

Understanding barriers to girls' access & use of EdTech in Kenya during COVID-19

Our goal is to increase the evidence base on barriers to girls' access and use of EdTech, and identify scalable solutions to address these

Our process:

1



2



3



4

Understand context

Define the problem

Ideate

Test and iterate

We conducted a rapid desk review and formative research - interviews with 30 parents and a 500 parent survey

Using insights from stage 1, we used empathy maps and influence diagrams to decide which existing problem we want to address.

We will conduct co-creation workshops to develop ideas for how Ubongo content or delivery can be improved, taking into consideration user delight, feasibility, and innovativeness

We will iterate the prototype via qualitative user testing using rapid assessments, or FGDs

Key insights:

When asked directly, respondents are **primarily concerned about financial resources**, books and tutors.

Other than hypothesized, parents were not overwhelmed, but **barely perceived the magnitude of options pushed out during Covid-19**.

When it comes to gender norms, intention and reality display a large gap

From our quantitative regressions, **Digital literacy, Parent Involvement, Norms about Tech for Education, and Intention** are the **most promising levers** to improve access and use of education material.

