

Are Our Children Learning?

Annual Learning Assessment
Kenya 2010



Summary and Key Findings



Introduction

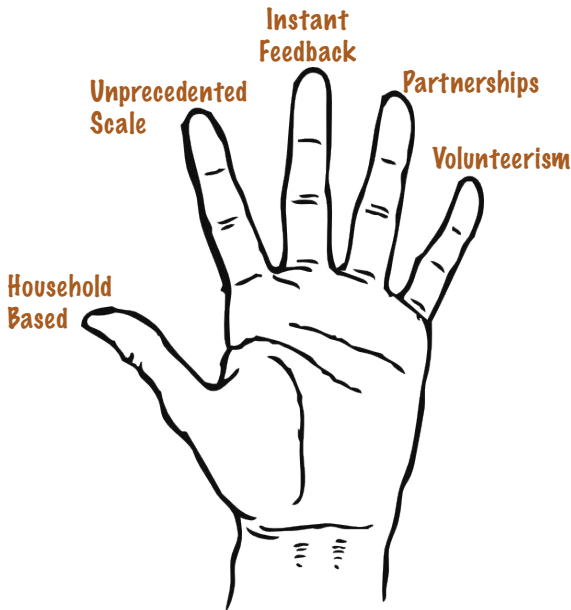
Education is a priority area across East Africa and huge investments have been poured into the sector by governments, the donor community and parents. Recent years have seen school enrolment soar to an all time high. Every child is expected to attend school and acquire knowledge and abilities necessary to thrive in the world.

The key question now is, are Kenyan children better off as a result of the expansion of schooling? Are children acquiring the basic skills expected of them? Are our children learning?

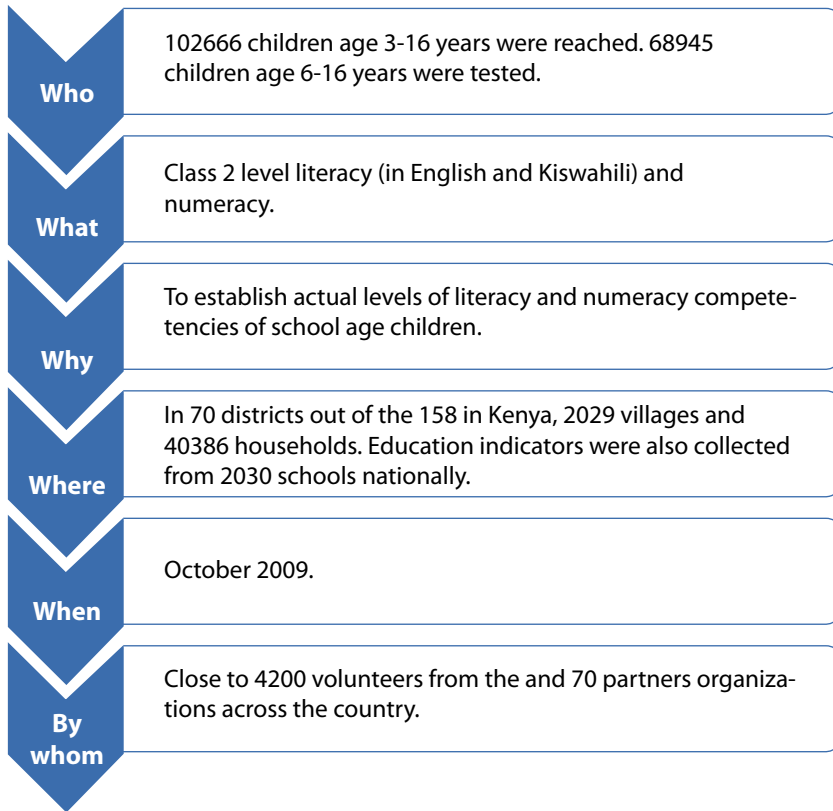
Uwezo, meaning 'capability' in Kiswahili is a four year initiative to improve competencies in numeracy and literacy among children aged 6-16 years in Kenya, Tanzania and Uganda through an innovative, civic-driven and public accountability approach to social change. In Kenya, the initiative is anchored within the Women Educational Researchers of Kenya (www.werkenya.org) and regionally within Twaweza (www.twaweza.org).

