

AN EVALUATION OF AMALA'S HIGH SCHOOL DIPLOMA:

ANALYSING ITS CONTRIBUTION TO ENHANCED LIVELIHOOD OPPORTUNITIES IN KENYA

2022/23



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RECOMMENDATIONS

An Overview:

1) Strengthen Partnerships: Amala should continue to establish and nurture partnerships to improve their chances of success in tertiary education and employment.

2) Expand Awareness and Education: Amala should actively engage in advocacy efforts to help dispel biases and misconceptions, leading to increased employment opportunities for refugees.

3) Provide Career Guidance and Mentorship: Amala should continue to offer individualised mentoring and career guidance.

4) Global Recognition and Accreditation: Amala should keep actively pursuing global recognition and accreditation for their educational programs to strengthen refugee pathways.

5) Advocate for Policy Changes: Amala should actively engage in policy discourse and collaborate with relevant stakeholders within Kenya to advocate for more supportive policies concerning refugee pathways.

Highlights:

More than

3x

more likely to have secured a pathway than non-Amala refugees

More than

50%

of local Kenyan graduate jobs match that of Amala competency framework skills

Quote

“I want to go back home to be part of the solution.”

An example of graduates showing agency

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INTRODUCTION

This evaluation was designed to understand if Amala provides their graduates with job-oriented skills training, facilitating access to opportunities in further education, employment, and entrepreneurial activities at higher rates than non-Amala refugees. Employing a realist evaluation approach, the emphasis was placed on encouraging beneficiaries to actively utilise the resources provided, ensuring their engagement as active participants rather than passive recipients (Bamberger M & L Mabry, 2020).

Amala has been providing education to refugees across the globe since 2017, but recently began in Kenya and so the focus of this evaluation lies in the practical assessment of the Diploma program's viability in Kakuma, Kenya, as it aligns with Amala's specified desired outcomes from their theory of change.

Amala's overarching theory of change (ToC) encompasses elements that were not entirely pertinent to this evaluation, such as the number of courses ready for implementation, therefore, this evaluation concentrated on Amala's contribution to the improved livelihoods of Kenyan-based refugees. At present, Amala operates in Jordan, Greece, and Uganda, and they have been tracking the number of individuals who enrol in their courses as well as their subsequent pathways. The expansion of their courses to Kenya introduced them to an unfamiliar environment presenting an opportunity for an evaluation aimed at comprehending the placement of Amala's model within the Kenyan context using their existing measurement instruments (baseline and endline survey questionnaires).

INTRODUCTION

The specific research questions for this evaluation were as follows:

1. Do Amala graduates report an increased sense of agency, value creation, responsibility-taking, and complexity management after completing the course?
2. Do Amala graduates exhibit higher levels of agency, value creation, responsibility-taking, and complexity management compared to non-Amala refugees?
3. Do Amala graduates access tertiary education and employment pathways at a higher rate than non-Amala refugees?
4. Does Amala's skills framework align with the skills demanded in the current Kenyan job market?

Question 1: assesses the impact of the Amala course at an individual level.

Question 2: evaluates the program's impact on refugees as a distinct population group by comparing outcomes for Amala graduates to those of non-Amala refugee youth within the same geographical area, with similar backgrounds and restrictions.

Question 3: examines the program's impact by exploring the pathways it opens for graduates, including access to tertiary education and employment opportunities.

Question 4: focuses on the broader employment landscape to ascertain the alignment of Amala's competency framework with the skills demanded in the current Kenyan job market through in-depth interviews with hiring and employment experts as well as refugee experts in Kenya.

METHODOLOGY

Bamberger and Mabry state there are six factors that help to influence the methodology design of an evaluation: the ToC, the point in the programme which the evaluation takes place, the number and timing of other planned data collection events, whether there is a reasonably matched control group, the availability of big data and finally, if the intervention is considered to have elements of complexity (Bamberger M & L Mabry, 2020). The evaluation's design primarily revolved around its status as an end-of-project assessment. Although the complete programme is ongoing, Amala aimed to evaluate its initial cohort, and thus, utilising baseline and endline data sufficed for this assessment.

The chosen research methodology was influenced by various constraining factors:

- The logistics of getting to the interview participants and the technology available to interview them
- The geographical locations of the refugees from all the Amala courses
- The timeframe for this dissertation
- The small sample group

METHODOLOGY

CONT.

i. Survey questions

Amala collects student data through a baseline questionnaire survey before starting studies, post-module questionnaires during studies, and finally an endline questionnaire at the end of their studies (Appendix C). This evaluation focused on the baseline and endline surveys as there was a need to answer the research question around graduates feeling that they develop agency, create value, take more responsibility, and manage complexity after the course. As there were only 25 graduates who filled out the baseline and endline surveys, random sampling was not appropriate, so all 25 graduates were used and then, using non-probability sampling, 25 non-Amala refugees were selected from a local NGO who fit similar profiles of the Amala graduates e.g., age, location, gender. This convenience sampling ensured that there were ‘persons who are readily at hand and ... willing to provide information.’ (Bamberger M & L Mabry, 2020).

