



Thinking outside the box

The GED® diploma as an alternative formal education pathway for secondary and adult refugee students in sites of education exclusion



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**EDUCATION AND
SOCIAL WORK**

CENTRE FOR ASIA PACIFIC
REFUGEE STUDIES

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Cover photo: Students at the Refugee Learning Center, Cisarua, Indonesia (credit CNA/Jack Board)

Table of Contents

Executive Summary	1
Introduction	3
The Humanitarian Crisis	5
Protracted displacement	6
Education in protracted displacement	8
Community Learning Centres: A refugee-led solution	10
Community Learning Centre Challenges	12
Teacher training	13
An educational dead-end	14
A Solution: the GED Support Project	15
Pilot GEDSP goal	15
What is the GED?	15
Pilot GED Support Project Case Study	16
Project genesis	16
Pilot GEDSP inclusion criteria	17
Outcomes	18
Resources required to implement the Cisarua GEDSP	22
Scalability	23
GED Program in Jakarta	23
Roshan Learning Center GED Outcomes	23
Opening Higher Education Pathways	25
The Broward Indonesia Center Refugee Pathway Program	25
Recommendations	27
Recommendations for multilaterals and NGOs	27
Recommendations for the education sector	27
Recommendations for GED® Testing Service	28
Recommendations for Civil Society	28
Conclusion	29
Appendices	31
Appendix A: Recommendations for refugee communities excluded from national education systems	31
Appendix B: Pilot GEDSP planning process:	32
Appendix C: Pilot GEDSP implementation	33
GEDSP entrance testing	33
Academic Mentor Program	33
Onsite classes	35
GED Ready Test	35
Schedule official GED® tests	36
Phase 1 GEDSP Implementation Summary	37
References	38

Executive Summary

THINKING OUTSIDE THE BOX

The Challenge

- 15 million people living in urban sites of protracted transitory displacement throughout the world
- UNHCR education policy focuses on integration in host country formal education system, but many host States systemically bar refugees' access to national education systems
- Refugees have themselves established Community Learning Centres to fill the gap in educational access but they are unable to confer formal education credentials
- A lack of accessible formal credentials has been shown to negatively impact secondary education engagement and lifelong learning in non-formal education settings
- Globally, only 34% of refugees aged 12-17 are enrolled in secondary education and 5% in higher education

Refugee-led Solution

- Community Learning Centres (CLCs) in Indonesia facilitate an accredited formal education qualification pathway through the General Education Development (GED®) diploma
- Refugee leadership contributes toward the United Nations Sustainable Development Goal 4 – to ensure inclusive and equitable quality education for all by 2030
- GED qualification is used to access higher education pathways contributing to the UN target to increase refugee enrolment in higher education to 15% by 2030

Impact as at December 2021

- Over 50 official GED® tests passed
- Over 30 GED® diplomas conferred
- GED Support Project teacher participants have successfully prepared their students for the GED® tests
- Over 100 students enrolled in CLC GED programs in Indonesia in 2022
- A partnership with an international university in Indonesia opened a pathway to higher education for GED graduates. The first three refugees to be formally enrolled in a university in Indonesia graduate in 2022
- The GED Support Project has been replicated at other CLCs in Indonesia and Malaysia

Case Study

- Refugee Learning Center (RLC): The first GED Support Project (GEDSP) specifically for refugees was established in April, 2018, through a University of New South Wales action research project and is based at and managed by RLC in Cisarua. RLC is an independent refugee-led CLC operating in a low resource setting.

Recommendations

For multilaterals and NGOs:

- Disseminate information about alternative formal education pathways, such as the GED® diploma, to Community Learning Centres (CLCs) which are providing non-formal education to students excluded from national education systems
- Provide targeted, ongoing funding and implementation support to non-formal refugee-led CLCs to establish and manage GED programs
- Develop and disseminate GED Support Project implementation guidance notes in target languages
- Commission the development of open access GED® preparation materials designed specifically for non-English background speakers studying in low-resource settings
- Coordinate with national authorities to allow candidates to travel to testing centres in situations where geographic location is a barrier
- Provide flexibility in major grant providers' disbursement protocols
- Source and equitably disseminate grant opportunities. Provide support to refugee-led CLCs to apply for grants/funding
- Support refugee-led organisations to obtain registered charity status to enable greater access to funding opportunities.
- Advocate for higher education pathways for refugee GED® graduates and extend the UNHCR DAFI tertiary scholarship programme to universities which allow for refugees to be enrolled and conferred degrees in transitory displacement hubs.
- Advocate for GED® test fee waivers for refugee candidate

Introduction

Educational access is of critical consequence for over 15 million people experiencing protracted transitory displacement throughout the world¹. This is particularly the case for refugees and people seeking asylum in low- and middle-income States which are not signatories to the UN Refugee Convention and whose rights to education, among others, are not protected. The prospect of meeting the United Nations Sustainable Development Goal 4 – **to ensure inclusive and equitable quality education for all by 2030** – is a particularly challenging target when refugees and asylum seekers are practically, systemically, and/or functionally denied access to the national education systems of host countries². The result is limited access to formal education for refugees across all levels of education such that almost half of refugee children are out of school³. Post-primary refugee education participation is particularly concerning with **only 34% of secondary-age refugee students enrolled in school** and **5% enrolled in higher education**⁴.

Refugee communities themselves are addressing the gap in educational access for their communities through the establishment of non-formal Community Learning Centres (CLCs). However, studies have shown that in non-formal education settings, a lack of accessible formal credentials negatively impacts secondary education engagement and lifelong learning. Rather, refugee students' "coping and hoping" is better facilitated through a focus on learning with tangible outcomes⁵. This situation necessitates thinking outside the box of the UNHCR education policy of national integration in order to meet the international commitment of the Global Compact on Refugees – to **leave no one behind**. Drawing on a University of New South Wales participatory action research project which directly attended to the gap in educational access for refugees in Indonesia, this paper presents a case study of a low-resource, formal education program – *the General Education Development Support Project (GEDSP)* – as one possible solution for those left behind by national and international policy parameters⁶.

The GEDSP provides an alternative pathway to a formal education credential - the GED® diploma - an internationally recognised US high school equivalency qualification, which has been recommended by UNICEF as a certification option for secondary age refugee students at non-formal refugee learning centres⁷. Since its original inception at the Refugee Learning Center in Cisarua, Indonesia, the GEDSP has been replicated at other refugee learning centres in Indonesia and Malaysia with initial graduates serving as the GED teachers to subsequent student cohorts. Graduates of these alternative programs have gained entrance to universities in their host country and abroad, as well as enhanced their employment prospects through evidence of education and English proficiency. In this way, graduates have also been able to use their GED® diploma to gain access to complementary resettlement pathways. These **outcomes and increased educational engagement at the implementing centres has been achieved during the COVID** pandemic period while SDG education gains globally have plummeted⁸.

This paper begins with an outline of the current humanitarian crisis. It then addresses the educational ramifications for refugees in protracted displacement situations who are not afforded their rights through international frameworks. Refugee-led Community Learning Centers (CLC) are then introduced as a solution to educational exclusion before highlighting common challenges in the CLC model. A case study of the first GED Support Project designed to address these challenges is then presented, including the

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- 1 UNHCR, 2020 Global Trends: Forced Displacement in 2019
 - 2 UNESCO, 2019 Enforcing the right to education of refugees
 - 3 UNHCR, 2021 Global Compact on Refugees Indicator report, p. 12
 - 4 UNHCR, 2021 Staying the course
 - 5 INEE, 2010 cited in Compennolle and Hansen-Shearer, 19 :2018; Winthrop & Kirk, 2008
 - 6 Donehue, T. (2021) Facilitating desire through education in protracted urban transitory displacement
 - 7 UNICEF, 2015 Mapping alternative learning approaches, programmes and stakeholders in Malaysia
 - 8 United Nations, 2021 The Sustainable Development Goals Report 2021.

planning process, outcomes and resources required. Next, scalability of the GEDSP is summarized with reference to its replication in higher resource settings and impact on access to higher education. This paper closes with recommendations for how different stake-holders can support the sustainability and scalability of GEDSP initiatives and in doing so, foster coping and hoping for those left behind.

The GEDSP was a community-led initiative designed to overcome specific educational barriers in a specific context. This paper by no means presents the GEDSP as a one size fits all solution. However, in view of the current refugee 'learning crisis'⁹, innovative solutions such as the GEDSP need to be shared widely so they can be applied where suitable to fill the stark gaps in secondary and tertiary educational access and outcomes for refugees worldwide.



