REPORT OF A SURVEY ON THE DIGITAL ECOSYSTEM IN ONE THOUSAND PUBLIC PRIMARY SCHOOLS IN KENYA

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ABBREVIATIONS AND ACRONYMS

ASAL: Arid and Semi-Arid Lands

BMZ: German Federal Ministry for Economic Cooperation and Development

CENs: County Education Networks

DCSWR: Digital Content Server and Wireless Router

DLP: Digital Literacy Programme

EYC: Elimu Yetu Coalition

GIZ: German Technical Cooperation

GOK: Government of Kenya

ICT: Information Communication Technology

ICTA: Information Communication Technology Authority

KICD: Kenya Institution of Curriculum Development

KIPPRA: Kenya Institute for Public Policy Research and Analysis

MOE: Ministry of Education

NACOSTI: National Commission for Science, Technology and Innovation

NOC: Network Operational Center

NOFBI: National Optic Backbone Infrastructure

REA: Rural Electricity Authority

SDG: Sustainable Development Goals

SNELDD: Special Needs Learner Digital Device

TDD: Teacher Digital Device

TSC: Teachers Service Commission

UNESCO: United Nations Educational, Scientific and Cultural Organization

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The Survey on School Digital Ecosystem in Kenya was made successful on the collective effort and contribution of various Elimu Yetu Coalition stakeholders, comprising of ; The Heads of Institutions of public primary schools , County Education Networks (CEN) of the participating 10 counties, Ministry of Education, Teachers Service Commission at both the National and county level, German Technical Cooperation (GIZ), the Coalition secretariat, Kenya, National Commission for Science, Technology and Innovation (NACOSTI) and the consultant Dr. Julius Mugwang'a.

Elimu Yetu Coalition provided the overall oversight into the assignment in ensuring that the terms of reference were addressed and guaranteed liaison with applicable stakeholders. GIZ funded the survey aimed at understanding school digital ecosystem in Kenya.

We are highly indebted to NACOSTI for granting the permission to undertake the initiative, County level officials from the Ministry of Education and Teachers Service Commission, for ensuring the data collectors were offered corporation by the respective head of institutions in addition to validating the draft county report.

We deeply appreciate the invaluable contributions of the 10 County Education Networks in identifying and coordinating data collectors, as well as organizing deliberation forums.

EXECUTIVE SUMMARY

Background

Technology, especially the internet, is accredited with widening the opportunities for children and youth to access and participate in education and helps to level the playing field for learners from different socio-economic backgrounds.

In order to understanding school digital ecosystem in Kenya, Elimu Yetu Coalition contracted Dr. Julius Mugwang'a to carry out a survey covering 1,000 public primary schools in 10 counties. The survey was in elements of power connectivity, internet, digital devices, security of the devices, teacher training on ICT, and impacts of digital learning.

The Survey on School Digital Ecosystem in Kenya report has been prepared in accordance with Terms of Reference. The survey provides evidence on whether there is sufficient ecosystem in schools within the targeted counties to facilitate digital skills and help close education divide. Data was collected between 5th July and 5th August, 2024 from 100 primary schools in each of the 10 participating counties of Busia (Western); Kisii and Nyamira (Nyanza); Kericho and Trans Nzoia (Rift Valley); Nyandarua (Central); Mandera (North Eastern); Taita Taveta (Coast); and Kitui and Makueni (Eastern).

RESULTS OF THE SURVEY AND KEY FINDINGS

DLP has made has made progress in integrating technology in teaching and learning in basic education system; for instance the rating as to the extent the learners have embraced ICT in learning was realized as; 24.70% for great extent; 53.45% average extent; and 19% minimal extent. Based on the approach used, the survey established that:

Power connectivity

The digital literacy programme management guidelines on power require schools management to ensure availability of power connection either from national grid and/or a solar source.

886 schools are connected to the national grid and 61 others get power from solar systems, bringing total connections to 947 (94.7%) out of 1,000 surveyed. Mandera County has the least connection to the Kenya Power grid with only 31 schools followed by Kitui County with 75. The rest of the counties have 95 and above schools connected. Taking into account the alternative power connections, Mandera still has the least at 71 schools, followed by Kitui with 87; the rest of counties have 98 schools and above connected to electricity.

Mandera reported the least stability of power supply at 35.29% against the highest in Nyandarua at 97% with overall stability at 73.62% for the 10 counties. Mandera also reported power being least affordable at 48.67% against Kericho at 86.46% with average overall affordable rating at 78.52%. Mandera still reports the least power usage for digital learning at 68.92% compared with the best usage in Taita Taveta at 100%; the overall average is at 93.46%.

Internet

Equitable access to internet connectivity is crucial for achievement of the UN Sustainable Development Goals, particularly SDG4, which provides for inclusive, equitable and quality education and lifelong learning. The Government has laid the National Optic Fibre Backbone Infrastructure to provide affordable and quality broadband infrastructure across the country. Currently, Fibre Backbone connects all 47 county headquarters, 290 Constituency headquarters, and is intended to connect all public learning institutions. The government of Kenya has committed to have 100% broadband connectivity across the country by 2032, while UN CORE PRINCIPLES ON EDUCATION Principle 1 requires that connectivity reaches all individual learners. For connectivity to truly equalize educational opportunity, it needs to enable anytime, anywhere internet access for individual students and teachers.

353 schools are connected to fibre internet with Taita Taveta County leading at 69 connections followed by Busia with 50; the least connected is Nyandarua with 17. Alternative internet connections away from fibre are more at 502 with Nyandarua leading with 78 and followed by Makueni at 63. Combined connections still place Taita Taveta at 100 connections followed by Nyandarua with 95; the least connected county is Mandera at 57. Overall 855 (85.5%) schools out of 1,000 access internet.

Only 32.3% of the schools report the internet being stable with the least being in Trans Nzoia at 20.43% and the best in Taita Taveta at 55%. Overall, 81.02% of schools use the internet for digital learning with Taita Taveta reporting such usage at 95.96% against the least reported in Mandera at 61.91%.

Digital devices

UN CORE PRINCIPLES ON EDUCATION Principle 2 appeals for ensuring users have appropriate devices that will catalyze human-centred learning experiences. The government of Kenya aimed to provide devices to all public primary schools under the Digital Learning Programme. DLP website current status of devises supplied is at 99.73% of all primary schools.

This survey found 920 out of the 1,000 received learner digital devices with some schools reporting missing out since they were established only recently. Nyamira County leads with 98 schools followed closely by Kisii and Nyandarua at 97 each. The least supplied was Mandera at 74 learner digital devices. The schools received a total of 46,699 learner digital devices in total with Trans Nzoia receiving the highest at 8,005 followed by Busia with 7,256. Kericho County received the least at 1,870.

Out of the total 46,699 learner digital devices initially received, 31,706 (68%) are currently in use with Nyandarua being the best at 76%, Mandera comes second at 75% and Kisii and Nyamira follow at 74% respectively; Taita Taveta lags at 56%. Those 31,706 learner digital

devices are used by 290,768 learners translating to average 9 users per device with Taita Taveta burdened with per capita user of 14 compared to Mandera at 5.

With total enrolment of 451,525 pupils, 160,757 (35.60%) are not served with learner digital devices learner digital devices, the worst hit being Mandera at 68.98% and Taita Taveta best at 10.36%.

Out of the 1,000 schools, 11 schools still have Brailler Embossers in use, 379 Digital Content Server and Wireless Routers are in use, just as 870 projectors, 301 Special Needs Education Learners Digital Devices and 1,269 Teacher Digital Devices are in use.

Security of the devices

The digital literacy programme management guidelines set out the basic devices storage requirements that include secure storage cabinet should be metal or concrete and the door should be burglar proof; the cabinet should have sufficient shelves for storage of devices; the shelves should be made from anti-static material; sufficient number of power sockets and power strips to charge devices; and the room where the storage cabinet is located should be completely sealed and constructed preferably using concrete. Windows and doors should be burglar proof where the devices will be stored/ storage cabinet is located. The projection surface should be flat, and the building floor should be dust proof. The guidelines further require schools to develop school-based guidelines, which are critical to regulate the use of the internet and ICT devices at school. Parents/guardians/care givers, teachers, learners and school administrators should be sensitized on responsible use of the internet and schools should develop school-based guidelines, which are critical to regulate the use of the internet and ICT devices at school.

UN CORE PRINCIPLES ON EDUCATION Principle 3d advocates for preparing learners to use connected technology in healthy, safe, and productive ways. Ministry of Education's Policy on Information and Communication Technology in Education and Training points require ethical and safe use of technology by addressing issues ranging from unauthorized access to data, generation and sharing of inappropriate content as well as infringement on the rights of others.

The survey established that 887 schools out of 1,000 have designated devices storage cabinets of which 776 are lockable, and 629 have sufficient shelves. 490 of the cabinets are housed in buildings whose windows and doors are burglar proof. On individual features, Mandera at 70 has the least schools with designated storage cabinets while Nyamira tops at 98. Nyamira is last with 64 schools having lockable cabinet in contrast to Trans Nzoia with 88. Kericho with79 Schools having sufficient shelves tops in that category compared to Mandera with only 34 just like it lags with 7 schools whose windows and door are burglar proof as contrasted with Trans Nzoia with 76 schools.

85 schools have guidelines on use of ICT devices. Whereas 70 schools in Nyamira have such guidelines, Mandera has the least at 43.

Teacher trained on ICT

Teachers are not only knowledge transmitters, but also actors of changes in schools. In addition to being able to use digital technologies, tools and resources, teachers also need to change the pedagogy, to integrate ICT as technologies and, more important, as tools for pedagogical enrichment. Digital Learning Programme aimed at training 46,000 teachers for classes 4 and 5 on operation of the devices and integration by December 2019. The TSC targeted at least three teachers from every primary.

The result of this survey revealed that 740 schools out of the 1,000 had their head teachers trained on ICT with Nyamira topping with 84 followed by Busia at 82 while Mandera recorded the least at 45. Schools whose teachers other than the head teachers trained in ICT are 810 with Nyamira still leading at 97 followed closely by Busia and Kericho at 95 and 94 respectively; still Mandera with 40 comes at the bottom.

309 schools have 5 and above teachers trained on ICT with Trans Nzoia and Nyandarua topping with 47 and 46 schools respectively and Mandera with only 3. Majority of the schools at 526 have between 1 and 4 teachers trained on ICT. MOE has been the main trainer in all counties

except Nyandarua where TSC takes the lead. Only 154 school representatives reported being aware of ICT centre of excellence in their respective zones.

Impacts of digital learning

Only 199 schools (19.9%) embraced Remote Learning Methodology during COVID-19 times with Nyamira topping at 33 and Mandera reporting only 11. Schools with mechanism on protecting the ICT data are 448 with Makueni leading with 57 and Intuit at 26 having the least. Busia with 92 has the highest number of schools with mechanism on protecting the ICT data followed closely by Nyamira and Nyandarua at 89h respectively.

The extent to which learners have embraced the use of ICT in learning was rated at 24.70% for great extent; 53.45% Average extent; 19% Minimal extent.

Recommendations

i. Power should be connected to all public primary schools and all classrooms. Taking into account the instability of power, alternative source should be installed as backup. In the case of solar source, regular maintenance is required. Additionally, provision of sufficient capitation to make power more affordable should be provided by the Government. The provision of power to schools should be viewed as being a package of providing free basic education.

ii. Internet should be connected to all public primary schools and stability improved through installation of boosters, provision of WIFI and routers, with a system of subsidizing teachers on costly Internet bundles established. Public Private Partnerships should be pursued in order to provide subsidized internet access to schools.

iii. Government should supply more digital devices to match the number of learners and upload content that is aligned to competency based curriculum.
    a. Regular maintenance of the gadgets is required and replacement of faulty ones.
    b. Establish ICT labs with shared access to devices in resource-limited schools.
    c. The supply of the devices should take care of disability ad inclusive education

iv. Increase the number of teachers trained on ICT to achieve 100 per cent level to enable them change the pedagogy and integrate ICT as technologies and establish a model ICT center in every zone to act as the training and support centers, more of these centers should be set up. Additionally, initiatives that enable a single teacher to pedagogically reach many learners in different locations, through an ICT interconnected system.

v. In order to conform to DLP Management Guidelines on development of school-based guidelines, which are critical to regulate the use of the internet and ICT devices, all schools should be encouraged and assisted to develop guidelines for parents/guardians/care givers, teachers, learners and school administrators should be sensitized on their use.

1.0 INTRODUCTION

1.1 Background

Technology has revolutionized classrooms across the world, allowing for greater access to knowledge and resources. It is a powerful tool to engage children and youth in learning if used effectively. Technology, especially the internet, is accredited with widening the opportunities for children and youth to access and participate in education and helps to level the playing field for learners from different socio-economic backgrounds. By providing everyone with access to the same tools and resources, technology can help to ensure that all children and youth have an equal opportunity to succeed. Using interactive online classrooms, scheduling and communication tools, educators can make learning more engaging and exciting for the learners.

Digital technology, in particular, ensures the provision, operation and maintenance of technology infrastructure in education, such as electricity, computers and internet connectivity, at school or at home, requires considerable capital investment, recurrent expenditure and procurement skills.

1.2 Assignment Description

A summary of the assignment is presented in Table 1

Table 1: Summary of the Assignment

Client	Elimu Yetu Coalition
Partners	10 Participating County Education Networks 100 Participating Sub-Counties/Wards 1,000 Participating Public Primary Schools
Funding	GIZ
Duration	30 Working days
Contract signed	25 March 2024
Commencement Date	25 March 2024
End of Contract	14th September 2024 extended to 31 January 2025
Consultant	Dr. Julius Mugwang'a
Overall Objective	To establish whether there is sufficient connectivity in schools within the targeted counties to facilitate digital skills and help close education divide
End Goal	To lay a foundation for enhanced civil society advocacy work for the inclusive digital transformation of the education sector in Kenya
Expected Outputs	i. Tools developed for the data collection exercise

	ii. Training conducted for Data Collectors and teams iii. Task outlines developed for Data collection leads and Data collectors iv. Data collection process conducted v. Generation of Draft Report vi. Generation of Final Report vii. Development of a Summary Power-point Presentation for the Report.
Main Activities	The assignment will be undertaken in five phase namely: 1. Assessment design – Inception report 2. Training of Data collectors - Training report 3. Data collection – Data set 4. Data Analysis, Preparation of Draft Report, and Validation – Draft Survey report 5. Preparation of final report – Final Survey report

1.3 The state of Digital Ecosystem in Kenyan

In the 21st century, digital literacy has become a fundamental skill for individual empowerment, economic progress, and societal development. Technology's rapid advancement has transformed how we communicate, work, and access information. The focus of digital literacy is the manner in which information communication technology is integrated into the education curriculum in order to improve the delivery of learning materials (UNESCO, 2015).

Equitable access to internet connectivity is crucial for achievement of the UN Sustainable Development Goals, particularly SDG4, which provides for inclusive, equitable and quality education and lifelong learning. The sustainable development goal (SDG) target for Internet and broadband aims that by 2025, 60 per cent of youth and adults should have achieved at least a minimum level of proficiency in sustainable digital skills. Digital skills have been defined as skills that enable people to access, use, and benefit from the Internet, enhance Internet penetration, and access to employment and entrepreneur opportunities. It is estimated that by 2030, digital skills will be required in most of the jobs in Kenya. (Kenya Institute for Public Policy Research and Analysis (KIPPRA) Policy Brief No. 8/2023-2024).

In Kenya, digital literacy is embedded in the Kenyan vision 2030 which seeks to ensure that each student is integrated into the digital education system (Tarus, Gichoya, & Muumbo, 2019). Kenya Government's effort to mitigate the effects of COVID-19 pandemic on education

accelerated Information Communication Technology (ICT) integration in education, and remote learning has become essential, leaving those without digital skills severely disadvantaged. In particular, the Government collaborated with partners to make online learning accessible, including those in underserved and unserved, (Internet Connectivity to Schools: Experiences and Lessons learnt from digischool project in Kenya (2023).

During the nine month temporary closure of the covid-19 crisis, learning was facilitated through the radio, TV, You tube and the Kenya Education cloud of institute of Curriculum Development (K.I.C.D). Teachers conducted lessons on digital platforms and those with access to internet received virtual classes from the comfort of their homes.

Ministry of Education sessional paper NO. 1 OF 2019 on Policy Framework for Reforming Education and Training for Sustainable Development in Kenya aims to improve the quality and relevance while increasing equitable access to education at all levels in order to address the macroeconomic and social challenges hindering the transformation to a knowledge-based economy through the creation of technology platforms, productivity and growth. The paper acknowledges the importance of ICT in transforming education, and undertakes to address major challenges of access, quality, relevance and equity faced by the education system.

The 2021 Policy on Information and Communication Technology in Education and Training aims at increasing access to appropriate ICT infrastructure in education and training for all; ensuring inclusive use of ICTs in education and training; as well as supporting the adoption of blended, remote, open, distance and e-learning approaches at all levels of education and training. According to the Government's Medium Team Pan III, 2018-2022, integrating ICT into teaching and learning is critical for content delivery.

The Government of Kenya through the Ministry of Education initialized The Digital Literacy Programme (DLP) in 2013 to integrate technology in teaching and learning in basic education system. The Government of Kenya (GOK) organized programme as follows; Ministry of Education to provide policy guidelines for the project, The Kenya Institution of Curriculum Development (KICD) to develop content, Teachers Service Commission (TSC) to train teachers,

Kenya Power and Rural Electricity Authority (REA) to electrify schools, Ministry of industrialization to ensure set up local assembly plants and Information Communication Technology Authority (ICTA) to provide learning devices to schools and coordinate implementation.

DLP aims at connecting Kenya's 24,000 primary schools scattered across the country through use of available networking technologies among them, fibre optic and wireless networks. The bandwidth connectivity to schools is recommended at a minimum of 10MB to enable effective download of content. A sustainable maintenance plan with equipped Network Operational Center (NOC) is required to support the infrastructure. The Kenya Education Cloud server will be installed in each county to enable faster access to approved educational content by learners. DLP reports 21,649 schools have so far been installed with digital devices out of the targeted 21,772 (https://www.digischool.go.ke/Home/executivesummary). These devices supplied include 1,078,034 learner devices, 43,240 teacher devices, 21,620 routers, 21,620 projectors, and 1,571 Special Needs Learner Digital Devices (SNELDD) to public primary schools across the country. The mission is to give young minds exposure to digital literacy in their formative years of formal education.

According to the World Bank, about 20,000 schools out of the targeted 21,951 schools have been issued with digital devices. But this survey tested to establish how many of these schools are actually using these devices and if there are any benefits received from utilizing these devices. Have they faced any challenges? Answers to these questions are important because the primary beneficiaries of digital transformation in Kenyan primary schools would be youth and children, mainly through the acquisition of relevant skills that prepares them to make a contribution towards the realization of Kenya Vision 2030.

DLP project grapples with the lack of adequate financial resources and existing infrastructure to effectively run the one laptop – one child model of the DigiSchool implementation. Monitoring

conducted by the ICT Authority on the use of these devices reveals that most of the devices are unused due to lack of trained personnel and lack of electricity in some schools. Lack of broadband internet and the cost of WIFI in some remote areas limit access to e-learning. 70 % of learners are found in rural areas with a wide number of challenges including lack of accessibility to electricity and reliable internet hence creating a digital divide between children in urban centres and those in the rural areas. 58% of Kenyans have access to the internet but only 29% of the population has a basic level of digital literacy hence hindering the country's economic growth and results in missed opportunities. This is according to the 2021 Ibrahim Forum Report. It is crucial to establish the extent of how these challenges are being followed through, with the view of stimulating engagement in evidence based advocacy towards enabling digital transformation for all schools in Kenya.

1.4 Generation Digital Project

The German Federal Ministry for Economic Cooperation and Development (BMZ) commissioned GIZ to spearhead the project GenerationDigital! – Supporting Digital Skills for the Next Generation. The project aims to promote the digital transformation in Africa by supporting the provision of digital skills for children and youth. It does so by supporting education actors in Africa to boost the digital ecosystem in respective countries and/or regions. Regional exchanges are used to promote the development of Pan-African networks for digital skills between ministries, civil society organizations and the private sector with focus on basic education. GenerationDigital! acknowledges the fact that digital transformation permeates all areas of life and therefore the promotion of digital skills is often cross-sectorial.

In many states, including a number of African countries, education systems cannot keep pace with technological advances in all areas. The major challenge is therefore to provide students, who are the engine of development, with the digital skills necessary for the long-term digital development of the continent.

In advancing GenerationDigital! Agenda, GIZ has commissioned Elimu Yetu Coalition (EYC) to implement the project "Understanding School Digital Ecosystem in 10 Counties in Kenya" as one of the 25 African partner countries to promote digital skills among children and youth. EYC

is Kenya's national education coalition, established in 1999 as a national platform for civil society organizations, professional groupings, education/research institutions and other non-state actors in Kenya's education sector to lobby for the implementation of Education for All (EFA) goals as articulated in the Jomtien Declaration in 1990 and Dakar Framework of Action in 2000.

EYC focuses on mobilizing and harnessing collective efforts to make EFA a reality in Kenya. In doing this, the coalition works in collaboration with County Education Networks (CENs) to track achievement and challenges in education sector at the grassroots and enable communities to engage in education processes at the county level.

1.5 Purpose of the Survey on School Digital Ecosystem Assignment

The purpose of the assignment was to lead a data collection and reporting exercise for targeted schools in 10 Counties in Kenya as a basis for the development of an advocacy initiative towards increased ICT integration in schools. Ultimately, the project aimed at laying a foundation for enhanced civil society advocacy work for the inclusive digital transformation of the education sector in Kenya. The key objective was to establish sufficiency of electricity and internet of connectivity in schools within the targeted counties to facilitate digital skills and help close education divide. Data was also collected on ICT equipment and other associated elements such as internet access for teachers, and learners 'access to these digital devices. Additionally, data was also collected on digital skills training for both teachers and head teachers of public primary schools by the Government or other entities.

Understanding school digital ecosystem is essential not only for the targeted counties but the country as a whole. By doing this, EYC gets to appreciate the gaps existing in schools on digital skills matters. The understanding then triggers actions aimed at closing those gaps which may include and may not be limited to, lack of appropriate equipment, lack of support personnel, low digital literacy levels, lack of reach to marginalised groups, inadequate training for both teachers and learners and the inability to relate digital skills to improved quality of learning in schools. This by extension helps to provide data that can help motivate action from the government and other development partners aimed at addressing the gaps.

The project's importance is related to providing evidence of the gaps and engaging in advocacy initiatives that can lead to relevant action. The initiative partly sought to establish whether the access to ICT is at 50% as reported as being the case during the COVID-19 crisis for learners at home is the same at the school level currently. The research also sought to establish whether the same factors of lack of relevant devices, inadequate access of online content and not being able to afford internet and electricity apply in the current school situation. The survey provides in-depth understanding of the digital ecosystem in public primary schools and contributes to the body of knowledge of the same within the Education ecosystem.

2.0 TECHNICAL APPROACH AND METHODOLOGY

2.1 Technical Approach

Realization of Digital learning requires some essential ecosystem to be in place including electricity and internet connectivity, devices and equipment, teachers skilled in ICT, relevant guidelines and other attendant infrastructure. This survey assessed the extent to which public primary schools have been facilitated in terms of electricity, internet, Digital Devices and their security, teacher training in ICT, digital learning impacts and suggestions for improvement on the same.

A core element of the digital infrastructure is access to power. Without power, the devices cannot be charged and therefore cannot be utilized to support teaching and learning. Internet promotes access resulting in quality education outcomes while addressing inclusivity and equity in education, therefore benefiting all learners. The benefits of the internet are not just directly in improving education quality, but also in the overall education environment and attitude for learners and teachers. But internet benefits for schools may be limited due to the lack of enough devices.

The use of digital devices such as tablets and laptops have become an integral part of the modern classroom, replacing traditional paper-based materials and changing the way teachers deliver their lessons. Digital devices are highly portable, allowing students to take their learning materials with them wherever they go. Digital devices also offer a wealth of interactive resources that are not available in traditional textbooks. Videos, animations, and simulations can be used to help students understand complex concepts, while quizzes and games can be used to reinforce learning and make it more engaging. Another significant advantage of digital devices is the ability to access a vast range of online resources. However, one of the most significant concerns is the potential for digital devices to distract students from their studies. Social media, games, and other online distractions can quickly take over, leading to a decrease in productivity and learning outcomes.

With the aim of strengthening ICT integration in education, Sessional paper NO. 1 of 2019 set out to expand ICT infrastructure in education, training and research; strengthen public-private partnership in ICT; strengthen innovation centres of excellence to nurture ICT based innovations; build the capacity of managers and teachers to integrate ICT in education; enhance availability and utilization of digital learning materials and open educational resource centres at all levels of education; promote integration of ICT in the education and training for learners with special needs and disabilities; enhance policy, regulatory and institutional frameworks to support ICT integration in education; and enhance security, safety and ethical use of ICT. It is within this framework that this survey aimed at establishing the current status of digital ecosystem in public primary schools especially on power and internet connection, school digital devices and their security/safety, teachers training on ICT, and impacts of digital learning so far.

2.1.1 Power Connectivity

Data on power connectivity to public primary schools in Kenya varies with sources. The 2018 Multi-Tier Framework survey found that 60% of public schools in Cambodia, Ethiopia, Kenya, Myanmar, Nepal and Niger had no access to electricity, 31% were on grid and 9% off grid (IEA et al., 2020). But access to electricity varies widely between these countries (Global Education Monitoring Report 2023). Another source reports that between 2014 and 2016, the number of primary schools with electricity rose from 56% to 94%. Schools in proximity to the grid network were connected to grid electricity, while those located further away received solar photovoltaic (https://doi.org/10.1016/j.jdeveco.2023.103178. Meanwhile, Huawei Technologies Co., Ltd states that the Government of Kenya has provided almost all public primary schools with electricity (https://www.huawei.com/en/tech4all/stories/kenya-digischool ©2024 Huawei Technologies Co., Ltd).DIGISCHOOL PROJECT IN KENYA also supports Huawei by asserting that all public primary schools with DLP devices have been connected to electricity.

