



# Are Children in Arid Areas Learning During COVID-19?

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Results from a Rapid Assessment Conducted in  
Tana River, Bungoma and Turkana Counties.

## Acknowledgement

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Zizi Afrique Foundation, alongside the County-based partners commissioned a survey in April/May to assess continuity of learning as well as the vulnerability of learners in households in arid regions. The survey reached **4,376 households**, across Bungoma, Turkana and Tana River counties.

We would like to acknowledge the following for their valuable contribution during this exercise:

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- county education and county commissioner offices for their approval of this exercise in the respective counties,
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- over 120 teacher assistants who reached out to the surveyed households
- over 4,300 parents and guardians who took time to voluntarily respond to the survey and
- Dr. James Ciera, for leading the data analysis process.

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## Table of Contents

<b>Acknowledgement</b> .....	<b>1</b>
<b>List of Figures</b> .....	<b>3</b>
<b>List of Tables</b> .....	<b>3</b>
<b>List of Acronyms</b> .....	<b>3</b>
<b>Executive Summary</b> .....	<b>4</b>
<b>Rapid Survey in Tana River, Bungoma and Turkana Counties</b> .....	<b>6</b>
<b>1.0 Background</b> .....	<b>6</b>
1.1 About the Accelerated Learning Program .....	7
<b>2.0 Methodology</b> .....	<b>7</b>
2.1 Survey Location.....	7
2.2 Development of Survey Instruments and Piloting.....	8
2.3 Data Collection and Analysis.....	8
<b>3.0 Survey Findings in Bungoma, Turkana and Tana River</b> .....	<b>8</b>
3.1 Profile of respondents.....	8
3.2 Households that have Access to Radio/TV/Phone.....	8
3.3 Awareness of and Continued Learning Options .....	10
3.4 Access to Food at the Household.....	11
3.5 Source of energy at the households .....	12
<b>4.0 Implications of Findings on Learning and Recommendations</b> .....	<b>13</b>
4.1 Learning opportunities have not reached most children in Arid Areas.....	13
4.2 Leverage Mobile Phone Penetration .....	13
4.3 Learning solutions should consider literacy levels of adults around the house .....	14
4.4 Design solutions for children farthest behind .....	14
4.5 Complement radio/TV programs with print resources.....	14
4.6 Complement infrastructural support with social safety net packages.....	14
<b>5.0 Conclusion</b> .....	<b>14</b>
<b>Annex 1: Rapid Survey Tool</b> .....	<b>16</b>
<b>DIGITAL READINESS ASSESSMENT TOOL</b> .....	<b>16</b>

## List of Figures

Figure 1: Learning Camp Implementation Cycle – Repeated every 10 days. ....	7
Figure 2: Members of a household during the Survey in Turkana .....	12

## List of Tables

Table 1: Profile of Respondents Reached (n=4,376).....	8
Table 2: Device Ownership .....	9
Table 3: Adults who Could Read/Write a Short Message (SMS) on Phone .....	9
Table 4: Awareness about Radio/Tv Learning .....	10
Table 5: Continuity of Learning at the Households.....	10
Table 6: Number of Meals per Day .....	11
Table 7: Source of Energy/lighting at the Household .....	12

## List of Acronyms

ALP	Accelerated Learning Program
CREADIS	Community Research in Community and Development Initiatives
KEC	Kenya Education Cloud
KICD	Kenya Institute of Curriculum Development
PAL	Peoples Action for Learning
SAPCONE	Sustainable Approaches for Community Empowerment
SCDE	Sub County Director of Education
SMS	Short Messaging Service
TV	Television

## Executive Summary

The March directive to close learning Institutions saw over 15 million learners in Kenya sent home for safety purposes. Learning had just resumed after a midterm break. With children and parents at home, the Ministry of Education through the Kenya Institute of Curriculum Development (KICD) resorted to remote learning strategies, radio, television and Kenya Education Cloud (KEC). These, in an effort to keep learners engaged and learning while at home.

