



# THE FLANA REPORT 2024

**North Eastern Region Edition**



**The Assessment was supported by:**

1. Wellspring Philanthropic Fund
2. Echidna Giving
3. Imaginable Futures

**To cite this report:**

**Usawa. 2024. *The FLANA Report 2024* | North Eastern Region Edition.**  
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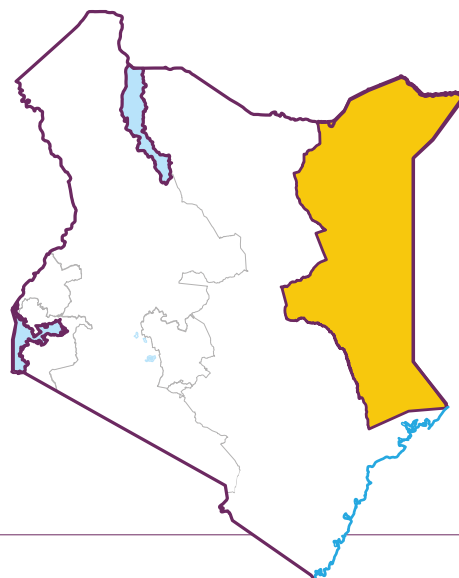
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North Eastern Region Edition



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# Foreword



The Foundational Literacy and Numeracy Assessment (FLANA) 2024 Report for the North Eastern Region is a gem for actors in education space and decision-makers. The findings of the FLANA 2024 North Eastern region report, offer important insights into the learning levels among children of school-going age in the region. The findings also highlight the main drivers of learning outcomes and inequalities in the education sector — home and school factors. The highlighted factors include access to school, pre-school participation, absenteeism from school, school health indicators, gender, school leadership and parental opinions on Competency-Based Curriculum (CBC).

The report, which features the findings based on the data collected from the three counties of the North Eastern Region namely; Garissa, Mandera and Wajir, makes for a compelling read. The study was part of the broader survey conducted in all the counties across the country in June/July 2023.

The 2013 report by UNESCO notes that access to schooling is not enough on its own, rather *“education needs to be of good quality so that children actually learn”*. The FLANA 2024 North Eastern region

report thus highlights those dynamics including the challenges facing the children with disabilities aged 4-15 years both in rural and urban settings of North Eastern.

Reading the report, even if fleetingly, unveils as an apt decision-making tool as it presents the facts in a neutral way to enable a sober discussion of the factors holding back the attainment of quality education for all learners in the region. County and regional/county-level national government education officials will find this report very useful in decision-making. It highlights intra-regional, inter-regional and cross-county differences in the quality of education infrastructure, staffing and school attendance. In the report, it is also apparent that there is under-representation of women in primary school leadership both in Boards of Management and school headship. These are all factors that drive learning outcomes and within the purview of these officials to influence for the benefit of the children of this region.

School managers and teachers will find in the report areas that call for their attention if they are to achieve their set goals towards the achievement of quality education. For instance, it highlights gaps

in foundational literacy and numeracy learning outcomes between learners enrolled in public schools and those in private schools. The children in public schools underperform those in private schools. It also highlights similar gaps between children in rural schools and those in urban schools, with those in rural schools underperforming their counterparts in urban schools.

Parents, community members and their organised groups, as well the local leadership will find this report helpful as it points out some of the gaps at the household and community levels that contribute to the undesirable levels of learning outcomes. For instance, the region has generally underperformed the nation on many important indicators such as enrolment rate, school dropout rate, percentages achieving the desired levels of learning outcomes, to mention but a few. These are issues that should galvanise the local communities and their leadership into action to shift the state of affairs for the benefit of

the children of the region and for the region's long-term development.

I, therefore, invite everyone in North Eastern region with the evidence herein to inform their own positions and seek collaboration with all relevant actors to work on improving the learning outcomes of our children. As Usawa Agenda, we also want to learn from you so that we can do better in advancing the education justice for all children in this region and the country.



**Emmanuel Manyasa, PhD**  
Executive director, Usawa Agenda

# Acknowledgement



The completion of this report brings to fruition the dedicated efforts of a wide range of people including Usawa Agenda staff, volunteers, consultants and many different partners. We wish to acknowledge everyone who offered his or her time, expertise and resources to support the successful implementation of the 2023 Foundational Literacy and Numeracy Assessment (FLANA) in the North Eastern region. Our sincere apologies in advance for not being able to mention everyone by name. The following, however, stand out in their unique contributions to the 2023 assessment from which this report is generated:

- **The Usawa Agenda founders**, Dr. Martin Ogola and Dr. Everline Wanzala, we cannot thank you enough for your steadfast support and stewardship.
- **The Usawa Agenda board members**: Mr. Henry Kilonzo (Chairman), Prof. Gituro Wainaina, Mr. Naman Owuor, Ms. Florence Syevuo, Dr. Wilson Wasike, Mrs. Esther Wairimu, Ms. Joy Claudia Anami (has since transitioned from the board) and Ms. Ashina Mtsumi.
- **The Usawa Agenda Secretariat**: Emmanuel Manyasa, Stephene Maende, Boaz Ochi, Cycus Barasa, Brenda Onyango, Esther Gad, David Lutta, Catherine Peter, Faith Atieno, Carol Onsomu and Fred Ogachi.

- **The Usawa Agenda Consultants**: Wilson Shiroya, Dr. Zachary Kwena, Habil Ondiek and Edwin Kibet.
- **The FLANA 2023 Test Panelists**: Kennedy Kyevea, Vincent Oketch, Rose Ndaana, Dr. Moses Kiarie, Pauline Njaga, Robert Ayienda, Grace Mwathe and Fredrick Maoga.
- **The 3 County Partners**, Community Education Program (Garissa), Jalalaqa Self Help Group (Wajir), and Humanitarian International Voluntary Association (Mandera), who worked with village elders and volunteers to ensure that we reached all the selected schools, villages and households.
- The trainers who committed their time and expertise to enhance the village coordinators and volunteers' capacities to conduct the survey in the most credible way possible.
- The over 120 volunteers and village coordinators who walked from house to house and visited the many primary schools. You are Usawa's true heroes and heroines and your contribution to promoting education justice in Kenya is invaluable.
- The over 113 chiefs, assistant chiefs and village elders who patiently walked us around their villages, introducing us to the residents, without you, we would have been unwelcome strangers.

