



REMEDIAL EDUCATION PROGRAM: An innovation to improve girls' academic performance in refugee contexts

World University Service of Canada (WUSC)

Location:	Kakuma and Dadaab Refugee Camps and surrounding host communities, Northern Kenya
Target population:	Marginalised girls in refugee contexts
Intervention type:	Programming
Date started:	2011
Number of beneficiaries reached:	Almost 10,000

Written by Timothy Kinoti & Lucy Philpott

KEY FINDINGS

WUSC and its partner Windle Trust Kenya (WTK) have been implementing remedial education programming in Kakuma and Dadaab refugee camps in northern Kenya since 2011. This innovative approach has proven effective in addressing critical systemic gaps, improving girls' academic performance and positively influencing parental and community attitudes towards girls' education.

- The provision of remedial education has helped girls to improve their overall academic performance. Between 2014 and 2015, girls in Class 6 (the class who received the most remedial sessions during that time) showed the greatest improvement in literacy test scores, from a mean of 32 in 2014 to 42 by the end of 2015.¹

- Qualitative evidence^a shows that girls value the remedial education program because it allows them additional time outside of regular school to continue their studies, which is not always possible for them to do at home. Girls have reported that they feel comfortable to ask for support from teachers when they need it in smaller, girls-only classes.
- Increased attendance and demand for remedial classes in both Kakuma and Dadaab refugee camps has shown that parents and guardians are increasingly willing to allow girls to attend additional classes on weekends. Given that girls might otherwise be tasked with household responsibilities, it is clear that families are increasingly making the choice to prioritise girls' education. Demand for remedial classes has increased from 1,440 girls in 2014 to 2,646 girls in 2016.

Cover and below: A lesson in Dabaab refugee camp © Lorenzo Moscia/WUSC



INTRODUCTION



Photo: A remedial classroom lesson in Kakuma © Lorenzo Moscia/WUSC

In the crowded classrooms of Dadaab and Kakuma refugee camps in Kenya, students huddle together over unsteady desks that balance on crumbling floors. Underqualified and overburdened teachers face the arduous task of teaching over one hundred students packed into a single classroom, often with only a chalkboard and a small number of textbooks as resources. It is virtually impossible for teachers to identify students who are falling behind and provide individualized support. Girls are particularly disadvantaged. The boys in class often over shadow them and many teachers are not equipped with the skills to ensure their teaching is gender-responsive. The challenges for girls do not stop outside of the classroom. At home, girls are expected to sweep, clean, cook, fetch water and firewood, and care for younger siblings. With very limited free time, girls struggle to find the time to study and complete their homework.

This is the reality for girls living in Dadaab and Kakuma refugee camps, where only 57% of the girls in Standard 8 enrol in secondary education. World University Service of Canada (WUSC) and its local implementing partner Windle Trust Kenya (WTK) have introduced an innovative remedial education model in both camp locations as part of two separately funded programs, Kenya Equity in Education Project (KEEP) and Equity in Education in Refugee Camps (EERCK) program. The remedial education model creates additional opportunities for girls to learn in an environment where they can thrive, addressing the challenges of poor academic performance, low primary to secondary transition rates of girls, and low levels of community support for girls' education. .

Remedial classes take place every weekend and during the school holidays as an extra to regular school classes and provide additional opportunities for selected girls to review what they have learned in school. Trained refugee remedial teachers, who are secondary school graduates with exceptional grades, identify areas of weakness and difficulties in order to plan lessons to directly target the specific needs of their learners. As part of the program, essential teaching and learning aids are provided and all girls who attend remedial classes in Kakuma are given lunch. In addition to remedial classes, a team of refugee Community Mobilizers support the monitoring of the remedial education program. They act as a critical link between the schools and the community by raising awareness of the importance of girls' education and the remedial education program, and follow up with any girls who miss their lessons in school and at the remedial centre.

The remedial education program specifically targets vulnerable girls who are at risk of dropping out of the school system. Girls are selected for the program based on their academic performance and classes are delivered to two separate target groups of girls, respectively by KEEP and EERCK. Girls with poor performance (scoring 199/500 and below in Kakuma and 169/500 and below in Dadaab) form one cohort selected for remedial classes as a means of helping them catch up and improve their overall academic performance. Girls with higher performance (scoring 200/500 marks and above in Kakuma and 170/500 marks and above in Dadaab) form the other cohort of girls, selected for remedial classes as a means of sustaining and enhancing their academic performance and ensuring they successfully transition to secondary education.