At the onset, the extent to which learners from underprivileged backgrounds, such as those in arid areas, were benefitting was uncertain. Zizi Afrique commissioned a rapid survey in three counties – Tana River, Turkana and Bungoma- to ascertain the vulnerability and level of access to continued learning opportunities. The survey targeted households from which learners in the Accelerated Learning Program (ALP) come from.

At the county level, the survey was coordinated by the county-based partners and data collected by community-based teacher assistants. One hundred and twenty-six (126) teacher assistants supported the exercise, in which over 4,300 households were surveyed.

Ahead of the exercise, a team of teachers and program officers were inducted on KoBo collect and acted as digital champions during training of fellow teachers, data collection and submission. In summary, the process entailed:

- i. development and digitization of the data collection tools,
- ii. pilot testing of the data collection tools, online system as well as training manuals,
- iii. purchase and distribution of smart phones to teacher assistants to ease the survey process,
- iv. training of digital champions and teacher assistants ahead of the exercise and
- v. continuous support through the county-based program officers and Zizi team.

The survey established that:

- i. Majority of the households surveyed had not benefitted from ongoing remote learning sessions. Only 20% and 8% owned a radio and TV respectively, the mediums in use by KICD. In Turkana, only 13% of the households owned a radio. However, eighty-two (82%) percent of the households had access to a basic phone.
- ii. Overall, learners had access to a literate adult in 68% of the households. However, in Turkana, only 2 out of 5 had the same advantage.
- iii. Nearly half, 48%, of the respondents reached knew about the ongoing radio programs, compared to only 1 out of 4 who had some knowledge about the TV programs. Awareness levels in Turkana were lowest, with only 1 out of 5 adults reporting that they were aware about the ongoing radio programs.
- iv. Only 36% of all households reached had continued with some learning while at home. Twenty-one (21%) percent did so through radio. Only 8% of households in Turkana reported continued learning while at home.
- v. Food security at the household was better in Bungoma and Tana River counties. A total of 96% and 92% of the households could afford at least 2 meals each day in Bungoma and Tana River respectively. Hunger persists in Turkana, where 82% of the households survive on one meal per day or nothing at all.

- vi. Children from female headed households had lower device ownership, recorded low levels of awareness about ongoing radio/TV programs, were less likely to have a literate adult around them and were more prone to hunger,
- vii. Overall, 13% and 42% of the households use electricity and solar respectively for lighting purposes.

The findings are a clear indication that learners in arid regions and poor households have not benefitted equitably from the remote learning solutions. Recommendations from this survey are as follows:

- i. Consider mobile-based solutions, since this is the most accessible device in majority of the household. However, in counties such as Turkana, where adult literacy is much lower, explore alternative strategies.
- ii. Adopt blended approaches (radio, TV, print, SMS) so as to appeal to the various categories of households. A key opportunity are siblings in secondary schools, who could lead learning at the household level.
- iii. Strengthen awareness creation about remote learning opportunities. A significant proportion of households, 52%, reported that they were not aware about the ongoing radio/TV programs, thus the need to strengthen information sharing. This can be achieved through community structures.
- iv. Prevalent hunger and poverty increases vulnerability of the learners to risks of early marriage and child labour. Alongside learning solutions, incorporate social safety nets – such as provision of food supplies and supply of dignity packs (sanitary towels).
- v. Adopt a gender lens in designing interventions across the counties.

## Rapid Survey in Tana River, Bungoma and Turkana Counties

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### 1.0 Background

Many children attend school but this does not guarantee learning as some graduate out of primary schools without foundational literacy and numeracy skills. UNESCO<sup>1</sup> estimates that 617 million children and adolescents worldwide are not achieving minimum proficiency levels in reading and mathematics, despite two-thirds of them being enrolled in formal schooling systems. This crisis is an impediment to the attainment of Sustainable Development Goal 4 (SDG 4). As a result, the World Bank<sup>2</sup>, noting that 53% of all children in low and middle-income countries are lagging behind on their fundamental skills, has earmarked learning poverty as an area of attention if we are to achieve quality learning by 2030, aiming at halving the population of the 'learning poor' by 2030.