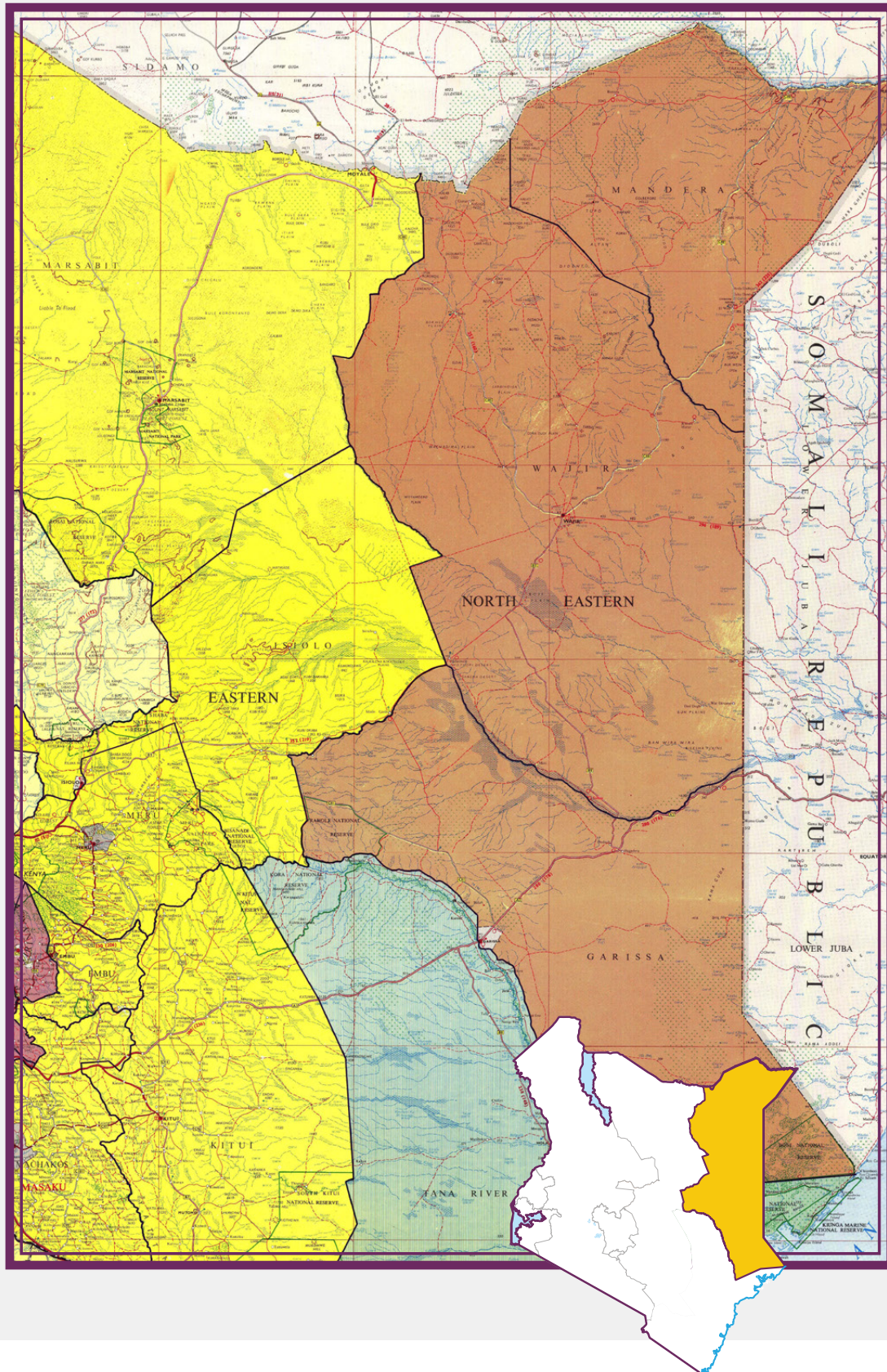
- The over 2,193 household heads who opened their doors to us, disrupted their families' routines to respond to our many questions and permitted us to assess their children, we cannot thank you enough.
- The over 3,346 children who diligently took the tests even when it was difficult. We hope, and will continue working to ensure that your struggles lead to transformation of education systems in ways that guarantee you and future generations, just access to quality education.
- The over 110 primary school headteachers, who welcomed us into your schools to conduct the surveys, took time to answer many questions and walk us around your schools, you are the heroes of transforming education in Kenya.
- The over 64,044 pupils in the schools we visited who endured our prying presence as we observed every corner of your schools and the happenings there, thank you.
- **To our partners:** RELI Kenya, Zizi Afrique Foundation, PAL Network, National Parents Association (NPA) and Kenya Primary School Heads Association (KEPSHA) our partnership truly heralds the future of education research, and policy and practice influencing. We also thank the Teachers' Service Commission and the Teachers Unions, especially KNUT for their role in producing and sharing this evidence.
- We sincerely thank the leadership of the Ministry of Education both at the national and county levels for the continued and unwavering support to Usawa Agenda activities. We thank the Kenya National Examinations Council (KNEC) and the Kenya Institute of Curriculum Development (KICD) for support in developing and reviewing the tests. We appreciate support in sampling and access to Enumeration Area maps offered by the Kenya National Bureau of Statistics. We thank the Department of Family Health, Division of Adolescents and School Health at the Ministry of Health, represented by

Dr. Beatrice Ochieng for support in developing the school health components of the survey tools. We thank National Commission for Science, Technology & Innovation (NACOSTI), for support in timely authorisation of the survey.

- We are indebted to the County Commissioners and Sub-county Commissioners at whose offices we made our first stops in the Counties, in some cases requiring security support to proceed with the assessment, and you all came through for us.
- Thank you, Dr. James Mbugua, for burning your midnight oil to ensure the data was analysed in time to produce the report, and the editorial and design teams led by Robin Toskin and William Odidi respectively, for meticulously delivering this report, we thank you for your great efforts.
- **To our development partners** (Imaginable Futures, Wellspring Philanthropic Fund and Echidna Giving), who continue to entrust us with your scarce resources for which many different needs, countries, regions and organisations compete, we would not be here without you. We are humbled by the trust you have in us and are committed to delivering full value for every cent we are entrusted with.
- It takes a massive, dedicated team to pull off the FLANA survey. To all those whose names we couldn't list here, accept our heartfelt gratitude and know that literally, we could not have done it without you. We continue to be inspired by all who unwaveringly work every day to secure the future of our children and that of the country and indeed the world, through education. We are inspired even more by those of you involved in small efforts in the villages, in hidden corners of the world and behind closed doors in isolated offices to get all children to school, especially girls and children with disabilities. You may not know, but you are changing the world in profound ways!

# Map of Kenya

## Extract Map: North Eastern Region of Kenya



© Map/Courtesy



# Introduction



**T**he Foundational Literacy and Numeracy Assessment (FLANA) Report 2024 North Eastern region Edition is a first of its kind produced by Usawa Agenda. It comes on the back of the national FLANA 2023 Report released in February this year, which affirmed an issue that we have surfaced over the years; inequity in access to quality education that is embedded in systemic injustices.

Over the years, we have asked the question; **Are ALL Our Children Learning?**

From the findings, there is a discernible undesirable pattern of who accesses and benefits from quality education replicated in North Eastern region with varying levels in the counties — Garissa, Wajir and Mandera. This report provides a realistic outlook of the status of schooling and learning in the said three counties.

The survey reported here assessed the ability of children to read and comprehend English and complete basic numeracy tasks, set at grade three level. Like the national FLANA 2020 Report, the North Eastern region report presents learning outcomes of learners in grade four who were expected to have completed the grade three level work by the time of the assessment, as well as grade six, who were completing primary education.

The report also highlights both home and school factors that influence learning. It underscores observable inequalities and reckons with the underlying drivers of the observed learning outcomes and their distribution. The findings of the report reveal low and inequitable learning outcomes in the region, and expose the drivers of both the low levels and their distribution.

