

# Accelerated Learning Program

*Jisomee Jitegemee*





## About Safaricom Foundation

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Safaricom Foundation is the Corporate Social arm of Safaricom PLC. It was founded in 2003. The Foundation's strategic goal for the period from 2018 to 2021 is to make a significant contribution towards Kenya's sustainable development through three strategic directions: Ensure healthy lives and promote well-being for Kenyans; ensure inclusive and equitable quality education and promote lifelong learning opportunities for Kenyans; ensure full and productive employment and decent work for young Kenyans.

## About Zizi Afrique Foundation

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Zizi Afrique is an agile not-for-profit company committed to improving learning outcomes for children and youth furthest behind. Founded in 2015 and formally incorporated in 2018, Zizi envisions a strong foundation for all children, and smooth transition for all youth - where children are well equipped with the foundational skills for learning, and youth well equipped with skills for living and working. The centerpiece of Zizi Afrique's work builds on previous efforts, by the management team that led to the setting up and establishment of the Uwezo large-scale household based study that has since 2009 provided evidence on the status of literacy and numeracy acquisition in Kenya, Uganda and Tanzania. Uwezo shows the scale of the problem while Zizi Afrique supports in implementing evidence based solutions.

## Our Partners

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Our partners in Turkana, Bungoma and Tana River counties have formed an integral part of our journey on improving learning outcomes of children furthest left behind. They coordinate and ensure that all children enrolled in our program have access to trained teacher assistants and learning materials that help them in their journey of growth from our level based learning approaches. Courtesy of this close collaboration, we have reached over 7,000 learners.

*"It takes a village to educate a child"*

It is in the spirit of collaboration that the following organizations have come together to augment government and community efforts to support improved learning outcomes