Students at the Refugee Learning Center, Indonesia. (Photo: CNA/Jack Board)

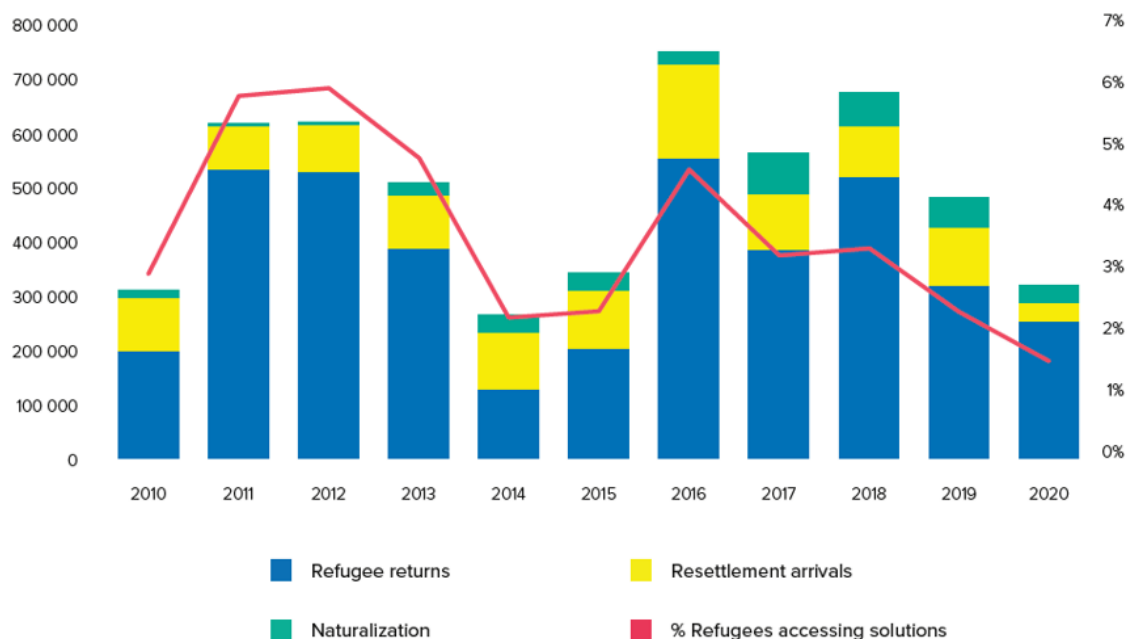
9 World Bank, 2019 Learning Poverty; UNHCR, 2020 Coming together for refugee education

The Humanitarian Crisis

At the end of 2020, over 26 million people throughout the world were externally displaced due to conflict and/or persecution.¹⁰ This has given rise to what is commonly referred to as the “refugee crisis”. The current situation, however, would be more aptly described as a “humanitarian crisis” because it is a consequence of a lack of durable solutions for those subject to forced migration. UNHCR recognises three durable solutions for refugees: voluntary repatriation, local integration, or resettlement. Over the past eight years, the escalation of conflicts throughout the world has seen **a 50% increase in the number of people subject to forced migration**, while also limiting repatriation as a possible solution. In 2019 alone there were two million new refugees registered with the UNHCR, while only 317,200 refugees voluntarily returned home during that year.¹¹

The increased number and volatility of refugee source countries has coincided with a reduction in the refugee intake quotas of traditional resettlement countries. **Only 1 in 100 refugees found a durable solution in 2020**, the lowest rate in twenty years.¹² The Covid pandemic is not the sole reason for this record low. Accessible durable solutions for refugees have been steadily declining since 2016.¹³

Refugees accessing durable solutions 2010- 2020



Source: UNHCR GCR Indicator Report 2021

10 20.7 million refugees under UNHCR’s mandate and 5.7 million Palestine refugees under UNRWA’s mandate

11 UNHCR, 2020 Global Trends: Forced Displacement in 2019

12 UNHCR, 2021 GCR Indicator Report, p. 10

13 ibid, p. 7

Protracted displacement

As the need for durable solutions escalates, their availability is contracting. With both repatriation and resettlement rarely available, **over 15 million refugees and asylum seekers remain in transitory sites of protracted displacement**, where local integration – the last remaining solution – is also often denied. Refugees experience protracted transitory displacement when the country in which they seek protection does not provide for permanent resettlement, but allows them to reside in its territory temporarily until such time as they can be safely repatriated or be permanently resettled in a third country, a process usually facilitated by the UNHCR. Over the past eight years a shift has occurred from most protracted displacement contexts being UNHCR-sponsored camp settings to the situation now, where **over sixty percent of refugees reside temporarily and precariously in urban sites**.¹⁴ This contextual shift has implications for the provision of services to urban refugees because they are not concentrated in the one place.¹⁵ This is particularly the case in **low- and middle-income transit countries** who **host around 86% of refugees** worldwide.¹⁶



Refugees' tents in Jakarta, Indonesia. (Photo: CNA/Jack Board)

14 UNHCR, 2020 Global Trends: Forced Displacement in 2019

15 UNHCR, 2017 UNHCR diagnostic tool for alternatives to camps

16 UNESCO, 2019 Enforcing the right to education of refugees, p.4

Although the notion of transience suggests a short period of time, this is not the case due to ongoing conflicts and demand for resettlement places far surpassing availability. For example, **2.2 million refugees have been living in exile for over thirty-five years**, mainly from Afghanistan.¹⁷ Accordingly, the displacement experience is protracted with the UNHCR even advising refugees in some transit countries that **resettlement may never be an option** for them.¹⁸ This leaves refugees not only in an oxymoronic state of long-term or even permanent temporariness, but in a precarious position. Without the protection of legal frameworks, refugees are deprived access to education, employment, and justice. These conditions preclude local integration as a durable solution for refugees in many transit countries. This is the case in Indonesia and Malaysia, as well as some major host countries, and means that many children are barred from formal education for their entire childhoods.¹⁹



Students at the Refugee Learning Center, Cisarua, Indonesia (Source: RLC)

17 UNHCR, 2020 Global Trends: Forced Displacement in 2019

18 UNHCR 2017 Information for asylum seekers in Indonesia

19 UNESCO, 2019 Enforcing the right to education of refugees

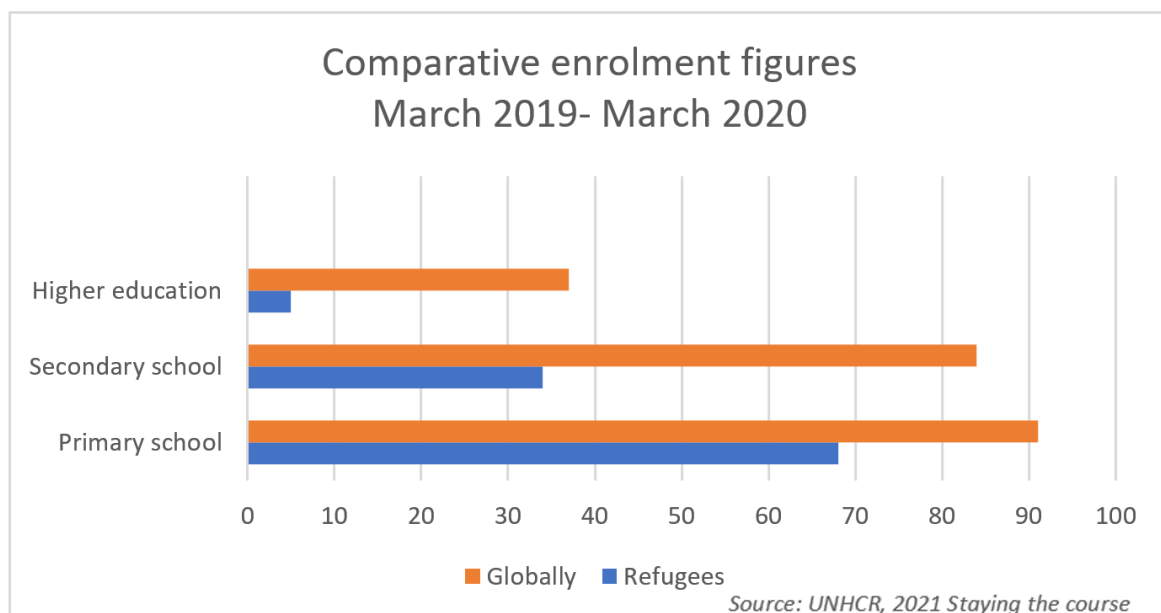
Education in protracted displacement

Education is one challenge commonly prioritised by displaced communities, which is unsurprising given that **children comprise over forty percent of the refugee population in urban sites**.²⁰ The UNHCR also recognises the holistic benefits of education during protracted displacement.

