Welcome to Sky School Partnerships!

We are excited that you are interested in becoming a Sky School partner, and this short brief will give you an overview of the ‘why’, ‘how’ and ‘what’ of running Sky School courses in your community.

If you have any questions, please do not hesitate to contact us on hello@skyschool.world and we will get back to you quickly.

Best wishes,
Polly & Mia

Co-founders and Co Executive Directors
Sky School
Sky School at a glance

Sky School provides transformational learning to refugee youth. Together with our partner school UWCSEA, we develop high quality curriculum and courses on topics such as ‘Social Innovation’, ‘Peace-building’ and ‘Maths for Change’, and will launch a full high school diploma equivalent programme in late 2019. Sky School learning programmes are implemented in collaboration with local partners through a blended learning model.

Sky School’s target group is young people who are displaced (refugees, internally displaced, asylum seekers, migrants) and host communities who are between 16 and 25 years old. There are no geographical restrictions to our target group, and we are interested in working with organisations worldwide. We work both with communities who are based in refugee camps and urban areas.

Sky School’s approach to learning

At the heart of all Sky School’s learning is the development of student **agency**, enabling them understand and engage with the world, to make positive change and enhance their communities. Students also develop three transformative competencies:

1. Taking responsibility
2. Creating new value
3. Managing complexity

Sky School curriculum is ‘life-worthy’, meaning that all learning is *relevant for the lives that learners are likely to lead*. The curricula introduces students to universal concepts and ideas, which are contextualised through relevant case-studies, work in and engagement with their community and the students’ own experiences.

Sky School’s educational partner UWC South East Asia leads our curriculum development.

Sky School’s learning model:
Sky School courses
There are ten courses that together will comprise the Sky School Diploma Programme. Each course can be run on its own too. The following courses are currently available for you to run in your community:

1. **Peace-building in your community**

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.

2. **Global Politics and Place (March 2019)**

In this course learners understand how people make their voices heard through participation in communities at different scales. Learners understand how different people establish shared identities, which can be linked to places, and which can be inclusive or exclusive. Learners will develop an understanding of the impact of global processes including migration and globalisation. Learners develop the ability to show leadership behaviours in a variety of contexts at different scales and through different kinds of action.

3. **English for Changemakers (March 2019)**

In the EAL Communicating and Collaborating for Change module learners will get a strong grounding in the communication and collaboration skills for change making they will require throughout the Sky School High School Diploma. The course will initially start with communicating and collaborating without language (e.g. Lego Game) and then begin to find and use a common language through English medium. There are three kinds of language learning that are intended outcomes of the course: firstly, language learning (English); secondly, learning about language both text types and how to acquire language using a range of strategies including translanguaging and knowledge of grammar, language functions and vocabulary; thirdly, learning through language about collaboration and communication.

4. **Designing STEM Solutions for the SDGs (March 2019)**

In this module learners develop agency by understanding how design thinking and STEM allow people to identify problems and design solutions to address challenges. The course combines design thinking, engineering and the sciences and empowers learners to design solutions for their communities that contribute to the UN Sustainable Development Goals. Learners create new value by learning how to collect and analyse data, and use local resources in creating
innovative solutions, and manage complexity by applying the design cycle to the designing of products and solutions.

5. **Social Innovation - Designing a Social Impact Project (April / May 2019)**

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.

*A full list of Sky School courses that will become available during 2019 can be found in Annex I.*

NB: The Sky School Diploma Programme will launch in late 2019, and we are only running individual courses until this time.
Sky School in practice

Students meet with facilitator(s) and classmates for six hours per week in a classroom which can be split into two or three hour sessions throughout the week. The facilitator will have prepared the lesson by going through the Sky School curriculum provided.

Students continue learning independently online on Aula, where they read articles, watch videos and post reflections. Throughout the course, students will also work in teams to develop their own projects to create positive change in their communities.

At the end of the course, graduating students will receive a certificate of completion from Sky School in collaboration with UWC South East Asia.

Partnerships

Sky School partners with a wide range of organisations, such as community based organisations, local and national not-for-profits/charities, international organisations and informal groups of volunteers to run courses in their communities or for the beneficiaries that they work with. Many of our partners already work with - and sometimes run - educational programmes for refugee youth (aged 16-25).

Our partners are currently on three different continents, as we work in Kenya, Jordan, Greece, Lebanon and Hong Kong, and we are interested in exploring partnerships across the globe.

Sky School provides:

1. **Curriculum**: The curriculum for each course has instructions and activities for 100 hours of learning (60% in-person facilitated learning and 40% online independent study). Each course runs for a total of 10 consecutive weeks (though there can be breaks for public holidays or similar)

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.

3. **Facilitator training**: We train facilitators to support students to learn before they begin the implementation, and provide ongoing mentoring/coaching as well. Facilitator training may take place in-person and online, and facilitators become part of our global team who regularly meet to build capacity and support each other.

