



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

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# KENYA BASIC EDUCATION COVID -19 EMERGENCY RESPONSE PLAN

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**MAY, 2020**



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## List of Acronyms

<b>ASAL</b>	Arid and Semi-Arid Lands
<b>BOM</b>	Board of Management
<b>CPCs</b>	County Project Coordinators
<b>COVID-19</b>	Corona Virus Diseases of 2019
<b>CSOs</b>	Curriculum Support Officers
<b>EMIS</b>	Education Management Information System
<b>ERP</b>	Emergency Response Plan
<b>GBV</b>	Gender Based Violence
<b>ICT</b>	Information Communication Technology
<b>IEC</b>	Information Education Communication
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KISE</b>	Kenya Institute of Special Education
<b>KNEC</b>	Kenya National Examinations Council
<b>MOE</b>	Ministry of Education
<b>NEMIS</b>	National Education Management Information System
<b>NESSP</b>	National Education Sector Strategic Plan
<b>OVCs</b>	Orphans and Vulnerable Children
<b>PRIEDE</b>	Primary Education Development
<b>QASO</b>	Quality Assurance and Standards Officer
<b>SEQIP</b>	Secondary Education Quality Improvement Programme
<b>TA</b>	Technical Assistant
<b>TSC</b>	Teachers Service Commission
<b>TV</b>	Television
<b>WASH</b>	Water Sanitation and Hygiene



## FOREWORD

The Ministry of Education is committed to provision of quality, equitable and inclusive education and training. The Constitution of Kenya, 2010 stipulates the right to education for all Kenyan children. Article 53 (1) states that every child has the right to free and compulsory basic education. In addition, education is a catalyst to social and economic development agenda of this country as envisioned in Kenya Vision 2030 blueprint. It is notable that the Government of Kenya continues to invest heavily in the education sector, committing over 6 % of the GDP to the sector. This continued commitment is aimed at creating a broad base of capable, literate, numerate and motivated citizens to drive social development and economic growth in the 21<sup>st</sup> century.

The ministry strives to ensure learning continues as planned with minimal interruptions. A major barrier to these aspirations is the perpetual disaster occurrence dominated by fire outbreaks in schools, floods in some regions, drought in some areas and pandemics including the global novel corona virus disease (COVID-19) that has disrupted people's livelihoods and learning. During crisis, the health, safety and well – being of learners, teachers and education officials is a priority and even a slight disruption of the education system may lead to loss of education gains particularly in the implementation of the competency based curriculum. To address this, the ministry has put measures to support the continuation of learning remotely and will continue to ensure no one is left behind.

This Kenya basic education response plan provides a guide in the overall readiness and response for emergency including COVID-19 to enable learning to continue and the education system to recover and transit smoothly post the COVID -19 pandemic. It further provides interventions to mitigate the impact of the pandemic on provision of quality education targeting learners in basic institutions of learning with a focus to most vulnerable and poor learners in the Kenyan school system from preprimary to secondary education.

This plan has borrowed heavily from the Ministry of Health, National 2019 Novel Coronavirus Contingency (Readiness and Early Response) Plan, 2020. The Ministry of Education appreciates the Ministry of Health for the continued guidance in curbing the pandemic. Strong involvement and collaboration with all stakeholders will go a long way to realize the effective implementation of this plan. In addition, strengthened partnerships with development partners are appreciated and will enable learners, including the hard to reach continue accessing uninterrupted learning. I wish to reiterate that the ministry of education has put measures towards the preparedness of schools re-opening. I call upon all education partners and other stakeholders to continue supporting the education sector in the implementation of interventions provided in this response plan.



Prof. George A.O. Magoha, CBS  
Cabinet Secretary

**Ministry of Education**



## PREFACE


The Government of Kenya is committed to implementing its commitments to provision of quality basic education. The Constitution of Kenya (2010), Article 43 (1) (f), 53 (1) (b), and 55 (a) of Chapter 4 obligates both the state and the parents to facilitate quality basic education for all children in Kenya. Sessional Paper No. 1 of 2019 aims at reforming education and training in order to meet these obligations. The National Education Sector Strategic Plan 2018-2022 also focuses on improving the quality of education at all levels through improving schooling outcomes, development of relevant skills, and improved efficiency and effectiveness' in use of available resources.

It is therefore worth noting that, the Government of Kenya is doing everything possible to provide education opportunities for all school age children. The COVID -19 pandemic has disrupted learning for more than 1.5 billion learners worldwide including over 18 million Kenyan learners and trainees which is a threat to attainment of Sustainable Development Goal No.4 on access to quality, equitable and inclusive education. To curb the spread of the virus in learning institutions, the Government of the Republic of Kenya closed all learning institutions starting the week of 16th March and 20th March 2020.

It is therefore imperative for seamless learning to ensure that children do not lose out on essential learning times that could have an impact on their developmental milestones. Continuing education through alternative learning pathways as soon as possible must therefore be a top priority, to ensure the learning interruption is as limited as possible

To address the COVID- 19 Pandemic challenge, the Ministry of Education (State Department of Early Learning and Basic Education) has developed a COVID -19 response and recovery plan which aims to (i) to provide access to quality, equitable and inclusive education to learners during and after the crisis to ensure continued learning; (ii) to facilitate production of online teaching and learning materials, and to expand existing distance learning programmes; (iii) to train teachers to effectively support distance learning, including monitoring and assessment; (iv) to develop, and implement intervention programmes targeting the marginalized and most vulnerable learners especially the girls and learners with special needs; and (v) to provide psychosocial support to learners, teachers, education officials and other stakeholders. It is my sincere hope that this project will improve the learning opportunities of our learners at home and post COVID- 19 when schools reopen.

The Government of Kenya appreciates the support of development partners in education in the development of Emergency COVID-19 Plan. The Global Partnership for Education for the provision of the accelerated COVID -19 funds which will enhance the learning opportunities of our learners during this difficult time of COVID -19. The Ministry reiterates it's its committed in the implementation of the various activities to ensure that intended outcomes are achieved in a transparent, accountable, efficient and effective manner.

  
Dr. Belio R. Kipsang, CBS  
Principal Secretary

**State Department of Early Learning and Basic Education**



## ACKNOWLEDGEMENTS

The Kenya Basic Education Response Plan was developed through a wide consultative process that involved among others field education officials, education partners, line ministries, teachers, Education in Emergency Working Group, Directors from the ministry and specialists from the International Institute of Education Planning (IIEP).

I wish to particularly thank the Cabinet Secretary and the Principal Secretary, Ministry of Education for providing leadership and guidance in the development of this plan. I also wish to thank the members of TROIKA plus and EDPCG for the unwavering support in all the stages of production of this plan. The input received from education partners enriched the document heavily.

I profoundly thank the Global Partnerships for Education for considering Kenya for the accelerated funding aimed at ensuring learning continues in schools and particularly accessing the most vulnerable learners in our communities. In addition, I wish to recognize World Bank and the technical team from the Directorate of Project Coordination and Delivery, Directorate of Policy, Partnerships and East African Community Affairs and the Directorate of Field Services and Coordination of Co- Curricular Activities for their tireless effort in the preparation of the response plan and the appraisal document.

Special appreciation goes to Ag. Director Project Coordination & Delivery for coordinating the team and ensuring deliverables within stipulated timelines. I also express my gratitude to all the directors in the ministry, teachers unions and other stakeholders for your contributions in the preparation of this plan.



Elyas Abdi, OGW  
Director General

**State Department of Early Learning and Basic Education**



## EXECUTIVE SUMMARY

The Corona Virus Disease (COVID-19) was first detected in Wuhan, China, in December 2019. On 30 January 2020, World Health Organization declared the outbreak a Public Health Emergency of International Concern (PHEIC) and on 11<sup>th</sup> March 2020, WHO declared the Coronavirus disease a pandemic. The COVID -19 has since continued to spread across the world with immediate and long term social economic effects on national economies and their individual citizens. The primary objective of the international response to the pandemic remains stopping the human-to-human transmission of the virus and caring for those affected.

Kenya confirmed its first case of COVID -19 on 13th March, 2020 and the cases have continued to steadily rise and spread across the country. The COVID-19 pandemic has impacted the Kenya education sector and has disrupted learning to over 18 million children. As at 3<sup>rd</sup> May 2020, Kenya had reported 465 confirmed cases of COVID-19, with 165 recoveries and 24 deaths. In response to this outbreak, the Ministry of Education has developed this COVID-19 Response Plan in collaboration with education partners and other stakeholders. The Plan aims to ensure continued learning and promote health, safety and wellbeing of learners, teachers and education officials during and post Corona crisis.

This Response Plan targets learners and teachers in basic education institutions with a focus to most vulnerable and poor learners in the Kenyan school system including learners with special needs and disabilities. It will be implemented for one and a half years' time period and offers the following objectives: prevent the spread of COVID-19 and provide access to quality, equitable and inclusive education to learners ,facilitate production of radios, Televisions. and online teaching and learning materials as well as extend the existing distance learning programmes, provide psychosocial support to learners, teachers and education officials, build the capacity of MoE officers to provide training, guidance, monitoring and quality assurance to teachers facilitating education ,provide an opportunity of addressing loss of learning opportunities in conflict troubled and remote regions, strengthen the Kenya Education Cloud, provide health, safety and well-being for learners, teachers and education staff,develop and implement intervention programmes for the marginalized and most vulnerable learners, and to strengthen the capacity of the human resource component for effective and efficient response to the COVID -19 and post corona virus.

To achieve the stated objectives, the ministry will implement the following interventions: uninterrupted learning, production of learning materials ,school maintenance and improvement, provide psychosocial support to learners, teachers and education officials, ensure full re-enrolment of learners and provision of scholarships for both boys and girls, ensure health, safety and wellbeing of learners, teachers and education officials, monitoring learner achievement including school specific analysis of assessments, school feeding programme, support to ministry of education officials and teachers, education strengthen the implementation sector disaster management policy, strengthen management of scholarships in the education sector, strengthening data management, quality assurance and standards and re-organization of school calendar when face to face learning resumes.

A multi sectoral COVID-19 coordination mechanism has been established and the estimated budget costs for implementing the response and recovery activities is a total cost of USD 24,004,870





## DEFINITION OF TERMS

<b>Access</b>	Opportunities learners are given to acquire education.
<b>Curriculum</b>	All planned learning programmes that facilitate formal, non-formal and informal learning.
<b>Disability</b>	Lack or restraint of ability to perform an activity in a manner within the range considered normal within the cultural context of the human being.
<b>Learners with disabilities</b>	Learners who have long term physical, mental, intellectual or sensory impairment which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.
<b>Mitigation</b>	Lessening or minimizing of the adverse impacts of a hazardous event.
<b>Remoteness</b>	Areas that are poorly served by good transport and communication network (road, air, rail, power supply, internet connectivity).
<b>Response</b>	Actions taken directly, during or immediately after a disaster in order to save lives, reduce health and education impacts, ensure public safety and meet the basic subsistence needs of the people affected.
<b>Special Needs Education</b>	Education which provides opportunities modification in curriculum delivery methods, education resource, medium of communication or the learning environment to cater for individual differences in learning.
<b>Vulnerability</b>	Conditions determined by physical, social, economic and environmental factor or processes which increase the susceptibility of an individual, a community assets or systems to the impacts of hazards.



