Humanitarian Context in Jordan

- Total active registered Syrian refugees with UNHCR: 654,582
  - 514,111 (79%) in host communities
  - 140,471 (21%) in camps (Zaatari; Azraq, EJC)
- 75% of Syrian refugees in Jordan are under 35
- 70% of Jordan population is under 30
- Low participation of Syrian in late secondary formal education
- 50% of the unemployed in Jordan are youth
Problem Statement

- Youth are marginalized in humanitarian response
- Educational programme mainly target younger children
- English is a main requirement to access HE and LH opportunities in Jordan
- Youth are not a homogenous group, variety of learning pathway – more than one solution.
- Youth are 4X unlikely to be unemployed than adults.
NRC Youth Programme

Objective: strengthened personal, social and economic resilience of youth

Target: Refugee youth and Vulnerable Jordanians 16-32 – hosting communities
# Youth programme in a nutshell

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<td>Livelihood Social engagement Further education</td>
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Youth Center - Zaatari camp
Zaatari camp population 79,000
NRC Youth Programme: How We Work

**Enhanced Livelihoods**
- Technical skills
- Life skills / Business skills
- Employability skills
- IT skills
- Job matching

**Social Engagement**
- Engage with other youth in the camp
- Come up with social initiatives using their acquired skills
- Active and socially engaged youth

**Further Education/Training**
- Support HE students
- Access to computer labs and internet
- Supportive online facilitators

Provision of structured quality learning opportunities
Arizona State University Charter.

“ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.”
Education for Humanity

Arizona State University (ASU) is leveraging our education assets in collaboration with local organizations to create alternate pathways into postsecondary education through tech-enabled solutions that support both refugee learners and local communities of the host country.
ASU Education for Humanity Deployment Model

1) Refugee learners
   Za’atari and Azraq refugee camps

2) Deployment partner
   NRC
   - Infrastructure
   - Facilitator recruitment and management
   - Student recruitment

3) Operational support
   UNHCR
   - Funding for facilitators and equipment

4) Digital content provider
   ASU
   - First year undergraduate courses
   - Bridge courses

5) Local university partners
   Hashemite University and University of Jordan
   - Second-fourth year undergraduate courses

ASU
Arizona State University

NORWEGIAN REFUGEE COUNCIL

NETHOPE
How can we work together?
ASU/NRC Pilot: “Learn English Now”, Level 1

- **What students do:**
  - Designed on the principle of active learning, each eight-week course includes videos, experiential learning, peer coaching, assessments, and interaction among peers through a blended learning format.

- **Duration of the course:**
  - 8 weeks per level
  - There are 8 total levels, ranging from “Advanced Beginner” (CEFR A2) to “Academic Research” (CEFR C1)

- **What students receive:**
  - Participants who successfully complete the course receive an internationally recognized ASU certificate of completion
Who are the learners and facilitators?

- **Learners:**
  - 46 Syrian refugees in Za’atari and Azraq Camps
  - 177 took placement diagnostic
  - 19 Females, 27 Males enrolled in program

- **Facilitators:**
  - 2 facilitators in each camp
  - Facilitators are Syrian refugees, residing in the camp
  - Each facilitator has experience as English instructor or related teaching experience
What’s needed for implementation

**Infrastructure**
- Computer lab
- Internet access
- Physical safe space
- Funding

**Facilitation**
- E-Teachers recruitment
- E-Teachers training
- On going prof. development and support

**Established programme**
- Community trust
- Quality of service
- Supportive facilities
- Flexibility

Access to a certified learning platform
Learn English Now 1

Activity Guidebook

- Learn English Now 1 is an online blended learning course, with both online and offline activities.
- Activity Guidebook provides a step by step explanation of how to use the online platform.
- It includes offline activities per theme and on weekly basis to accompany the online course.
Student selection process

Phase 1
Outreach
- Collated a list of students that met criteria for enrollment in the program: age group, basic English level, computer literacy
- Contacted the students and informed them of their eligibility to take the course

Phase 2
Placement Diagnostic
- Created valid email addresses for each student for the test
- Three labs and shifts were set up in the center with invigilators to carry out the placement test for 177 students