Even as the correct connectivity rate is harmonized, Global Education Monitoring Report 2023 points out to frequent power interruptions which are costly. They report that on average, only 16% of schools in the six countries sampled enjoyed uninterrupted supply. Further voltage

fluctuations damage devices: 28% of schools experienced equipment damage because of frequent power surges and outages (IEA et al., 2020). The same report offers alternative in PV electricity generation, i.e. solar panels that turn sunlight into an electric current, have created new options for decentralized power generation and further states that solar power is a backup solution for 15% of Kenyan.

The DLC management guidelines on power require school management to:

a) Ensure availability of power connection either from national grid and/or a solar source.

b) Professional electrical wiring within the lab or classroom to be used.

c) Ensure availability of power sockets for projector use in classrooms and computer labs.

d) Ensure availability of a socket for connection of the Digital Content Server and Wireless Router (DCSWR).

2.1.2 Internet Connectivity

Equitable access to internet connectivity is crucial for achievement of the UN Sustainable Development Goals, particularly SDG4, which provides for inclusive, equitable and quality education and lifelong learning. Internet connectivity enriches teaching and learning by granting access to a diverse range of quality learning content that is both relevant and personalized based on diverse teaching and learning needs aligned to the aspirations of the on-going education reforms in Kenya.

In view of the Government's commitment to continuously integrate ICT in education, internet connectivity to schools remains a key component of this process. The Ministry of Education (MOE), UNESCO and other partners implemented the Digischool Internet Connectivity Project in Kenya leveraging on National Optic Backbone Infrastructure (NOFBI) and Digital Literacy Programme (DLP), with a view to provide sustainable internet access to Kenyan schools.

The Government has laid the National Optic Fibre Backbone Infrastructure (NOFBI) to provide affordable and quality broadband infrastructure across the country. Currently, NOFBI connects all 47-county headquarters, 290 Constituency headquarters, and is intended to connect all public

learning institutions, amongst other goals stated in the Kenya National Digital Master plan, 2022-2032.

According to Internet Connectivity to Schools report, to maximise utilization of the ICT devices provided to schools through the DLP programme, the Government of Kenya committed via the Kenya Digital Master plan, 2022-2032 to have 100% broadband connectivity across the country by 2032. This will include 100% connectivity of all schools and other educational institutions. This will facilitate internet-based teaching and learning in all schools in Kenya, effectively revolutionizing the education sector (https://www.digischool.go.ke/Home/executivesummary).

School Net Programme deliverables involve connectivity of schools through use of available networking technologies among them, fiber optic and wireless networks. The bandwidth connectivity to schools is a minimum of 10MB to enable effective download of content. A sustainable maintenance plan with equipped network operational center [NOC] is required to support the infrastructure. The Kenya Education Cloud server was to be installed in each county to enable faster access to approved educational content by learners. There will Network Operating Center (NOC) at national level and mirrored at the county level and will be operational 24/7.

Global Education Monitoring Report-2023 acknowledges that governments have developed offline mobile learning platforms where access to electricity and internet is low, but use of mobile phones is high. It further cites that in 2017, the GOK developed M-Shule, a mobile learning platform that uses text messaging to provide students with lesson plans, activities and learning materials. It also uses the data collected from users to adapt and send personalized content based on student needs.

The 2024 Huawei points out that while schools close to the fiber network are directly connected to fiber; more remote schools have been connected using wireless technologies. In these cases, small towers have been constructed at the nearest fiber connection point and also at the schools,

with Huawei's leading point-to-point microwave solutions bringing the Internet from one to the other. According to Huawei, all schools currently enjoy Wi-Fi speeds of 100 Mbps or more.

UN CORE PRINCIPLES ON EDUCATION Principle 1 requires that connectivity reaches all individual learners. For connectivity to truly equalize educational opportunity, it needs to enable anytime, anywhere internet access for individual students and teachers. This standard will be used in this survey to gauge internet connectivity.

2.1.3 Digital Devices

The government aimed to provide devices to all public primary schools under the Digital Literacy Programme. Those devices should have specific minimum specifications whether they are provided by the government, acquired by schools or received as donations. For key devices such as the laptops and printers the technology should be limited to two years from the date of manufacture. Devices that are beyond this age threshold should not be received by schools.

According to Internet Connectivity to Schools report, the device-to-pupil ratio in primary schools was approximately 1:8 by January 2020 (ICTA, 2020). Through the DLP or Digischool, the GOK distributed over 1.1 million learner devices to 22,468 public primary schools, benefiting over 3 million learners in Grade 1 – 3. Over 47,000 teacher devices have been distributed in primary schools along with a Projector, as well as a Content and Access Point (CAP) for each primary school. To ensure inclusivity in DLP, assistive technologies and specialized laptops have been provided to assist in teaching and learning for the Visually Impaired (VI) and Hearing Impaired (HI).

DLP website current status of devises supplied is as follows:

Schools	Installed	Pending	% Installed	Learner Devices	Teacher Devices	Routers	Projectors	SNELDD s
21,772	21,649	123	99.44	1,078,034	43,240	21,620	21,620	1,571

Devices supplied to primary schools in the ten (10) target counties are as follows:

Schools	Installed	Pending	% Installed	Learner Devices	Teacher Devices	Routers	Projectors	SNELDD
5,258	5,244	14	99.73	244,680	10,490	5,245	5,245	545

Global Education Monitoring Report-2023 avers that on the whole, it can be said that, while countries invest in digital technology for education, business rather than education arguments are more commonly deployed to justify these investments. With some notable exceptions, countries often appear to pay little attention to whether their investment has been relevant and had an impact on learning, whether it has been equitable and inclusive, whether it is economically efficient, and whether it has longer-term negative effects on human rights and well-being. Questions are hanging over the type and quality of evidence used in making decisions. Countries tend to describe progress in terms of the technology inputs they have purchased instead of the learning improvement these inputs have achieved.

While in some cases, education technology investment is aligned and integrated with related investment in the rest of government, in other cases such investment does not respond to an education system's specific problems. Instead, it appears more as a modern accessory, something that is added to the education system, possibly to imitate other education systems or in a belief that technology is a good in itself.

To mitigate the risk of technology dumping and obviate challenges associated with e-waste management, DLP Management Guidelines advices that donations of equipment are thoroughly assessed in order to establish their stage in the technology life cycle. For key devices such as the laptops and printers the technology should be limited to two years from the date of manufacture. Devices that are beyond this age threshold should not be received by schools.

UN CORE PRINCIPLES ON EDUCATION Principle 2 calls for ensuring users have appropriate devices that will catalysis human-centered learning experiences. This survey aimed to ascertain the actual number and type of devices supplied to the primary schools, functionality and adequacy of access to them.

2.1.4 Digital Devices' Security and Safety

Storage Security

DLP Management Guidelines sets out the basic devices storage requirements that include secure storage cabinet should be metal or concrete and the door should be burglar proof; the cabinet should have sufficient shelves for storage of devices; the shelves should be made from anti-static material; sufficient number of power sockets and power strips to charge devices; and the room where the storage cabinet is located should be completely sealed and constructed preferably using concrete. Windows and doors should be burglar proof where the devices will be stored/ storage cabinet is located. The projection surface should be flat, and the building floor should be dust proof.

Safety during use

UN CORE PRINCIPLES ON EDUCATION Principle 3d aims at preparing learners to use connected technology in healthy, safe, and productive ways. This seeks to gradually loosen restrictions on the learners' use of connected technology as education advances. Global Education Monitoring report (2023) cautions that learners' use of devices beyond a moderate threshold may have a negative impact on academic performance. The use of smartphones and computers disrupts classroom and home learning activity. Incoming notifications or the mere proximity of a mobile device can be a distraction, resulting in students losing their attention from the task at hand.

Ethical issues and security

Ministry of Education's Policy on Information and Communication Technology in Education and Training points out that the use of ICTs in teaching and learning can pose a great risk if

ethical and safety issues are not well addressed. These issues range from unauthorized access to data, generation and sharing of inappropriate content as well as infringement on the rights of others. The government has an obligation to protect the integrity of the user, data, processes and ICT infrastructure. In addition, parents or guardians and other stakeholders in education and training have a role to play in safety and ethical use of ICTs.

DLP Management Guidelines requires schools to develop school-based guidelines, which are critical to regulate the use of the internet and ICT devices at school. Further, parents/guardians/care givers, teachers, learners and school administrators should be sensitized on responsible use of the internet.

2.1.5 Teacher Training in ICT

The application of digital technology is dependent on teacher willingness and preparedness among other factors. Teachers are main actors of schools. They are not only knowledge transmitters, but also actors of changes in schools. Teachers have to be 'e-teachers'. This means not only to be able to use digital technologies, tools and resources, but also to change the pedagogy, to integrate ICT as technologies and, more important, as tools for pedagogical enrichment.

Internet Connectivity to Schools reports that over 228,000 teachers have been trained in the use of technology in learning, https://www.digischool.go.ke/Home/executivesummary. Additionally, DLP phase II aimed at training 46,000 teachers for classes 4 and 5 in operation of the devices and integration by December 2019.

Teaching and the teaching profession in a digital world Kenya Report notes that COVID-19 pandemic had halted face-to-face learning which increased pace of digitalization in the education system, with the Government of Kenya making meaningful steps towards distance learning. During school closures, lessons were conducted via radio, television and online, and learning materials were shared through messaging platforms. The uptake of technology to continue learning helped to facilitate learning in hard to reach communities, including those in arid and semi-arid lands (ASAL), slums in urban areas and remote communities. In response to the

COVID-19 pandemic, some teachers received, and many are continuing to receive, training on the integration of ICT in teaching and learning. Training was conducted virtually due to the pandemic. Some teachers were at first reluctant to adopt technology, but over time came to appreciate using ICT-based resources in teaching. In addition to teacher training, the effective integration of technology in education requires investment in infrastructure, including devices and internet connectivity (Barasa, 2021b).

In 2017, MOE launched the competency based curriculum (CBC), which places greater emphasis on attaining knowledge and skills, such as digital literacy, that can be applied to real life situations. In order to impart these competences to both learners and teachers, priority has to be given to integrating technology in teaching and learning. Greater attention also needs to be placed on the preparation of teachers so that they are better prepared for changes in education delivery.

During the COVID 19 period, TSC used the then existing platform of the ICT Authority of Kenya to train teachers to support remote learning through a project entitled Remote Learning Methodologies. Manual for Teachers, which provides guidance for teacher training, was developed on the basis of the DLP and used to broaden the concept of remote learning. Training was provided on 10 June 2021 for primary and secondary school teachers and ICT champions. Teachers were trained, among other subjects, in delivery modes for remote learning, digital citizenship, online safety and security, the creation of digital content, accessing the Kenya Education Cloud and Open Education Resources (OERs), effective pedagogies for remote learning, planning and implementing remote learning lessons and assessing learners in remote learning (Teachers Arena, 2021).

The TSC targeted at least three teachers from every primary and secondary school, and the training covered 30,000 basic learning institutions. However, one challenge is that the TSC sometimes transfers teachers without consulting the respective head teachers, thereby creating gaps in trained personnel in some institutions. Additionally, DLP phase II recommended establishment of a model ICT center in every zone (approx. 1400) to act as the training and

support centers. In its quest to implement the new technology in schools, the government has trained 70,000 teachers through DLP, (Equipping and Emphasizing Digital Learning in Schools12 March 2024 Aura Ruth).

2.2 Methodology

The assignment was carried out in four phases namely; assignment design, training of data collectors, data collection, data analysis, and preparation of draft and final Survey of school digital ecosystem in 10 counties in Kenya Reports.

2.2.1 Phase 1 – Assignment design

i. Inception Meeting with the Client EYC

An inception meeting was held between the consultant and EYC team on 9th April 2024 to reconfirm the scope and objectives of the assignment.

ii. Review of Secondary Data

Secondary research was conducted before and in parallel to the primary data collection to understand the education and ICT policies that support universal access and participation; quality, relevance, and governance; accountability and sustainability of digital learning. The research largely focused on the efforts made by DLP in enhancing digital ecosystem in primary schools within the principles of digital literacy.

iii. Development of Data Collection Tool.

In consultation and during a workshop held between the consultant and EYC team, between 21st to 23rd May, 2024 in Thika town, a data collection tool was developed. The tool has eight sections covering; Details of the School, Power, Internet Connectivity to School, Devices/Equipment, Devices security, Trained Teachers, Impact and suggested improvements, and lastly Additional Information.

iv. Recruitment of Data Collectors

EYC worked with County Education Networks (CENs) of targeted counties to recruit 10 data collectors and a data lead per county guided by TRIPLE 10 CARE MODEL to ensure whole county representation by the collectors.

v. Training of Data Collectors

All the data collectors were trained to understand the Generation Digital Project design, objectives, and intended results, and the type of data to be collected, the tools to be used in data collection, ethical behaviour and confidentiality of information during data collection. The one-day training of data collectors was conducted per county between 5th and 29th July, 2024. Facilitation during the training was provided by the consultant, EYC secretariat, Data lead, MOE and TSC officials.

vi. Sampling

EYC developed a sampling tool during the COVID 19 period that enabled collection and sharing of essential and representative information during the lock down. This involved collection of data from 10 school communities in 10 sub-counties or equivalent units from 10 counties representing different regions in Kenya and was dubbed Triple 10 Collect, Analyze, Report, and Engage (CARE) which allowed the stakeholders to have a feel of what was happening around the school communities during those prohibitive days. It is this model that was used in this survey to select 10 counties of Busia (Western); Kisii and Nyamira (Nyanza); Trans Nzoia and Trans Nzoia (Rift Valley); Nyandarua (Central); Mandera (North Eastern); Taita Taveta (Coast); and Kitui and Makueni (Eastern). At the county level, ten (10) public primary schools were targeted per sub-county or equivalent units, in all resulting in 100 schools per the 10 counties with overall sample of 1,000 schools, They also cut across the 6 current regional blocks of Lake Region Economic Bloc (Busia, Kericho, Kisii and Nyamira); North Rift Economic Bloc (Trans Nzoia); Frontier Counties Development Council (Mandera); Jumuia Ya Kaunti Za Pwani (Taita Taveta); South Eastern Kenya Economic Bloc (Kitui and Makueni); and Mt Kenya and Aberdares Region Economic Bloc (Nyandarua).

2.2.2 Phase 2 - Data Collection

2.2.2.1 Ethical Standards

Ethical standards regarding data collection from respondents was established and maintained. All respondents were informed about the purpose of the exercise, and their consent to participate in the interview obtained. They were further assured that responses will be reported anonymously in the final report unless specific attributed responses are necessary, and the respondent agrees and allows their inclusion in advance.

2.2.2.2 Quantitative Data Collection

Field data collection was carried out a day after training for each county for five working days starting with Mandera on 8th July and ended in Makueni on 5th August, 2024. It covered 1,000 public primary schools spread across all constituencies in the ten targeted counties using the approved data collection tool. Each data collector targeted the head teachers of public primary schools and administered 10 instruments before forwarding to the County data lead for verification and submission to EYC secretariat. Thus 10 collectors per county for 10 counties resulted in 1,000 respondents.

2.2.3 Phase 3 – Data Analysis

The data analysis entailed transforming and modelling the data to extract meaningful inferences and draw conclusions. This included identifying outliners and cleaning both quantitative and qualitative data. A descriptive analysis of the quantitative data formed the main approach to data analysis.

2.2.4 Phase 4 – Validation Workshops

Validation workshops were held with public primary schools' stakeholders in each of the 10 targeted counties starting with Kisii on 17th September, 2024 and finishing on 14th October, 2024 in Mandera. All participants confirmed that the county draft reports represented the true situation in their counties. They also presented their recommendations on each of the elements of the digital ecosystem which have been incorporated in this final report.

The next chapter deals with the analysed data which is presented using single-variable and multi-variable frequency tables. Where applicable, explorations of the relationships between two or more variables through cross-tabulation are also presented using frequency tables.

3.0 FINDINGS

This chapter details the findings of this study, first aggregated at national level for the 10 counties, and individually at county level.

3.1 National Level

1,000 public primary schools drawn from 10 counties participated in the survey that included four ASAL counties of Kitui, Makueni, Mandera, and Taita Taveta. Data at national level is tabulated in this section on thematic areas of school basic details, electrical power connection, internet connectivity, school digital devices, digital devices security, ICT trained teachers, and impacts of digital learning.

3.1.1 School Details

The basic details on categories and enrolment for all 1,000 schools are as set out in Table 2.

Table 2: School Details

Number of School									
	County	Regular	Regular with Special Unit	Special	Total school total enrolment	No. of Boys	No. of Girls	% Enrolment	% Girls
1	Busia	85	13	2	59,993	29,476	30,517	13.25	50.87
2	Kericho	93	4	3	34,262	17,459	16,803	7.57	49.04
3	Kisii	82	17	1	51,048	25,833	25,215	11.27	49.39
4	Kitui	89	8	3	22,042	10,958	11,084	4.87	50.29
5	Makueni	76	18	6	28,810	14,794	14,016	6.36	48.65
6	Mandera	90	9	1	74,824	42,609	32,215	16.52	43.05
7	Nyamira	62	36	2	36,845	18,969	17,876	8.14	48.52
8	Nyandarua	80	12	8	40,300	20,853	19,447	8.90	48.26
9	Taita Taveta	92	6	2	34,989	17,624	17,365	7.73	49.63
10	Trans Nzoia	87	9	4	69,737	35,051	34,686	15.40	49.74
	Total	836	132	32	452,850	233,626	219,224	100.00	48.41

Table 2 shows that 836 schools are purely regular, 132 schools are regular but with additional special unit, and 32 are standalone special schools. The combined enrolment is 452,850 pupils

with boys forming 51.59 per cent and girls 48.41 per cent. Mandera has the highest enrolment at 16.52 per cent of the total, followed by Trans Nzoia at 15.43 per cent. The least enrolment is in Kitui at 4.87 per cent and Makueni with 6.36%. Busia and Kitui have the percentage of girls surpassing that of boys at 50.87% and 50.29% respectively.

3.1.2 Power

A core element of the digital infrastructure is access to power. Without power, the devices cannot be charged and therefore cannot be utilized to support teaching and learning. The state of power availability in the 1,000 primary schools is as shown in Table 3.

Table 3 Power

	County	No. connected to the grid	No. connected to alternative source	Total Connected to power	% stable power source	% affordable power source	% Power in school used for digital learning	% of Total connected
1	Busia	99	0	99	61.22	81.25	97.89	10.44
2	Kericho	97	0	97	86.46	86.46	93.81	10.23
3	Kisii	96	2	98	83.67	84.69	95.88	10.34
4	Kitui	75	12	87	65.96	82.56	89.28	9.18
5	Makueni	95	4	99	72.73	74.23	98.99	10.44
6	Mandera	31	40	71	35.29	48.67	68.92	7.49
7	Nyamira	99	1	100	69	79.8	94.95	10.55
8	Nyandarua	99	0	99	97	81.82	98.99	10.44
9	Taita Taveta	98	2	100	88.89	81	100	10.55
10	Trans Nzoia	98	0	98	76.04	84.69	95.88	10.34
	Total	887	61	948				

Table: 3 shows 886 schools are connected to the national grid and 61 others get power from solar systems, bringing total connections to 947 (94.7%) out of 1,000. Mandera has the least connection to the grid with only 31 schools followed by Kitui with 75. The rest of the counties have 95 and above schools connected. Taking into account the alternative power connections,

Mandera still has the least at 70 schools, followed by Kitui with 87; the rest of counties have 98 schools and above connected to electricity.

Mandera reported the least stability of power supply at 35.29% against the highest in Nyandarua at 97% with overall stability at 73.62%. Mandera also reported power being least affordable at 48.67% against Kericho at 86.46% with average affordable rating at 78.52%. Mandera still reports the least power usage for digital learning at 68.92% compared with the best usage in Taita Taveta at 100%, the overall average is at 93.46%.

3.1.3 Internet

Internet connectivity enriches teaching and learning by granting access to a diverse range of quality learning content. Table: 4 show the level of internet connection and us in the 1,000 schools.

Table 4: Internet Connection

	County	Connected to internet	Connected to alternative source	Total Connected to internet	% stable internet	% Internet in school used for digital learning
1	Busia	50	41	91	43.88	92.98
2	Kericho	29	55	84	47.97	91.96
3	Kisii	26	43	69	24.73	65.26
4	Kitui	41	51	92	26.88	65.55
5	Makueni	31	63	94	23	90.72
6	Mandera	20	37	57	28.81	64.91
7	Nyamira	34	49	83	24.19	65.93
8	Nyandarua	17	78	95	28.08	85
9	Taita Taveta	69	31	100	55	95.96
10	Trans Nzoia	36	54	90	20.43	91.96
	Total	353	502	855	32.30	81.02

Table: 4 show 353 schools are connected to fibre internet with Taita Taveta leading at 69 connections followed by Busia with 50; the least connected is Nyandarua with 17. Alternative

internet connections away from fibre are more at 502 with Nyandarua leading with 78 followed by Makueni at 63. Combined connections still place Taita Taveta at 100 connections followed by Nyandarua with 95; the least connected county is Mandera at 57. Overall 855 schools out of 1,000 access internet.

Only 32.3% of the schools report the internet being stable with the least being in Trans Nzoia at 20.43% and the best in Taita Taveta at 55%. Overall, 81.02% of schools use the internet for digital learning with Taita Taveta reporting such usage at a high of 95.96% against the least reported in Mandera at 61.91%.

3.1.4 Digital Devices

The survey aimed to ascertain the actual number and type of devices supplied to the primary schools, functionality and adequacy of access to them; and the results are shown in Tables: 5 and 6. Table: 5 deals with Learners Digital Devices

Table 5: Learner Digital Devices

	County	Number of schools with LDD	No. LDD received	No. currently in use	No. of users	Users per device	Total school total enrolment	Leaners not served
1	Busia	95	7,256	4,605	37,700	8.19	59,993	22,293
2	Kericho	91	1,870	1,274	11,975	9.40	34,262	22,287
3	Kisii	97	5,152	3,837	38,674	10.08	51,044	12,370
4	Kitui	86	3,154	2,051	17,917	8.74	22,042	4,125
5	Makueni	95	3,670	2,497	21,410	8.57	28,810	7,400
6	Mandera	74	5,234	3,946	22,801	5.78	73,503	50,702
7	Nyamira	98	4,035	2,999	31,788	10.60	36,845	5,057
8	Nyandarua	97	4,466	3,396	36,124	10.64	40,300	4,176
9	Taita Taveta	94	3,859	2,153	31,029	14.41	34,989	3,960
10	Trans Nzoia	93	8,003	4,948	41,350	8.36	69,737	28,387
	Total	920	46,699	31,706	290,768	9.17	451,525	160,757

Table: 5 indicates that 920 out of the 1,000 received LDDs with same reporting missing out since they were established only recently. Nyamira leads with 98 schools supplied followed closely by Kisii and Nyandarua at 97 respectively. The least supplied was Mandera with 74 schools supplied with LDDs.

The schools received a total of 46,699 LDDs with Trans Nzoia receiving the highest 8,005 LDDs followed by Busia with 7,256, while Kericho with 1,870 LLDDs received the least.

Out of the total 46,699 LDDs initially received 31,706 (68%) are currently in use with Nyandarua at 76% being the best, Mandera 2nd at 75% and Kisii and Nyamira at 74% respectively; Taita Taveta lags at 56%.

The LDDs are used by 290,768 learners translating to average 9 users per device with Taita Taveta burdened with per capita user of 14 compared to Mandera at 5. With total enrolment of 451,525 pupils, 160,757 (35.60%) are not using LDDs, the worst hit being Mandera at 68.98% and Taita Taveta best at 10.36%.

Table: 6 deals with other devices separate from LDDs

Table 6: Other School Digital Devices in use

	County	Brailler Embosser	DCSWR	Projectors	SNELDD	TDD
1	Busia	0	47	77	18	93
2	Kericho	2	68	94	28	130
3	Kisii	0	17	86	0	118
4	Kitui	1	33	91	60	124
5	Makueni	0	33	100	23	127
6	Mandera	7	17	50	34	144
7	Nyamira	0	24	90	40	129
8	Nyandarua	0	57	96	17	139
9	Taita Taveta	0	43	98	76	126
10	Trans Nzoia	1	40	88	5	139
	Total	11	379	870	301	1269

Table: 6 shows that out of the 1,000 schools, 11 schools still have Brailler Embossers in use, 379 Digital Content Server and Wireless Routers are in use, just as 870 projectors, 301 Special Needs Education Learners Digital Devices and 1,269 Teacher Digital Devices are in use.

Table 7: Special Needs Education Learners Digital Devices

	County	Brailler Embosser	SNELDD	No. of Special Schools	No. of Regular Schools with Special unit
1	Busia	0	18	2	13
2	Kericho	2	28	3	4
3	Kisii	0	0	1	17
4	Kitui	1	60	3	8
5	Makueni	0	23	6	18
6	Mandera	7	34	1	9
7	Nyamira	0	40	2	36
8	Nyandarua	0	17	8	12
9	Taita Taveta	0	76	1	7
10	Trans Nzoia	1	5	4	9
	Total	11	301	31	133

It is noted in Kericho County that Cherera Special Primary and Junior Secondary School with 126 pupils was not supplied with SNELDDs just as 4 regular schools with Special Units. Kisii Special School and 17 regular schools with Special Units in Kisii County were not supplied with SNELDDs. Mutito Special School in Kitui and 8 regular ones with Special Units were not supplied with SNELDDs. In Makueni County, Kyangoma Special School and Ndululu C. School as well as 18 regular ones with Special Units were not supplied with SNELDDs. In Nyamira County, Esani Special School, Esanige Special, and 35 regular schools with Special Units did not receive SNELDDs. Nyamira Primary, a regular school with Special Unit abnormally received 38 SNELDDs.