The surveys were kept anonymous to allow participants to give honest answers and to enhance the data's credibility and reduce bias, data triangulation was used by conducting qualitative interviews, which delved deeper into the questions and gathered more comprehensive data.

METHODOLOGY

CONT.

ii. Selection Process

Amala was best placed within the camp to help find the 25 non-Amala refugees who were willing to fill out the same survey that the Amala graduates filled out as a baseline and endline. These non-Amala refugees were chosen systematically to fit within the same characteristics as the Amala graduates, they were between the ages of 16-35, were refugees within the camp and had none to very basic previous schooling. 3 semi-structured interviews were completed from each group, Amala and non-Amala, to elaborate on the answers to the survey and understand more deeply any differences observed. The comparison of the two groups taking the baseline survey helped to answer research question 2.

iii. Semi-Structured Interviews

6 semi-structured interviews were conducted with Amala and non-Amala refugees using the questions in Appendix E as a guide for the conversation. These were recorded using an AI tool to help transcribe ('Otter.ai', 2023) and make the transcription anonymous. This was replicated for the 2 Kenyan recruitment and refugee specialists using the questions in Appendix F as a guide. These interviews allowed in-depth exploration of the subjects and the flexibility to adapt to the answers provided. These semi-structured interviews helped provide triangulation of the data.

METHODOLOGY

CONT.

iv. Competency Framework Descriptions and Selection of Current Entry Jobs for Comparison

For research question 3 Amala's Competency Framework (Appendix D) was compared to ten current entry jobs in Kenya to see where needed skills for the job market overlapped with the skills gained through Amala's curriculum. To compare all existing frameworks, even within Kenya and East Africa, was beyond the scope of this study so the selection of the ten chosen jobs was made based on the ease of access using a popular online job search platform, and to give a snapshot of the current graduate job market. The ten jobs were selected randomly after a search for graduate entry jobs and picking the first ten on the list. The semi-structured interview with the recruitment specialists in Kenya also helped to further understand the needs of the Kenyan job and higher education market in more detail.

v. Data Validity

The validity of this research lies in the triangulation of data to check the accuracy and the statistical tests which turned the survey questions and framework elements into quantitative data. This data tested the hypothesis, with the qualitative data adding real-world evidence from a small-scale research to add richness (Denscombe, 2021). The assumptions were that the data was complete and that subjects answered truthfully to the surveys and interviews.

METHODOLOGY

CONT.

vi. Data Analysis

Research question 1) Do Amala graduates feel that they develop agency, create value, take more responsibility, and manage complexity after the course?

Hypothesis: Amala graduates do not feel that they develop agency, create value, take more responsibility, and manage complexity after the course.

Alternate hypothesis: Amala graduates feel that they develop agency, create value, take more responsibility, and manage complexity after the course.

Statistical test: The t-test was used as it can test two groups and small samples (Denscombe, 2021, p.311) that are normally distributed on the baseline surveys for Amala and non-Amala subjects. I used the conventional P-value of 0.05 to determine the significance level.

METHODOLOGY

CONT.

vi. Data Analysis

Research question 2) Do Amala graduates develop agency, create value, take more responsibility, and manage complexity more than non-Amala refugees?

Hypothesis: Amala graduates do not develop agency, create value, take more responsibility, and manage complexity more than non-Amala refugees.

Alternate hypothesis: Amala graduates develop agency, create value, take more responsibility, and manage complexity more than non-Amala refugees.

Statistical test: The t-test will be used as it can test two groups and small samples (Denscombe, 2021, p.311) that are normally distributed on the baseline surveys for Amala and non-Amala subjects. The conventional P-value of 0.05 will be used to determine the significance level.

METHODOLOGY

CONT.

vi. Data Analysis

Research question 3) Do Amala graduates access tertiary education and employment pathways at a higher rate than non-Amala refugees?

Hypothesis: Amala graduates do not access tertiary education and employment pathways at a higher rate than non-Amala refugees.

Alternate hypothesis: Amala graduates access tertiary education and employment pathways at a higher rate than non-Amala refugees.

