



**Luminus**  
Education

**Report No. 1**  
**15-25<sup>th</sup> March 2020**



# **LUMINUS TRANSFORMATION**

IN RESPONSE TO COVID-19 PANDEMIC



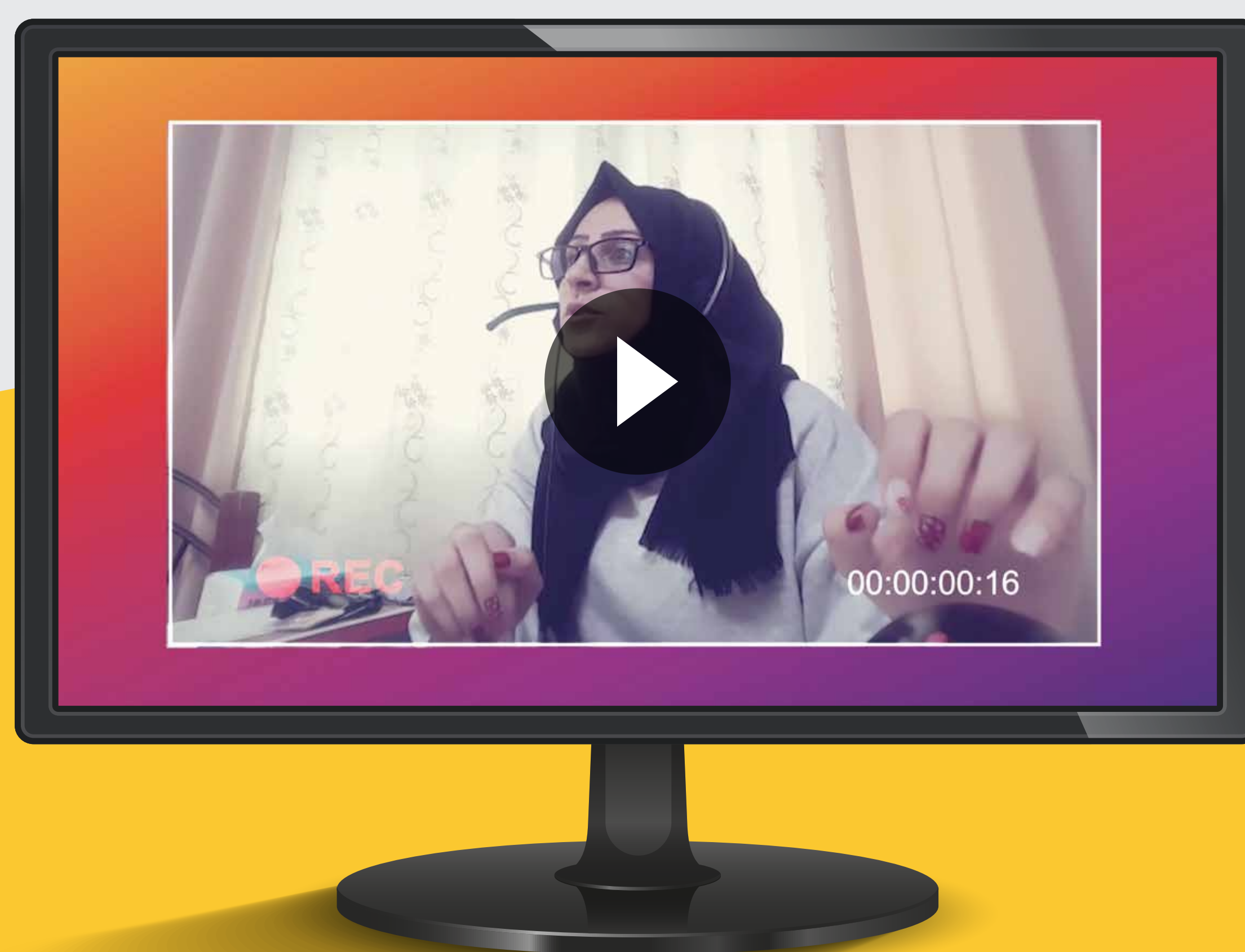
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Since the onset of the COVID-19 pandemic, we have activated our Business Continuity Plan\* to ensure our team of over 1,050 employees, across three locations in Jordan, is prepared and equipped to adapt with confidence to the changing circumstances. We have placed on hold the opening of our fourth site, M Academy, for the time being. Of the 13,000 students to be enrolled this year, 8,000 are currently registered with another 2,000 about to begin and these are our main concern at this stage.