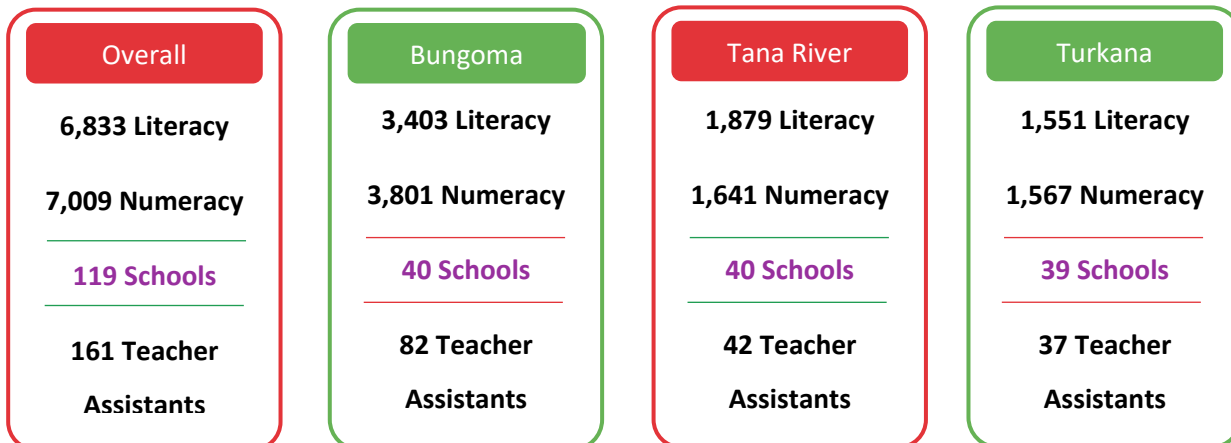


MINISTRY OF EDUCATION

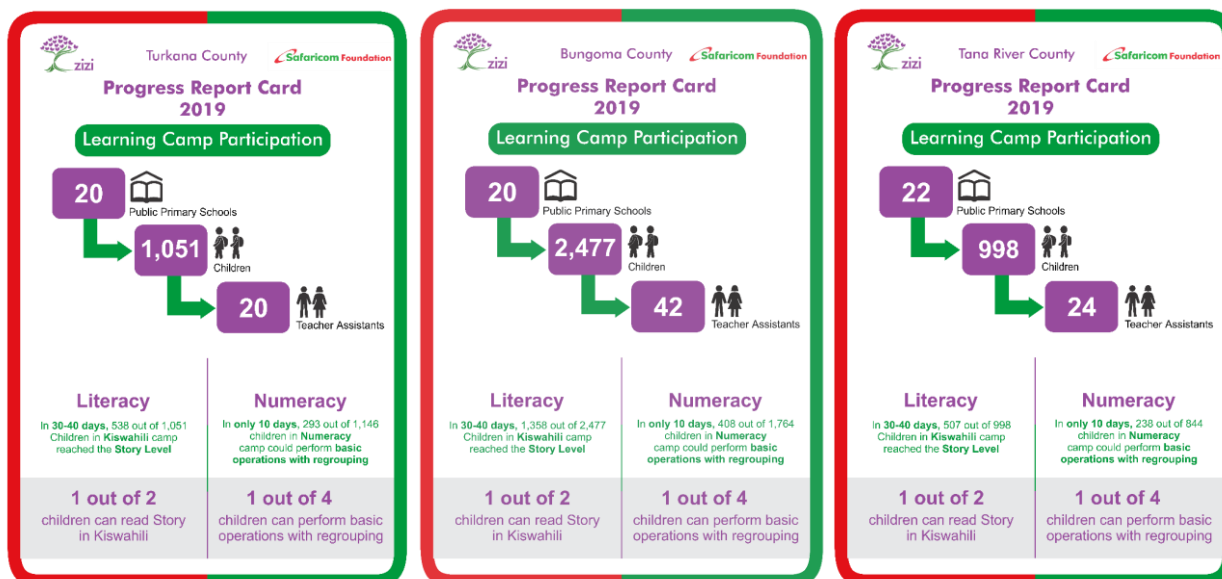




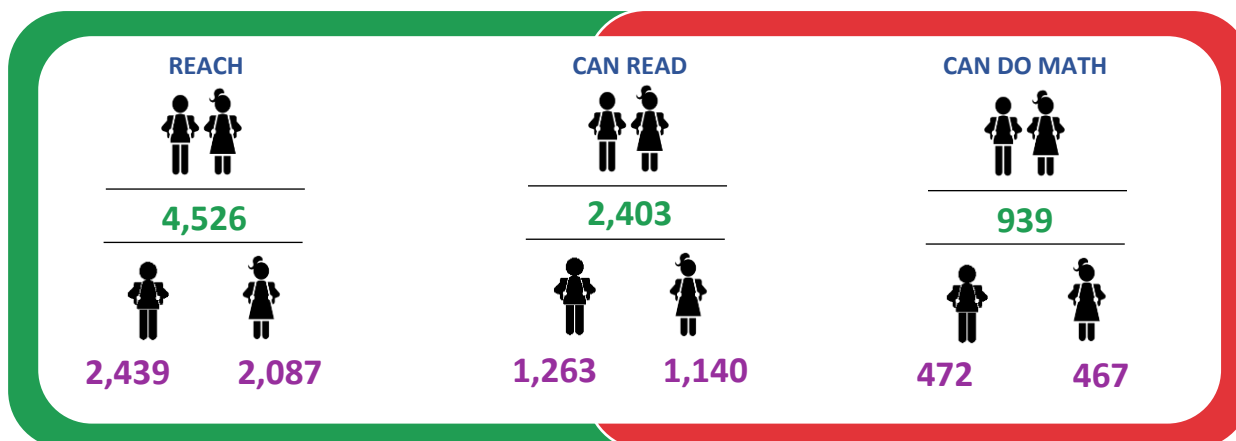
### Program Reach in 2020



### Progress across Counties between 2018 and 2019



### Learning Gains by Gender in 2019





## COVID-19 Four-Pillar Response Strategy

COVID demanded a rethink in order to reach the excluded and a four-step process was used:



## Summary of Findings from the Survey

- I There is unequal access to remote learning by those furthest behind**

  - Only 36% of those in the 3 counties had continued to learn while at home;
  - In Bungoma, 59% of the respondents had continued with some form of learning at home, compared to only 8% and 40% in Turkana and Tana River counties respectively.
- II Awareness about radio/TV learning is uneven across the counties**

  - Only 37% knew about the ongoing remote learning programs by KICD across the 3 counties
  - In Bungoma, 78% of respondents knew about radio learning, compared to 21% and 42% in Turkana and Tana River respectively.
- III Households in arid, semi-arid and poor areas are vulnerable**