**Sky School partners provide:**

1. **Space, local coordination and supplying materials**: The in-person classes can take place in any physical space that can fit 10-25 students. 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 a few and simple materials, such as paper, notebooks, flip chart paper, post-its, pens, and miscellaneous materials such as a string, a piece of fruit or similar for individual activities.

2. **Facilitation team**: For each class, we recommend that there are 2-3 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 the classes, as well as to coordinate some logistics and support students’ learning on the online platform between classes.

3. **Connectivity and access to devices**: 40% of Sky School learning takes place online and is carried out by students independently. 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).

   We recommend that partners provide access to connectivity and devices where students do not have these. If this is not possible for your organisation, please get in contact to discuss how Sky School might be able to help.
Other information

Monitoring and Evaluation
Students and partners take part in M&E activities to measure the impact that Sky School learning has on students, and to continually improve the learning programmes.

Safeguarding and data protection
Partners must sign up to and follow Sky School’s Safeguarding Policy and Procedures, as well as our Data Protection Policy.

Memorandum of Understanding
Sky School signs a Memorandum of Understanding with all partners who run courses.

Costs
There are currently no fees to run a Sky School course. The curriculum, online platform and online facilitator training is provided free of charge. Additional in-person training can be arranged on a needs basis which would incur a small cost.

Next steps
If you want to further explore partnering with Sky School and running courses in your community, please fill in THIS SHORT FORM to tell us more about your organisation and context before we set up a call to discuss.
### Annex I - Course descriptions

#### Social Innovation

<table>
<thead>
<tr>
<th>Designing a social project (Formerly Social Entrepreneurship)</th>
<th>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.</th>
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#### Ethical Leadership

| 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 explore models of leadership, and develop core leadership behaviours such as facilitating, presenting, collaborating and coaching. They will explore the idea of leadership as a shared behaviour, and specifically ethical leadership as a means to improve the wellbeing of communities and make change. |

#### Peacebuilding

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<thead>
<tr>
<th>Peace-building in your community</th>
<th>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.</th>
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#### Non-violence, Mindfulness and Wellbeing

| In this course learners focus on personal peace and nonviolence as a way of being and engaging with others. The course expands to the idea of how people understand wellbeing and how this can inform the way we think and interact with others. The course explores mindfulness as a way of understanding how we react to situations, both internal and external, in order to help us lead more peaceful or non-violent lives. |

#### People and Societies

<p>| Global Politics and Place | In this course learners understand how people make their voices heard through participation in communities at different scales. Learners understand how different people establish shared identities, which can be linked to places, and which can be inclusive or exclusive. Learners will develop an understanding of |</p>
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<th>Module</th>
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<td>Making Choices about Resources</td>
<td>In this course learners build their agency and ability to be influential in order to make positive change in communities. The course is focused on resource allocation, exploring ideas of choice, scarcity and opportunity. Learners explore how people make ethical decisions at different scales, this might be individually, within families and communities, and also at larger scales. Learners develop their understanding both of the issues that might be considered in any context (such as equality, participation) and ways that they can ensure participation and agency within their sphere of influence to promote peace and positive change.</td>
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<td>Literacies, Arts and Cultures</td>
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<tr>
<td>Art, Identity and Culture</td>
<td>In this course, learners examine how societies have unique ways of creating, viewing and expressing identity and culture through art. Learners develop agency by understanding the ways in which identity and culture shape values and behaviours, and learn how to articulate their own identities and cultures as well as interpret others’. They learn about managing complexity as they gain a greater awareness of the ways in which human perspectives are widely diverse and that the studying of cultural identities requires an appreciation and understanding of such diversity.</td>
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<td>Narratives and Language</td>
<td>In this course learners develop their ability to ‘read’ and ‘write' cultures as community members, writers, artists and changemakers. Learners start exploring how stories can create individual and shared identity. Learners understand how language can be used to both manipulate and inspire people. The course explores how the stories we tell can shape our thinking and the thinking of others, and consider how this can be used for positive change, including exploring concepts such as equality, diversity, inclusion, representation and peacebuilding. Learners then think about the importance of storytelling in their community and how to create change through narratives and stories.</td>
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<tr>
<td>STEM and Innovation</td>
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<td>Maths for Change</td>
<td>In this course learners develop their ability to use mathematics as a tool to manage complexity and create new value, using a problem-solving approach. Learners explore connections between mathematical ideas in order to solve relevant contextual problems. Through the exploration of mathematical concepts, including financial literacy, statistics, logic and probability, learners use mathematics to make informed decisions when analysing risk. The module</td>
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Designing STEM Solutions for the SDGs

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<th>empowers learners to confidently assess emerging opportunities and unfamiliar challenges.</th>
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<td>In this module learners develop agency by understanding how design thinking and STEM allow people to identify problems and design solutions to address challenges. The course combines design thinking, engineering and the sciences and empowers learners to design solutions for their communities that contribute to the UN Sustainable Development Goals. Learners create new value by learning how to collect and analyse data, and use local resources in creating innovative solutions, and manage complexity by applying the design cycle to the designing of products and solutions.</td>
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