**Needs Assessments (as of July 2020 – see here for** [**library of reports**](https://savethechildren1.sharepoint.com/what/humanitarian/SCDocuments/Forms/AllItems1.aspx?csf=1&web=1&e=cmF9Hq&cid=9d7f6542%2De94d%2D4c99%2Dbfa4%2D009a30acbe3f&RootFolder=%2Fwhat%2Fhumanitarian%2FSCDocuments%2FGlobal%20%2D%20COVID%2D19%2FGlobal%2FTechnical%20resources%2FMEAL%2F02%5FAdditional%20resources%2F04%5FCountry%20Needs%20Assessment%20Library&FolderCTID=0x012000E48DD9A629F24B48B358EBAA77FA722A)**)**

**Raw extracted education findings**

**Bangladesh - COVID-19 rapid needs assessment, 3-7 May 2020, Host community – Cox’s Bazar**

(used analytical framework)

Secondary data and Qualitative – field visits and phone calls: Community group discussion (60 adults), Key informant interview (22 – college teachers, local gov, HCR)

* Gov initiated TV and internet based learning but only 37.6% households have internet access and 50.6% has a TV
* COVID-19 Anticipatory Impact Analysis’ conducted by ‘Need assessment working group’ reveals that 42% respondent had not heard of any remote based education activities whereas 60% had no regular communication from scovhools about learning continuity and 38% parents indicated no continuous educational support to children in lockdown.
* No access to education listed as one of top 5 problems by adults
* Support to continue children’s education (home-based materials and other materials for engaging the children at home) identified as one of top priorities for support
* Young people are passing idle time (facebook chatting, messaging) without educational engagement
* School closures and continued work requirements, plus isolation causing increase distress amongst caregivers
* No school, can’t go outside or play with friends, children become inattentive in reading
* Girls’ household responsibilities at home
* 50% parents are aware about children’s education but they do not have enough playing material, children’s books, colouring books, colour pencil and also other relevant materials that could help them to make effective busy and grow naturally.
* TV programming not sufficient for children
* Report recommends local radio based distance education and innovative approach to education, as well as materials.

**Bangladesh - Consultation with Rohingya Children about COVID-19, May 2020**

* Child Protection agencies – SC, IRC, UNFPA, UNICEF
* 1:1 interviews – 210 children (105 female, 105 male) aged 5 to 19, most 10-14
* Distress over closure of learning and child protection facilities emerged as one of top three concerns related to COVID (48%, just after fear of getting infected 64%)
* Requested home-based recreational materials (53% - 2nd top request after access to medical support)
* Main protection concern – getting infected, followed by concerns about school closures (55% girls reported, 51% boys reported)
* How spending their time during lockdown: 6% of boys doing distance learning, 12% girls. 70% boys/68% girls playing with siblings 36% boys/66% girls supporting ding household chores, 21% boys/30% girls doing storytelling
* With suspension of learning centres and safe spaces and limited movement in camps, 53% of respondents suggested provision of recreational materials at home could keep them active
* Children shared that the closure of learning centres has restricted them accessing all services and activities provided at the facilities

**Bangladesh - Impact on children survey May 2020**

* 121 respondents – 72 girls, 49 boys aged 10-18 – 20 children w/ disabilities, 27 working children
* Marginalised children from urban and rural areas including tea gardens – parernts are day labourers, rickshaw, petty traders
* 67% family income completely stopped and 64% household in food crisis
* 90% attending school before crisis
* 65% continuing studies at home ‘a little – 23% ‘not studying at all’ 12% ‘fully – as much as possible’
* 91% - ‘no one is helping’ in their household with their studies – 4% parents are helping, 5% someone else in the household
* 90% school or college has never followed up on their studies – 10% ‘sometimes’
* 47% - increase in physical punishment
* How are you spending most of your time? 92% helping parents in household work, 72% watching TV, 49% looking after other family members, 31% using mobile phones – 11% studying
* 69% scared, sad or worried

**Bangladesh - Cox’s Bazar Rapid Gender Analysis May 2020 (not SC)**

* Secondary data review
* 2019 – 34% of girls aged 12-18 attending learning centres vs 67% of boys – 17% attending home based leaning– confined at home doing chores
* With centres closed, girls and boys at risk of dropping out permanently to help with unpaid caregiving or enter labour force
* Closure of learning centres – higher risk of abuse, neglect, violence. Bangladesh national assessment 40% increase in calls to child helplines
* Recommend home based learning targets adolescent girls