In times of displacement, education is crucial. It can foster social cohesion, provide access to life-saving information, address psychosocial needs, and offer a stable and safe environment for those who need it most. It also helps people to rebuild their communities and pursue productive, meaningful lives”.²¹

Although the UNHCR acknowledges the important role of education in displacement contexts, it does not have the resources to support the provision of education to the millions of refugees worldwide. Further, since 2012, UNHCR has been focusing on national integration in its educational interventions while since that time, the number of urban refugees experiencing protracted displacement in low- and lower middle-income States has risen significantly.²² Despite successful inroads being made with some of these major hosting States, an overwhelming number of refugee children and youth remain excluded from national education systems, particularly post-primary education. For example, in the 2019/20 academic year, **only 5% of secondary school-age refugee students were enrolled at school in Pakistan**.

²³The prospect of meeting the United Nations Sustainable Development Goal 4 – to ensure inclusive and equitable quality education for all by 2030 – is a particularly challenging target for resource-stretched countries. The dire result is limited access to education for refugees across all levels of education.



These figures alone, while not considering comparative completion rates and educational quality, attest to the urgency of engaging with refugee communities to enact action-based solutions to overcome these grave inequities, particularly for post-primary refugee children who are most at risk of being left behind. The UNHCR's most recent education report focuses on secondary education, reflecting the importance and urgency of expanding formal secondary education opportunities to refugee youth.²⁴

20 UNHCR, 2020. Coming together for refugee education

21 UNHCR, 2017 Education.

22 UNHCR, 2012 Education Strategy 2016–2012

23 UNHCR, 2021 Staying the course

24 Ibid

Formal secondary education accreditation also opens the door to further education. The UN Sustainable Development Goal target 4.3 specifically addresses the provision of equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university. **Higher education is a gateway for both economic and social mobility**, which accords with UNHCR's Refugee Education 2030 strategic objective 3: to enable all learners to use their education toward sustainable futures.²⁵ However, refugees experiencing transitory displacement are often excluded from higher education opportunities due to interrupted educations and financial, systemic, and documentation barriers.

Currently 5% of refugees are enrolled in higher education compared to the global enrolment rate of 37%.²⁶ In Southeast Asia, there is no data available on refugee participation in higher education. However, in Indonesia alone, there were no refugees enrolled in higher education when the GED Support Project (GEDSP) commenced in 2018, and the prospect was deemed impossible. Considering most refugees in Indonesia have been displaced there for over eight years, urgent action is required to safeguard their inalienable right to sustainable futures and in doing so, contribute to UNHCR's 15by30 target – 15% of college-eligible refugees enrolled in higher education by 2030.

“

“I believe education can make possible the impossible”

Sadiqa, RLC teacher

²⁵ UNHCR, 2019 Refugee Education 2030: a strategy for refugee inclusion

²⁶ UNHCR, 2021 Staying the course (does not include impact of pandemic); UNHCR, 2020 Coming together for refugee education



Students at the Refugee Learning Center, Cisarua, Indonesia

Community Learning Centres: A refugee-led solution

In Indonesia, refugee children are theoretically permitted enrolment in Indonesian public primary schools, but their acceptance is at the discretion of local school management and district education authorities. In practice, **all refugee youth are barred from formal secondary education and tertiary studies in Indonesia**. It is these prohibitive conditions that have led to the establishment of refugee-led Community Learning Centres in Indonesia, such as at the case study site, the Refugee Learning Center (RLC), as well as in other sites of protracted transitory displacement around the world.

UNICEF labels refugee-led non-formal learning centres as *Community Learning Centres (CLCs)* to differentiate their community-based establishment and management from faith or NGO-based learning centres. A UNICEF (2015) report on CLCs in Malaysia found that these centres provide a vital service to their communities by filling the educational gap created by systemic exclusion from formal education pathways. Although most of the teachers at these centres are unqualified, the report noted that being

members of the same communities enabled them to best cater to the needs of their students.²⁷ Similarly, the 2021 UNSW research with teachers, at the RLC on which this paper is based, found that although not formally qualified, the teacher participants were indeed the experts in their teaching contexts due to shared cultural, linguistic, and educational backgrounds, current lived experiences of displacement, and future long-term aspirations with their students. The teachers and management of the RLC were dedicated to providing quality education to their students. As refugees themselves, most with significant gaps in their own educational histories, the teachers were emotionally and ethically invested in ensuring the children of their community received the best education possible to prepare them for their futures. They had evidence that they were doing so as **resettled RLC students had consistently been placed in age-appropriate classes in the USA, Australia, Canada and New Zealand**. The RLC adopts English as the medium of instruction, which has made the transition to formal education in English-speaking countries easier for their students.

The UNICEF report also found that CLCs in Malaysia play a major role in enhancing **well-being, belonging and resilience** in refugee communities.²⁸ Likewise, most participants in the UNSW study referred to the RLC as a 'family'. Volunteers spoke of their 'wasted time' before they commenced teaching at the RLC and of the personal development they had experienced since joining the RLC family. UNHCR's recognised benefits of schooling being to "foster social cohesion, provide access to life-saving information, address psychosocial needs, and offer a stable and safe environment" and to "pursue productive, meaningful lives" applied equally to the volunteer staff and the students at RLC.²⁹



All the RLC teachers are volunteers (Source: RLC)

²⁷ See also Kirk & Winthrop, 2007, 2005; Dryden-Peterson, Dahya, & Adelman, 2017; Mendenhall, 2018

²⁸ UNICEF, op. cit.; UNHCR, 2019 Refugee Education 2030: a strategy for refugee inclusion

²⁹ UNHCR, 2017 Education

Community Learning Centre Challenges

The UNICEF mapping of refugee-led Community Learning Centres (CLCs) in Malaysia identified challenges which were also apparent in the UNSW study with the Refugee Learning Center (RLC) teachers in Indonesia. These common challenges included:

- **Teacher training and retention**
- **Low motivation among students to study beyond primary**
- **A lack of certification and access to public examinations**

Teacher training

The UNSW research teacher participants felt that their own levels of English language proficiency were a barrier to the provision of quality education at the RLC. The teachers' desires to improve their own English competence reflects other findings on the use of English as the medium of instruction at CLCs as possibly challenging due to diverse levels of English language proficiency in refugee communities.³⁰ Similarly, some of the teacher participants felt they could not confidently present themselves as 'teachers' as they had not completed their own secondary education. As volunteers, they felt that improving their English, especially through an accredited course of study, would be beneficial for themselves as well as their students, and thus enhance their teaching confidence and motivation. Most education in emergencies' interventions focus on pedagogical training, but the UNSW research showed that content knowledge also, particularly in curricula languages, can attend to both improved teaching quality and teacher retention.

“

“Many of us didn’t finish our education, we have lost education, and now what is there for us?”

Madiha, 18, RLC teacher

An educational dead-end

“

“When newly I arrived in Indonesia, I had the hope that I should study, continue my own education, but then, my surprise when I learned that it is not possible for me because I do not have the right”

Humaira arrived in Indonesia when she was 15 years old

Like the UNICEF report, the RLC teacher participants reported low levels of learning engagement and associated behaviour issues among their secondary-level students. RLC could not confer formal educational credentials and Indonesian higher education pathways are not available to refugees. The participants attributed low motivation among their secondary students to this approaching dead-end. As their students' periods of displacement approached six years, the RLC teachers and management were concerned that their students would exit with no evidence of learning, and no prospects of further education or resettlement.



Secondary students at RLC sitting end of year exams

Education in Emergencies' research has found that due to the increasingly protracted nature of transitory displacement, student well-being in such circumstances is best served by supporting students' "**coping and hoping**" through a focus on learning with **tangible outcomes**.³¹ For this reason, the UNESCO 2019 report, *Enforcing the right to education of refugees*, identified a weakness in the CLC model to be the lack of certification and access to public examinations. The report, however, does acknowledge that accredited education programs delivered through CLCs can play a critical role to **fill the gap** in cases of systemic educational exclusion, and that when this is the case, "**non-formal education can better meet the needs of refugee learners**"³².

