

**Understanding the
pre- and post- COVID-19
outbreak landscapes
to build back better
education systems
for girls with
disabilities**

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Kenya: state of play

- **11th March 2020:** The World Health Organization declared Coronavirus as a global pandemic
- **15th March 2020:** Kenya closed all schools and they will not reopen until **January 2021**



It is estimated that this affects **17 million learners** countrywide

Leonard Cheshire GECT project



- Supports **2,100 girls** and 678 boys
- Runs from **2017 – 2022** in **83 educational institutions** (50 primary schools, 25 secondary schools and 8 vocational institutions)
- Covers 5 subcounties of the lake region: **Kisumu East, Siaya, Homabay, Migori, and Kuria East**
- The project is carrying out a learning assessment to determine the possibilities of building an **alternative home learning model** based on small groups of children being supported with regular visits from a teacher (under Government supervision and the WHO/MoH Hygiene(C-19) guidelines.)





KEY BARRIERS – PRE AND POST COVID19-LOCKDOWN ENVIRONMENTS



Key barriers to access to schools and quality education **pre lockdown** for girls with disabilities

- Schools not providing materials that are accessible to girls with different types of impairments

- **Discrimination/bullying** within the community and learning environment - *higher for girls with disabilities compared to girls without disabilities*
- Lack of **proper teacher training**
- Lack of **assistive devices & rehabilitative services**
- **Poverty**, hence exposing girls to various GBV risks e.g. pregnancy, child marriage
- **Poor life skills** for girls with disabilities
- **Violence** against girls
- **Poor implementation** (policies)
- Inaccessible or unsafe **environments**, including school walk



Key barriers to access to schools and quality education highlighted **during/post** lockdown for girls with disabilities

- **Limited access to technology** (phones, radios, television, etc.) - most learning materials were available online
- **Exacerbated poverty** – hence exacerbated risk of pregnancy, child marriage
- **Lack of accessible learning content** delivered remotely
- Exposure to GBV, child protection and COVID-19 infection risks
- Inadequate follow up and monitoring due to **lack of constant teacher-learner interaction** as before
- Also, **no access to food and medicines**



How did we respond to those barriers?

- **Weekly phone calls** with project caregivers/beneficiaries to ensure any concerns from the girls were captured
- Opened up a toll-free **help line** number
- Distributed **dignity kits and hygiene packs**
- Provided **information on prevention of the spread of Covid-19**
- Produced a total of **3,000 informational brochures** for parents or guardians to distribute dignity kits.
- Developed **radio talk shows**
- Piloted an **Online E-Learning Platform for Capacity building of teacher**