During the first two weeks of the crisis, **we have sought to reassure our students that we would spare no effort to support them in continuing their education.** Luminus responded swiftly to the crisis and, almost overnight, switched to remote teaching and virtual work in order to mitigate its impact, turning the challenge of this 'forced' experience into an opportunity to accelerate our move towards a virtual college, turning **adversity into opportunity.**

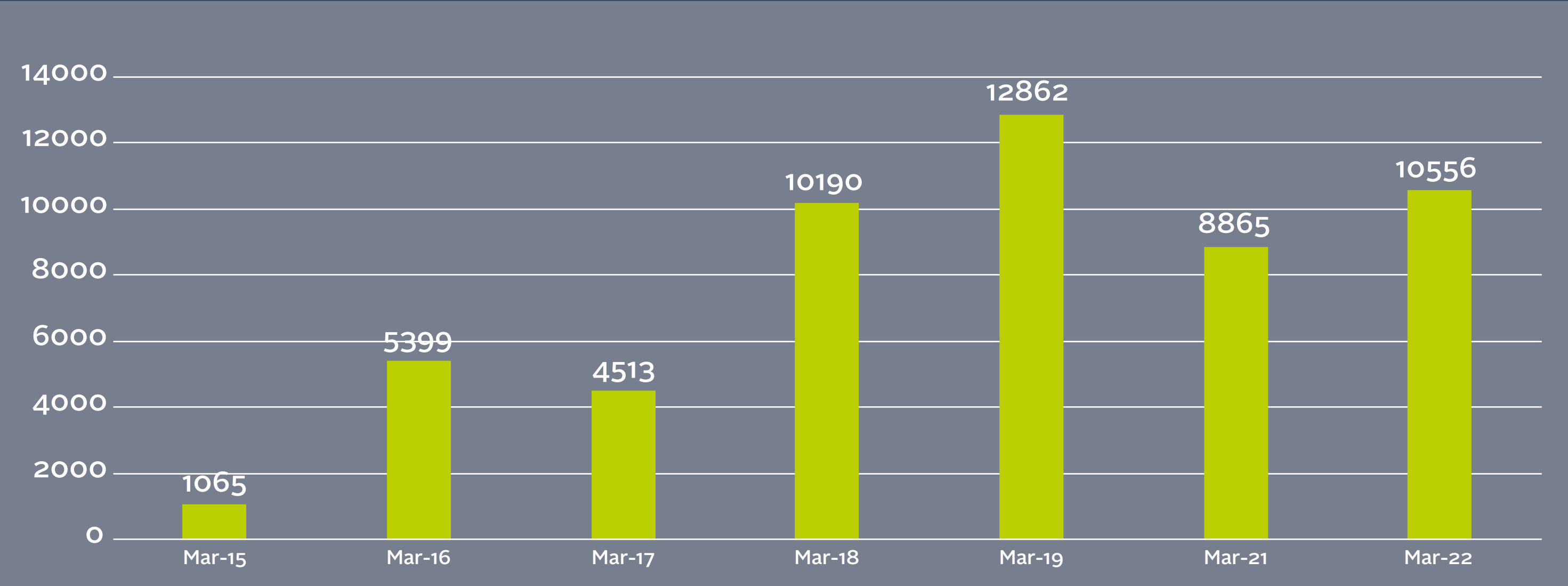
Since the closure of all educational institutions in Jordan on 15<sup>th</sup> March 2020, Luminus has been implementing its **Transformation Plan**, originally scheduled for completion in 2021, to minimize the effect of the current situation on students' education. This 'living digital' plan is continually evolving, and actions this past week have focused on the use of technology to support virtual delivery of services and maintain continuity.