**Cambodia – Understanding knowledge, attitudes and practices of children about covid-19 May 2020**

* Rapid needs assessment to understand children’s knowledge in order to develop effective child friendly RCCE
* Survey with 241 10-17 year olds in 10 provinces, 70% girls 30% boys, rural and uban – telephone interviews by female researchers – children with access to mobile
* 94% heard about COVID through facebook, followed by 60% through TV, 20% through radio 24.1% through teachers
* Children most trust info received from TV (39%) and facebook (32.4%), radio – 3.3% - teachers 6.2%
* 72% have TV at home, 34% radio (lower in rural areas)
* All of sample had access to mobile phone and itnernt but only 55% had access to remte learning (online and TV) during school closures = 0% of primary school leanines, 60% secondary, 75% high school – more females than males reported access to remote learning (74% vs 45%)
* Access to learning materials while staying at home – 54% overall – 45% rurual children, 63% urban children. 63% high school vs 17% of primary school
* 96% secondary school, 100% high school 67% primary – expressed concern about their learning during the pandemic
* Main concern for yourself regarding the impact of COVID-19 – top = ‘My education’ – 81.3% - followed by health – 60.6%
* 57% children have only one room for the whole family – 55% live in household in single room with more than 4 family members
* 44% children do not have access to remote learning and 46% don’t have access to learning materials

**Egypt – refugee rapid assessment April 2020**

* 231 families from Syrian and African communities in Giza governate – through phone and whatsapp groups
* Syrian – most parents can’t afford learning through the MoE E-Learning platform due to poor internet conditions, no computers/smart phones and lack of financial resources – but children watching education programmes on TV which are useful
* Older children studying alone with their school books
* MoE requires end of year research/coursework instead of final exam – big barrie – paents need to charge internet cards in order to know how to do the research fom the learning platform – but can’t afford this money
* 50% families trying to do family activities during this time but run out of materials and ideas for new activities – asking for materials and psychological tips to handle chidlren’s anxiety – children bored, stressed and afraid of getting sick
* African families ‘not doing anything with their children and have no idea how to utilize the time – asked for recreational and educational materials

**India – status of vulnerable children and their families amid Covid-19 / RNA / round 1– May 2020**

* 7,395 respondents, 84 distrcits, 16 states – most marginalised urban and rural – beneficiary database , 58% female
* By telephone 5-18 April
* Inward migration
* 44% playing with learning (54% urban/45% rural) – 35% playing without learning, 20% working at home, 2% working outside home (
* One third of households reported children are playing without learning – 45% urban, 27% rural
* One third reporting children have “nothing to learn, not even new session books”
* 20% reporting children have additional material more than current session’s books – 22% urban 13% rural.
* 50% just have current session’s books – 33% have nothing – 17% have more than current session’s books
* 20% reported children are engaged in work at home
* 7% mobile is main means of communication to seek info