DISTANCE LEARNING TOOLS – PRE AND POST COVID19-LOCKDOWN ENVIRONMENTS



Government Platforms

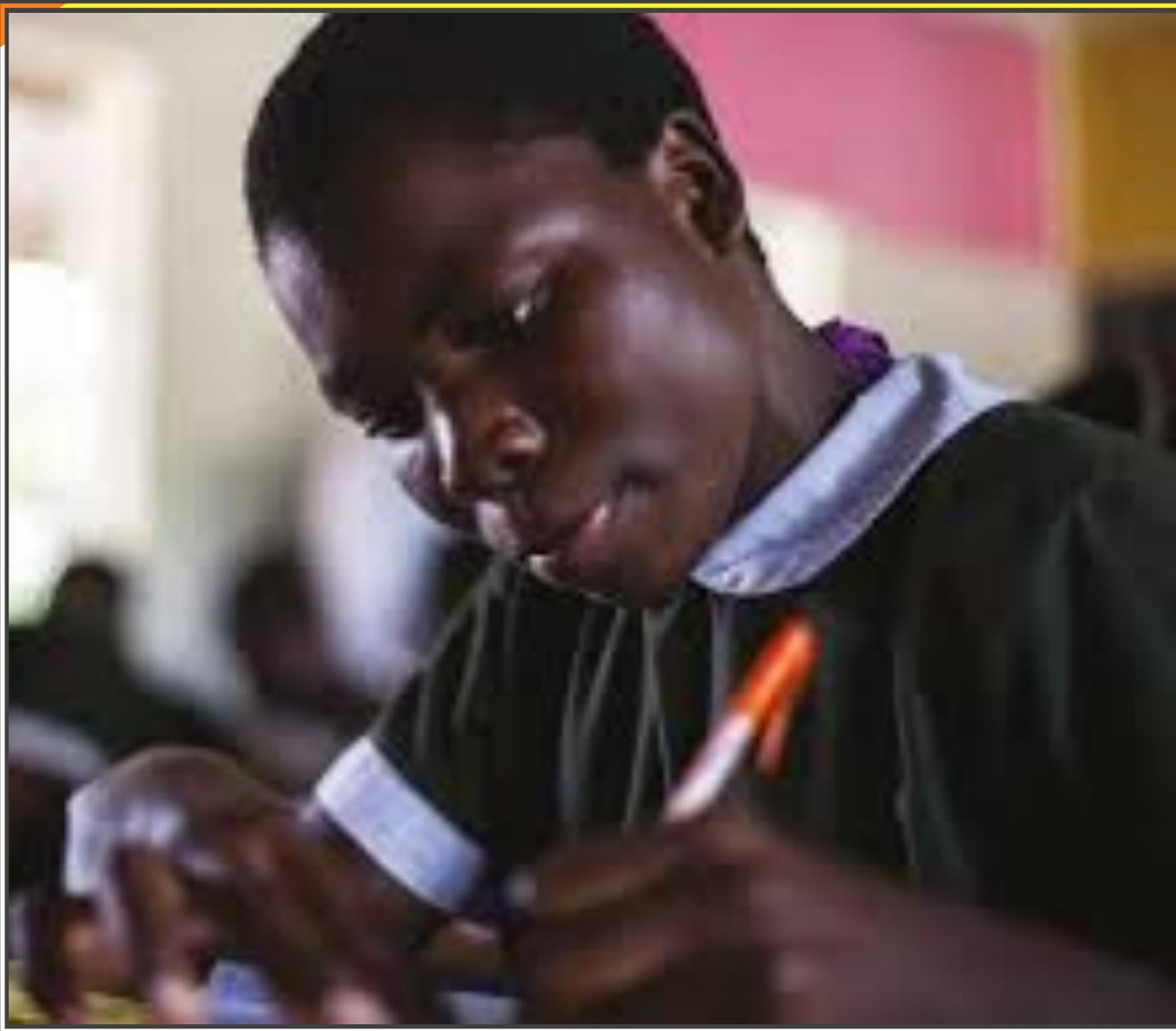
- Daily educational broadcasts over the radio
- Education television broadcasts
- Television programming via live streaming on Kenyan Institute for Curriculum Development (KICD)
- EduTV Kenya You Tube channel
- Free electronic copies of textbooks have been made available on the Kenya Education Cloud hosted by KICD

