

RESEARCH WORKING GROUP (RWG): DRAFT PAPERS PRESENTATION

IMPACT OF COVID-19 ON EDUCATION SECTOR IN KENYA

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Presented during the
AERC-BMGF Covid-19 Response in East Africa Project
Research Technical Working Group Presentations
Tuesday 15th December 2020





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INTRODUCTIONS

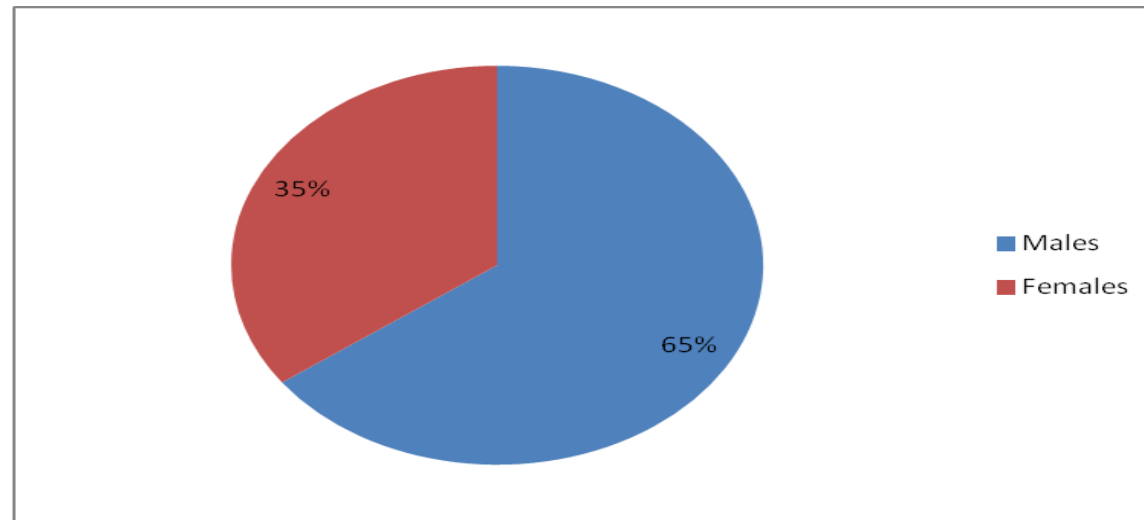
- First Kenyan Covid-19 case - 12th March, 2020
- By 12th October, 2020 Kenya had 41619 cumulative confirmed cases
- Positivity rate of 7.3% and 777 fatalities.

Introductions

Date	Months	Cumulative Positive Cases	Cumulative recovered	Cumulative dead	Total tests	Positive rate %
3/31/2020	March	59	1	1	1308	4.10
4/30/2020	April	396	144	17	20268	1.90
5/31/2020	May	1962	478	64	78536	3.60
6/30/2020	June	6366	2013	144	169836	6.00
7/31/2020	July	20636	8165	341	303959	11.40
8/31/2020	August	34057	19688	574	454406	5.80
9/30/2020	September	38378	24740	707	547946	4.80
10/12/2020	October	41619	32000	777	593199	7.30

Introductions

- Infection rate males (65%) -females (35%) as at 29th October 2020.



INTRODUCTIONS

- **Government Measures:** restriction of movement;
- A 7pm to 5am nationwide curfew;
- Closure of places of work including schools;
- Closure of entertainment facilities;
- Only 15 people could be allowed attend a funeral;
- Quarantined for 14 days in identified facilities;
- Hand washing, social distancing, masks;
- Home based care of Covid-19 victims introduced.