The *General Education Development Support Project* (GEDSP), developed through the UNSW action research in 2018, pre-empted UNESCO's advice by marrying the benefits of non-formal CLC education with a pathway to formal education accreditation – the GED® diploma. In doing so, the **GEDSP dismantled systemic barriers to secondary education by being responsive to the needs of the community** while concurrently addressing teacher and student motivation, confidence and learning.



Sidiqa Sawari, one of the first GEDSP participants, working with a GEDSP mentor from Dulwich College, Singapore. Sidiqa graduates from Sampoerna University in 2022

31 Kirk & Winthrop, 2008

32 UNESCO, op. cit, p. 40

A Solution: the GED Support Project

In accord with Objective 2 of the Global Compact on Refugees, the GEDSP's overall objective is to **enhance the resilience and self-reliance of urban refugees** in Indonesia.

Pilot GEDSP goal

Volunteer refugee teachers in the Cisarua region obtain an internationally recognised formal education credential, the GED® diploma. Successful completion of the GED® diploma enables project participants to assist others in the wider refugee community to obtain the GED® diploma. For refugees in Indonesia, the GED® diploma is used to apply to online university courses and/or for online-based employment. The GED® qualification is also used to apply for entrance to universities in Indonesia offering international credentials – and gain employment should the Indonesian Government's policy in this regard change in the future. Should participants be resettled in a third country, the GED® diploma can be used to gain access to higher education and employment.

What is the GED?

The GED® qualification is a US High School diploma equivalency credential which can be used to apply for universities and colleges throughout the world. It was originally designed to provide US citizens, who did not complete their schooling, the opportunity to gain a formal education credential that could be used to apply for higher education programs. Recently, the qualification was opened to international students with official GED® testing centres now established throughout the world, including most major refugee host countries. **UNHCR identification cards are accepted at the Indonesian and Malaysian GED testing centres as valid ID for testing purposes.**

To obtain a GED® diploma, candidates must **pass four tests** – Language Reasoning Through Arts (English), Mathematical Reasoning, Science, and Social Studies. All GED® tests are taken online at an official GED® testing centre. The four tests do not need to be taken together and can be staggered and even completed at different testing centres should people be resettled.³³ There is no minimum time limit to completing all four tests. Once all four tests are passed, the candidate receives their GED® diploma.

Unlike other internationally recognised formal education credentials, such as the IB and IGCSE, the GED® diploma does not require enrolment in a registered institution, making it accessible to refugees and asylum seekers in Indonesia and elsewhere. The GED is also comparatively less expensive than the IB and IGCSE. When the project commenced in 2018, each test cost USD\$75. This was increased to \$80 (\$88 including tax) in 2020, so the total fees for a candidate to achieve their diploma in 2022 is USD\$352. Participants in the GED Support Project prepare and sit for each test individually, so the total cost is incurred over an extended period.

³³ Canada has its own GED Diploma. While a completed US GED diploma can be used to apply to Canadian universities, if a candidate has not completed the full US diploma when they arrive in Canada, completed tests are not transferrable.



GED Information session at RLC, April 2018

Pilot GED Support Project Case Study

Project genesis

The GED Support Project arose from a participatory action research project conducted by a UNSW researcher with volunteer refugee teachers at the Refugee Learning Center in Cisarua, Indonesia.³⁴ Most of the teacher participants in the study had not completed their secondary education in their former countries due to forced migration. In response to their desires for themselves and their students to attain formal education credentials, and frustrations at the systemic impediments to doing so, the lead researcher investigated formal education pathway options for refugees in Indonesia. Although the participants and the UNSW researcher had been advised by major stakeholders that no formal education pathways existed for refugees in Indonesia, based on a UNICEF Malaysia report's recommendation, **the GED® Diploma was identified as an available high school certification option.**³⁵ This was confirmed by the Indonesian GED® testing center at Sampoerna University, Jakarta.

As the UNSW research was based at only one CLC in Cisarua, for the purposes of equitable access to education, the research participants requested that refugee volunteers at other CLCs operating in the Cisarua area be informed of this hitherto unavailable opportunity.

³⁴ Donehue, op. cit.

³⁵ UNICEF, 2015, p. 74

The lead researcher arranged meetings with UNHCR Indonesia representatives to acquire funding for prospective participants' GED® test-fees. UNHCR committed to purchasing GED® testing vouchers to be made available to GEDSP participants for the pilot phase of the project: 2018-2020. This support was extended to and managed by Roshan Learning Center, a registered charity in Jakarta, which the UNSW researcher later assisted in the development of their GED program for Roshan students.

Pilot GEDSP inclusion criteria

GED® Testing Service requirements

1. Pre-intermediate+ English reading and writing skills
2. Must be 16 years old or over on their UNHCR ID card.³⁶



Pilot GEDSP requirements

3. Must be a refugee volunteer at one of the learning centers in the Cisarua region.
4. Once a GED test is passed, commit to helping others in the wider refugee community prepare for the test.

The pilot phase of the GEDSP in Cisarua was only open to volunteer teachers and managers at CLCs for two reasons:

1. In recognition of refugee volunteers' services to their communities
2. Volunteer teachers and managers' positions at learning centres would enable them to share their learning with the wider refugee community once they had passed the tests.

The second inclusion criterion ensured sustainability and self-reliance were embedded goals of the GEDSP project design. Through the pilot phase, GED content knowledge, learning, and testing experience were supported to lead into the second phase of the GEDSP, in which there would be capacities within the Cisarua refugee community to sustain the project in terms of required academic support. The GEDSP in Cisarua has currently reached the second phase with successful participants teaching GED subjects to their students at RLC. The first cohort of second phase students have passed official GED® tests.

³⁶ 16- and 17-year-old candidates require parental/guardian consent to sit the official GED® tests.

Outcomes

Phase 1: GED capacity building

The first GEDSP commenced with 18 participants in July, 2018. All 18 original participants were assigned remote academic mentors and attended weekly onsite GED classes in English and/or Maths. Even though all the participants had passed an entrance test to join the GEDSP, they had varying levels of skills and knowledge in the two GED subject areas. As teachers at Community Learning Centres, they also had considerable commitments besides their studies. Accordingly, the period of time required to prepare for the official GED® tests varied among the participants. Participants who had passed both their GED English and Math tests were provided with GED Science and Social Studies resources for independent study and some had moved to Jakarta and could attend GED classes at Roshan Learning Center to complete their diploma. Once all four tests are passed, the GED diploma is conferred.

Outcomes of original GEDSP participants: July 2018 - December 2019

	Participants	GED tests passed	Diplomas conferred	*Attrition
Female	10	10	2	4
Male	8	6	-	5
Total	18	16	2	9

* Resettlement x 4; mental health x 3; moved to Jakarta x 2

“

“If I gain the GED diploma, I can be of more use to my fellow refugees by helping them prepare and sit the tests.

Hopefully, then we can create a chain of positive activity”

Pilot phase GEDSP participant



GEDSP participants doing practice GED tests at RLC

Phase 2: Refugee-led GED support

During 2020 and 2021, the GED Math and English classes were delivered by original project participants who had passed their official GED® tests with a College-ready tier score. The classes were facilitated by the Refugee Learning Centre in Cisarua. Due to the Covid pandemic, classes were delivered online. Online teaching training was provided to the GED teachers by the UNSW researcher.

Refugee Learning Centre GED outcomes: January 2020 - December 2021

	Participants	GED tests passed	Diplomas conferred	Teaching GED classes	*Attrition
Female	12	10	2	2	3
Male	6	4	2	2	2
Total	18	14	4	4	5

* Resettlement x 2; mental health x 1; moved to Jakarta x 2

Total Cisarua GEDSP outcomes: April 2018-December 2021

	GED tests passed	Diplomas conferred	Teaching GED classes	Post-GED higher education scholarships
Female	22	4	2	2
Male	11	2	2	1
Total	33	6	4	3

By December 2021, **33 GED official tests were passed and 6 participants had obtained their full GED diploma** through the Cisarua GEDSP. The GEDSP in Cisarua has to date achieved a **100% pass rate**, and over 45% of test-takers have achieved an upper-tier College-Ready passing score. The GEDSP procedures ensure this high level of success through utilising the GED® Ready testing mechanism (See Appendix C).

