



*A global high school for refugees who want to change the world*

Dear Stephen Lloyd Awards Community,

In the following progress report, we have outlined our key achievements over the last six months, and highlighted what has progressed during the Development Phase.

## **Progress report**

### Introduction

With the grant from Stephen Lloyd that we received as part of the “Development Phase”, we were able to take a trip to Jordan, where our first “Sky School Hub” will be located. During our week in Jordan, we met up with potential implementing partners, potential local school partners, others who have set up organisations and initiatives to support education in the Syrian refugee crisis, young refugees who are not in school, teachers and the Ministry of Education. While the trip was a “scoping trip”, we now feel much more ready to begin implementation in September. Our trip confirmed the need for an initiative such as Sky School, and we were met with overwhelming support from the community in Jordan.

### Learning Hubs and implementing partners

When we applied for the Stephen Lloyd Awards in April, we knew we wanted to pilot our project in Jordan, mainly with Syrian refugees. During the Development Phase, we have been able to firm up plans and are currently making final preparations to begin implementation in Amman, Jordan. We are currently in final negotiations with Action Aid in Jordan, who will become our implementing partner for the pilot. This means that we can rent a space from them, as well use one of their experienced facilitators of youth social action programmes for the first course.

Additionally, we have been contacted by students who live in the Kakuma Refugee Camp in Kenya, who are very interested in Sky School. After talks with the UNHCR’s Education and Innovation Departments, we have now confirmed that we will be able to also pilot our course in Kakuma Camp with 50 students there. A young refugee learner, Daniel will become our volunteer coordinator in the camp.

### Concept Development

Over the last six weeks, we have refined plans for our pilot project which will test the Sky School curriculum. To establish proof of concept, we will do the following over the next 12 months:

- 1) Test course in September and October 2017 - A six week test course will be implemented in Amman, Jordan with 50 learners in the Learning Hub. Additionally, 50

students in Kakuma Camp will join the course as well as 50 students studying purely online.

The course will be in social entrepreneurship, and students will gain a certificate afterwards from UWCSEA, our first partner school. The course will allow us to gauge the level of the students, how they engage with the IT, the materials and each other. It will also enable us to identify weak points in our model which we can learn from in the next stages

After the course, we will carry out extensive evaluation and build the next steps of the pilot curriculum accordingly.

- 2) Test modules in February and March 2018 - We will double the number of courses, as well as learners. We will therefore carry out a total of two courses, with 100 students in Amman, 100 students in Kakuma and 100 students studying online. The courses will take place consecutively, and students will again gain certificates accredited by UWCSEA.
- 3) Evaluation during the spring 2018 - We will carry out extensive evaluation of all three courses during the months of March, April and May.
- 4) After the evaluation, we will develop additional modules during the summer months, so that we are ready to launch the full Sky School curriculum in September 2018.

### Team

Two months ago, the Sky School team consisted of just two people as well as a volunteer advisory group. Over the last weeks, we have expanded the team and we have welcomed our previous advisor, Stuart MacAlpine as our new Director of Education. On a voluntary basis, he will take the lead on curriculum development from now on. Stuart is also the Director of Teaching and Learning at [UWCSEA](#), and has developed the values-based curriculum for their school of 6000 students.

Additionally, we have a local coordinator in Amman. Rinad Silkham is a young Jordanian woman, interested in social entrepreneurship and refugee education, she is perfect to join our team. Finally, Frances Howell, a graduate in Arabic and History has also joined us for the summer and will support the team with communication and fundraising efforts.

We are confident that this team will be able to work over the summer and will lead to a successful roll out of the first phase of our pilot in September.

### Curriculum Development

As mentioned above, we have now confirmed our Director of Education who will lead on curriculum development. We are currently putting together an education task force, including teachers from local schools in Jordan, who will support curriculum development. Each member will have a different area of expertise, such as social entrepreneurship, refugee education, local curriculums and so on.