*Click on the screen to play the video*

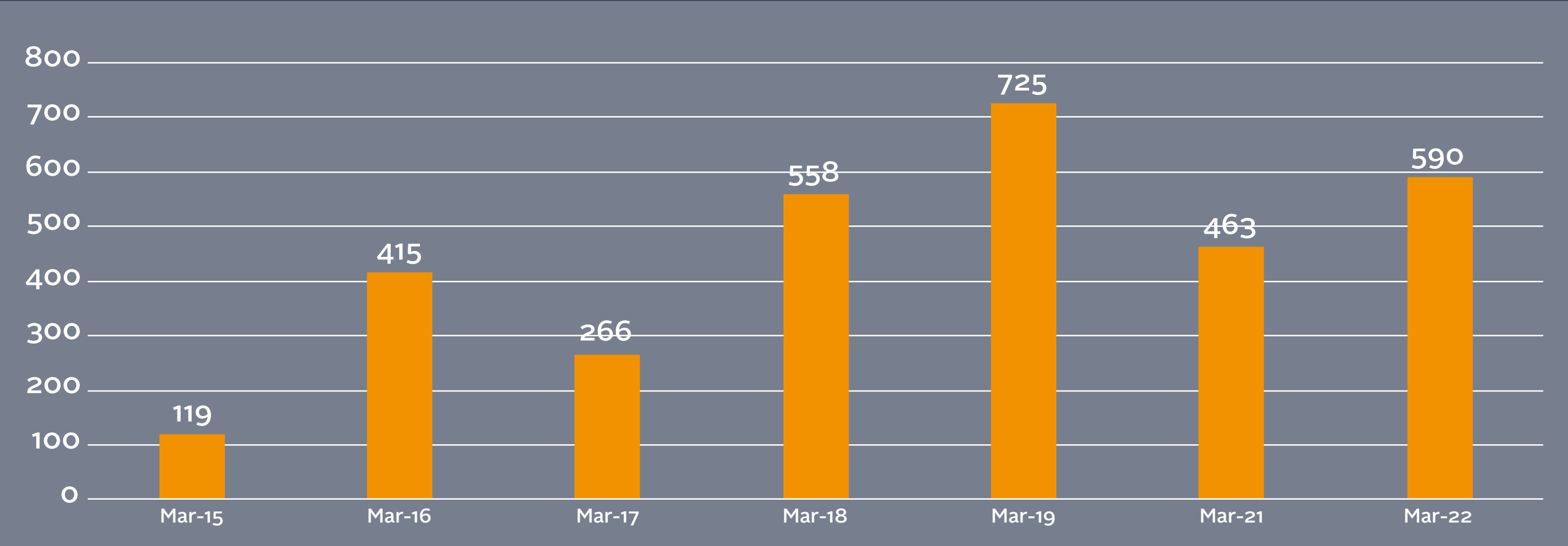
As a Microsoft partner, all our staff have been using virtual tools such as MS Teams and Stream, amongst others, to ensure continued productivity. Through our innovative approach to delivering quality education, **we have fast-tracked efforts to implement virtual classes for the 5,000 students undertaking the 2-year Diplomas and 5/4/3 year degrees.** We are pleased to report that thanks to the dedication and hard work of all staff, who have literally worked around the clock, 85% are being supported via the virtual teaching, which is now in place. The classes are being monitored and evaluated, and the learning fed back to identify areas for improvement or for additional support, in addition to informing the plan for virtual short courses.

