



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Online Summer Camp - Mraigib Alfohood Jordan

2. Country or countries where the practice is implemented *

Jordan

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Educators without Borders International and Emirates Red Crescent.

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Creative Thinking - Experiential Learning - Educational Activities -Real World Engagement Activities- Build Positive Relationships

6. What makes it a best practice? *

The camp was critical to developing students ability to be open with others and create positive academic, scientific and social experiences.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

The summer camp targeted students from Mraigib Alfhood Refugee Camp-Jordan. Students age range from 6-12 years old. The summer camp attracted more than 200 students. The camp programs were designed to create a safe environment for children to develop social skills, critical and creative thinking skills during Covid 19 pandemic.

The summer camp approach focused on blending Science and Art. This approach tends to break down the boundaries between disciplines. Volunteers professors and teachers have developed Beam's guided lessons to promote creative problem-solving in a laboratory-style setting. Activities were all about connecting kids' natural curiosity to the problem-solving, critical-thinking and creative design skills that real scientists depend on. Students engaged in hands-on explorations of human biology, space science and natural science.

Moreover, the activities were centered on active learning. Students were always getting their hands on things, solving real-world problems, and putting their knowledge to work.

The main objectives of the camp can be summarized as following:

- To instill the lifelong values of teamwork and individual responsibility in daily tasks in a healthy environment. To build individual character, confidence and skills through a wide range of workshops and scientific activities. To approach and experience each and every day as a new and exciting adventure.
- To instill the lifelong values of teamwork and individual responsibility in daily tasks in a healthy environment.
- To build individual character, confidence and skills through a wide range of sports, workshops and cultural activities.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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In cooperation with the Emirates Red Crescent, Educators without Borders International (EWBI) launched the virtual summer camp at Mraigib Alfohood Refugee Camp-Jordan, The camp started on Sunday July 19th 2020, and the latest activities of the virtual summer camp concluded, on Thursday August 20th 2020. In addition, the camp had been joined by a large number of school students from different stages. Students learned and applied various artistic skills in the camp, with the help of specialized trainers who trained the students in various workshops, that suit their different ages and hobbies, with the aim of providing information and activities that stimulate creativity and innovation for these students, through the simplest tools and materials which are available for them from their surrounding environment.

1.integrating the applied activity with preliminary information for the participating students in the camp. In this activity the children did a virtual visit to a garden, learning about the life cycle of plants, and the main activity was to make a paper flower.

2. collage art, which encourages students to use various materials from the surrounding environment for making a work of art, and educate them as well about the concept of material recycling. For example, in this activity, the camp students learned to deal with the basic resources available, as they collected magazine papers, prepared tools, and then proceeded with basic steps to start work.

3. Create various forms of the space probe activities, as well as learned many other artistic skills that stimulate their creativity and innovation. Students learned about rocketry and propulsion and then they put the skill that they had learned to practice by building real model rocket, also they learned about space travel and what it takes for a mission to be successful.

The key implementation actors and collaborators were EwBI volunteers and Emarati red Crescent with some camp supervisors. The camp used basic resources that are already available in the camp. Technology is breaking down many of the barriers to entry when it comes to starting this camp. With the right tech solutions, the camp was created quickly and effectively that resonated with children.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

For Educators Without Borders International, education is the pursuit of development in the skills of the individual or the student, It is an essential feature of the development of societies. Without education, a person cannot advance, Therefore, the summer camp in which the organization cooperated with the Emirates Red Crescent is a developmental turning point in the lives of children, Since the students in the camps are in dire need of an intellectual and creative shift in daily life be it in the short or long term, Creative thinking stimulates the mind to be productive at all levels.

It is worth noting that during the summer camp that was held in 2020, it was noted that the educational experiences and general information that was shared with the students enabled them to stimulate their smart and creative learning, As they learned very important skills for themselves that they can use in the future as well, for example, teamwork skills, brainstorming, future planning, time commitment, or time organization, according to standards that have been worked out and a custom schedule was set.

The team also noted, after studying the situation of the students in the camp, that the response to the offered programs had been highly accepted by the students. The studies that were conducted through students' observations showed that there is a significant difference in student skills in terms of attendance on time, communication between colleagues in the educational room, sharing ideas and enjoying receiving scientific information that is shared with them, as well as the ease of responding to the requirements materials, This is despite the fact that the resources used to deliver education and creative thinking were through the use of simple and available resources in the camp itself, and no foreign resources were used for the children.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

The summer camp is all about transformation. It was obvious that children became more mature, responsible and confident in themselves. The camp exposed kids to a diversity of experiences and helps them see beyond what they've grown up with. Summer camps have profound positive effects that enhance personality development in children.

The camp provides an opportunity for the development of deep friendships with peers and volunteers, supports a focused and positive self-identity, provides multi-faceted skill development, and provides opportunity for young students to be a contributing part of a community.

It was important for us in the camp to take care of the children themselves and focus on developing them in all intellectual and knowledgeable aspects. As attention has been paid to enhancing children's passion and the things they aspire to reach, in a systematic educational manner in which education is integrated with creativity and trying to develop all the ideas presented by the children to become a living, tangible idea, albeit through simple models. But admiring and motivating the children with the idea that nothing is impossible was very important to us in the camp. Also, the summer camp encourages the creation of support groups where children had the opportunity to talk about problems and ways of addressing them.

Keeping children engaged through online activities has been a challenge. Children miss out on the ability to run and play. A lot of our events include movement-oriented games. The volunteers had activities planned around things that are available at the refugee camp such as carton boxes, paper cups, old newspapers, building blocks, etc, we have games and crafts that children can do.

The biggest challenge when it comes to holding camps for children belonging to such an age group is to make them feel seen and heard. We therefore had three facilitators in each of our sessions who helped physically in the camp. We were all online at the same time, watching, encouraging.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

The opportunities for children to engage in play and recreation have a critical impact on a child's experience of the refugee camp. However, the refugee camp environment brings with it inherent difficulties in providing adequate opportunity for play and recreation.

For example, unlike other children, children in refugee camps cannot visit cinemas, shopping centres, or parks. EWBI thought to overcome these difficulties in order to ensure that children are occupied not only during school hours but throughout the day.

Also, children in the camps are suffering from a lack of educational resources and materials that may motivate them to learn or to think creatively and to innovate. Therefore, the main goal that was focused on in this summer camp is to focus on motivating and developing children to think creatively in learning. It is also worth noting that the organization, in cooperation with the Emirates Red Crescent, carried out this summer camp at the height of the Covid 19 pandemic, when the whole world was in a period of complete quarantine.

Hence, the most important advice that can be given to other organizations that seek to take care of children in the camps is to make sure that nothing is impossible, and that every problem has a solution. EWBI believe that it is important for the adult volunteers to demonstrate cooperation and friendship to their campers. Therefore, the children were surrounded by positive role models so they learned how to get along with peers who may be different from them. It is important to note that the amount of new activities made it possible for kids to set and achieve goals.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

1- <https://www.instagram.com/p/CEZtXBfpBYk/?igshid=YmMyMTA2M2Y=>

2- <https://www.instagram.com/accounts/login/?next=/p/CC0dFRApRVC/>

3- <https://www.instagram.com/accounts/login/?next=/p/CC7uW3KJ4pb/>

4- <https://www.instagram.com/accounts/login/?next=/p/CC1ZVWXJRIO/>

5- <https://www.instagram.com/accounts/login/?next=/p/CC3dPmcpfuU/>

6- <https://www.instagram.com/accounts/login/?next=/p/CC9FuBsJrjr/>