AIMS

- To evaluate the impact of CWTL on children’s numeracy and reading outcomes and psychosocial wellbeing
- To understand participants’ and stakeholders’ experiences of the programme and use this feedback to improve design and implementation

ACHIEVEMENTS

- Overall, seven research studies have been conducted in three of the four countries in which Can’t Wait to Learn is currently operational. Over a 6-month period in Sudan, Can’t Wait to Learn was shown to improve reading and numeracy outcomes and psychosocial wellbeing among children aged 7-9, significantly more so than children attending state-provided non-formal education.
- In Lebanon, children significantly improved in numeracy and self-esteem, and decreased in negative psychological symptoms. Children, facilitators and parents described how participating in CWTL positively impacted their self-confidence, pride and social relationships. The programme was successfully implemented throughout the country by a number of partner organisations, and demonstrated potential for scale-up.

PROGRESS

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<th>Formative (A)</th>
<th>Piloting (B)</th>
<th>Evaluation research (C)</th>
<th>Implementation research (D)</th>
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FUNDING

50%
WHY

For many children in conflict-affected countries, access to quality education is limited, for reasons including insufficient schools, overburdened teachers, under-resourced classrooms, and ineligibility for state-run education. Furthermore, the mixed composition of classes in host countries in terms of children’s age, prior learning, and time spent out of school makes teaching at each child’s level a challenge. Can’t Wait to Learn serves to close this gap and provide all children with vital learning opportunities.

HOW

Can’t Wait to Learn is a digital game-based numeracy and reading programme, which combines trained facilitators or teachers and curriculum-based games played on tablets. The games have three main components: game worlds, instructional videos, and mini-games. As children master skills, they progress to more difficult mini-games and concepts. The game worlds were co-designed with targeted children, resulting in an interface that reflects their reality. The programme draws on cross-sectoral partnerships, including with national Ministries of Education, technology experts, researchers and implementation partners.

PROCESS

A Formative
- Programme concept developed by a consortium including the Sudanese Ministry of Education, Ahfad University for Women in Sudan, War Child Holland and TNO.
- Proof of concept study completed in Sudan in 2012 to test the acceptability, appropriateness and feasibility of the programme. Based on this informative research, a pilot study was designed and implemented.

B Pilot
- A larger pre-post trial (Sudan, 2014-2015) was undertaken and showed indication of effect. Adaptations were made to improve the design and delivery of the programme.
- Proof of Concept research for delivery of mathematics modules was undertaken in both Jordan and Lebanon - resulting in improvements to programmatic, implementation and research processes.

C Evaluation
- Quasi-experimental studies of maths and reading modules were undertaken in Jordan and Sudan in 2018 using control groups to allow for comparison with ‘education-as-usual’ delivery methods.
- A cluster randomised controlled trial is scheduled to begin in 2020

D Implementation
- The programme is now active in four countries - Sudan, Jordan, Lebanon and Uganda
- Manuals and training materials are now finalised in English and Arabic
- Scale-up through UNICEF in Sudan and through implementing partners in Lebanon is now underway
- Work continues to allow us to monitor children’s progress through the software management portal

PARTNERS & DONORS

https://www.warchildholland.org/partnerships-fuel-expansion/

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