

EE4A

Evidence-based Education Reforms for Sustainable National Transformation

Can Remedial Education Boost Educational Outcomes? Evidence from a Mixed-Methods Impact Evaluation in a Refugee Camp in Kenya

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Dadaab refugee

Population
209,979*

Kakuma refugee

Population
188,513**

*UNHCR as at Jan 2019 Statistics



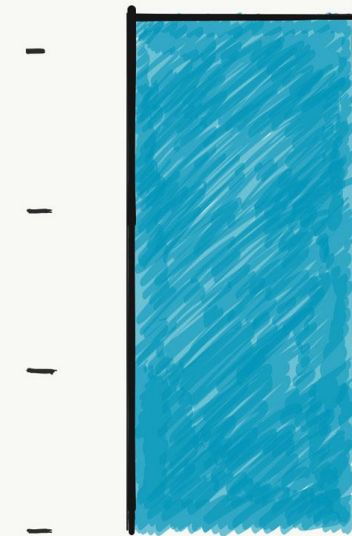
Education Interventions are needed that can:
Innovate, Adapt & Scale

- Improved evidence base on What Works
- Stable Funding
- Enhanced Partnerships

ENROLMENT OF REFUGEES IN EDUCATION

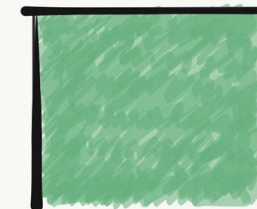


- PRIMARY SCHOOL
- **63%**



- SECONDARY SCHOOL

- **24%**



- HIGHER EDUCATION

- **3%**



SOURCE: UNESCO (2017), UNHCR (2018)

What is the HEA?



1. **Generate Evidence on What Works in Remedial Education**
 - i. Rigorous Impact and Process Evaluations for each of the five selected education innovations.
 - ii. Meta-Evaluation investigating the contributing and hindering factors for the innovations as they scale.

2. **Improve the internal M&E and scaling capacity of selected programs.**
 1. Workshops
 2. Mentorship



WUSC Programme Description

Remedial education is offered to support marginalized girls in refugee and host communities, who are at risk of dropping out of school.

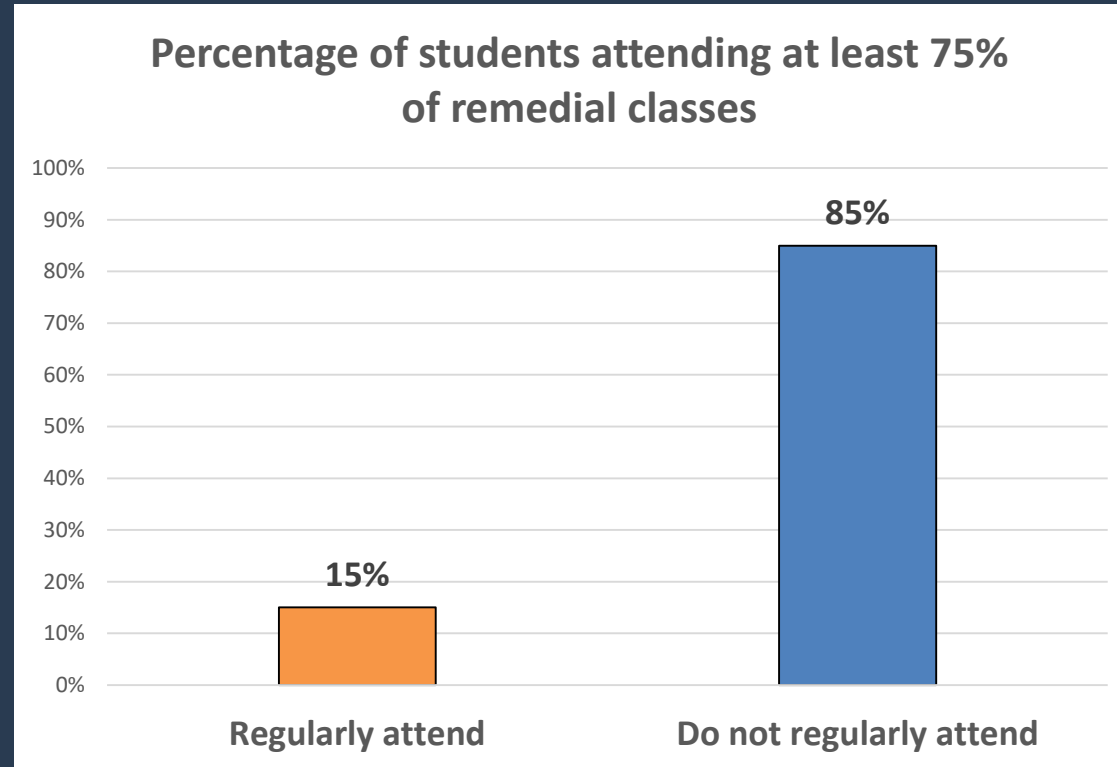
Mixed methods evaluation of WUSC's and Windle remedial education program explored:

- Learning outcomes
- Psychosocial outcomes
- School attendance
- Teaching and learning
- Mobilization and community engagement
- Journey to scale

Evaluation was mixed-methods, iterative, participatory and took place over 2 years in Kakuma and Dadaab refugee camps.

