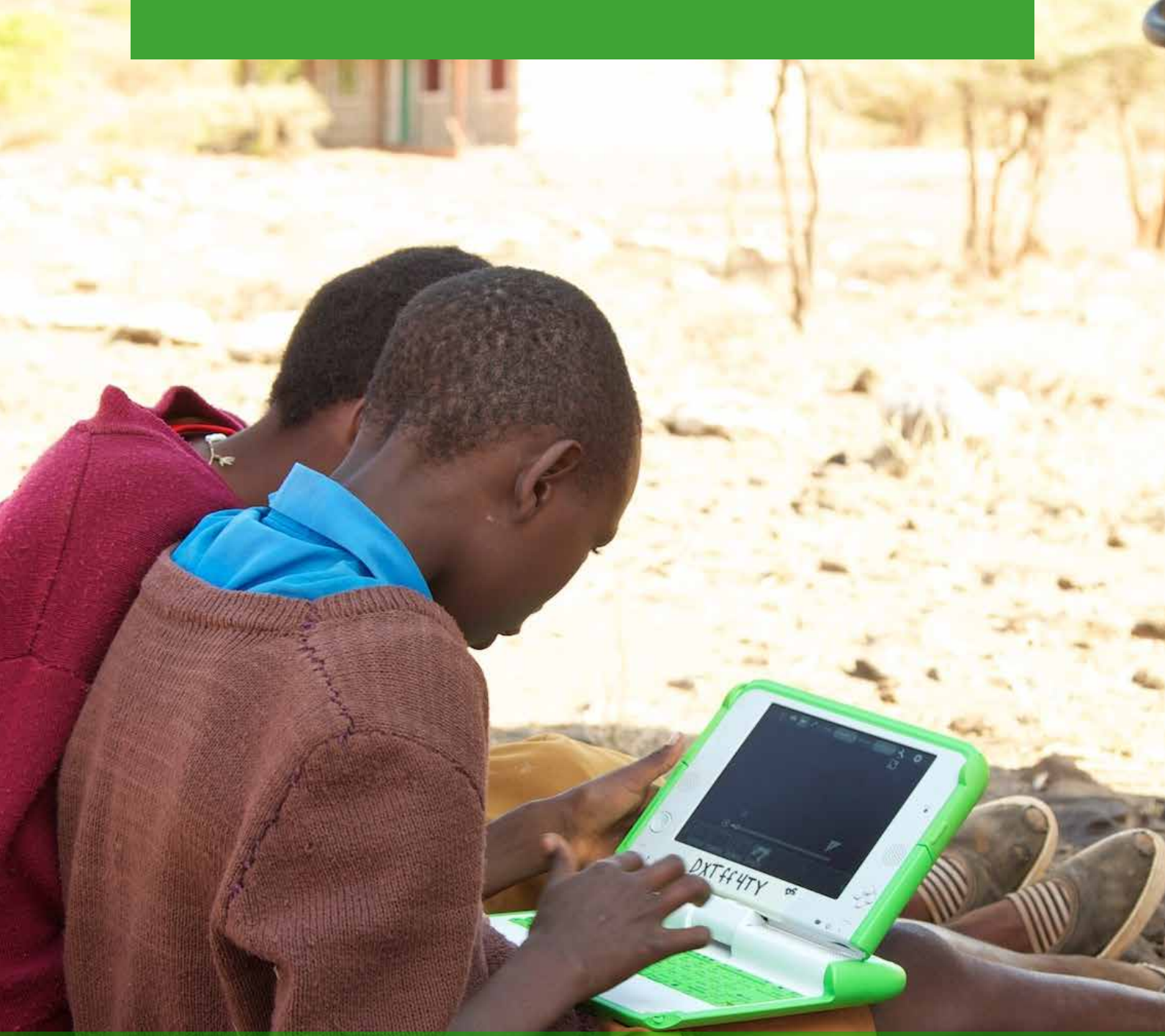


# Are Our Children Learning?

***The Status of Remote-learning among School-going Children in Kenya during the Covid-19 Crisis***

Remote Learning Survey Report | May 2020

eUSAWA AGENDA

uwezo KENYA

## To cite this report

**Uwezo (2020): *Are Our Children Learning?*** *The Status of Remote-learning among School-going Children in Kenya during the Covid-19 Crisis*. Nairobi: Usawa Agenda.

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# Forward



# Re-imagining Equity in Teaching and Learning in the Post-COVID Era

*Emmanuel Manyasa*

Teaching and learning are as old as humanity. Over the years, however, the way in which teaching and learning are executed have continually been shaped primarily by technological advancement, but also by the changing needs of society. Technology has always been and continues to be an important building block of "connectivism" learning theory that recognizes significant trends in learning, including the fact that formal education does not comprise the majority of learning. This dates back to the discovery of the printing press, which enabled children to learn from teachers who are far removed from them in time and space through the printed word.

Technological advancements have accelerated in recent times, with wide ranging implications for education both by way of agenda-setting in the sector and direct impact on actual teaching and learning. Literacy is increasingly synonymous to digital literacy. Digital illiteracy is just as encumbering as illiteracy. This fact has driven the Kenyan government to invest in integrating ICT in education. The objective highlighted in both Ministry of education policies and Ministry of Information and Communication policies, is to make ICT a platform for improved efficiency in the delivery of education, while simultaneously making the teaching and learning space a hotbed for ICT skills acquisition.

