OPPORTUNITY EduFinance

CONNECTIVITY DURING
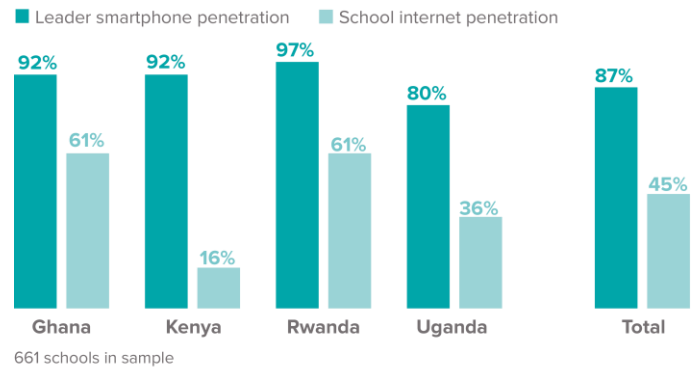# COVID-19 RELATED SCHOOL CLOSURES

Key Insight: Limitations to online access and learning

Connectivity rates for schools highlight the need for a **broad approach** to support learning during school closures in low tech / low resource environments.

Key finding #1
Smartphones & Internet

School owners are largely accessible by smartphone, but schools face challenges with internet access.

Connectivity at Schools

■ Leader smartphone penetration   ■ School internet penetration

	Ghana	Kenya	Rwanda	Uganda	Total
Leader smartphone penetration	92%	92%	97%	80%	87%
School internet penetration	61%	16%	61%	36%	45%

661 schools in sample

While **87%** of school owners participating in the Education Quality program have access to **smartphones**, only **45%** of schools have **internet access**. The cost of data also has implications on consistent access to the internet.

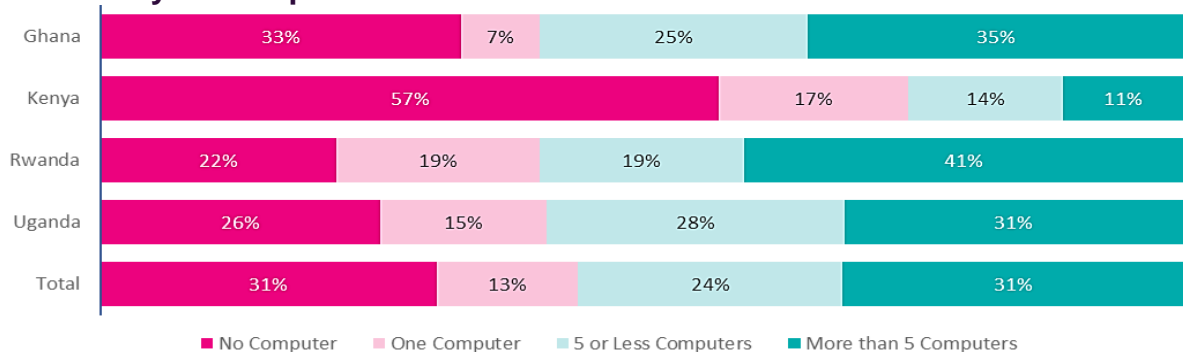| 1GB*	$0.56	$1.56	$2.73	$4.69
	Rwanda	Ghana	Kenya	Uganda
Daily income per capita ($US)+	$1.64	$3.49	$3.62	$1.17

With many schools unable to pay staff during ongoing closures, some schools are reporting teachers do not have data to communicate with parents via phone to send parents learning activities for students.

Key finding #2 – School Computers

With **44%** of schools owning **1 or fewer computers**, we can infer most learners at these schools do not have access to a computer at home. According to International Telecommunication Union, in sub-Saharan Africa, **82%** of learners do not have access to the internet.**

Availability of Computers at School

	No Computer	One Computer	5 or Less Computers	More than 5 Computers
Ghana	33%	7%	25%	35%
Kenya	57%	17%	14%	11%
Rwanda	22%	19%	19%	41%
Uganda	26%	15%	28%	31%
Total	31%	13%	24%	31%

■ No Computer   ■ One Computer   ■ 5 or Less Computers   ■ More than 5 Computers

648 schools in sample

*2019 Cable.co.uk survey (https://techpoint.africa/2019/05/01/mobile-data-cost-africa/)
**https://www.itu.int/en/ITU-D/Statistics/Pages/stat/default.aspx
+Adjusted net national income per capita (current US$) (data.worldbank.org)

CONNECTIVITY DURING
COVID-19 RELATED SCHOOL CLOSURES

Learner Engagement: Immediate versus long-term

Broad approaches used in the **immediate term** to support learning during school closures can provide essential data for innovations in the **long-term** to improve distance learning for students.

Learner Engagement on connectivity continuum

Paper Learning Materials

TV

WhatsApp

Online Learning Management Systems

Low

Radio

Phone & SMS

YouTube & Facebook

High
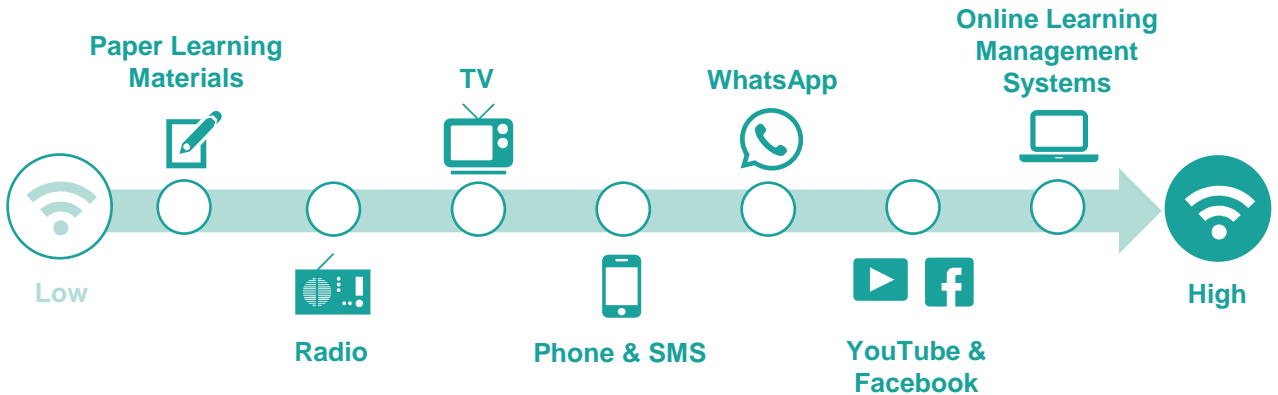
EduQuality Approach to Supporting Schools During Closures

To provide the **greatest outreach to schools** across the connectivity continuum during the immediate crisis, our **EduQuality team** is leveraging their **relationships** with school leaders.

Using **multiple approaches**, we are working to equip school leaders with a toolkit of resources and strategies for **school management** and **engaging learners at home** during school closures.

Calls & SMS
Regularly calling & texting school leaders to offer support, guidance, and resources.

WhatsApp
Sharing resources as text, images, & videos which can easily be forwarded to teachers & parents.

School Cluster WhatsApp Groups
Encouraging discussion & sharing of approaches via existing Cluster WhatsApp groups.

Facebook Lite
Publishing resources & discussion prompts to drive further sharing between school leaders.