In the face of the current school closures, learning loss is inevitable and those lagging behind in their foundational skills or the 'learning poor' are likely to be hit hardest. The [World bank](#) forecasts that this may manifest in 3 ways: i) a reduction in average learning levels for all students; ii) a widening of the distribution of learning achievements due to unequal effects of the crisis and iii) a significant increase in the number of students falling below the basic level of proficiency required to participate in learning. This requires that we re-imagine the education systems across the world, to make them more resilient during crisis.

This period has recorded emergence and adoption of innovative approaches – radio, television, zoom, WhatsApp, take home packages – to facilitate continued learning at home. Inasmuch as these may serve to keep learners engaged, the mediums of delivery raise equity concerns, especially for marginalized and disadvantaged communities. Limited device ownership, lack of reliable power sources, poverty and poor (or lack of) internet connection widen the inequities between the 'wealthy' and the poor/marginalized.

Close to 15 million school going children in Kenya were sent home after learning institutions closed indefinitely in March. As an immediate response, and like many other ministries across the world, the Ministry of Education activated remote learning - through radio, Kenya Education Cloud and TV lessons - to ensure continued learning. However, these noble efforts may not benefit all learners equally due to household challenges.

In April/May, Zizi Afrique commissioned a survey in three counties, Turkana, Bungoma and Tana River targeting households from which children identified as lagging behind in their foundational skills come from. The survey sought to establish the vulnerability of households as well as their access to remote learning options. This report presents findings from the survey during which 4,376 households were reached.

The survey sought to:

- i) Establish the 'vulnerability of the targeted households (ownership of digital devices; food security);
- ii) Determine the level of awareness about continued learning through radio/TV; and

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<sup>1</sup> <https://en.unesco.org/news/617-million-children-and-adolescents-not-getting-minimum-reading-and-math>

<sup>2</sup> WorldBank. Ending Learning Poverty: What Will it Take? United Nations (2020). Policy Brief: Education during COVID-19 and Beyond.

- iii) Find out the extent to which children had continued to learn while at home.

### 1.1 About the Accelerated Learning Program

Zizi Afrique has been implementing the Accelerated Learning Program (ALP) in Bungoma, Tana River and Turkana since 2018. The ALP targets learners lagging behind in foundational literacy and numeracy skills, selected from grades 3 to 5 and aims at equipping them with skills to ‘read with understanding’ and ‘reason with numbers’. To do this, i) learners are assessed to establish their learning levels, ii) they are grouped according to the learning levels (irrespective of age or grade) and iii) are involved in level-based activities that hasten their acquisition of the foundational skills. A team of teacher assistants (TAs) identified at the school level is reskilled (through training) on assessment, level-wise grouping and targeted instruction in literacy and numeracy. Learners are enrolled in 30-50 day learning camps, organized in bursts of 10-day camps with a gap period (break) of 10 days between camps. Camp sessions are conducted daily for one hour in each subject. Peer learning is emphasized during these sessions. Figure 1 below outlines the identification, grouping and learning organization process:

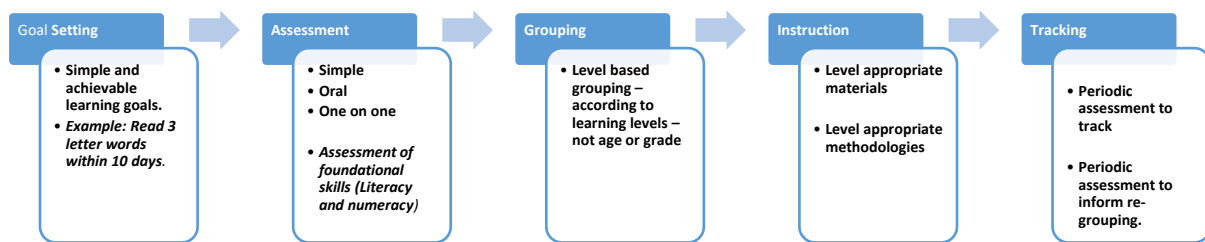


Figure 1: Learning Camp Implementation Cycle – Repeated every 10 days.

To date, over 7,000 learners in 119 schools, have benefitted from the program, implemented jointly with the Ministry of education and county-based community organizations. In only 30 days, more than half of the learners acquire the desired level of proficiency in foundational literacy and numeracy.