## 1.0. Background

The Corona Virus Disease (COVID-19) was first detected in Wuhan, China, in December 2019. On 30 January 2020, World Health Organization declared the outbreak a Public Health Emergency of International Concern (PHEIC). The COVID -19 is a disease caused by a new strain of coronavirus which is a family of viruses that infect both humans and animals. Human coronaviruses are commonly spread through droplets (coughing) and close personal unprotected contact with an infected person (touching, shaking hands). The signs and symptoms are typically respiratory symptoms and include fever, cough, shortness of breath, and other cold like symptoms. With the disease spreading, schools were seen as high-risk centres with potential of exposing both learners and teachers to opportunities of spreading the virus. Learners and teachers with disabilities who require extra support face an increased risk of contracting Corona Virus as they are in close contact with third parties to a larger extent in comparison to their peers without disabilities.

The COVID -19 has since continued to spread across the world with immediate and long term social economic effects on national economies and their individual citizens. The pandemic has disrupted learning for more than 1.5 billion learners worldwide including over 18 million learners in Kenya which is a threat to attainment of Sustainable Development Goal No.4 on access to quality, equitable and inclusive education. As the global death toll from the pandemic continues to rise, large numbers of children are likely to be orphaned and become vulnerable to exploitation and abuse. Closure of learning institutions and businesses have resulted in many and diverse challenges related to physical and psychological health risks, widespread job and income losses, family confinement, isolation and economic vulnerability. These have contributed to increased chances of gender-based violence within the homes.

The children, especially those with disabilities are particularly vulnerable and the situation is likely to exacerbate rates of child labour, sexual exploitation, pregnancies, early marriages and incidences of violence within their living environments. The confinement at home and school closures have long-term consequences, especially for the most vulnerable and marginalized children who already experience barriers accessing education, or who are at higher risk of being excluded for a number of reasons. This equally applies to younger children who are vulnerable and depend immensely on parental support. These include learners from low socioeconomic backgrounds, those with disabilities, those in urban slums, informal settlements; girls, remote locations, internally displaced, asylum seekers and refugees as well as those whose families may have lost livelihoods as a result of job cuts or businesses closures and casual jobs among other difficult situations. Many children from poor households depend on schools for meals, basic healthcare services and information.

Kenya confirmed its first case of COVID -19 on 13th March, 2020 and the cases have continued to steadily rise and spread across the country. As at 3<sup>rd</sup> May 2020, Kenya had reported 465 confirmed cases of COVID-19, with 165 recoveries and 24 deaths. Most of these cases are concentrated in the counties of Nairobi, Mombasa and Kilifi with other cases spread across the other counties. The world figures of corona cases on the same date stood at 3,090,445 positive cases identified with



217,769 reported deaths. To curb the spread of the virus in learning institutions, the Government of the Republic of Kenya closed all learning institutions on the dates of 16<sup>th</sup> March and 20<sup>th</sup> March, 2020. Additionally, the Ministry of Health has set policy priorities that aim to reduce the burden of communicable disease including the outbreak of COVID- 19.

In matters of education, the Government of Kenya has developed a three-pronged approach to support the continuation of learning remotely, adhering to the international and national guidance for social distancing, quarantine and self-isolation. The three approaches consist of Digital learning, primarily through expanding access to, and strengthening the Kenya Education Cloud, provision of radio and television programmes at the primary and secondary levels, supporting access to textbooks and other teaching and learning materials in remote areas and improving water and sanitation infrastructure, and knowledge of health and hygiene, in preparations for school re-opening.

The Ministry of Education through the Kenya Institute of Curriculum Development (KICD) has developed online content that majority of school going children are accessing through various channels of technology such as broadcasting on Radios and TVs to ensure uninterrupted learning for learners while the learning institutions are closed. This proposal therefore endeavors to strengthen interventions to mitigate the impact of the COVID- 19 pandemic on provision of quality education targeting learners in basic institutions of learning in Kenya and to enhance access to online and digital learning platforms. The focus of these interventions is the most vulnerable and poor learners in the Kenyan school system from pre-primary to secondary education.

### **1.1. Strategic Principles of the Response Plan**

The overall coordination and monitoring of education sector response and recovery efforts to COVID-19 will be led by the Ministry of Education with support from development partners. The plan targets all learners in basic education institutions with a focus on the most vulnerable including children living in the remote and hardship places in Kenya, and especially girls, those from ethnic minority, Orphans and Vulnerable Children (OVCs), children with special educational needs and disabilities, those from poor urban informal settlements, internally displaced, and children in refugee camps among others. Activities implemented under this plan will be gender responsive and also promote participation of learners with special needs and disabilities. This plan will uphold the principle of access to quality, equitable and inclusive education for all learners as spelt out in the existing policy documents.

In addition, the Plan recognizes the need for close collaboration with other line ministries, county governments and education partners in its implementation. It is expected to provide transparency and accountability in the management of the activities to ensure value for money and also build resilience among learners, teachers, education officials and school communities through the COVID-19 response and recovery activities. The response plan also recognize safety and wellbeing of learners, teachers and education officials a priority. Therefore, school re-opening and concretisation of the plan will be determined by the lifespan of the disease.



## 2.0 Challenges of COVID -19 to the Education in Kenya

Since the outbreak of the pandemic, Kenya's economic growth has been negatively impacted by COVID-19 shocks with direct and indirect consequences especially to the poor, vulnerable and marginalized households who rely on informal employment and businesses. Their ability to finance school related expenditure such as school kits, meals, learning materials has been severely compromised. With the Government adopting remote teaching to support distance learning and online education delivered through radio and television and internet, learners from poor, vulnerable and marginalized households may not have access to these mediums of learning further widening inequality gap, in equity, access and quality of education. This may even entrench people in poverty.

Schools play an important role in the protection of children especially girls in poor, vulnerable and marginalized communities. There are more than 90, 000 schools closed leading to over 18 million pre-primary, primary and secondary school learners and over 150,000 refugees confined at home. These learners require home based learning which has proved challenging with parental engagement, due to low levels of ICT literacy and accessibility of devices as well as other competing priorities at the household level. Similarly, over 300,000 teachers are at home and require support to help learners to remotely learn and ensure continuity of learning process. These schools' closure coupled with restricted movements with acute challenges around space among poor households may exacerbate cases of exposure to pornographic materials, drug and substance abuse, increased rape, Gender Based Violence (GBV) including defilement of children. Children with disabilities and special needs face extra challenges because many encounter significantly higher chances of neglect, abuse, segregation leading to loneliness. This predisposes them to possible psycho-social challenges including depression hence need additional support.

Similarly, learners from low income households, those from ASALs, urban slums and pockets of poverty in Kenya, often depend upon schools for meals and sanitary towels provided by government and partners. With the closure of schools, children who rely on them for these basic needs are experiencing hunger with detrimental nutritional effects. The interruption of learning processes has further increased anxiety and uncertainty regarding the fate of National Examinations, increased psychological trauma among learners, teachers and parents; inequity in the ongoing online programs as majority of learners do not have access to digital platforms due to lack of devices and internet connectivity at home; different levels of parental knowledge and attitude given that parents are expected to support children in learning.

Additionally, prolonged closure of schools could lead to increased child labor; school drop outs; child pregnancies and early marriages; loss of jobs and income for some non-teaching staff; BOM teachers and those from private institutions; high economic dependence ratio where those working including education staff and teachers are supporting wider community and relatives who have experienced loss of income as a result of the pandemic. There will also likely be discrimination and stigmatization of learners who would be affected and or infected. According to the National 2019 Novel Coronavirus Contingency Plan (2020), World Health Organization Office for Africa identified Kenya as a high risk country for existence of the novel corona virus 2019.



Subsequently, a preliminary risk assessment by the government highlighted key risk factors for COVID-19 as high enrolment rates in schools, including refugees in Kakuma and Daadab and other social cultural practices. As the government continues monitoring the COVID -19 spread, there is likely to be challenges of re-opening learning institutions due to inadequate hand washing facilities, large class sizes that make physical distancing impractical, sanitation and schools that may have been used for other purposes during closures, anxiety of teachers, parents and learners to return to school, lack of school nurses among others.

### 3.0 Justification of COVID- 19 Emergency Response Plan

The education sector is affected as millions of learners stay at home for unspecified period of time following the closure of learning institutions in Kenya. The disruptions touch people across all communities, but their impact are particularly severe for children with disabilities, disadvantaged boys and girls and their families especially in hard to reach areas, urban informal settlements, pockets of poverty in rural areas, internally displaced and refugees. The severe effects include: -

- **Interrupted learning:** Schooling provides essential learning and when schools close, children and youth are deprived opportunities for growth and development in growing their competencies. The disadvantages are disproportionate for under-privileged learners who tend to have less access to educational opportunities beyond school.
- **Parent's Parents ill equipped for distance and home schooling:** When school's schools close, parents are often asked to facilitate the learning of children at home and they do struggle to perform this task. This is especially true for parents with limited education and resources, low literacy skills, inaccessibility of devices such as TV and Radios as well as those who must work for a living. There is need to strengthen Adult and Continuing Education in order to employ more teachers to train illiterate parents for future interventions in home schooling.
- **Unequal access to learning portals:** Lack of access to technology (radio, TV, digital devices) and reliable internet connectivity is an obstacle to continued learning, especially for students from disadvantaged families hence creating inequalities in access to education.
- **Dropout rates tend to rise:** It is a challenge to ensure children and youth return and stay in school when schools reopen after closures due to early marriages, teenage pregnancies, child labour, drug and substance abuse due to frustration. This is especially true of protracted closures. There is also likely to be fear/anxiety of going to school as communities emerge from self-quarantine.
- **Social isolation:** Schools are hubs of social activity and human interaction. When schools are closed, many children and youth miss out on social contact that is essential to learning and development.
- **Girls:** Young and adolescent girls face greater vulnerabilities such as domestic/gender-based violence when not in school.
- **Boys:** In difficult economic times, boys are more likely to drop out of school in order to support family economic activity or take employment outside of the home. Some counties in Kenya were already showing lower enrolment among boys.



- **Refugees, displaced and migrant children:** Refugee, migrant children and internally displaced learners, among other vulnerable groups face distinct challenges that need to be addressed.
- **Children and youth with disabilities:** Children and youth with disabilities, along with other marginalized populations; including children from minority groups, are neglected in the best of times and face heightened learning risks during prolonged school closures.
- **Young people affected by trauma or mental health issues:** Schools and learning centres are places for communities to address health related issues, including mental health and psychosocial support (MHPSS), which the most vulnerable students rely on for their wellbeing and development in order to learn.
- **Stigma-** Persons and households with family members affected by COVID-19 may find themselves segregated and shunned from other members of the communities. This could lead to breakdown in the social fabric that may have detrimental effects on school-going children. This is exacerbated in hard to serve areas, internally displaced children, camps and informal settlements where correct information relating to COVID -19 may not easily permeate.