Total of participations per day\*



\* Participations are the sum of all classes students attended

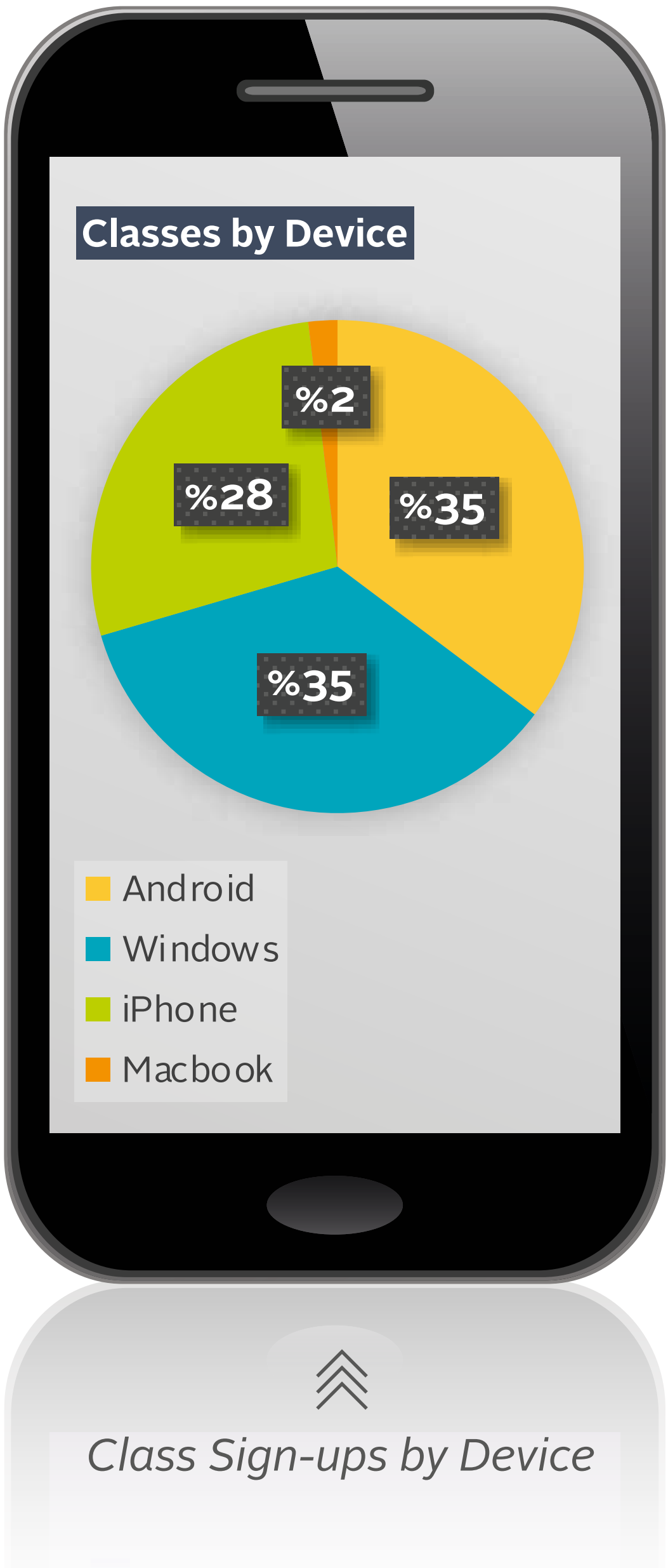
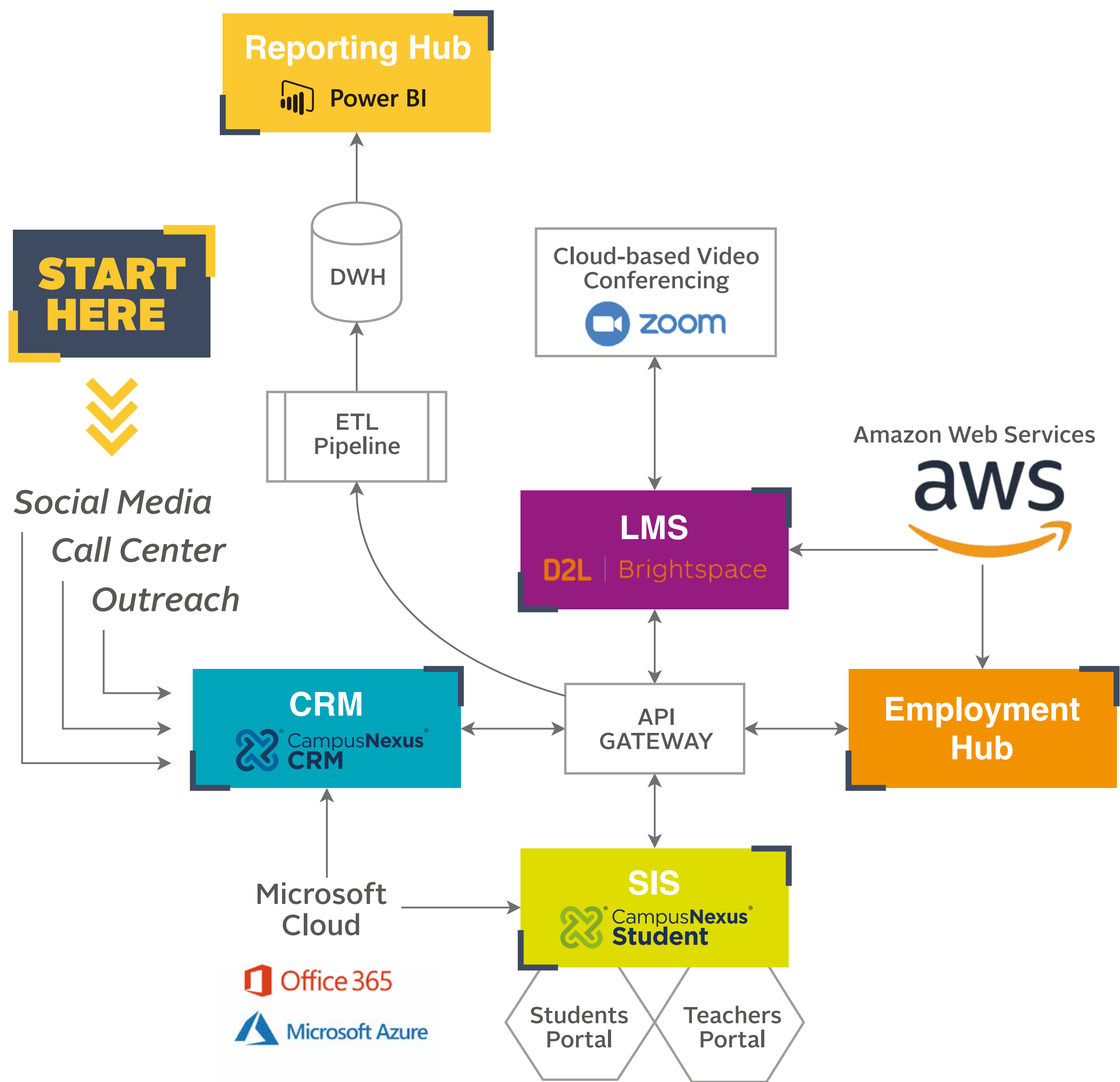
Sum of classes per day