Each year an Annual Learning Assessment report (ALA) will be published and the information distributed in a comprehensive and simple manner that can be understood by all citizens. The ALA Kenya 2010 is the first ever to be published. The full report can be downloaded on www.uwezo.net.

Key Features: Uwezo 2009 at a Glance



Design and Approach



Why Std. 2 level Tests?

The tests that were administered were derived from Class 2 level work. This level was selected because:

- Internationally, it is agreed that, after completing two years of schooling, a pupil is expected to have acquired basic competencies in literacy and numeracy which are foundational for learning in all the other subjects.
- The basic concepts, upon which other higher level skills are built on, are all introduced by end of Std 2. In Kenyan primary school, all operations on whole numbers i.e. addition, subtraction, multiplication and division are introduced by this level. In literacy a pupil should demonstrate sufficient reading fluency and comprehension to read to learn.

I. Literacy

A. Reading Tests

All children between the ages 6-16 years were given the reading test first in English then in Kiswahili. Their reading skills were evaluated using an incremental method that had four levels - letter, word, paragraph and story - with each stage serving as the pre-requisite for the next.

Sample reading tests in English and Kiswahili

PARAGRAPH

Atieno is my sister.
She is in class four.
She has a blue skirt.
She likes it very much.

AYA

Anna huamka asubuhi.
Yeye hunawa uso wake.
Kisha huvaa sare yake.
Alafu huenda shuleni.

B. Comprehension tests

Only children that completed the reading test at story (hadithi) level were given the comprehension test.

II. Numeracy

A. Numeracy tests

The numeracy test had six incremental levels: number recognition 1-9, number recognition 10-99, addition, subtraction, multiplication and division.

B. The Bonus Test (The Ethno Mathematics)

Each child was given a bonus test, based on day to day and functional tasks using the language the child preferred.

Sample numeracy and ethno mathematics tests

ADDITION

42	68	32	76	14
+23	+11	+27	+27	+35
_____	_____	_____	_____	_____

SUBTRACTION

87	39	75	43	69
-41	-24	-50	-13	-34
_____	_____	_____	_____	_____

ETHNO MATHEMATICS

Price List



Sugar sh 50



Milk sh 20



Rice sh 40

Q1. What will you pay if you buy:

- (i) Sugar and milk?
- (ii) Rice and sugar?

Q2. You have sh 90. How much will you be left with after buying:

- (i) Sugar?
- (ii) Rice?

For the next four years, Uwezo's sampling and testing frameworks will remain constant to allow for valid comparisons across the years.

The Top Six Findings

1. The state of literacy and numeracy skills of children in Kenya is grim!

- Two out of 3 class 2 children in Kenya cannot read this paragraph.

PARAGRAPH

Ali and Hassan are friends.
They play each day.
Ali can run fast.
He is in the school team.

- Twenty percent of 6 -16 year old children who are able to do real life mathematics can not do abstract mathematics of the same difficulty level.

ADDITION

32	60	24	16	43
<u>+24</u>	<u>+15</u>	<u>+71</u>	<u>+71</u>	<u>+51</u>
_____	_____	_____	_____	_____

SUBTRACTION

46	59	77	84	98
<u>-24</u>	<u>-38</u>	<u>-20</u>	<u>-53</u>	<u>-35</u>
_____	_____	_____	_____	_____

Abstract math?

ETHNO MATHEMATICS

Buying and selling



Oranges sh 30



Bananas sh 20



Pineapples sh 40

Q1. What will you pay if you buy:

- Pineapples and bananas?
- Oranges and pineapples?

Q2. You have sh 90. How much will you be left with after buying:

- Oranges?
- Bananas?

Real life math?

Children attending private school are better grounded in basic literacy and numeracy.

2. Despite the availability of universal primary education, five out of 100 of all children aged 6-16 years do not attend any school!