**Indonesia RNA April 2020**

* 417KII heads of villages, community health workers, teachers, parents
* Online survey to 11,989 parents (9649 female, 2340 male) and 4,698 teachers (3670 female, 1028 male)– those with access to phone and internet
* Teachers delegating tasks to parents or parents taking this on when there’s no guidance – additional burden on women
* 75% children stated thy use TV as main method of learning rather than online learning/websites
* Cost of internet and data packages and poor connection makes it difficult for teachers, parents and children to continue education
* 72% children reported feeling bored of isolating
* Leaves behind children without internet and 9.4% aged 5-1 who can’t read or write
* Hard for children who normally have non-formal including CwD
* 301,456 students drop out every year due to child labour, violence, child marriage - at even greater risk – ¼ household reduction in income – forced in income generating activities
* April 2020 SC participated in survey by Holistic Integrative ECCD Coalition – 40,379 ECCD teachers from 32 provinces 97% female – 92% are doing distance teaching – 52% still receiving income, 13% deduction in salary, 35% lost income all together (rely on tuition for their salary)
* 75% adults reported reduction in income
* Different schools implemented different approaches for home learning
	+ Teachers give assignments through SMS, whatsapp, phone and social media – more than 80% teachers reported they use instant messages, 46% used email
	+ 60% parents say they got assignments via whatsapp
	+ 63% schools giving students tasks through online
	+ 36% teachers virtually facilitated their class using online video conferencing – less than 10% use online learning platforms
	+ Parents report children also independently accessed online learning materials – video, audio, text, worksheets.
	+ 75% report children use TV for home learning (MoE launched daily programme) – only 40% parents reported this was the most frequently used – some have poor connection to this channel and it conflicts with school’s learning schedule and assignments
* Despite methods above, very challenging for non-formal centres that serve the most deprived and marginalized (more data needed)
* MoE – 40,779 – 18% of schools don’t have access to internet and 7,552 schools (3%) don’t have electricity (rural and slums) – household with limited access to ICT facilities
* 2018 – 65% children used internet for homework – now need to shift fully to online learning
* Lots of info on various apps teachers use – most popular is Instant messenger (WhatsApp, Line, SMS)
* Children – what media does your child use to learn at home – 74.7% TV, 59.6% WhatsApp, 47.5% online learning application, 31.5% YouTube, 31.1% Educational website
* Cost of internet and data packages is main reason for low utilization of online platforms by teachers and parents, poor connection also issue in rural areas
* What are teachers doing – 78.5% sending tasks by phone, sms, whatsapp. 46.3% sending study material – 36.4% using online apps to conduct classes, 3% doing nothing – 69% communicating with parents
* Constraints for teachers – 76.6% not all students participating, 32.1% teaching from home has distractions, 28.9% less support from students’ parents, 25% no computer, smart phone, internet package
* Parent support to children’s learning – 42.1% children’s motivation to study is decreasing, 25/7% inadequate teaching materials, 23.3% not enough time to support, 21.5% do not have supporting devices, 15.2% limited knowledge to support.
* What parents are doing to address constraints – 64.8% are fleibxle with children’s study time – 44.8% provide supporting device for home learning, 33.8% obtain materials from teacher/online source, 6.3% do nothing.
* Teachers and paents – at first children were excited to learn but this declined
* Rural areas – children started to skip learning to support parents in farming jobs
* Wellbeing – in last 2 weeks 72.3% report children are bored
* At start children felt happy to learn from home but that changed due to:
	+ Too many assignments within tight deadlines
	+ Unsuitable learning methods
	+ Competing for facilities with siblings
	+ Not able to interact/socialize with peers
* March 2020 survey of 80 members of children forum aged 11-18 – 15% felt happy, 50% neutral, 35% unhappy with home learning
* Almost half of surveyed teachers don’t regularly check their students’ participation, and only 59% provided feedback on assignments
* Pervious studies – 84% children aged 12-17 experienced bullying, mostly from online – up to 50% aged 13-15 expereined cyber bulling – 40% parents right noaw haven’t done anything to protect children online
* MoE – schools are allowed to use operation funds for covid prevention activities e.g. cleaning, distance learning. 30% of surveyed teaches say school has used funds to support them and reduce covid impact – unclear guidance from DEO – almost half don’t know if school has used funds – shows lack of coordination and communication.
* 75% experienced reduction in income – likelihood of increased child labour, early marriage, and drop out
* Delegation of teacher duties to mothers – burden – schools don’t provide sufficient guidance for parents to assist children in learning, causing exhaustion
* Priority needs – Info/materials/support device for home learning – 54.6% - behind basic needs distribution 69% and soap/sanitizer/maks 45.1%
* Assistance needed by schools/teachers
	+ 69.7% study materials/support device for distance
	+ 57.7% online application/technology skills
	+ 49.1% hand wash station and disinfection
	+ 40.1% study materials on covid-19
	+ 31.7% knowledge for psychosocial accompanying
* Parents with higher level of education likely to have right knowledge about COVID – and tend to use various media for home learning and are more able to support children to study at home – parents with lower education more difficulties supporting children learning at home
* Teachers with higher education level more likely to use differen approaches and various platforms (plus teachers in the capital)
* Teachers outside capital city more impacted by the critisis
* Teachers from public schools more likely to use more than one method related to distance learning compared to teachers from private schools
* Support needed for home learning – good quality leaning materials, laptop or phone, internet data package, access to free online learning platform inc covid-19 info for children – capacity building for teachers to utilize technology – PSS for children and parents to retain motivation, peer support amonhst students, and tools to protect from cyber negative impact