Statistical test: Chi-square test

A Chi-square was used for this categorical Boolean data type to examine the differential access to tertiary education and employment pathways between Amala and non-Amala refugees. The chi-square test examined whether the difference between the observed data and the expected distribution is considered 'statistically significant' under the assumption that all other factors remain equal (Denscombe, 2021). I used the conventional P-value of 0.05 to determine significance.

METHODOLOGY

CONT.

Research question 4) Does Amala's skills framework model match that of current job opportunities in Kenya?

The final research question looked to understand if Amala's skills framework model matched that of current job opportunities in Kenya and thus allowed their graduates more pathway opportunities to gaining employment. This was analysed using secondary data from a popular Kenyan job site on the internet called JobWeb Kenya (Jobs in Kenya, 2023). Selection of the first 10 current entry jobs that appeared after a search using the terms 'graduate entry job' were used. These were then marked down as skills that they required against Amala's main 7 competency framework skills, listed below:

- Sustainable innovation
- Resourcefulness
- Leading change
- Self-navigated learning, understanding self, other people and cultures
- Technical, scientific, and numerical literacy
- Problem solving and critical thinking

To enhance the robustness of this research question, two in-depth interviews were conducted, utilising an AI tool called ATLAS.ti (<https://atlasti.com/>). This tool aided in coding the words and removed any element of bias from the researcher.

RESULTS

Do Amala graduates feel that they develop agency, create value, take more responsibility, and manage complexity after the course? Yes

Table 1 shows the mean score from the Likert scale for each question and the overall mean which was 3.204 before the course and 4.394 after the course. The statistical test performed was the one tailed t-test, with a P-value chosen as 0.05, showed 0.0000338 allowing me to reject the null hypothesis and ***accept the alternative hypothesis.***

Table 1

	Baseline Amala	Endline Amala
Mean	3.204	4.394
stdev	0.876	0.915
variance	0.767	0.837
n	25	25
t- value	4.5	
t-test	0.0000338	

RESULTS

The 3 Amala semi-structured interviews were coded to understand similar themes and meanings and create a content analysis. A framework of themes was then built from the research questions and then using a constant-comparative method as the transcripts were re-read through and more themes were built in. An AI tool was used, ATLAS.ti (<https://atlasti.com/>). The results show that common themes were Amala curriculum (19 times), ideas for the future (19 times), refugee barriers (19 times) and positives of the Amala course (29 times). One interview participant stated, ***“Just to be in the necessary discussions that come from ourselves...I think that learning model is quite intelligent.”*** and that after their studies they wanted to ***“go back home to be part of the solution.”*** which demonstrated the feeling of agency.

	1 Amala 01 46	2 Amala 02 35	3 Amala 03 20	Totals
Access tertiary education 5	1	3	1	5
Amala curriculum 31	8	4	7	19
Creating Impact 13	3	3	3	9
Creating value 11	3	2	3	8
Educational barriers 30	6	5	2	13
Handling complexity 15	5	1	6	12
Having a job 1				0
Having agency 20	6	5	2	13
Ideas for the future 28	8	6	5	19
Knowledge of job market 30	4	3	1	8
Knowledge of soft skills 20	3		1	4
Lack of experience 7				0
Lack of soft skills 9				0
Needing job help 17				0
Positives of Amala course 29	13	12	4	29
Previous study 7	1	1	1	3
Refugee barriers 64	5	11	3	19
Tertiary education barri... 4				0
Totals	66	56	39	161

RESULTS

Do Amala graduates develop agency, create value, take more responsibility, and manage complexity more than non-Amala refugees ?

Yes

Table 3 shows the mean score from the Likert scale for each question and the overall mean which was 3.269 4 for Amala graduates. The statistical test performed was the one tailed t-test, with a P-value chosen as 0.05, showed 0.0001468395285 allowing me to **accept the alternative hypothesis**.

Table 3

	Non-Amala	Endline Amala
Mean	3.269	4
stdev	1.114	0.915
variance	1.241	0.837
n	25	25
t- value	4.48	
t-test	0.0001468395285	

RESULTS

There were 3 non-Amala refugee participant semi-structured interviews which were taken at the same time as the end of the Amala course participants and then coded using the above procedures for the Amala student semi-structured interviews. The results show that common themes were educational barriers (10 times), knowledge of job market (10 times) and refugee barriers (22 times). Having agency was mentioned twice, creating value 0 times, and managing complexity 0 times, with creating impact mentioned 0 times. A quote that helped summarise the sentiments highlighted in the coding was, **“With no money you only depend on things given to you and by getting lucky.”** displaying a lack of hope or personal agency in determining their future.