These inequalities are seen in differential access to quality education for children with disabilities, from diverse geographies — rural and urban, gender, different household income cohorts, attending different types of primary schools — private versus public, and residing in different counties in the region. The report further presents inter-county comparisons of the learning outcomes among the four counties in the North Eastern region, as well as inter-region comparisons of the learning outcomes among the eight regions of Kenya.

This differential access to quality education happens in spite of the structural changes that followed the promulgation of the new Constitution of Kenya in 2010 in which:

1. Basic education became a constitutional right through the provisions of Article 53(1);
2. The provision of education became a shared function between the National and County

governments (Schedule IV of the Constitution); and

3. The Teachers' Service Commission (TSC) was established as an independent Constitutional Commission with the mandate of among other things to:
  - a. Ensure that teachers comply with the teaching standards prescribed by the Commission;
  - b. Manage the payroll of teachers in its employment;
  - c. Facilitate career progression and professional development for teachers in the teaching service including the appointment of headteachers and principals;
  - d. Monitor the conduct and performance of teachers in the teaching service;
  - e. Recruit and employ registered teachers; and
  - f. Assign teachers employed by the commission for service in any public school or institution.

TSC's assigning/staffing function and how it is exercised has emerged as one of the critical components that adversely impact the learning outcomes of many learners. Inequalities in teacher distribution across the country, within counties and especially between rural and urban areas is highlighted as one of the challenges and drivers of inequitable learning outcomes.

## How we conducted the research

In June/July 2023 we visited all the counties in Kenya, including the three in this region; Garissa, Wajir and Mandera. We worked with 54 trainers, 51 partner organisations and 51 county coordinators to deploy over 1,996 volunteers, 1,953 village elders, 227 village coordinators, with the support of chiefs and assistant chiefs to cover 1,996 enumeration areas. We visited 38,634 households spread across the four counties, reached 59,201 children and assessed 39,298 of them, who met the criteria (age 6-15 years). We visited 1,813 primary schools (a mix of public and private) and assessed their facilities, personnel, leadership, enrolment levels and performance in the 2022 national

examinations (KCPE). These schools had a combined learner population of 1,041,627 out of which 888,321 learners were enrolled in the primary and junior school sections, while 153,306 were enrolled in the early childhood development education (ECDE) section.

In this region, we visited 113 villages spread across the counties as follows: Garissa (41), Wajir (39) and Mandera (33). We assessed 3,546 children spread across the counties as follows: Garissa, 1,386; Mandera, 767; and Wajir, 1,393. We also visited 110 primary schools; 40 in Garissa, 30 in Mandera, and 40 in Wajir, which together had 64,044 pupils.

While research findings continually show that indeed most children are enrolled in school, a significant number of them are not learning. Many of those completing primary education are unable to read a basic text. The North Eastern Region is not insulated from these challenges as this report shows.

## KEY FACTS ON LEARNING IN THE NORTH EASTERN REGION

**FACT ONE:** 28% of school-aged children in the North Eastern Region were out of school with 22.5% of all reached children never enrolled in school.

**FACT TWO:** Almost half of the children of preschool age were not enrolled in school.

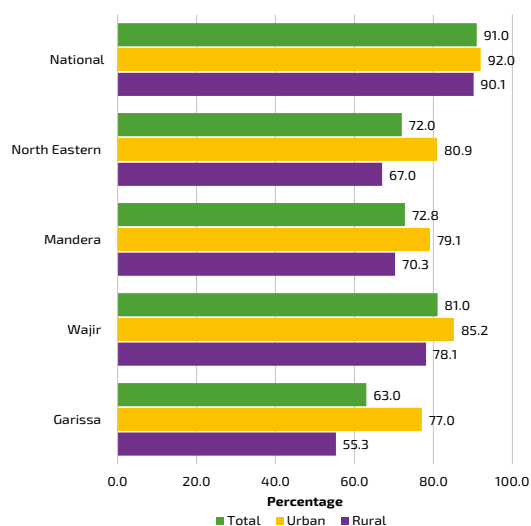
**FACT THREE:** All the counties in the region had a teacher/classroom ratio (0.65) that is significantly less than the national average (0.99).

**FACT FOUR:** Overall, only 20.6% of grade 4 learners in the region could read and comprehend a grade 3 appropriate English story.

**FACT FIVE:** 58.8% of grade 6 learners in the region could not read and comprehend a grade 3 appropriate English story.

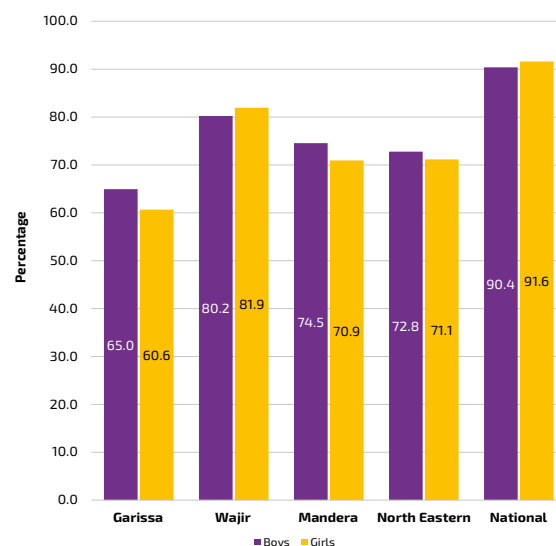
# Key Findings

## Access to School



**Fig. 1: School enrolment for children aged 4-15 years by county and location of residence**

- Nationally, 91% of children aged 4-15 years were enrolled in school; 90.1% in rural areas and 92% in urban areas.
- In the North Eastern Region, only 72% of children aged 4-15 years were enrolled in school; 67% in rural areas and 80.9% in urban areas.
- Wajir County had the highest school enrolment rate of children aged 4-15 years at 81%.
- Garissa County had the lowest school enrolment rate of children aged 4-15 years at 63%.



**Fig. 2: School enrolment for children aged 4-15 years by county and gender**

- Nationally, 90.4% boys compared to 91.6% girls aged 4-15 years were enrolled in school.
- School enrolment rate in the region was marginally higher for boys (72.8%) than girls (71.1%).
- Enrolment for both boys and girls in the region is significantly lower than the national average.