It is therefore imperative for seamless learning to ensure that children do not lose out on essential learning times that could have an impact on their developmental milestones. Continuing education through alternative learning pathways as soon as possible must therefore be a top priority, to ensure the learning interruption is as limited as possible. There is urgent need to support teachers, parents/caregivers, innovators, communication experts and all those who are positioned to provide education, whether through radio programmes, home-schooling, online learning and other innovative approaches. In view of this, there is need for strategies and plans for prevention of infectious diseases and preparedness of learners, teachers and school communities including mechanisms to offer effective supportive case management in and out of school. The rationale for this response plan is therefore, to guide basic education in the overall readiness and response for emergency including COVID-19 to enable learning to continue and the education system to recover and transit smoothly post the COVID -19 pandemic.

#### **4.0 Education Emergency Response Plan**

This response plan outlines interventions that will enhance prevention of the spread of Corona Virus and response to educational needs during and after the COVID -19 crisis. This will be aligned with the overall government health priorities of social marketing of health activities and education for community health action as well as to the National Education Sector Strategic Plan 2018- 2022. It provides interventions to manage COVID -19 response and recovery efforts to ensure the continuity of learning during the crisis in the immediate, short term, medium and long term. In the short term, it maintains access to learning and ensures learners retain knowledge and skills (i.e. through remote, alternative or distance learning programmes). The system also addresses the needs of most vulnerable learners, access to protection, nutrition, health programmes that can be adapted to social distancing requirements. In the medium term, it involves catching up and transitioning learners who





have fallen behind or had a break in their education to re-join their level of schooling and competency (i.e. automatic promotion with a mandatory catch-up/remedial period at the beginning). In the longer term, it focuses on further strengthening the education system in Kenya by enhancing contingency capacities to mitigate and manage such risks in future.

It is crucial for Kenya to move quickly to support continued learning to ensure that the achievements realized through recent education reform programs are not lost. The MoE response plan is directed to increase capacity for remote learning systems and options for children in pre-primary and learners in primary and secondary education to mitigate the risk of school dropouts especially for the most vulnerable as schools reopen. This plan has activities for preparedness, response and early recovery phases and is aligned to priorities in the National Education Sector Strategic Plan 2018-2022. The plan applies to all learners in basic education, teachers, caregivers' education staff and parents at both national and county levels. It also applies to state and non- state actors implementing education emergency interventions.

## **5.0 Objectives of the Response Plan**

The specific objectives of the Response Plan are to:

1. Prevent the spread of COVID-19 and provide access to quality, equitable and inclusive education to learners through remote learning to ensure uninterrupted learning,;
2. Facilitate production of radios, TVs and online teaching and learning materials as well as extend the existing distance learning programmes,;
3. Provide psychosocial support to learners, teachers and education officials and also information to prevent transmission and spread of COVID -19,;
4. Build the capacity of MoE officers to provide training, guidance, monitoring and quality assurance to teachers facilitating education in future outbreaks and also enhance the capacity of teachers to support distance learning, including monitoring and assessment;
5. Provide an opportunity of addressing loss of learning opportunities in conflict troubled and remote regions through use of supportive mediums such as livestreaming of education content,;
6. Build the Resilience of Broadcasting of Education Content through strengthening the Kenya Education Cloud, ;
7. Provide health, safety and well-being for learners, teachers and education staff, ;
8. Develop and implement intervention programmes for the marginalized and most vulnerable learners especially the girls and other learners with special needs,;
9. Strengthen the capacity of the human resource component for effective and efficient response to the COVID -19 and post corona virus.

## **6.0 Expected Outcomes**

In the ongoing crisis, continued access of learners to education opportunities can contribute to;

1. Reduced spread of COVID- 19 and continued learning by all learners in basic education during emergency and after the COVID-19,;



2. Increased access to online teaching and learning materials and distance learning programmes,;
3. Reduced numbers of potential drop-outs at all levels and reduced stigma of infected individuals that could lead to panic,;
4. Enhanced knowledge and skills in personnel to implement and support education for all learners during the current and future outbreaks, ;
5. Easy and prompt access to learning opportunities through Remote options including livestreaming, but predominantly through radio and television instruction,;
6. Uninterrupted radio and TV curriculum lessons for basic education during emergency and post COVID -19 covering the whole country including remote and insecurity troubled regions;
7. Enhanced health, safety and wellbeing of learners, teachers and education staff,;
8. Enhanced transition from grade to grade and cycle to cycle through provision of scholarships, additional support in form of remedial/catch-up classes, scholarships and social support,;
9. Strengthened systems and human resource capacity for effective and efficient response to COVID- 19, recovery and future outbreaks.

## **7.0. Opportunities in COVID- 19 Responses in Kenya**

### **On-going Pandemic and Emergency Responses**

Kenya has a permanent Education in Emergencies (EiE) Working Group led by the Ministry of Education with 35 members from the UN and NGOs. As soon as schools were closed, an EiE plan was developed which included continuity of learning, coordination and data collection, communication, monitoring and evaluation, and preparation for schools re-opening.

In the recent years, Kenya has made investments in improving quality and learning outcomes at all levels of basic education. These gains may need to be consolidated and safe guarded by continued curriculum delivery. There are about 3.2 million Pre-primary and 15 million learners in Primary and Secondary schools in Kenya and close to 150, 000 refugee learners. The Ministry of Education, has therefore, found it necessary to step up measures to facilitate learning during the period that learners will be at home by enhancing curriculum delivery through four different platforms- Radio, TV, Kenya Education Cloud and You-Tube. The platforms provide learners with out of classroom learning experiences and are aligned to the school calendar. This has led to increased hours of broadcast, continuous production of programmes and also continuous curation of content so as to provide access to quality content across the levels of basic education. The Kenya Education Cloud hosts; interactive digital content, radio lessons on demand, textbooks for all levels to serve pupils and teachers, and also online courses for teachers on curriculum implementation and use integration of ICT in learning.

In the area of Quality Assurance, the ministry continues to assure quality of programmes on TV, radio and online through development of online and offline monitoring tools for head teachers and Principals, development of guidelines for Head Teachers and Principals on learning through radio,





TV and online content, development of a mechanism for communication between head teachers and QASOs such as bulk SMS, emails and WhatsApp, development of a platform for teachers' online feedback, Quality Assurance of content developed by various stakeholders and development of online system for academic certificates by linking examination bodies to ministry for online authentication.

Additionally, other available opportunities for COVID -19 response interventions include: linkages with Council of Governors in the devolved system of Government, a functional EiE Working Group, joint fundraising opportunities and international profiling of pandemic resources and a responsive private sector which may support in response efforts such as those that offer online learning resources, the telecom companies for connectivity among others.

### **Options for Short Term, Mid Term and Long Term Emergency Responses**

The Kenya Ministry of Education has identified interventions that enable learning to continue during COVID-19 and supports the education system recover from school closures. The following are options for intervention in various areas of emergency response, with a focus to girls and learners from vulnerable backgrounds. The interventions are linked to MTP 111, the National Education Sector Strategic Plan (NESSP) 2018-2022 and other policy and legal requirements. A separate estimated budget has been annexed.

#### **7.1. Uninterrupted Learning during and Post COVID -2019**

There is need to build the Resilience of Broadcasting of Education Content to continue providing e- learning platforms during and after the crisis to ensure all learners access e-content and also provide lifelong learning opportunities for all.

#### **Proposed Interventions**

- Provide Radio and TV live broadcasts on a timely and predictable manner for continued learning, including broadcasting through community radio channels,
- Strengthen the Kenya Education Cloud at KICD so that teachers and learners are able to access digital content ,
- Install SCADA (supervisory, control and data acquisition), technology to support virtual centralised learning that covers the entire country,
- Provide live streaming of model lessons for peer learning and continued improvement in delivery of content,
- Build capacity of teachers on interactive remote learning methodologies,
- Create awareness on radio and TV lessons from KICD through parents mobile and through speakers mounted on vehicles to appreciate digital and distance learning programs,
- In collaboration with other departments and partners Sensitize parents and other stakeholders through local radio channels to reach those without mobile phones and address them in their local languages,
- Identify, reprint and distribute Information Education and Communication materials on COVID -19,



- Support decentralised access to connectivity,
- Establish a remote tutoring service for learners and teachers to access remote learning opportunities,
- Establish linkages with line ministries to ensure provision of electricity in rural areas and centres of mobile charging units to avail charging of gadgets in areas not covered by the grid.
- Leverage on the Digital Literacy Programme at school level to continuously provide e - learning content during and after emergencies and crisis in Kenya, also explore use of Smart Boards
- Develop appropriate digital learning activities in response to COVID-19 for improved learning outcomes.
- Support homebased learning and power boosters to ensure wide coverage of learning,
- Share education content in local and minority languages including sign languages using captions, audio provision and graphics with increased screen space for the TV interpreter to support the hearing impaired.

## **7.2 Production of Learning Materials**

Production of learning continuity programs broadcast through radio, TV, and online, and the provision of resources such as radios, textbooks, study guides and equipment. This will be accompanied through free call-in numbers for asking questions, or through establishing a remote tutoring service using toll-free numbers at a local level in preparedness for potential future school closings. It also includes building the capacity of teachers to deliver the learning material through alternative delivery modalities and preparing for school reopening including use of media.

### **Proposed Interventions**

- Revamp KICD through broadcasting equipment,
- Explore the possibilities of providing Radios and TVs to targeted schools,
- Provide offline resources such as textbooks, study guides and equipment to learners from poor, marginalised and vulnerable households
- Establish partnerships with service providers to provide network coverage in learning institutions including those in marginalized and remote areas to support digital learning;
- Encourage partnerships to establish regional toll-free call centres
- Liaise with relevant agencies for zero rating of e-learning platforms and devices including school programs transmission for schools and education stakeholders to easily access online materials,
- Build the capacity of MoE, KICD and TSC staff in relevant areas including alternative delivery modalities to be able to support continued learning,
- Activate ICT champions in all schools and school clusters to guide, advice and monitor digital delivery of the curriculum among all learners.
- Develop partnerships to equip select community centres in informal settlements with technology to deliver digital content.
- Provide alternative power sources such as solar where main grid power is not accessible



- Explore possibilities of Providing hardware, software and data access to field offices/officers including CSOs and QASOs to strengthen their capacity for emergency response and to match the new dispensation.
- Liaise with relevant agencies to control internet and protect digital or online learning from infiltration by hackers and adverse content and cyber bullying to ensure integrity of the content accessed to learners,
- Publish and sensitize the public on KICD Broadcast Daily Educational Programme and on the link to *The Kenya Educational Cloud* through the media
- Establish an online M&E platform for learners and teachers to provide feedback on online/Radio lessons,

### **7.3. School Maintenance and Improvement**

Schools may have been used for other purposes and may need refurbishing and new supplies of books and equipment. There is need to plan for reopening and prepare for ensured health and wellbeing and sustained learning.

#### **Proposed Interventions**

- Disinfect and Fumigate schools that were used as quarantine and isolation centres including deep cleaning,
- Refurbish facilities especially classrooms and Ablution blocks in affected schools,
- Monitor and enforce compliance of school infrastructure to health and safety manual for schools,
- Explore possibilities of providing new set of books and equipment in identified schools that may have been lost while being used as quarantine centres.

### **7.4 Provide Psychosocial Support to Learners, Teachers and School Communities**

During and after pandemic learners, teachers, parents and school communities may face challenges of psychological trauma and other emotional disturbances due to the experiences. Some learners may need more intensive and individualized support.