The provision of remedial education fits into the wider work being done by WUSC to improve girls' education. KEEP aims to create conditions for learning that will allow approximately 30,000 marginalized refugee girls to attend school for as long as possible, improve their learning outcomes, and make successful transitions throughout their school career and to post-secondary education or employment. In addition to remedial education provision, WUSC implements a range of robust interventions to address the barriers to education that girls are facing at school and in the community, including community engagement activities, teacher training, life skills programs, cash transfers and scholarships and school infrastructure improvements. The remedial education program has emerged as an effective innovation in supporting the improvement of girls' learning outcomes and overall experience of school, and is an intervention that is highly valued by teachers, students and the community in both refugee camps. As well, KEEP interventions to promote gender-responsive teacher training reinforce girls' self-confidence (gained in remedial) in the normal school environment since teachers understand better how to include girls in classroom participation.

This document aims to give a detailed overview of the innovative remedial education program. The sections that follow give information on the implementation context, the remedial program model, and explores challenges faced and lessons learned following implementation to date, as well as presenting a personal impact story about a student who has benefitted from the remedial education program.

CONTEXT

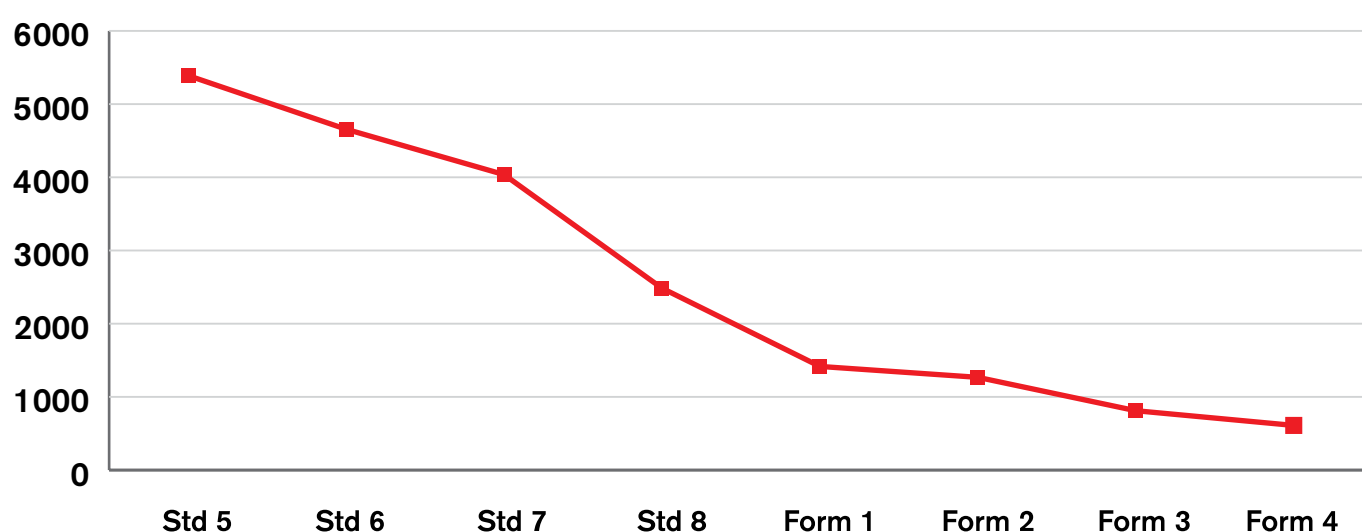
The remedial education program is being implemented in Kakuma and Dadaab refugee camps and the surrounding host communities in northern Kenya. Home to half a million refugees, Kakuma and Dadaab refugee camps and the surrounding host communities have some of the lowest development indicators in all of Kenya. The population in both refugee locations is constantly in flux with new refugees arriving on a daily basis from countries such as South Sudan, Somalia, Democratic Republic of Congo, Burundi and Ethiopia. The semi-arid counties of Turkana and Garissa/ Wajir where Kakuma and Dadaab camps are based offer limited opportunities for education or economic activity.

The residents of Dadaab Refugee Camp are currently facing uncertainty in light of the Government of Kenya's announcement in 2016 to close the camp and repatriate all Somali refugees. Although the High Court of Kenya decided on February 8, 2017 to block the closure of Dadaab on humanitarian grounds, the Government of Kenya plans to repeal the decision, and it is unclear how repatriation and closure of the camp will proceed. Many families are living in uncertainty, while some are repatriating voluntarily. Recent estimates from a UNHCR Cluster Group suggest that approximately 400 Somali refugees return per week (50% school-aged children) to designated repatriation zones in Somalia. This uncertainty poses numerous challenges for education, and may cause many parents not to enrol their children in anticipation of upcoming repatriation. Kakuma refugee camp is currently experiencing an influx of refugees who have transferred from Dadaab. Classrooms are overcrowded, teachers are in short supply and there is a severe lack of textbooks, desks and other materials for teaching and learning. In Kakuma, a large number of children are unaccompanied, creating challenges in child protection.