## Out of School Children

**Table 1: School-aged children out of school by county and gender**

| County            | Boys          |                |            | Girls         |                |            | All           |                |            |
|-------------------|---------------|----------------|------------|---------------|----------------|------------|---------------|----------------|------------|
|                   | Out of school | Never enrolled | Dropped    | Out of school | Never enrolled | Dropped    | Out of school | Never enrolled | Dropped    |
| Garissa           | 35.1          | 28.6           | 6.4        | 39.4          | 33.0           | 6.4        | 37.0          | 30.6           | 6.4        |
| Wajir             | 19.8          | 15.6           | 4.2        | 18.1          | 13.1           | 5.0        | 19.0          | 14.4           | 4.6        |
| Mandera           | 25.5          | 19.8           | 5.7        | 29.1          | 24.0           | 5.1        | 27.2          | 21.8           | 5.4        |
| <b>N. Eastern</b> | <b>27.2</b>   | <b>21.8</b>    | <b>5.4</b> | <b>28.9</b>   | <b>23.3</b>    | <b>5.6</b> | <b>28.0</b>   | <b>22.5</b>    | <b>5.5</b> |
| <b>National</b>   | <b>9.6</b>    | <b>4.9</b>     | <b>4.7</b> | <b>8.4</b>    | <b>4.2</b>     | <b>4.2</b> | <b>9.0</b>    | <b>4.6</b>     | <b>4.4</b> |

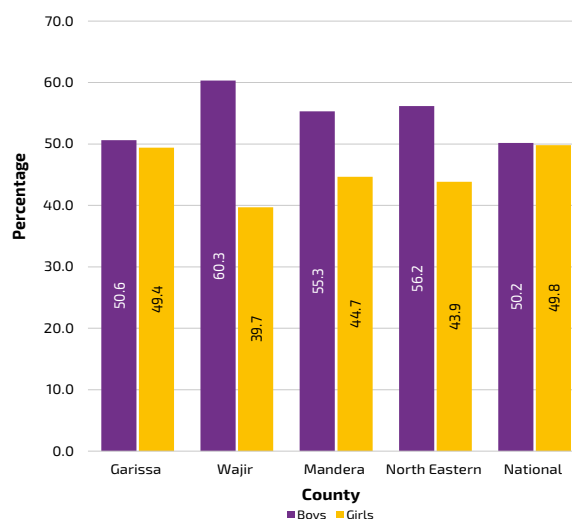
- Nationally, 9% of school-aged children were out of school; 4.6% had never enrolled while 4.4% had enrolled but dropped out of school.
- North Eastern region had 28% of school-aged children out of school; 22.5% had never enrolled while 5.5% had enrolled but dropped out of school.
- Wajir County had the lowest percentage of school-aged children out of school (19%) in the region, but it was still twice the national average.
- Garissa County had the highest percentage of school-aged children out of school (37%) in the region and the highest dropout rate in the region (6.4%).
- Regional data shows that 27.2% and 28.9% of school-aged boys and girls respectively were out of school.

**Table 2: Percentage of out of school children aged 4-5 years; and 6-15 years by county and gender**

| County               | (4-5 years) |             | (6-15 years) |             |
|----------------------|-------------|-------------|--------------|-------------|
|                      | Boys (%)    | Girls (%)   | Boys (%)     | Girls (%)   |
| Garissa              | 59.2        | 61.7        | 31.7         | 35.4        |
| Wajir                | 23.2        | 23.1        | 19.3         | 17.6        |
| Mandera              | 56.7        | 56.3        | 20.3         | 25.3        |
| <b>North Eastern</b> | <b>45.7</b> | <b>49.6</b> | <b>24.6</b>  | <b>26.0</b> |
| <b>National</b>      | <b>17.2</b> | <b>14.8</b> | <b>8.4</b>   | <b>7.4</b>  |

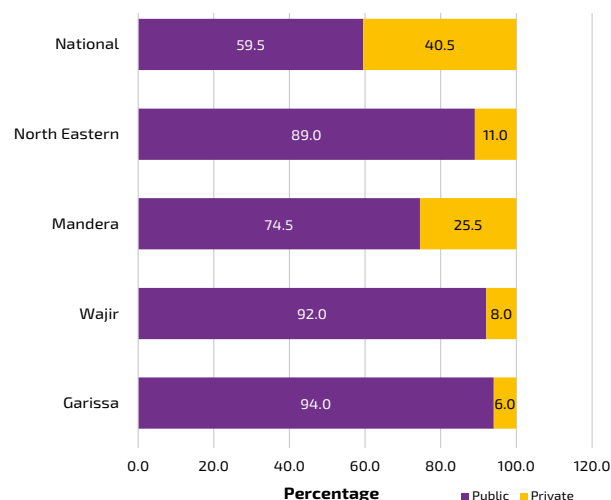
- Nationally, 8.4% of the boys and 7.4% of the girls of primary school age were out of school. The rate was higher for preschool aged children where 17.2% of the boys and 14.8% girls of were out of school.
- North Eastern region had 24.6% and 26 % of the primary school aged boys and girls respectively out of school.
- Almost half of preschool aged children; 45.7% and 49.6% of boys and girls respectively were out of school.
- The out of school rates for both age cohorts were higher in the North Eastern Region compared to the national average.

## Pre-school Participation



**Fig. 3: Preschool participation among children aged 4-5 years by county and gender**

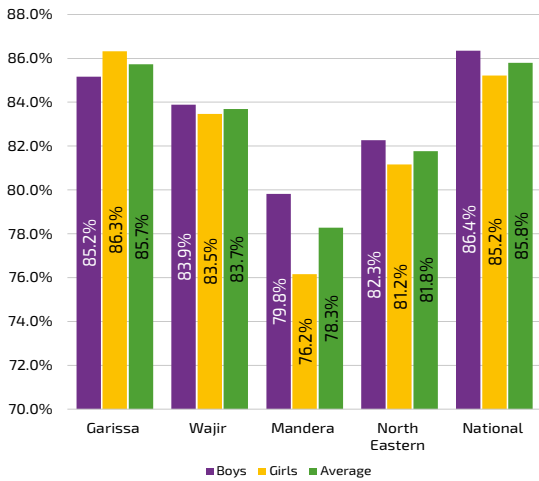
- There is gender imbalance in the preschool enrolment rates in the North Eastern Region a significant majority of those enrolled being boys at 56.2% for boys and 43.9% for girls. This differs from the near gender parity in national preschool enrolment at an average of 50.2% and 49.8% for boys and girls respectively.



**Fig. 4: Preschool participation among children aged 4-5 years by county and type of centre attended**

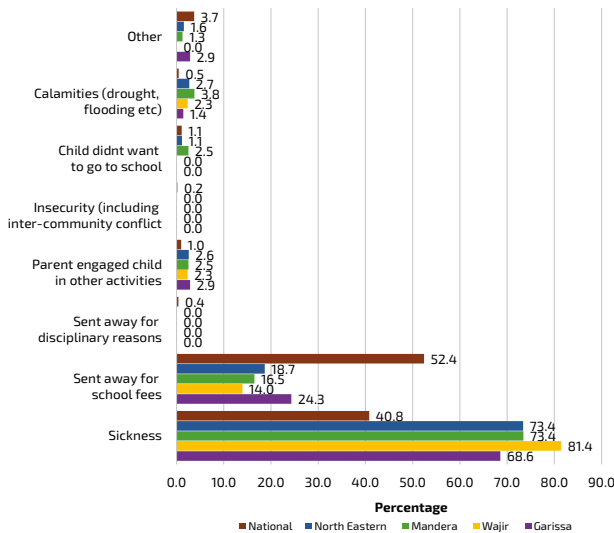
- North Eastern region has 89% of learners attending public ECDE centres compared to the national average of 59.5%.
- Mandera County reports the highest private ECDE centre attendance in the region with 25.5%.