Graduates have gained online employment opportunities, scholarships to the University of the People and Sampoerna University, as well as become GED teachers themselves at both non-formal and formal education institutions.

At the commencement of the 2022 academic year, there are **30 students enrolled in all four GED subject classes** at the Refugee Learning Center, Cisarua.



GED Science students at RLC, March, 2022

Promoting self-reliance and sustainability

Participants who have passed their GED tests are currently teaching GED preparation classes at the Refugee Learning Center for the wider refugee community in Cisarua, including secondary students who had previously completed their studies with no formal accreditation. Twelve students taught by these refugee GED teachers have so far passed official GED® tests and two have completed their full diplomas. This is an important proof of concept behind the GEDSP rationale to strengthen the capacities of teaching staff in the first phase of the project. The initial teacher project participants, being experienced teachers and having prepared for and passed the GED tests themselves, are now the GED experts in the community. External academic support is no longer required.

Further, **it is a testament to the quality of non-formal education** provided at the Refugee Learning Center that their secondary students, who had received their entire upper- and post-primary education at the RLC, have gained their full GED® diplomas. These results support the UNESCO (2019) reports' endorsement of non-formal education of being able to **"better meet the needs of refugee learners"**.³⁷



“

“GED has been an exciting journey. It has certainly helped me learn a lot after I graduated from RLC and had nothing else to do. It has definitely been challenging for me, but it has helped me grow as a person. Now I can get a university admission in another country with my GED diploma. I’m super happy with my achievements and wish others who plan to do their GED the best of luck”.

Masooma, RLC and GED graduate

37 UNESCO, op. cit, p. 40

Not only do participants gain a formal education qualification through the GEDSP, participants also see GED preparation as a way to:

‘learn the different method of education’

‘know my education level compared to others around the world’

‘to have what others have’

‘experience doing a formal test’

In this way, the participants are becoming habituated to what they perceive as the educational culture of their futures. In doing so, they are not only gaining an academic credential, but also confidence and the hope of **recovering their ‘lost education’**. The success of the GEDSP in Cisarua has demonstrated the resilience and capacities of the refugee community as well as how **low resource innovations can fill the gaps** in refugee policy and services when those innovations are based on the needs and voices of refugee communities.

Resources required to implement the Cisarua GEDSP

Study resources

- GED preparation texts
- Accessible computers/laptops
- Printing and stationery

Testing fees (as at 2022)

- GED Ready tests (USD\$7)
- GED Official tests (USD\$88)

Phase 1 academic support

- Volunteer remote mentors
- Volunteer onsite teachers

Travel expenses

- Mini-van hire to testing center
- Project manager travel and accommodation (UNSW funding)

Classroom space

- Conference room hire (NZ Embassy funding)
- Refugee Learning Center facilities

Phase 2 academic support

- GED teacher training
- Teacher stipends

Scalability

GED Program in Jakarta

After the original GEDSP was established, the project manager assisted Roshan Learning Center, a registered non-profit organization based in Jakarta, develop their own GED preparation programme for their refugee and asylum seeker students. Being in a major city, the Roshan GED program already had established informal partnerships with the Jakarta Intercultural School (JIS) and the US Embassy in Jakarta. Volunteer GED teachers and mentors were drawn from those communities, as well as in-kind donations and targeted grants. GED classes for Roshan GED students were hosted at Roshan as well as at JIS, the leading international school in Jakarta with extensive facilities. This was an invaluable experience for Roshan GED students, many of whom had never attended 'a real school' before.

The original GEDSP also benefitted from a partnership with Roshan. As Roshan is not a CLC but a locally registered charity organization with extensive support networks in Indonesia and the US, it enjoyed access to greater funding opportunities and human resources. The Cisarua GEDSP shared resources and information with Roshan to initially establish the Roshan GED program. Roshan included the Cisarua GEDSP in grant proposals and managed the Cisarua program from September 2018 – December 2020. Roshan has a dedicated GED Program Manager from the refugee community who facilitated the official GED® tests for Cisarua participants, as well as supported the phase 2 GED teachers in Cisarua. Due to logistical challenges managing the Cisarua GEDSP from afar, as well as limited capacity to accommodate the rapid growth of Roshan's own GED program, Roshan no longer has the capacity to officially facilitate funding and partner formally with the Cisarua program. Nevertheless, both GED programs continue to collaborate and share resources and opportunities.

Roshan Learning Center GED Outcomes

September 2018 – December 2021

	GED tests passed	Diplomas conferred	Post-GED higher education scholarships
Female	39	7	2
Male	59	19	2
Total	98	26	4

Roshan currently has **65 students** enrolled in their GED program for 2022. Roshan has also provided some forms of support for GED graduates to pursue higher education, internships and volunteer service opportunities.



Roshan Learning Center GED graduation ceremony, Jakarta, 2019

In 2021, with the assistance of the original GEDSPs, other Community Learning Centres in Indonesia also established their own GED programs leading to greater access to formal education within refugee communities in Indonesia. The UNSW researcher has also supported Fugee School, a CLC in Kuala Lumpur, Malaysia, to develop a GED program for their refugee students.

“

“I hope we can expand this program in all the cities in Indonesia where refugees are located and they also can get their high school diploma”

Musa Ahmadi – Roshan GED Program Manager

Opening Higher Education Pathways

The GED Support Project, which led to refugees gaining a formal secondary education credential, raised the question of educational progression for the GEDSP graduates. Concerted efforts by the GEDSP implementing organisations to identify further education pathways and the commitment of international tertiary institutions has opened the doorway for refugee enrollees in Indonesia and abroad. In Indonesia, the Broward Indonesia Center at Sampoerna University's **Refugee Pathway Program** has provided 9 partial scholarships to refugee students, including five GED graduates, and will enrol three more GED graduates in 2022. Additionally, there are now two former Roshan GED graduates studying at LCC International University in Lithuania. The GED® diploma served to meet these two students' academic requirements for enrolment which enabled them to **access scholarships and student visas**. GED graduates have also used their diplomas to receive scholarships from the University of the People.

GED refugee graduates can also apply for scholarships through the Habesha Project and the Rapid Response Mechanism for HE in emergencies.

The Broward Indonesia Center Refugee Pathway Program

“

“Our refugee students are among the most talented at our institution, meeting all admissions requirements and actively contributing to the SU community through their excellent academic performance, by serving as academic tutors and by demonstrating their extraordinary resilience.”



Dr. Lauren Clarke, SU's Vice Rector for Student Success and International Relations

In 2019, the Broward Indonesia Center at Sampoerna University (SU) established the Refugee Pathway Program to enable refugees' access to higher education in Indonesia. In recognizing that the biggest obstacles for refugees seeking higher education are tuition costs, credentials from their country of origin, and national laws restricting access, the Pathway Program set out to dismantle these barriers. For those who do not have academic credentials, **the GED® diploma meets the SU academic entry requirements** and UNHCR identification cards are accepted as valid ID for the purpose of enrolment.

By providing **scholarships**, the Refugee Pathway Program significantly reduced the financial burden of university fees. The Broward pathway program requires **realistic documentation** from applicants regarding their academic record and identification. The program also assists refugees to get their existing

academic credentials recognised. While local regulations prohibit refugees' enrolment in the Indonesian higher education system, Sampoerna University's dual-degree partner, Broward College in Florida, USA, enables refugee students in Indonesia to enrol and be **conferred a US degree**.

The first Refugee Pathway Program cohort, consisting of three students, commenced their studies at Sampoerna University in 2019 and will graduate with Associate's or Bachelor's degrees from Broward University in 2022. This is an exciting milestone as they are **the first refugees in Indonesia to formally graduate from a university**.

Broward's Refugee Pathway Program is open to all refugees in Indonesia who meet the admission requirements. Due to the displacement experience, many refugees have interrupted educations and have been unable to complete their secondary schooling. **The GED® diploma**, also facilitated through Sampoerna University, **provides hope and tangible benefits to refugee youth and adults** who have been left behind.

“

“When I successfully passed all four subjects of GED within six months of intensive self-study at the end of 2019, I had a hope for my higher education. A year later, in 2020 I got an amazing opportunity to enroll in the Associate Degree of Broward College through their Indonesian partner University—Sampoerna University. If I had not had a GED Diploma, studying during transit would be just a dream for me as it is for many other refugees”

Baqir Bayani, SU Broward College student

Recommendations

All of the recommendations below need to be implemented in consultation with prospective partners, with respect, inclusivity, and sustainability as guiding principles. The examples of GED programs in low resource and relatively high resource contexts presented in this paper demonstrate the flexibility GED programs enable to accord with these principles.

