to crystallize what are the values around which it is desirable and possible to form a movement. At this stage it will also be necessary to develop a sustainable operative model that will allow Time for Education to exist even without funding from the Foundation.

- b. A second option, which is starting to materialize, is to bring the Foundation and Time for Education closer together. The more the Foundation is present in the activity of Time for Education the easier it will be to ensure that its messages, values and target audiences are given preference and sometimes exclusivity. On the other hand, in such a situation a permanent dependency will be created, funded by the Foundation, and Time for Education's sustainability will be completely dependent on the Foundation's existence. Moreover, if this occurs, the Foundation will have difficulty transmitting its content that deals with a relatively narrow field, to the larger audience of Time for Education.

Regardless of which path the Foundation chooses, it is recommended to formulate a "strategic plan" for Time for Education, which includes targets and performance measures, to be used as an internal compass for the Foundation and the community members. Such a document will create transparency and understanding among readers and writers regarding the core values, content and priorities.