RTPAY

EDUCATION POLICY 702010

A NON-PROFIT GROUP TO AID REFUGEES FROM SYRIA GET JOBS

A key aspect of RTpay is for **EDUCATION** in Turkey, Jordan and Greece, where short-term development of usable skills, social training and linguistic assistance can be provided to selected refugees.

Whether those jobs are eventually in the EU, mainly Germany, or in their homeland or where they are being trained, the necessary early learning can best be performed ahead of entry. Understanding and acknowledgment of the social structure of their intended destination is a prerequisite to gaining acceptance in the new environment.

This short paper lays out a range of options and recommendations for the structure, the pedagogy and the potential technology approaches to enable the effective development and delivery of an appropriate set of education services.

INTEGRATED SERVICES APPROACH

It is important that the three component strands of education services are fully integrated. The time available to refugees in the educational establishments will be limited to approximately 6 months. A fully integrated suite of learning and assurance pathways will provide the most efficient and effective approach to make use of this timeframe.

The three education strands comprise:

- **Cultural Education Services** – building an understanding of the cultural morés of the receiving country and providing guidance on acceptable cultural behaviors.

- **Language Education Service** – providing basic language skills development for the target language of the receiving country.

- **Skills Assurance and Development Services** – providing skills assurance/testing and development to pre-qualify refugees for employers in the receiving country.

It would be advantageous if the Cultural and Language Education Services could be designed and delivered in a fully integrated manner. Organizations such as the Goethe Institut, the British Council and their counterparts offer intensive language and culture programs that could be delivered in modified form to incorporate technology-enabled tools to build on face-to-face sessions. This would limit the need for specialist culture and language teachers to be present in the training centers for longer than necessary, incurring additional costs.

The natural design for the three strands would be to commence the Skills Assurance processes in parallel with the Cultural and Language Services. The Skills Development Service strand would then follow where appropriate (again in parallel with the Cultural and Language Services) once participants had been pre-qualified by existing skills and aptitude for skills development.

PEDAGOGICAL APPROACH

In order to achieve the scale and speed of delivery of these services in a format and timeframe to achieve success it will be necessary to make good use of both advanced pedagogical and advanced technology approaches.

The pedagogy needs to precede the technology. It has been shown that where a solid pedagogical approach is the principal driver then the use of technology is more likely to provide positive outcomes.

The core framework recommended for use is the 70:20:10 model. 70:20:10 extends beyond formal, structured learning – classes and curricula – and exploits social and experiential learning.

Formal curriculum-based structured learning will need to be part of the design, but potential employers will be looking for solid evidence that RTpay graduates will be both solid citizens who can integrate into their workforces and can immediately 'do' – not simply people who have obtained certificates by passing knowledge tests.

The 70:20:10 approach is increasingly being used for adult learning in organizations around the world. It forms the basis of most apprenticeship schemes – providing 'real life' experiential learning

opportunities, learning from coaching, mentoring and through extracting lessons from the network of others. It also requires access to basic structured training to help get started.

The 70:20:10 framework requires designing for performance rather than for learning. As such, much of the learning will need to be practical and performance-focused. Observational assessment will be a critical part of the process.

The implications of using experiential and social learning as core components is that, particularly, the Skills Assurance and Development strand will require tutors and trainers who are drawn from similar types of educational environments – tutors and teachers working with apprentice training and support be ideal.

70:20:10 is the predominant model used for language learning where formal learning is enhanced by social learning and learning in the context of use. It is applicable for all types of learning and will suit the wide range of skills development to be undertaken through RTpay where the key objective is to provide basic upskilling within a short timeframe and provide accreditation of skills and attitudes that can be verified for potential employers in receiving countries.

The other specific value of RTpay is to have its graduates mentor the larger numbers of refugees who have arrived in a destination country without training of any sort. The graduates can offer a good exemplar of what can be achieved with the right base of knowledge, while also assisting the others in basic linguistic and social training.

TECHNOLOGY APPROACH

 In order to achieve speed, quality assurance and scale, technology will necessarily be a core component.

Technology also has the potential to 'bind' the language and cultural development elements of the RTpay programs being undertaken in the training centers with extended opportunities for learning and development in the refugee camps – by families of those in the training centers. This will ensure the individuals who have been through the training programs are not alienated from their spouses, children, and extended families once they transfer to their receiving countries. It also provides an opportunity to offer development opportunities for a much wider population than the intended 100,000 to pass through the training schemes each six months.

The technologies required for success need to extend beyond first generation learning technologies – Learning Management Systems and standard computer-based education systems.

Technologies required must be capable of delivery to multiple platforms, particularly mobile devices, and of seamless incorporation of a range of existing and emerging technology devices.

Leverage of digital content from virtual schools and other public domain sources (such as the Khan Academy and equivalents in appropriate languages and at appropriate levels) will be essential. There is not the time for development of eLearning and other content. There will only be the time and resource for adaption of existing content.

Leverage of digital technologies and systems from existing providers will be essential. There will be neither the time nor the resource to specify and build new systems or technologies.

FIRST STEPS FOR DEPLOYMENT

A robust ecosystem of interlinked service provision across all three strands is an essential prerequisite for success of the education part of the RTpay project.

Even prior to securing finance to initiate the design and development processes, engagement and discussions should be undertaken with potential partners for each of the three strands – [a] cultural educational services; [b] language educational services, and; [c] skills assurance and development services.

Once financing is secured, the 'heavy lifting' work can commence.

Charles Jennings
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