#### **Proposed Interventions**

- Build the capacity of teachers in life skills, guidance and counselling to effectively respond to changes in social behaviour,
- Provide appropriate psycho-social support to learners, teachers and education officials including care givers to manage the impact of COVID -19 and deal with future crisis,
- Sensitize learners, teachers and education staff on approaches to deal with post-traumatic stress caused by COVID -19,
- Develop and disseminate child friendly psychosocial messages to address challenges affecting learners including effect from COVID -19 through developments of pamphlets, posters and fliers.
- Undertake a rapid baseline assessment on the different levels of trauma and support needy teachers and learners in Kenya after COVID -19 pandemic,



- Work with partners and relevant agencies to develop protection systems including counselling, and to identify referral centres at the County Education Offices for specialized psychosocial support that respond to the mental health and psychosocial needs of learners and teachers.

### **7.5. Ensure Full Re-Enrolment of Learners and Provision of Scholarships for both boys and girls**

Gender equality in education has substantial proven impacts on many other Sustainable Development Goals, including economic growth, health, nutrition, agricultural productivity and reduced inequality. The COVID -19 has led to decline in economic status of many parents who may have suffered from job losses and pay cuts impacting on the parents' ability to provide the basic needs to their children.

As part of disaster response, there will be need to improve learning opportunities and outcomes to a projected 700 of the country's boys and girls mostly from vulnerable households which include children from previously marginalized communities, girls, urban slums, pockets of poverty, informal settlements including those in refugee camps. Access to good quality education will give learners the chance of a better future for themselves, their families, and their communities. Provision of scholarships will be part of a larger Back to School campaign to ensure full enrolment of learners and reduce the number of potential drop-outs.

#### **Proposed Interventions**

- Conduct Back to school campaigns for the post-COVID-19 recovery period,
- Enforce implementation of re –entry to school guidelines to provide learners who may have dropped out of school another chance and reduce the barriers that hinder re-entry,
- Conduct media awareness campaigns for learners, parents and school communities on health messages, safety, social risks and reduction measures,
- Adapt identification of vulnerable criteria existing in government to identify and support most vulnerable learners who may have suffered due to COVID -19,
- Provide sanitary towels and other back to school kits for most vulnerable learner's and distribute through social community workers in liaison with head teachers of schools to ensure reach to target group,
- Liaise with the Department of social protection to provide additional assistance to beneficiaries of cash transfer for orphans and most vulnerable children and scale up of the transfers to learners not already being covered for sustainability,
- Provide Secondary Scholarships for most vulnerable boys and girls including learners with special needs and disabilities,
- Conduct mentorship programmes for boys and girls and survivors of Gender Based Violence (GBV) to support them recover and continue learning,
- Mobilize and lobby community support for girl's education including those who may have dropped out of school,



- Update the database and provide support to children with special need with special attention to girls with disability,
- Organize remedial classes – targeting low achieving girls and boys,
- Work with partners to conduct a study to determine the utilization of scholarships offered to address effect of COVID-19.
- Continue with the pro-poor interventions within the Ministry including the Elimu scholarship program and the advocacy as well as gender sensitization program supported by the Secondary Education Project

### **7.6. Ensure Health, Safety and Wellbeing of Learners and Teachers**

Ensure the health, safety and wellbeing of learners including those with special educational needs and disabilities, teachers and education staff once schools re-open.

#### **Proposed Interventions**

- Upgrade WASH facilities and sustain school health and safety protocols, including access to water and adequate toilets for boys and girls,
- Provide hand washing infrastructure and facilities such as soap and sanitizers,
- Strengthen Child Protection systems within the schools,
- Build on school-based health programs and introduce in schools without,
- Develop and disseminate education content on COVID -19 and other safety measures,
- Work with stakeholders and county governments to provide play material for children in pre- primary education
- Continue upgrading facilities for children with special educational needs and disabilities (desks, toilets, staff),
- Sensitize teachers, learners, education officials and school communities on health and hygiene including post emergency measures such social distancing,
- Monitor compliance with safety standards to ensure hygiene practices in schools through frequent bathing, cleaning of uniforms, beddings and surfaces.
- Provide counselling and debriefing services to students, teachers and support staff in schools that were used as quarantine centres to enable them recover from COVID -19 shock and trauma,
- Enhance collaboration with Department of Children Services and other line ministries to promote safety and protection of children to increase awareness of reporting protocols for incidences of child abuse and neglect,
- Explore partnerships to conduct awareness-raising campaigns and community discussion groups on topical content including prevention of infectious diseases such as COVID -19.

### **7.7. Provision of Additional Teachers for the Understaffed Counties**

Presently, some regions especially areas prone to insecurity and remote locations continue to experience shortage of teachers hence compromise on quality of education. Provision of additional teachers in understaffed counties and at the advent of crisis will help reduce drop-outs, improve skills, reduce unemployment or under-employment, increase self-employment and productivity and improve on income generation as well as improve learning outcomes in post COVID-19.



### **Proposed Interventions**

- Continue recruitment of additional teachers including qualified teachers serving under the BOM for the understaffed counties;
- Extend existing online lessons to all counties,
- Strengthen the existing community of practice.

### **7.8. Monitoring Learner Achievement Including School Specific Analysis of Assessments**

Conducting sample assessments at different grade levels to track progress in early grade literacy and numeracy and at secondary school level is essential in order to monitor if learners are acquiring the knowledge, skills and attitudes stipulated in the curriculum in order to institute empirically informed interventions.

### **Proposed Interventions**

- Conduct school focused assessment for all learners to determine their entry level after being out of school for some time.
- Disseminate the findings of the monitoring learner progress report and other assessments reports on recovery,
- Conduct national learning survey in grade 3 ( literacy and numeracy ) , grade 6 (Mathematics and Languages) and secondary form 2 in Mathematics, Science and languages on re- opening and develop appropriate programmes such as accelerated, catch –up and remedial learning for learners who may have missed out on learning during school closures,
- Build the capacity and establish strong links with the parents and teachers through online platforms to enhance monitoring of learners during and post COVID -19,
- Build the capacity of MoE staff in assessments, monitoring and evaluation of learning,
- Conduct an online survey for learner feedback on e-content learning experiences.

### **7.8. School Feeding Programme**

There is a generally improved education outcome through School Health and Nutrition Interventions. Poor health conditions of school children in developing countries hinder their access and participation in school. School health programs can prevent and treat common childhood conditions and, thus, increase participation in school. These interventions will target the poorest and most marginalized learners and those from informal settlements and slums.

### **Proposed Interventions**

- Build capacity to implement comprehensive school health policies;
- Through existing administrative arrangements, sensitize school cooks on hygiene, sanitation and safe food preparation in the counties;
- Expand the national school meals programmes by introducing fortified porridge according to increased needs due to COVID-19,
- Monitor food stocks at school level for safe keeping and possible distribution to households if the situation is protracted,



- Support child friendly environment, including access to water for drinking and washing and sanitation and hygiene facilities,
- Collaborate with community organizations to extend health and nutrition services to households,
- Train educators to carry out school-based health activities.

### **7.9. Support for MoE Officers and Teachers**

MoE Officials and teachers may have been on other duties or forced to leave their jobs notably teacher employed under BOM terms and those from private institutions. Crisis and post- crisis education budgets will be under pressure but for rapid and effective recovery national systems must keep their teachers. It is essential to support them through the crisis, enable them to support continuity of learning and prepare them for recovery and reopening as well as addressing recruitment gaps if these emerge.

#### **Proposed Interventions**

- Strengthen the existing disaster risk plans and emergency response plan at the counties that are linked with various levels within the government,
- Sensitize MOE officers and also work with partners and county governments to train Early Child Development and Education directors on development and implementation of emergency response plans and link with Government national emergency response plans that are gender responsive,
- Strengthen the Ministry ICT Platform to enable teleconferencing and Virtual communication
- Design sensitization materials prepared for returning teachers and officers,
- Create a virtual helpdesk to support learners, teachers, caregivers and MOE staff on distress,
- Strengthen an emergency to response desk in learning institutions to address crisis
- Develop an ICT platform for MoE field officers to be able to access and monitor the online learning programs and emergency initiatives,
- Build the capacity of MOE officials and teachers to manage COVID-19 and also on the preparedness and response to other education emergency post corona crisis.
- Develop mechanisms for deconcentrating and promoting social distance in schools and offices
- Continue investments on ICT infrastructure at the Ministry headquarters, counties and learning, institutions to enhance service delivery.

### **7.10. Education Sector Disaster Management Policy**

The policy on disaster management ensures preparedness in the sector and provides interventions aimed at ensuring continuity of education during and after disasters and emergencies. Effective implementation is likely to contribute to reduced hazards.

#### **Proposed Interventions**

- Provide guidance to schools to develop Emergency Response Plans,





- Strengthen the existing EiE unit at the head office,
- Institutionalize emergency response committees;
- Review Education Sector Disaster Management Policy to include responses to outbreak of infectious diseases and other emerging issues.

### **7.11. Strengthen Management of Scholarships in the Education Sector**

There are multiple organizations, government agencies and individuals that provide scholarships to learners. This is characterized by uncoordinated bodies leading to duplication of effort and wastage of resources. There is therefore a need to have a centralized coordination structure of scholarships in education sector.

#### **Planned Interventions**

- Map all scholarship sources,
- Establish and operationalize a scholarship coordination structure,
- Develop and implement a governance and accountability plan for management of scholarships,
- Strengthen the capacity of an existing MOE agency to be responsible for scholarships.

### **7.12. Evidence Based Policy Development**

Due to the COVID -19 pandemic, there is need for crisis sensitive policy studies to be conducted to inform policy decisions. For example, a study to establish the extent to which education was affected by this crisis and a study to establish the extent of implementation of education in emergency interventions based on NESSP 2018- 2022 and other existing documents.

#### **Proposed Interventions**

- Engage Technical Assistance to conduct the policy study
- Conduct a comprehensive rapid needs assessment followed by a robust monitoring system to ensure that interventions go to the most deserving,
- Conduct Mid Term Evaluation of the Plan
- Conduct End Term Evaluation of the Plan
- Conduct school's audits
- Undertake best practice mapping and benchmark,
- Build the capacity for evidence-based policy development,
- Develop Risk management and Safeguards policy for education and training.

### **7.13. Strengthening Data Management**

Regular, reliable disaggregated data by gender, age, disability and county is crucial to guide policy decisions as schools are reopened. The government can use ICT to get monthly updates on progress with school reopening and identify hotspots for support.

#### **Proposed Interventions**

- Track attendance and learners progress with real time data,
- Operationalize the Call centre to provide additional support to learners, teachers and parents during and post crisis.,





- Strengthen NEMIS to include crisis-relevant information,
- Establish school emergency response teams linked to national response mechanisms to protect the most vulnerable especially girls and those with disabilities,
- Promote use of digital data management platforms for COVID-19 response and after,
- Build the capacity of officers on crisis data management and reporting.

#### **7.14. Quality Assurance and Standards**

The COVID -19 pandemic has disrupted some of the programs which include the postponement of assessments of competency based curriculum implementation, quality assurance of co-curricular activities and teacher training programs. These disruptions affect the work and service offered to learners, teachers, learning institutions and stakeholders. In this light of the pandemic, there is need for quality assurance to ensure review and adaptation of learning content during and after the crisis.