This swift transfer to a virtual learning environment for a significant number of our students, many of whom are vulnerable youth and refugees, has been made possible by the heavy investment in technology made over the last three years. The technology is integrated into one eco-system on the Cloud (MS Azure and AWS), meaning our data centric architecture is providing real-time data through the various touchpoints with students, which is then reflected in real time across designated dashboards. We are therefore able to make informed decisions based on insights received. These technologies (CRM/SIS/LMS/Employment Hub) have ensured that **all 10 schools within LTUC are delivering classes and tracking attainment.**

The system allows us to be data driven and respond in an agile manner to the changing situation. For example, our technology team is now developing a bespoke App that will enable students to access the systems more easily. This development comes after data showed that 70% of students are accessing the LMS through their phones.



**In the weeks ahead, the focus will shift to preparing for the virtual delivery of short courses.** Lessons learned from week one are being applied to the plan for their delivery, and teachers have already been engaged in the development of content for these short courses. Nearly 2000 short course students have yet to be included in virtual teaching and this segment is likely to provide a challenge if the situation is protracted since the course content focuses on skills development and requires physical practice.

All 21<sup>st</sup> Century Skills, English language and study skills content will be delivered virtually and the theoretical aspects of skills programmes will also be taught this way. The rationale for this approach is to ensure that **once students can return to classes, they are fully prepared to take the practical sessions and enter the job market with minimum delay.**

As part of the **Transformation Plan\***, the combined investment in the **adoption and integration of advanced technology and intensive upskilling of our team, has ensured a seamless delivery of quality services**, as outlined below:

Outreach & Recruitment	Technology-Enabled Teaching Delivery	Operational Services	Employment Hub Services
Identifying students' challenges	Acceleration in providing quality remote teaching	Utilization of MS Teams and Zoom	114 Employers on the EH platform
Assessing student readiness for online education	Virtual classes running 2-yr diploma and BA programmes	Virtual Luminus meetings (locally & internationally)	22 jobs posted
Student access to connectivity and devices for virtual learning	Teachers fully online from home as of March 20 <sup>th</sup>	Local systems VPN access	157 vacancies
Continued communications with vulnerable youth	Student hotline added to the Call Centre	Teachers issued with routers and laptops	550 student ready for employment
Online scholarship awareness campaigns	Continued Professional Development (CPD) teacher training		Continued contact with employers
Call Centre operating from 8:30am to 10:00pm	Online Student surveys informing strategy		Attracting more employers to our platform
Increase in Call Centre team capacity			Market research ascertaining post-crises jobs of the future
Virtual counselling sessions & selection committee interviews			Pro-active restructuring of career readiness & life skills curriculum





## Adaptations to Outreach & Recruitment

The focus is currently on supporting students who have responded to previous outreach campaigns. We are working continuously to identify students' challenges and assess their readiness to receive online education. We are also connecting with service providers and donors to ensure that all students have the means and access to the devices and connectivity to receive education virtually in a seamless manner.

Once the delivery options for short courses are finalized within the coming weeks, there will be a tailored campaign to recruit for existing projects with unfilled scholarship places.