## 2.0 Methodology

### 2.1 Survey Location

In 2018, Zizi Afrique identified 3 among the bottom 10 counties, as per the [Uwezo](#) 2015 report, as implementation sites for the ALP. Turkana, Bungoma and Tana River counties were selected to represent ASAL pastoral, ASAL coastal and agricultural regions respectively. In each county, implementation is led by a county-based partner organization, identified through an assessment process and vetted through the office of the Sub County Director of Education.

In each of these counties, the survey was carried out in one sub county - Bungoma South, Tana Delta and Turkana Central - in Bungoma, Tana River and Turkana counties respectively. The survey targeted households from which over 7,000 learners enrolled in the ALP come from. The villages reached are remote locations and double up as the catchment areas of the schools partnered with for the project.



## 2.2 Development of Survey Instruments and Piloting

The project team designed a survey questionnaire in line with the 3 objectives guiding the exercise. This was pretested by the project team and later on with a smaller group of county-based teams – 9 teacher assistants - to tease out its effectiveness. The questionnaire was revised in line with reflections from the pilot and final versions uploaded on KoBo collect in readiness for data collection.

## 2.3 Data Collection and Analysis

This was the first time the project team would rely on use of technology for training and data collection. Ahead of the TA induction sessions, the team packaged survey guidelines, outlining the process of KoBo installation, login, access to the tool and data submission. This was piloted with the team of 9 TA's and adjusted accordingly.

The 9 TA's acted as co-facilitators during induction of the 126 TAs and supported as cluster leads throughout the survey process. TA's received smartphones and were facilitated with airtime for data submission. In Turkana and Tana River counties, the program team obtained clearance to carry out the survey at the households. However, in Bungoma, the teacher assistants conducted phone-based interviews due to restrictions on movement enforced by the county leadership, in compliance with the National directives. Data was collected over a period of four weeks. A consultant was engaged to support with data analysis.

## 3.0 Survey Findings in Bungoma, Turkana and Tana River

### 3.1 Profile of respondents

Across the 3 counties, more than half of the respondents reached were female - two out of every three in Turkana and one out of every two in Tana River and Bungoma counties. Overall, 14% of the households surveyed were under the watch of a caregiver. There were more households in Tana River under the watch of a caregiver compared to Bungoma and Turkana counties. This is presented below:

Table 1: Profile of Respondents Reached (n=4,376)

	FATHER	MOTHER	GUARDIAN	TOTAL
<b>TANA RIVER</b>	29%	53%	18%	100%
<b>TURKANA</b>	29%	62%	11%	100%
<b>BUNGOMA</b>	29%	57%	13%	100%
<b>OVERALL</b>	<b>29%</b>	<b>57%</b>	<b>14%</b>	<b>100%</b>

In the 4,376 households, the survey showed that there were over 18,800 school going children (4-18 year olds). Sixty-one percent (11,500) of these were enrolled in primary school level, whereas 19% (3,590) and 12% (2,307) were in preschool and secondary levels respectively. A total of 1,317 learners of school going age were out of school.

### 3.2 Households that have Access to Radio/TV/Phone

At present, radio and TV are the popular mediums of instruction. The survey sought to find out the proportion of households that own a phone, radio and TV. On average,

- eighty-two percent (82%) of the households in the 3 counties own, at least, a basic phone,
- only 20% and 8% own a radio and TV respectively, and

- only 15% of the households surveyed owned a smart phone.

Table 2: Device Ownership

OWNERSHIP	RADIO	TV	PHONE(REGULAR)	SMARTPHONE
TANA RIVER	21%	10%	88%	9%
TURKANA	13%	3%	66%	17%
BUNGOMA			92%	19%
OVERALL	<b>20%</b>	<b>8%</b>	<b>82%</b>	<b>15%</b>

Though radio and TV lessons have been popularized as the ‘new normal’ to deliver remote learning, households in arid areas and other resource-constrained environments may not equally benefit from these learning opportunities. This is due to the low levels of ownership of these devices – for instance, only 1 in every 5 households own a radio in Turkana and Tana River counties.