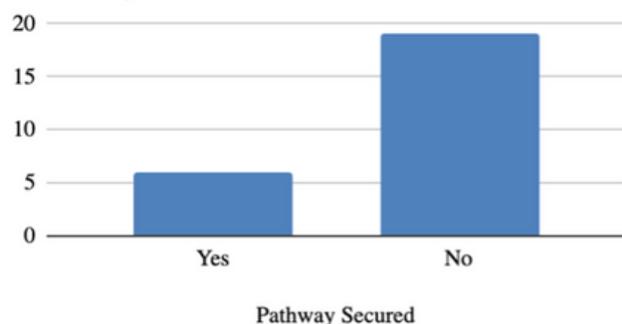
	4 Non Amala 01 25	5 Non Amala 02 9	5 Non Amala 03 13	Totals
Access tertiary education 5				0
Amala curriculum 31	2			2
Creating impact 13				0
Creating value 11				0
Educational barriers 30	7		3	10
Handling complexity 15				0
Having a job 1			1	1
Having agency 20	1		1	2
Ideas for the future 28	1		2	3
Knowledge of job market 30	4	2	4	10
Knowledge of soft skills 20	1	1		2
Lack of experience 7				0
Lack of soft skills 9				0
Needing job help 17	4	1	2	7
Positives of Amala course 29				0
Previous study 7		1		1
Refugee barriers 64	11	8	5	22
Tertiary education barri... 4	4			4
Totals	35	11	18	64

RESULTS

Do Amala Graduates Access to Tertiary Education and Employment Pathways more than non-Amala refugees? Yes

The below graphs show that Amala graduates have secured further pathways at a higher rate than non-Amala refugees. The further statistical test, Chi-square, calculated in Table 5 shows I could accept the alternative hypothesis of **Amala graduates access tertiary education and employment pathways at a higher rate than non-Amala refugees.**

Pathway Secured for Non Amala Stu...



Pathway Secured for Amala Students

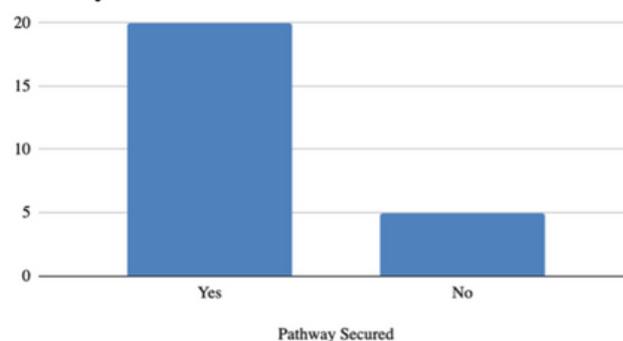


Table 5

	Yes	No	Total
Non-Amala refugees	6	19	25
Amala Graduates	20	5	25
Total	26	24	50
	Yes	No	
Non-Amala refugees	10	12	
Amala Graduates	13	12	
Chi Square	0.0002340434417		

RESULTS

Appendix C shows the table of comparison for the 10 graduate jobs and the 7-competency skills Amala uses to mark their students. The summary of the results in Table 6 shows that the average score out of 7 was 3.9 (55.10%). Most of the roles were of administrative and office support and the job that had no matching criteria was for a cleaner.

Table 6

Kenya Graduate Job & Skills	Out of 7	Percentage
Administration Assistant at Danish Refugee Council (DRC)	3	42.86
Administration Officer at Council of Governors	5	71.43
Leaf Centre Administration Assistant, LCAA at SGS	2	28.57
Administrative Assistant at CrossBoundary	3	42.86
Office Manager at CrossBoundary	4	57.14
Executive Assistant at CrossBoundary	3	42.86
Office Manager, Africa Regional Office at BRAC	4	57.14
Clerical Officer II Grade: 3 at Pwani University	1	14.29
Messengers/Cleaners (Casuals) – 3 Positions at University of Kabianga	0	0.00
Office Assistant at Amazon Fronts	2	28.57
Average	3.9	55.10

RESULTS

Does Amala’s skills framework model match that of current job opportunities in Kenya? Yes

There were 2 Industry Expert participant semi-structured interviews which were taken at the same time as the end of the Amala course participants and then coded using the above procedures for the Amala student semi-structured interviews. The need for skills not taught in traditional school was mentioned with one expert saying, **“they’re looking for a lot of innovation”**, and **“the introduction of the digital space needs training around how you can make money within the digital space.”**. These skills were showcased as ways for refugees to gain employment.

