



Photo: Nathalie Louge, FHI 360

# Foundational Skills Remediation

FHI 360 recognizes that providing remediation and remedial learning opportunities is essential to ensuring all students attain expected learning outcomes in reading and math foundations. FHI 360 incorporates formative evaluation and remediation guidance to teachers and systems into programs so that struggling students are identified and benefit from targeted support.

## Remediation In Practice

### REMEDICATION PROGRAM IN USAID/GHANA PARTNERSHIP FOR LEARNING ACTIVITY

In **GHANA**, FHI 360 designed and implemented a remediation program to improve foundational reading skills among struggling kindergarten to grade 3 students. Teachers identified and grouped students by skill level using ASER assessments and school leaders established a school-specific schedule of 30-minute remediation “catch-up” sessions, 3-5 days per week. These sessions employed research-based, playful activities adapted from the Teaching at the Right Level (Pratham) approach to review and teach basic reading skills and students were frequently assessed to confirm appropriate grouping. District-based auditors assessed randomly selected students each term using a project-developed assessment tool to monitor student learning progress. These achievement data were posted on a dashboard, which district-based education directors used to provide accountability and target support for instructional quality. Professional development sessions for teachers focused on the importance of teacher accountability for all student learning and instructional strategies by student skill level. While remediation was not measured as a separate component in the external impact evaluation, the odds of students in the reading program to have zero scores were two and three times less, for oral reading fluency and comprehension respectively, than comparison students.

### TUTORING AND INTERACTIVE AUDIO INSTRUCTION (IAI) IN DRC CYERA AS POST COVID LEARNING CATCH UP

In the **DEMOCRATIC REPUBLIC OF CONGO**, FHI 360 is using Interactive Audio Instruction (IAI) to support non-formal learners struggling with the return to school following COVID-19 school closures. FHI 360 trained youth volunteers to conduct remedial learning tutoring sessions twice weekly with groups of 10-15 learners using IAI programs that focused on building basic reading and writing skills. Volunteers identified the struggling learners through the administration of an ASER tool and from teacher recommendations.

Continuous assessments linked directly to an instructional program are **critical formative evaluation tools** that teachers and school administrators can draw upon to assess their students’ learning progress. FHI 360 includes easy-to-use tools and scoring sheets to help teachers identify students in need of remediation.



Photo: A.G. Klei, USAID/Madagascar



**About FHI 360:** FHI 360 is a nonprofit human development organization dedicated to improving lives in lasting ways by advancing integrated, locally driven solutions. Our staff includes experts in health, education, nutrition, environment, economic development, civil society, gender, youth, research, technology, communication and social marketing—creating a unique mix of capabilities to address today's interrelated development challenges. FHI 360 serves more than 70 countries and all U.S. states and territories.

### **EVALUATION-REMEDiation WEEKS INTEGRATED INTO TEACHERS GUIDES**

In **MADAGASCAR** and in the **DEMOCRATIC REPUBLIC OF CONGO**, FHI 360 incorporates formative evaluation and remediation into teachers guides in two ways: strategies to continuously assess and assist students daily and bimonthly evaluation-remediation activities to identify students who have not mastered key reading and writing skills and who may require additional, remedial instructional time. To lead teachers through these activities, the guides provide easy-to-use assessment tools that can be administered individually or to the whole class and scoring sheets so teachers can easily pinpoint skills for which students need more support. Remediation activities linked to these skills are also suggested in the guides.

### **REMEDiation PROGRAM IN SENEGAL PASSERELLES**

Under the USAID Passerelles program in **SENEGAL**, FHI 360 collaborated with local education authorities to design and pilot an after-school community-driven remediation program to support struggling Grade 3 and Grade 4 students in reading and math. Community-selected facilitators receive training, a toolkit with scripted reading, writing, math, and socio-emotional learning activities and fill-in lesson plan templates, and a text and word problem annex to lead remediation sessions twice weekly with a group of 25 students. Students are selected by their schools to participate in the remediation program using a project-created test and scoring sheet which is triangulated with their report card performance.

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