- In Pokot and Samburu districts of Kenya, 42 out of 100 school aged children do not attend any school.

Table 1: Out of School children (6-16 years in Arid districts)

District Name	% of OOS Children
Tana River	23.9
Moyale	8.2
Ijara	14.9
Lagdera	18.8
Mandera Central	20.6
Wajir North	24.6
Wajir East	10.7
Samburu East	24.0
Samburu Central	15.5
Samburu North	42.2
Pokot North	42.4
Total	21.2

... and remember, the national average is 5 percent!

3. Do Mothers hold the key to literacy and numeracy?

- In all districts, children’s literacy and numeracy competency increase with mothers’ level of formal schooling.
- A girl (6 -14 year old) whose mother has no formal schooling is 7 times more likely to be out of school than her peer whose mother has completed primary education.

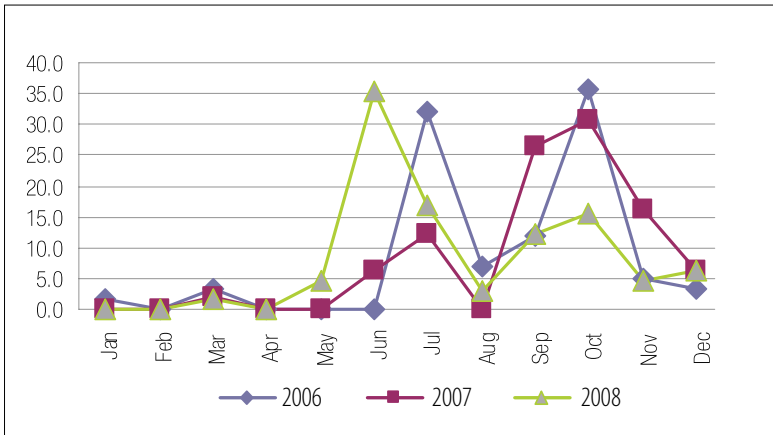
Table 2: Mother schooling and children’s learning indicator

Mother schooling level	% Mother	% Girls (6 - 14) out of school	ENGLISH	KISWAHILI	% children (STD 3 - 5) Who can at least do subtraction	% children (STD 4 - 8) Taking tuition
			% Children (STD 3 - 5) Who can at least read paragraph	% Children (STD 3 - 5) Who can at least read paragraph		
Never been to school	21.1	13.7	67.9	71.5	76.4	34.8
Class 7/8	57.0	2.0	72.5	77.2	81.4	57.0
Secondary	21.3	0.6	82.4	85.4	84.9	68.1
Post Secondary	0.7	1.7	93.7	93.2	90.4	74.9

4. Reception of Free Primary Education (FPE) funds is unpredictable.

- Schools cannot predict when they can receive FPE funds.
- Timeliness of reception is worst in North Eastern Province.

Graph 1: % Schools that received Installment 2 of Schools Instructional Materials Bank Account (SIMBA).



5. Extra-tuition the monster in our schools?

Table 3: Children who receive extra tuition (%)

STD	1	2	3	4	5	6	7	8
All	26.8	27.0	31.0	38.7	44.7	57.6	72.0	79.0
Public School	21.9	22.2	26.6	35.1	41.1	55.7	70.6	78.1
Private school	64.5	72.6	75.5	78.8	85.6	85.6	91.8	91.5

Two-thirds of children in class one in private primary schools are subjected to extra-tuition.

6. The arid districts are the pace setters in pre-school enrolment.

- At 94.6 percent, Samburu Central is in pre-school enrolment three times higher than Kakamega central (38.7%).

Let's Interact!

Communication is a critical pillar of Uwezo work as information is only as good as it is shared, processed and utilized. Full data sets and further information can be downloaded from www.uwezo.net.

We welcome all interested individuals and organisations to undertake independent analysis, debate, critic our work and share with us any additional ideas and suggestions.

You can also send us short text messages (SMS) from your mobile telephone on Code 3016.

Together we can bring learning outcomes to the fore of public debate, stimulate dialogue and public pressure to raise the quality of education.

For further information please contact us on:

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