

A CRITICAL ANALYSIS OF THE EDUCATION SECTOR IN KENYA DURING THE ONSET OF COVID-19 PERIOD

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Abstract

The education sector has been adversely affected by the outbreak of COVID-19 pandemic in the country resulting to closure of all learning institutions. Based on literature review, this paper examines the paradigm shift in the education sector in Kenya during the COVID-19 period. Critical analysis of studies related to access to quality education in the country during the pandemic period revealed insignificant learning. This paper examines qualitative analysis of literature related to the effects of COVID-19 on the education sector and remediation measures. The Ministry of Education started offering electronic lessons for learners to learn remotely but due to lack of ICT infrastructure, less than 20% of the learners could access the electronic content. The paper highlights lack of ICT infrastructure, skills, and poor socio-economic backgrounds among learners as the main obstacles to alternative learning. The paper proposes a systematic cyclic approach when resuming normal learning amidst the COVID-19 period. The cyclic process approach involves Prepare, Recover, and Cope with the pandemic in the education sector as the mitigation measures towards the effects of COVID-19. The stakeholders of education need to adhere strictly to the Ministry of Health protocols that encompass the cyclic process approach for the learners to resume learning progressively. The paper recommends that the Ministry of Education should provide teachers and learners with ICT infrastructure and skills to make online or blended learning a reality.

Keywords - COVID-19 Pandemic, Cyclic Process, Education Sector

Introduction

Education plays a vital role in the socio-economic transformation of society. The Kenyan government invests heavily in the education sector so as to achieve the vision 2030 and the Big 4 agenda. Kenyan learners are faced with several challenges relating to access, equity, and ensuring that they receive a quality education. The current challenge inhibiting learners to access quality education is the outbreak of COVID-19 pandemic. The COVID-19 is a Corona Virus Ailment that is triggered by a novel strain of coronavirus that infect both animals and human beings. The human coronaviruses are mainly spread through coughing droplets and close contact with an infected person or surface (European Centre for Disease Prevention and Control, 2020). The signs and symptoms of the virus include dry cough, fever, difficulty in breathing, headache, loss of appetite, and other respiratory symptoms. According to the World Health Organization (WHO, 2020) learners were at high risk of being infected or infecting others, and therefore it was appropriate to shut down learning institutions.

The Corona Virus Disease was first detected in China, Wuhan in December 2019 (Cappelletti, 2020, March 13). The disease spread very fast to other countries in the world due to the movement of people and the first case in Africa was reported in February 2020. The Ministry of Health (2020) reported the first Kenyan COVID-19 case on 13th March 2020 prompting the government to close all learning institutions between 16th and 20th March 2020. According to the Organization for Economic Cooperation and Development (OECD, 2020), the numbers of positive cases and fatalities have spontaneously risen exponentially from the first day of the outbreak in the country. This has complicated the matrix of the stakeholders of education as to

whether the schools need to be open or not. The government has found itself between a rock and hard surface in making a decision as to whether to relent some of its containment measures towards the spread of the disease or continue enforcing them. According to Bjorklund and Salvanes (2011), such diseases normally have a devastating implication on the economy of the country and livelihoods of the citizens. Most people lost their jobs, businesses have collapsed and the economy is shrinking drastically. The education sector has also experienced the magnitude effects of the virus.

Giannini (2020) affirms that the closure of the schools and prolonged stay at home policy has negative effects on the young generations. The incidences of crime rate, drug abuse, terrorism, early marriages, and pregnancies have become the common norm in our society today. Education is what shapes a human being to differentiate between good and bad. If the society becomes illiterate then this forms a recipe for disaster. Therefore the earlier we overcome the pandemic and live with it, the better for our society. In Kenya, learning institutions have been identified as quarantine Centre's by the County governments in the preparation for the surging numbers of victims infected by COVID-19. The Ministry of Education (2020) advised learners to continue learning using technology until normalcy returns in the country. The government rolled out lesson delivery platforms through the Kenya Institute of Curriculum Development (KICD) using the media like Television, radio, internet, YouTube, e-cloud, and social media platforms (KICD, 2020). The abrupt shift of learning from face to face classroom interaction to electronic learning has made teachers, parents, and learners to have myriad challenges. Kenya as a developing country is very poor in technological advancement making it difficult for learners to access e-content. The challenges of electronic learning cut across from the primary level to the highest level of learning in our local universities.