  - Only 17% of households reached in Turkana and Tana River own a radio
  - Across the three counties, 3 out of 10 households are surviving on one meal per day

## Scope of the Rapid Survey by County

| County: Bungoma         | County: Turkana         | County: Tana River      |
|-------------------------|-------------------------|-------------------------|
| Reach: 1,582 Households | Reach: 1,152 Households | Reach: 1,642 Households |
| Field Assistants: 82    | Field Assistants: 27    | Field Assistants: 42    |



## The problem

A survey by Zizi Afrique in 2018, 3 years after the last *Uwezo* survey, showed that learning outcomes have not improved. In the counties of Bungoma, Turkana and Tana River, performance in foundational literacy and numeracy tasks were still low. If children cannot read, they cannot learn. This disadvantages them for a lifetime. As a result, their economic, civic and health prospects are compromised.

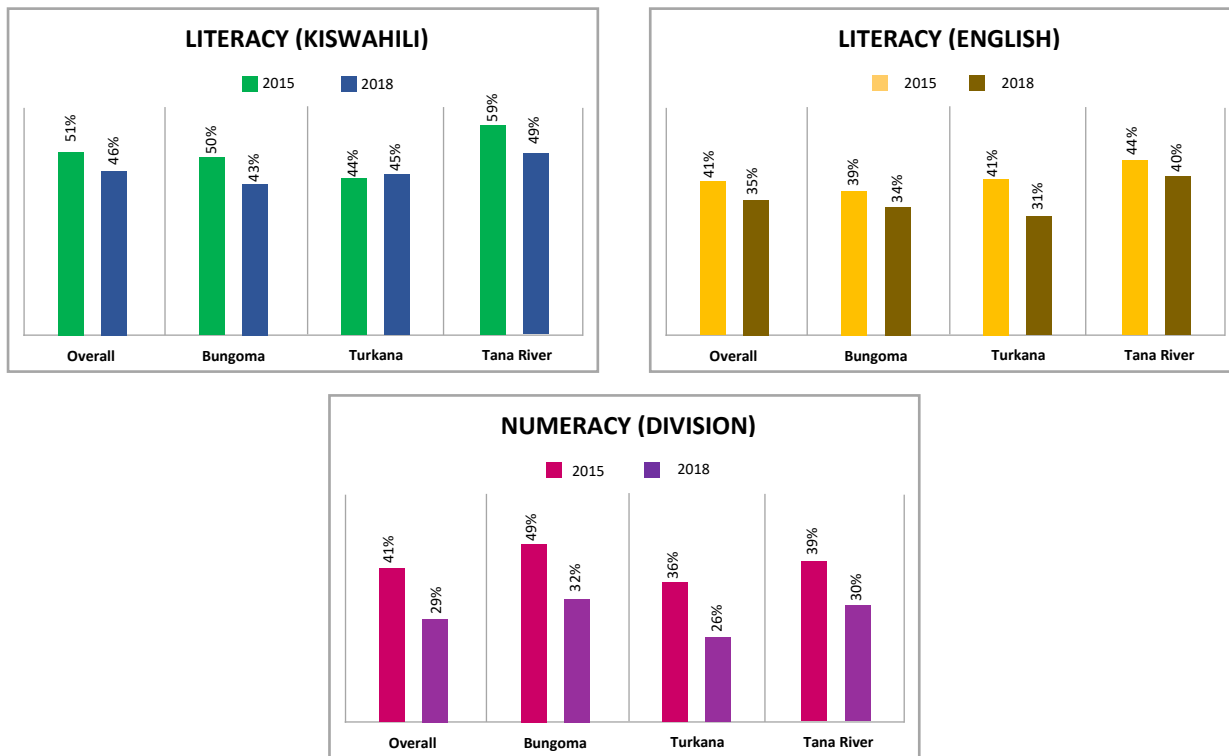


Figure 1: Comparison between 2015 and 2018

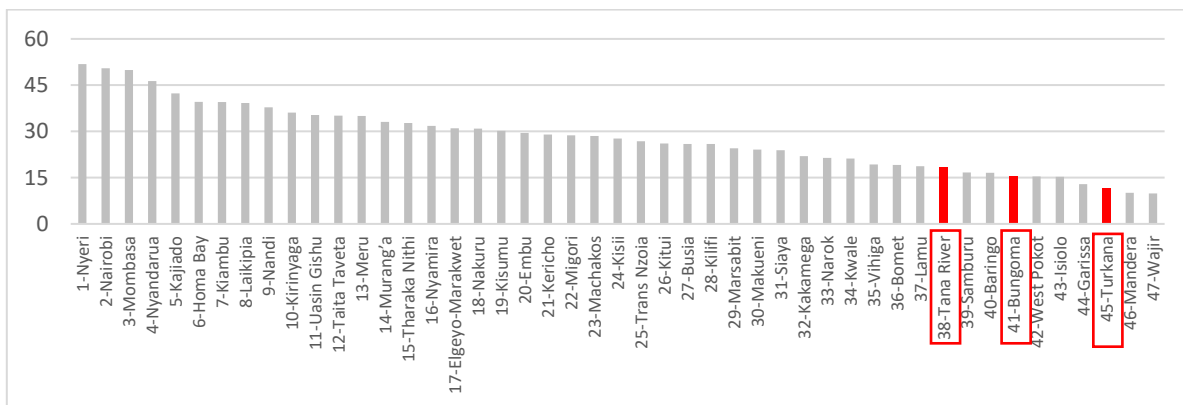
| Assessment Sample from Uwezo 2014   |  |   |
|---|--|---|
| English   | Kiswahili  | Arithmetic  |
| <p style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">Story</p>  | <p style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">Hadithi</p>   | <p style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">Division</p> |