Recommendations for multilaterals and NGOs

- Disseminate information about alternative formal education pathways, such as the GED® diploma, to Community Learning Centres (CLCs) which are providing non-formal education to students excluded from national education systems. Information should be translated into target community languages. The USAHello.org website provides general information about the GED® in Pashto, Dari/Persian, Arabic, Spanish, Chinese and Vietnamese.
- Develop and disseminate GED Support Project implementation guidance notes in target languages.
- Commission the development of open access GED® preparation materials designed specifically for non-English background speakers studying in low-resource settings.
- Coordinate with national authorities to allow candidates to travel to testing centres in situations where geographic location is a barrier.
- Provide targeted, ongoing funding and implementation support to non-formal refugee-led CLCs to establish and manage GEDSPs. The **UNHCR Refugee-led Innovation Fund** already meets this recommendation though its existence needs to be widely disseminated to CLCs.
- Provide flexibility in major grant providers' disbursement protocols to enable refugee-led CLCs access to a wider range of funding opportunities. Again, the UNHCR Refugee-led Innovation Fund was designed to overcome common challenges in funding refugee-led initiatives.
- Source and equitably disseminate grant opportunities. Provide support to refugee-led CLCs to apply for grants/funding. US Embassies in transitory displacement hubs are a source of possible funding.
- Support refugee-led organisations to obtain registered charity status to enable greater access to funding opportunities.
- Facilitate CLCs applications to volunteer programs such as the US Peace Corp or Australian Volunteers Abroad programs to provide onsite experienced teachers in phase one of GEDSPs based at refugee-led CLCs.
- Extend the UNHCR DAFI tertiary scholarship programme to universities which allow for refugees to be enrolled and conferred degrees in transitory displacement hubs.
- Advocate for GED® test fee waivers for refugee candidates.

Recommendations for the education sector

International schools/universities in transitory displacement hubs

- Share resources and faculty expertise to support refugee-led CLCs' implementation of alternative educational pathways, including content instruction in phase 1 and teacher training for phase 2 implementation.
- Provide in-kind donations to refugee-led CLCs, such as laptops/computers/calculators.
- Provide higher education pathways to GED® graduates through accessible enrolment requirements and scholarships.

Education institutions globally

- Support the implementation of pre-GED and GED preparation curriculum and connected learning programmes through program design, on-site training, and mentoring coordination.
- Support the development of open access GED® preparation materials designed specifically for non-English background speakers studying in low-resource settings.
- Encourage faculty staff to volunteer as online teachers/mentors in the initial stages of local GED capacity building within refugee communities (phase 1).
- GED preparation scholarships and resources provided by educational institutions providing GED® courses in the US.
- Provide higher education complementary pathways to resettlement through accessible enrolment requirements and scholarships.

Recommendations for GED® Testing Service

- Provide a set number of testing fee waivers annually for refugees, asylum seekers, and stateless people.
- Ensure all GED® testing centres are accessible to candidates using UNHCR identification.
- Develop open access GED preparation materials for non-English background students in low-resource settings.
- Develop an internationally-oriented Social Studies test.
- Facilitate online testing for candidates who cannot access a testing centre similar to the remote GED® testing system introduced in the US during the COVID pandemic and/or provide a mobile testing service to reach candidates experiencing restricted freedom of movement.

Recommendations for Civil Society

- Raise awareness of refugee education challenges, including disparate access and outcomes.
- Advocate for equitable access to education for all.
- Fund refugee-led education initiatives.
- Help design innovative and sustainable solutions to support refugees' particular educational needs

Conclusion



“Having an accredited diploma is essential for me as I have no school diploma or certificates. A formal qualification would take me to a whole

new level of success and progress. The GED provides hope and motivation for me to be studying in a university in the future and to live with pride

and dignity and also to help others around the world”

Pilot GEDSP participant

To provide a pathway, not only to formal education, but to coping, hoping, pride and dignity for refugees, the gaps in the UNHCR education policy of national integration need to be addressed as a matter of urgency. This is of critical consequence for urban refugees currently precariously residing in low and middle-income transit countries which are not signatories to the *UN Refugee Convention*. The prospect of meeting the United Nations Sustainable Development Goal 4 – to ensure inclusive and equitable quality education for all by 2030 – is a particularly challenging target for these resource-stretched countries. The present outcome is limited access to education for refugees across all levels of education, most strikingly at secondary and tertiary level.

Innovative solutions, such as the *General Education Development Support Project*, are one way to fill the gaps. Accordingly, **the GED® formal education credential should be promoted and supported as a pathway to sustainable futures for refugees** excluded from formal secondary education systems. In lieu of host country support for refugee education, refugee-led CLCs, multilateral, education, and civil society actors can directly and collaboratively contribute to the establishment, success, and scalability of GED® programs for displaced youth and adults.

The 2019 UNESCO report, *Enforcing the right to refugee education*, notes,

“accredited non-formal education can play a role in expanding access to education where formal alternatives are not available or where there are legal and policy barriers to formal schooling for refugees....and when done well, non-formal education can better meet the needs of refugee learners”.³⁸

Those needs to be met now if we are truly to leave no one behind.

38 UNESCO 2019, *Enforcing the right to refugee education: a policy perspective*, p. 40



Secondary students at the Refugee Learning Center, Indonesia (Source: RLC)

Although the GEDSP represents an alternative approach to *UNHCR Refugee Education 2030's* fundamental principle of national education inclusion, it directly responds to strategic objective 3 of that policy: to **enable all learners to use their education toward sustainable futures**³⁹ and UNHCR's strategy of exploring complementary education and resettlement pathways, as well as the Global Compact on Refugees (GCR) main goal to **enhance refugee self-reliance** and to leave no one behind. By filling the gap in educational access for displaced youth and adults, the GEDSP also answers UNESCO's call for the right to education of refugees to be guaranteed during all phases of displacement, particularly in protracted situations.⁴⁰ While efforts to include asylum seeker and refugee students in national education systems are pursued, this paper strongly recommends cross-sectoral support for initiatives that marry the recognised benefits of non-formal learning centres in situations of formal education exclusion with accredited learning initiatives, such as the GEDSP.