## School Attendance



**Fig. 5: School attendance by county and gender**

- Nationally, 14.2% of learners were absent from school on the day of the survey; Absenteeism was slightly higher among girls (14.8%) than boys (13.6%).
- The North Eastern Region had a higher school absenteeism rate (18.2%) than the national average (14.2%).
- School absenteeism in the region was marginally higher among girls (18.8%) than boys (17.7%).
- Mandera County had the highest absenteeism rate of 31.7% of learners on the day of the visit.



**Fig. 6: Most mentioned reasons for school absenteeism among learners**

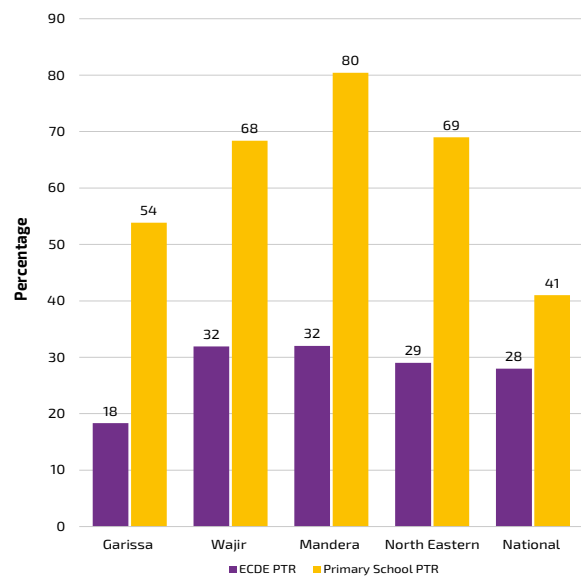
- In North Eastern, 18.7% of the learners who were absent from school on the day of the survey, had been sent away for school fees/levies.
- This rate is significantly lower than the national average of 52.4% of those who were absent from school having been sent away for fees/levies.

## School factors impacting learning outcomes

**Table 3: Average primary school class size and teachers/stream ratio**

| County               | Class size | Teachers/Stream ratio |
|----------------------|------------|-----------------------|
| Garissa              | 33         | 0.62                  |
| Wajir                | 44         | 0.64                  |
| Mandera              | 56         | 0.69                  |
| <b>North Eastern</b> | <b>45</b>  | <b>0.65</b>           |
| <b>National</b>      | <b>41</b>  | <b>0.99</b>           |

- The average class size nationally was 41 learners while for the North Eastern Region was 45 learners.
- Mandera County had the largest average class size with 56 learners.
- The average teacher/classroom ratio for the North Eastern Region (0.65) is lower than the national average (0.99).
- All the counties in the region had a ratio that is less than one, which means that at least a class goes without a teacher even when all teachers are present and teaching.



**Fig. 7: Pupil/Teacher Ratio (PTR) by county and level of school**

- Nationally, the pupil/teacher ratio at primary school level was 41:1, while at preschool level it was 26:1. These ratios are within the recommended ratios of 40 and 25 respectively.
- In North Eastern, the pupil/teacher ratio at primary school level was 69:1, while at preschool level it was 29:1.
- Mandera County had the highest pupil/teacher ratio for primary level at 80:1.

## Social factors impacting learning outcomes

**Table 4: Learning conditions in schools by County**

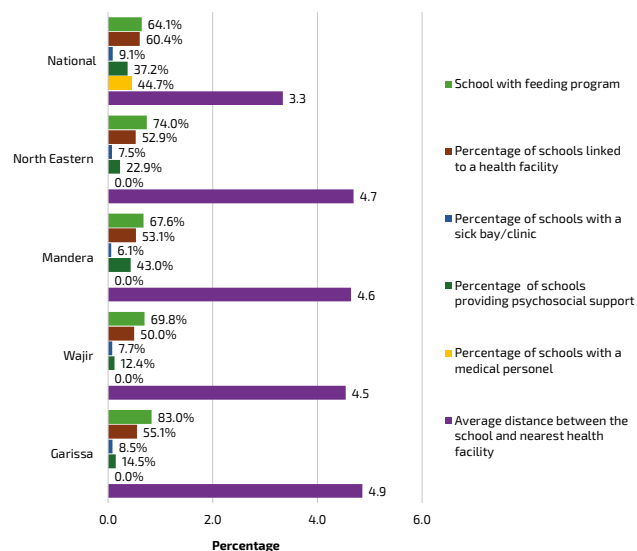
| County               | Percentage of schools with a case of children learning in the open | Percentage of schools with a case of shared classrooms | Percentage of schools with a case of children sitting on the floor | Percentage of schools without a playing field | Percentage of schools without school library | Percentage of schools not fenced |
|----------------------|--|--|--|---|--|----------------------------------|
| Garissa              | 28.5   | 27.9   | 21.9   | 12.5  | 80.4   | 38.4                             |
| Wajir                | 45.8   | 34.9   | 51.9   | 22.2  | 89.5   | 49.7                             |
| Mandera              | 22.2   | 20.4   | 46.1   | 12.3  | 90.8   | 51.1                             |
| <b>North Eastern</b> | <b>31.8</b>  | <b>27.7</b>  | <b>38.8</b>  | <b>15.4</b>                                   | <b>86.5</b>                                  | <b>45.9</b>                      |
| <b>National</b>      | <b>5.9</b>   | <b>9.8</b>   | <b>8.4</b>   | <b>22.3</b>                                   | <b>74.3</b>                                  | <b>12.1</b>                      |

- 86.5% of schools in the region did not have a school library.
- 15.4 % of schools in the region did not have a playing field for learners.
- 38.8% of the schools in the region had at least one incidence of children sitting on the floor;
- Wajir County had the highest percentage of schools (51.9%) with at least an incidence of children sitting on the floor.

- None of the surveyed schools in North Eastern had a medical staff.
- The average distance from a school to the nearest health facility was 4.7kms in North Eastern, much longer than the average distance nationally of 3.3kms.

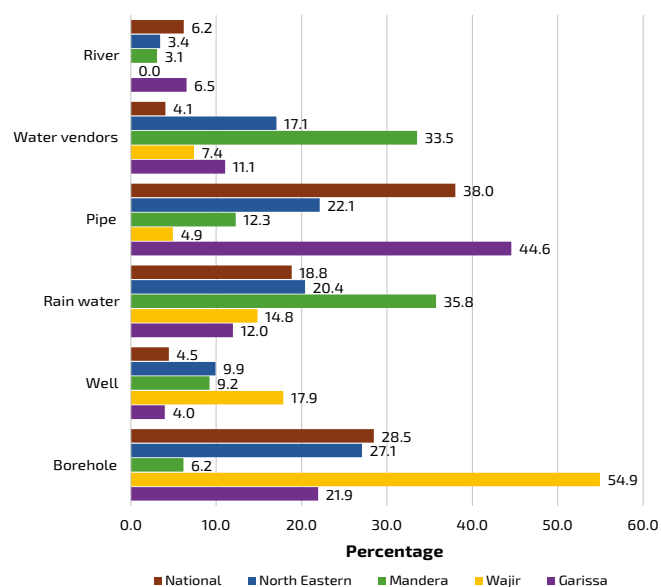
## School health and safety concerns

This section provides an analysis of school health and safety issues in the region based on the government standards and guidelines. Some of the emerging gaps are highlighted.