Majority of the surveyed households at 82% own at least a basic phone. This is the most accessible device to children in these households. A learning option delivered via phone might attract higher participation and support by the 68% of household heads who can at least read and/or write a text message.

The survey also sought to find out the proportion of children who had access to a literate adult around the home. Eighty-nine (89%) percent of adults in Bungoma reported that they could read/write a SMS compared to 74% in Tana River and only 41% in Turkana. This breakdown is presented below:

Table 3: Adults who Could Read/Write a Short Message (SMS) on Phone

READ&WRITE_SMS	MALE	FEMALE	TOTAL
TURKANA	40%	42%	41%
TANA RIVER	81%	67%	74%
BUNGOMA	90%	89%	89%
TOTAL			68%

A differentiated approach in Turkana is necessary, given that more than half of the parents reported that they could not read or write a short message.

Additional findings from Bungoma County showed that:

- less than 1% of the households had access to either a tablet, desktop computer or laptop;
- 32% of the households allow children to access their devices (phones, tablets). The two most popular ways in which children engage with the phones in order of popularity are i) making and/or receiving calls, ii) sending messages and learning;
- Safaricom was the most popular network in 98% of the households;
- only 22% of the households had devices that could access internet and
- majority of the parents (60%) noted that evenings (4:00- 8:00pm) were more appropriate times for children to access the phones, compared to 23% and 17% in favour of midday (12:00 – 4:00 pm) and mornings (8:00 – 12:00 noon) respectively.

### 3.3 Awareness of and Continued Learning Options

A survey conducted by the Ministry of Education pointed out that the Covid-19 period had presented a window for education innovations by individuals and organizations – 55% of the innovations mapped during the survey emerged after COVID-19. Nearly half, 45%, of these were targeted at learners in primary and secondary schools (MoE, 2020).

The survey by Zizi Afrique found out that two out of five households (37%) reported that they were aware of radio/TV lessons aired by KICD. There was nearly twice the number of respondents aware about radio compared to TV programs as shown below:

Table 4: Awareness about Radio/Tv Learning

AWARENESS	RADIO_LEARNING	TV_LEARNING
TANA RIVER	42%	24%
TURKANA	21%	4%
BUNGOMA	78%	48%
OVERALL	<b>48%</b>	<b>25%</b>

There was higher awareness about the radio/TV sessions in counties of Tana River and Bungoma compared to Turkana. Only 1 out of 5 of the adults surveyed in Turkana had knowledge about the ongoing programs on radio. This county continues to lag behind in terms of access to and awareness of opportunities available to them and their children.

Besides access, the survey sought to find out the utility of radio and TV for continued learning at the household. Overall,

- i. **36%** of the respondents reported that their children had continued with some form of learning while at home,
- ii. **one out of ten** are doing so through the radio and,
- iii. only **3%** are using TV for learning.

The table below shows the trends by county:

Table 5: Continuity of Learning at the Households

	CONTINUED LEARNING	CONTINUED LEARNING	RADIO	CONTINUED LEARNING	TV
TANA RIVER	40%	11%		8%	
TURKANA	8%	6%		2%	
BUNGOMA	59%	46%		0.4%	
OVERALL	<b>36%</b>	<b>21%</b>		<b>3%</b>	

These findings reveal the limited access to and continuity of learning opportunities in the most vulnerable households, further exacerbating learning inequalities existent before schools closed. Continued home stays will demand a redesign of learning options so as to bridge the digital divide and ensure that even the most marginalized continue to learn while at home.

Notably, only 37% children in the female-headed households had continued to learn while at home, compared to 42% of those in the male headed households.

### 3.4 Access to Food at the Household

Learning is dependent on many factors, key among them, nutrition. In these three counties, school feeding programs have been deployed as safety nets to encourage enrollment and school attendance. From the survey, hunger is a big challenge in Turkana, with 82% of the households living on one meal a day. Such households are more likely to report discontinued learning as families divert their attention to ‘survival’ or putting a meal on the table.

Overall,

- three (3) out of every 10 households are surviving on one meal per day,
- Bungoma is more food secure - 96% of the households can afford atleast 2 meals every day,
- 92% of the households in Tana River can also afford at least two meals every day.