For Nyandarua County, all 17 SNELDDs were received by Nyandarua School for the Deaf, leaving Ndunyu Njeru, Ol kalou Special School, St. Mary's Ngorika Special Primary, Wiumiririe Comprehensive, Kwanjora Special School, Kimaru Special MH, and Ritaya Comprehensive

Special schools not supplied with any. The same holds for the 12 regular schools with Special Units in the County.

All 6 regular schools with Special Units in Taita Taveta County did not receive SNELDDs, while in Trans Nzoia, all 4 special schools, Michael Wamalwa Special School for the HI, Masaba Special (Mentally Handicapped), Mitoto S.A Special (blind), and Section six Special School did not receive SNELDDs.

3.1.5 Devices Security

DLP Management Guidelines sets out the basic devices storage requirements and the survey established indicative features as shown in Table: 8.

Table 8: Devices Security

	County	Schools with designated storage cabinet	Schools with lockable cabinet	Schools with sufficient shelves	Schools whose windows and door are burglar proof	Schools with guidelines on use of ICT devices
1	Busia	87	84	69	42	52
2	Kericho	94	83	79	70	52
3	Kisii	89	65	64	42	60
4	Kitui	84	77	35	20	51
5	Makueni	90	88	68	63	66
6	Mandera	70	65	34	7	43
7	Nyamira	98	64	69	42	70
8	Nyandarua	95	81	67	73	64
9	Taita Taveta	91	81	70	55	60
10	Trans Nzoia	89	88	74	76	67
	Total	887	776	629	490	585

Table: 8 indicates that 887 schools out of 1,000 have designated devices storage cabinets of which 776 are lockable, and 629 have sufficient shelves. 490 of the cabinets are housed in buildings whose windows and doors are burglar proof. On individual features, Mandera at 70 has the least schools with designated storage cabinets while Nyamira tops at 98. Nyamira is last with

64 schools having lockable cabinet in contrast to Trans Nzoia with 88. Kericho with79 Schools having sufficient shelves tops in that category compared to Mandera with only 34 just like it lags with 7 schools whose windows and door are burglar proof as contrasted with Trans Nzoia with 76. 585 schools have guidelines on use of ICT devices. Whereas 70 schools in Nyamira have such guidelines, Mandera has the least at 43.

3.1.6 Trained Teachers

The application of digital technology is dependent on teacher willingness and preparedness among other factors. Teachers are main actors of schools. They are not only knowledge transmitters, but also actors of changes in schools. Teachers have to be 'e-teachers'. Table 9 depicts the 'e-teachers' position in the 10 counties.

Table 9: ICT Trained Teachers

	County	Schools with head teacher/deputy trained on ICT	Schools whose teachers have been trained on ICT	Schools with 1-4 Teaches Trained on ICT	Schools with 5 and above Teaches Trained on ICT	Schools aware of zonal ICT centre of excellence	Main trainer
1	Busia	82	95	68	27	22	MOE
2	Kericho	76	94	66	28	14	MOE
3	Kisii	74	86	57	29	19	MOE
4	Kitui	81	81	49	32	7	MOE
5	Makueni	81	85	54	31	18	MOE
6	Mandera	45	40	37	3	11	MOE
7	Nyamira	84	97	64	33	21	MOE
8	Nyandarua	67	84	38	46	11	TSC
9	Taita Taveta	70	83	42	33	16	MOE
10	Trans Nzoia	80	65	51	47	15	MOE
	Total	740	810	526	309	154	

Table 9 shows 740 schools out of the 1,000 had their head teachers trained on ICT with Nyamira topping with 84 schools followed by Busia with 82 while Mandera records the least with 45. Schools whose teachers other than the head teachers were trained in ICT are 810 with Nyamira still leading with 97 followed closely by Busia and Kericho with 95 and 94 respectively; still

Mandera with 40 comes at the bottom. 309 schools have 5 and above teachers trained on ICT with Trans Nzoia and Nyandarua topping with 47 and 46 schools respectively, while Mandera had only 3. Majority of the schools at 526 have between 1 and 4 teachers trained on ICT.

MOE has been the main trainer in all counties except Nyandarua where TSC takes the lead. Only 154 schools representatives reported being aware of ICT centre of excellence in their respective zones.

3.1.7 Impacts of Digital Learning

It is assumed that Government of Kenya's (GOK's) effort to mitigate the effects of COVID-19 pandemic on education accelerated ICT integration in education, this survey assessed the impacts of digital learning as summarized in Table 10.

Table 10: Impacts of Digital Learning

					% Extent students have embraced the use of ICT in learning				
	County	**Schools that embraced RLM during COVID times**	**Schools with mechanism on protecting the ICT data**	**Schools that limit access to harmful sites to the learners**	Great extent	Average extent	Minimal extent	Unappreciated	Does not apply
1	Busia	23	43	92	26.26	54.54	19.19	0	0
2	Kericho	16	48	84	25	54	19	0	2
3	Kisii	19	44	87	10.1	70.71	18.18	0	1.01
4	Kitui	12	26	79	35.16	43.86	21.98	0	0
5	Makueni	24	57	88	30	53	16	0	1
6	Mandera	11	30	69	8.51	44.38	28.72	7.45	10.64
7	Nyamira	33	49	89	8	61	30	0	1
8	Nyandarua	21	47	89	58	40	2	0	0
9	Taita Taveta	21	55	88	21	64	14	1	0
10	Trans Nzoia	19	49	86	25	49	21	1	4
	Total	199	448	851					

Table 10 shows only 199 schools (19.9%) embraced embrace Remote Learning Methodology (RLM) during COVID-19 times with Nyamira topping at 33 and Mandera reporting only 11schoos.

Schools with mechanism on protecting the ICT data are 448 with Makueni leading with 57 and Kitui with 26 having the least. Busia with 92 has the highest number of schools with mechanism on protecting the ICT data followed closely by Nyamira and Nyandarua at 89h respectively.

The extent to which learners have embraced the use of ICT in learning was rated at 24.70% for great extent; 53.45% Average extent; 19% Minimal extent.

3.2 County Level

3.2.1 Busia

Introduction

Busia County, in Western Region, has 432 public primary schools in DLP with 99.77 percent device installed including 31,567 LDDs, 864 TDDS, 17 special needs, and 432 projectors with similar number of routers. All the 100 schools targeted in the survey responded from the 8 Sub-Counties with total enrollment of 59,993 pupils (51% girls and 49% boys). The schools included 85 regular, 13 regular with Special Unit, and 2 special categories.

Power

All schools, except Kachori, are connected to the national power grid. 60 schools (61.22%) reported stable power supply against 38 which reported unstable supply with 4 schools recommending alternative power back up mechanisms and Kenya Power to improve on stability of supply. 78 schools (81.25%) rated electricity being affordable with the rest 28 reporting unaffordability. 93 schools (97.89%) reported using the power for digital learning against 2, (Sikinga and Chamasiri) comprehensive which reported in the negative.

Internet

50 schools reported having access to internet, with equal number having on access. 41 (82%) of those who have no access to internet reported having coping mechanism majorly phones, with 7

having no alternative (Odiado, Buburi/JSS, Kakapel, Igula Primary/JSS, Butunyi Mixed, Obekai, and Rugunga Primary). 91 schools (92.98%) reported the internet in school being used for digital learning while 7 reported in the negative (Ongariama, Odiado, Buburi/JSS, Busibula, Obekai, Kaliwa Primary/JSS, and Apokor/JSS. 94 (94.95%) respondents agree that their use of internet has enhanced education quality against 5 (Ongariama, Bumala AC, Busibula, Obekai, and Kaliwa Primary/JSS, who answered in the negative. The positive sentiments range from:

> Improves retention of learnt content. Makes learning enjoyable and captures learners' interest. Source of teaching learning resources. Smooth learning and making work easier. Helps in making learning real. Downloading teaching materials. Most learners enjoy connecting projectors which has enhanced their learning skills. Has made it easy for teacher research and access to material for teaching. Use has made teaching more effective using image/pictures. It has improved the quality of learning using images and hence better understanding. It has made research, teaching and learning easier and effective due to ease of access to curriculum. Has made teaching, learning and evaluation easy and effective. It has enabled ICT integration in teaching and learning. It has improved performance because of the ease in doing research teaching and learning. It assists pupils to be more innovative and also skills. Most children are able to use phones, computers by themselves like typesetting. For grade 7 and 8 are able to print documents making teachers work easy and also delivering information is easy. It created curiosity among learners. They are able to answer questions with ease

43 (43.88%) respondents rated the internet stable, 49 (50%) answered unstable and 6 (6.12%) said internet is never there. Suggestions on improvement of internet stability included installation of boosters, provision of WIFI and routers.

Digital Devices

7,256 learners' digital devices were received by 95 schools out of which 4,605 (63.46%) are currently in use by 37,700 (65.7%) pupils out of the 57,376 enrolled in the respective schools. The five schools that did not receive devices are Buloma, Kachori, Nangina, St. Mary's Ikondohera, and Apokor/JSS.

Some 61 learners' digital devices were taken to the sub county to avoid theft, while 241 were stolen from three schools which were all that had been received.

On average 8 pupils share one device. 62 schools reported using the learners' digital device at all levels of grades 1 -8, one school use at only grade 4-6, 3 schools use at grade 1-3 and grade 4-6, and 2 schools at grade 1-3only.

Other school digital learning devices currently in use are 47 DCSWR, 77 projectors, 18 SNELDDs, and 93 DDs, all which were supplied between 3 and 10 years ago.

Devices Security

87 schools (88.78%) have designated storage cabinet for the devices while 11 do not. 55 are Concrete, 22 Metallic, 5 wooden, 2 steel and 2 in cartoons. Other security related features are:

Security Feature	No. of Schools	%
Cabinet - wooden door	23	24.21
Cabinet – Lockable	84	88.42
Cabinet Door (Burglar proof)	48	5053
Cabinet has sufficient shelves	69	72.63
Building windows and door burglar proof	42	44.21
Projection surface flat	73	76.84
Floor – dust proof	70	73.68

52 schools (52%) have guidelines on how to use ICT devices

Trained Teachers

82 schools reported their head teachers/deputy having been trained on ICT with 95 affirming that their teachers have been trained on the same except: Mwangaza, Palama, Ongaroi, Mundika Special School for the deaf, and Lukonya Boys.

No. of teachers trained	No. of schools	%
1	13	13.68
2	29	30.52
3	17	17.89
4	9	9.47
5 & above	27	58.72
Total	95	

55 schools reported MOE as having been the main trainer, followed by TSC at 39 and others at 4.

83 rated the training as relevant, 14 as highly relevant and 2 (Ongariama and Palama) as irrelevant. Only 22 respondents are aware of an ICT centre of excellence at their zonal level, while 77 answered in the negative. The Centers' usefulness did not get much response.

Impacts and suggested improvements

The extent to which students have embraced the use of ICT in learning was rated as follows:

Rating	Frequency	%
Average extent	54	54.54
Great extent	26	26.26
Minimal extent	19	19.19
Total	99	

76 respondents (76.76%) out of 99 answered negatively to their schools embracing Remote Learning Methodology (RLM) during COVID times.

45 schools against 53 have mechanism on protecting the ICT data. Majority of protection is by use of passwords. 92 respondents do limit access to some data/pages/harmful sites to the learners, with only 6 answering in the negative. Only 18 out of 99 schools reported having other partners on ICT agenda with7 having partnerships in supplying devices, 5 in building capacity, and 3 in providing connectivity.

Respondents were to give their general perspective on ICT and 81 responded as complements teaching with 19 as boost learner ability.39 schools have ICT vision and strategy while 59 (60.2%) do not have.

3.2.2 Kericho

Introduction

Kericho is one of the two counties in Rift Valley included in this survey. It has 503 public primary schools under the DLP with 99.80 percent device installed including 23,738 learner devices, 1,004 teacher devices, 66 special needs, and 502 projectors with similar number of routers. All the 100 schools targeted in the survey responded from the 8 Sub-Counties (13 Wards) with total enrollment of 34,262 pupils (51.20% boys and 49.21% girls). The schools included 93 regular,4 regular with Special Unit, and 3 special categories.

Power

97 schools are connected to the national power grid, while 3 (Kinyose, Ndonyomari, and Asenwet) are not and have no alternative power supply. 83 schools (86.46%) reported stable power supply against 13 which reported unstable supply with 7 schools recommending regular maintenance by Kenya Power. 83 schools (86.46%) rated electricity being affordable with 13 reporting unaffordability. 91 schools (93.81%) reported using the power for digital learning against 6 which reported in the negative (Sogobet Com., Nyagacho, Kinyose, Chepkolon, Koitabai, and Nyeberi).

Internet

Only 29 schools reported having access to internet with the rest 71 having on access. 55 (77.46%) of those who have no access to internet reported to having coping mechanism majorly phones, with 7 having no alternative (Kedowa, Nyagacho, Ngecherok, Kipchebor, Roret Primary/JSS, Charera Primary and JSS, and Kapcheboi Comprehensive).

88 schools (91.96%) reported the internet in school being used for digital learning while 8 reported in the negative. 93 (95.88%) respondents agree that their use of internet has enhanced education quality against 4 who answered in the negative. The positive sentiments range from learners being able to understand the lessons, being able to connect to KICD cloud, download concepts, children internalize more, downloading education materials, children who can't hear being able to visualize, enhancing the curriculum development. Additionally, research and skills improvement for teachers and learners, project content to the learners, graphical presentations, audio clips and recorded clips, were mentioned. 46 (47.97%) respondents rated the internet stable, 44 (45.36%) answered unstable and 7 (7.22%) said internet is never there.

Digital Devices

1,870 learners' digital devices were received by 91 schools out of which 1,274 are currently in use by 11,975 (34.95%) pupils out of the 34,262 enrolled in the respective schools. On average 9 pupils share one device. 78 schools reported using the learners' digital device at all levels of grades 1 -7, three schools use at grades Grade 4-7 (Cheptagum, Chepkemel, and Latigo) while Tilito School uses at grades 1-6 only.

Other school digital learning devices currently in use are 2 Brailler Embossers, 68 DCSWRs, 94 projectors, 28 SNELDDs, and 130 TDDs, all which were supplied between 4 and 11 years ago. Cherera Special Primary and Junior Secondary School with 126 pupils was not supplied with SNELDDs just as 4 regular with Special Units.

Devices Security

94 schools (94%) have designated storage cabinet for the devices while 6 do not (Lelu Primary, Lelu Central, Kinyose, Kaptembwet, Ndonyomari, Asenwet). 42 are Concrete, 27 Metallic, 11 wooden, Bartera keeps in strong room and Cherera Special Primary and JSS in dormitory. Other security related features are:

Security Feature	No. of Schools	%
Cabinet - wooden door	24	26.37
Cabinet – Lockable	83	91.21
Cabinet Door (Burglar proof)	48	52.75
Cabinet has sufficient shelves	79	86.81
Building windows and door burglar proof	70	76.92
Projection surface flat	49	53.85
Floor – dust proof	56	61.54

52 schools (52%) have guidelines on how to use ICT devices.

Trained Teachers

76 schools reported their head teachers/deputy having been trained on ICT with 23 reporting in the negative and one not sure. 94 schools said that teachers have school been trained on the same, while 6 said no (Kinyose, Chepkolon, Chepkulgong, Korongoi, Kebeneti, and Latigo).

No. of teachers trained	No. of schools	%
1	15	15.96
2	24	25.53
3	15	15.96
4	12	12.77
5 & above	28	29.79
Total	94	

71 schools reported MOE as having been the main trainer, followed by TSC at 20 and others at 2.

85 rated the training as relevant, 8 as highly relevant and Kiplelgotik terming it irrelevant. Only 14 respondents are aware of an ICT centre of excellence at their zonal level, while 86 answered in the negative. 5 respondents rated the Centres as useful.

Impacts and suggested improvements

The extent to which students have embraced the use of ICT in learning was rated as follows:

Rating	Frequency	%
Average extent	54	54
Great extent	25	25
Minimal extent	19	19
Does not apply	2	2
Total	100	

83 respondents (83.84%) out of 99 answered negatively to their schools embracing Remote Learning Methodology (RLM) during COVID times.

48 schools against 51 have mechanism on protecting the ICT data. Majority of protection is by use of passwords, with others citing safe storage and limiting access to ICT data. 84 respondents do limit access to some data/pages/harmful sites to the learners, with 14 answering in the negative. Only 10 out of 99 schools reported having other partners on ICT agenda with 6 having partnerships in supplying devices, 2 in building capacity, 2 in maintenance services and 1 in providing connectivity.

Respondents were to give their general perspective on ICT and 92 responded as complements teaching with 6 as boost learner ability.

3.2.3 Kisii

Introduction

Kisii is one of the two counties in Nyanza included in this survey. It has 697 public primary schools under the DLP with 99.86 percent devices installed including 35,050 learner devices, 1,392 teacher devices, 37 special needs, and 696 projectors with similar number of routers. All

the 100 schools targeted in the survey responded from the 11 Sub-Counties with total enrollment of 51, 048 pupils (50.61% boys and 49.39% girls). The schools included 82 regular, 17 regular with Special Unit, and 1 special category.

Power

All schools, except 4, are connected to the national power grid. 2 of the schools not on the grid are supplied by solar (Nyakegarakemo and Nyabiosi M) while the other 2 (Ikenye PAG and Riondong'a SDA) not connected at all. 82 schools (83.67%) reported stable power supply, 15 (15.31%) reported unstable supply with Riondong'a SDA saying power is never there. 83 schools (84.69%) rated electricity being affordable with 15 (15.31%) reporting unaffordability. 93 schools (95.88%) reported using the power for digital learning against 4 (Nyakegogi D.O.L, Nyabuto DOK Primary and JSS, Keberesi, and Nyabiosi M) which reported in the negative

Internet

26 schools reported having access to internet with 74 having on access. 43 (58.11%) of those who have no access to internet reported to having coping mechanism majorly phones, with 28 (37.84%) having no alternative. 62 schools (65.26%) reported the internet in school being used for digital learning while 33 (34.74%) reported in the negative. 70 (73.68%) respondents agree that their use of internet has enhanced education quality against 25 (26.31%) who answered in the negative. The positive sentiments included making learning interesting to learners, the learners being able to access e-learning materials, It has enabled e-learning for pupils. Through live teachings and practical skills, It has helped teachers to type and print he exams, do photocopying and learners have learnt how to use them.

23 (24.73%) respondents rated the internet stable, 46 (49.46%) answered unstable and 24 (25.81%) said internet is never there.

Digital Devices

5,152 learners' digital devices were received by 97 schools out of which 3,837 (74.48%) currently in use by 38,674 (75.76%) pupils out of the 51,048 enrolled in the respective schools.

The three schools that did not receive devices are Nyabikonso SDA, Oroche DOK, Riombasa, and Nyansara DOK. On average 10 pupils share one device. 90 schools reported using the learners' digital device at all levels of grades 1 -7, one school (Nyabori Bonge) use at only grade 4-7, 4 schools use at grade 4-6 only. Other school digital devices in use are 86 projectors, 118 TDDs, and 17 DCSWRs, which were supplied 7-9 years ago. Kisii Special School and 17 regular with Special Units were not supplied with SNELDDs

80 schools answered no to having a guideline on repair, maintenance and disposal of the digital equipment with 19 reporting affirmatively

Devices Security

89 schools (91.75%) have designated storage cabinet for the devices while 8 do not. 69 are Concrete,3 Metallic, 1 wooden, and 4 in strong rooms. Other security related features are:

Security Feature	No. of Schools	%
Cabinet - wooden door	21	21.65
Cabinet – Lockable	65	67.01
Cabinet Door (Burglar proof)	44	45.36
Cabinet has sufficient shelves	64	65.97
Building windows and door burglar proof	42	43.30
Projection surface flat	41	42.27
Floor – dust proof	52	53.61

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60 schools (61.22%) have guidelines on how to use ICT devices, while 38 answered in the negative.

Trained Teachers

74 schools reported their head teachers/deputy having been trained on ICT against 26 who reported no training, with 86 schools affirming that teachers have been trained on the same.

No. of teachers trained	No. of schools	%
1	7	8.14
2	22	25.58
3	16	18.6
4	12	13.95
5 & above	29	33.72
Total	86	

49 schools reported Ministry of Education as having been the main trainer, followed by Teachers Service Commission (TSC) at 38 and others at 1. 77 rated the training as relevant and 9 as highly relevant. Only 19 respondents are aware of an ICT centre of excellence at their zonal level, while 32 answered in the negative. The Centres' usefulness received responses as follows:

Aids in training more teachers on ICT integration, brings more induction to ICT teachers, and ensures digital literacy. Creates awareness, has an expert who trains, and It has been used for benchmarking. It has enabled e-learning on pupils, enabled more people get ICT knowledge, and it helps ICT skills.

Impacts and suggested improvements

The extent to which students have embraced the use of ICT in learning was rated as follows:

Rating	Frequency	%
Average extent	70	70.71
Great extent	10	10.10
Minimal extent	18	18.18
Does not apply	1	1.01
Total	99	

81 respondents (76.76%) out of 100 answered negatively to their schools embracing Remote Learning Methodology (RLM) during COVID times. Those whose schools used RLM during COVID times did so by:

We created walls on WhatsApp which we could send learners learning material. Assignments were sent to the learners through their parents. By use of the online lessons. TPAD appraisal was done. Any communication was done online. Learners used to work from devices. Sent and answered questions to learners. By communicating through phones and having meetings online. By working through phones with learners from home. Teachers were sending work to the parents' phones and children were to do it effectively. They were using a projector because of social distance to enhance learning. Information on COVID could be shared to numbers on digital platforms. Learners were using their parents' gadgets (smart phone)

44 schools against 53 have mechanism on protecting the ICT data. Majority of protection is by use of school passwords to limit accessibility, ensuring that there is restriction on the devices to pupils and teachers, installing anti-virus in the computer and keeping them safe from dust, use of

storage devices and emails and guidelines on how to share information of the school, and storage in the phone/ computer through WhatsApp wall.

87 respondents do limit access to some data/pages/harmful sites to the learners, with only 11 answering in the negative. Only 10 out of 99 schools reported having other partners on ICT agenda. The partnerships are 8 in building capacity, and 2 each in supplying devices, providing connectivity, and maintenance services respectively.

Respondents were to give their general perspective on ICT and 82 responded as complements teaching with 15 as boost learner ability. 72 schools (79.12%) have ICT vision and strategy while 19 (20.88%) do not have.

3.2.4 Kitui

Introduction

Kitui is one of the two counties in Eastern region included in this survey. It has 1,238 public primary schools under the DP with 99.60 percent devices installed including 42,732 learner devices, 2,466 teacher devices, and 1,233 projectors with similar number of routers. All the 100 schools targeted in the survey responded from the 16 Sub-Counties with total enrollment of 22, 042 pupils (49.68% boys and 50.32% girls). The schools included 89 regular, 8 regular with Special Unit, and 3 special categories.

Power

75 schools are connected to the national power grid, 25 are not. 12 of the schools not on the grid are supplied by solar with the other 13 not connected at all. 62 schools (65.96%) reported stable power supply, 24 (25.53%) reported unstable supply with 8 (Mosa, Muruu, Itulu, Kathitha Nzau, Katooni C. School. Itunga Primary, Kaisinga Primary School, and Kalulu Primary) saying power is never there. 71 schools (82.56%) rated electricity being affordable with 15 (17.44%) reporting unaffordability. 75 schools (89.28%) reported using the power for digital learning against 9 which reported in the negative.

Internet

41 schools reported having access to internet with 59 having no access. 39 (66.10%) of those who have no access to internet reported to having coping mechanism majorly phones, with 20 (Kalulu Primary, Mwangu Ivuti, Mutulu, Mwangala Comprehensive, Ndili, Kiangu, Kanziko, Maangani, Matinyani DED, Itulu, Makele, Kyangunga, Kithambag, Museve, Katulani Comprehensive, Kathitha Nzau, Nguni Primary, Kamathitu C. School, and Kaisinga Primary School) having no alternative. 59 schools (65.55%) reported the internet in school being used for digital learning while 31 (34.44%) reported in the negative. 60 (76.92%) respondents agree that their use of internet has enhanced education quality against 18 (23.08%) who answered in the negative. The positive sentiments included:

It has enabled access to more information and educative sites through browsing. It has helped teaching and eased the accessibility of education. It has helped teachers to collect learning materials online and even enabled students to fully participate in lessons. It has helped in the research of educational material and motivated learners to learn. It has broadened learners thinking. Capture the attention of learners. It has reduced paperwork for teachers. Reference of some online information has become easy and interactive. It has boosted learner curiosity and courage. Access of learning information has helped the teaching process. Internet connection has helped students in CBC to interact with the internet and learn things by themselves. It helps the learners to get more engaged, motivated, and improved thinking. Access to information not found in books. Able to source changes in new curriculum. Makes learning interesting and enhances technology.

25 (26.88%) respondents rated the internet as stable, 43 (51.61%) answered unstable and 25 (26.88%) said internet is never there.

Digital Devices

3,154 learners' digital devices were received by 86 schools out of which 2,051 (65.03%) currently in use by 17,917 (81.28%) pupils out of the 22,042 enrolled in the respective schools. On average 9 pupils share one device. 68 schools reported using the learners' digital device at all levels of grades 1 -8, 2 schools use at only grade 1-6, 7 schools use at grade 4-6 only.

Other school digital learning devices currently in use are 1 Brailler Embosser, 33 DCSWRs, 91 projectors, 60 SNELDDs, and 124 TDDs, all which were supplied between 6 and 8 years ago. Mutito Special School and 8 regular with Special Units were not supplied with SNELDDs.

Suggestions on how to improve efficient use of the devices included provision of power, internet, more devices and trained teachers. Regular repair and maintenance of the devices and replacing spoilt ones also featured.

83 schools answered no to having a guideline on repair, maintenance and disposal of the digital equipment with 15 reporting affirmatively.

Devices Security

84 schools (87.5%) have designated storage cabinet for the devices while 12 do not. 29 are Concrete, 45 Metallic, 5 wooden, and 1 in box. Other security related features are:

Security Feature	No. of Schools	%
Cabinet - wooden door	11	13.10
Cabinet – Lockable	77	91.67
Cabinet Door (Burglar proof)	14	16.67
Cabinet has sufficient shelves	35	41.67
Building windows and door burglar proof	20	23.81
Projection surface flat	8	9.52
Floor – dust proof	12	14.28

51 schools (52.04%) have guidelines on how to use ICT devices, while 47 answered in the negative.