39 UNHCR, 2019 *Refugee Education 2030: a strategy for refugee inclusion*

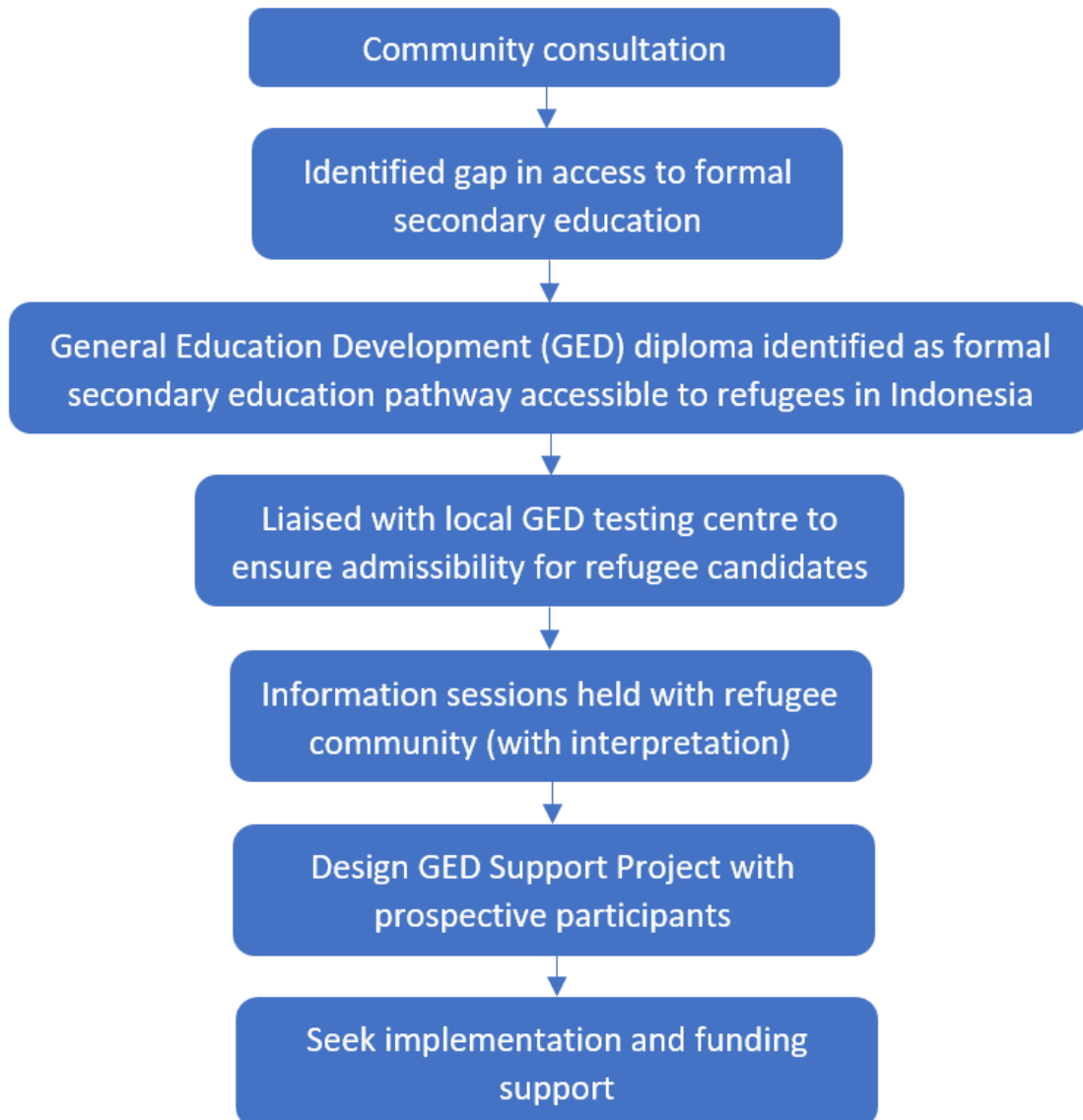
40 UNESCO, op. cit., p. 68

Appendices

Appendix A: Recommendations for refugee communities excluded from national education systems

1. Determine if the GED® diploma is an accessible and suitable formal education pathway for your CLC or as an individual.
 - Do you or your learning community have access to a GED testing centre?
 - All testing centres globally are listed on ged.com. Each testing centre may have different requirements. Check with the relevant testing centre directly regarding the conditions for sitting the tests. UNHCR identification cards are accepted as valid ID at the Indonesian and Malaysian testing centres. If due to travel restrictions, you are unable to access a testing centre, seek assistance from the relevant agency, usually the UNHCR country office.
 - Do you or your learning community understand how to obtain a GED® diploma?
 - The ged.com website is the official source of GED information. The USAhello.org website provides GED information in Pashto, Dari, Spanish, Vietnamese and Chinese.
 - Seek information from refugee-led Community Learning Centres who have implemented successful GED programs.
 - Do you or your community have the English language skills required to prepare for all four tests in English?
 - Look at GED preparation materials to gauge the education and English levels required to pass the tests. Remember, people have passed all four tests after commencing GED studies with pre-intermediate level English (CEFR B1/B2).
 - Do you or your CLC have access to external academic support through international school partnerships, on-site or online mentors?
 - Can you or your CLC access funding to pay for GED® Ready (USD\$7) and official GED® tests (USD\$ 88 each= \$352 per diploma) for prospective participants?
2. Disseminate information to your community about the GED pathway to determine the level of interest.
3. Source external academic and funding support if required.
4. Source GED preparation materials
5. Develop a GED preparation implementation plan. (See the Pilot GED Implementation section in this Appendix as a guide).
 - a. How will you assess participants' eligibility for a GED preparation program?
 - b. Will all 4 subjects be studied simultaneously or sequentially?
 - c. Will you use instructors, mentors, and/or independent study?
6. Determine official GED® test readiness for each subject through first using GED® paper-based practiced tests, then GED® Ready tests.
7. Utilise the GED® Ready test feedback to optimize official test performance.

Appendix B: Pilot GEDSP planning process:



Appendix C: Pilot GEDSP implementation

GEDSP entrance testing

As all four GED® tests require advanced English reading and writing skills, the project commenced with preparation for the Reasoning through Language Arts (English) GED® test. To assess who met the first inclusion criteria – Pre-Intermediate+ English reading and writing skills – a pre-test was devised based on the types of skills needed to pass the test. These pre-tests were conducted following strict academic protocols to habituate the participants to formal testing procedures. Similarly, in accord with academic convention, the tests were assessed and moderated using blind marking.

Participants were included in the project if it was foreseeable that with academic support, they could pass the test within a two-year period. All participants in this pre-test were advised that if their language skills were not yet at the necessary level to begin preparing for the GED® English test, they should commit to improving their English reading and writing and attempt the inclusion pre-test at a later date. The GED Support Project included the assignment of academic mentors and on-site classes for unsuccessful candidates to assist in their English literacy skills development.

In recognition that the GED® Mathematical Reasoning test does not require the same high level of English literacy as the other three GED tests, and that potential project participants have different strengths, if any Community Learning Center volunteers successfully completed supervised GED Mathematical Reasoning paper-based practice tests, they were supported to prepare for the official test.

Managers from all the participating CLCs acted as supervisors for GEDSP entrance testing.

Once candidates met all inclusion criteria, they were supported to prepare for the GED® English and/or Mathematical Reasoning tests. GEDSP candidate academic support took two forms: An academic mentor program and weekly lessons on site in Cisarua.

Academic Mentor Program

Each candidate was offered the opportunity to work with a remote academic mentor. Academic mentors were recruited and inducted by the GEDSP project manager (UNSW researcher). Recruitment targeted international educators and academic/educational organisations with a history of supporting refugees. For example, Dulwich College in Singapore was established as a partner organization and provided four academic mentors for the GEDSP.

All prospective mentors submitted a CV and were interviewed to assess their suitability to work with the GEDSP participants. Individual online inductions were also conducted with all prospective mentors to familiarise them with the candidates' situational and learning context, and to provide information about the GED® test model and preparation materials. The issues covered in the induction process were also provided in writing to mentors in the form of a mentoring agreement, which they all signed before commencing. Mentors were allocated based on the mentee's wishes, for example, female only, and with a view to common interests among the mentors and mentees. Some candidates also requested joint mentoring sessions, which were accommodated with the agreement of the relevant mentor.

The role of the GED English academic mentors was to focus on supporting the participants prepare for the extended writing component of the GED Reasoning through Language Arts test. The extended writing section of the RLA test requires candidates to compose a critical essay. Preparation for the essay was supported by a workshop delivered by the UNSW researcher and through the allocation of essay topics and regular feedback on candidates' essay drafts. Literacy mentors were also recruited for prospective project participants who did not yet meet the English language inclusion criteria. Math mentors were recruited to work with candidates preparing for the Mathematical Reasoning GED® test.

Academic mentors committed to meet with their assigned project participants via Skype/Zoom once a week/fortnight, depending on participants' wishes. The schedule for these sessions was coordinated between the mentors and mentees. The UNSW researcher oversaw the recruitment, induction, assignment, monitoring, and coordination of academic mentors and provided advice and resources as requested. There were 15 academic mentors recruited at the commencement of the Cisarua GEDSP.

David Bell, a retired secondary math teacher has assisted eight GEDSP participants pass their GED® Mathematical Reasoning test.

“

“I have consistently found my mentees to be extremely dedicated and enthusiastic. Even though they are often full-time students, teachers or administrators, with family responsibilities, they always seem to be able to find the time to keep preparing for their GED exams.

After getting to know the students, hearing their stories, and seeing some of the materials online about the RLC, I feel that I now have some understanding of what they are going through on a personal level. How to make the best of a life in which they feel stranded, in a country that is not their own, and not always welcoming to them, is a recurring theme. They universally seem to view studying for the GED, which will hopefully open some educational doors for them someday, somehow, somewhere, as the best use of their time while living as refugees in Indonesia. They are willing to put in the effort now, in hopes for a better future for themselves and their families.

Working with these motivated and industrious students has been a very rewarding experience for me. These are clearly people in a very difficult situation, and it feels wonderful to help them to progress forward towards their goals of one day furthering their education, so that they can eventually give back once again to their own communities.