Phase 3
Selection
- ASU sent us back the list of 47 selected students to take the course based on their results
- Contacted the students to inform them that they were selected
Placement test

Selected students

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ASU Visits to the Learning Centers
Planning: Class Schedule

- A focus group discussion was carried out to plan the shifts and class schedules for the students
- We contacted the 25 selected students to ask about their situations in the camp to organize accordingly
- Various factors were taken into consideration:
  - Education
  - Jobs
  - Circumstances that might affect their attendance
- We grouped the students into either a morning or an evening shift based on their needs
Planning progress

- Visits from ASU colleagues to Amman, Zaatari and Azraq camps:
  - Discussion of planning and implementation of the pilot
  - Discussion of the challenges in the camp for future implementation
  - Accomplishments and next steps
Communication

Sustainable and Predictable Communication Strategy

- ASU colleagues arranged to have weekly Skype calls with the NRC team
- We provide weekly updates on the course and student progress
- Sharing of ideas: the facilitators have suggestions each week
- We discuss challenges faced during the week, in terms of course content or technicalities
Online Platform

• **Introduction** on how to use the platform is on the home page and there are different themes/topics to learn per week

• **Conversation Café** is an interactive tool that allows students to upload videos and reply and comment on other videos. ASU colleagues can also post and comment

• **Quizlets** have five modes to test students. They take the quizzes at the end of every week

• **Worksheets** on “wizer” are an effective tool for students to practice what they learn

• **Certificates of Completion** are available for download after completing the course and taking the post-test
Testimonials

“I really like the course and it gave me a chance to improve my English. It helped me in my studies at school and also for my job. It will really benefit my future”

- Fatmeh

“I want to go to university and study translation. Taking this course is the first step to achieve that. I was able to develop my language skills and I hope to continue in the advanced level”

- Fadi
Challenges

- Limited access to internet, Electricity cuts
- Time difference
- Attendance/drop-out
- Inclusion
Advantages

Native speakers: There are opportunities for both facilitators and students to communicate with native English speakers to further develop their English. The online platform includes videos of English speakers and there are possibilities to connect students with English speakers abroad.

Social interactions: The combination of online and offline activities allows students to interact with each other. This can bring together a sense of community for the beneficiaries and contribute to a successful learning environment.
Development

**Facilitators**

Develop their skills by learning improved methods and techniques to teach English

**Students**

Opportunity to learn English and also develop their soft skills

**Scale**

The pilot demonstrated that there is potential for upscale. New levels and new students
Next Steps

• Formal evaluation of data from pilot program
• Iteration of approach based on data
• Expansion of English program in Zaatari and Azraq with launch of program in local host community
• Expansion of program to include additional offerings relevant to learners and community
Call to Action

• **CONNECTIVITY**: We are seeking new ways to provide reliable connectivity or offline mechanisms that enable greater access to learning materials.

• **SYNERGY**: We are seeking new partners to help us recognize youth education as a multifaceted endeavor, providing flexible learning opportunities.

• **EMPLOYMENT**: We need to link education to employment outcomes in order to combat attrition and illuminate how education is a pathway of economic opportunity.

• **ADVOCACY**: This population deserves consistent and powerful advocacy for recognition of credentials and transparent educational and employment opportunities.
## Calls to Action

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<th>Who</th>
<th>What</th>
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<td>Large scale scholarship providers</td>
<td>• Release data on applications for analysis and prog. Planning</td>
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<tr>
<td>Youth education providers</td>
<td>• Recognize and support multiple learning pathways for youth (i.e not just TEVT + HE)</td>
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</table>
| Humanitarian actors                      | • Plan and programme for youth as specific group with specific needs (not just a mainstream theme)  
                                           | • Plan for youth with youth                                       |
| Universities and content providers       | • Contextual, relevant and flexible learning courses based on field consultations |
| Youth actors and content providers       | • Plan for outcome and application of skills, not just for certificates |
Learn more about ASU and the Education for Humanity initiative:

www.asu.edu

edforhumanity.asu.edu