- Qualitative approach
 - Randomized control trial (RCT) in Kakuma with 1293 students in treatment group and 983 students in control group
 - Baseline, midline, and endline surveys
- Qualitative approach
 - Interviews and focus groups with:
 - Teachers
 - Learners
 - Parents
 - Community members
 - Program implementers
 - Classroom observations of 7th and 8th grade remedial classes

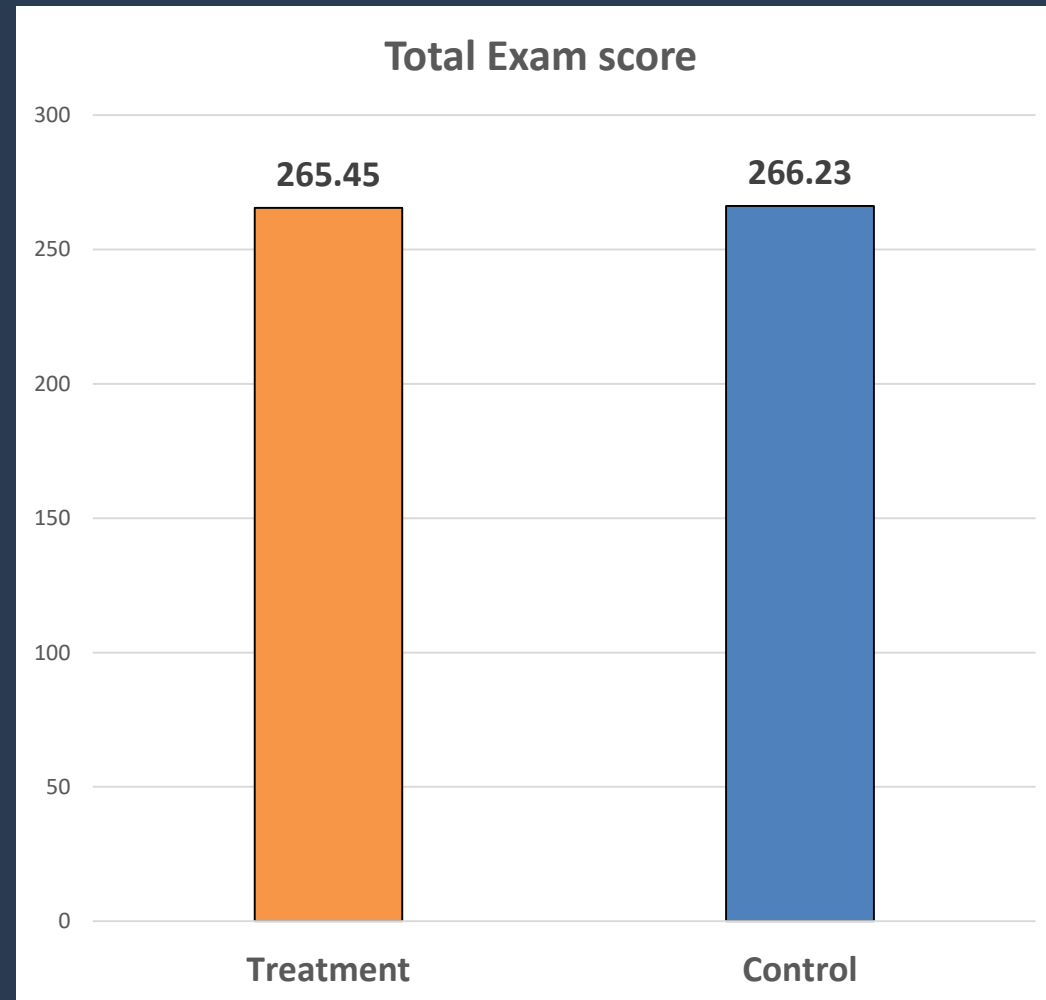
- Irregular student attendance
- Class content is not consistently driven by students, as intended