Table 7

	Industry Expert 01 2 63	Industry Expert 2 2 43	Totals
Access tertiary education 5			0
Creating impact 13	3	1	4
Creating value 11	3		3
Educational barriers 30	2	5	7
Employers lacking know... 4	2	2	4
Handling complexity 15	1	2	3
Having agency 20	2	3	5
Innovation 9	5	4	9
Knowledge of job market 30	5	7	12
Knowledge of soft skills 20	3	11	14
Lack of experience 7	6	1	7
Lack of soft skills 9	7	2	9
Policy 5	5		5
Refugee barriers 64	17	6	23
Totals	61	44	105

DISCUSSION

Amala's Curriculum

In answering the first research question, the data collected shows that Amala graduates do feel that they develop agency, create value, take more responsibility, and manage complexity after the course which was reflected in the differences between their feelings on these areas through the baseline and endline surveys. The semi-structured interviews help to reinforce these findings with all three participants mentioning the themes and having positive experiences from the course. There were no mentions of a lack of anything such as experience, soft skills or needing help with getting a job or barriers to tertiary education. There could be some positive impact bias as the graduates had just graduated and feelings of positivity and agency over their future could be higher. During the interview, the participants indicated that they were familiar with Amala's rubric for assessing students. This awareness enabled them to have a comprehensive understanding of the skills they had acquired. They also had an awareness of the challenges faced by refugees, including overcrowding in schools and the scarcity of scholarships for higher education and technical institutions. This enabled them to make a comparison between the advantages provided by Amala and other educational opportunities available to them.

One of Amala's outcomes in their theory of change mentions students being able to enhance their communities and build a future they have reason to value, creating lasting social impact. In the interviews the participants mentioned several community projects that had been started by Amala students, with one already being funded by an outside organisation.

DISCUSSION

These projects varied from providing menstrual products to girls to working on providing credit solutions to the local community. During the interview, the participants highlighted various instances where Amala played a crucial role in supporting refugees who had discontinued their education or faced barriers in accessing further opportunities. These individuals were able to regain control over their lives through Amala's assistance. Not only did they take part in the Amala course, but they also took on facilitator roles, assuming leadership positions. This experience equipped them with the confidence to apply their newfound decision-making skills in their current workplaces.

The interview participants held a significantly positive perspective on refugees overall, emphasising that refugee camps were brimming with talent and opportunities. This reaffirms Amala's belief in the greater impact they strive to achieve by empowering students to contribute to their communities positively. The AI tool used helped to find themes and reoccurring words as well as a sentient analysis highlighting a positive outlook.

Comparison with non-Amala Refugees

The comparisons between Amala graduates and non-Amala refugees were vast, with the endline surveys revealing much higher scores for Amala graduates. Even after explanations of the criteria to the non-Amala refugees, they did not feel they had any of the skills that were taught at Amala.

DISCUSSION

The non-Amala refugees had all undergone various forms of education, ranging from primary school to technical training. This observation leads us to the conclusion that the Amala course stands out as unique in its offering of these specific skills. The semi-structured interviews brought attention to a notable absence of discussions around agency, value creation, and impact. Instead, the interviews predominantly focused on the obstacles faced by refugees in accessing higher education and employment opportunities. A quote to highlight this was, ***“I got a diploma, but I didn't have the documentation...and competition is so high”*** showcasing the documentation and competition barriers refugees face, but not ways to overcome them. As they are also refugees, we can presume they have had the same negative experiences as the non-Amala participants and that the Amala course helps to override the negative experiences they may have had before and create more positive affective forecasting than non-Amala refugees.

The non-Amala interview participants focused more on the negative aspects of their lives and refugees in general, with mentions of depression, teachers not understanding or supporting them and the lack of training centres and courses available. They lacked a feeling of any agency, talking about others needing to help them solve their and society's problems and that their lack of employment opportunity came from lacking resources such as laptops. The participants perceived their refugee status as a hindrance to their employment prospects and opportunities for further education. They held the belief that lacking certain certificates would prevent them from even securing an interview in the job market.

DISCUSSION

Access to Further Pathways

The findings indicate that Amala graduates have significantly higher rates of accessing further pathways, such as education or employment, compared to the non-Amala participants. This can be attributed to various factors, including Amala's provision of employability skills that employers highly value, the establishment of trusted partnerships with higher education institutions, and the provision of individualised mentoring to each student, assisting them in developing future plans. One quote mentioned, ***“We have other students who are also doing projects, and they are really doing very well without any help.”***, which shows the positive outlook these young refugees have and their ability to create positive livelihoods by themselves.

Amala Education and Kenya’s Job Market

Amala's contribution to creating employment pathways for their graduates is evident not only through the data collected on participants' attainment of pathways but also through a secondary analysis comparing Amala's skills framework with the requirements of ten current entry-level jobs in Kenya. Apart from one job, all the identified jobs highlighted the presence of skills taught by Amala. However, the requirement of presenting certificates from schools and universities still posed a barrier for refugees.