| <p>A long time ago, there was a cow. She lived in a big forest. The forest had many wild animals. Some animals used to kill and eat others. One day, the cow gave birth to a calf. She loved it very much. She did not want the animals to eat it.</p> <p>One morning, the cow went to the lion. She wanted him to help her. The lion roared at them. The cow and her calf ran away. They found a man outside his house. The man loved the animals. He made a cow shed for them. The cow never went back to the forest.</p> <p>Q1. What did the forest have?<br/>Q2. Why did the cow and her calf run away?</p> | <p>Jumamosi ilikua siku ya soko mtaani petu. Baba Ali aliamka asubuhi na mapema kuelekea sokoni. Ilikua kawaida yake kupeleka vitu sokoni. Baba alimwita waandamane hadi sokoni. Siku hiyo walibeba vitu vingi. Walichukua mihogo, viazi na mbuzi wawili.</p> <p>Walipofika sokoni, waliwakuta watu wengi wamefika. Walisaidiana kupanga vitu na kuanza kuuza. Watu waliwaonea wivu kwa kuuza vituu haraka. Walimaliza kuuza na kuanza kurudi nyumbani. Baba alimnunulia Ali viatu kama zawadi. Ali alitamani siku ya soko ifike tena.</p> <p>S1. Baba aliamka mapema kuelekea wapi?<br/>S2. Kwa nini Ali alitamani siku ya soko ifike tena?</p> | <p>8 ÷ 2 =    6 ÷ 3 =    20 ÷ 5 =</p> <p>18 ÷ 3 =    10 ÷ 2 =    12 ÷ 4 =</p> <p>15 ÷ 5 =    16 ÷ 4 =</p> |