This seemed to be going well for the last seven years until the covid-19 pandemic forced us into a moment of reflection. The closure of schools due to the pandemic has challenged education sector stakeholders to leverage technology to support continued learning of children from home. We have



been found unprepared. The reality check on how little our efforts to integrate ICT in education have achieved is painfully sobering. But even more awakening is how the digital divide follows other existing fault lines and the potential for this divide to cause differential access to learning opportunities in circumstances such as the covid-19 crisis.

The evidence that we share in this report highlights the distance that still needs to be covered to fully integrate ICT in teaching and learning; the areas that require significant investment to narrow the digital divide; the stakeholders that need to get on board for ICT integration to be successful; and the fact that this integration is no longer a choice, but an imperative. While some schools, individual teachers, KICD, CSOs and some private sector players have undertaken to support remote learning during this crisis, their efforts, as reflected in the numbers accessing digital learning materials, significantly fall short. They are at the same time non-coordinated, and most are potentially unsustainable.

Yet post this crisis, the world will enter into a new era, where digital delivery of education will become the norm rather than the exception. The challenge that we see is how the country will coordinate all the actors in the sector in order to mobilize the requisite resources to accelerate this process for the benefit of all children. The danger that must be avoided at all costs, is to operate in the “new normal” as if we are in the “old normal”, and allow the unacceptable digital divide that this pandemic has so clearly exposed to continue unabated.

# Acknowledgement



The completion of this report has seen the dedicated contribution of a wide range of staff, consultants and partners. We wish to acknowledge the contribution of everybody who offered his or her time and resources to support the successful implementation of the study on remote-learning among school-going children during the covid-19 pandemic in Kenya. Our apologies in advance for not being able to mention everyone by name. The following, however, stand out in their unique contributions to this study:

- The Usawa Agenda staff and Consultants: Emmanuel Manyasa, Cycus Barasa, Boaz Ochi, Walter Kwena, Brenda Onyango and Stephene Maende;
- KEPSHA and KESSHA: Led by the National Chairs of the two associations, Mr. Nicholas Gathemia and Mr. Kahi Indimuli respectively, and their staffs Ms. Rebecca Otieno and Ms. Dar Nyanchoka;
- The 86 Uwezo District Partners and District Coordinators who offered their time and resources to work with village coordinators and ensure that we reached all the households that we did;
- The over 270 school heads officials who allowed us to conduct the survey about the schools under their leadership, by sacrificing their time to answer a series of questions;
- The over 250 village elders who patiently heled us to identify households with school-going children to make the survey possible; and
- The over 3,700 heads of households who sacrificed their time and privacy to answer many questions, we cannot thank you enough.

We wish to thank the leadership of the Ministry of Education both at the national and county levels for their continued support of Uwezo Kenya activities. We recognize the support we continue to receive from the Kenya National Examinations Council and the Kenya Institute of Curriculum Development and the Kenya National Bureau of Statistics. We wish also to thank the Teachers' Service Commission and the Kenya National Union of Teachers for continuing to be receptive to the evidence that we generate through our work. In a special way, we thank Twaweza management and the colleagues in the Kenyan office, James, Evelyn and Chris for continued support and being wonderful hosts.

Dr James Ciera, who has analysed the data that came from all the households and school heads and helped us to make sense of it and William Orlale, who took charge of design services we appreciate your committed diligence. It took a dedicated team to pull off this survey in the midst of a pandemic and in very limited time. To all those whose names we couldn't list here, accept our heartfelt gratitude and know that literally, we could not have done it without you. We draw great inspiration from all who steadfastly work every day to promote the realization of the promise of education by **ALL** our children.

**Shukran**.

# Introduction




Education has both instrumentalist and utilitarian value, which is why the world has committed to ensuring that every child gets a chance to receive quality education. Article 26 of the 1948 United Nations Universal Declaration of Human Rights proclaims the right of all persons to education. The Convention on the Rights of the Child (CRC) places the obligation of guaranteeing this right on the state. Kenya is signatory to these protocols. Articles 43 (1) (f) and 53 (1) (b), of Kenya's Constitution place the obligation of providing education as a human right on the state. While Clause 4 (b) of the Basic Education Act underscores the right of the youth to "equitable access to basic education … and equal access to education or institutions." This fits in well with the fact that the core value of education is 'public good' in nature as aptly reflected in the country's 7 out of 8 goals of education. Therefore its equitable access is of paramount importance.

Kenya has committed to the achievement of the 2030 Agenda of sustainable development, which includes SDG 4 on education. This means that the country has committed to ensuring "inclusive and equitable quality education, and promoting lifelong learning for all". In a spirited attempt to fulfil this commitment, live by her constitution and realise the promise of education for her people and own developmental ambition, the country is undertaking numerous legal and policy reforms. Promoting social equity and responsibility is not just one of the eight goals of education in Kenya, but in fact, it is a cross-cutting theme in most of the reforms being undertaken. The government has undertaken numerous measures towards this goal, including implementing free primary education, free day secondary education, universal transition from primary to secondary school, and most importantly curriculum reforms that have culminated in the implementation of the new, competency-based curriculum (CBC).