##### **Proposed Interventions**

- Carry out Quality assurance assessments on school attendance , syllabus coverage and compliance with COVID -19 protocols,
- Develop guidelines for a mechanism of accelerated learning for learners who may have been left behind due to pandemic,
- Build the capacity of QASOs on quality assurance and Guidance & Counselling programme for COVID-19 response.

#### **7.15. Strengthen Education Systems and Institutions for Sustainability**

There will be need to build resilience and strengthen education systems and institutions against future shocks.

##### **Proposed Interventions**

- Develop and implement a comprehensive emergency response plan for the sector ,
- Collaborate with the Parents Association and Boards of Managements on school governance and implementation of school based emergency plans,
- Strengthen the production equipment agency (SEPU) to produce equipment such as gloves and masks for post corona readiness and use by schools,
- Document the lessons learned and good practices of the COVID-19 response,
- Develop a coordinated communication strategy to ensure flow of communication between levels (learners and parents, teachers and other education personnel, development partners, national government and county governments).
- Build the capacity of teachers and education staff on risk preparedness, management and early responses including COVID -19,
- Create awareness among education stakeholders including teachers on the existing policies and guidelines related to the management of emergencies and education in general,
- Establish and empower schools as incubation centres for innovative practices to handle and deal with emergencies and crisis,
- Promote multi sectoral collaboration for system resilience,



- Develop a strategy for resource mobilization for COVID -19 responses and for post school disaster reconstruction,
- Develop basic infrastructure for telecommunication as well as reliable renewable support accessible to schools for future response to emergencies.

## 7.16. Re -organization of the School Calendar

As in the calendar year 2020, the term dates were as follows:

### 1) Pre –Primary and Primary Schools

Term 1: 6<sup>th</sup> January, 2020 to 9<sup>th</sup> April, 2020

Term 2: 4<sup>th</sup> May, 2020 to 7<sup>th</sup> August, 2020

Term 3: 31<sup>st</sup> August, 2020 to 23<sup>rd</sup> October, 2020

Examination period (KCPE): 27<sup>th</sup> October, 2020 to 29<sup>th</sup> October, 2020.

### 2) Secondary Schools

Term 1: 6<sup>th</sup> January, 2020 to 10<sup>th</sup> April, 2020

Term 2: 4<sup>th</sup> May, 2020 to 7<sup>th</sup> August, 2020

Term 3: 31<sup>st</sup> August, 2020 to 23<sup>rd</sup> October, 2020

Examination period (KCSE): 2<sup>nd</sup> November, 2020 to 25<sup>th</sup> November, 2020.

COVID-19 led to closure of schools which has resulted to loss of teaching and assessment time impacting on curriculum coverage. It is not possible to define the lifespan of COVID-19 crisis and specify when schools will re-open. There is therefore need to put in place measures to circumvent the loss of teaching time.

### Proposed Interventions

- Develop a curriculum recovery plan,
- Develop guidelines for school reopening, conduct of national examinations and system resilience,
- Adjust learning priorities to ensure curriculum is covered within the available time,
- Promote safe and sanitized school and office environments.

## 8.0. Management and COVID-19 Response Coordination Mechanisms

Working through the existing education systems, the Plan will be implemented through a multi sectoral approach in collaboration with the Ministry of Interior and Coordination of National Government, Ministry of Health, Ministry of Energy, Water, Ministry of ICT, Ministry of Agriculture, Department of Social Protection and Education partners implementing activities in line with the emergency response plans. Specific roles have been identified for different Ministries based on the Ministry’s line of duty.

At the central level, the Directorate of Projects Coordination and Delivery will be responsible for overall management of the response plan. The Department will work closely with the Directorate of Policy, Partnerships & EACA, Kenya Institute of Curriculum Development, which will be the



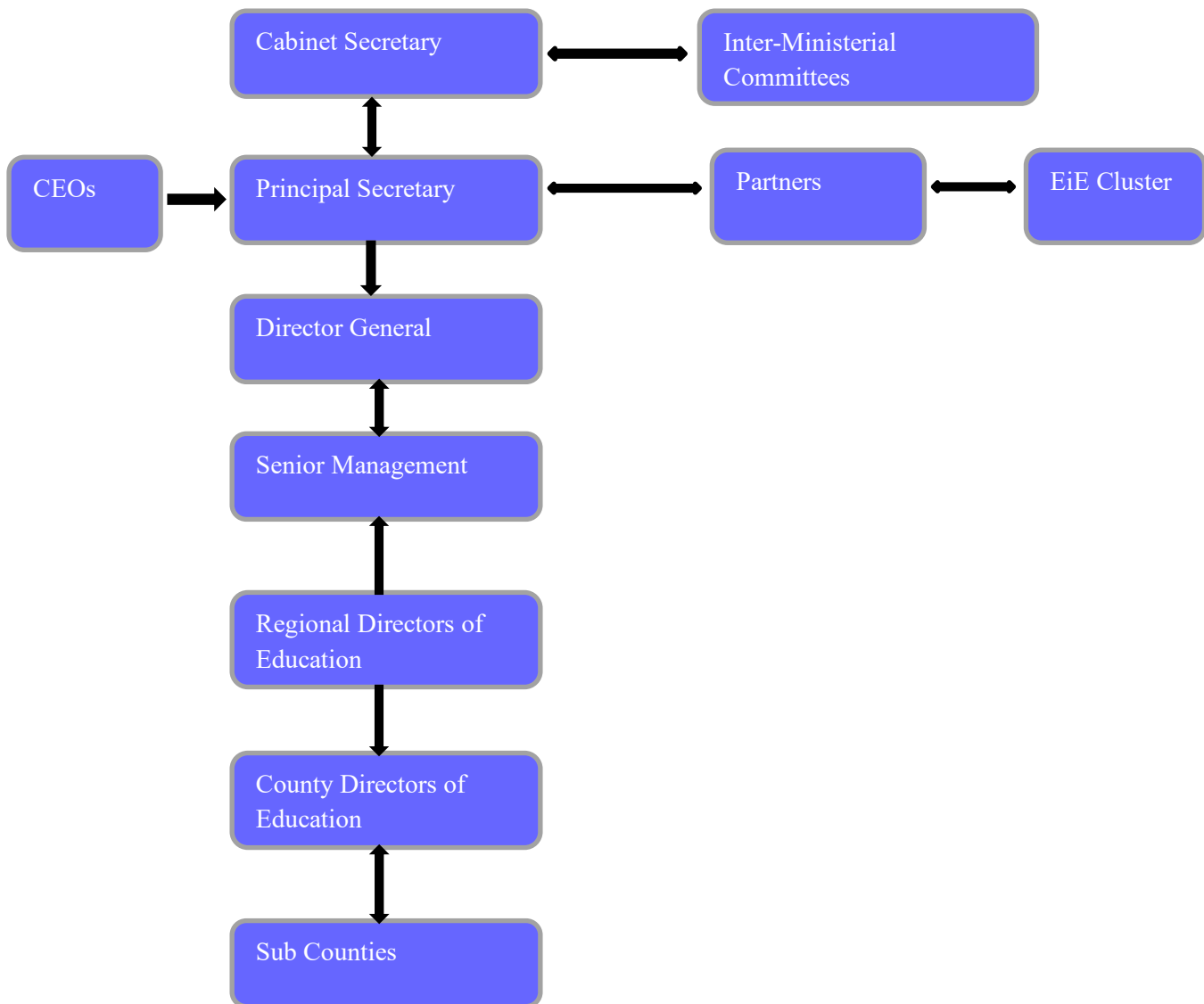
main implementing Agency, KNEC, TSC, and KISE and will also be supported by a Technical Support Group (TSG) staffed with technical experts from various Directorates in areas relevant to the project activities and the Council of Governors. The intent is to mainstream the project management with the objective of emergency response and existing structures for long-term sustainability.

The program will be implemented within the existing management and governance structures at the regional, county and sub county levels. However, effective implementation arrangements will be developed during the preparation of the Project Document and the counties will serve as the point of reference for ease of coordination in the field. Appropriate Semi-autonomous government agencies (SAGA), e.g. Kenya National Examination Council (KNEC), Kenya Institute of Curricula Development (KICD), and Kenya Education Management Institution (KEMI), CEMASTEIA, Kenya Institute of Special Education (KISE) and Teachers Service Commission (TSC) will be equipped with financial and technical capacity to carry out project related activities. It is also expected that TAs and experts may be recruited to support the project delivery.

A Multi Sectoral Coordinating framework will be put in place to facilitate inter-sectoral coordination and synergy among the actors in education for emergency response interventions as shown in the frame work below:



## COORDINATING FRAMEWORK



### 9.0 Monitoring and Evaluation

There will be continuous monitoring and evaluation of implementation of all funded emergency response activities by the technical team at national, regional, county and sub county levels. Reports will be generated and shared with education stakeholders at regular intervals. Monthly meetings will take place for feedback and reviews. The ministry will strengthen monitoring and evaluation system of this plan as follows:

- Conduct a survey on the effects of COVID -19 to education,
- Build capacity for MoE staff and teachers to support data collection,
- Develop an integrated M&E system to include COVID -19 and future crisis,
- Carry out regular M &E of emergence response activities,
- Conduct feedback forums (See attached Annex 11).



## **10.0 Resource Mobilization and Financing**

This plan will be financed through support from the education partners, Global Partnerships for Education, Government and other interested parties. An ERP resource mobilization strategy will be developed to mobilize resources for COVID-19 response and recovery efforts among other crisis.

## **11. Risk Management Matrix (See Annex II)**

## **12. Costing of Activities (See Annex III)**

## **13.0. Implementation Plan**

This is a one and a half years emergency response plan for the period 1<sup>st</sup> June, 2020 to 30<sup>th</sup> December, 2021. The Global Partnerships for Education COVID-19 accelerated funding program will be implemented within this plan for a maximum of 18 months upon approval (See attached Annex 111).

## **14.0. Conclusion**

The basic education sub sector is a host to over 18 million children who are in schools and colleges. This pandemic has affected or infected teachers, children, parents and school communities posing threat to education. In the light of this, the ministry of education takes lead in response and recovery interventions to ensure continued access to provision of quality, equitable and inclusive education during and after the pandemic. This plan presents an Emergency Response Plan for the basic education in order to ensure uninterrupted learning during the crisis and recovery of the system.