It was estimated that only 2% of the local universities are offering online courses to their students amidst the pandemic (MOEST, 2020). The outbreak of COVID-19 is a wake-up call to the education sector in the country to prepare alternative modes of curriculum delivery and design a flexible curriculum. Zhong (2020) opines that the negative attitude towards the integration of ICT in the teaching and learning process among the teachers and lecturers should be phased out gradually. The study of Watson (2020) shows that ICT integration in Kenya is faced with two major challenges namely; lack of technology infrastructure and negative attitude among the teachers. Lack of rural electrification and poor internet connectivity has adversely hindered government efforts in offering quality education to remote learners during this time of crisis. The setback of disadvantaged socio-economic backgrounds in most families in the country has denied children access to quality education.

The idea of maintaining the scheduled timetable for the national examinations agitated most learners and university students who were yet to sit for end of semester examinations. The increase in the number of cases of infection in the country made the government postpone the scheduled dates of national examinations after rigorous consultation with the stakeholders. This lowered the temper of parents who were initially furious with their children sitting for national examinations despite staying at home. Graham & Pasi (2020) estimate that less than 10% of the learners could access technology content in the country and therefore candidates would not be adequately prepared for the examinations.

The frustration of most parents was felt in the local media because most of them could not positively reinforce the learning of their children at home due to lack of technology devices,

reliable internet, high cost of internet connection, and lack of electricity in marginalized communities as explained by Chan et al., (2020). The Cabinet Secretary for the Ministry of Education urged parents to take full responsibility for their children's welfare and train them on basic hands on skills before they resumed normal learning. The children needed psychological counseling and knowledge of understanding the effects of time lost as they adhered to the ministry of health safety standards. It is estimated that over 30 million learners were out of school in Kenya once the schools closed on 13th March 2020. The closure for an unspecified period meant that learners could not access quality education that is a basic human right under the Kenyan constitution of 2010. This theoretical study provides an explicit overview of how COVID-19 has affected learners in Kenya and critically outlines strategies for the resumption of learning.

Research Objectives

The following were the study objectives:

- i. To establish how COVID-19 has affected learners' education in Kenya
- ii. To provide mitigation measures against COVID-19 for resuming normal learning in Kenya

Methodology

The study adopted a theoretical literature review of secondary data and document analysis in discussing the effects of COVID-19 on the learners and providing mitigation measures for the resumption of normal learning in the country. Table 1.0 shows a total number of articles (N=70) containing information sources of the findings of the study. To enhance the quality of information, reliable and creditable sources were used to provide information regarding COVID-19. The in-depth analysis of literature provides a focal point on how the education sector can resume learning amidst the COVID-19 pandemic.

Table 1: Sources of Information Findings

SN	Source Type	Example	N	%
1	Government Information Websites	Ministry of Health in Kenya https://www.health.go.ke/covid-19/	10	14.29
		Ministry of Education in Kenya https://www.education.go.ke/	24	34.29
2	Print Media Articles	Nation Media articles https://www.nationmedia.com/	5	7.14
		Standard Media articles https://www.standardmedia.co.ke/	4	5.71
3	Reports and Published Papers	Consultancy Education reports	6	8.57
		UNESCO, UNICEF and UWEZO reports		
		WHO published reports https://www.who.int/emergencies/diseases/novel-coronavirus-2019	6	8.57
		World Bank reports	15	21.43
Total Number of Articles			70	100