Trained Teachers

81 schools reported their head teachers/deputy having been trained on ICT against 18 who reported no training, with 81 schools affirming that teachers have been trained on the same.

No. of teachers trained	No. of schools	%
1	9	11.11
2	18	22.22
3	11	13.58
4	11	13.58
5 & above	32	39.50
Total	81	

52 schools reported MOE as having been the main trainer, followed by TSC at 24 and personal at 12. 70 rated the training as relevant, 15 as highly relevant, and 7 as irrelevant. Only 7 (Wiitu, Usengy'o, Kiliko, Utoo, Kithambagi, Nguni Primary, and Kamathitu C. School) respondents are aware of an ICT centre of excellence at their zonal level, while 93 answered in the negative. The Centres' usefulness assessed to helps in digital skills training and improves teaching and learning. It is very useful in searching for information and increases the number of ICT compliant teachers, thus, offering quality teaching.

Impacts and suggested improvements

The extent to which students have embraced the use of ICT in learning was rated as follows:

Rating	Frequency	%
Average extent	39	43.86
Great extent	32	35.16
Minimal extent	20	21.98
Total	91	

87 respondents (87.88%) out of 99 answered negatively to their schools embracing Remote Learning Methodology (RLM) during COVID times. Those whose schools used RLM during COVID times did so by:

Benchmarking other schools, getting tasks and homework through devices at home, leaners learning online by using parents' phones, learning through online devices during school holidays, Teachers preparing content and sharing with learners through whatsapp and google classroom. Teachers were able to reach some learners online, the sub-county had trained ICT teachers with a lesson per week in each school, and use of Zoom and partial for meetings and communication.

26 schools against 74 have mechanism on protecting the ICT data. Majority of protection is by use of passwords to limit accessibility, storing data in the devices, not exposing devices to outsider, and switching off when not in use.

79 respondents do limit access to some data/pages/harmful sites to the learners, with 18 answering in the negative. Only 6 out of 97 schools reported having other partners on ICT

agenda. The partnerships are 2 in building capacity, 2 in supplying devices, and 3 maintenance services respectively.

Respondents were to give their general perspective on ICT and 63 responded as complements teaching with 36 as boost learner ability. 54 schools (55.67%) have ICT vision and strategy while 43 (44.33%) do not have,

3.2.5 Makueni

Introduction

Makueni is one of the two counties in Eastern region included in this survey. It has 887 public primary schools under the DLP with 100 percent devices installed including 32,313 learner devices, 1,774 teacher devices, 97 Special needs education devices and 887 projectors with similar number of routers. All the 100 schools targeted in the survey responded from the 10 Sub-Counties with total enrollment of 28, 810 pupils (51.35% boys and 46.65% girls). The schools included 76 regular, 18 regular with Special Unit, and 6 special categories.

Power

95 schools are connected to the national power grid, 5 are not. 4 of the schools not on the grid are supplied by solar systems (Ikangavya, Kithianii, Kalungu Comprehensive, and Ilingoni) while Ikoyo is not connected at all. 72 schools (72.73%) reported stable power supply, 26 (26.26%) reported unstable supply with 1saying power is never there. 72 schools (74.23%) rated electricity being affordable with 25 (25.77%) reporting unaffordability. 98 schools (98.99%) reported using the power for digital learning against 1which reported in the negative.

Internet

31 schools reported having access to internet with 69 having no access. 63 (91.30%) of those who have no access to internet reported to having coping mechanism majorly phones, with 9 (13.04%) having no alternative. 88 schools (90.72%) reported the internet in school being used for digital learning while 9 (9.28%) reported in the negative. 92 (92.93%) respondents agree that their use of internet has enhanced education quality against 7 (7.07%) who answered in the negative. The positive sentiments included:

It enhanced easy learning, communication and data storage. It makes learning real and enjoyable. Using digital devices has enabled learning to be more effective and helps in doing research and getting information on learning materials. It has makes learners able to retrieve information inaccessible in books and its fun for them. It saves time and makes learning real through the access of online material. Use of projectors makes content delivery easy as well as projecting assessment. Learners are able to retain more knowledge on ICT integration.

23 (23%) respondents rated the internet as stable, 68 (68%) answered unstable and 9 (9%) said internet is never there. Suggestions on improvement of internet stability were on installing the WIFI and Strong internet routers.

Digital Devices

3,670 learners' digital devices were received by 95 schools out of which 2,497 (68.04%) currently in use by 21,410 (74.31%) pupils out of the 28,810 enrolled in the respective schools. On average 9 pupils share one device. 87 schools reported using the learners' digital device at all levels of grades 1 -8, 1 school use at only grade 7-8, and another one at grades 4-6 only.

Other school digital learning devices currently in use are 33 DCSWRs, 100 projectors, 23 SNELDDs, and 127 TDDs, all which were supplied between 5 and 10 years ago. Kyangoma Special School and Ndululu C. School as well as 18 regular with Special Units were not supplied with SNELDDs.

76 schools answered no to having a guideline on repair, maintenance and disposal of the digital equipment with 12 reporting affirmatively

Devices Security

90 schools (90%) have designated storage cabinet for the devices while 10 do not. 45 are Concrete, 35 Metallic, 8 wooden, and 1 in locker. Other security related features are:

Security Feature	No. of Schools	%
Cabinet - wooden door	18	20
Cabinet – Lockable	88	97.78
Cabinet Door (Burglar proof)	69	77.67
Cabinet has sufficient shelves	68	75.55
Building windows and door burglar proof	63	70
Projection surface flat	72	80
Floor – dust proof	89	98.89

66 schools (67.35%) have guidelines on how to use ICT devices, while 32 answered in the negative.

Trained Teachers

81 schools reported their head teachers/deputy having been trained on ICT against 18 who reported no training, with 85 schools affirming that teachers have been trained on the same.

No. of teachers trained	No. of schools	%
1	11	12.94
2	25	29.41
3	12	14.12
4	6	7.06
5 & above	31	36.47
Total	85	

49 schools reported Ministry of Education as having been the main trainer, followed by Teachers Service Commission (TSC) at 30 and others at 16. 74 rated the training as relevant and 17 as highly relevant. 18 respondents are aware of an ICT centre of excellence at their zonal level, while 82 answered in the negative. The Centres' usefulness was cited as equipping teachers on ICT integration in learning, conducting Workshops and empowerment seminars, responding to training teachers' inquiries on ICT, supporting learning programs, and giving opportunities to the learners and general public to sharpen and use ICT equipment.

Impacts and suggested improvements

The extent to which students have embraced the use of ICT in learning was rated as follows:

Rating	Frequency	%
Average extent	53	53
Great extent	30	30
Minimal extent	16	16
Does not apply	1	1
Total	100	

76 respondents (76%) out of 100 answered negatively to their schools embracing Remote Learning Methodology (RLM) during COVID times. Those whose schools used RLM during COVID times did so by:

Use of mobile phones in remote learning; learners' watched educative channels on COVID-19 Messaging; learners were given assignments through the phone; shared information via WhatsApp groups and Google forms; learners accessed learning materials from their teachers through assistance of parents; TSC and MOE training on RLM that enabled connectivity of students; and Learners were using LDDs.

57 schools against 43 have mechanism on protecting the ICT data. Majority of protection is by use of passwords to limit accessibility, controlling browsing, and use of lockable cabinet to limit unauthorized access.

88 respondents do limit access to some data/pages/harmful sites to the learners, with 10 answering in the negative. 26 out of 100 schools reported having other partners on ICT agenda. The partnerships are 5 in building capacity, 12 in supplying devices, 8 in maintenance services respectively, and 13 in providing connectivity.

Respondents were to give their general perspective on ICT and 69 responded as complements teaching with 31 as boost learner ability. 49 schools have ICT vision and strategy while similar number does not have,

3.2.6 Mandera

Introduction

Mandera, in North Eastern region, has 198 public primary schools under the DLP with 100 percent devices installed including 14,090 learner devices, 390 teacher devices, 221 Special needs education devices and 198 projectors with similar number of routers. All the 100 schools targeted in the survey responded from the 11 Sub-Counties with total enrollment of 74,824 pupils (56.95% boys and 43.05 girls). With influx of learners from neighboring countries of Ethiopia and Somali, high school enrollment was noted in 22 schools as shown below:

#	School name	Sub-county	Ward	School total enrolment
1	Mandera DEB	Mandera East	Central	2,618
2	Takaba	Mandera West	Takaba	2,260
3	Al-Uweis	Mandera Central	Elwak	2,229
4	Bulla Mpaya	Mandera East	Central	2,216
5	Shashafey Primary and JSS	Mandera East	Central	2,108
6	Kamor	Mandera East	Central	2,025
7	Ranisa	Banisa	Banisa	1,919
8	El-wak DEB	Mandera Central	Elwak South	1,764
9	Daua Integrated	Mandera East	Central	1,760
10	Duse	Mandera East	Central	1,688
11	Al Hidaya	Mandera North	Rhamu	1,683
12	Al-Uteibi	Mandera Central	Elwak South	1,512
13	Chief Mohammed Jari	Kotulo	Kotulo	1,468
14	Tawakal	Mandera East	Central	1,422
15	Mandera Boys Town	Mandera East	Central	1,341
16	Kiliwehiri	Kiliwehiri	Kiliwehiri	1,321
17	Rocky Hill School	Mandera west	Takaba	1,281
18	Al-Rowdha	Mandera Central	Elwak	1,216
19	Senior Chief Adawa	Mandera Central	Elwak Town	1,183
20	Mandera Township	Mandera East	Central	1,160
21	Buruburu	Mandera East	Central	1,052
	Total			**35,226**

The schools included 90 regular, 9 regular with Special Unit, and 1 special category.

Power

31 schools are connected to the local Kenya Power grid, 69 are not. 40 of the schools not on the grid are supplied by solar systems. 30 schools (35.29%) reported stable power supply, 39 (45.88%) reported unstable supply with 16 saying power is never there. 36 schools (48.67%) rated electricity being affordable with 38 (51.35%) reporting unaffordability. 51 schools (68.92%) reported using the power for digital learning against 23 (31.08%) which reported in the negative.

Internet

20 schools reported having access to internet with 80 having no access. 37 (46.25%) of those who have no access to internet reported to having coping mechanism majorly phones, with 43 (53.75%) having no alternative. 37 schools (64.91%) reported the internet in school being used for digital learning while 20 (35.09%) reported in the negative. 46 (80.70%) respondents agree that their use of internet has enhanced education quality against 11 (19.30%) who answered in the negative (Duse, Bella, Libahiya /JSS, Hegalow. Qumbiso, Farey, Omarjilow, Shantoley Bulla Afya, Dimu, and Diribbor).

The positive sentiments included:

Improves learning outcome. Use of devices in class has enabled teachers to simplify concepts to learners. Use gadgets like laptops, computers, phones to browse and research learning concepts. Learners use gadgets to access educational resources. Use ICT integral learning. Improved ICT literacy. Innovative ideas from the internet. Enhances the interest of pupils in learning. Accessing valuable information. Motivating the learners and makes learning enjoyable. Improved enrollment in the schools. Learners watch content related to the content curriculum design. Helps in education orientation for CBC learners. Downloading assessment tools specifically school based assessment. Connects teachers and students within and outside the school.

17 (28.81%) respondents rated the internet as stable, 33 (55.93%) answered unstable and 9 (15.25%) said internet is never there.

Digital Devices

5,234 learners' digital devices were received by 74 schools out of which 3,946 (75.39%) currently in use by 22,801 (30.47%) pupils out of the 74,824 enrolled in the respective schools. On average 6 pupils share one device. 45 schools reported using the learners' digital device at all levels of grades 1 -8, 7 schools use at only grades 1-3, and Umar uses at grades 1-6 only.

Other school digital learning devices currently in use are 7 Brailler Embossers, 17 DCSWRs, 50 projectors, 34 SNELDDs, and 144 TDDs, all which were supplied between 2 and 10 years ago.

None of the schools answered to having a guideline on repair, maintenance and disposal of the digital equipment.

Devices Security

70 schools (70%) have designated storage cabinet for the devices while 30 do not. 5 are Concrete, 45 Metallic, 1 wooden, and 2 in book store. Other security related features are:

Security Feature	No. of Schools	%
Cabinet - wooden door	11	15.71
Cabinet – Lockable	65	92.86
Cabinet Door (Burglar proof)	11	15.71
Cabinet has sufficient shelves	34	48.57
Building windows and door burglar proof	7	10
Projection surface flat	10	14.29
Floor – dust proof	9	12.86

43 schools (46.74%) have guidelines on how to use ICT devices, while 49 answered in the negative.

Trained Teachers

45 schools reported their head teachers/deputy having been trained on ICT against 55 who reported no training, with 40 schools affirming that teachers have been trained on the same.

No. of teachers trained	No. of schools	%
1	12	30
2	12	30
3	10	25
4	3	7.5
5 & above	3	7.5
Total	40	

34 schools reported Ministry of Education as having been the main trainer, followed by Teachers Service Commission (TSC) at 22 and others at 2. 47 rated the training as relevant and 9 as highly

relevant, and 15 as irrelevant. 11 respondents are aware of an ICT centre of excellence at their zonal level, while 87 answered in the negative. The Centres' usefulness was cited as

It has helped learners understand complex concepts. Very useful. It will provide the necessary materials and training for ICT integration. Helps improve ICT skills. Improves learning efficiency. Useful for ICT training. Useful in boosting teacher learning in ICT. Has equipped teachers with ICT knowledge. Train the teachers. Useful since it brings service closer. Easy access to services. Very essential for accessibility. Very useful for documentation. Improves the education system. By use of school computer training. Very useful and important for future generations.

Impacts and suggested improvements

The extent to which students have embraced the use of ICT in learning was rated as follows:

Rating	Frequency	%
Average extent	42	44.68
Great extent	8	8.51
Minimal extent	27	28.72
Unappreciated	7	7.45
Does not apply	10	10.64
Total	94	

89 respondents (89%) out of 100 answered negatively to their schools embracing Remote Learning Methodology (RLM) during COVID times. Those whose schools used RLM during COVID times did so by:

Phones and tablets were used to help continue learning, using of RMI to the learning, learning went in through WhatsApp and other social platforms, WhatsApp for upper primary, enhanced in using essential apps taught during ICT trainings in the sub county like Kahoot to teach, and use of ICT integration in teaching and learning process.

30 schools against 66 have mechanism on protecting the ICT data. Majority of protection is by use of passwords to limit accessibility, keeping the devices in safe places, through regular backups and user trainings and awareness.

69 respondents do limit access to some data/pages/harmful sites to the learners, with 27 answering in the negative. 6 out of 98 schools reported having other partners on ICT agenda. The partnerships are 5 in building capacity, 2 in supplying devices, 6 in maintenance services respectively, and 2 in providing connectivity.

Respondents were asked to give their general perspective on ICT and 61 responded as complements teaching with 33 as boost learner ability. 62 schools have ICT vision and strategy while 34 do not have,

3.2.7 Nyamira

Introduction

Nyamira is one of the two counties in Nyanza included in this survey. It has 407 public primary schools under the DLP with 100 percent devices installed including 17,260 learner devices, 814 teacher devices, and 407 projectors with similar number of routers. All the 100 schools targeted in the survey responded from the 4 Sub-Counties (11 Wards) with total enrollment of 36,845 pupils (51.48% boys and 48.52% girls). The schools included 62 regular, 36 regular with Special Unit, and 2 special categories.

Power

All schools, apart from Simbauti that borrows from a church, are connected to the national power grid. 69 schools (69%) reported stable power supply; with the rest 31reporting unstable supply. 79 schools (79.80%) rated electricity being affordable with 20 (20.20%) reporting unaffordability. 94 schools (94.95%) reported using the power for digital learning against 5 which reported in the negative (Mosobeti DOK, Kuja DOK, Simbauti, Gesurara DEP, and Ibucha DEB).

Internet

34 schools reported having access to internet with 66 having on access. 49 (74.24%) of those who have no access to internet reported to having coping mechanism majorly phones/laptops, with 12 (12%) having no alternative. 60 schools (65.93%) reported the internet in school being used for digital learning while 31 (34.06%) reported in the negative. 72 (78.26%) respondents

agree that their use of internet has enhanced education quality against 20 (21.74%) who answered in the negative. The positive sentiments included:

Downloading learning content and materials from the internet. Learners get new ideas through the internet. Learners are able use visual learning gadgets incorporated in CBC. It aroused learners' curiosity
By downloading learning materials such as pictures, videos and other demonstrations to boost learning
Learners can see objects or get the information on the phones which help improve learning, but data is expensive. Learners get motivated when using the devices hence making learning real and meaningful
Improved education as it makes teaching easy and practical. Helps teachers communicate with parents at home and generate exams online and timetables. It has helped pupils with skills in computer and phone use. It helps in communicating and printing.

15 (24.19%) respondents rated the internet stable, 41 (66.13%) answered unstable and 6 (9.68%) said internet is never there.

Digital Devices

4,035 learners' digital devices were received by 98 schools out of which 2,999 (74.32%) currently in use by 31,788 (86.27%) pupils out of the 36,845 enrolled in the respective schools. The two schools that did not receive devices are, Esani Special School and Nyamira Primary. On average 10 pupils share one device. 87 schools reported using the learners' digital device at all levels of grades of 1 -7, 7 schools use at only grade 4-7, Gesiaga DEB uses at grade 4-6 only while Igena Itambe DEB Primary uses at grade 1-3 only.

Other school digital learning devices currently in use are 54 DCSWRs, 90 projectors, 40 SNELDDs and 129 TDDs, all which were supplied between 1 and 13 years ago. Esani Special School, Esanige Special, and 35 regular with Special Units did not receive SNELDDs. Nyamira Primary, a regular with Special Unit abnormally received 38 SNELDDs

83 schools answered no to having a guideline on repair, maintenance and disposal of the digital equipment with 15 reporting affirmatively.

Devices Security

98 schools (98%) have designated storage cabinet for the devices while Esani Special School and Igena Itambe DEB Primary do not. 94 are Concrete, 1 Metallic, 2 wooden, and Gesima DEB keeps in strong room. Other security related features are

Security Feature	No. of Schools	%
Cabinet - wooden door	12	12.24
Cabinet – Lockable	64	65.31
Cabinet Door (Burglar proof)	45	45.92
Cabinet has sufficient shelves	69	70.41
Building windows and door burglar proof	42	42.86
Projection surface flat	57	58.16
Floor – dust proof	56	57.14

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70 schools (70%) have guidelines on how to use ICT devices, while 30 answered in the negative.

Trained Teachers

84 schools reported their head teachers/deputy having been trained on ICT against 16 who reported no training, with 97 schools affirming that teachers have been trained on the same.

No. of teachers trained	No. of schools	%
1	8	8.25
2	18	18.56
3	17	17.53
4	21	21.65
5 & above	33	34.02
Total	97	

65 schools reported MOE as having been the main trainer, followed by TSC at 29 and others at 6. 89 rated the training as relevant and 11as highly relevant. Only 21 respondents are aware of an ICT centre of excellence at their zonal level, while 78 answered in the negative. The Centres' usefulness received responses as follows:

Helps in training teachers; In case of challenges, we seek help; They have enlightened us on ICT; We acquired skills and very useful teachings and learning; Imparting skills; Enhanced learning; Helps in repair; Prepare mark-list; Relevant and available; It promotes digital literacy; Boost the teachers, help them in terms of need arise; Sharing ideas; It is used to train teachers; Has become useful and beneficial; It has become very useful; It motivates teachers to be ICT compliant in learning; It helps in uploading digital information; It helps in giving relevant information.

Impacts and suggested improvements

The extent to which students have embraced the use of ICT in learning was rated as follows:

Rating	Frequency	%
Average extent	61	61
Great extent	8	8
Minimal extent	30	30
Does not apply	1	1
Total	100	

67 respondents (67%) out of 100 answered negatively to their schools embracing Remote Learning Methodology (RLM) during COVID times. Those whose schools RLM during COVID times did so by:

Teachers could send learning materials through platforms such WhatsApp in order to reach learners. Remote learning using devices like phones; Homework sent to parents through WhatsApp groups; The devices were used to teach at home; Sending assignments to parents phones for the learners to do while at home; By creating awareness, creating materials for learning and educate about COVID;

49 schools against 49 have mechanism on protecting the ICT data. Majority of protection is by use of passwords, usernames, having control over the devices, and installation of antivirus

89 respondents do limit access to some data/pages/harmful sites to the learners, with only 11 answering in the negative. Only 19 out of 98 schools reported having other partners on ICT agenda. The partnerships are 13 in building capacity, 5 each in supplying devices, 7 in providing connectivity, and 2 in maintenance services respectively.

Respondents were to give their general perspective on ICT and 81 responded as complements teaching with 19 as boost learner ability. 62 schools (63.92%) have ICT vision and strategy while 35 (36.08%) do not have,

3.2.8 Nyandarua

Introduction

Nyandarua, in Central region, has 350 public primary schools under the DLP with 98.29 percent devices installed including 13,358 learner devices, 688 teacher devices, 15 Special needs education devices and 344 projectors with similar number of routers. All the 100 schools targeted in the survey responded from the 10 Sub-Counties with total enrollment of 40,300 pupils (51.71% boys and 48.24 girls). The schools included 80 regular, 12 regular with Special Unit, and 8 special categories.

Power

99 schools are connected to the national power grid; Gatimu Special School is not supplied from any source. 97 schools (97%) reported stable power supply against 2 (Githinji Comprehensive and Makereka Comprehensive) that reported unstable supply with Gatimu Special School saying power is never there. 81 schools (81.82%) rated electricity being affordable with 18 (18.18%) reporting unaffordability. 98 schools (98.99%) reported using the power for digital learning against 1 (Ngai Ndeithia) which reported in the negative.

Internet

17 schools reported having access to internet with 83 having no access. 78 (93.97%) of those who have no access to internet reported to having coping mechanism majorly phones, with 5 (6.02%) Mugumu Comprehensive School, Gatimu, Gatimu Special School, Kamukunji, and Silanga having no alternative. 85 schools (85%) reported the internet in school being used for digital learning while 15 (15%) reported in the negative. 86 (86.87%) respondents agree that their use of internet has enhanced education quality against 13 (13.13%) who answered in the negative. The positive sentiments included:

Learners are able to use the computer and LDDs; Information required is easily accessible through the net; helps students by use of CBC links; It captures leaners interest and makes the learning process enjoyable; It has helped in research, improves learner performance and computer literacy; We are able to get information not found in books; helps in communication with KNEC in downloading and uploading results.

18 (23.08%) respondents rated the internet as stable, 56 (71.79%) answered unstable and 4 (5.13%) said internet is never there.

Digital Devices

4,466 learners' digital devices were received by 97 schools out of which 3,396 (76.04%) currently in use by 36,124 (89.64%) pupils out of the 40,300 enrolled in the respective schools. The three schools that did not receive devices are Nyandarua School for the Deaf, J.M Kariuki Primary, and Gatimu Special School. But Nyandarua School for the Deaf received 17 SNELDD being used by 133 pupils. On average 11 pupils share one device. 87 schools reported using the learners' digital device at all levels of grades 1 -8, 2 schools use at grades 4-8, and 1 at grades 4-6 only.

Other school digital learning devices currently in use are 57 DCSWRs, 96 projectors, 17 SNELDDs, and 139 TDDs, all which were supplied between 5 and 10 years ago. All 17 SNELDD were received by Nyandarua School for the Deaf, leaving Ndunyu Njeru, Ol kalou Special School, St. Mary's Ngorika Special Primary, Wiumiririe Comprehensive, Kwanjora Special School, Kimaru Special MH, and Ritaya Comprehensive Special schools not supplied with any. The same holds for the 12 regular with Special Units.

Only 10 schools out of 99 affirmed having a guideline on repair, maintenance and disposal of the digital equipment.

Devices Security

95 schools (95%) have designated storage cabinet for the devices while the rest 5 do not (Hianyu School. Mwiruti, Kimuru, Gatimu Special School, and Ngai Ndeithia). 77 are Concrete, 9 Metallic, 8 wooden, 2 in store room and 1 in cartons. Other security related features are:

Security Feature	No. of Schools	%
Cabinet - wooden door	10	11.53
Cabinet – Lockable	81	85.26
Cabinet Door (Burglar proof)	73	76.84
Cabinet has sufficient shelves	67	70.53
Building windows and door burglar proof	74	77.89
Projection surface flat	68	71.58
Floor – dust proof	72	75.79

64 schools (64%) have guidelines on how to use ICT devices, while 36 answered in the negative.

Trained Teachers

67 schools reported their head teachers/deputy having been trained on ICT against 31 who reported no training, with 84 schools affirming that teachers have been trained on the same.

No. of teachers trained	No. of schools	%
1	9	10.71
2	12	14.26
3	7	8.33
4	10	11.90
5 & above	46	54.76
Total	84	

38 schools reported Teachers Service Commission (TSC) as having been the main trainer, followed by Ministry of Education at 41 and others at 6. 72 rated the training as relevant and 14 as highly relevant, and one as irrelevant. 11 respondents are aware of an ICT centre of excellence at their zonal level, while 89 answered in the negative. The Centres' usefulness was cited as: Helps in enhancing teacher capacity; Used by pupils who come from nearby schools; It has improved digital literacy; Beneficial to schools around the place; Assist the teachers and sensitizing them on the importance of ICT; Acts as a center where students are equipped with skills.

Impacts and suggested improvements

The extent to which students have embraced the use of ICT in learning was rated as follows:

Rating	Frequency	%
Average extent	40	40
Great extent	58	58
Minimal extent	2	2
Total	94	

79 respondents (79%) out of 100 answered negatively to their schools embracing Remote Learning Methodology (RLM) during COVID times. Those whose schools used RLM during COVID times did so by:
Some parents together with teachers created a google classroom and learners were sent questions on guardians' phones. Learners assigned research work to be done using guardians' smartphones. Encouraged parents to utilize digital spaces in helping learners. It was challenging as not all parents have access to smartphones, however it worked for the lucky ones. Through zoom app learning but this was not effective for all learners.