## ANNEX I: RISK MANAGEMENT MATRIX

The below table provide an overview of Emergency Response Plan Risk Analysis:

<b>Risk</b>	<b>Impact</b> (1-5) 1 is low; 5 is high	<b>Mitigation measure</b>
Lack of electricity in rural communities in ASAL regions	5	Printed materials for second semester content will be delivered to students in remote areas. Use of solar power to be enhanced
Risk of limited sector budgets for COVID-19 response activities	3	A rapid assessment of Education sector needs to identify areas requiring prioritization. This can be done on a graduated scale as funds become available
Disruption of the school calendar leading to a lag in the progression of pupils and exacerbated by 2021 intake into entry grades	5	Support to schools to hire additional BOM teachers
Exclusion of the poor, vulnerable and marginalised students and schools especially learners with disabilities, those in hard to serve and informal settlements in access to online and TV lessons	2	A comprehensive rapid needs assessment followed by a robust monitoring system to ensure that interventions go to the most deserving
Risks of use of education facilities as quarantine, testing and isolation centres which can expose students and teachers to infection and re-infection	2	Clear protocols for the fumigation and sanitization of educational facilities and inspection by public health officials before admission of students and teachers
Challenges in distribution of educational material owing to restrictions in movement and unstructured and hitherto untested modes of delivery	4	Innovative use of existing education and community channels of distribution coupled with robust tracking and monitoring of supplies Use of telephone administered assessments and surveys
Challenges in conducting and supervision of learning assessment during the COVID-19 pandemic	3	Innovative use of online , radio and TV channels Online test Monitored by webcam Displaying questions on the TV screen for some minutes which learners submit Through Radio and TV ask question which can be submitted by end of lessons Phone call assessment
Limited supplies against increased demands for school supplies including for meals and sanitary towels due to disruptions of the production and supply chains	5	Identification of the areas under acute stress through rapid needs assessment and prioritization of these areas. Prior identification allows for better planning leading to sourcing supplies long before they are needed Using existing systems of Ministry of Interior distribute the suppliers.
Online risk, sexual exploitation and other forms of abuse through use of online content	4	Use systems with high security and privacy features Vetting and Regulating systems used in E-learning delivery. Education and awareness on online safety to learners and parents, to lock out unwanted content. Limit what the learners will access online using tools that block unwanted



## ANNEX II: MONITORING AND EVALUATION FRAMEWORK

Programme	Activity	Output Indicator	Baseline	Target	Responsibility	Reporting
Uninterrupted Learning	Use livestreaming of education content to address loss of learning opportunities in troubled and remote regions	No. of broad -cast hours increased	4.5 hours	8 hours	KICD	By June, 2021
	Strengthen Kenya Education Cloud and build resilience of education broadcasting content to ensure uninterrupted learning	% of learners reached by Radio and TV live broadcasts ( <i>disaggregated by channel</i> )	30 % Radio 17 % TV	60 % Radio 30 % TV	KICD	By June, 2021
	Build capacity of teachers on interactive remote learning to support distance learning	No. of teachers trained	0	1000	KICD	By June, 2021
	Develop guidelines for accelerated learning	Number of schools with accelerated learning guidelines( <i>disaggregated data by level</i> )	0	50,000	MOE/KICD	By June 2021
Production and distribution of Learning Materials(Print and non-print)	Produce and distribute on line and off line learning resources ( radios, TVs, Text books, Guides )	Number of new TV and radio interactive instruction programmes increased	350 radio 340 TV	800 radio 2000 TV	KICD	By Dec.2020
	Supply needy schools and most vulnerable with radios, and TVs	No. of schools supplied with radios and TVs for educational programs.( <i>disaggregated data by category</i> )	0	1000	KICD	By Dec.2020
Ensure school Maintenance	Disinfect and Fumigate schools that were used as quarantine and isolation centres	% of schools disinfected and fumigated	0	100	MOE	By June, 2020



Programme	Activity	Output Indicator	Baseline	Target	Responsibility	Reporting
and Improvement	Refurbish facilities especially classrooms and Ablution blocks in affected schools	Number of schools used during crisis refurbished	0	460	MOE	By August, 2020
	Provide hand washing infrastructure, soap and sanitizers to schools	% of learners reached with handwashing facilities	0	100	MOE	By Dec. 2020
Provide Psychosocial Support to Learners, Teachers and School Communities	Provide appropriate psychosocial support to learners, teachers and staff affected by COVID-19	Number of learners and teachers accessing psychosocial support services (data disaggregated by gender, grades and County)	0	10,000	MOE	By Dec.2021
	Develop and disseminate psychosocial messages to address challenges from COVID -19	% of learners and teachers reached with COVID -19 education messages ( data disaggregated by gender, type and County)	0	100	MOE	By June .2021
Ensure full re-enrolment of Learners and Provision of scholarships	Sensitize learners, teachers and education staff on approaches to deal with post-traumatic stress	Number of learners sensitized on post traumatic stress ( data disaggregated by gender, level and County)	0	10000	MOE	By Dec.2021
	Conduct Back to school campaigns	% of learners previously enrolled in schools <sup>1</sup> who return to school once the schools reopened (data disaggregated by gender, grades and sub-County)	0	100	MOE	By Sept. 2020





Programme	Activity	Output Indicator	Baseline	Target	Responsibility	Reporting
	Conduct mentorship programmes for boys and girls	Number of learners offered mentorship( <i>data disaggregated by gender, level and County</i> )	0	500	MOE	By Sept.2020
	Conduct media awareness campaigns on COVID -19 messages and complete school	% learners and communities reached with messages ( <i>data disaggregated by gender, level and County</i> )	0	70	MOE	By Sept.2020
	Provide sanitary towels and other back to school kits for most vulnerable learner's	Number of learners benefiting ( <i>data disaggregated by disability, item and County</i> )	0	1000	MOE	By Sept.2020
	Provide scholarships to most vulnerable learners affected by COVID-19	No. of learners provided with scholarships ( <i>data disaggregated by gender, disability, level and Sub-County</i> )	TBD	700	MOE	By Dec. 2021
Ensuring health, safety and wellbeing of learners and teachers	Build the capacity of teachers on post emergency prevention measures	No. of trained teachers ( Disaggregated data)	0	500	MOE/TSC/KIC D/KEMI	By Sept.2020
	Develop and disseminate health and safety information materials to learners on prevention of infectious diseases including COVID -19	% of vulnerable learners and teachers receiving health, safety information &materials.	0	100	MOE/KICD	By Sept.2020
Monitoring Learner Achievement	Conduct learning assessments at grade levels	No. of assessments reports generated	0	3	KNEC	By Dec.2020
	Train MOE staff and teachers on assessments, monitoring and evaluation of learning	No. of staff and teachers trained	0	100	KNEC	By Dec.2021



Programme	Activity	Output Indicator	Baseline	Target	Responsibility	Reporting
School Feeding Programme	Provision of school health and nutrition programme to schools affected by COVID-19	% of learners benefiting from school meals and nutrition <i>data disaggregated by gender, disability, grades and Sub-County</i>	0	80	MOE/WFP	By Dec.2021
Support for MoE Officers and Teachers	Sensitize school cooks on hygiene, sanitation and safe food	No. of cooks trained	0	1000	MOE/UNHCR	By Dec.2021
	Provide teleconferencing and Virtual communication facility	% level of completion.	0	100	MOE	By June, 2021
	Develop an ICT platform for field officers to access and monitor the online learning programs and COVID- 19 initiatives	% of field officers monitoring using on line platform	0	50	MOE	By June, 2021
	Build the capacity of MOE officials and teachers to manage COVID-19 and post corona crisis	No. of officers trained	0	300	MOE	By June, 2021
Education Sector Disaster Management Policy	Provide guidance to schools to develop Emergency Response Plans	% of schools with emergency response plans	0	50	MOE	By June, 2021
Strengthening management of scholarships	Establish and operationalize a scholarship management and coordination structure	% level of operationalization	0	100	MOE	By June, 2021
Evidence based policy development	Development of evidence based policy	% evidence adduced from studies conducted	50	70	KNEC	By June, 2021



Programme	Activity	Output Indicator	Baseline	Target	Responsibility	Reporting
Strengthening Data Management	Develop an integrated M&E system to include COVID -19 and future crisis	No. of integrated systems developed	0	1	MOE	By June, 2021
	Carry out a quality assurance assessment on school attendance, curriculum coverage and compliance with COVID-19 health protocols	% of schools assessed	0	10	MOE	By June, 2021
Quality Assurance and Standards	Build the capacity of QASOs and head teachers on quality assurance during and after the crisis	Number of QASOs and Head teachers trained ( <i>disaggregated data by category, gender and county</i> )	0	500		By Dec,2020
	Document the lessons learned and good practices of the COVID-19 response	No. of reports generated and shared	0	1	MOE	By Dec.2021.
	Develop disaster communication strategy to ensure flow of communication	% of schools with a communication strategy	TBD	70	MOE	By June 2022.
Strengthen Education Systems and Institutions for Sustainability	Provide adequate ICT infrastructure to ministry headquarters, field offices and in schools	% of schools and field with ICT infrastructure ( <i>Disaggregated data by category</i> )	60	70	MOE	By June 2021.
	Conduct a rapid assessment survey to assess the effects of COVID-19 to education	No. of reports generated and shared	0	1	MOE	By Dec. 2020
Monitoring and Evaluation	Monitor all funded activities	No. of reports generated	0	2	MOE	By Dec. 2021



**ANNEX III. ESTIMATED BUDGET FOR KENYA BASIC EDUCATION COVID 19 RESPONSE PLAN**  
**ALL AMOUNTS IN USD**

Programme	Activity	Output Indicator	Responsibility	Quantity	Unit Cost	Total Cost	Funds Available	Funding Gap	Source of Funds
Uninterrupted Learning	Provide live TV and Radio broadcasts for continued learning	No. of live lessons transmitted	MoE/KICD	1	3,000,000	3,000,000	2,000,000	1,000,000	MOE
	Strengthen the Kenya Education Cloud at KICD	% level of completion	MoE/ICT/KICD	1	500,000	500,000	500,000	0	MoE
	Install SCADA (supervisory, control and data acquisition), technology to support virtual centralised learning	%level of installation	MoE/ICT	1	300,000	300,000	300,000	0	MOE
	Provide Live streaming of model lessons for peer learning	No. of model lessons streamed live	MoE/KICD	1	20,000	20,000	10,000	0	MOE
	Build capacity of teachers on the use of ICT to ensure continuous interactive remote learning	No. of teachers trained	MoE/KICD/TSC	1,000	200	200,000	200,000	0	MoE
	Create awareness on radio and TV lessons from KICD to appreciate digital learning	No. of stakeholders reached	MOE	500	100	50,000	0	50,000	
	Sensitize parents and other stakeholders through local radio channels	No. of stakeholders sensitized	MoE	200	100	20,000	20,000	0	
	Identify, reprint and distribute IEC materials on COVID -19	% of learner and teachers reached	MoE	5,000	20	100,000	0	100,000	
	Support decentralised access to connectivity	%/l level of connectivity	MoE	1	20,000	20,000	0	20,000	
	Establish a remote tutoring service for learners and teachers	% of establishment	MoE	1	200,000	200,000	0	200,000	
	Establish linkages on provision of electricity in rural areas and centres of mobile charging units	% of schools with power	MoE/ICT/Energy	1	100,000	100,000	0	100,000	