**Kenya – In their own words: An assessment of children’s views on covid-19 April-May 2020, Bungoma, Wajir, Turkana**

* One aim: to examine how children forsee the future of their education during 2020
* FDGs with 176 children (86 girls, 90 boys)
* 5/8, 62% children receive info on COVID through teachers (friends 54%, health faciltity 52%, parents 43%)
* Most children worried about not going back to school
* Children want to be involved in raising awarensss to other children to educate them e.g. songs, articales, poems, skits, visiting children
* Children feel only boarding schools should have been closed not day schools
* Request gov to provide learning materials and ensure they cover school syllabus when they go back to school before doing exams – requested exams postponed till all children have had oportunoty to prepare adequately especially those in rural areas who can’t access available learning platforms
* “some students can’t access phones and radios for online learning” – girl from Wajir – “closure of schools is good because schools are crowded and teachers live outside of school and they can bring in the it will affect all the children in the school. But we are also affected in learning because we are just sitting at home”, boy from Wajir
* Changes since stopped going to school
	+ Bored/idle
	+ Forgetting English
	+ ‘Wasting their education;
	+ Not able to access approved learning materials
	+ Doing a lot of work at home
	+ Not consulting their studies with other students
	+ Not being able to concentrate on their studies
	+ Not having contact with teachers for correctio of studies
* One children’s home – accessing TV lesons, plus self-study and peer tutoring but sometimes teacher doedesn’t use swaholi to expand on points for those that don’t understand English
* Top worry – not being in school and concern abut continuity of education, hoping there will be a solution to enable them to resume. In one area all children – another concern is effectiveness of MoE media lessons which they say don’t reach all children. Fears include learning not taking place – Turkana boys more hopeful than girls about continuing their education – appeal to gov to support with books to read at home
* Worries about overaging, not knowing when schools will reopen, repeating class, poor performance after reopening, difficult exams, forgetting what they’ve learnt, not enough to read.
* Worreid about cargivers losing livelihoods which affects schooling, food, medical care (some already affected by drought and vulnerable)
* “The pandemic has really affected us; we left school hurriedly, leaving our books behind. The teachers didn’t give us assignments” – girl from Turkana
* Children’s fears – 12% postponement of exams, 12% uncertainty of school opening (behind death toll 23% and spread of disease 17%)
* Some disagree with Gov restrictions e.g. because denies right to go to school – drawings of children taking up herding because schools closed
* Request for exams so that they are conducted in 2020
* Want free internet bundles so they can access learning platforms
* Requested gov to provide learning materials and ensure they covered syllabus in school before doing exams
* Recommendations – MoE needs to include children in consultations for schools reopening and exams scheduling, need to provide maerials to children not accessing radio and TV lesson
* Encouarage parents to support learning at home

**Kosovo - covid-19 beneficiary consultation survey, March 2020**

* Phone interviews with 58 existing beneficiaries (45 women) – community members, municipality reps, social workers, school reps
* Observed children from RAE community engaging in labour outdoors e.g collecting cans)
* Women risk of burnout due to juggling tasks particulary online education
* Alternative learning mechanisms available – TV teachers using online tools, messaging, video conferencing, homework
* RAE children not always access TV so can’t follow lessons – not all have laptops. Difficulty of monitoring performance or attendance with TV
* Older teachers harder to adjust to new online teaching methods
* Children’s experience depends on family’s ability to engage in onlin learning with the child

**Lebanon – Youth’s knowledge of COVID-19 – April 2020**

* 137 aged 12-24 (31% 12-14, 40% 15-18 – 29% 19-24)
* Lebanese, Palestinian, Syrian
* 41% studying at home (44% female, 39% male – 65% 12-14 year olds, 42% 15-18 year olds)
* 58% using social media
* Follow-up studies – 11% Online teaching, 36% Whatsapp, 12% stopped

**Lebanon – Beneficiaries needs assessment based on covid-19 awareness sessions, April 2020 – nothing education related**

**Lebanon – Views from lockdown – children and youth’s experience of covid-19 in Lebanon, Summary report May 2020**

* 137 children and youth – Lebanese, Syrian refugees, palestian refugees, Palestinian refugees Syria – including out of school children, with disabilities, in child labour etc
* 42% continue studies at home (58% using social media, 77% playing with siblings, 49% TV)
* Most live in overcrowded households – don’t have quiet space to do studiedsn
* Economic situation = top concern for youth and children during lockdown
* 75% of school children and university students feel studying remotely or online is unsutitable
* 36% whatsapp, 12% stopped learning, 11% learning online – whatsapp = primary educational platform – only 19% of fmales think studying online or whatsapp is suitable, 33% male. Domestic duties assigned to girls on top of homework – girls watching siblings whilst mothers doing housework
* 11% other nationalities parents can’t help because they don’t have enough education – 22% don’t have reliable internet, 50% not required by school or uni to continue studying
* 40% 15-18 year olds asked for PSS