Another equally important, and perhaps more emphasized, cross-cutting theme in recent reforms in the sector is the integration of information and communications technology (ICT) in education, training and research at all levels. The Basic Education Curriculum Framework encourages all teachers and learners to "use ICT to support and enrich their teaching and learning activities." It also proposes various modes of professional development to ensure sustainability of digital literacy, which it argues, is vitally important in the modern world. Sessional Paper No. 1 of 2019, acknowledges the fact ICT integration in education, training and research, is constrained by inadequacies in internet connectivity, capacity among educators, digital content, and ICT standards and guidelines requisite for effective content delivery. These are compounded by unreliable power supply, inimical attitudes and inability to keep pace with rapid technological changes. The policy, however underscores the need to "strengthen ICT-based curriculum delivery and assessment approaches at all levels of education, training and research" as one of its main strategies to achieve the ambitious national goals of education.

All these efforts have been disrupted by the Covid-19 crisis that has resulted in the indefinite closure of all schools. The government and other stakeholders have endeavoured to leverage their ongoing investments in the integration of ICT into teaching and learning to promote remote learning as a way to keep children learning even when they are not in school. While this is a noble idea, the question that lingers is, what impact is this having on: 1) actually promoting learning; and 2) widening inequalities in access to quality learning in the current circumstances? The learning crisis occasioned by the covid-19 pandemic has brought to the fore wide gaps between our national aspirations and the obtaining reality as far as digital learning is concerned. It has also highlighted the potential of the existing digital divide to deepen inequalities in learning outcomes and put children on divergent socio-economic trajectories early on in life.

Since we know that data equals information and evidence, which is powerful in informing intervention, we went out to collect data on the status of remote learning among school-going children across the country.

The survey was conducted in 86 out of the total 335 sub-counties across 42 of the 47 counties. We leveraged technology to collect data using the *KoboCollect* platform via phone calls from 3,735 households spread in 258 villages. The interviewed household heads were evenly distributed based on gender with 52.3 percent being men while 47.7 percent were women.

These households together had a total of 10,281 school-going children distributed from baby class to form four. We also used a separate tool on the same platform to interview 139 Kenya Primary School Heads Associations (KEPSHA) and 134 Kenya Secondary School Heads Associations (KESSHA) County and Sub-county chairpersons spread across 211 sub-counties and 47 counties. These KEPSHA and KESSHA officials together represent a total of 10,252 and 4,213 primary and secondary schools respectively.

- Access to digital learning is low and inequitable
- Parental awareness on children's remote learning is disparate
- Most utilized platform of accessing digital learning isn't the most accessible
- Public schools were least prepared to support digital learning

## Key Facts About Children's Digital Learning in Kenya– 2020

### 1 Access to digital learning is low and inequitable

- On average, 22 out of 100 children are accessing digital learning.
- The higher the grade the learner is in the higher the probability of accessing digital learning.
- A child in a private school is twice more likely to be accessing digital learning compared to his/her counterpart in public school.

### 2 Parental awareness on children's remote learning is disparate

- 2 out 10 parents were not aware that their children should continue learning remotely from home.
- Parental awareness varied from county to county – Mandera was at 18 percent while Mombasa was at 97 percent.

### 3 Most utilized platform of accessing digital learning isn't the most accessible

- 42 out of 100 digital learners accessed TV lessons.
- 27 out of 100 digital learners accessed materials sent by schools through WhatsApp .
- 10 out of 100 digital learners accessed digital KICD materials.

### 4 Public schools were least prepared to support digital learning

- 9 out of 10 school heads officials interviewed estimated less than 30 percent of their schools to have any measures in place to reach children with learning materials.
- 6 out of 10 school heads officials interviewed estimated less than 10 percent of their schools to have any measures in place to reach children with learning materials.
- 6 out of 10 KEPSHA & KESSHA officials interviewed estimated less than 10 percent of their learners to be accessing digital learning.

# Key Survey Findings



## Households Survey Findings

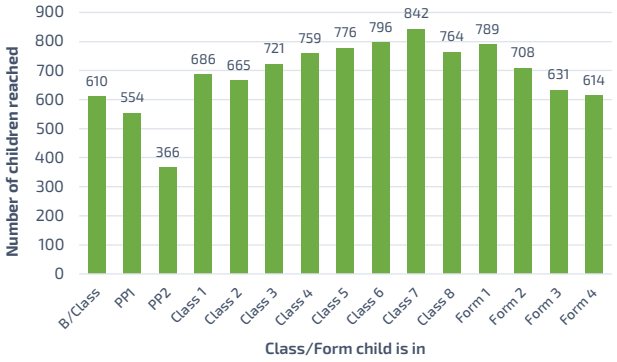



**Figure 1: Distribution of surveyed children by grade**

- A total of 10,281 learners spread across the basic education sector levels from baby class to form 4 were reached.
- Class 7 had the highest number of learners at 842 while pre-primary 2 had the least number at 366.

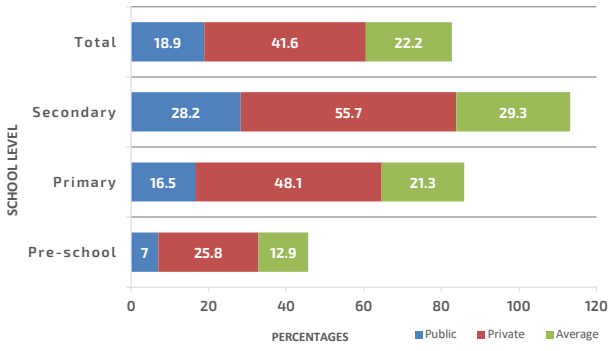



**Figure 2: Percentage of learners accessing digital learning by school type and schooling level**

The higher the level of schooling the child is at, the higher the likelihood that s/he is able to access digital learning materials. This difference between levels is statistically significant at 95 percent degrees of confidence (Table A1).