### Platform and IT

One area which has been more challenging than expected has been identifying and choosing an appropriate web-platform. While there are a lot of products available, we found it challenging to identify one that met if not all, then most of our requirements. However, just last week we were able to confirm that we will be using Aula Education's new platform, which is a blended MOOC platform and Learning Management System (LMS), available both as a web and mobile app, which is centred around learning through conversation with others. We will be one of their first partners, and we are excited that through Aula Education, we will be able to create a "Virtual Campus for Refugees" at the same time as creating a highly engaging learning experience.

We have also entered into a conversation with Orange in Jordan regarding provision of tablets and other devices to our students in the Amman Hub.

### Local school partners in Jordan

During our trip to Jordan, we met up with five and well-respected schools in Amman: The Amman Baccalaureate School, The Jubilee School, The Ahliyyah School for Girls and Amman International Academy and King's Academy. In all schools, the headmasters and teachers were incredibly excited and supportive of Sky School, and we received offers of help to implement the pilot project. Additionally, they offered support in developing the curriculum and supporting implementation of the bilingual curriculum.

### Promotion and selection

In Jordan, we also met up with other organisations who work in emergency education, such as Un ponte per, Kiron and Fikra 3I Mashi. In collaboration with such organisations and several informal groups of Syrians living in Jordan, we will promote the course to young refugee learners in Amman.

Given that we have significantly progressed preparations for the Sky School pilot, we now feel confident that we can devise a selection process and strategy for the first pilot course. When our funding for the pilot is confirmed, we will be able to open the process and begin to accept applications.

### Survey and interviews

We have launched a survey to assess the needs of our potential students. So far we have gained 100 responses. We are currently translating the survey into Arabic, which will allow many more potential students to respond to it. In Jordan, we were able to gain a much better idea of the need by interviewing potential students about the current barriers they face to secondary education.

### Income streams and financial model

While during the pilot phase of Sky School, our expected funding will be grant-based, In collaboration with Louise Barker, our advisor from the Stephen Lloyd Awards Community, we have begun to devise a financial model. Our aim is to develop a model with different income streams so that we do not rely heavily on just one source of funding. We have confirmed XX possible income streams for Sky School:

- 1) Government funding via response plans
- 2) Becoming UN implementing partners
- 3) Income generating activities - offering courses
- 4) Membership model for international schools
- 5) Grants

### IP and Trademark

We have also spoken to Matthew Healey in relation to Intellectual Property and our trademark. He encouraged us to think about the potential risks of using the word 'Sky' within our name in particular as in the past the broadcaster Sky has pursued organisations using the word 'sky' within their names. We had not considered this risk previously and will make an informed decision on next steps in regards to our name over the next few months.

### Media

In late March, we were featured in Refugees Deeply's special education series, as we wrote a piece on "[Why we need a global high school for refugees](#)", and subsequently received a lot of interest from volunteers and schools who would like to get involved with Sky School. During our trip to Jordan we were also able to gather footage from interviews with students to make a short video which can be used to publicise Sky School on various channels.

### Three year plan

During the Development Phase, we have also scoped out our three year plan. We are starting with a small scale pilot project to test our concept, but our aim is to have enrolled at least 20.000 students on Sky School programmes by 2020, and to have established hubs in Lebanon, Turkey and Greece, as well as Uganda and Ethiopia. All countries are major host countries of refugees from neighbouring countries, and are currently not able to provide secondary education to many refugee students.

We will do this by having a lean organisational model, and a community-based approach to scaling. In the future, we will proactively establish learning hubs where there is the greatest need, both in protracted displacement and emergency situations, but we will also accept proposals from within affected communities to establish their own learning hubs. We will train community facilitators to become "Sky School facilitators", and in this way also contribute to skills development for teachers, community leaders or others.

The last six weeks have been vital for Sky School, and we think it is safe to say that what the Development Phase of the *Stephen Lloyd Awards* has resulted in Sky School developing from a good idea to a fully developed concept that will be ready to be piloted in September.

We would like to take this opportunity to say a huge thank you to the Stephen Lloyd Awards and its community for supporting Sky School at this important time in our development.

Polly & Mia

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