Table 6: Number of Meals per Day

	ONE OR NO MEAL	TWO MEALS	THREE MEALS	MORE THAN 3
<b>TANA RIVER</b>	8%	58%	33%	1%
<b>TURKANA</b>	82%	16%	2%	0%
<b>BUNGOMA</b>	4%	18%	75%	3%
<b>OVERALL</b>	<b>31%</b>	<b>31%</b>	<b>37%</b>	<b>1%</b>

The food security at the household in Bungoma is attributed to majority of households growing food for their consumption. Ninety-four (94%) percent of the households reached reported that they grow crops for their household consumption. More than half of the households in Tana Delta (52%) reported the same. In Turkana, the story is different. Only 8% engage in crop production for household use, owing to the harsh climatic conditions prevalent in the area.

As we focus on strengthening continued learning, it is imperative that social safety net measures are adopted. Households at most risk should be offered a nutrition option now that the school feeding programs earlier available for these children are no longer accessible. With schools closed, these children are in the villages, in households that can afford only one meal per day. Extended closure and delay in extending nutritional support may lead to increased cases of child labour, malnutrition and early pregnancies as the young ones fend for themselves.

Some of the teachers involved in the survey shared the following reflections:



*‘Children at Lochor Ikeny village have abandoned learning for income generating activities. Lochor Ikeny has only one borehole, which if dry, the community has to travel for long distance in search of water. In this sparsely populated village and in most of our villages, digital learning is a farfetched reality. Households do not have radios, some lack mobile phones and even then, connectivity is a big challenge.*

*Most school going children are boarders at Lochor Ikeny primary school, where they benefit from school feeding program. With schools closed, their source of daily bread, the school feeding program, is no longer accessible. For several weeks now, the families here are surviving on raw millet. With no food at the household, children in this village have no choice other than to engage in paid labour. Fifteen out*

*of the 45 children I targeted have migrated to Namukuse, around lake Turkana. Here, they engage in fishing.*

Figure 2: Members of a household during the Survey in Turkana

*The meagre food rations available at the household are given to those who support in animal rearing. There is increased vulnerability and we may witness a rise in early marriage and pregnancies, not to mention, child labour, which is already happening. I fear that if schools do not resume, we will witness high cases of drop out...’ Abach, a teacher assistant in Turkana County.*

*‘Where I conducted my survey, parents were expecting help thinking that there is a donation of food after the survey,’ Jacob, a teacher assistant in Turkana.*

*‘Parents in my area are suffering. They eat once a day. On some days, they have to go without food. I have great sympathy for them,’ Stanley, a teacher assistant in Turkana.*

### 3.5 Source of energy at the households

Access to a reliable source of lighting at the household enhances self-directed learning. Farming and animal husbandry are popular economic activities in the 3 counties. These activities take children away from home during the day as they tend to animals and plants in the farm, thus leaving them with limited time for study during the day. Lack of reliable source of lighting hinders them from engaging in learning activities in the evenings. From this survey, only 13% of the households had access to electricity. A much larger proportion of 42% had access to solar lighting, majority of these in Bungoma and Tana River counties.

Table 7: Source of Energy/lighting at the Household

ENERGY	ELECTRICITY	SOLAR	PARAFFIN	OTHERS
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<b>TANA RIVER</b>	18%	52%	31%	17%
<b>TURKANA</b>	4%	6%	6%	89%
<b>BUNGOMA</b>	15%	69%	31%	1%
<b>OVERALL</b>	<b>13%</b>	<b>42%</b>	<b>23%</b>	<b>35%</b>

In Turkana, only 6% of the households access solar lighting while only 4% access electricity. Among the options listed as alternative sources of lighting at night in Turkana include fire, moonlight and torches.

The implication of this is that self-study using print reading materials is less likely to take place in the evenings due to lack of modest source of lighting. Facilitating households with sustainable sources of lighting is recommended. When supplying radios, preference should be given to a solar powered radio transmission device that has an option for household lighting.

In addition to access to electricity at the household, the study sought to find out the distance travelled by individuals to access electricity. Tana River reported that 74% of the respondents have to travel for more than 30 minutes to access electricity, compared to 64% in Turkana and 13% in Bungoma. Majority (87%) of the households in Bungoma can access electricity within a reasonably short distance of between 5 and 15 minutes.