- 13 out of 100 children in pre-school have access to digital learning;
- 21 out of 100 children in primary school have access to digital learning;
- 29 out of 100 children in secondary school have access to digital learning.

The type of school that a learner attends (private or public) matters in accessing digital learning. A child in a private school is more than twice as likely to access digital learning as his/her counterpart in a public primary school. The gap in access between learners in private schools and those in public schools is statistically significant at 95 percent degrees of confidence (Table A1).

- 7 out of 100 children in public pre-schools compared to 26 out of 100 of their counterparts in private pre-schools are able to access digital learning;
- A child in a private primary school is thrice more likely to access digital learning compared to his/her counterpart in public primary school;
- A child in a private secondary school is twice more likely to access digital learning compared to his/her counterpart in public secondary school.

**Table 1: Access to digital learning by the Child's sex**

| Child's Sex | Yes | No | Total |
|---|---|---|---|
| Male | 22.1 | 77.9 | 100 |
| Female | 22.2 | 77.8 | 100 |
| Average | 22.2 | 77.8 | 100 |

- 22.1 percent of male compared to 22.2 percent of female learners are accessing digital learning materials;
- The difference between male and female learners is statistically insignificant at 95 percent degrees of confidence (Table A1).

**Table 2: Access to digital learning by Household head's sex**

| Household head's sex | Yes | No | Total |
|---|---|---|---|
| Male | 20.2 | 79.8 | 100 |
| Female | 24.6 | 75.4 | 100 |
| Average | 22.2 | 77.8 | 100 |

- 20.2 percent of learners in a male-headed households compared to 24.6 percent of the learners in female-headed households are accessing digital learning;
- The difference in access to digital learning by learners in male- and female-headed households is statistically significant at 95 percent degrees of confidence (Table A1).

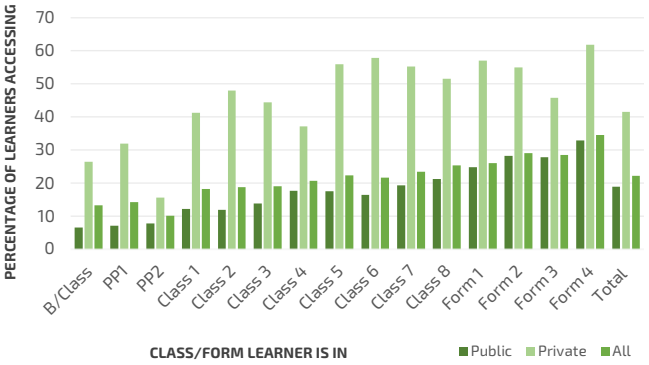



**Figure 3: Access to digital learning by Child's grade/form**

- The higher the child's grade, the higher the likelihood that s/he is accessing digital learning;
- Pre-primary two, however, has the least percentage of learners accessing digital learning.

**Table 3: Common modes of receiving remote learning materials**

| Type | Percentage |
|---|---|
| Radio classes | 19.2 |
| TV classes | 42.2 |
| Materials downloaded from KICD | 9.9 |
| Sent by school via email | 3.3 |
| Sent by school via WhatsApp | 27.0 |
| Sent by school via SMS | 3.0 |
| Materials provided by parent | 37.0 |
| Other sources | 25.9 |

- 42 out of 100 digital learners accessed TV lessons;
- 37 out of 100 digital learners accessed materials provided by parents;
- 27 out of 100 digital learners accessed materials sent by school through WhatsApp;
- 19 out of 100 digital learners accessed radio lessons;
- 10 out of 100 digital learners accessed online KICD materials;
- 3 out of 100 digital learners each, accessed materials sent by school via email and via SMS; and
- 26 out of 100 digital learners accessed materials from other unnamed sources.

**Main challenges encountered by households in accessing digital learning**

- The most mentioned challenge was poverty (financial problems) at 336 times. Most interviewed household heads cited this reason for not being able to enable their children to access digital learning.
- Electricity challenges were mentioned 335 times. These ranged from not being connected to the national grid to frequent power outages.
- Lack of smartphones was mentioned 219 times and linked mainly to inability to afford, but also to inability to operate and the fact that they don't keep the charge long enough.
- Internet connectivity was mentioned 178 times. The main problem highlighted was lack of money to buy internet bundles and frequent downtimes of the available mobile providers in the rural areas.
- Lack of TV, Radio and Computer for the children to use in accessing digital content were mentioned 172, 132 and 47 times respectively, which signals the value parents attach to the various gadgets in enabling digital learning.

### Parents' Recommendations

- Top on the list of the things parents want to be done to make learning possible in the event of a crisis like the ongoing pandemic is capacitating teachers to reach learners in the homes, which they mentioned 148 times.
- Parents mentioned provision of tablets/ computers to learners 97 times, free internet 95 times, financial support 85 times and radios 63 times.
- Creation of awareness among the communities about remote learning was mentioned 75 times.

## School Heads Survey Findings

**Table 4: Sub-county public school heads consultations on remote learning**

| Consultations between the chair & members | Percentage |
|---|---|
| Yes | 65.6 |
| No | 34.4 |
| Total | 100 |

- 7 out 10 school heads county and sub-county chairs interviewed had held consultations with their members (school heads) on implementing remote learning during the covid-19 crisis.