Theoretical Philosophy of the Study

The study is grounded on the Classical Liberal Theory of Equal Opportunities that was initially developed by philosophical writers like John Locke and John Stuart Mill in the 17th Century. Thompson (2017) asserts that the key concepts of educational classical liberalism include liberty, access, equity, and equality. Thompson states that *“critical thinkers favour a distributive account of justice and other measures to ensure that individuals can become self-reliant. They advocate rights and access to public resources”*. Liberal ideas should be critically examined to reflect a logical conclusion. The structure of the education system should be streamlined such that all learners have equal opportunities in accessing education. The Kenyan government has a responsibility of ensuring learners have access to quality education irrespective of the situation in the country. The outbreak of COVID-19 led to the unexpected closure of learning institutions to economically challenged learners who cannot access alternative e-learning. The next section clearly outlines the gaps in the current education system in the country.

The Gaps in the Education System

The outbreak of the COVID-19 pandemic in the world has seriously exposed the gaps in the education system in Kenya (Filmer et al., 2020). The report of the OECD (2020) opines that the objective of education is to enhance equity and equality among learners by empowering them to be self-reliant. Galston (2002) affirms that *“Classical liberalism regards education as either a private benefit for individuals or a duty that all citizens must undergo”*. The system of education in Kenya has been criticized for its inadequacies in addressing the long-term goals of the learners.

The education system in the country has been producing half-baked graduates who primarily focus on looking for white-collar jobs rather than creating jobs for self-reliant. In this 21st century, Graham & Pasi, (2020) stresses the use of technology is paramount in all government and private operations. According to OECD (2016), learning institutions should integrate technology into their operations activities to make the graduates relevant to the outside job market. Learners have been clustered according to their socio-economic status in the country such that those from poor family backgrounds are not able to access quality education while those from able family backgrounds continue with their online education (Mang’eni, 2018).

According to Bjorklund and Salvanes (2011), Children with special needs have even suffered the most due to a lack of improvised educational resources to meet the current education system. Some of these children come from marginalized communities in the country with rich culture and traditions that don't allow them to be exposed to technology. Therefore the school becomes the new home and unifying factor for them. The report of the OECD (2020) indicates that the outbreak of COVID-19 has now worsened the gap between those who can afford pre-requisite technologies for learning and those who cannot. It is common to find learners from private institutions continuing with their studies while those from government institutions loiter in the villages.

As mentioned earlier by the report of OECD (2020), the primary goal of education is to ensure equity and equality among learners. The right to education makes them competent and equal when securing job opportunities in the future. The drastic closure of all learning institutions in the country did not give time for teachers and lecturers to prepare for shifting from face to face classroom interaction to technology-enabled learning. It was difficult for teachers to easily

migrate to digital platforms for content delivery. Filmeret et al., (2020) have argued that during this crisis time, access to education would not be business as usual and the use of technology in the country cannot be used to close the learning gap. The poor infrastructure of Information Communication Technology (ICT) in the country cannot be used to achieve educational objectives.

A study conducted by Info track Research firm indicates that 90% of our children at home are not accessing any meaningful learning content (The Economist, 2020). Therefore the government cannot assume that learning was happening at home in preparation for national examinations. The digital divide among learners has widened the scope of accessing quality education worldwide (KICD, 2020). For instance, 80% of the population in Asian countries has access to the internet but only 39% in Vietnam and less than 10% in African countries (Lavy, 2015). A country like the USA has not constructed the education system in such a way to address the extended shutdown of most schools imposed by the COVID-19 pandemic despite the advancement in technology. Mang'eni (2018) affirms that learning loss is greatest among poverty-stricken families in Kenya. Low-income students are less likely to have access to high-quality remote learning such as a quiet learning environment with minimal distractions, technology-enabled devices, high-speed internet connection, and parental supervision.