47 schools against 52 have mechanism on protecting the ICT data. Majority of protection is by use of passwords to limit accessibility, through regular backups and user trainings and awareness.

89 respondents do limit access to some data/pages/harmful sites to the learners, with 11 answering in the negative. 22 out of 100 schools reported having other partners on ICT agenda. The partnerships ar11 in building capacity, 10 in supplying devices, 4 in maintenance services, and 5 in providing connectivity.

Respondents were asked to give their general perspective on ICT and 94 responded as complements teaching with 6 as boost learner ability. 47 schools have ICT vision and strategy while 53 do not have.

3.2.9 Taita Taveta

Introduction

Taita Taveta, in Coast region, has 194 public primary schools under the DLP with 100 percent devices installed including 7,025 learner devices,388 teacher devices, 71 Special needs education devices and 194 projectors with similar number of routers. All the 100 schools targeted in the survey responded from the 4 Sub-Counties (11 Wards) with total enrollment of 34,989 pupils (50.37% boys and 49.63 girls). The schools included 92 regular, 7 regular with Special Unit, and 1 special category.

Power

98 schools are connected to the national power grid, with Khadija Muna and Mlilo supplied by solar systems. 88 schools (88.89%) reported stable power supply and 11 (11.11%) reported unstable supply. 81 schools (81%) rated electricity being affordable with 19 (19%) reporting unaffordability. All 98 schools that responded on this question reported using the power for digital learning. Rahai Primary and Buguta did not respond

Internet

69 schools reported having access to internet with 31 who have no access reported to having coping mechanism majorly phones. 95 schools (95.96%) reported the internet in school being used for digital learning while 4 (4%) reported in the negative (Mvabenyi, Mghambonyi, Ndile, and Marungu). 90 (96.77%) respondents agree that their use of internet has enhanced education quality against 3 (3.22%) who answered in the negative (St Patrick's Kimalai, Koghombo, and Msorongo). The positive sentiments included:

Teachers engage learners properly and are able to download teaching material for learners. Can download teaching content, easy to teach using projectors, learners enjoy using the devices. It makes easier for teachers to do research by accessing information from the internet. Learners can learn in absence of teachers and learn more from the internet. Learners are able to use devices for easy learning and are able to adapting to new technology. Teachers are able to use digital devices to deliver content enhancing learning and teaching. Helped in offices on education matters. Made explaining easier and learner centered. Enables downloading and projecting information. Absenteeism has been minimized. Connect children from far areas. Increased learners mean score due to more research. Integration of ICT in learning and access of online information.

55 (55%) respondents rated the internet as stable, 39 (39%) answered unstable and 6 (6%) said internet is never there (Koghombo, Rahai, Mwambota, Mvabenyi, Mghambonyi, and Kidong'u).

Digital Devices

3,859 learners' digital devices were received by 94 schools out of which 2,153 (55.79%) currently in use by 31,029 (88.68%) pupils out of the 34,989 enrolled in the respective schools. Taveta Special School, Mshekesheni, Timbila Special, Khadija Muna, Mwanyambo Special School, and Kidaya did not receive LDDs. However, Taveta Special School and Mwanyambo Special School received 37 and 64 Special Needs Learner Digital Devices respectively. On average 14 pupils share one device. 81 schools reported using the learners' digital device at all levels of grades 1 -8, 6 schools use at grades 4-8, and St John's Primary/JSS, Ndundonyi Primary/JSS, and Mwakiki at grades 7-8 only. Other school digital devices in use are 98 projectors, 76 SNELDDs, 129 TDD, 43 DCSWRs, and one Brailler Embosser, which were supplied 5-10 years ago. All 6 regular with Special Units did not receive SNELDDs.

None of the schools answered to having a guideline on repair, maintenance and disposal of the digital equipment.

Devices Security

91 schools (91%) have designated storage cabinet for the devices while 9 do not. 44 are Concrete,34 Metallic, 7 wooden, and 7 in cupboards. Other security related features are:

Security Feature	No. of Schools	%
Cabinet - wooden door	23	25.27
Cabinet – Lockable	81	89.01
Cabinet Door (Burglar proof)	54	59.34
Cabinet has sufficient shelves	70	76.92
Building windows and door burglar proof	55	60.44
Projection surface flat	44	48.35
Floor – dust proof	46	50.55

60 schools (61.22%) have guidelines on how to use ICT devices, while 38 answered in the negative.

Trained Teachers

70 schools reported their head teachers/deputy having been trained on ICT against 29 who reported no training, with 83 schools affirming that teachers have been trained on the same.

No. of teachers trained	No. of schools	%
1	20	24.10
2	11	13.25
3	10	12.05
4	9	10.84
5 & above	33	39.76
Total	83	

54 schools reported MOE as having been the main trainer, followed by TSC at 31 and others at 2. 70 rated the training as relevant and 15 as highly relevant, and 3 as irrelevant. 16 respondents are aware of an ICT centre of excellence at their zonal level, while 84 answered in the negative. The Centres' usefulness was cited as

Learners can visit for learning purposes, can always refer in case of any challenges; Can be able to inquire about repairs and maintenance; To gain more knowledge on device operation; Teachers go for training, learners get a chance to get familiar with devices, provides more information and answer questions.

Impacts and suggested improvements

The extent to which students have embraced the use of ICT in learning was rated as follows:

Rating	Frequency	%
Average extent	64	64
Great extent	21	21
Minimal extent	14	14
Unappreciated	1	1
Total	100	

79 respondents (79%) out of 100 answered negatively to their schools embracing Remote Learning Methodology (RLM) during COVID times. Those whose schools used RLM during COVID times did so by: teachers communicating through ICT devices e.g laptops and parents smart phones and use of whatsapp groups.

55 schools against 43 have mechanism on protecting the ICT data. Majority of protection is by use of passwords to limit accessibility, keeping the devices in safe places, through regular backups and user trainings and awareness.

88 respondents do limit access to some data/pages/harmful sites to the learners, with 11 answering in the negative. 20 out of 99 schools reported having other partners on ICT agenda. The partnerships are 10 in building capacity, 9 in supplying devices, 11 in maintenance services respectively, and 8 in providing connectivity.
Respondents were asked to give their general perspective on ICT and 68 responded as complements teaching with 32 as boost learner ability. 37 schools have ICT vision and strategy while 61do not have.

3.2.10 Trans Nzoia

Introduction

Trans Nzoia is one of the two counties in Rift Valley included in this survey. It has 352 public primary schools under the DLP with 100 percent device installed including 27,502 learner devices, 704 teacher devices, 21 special needs, and 352 projectors with similar number of routers. All the 100 schools targeted in the survey responded from the 7 Sub-Counties (11 Wards) with total enrollment of 69,737 pupils (50.26% boys and 49.74% girls). The schools included 87 regular, 9 regular with Special Unit, and 4 special categories.

Power

98 schools are connected to the national power grid, while Mbao Farm and Tumaini are neither connected nor have alternative power supply. 73 schools (76.04%) reported stable power supply against 23 which reported unstable supply with recommendations on improved wiring, installation of transformer, and alternative power backup. 83 schools (84.69%) rated electricity being affordable with 15 reporting unaffordability. 93 schools (95.88%) reported using the power for digital learning against 4 (Naifarm Comprehensive, Kaprewa Comprehensive, Misanga, and Kiriita) which reported in the negative.

Internet

36 schools reported having access to internet with the rest 64 having on access. 55 (85.94%) of those who have no access to internet reported to having coping mechanism majorly phones, with 9 having no alternative (Bishop Muge, Yuya, Saiwa, Sitatunga, Tumaini, Wiyeta, Chematich, Marura, and Milima). 74 schools (78.72%) reported the internet in school being used for digital learning while 20 reported in the negative. 69 (75%) respondents agree that their use of internet has enhanced education quality against 23 who answered in the negative. The positive sentiments range from stimulating learning because learners have embraced digital learning, access to education materials and content on the internet, helped learners perform projects and practicals, helped learners understand more, Increases learning ability and creativity, learners use LDDs for research, to reduced absenteeism among learners.

19 (20.43%) respondents rated the internet stable, 61 (65.59%) answered unstable and 13 (13.98%) said internet is never there.

Digital Devices

8,003 learners' digital devices were received by 93 schools out of which 4,948 are currently in use by 41,350 (59.29%) pupils out of the 69,737 enrolled in the respective schools. Mbao Farm, Masaba Special (Mentally Handicapped), Mitoto S.A Special (blind), DRP. Keben, St. Lilians Special School, Labot, and legemet did not receive LDDs. On average 8 pupils share one device. 62 schools reported using the learners' digital device at all levels of grades 1 - 8, five schools use at grades 4-8 while one school use at only grade 4-6 only.

Other school digital devices in use are 88 projectors, 5 SNELDDs, 139 TDD, 40 DCSWRs, and one Brailler Embosser, which were supplied 5-10 years ago. All 4 special schools, Michael Wamalwa Special School for the HI, Masaba Special (Mentally Handicapped), Mitoto S.A Special (blind), and Section Six Special School did not receive SNELDDs.

Devices Security

89 schools (89%) have designated storage cabinet for the devices while 11 do not. 49 are concrete, 33 metallic, 3 wooden, 1 improvised. Other security related features are:

Security Feature	No. of Schools	%
Cabinet - wooden door	12	13.48
Cabinet – Lockable	88	98.88
Cabinet Door (Burglar proof)	79	88.76
Cabinet has sufficient shelves	74	83.15
Building windows and door burglar proof	76	85.39
Projection surface flat	78	78.64
Floor – dust proof	79	88.76

67 schools (70.53%) have guidelines on how to use ICT devices, while 28 answered in the negative.

Trained Teachers

80 schools reported their head teachers/deputy having been trained on ICT with 20 reporting in the negative. 98 schools said that teachers have school been trained on the same, while Bishop Muge and St Emmanuel said no.

No. of teachers trained	No. of schools	%
1	11	11.22
2	11	11.22
3	13	13.27
4	16	16.33
5 & above	47	47.96
Total	98	

51 schools reported MOE as having been the main trainer, followed by TSC at 35 and others at 14.

84 rated the training as relevant, 12 as highly relevant while Naifarm Comprehensive, St Joseph, Muroki, and Bishop Muge as irrelevant. Only 15 respondents are aware of an ICT centre of excellence at their zonal level, while 85 answered in the negative. The centers' usefulness includes helping in remote learning, improving implementation on matters ICT, provision of training and repair of devices, and easy in accessing information, helping to enhance ICT skills to teachers.

Impacts and suggested improvements

The extent to which students have embraced the use of ICT in learning was rated as follows:

Rating	Frequency	%
Average extent	49	49
Great extent	25	25
Minimal extent	21	21
Does not apply	4	4
Unappreciated	1	1
Total	100	

81 respondents (81%) out of 100 answered negatively to their schools embracing Remote Learning Methodology (RLM) during COVID times. RLM helped in providing lessons and assignments through WhatsApp using parents'/guardians phones, and use of Google Meet.

49 schools against 50 have mechanism on protecting the ICT data. Majority of protection is by use of passwords, with others citing safe storage and limiting access to ICT data. 86 respondents do limit access to some data/pages/harmful sites to the learners, with 14 answering in the negative. 21out of 99 schools reported having other partners on ICT agenda with 9 having partnerships in supplying devices, 10 in building capacity, 5 in maintenance services and 5 in providing connectivity.

Respondents were to give their general perspective on ICT and 84 responded as complements teaching with 15 as boost learner ability. 50 schools have ICT vision and strategy while 47 do not have,

4.0 CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

DLP has made great job in integrating technology in teaching and learning in basic education system by providing policy guidelines, developing content, training teachers, and connecting schools to power and internet, providing learning devices to schools and coordinating implementation. This has led to extent to which learners have embraced the use of ICT in learning to be rated at 24.70% for great extent; 53.45% average extent; and 19% minimal extent.

4.1Power

The 2018 Multi-Tier Framework survey grouped Kenya among countries with 60% of public schools having no access to electricity, 31% were on grid and 9% off grid (IEA et al., 2020). Huawei Technologies Co., Ltd states that the Government of Kenya has provided almost all public primary schools with electricity (https://www.huawei.com/en/tech4all/stories/kenya-digischool ©2024 Huawei Technologies Co., Ltd).DIGISCHOOL PROJECT IN KENYA also supports Huawei by asserting that all public primary schools with DLP devices have been connected to electricity. The digital literacy management guidelines on power require school management to ensure availability of power connection either from national grid and/or a solar source.

This survey found that 886 schools are connected to the national grid and 61 others get power from solar systems, bringing total connections to 947 (94.7%) out of 1,000 with minimum connection in Mandera at with only 30 schools with 8 other counties at 98 schools and above connected to electricity. On average the stability is rated at 73.62% and affordable rating at 78.52%.

4.2 Internet

Equitable access to internet connectivity is crucial for achievement of the UN Sustainable Development Goals, particularly SDG4, which provides for inclusive, equitable and quality education and lifelong learning. The Government has laid the National Optic Fibre Backbone Infrastructure (NOFBI) to provide affordable and quality broadband infrastructure across the

country. Currently, NOFBI connects all 47-county headquarters, 290 Constituency headquarters, and is intended to connect all public learning institutions. GOK has committed to have 100% broadband connectivity across the country by 2032.

Global Education Monitoring Report-2023 acknowledges that governments have developed offline mobile learning platforms where access to electricity and internet is low, but use of mobile phones is high. The 2024 Huawei points out that while schools close to the fiber network are directly connected to fiber; more remote schools have been connected using wireless technologies. UN CORE PRINCIPLES ON EDUCATION Principle 1 requires that connectivity reaches all individual learners. For connectivity to truly equalize educational opportunity, it needs to enable anytime, anywhere internet access for individual students and teachers. This standard will be used in this survey to gauge internet connectivity.

The results of this survey showed that only 353 schools are connected to fibre internet with alternative internet connections away from fibre being at 502, leaving 145 schools without any internet connection.Moreover, only 32.3% of the schools report the internet being stable with the best in Taita Taveta at 55%. Overall, 81.02% of schools that are connected use the internet for digital learning.

4.3 Digital Devices

UN CORE PRINCIPLES ON EDUCATION Principle 2 calls for ensuring users have appropriate devices that will catalyze human-centered learning experiences. GOK aimed to provide devices to all public primary schools under the DLP. According to Internet Connectivity to Schools report, the device-to-pupil ratio in primary schools was approximately 1:8 by January 2020 (ICTA, 2020). DLP website current status of devises supplied is at 99.73% of all primary schools. To ensure inclusivity in DLP, assistive technologies and specialized laptops have been provided to assist in teaching and learning for the Visually Impaired and Hearing Impaired.

This survey found that 900 out of the 1,000 received LDDs with same reporting missing out since they were established only recently. Out of the total 46,699 LDDs initially received 31,706

(68%) are currently in use by 290,768 learners translating to average 9 users per device. With total enrolment of 451,525 pupils, 160,757 (35.60%) are not using LDDs.

The survey also shows that out of the 1,000 schools, 11 schools still have Brailler Embossers in use, 379 Digital Content Server and Wireless Routers are in use, just as 870 projectors, 301 Special Needs Education Learners Digital Devices and 1,269 Teacher Digital Devices are.

4.4 Devices Security and Safety

DLP Management Guidelines sets out the basic devices storage requirements that include secure storage cabinet should be metal or concrete and the door should be burglar proof; the cabinet should have sufficient shelves for storage of devices; the shelves should be made from anti-static material; sufficient number of power sockets and power strips to charge devices; and the room where the storage cabinet is located should be completely sealed and constructed preferably using concrete. Windows and doors should be burglar proof where the devices will be stored/ storage cabinet is located. The projection surface should be flat, and the building floor should be dust proof.

UN CORE PRINCIPLES ON EDUCATION Principle 3d aims at preparing learners to use connected technology in healthy, safe, and productive ways. MOE's Policy on Information and Communication Technology in Education and Training points requires ethical and safety use of technology by addressing issues ranging from unauthorized access to data, generation and sharing of inappropriate content as well as infringement on the rights of others.

DLP Management Guidelines requires schools to develop school-based guidelines, which are critical to regulate the use of the internet and ICT devices at school. Further, parents/guardians/care givers, teachers, learners and school administrators should be sensitized on responsible use of the internet.

This survey found that 887 schools out of 1,000 have designated devices storage cabinets of which 776 are lockable, and 629 have sufficient shelves. 490 of the cabinets are housed in

buildings whose windows and doors are burglar proof. 85 schools have guidelines on use of ICT devices, and those with mechanism on protecting the ICT data are 448.

Even though COVID-19 pandemic accelerated ICT integration in education in Kenya, this survey found that only 199 schools (19.9%) embraced during COVID-19 times. Currently, however, learners have to average extent embraced the use of ICT in learning at 53.45%, and 24.70% to great extent with 19% at mminimal extent. 448 (44.8%) schools have mechanism on protecting the ICT data in place and 851do limit access to harmful sites by the learners.

4.5 ICT Trained Teachers

Teachers are not only knowledge transmitters, but also actors of changes in schools. In addition to being able to use digital technologies, tools and resources, teachers also need to change the pedagogy, to integrate ICT as technologies and, more important, as tools for pedagogical enrichment. DLP phase II aimed at training 46,000 teachers for classes 4 and 5 on operation of the devices and integration by December 2019. The TSC targeted at least three teachers from every primary.

This study found that 740 schools out of the 1,000 have their head teachers trained on ICT with 835 (83.5%) schools whose teachers other than the head teachers are trained on the same. 309 schools have 5 and above teachers trained on ICT while majority of the schools at 526 have between 1 and 4 teachers trained on ICT. MOE has been the main trainer in all counties except Nyandarua where TSC takes the lead. Only 154 school representatives s reported being aware of ICT centre of excellence in their respective zones.

RECOMMENDATIONS

Power should be connected to all public primary schools and all classrooms. Taking into account the instability of power, alternative source should be installed as backup. In the case of solar source, regular maintenance is required. Additionally, provision of sufficient capitation to make power more affordable should be provided by the Government. The provision of power to schools should be viewed as being a package of providing free basic education.

Internet should be connected to all public primary schools and stability improved through installation of boosters, provision of WIFI and routers, with a system of subsidizing teachers on costly Internet bundles established. Public Private Partnerships should be pursued in order to provide subsidized internet access to schools.

Government should supply more digital devices to match the number of learners and upload content that is aligned to competency based curriculum.

a. Regular maintenance of the gadgets is required and replacement of faulty ones.
b. Establish ICT labs with shared access to devices in resource-limited schools.
c. The supply of the devices should take care of disability ad inclusive education

In order to conform to DLP Management Guidelines on development of school-based guidelines, that are critical to regulate the use of the internet and ICT devices, all schools should be encouraged and assisted to develop guidelines on device usage, maintenance and data protection for parents/guardians/care givers, teachers, learners and school administrators,.

Increase the number of teachers trained on ICT to achieve 100 per cent level to enable them change the pedagogy and integrate ICT as technologies and establish a model ICT center in every zone to act as the training and support centers, more of these centers should be set up. Additionally, initiatives that enable a single teacher to pedagogically reach many learners in different locations, through an ICT interconnected system.

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APPENDIX 1 - PARTICIPATING SCHOOLS

	School name	County	Sub-county	Ward	Type of School
1	Sianda Primary	Busia	Nambale	Bukhayo East/North	Regular
2	Sikinga	Busia	Nambale	Bukhayo East/North	Regular
3	Buloma	Busia	Nambale	Bukhayo East/North	Regular
4	Buyofu	Busia	Nambale	Bukhayo East/North	Regular
5	Elwanikha	Busia	Nambale	Bukhayo East/North	Regular
6	Kachori	Busia	Nambale	Bukhayo East/North	Regular
7	Dulienge	Busia	Nambale	Bukhayo East/North	Regular
8	Otiri	Busia	Nambale	Bukhayo East/North	Regular
9	Igara	Busia	Nambale	Bukhayo East/North	Regular
10	Mwangaza	Busia	Nambale	Bukhayo East/North	Regular
11	Butula Boys	Busia	Butula	Marachi North	Regular
12	Sikarira	Busia	Butula	Marachi North	Regular
13	Mungabo	Busia	Butula	Marachi North	Regular with Special Unit
14	Tingolo	Busia	Butula	Marachi North	Regular with Special Unit

15	Bumala RC	Busia	Butula	Marachi East	Regular with Special Unit
16	Buduma ACK	Busia	Butula	Marachi East	Regular
17	Isongo	Busia	Butula	Marachi East	Regular
18	Buhuyi	Busia	Butula	Marachi East	Regular with Special Unit
19	Sikura	Busia	Butula	Elugulu	Regular
20	Enakaywa	Busia	Butula	Elugulu	Regular
21	St. Francis of Asis Alupe Special Shool	Busia	Teso South	Chakol South	
22	Ongariama	Busia	Teso South	Chakol South	Regular
23	Palama	Busia	Teso South	Chakol South	Regular
24	Omoloi	Busia	Teso South	Chakol South	Regular
25	Asinge	Busia	Teso South	Chakol North	Regular
26	Akites	Busia	Teso South	Chakol North	Regular with Special Unit
27	Angorom	Busia	Teso South	Angorom	Regular
28	Okokoru	Busia	Teso South	Chakol South	Regular
29	Alupe	Busia	Teso South	Angorom	Regular
30	Ongaroi	Busia	Teso South	Chakol South	Regular
31	Nangina	Busia	Samia	Nangina	Special
32	St. Catherine Nangina girls	Busia	Samia	Nangina	Regular
33	Wakhungu	Busia	Samia	Nangina	Regular
34	Bwangangi	Busia	Samia	Nangina	Regular

35	Odiado	Busia	Samia	Nangina	Regular
36	Bukiri	Busia	Samia	Agenga	Regular
37	Buburi/JSS	Busia	Samia	Nanguba	Regular
38	Rumbiye	Busia	Samia	Bwiri	Regular
39	Nanderema	Busia	Samia	Nagenga/Nanguba	Regular
40	Nabalaki	Busia	Samia	Bwiri	Regular
41	St. Mary's Nambale	Busia	Nambale	Nambale Township	Regular
42	Maira R.C Comprehensive	Busia	Nambale	Bukhayo Central	Regular
43	Malanga ACK	Busia	Nambale	Buhkayo central	Regular with Special Unit
44	St. Mathews Lwanyange Comprehensive	Busia	Nambale	Bukhayo Central	Regular
45	St. Marks Muosoma	Busia	Nambale	Nambale Township	Regular
46	Nambale Urban	Busia	Nambale	Nambale Township	Regular
47	St. Marys Ikondohera	Busia	Nambale	Nambale Township	Regular
48	St. Martin Kisoko Special	Busia	Nambale	Nambale Township	Regular with Special Unit
49	Sibembe	Busia	Nambale	Bukhayo Central	Regular
50	St. Peters Khwirale	Busia	Nambale	Nambale Township	Regular
51	Moding	Busia	Teso North	Angurai	Regular with Special Unit

52	Chamasiri comprehensive	Busia	Teso North	Kolanya	Regular
53	Kolanya Girls	Busia	Teso North	Changara	
54	Rwatama	Busia	Teso North	Angurai	Regular
55	Chelelemuk	Busia	Teso North	Angurai	Regular
56	Kakapel	Busia	Teso North	Angurai	regular
57	Kakapel Special(H1)	Busia	Teso North	Angurai	Special
58	Kakoli	Busia	Teso North	Amagoro	Regular
59	Amagoro	Busia	Teso North	Amagoro	Regular
60	Malaba Township	Busia	Teso North	Amagoro	Regular
61	Busire	Busia	Butula	Burinda	Regular
62	Sinyamwanga	Busia	Butula	Butula	Regular
63	Buriya Primary/JSS	Busia	Butula	Butula	
64	Burinda	Busia	Butula	Butula	regular
65	Bumala AC	Busia	Butula	Butula	Regular
66	St. Augustine	Busia	Butula	Butula	Regular
67	Khunyangu	Busia	Butula	Butula	Regular
68	Igula Primary/JSS	Busia	Butula	Butula	Regular
69	Butunyi Mixed	Busia	Butula	Butula	Regular
70	Busibula	Busia	Butula	Butula	Regular
71	Obekai	Busia	T.Central	Amukura	Regular
72	Okatekok	Busia	T.Central	Amukura	Regular
73	Kaliwa Primary/JSS	Busia	T.Central	Amukura	Regular with Special Unit

74	St. Annes Sidelewa	Busia	T.Central	Amukura	Regular
75	Kamarinyang/JSS	Busia	T.Central	Amukura	Regular
76	Apokor/JSS	Busia	T.Central	Amukura	Regular
77	Apkor Special School for MH	Busia	T.Central	Amukura	Regular with Special Unit
78	Acunet	Busia	T.Central	Amukura	Regular
79	Akoreet Primary/JSS	Busia	T.Central	Amukura	Regular with Special Unit
80	St. Lukes ACK Okook	Busia	T.Central	Amukura	Regular with Special Unit
81	Lugare	Busia	Bunyala	Lugare	Regular
82	Rugunga Primary	Busia	Bunyala	Budalangi	Regular
83	Ruabwa	Busia	Bunyala	Budalangi	Regular
84	Mudembi	Busia	Bunyala	Budalangi	Regular
85	Mundere	Busia	Bunyala	Budalangi	Regular
86	St Peters Bubango	Busia	Bunyala	Budalangi	Regular
87	Pert Victoria Mixed	Busia	Bunyala	Budalangi	Regular
88	Osieko Primary	q	Bunyala	Budalangi	Regular
89	Mubwayo	Busia	Bunyala	Budalangi	Regular
90	Mukhobola Primary	Busia	Bunyala	Budalangi	Regular
91	Mundika Special School for the deaf	Busia	Matayos	Mundika	Regular with Special Unit
92	St. Teresa Girls Primary School	Busia	Matayos	Matayos	Regular
93	St. John Buringala Primary School	Busia	Matayos	Matayos	Regular