**Table 5: Public schools reaching their learners remotely**

| Sub-counties with schools reaching learners online | Percentage |
|---|---|
| Yes | 79.8 |
| No | 20.2 |
| Total | 100 |



- 8 out of 10 school heads officials interviewed reported that some of their schools had put in place measures to reach children with learning materials during this crisis.

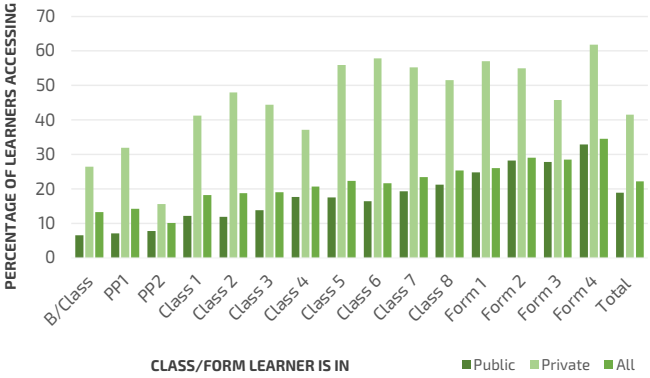



**Figure 4: Percentage of public schools that had put in place measures to reach learners remotely**

- 7 out 10 School heads officials interviewed estimated less than 10 percent of the schools in their jurisdiction to have measures in place to ensure that their learners access learning materials from home;
- 11 out of 100 estimated 10 - 20 percent of their schools to have measures in place to ensure that their learners access learning materials from home;
- 7 out of 100 estimated 20 - 30 percent of their schools to have measures in place to ensure that their learners access learning materials from home;
- Only 1 out of 100 estimated over 80 percent of their schools to have measures in place to ensure that their learners access learning materials from home.

**Table 6: Platforms used to reach learners by schools**

| Platform | Percentage |
|---|---|
| Radio | 40.1 |
| TV | 31.3 |
| Email | 4.6 |
| WhatsApp | 73.7 |
| SMS | 33.2 |
| Other | 10.6 |

The most favoured platform by which teachers are reaching their learners is WhatsApp.

- 7 out of 10 school heads officials interviewed reported that their schools were using WhatsApp to provide learners with learning materials;

- 4 out of 10 school heads officials interviewed reported that their schools were using radio to provide learners with learning materials;
- 3 out of 10 school heads officials interviewed reported that their schools were using TV and a similar number reported using SMS to provide learners with learning materials;
- 5 out of 100 school heads officials interviewed reported that their schools were using email to provide learners with learning materials.

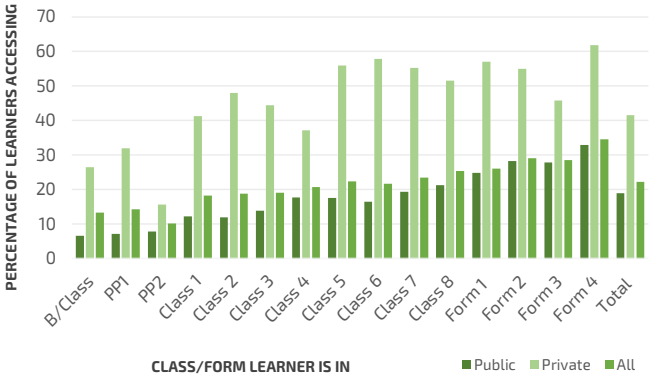



**Figure 5: Percentage of the learners in the public schools in the surveyed sub-counties accessing remote-learning**

- 6 out of 10 school heads officials interviewed reported that less than 10 percent of their learners were accessing digital learning materials;
- 14 out of 100 school heads officials interviewed reported that 10 - 20 percent of their learners were accessing digital learning materials;
- 9 out of 100 school heads officials interviewed reported that 20 - 30 percent of their learners were accessing digital learning materials;
- None of the interviewed officials reported that more than 80 percent of their learners were accessing digital learning materials.

### Key challenges encountered by teachers in enabling digital learning

The county and sub-county chairpersons of both KEPSHA and KESSHA interviewed for this study outlined several challenges that teachers in their schools were encountering in their efforts to enable the learners to continue learning from home. The most mentioned challenges were the following:

- Electricity problems was the most mentioned at 84 times. These issues included frequent power outages and general lack of connection to the power grid.
- Smartphone issues were mentioned 72 times. The main issue raised was lack of smartphones by both teachers and parents, making use of WhatsApp to share learning materials and assignments for the learners difficult.
- Poverty and Internet connectivity were both mentioned 65 times. Poverty was specifically mentioned as a constraint on both the household & teachers' sides to acquire the requisite materials, services and gadgets needed to enable digital interaction and learning. Internet connectivity was partly tied to poverty, but also presented as an independent problem affecting some parts of the country, where the signal fluctuates making online dissemination of learning materials difficult.
- Network connectivity was mentioned 49 times. This problem was mainly associated with rural areas, where mobile telephone signals are not strong and fluctuate frequently making any mobile phone-based dissemination of learning materials problematic.
- Parental illiteracy was mentioned 32 times. This was considered a major constraint in the digital learning of young children who require constant supervision and guidance.

### School Heads Recommendations

- On top of the school heads list of what they think should be done to facilitate learning during this crisis is capacitate the teachers to reach children wherever they are. This was mentioned 36 times.
- The second thing that is on the mind of school heads is the candidates, whom they mentioned 29 times. School heads are of the view that given limited digital learning that is happening right now, stakeholders come up with measures that focus on enabling candidates to return to school safely and continue with their preparations for examinations.
- School heads also recommend provision of laptops to learners, which they mentioned 26 times.




