



REGIONAL
EDUCATION
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INITIATIVE

Learner Centered Teaching: *Response to COVID-19 in Marginalised Communities*

What's the Challenge?

Access to e-learning:



Access in Rural Communities **3%**
Access in Urban Communities **54%**



Access in Rural Communities **7%**
Access in Urban Communities **35%**



Access in Rural Communities **63%**
Access in Urban Communities **27%**

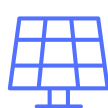


Access in Rural Communities **59%**
Access in Urban Communities **54%**

Source of light in the home:



Rural Homes **26%**
Urban Homes **88%**



Rural Homes **31%**
Urban Homes **3%**



Rural Homes **43%**
Urban Homes **9%**

The following recommendations are based on emerging early best practice, and insights gained by RELI Members' work with marginalized communities.



Parental engagement is critical



Use local champions to communicate key messages



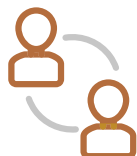
School leaders, teachers, and teacher assistants are an important resource



Accompany learning support with support for well-being



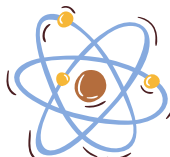
Peer learning is a valuable strategy



Identify useful community resources



Accompany radio and online resources with printed materials



Begin early planning for school re-opening

**All Statistics: (KNBS 2019)*





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Parental engagement is critical

- Consistently engage parents/guardians as primary educators, while acknowledging that parents too are dealing with COVID-19 related stresses and anxieties.
- Be conscious that not all parents are literate, many do not have the mental/ emotional capacity to fully take on this role, and some continue to work full-time whether from home or outside the home as essential workers.

School leaders, teachers, and teacher assistants are an important resource

- These members of the education workforce are key frontline workers during school closures. They are trusted by their communities and can be champions of key messaging and interventions.
- With appropriate tools and training, they can support learning and well-being whilst maintaining appropriate physical distance and promoting other COVID-19 related directives

Peer learning as a valuable strategy

- Within households, siblings should be encouraged to support each other's learning, encourage accountability, and ensure all learners stay positively engaged. This can extend beyond the household in line with government public health directives.

Accompany radio and online resources with printed materials

- Printed materials help keep learners engaged which embeds learning and results in a more fruitful learning experience.
- They also help parents gauge their child's understanding and progress, and support as necessary and possible.

Use local champions to communicate key messages

- There is an ongoing need for sensitisation on COVID-19 health matters. Red cross members, teachers and local radio stations are all respected voices of authority who can champion these messages.
- Important messaging should embrace local language for maximum reach.

Accompany learning support with support for well-being

- COVID-19 health information can be built into educational tools and resources so as to maximise impact.
- There are increased risks to child well-being and safety while schools are closed and education, interventions should leverage any points of contact or support as an opportunity to monitor and intervene as necessary and appropriate.

Identify useful community resources

- Cyber cafes, community DSTV centres and other such places can become learning hubs for children to access TV and online learning resources- with the appropriate child protection, sanitation and public health measures.
- Identify existing groups in the community who can promote messaging and activity towards children's learning and well-being.

Begin early planning for school re-opening

- Consider means that address COVID-19 economic, health and social hardships to get **all** children back to school.
- Consider how learning from COVID-19 school closures can be applied to ensure improved inclusion when schools re-open, with a particular focus on marginalised communities.



**RELI is a member driven initiative working to ensure inclusive learning
for all children in East Africa.**



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