- 1 All Outreach & Career Counseling Officers are equipped with tools they need and are operating normally. They are coordinating remotely with community-based organizations to reach all vulnerable youth in Jordan (including Syrian refugees, Palestinians and Jordanians).
- 2 Outreach team in co-ordination with Luminus Communication department are carrying out online campaigns, raising awareness about available scholarships.
- 3 Students can apply for the scholarships online or contact the Call Centre for assistance. **All services are available to assist students remotely from 8:30am to 10:00pm.**
- 4 The Call Centre team's capacity has been increased and they are operating remotely from home after having received additional training to support students on a wider range of issues including first line tech support.
- 5 Career Advisors process the applications once received, and schedule virtual counselling sessions with the students/ applicants, in preparation for a virtual second interview with a selection committee. The full process is carried out virtually.



## Technology-Enabled Teaching Delivery

Luminus has accelerated the provision of quality teaching remotely so that the impact of the current circumstances on the learner journey is minimized. A Transformation Team was initiated to design, implement and monitor the response and accelerate delivery of remote teaching.

- 1** Our Learning Management System (LMS) is fully functional with virtual classes running for all qualification programmes (two-year Diploma and BA), except for short courses.
- 2** **Effective 20<sup>th</sup> March, all teachers have laptops and access to the internet from home.**
- 3** The support strategy has been modified to provide a hotline for students through the Call Centre; this is for all issues including technical support. The Call Centre staff have been trained as the first level of support, they have been provided with a FAQ list for technical support and as a hotline for any crisis the student deals with. All Call Centre agents have dedicated IT support people should they require input.
- 4** The teachers have received additional training, building on rolling a Continued Professional Development (CPD) Programme already implemented.
- 5** Surveys are being conducted with students to gain feedback to inform the strategy moving forward, especially about access to internet.





## Operational Services

To ensure that the organisation can communicate effectively and has timely access to data for decision- making, all employees have been equipped as follows:

- 1 Luminus is an MS partner and all staff have been trained on MS Teams and are using MS Teams/Zoom to connect with their teams with each other.
- 2 All meetings / discussions are being held virtually for all staff whether located in Jordan or internationally.
- 3 IT has given VPN access to systems running locally.
- 4 Teachers have been issued with routers and laptops.





## Employment Hub (EH) Services

- 1 There are currently 114 Employers on the EH platform, 22 current jobs posted, with 157 vacancies and 550 students ready for employment.
- 2 Employment specialists will remain in contact with employers - despite closure - to collect feedback and add more employers to the platform. Initial feedback, however, is that employers might be more responsive next week as their current priority is to cope with the shutdown.
- 3 Luminus is investing in market research to determine the impact of the current crisis on the transformation of jobs in Jordan. The result of the research will enable Luminus to re-strategize and focus on delivering demand driven programmes for future jobs.
- 4 The EH will continue to work closely with the Foundation Skills Department to restructure Career Readiness curriculum and Life Skills.



Luminus have surveyed students on 2 year+ qualifications to determine the additional infrastructure required to equip all students with the necessary tools and technology to allow them access to their virtual classes. Out of 5,000 in total, over 1,000 have no access to internet at all and the remaining 4,000 are reporting limited access as all family members are utilizing data for work and education purposes. A survey of all 2,000 short course students is underway to identify their tech needs and so far, almost all of them have no access to the internet. This is a significant hurdle to moving these vulnerable youth on line and one that will have to be overcome as soon as possible to make sure these youth are included in virtual classes.

Luminus recognizes that some sectors will be more heavily impacted than others so are aiming to shift our focus to those that show more resilience. We have already identified software development, technology and health/medical care services as priority sectors in our growth strategy and Luminus has dedicated considerable resources to provide educational services and training to support, sustain and allow these sectors to grow. The new Abdul Aziz Al Ghurair School for Advanced Computing is operational, albeit not yet officially launched, and plans for our future school of Health Care Services are already quite advanced. Moreover and just as importantly, this crisis has allowed us to accelerate the development of our flexible online and blended learning strategy as we create educational programmes in response to the changing needs of the job market. We have already seen how the government has moved swiftly, not only with a focus on protecting the population but also with a shift to more effective and creative communications, new modes of delivery of services and goods to all residents, and to consider technology based solutions, including cashless payments.

This shift may have been born of necessity at a time of crisis but will no doubt impact how the public and private sectors take things forward after it is over and will institutionalize some of these technologies and delivery modes, turning what were meant to be structures for emergency measures into a new way of 'doing business'.

Although we have achieved significant milestones in adapting to the disruption of our normal services, we expect to remain agile and adaptable during the coming transformational months.



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