## Suggestions on Way Forward

1. The government should acknowledge the fact that there is no systematic remote learning going on and communicate that publicly. This is necessary to ease tension that is mounting among a majority of the children who can't access digital learning. Continued claims that there is learning going on is building anxiety, especially among candidates, who feel that their "lucky" colleagues are leaving them behind. This poses a risk of possible disturbances when schools reopen as many will be afraid of being evaluated in the national examinations against better prepared counterparts;
2. The Committee recently set up by the Ministry of Education (MOE) should urgently draw up several scenarios of school opening (June, July, August, etc.), provide equitable mechanisms to redeem lost time in each scenario and communicate the same publicly to calm the nerves of parents and learners;
3. The Ministry of Education should review its strategy on the integration of ICT in education. The current one is either not working, or its implementation is fraught with myriad challenges that have rendered it ineffective;
4. The Teachers Service Commission (TSC) in collaboration with MOE and other stakeholders should re-evaluate and re-position the teacher in delivering digital learning. So far digitization has been misconstrued as a replacement of the teacher. This crisis has just disconfirmed that notion. Repositioning the teacher should include capacity development, facilitation and incentivizing;
5. The position of the parents in formal education delivery generally and in the ICT integration in particular needs to be reviewed and enhanced. But this review must also take into account the fact that our curriculum does not cover all learning that children need to prepare themselves for adulthood; and
6. The government should constitute a multi-sectoral committee, and embark on a long term plan to systematically bridge the digital divide that is both geographic and socio-economic, as part of the broader strategy to ensure equitable access to quality education and life-long learning opportunities aspiration of agenda2030.

# Methodology



## Selecting Sub-counties, Villages, Households & School Heads' officials

The sample frame for this survey was constituted by the 335 sub-counties in accordance with the Kenya National Bureau of Statistics (KNBS), but excluding the special sub-counties. A sample of 100 sub-counties were randomly selected. However, data were collected in 91 sub-counties due to logistical challenges in some of the sampled counties, mainly to do with network connectivity. The analysis also further excluded data from Garbatula, Lagdera, Garissa Central, Taita and Mbeere sub-counties due to quality challenges.

In each selected sub-county, three villages (EAs) were randomly selected. In each selected village, 15 households were purposively selected. The selected household had to meet two criteria: have at least one school-going child; and the household be accessible via the phone. The second sample was drawn from population of 670 sub-county and 94 county chairpersons of KEPSHA and KESSHA.

A combined sample of 273 officials was drawn and interviewed via phone calls. Data was collected digitally using the KoboCollect, a mobile-based data collection platform. Survey tools for both the households and school heads were developed, pretested and refined before deployment. Data analysis has followed a strict protocol of quality assurance, including coding, cleaning and field process recheck to ascertain fidelity to the data collection processes.

# Appendices



**Table A1: Household survey regression results**

| Factor | Level | Odds Ratio | p-value | [95% Conf. Interval] | |
|---|---|---|---|---|---|
| Household Head Age | | 1.00 | 0.769 | 0.99 | 1.01 |
| Household head gender (Ref: male) | | | | | |
| | Female | 1.21 | 0.002 | 1.07 | 1.37 |
| Number of learners in the household | | 0.93 | 0.000 | 0.89 | 0.96 |
| Household wealth (Ref: Poor) | | | | | |
| | Middle | 5.19 | 0.000 | 4.45 | 6.05 |
| | Wealthy | 14.50 | 0.000 | 12.37 | 16.99 |
| Learners gender (Ref: Boy) | | | | | |
| | Girl | 0.93 | 0.196 | 0.83 | 1.04 |
| Learner's schooling level (Ref: Pre-school) | | | | | |
| | Primary | 3.10 | 0.000 | 2.55 | 3.78 |
| | Secondary | 6.20 | 0.000 | 4.97 | 7.73 |
| Learner's school type (Ref: Public) | | | | | |
| | Private | 2.36 | 0.000 | 2.00 | 2.77 |