DISCUSSION

Amala aims to achieve long-term impact by ensuring that its educational model inspires broader discussions and policy changes, ultimately leading to the creation of additional pathways for refugees on a larger scale. The interviews with the job market and refugee industry experts in Kenya confirmed the need for soft skills and recognised that refugees can contribute diverse and innovative solutions, not just to employers but to creating their own businesses. This observation is consistent with Amala's intended outcome of equipping their graduates with the essential skills to pursue their own entrepreneurial projects and establish successful businesses.

Amala recognises the importance of fostering mainstream discourse and shaping policy regarding refugees and their pathways, which is particularly crucial in Kenya. The experts emphasised the existing barriers for refugees, including the permits required for work and travel. They also highlighted the necessity of educating employers, as biases against hiring refugees persist due to perceived lower education and skills levels. Efforts to train and retain refugees, as well as the associated costs of obtaining necessary permits, were identified as areas requiring further attention.

Amala aspires to be acknowledged as a model for other educational institutions and to contribute to the development of supportive policies concerning refugee pathways. To achieve this, Amala aims to actively participate in policy discourse and use the number of times it is as an indicator for success. This will entail engaging in conversations related to permits for refugees to work and travel, as well as collaborating with employers to shape new hiring policies and adapt existing ones to acknowledge the barriers and accommodate the needs of refugees.

DISCUSSION

A recent report by World University Service of Canada (WUSC) on the market opportunities for refugees found that the new ease of movement for refugees, paired with access to banks, were positive developments in financial inclusion, but that there was still a lack of awareness among refugee communities and employers. They also found that if opportunities that directly focus on assisting disadvantaged populations, particularly refugee youth, are not actively developed, these individuals will continue to be overlooked for various opportunities. To address this issue, employers need incentives and support to feel motivated to hire refugee youth. NGOs and businesses must collaborate in innovative ways to offer both encouragement and assistance.

CONCLUSION

The evaluation of Amala's curriculum and its impact on refugee students reveals positive outcomes in terms of agency development, value creation, responsibility-taking, and complexity management.

The absence of negative experiences reported by the participants further supports the conclusion that Amala effectively prepares their graduates for the future and instils a lasting feeling of agency and value creation within their communities. Amala graduates said, **“My ideas are valued”** and saw the difference the Amala course had on them compared to other young refugees, **“you can easily see because most of our student who graduated right now most of them are working”**. The comparison to non-Amala students was in their frequent comments such as, **“it is really difficult for us, it's really very hard for us to get a job”** and **“being a refugee, people don't see you for anything else”**. These quotes summed up the mindset change Amala helps their graduates to do.

Furthermore, Amala's impact extends beyond individual graduates. The interviews highlight community projects initiated by Amala graduates, demonstrating their ability to enhance their communities and create lasting social impact. The integration of refugees as facilitators and leaders within Amala further empowers them to apply their skills in real-world scenarios. The participants' positive perspective on refugees and recognition of opportunities within refugee camps align with Amala's goal of empowering graduates to contribute positively to their communities.

CONCLUSION

Amala graduates demonstrate higher rates of accessing further pathways such as tertiary education and employment compared to non-Amala refugees. This can be attributed to Amala's provision of employability skills within their curriculum valued by employers, trusted partnerships with higher education institutions, and individualised mentoring provided to each student. Amala's advocacy efforts and growing recognition by universities, employers, and governments further contribute to creating these pathways.

In assessing the alignment of Amala's skills framework with current job opportunities in Kenya, the analysis reveals a significant match between the skills taught by Amala and the requirements of entry-level jobs. However, the requirement for certificates from schools and universities remains a barrier for refugees.

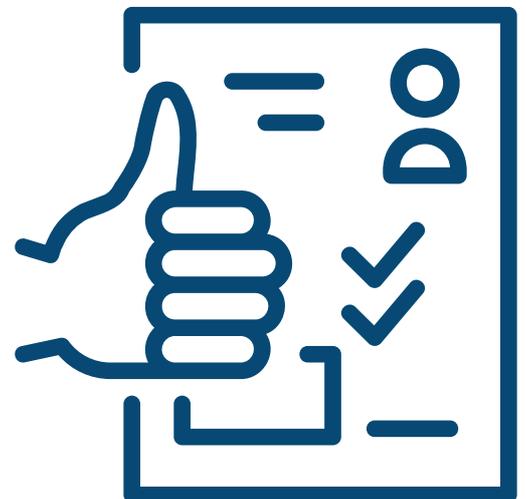
Considerations for further study would be to look at entrepreneurship and innovation of Amala graduates to understand more about that pathway. Conducting a longitudinal study that spans multiple years after graduation, comparing Amala graduates to non-Amala refugees, would provide a comprehensive understanding of how Amala supports refugees in areas such as career development, salary outcomes, mental well-being, and its influence on wider refugee policy considerations.