**Lebanon – Non-Formal Education Learning Assessment April 2020**

* Initatied by UNICEF with partners – to understand available resources and needs to start remote learning approach
* 387 caregivers (86% registered with UNHCR) – 2,605 household members – 1120, 64% in ned of learning support during this time – children previously attending programmes
* 90% caregivers have one phone number, 94% android – 96% households have internet access from home wifi or friend/neighbour wifi – whatsapp most common communication app
* Video via whatsapp = first choice as method of communication to support children’s home learning – followed by voice message via whatsapp and phone calls
* Prefer follow-up from SCI 3-5 days a wkee
* 95% will allow children to use their devices to supporting learning for average of 2.6 hrs a day
* 23% caregivers illiterate – 54% have a family member who can support children’s learning (higher literacy levels)
* 99% agreed SCI staff speak to their children on their phones regularly

**Nepal – rapid assessment on impact of covid-19 on children in karnali province and province II of nepal – May 2020**

* Phone interviews with parents of school going children and out of school – 410 (56% male 44% female)
* 80% children say radio is most effective form of communication
* Gap in communication between teachers and parents/children – 86% children have no comms with teachers
* 67% of schools in Nepal used as quarantine centres – disinfection needed and strategy to ensure educational normalcy when schools resume
* 76% caregivers say children are reading and playing, 56% doing housework, 34% hanging out and roaming around
* 16% caregivers’ children concerned abut school (66% concerned about lockdown)
* 61% parents studying with their children – 41% playing with them , 45% interactiving, 11% don’t care about children.
* 30% said workload of girls has significantly increased in comparison to 4% of boys – 54% boys and 72% girls involved in household chorse – 39% boys, 59% girls caring for younger siblings
* 37% say incidents of violence against children has increased
* 77% say children scared of covid and its affect on family – 39% children stressed, 12% lonely – 10% not affected choldre psychologically
* 71% have reading and writing materials at home – of them - 100% have textbook (most just completd exams so they have the textbook for the grad they’ve completed), 81% witing material, 15% story book, song and other materials, 17% drawing book, colour, playing material – lack of creative engagement materials
* 65% parents engaged in teaching and learning activities with children at home. 72% teaching from textbooks – 40% telling story/poem/song – 23% drawing or other creative
* Preference for radio – 68% have access – 34% access TV, 16% social media, 10% internt
* 57% consider radio the most effective teaching and learning tool- 25% TV, 4% books – contextualised, localised, cost-effective.
* Only 14% parents and children in communication with teachers – maybe because end of year, lack of internet and digital mediums to establish virtual connection
* Parent expectations from teachers and authorities – 73% expect to receive teaching and learning materials, 45% want support to teach at home, 22% expect teaching through phone
* 48% ready to send children back to school with certain measures in place – 75% disingection of school, water and handwashing stations 76%, 5% social distancing in place, 4% after lockdown/vaccine found.

**Philippines – covid-19 children’s situation report pasay city, metro manila March 2020**

* 12 children aged 11-17, 5 girls, 5 boys, 1 girl with disability, 1 boy with disability – children living in informal settlements and relocation areas
* Online consultation – members of children’s group – adapted MIRA – SMS and phone
* Get info about covid from social media
* Stress due to overcrowding, too hot to stay inside bored unproductive time
* Feelings of worry, fear, sadness, hunger – families are irritable
* Some children with added household responsibilities
* Out of school – feel disconnected from riends – anxiety of not being able to go back to school or graduate
* Girls remain at home, boys report also doing more household chores and finding ways to make an income, girls report bs leave the home
* Request educational materials – books, workbooks, internet to stay connected to friends, leisure activities to avoid boredom