Graham & Pasi (2020) point out that the closure of schools due to COVID-19 is likely going to increase the rate of dropouts among learners due to early pregnancies, early marriages, drug abuse, crime, and terrorism. Studies show that 36% of learners who miss school for more than ten days are likely to drop out of school (WHO, 2020). It is estimated that 75 million children and the youth in New York City of whom 39 million are girls could not access quality education due to armed conflicts, forced displacements natural disasters, and climate change emergencies as explained by Hallgarten (2020).

The impact of COVID-19 has deepened the critical education crisis. Most countries in the world that have humanitarian crises have imposed restrictive movement measures to control the spread of the virus. The closure of the schools has heard a significant impact on loss of psychological services, feeding programs, hygiene, and child protection. Therefore the closing of schools would lead to learning loss, increased dropouts, and higher chances of inequality among learners.

Results and Discussion

Remedies to the Effects of COVID-19 in Education

The change of psychological lifestyle and the behavioral norm is the only best way to learn and live with the virus (Watson, 2020). Initially, the measures of prevention given by the Ministry of Health included washing of hands using soap; social distancing, coughing in the elbow, restricted movement and hashtags stay at home, stay safe. The countrywide closure of schools was to ensure prevention measures were adhered to by the learners especially on the concept of social distancing. The essence of this paper is to contribute to the school of thought that if schools are allowed to open then what measures should be put in place to safeguard the learners, teachers, and education officials from the virus.

The critical analysis of UNICEF reports indicate that access to education is lifesaving for vulnerable children and does not only provide safety and protection to them but also instills

hope for a bright future (Mundy et al., 2014). It is through access to quality education that children can understand measures to follow and keep safe from COVID-19. It is the responsibility of the government to ensure children have minimal interruptions in their learning journey to avoid regression that involves basic foundational learning.

Giannini (2020) supported the view of this study that the girls who have been deprived of the right to education in the country are exposed to psychological and physical health issues from their immediate dependents. As per the time of writing of this paper, thousands of school-going girls in the country have become pregnant raising an alarm for the stakeholders of education in the country to advise parents to take good care of their children at home during this time of the pandemic. There is an urgent need to support parents, teachers, and learners on positioning themselves better to adjust in the new way of the teaching and learning process. The new form of education will involve technology-based strategies that involve online, blended, and distance-based learning of which the government must invest in to cater to any other catastrophic pandemics in the future apart from COVID-19. According to the report released by World Bank (2020) titled “*Learning Poverty*,” it is estimated that 53% of children below the age of ten from low and middle-income countries cannot read or write before the outbreak of the crisis. The outbreak of COVID-19 is going to worsen the illiteracy levels among the children if proper mitigation strategies are not instituted in place.

The report of the World Bank (2020) on Education that involves COVID-19 monitoring strategies shows that those countries with low-income levels would have devastating effects that include high dropouts and low resilience to shocks. The report proposes a cyclic approach to mitigate education emergencies that involve three terms namely; Prepare, Recover, and Cope. Figure 1.0 shows the cycle approach process of mitigating the effects of COVID-19 in the education sector.

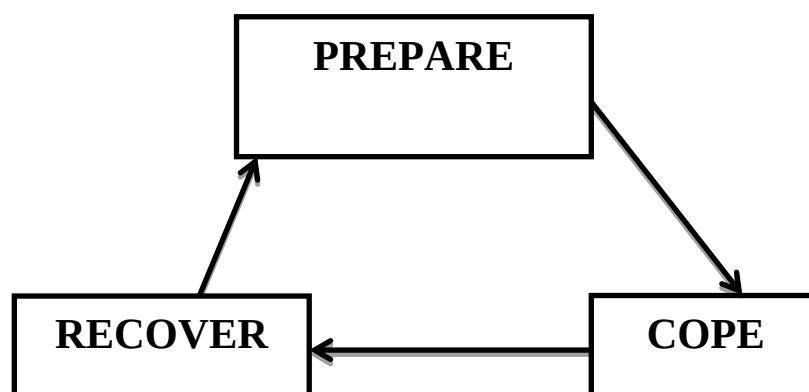


Figure 1: *Acyclic approach of mitigating the effects of COVID-19 in the Education Sector.*