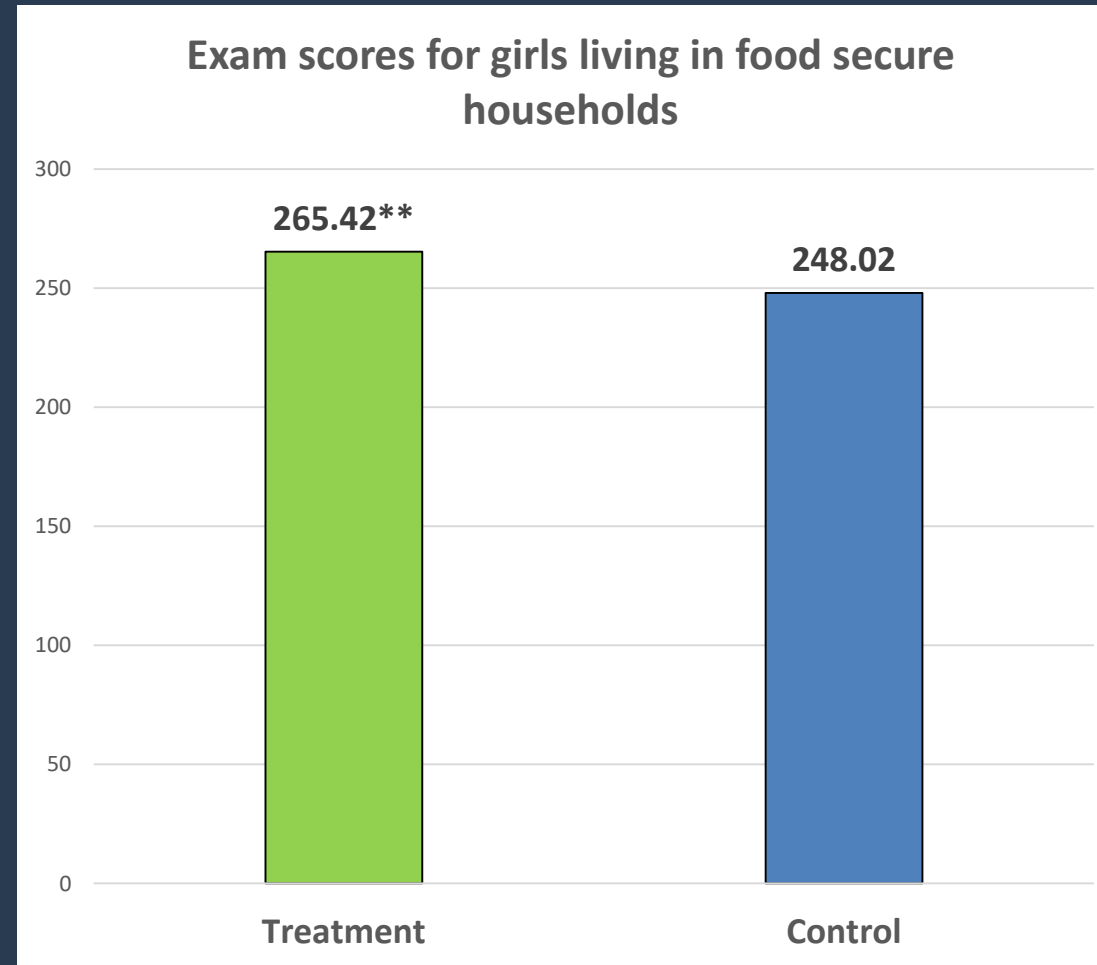
"There was a day like on Saturday I was teaching 10 girls and the next day I have introduced one chapter like how water is polluted. Then the next day, the 10 girls are absent then other faces come. So, they were like...floating, they could not understand anything." –Dadaab remedial teacher

WUSC Quantitative Results

- Remedial program does **not** show impacts on Kenyan national exam (KCPE) scores



- Statistically significant increase in KCPE scores for food-secure girls who regularly attend remedial classes
- 1 additional hour of remedial class attended increases total KCPE score by 0.14 points



**p-value < 0.05



Remedial learning environment more appealing:

- Smaller class size
- Girls feel “less shy” and more “free”

Remedial teachers perceived as kinder, more patient, less likely to punish or use derogatory language

“Remedial has really helped us...madam comes and asks which topic you haven’t understood and later explains well. But in school you even shy away from asking questions in class because many boys understand, and they ridicule and look down upon you.”

—Remedial student, Kakuma

- The remedial model is continually evolving and adapting.
 - Combine remedial education with social protection to improve learning
 - Consistent training opportunities for teachers
 - Discourse with the MoE on structuring Remedial Education
 - Incentivize student attendance in refugee and ASAL areas
 - Systematic review on education shows mixed but promising evidence of the effectiveness of remedial education
 - Impact on Programme Design

Thank you