Having grown up in the USA, I have long been familiar with the GED program. But I always assumed it was meant only for students that had voluntarily left the traditional educational path, to be able to continue their education later in life. I had no idea that someone would ever be able to put the GED program to use in such a creative and meaningful way.”

David Bell, a retired secondary math teacher

Onsite classes

Regular classes catered to participants who prefer group learning. The classes also created a learning community which enhanced peer-support and motivation. For the first year of the GEDSP, two-hour RLA and one hour English literacy lessons took place every Friday at the CLCs on a rotational basis. Instructors were drawn from visiting academics and the host community. A similar induction to that conducted with academic mentors was undertaken with all prospective instructors, and resources and guidance provided by the project manager. There were three volunteer instructors engaged in 2018/2019. In 2019, funding was acquired to rent a conference room for the weekly GED RLA preparation and literacy lessons and a HOST International intern delivered the weekly classes.

Also, in January 2019, four teachers, who were also academic mentors for the GEDSP, from Dulwich College, Singapore, travelled to Cisarua and delivered intensive workshops over two days on GED preparation. This trip was funded by Dulwich College and Opening Universities for Refugees (OUR).



“It was fantastic to be able to meet our mentees, and to be able to work with the other participants. We got an insight into how hard-working they are; because they are volunteer teachers, any time spent studying for the exam is during their own free time. They were engaged, focused and had lots of questions about the way that we teach Maths in Singapore. We will continue to mentor the participants over Skype, and already have begun to share teaching resources due to this link. We are very grateful to have had the opportunity to work with the inspiring community in Cisarua and look forward to continuing this relationship.”

Martha Rowan, Dulwich College teacher

GED Ready Test

The GED® Ready tests are available for all 4 GED subjects. The four Ready tests are the official practice tests for the GED® diploma, and are designed as a reliable indicator of a candidate's likelihood of passing each official GED® test. Before doing a GED® Ready test, candidates were instructed to create a GED® account through the GED website (ged.com). Based on advice from the GED® testing centre in Jakarta, candidates ensured their GED accounts were made in their names exactly as they appeared on their UNHCR ID cards.

The GED® Ready tests must be taken on a computer, but they do not have to be done at a testing centre like the official tests. All GEDSP Cisarua participating CLCs had at least one computer on site which could be used for GED® Ready testing. The GED® Ready tests cost USD \$7 each and are accessible through candidates MyGED accounts with a voucher code. UNHCR Indonesia purchased GED® Ready vouchers in bulk and provided the codes to the GEDSP project manager for distribution.

Once a candidate and their mentor or instructor agreed that the candidate was prepared to sit the official GED® English or Math test, they did a paper-based GED practice test under test conditions. If they passed the paper-based test, they were provided with a voucher code to sit the GED® Ready test online **under supervised test conditions**.

The GED® Ready test provides same-day scoring, so candidates receive timely feedback if they are likely to pass the real test. They also receive specific guidance, including page numbers of recognised GED® preparation texts to revisit, to assist candidates to improve their final test performance. The online interface of the GED® Ready tests emulates the official tests, so doing this practice test is a valuable educational tool not only to assess the candidates' preparedness and get feedback from GED® assessors, but also to familiarise candidates with the official GED® tests' functionalities and format. Each testing candidate could access two GED® Ready test vouchers for each subject, though most candidates only required one Ready test per subject. The GED® Ready tests in each subject are the same test, so doing the same test more than twice was not beneficial and an inefficient use of limited resources.

Schedule official GED® tests

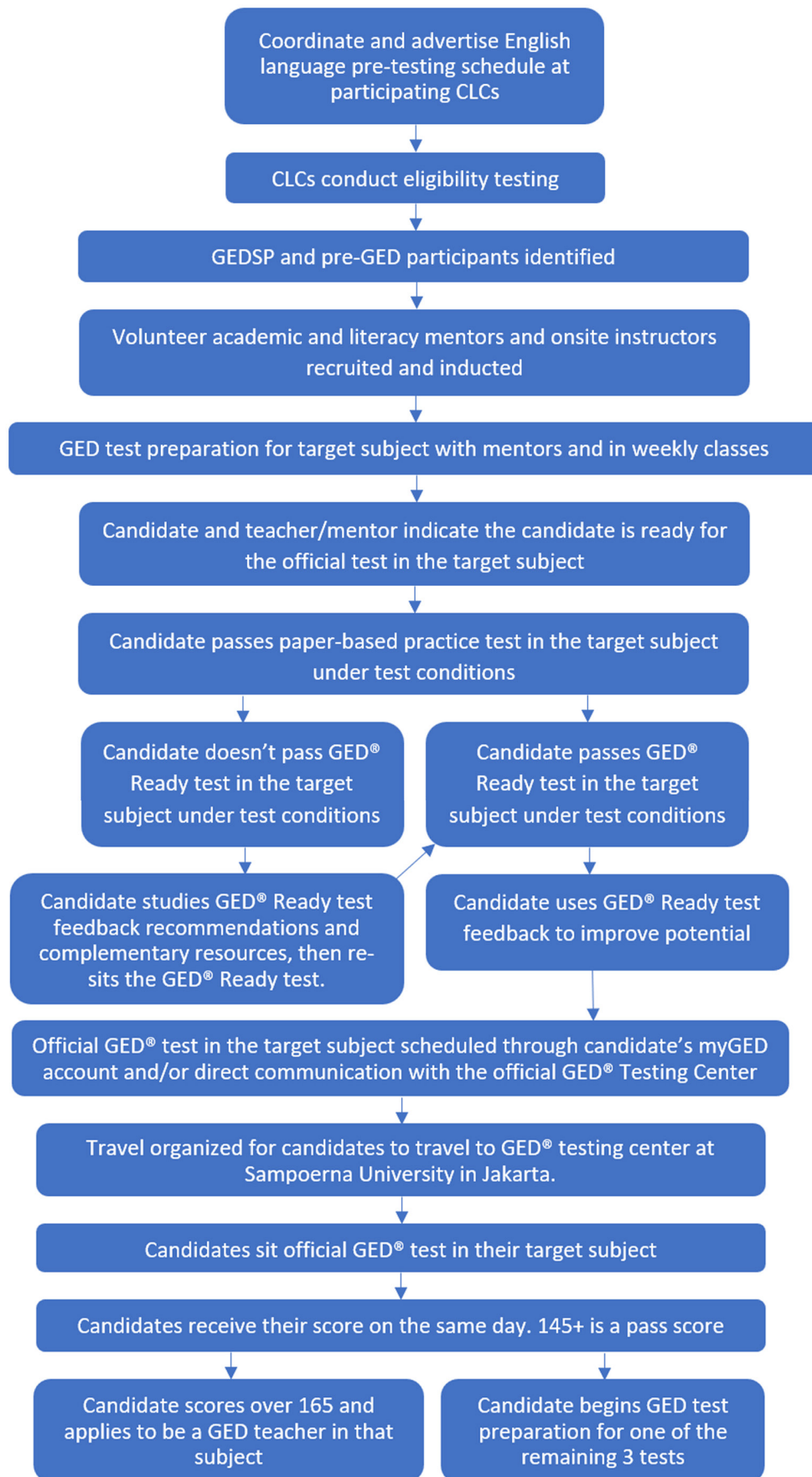
When a candidate has demonstrated readiness to pass a subject test through their GED® Ready test performance, usually an official test could be scheduled at the GED® testing centre at Sampoerna University through the candidate's myGED account using an allocated voucher from UNHCR Indonesia. GEDSP protocols included direct liaison with the testing centre to organise test-sittings. The testing centre would be provided with the names and UNHCR ID photos of each candidate and a time and date for the test-sittings.

During phase one of the project, the GED manager at Roshan Learning Center would then organize transport from Cisarua to Jakarta for the test-takers and accompany them to Sampoerna University at the designated time for the test. To save on travel costs, test-sittings were only organised when four Cisarua candidates were prepared.

Although no GEDSP Cisarua participants have failed a test, if they were to fail, they are able to re-schedule another test sitting. However, if a candidate passes a test but wishes to re-sit the test to improve their score, GED rules do not allow this.

After successful completion of all four tests, candidates are notified in their MyGED account and automatically receive an electronic, secure, diploma and Smart Transcript. This is delivered immediately to their email address after their test is scored. They can view, print and request a professionally-printed diploma free of charge.

Phase 1 GEDSP Implementation Summary



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