In both camps, UNHCR is responsible for the management of all in-camp schooling delivered through implementing partners including Lutheran World Federation, CARE Kenya, Islamic Relief and Windle Trust Kenya. Teachers selected for refugee schools are often only partially trained or untrained selected from the camps on a refugee incentive basis. Schools follow the Kenyan education system, which has 8 years of compulsory primary education. Primary and secondary education is free in both camps, but parents or guardians are expected to cover the costs of uniforms, school books and other related expenses. Underqualified teachers and weak school governance structures create challenges in both camp locations and negatively affect education quality. Despite the Government of Kenya's official policy stating that children should be taught in their mother tongue until Class 3, lessons in the camps are predominantly delivered in English or Kiswahili, which creates huge challenges for both teachers and students with limited proficiency in either language.

The need for improved education is significant, especially in upper primary and lower secondary classes where female dropout rates are the highest. In both Kakuma and Dadaab, female enrolment at secondary level is severely limited (about 56% transitioning to secondary school in 2017). This demonstrates that there is a high risk of female dropout at the upper primary level before the transition to secondary school (see diagram below).

TRANSITION TRENDS FOR GIRLS IN THE TARGET COHORT



WUSC monitoring and evaluation data, 2016/2017

Photo: Community member in Dadaab Camp © Lorenzo Moscia/WUSC



INTERVENTION

Girl's in pursuit of learning from Northern Kenya face a myriad of encounters ranging from community led challenges such as cultural and social perceptions of girls' value of education, to school related limitations of inadequate facilities, limited learning resources and crowded classrooms. They are often taught by teachers with limited capacity to create gender-responsive learning environments. Furthermore, there is a severe lack of secondary school places and a shortage of trained teachers who are equipped with the knowledge and skills to deliver high quality education. As a result, boys consistently outperform girls, many girls drop out of school before completion and very few girls successfully transition from primary school to secondary education in comparison to boys.

The remedial education program is an innovative approach as it combines the two key challenges of girls' poor academic performance, and low levels of community support for girls' education. The remedial education program is premised on the theory that if girls receive additional targeted education with specialised and focused support from teachers and if parents or guardians and community members support girls' rights to attend school and study, then they will improve their learning outcomes. Improved learning outcomes will improve girls' self-confidence and self-esteem, strengthen parents/guardians' support for girls' education and enhance girls' chances for continuing their studies on a path to educational success.

The table below outlines the theory of change of the remedial model

Context	Program Implementation			Outcomes	
Initial Conditions	Inputs	Activities	Outputs	Intermediate	Final
<ul style="list-style-type: none"> Girls lack support within overcrowded schools in Dadaab and Kakuma refugee camps Insufficient number of qualified teachers and high teacher turnover Low transition of girls between primary and secondary school Lack of physical infrastructure Cultural/ Social norms that create barriers to girls education Education spaces are unsafe and not girl-friendly. High incidence of gender based violence 	<ul style="list-style-type: none"> Budget to create four new remedial centers Staffing from program (Project coordinator), Schools (community teachers), Community (Community mobilizers), Government of Kenya through Ministry of Education, Science and Technology (MoEST), Teachers Service Commission (TSC), Parents PTAs and Board of Management (BoM) Existing remedial center facilities 	<p>Preparation</p> <ol style="list-style-type: none"> 1. Identify and select at risk girls in March, July and November in class 5,6, 7 & 8 2. Identify and recruit remedial teachers 3. Identify and recruit community mobilizers <p>Remedial Classroom Component</p> <ol style="list-style-type: none"> 4. Teacher training 5. Remedial classes offered on weekends and during school holidays (max 45 girls) 6. Provision of teaching and learning materials 7. Provision of lunches <p>Community Component</p> <ol style="list-style-type: none"> 8. Training of community mobilizers <p>Assumptions:</p> <ul style="list-style-type: none"> Teachers identified are qualified to teach remedial instruction (or have the capacity to become qualified after training) Teachers have capacity to facilitate girl-friendly education space Remedial instruction centers are easily accessible to the target population Training is of sufficient quality and length Remedial instruction in mother tongue 	<p>Preparation</p> <ol style="list-style-type: none"> 1. At risk girls are correctly identified 2. Community teachers are recruited 3. Community mobilizers are recruited <p>Remedial Classroom Component</p> <ol style="list-style-type: none"> 4. Community teachers are trained 5. Teachers attend remedial classes on weekends and during school holiday 6. Teachers implement new curriculum and gender sensitive pedagogical strategies in class 7. At risk girls attend remedial classes <p>Community Component</p> <ol style="list-style-type: none"> 8. Community mobilizers are trained 9. Reach out to families to keep girls at school through community engagement events (PTA, BoM) 10. Build strong, trusting relationships with families of girls in schools 11. Communicate constantly with teachers 12. Follow up regularly with families of girls who drop out (or are in danger of doing so) <p>Assumptions:</p> <ul style="list-style-type: none"> Selection criteria of girls is adhered to Community is open to engaging with community mobilizers Community values education Outreach activities are conducted in relevant local languages 	<ul style="list-style-type: none"> Increased girls' psychological empowerment/ socioemotional skills Increased retention: Parents keep girls in school after they reach "marriageable" age Parents change behavior towards girls' education Increased community support and involvement in girls' education Improved quality of education <p>Assumptions:</p> <ul style="list-style-type: none"> Remedial centers are secure and safe A positive learning environment is created for girls Parents were reached by community mobilizers 	<p>Girls Improve:</p> <ul style="list-style-type: none"> Increased literacy skills Increased numeracy skills Increased overall academic performance
<p>Potential Moderators</p> <ul style="list-style-type: none"> Distance to learning center Language Cultural gender norms 					