RECOMMENDATIONS

- 1 Strengthen Partnerships:** Amala should continue to establish and nurture partnerships with higher education institutions, organisations, and employers to enhance the access and recognition of their educational programs. This can further increase the number of pathways available to Amala graduates, improving their chances of success in tertiary education and employment.
- 2 Expand Awareness and Education:** Amala should actively engage in advocacy efforts to raise awareness among employers, hiring managers, and the wider community about the skills, potential and legal requirements of hiring refugees as well as their curriculum to highlight the alignment with their hiring needs. This can help dispel biases and misconceptions, leading to increased employment opportunities for refugees.
- 3 Provide Career Guidance and Mentorship:** Amala should continue to offer individualised mentoring and career guidance to their students, helping them develop effective future plans and navigate the job market.
- 4 Global Recognition and Accreditation:** Amala should keep actively pursuing global recognition and accreditation for their educational programs. This can be achieved by seeking partnerships with locally and internationally recognised accreditation bodies, educational networks, and organisations working in the field of refugee education. By attaining local and global recognition, Amala can enhance the credibility and transferability of their courses, making them more widely accepted by universities, employers, and governments worldwide. This recognition can open additional pathways for Amala students beyond the local job market, increasing their opportunities for international education and employment.

RECOMMENDATIONS

- 5 **Advocate for Policy Changes:** Amala should actively engage in policy discourse and collaborate with relevant stakeholders within Kenya to advocate for more supportive policies concerning refugee pathways. This may include addressing barriers such as work permits, access to essential services, and recognition of educational qualifications. By actively participating in policy discussions, Amala can contribute to shaping a more inclusive and supportive environment for refugee students and professionals.



REFERENCES

- Bamberger M & L Mabry (2020) RealWorld Evaluation. 3rd Edition. London: Sage.

APPENDIX

A

Amala Theory of Change (Summary) - August 2019

Activities	Outcomes	Impact
<ul style="list-style-type: none"> • Provide refugees access to a transformational high school diploma programme, individual courses and a supportive learning community • Design and develop curriculum for refugee youth • Build capacity for delivery of programmes worldwide • Advocate for recognition of Amala education 	<ul style="list-style-type: none"> • Refugee youth develop agency, create value, take more responsibility and manage complexity • Refugees develop their own projects and businesses • More refugees access tertiary education and employment pathways • Amala education becomes recognised as a model for others 	<ul style="list-style-type: none"> • Refugees make positive change and enhance their communities • Refugees build a future they have reason to value • Amala educational model inspires mainstream discourse and policy

Amala Monitoring 1/2 - Outputs - August 2019

Activities	Outputs	Indicators
<ul style="list-style-type: none"> • Provide refugees access to a transformational high school diploma programme and individual courses • Design and develop curricula for refugee youth • Provide facilitator training and ongoing support • Build capacity for delivery of programmes • Develop strong student and alumni community • Work with universities, organisations, employers and governments to ensure recognition of the Amala Diploma • Advocate Amala mission and educational approach 	<ul style="list-style-type: none"> • High quality curriculum for blended learning developed • Programme delivered in multiple locations with competent facilitators • Refugees complete Amala courses and high school diploma • Amala alumni are engaged with each other and with the organisation • Universities, employers and governments recognise and accredit Amala education and Diploma. • Contributions to discourse on education and education in displacement in public fora and with policy makers. 	<ul style="list-style-type: none"> • # courses ready for implementation • # courses implemented • # facilitators trained; # delivery partners; # locations programme run • # graduates from individual courses; # high school diplomas; retention rates; extent of student positive feedback • # alumni participating in engagement programme beyond their course(s). • # universities, employers and governments accepting Amala students • # of speaking engagements, publications, media mentions; extent of tangible contribution to policy discourse

Amala Monitoring 2/2 - Outcomes & Impact - August 2019

Outcomes	Indicators	Impact	Indicators
<ul style="list-style-type: none"> • Refugee youth develop agency, take on more responsibility, create value and manage complexity • Refugees develop their own social initiatives and businesses • More refugees access tertiary education and employment pathways • Amala becomes recognised thought leader for its educational approach 	<ul style="list-style-type: none"> • Instances of action and personal example of students and alumni • Instances of new projects resulting from participation in Amala education • Instances of alumni accessing further education and employment • Instances of mentions of Amala model in media and public fora 	<ul style="list-style-type: none"> • Refugees make positive change and enhance their communities, and build a future they have reasons to value. • Amala model inspires the mainstream discourse, policy and practice for education 	<ul style="list-style-type: none"> • Instances when alumni create social impact and attribute some causality to Amala • Instances where model has impacted mainstream education discourse, policy and practice