| Factor | Level | Odds Ratio | p-value | [95% Conf. Interval] | |
|---|---|---|---|---|---|
| **County of residence (Ref: Nairobi)** | | | | | |
| | Baringo | 0.08 | 0.000 | 0.05 | 0.15 |
| | Bomet | 1.69 | 0.004 | 1.19 | 2.41 |
| | Bungoma | 0.51 | 0.001 | 0.35 | 0.75 |
| | Busia | 1.81 | 0.001 | 1.29 | 2.54 |
| | Elgeyo Marakwet | 0.11 | 0.000 | 0.07 | 0.19 |
| | Garissa | 0.01 | 0.000 | 0.00 | 0.04 |
| | Homa Bay | 1.49 | 0.027 | 1.05 | 2.12 |
| | Kajiado | 0.50 | 0.000 | 0.34 | 0.74 |
| | Kakamega | 0.46 | 0.000 | 0.33 | 0.64 |
| | Kericho | 0.04 | 0.000 | 0.02 | 0.08 |
| | Kiambu | 0.55 | 0.001 | 0.38 | 0.80 |
| | Kilifi | 0.37 | 0.000 | 0.24 | 0.56 |
| | Kirinyaga | 0.06 | 0.000 | 0.02 | 0.17 |
| | Kisii | 0.73 | 0.147 | 0.48 | 1.11 |
| | Kisumu | 0.87 | 0.433 | 0.62 | 1.23 |
| | Kitui | 4.69 | 0.000 | 3.21 | 6.87 |
| | Kwale | 0.17 | 0.000 | 0.11 | 0.27 |
| | Laikipia | 0.51 | 0.002 | 0.33 | 0.79 |
| | Lamu | 0.52 | 0.008 | 0.32 | 0.84 |
| | Machakos | 0.68 | 0.127 | 0.42 | 1.11 |
| | Makueni | 0.07 | 0.000 | 0.03 | 0.17 |
| | Mandera | 0.07 | 0.000 | 0.04 | 0.14 |
| | Marsabit | 0.06 | 0.000 | 0.02 | 0.16 |
| | Meru | 0.21 | 0.000 | 0.13 | 0.33 |
| | Migori | 0.52 | 0.002 | 0.34 | 0.79 |
| | Mombasa | 0.78 | 0.192 | 0.53 | 1.14 |
| | Murang'a | 1.94 | 0.001 | 1.33 | 2.82 |
| | Nakuru | 0.22 | 0.000 | 0.14 | 0.36 |
| | Nandi | 0.10 | 0.000 | 0.05 | 0.17 |
| | Narok | 0.16 | 0.000 | 0.09 | 0.29 |
| | Nyamira | 0.70 | 0.066 | 0.48 | 1.02 |
| | Nyandarua | 0.62 | 0.014 | 0.42 | 0.91 |
| | Nyeri | 0.49 | 0.000 | 0.33 | 0.72 |
| | Samburu | 0.13 | 0.000 | 0.06 | 0.29 |
| | Siaya | 0.51 | 0.012 | 0.30 | 0.86 |
| | Tharaka Nithi | 0.20 | 0.000 | 0.11 | 0.33 |
| | Trans Nzoia | 0.49 | 0.000 | 0.33 | 0.71 |
| | Turkana | 0.19 | 0.000 | 0.11 | 0.31 |
| | Uasin Gishu | 0.13 | 0.000 | 0.08 | 0.22 |
| | Vihiga | 1.12 | 0.532 | 0.78 | 1.61 |
| | Wajir | 0.30 | 0.000 | 0.19 | 0.47 |

**Table A2: Summary of County-level characteristics of households**

| County | Accessing learning materials (%) | Parents unaware that children should learn at home (%) | Percentage of households that reported ownership of the following | | | |
|---|---|---|---|---|---|---|
| | | | Radio | TV | Smartphone | Computer |
| Baringo | 4.0 | 40.0 | 77.8 | 36.0 | 19.3 | 1.1 |
| Bomet | 34.8 | 13.5 | 56.1 | 52.5 | 40.0 | 15.0 |
| Bungoma | 16.8 | 2.9 | 63.1 | 26.2 | 24.3 | 3.9 |
| Busia | 26.9 | 25.3 | 52.8 | 16.5 | 17.6 | 0.0 |
| Elgeyo Marakwet | 11.5 | 23.5 | 84.0 | 45.7 | 49.4 | 9.9 |
| Homa Bay | 33.6 | 7.7 | 71.4 | 38.5 | 30.0 | 2.2 |
| Kajiado | 25.1 | 13.6 | 75.9 | 59.0 | 56.6 | 10.8 |
| Kakamega | 16.0 | 8.3 | 63.3 | 30.6 | 26.1 | 1.1 |
| Kericho | 4.2 | 23.9 | 68.9 | 40.0 | 38.9 | 3.3 |
| Kiambu | 35.6 | 29.2 | 81.4 | 88.5 | 40.3 | 10.8 |
| Kilifi | 17.9 | 34.4 | 33.3 | 32.2 | 32.2 | 2.2 |
| Kirinyaga | 6.2 | 37.8 | 68.4 | 79.0 | 39.5 | 2.6 |
| Kisii | 26.8 | 27.3 | 40.9 | 46.6 | 40.9 | 4.6 |
| Kisumu | 24.0 | 6.2 | 63.9 | 30.0 | 17.7 | 3.9 |
| Kitui | 51.6 | 3.3 | 63.3 | 24.4 | 37.8 | 4.4 |
| Kwale | 11.2 | 38.0 | 41.3 | 42.4 | 45.7 | 4.4 |
| Laikipia | 19.4 | 28.9 | 63.3 | 41.1 | 40.0 | 5.6 |
| Lamu | 24.3 | 11.1 | 35.6 | 46.7 | 53.3 | 0.0 |
| Machakos | 30.3 | 13.3 | 57.8 | 37.8 | 53.3 | 2.2 |
| Makueni | 2.7 | 32.2 | 76.7 | 14.4 | 10.0 | 4.4 |
| Mandera | 3.9 | 82.0 | 11.2 | 22.5 | 35.2 | 2.3 |
| Marsabit | 2.2 | 39.6 | 47.3 | 8.8 | 17.6 | 3.3 |
| Meru | 17.1 | 11.0 | 79.1 | 52.8 | 34.1 | 3.3 |
| Migori | 27.7 | 7.1 | 75.0 | 53.6 | 41.1 | 3.6 |
| Mombasa | 56.2 | 2.3 | 48.3 | 80.9 | 75.3 | 23.6 |
| Murang'a | 55.3 | 7.8 | 82.2 | 71.1 | 51.1 | 7.8 |
| Nairobi | 55.6 | 3.5 | 67.3 | 79.4 | 64.1 | 10.8 |
| Nakuru | 16.1 | 6.7 | 68.4 | 60.5 | 46.1 | 5.3 |
| Nandi | 6.0 | 11.6 | 75.0 | 44.0 | 36.8 | 4.0 |
| Narok | 6.6 | 30.8 | 69.2 | 23.1 | 27.5 | 3.3 |
| Nyamira | 33.5 | 14.3 | 84.6 | 51.7 | 49.5 | 18.7 |
| Nyandarua | 38.3 | 23.3 | 86.7 | 68.9 | 48.9 | 3.3 |
| Nyeri | 34.6 | 3.3 | 76.7 | 71.1 | 62.2 | 7.8 |
| Samburu | 4.7 | 8.9 | 64.4 | 24.4 | 17.8 | 0.0 |
| Siaya | 14.0 | 4.4 | 80.0 | 24.4 | 22.2 | 0.0 |
| Tharaka Nithi | 11.3 | 11.0 | 77.8 | 41.1 | 35.6 | 4.4 |
| Trans Nzoia | 25.8 | 30.3 | 48.3 | 52.8 | 37.1 | 4.5 |
| Turkana | 6.7 | 31.7 | 24.7 | 19.8 | 23.5 | 2.5 |
| Uasin Gishu | 9.5 | 9.4 | 61.3 | 50.0 | 40.0 | 10.0 |
| Vihiga | 39.3 | 12.2 | 58.9 | 52.2 | 42.2 | 10.0 |
| Wajir | 8.8 | 33.7 | 26.1 | 12.0 | 28.3 | 1.1 |
| **Average** | **22.2** | **18.9** | **62.1** | **45.4** | **38.6** | **5.7** |