Figure 2: Sample assessment tool



### Counties of Focus (Uwezo Ranking)

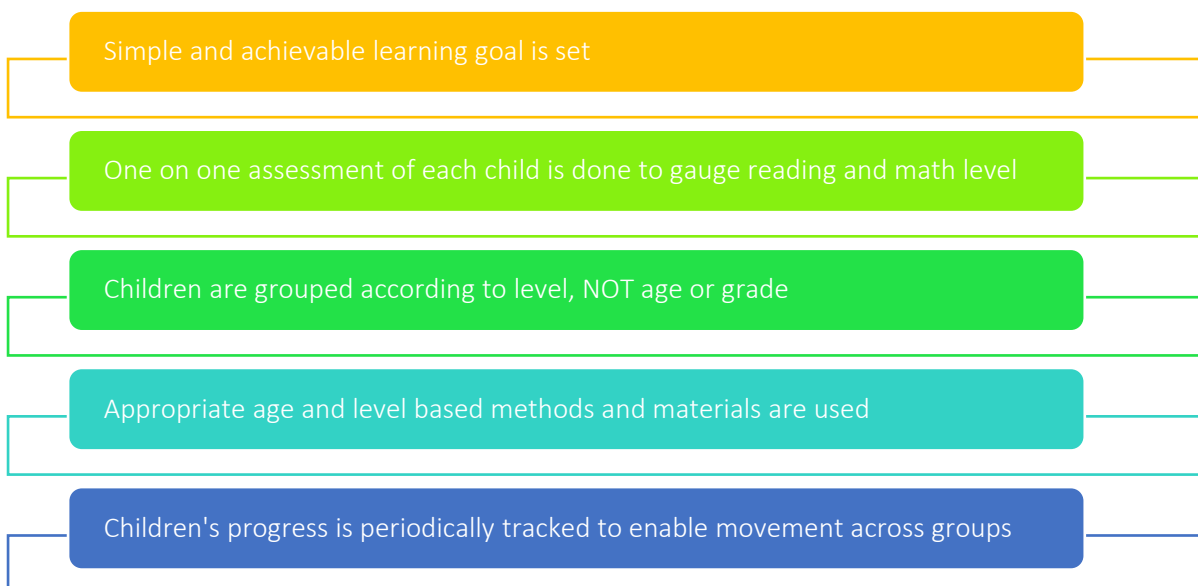
Low learning outcomes are more pronounced in some counties. The sustainable Development Goal urges that we should not only reach out to those **left behind**, but we need to reach the **furthest behind first**. It is in this spirit that we have started work in Turkana, Tana River and Bungoma Counties.



In these counties, the learning competencies are significantly below the national average. Whereas 30% of all learners assessed were competent in grade 2 nationally (which is equally low), only 11% of learners in Turkana had attained grade 2 level competencies in this survey conducted in 2015.

### The solution

The program applies level-based instruction inspired by the Teaching at the Right Level (TaRL) approach, used and proven to work in promoting acquisition of foundational skills in India, Pakistan, Mozambique, Zambia and Botswana. Evidence has shown that within 30 days, more than half of the children supported through this approach can read and do basic math. The approach entails the following steps:





## Accelerated Learning Program (ALP) Summary

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### WHAT

#### ACCELERATED LEARNING PROGRAM

Zizi Afrique and Safaricom Foundations are implementing an accelerated time bound learning program that seeks to equip children, already left behind, with foundational reading and math competencies.

### HOW

#### ADAPTING THE TEACHING AT THE RIGHT LEVEL (TARL) APPROACH

The project has adapted the Pratham inspired TaRL approach where: a). Children are grouped by level rather than age or grade; b) Level based methods and materials which are multi-sensory and fun are used; c) Progress is periodically tracked and; d) Parental engagement is sought. More than half of the children have acquired reading proficiency after 30 days of intervention.

### WHO

#### GRADE 3-5 CHILDREN WHO CANNOT READ

We reach children in grades 3 to 5. The Uwezo Kiswahili assessment that is pegged at grade 2 level is used to identify children who are lagging behind and identify their learning levels.

### WHERE

#### TURKANA, BUNGOMA & TANA RIVER COUNTIES

Children at risk of being left behind can be identified based on their region of habitation, gender, language, disability status, family and socio-cultural backgrounds. These selected counties have many children who are disadvantaged by some of these factors.

### WHEN

#### 2018 TO 2021

The program started in 2018 in 60 schools, with January to June 2018 as the planning phase. Mini pilots were done to test the concept, followed by full implementation from August. 119 schools are currently benefiting.

### BY WHOM

#### SAFARICOM, ZIZI AFRIQUE IN COLLABORATION WITH MOE

Zizi Afrique received funds from Safaricom Foundation and a private funder to implement the program. We work with and through the Ministry of Education, in collaboration with local communities in the respective counties.

### IMPACT

#### THE LEARNING OUTCOME

This is an evidence based strategy that identifies and reaches children at risk with alternative and short learning programs. The intended impact is that all children, irrespective of region, gender or background

1. Can read with understanding
2. Can reason with numbers.



## ACCELERATED LEARNING PROGRAM

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