B

THE AMALA HIGH SCHOOL DIPLOMA

STREAM	LEADERSHIP FOR SOCIAL INNOVATION	TOWARDS SUSTAINABLE PEACE	ACTIVE PARTICIPATION IN SOCIETIES	SELF AND CULTURAL EXPRESSION	USING EVIDENCE TO MAKE CHANGE
COURSE 1	SOCIAL ENTREPRENEURSHIP	PEACE-BUILDING	MAKING SOCIETAL CHANGE	POWERFUL NARRATIVES	MATHS FOR CHANGE
COURSE 2	ETHICAL LEADERSHIP	LIVING PEACEFULLY	ECONOMICS FOR POSITIVE CHANGE	ARTISTIC & CULTURAL EXPRESSION	SCIENCE INFORMED ACTION
ONGOING COMPONENTS	PERSONAL INTEREST PROJECT				
	PATHWAYS PROGRAMME				

C

Kenya Graduate Job & Skills	Sustainable Innovation- Plan and implement innovative solutions	Resourcefulness- Developing partnerships and promoting marketing ideas	Leading Change- Analysing and evaluating impact, influencing others	Self-navigated Learning- Self-direction and self-regulation and goal setting	Understanding self, Other People and Cultures- Communication and self-expression	Technical, Scientific and Numerical Literacy- Digital fluency, mathematical and numerical application (statistics and probability), evidence informed actions	Problem Solving and Critical Thinking- Perspective taking and stakeholder analysis, solving own problems	Other Qualifications Needed	Out of 7	Percentage
Administration Assistant at Danish Refugee Council (DRC)	Taking the lead: You take ownership and initiate while aiming for	Good interpersonal and communication skills with ability to build and maintain effective relationships across the			Communicating: You listen and speak effectively and honestly.			Higher Diploma in Front office management, Business Administration, or any other equivalent field.	3	42.86



	innovation.	organization.								
Administration Officer at Council of Governors		Ability to coordinate and collaborate with various stakeholders, including county government officials	Familiarity with monitoring and evaluation frameworks for Programs.	Ability to work independently and as part of a team.	Good organisational and communication skills to undertake stakeholder consultations and engagements	Strong analytical and problem-solving skills.		Bachelor's degree in Business Administration-Management, Economics, Project management or a related field, Environmental Studies, Environmental Science, Natural Resource Management	5	71.43
Leaf Centre Administration Assistant, LCAA at SGS					Good interpersonal, presentation and communication skills – grassroots experience preferred.		Demonstrate to the management the ability to handle challenges of this position.	Hold a Diploma in Statistics, Business Administration, or any a business-related course	2	28.57
Administrative Assistant at CrossBound.org				Aptitude for learning new software and systems	Superb written and verbal communication skills		Anticipating the needs of others to ensure their seamless and positive experience.		3	42.86
Office Manager at CrossBound.org		Manage relationships with vendors, service providers, and landlord, ensuring that all items are	Reporting office progress to senior management and working with them to improve office		Excellent in written and verbal communication		Proactive problem solver and possess a meticulous attention		4	57.14



		invoiced correctly and paid on time.	operations and procedures.				n to detail			
Executive Assistant at CrossRoads Pty.		A team player capable of cultivating productive working relationships across the firm	Prioritize matters that require the Managing Partner's attention; delegate matters to staff or handle them personally, as appropriate.	A detail-oriented self-starter						3 42.86
Office Manager, Africa Regional Office at BRAC		Manage relationships with vendors, service providers, and landlord, ensuring that all items are invoiced and paid on time.	Practice, promote and endorse the issues of safeguarding policy among team members and ensure the implementation of safeguarding standards in every course of action.	Proactive and independent	Ability to interface smoothly and effectively among variety of high level internal and external staff			At least bachelor's degree – Development studies/English/Business Administration or <u>other</u> relevant field		4 57.14
Clerical Officer II Grade: 3 at Pwani University					Communication skills			The candidate must have at least one (1) year work experience in the relevant field.		1 14.29
Messengers/Cleaners (Casuals) – 3 Positions at University of Kibabesi										0 0.00

Office Assistant at Amazon Fronts					Great Communication and interpersonal skills			A certificate in Business Management, Administration, or related		2 28.57
Total	1	5	4	4	8	1	4			
Percentage	10	50	40	40	80	10	40			