Source: WUSC

The characteristics of the WUSC remedial education programs are as follows:

Recruiting and Training Remedial Class Teachers

Remedial class teachers are refugees who have successfully completed secondary education with outstanding performance and character. The selection process is competitive and candidates take part in an interview that assesses their academic qualifications and character. Once recruited, remedial class teachers receive regular trainings that equip them with skills on lesson planning and preparation, curriculum delivery, large classroom management, gender-responsive pedagogy, and classroom assessment.

Targeting At-Risk Girls

To address the increasing demand for remedial learning, WUSC has identified selection criteria to target as many girls with diverse learning needs. Under the KEEP program, lower performing girls (girls who score 199/500 marks or below on standardized school tests in Kakuma and 169/500 marks or below in Dadaab) are selected to attend remedial classes as a means of helping them catch up and improve their overall academic performance. Under the EERCK program, higher performing girls (girls who score 200/500 marks and above on standardized school tests and 170/500 marks or above in Dadaab) can be selected for remedial classes as a means of sustaining and enhancing their academic performance and ensuring they successfully transition to secondary education. The lesson delivery between the two programs is similar with a difference on the content covered across the grades. In addition to academic performance, other factors that put girls at risk of dropping out of school are considered in the selection process. If a girl comes from a single-headed or child-headed household; is a teenage mother; is disabled; is at risk of early marriage; or is living with a foster family, she will be considered for the remedial education program as a means of providing additional academic support.

Creating Girl-friendly Learning Environments

Remedial classes are for girls only and provide a safe environment where girls are comfortable and confident to raise issues and ask questions away from their male counterparts. Remedial class teachers are trained to identify areas that the girls are struggling academically and tailor the remedial learning to the specific needs of the girls who attend. This is different from the regular school learning. Class sizes are limited to forty students, which allows the teacher to provide higher levels of individualized instruction and support compared to normal school classes where numbers sometimes exceed one hundred. This one-to-one support is critical for boosting the self-confidence and self-esteem of girls who are struggling academically. The remedial classes also provide a safe space for girls to study outside of class, which is something girls often struggle to do given the responsibilities they are given at home.

Building Community Support for Girls' Education

A significant part of the remedial education program is building community support for girls' education, both to ensure that girls enrol in and attend remedial sessions and to improve awareness about girls' education more generally. A team of 46 Community Mobilizers (20 in Kakuma and 26 in Dadaab), all of which are refugees themselves, support the monitoring of the remedial program and act as a critical link between the schools and the community by raising awareness of the importance of girls' education and the remedial program and following up with any girls who miss lessons.

The remedial education program is delivered in remedial education centres across the camps, located in primary schools that are easily accessible for all selected beneficiaries. The establishment and location of the remedial centres is decided in collaboration with local communities, girls and other implementing partners in the camp. A total of 32 remedial centres have been established since the onset of the programme, 12 in Kakuma (7 under KEEP and 5 under EERCK) and 20 in Dadaab (13 under KEEP and 7 under EERCK). A focal teacher who coordinates a team of teachers to plan and deliver high quality lessons, as well as collect necessary data to effectively monitor the progress and impact of the program leads each remedial centre.