The first step in mitigating the effects of COVID-19 is *Preparedness*. Most countries in the world are now looking for a response plan towards the effects of COVID-19 in the education sector. The World Bank (2020) indicated that it is working with all countries across the globe especially those that had experienced previous outbreaks like SARS and Ebola. Before re-opening schools, there is a need to redefine the infrastructure of our schools to adhere to social

distancing such that few students share a desk at the primary level while secondary schools students use individual lockers and chairs with a restriction of maintaining 1.5m apart.

There is a need for the government to provide masks for learners above the age of ten years as a prevention measure against COVID-19 (MOEST, 2020). Construction of more classrooms especially at the primary level would be necessary to avoid congestion and enhance social distancing. All the schools in the country would have to be provided with enough water for washing hands with soap, sanitizers, and isolation rooms for emergency cases. There is an urgent need for sensitizing teachers and learners on the preventive measures of COVID-19 so that they are able to adhere to new regulations from the ministry of health. The stage of preparedness involves the use of contingency planning. Contingency planning means the current situation is analyzed quickly with the effect it has on the education sector and necessary measures are put in place to prevent the learning loss.

The major function of contingency planning management is to ensure the continuity of the education process and safeguard the interest of the child with government investment. The government of Kenya took the first step of contingency management planning that involved the closing of all learning institutions to prevent the spread of the disease (Republic of Kenya, MOEST, 2020). The measure of abrupt closure of schools had psychological torture on the minds of the learners and the parents and therefore more detailed explanation and understanding of how the program would resume needs to be done.

The second phase of the cyclic process is how to *cope* with the crisis. The process of coping with the effects of COVID-19 would involve frequent screening of learners and teachers with other school-caregivers. The coping process would involve training of workers and teachers on how to live with the pandemic and sensitization of the learners by the ministry of health to ensure the correct information is passed to them. The psychological acceptance of the virus among the stakeholders of education without stigmatization of the infected or affected victims would be very important for our schools.

UNESCO (2020) cautions that the coping stage would involve full responsibility of the learners to know that they are fully in charge of their health and any slight mistake of not following the laid down guidelines and protocols from the ministry of health would cost them not only their lives and but also their academics. The norms of the school routine would have to be adjusted to fit the new lifestyle of prevention of the virus. Since the virus is spreading from one body to another, school activities like marking of student books, writing on the chalkboards, sharing of the desks would have to be re-examined intensively.

School activities like games, choir, drama, music festivals, assemblies, and parental open days would be re-organized such that we have the protocol of social distancing playing the center stage. Schools would have to be equipped with quick response systems involving ambulance vehicles and trained nurses or matrons/patrons to help the learners in case of emergencies and for psychological counseling. The parents of the students would also be sensitized to understand their role in protecting their children especially when they come home from school for day scholars. For the learners in boarding schools, more infrastructure advancements would have to be done by the school administration to adhere to the social distancing.

The Ministry of health protocols in the prevention of COVID-19 should be infused in school safety regulations and communication channels like the talking walls to ensure that all the students can observe and follow with caution. High standards of hygiene would have to be maintained at all times in the schools and this would involve erecting safe drinking and washing tanks with running taps of water. Schools would have to redesign better ways to recycle used water for either to reuse again or for other purposes. The cooking places in schools would have to maintain high standards of cleanliness with clear marked footpaths. The process of serving meals to students would have to change drastically from the queuing system to organized ways of serving from dining halls on a table with the learners maintaining social distance.