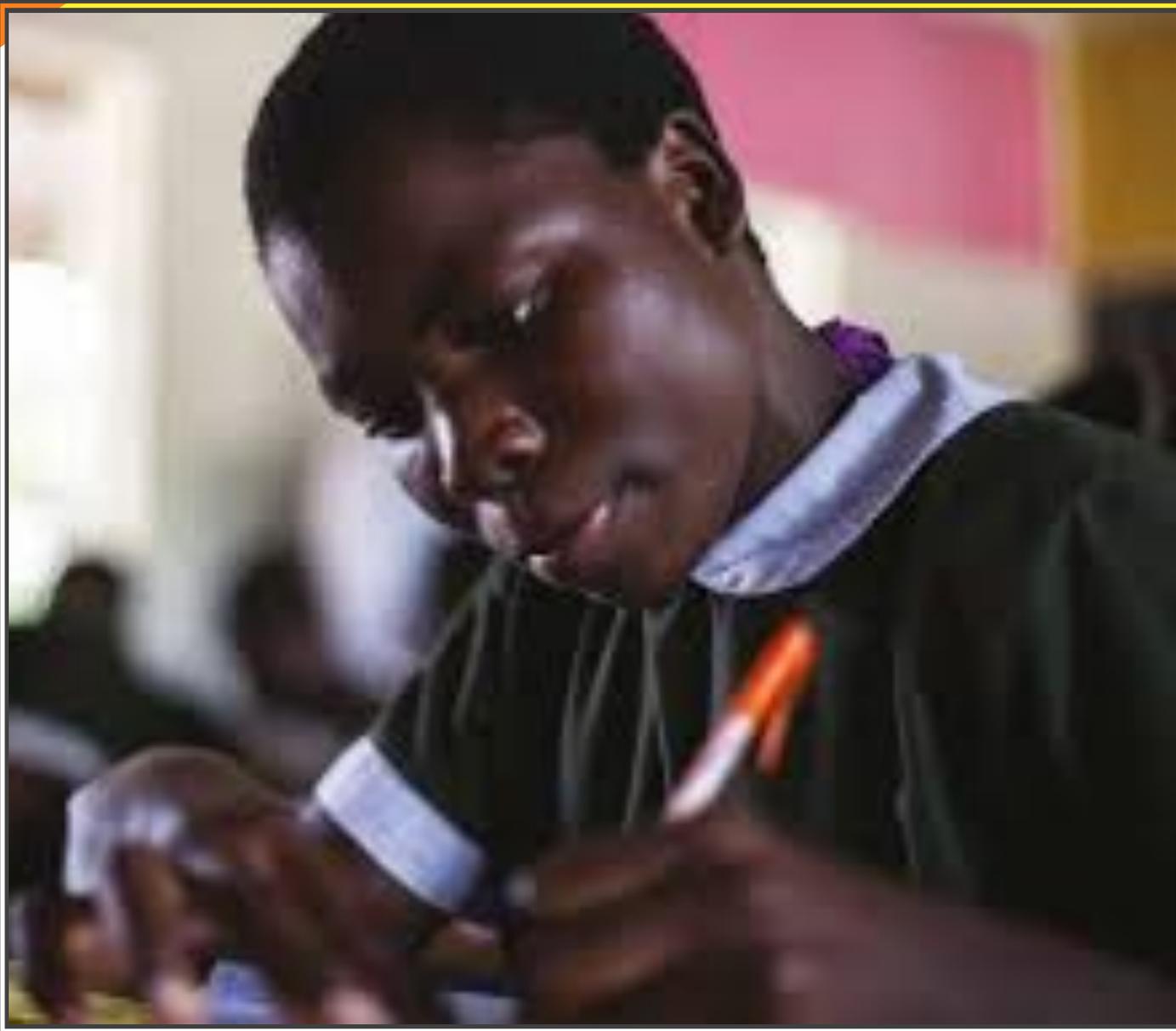
But access/accessibility are an issue.



How are children studying at home?

- 87% of children with disabilities are studying at home during Covid-19.
- The majority of girls with disabilities in this study are learning via their **school notes** (56%) and **school textbooks** (73%).
- Of those who were not studying at home, reasons included **lack of study materials**, **severity of disability** or **needing support** from their teacher.





What happens when the head of household has no education or girl live in households facing extreme hardship?

1st case - girls with disabilities are more likely to:

- Not receive help on their homework from an adult in the household
- Not believe that going to school is not important for their future

2nd case - girls with disabilities are more likely to:

- Have a higher chore burden
- Not have to sanitary wear regularly



Main challenges reported by parents of girls with disabilities

- Lack of access to **education resources** (62%)
- Lack of **skills to support home schooling**, especially when it comes to supporting the additional needs of children with disabilities (40%).





Main challenges reported by teachers

- ❑ **81% of the teachers can't reach the children through remote learning technologies**
- ❑ 49% of teachers had provided learning materials (e.g. study packs, reading materials, online/softcopy study packs, hard copies of study packs and learning schedules) to children with disabilities
- ❑ But 87% said they are not able to visit the children's homes, 20% don't have the contact details of the children



Teachers' solutions to improve home study for girls with disabilities – online learning tools

- **Access to smartphones & provision of ICT devices/resources to teachers**

94% of the teachers have access to smartphones.

In Kenya, mobile penetration is very high, with 98 per cent of adults above 15 years of age owning a mobile phone.

Mobile internet usage is also high, with 88 per cent of the population covered by 3G

There is therefore a need for LC to consider using internet mobile phone frameworks to leverage remote learning for girls with disabilities.



What needs to happen when schools will reopen?

- ❑ The Government needs to put forward a **plan before schools reopen**, taking into account girls with disabilities
- ❑ There's a **high risk girls will not come back**, because of pregnancy, or increased poverty/household chores
- ❑ We need to be able to **understand the reasons why girls can't come back, and address them**





FINANCING – PRE AND POST COVID19-LOCKDOWN ENVIRONMENTS

Accessible learning methods to support home learning



- Support through DFID funding
- LC fundraising further to realize the possibilities of introducing accessible learning methods and tech to support the home learning process – extra support in the procurement of these devices and connectivity options.
- Additional resources need to be made available to support better connectivity and availability of suitable materials for girls with disabilities.

Thank you.

Any questions?