A team of monitoring conducts internal monitoring, evaluation, and evaluation specialists, and outputs are routinely tracked on a monthly and quarterly basis. Project officials, school authorities, teachers, community representatives and KEEP staff carry out performance and attendance data collection using data collection tools and forms prepared by WUSC and Windle Trust Kenya. The Monitoring and Evaluation Manager actively oversees the performance and attendance data collection to ensure data is accurately and completely recorded. The data collected at different periods is collated for processing and sharing with the remedial team (remedial class teachers and girls) and parents. External evaluators are engaged at the baseline, midline and endline to evaluate the impact of the program to the learning outcomes in general.

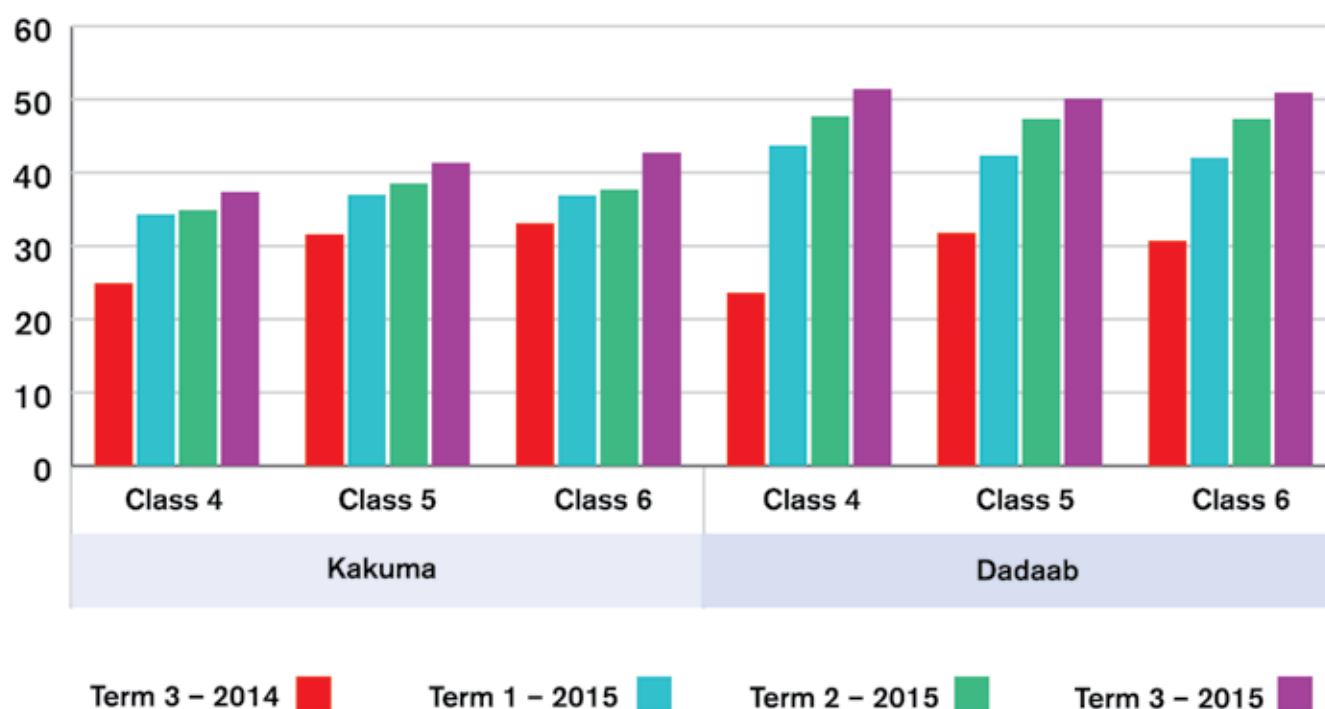
Alongside the provision of remedial classes, WUSC is collaborating with the American Institutes for Research (AIR) to rigorously evaluate the impact of the remedial class model within the refugee camp context. The evaluation is funded under the Humanitarian Education Accelerator (HEA), a DFID funded project in partnership with UNHCR and UNICEF, which aims to generate rigorous evidence to understand how to transform high-potential pilot projects into scalable education initiatives for refugees and displaced communities worldwide.

KEY MILESTONES AND OUTCOMES INCLUDING ISSUES OF SUSTAINABILITY

In the current phase of the remedial education program, 3,840 girls are set to benefit in Dadaab and Kakuma in 2017 alone. Between 2014 and 2016, 5,868 girls benefited from the KEEP remedial program. Internal monitoring data suggests that of the 880 girls who attended a minimum of 5 hours each week of remedial classes in 2015, 91% improve their scores (scoring above the remedial entry marks) their performance in examinations administered by remedial teachers over the course of the program. Additionally, all standard 8 girls who scored 200 marks and above (out of a possible 500 in their regular school) received admission letters to secondary schools in the camp and those who scored in the top

quintile received letters to schools in other parts in Kenya, with 3 receiving full scholarships. As noted in earlier sections above, 79.2% of girls enrolled in the 2015 remedial program improved their performance between Term 3 2014 and Term 3 2015; 44.4% of girls enrolled in the 2016 remedial program improved their performance between Term 3 2015 and Term 2 2016, in KEEP. In-depth interviews with the Head Teachers and regular teachers frequently cited remedial classes as one of the most valuable of KEEP's contributions.