Objectives

- To analyse the impact of covid-19 measures on the education sector and explore whether these measures were gender mainstreamed.
- Specifically:
- To analyze the impact of the long closure of schools on private and informal community schools;
- To analyze the success of the online/remote learning;
- To analyze the impacts of long closure of schools on girls education and schooling;
- To analyze the impact of long closure on teachers and students.
- Recommend policy

STUDY RATIONALE

- The education sector is essential for human capital development.
- Measures taken to combat Covid-19 pandemic were sudden and unexpected.
- Long closure of schools though intended to combat covid-19 may have led to unintended consequences on the education sector and on the education of girls.
- **Research Questions:**
- How did the long closure of schools impact the private and informal community schools?
- What was the success of the online/remote learning?
- What are the impacts of long closure of schools girls education and schooling?
- What are the impact of long closure on teachers and students?

DATA AND SOURCES

- Secondary data
- Documented literature using electronic databases,
- Grey literature,
- Reference harvesting
- Discourse analysis.
- Social and mainstream media reports on the Covid-19.
- Primary data.

METHODOLOGY

- Webinars
- Primary data -electronic questionnaire administered.
- FGDs, KIs, Oral testimonies recorded from the participants.
- 12 participants - FGD, 10 KIs and 10 students.
- Online and virtual discussions with other researchers.
- Primary data transcribed
- Grouped into themes,
- Analyzed presented narratives
- Secondary data presented in tables and graphs.
- Challenge-Lack of secondary data

STUDY FINDINGS

- Inadequate funding of public schools
- Inadequate infrastructure
- Disruption of academic calendar-many girls wont go back to class—pregnant/married
- 200 private schools closed - 54,000 learners will have to look for alternative schools or remain at home- 1,400 teachers and 1,100 support staff rendered jobless by the closures
- Closure of informal community schools-child labor, drug and alcohol abuse, underage pregnancy, defilement, and child marriages.
- Online learning-inequality-regional inequalities-poverty, electricity, smart phones, internet etc

STUDY FINDINGS

- Internet predators masquerading as teachers;
- Dropout rates of girls-October 2020
- Nandi-6,000
- Narok-5,500 girls
- Meru- 8,758 girls -247 boys
- Tharaka Nithi- 12,182
- Nairobi- 2,817 (all) -1,472 were boys
- Baringo South sub-county, a number of boys from the Ilchamus community failed to report back to school after undergoing traditional circumcision.
- Children not safe at home-GBV
- SGBV=unwanted pregnancy and psychological trauma amongst school going children = few returning to schools when they reopen
- Drug/alcohol abuse by students-idleness at home




STUDY FINDINGS

- **FGM increased** -UNFPA (2020) two million more girls will undergo FGM between now and 2030
- – e.g. **FGM of 2800 girls from Kuria community during covid-19 period**
- **Depression among teachers-**
- **Psychological impact on students-feelings of stress, anxiety, isolation, and depression-Lack of guidance and counselors.**

POLICY IMPLICATIONS & LESSONS

- **Alternative Funding Model of Private Schools needed**
- **Community Schools provide an essential service and govt. should have a policy to cushion them**
- **Increased Vigilance by administration needed:**
- **Infrastructure in Public Schools:**
- **Policy Coordination in EAC: academic calendar**
- **Learning from Best Practices on opening e.g. Uruguay**
- **Remote/Online Teaching and Learning:-require proper infrastructure**

POLICY IMPLICATIONS & LESSONS

- Closure of private schools  overcrowding of existing public schools.
- Long closure of community school  girls/boys to the vices in informal settlements.
- Schools a safe haven for girls against FGM, early pregnancies and deliveries, GBV, child labor.
- Long closure of school  mental health -both teachers and students.
- 100% transition policy requires infrastructure
- Covid-19 gives an opportunity for schools to embrace online learning

CONCLUSION

- The long closure of learning institutions has exposed girls to GBV, FGM, early pregnancies, early marriages, and child labor.
- The underfunding of the public institutions has led to overcrowding - will worsen when schools reopen in January 2021 if more infrastructure is not provided in public schools as most private schools will have closed permanently.
- Covid-19 measures needed to have been accompanied by policies to deal with the unintended consequences.



THANK YOU!!