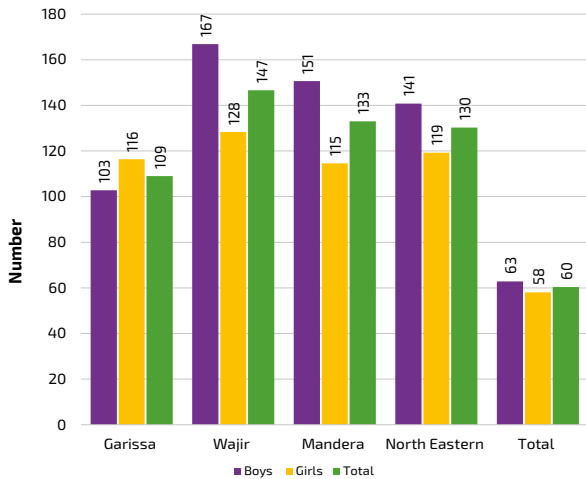
**Fig. 8: Selected school health indicators by county**

- Nationally, 64.1% of schools compared to 74% of schools in North Eastern had a school feeding programme.
- 52.9% of schools in North Eastern and 60.4% nationally were linked to a health facility.



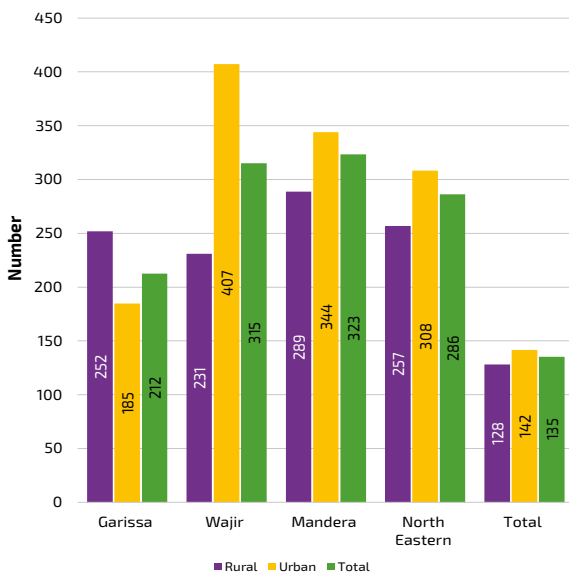
**Fig. 9: Sources of drinking water by county**

- Less than a quarter (22.1%) of the schools in the region were connected to piped water, which is below the national average of 38% of schools connected to piped water as the main source of drinking water.
- More than half of the schools (55.9%) in Wajir draw their drinking water from boreholes; and the least in accessing piped water at (4.9%).



**Fig. 10: Number of pupils using one toilet by county and gender**

- On average, 130 pupils use 1 toilet in the region; 141 boys use 1 toilet; and 119 girls use 1 toilet. This is worse than the national average, which is 60 learners per toilet; 63 boys per toilet and 58 girls per toilet.
- Wajir County had the highest number of pupils sharing a single toilet at 147 on average; 167 boys and 128 girls.

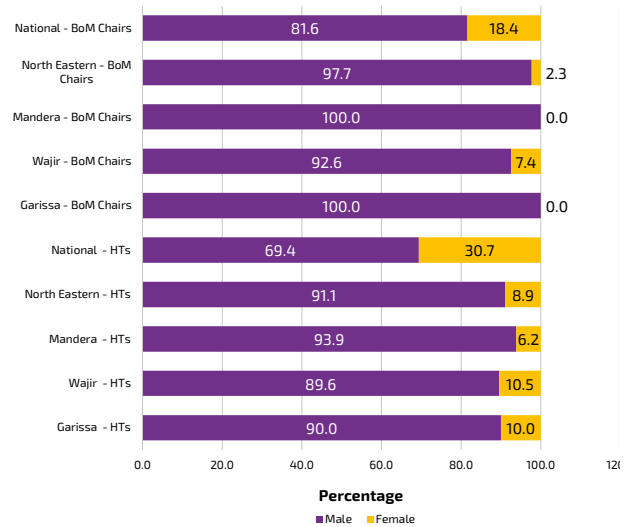


**Fig. 11: Number of pupils per one handwashing point by location of the school**

- On average, the North Eastern Region had 286 pupils sharing a handwashing point with more in urban schools (308) than rural schools (257). This is more than double the national average of 135 pupils per a handwashing point; 142 per a handwashing point in urban schools and 128 per a handwashing point in rural schools.
- Mandera County had almost thrice the national average number of pupils per a handwashing point with 323 pupils per a handwashing point.

- No county in the North Eastern Region had a pupils/handwashing point ratio close to that of the national average of 135 pupils per a handwashing point.

## School Management

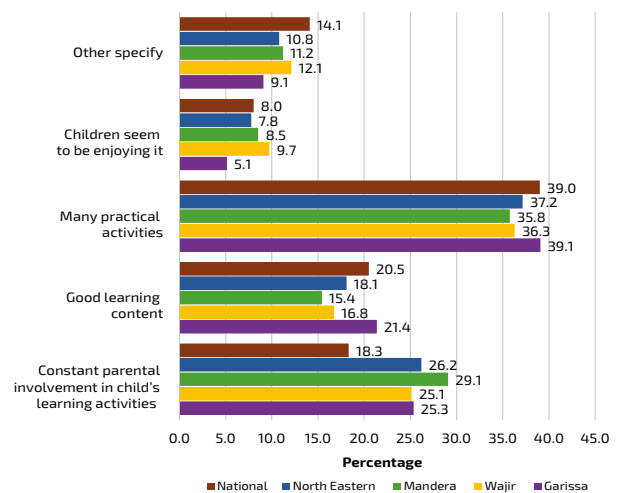


**Fig. 12: Distribution of school head teachers (HTs) and Boards of Management (BoM) chairpersons by county and gender**

- Women are overly under-represented in the management of schools as head teachers and chairpersons of BoMs in the region.
- Nationally, only 32.3% of school heads and 14.5% of the BoM chairpersons were women.
- Mandera and Garissa counties have zero representation of women in the chairpersonship of BoMs in the region.

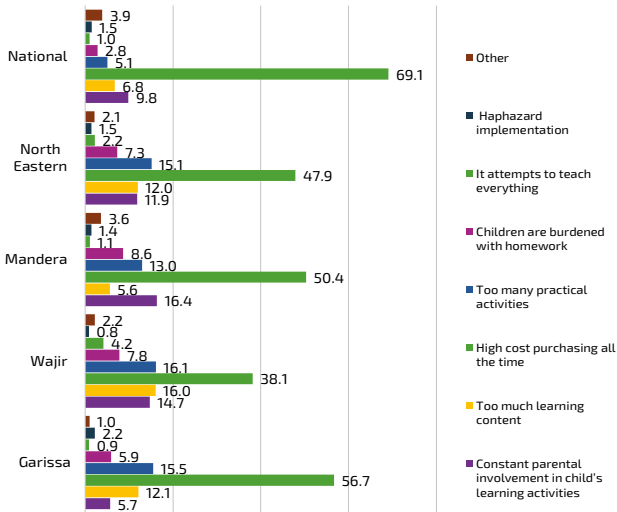
## Parental views on the Competency-Based Curriculum (CBC)

Parents expressed diverse opinions on the CBC at the national and regional level.