94	St. Andrew Kagwa Bulanda Primary School	Busia	Matayos	Township	Regular
95	St. Peter Buriang'I Primary School	Busia	Matayos	Matayos	Regular
96	St. Marys Siwongo	Busia	Matayos	Matayos	Regular
97	Mujuru	Busia	Matayos	Matayos	Regular
98	St. Joseph Busia Girls	Busia	Matayos	Township	Regular
99	Budokomi	Busia	Matayos	Matayos	Regular
100	Lukonya Boys	Busia	Matayos	Burumba	Regular
101	Kapkatunga	Kericho	Londiani	Chepsion	Regular
102	Kaisungu	Kericho	Londiani	Chepsion	Regular
103	Chepsir	Kericho	Londiani	Chepsion	Regular
104	Leberer	Kericho	Londiani	Chepsion	Regular
105	Kedewa Special	Kericho	Londiani	Londiani	Special
106	Kedowa	Kericho	Londiani	Londiani	Regular
107	Ringa Comprehensive	Kericho	Londiani	Londiani	Regular
108	Tilito Schools	Kericho	Londiani	Chepseon/Kipkelion	Regular
109	Chesinende Comprehensive	Kericho	Londiani	Chepseon	Regular
110	Sogobet Com	Kericho	Londiani	Chepseon	Regular
111	Kenyelet	Kericho	Kipkelion	Kipkelion	Regular
112	Chebirir	Kericho	Kipkelion	Kipkelion	Regular
113	Kipchorian	Kericho	Kipkelion	Kipkelion	Regular
114	Kipkelion Township	Kericho	Kipkelion	Kipkelion	Regular

115	Soil conservation	Kericho	Kipkelion	Kipkelion	Regular
116	Lelu Primary	Kericho	Kipkelion	Kipkelion	Regular
117	Saoset	Kericho	Kipkelion	Kipkelion	Regular
118	Lelu Central	Kericho	Kipkelion	Kipkelion	Regular
119	Nyagacho	Kericho	Kipkelion	Kipkelion	Regular
120	Bartera	Kericho	Kipkelion	Kipkelion	Regular
121	Chilchila	Kericho	Kipkelion	Chilchila	Regular
122	Koisagat	Kericho	Kipkelion	Chilchila	Regular
123	Lilloch	Kericho	Kipkelion West	Kunyak	Regular
124	Siwot	Kericho	Kipkelion West	Chilchila	Regular
125	Tunnel	Kericho	Kipkelion West	Chilchila	Regular
126	Murgut	Kericho	Kipkelion West	Chilchila	Regular
127	Kipsinende	Kericho	Kipkelion West	Chilchila	Regular
128	Cherara	Kericho	Kipkelion West	Chilchila	Regular
129	Kaplelit	Kericho	Kipkelion West	Chilchila	Regular
130	Kokwet	Kericho	Kipkelion	Chilchila	Regular
131	Kimungu	Kericho	Kericho	Ainamoi	Regular
132	Chemugusu Primary	Kericho	Kericho	Ainamoi	Regular
133	Kerego Comprehensive	Kericho	Kericho	Ainamoi	Regular

134	Kinyose	Kericho	Kericho	Ainamoi	Regular
135	Highlands	Kericho	Kericho	Ainamoi	Regular
136	Kipchimchim Primary and Special	Kericho	Kericho	Ainamoi	Regular with Special Unit
137	Telanet	Kericho	Kericho	Ainamoi	Regular
138	Ngecherok	Kericho	Kericho	Ainamoi	Regular
139	Kipchebor	Kericho	Kericho	Kericho	Regular
140	Chepkolon	Kericho	Kericho	Ainamoi	regular
141	Jamji	Kericho	Belgut	Kabianga	Regular
142	Chepkosilen	Kericho	Belgut	Kabianga	Regular
143	Kabianga	Kericho		Belgut	Regular
144	Kapcheluch	Kericho	Belgut	Kabianga	Regular
145	Kapmaso	Kericho	Belgut	Kabianga	Regular
146	Mobego	Kericho	Belgut	Kabianga	Regular
147	Tagabi	Kericho	Belgut	Kabianga	Regular
148	Kapsoser	Kericho	Belgut	Kericho West	Regular
149	Kerenga	Kericho	Belgut	Kabianga	Regular
150	Chepkutung	Kericho	Belgut	Kericho West	Regular
151	Kolonget Primary/JSS	Kericho	Bureti	Roret	Regular
152	Roret Primary/JSS	Kericho	Bureti	Roret	Regular
153	Munoru Primary and JSS	Kericho	Bureti	Roret	Regular
154	Cherera Special Primary and JSS	Kericho	Bureti	Roret	Special
155	Charera Primary and JSS	Kericho	Bureti	Roret	Regular

156	Kipkerieny Primary and JSS	Kericho	Bureti	Roret	Regular
157	Chebarema Primary and JSS	Kericho	Bureti	Roret	Regular
158	Kabitungu Primary and JSS	Kericho	Bureti	Roret	Regular
159	Soet	Kericho	Bureti	Roret	Regular
160	Chemoiywa Primary/JSS	Kericho	Bureti	Roret	Regular
161	Cheborgei	Kericho	Bureti	Cheborgei	Integrated
162	Kaborus	Kericho	Bureti	Cheborgei	Regular
163	Tebecomk Comprehensive	Kericho	Bureti	Cheborgei	Regular
164	Kabisaga pri/JSS	Kericho	Buret	Bureti	Regular
165	Chepkulgong	Kericho	Bureti	Cheborgei	Regular
166	Korongoi	Kericho	Bureti	Cheborgei	Regular
167	Kapcheboi Comprehensive	Kericho	Bureti	Cheborgei	Regular
168	Tepkutwet	Kericho	Bureti	Cheborgei	Regular
169	Cheptendeniet Comprehensive	Kericho	Bureti	Cheborgei	Regular
170	Kaptembwet	Kericho	Bureti	Cheborgei	Regular
171	Chebitet	Kericho	Bureti	Bureti	Regular
172	Sosit	Kericho	Bureti	Bureti	Regular
173	Itoik	Kericho	Bureti	Bureti	Regular
174	Kapkatet	Kericho	Bureti	Bureti	Regular with Special Unit

175	Chemoiben	Kericho	Bureti	Bureti	Regular
176	Koitabai	Kericho	Bureti	Bureti	Regular
177	St. Kizitos school for the deaf	Kericho	Bureti	Litein	Special
178	Rungut	Kericho	Bureti	Bureti	Regular
179	Roronya	Kericho	Bureti	Bureti	Regular
180	Litein	Kericho	Bureti	Bureti	Regular
181	Musaria	Kericho	Soin Sigowet		Regular
182	Cheptagum	Kericho	Soin Sigowet	Sigowet	Regular
183	Singoronik	Kericho	Soin Sigowet	Sigowet	Regular
184	Kiplelgotik	Kericho	Soin Sigowet	Sigowet	Regular
185	Chepkemel	Kericho	Soin Sigowet	Sigowet	Regular
186	Sumeek	Kericho	Soin Sigowet	Sigowet	Regular
187	Tonongoi	Kericho	Soin Sigowet	Sigowet	Regular with Special Unit
188	Kebeneti	Kericho	Soin Sigowet	Sigowet	Regular
189	Kabasweti	Kericho	Soin Sigowet	Sigowet	Regular
190	Mindililmet	Kericho	Soin Sigowet	Sigowet	Regular
191	Kabokyek	Kericho	Soin Sigowet	Soin	Regular
192	Nyeberi	Kericho	Soin Sigowet	Soin	Regular
193	Rapsegut	Kericho	Soin Sigowet	Soin	Regular
194	Kaitui	Kericho	Soin Sigowet	Soin	Regular
195	Kabosenwo	Kericho	Soin Sigowet	Soin	Regular
196	Kipsitet	Kericho	Soin Sigowet	Soin	Regular

197	Latigo	Kericho	Soin Sigowet	Soin	Regular
198	Chebirir	Kericho	Soin Sigowet	Soin	Regular
199	Ndonyomari	Kericho	Soin Sigowet	Soin	Regular
200	Asenwet	Kericho	Soin Sigowet	Soin	Regular
201	Keera PAG	Kisii	Nyamache	Nyacheki	Regular
202	Ebiosi PAG	Kisii	Nyamache	Nyachoki	Regular with Special Unit
203	Mogonga PAG	Kisii	Nyamache	Nyacheki	Regular
204	Ensoko	Kisii	Nyamache	Nyacheki	Regular
205	Nyacheki	Kisii	Nyamache	Nyacheki	Regular
206	Igoma	Kisii	Nyamache	Nyabite	Regular
207	Kiobegi Comprehensive	Kisii	Nyamache	Nyabite	Regular
208	Nyambunwa DED	Kisii	Nyamache	Nyabite	Regular
209	Nyakegarakemo	Kisii	Nyamache	Nyamache	Regular
210	Nyabisia DED	Kisii	Nyamache	Nyamache	Regular
211	Samets Mixed	Kisii	Sameta		Regular
212	Mokarate	Kisii	Sameta		Regular with Special Unit
213	Nyabonge	Kisii	Sameta		Regular
214	Nyansakia I.D.O.K	Kisii	Sameta		Regular
215	Nyakegogi D.O.L	Kisii	Sameta	Itibo	Regular with Special Unit
216	Riobara P.A.G	Kisii	Sameta	Kenyerere	Regular
217	Keigamere	Kisii	Sameta	Kenyerere	Regular

218	Emenwa D.O.K	Kisii	Nyamache	Nyamache	Regular
219	Bosansa DEB	Kisii	Sameta	Nyamache	Regular
220	Ikenye PAG	Kisii	Nyamache	Nyamache	Regular
221	Kisii Special	Kisii	Kitutu Central	Gitembe/ Kitutu Central	Special
222	Getembe D.E.B	Kisii	Kitutu Central	Getembe	Regular with Special Unit
223	ST. Patrick Mosocho	Kisii	Kitutu Central	Mosocho	Regular
224	Ititi Comprehensive	Kisii	Kitutu Central	Mosocho	Regular
225	Mariiba D.O.K Primary and JSS	Kisii	Kitutu Central	Mosocho	Regular with Special Unit
226	Kioge Comprehensive	Kisii	Kitutu Central	Mosocho	Regular
227	Mwechobori DEB	Kisii	Kitutu Central	Mosocho	Regular
228	Iranda D.O.K	Kisii	Kitutu Central	Mosocho	Regular
229	Ebate 1 D.O.K	Kisii	Kitutu Central	Mosocho	Regular
230	Nyanguru D.O.K	Kisii	Kitutu Central	Mosocho	Regular
231	Marani D.O.K	Kisii	Marani	Marani	Regular
232	Nyansaga	Kisii	Marani	Marani	Regular
233	Motonto PAG Comprehensive	Kisii	Marani	Kegogi	Regular
234	Tambacha C.O.G Comprehensive	Kisii	Marani	Kegogi	Regular
235	Nyandiba Comprehensive	Kisii	Marani	Kegogi	Regular
236	Ragogo DEB	Kisii	Marani	Kegogi	
237	Kenyoro PAG	Kisii	Marani	Kegogi	Regular

238	Nyambusi	Kisii	Marani	Marani	Regular
239	Mosocho Comprehensive	Kisii	Marani	Kegogi	Regular
240	Nyagesenda	Kisii	Marani	Marani	Regular
241	Nyangweta DOK	Kisii	Etago	Muticho	Regular
242	Etago DOK	Kisii	Etago	Moticho	Regular with Special Unit
243	Nyabikonso SDA	Kisii	Etago	Etago	Regular
244	Nyansembe	Kisii	Etago	Moticho	regular
245	Nyakeyo DEB	Kisii	Etago	Etago	Regular with Special Unit
246	Nyabiosi M	Kisii	Gucha South	Nyamarambe	Regular
247	Gesonso	Kisii	Gucha South	Nyamarambe	Regular
248	Kiasobera	Kisii	Gucha South	Nyamarambe	Regular
249	Nyabisase DEB	Kisii	Gucha South	Nyamarambe	Regular
250	Nyakembene SDA Comprehensive	Kisii	Gucha South	Nyamarambe	Regular with Special Unit
251	Mwata	Kisii	Kisii South	Riana	Regular
252	Nyamaya DOK	Kisii	Kisii South	Riana	Regular
253	Suneka DOK Comprehensive	Kisii	Kisii South	Bomorenda	Regular with Special Unit
254	Botoro ELCK Comprehensive	Kisii	Kisii South	Bomorenda	Regular
255	Itierio ELCK Prim and JSS	Kisii	Kisii South	Suneka	Regular
256	Kirwanda ELCK	Kisii	Kisii South	Bogikumu	Regular
257	Isamwera	Kisii	Kisii South	Bomariba	Regular

	Comprehensive				
258	Rianyapara ELCK	Kisii	Kisii South	Suneka	Regular
259	St Johns Riamagige Comprehensive	Kisii	Kisii South	Bomariba	Regular
260	Nyakungo DOK	Kisii	Kisii South	Gesonso	Regular
261	Mobamba	Kisii	Masaba South	Kiamokama	Regular
262	St Stephens Ichuni	Kisii	Masaba South	Ibacho	Regular
263	Emeroka	Kisii	Masaba South	Kiamokama	Regular
264	Moremani	Kisii	Masaba South	Kiamokama	Regular
265	Getacho DEB	Kisii	Masaba South	Gesusu	Regular with Special Unit
266	Amabuko DOK	Kisii	Masaba South	Kiamokama	Regular with Special Unit
267	Nyanturago DEB	Kisii	Masaba South	Nyamasibi	Regular
268	Ikenye SDA	Kisii	Masaba South	Masimba	Regular
269	Gekonge DEB	Kisii	Masaba South	Masimba	Regular with Special Unit
270	Masimba DEB	Kisii	Masaba South	Masimba	Regular with Special Unit
271	Kisii .	Kisii	Kisii Central	Getembe	Regular with Special Unit
272	Nyabuto DOK Primary and JSS	Kisii	Kisii Central	Kiogoro	Regular
273	Riondong'a SDA	Kisii	Kisii Central	Keumbu	Regular
274	Amariba DEB	Kisii	Kisii Central	Kiogoro	Regular
275	Kisii Campus	Kisii	Kisii Central	Getembe	Regular

276	Bokonyi DEB	Kisii	Kisii Central	Kiogoro	Regular
277	Gekomu DOK Comprehensive	Kisii	Kisii Central	Getembe	Regular
278	Nyanchwa Comprehensive	Kisii	Kisii Central	Getembe	Regular
279	Nyabori Bonge	Kisii	Kisii Central	Kiogoro	Regular
280	Nyanderema DEB	Kisii	Kisii Central	Kiogoro	Regukar
281	Keberesi	Kisii	Kenyenya	Kenyenya	Regular
282	Omobera	Kisii	Kenyenya	Kenyenya	Regular
283	Etoro DOK	Kisii	Kenyenya	Kenyenya	Regular with Special Unit
284	Oroche DOK	Kisii	Kenyenya	Magena	Regular
285	Riombasa	Kisii	Kenyenya	Magena	Regular
286	Kemoreko MFA Comprehensive	Kisii	Kenyenya	Magena	Regular
287	Magena DEB	Kisii	Kenyenya	Magena	Regular
288	Nyakoiba	Kisii	Kenyenya	Kenyenya	Regular
289	Riteke	Kisii	Kenyenya	Ibencho	Regular
290	Nyakiore	Kisii	Kenyenya	Magenche	Regular
291	Mangere DEB	Kisii	Gucha .	Ogembo	Regular
292	Nyamobo DOK	Kisii	Gucha	Ogembo	Regular with Special Unit
293	Tendere DEB	Kisii	Gucha	Ogembo	Regular
294	Nyamasege DOK	Kisii	Gucha	Ogembo	Regular
295	Nyansara DOK	Kisii	Gucha	Ogembo	Regular

296	Kimai DEB	Kisii	Gucha	Ogembo	
297	Nyansakia 2 DOK	Kisii	Gucha	Ogembo	Regular with Special Unit
298	Buyonge DEB	Kisii	Gucha	Ogembo	Regular
299	Egetuki DOK	Kisii	Gucha	Ogembo	Regular
300	Kebere	Kisii	Gucha	Ogembo	Regular
301	Kitakani	Kitui	Mutito North	Mutito	Regular
302	Syombandiso	Kitui	Mutito North	Mutito	Regular
303	Mutito	Kitui	Mutitu	Mutito	Special
304	Kandogo	Kitui	Mutitu	Mutitu	Regular
305	Zombe	Kitui	Mutitu	Mutitu	Regular
306	Kilonzo	Kitui	Nzambani	Chuluni	Regular
307	Nzambani	Kitui	Nzambani	Chuluni	Regular
308	Kavalula	Kitui	Nzambani	Chuluni	Regular
309	Mathulini Primary and JSS	Kitui	Nzambani	Chuluni	Regular with special unit
310	Kawea	Kitui	Mutitu	Mutitu	Regular
311	Makueni	Kitui	Ikutha	Ikutha	Regular
312	Athi	Kitui	Ikutha	Ikutha	Regular
313	Mwangu Ivuti	Kitui	Ikutha	Athi	Regular
314	Mutulu	Kitui	Ikutha	Ikutha	Regular
315	Mwangala Comprehensive	Kitui	Ikutha	Kanziko	Regular
316	Ndili	Kitui	Ikutha	Ikutha	Regular

317	Wiitu	Kitui	Ikutha	Ikutha	Regular
318	Kiangu	Kitui	Ikutha	Ikutha	Regular
319	Ikutha	Kitui	Ikutha	Ikutha	Regular
320	Kanziko	Kitui	Ikutha	Kanziko	Regular
321	Tanganyika Comprehensive	Kitui	Lower Yatta	Yatta	Regular
322	Usengy'o	Kitui	Lower Yatta	Yatta	Regular
323	Kiliko	Kitui	Lower Yatta	Lower Yatta	Regular
324	Mosa	Kitui	Kisasi	Kisasi	Regular
325	Mwiwe	Kitui	Kisasi	Kisasi	Regular
326	Kyosini Comprehensive	Kitui	Lower Yatta	Yatta	Regular
327	Yatta Special	Kitui	Lower Yatta	Yatta	Regular with Special Unit
328	Maangani	Kitui	Kisasi	Kisasi	Regular
329	Katangasua	Kitui	Kisasi	Kisasi	
330	Yatta Primary	Kitui	Lower Yatta	Yatta	Regular
331	Kyambusya	Kitui	Matinyani	Matinyani	Regular
332	Kathivi	Kitui	Matinyani	Matinyani	Regular with Special Unit
333	Utoo	Kitui	Kitui- West	Mutonguni	integrated
334	Kwa Mumo	Kitui	Matinyani	Mutonga	Regular
335	Tulia Comprehensive	Kitui	Kitui-West	Mutonguni	Regular
336	Kauwi	Kitui	Kitui-West	Kitui-West	Regular with Special Unit
337	Mutanda	Kitui	Kitui-West	Kaui	Regular

	Comprehensive				
338	Kalinditi	Kitui	Kitui-West	Kaui	Regular
339	Matinyani DED	Kitui	Matinyani	Matinyani	Regular with Special Unit
340	Tulia School for Mentally Challenged	Kitui	Kitui-West	Mutonguni	Regular with Special Unit
341	Muuluko	Kitui	Kyuso	Kyuso	Regular
342	Nzalaani Comprehensive	Kitui	Kyuso	Kyuso	Regular
343	AEPC Kyieni Kyagai	Kitui	Kyuso	Kyuso	Regular
344	Muruu	Kitui	Kyuso	Kyuso	Regular
345	Itulu	Kitui	Kyuso	Kyuso	Regular
346	Ngaaie Special School for M.H	Kitui	Kyuso	Kyuso	Special
347	Ngaaie	Kitui	Kyuso	Kyuso	Regular
348	Kyanguithia	Kitui	Kyuso	Kyuso	Regular
349	Kaguih	Kitui	Kyuso	Kyuso	Regular
350	Kwa Mutisya	Kitui	Kyuso	Kyuso	Regular
351	Mutomo	Kitui	Mutomo	Mutomo	Regular
352	Muti	Kitui	Mutomo	Mutomo	Regular
353	Kiange	Kitui	Mutomo	Mutomo	Regular
354	Kandae	Kitui	Mutomo	Mutomo	Regular
355	Ikanga	Kitui	Mutomo	Ikanga	Regular with special unit
356	Vengeleni	Kitui	Mutomo	Ikanga	Regular
357	Kyatune Comprehensive	Kitui	Mutomo	Ikanga	Regular

358	UAI Comprehensive	Kitui	Mutomo	Mutomo	Regular
359	Ilusya	Kitui	Mutomo	Ikanga	Regular
360	Makele	Kitui	Mutomo	Ikanga	Regular
361	Kyangunga	Kitui	Kitui Central	Central	Regular
362	Kithambagi	Kitui	Kitui Central	Central	Regular
363	Central	Kitui	Kitui Central	Central	
364	Museve	Kitui	Kitui Central	Central	Regular
365	Unyaa Comprehensive	Kitui	Kitui Central	Central	Regular
366	Ilooi	Kitui	Kitui Central	Central	Regular
367	Kitui school for the deaf	Kitui	Kitui Central	Central	Others
368	Maaini	Kitui	Katulani	Katulani	
369	Nzukini	Kitui	Katulani	Katulani	Regular
370	Katulani Comprehensive	Kitui	Katulani	Katulani	Regular
371	Kyamboo Pri/JSS	Kitui	Migwani	Migwani	Regular
372	Kanguutheni Pri/JSS	Kitui	Migwani	Migwani	Regular
373	Syomungele	Kitui	Mwingi West	Migwani	Regular
374	Kithalaaani	Kitui	Migwani	Migwani	Regular
375	Kathitha Nzau	Kitui	Migwani	Nguutani	Regular
376	Mathunzini	Kitui	Migwani	Nguutani	Regular
377	Katoteni	Kitui	Migwani	Migwani	Regular
378	Nzawa	Kitui	Migwani	Migwani	Regular
379	Thokoa	Kitui	Migwani	Migwani	Regular
380	Kikiini	Kitui	Migwani	Migwani	Regular

381	Nguni Primary	Kitui	Mwingi East	Nguni	Regular
382	Mwania	Kitui	Mwingi East	Nguni	Regular
383	Ndiamumo Primary	Kitui	Mwingi East	Nguni	Regular
384	Syunoo	Kitui	Mwing East	Nguni	Regular
385	Katooni C. School	Kitui	Mwingi East	Nguni	Regular
386	Masavi Pri Sch	Kitui	Mwingi East	Nguni	Regular
387	Mwasuma Pri	Kitui	Mwingi East	Nguni	Regular
388	Itunga Pri	Kitui	Mwingi East	Nguni	Regular
389	Kiisu Primary	Kitui	Mwingi East	Nguni	Regular
390	Kalulu Primary	Kitui	Mwingi East	Nguni	Regular
391	Katse Comprehensive School	Kitui	Mumoni	Kitui	Regular
392	Katuka School	Kitui	Mumoni	Mumoni Central	Regular
393	Kamathitu C. School	Kitui	Mumoni	Mumoni Central	Regular
394	Syomukii Primary	Kitui	Mumoni	Mumoni Central	Regular
395	Mitiuni School	Kitui	Mumoni	Mumoni Central	Regular
396	Nguuku School	Kitui	Mumoni	Mumoni Central	Regular
397	Kathulumani School	Kitui	Mumoni	Mumoni Central	Regular
398	Nyamanzei JSS	Kitui	Mumoni	Mumoni South	Regular
399	Ithingili School	Kitui	Mumoni	Mumoni South	Regular
400	Kaisinga Primary School	Kitui	Mumoni	Mumoni	Regular
401	Muuani	Makueni	Nzaui	Kilili/Nzaui/Kalamba	Regular
402	Ikangavya	Makueni	Nzaui	Kilili/Nzaui/Kala	Regular

				mba	
403	Ngukuni	Makueni	Nzaui	Kilili/Nzaui/Kalamba	Regular
404	Wee Comprehensive	Makueni	Nzaui	Kilili/Nzaui/Kalamba	Regular
405	Kithumba	Makueni	Nzaui	Kilili/Nzaui/Kalamba	Regular
406	Kukui	Makueni	Nzaui	Kilili/Nzaui/Kalamba	Regular
407	Kwambiti	Makueni	Nzaui	Kilili/Nzaui/Kalamba	Regular
408	Kalamba	Makueni	nzaui	Kilili/Nzaui/Kalamba	Regular
409	Isambani	Makueni	Nzaui	Kilili/Nzaui/Kalamba	Regular with Special unit
410	Wee School for the Deaf	Makueni	Nzaui	Kilili/Nzaui/Kalamba	Special
411	St. Joseph Kyale	Makueni	Kilungu	Kilungu	Regular with Special unit
412	Kithembe	Makueni	Kilungu	Kilungu	Regular
413	St. John Bosco Mutisya	Makueni	Kilungu	Kilungu	Regular
414	Tusunini	Makueni	Kilungu	Kilungu	Regular with Special unit
415	Katulye	Makueni	Kilungu	Kilungu	Regular
416	St. Augustine Thomeandu Boys	Makueni	Kilungu	Kilungu	Regular
417	Kalong Pri/JSS	Makueni	Kilungu	Kilungu	Regular with Special unit