According to the report of World Bank (2020) the last stage of the cyclic process is *Recovery Approach*. This involves the communities and government implementing policies and protocols that would reduce the time loss and return some form of normalcy in the country. As highlighted earlier, the outbreak of COVID-19 has disrupted the learning process in the country and this has affected the social, economic, and wellbeing of its citizens. The recovery approach would include adjustment of the school calendar, evaluation criteria, assessment methods, teaching methods, and redesigning the school budget. There would be a need for mobilization of human and financial resources in the management of schools to adhere to the ministry of health guidelines against the prevention of COVID-19. In Kenya our classes are overcrowded with learners and restricting these classes would be very important to adhere to the social distancing of 1.5m.

The government would also employ more teachers and support staff to address the teacher-pupil ratio that the country was experiencing and work towards achieving the work for the lost time (MOEST, 2020). At the same time, there is a need to employ more ICT champions to help the teachers and learners in implementing distance and online learning because not all learners would access school during this pandemic period. The ICT champions would assist the teachers in the digitization of their content by customizing to meet the needs of the learners especially those learning at the comfort of their homes. Watson (2020) acknowledges that the aspect of online learning, blended learning, and distance learning will become part and parcel of the teaching and learning process in the country. The government needs to invest heavily in the ICT infrastructure to ensure a smooth transition from face to face learning to online learning in Kenya.

The study of Khan Academy (2020) supports the view that online learning is a common practice in developed countries but in developing countries like Kenya, it is still a major challenge due to scarcity of resources and corruption that has led to embezzlement of resources. The current conditions of our schools cannot necessitate the re-opening of schools soon without proper consultation from all stakeholders and redesigning schools with the guidelines of the health ministry. Most public schools in the country are in dilapidated conditions and need an immediate response to the provision of amenities that include water, food, and a conducive learning environment (The Economist, 2020). If these amenities are not provided especially to marginalized communities, then the opening of schools will catalyze the infection rates of COVID-19. Most developed countries have tried re-opening schools amid the COVID-19 pandemic but due to the influx in infection rates, they have eventually closed down immediately.

According to a study conducted by Info track Research firm consisting of 12,000 respondents in 24 counties, it was found out that 41% of Kenyans are afraid of re-opening of schools simply because it would increase the infection cases in the country since children would not practice social distancing and basic hygiene practices of the Ministry of health (The Economist, 2020). It was reported that 21% of the respondents of the same study believed that having children in school would increase the chances of contracting the disease and spreading it to the communities, especially for day scholars.

According to UWEZO report (2020) it is estimated that 15% of the respondents believed that many schools will not be able to ensure hygiene measures and social distancing are adhered to. The teacher's unions proposed a raft of measures to be followed strictly in combating COVID-19 by the Ministry of Education if possible schools would be re-opened amidst the pandemic. Their proposal included the need to establish a technical committee to oversee the daily running of activities in all schools especially in response to COVID-19 issues. The Ministry of Education (2020) pointed out that the committee would be tasked to ensure health ministry safety guidelines are strictly followed in all our schools and marshal resources to help marginalized communities in which some of our schools are located. This would ensure equity for access to education among all Kenyan children and access to social amenities. Learning institutions and schools that might have been used as quarantine centers to be fumigated and thoroughly cleaned before re-opening.

The union members reiterated that the process of screening all the learners, teachers, and non-teaching staff in the morning and evening to safeguard against the occurrence of the virus. According to UNESCO (2020), the COVID-19 has had a devastating effect on the economic situations of parents hence the government should support fully the children in schools in terms of paying their fees and provision of meals with medical assistance that they might require with time. The unions have also recommended to the Teachers Services Commission to absorb all the (Board of Management) BOM teachers and hiring of new teachers in all schools as a result of social distancing policy. The teacher's unions emphasized the employment of more teachers rather than concentrating on the expansion of the school infrastructure arguing that learners can be taught even under a tree so long as there is the human resource.

