

School Profile

Our mission is to use the power of education to transform the lives of refugees, their communities and the world.

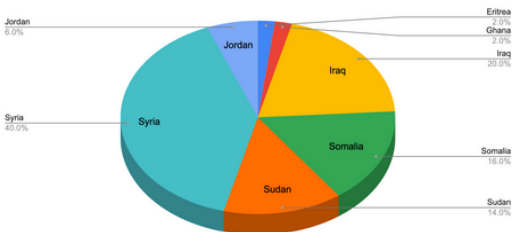
About Amala

Amala, inspired by the word 'hope' in Arabic, was established in 2017 with an ambition to close the acute gap in secondary education provision for refugee and displaced youth. Only 41% of refugees around the world have the opportunity to go to high school, and less than 7% go on to higher education. Amala's Global Secondary Diploma (GSD) is a transformative upper secondary programme and qualification designed with and for refugee youth who want to make change, providing a pathway for those who are out of school to finish their secondary education. The GSD programme is run by Amala in Amman, Jordan and Kakuma Refugee Camp, Kenya, and has served more than 300 students to date. The GSD programme is accredited by the Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC).

Amala Student Context

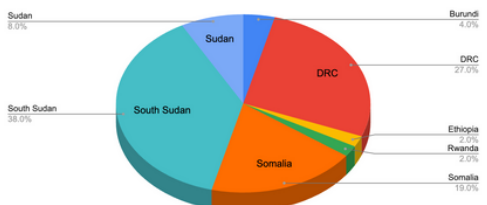
Amala students represent a diverse and growing learning population. Their unique status provides them with an inherent global perspective brought to them by the circumstances of their mobility through displacement. Most students are living outside of their own home country where their learning has been disrupted. Our students will typically have gained a certain amount of secondary education before their learning was disrupted, either by conflict and the need to move, or by the need to work or care for family members, or in the case of girls to get married. Due to disruptions in their education they are typically older than other students when undertaking the GSD (between 18-25 years old).

Amala Student Nationalities in Amman



Jordan has the second highest share of refugees compared to its population in the world and over 85% live in urban areas. Nearly all students are currently living in or nearby the capital city of Amman.

Amala Student Nationalities in Kakuma



Kakuma Camp is located on the outskirts of Kakuma town in Turkana County in the North-western region of Kenya. The camp is home to over over 250,000 refugees and is a long-term protracted refugee situation.

Amala Global Secondary Diploma

Through the combination of Amala courses, a personal interest project and a pathways advisory programme, the 15-month long GSD enables students to make change in their community and pursue further opportunities for higher education, work and entrepreneurship.

The GSD includes three key components:

Component	Description	Time commitment
Amala Courses	<ul style="list-style-type: none"> Core disciplinary areas, including mathematics, science and language as well as areas identified by students 	1000 hours (100 hours per course)
Personal Interest Project (PIP)	<ul style="list-style-type: none"> an extended independent project examples include research study; volunteer and internships opportunities. 	50 hours
Pathways Advisory Programme	<ul style="list-style-type: none"> personalised pathways advisory programme group workshops individual guidance counselling goal setting; search and applications for job/university 	100 hours
Total time-commitment is 1150 hours for students over a 15 month period.		

Amala Learning Model

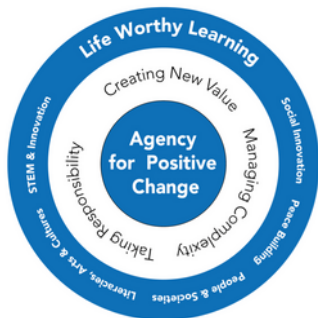
Agency for positive change sits at the heart and guides our decisions about learning and curriculum. We define agency as the ability and the will to positively influence one's own life and the systems, structures and communities of the world.

Assessment and Award of Diploma

Amala's assessment model is based on students developing competencies which support their agency for positive change. As they study for the Amala Global Secondary Diploma (GSD), students are required to show evidence of developing the Amala competencies.

All foundational competencies are required for graduation. Advanced competencies are optional. Foundational credit competencies enable a breadth of learning, whilst advanced credit competencies enable students to explore areas of interest in more depth. The competencies are grouped into seven mastery areas and tracked using the Mastery Transcript Consortium (MTC) platform. To be awarded the Amala Global Secondary Diploma and have their transcript published, students must meet the following requirements:

- Received credit for all foundational competencies (21)
- Completion of the Personal Interest Project (PIP) requirements
- Completion of and satisfactory participation in the learning programme



Tertiary education pathways

Amala alumni have been offered places at, and accepted to, a range of tertiary education institutions around the world, colleges and universities which recognise the unique skill sets of Amala graduates:



University of Prince Edward Island, Canada



University of Waterloo, Canada



University of Western Ontario - Huron College, Canada



Royal Holloway, University of London, United Kingdom



Haute Ecole des Arts du Rhin, France



Luminus Technical University College, Jordan



Princess Sumaya University for Technology, Jordan



World Islamic Sciences & Education University, Jordan



University of Jordan



Balqaa University, Jordan



Music Inn International Music School, Kenya



Southern New Hampshire University, Global Education Movement, online



Kiron, online



Jesuit Worldwide Learning
Higher Education at the Margins



Jesuit Worldwide Learning
(awarded by XIM University, India), online



University of the People, online

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