## 4.0 Implications of Findings on Learning and Recommendations

### 4.1 Learning opportunities have not reached most children in Arid Areas

Amidst the COVID-19 Pandemic, the probable learning solutions are running on technology in different media. In the arid contexts, learning solutions loaded on radio have been touted plausible. However, ownership of radio is below 30%, indicating the challenge a majority of the learners face in continuing with learning. TV ownership is less than 10%, while that of smartphones is at 15%. The widely owned device is a mobile phone, one on which learning solutions are limited. Even for mobile phones, 18% of the households report a lack of one. This points to further learning vulnerability for children in arid contexts in the wake of the pandemic. The 18% without a mobile phone is a group that is likely to fall further if deliberate measures are not put in place to accelerate inclusive learning.

### 4.2 Leverage Mobile Phone Penetration

Mobile phones are highly accessible by majority of parents of learners farthest behind. SMS-based learning could be explored as an option for over 70% who are currently not benefitting from the radio/TV lessons. Even with this option, children in male-headed households are likely to benefit more because they have an adult around them who can read/send an SMS.

Awareness building campaigns through the local leadership and media to increase interest on current radio programming is necessary. Less than half of the households surveyed reported that they were aware of the radio and TV options. If messaging around home-based support to learning are popularized in equal measure as the daily health briefings, communities will gradually embrace home learning as the new alternative and maximize on the most suitable option.

#### 4.3 Learning solutions should consider literacy levels of adults around the house

Children who had not acquired foundational skills will continue lagging behind unless special measures are taken to mitigate this disadvantage. Of the households surveyed, over 50% are headed by females, a majority of whom cannot read/send phone messages. This is a pointer to the low literacy levels prevalent in such households. As such, they are less likely to support their children in the ongoing radio/TV lessons.

#### 4.4 Design solutions for children farthest behind

If learners are to reap benefits from the digital learning solutions (in whatever format), differentiated learning solutions, specifically targeted at children without foundational skills is essential. Such programs will accelerate their acquisition of these skills, after which they can optimally benefit from ongoing learning programs. If this is not done, this group of learners will further regress. For those from households without a literate adult, alternative support structures, such as through community-based teachers to mediate the literacy gap should be considered.

#### 4.5 Complement radio/TV programs with print resources

Radio and TV programs are not without shortcomings. For instance, throughout the 30-minute sessions, children are expected to passively follow/listen to what the teacher says, yet without physical worksheets to work with. Once through, learners do not have access to the lesson resources to aid individual learning. Complementing radio/TV lessons with print materials will keep them engaged during lessons. The exercises in the print resources can be accessed in future for self-study or revision, thus more engagement in learning.

#### 4.6 Complement infrastructural support with social safety net packages

Attention is currently focused on designing learning solutions as we fear that 'syllabus coverage' is at stake. However, little attention has been paid to 'the plight of these very children' as they continue to stay at home. In the most vulnerable households, access to at least two meals is a challenge thus compromising their nutrition. In Turkana for instance, majority (82%) are surviving on a single meal.

It is high time focus shifted to first and foremost, support households and communities to protect the children in their custody – by providing adequately (meals and other basic needs) as well as cushioning them from child labour and early marriages as this may lead to drop out. To complement community/family level protection efforts, government should consider initiatives to distribute food, medical supplies (masks) and dignity kits (sanitary towels).

## 5.0 Conclusion

Based on the survey findings, it is evident that children in poor households and arid contexts have continued to lag behind. They have limited access to remote learning options. Majority lack basic devices, such as radio, to facilitate access to continued learning opportunities. This deepens the learning gap between them and children from other advantaged households who continue to learn through radio/TV, WhatsApp or Zoom classes, mediums popularized during this period.

At the household level, hunger, especially in Turkana, has forced families to migrate in search of economic activities, following the discontinuation of school feeding programs, an incentive that has seen most children enroll and remain at school. Such constraints have shifted the focus of households from learning to 'survival' of their families. Child labour is reportedly high as children join their parents

in income-generating activities, animal rearing and farming. Whereas some of these activities are essential in life skill development, these children are left with little or no time for studies. Limited access to lighting at night, especially in Turkana, means that children can barely engage in evening studies.