Programme	Activity	Output Indicator	Responsibility	Quantity	Unit Cost	Total Cost	Funds Available	Funding Gap	Source of Funds
	Develop appropriate digital learning activities for improved learning outcomes	No. of learners reached	MoE	1000	100	100,000	100,000	0	MoE
	Support homebased learning and power boosters	% of household covered	MoE	1,000	300	300,000	0	300,000	
	Share education content in local and minority languages including sign and graphics	% of content shared	MoE	1	200,000	200,000		200,000	
	<b>Sub Total</b>					<b>5,110,000</b>			
<b>Uninterrupted Learning Total</b>									
Production of Learning Materials	Revamp KICD through broadcasting equipment	KICD equipped	KICD, MoE	1	400,000	400,000	400,000	0	MoE
Production of Learning Materials	Provide Radios and TVs to targeted schools	No. of radios and TVs supplied to schools	KICD, MoE	1000	100	100,000	100,000	0	MoE
Production of Learning Materials	Provide offline resources such as textbooks, study guides and other printed materials to learners	Number of books supplied to vulnerable learners	KICD/MoE	10,000	5	50,000	50,000	0	MoE
Production of Learning Materials	Establish partnership with mobile phone companies for connectivity and zero rating of fees and to establish regional free call centers	No. of partnerships established	MoE/ICT/Safari com	2	2,000	4,000	0	4,000	-
Production of Learning Materials	Build the capacity of education officials and teachers in relevant areas including alternative curriculum delivery modalities	No. officers and teachers	MoE	2,000	100	200,000	200,000	0	MoE
Production of Learning Materials	Develop partnerships to equip select community centres in informal settlements with technology	No. of center equipped	MoE	100	2,000	200,000	0	200,000	



Programme	Activity	Output Indicator	Responsibility	Quantity	Unit Cost	Total Cost	Funds Available	Funding Gap	Source of Funds
Production of Learning Materials	Provide alternative source of energy (solar)	%of households with power	MoE/ICT	1	20,000	20,000	0	20,000	-
Production of Learning Materials	Provide hardware, software and data access to field offices	No. of counties provided with hardware's	MOE/ICT	47	10000	470,000	470,000	0	MoE
Production of Learning Materials	Build the capacity of MoE staff including KICD	No. of officer trained	MoE	100	500	50,000	50,000	0	MoE
Production of Learning Materials	Establish M \$E online platform for learners and teachers feedback	No. of platforms	MoE/ICT	1	10,000	10,000	10,000	0	MoE
<b>Production of Learning Materials</b>						<b>1,504,000</b>			
School Maintenance and Repairs	Disinfect and Fumigate schools used as isolation and quarantine canters	No. of schools	MoE/MOH	460	200	92,000	92,000	0	MoE
School Maintenance and Repairs	Refurbish classrooms and Ablution blocks	No. of schools refurbished	MoE/MPW	460	2,000	920,000	0	920,000	
School Maintenance and Repairs	Provide new set of books and equipment in schools affected by COVID-19	No. of schools	MoE	460	200	92,000	92,000	0	MoE
<b>School Maintenance and Repairs</b>						<b>1,104,000</b>			
Provide Psychosocial Support to Learners, Teachers and education officials	Build the capacity of teachers in life skills, guidance and counselling	No. of teachers trained	MoE	100	1,000	100,000	100,000	0	MoE



Programme	Activity	Output Indicator	Responsibility	Quantity	Unit Cost	Total Cost	Funds Available	Funding Gap	Source of Funds
Provide Psychosocial Support to Learners, Teachers and Education officials	Provide appropriate psychosocial support to learners, teachers and education officials including care givers	No. of learners and teachers receiving psychosocial support	MoE	10,000	50	500,000	500,000	0	MoE
Provide Psychosocial Support to Learners, Teachers and education officials	Sensitize learners, teachers and education staff to deal with post-traumatic stress	No. provided with main psychosocial support	MoE	5,000	200	1,000,000	0	1,000,000	
Provide Psychosocial Support to Learners, Teachers and education officials	Develop and disseminate child friendly psychosocial messages	No. of schools reached with messages	MoE	10,000	10	100,000	0	100,000	
Provide Psychosocial Support to Learners, Teachers and education officials	Develop protection systems and supportive referrals	No. of protection systems	MoE	100	100	10,000	0	10,000	
Provide Psychosocial Support to Learners, Teachers and education officials	Undertake a rapid baseline assessment on levels of trauma after COVID – 19 pandemic	Report	MoE, TSC	1	20,000	20,000	20,000	0	MoE
Provide Psychosocial	Establish referral centres at the Counties	No. of referrals	MoE/MPS	47	1,000	47,000	0	47,000	



Programme	Activity	Output Indicator	Responsibility	Quantity	Unit Cost	Total Cost	Funds Available	Funding Gap	Source of Funds
Support to Learners, Teachers and education officials									
<b>Provide Psychosocial Support to Learners, Teachers and education officials</b>	<b>Sub Total</b>					<b>1,777,000</b>			
Ensure Full Re-Enrolment of Learners and Provision of Scholarships for both boys and girls	Conduct Back to school campaigns	% of learners who report back when schools re-open	MoE	1	5,000	5,000			MOE/
Ensure Full Re-Enrolment of Learners and Provision of Scholarships for both boys and girls	Conduct media awareness campaigns on health messages, safety, social risks and reduction measures	No. of campaigns held	MoE/MOH	47	1,000	47,000	0	47,000	
Ensure Full Re-Enrolment of Learners and Provision of Scholarships for both boys and girls	Provide sanitary towels, and other back to school kits vulnerable to learner's	No. of girls reached	MoE	2,000	100	200,000	200,000	0	MoE
Ensure Full Re-Enrolment of Learners and Provision of	Provide Secondary school scholarships for most vulnerable	No. of learner receiving scholarships	MoE, Commercial banks	700	2,000	1,400,000	1,400,000	0	MoE





Programme	Activity	Output Indicator	Responsibility	Quantity	Unit Cost	Total Cost	Funds Available	Funding Gap	Source of Funds
Scholarships for both boys and girls									
Ensure Full Re-Enrolment of Learners and Provision of Scholarships for both boys and girls	Conduct mentorship programmes for boys and girls and survivors of GBV	No. of learners receiving mentorship	MoE	1,000	10	10,000	10,000	0	MoE
Ensure Full Re-Enrolment of Learners and Provision of Scholarships for both boys and girls	Community mobilization and lobbying for support of girls education	No. of community mobilizations done	MoE, Min of interior	47	100	4,700	0	4,700	MoE
Ensure Full Re-Enrolment of Learners and Provision of Scholarships for both boys and girls	Update the database and support SNEs	Operational database	MoE/ICT	1	100,000	100,000	100,000	0	MoE
Ensure Full Re-Enrolment of Learners and Provision of Scholarships for both boys and girls	Organizing remedial classes – targeting low achieving girls and boys	No. of remedial classes organized	MoE/TSC	1,000	50	50,000	50,000	0	MoE
Ensure Full Re-Enrolment of Learners and Provision of Scholarships for both boys and girls	Conduct a study to determine the utilization scholarships	Report	MoE	1	200,000	200,000	200,000	0	MoE



Programme	Activity	Output Indicator	Responsibility	Quantity	Unit Cost	Total Cost	Funds Available	Funding Gap	Source of Funds
both boys and girls									
<b>Ensure Full Re-Enrolment of Learners and Provision of Scholarships for both boys and girls Total</b>	<b>Sub Total</b>					<b>2,016,700</b>			
Ensure health, safety and wellbeing of learners, teachers and staff	Strengthen WASH programs in schools(access to water, toilets for boys and girls, and hand-washing facilities)	No. of WASH programmes in schools	MoE, Min of Public Works	1,000	150	150,000	150,000	0	MoE/EP
Ensure health, safety and wellbeing of learners, teachers and staff	Provide hand washing infrastructure, masks, soaps and sanitizers,	No. of schools supplied	MoE/MOH	10,000	100	1,000,000	500,000	500,000	MoE
	Strengthen Child Protection systems within the schools	% of schools with child systems	MOE	1	5,000	5,000	0	5,000	
Ensure health, safety and wellbeing of learners, teachers and staff	School-based health programs introduced in schools	No. of schools	MoE, Min of Health	1,000	10	10,000	0	10,000	MoE
Ensure health, safety and wellbeing of learners, teachers and staff	Provide play material for children in pre-primary education	No. of pre-primary schools reached	County governments	25,000	10	250,000	250,000	0	MoE
Ensure health, safety and wellbeing of	Upgrade facilities for children with special educational needs and	No. of schools benefiting	MoE/MPW	500	200	10,000	10,000	0	MoE



Programme	Activity	Output Indicator	Responsibility	Quantity	Unit Cost	Total Cost	Funds Available	Funding Gap	Source of Funds
learners, teachers and staff	disabilities(desks, toilets, staff)								
Ensure health, safety and wellbeing of learners, teachers and staff	Sensitize teachers, learners, education officials and school communities on continuous health, sanitation and hygiene practices including post emergency prevention measures such as social distancing	No. trained	MoE	1,000	10	10,000	10,000	0	MoE
Ensure health, safety and wellbeing of learners, teachers and staff	Provide counselling and debriefing services to students, teachers and support staff in schools that were used as quarantine centres	No. trained	MoE	500	10	5,000	5,000	0	MoE
Ensure health, safety and wellbeing of learners, teachers and staff	Collaborate with Department of Children Services to promote safety and protection of children	MoE, Children services	No. of collaborations with department of children services	1	10,000	10,000	0	10,000	
Ensure health, safety and wellbeing of learners, teachers and staff	Conduct awareness-raising campaigns and school community discussion groups on topical content including other prevention of infectious diseases	No. of Campaigns done	MoE	10	1,000	10,000	0	10,000	
Ensure health, safety and wellbeing of learners, teachers and staff	Support the establishment of sanitation and health clubs in schools.	% of schools with functional sanitation and health clubs	MOE	10	1,000	10,000	0	10,000	
<b>Ensure health, safety and wellbeing of learners,</b>	<b>Sub Total</b>					<b>1,470,000</b>			



Programme	Activity	Output Indicator	Responsibility	Quantity	Unit Cost	Total Cost	Funds Available	Funding Gap	Source of Funds
<b>teachers and staff Total</b>									
Monitoring Learner Achievement	Conduct school specific analysis of the MLP	No. of school specific analysis of the MLP done	MoE/ KNEC	1	300,000	300,000	300,000	0	MoE
Monitoring Learner Achievement	Disseminate the findings of the monitoring learner achievement	No. of stakeholders reached	KNEC, MoE	1,000	1,000	1,000,000	1,000,000	0	MoE
Monitoring Learner Achievement	Conduct large scale national learning survey in primary and secondary	No. of assessments done	KNEC, MoE	3	100,000	300,000	300,000	0	MoE
Monitoring Learner Achievement	Build the capacity and establish strong links with the parents and teachers through online platforms	No. of stakeholders reached	KNEC, MoE	1,000	50	50,000	50,000	0	MoE
Monitoring Learner Achievement	Conduct assessments in literacy and numeracy in primary and secondary	No. of assessments done	KNEC, MoE	3	100,000	300,000	300,000	0	MoE
Monitoring Learner Achievement	Build the capacity of MOE staff in assessments, monitoring and evaluation of learning	No. trained	MoE/T	100	1,000	100,000	100,000	0	MoE
Monitoring Learner Achievement	Conduct an online survey for learner feedback on e-content learning	No. of reports	KNEC	1	100	100	100	0	MOE
<b>Monitoring Learner Achievement</b>	<b>Sub Total</b>					<b>2,050,100</b>			
School Feeding Programme	Build capacity of head teachers and schools management to implement comprehensive school health policies	% Levels of implementation	MoE	500	100	50,000	50,000	0	