SUMMARY OF MEAN SCORE OF REMEDIAL CLASSES



Source: C.A.C International, 2017 KEEP endline evaluation



Photo: Girl responds to question in remedial class in Dadaab camp. © Lorenzo Moscia/WUSC

The success of the remedial model has seen increased interest by girls and their parents to join in the program as well as increased demand by UNHCR to expand to other camp centres and reach out to more girls. Parents attitudes towards girls education has been changing gradually hence allowing them to attend remedial classes. The EERCK remedial model has been scaled up from six remedial centres to 10. In KEEP, the demand for remedial learning has resulting in an enrolment increase from 1,440 (2014) to 1,782 (2015) to 2,646 (2016). The KEEP project has been renewed for an additional 5 years due to the positive impact of the remedial model, among other project components and will scale to secondary school.

In order to improve on efficiency and tracking of individual girls, the M&E system of the KEEP is under review to include digital mechanisms that will enable tracking individual girls who benefit from project interventions. This is in addition to the HEA evaluation grant being implemented for 2 years (starting January 2017), which will offer rigorous evaluation methods to document the impact of the remedial program as well as build the capacity of the M&E staff to conduct such impact evaluations (the baseline for HEA has been completed and at analysis and report writing stage).

The sustainability of results is most evident with regard to changes in the knowledge, skills, understanding, attitudes, and in some cases, behaviours of individuals. The remedial education program is sustainable because the cost of running the program is low through the engagement of non-professional teachers and yet it has demonstrated good results in enhancing learning outcomes of refugee students. The current phase of remedial education program is a scale of the previous model in both KEEP and EERCK.

With the findings and lessons learned that come from the HEA initiative, WUSC will expand the remedial program to secondary school and within the host communities that surround both camp locations in order to expand the reach and help more girls to improve their academic performance and stay in school for as long as possible.

CHALLENGES

The remedial education program has faced the following challenges in implementation:

- **Insecurity:** The security situation in the region has become increasingly unstable and conflict in both South Sudan and Somalia has been escalating. This has resulted in significant and unpredictable movements of refugees in and out of Kakuma and Dadaab, which has created challenges in implementing and monitoring the program.
- **Closure of Dadaab camp:** In 2016, the Government of Kenya announced that it will be closing the Dadaab camps. This news, along with the launch of preparations for repatriation, likely affected attitudes and behaviors related to girls' attendance in school. Many parents pulled their children out of school, which resulted in lower attendance in both schools and remedial classes.
- **Movement within the camp:** The population in both camps is in constant flux and movement within the camp is common. This makes tracking and follow up of individual girls very challenging as they move within the camp and from school to school. Internal movement within the camp means some girls are unable to access the remedial program they have been selected for.
- **Perceived marginalization or neglect of boy students:** As the remedial program only selects girls as beneficiaries, there have been concerns raised at school and community level about the perceived marginalization of boys. Ongoing community awareness raising activities are seeking to address this challenge by continuing to communicate the aims of the program and raising awareness of the value of girls' education.
- **Significant demand for remedial lessons.** There has been increasing demand for remedial classes by the parents and community who are not happy when their daughters have not been chosen for the program. The mitigation mechanism that has been put in place is to have periodic meetings with the parents and school community during the selection process and ensure that the girls who qualify but do not get a chance to benefit are put on a wait list for the next selection round.