**Table A3: School heads associations' officials' questionnaire**

**Uwezo Survey**
Status of Remote Learning during Covid-19 Crisis

**School Heads Official's Data**



| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Respondent number** | | | | | | | | | | | |
| **Position** | KESSHA County Chair | | KESSHA S/County Chair | | | KEPSHA S/County Chair | | | KEPSHA County Chair | | |
| **Name (optional)** | | | | | | | **Sex** | Male | | Female | |
| **County** | | | | **Sub-county** | | | | | | | |

**Questions to School head association official**

1. How many public primary/secondary school heads are there in your sub-county? _____
2. Have you had any discussions with your members about remote/online learning since the closure of schools? Yes [ ] No [ ].
3. In your assessment, what percentage of the schools under the leadership of your members have put in place measures to ensure classes continues while children are at home? <10% [ ], 10 – 20% [ ], 21 – 30% [ ], 31 – 40% [ ], 41 – 50% [ ], 51 – 60% [ ], 61 – 70% [ ], 71 - 80% [ ], > 80% [ ].
4. In your assessment, are there any schools run by members under your leadership that are able to reach learners during this Covid-19 crisis? Yes [ ] No [ ]
5. What are the main modes being used to reach learners by schools run by your members? Radio [ ], TV [ ], Internet [ ], smartphone [ ], Other [ ].
6. Please mention/describe these OTHER methods of communication being used by your members to reach learners.
7. In your assessment, what percentage of the learners in the schools under the leadership of your members are accessing learning materials while at home? <10% [ ], 10 – 20% [ ], 21 – 30% [ ], 31 – 40% [ ], 41 – 50% [ ], 51 – 60% [ ], 61 – 70% [ ], 71 - 80% [ ], > 80% [ ].
8. What challenges are your members encountering in ensuring relevant learning materials are delivered to learners during this covid crisis?
9. What do you suggest stakeholder should do to solve them?

**Thank you**

**Table A4: Household heads' questionnaire**

**Uwezo Survey**
Status Of Remote Learnng During Covid-19 Crisis

## Location Details

| | | | | | |
|---|---|---|---|---|---|
| **Data collector:** | | **County:** | | **Sub-county:** | |
| | | | | | |
| **Ward:** | | **Village:** | | **Date:** | |

## Household Data

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Household number:** | | | | | | | |
| **Person answering questions:** | | **Father** | | **Mother** | | **Other guardian** | |
| **Name of household head (optional):** | | | | | | | |
| **Sex of HH head** | **Male** | | **Female** | | | | |

### Questions to parent/guardian/Learner

1. How many **school going** children do you have in your household? _____
2. Are you aware that children are supposed to continue learning at home via digital materials?
   a) *Yes*
   b) *No*
3. Have your children been able to receive learning materials to support their learning while at home?
   a) *Yes, all of them*
   b) *Yes, some of them*
   c) *No*
   d) *I don't know*
4. What challenges do you encounter with accessing these learning materials?
5. What one thing do you think can be done to solve them?
6. Do you own a radio? Yes [ ], no [ ]
7. Do you own a TV? Yes [ ], no [ ]
8. Do you own a smartphone? Yes [ ], no [ ].

### This table is to be filled for school-going children who regularly live in the household.

| | Age | Sex | | Pre-primary School | | | Primary School | | | Secondary school | | | Received learning materials | | Source/medium of learning materials (Tick all that apply) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Class | Public | Private | Class | Public | Private | Form | Public | Private | | | Radio classes | TV classes | Material downloaded from KICD | Sent by school via email | Sent by school via WhatsApp/ SMS | Material provided by parent |
| | | M | F | | | | | | | | | | Yes | No | | | | | | |
| 1. | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | |

**Thank you**

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