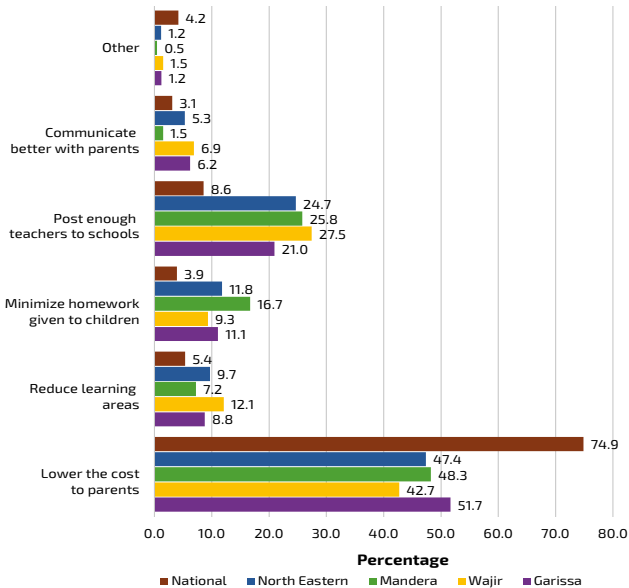
**Fig. 13: Parental opinions on the positives of CBC**

- Nationally, 39% of the parents expressed support for CBC because of the many practical activities; 20.5% liked CBC because of good learning content while 18.3% supported it because of constant parental involvement in children's learning activities.
- In North Eastern, 37.2% of the parents supported CBC for its many practical activities, followed by constant parental involvement in the children's learning activities (26.2%).



**Fig. 14: Parental opinions against the CBC**

- A smaller percentage of parents in the region (47.9%) don't like CBC than the national average of 69.1% because of the high-cost of learning materials.

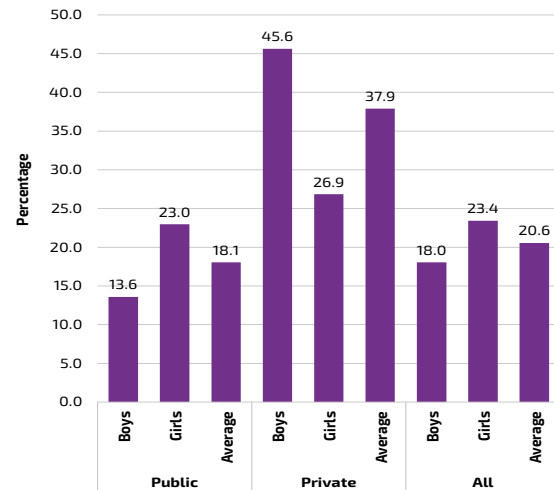


**Fig.15: Parental views on how to make CBC better**

- 79.1% of parents in the North Eastern Region recommended lowering of the cost of CBC to parents compared to 74.9% of parents at the national level who recommended the same.
- 24.7% of parents suggested posting of enough teachers to the region to make CBC better in the region.

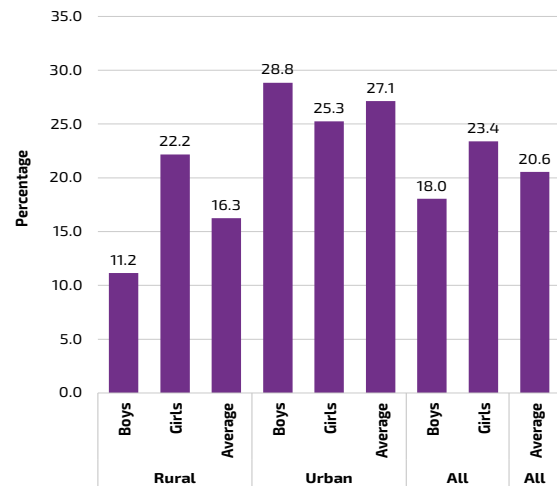
## Learning Outcomes

This section presents findings of the learning assessment, highlighting learning levels of all the children enrolled in grade 4 and those completing primary (grade 6). Analysis was done across type of school enrolled in, location of school enrolled in (urban versus rural), and inter-county comparison.



**Fig 16: Percentage of grade 4 learners who at least met expectations in reading a grade 3 appropriate English story by gender and school type**

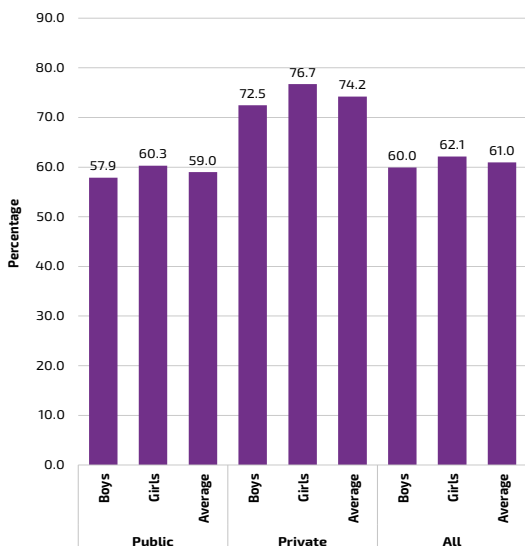
- Grade 4 learners in private schools outperformed their public-school counterparts in the region in reading a grade 3 appropriate English story.
- A grade 4 boy in a private school was almost twice as likely as his female counterpart in a private school to read a grade 3 appropriate English story; and more than thrice as likely as a fellow boy in a public school to do the same.
- Overall, only 20.6% of grade 4 learners in the region could read with comprehension a grade 3 appropriate English story.



**Fig. 17: Percentage of grade 4 learners who at least met expectations in reading a grade 3 appropriate English story by gender and location of residence**

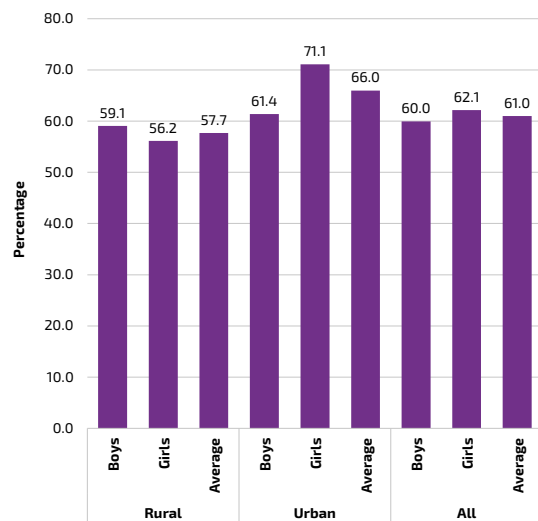


- Grade 4 learners in urban areas outperformed their rural-area counterparts in the region in reading a grade 3 appropriate English story.
- Boys in grade 4 in the urban areas outperformed their female counterparts in reading a grade 3 appropriate English story.
- A grade 4 boy in an urban area was more than twice as likely to successfully read a grade 3 appropriate English story as his counterpart in a rural area.
- A grade 4 girl in a rural area was almost twice as likely as her male counterpart to read a grade 3 appropriate English story.
- On average, a higher percentage of grade 4 girls (23.4%) was able to read a grade 3 appropriate English story than that of grade 4 boys (18%) in the region.



