

Mitigating climate change Impact on learning: Lessons from marginalized regions of Kenya

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Abstract

Climate change has occasioned unpredictable future. Education is a life changer, a recipe for mitigating climate change effects and can't be delayed without hurting learners. The COVID -19 pandemic widened learning gaps, revealed digital divide and brought about innovations in learning possibilities which could be harnessed for education resilience in difficult times. A study by UWEZO (2020) reported that some children were learning during the pandemic; an inspiration for this study - to find out how any learning took place in Narok county, Kenya which records poor academic performance. This case study established an innovative working learning strategy employed by some private primary schools in Narok county. The target was the schools' 16 teachers and 80 class eight pupils. Qualitative data was gathered using interview schedule influenced by interpretivist paradigm and the cognitive development theory by Piaget. This study was guided by the research question: How did learners access learning amidst challenges of technology supported learning during COVID -19 school closures? What values guided learning resilient amidst Ministry of Health protocols? What lessons can be derived during future calamities occasioned by climate change and leveraged by ICT and AI research? It was established that innovative thinking, concerted effort by teachers, parents, pupils, school workers and the community around the school, positive attitude and diligence contributed to the success of the model which could be enhanced by ICT and AI research.

Key words: pandemic, resilience, model, interpretivist paradigm, implementation