418	Nunguni Comprehensive	Makueni	Kilungu	Kilungu	Regular
419	Kisekini	Makueni	Kilungu	Kilungu	Regular
420	Kyangela	Makueni	Kilungu	Kilungu	Regular
421	Matulani	Makueni	Kathonzweni	Mavindini	Regular
422	Utithini	Makueni	Kathonzweni	Mavindini	Regular
423	Kiumoni	Makueni	Kathonzweni	Mavindini	Regular
424	Makutano	Makueni	Kathonzweni	kathonzweni	Regular
425	Kathonzweni HGM Pri with Special Unit	Makueni	Kathonzweni	kathonzweni	Regular with Special unit
426	Vitale HGM	Makueni	Kathonzweni	kathonzweni	Regular
427	Mathemba	Makueni	Kathonzweni	kathonzweni	Regular
428	Uiini	Makueni	Kathonzweni	Mavindini	Regular
429	Kithaathaini	Makueni	Kathonzweni	Mavindini	Regular
430	Syandoo	Makueni	Kathonzweni	Mavindini	Regular
431	kiboko Comprehensive	Makueni	Makindu	Makindu	Regular with Special unit
432	Kari Mwailu DEB	Makueni	Makindu	Kiboko-Twaandu	Regular
433	Kanaani Comprehensive	Makueni	Makindu	Kiboko-Twaandu	Regular
434	Kasuvi	Makueni	Makindu	Kiboko-Twaandu	Regular
435	Nthia	Makueni	Makindu	Makindu	Regular
436	Mulilii	Makueni	Makindu	Makindu	Regular
437	Ikoyo	Makueni	Makindu	Kiboko-Twaandu	Regular
438	Makululo	Makueni	Makindu	Makindu	Regular
439	Ngukuni Comprehensive	Makueni	Makindu	Makindu	Regular with

					Special unit
440	Makindu GNCA	Makueni	Makindu	Makindu	Regular
441	Unoa	Makueni	Makueni	Wote-Nziu	Regular with Special unit
442	ACK Wote Township	Makueni	Makueni	Wote-Nziu	Regular
443	Malivani	Makueni	Makueni	Wote-Nziu	Regular
444	Kithianii	Makueni	Makueni	Kikumini/Muyau	Regular
445	Kyambai	Makueni	Makueni	Kee	Regular
446	Kivandini	Makueni	Makueni	Wote-Nziu	Regular with Special unit
447	Kambi Mawe	Makueni	Makueni	Muyau-Kikumini	Regular
448	Kilala AIC	Makueni	Makueni	Ukia	Regular
449	Makongo	Makueni	Makueni	Ukia	Regular with Special unit
450	Kivani	Makueni	Makueni	Kee	Regular with Special unit
451	Helani	Makueni	Mbooni West	Tulimani	Regular
452	Kiatineni	Makueni	Mbooni West	Tulimani	Regular
453	Kyamithenge	Makueni	Mbooni West	Tulimani	Regular
454	Tulimani	Makueni	Mbooni West	Tulimani	Regular
455	Kyangoma Special School	Makueni	Mbooni West	Mbooni	Special
456	Kikiini Primary	Makueni	Mbooni West	Mbooni	Regular
457	Muumoni	Makueni	Mbooni West	Tulimani	Regular
458	Ndueni	Makueni	Mbooni West	Mbooni	Regular

459	Maanzuvi	Makueni	Mbooni West	Tulimani	Regular
460	Wambuli	Makueni	Mbooni West	Tulimani	Regular
461	Molemuni	Makueni	Kambu	Mtito Andei	Regular with Special unit
462	Kambulalani	Makueni	Kambu	Mtito Andei	Integrated
463	Kalimani	Makueni	Kambu	Mtito Andei	Regular
464	Kiange Primary and JSS	Makueni	Kambu	Mtito Andei	Integrated
465	Ngwata	Makueni	Kambu	Mtito Andei	Integrated
466	Machinery Township	Makueni	Kambu	Machinery	Regular
467	Masongaleni	Makueni	Kambu	Machinery	Regular
468	Ndauni	Makueni	Kambu	Machinery	Regular
469	Mwanyani Comprehensive	Makueni	Kambu	Machinery	Regular
470	Mtito Andei Comprehensive	Makueni	Kambu	Mtito Andei	Regular with Special unit
471	Kibwezi Township Comprehensive	Makueni	Kibwezi	Kibwezi	Regular with special unit
472	Mikuyuni	Makueni	Kibwezi	Kibwezi	Regular
473	Muatini	Makueni	Kibwezi	Kibwezi	Regular
474	Kalungu Comprehensive	Makueni	Kibwezi	Kibwezi	Regular
475	Kalulini	Makueni	Kibwezi	Kibwezi	Regular
476	Ilingoni	Makueni	Kibwezi	Kibwezi	Regular
477	Matinga	Makueni	Kibwezi	Kibwezi	Regular
478	Kisayani Comprehensive	Makueni	Kibwezi	Kibwezi	Regular
479	Kwakyai	Makueni	Kibwezi	Kibwezi	Regular

480	Mbuinzu	Makueni	Kibwezi		Regular
481	Kakuswi Special School	Makueni	Mbooni East	Kisau	Special
482	Song'eni Pri Sch	Makueni	Mbooni East	Kisau	Regular
483	Munyini Pri Sch	Makueni	Mbooni East	Kisau	Regular
484	Kanyenyoni Pri Sch	Makueni	Mbooni East	Kiteta	Regular
485	Kyala Pri Sch	Makueni	Mbooni East	Kiteta	Regular
486	Kiteta Pri Sch	Makueni	Mbooni East	Kiteta	Regular
487	Katuma Pri Sch	Makueni	Mbooni East	Kisau	Regular
488	Uvuu Pri Sch	Makueni	Mbooni East	Kisau	Regular
489	Ndululu C. Sch	Makueni	Mbooni East	Kisau	Special
490	Kyang'ondu Pri Sch	Makueni	Mbooni East	Waia	Regular
491	Matiani Pri Sch	Makueni	Mukaa	Kilome	Regular
492	Kwambotoe Pri Sch	Makueni	Mukaa	Kilome	Intergrated
493	AIC Mukaa Primary	Makueni	Mukaa	Kilome	Special
494	Mbukuni Pri	Makueni	Mukaa	Kilome	Regular
495	Kwamelelu Pri Sch	Makueni	Mukaa	Kilome	Regular
496	Kati Komu Pri Sch	Makueni	Mukaa	Kilome	Regular
497	Thumbi Pri Sch	Makueni	Mukaa	Kilome	Regular
498	Kwamwengio Comprehensive Sch	Makueni	Mukaa	Kilome	Regular
499	Kwa Kaseke Pri Sch	Makueni	Mukaa	Kilome	Special
500	Kilome SA Comprehensive	Makueni	Mukaa	Kilome	Regular
501	Border Point One	Mandera	Mandera East	Central	Regular

502	Buruburu	Mandera	Mandera East	Central	Regular
503	Mandera Boys Town	Mandera	Mandera East	Central	Regular
504	Barwaqo	Mandera	Mandera East	Central	Regular
505	Duse	Mandera	Mandera East	Central	Regular
506	Shashafey Primary and JSS	Mandera	Mandera East	Central	Regular
507	Hareoslo	Mandera	Mandera East	Central	Regular
508	Abdirashid Hassan	Mandera	Mandera East	Central	Regular
509	Neboi	Mandera	Qalalaiyo	Qalalaliyow	Regular
510	Tawakal	Mandera	Mandera East	Central	Regular
511	Daua Integrated	Mandera	Mandera East	Central	Regular with special unit
512	Sharif	Mandera	Khalalio	Burabor	Regular
513	Mandera Special School for the blind	Mandera	Khalalio	Khalalio	Special
514	Mandera Township	Mandera	Mandera East	Central	Regular with special unit
515	Khadija Girls	Mandera	Mandera East	Township	Regular
516	Mandera DEB	Mandera	Mandera East	Central	Regular with special unit
517	Koromey	Mandera	Mandera East	Central	Regular
518	Garbaqoley	Mandera	Khalalio	Khalalid	Regular
519	Umoja	Mandera	Mandera East	Neboi	Regular
520	Kamor	Mandera	Mandera East	Central	Regular with special unit
521	Fikow	Mandera	Khalalio	Fikow	Regular

522	Bullahaji	Mandera	Khalalio		Regular
523	Burabor Pri	Mandera	Khalalio	khalalio	Regular
524	Kamorele	Mandera	Khalalio		Regular
525	Bella	Mandera	Khalalio		Regular
526	Darika	Mandera	Khalalio		Regular
527	Khalalio	Mandera	Khalalio		Regular
528	Gadudia	Mandera	Khalalio		Regular
529	Karo	Mandera	Khalalio		Regular
530	Ugas Adan Hirsi	Mandera	Khalalio		Regular
531	Libahiya primary /JSS	Mandera	Arabia	Libahiya	Regular
532	Qurader	Mandera	Arabia	Libahiya	Regular
533	Hegalow	Mandera	Arabia	Arabia	Regular
534	Qumbiso	Mandera	Arabia	Libahiya	Regular
535	Farey	Mandera	Arabia	Arabia	Regular
536	Sarohindi	Mandera	Arabia	Libahiya	Regular
537	Aresa	Mandera	Khalalio	Hareri	Regular
538	Hareri	Mandera	Mandera East	Hareri	Regular
539	Omarjilow	Mandera	Arabia	Arabia	Regular
540	Arabia	Mandera	Arabia	Arabia	Regular
541	Upper Hill Rhamu	Mandera	Mandera North	Rhamu	Regular
542	Abakaro	Mandera	Mandera North	Rhamu	Regular
543	Alfurqan Integrated	Mandera	Mandera	Rhamu	Regular

			North		
544	Shantoley	Mandera	Mandera North	Rhamu	Regular
545	Rhamu DEB	Mandera	Mandera north	Rhamu	Regular
546	Al-Fowzan	Mandera	Mandera North	Rhamu	Regular
547	Darussalam	Mandera	Mandera North	Rhamu	Regular
548	Girisa	Mandera	Mandera North	Rhamu	Regular
549	Ladeni	Mandera	Mandera North	Rhamu	Regular
550	Al Hidaya	Mandera	Mandera North	Rhamu	Regular
551	Abaiyesa Water Point	Mandera	Mandera South	Elwak	Regular
552	Qolati	Mandera	Mandera Central	Elwak South	Regular
553	Bulla Afya	Mandera	Mandera Central	Elwak North	Regular
554	Al-Rowdha	Mandera	Mandera Central	Elwak	Regular with special unit
555	Al-Uteibi	Mandera	Mandera Central	Elwak South	Regular
556	Al-Uweis	Mandera	Mandera Central	Elwak	Regular
557	EL-GOLICHA	Mandera	Mandera Central	Wante	Regular

558	El-wak DEB	Mandera	Mandera Central	Elwak South	Regular with special unit
559	Senior Chief Adawa	Mandera	Mandera Central	Elwak Town	Regular with special unit
560	Elwak Girls	Mandera	Mandera Central	Elwak	Regular
561	Duse	Mandera	Kotulo	Kotulo	Regular
562	Abey Umur	Mandera	Kotulo	Kotulo	Regular
563	Harwale	Mandera	Kotulo	Kotulo	Regular
564	Lehele	Mandera	Kotulo	Kotulo	Regular
565	Mitita	Mandera	Kotulo	Kotulo	Regular
566	El-Ram	Mandera	Kotulo	Kotulo	Regular
567	Dimu	Mandera	Kotulo	Kotulo	Regular
568	Dadach Majani	Mandera	Kotulo	Kotulo	Regular
569	Chief Mohammed Jari	Mandera	Kotulo	Kotulo	Regular
570	Dabacity	Mandera	Kotulo	kotulo	Regular
571	Kubdishan	Mandera	Mandera West	Takaba	Regular
572	Bolowle	Mandera	Mandera West	Takaba	Regular
573	Gutole	Mandera	Mandera West	Takaba	Regular
574	Gambela	Mandera	mandera west	Takaba	Regular
575	Takaba	Mandera	mandera west	Takaba	Regular with special unit
576	Mukutano	Mandera	Mandera west	Gither	Regular

577	Rocky Hill School	Mandera	Mandera west	Takaba	Regular
578	Arda Halo	Mandera	Mandera west	Takaba	Regular
579	Didkuro	Mandera	Mandera west	Takaba	Regular
580	Wangaidahan	Mandera	Mandera west	Takaba	Regular
581	Kiliwehiri	Mandera	Kiliwehiri	Kiliwehiri	Regular
582	Khotkhot	Mandera	Kiliwehiri	Kiliwehiri	Regular
583	Bula Fulay	Mandera	Kiliwehiri	Kiliwehiri	Regular
584	Umar	Mandera	Kiliwehiri	Kiliwehiri	Regular
585	Garbi	Mandera	Kiliwehiri	Kiliwehiri	Regular
586	Qararidestu	Mandera	Kiliwehiri	Kiliwehiri	Regular
587	Funanteso	Mandera	Kiliwehiri	Kiliwehiri	Regular
588	Birkan	Mandera	Kiliwehiri	Kiliwehiri	Regular
589	Dambala Gale	Mandera	Kiliwehiri	Kiliwehiri	Regular
590	Orgog	Mandera	Kiliwehiri	Kiliwehiri	Regular
591	Ranisa	Mandera	Banisa	Banisa	Regular with special unit
592	Lulis	Mandera	Banisa	Banisa	Regular
593	Chiracha	Mandera	Banisa	Banisa	Regular
594	Yatani	Mandera	Banisa	Banisa	Regular
595	Chief Haji Mohammed	Mandera	Banisa	Banisa	Regular
596	Diribbor	Mandera	Banisa	Banisa	Regular
597	Bode	Mandera	Banisa	Banisa	Regular
598	Mata Arba	Mandera	Banisa	Banisa	Regular
599	Arda Timirti	Mandera	Banisa	Banisa	

600	Tarama	Mandera	Banisa	Banisa	Regular
601	Rikenye DEB	Nyamira	Masaba North	Rigoma	Regular
602	Kenyerere DOK Pri Sch	Nyamira	Masaba North	Rigoma	Regular with Special Unit
603	Riyabe DEB	Nyamira	Masaba North	Rigoma	Regular with Special Unit
604	Itongo segera DEB	Nyamira	Masaba North	Rigoma	Regular with Special Unit
605	Borabu Pri Sch	Nyamira	Masaba North	Rigoma	Regular
606	Rigoma DEB	Nyamira	Masaba North	Gachuba	Regular with Special Unit
607	Girongo DOK	Nyamira	Masaba North	Gachuba	Regular
608	Nyasumi DOK	Nyamira	Masaba North	Gachuba	Regular
609	Bonyunyu DOK	Nyamira	Masaba North	Gachuba	Regular
610	Kiomonso	Nyamira	Masaba North	Gachuba	Regular with Special Unit
611	Gesima DEB	Nyamira	Masaba North	Gesima	Regular with Special Unit
612	Nyabuya DEB	Nyamira	Masaba North	Gesima	Regular with Special Unit
613	Esani Special School	Nyamira	Masaba North	Gesima	Special
614	Mosobeti DOK	Nyamira	Masaba North	Gei	Regular
615	Sungututa DEB	Nyamira	Masaba North	Gesima	Regular with Special Unit
616	Kegogi DOK	Nyamira	Manga	Magombo	Regular with Special Unit
617	Kuja DOK	Nyamira	Manga	Magombo	Regular with

					Special Unit
618	Riaranga DOk	Nyamira	Manga	Magombo	Regular
619	Sirate DEB	Nyamira	Manga	Magombo	Regular
620	Nyambaria Comprehensive	Nyamira	Manga	Magombo	Regular with Special Unit
621	Mekenene DEB	Nyamira	Borabu	Mekenene	Regular with Special Unit
622	Borabu DEB	Nyamira	Borabu	Mekenene	Regular
623	Nyaramba DOK	Nyamira	Nyamira North	Ekerenyo	Regular with Special Unit
624	Nyangoge C	Nyamira	Nyamira North	Ekerenyo	Regular
625	Nsicha	Nyamira	Nyamira North	Ekerenyo	Regular
626	Chinche D.E.B	Nyamira	Nyamira North	Ekerenyo	Regular
627	Ibara G. Boarding	Nyamira	Nyamira North	Ekerenyo	Regular
628	Mwongori SDA	Nyamira	Borabu	Mekenene	Regular
629	Mogusii	Nyamira	Borabu	Mekenene	Regular
630	Riamanoti D.E.B	Nyamira	Borabu	Mekenene	Regular
631	Gesibei DOK	Nyamira	Borabu	Nyansiongo	Regular with Special Unit
632	Isoge D.E.B	Nyamira	Borabu	Nyansiongo	Regular
633	Itumbe SDA	Nyamira	Borabu	Nyansiongo	Regular
634	Nderema D.E.B	Nyamira	Borabu	Nyansiongo	Regular

635	Ensakia D.E.B	Nyamira	Borabu	Nyansiongo	Regular
636	Saiganya D.E.B	Nyamira	Borabu	Nyansiongo	Regular with Special Unit
637	Simbauti	Nyamira	Borabu	Nyansiongo	Regular
638	St Andrew Kaggwa Boys	Nyamira	Borabu	Nyansiongo	Regular
639	Nyansiongo DEB	Nyamira	Borabu	Nyansiongo	Regular
640	Masige DEB Primary	Nyamira	Borabu	Nyansiongo	Regular
641	Ikonge SDA Prmary	Nyamira	Manga	Kemera	Regular
642	Riomoro Primary	Nyamira	Manga	Kemera	Regular
643	Moitunya SDA Primary	Nyamira	Manga	Kemera	Regular with Special Unit
644	Motembe DOk	Nyamira	Manga	Kemera	Regular
645	Bigogo DOK	Nyamira	Manga	Kemera	Regular
646	Nyambaso Compherensive	Nyamira	Manga	Manga	Regular with Special Unit
647	Ikobe DEB	Nyamira	Manga	Manga	Regular
648	Sengera DEB	Nyamira	Manga	Manga	Regular with Special Unit
649	Nyaisa Day	Nyamira	Manga	Manga	Regular
650	Nyaisa SDA B	Nyamira	Manga	Manga	Regular
651	Tombe DBK Primary	Nyamira	Nyamira North	Ekerenyo	Regular
652	Iteresi DEB	Nyamira	Nyamira North	Ekerenyo	Regular
653	Matierio DEB	Nyamira	Nyamira North	Ekerenyo	Regular

654	Kebabe DEB	Nyamira	Nyamira North	Ekerenyo	Regular
655	Nyagokiani ELCK	Nyamira	Nyamira North	Ekerenyo	Regular with Special Unit
656	Kea DEB Primary	Nyamira	Nyamira North	Ekerenyo	Regular
657	Mnancha SDA Primary	Nyamira	Nyamira North	Ekerenyo	Regular
658	St Philip Gekendo DOK	Nyamira	Nyamira North	Ekerenyo	Regular
659	Geseweswe S.A Pri School	Nyamira	Nyamira North	Ekerenyo	Regular
660	Keimuma DEB	Nyamira	Nyamira North	Ekerenyo	Regular
661	Gesurara DEP	Nyamira	Nyamira North	Ekerenyo	Regular
662	Nyamusi DEB	Nyamira	Nyamira North	Nyamusi	Regular
663	Riomega SDA Mixed BD	Nyamira	Nyamira North	Nyamusi	Regular
664	Esanige Special	Nyamira	Nyamira North	Nyamusi	Special
665	Magwagwa DEB	Nyamira	Nyamira North	Nyamusi	Regular
666	Nyanchoka DOK	Nyamira	Nyamira North	Nyamusi	Regular with Special Unit
667	Eaka DEB	Nyamira	Nyamira North	Nyamusi	Regular
668	Monga DEB	Nyamira	Nyamira	Nyamusi	Regular

			North		
669	Etono DEB	Nyamira	Nyamira North	Nyamusi	Regular
670	Etono SDA Boarding	Nyamira	Nyamira North	Nyamusi	Regular
671	Tente Comprehensive	Nyamira	Nyamira South	Nyamira	Regular
672	Nyamira Primary	Nyamira	Nyamira South	Nyamira	Regular with special unit
673	Geseneno	Nyamira	nyamira South	nyamira	Regular
674	Gesore PAG Primary	Nyamira	Nyamira South	Nyamira	Regular
675	Bomondo COG Primary	Nyamira	Nyamira South	Nyamira	Regular
676	Nyamwelureko Comprehensive	Nyamira	Nyamira South	Nyamira	Regular
677	Endabu FPFK	Nyamira	Nyamira South	Nyamira	Regular with special unit
678	Nyakemicha DOK	Nyamira	Nyamira South	Nyamira	Regular
679	Mobamba DOK	Nyamira	Nyamira South	Nyamira	Regular
680	Kibirigo Comprehensive	Nyamira	Nyamira South	Nyamira	Regular with special unit
681	Girigiri Primary	Nyamira	Nyamira South	Nyamira	Regular with special unit
682	Kuura DEB Primary	Nyamira	Nyamira South	Nyamira	Regular with special unit
683	Nyachogochogo Primary	Nyamira	Nyamira South	Nyamira	Regular with special unit
684	Moruga ELCK Primary	Nyamira	Nyamira South	Nyamira	Regular with special unit

685	Igena Itambe DEB Primary	Nyamira	Nyamira South	Nyamira	Regular with special unit
686	Gesiaga DEB	Nyamira	Nyamira South	Nyamira	Regular with special unit
687	Sasati PAG	Nyamira	Nyamira South	Nyamira	Regular with special unit
688	Ikobe DOK Primay	Nyamira	Nyamira South	Nyamira	Regular with special unit
689	Nyachururu DEB Primary	Nyamira	Nyamira South	Nyamira	Regular with special unit
690	Tinga DOK Primary	Nyamira	Nyamira South	Nyamira	Regular with special unit
691	Kenyambi DEb	Nyamira	Nyamira South	Nyamira	Regular with special unit
692	Marindi	Nyamira	Nyamira South	Nyamira	Regular with special unit
693	Sironga DEB	Nyamira	Nyamira South	Nyamira	Regular
694	Ibucha DEB	Nyamira	Nyamira South	Nyamira	Regular
695	Tonga DEB	Nyamira	Nyamira South	Nyamira	Regular with special unit
696	Tonga Omonuri Boarding	Nyamira	Nyamira South	Nyamira	Regular
697	Matiero DEB	Nyamira	Nyamira South	Nyamira	Regular
698	Bondeka ELCK	Nyamira	Nyamira South	Nyamira	Regular
699	Mangongo ELCK	Nyamira	Nyamira South	Nyamira	regular
700	Makairo DEB	Nyamira	Nyamira South	Nyamira	Regular
701	Githabai Primary School	Nyandarua	South Kinangop	Githabai	Regular

702	Mbogani Comprehensive School	Nyandarua	South Kinangop	Githabai	Regular
703	Kitiko Pri Sch	Nyandarua	South Kinangop	Engineer	Regular
704	Njambini Comprehensive	Nyandarua	South Kinangop	Njambini Kibiru	Regular
705	Ndothua Comprehensive Sch	Nyandarua	South Kinangop	Githabai	Regullar
706	Barainya Comprehensive	Nyandarua	South Kinangop	Nyakio	Regular
707	Githinji Comprehensive	Nyandarua	South Kinangop	Magumu	Regular with special unit
708	Amani Comprehensive	Nyandarua	South Kinangop	Nyakio	Regular
709	St Christopher Comprehensive	Nyandarua	South Kinangop	Magumu	Regular
710	Sasumwa Comprehensive	Nyandarua	South Kinangop	Kiburu	Regular
711	Murungaru Pri	Nyandarua	North Kinangop	Central	Regular with special unit
712	Hianyu School	Nyandarua	North Kinangop	Central	Regular with special unit
713	Ndagalaina	Nyandarua	North Kinangop	Central	Regular
714	Karoruhia Pri	Nyandarua	North Kinangop	North Kinangop	Regular
715	Ndunyu Njeru	Nyandarua	North Kinangop	North Kinangop	Special
716	Mukunji comprehensive	Nyandarua	North	North Kinangop	Regular

			Kinangop		
717	Mwiruti Pri	Nyandarua	North Kinangop	Central	Regular
718	Kanyugi Pri	Nyandarua	North Kinangop	North Kinangop	Regular
719	Nyandarua School for the Deaf	Nyandarua	North Kinangop	North Kinangop	Special
720	Mwitethia Pri	Nyandarua	North Kinangop	North Kinangop	Regular with special unit
721	Mara Pri Sch	Nyandarua	KIpipiri	KIpipiri	Regular
722	Kamua Primary School	Nyandarua	KIpipiri	KIpipiri	Regular
723	Mahindu Comprehensive School	Nyandarua	KIpipiri	KIpipiri	Regular with special unit
724	Kabati Pri Sch	Nyandarua	KIpipiri	KIpipiri	Regular
725	Kamahia Comprehensive Pri Sch	Nyandarua	KIpipiri	KIpipiri	Regular
726	Githioro Pri Sch	Nyandarua	KIpipiri	KIpipiri	Regular
727	Migaa Pri Sch	Nyandarua	KIpipiri	KIpipiri	Regular
728	Njomo Pri Sch	Nyandarua	KIpipiri	KIpipiri	Regular
729	Turasha Pri Sch	Nyandarua	KIpipiri	KIpipiri	Regular
730	Jura Pri Sch	Nyandarua	KIpipiri	KIpipiri	Regular
731	Kianjogu Pri Sch	Nyandarua	Wanjohi	Geta	Regular
732	Marimu Pri Sch	Nyandarua	Wanjohi	Geta	Regular with special unit
733	Gathuthi Pri Sch	Nyandarua	Wanjohi	Geta	Regular with special unit

734	Karima Pri Sch	Nyandarua	Wanjohi	Geta	Regular
735	Kimuru Pri Sch	Nyandarua	Wanjohi	Wanjohi	Regular
736	Mubao Pri Sch	Nyandarua	Wanjohi	Wanjohi	Regular
737	Munyuini Pri Sch	Nyandarua	Wanjohi	Wanjohi	Regular
738	Wanjohi Pri Sch	Nyandarua	Wanjohi	Wanjohi	Regular
739	Ngarua Rironi Pri Sch	Nyandarua	Wanjohi	Wanjohi	Regular
740	Gatondo Pri Sch	Nyandarua	Wanjohi	Wanjohi	Regular
741	ST Peter Huruma Comprehensive	Nyandarua	Nyandarua Central	Ol kalou	Regular
742	Hospital Pri Sch	Nyandarua	Nyandarua Central	Kambogo	Regular
743	Silanga Pri	Nyandarua	Nyandarua Central	Rurii	Regular
744	Kieni Pri Sch	Nyandarua	Nyandarua Central	Kaimbaga	Regular
745	Mugumu Comprehensive School	Nyandarua	Nyandarua Central	Ol kalou	Regular
746	J.M Kariuki Pri	Nyandarua	Nyandarua Central	Kaimbaga	Regular
747	Kiganjo Pri Sch	Nyandarua	Ol Kalou Central	Kaimbaga	Regular with special unit
748	Ol kalou Comprehensive	Nyandarua	Nyandarua Central	Ol kalou	Regular with special unit
749	St Joseph Pri Sch	Nyandarua	Nyandarua Central	Ol kalou	Regular
750	Ol kalou Special Sch	Nyandarua	Nyandarua Central	Ol kalou	Special