LESSONS FOR PROMISING PRACTICE

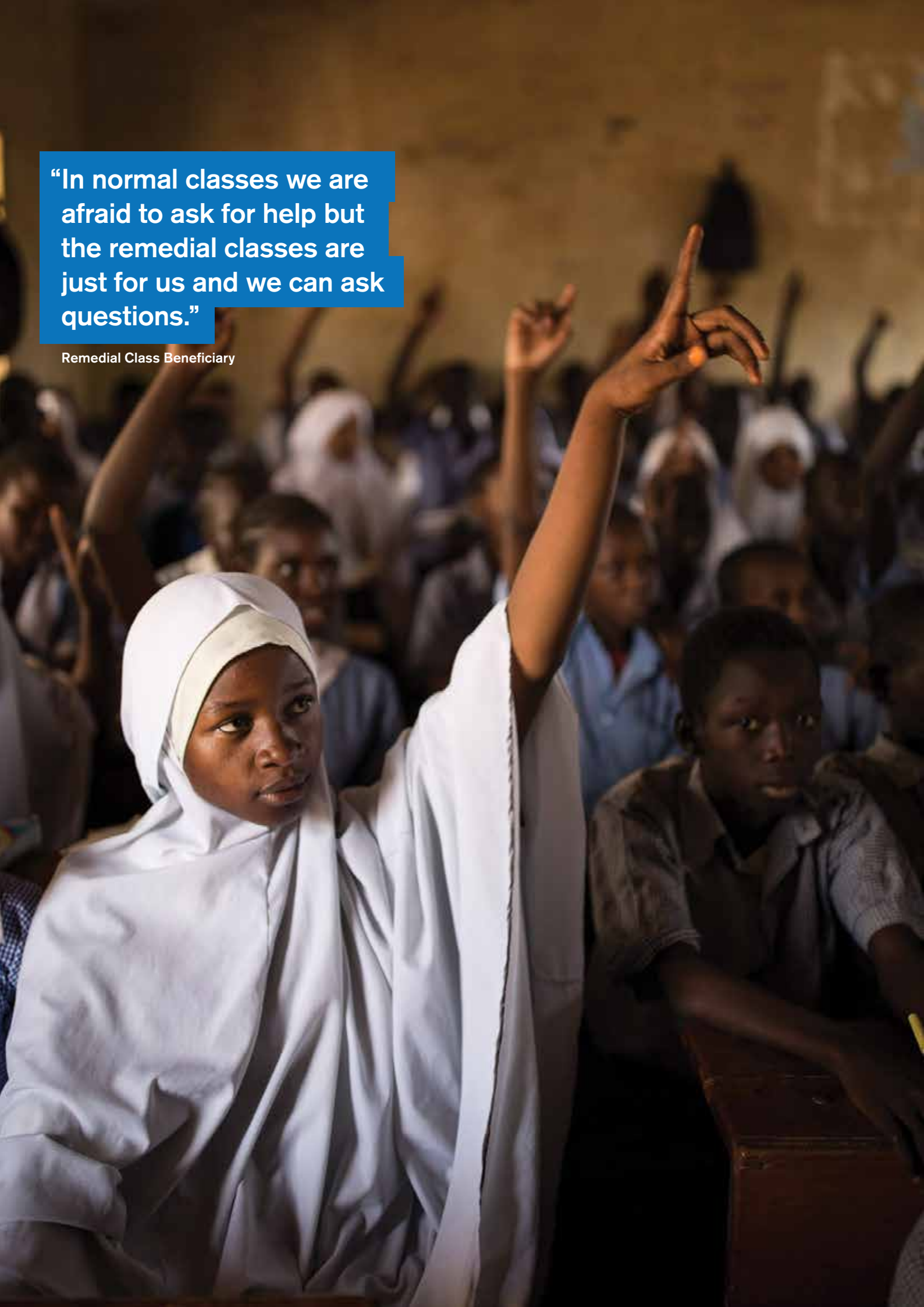
Since introducing the remedial education program in 2011, WUSC and Windle Trust Kenya have learned a great deal. The lessons learnt mainly pertain to community engagement; the importance of monitoring and evaluation to target beneficiaries; and the perceived exclusion of boys.

- 1) The first critical lesson learned is that quality education is best achieved through a deep level of engagement with learners, teachers and parents. Because of this learning, WUSC and Windle Trust Kenya have strengthened their focus on ensuring that parents and community members are part of the planning and implementation process, which has resulted in an increased understanding and promotion of the remedial education program within our target communities.
- 2) A second lesson learned pertains to the challenges of tracking attendance and following up on individual dropouts from both remedial and normal classes. Under KEEP I, the project was unable to do this at a sufficient level of detail to accurately attribute some project findings to specific project components (including remedial classes). Under KEEP II, WUSC plans to improve its beneficiary tracking and attendance by developing a digital monitoring system that will enable the tracking of girls at individual level over the course of the project.
- 3) A final lesson learnt is that focusing the remedial interventions solely on girls' has created the perception that boys are being excluded and left behind in the education process. In order to mitigate this risk, WUSC is increasingly enhancing its focus on engaging men and boys from its other program components, as well as developing key messaging in order to clearly communicate remedial components at the community level.

Photo: Classroom in Kakuma Camp © Lorenzo Moscia/WUSC

“In normal classes we are afraid to ask for help but the remedial classes are just for us and we can ask questions.”