Programme	Activity	Output Indicator	Responsibility	Quantity	Unit Cost	Total Cost	Funds Available	Funding Gap	Source of Funds
School Feeding Programme	Sensitize school cooks on hygiene, sanitation and safe food preparation	No. of cooks trained	MoE	500	100	50,000	0	50,000	
School Feeding Programme	Expand the national school meals programmes to include those affected by COVID- 19 and provide hot meals	No. of new schools receiving hot meals	MoE	500	100 0	500, 000	500,000	0	MOE
School Feeding Programme	Facilitate the supply chains to support delivery of food	Report	MoE/MOA	1	30,000	30,000	0	30,000	
School Feeding Programme	Train teachers and learners on hygiene, sanitation and coordination	No. trained	MoE, Min of health	200	1,000	200,000	200,000	0	MOE
School Feeding Programme	Monitor food stocks at school level for safe keeping	Reports	MoE, Ministry of interior	1	20,000	20,000	20,000	0	MOE
School Feeding Programme	Train educators and learners to carry out school-based health activities	No. of schools benefiting	MoE	500	100	50,000	0	50,000	
School Feeding Programme	Develop child friendly messages	% of learner reached	MoE	1	30,000	30,000	0	30,000	
<b>School Feeding Programme Total</b>	<b>Sub Total</b>					<b>930,000</b>			
Support to MoE officials and Teachers	Train MoE officers childhood development and County early childhood development and education directors on emergency response plans	No. trained	MoE	50	2,000	100,000	100,000	0	MoE
Support to MoE officials and Teachers	Strengthen the Ministry ICT Platform to enable teleconferencing and Virtual communication	video teleconference	MoE, Min of ICT	1	200,000	200,000	200,000	0	MoE



Programme	Activity	Output Indicator	Responsibility	Quantity	Unit Cost	Total Cost	Funds Available	Funding Gap	Source of Funds
Support to MoE officials and Teachers	Develop an ICT platform for MoE field officers to be able to access and monitor the online learning programs	No. of platforms	MoE	1	100,000	100,000	100,000	0	MoE
Support to MoE officials and Teachers	Build capacity of MoE officials and teachers	No. of MoE and teachers trained	TSC	500	200	100,000	100,000	0	MoE
Support to MoE officials and Teachers	Design sensitization materials prepared for returning teachers	No. of course designed	TSC., MoE	1	2,000	2,000	2000	0	MoE
Support to MoE officials and Teachers	Provide ICT infrastructure to Ministry headquarters, counties and learning institutions	No. of counties equipped	MoE	150	1,000	150,000	150,000	0	MOE
<b>Support to MoE officials and Teachers Total</b>						<b>652,000</b>			
Education Sector Disaster Management Policy	Guide schools to develop Emergency Response Plans,	No. of schools with emergency response polices	MoE	1,000	20	20,000	0	20,000	
Education Sector Disaster Management Policy	Institutionalize emergency committees	No. of counties/schools with functional emergency committees	MoE	500	20	10,000	10,000	0	MoE
Education Sector Disaster Management Policy	Review Education Sector Disaster Management Policy to include response to infectious diseases and other emerging issues	No. of policies reviewed	MoE	1	5,000	5,000	5,000	0	MoE
<b>Education Sector Disaster Management Policy Total</b>						<b>35,000</b>			



Programme	Activity	Output Indicator	Responsibility	Quantity	Unit Cost	Total Cost	Funds Available	Funding Gap	Source of Funds
Strengthen Management of Scholarships	Map sources of scholarships	Report	MoE	1	1,000	1,000	1,000		MoE
Strengthen Management of Scholarships	Establish and operationalize a scholarship coordination structure	No. of coordination structures established	MoE	1	500	500	500		MoE
Strengthen Management of Scholarships	Develop and implement a governance and accountability plan for scholarships,	Plan	MoE	1	20,000	20,000	0	20,000	
Strengthen Management of Scholarships	Strengthen the capacity of an existing MOE agency to be responsible for scholarships.	No. of agencies strengthened	MOE	1	28,500	28,500	28,500	0	MOE
<b>Strengthen Management of Scholarships Total</b>	<b>Sub Total</b>					<b>50,000</b>			
Evidence Based Policy Development	Technical Assistance Needs for policy study	Assistance	MoE	1	30,000	30,000	30,000	0	MoE
Evidence Based Policy Development	Conduct a comprehensive rapid needs assessment	Report	MoE	1	50,000	50,000	0	50,000	
Evidence Based Policy Development	Conduct Mid Term Evaluation	Report	MoE	1	30,000	30,000	30,000	0	MoE
Evidence Based Policy Development	Conduct End Term Evaluation	Report	MoE	1	50,000	50,000	50,000	0	MoE
Evidence Based Policy Development	Undertake best practice benchmarking	Report	MoE	1	100,000	100,000	100,000	0	MoE
Evidence Based Policy Development	Conduct schools audits	No. of schools audits done	MoE	1	30,000	30,000	30,000	0	MoE



Programme	Activity	Output Indicator	Responsibility	Quantity	Unit Cost	Total Cost	Funds Available	Funding Gap	Source of Funds
Evidence Based Policy Development	Build the capacity for evidence based policy development,	No. of officers trained	MoE	100	5000	500,000	500,000	0	MoE
Evidence Based Policy Development	Develop Risk management and Safeguards policy for education and training;	Policy	MoE	1	5,000	5,000	5,000	0	MoE
<b>Evidence Based Policy Development Total</b>	<b>Sub Total</b>					<b>795,000</b>			
Strengthen Data Management	Track progress with time data on enrolment	Real time data	MoE	1	200,000	200,000	0	200,000	
Strengthen Data Management	Operationalize call centre	Call centre	MoE, ICT	1	200,000	200,000	0	200,000	
Strengthen Data Management	Strengthen NEMIS to include crisis-relevant information	Report	MoE	1	200,000	200,000	200,000	0	MoE
Strengthen Data Management	Establish emergency response team in place	Response teams	MoE	1	10,000	10,000	0	10,000	
Strengthen Data Management	Build the capacity of officers on crisis data management and reporting.	No. of officer trained	MoE	100	1,000	100,000	100,000	0	MoE
<b>Strengthen Data Management Total</b>	<b>Sub Total</b>					<b>710,000</b>			
Quality Assurance and Standards	Train quality assurance officers	No. trained	MoE	500	400	200,000	200,000	0	MoE
Quality Assurance and Standards	Develop accelerated learning programme	Learning programme	MoE	1	300,000	300,000	300,000	0	MoE





Programme	Activity	Output Indicator	Responsibility	Quantity	Unit Cost	Total Cost	Funds Available	Funding Gap	Source of Funds
Quality Assurance and Standards	Carry assessment on compliance with COVID-19 protocols and status of learning	% of schools assessed	MoE	500	500	250,000	250,000	0	MoE
<b>Quality Assurance and Standards Total</b>	<b>Sub Total</b>					<b>750,000</b>			
Strengthening Education Institution Systems for future	Develop and implement a comprehensive emergency response plan	No. of plans	MoE	1	5,000	5,000	5,000	0	MoE
Strengthening Education Institution Systems for future	Revamp SEPU as a production unit	SEPU equipped	MoE	1	200,000	200,000	200,000	0	MoE
Strengthening Education Institution Systems for future	Document the lessons learned and good practices of the COVID-19 response	Report	MoE	1	200,000	200,000	0	200,000	
Strengthening Education Institution Systems for future	Develop a coordinated communication strategy	No. of strategies	MoE/TSC	1	5,000	5,000	5,000	0	MoE
Strengthening Education Institution Systems for future	Build the capacity of teachers and education staff risk preparedness, management and early responses	No. of officer trained	MoE	500	1,000	500,000	500,000	0	MoE
Strengthening Education Institution	Create awareness among education stakeholders including teachers on the	No. sensitized on education policies	MOE	1000	100	100,000	0	100,000	



Programme	Activity	Output Indicator	Responsibility	Quantity	Unit Cost	Total Cost	Funds Available	Funding Gap	Source of Funds
Systems for future	existing policies and guidelines								
Strengthening Education Institution Systems for future	Build capacity of parents and school communities on broadcast and response to emergencies so that they are better placed to support learners	Report	MoE	1	100,000	100,000	100,000	0	MOE
Strengthening Education Institution Systems for future	Develop a strategy for resource mobilization for COVID -19 responses	No. of strategies developed	MOE	1	5,000	5,000	0	5,000	
Strengthening Education Institution Systems for future	Develop basic infrastructure for telecommunication	% of schools with telecommunication infrastructure	MoE/ICT/Ministry of Energy	1	200,000	200,000	0	200,000	
<b>Strengthening Education Institution Systems for future</b>	<b>Sub Total</b>					<b>1,315,000</b>			
Re -organization of the School Calendar	Develop a curriculum recovery plan	No. of plans developed	MOE	1	10,000	10,000	10,000	0	MOE
Re -organization of the School Calendar	Develop guidelines for school reopening, conduct of national examinations and system resilience	No. of guidelines developed	MOE	1	10,000	10,000	10,000	0	MOE
<b>Re - organization of the School Calendar</b>	<b>Sub Total</b>					<b>20,000</b>			



Programme	Activity	Output Indicator	Responsibility	Quantity	Unit Cost	Total Cost	Funds Available	Funding Gap	Source of Funds
Monitoring and evaluation	Conduct a survey on the effects of COVID -19 to education,	No. of Reports	MOE	1	150,000	150,000	150,000	0	MOE
Monitoring and evaluation	Build capacity for MoE staff and teachers to support data collection	No. of officers and teachers capacity build	MOE	100	1,000	100,000	100,000	0	MOE
Monitoring and evaluation	Develop an integrated M&E system to include COVID 19	No. of integrated systems developed	MOE	1	100,000	100,000	100,000	0	MOE
Monitoring and evaluation	Carry out regular M &E of all funded emergence response activities	No. of reports	MoE	2	75,000	150,000	150,000	0	MoE
Monitoring and evaluation	Conduct feedback forums	No. of stakeholders reached	MOE	2400	50	120,000	70,000	50,000	MoE
<b>Monitoring and evaluation</b>	<b>Sub Total</b>					620,000			
	<b>TOTAL</b>					<b>20,873,800</b>	17,881,100	16,567,700	
<b>Operational Cost</b>	<b>15% of the total</b>					<b>3,131,070</b>			
<b>Grand Total</b>						<b>24,004,870</b>	14,800,000	<b>9,204,870</b>	



**ANNEX III: IMPLEMENTATION PLAN JUNE 2020 TO DECEMBER 2021**

S/No.	PROGRAMME/ACTIVITIES	MONTHS FROM JUNE 2020 TO DECEMBER 2021		
		1-6	7-12	13-18
1.	Uninterrupted Learning			
2.	Production of Learning Materials			
3.	School Maintenance & Improvement			
4.	Provide psychosocial Support			
5.	Ensure health ,safety and wellbeing of children and teachers			
6.	Provision of additional teachers			
7.	Monitoring Learner Achievement			
8.	School Feeding Programme			
9.	Support for MoE officials and teachers			
10.	Education Sector Disaster Management Policy			
11.	Strengthening Management of Scholarships			
12.	Evidence Based Policy Development			
13.	Strengthening data Management			
14.	Quality Assurance and Standards			
15.	Re-organization of the school calendar			
16.	Monitoring and Evaluation			





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