**Rwanda – Views of children on child rights situation on covid-19 lockdown in Rwanda April 2020**

* Produced by children’s voice today (local child participation organisation, child-led) with support of Save the Children
* Phonecalls with 99 children 8-17 years (46 male, 53 female) and discussions on whatsapp groups – 5 districts – from grassroots groups of CVT
* Children staying at home without studying – difficult for some to revise because they are hungry “the hungry stomach has not the ears = le ventre affame n’a pas d’oreilles – also lack of time as parents asking them to help out in other activities – lack of pedagocical materials including books, pens, paper
* Encouraged to access courses on radio, TV, YouTube but ‘there is a big problem to have access to these facilities because there is a lack of materials like TV, computer, internet connection, smart phone, and time’
* Problem of isolation – not interacting with friendsd, not allowed even to exchange ideas about their studies
* What are they doing? Fetching water, domestic activites, livestock – some are revising lessons, reading books and their notebooks – some children begging asking for food and money. Some children taken over responsibility of domestic workers that parents can’t afford – and increase in physical punishment and humiliation if they can’t fulfil task
* 16 year old girl “in this hard time for staying home, I’m working like a domestic worker, I haven’t time to revise my studies, I clean house, I cook the food, I fetch the water etc, if I make mistake my aunt beats me and tells me aggressive words, it makes me feel like I am worthless”
* Enjoying spending more time with parents, being able to ask them questions – appreciate time for interaction
* Many households don’t have access to technology to access relevant info – 73.8% radio, 66.9% mobile, 10.4% TV.
* Many children reporting hunger due to parents not working and unable to afford food – children begging and doing work to find food
* Rwanda education board established learning through e-learning platform, TV, radauo – children highlight a lot of households don’t have radio, tv, electricity, computer, network. Others said they are not able to manipulate them. – one boy ‘I can’t follow the lesson on the radio like other children, if the government can give radios to the children…’
* Requesting hardware radio and TV especially solar in order to access info and follow lessons
* Request parents stop overloading with task
* Request food and water points

**Somalia – Gendered impacts of covid-19 in Somalia**

* Previous epidemics – risk of adolescent girls not reutnring to school – caring responsibikties, early marriage pregnancy – less able to engage in distance learning due to their increased domestic responsibilities
* SC suggest advocate for equal sharing of domestic chores and charing so tht they have equal time to participate in alternative education initiatives
* Likely increase in negative coping mechanisms – normally there’s a spoke in child marriage during summer holidays
* Female literacy 26% - access to information reduced – 72% adults have mobile phone, regularly share with 10 other people but women use younger family members to read written messages

**Somalia – covid-19 rapid assessment survey factsheet April 2020 – no education info –**

Where is Somalia RNA?

**Turkey – COVID-19 RNA for individuals under international and temporary protection in eytinburnu Istanbul**

* Syrian and Afghan refugees – 316 adults (65% women, 35% men) – beneficiaries in current project
* 97% children spend time at home playing, studying, drawing, watching TB and whatsapp
* 143 accepted offer of remote PFA
* 669 school age children in assessed household – prior to covid 74% were enrolled
* Afghan – 86% enrolled children have shifted to distance education mostly through TV or mobile app – 73% find setup productive for their children. Syrian – 66% enrolled children shifted to distance education through TV or mobile app – 40% households consider setup productive
* Parent concerns about children having hard time understanding content, language barrier difficulties, insufficient lesson frequency
* Households not able to make the shift to distance learning – lack of TV or access to TRT channel, wifi connection, computer/tablet
* 41% reported they need additional education materials: stationary, coursebooks, test books for exam prep
* Top needs – cash/material assistance, food kits, hygiene its, followed by PSS for children and youth 38 said access to distance learning

**Turkey – Syrian refugees, the most vulnerable groups against the covid-19 April 2020**

* 280 households from beneficiary database via phone, 940 school age children
* 81% adapted to distance learning – 41% access to more than one medium to access – Syrian community access 79% - favour google play application to TV
* Of 19% who have no access to distance learning, 93% are Syrian – most have TV but doesn’t cover TRT channel, would need separate satellite dish. 78% who cannot access do have internet at home.
* 3% no access to TV or internet applications
* Majority – education materials at home insufficient – textbooks, exam prep material, notebooks – only 19% don’t need assistance with this
* Household finances and unemployment biggest concerns
* Fears of child labour and child marriage increasing
* SC recommendation to identify online learning platforms for youth and adults with focs on language and vocational training – also provide mobile and internet access – plus education kits for households who don’t have material, plus provide games to entertain children indoors – PSS online and recreational kits – more WASH in schools building on existing projects (already operating two shift system)

**Zambia – knowledge and perception of covid-19 among community members of lufwanyama district – no education data, RCCE focussed**

* MoH and Save
* FGDs with 400 adults
* 43% radio as main source of info, 38% public announcements – prefer the latter as can clarify questions with health workers giving the messages – lots of misconceptions on how covid spreads