751	Gatimu	Nyandarua	Nyandarua West	Kiwanja	Regular
752	Gatimu Special School	Nyandarua	Nyandarua West	Kiwanja	Regular with special unit
753	Kianjata	Nyandarua	Nyandarua West	Kiwanja	Regular
754	Kibathi	Nyandarua	Nyandarua West	Kiwanja	Regular
755	Riverside Comprehensive	Nyandarua	Ol-Jorok	Gatimu	Regular
756	Baraka Comprehensive	Nyandarua	Nyandarua West	Gatimu	Regular
757	Nyandarua Boarding Comprehensive	Nyandarua	Nyandarua West	Ol-Jorok	Regular
758	Madaraka	Nyandarua	Nyandarua West	Ol-Jorok	Regular
759	Ol-Jorok Comprehensive	Nyandarua	Nyandarua West	Ol-Jorok	Regular
760	Chakareli Comprehensive	Nyandarua	Nyandarua West	Ol-Jorok	Regular
761	Kamukunji	Nyandarua	Gathanji	Gathanji	Regular
762	Iguamiti Comprehensive	Nyandarua	Gathanji	Gathanji	Regular
763	Gikeno Comprehensive	Nyandarua	Gathanji	Gathanji	Boiman
764	Mahua Comprehensive	Nyandarua	Gathanji	Gathanji	Regular
765	Silibwet Comprehensive		Gathanji	Gathanji	Regular
766	Ngano Comprehensive	Nyandarua	Gathanji	Gathanji	Regular with Special Unit
767	Munga Comprehensive	Nyandarua	Gathanji	Gathanji	Regular

768	Ruiru Comprehensive	Nyandarua	Gathanji	Gathanji	Regular
769	Charagita Comprehensive	Nyandarua	Gathanji	Gathanji	Regular
770	Matindiri Comprehensive	Nyandarua	Gathanji	Gathanji	Regular
771	Dundori CCM	Nyandarua	Mirangine	Mirangine	Regular
772	Micharage	Nyandarua	Mirangine	Mirangine	Regular
773	Githima Comprehensive	Nyandarua	Mirangine	Mirangine	Regular
774	Nyakiambi	Nyandarua	Mirangine	Mirangine	Regular
775	Matunda	Nyandarua	Mirangine	Mirangine	Regular
776	Tumaini	Nyandarua	Mirangine	Mirangine	Regular
777	Rutara	Nyandarua	Mirangine	Kanjuri	Regular
778	St. Marys Ngorika Special Primary	Nyandarua	Mirangine	Ngorika	Special
779	Wiumiririe Comprehensive	Nyandarua	Mirangine	Ngorika	Special
780	Ngurika	Nyandarua	Mirangine	Ngorika	Regular
781	Mbuyo	Nyandarua	Mirangine	Mutanga	Regular
782	Ndururi Comprehensive	Nyandarua	Nyandarua North	Ndaragua East	Regular
783	Ndaragua Comprehensive	Nyandarua	Nyandarua North	Ndaragua East	Regular with Special Unit
784	Michinda Comprehensive	Nyandarua	Nyandarua North	Mutanga	Regular
785	Kwanjora Special School	Nyandarua	Nyandarua North	Mutanga	Special

786	Ndogino Comprehensive	Nyandarua	Nyandarua North	Mutanga	Regular
787	Baari Comprehensive	Nyandarua	Nyandarua North	Mutanga	Regular
788	Kimaru Special MH	Nyandarua	Nyandarua North	Mutanga	Special
789	Ritaya Comprehensive	Nyandarua	Nyandarua North	Mutanga	Special
790	Ngai Ndeithia	Nyandarua	Nyandarua North	Mutanga	Regular
791	Kahero	Nyandarua	Aberdare	Shamata	Regular
792	Kametha Comprehensive	Nyandarua	Aberdare	Shamata	Regular
793	Park View Comprehensive	Nyandarua	Aberdare	Shamata	Regular
794	Kangocho	Nyandarua	Aberdare	Shamata	Regular
795	Simbara Comprehensive	Nyandarua	Aberdare	Shamata	Regular
796	Warukira Comprehensive	Nyandarua	Aberdare	Shamata	Regular
797	Subuku Comprehensive	Nyandarua	Aberdare	Central	Regular
798	Makereka Comprehensive	Nyandarua	Aberdare	Central	Regular
799	Olobolossat Comprehensive	Nyandarua	Aberdare	Shamata	Regular
800	Mairokumi Comprehensive	Nyandarua	Aberdare	Central	Regular
801	Taveta Special School	Taita Taveta	Taveta	Bomeni	Regular with Special Unit

802	Taveta Pri Sch	Taita Taveta	Taveta	Bomeni	Regular
803	Njoro Pri Sch	Taita Taveta	Taveta	Bomeni	Regular
804	Mshekesheni Pri Sch	Taita Taveta	Taveta	Bomeni	Regular
805	Kiwalwa Pri Sch	Taita Taveta	Taveta	Mboghoni	Regular
806	Riata Pro Sch	Taita Taveta	Taveta	Mboghoni	Regular
807	Mrabani Pri Sch	Taita Taveta	Taveta	Mboghoni	Regular
808	Mata Pri Sch	Taita Taveta	Taveta	Mata	Regular
809	Rekeke Pri Sch	Taita Taveta	Taveta	Mata	Regular
810	St Patrick's Kimala Pri	Taita Taveta	Taveta	Mata	Regular
811	Koghombo Pri	Taita Taveta	Mwatate	Rong'e	Regular
812	Rahai Primary	Taita Taveta	Mwatate	Rong'e	Regular
813	Mwakinyungu Primary	Taita Taveta	Mwatate	Rong'e	Regular
814	Rong'e Primary	Taita Taveta	Mwatate	Rong'e	Regular
815	Kishau Primary	Taita Taveta	Mwatate	Rong'e	Regular
816	Mariweny Pri Sch	Taita	Mwatate	Rong'e	Regular

		Taveta			
817	Kighononyi Pri Sch	Taita Taveta	Mwatate	Rong'e	Regular
818	Shelemba Pri Sch	Taita Taveta	Mwatate	Rong'e	Regular
819	Mwambota Primary	Taita Taveta	Mwatate	Rong'e	Regular
820	Mvabenyi Primary	Taita Taveta	Mwatate	Rong'e	Regular
821	Mwantutu Primary	Taita Taveta	Mwatate	Chawia	Regular
822	Kitivo	Taita Taveta	Mwatate	Chawia	Regular
823	Mwandisha	Taita Taveta	Mwatate	Mwatate	Regular
824	Zare	Taita Taveta	Mwatate	Bura	Regular
825	Nyolo	Taita Taveta	Mwatate	Bura	Regular
826	Mlughi	Taita Taveta	Mwatate	Bura	Regular
827	Mbagha	Taita Taveta	Mwatate	Bura	Regular
828	Mwashuma	Taita Taveta	Mwatate	Bura	Regular
829	Mnengwa Pri	Taita Taveta	Mwatate	Bura	Regular
830	Msorongo Pri	Taita Taveta	Mwatate	Bura	Regular

831	Ndumbinyi Pri	Taita Taveta	Wundanyi	Mwanda Mgange	Regular
832	Vuria Pri/JSS	Taita Taveta	Wundanyi	Mwanda Mgange	Regular
833	Mlamba Pri/JSS	Taita Taveta	Wundanyi	Mwanda Mgange	Regular
834	Mwanda Pri/JSS	Taita Taveta	Wundanyi	Mwanda Mgange	Regular
835	St John's Pri/JSS	Taita Taveta	Wundanyi	Mwanda Mgange	Regular
836	Ndundonyi Pri/JSS	Taita Taveta	Wundanyi	Mwanda Mgange	Regular
837	Werugha School	Taita Taveta	Wundanyi	Werugha	Regular with Special Unit
838	Nyache Pri/JSS	Taita Taveta	Wundanyi	Kiumingu Kishushe	Regular
839	Mghambonyi	Taita Taveta	Wundanyi	Kiumingu Kishushe	Regular
840	Maghimbinyi Pri/JSS	Taita Taveta	Wundanyi	Kiumingu Kishushe	Regular
841	Timbila Comprehensive	Taita Taveta	Taveta	Mahoo	Regular
842	Timbila Special	Taita Taveta	Taveta	Mahoo	Regular
843	Khadija Muna	Taita Taveta	Taveta	Mata	Regular
844	Kidong'u Pri	Taita Taveta	Taveta	Chala	Regular
845	Mahoo Pri	Taita	Taveta	Mahoo	Regular with

		Taveta			Special Unit
846	Lessesia Comprehensive	Taita Taveta	Taveta	Mahoo	Regular
847	Sowene Pri	Taita Taveta	Taveta	Bomeni	Regular
848	Malukiloriti Pri	Taita Taveta	Taveta	Mahoo	Regular
849	Chala Pri	Taita Taveta	Taveta	Chala	Regular
850	Njukini	Taita Taveta	Taveta	Chala	Regular
851	Ghazi	Trans Nzoia	Voi	Mbololo	Regular
852	Ore	Trans Nzoia	Voi	Mbololo	Regular
853	Mlundinyi	Trans Nzoia	Voi	Mbololo	Regular
854	Ndile	Trans Nzoia	Voi	Mbololo	Regular
855	Mwakiki	Trans Nzoia	Voi	Mbololo	Regular
856	Ikanga	Trans Nzoia	Voi	Mbololo	Regular
857	Mwambolembole	Trans Nzoia	Voi	Mbololo	Regular
858	Mkwachunyi	Trans Nzoia	Voi	Mbololo	Regular
859	Boniface Mghanga	Trans Nzoia	Voi	Mbololo	Regular

860	Kambito	Trans Nzoia	Voi	Mbololo	Regular
861	Voi Primary	Trans Nzoia	Voi	Mbololo	Regular
862	Mwakingali	Trans Nzoia	Voi	Mbololo	Regular
863	Mwamunga	Trans Nzoia	Voi	Mbololo	Regular
864	Mwanyambo Special school	Trans Nzoia	Voi	Mbololo	Special
865	Mwanyambo Primary	Trans Nzoia	Voi	Kaloleni	Regular
866	Kirumbi	Trans Nzoia	Voi	Sagala	Regular
867	Kileva Eastfield	Taita Taveta	Voi	Sagala	Regular
868	Priscillah Primary	Taita Taveta	Voi	Mbololo	Regular
869	Kalela	Taita Taveta	Voi	Kaloleni	Regular
870	Gimba	Taita Taveta	Voi	Kaloleni	Regular
871	Marungu	Taita Taveta	Voi	Marungu	Regular
872	Kale	Taita Taveta	Voi	Marungu	Regular
873	Mkamenyi	Taita Taveta	Voi	Kasigau	Regular
874	Kiteghe	Taita	Voi	Kasigau	Regular

		Taveta			
875	Rukanga	Taita Taveta	Voi	Kasigau	Regular
876	Buguta	Taita Taveta	Voi	Kasigau	Regular
877	Msharinyi	Taita Taveta	Voi	Marungu	Regular
878	Marasi	Taita Taveta	Voi	Marungu	Regular
879	Itinyi	Taita Taveta	Voi	Marungu	Regular
880	Kisimenyi	Taita Taveta	Voi	Kasigau	Regular
881	Msangarenyi	Taita Taveta	Taita/Wundanyi	Mbale	Regular
882	Ngonda	Taita Taveta	Taita/Wundanyi	Wundanyi/Mbale	Regular
883	Mbauro	Taita Taveta	Wundanyi	Wundanyi/Mbale	Regular
884	Nguraru	Taita Taveta	Wundanyi	Wundanyi/Mbale	Regular with Special unit
885	Sungululu	Taita Taveta	Wundanyi	Wundanyi/Mbale	Regular
886	Shigharo	Taita Taveta	Wundanyi	Wundanyi/Mbale	Regular with Special unit
887	Mlawa	Taita Taveta	Taita	Mbale	Regular
888	Kisushe	Taita Taveta	Taita	Wumingu	

889	Mlilo	Taita Taveta	Taita	Wumingu Kishushe	Regular
890	Ngongodinyi	Taita Taveta	Taita	Wumingu	Regular
891	Kungu	Taita Taveta	Mwatate	Kidaya-Ngerenyi	Regular
892	Dembwa	Taita Taveta	Mwatate	Wusi Kishamba	Regular
893	Kipusi	Taita Taveta	Mwatate	Mwatate	Regular
894	Josa	Taita Taveta	Mwatate	Wusi Kishamba	Regular
895	St. Joseph	Taita Taveta	Mwatate	Wusi Kishamba	Regular
896	Kidaya	Taita Taveta	Mwatate	Wusi Kishamba	Regular
897	Wusi	Taita Taveta	Mwatate	Wusi Kishamba	Regular with special unit
898	Sino	Taita Taveta	Mwatate	Mwatate	Regular
899	Mwatate	Taita Taveta	Mwatate	Mwatate	Regular with special unit
900	Mwatunge	Taita Taveta	Mwatate	Mwatate	Regular
901	Milimani Comprehensive	Trans Nzoia	Kiminini	Hospital	Regular
902	Hill School Kitale	Trans Nzoia	Kiminini	Hospital	Regular
903	Baraton	Trans	Kiminini	Nabiswa	Regular

		Nzoia			
904	Makindu Comprehensive	Trans Nzoia	Kiminini	Nabiswa	Regular
905	Birunda	Trans Nzoia	Kiminini	Nabiswa	Regular
906	Michael Wamalwa Special School for the HI	Trans Nzoia	Kiminini	Nabiswa	Special
907	Mbao Farm	Trans Nzoia	Kiminini	Kiminini	Regular
908	Nakwangwa	Trans Nzoia	Kiminini	Kiminini	Regular
909	Namawanga Comprehensive	Trans Nzoia	Kiminini	Nabiswa	Regular
910	Mfutu	Trans Nzoia	Kiminini	Nabiswa	Regular
911	Show Ground Upper Primary	Trans Nzoia	Kiminini	Hospital	Regular
912	Shimo La Tewa	Trans Nzoia	Kiminini	Hospital	Regular
913	Kiungani Comprehensive	Trans Nzoia	Kiminini	Kiminini	Regular
914	Nasaba	Trans Nzoia	Kiminini	Nabiswa	
915	Wekhonye	Trans Nzoia	Kiminini	Kiminini	Regular
916	Kiminini Comprehensive	Trans Nzoia	Kiminini	Kiminini	Regular with Special unit
917	Masaba Special (Mentally Handicapped	Trans Nzoia	Kiminini	Nabiswa	Special

918	Mitoto S.A School	Trans Nzoia	Kiminini	Kiminini	Regular
919	Mitoto S.A Special (blind)	Trans Nzoia	Kiminini	Kiminini	Special
920	Nyamira Comprehensive	Trans Nzoia	Kiminini	Kiminini	Regular
921	Amani	Trans Nzoia	Endebess	Chepchoina	Regular
922	Namwichula Comprehensive	Trans Nzoia	Endebess	Matumbei	Regular
923	Naifarm Comprehensive	Trans Nzoia	Chepchoina	Endebess	Regular with Special unit
924	DRP. Keben	Trans Nzoia	Endebess	Endebess	Regular
925	Endebess Center	Trans Nzoia	Endebess	Endebess	Regular
926	St. Lilians Special School	Trans Nzoia	Endebess	Endebess	Regular with Special unit
927	Kietkei	Trans Nzoia		Endebess	Regular
928	Mubere	Trans Nzoia	Endebess	Endebess	Regular
929	Chepsalei	Trans Nzoia	Endebess	Endebess	Regular
930	Sabwani	Trans Nzoia	Endebess	Endebess	Regular
931	Feedlot ADC Primary	Trans Nzoia	Endebess	Endebess	Regular
932	Chorlim	Trans	Endebess	Endebess	Regular

		Nzoia			
933	TulwopKesis	Trans Nzoia	Endebess	Endebess	Regular
934	Kokwo	Trans Nzoia	Endebess	Endebess	
935	Kitum	Trans Nzoia	Endebess	Endebess	Regular
936	Kipsibo	Trans Nzoia	Endebess	Endebess	Regular
937	Titimet	Trans Nzoia	Endebess	Endebess	Regular
938	Matumbei	Trans Nzoia	Endebess	endebess	Regular
939	Cheptikit	Trans Nzoia	Endebess	endebess	Regular
940	Labot	Trans Nzoia	Endebess	endebess	Regular
941	Trans Nzoia Pri	Trans Nzoia	Saboti	Tuwan	Regular with special unit
942	St Columban's	Trans Nzoia	Saboti	Tuwan	Regular with special unit
943	Township Primary	Trans Nzoia	Saboti	Tuwan	Regular
944	Matisi Pri Sch	Trans Nzoia	Saboti	Matisi	Regular
945	Tuwan Pri	Trans Nzoia	Saboti	Tuwan	
946	Kaloleni Annex Pri	Trans Nzoia	Saboti	Tuwan	Regular

947	Lukhuna Pri Sch	Trans Nzoia	Saboti	Matisi	Regular
948	St Joseph Pri Sch	Trans Nzoia	Saboti	Matisi	Regular
949	Chetoto Pri Sch	Trans Nzoia	Trans nzoia west/Saboti	Matisi	Regular
950	GK Remand Pri	Trans Nzoia	Saboti	Matisi	Regular
951	St Patrick Koy Koy	Trans Nzoia	Saboti	Saboti	Regular
952	Lukhome	Trans Nzoia	Saboti	Saboti	Regular
953	Sikinwa	Trans Nzoia	Trans nzoia west	Saboti	Regular
954	Mengo	Trans Nzoia	Trans Nzoia West	Saboti	Regular
955	Kaprewa Comprehensive	Trans Nzoia	Trans Nzoia West	Saboti	Regular
956	Sukwo	Trans Nzoia	Trans Nzoia West	Saboti	Regular
957	Muroki	Trans Nzoia	Trans Nzoia West	Saboti	Regular with special unit
958	Saboti	Trans Nzoia	Trans Nzoia West	Saboti	Regular
959	Chebukaka	Trans Nzoia	Trans Nzoia West	Saboti	Regular
960	legemet	Trans Nzoia	Trans Nzoia West	Saboti	Regular
961	Kwanza Center	Trans	Kwanza	Kwanza	Regular

		Nzoia			
962	Koros Comprehensive	Trans Nzoia	Kwanza	Kwanza	Regular
963	Kolongolo Comprehensive	Trans Nzoia			
964	Biketi school	Trans Nzoia	Kapomboi	Kwanza	Regular
965	Maridadi Comprehensive	Trans Nzoia	kwanza	Kwanza	Regular
966	Bwayi Primary	Trans Nzoia	kwanza	Kwanza	Regular
967	Kapkai	Trans Nzoia	kwanza	Kwanza	Regular
968	Mutua Primary	Trans Nzoia	kwanza	Kwanza	Regular
969	Bishop Muge	Trans Nzoia	kwanza	Kwanza	Regular
970	Kipsoen Primary	Trans Nzoia	Kwanza	Kwanza	Regular
971	Namajalala Pri	Trans Nzoia	Kwanza	Kwanza	Regular
972	Section six Special Sch	Trans Nzoia	Kwanza	Kwanza	Special
973	Section Six Pri	Trans Nzoia	Kwanza	Kwanza	Regular
974	Makunga Pri	Trans Nzoia	Kwanza	Kwanza	Regular
975	Maziwa Comprehensivw	Trans Nzoia	Kwanza	Kwanza	Regular

976	St Emmanuel Pri	Trans Nzoia	Kwanza	Kwanza	Regular
977	Bidii Pri	Trans Nzoia	Kwanza	Kwanza	Regular
978	Lessos Comprehensive	Trans Nzoia	Kwanza	Kwanza	Regular
979	Misanga Pri	Trans Nzoia	Kwanza	Kwanza	Regular
980	Kitale Ndogo	Trans Nzoia	Kwanza	Kwanza	Regular
981	Sibanga Pri	Trans Nzoia	Trans Nzoia East	Kaplamai	Regular
982	Chebarus	Trans Nzoia	Trans Nzoia East	Kaplamai	Regular
983	Kiriita Pri	Trans Nzoia	Trans Nzoia East	Kaplamai	Regular with Special unit
984	Velos Pri	Trans Nzoia	Trans Nzoia East	Kaplamai	Regular
985	Ngonyek Pri	Trans Nzoia	Trans Nzoia East	Kaplamai	Regular
986	Yuya Pri	Trans Nzoia	Trans Nzoia East	Kaplamai	Regular
987	Timaa Comprehensive	Trans Nzoia	Trans Nzoia East	Kaplamai	Regular
988	Mateket Sch	Trans Nzoia	Trans Nzoia East	Kaplamai	Regular
989	Motosiet Comprehensive	Trans Nzoia	Trans Nzoia East	Kaplamai	Regular
990	Reynolds Commuinity	Trans	Trans Nzoia	Kaplamai	Regular

	Pri	Nzoia	East		
991	Saiwa Pri	Trans Nzoia	Cherangany	Kaplamai	Regular with Special unit
992	Sitatunga Pri	Trans Nzoia	Cherangany	Kaplamai	Regular
993	Tumaini Pri	Trans Nzoia	Cherangany	Kaplamai	
994	Wiyeta Pri	Trans Nzoia	Cherangany	Kaplamai	Regular
995	kipsaina Pri	Trans Nzoia	Cherangany	Kaplamai	Regular
996	Kemeloi Pri	Trans Nzoia	Cherangany	Kaplamai	Regular
997	Chematich Pri	Trans Nzoia	Cherangany	Kaplamai	Regular
998	Marura Pri	Trans Nzoia	Cherangany	Kaplamai	Regular
999	Milima Pri	Trans Nzoia	Cherangany	Kaplamai	Regular
1000	Kesogon Pri	Trans Nzoia	Cherangany	Kaplamai	Regular with special unit

APPENDIX 2 - AUTHORISATION LETTERS

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department for Basic Education

Telegrams: "EDUCATION", Nairobi
Telephone: Nairobi 318581
Fax No.: 254-2-214287
HARAMBEE AVENUE
E-mail: ps@education.go.ke
When replying please quote

JOGOO HOUSE "B"
P. O. BOX 30040
NAIROBI

Ref. No: MOE HQS/3/13/3

8th July, 2024

JOSEPH WASIKHONGO
National Coordinator
Elimu Yetu Coalition
2nd Floor, Hill Side Apartment,
Ragati Road off Haille Sellasie Avenue
P O Box 24621 - 00100
NAIROBI

Dear National Coordinator,

RE: PERMISSION TO COLLECT DATA FROM SCHOOLS UNDER THE GIZ GENERATION DIGITAL PROJECT

We acknowledge receipt of your letter dated 10th June, 2024 requesting for permission to collect data in Busia, Kericho, Kisii, Kitui, Makueni, Nyamira Nyandarua, Taita Taveta, and Transzoia County.

Authority is hereby granted to collect data in the listed counties between July and August 2024.

Please liaise with the respective County Directors of Education to ensure the process runs smoothly without disrupting learning in schools.

Yours, Sincerely

Dr. Elyas J. Abdi, OGW
DIRECTOR GENERAL

elimu ni haki yetu
Elimu Yetu Coalition

GLOBAL CAMPAIGN FOR EDUCATION
www.campaignforeducation.org

german cooperation
DEUTSCHE ZUSAMMENARBEIT

Implemented by
giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

TEACHERS SERVICE COMMISSION

Telephone: Nairobi
020-2892000/
0722-208552
Email: info@tsc.go.ke
When replying please quote

TSC HOUSE
KILIMANJARO ROAD
UPPER HILL
PRIVATE BAG
NAIROBI, KENYA

Ref.N°:
TSC/PPRD&I/R.A/8/VOL.1/36

4th July, 2024

Elimu Yetu Coalition
P.O. Box 24621 - 00100
NAIROBI

RE: REQUEST TO COLLECT RESEARCH DATA

Your request to collect data to inform your research on: **"Understanding school Digital Ecosystem in 10 counties in Kenya"** has been granted.

However, you are required to liaise with the Teachers Service Commission County Directors: - Nyandarua, Makueni, Kitui, Mandera, Busia, Trans Nzoia, Kericho, Kisii, Nyamira and Taita Taveta for the purpose of introduction and sampling of the schools to be covered in your research. Kindly note that your research programme should not disrupt school routine.

You are reminded that data collected in this research should only be used for the intended purposes only. It is also expected that you strictly adhere to the provisions of the Data Protection Act 2019.

On completion of the exercise, you are expected to submit one hard copy and a soft copy in PDF of the research report to TSC - PPRDI office through email ddpprdi@tsc.go.ke.

C. KABUTI
FOR: SECRETARY
TEACHERS SERVICE COMMISSION

Copy to:
TSC County Director - Nyandarua
TSC County Director - Makueni
TSC County Director - Kitui
TSC County Director - Mandera
TSC County Director - Busia
TSC County Director - Trans Nzoia
TSC County Director - Kericho
TSC County Director - Kisii
TSC County Director - Nyamira
TSC County Director - Taita Taveta

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REPUBLIC OF KENYA

NACOSTI

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **374278**

Date of Issue: **03/July/2024**

RESEARCH LICENSE

This is to Certify that Elimu Yetu Coalition, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in in Busia, Kericho, Kisii, Kitui, Makueni, Mandera, Nyamira, Nyandarua, Taita-Taveta, Transnzoia on the topic: Understanding school Digital Ecosystem in 10 counties in Kenya for the period ending : 03/July/2025.

License No: **NACOSTI/P/24/35850**

374278

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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