The Teachers Service Commission should conduct national wide sensitization and training of all teachers on how to tactically achieve learning objectives amidst the pandemic. The teacher training should include an audit of the teachers with their age brackets and susceptibility to contracting the virus. The Teachers Service Commission should be able to identify teachers above 55 years who are at risk of contracting the virus and outline the mitigation process to protect them (MOEST, 2020). The audit trail assessment of the teacher's needs should be based on the World Health Organization guidelines in combating the virus. This is to ensure that all the teachers are safe while carrying out their duties and responsibilities at the school level.

The World right now is fighting one unforeseen enemy that has greatly affected the learning institutions hence equipping the teachers with pre-requisite skills would help them understand the enemy that everybody is fighting instead of staying in denial. It is normal to find people saying that the virus does not exist or that coronavirus disease is only found in the town Centre and not rural homes. Some several myths and misconceptions surround the virus such that

some people believe that the virus does not exist while others believe the virus only affects the elderly and not the young generation. To clarify the information about the virus it will require sensitization and training by the ministry of health officials to help the teachers pass the correct information to the learners and the society at large.

The government has taken one step forward in preparation for the schools opening by setting out a budget of hiring 10,000 intern teachers, manufacturing 250,000 new desks, production of face masks to be worn by all learners, and ensuring all schools would have enough water and soap for washing hands (The Republic of Kenya, Ministry of Education, 2020). The Kenya National Union of Teachers (KNUT) also proposed the re-organization of the school curriculum such that it integrates new skills of dealing with infectious diseases like COVID-19. There is need for the teachers to talk about COVID-19 in all their classes to ensure that learners are aware of the disease and know the prevention measures to be taken at all times. The aspect of making the learners understand the disease is very important rather than giving them the protocols to follow and not explaining to them why they need to follow those guidelines. If learners understand the effects of COVID-19 then they will be able to know why some aspects of the school curriculum have been modified while some have been removed completely.

For instance, co-curricular activities that include music festivals, drama, games, or any other event that leads to the congregation would not be allowed in the schools as far as this disease is still with us. Watson (2020) explains that learners are used to these co-curricular activities and therefore removing them from the normal programs of the school might cause friction between them and the school administration. There would be need for new innovative activities within the school that would keep the learners busy at the same time exercising physically by keeping social distance. Mass testing for all teachers and students is very important before re-opening schools followed by periodic re-assessment of all the staff based on World Health Organization guidelines.

According to UNESCO (2020), the re-opening of all schools worldwide should be based on the interest of the child interests and public health standards. From the epidemiological reports, the government can re-assess as to whether to open schools or not depending on the infection rates in the country. The Centre for Disease Control (CDC) report indicates that dismissing schools preemptively before the flu spreads in the communities was to help slow down the rate of infection. Therefore the jurisdiction of the opening and closing of all learning institutions depends on the government assessment of the measures put in place to combat COVID-19.

Conclusion

The effects of the outbreak of COVID-19 in the country are devastating especially in the education sector that is crippled with myriad challenges. The outbreak of COVID-19 has brought out the learning gaps in the education sector. The main challenges facing the education sector in the country is lack of ICT infrastructure, teaching personnel, inadequate teaching, and learning resources as well as poor implementation of educational policies to address equity and equality to access quality education. The proposed triad cycle of *Prepare*, *Cope*, and *Recover* could be adopted by the Ministry of Education in formulating educational policy guidelines for the smooth resumption of learning amidst the COVID-19 pandemic.

Recommendations

The study made the following recommendations:

- 1) The Teachers Service Commission (TSC) should organize sensitization and training workshops on the effects of COVID-19 and its prevention measures.
- 2) The Ministry of Education, Science and Technology (MOEST) in collaboration with Kenya Institute of Curriculum Development (KICD) should incorporate the content of COVID-19 in the syllabus.
- 3) There is need for Ministry of health officials to sensitize learners and parents on prevention protocols of COVID-19 to avoid the spread of the virus.

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