However, opportunity exists in that majority of these households have access to a basic phone, which presents an opportunity for phone-based intervention which could leverage peer support - 12% of siblings in secondary schools. To bridge limited access to learning resources, provision of print materials, such as readers and workbook will inch these children closer to learning opportunity.

Moving forward, blended approaches when dealing with learners from these contexts is essential, with a consideration on gender of household heads. Provision of print resources could be considered to complement the radio/TV as this may easily reach these households. Further, approaches that complement learning solutions with social safety net options have a better appeal and could go a long way in mitigating against child marriage and early pregnancies especially for girls.



## Annex 1: Rapid Survey Tool

### DIGITAL READINESS ASSESSMENT TOOL

**Introduction:** This survey seeks to establish the tech infrastructure available in households that can be exploited to facilitate continued learning during this period when schools are closed. The mapping will map the households and assess their levels of vulnerability. The ultimate is to profile households and the type of devices available (TV, radio, or phone) as well as households which lack either of these. This information will inform decisions on alternative approaches to ensure continued learning at the households.

#### Section A: General Information

A1. County:		A2. Sub County:	
A3. Ward:		A4. Name of the village:	
A5. Volunteer/TA Name		A6. Sex (tick)	A7. Phone Number
1.		Male: ( ) Female: ( )	
2.		Male: ( ) Female: ( )	
A8. Date of data collection (dd/mm/yy)			
A9. Name of ALP supported school			

#### Section B: Household Information

B1. Household number	
B2. Who is responding to the questions?	Father <input type="checkbox"/> Mother <input type="checkbox"/> Guardian <input type="checkbox"/> Another adult
B3. What is the name of the household head?	
B4. What is the sex of household head?	Male Female
B5. What is the telephone number of the household head?  <i>(For scripting, we shall add a small rider question: does any member of the household have a mobile phone?)</i>	
B6. Can we reach out to you on the mobile phone above?	Yes No

#### Section C: Schooling and Source of Lighting

Schooling Information		
C1.	How many children aged 4-18 years are in the household?	Boys: ..... Girls: .....
C2.	How many children are in:	<b>ECDE:</b> Boys: ..... Girls: ..... <b>Primary school:</b> Boys: ..... Girls: ..... <b>Secondary school:</b> Boys: ..... Girls: .....
C3.	How many children are of primary school-going age but not enrolled?	Boys: ..... Girls: .....

C4.	How many children are of secondary school-going age but not enrolled?:	Boys:..... Girls:.....
	<b>Sources of power and Lighting</b>	<b>Tick as appropriate</b>
C5.	What is the source of power/lighting in the household? (Multiple responses)	Solar: ( ) Electricity: ( ) Generator ( ) Paraffin: ( ) Other (specify): .....

**Section D: Types of devices and ownership at the household. Tick as appropriate:**

How many of these do you have in the household?		Indicate number for each
D1.	Smart Phone	
D2.	Regular phone	
D3.	Radio	
D4.	Television (TV)	

**Section E: Awareness and Utility of the Radio or TV Sessions**

E1.	Have your children continued learning at home after schools were closed?	Yes: No:
E2.	Which radio station do you listen to the most?	
E3.	Who is your most favorite radio presenter?	
E4.	Have you heard about the radio lessons for children that are going on?	Yes: No:
E5.	Have your children been listening to the radio lessons?	Yes: No:
E6.	Which TV station do mostly watch?	
E7.	Have you heard about the TV lessons for children going to school?	Yes No
E8.	Have your children been watching the TV lessons?	Yes: No:
E9.	Does the family produce their own food?	Yes No
E10.	How many meals are regularly eaten in this household per day including breakfast?	0: 1: 2: 3: Other (specify)

**F1. Recommendation from TA/volunteer (Tick as appropriate)**

- i. Household be supported to use existing radio for learning
- ii. Household be supported to use existing TV for learning:
- iii. Household lacks a radio or TV for learning:

