

Amala Partnership Pack

Enabling Displaced Youth in Greece to Access Transformational Learning



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Introduction

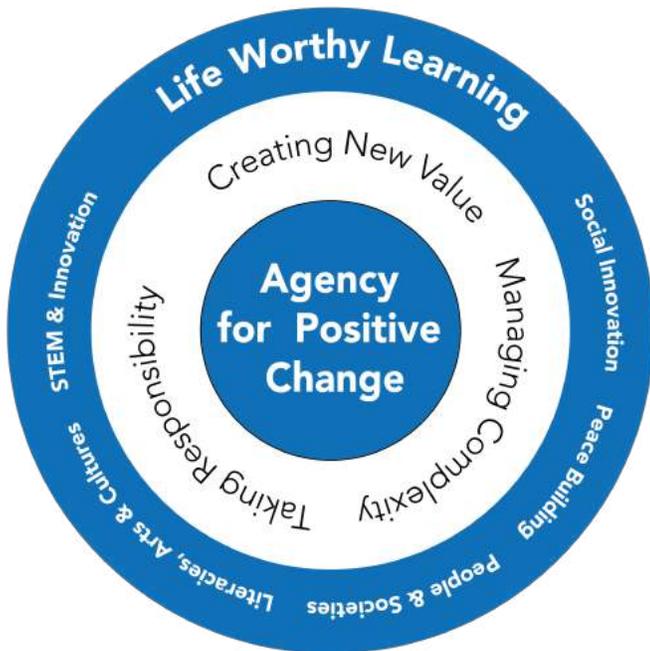
Amala (formerly known as Sky School) was established in 2017 with a mission to use the power of education to transform the lives of refugees, their communities and the world. Over the last four years, Amala has developed expertise in providing transformative educational opportunities for displaced youth aged 16-25. We have seen that there is a big need for education programmes that break away from traditional topics and pedagogies, and for new tools that educators can use to engage displaced learners, particularly those who have been out of school for some time and find it hard to get back into learning.

In Greece, nearly 100 students have graduated from Amala short courses such as Peacebuilding in your Community and Ethical Leadership. Amala has also collaborated with the Special Secretariat for the Protection of Unaccompanied Minors during a six-month seminar series that aimed to support educators working at shelters for unaccompanied minors to build capacity and provide further educational opportunities to the young people they work with.

We are now very excited to be able to offer facilitator training and short course implementation support to a greater number of educators and organisations around Greece and build partnerships that will enable more displaced youth to access agency-based learning.

This document aims to introduce you to the work of Amala and how you can take advantage of this capacity building opportunity.

Amala's Learning Model



Amala programmes aim to give a well-rounded and rigorous education, which will enable learners to explore a range of areas across and beyond subject disciplines. Our learning approach is grounded in the needs and desires of learners from our target group. In a world which is changing so rapidly, we believe that our learners are best served by a model of learning that focuses on agency and key competencies that can be transferred to a range of circumstances.

How the Amala Short Courses work

Amala courses are designed to be run through a blended learning model (combining in person and online learning), or through a remote (online only) model. Both versions are delivered by trained facilitators (who may in some circumstances also be qualified teachers). We provide a comprehensive training programme for facilitators, consisting of an initial institute (usually delivered online) followed by ongoing support. The current language of the curriculum delivery is English, although we aim to expand the range of linguistic offerings for the programme as we expand. Partners can also feel free to include interpreters



in the programme delivery. Each course runs for a total of 10 weeks. A 6-week version of the course ‘Peacebuilding in your Community’ is also available for partners who face special time constraints.

Blended learning model:

10 hours per week of recommended study:

- Synchronous learning: For each course, students meet with facilitator(s) and classmates for six hours per week of synchronous learning in a classroom.
- Asynchronous learning: Alongside in-person classes, students also continue asynchronous learning, through independent study online for four hours each week on Amala’s online platform and virtual classroom; Aula.

Remote (online only) learning model:

Where in-person classes are not possible, for example due to the impacts of COVID-19, Amala offers a remote (online only) model for our courses.

10 hours of recommended study

Synchronous learning: Each week, students spend six hours of synchronous learning in a class with a facilitator, however this is delivered via live learning using online tools (e.g. Zoom).

Asynchronous learning: Students complete the four hours of asynchronous learning each week on the Aula platform, just as they would do in the blended model.

Please note: Due to the current situation with COVID-19 we are aware that regulations around in-person learning can change abruptly. We will support partners transitioning between blended and online learning where necessary and provide curriculum that has been adapted accordingly

Amala Courses

Amala courses address specific areas where youth can make change in their own lives, such as “Peacebuilding”, “Social Entrepreneurship” and “Ethical Leadership.”

Courses not only enable learners to get back into learning but can also be valuable for social integration as they enable learners to find ways to contribute to their communities. A list of available courses can be found here:

Social Entrepreneurship- Duration: 10 weeks

(Available through blended and online only models)

In this course, learners explore how to make change in their communities through designing a project that does social good. Learners explore traits that are commonly held by social innovators, and examine the concept of social innovation. Learners examine and map issues within their communities, and use a design thinking process to generate ideas for social projects, which they prototype and implement.

Ethical Leadership- Duration: 10 weeks

(Available through blended and online only models)

In this course, learners explore how to create new value for communities through Ethical Leadership. Learners will explore the concepts of leadership, management, influence, responsibility, and explore the complex ways we can take responsibility for supporting others. Learners develop core leadership behaviours such as facilitating, presenting, collaborating and coaching.

Peacebuilding in your Community- Duration: 10 or 6 weeks

(Available through blended and online only models)

In this course, learners explore how they can build peace within their communities. Learners examine the concepts of self and group identity and how identities can lead to prejudice and discrimination. They then explore different kinds of peace, including positive and negative peace, and identify components of peaceful societies. Learners examine barriers to peace before looking at conflict transformation and conflict analysis, which they use to develop a peace-building project.

In addition to the above aspects of Peacebuilding, the 10-week course also looks at the design thinking cycle as a tool for project creation, management, trialing and implementation. Moreover, students will learn about the importance of peacebuilding networks and how they can participate in them in order to share their projects and gather support.

Living Peacefully- Duration: 10 weeks

(Available through blended and online only models)

In this course, learners manage complexity by exploring perspectives on what it means to live with inner peace. The unit focuses on emotional literacy as a toolkit to building personal peace and engaging with others. The course explores the reflection on emotions and values as a way of understanding how we react or respond to situations. It expands to the relationship between emotional intelligence, identity, choices and personal wellbeing, in order to help us be intentional in our actions and lead more self-aware and peaceful lives.

Powerful Narratives- Duration: 10 weeks

(Available through blended and online only model)

In this course, learners develop their ability to create stories with the goal of making an impact on their societies and their world at large. Learners will critically explore concepts of storytelling (form, context, audience, representation) through examples from their lives. Learners will then produce stories in different formats relating to the themes of peace, sustainability, and economy. They will use various media, tailor it to multiple audiences, and then complete a refined final project that will be showcased in an event they hold on their campus.



How Partnerships Work

Amala partners with a wide range of organisations. The strength of our partnership approach is that it combines your expertise of your community and access to infrastructure with Amala's approaches to curriculum and pedagogy. Through our partnership, you will benefit in four major ways:

- You will grow your capacity to deliver learning that enables displaced learners to take action for positive change in their communities, and your provision of programmes for youth.
- You will become part of a larger network of education changemakers around Greece and globally who work to offer innovative, agency-based learning to displaced youth.
- You will gain access to Amala's innovative curriculum in a range of topics which break with more frequently encountered language-focused curricula, and support on how to implement it.
- You will be supported to re-engage those learners who have faced a disproportionate amount of obstacles in getting back into education and find it very difficult to engage and commit to any type of educational activity.

The information below provides an overview of how our partnerships typically work.

Amala provides:

1. **Curriculum:** The curriculum for each course has instructions and activities for 100 hours of learning (60% synchronous learning and 40% asynchronous independent study) The 6-week version of the 'Peacebuilding in your Community' course has instructions and activities for 50 hours (60% synchronous learning and 40% asynchronous independent study). Each course runs for a total of 10 and 6 consecutive weeks respectively (though there can be breaks for public holidays or similar). The curriculum contains a lot of guidance in order to be run by facilitators.
2. **Online learning platform:** Our online learning platform from [Aula Education](#) provides a simple and engaging learning experience for students. Through Aula, they get access to learning materials, and can post assignments, reflections and engage with others' work, as well as message other students and educators. Aula can be accessed either via laptop, mobile or tablets.
3. **Facilitator training and safeguarding support:** We train facilitators to support students to learn before they begin the implementation, and provide ongoing mentoring/coaching as well. Facilitator training lasts for 6 hours in total, 4 of which are synchronous and might take place online or in person, and 2 are asynchronous through the Aula platform. Facilitator training is complemented by 1 hour of safeguarding training and ongoing support is available throughout the course implementation period.
4. **Certification:** At the end of each course, students will receive a certificate of completion from Amala in partnership with UWC South East Asia. Facilitators will also receive certificates from Amala upon completion of their training.

5. **Monitoring and Evaluation Tools:** Amala provides monitoring and evaluation tools, including before and after programme surveys and a six month post survey which capture the impact of learning on students, as well as suggestions for improvement of the programme. At the end of the programme you run, we will provide you with a report summarising impact findings and including raw data. Where necessary, we will collaborate to add in additional measures as required by your own monitoring and evaluation procedures.

Amala partners provide:

1. **Space, local coordination and supplying materials:** The in-person classes can take place in any physical space that can fit 15-25 students per class with relevant social distancing measures being in place. As such, it could be an existing classroom, meeting space or similar. Partners also recruit students and coordinate their participation on a day to day basis.

You will only need simple materials, such as paper, notebooks, flip chart paper, post-its, pens, and miscellaneous materials for individual activities. Access to a projector will also be useful as many courses use visual prompts and include materials such as videos.

2. **Connectivity and access to devices:** 40% of Amala learning takes place online and is carried out by students independently, as part of the blended learning courses. All of the online learning takes place on Aula which students can access via a smartphone, tablet or a desktop which requires an internet connection (wifi or mobile connection).
 - *For blended learning courses:* we recommend that partners provide access to connectivity and devices where students do not have adequate access outside of class.
 - *For online courses:* we recommend ensuring that students have sufficient access to connectivity and devices for both synchronous and asynchronous learning for the duration of the course.
3. **Facilitation team:** For each class, we recommend that there are a minimum of 2 facilitators available. Facilitators need to have a passionate interest in learning and supporting young people to develop their agency, and do not need to be trained teachers. Facilitators need to be available for six hours per week to run classes, as well as for an average of 2-3 hours per week to plan classes, coordinate some logistics and support students' learning on the online platform between classes. Facilitators will need to have at least a [C1+ \(advanced\) level of English](#) to run an Amala course.
4. **Course Promotion:** Promotion is typically led by the partner as you know your own context and demographic. Amala can provide promotional materials such as template posters, and course brochures and can support recruitment efforts on social media and

our website if needed. We can also support the student applications process as needed.



Costs

Amala recognises that there are costs to both Amala and partners in running Amala courses. We will discuss costs involved and fundraising activities to support the costs with partners on an individual basis.

As part of this programme, a limited amount of funding is available to support partners who would not be able to run Amala courses without such support. This amount can be directed towards covering costs for materials, promotion and data support, among other things. If financial support is necessary for the implementation of the project, please let us know and we will discuss this further with you individually.

Next Steps

The second Greece-wide facilitator training will take place on 14th and 16th December! To join, please:

- 1) Consider which of the courses you would like to run (you can run more than one if you want!) and how many learners from your community you would expect to participate;

- 2) Register yourself and others at your organisation for the training by filling out [this form](#);
- 3) Once you have registered, Greece Coordinator Elissavet Karamichail will get in touch with you to start forming a plan for the course you want to run and discuss any other questions you might have.

If you have questions, please contact Amala's Greece Programme Coordinator, Elissavet Karamichail, on elissavet@amalaeducation.org.

Thank you and we are looking forward to working together!