Remedial Class Beneficiary





PERSONAL IMPACT STORY

The remedial education program has helped thousands of girls to improve their academic performance, like Fatuma*. Fatuma joined the remedial program in 2012 after scoring below 150 marks in her exams. In the end of year exams in 2016, Fatuma scored 306, showing a significant improvement in her academic performance.

Fatima's story begins in the Democratic Republic of Congo (DRC), where her family lived. Militia forces murdered her stepmother, a Rwandese, as punishment for marrying her Congolese father. This ethnic strife between these cultures led to two attempts on her father's life. He narrowly escaped both attempts, as her stepmother's family sought revenge by setting his house on fire. Soon after, Fatuma and her family fled to Kenya in an effort to escape this constant persecution and arrived at Kakuma refugee camp in 2012.

Since 2012, Fatuma has been living in Kakuma camp with her father, step-mother, older brother, younger sister and uncle. At 15 years old, she is currently in Class 7. In 2012, she joined the remedial education program because her grades were so low that she was at risk of dropping out of school. She was struggling to balance doing homework amongst all the chores and responsibilities she is given at home and she was slowly falling further and further behind at school.

"It is hard to study at home because I have to help with chores like fetching water, sweeping and preparing food, but remedial classes help me to have time to study. In normal classes, the boys always defeat us and bullying is always there. In normal classes, we are afraid to ask for help but the remedial classes are just for us and we can ask questions. The teachers teach us until we understand and there are books available to help us too. Before going to remedial classes, my scores were low but now I am getting over 300 marks in my exams. I am proud to be in remedial classes and know they will help me to complete my education." (Fatuma, Remedial Education Program Beneficiary, Kakuma Refugee Camp)

Fatuma attends the remedial education centre located in Mogadishu Primary School, one of the remedial primary schools located within Kakuma refugee camp. The centre is run by Idle*, a refugee from Ethiopia who has been teaching remedial classes for 5 years since the program began. **"Being a remedial teacher helps my brothers and sisters; no job can give back to my fellow refugees as much as teaching. The aim is not syllabus coverage but to fill the gaps. I consult girls and plan for their areas of weakness to help them improve their scores."** (Lead Remedial Teacher, Mogadishu Primary School, Kakuma Refugee Camp)

As well as helping to improve thousands of girls' grades at school, the remedial education program has been a powerful tool in helping to change community perceptions and attitudes towards girls' education. **"Before it was seen that girls were only good for keeping at the home but educating girls is important to give them a sense of belonging and allow them to be responsible and contribute in society. I am proud to send Fatuma to remedial classes. She has a lot of responsibilities at home so it is important for her to go to catch up classes. Since she has been going to remedial classes, Fatuma is more confident in speaking English and we are very proud of her report card. The remedial program also helps to provide things that I cannot like solar lamps, books and there is a feeding program."** (Father of Fatuma, Kakuma Refugee Camp)

**name has been changed to protect the person's real identity*

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All photos: WUSC/ Lorenzo Moscia)

CONTACTS

For more information about the remedial education model, please contact the WUSC team:

Timothy Kinoti, Monitoring and Evaluation Manager:
tkinoti@wusc.ca

Lucy Philpott, Education Advisor:
lphilpott@wusc.ca

Darius Isaboke, Education Program Manager:
disaboke@wusc.ca

Danny Cutherell, Kenya Country Director:
dcutherell@wusc.ca



Promising Practices in Refugee Education is a joint initiative of Save the Children, the world's largest independent children's rights organisation, UNHCR, the UN refugee agency, and Pearson, the world's learning company.

Launched in March 2017, the initiative set out to identify, document and promote innovative ways to effectively reach refugee children and young people with quality educational opportunities.

This case study is one of more than twenty promising practices that were selected as part of the initiative.

The practices have been grouped under one or more of six themes.



The practices and the experience of implementing partners have been used to identify ten recommendations, grouped under three overarching pillars, aimed at improving refugee education policy and practice. They are:

Approaching the immediate crisis with a long-term perspective:

1. Strengthen inclusive national systems
2. Commit to predictable multi-year funding for education in refugee responses
3. Improve collaboration and develop innovative partnerships

Understanding different contexts and meeting distinct needs

4. Adopt user-centred design and empowering approaches
5. Establish diverse pathways that meet distinct needs
6. Use space and infrastructure creatively

Improving outcomes for all

7. Support teachers to help ensure quality
8. Prioritise both learning and well-being
9. Use technology as an enabling tool in pursuit of education outcomes
10. Build a robust evidence base

Our reflections on all of the promising practices that we identified and documented and their implications for policy and practice are available in a separate Synthesis Report.

More information including case studies, the Synthesis Report and a series of articles from thought leaders in the field can be found at

www.promisingpractices.online