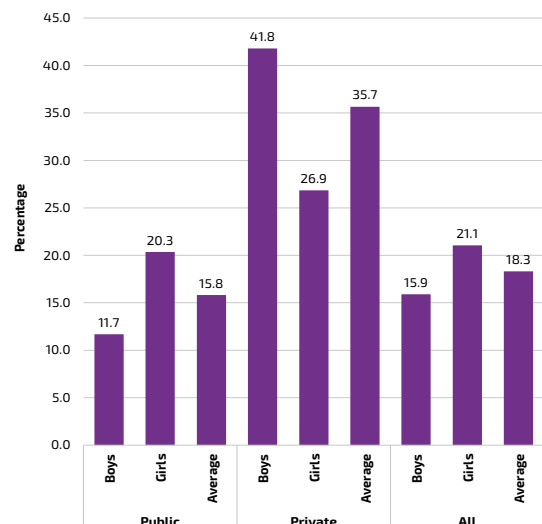
**Fig.18: Percentage of grade 4 learners who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and type of school attended**

- Generally, grade 4 learners in the region performed better in the numeracy assessment than in the literacy assessment.
- The difference in the percentages of grade 4 learners in private schools and those in public schools who could solve a grade 3 appropriate numeracy problem in the region was not big.
- In both private and public schools, grade 4 girls outperformed boys in solving a grade 3 appropriate numeracy problem.
- Overall, a significant 61% of grade 4 learners in the region could solve a grade 3 appropriate division problem.



**Fig 19: Percentage of grade 4 learners who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and location of residence**

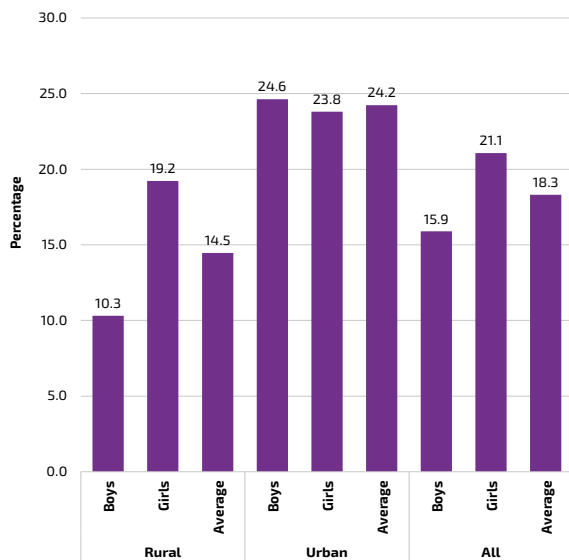
- Grade 4 learners in urban areas marginally outperformed their rural-areas counterparts in the region in solving a grade 3 appropriate numeracy problem.
- In the urban areas, grade 4 girls outperformed grade 4 boys in solving a grade 3 appropriate numeracy problem.
- Grade 4 boys in rural areas marginally outperformed grade 4 girls in rural areas in solving a grade 3 appropriate numeracy problem.



**Fig 20: Percentage of grade 4 learners who at least met expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem by school attended and gender**

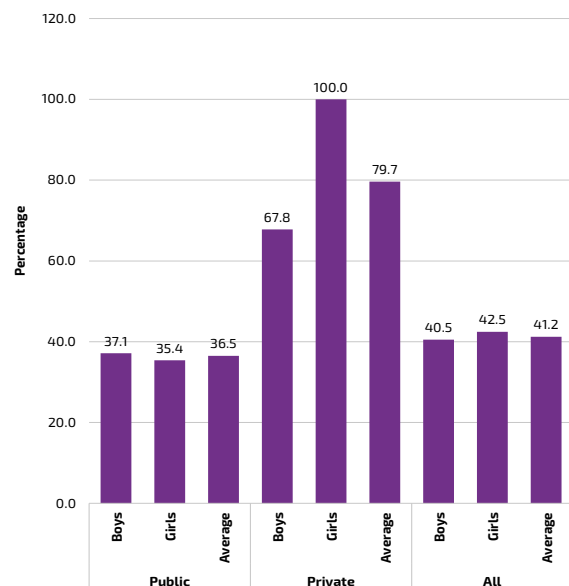
- Grade 4 learners in private schools (35.7%) outperformed their public-school counterparts (15.8%) in the region in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.

- A grade 4 learner in the private school was more than twice as likely to both read a grade 3 appropriate English story and solve a grade 3 appropriate numeracy problem as his/her counterpart in a public school in the region.
- Grade 4 boys in private schools outperformed grade 4 girls in private schools in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- There was gender disparity in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem by grade 4 learners in both public and private schools in the region.



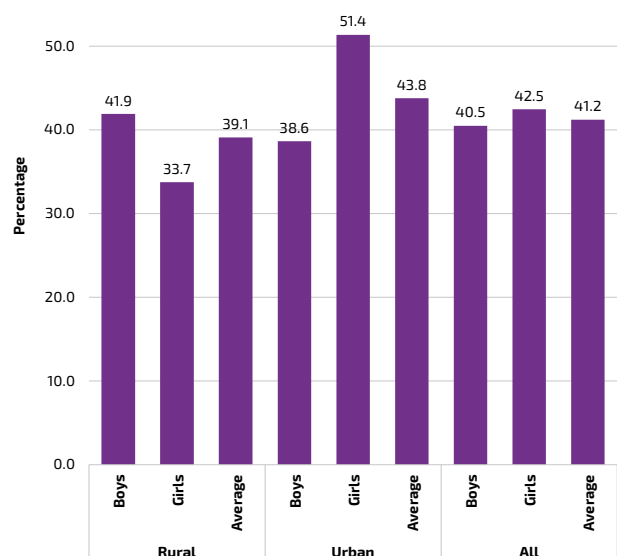
**Fig 21: Percentage of grade 4 learners who at least met expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem by location of residence and gender**

- A grade 4 learner in an urban area was almost twice as likely to both read a grade 3 appropriate English story and solve a grade 3 appropriate numeracy problem as his/her rural-area counterpart in the region.
- A grade 4 boy in an urban area was more than twice as likely to both read a grade 3 appropriate English story and solve a grade 3 appropriate numeracy problem as his rural-area counterpart in the region.
- Among the grade 4 learners in rural areas, girls outperformed boys in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- There was near gender parity in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem in the urban areas of the region.



**Fig 22: Percentage of grade 6 learners who met expectations in reading a grade 3 appropriate English story by gender and school attended.**

- Grade 6 learners in private schools outperformed their public-school counterparts in the region in reading a grade 3 appropriate English story.
- A grade 6 learner in a private school was more than twice as likely to read a grade 3 appropriate story as his/her counterpart in a public school.
- Overall, 41.2% of grade 6 learners in the region could read with comprehension a grade 3 appropriate English story, which means that **58.8% of grade 6 learners in the region could not read and comprehend a grade 3 appropriate story!**

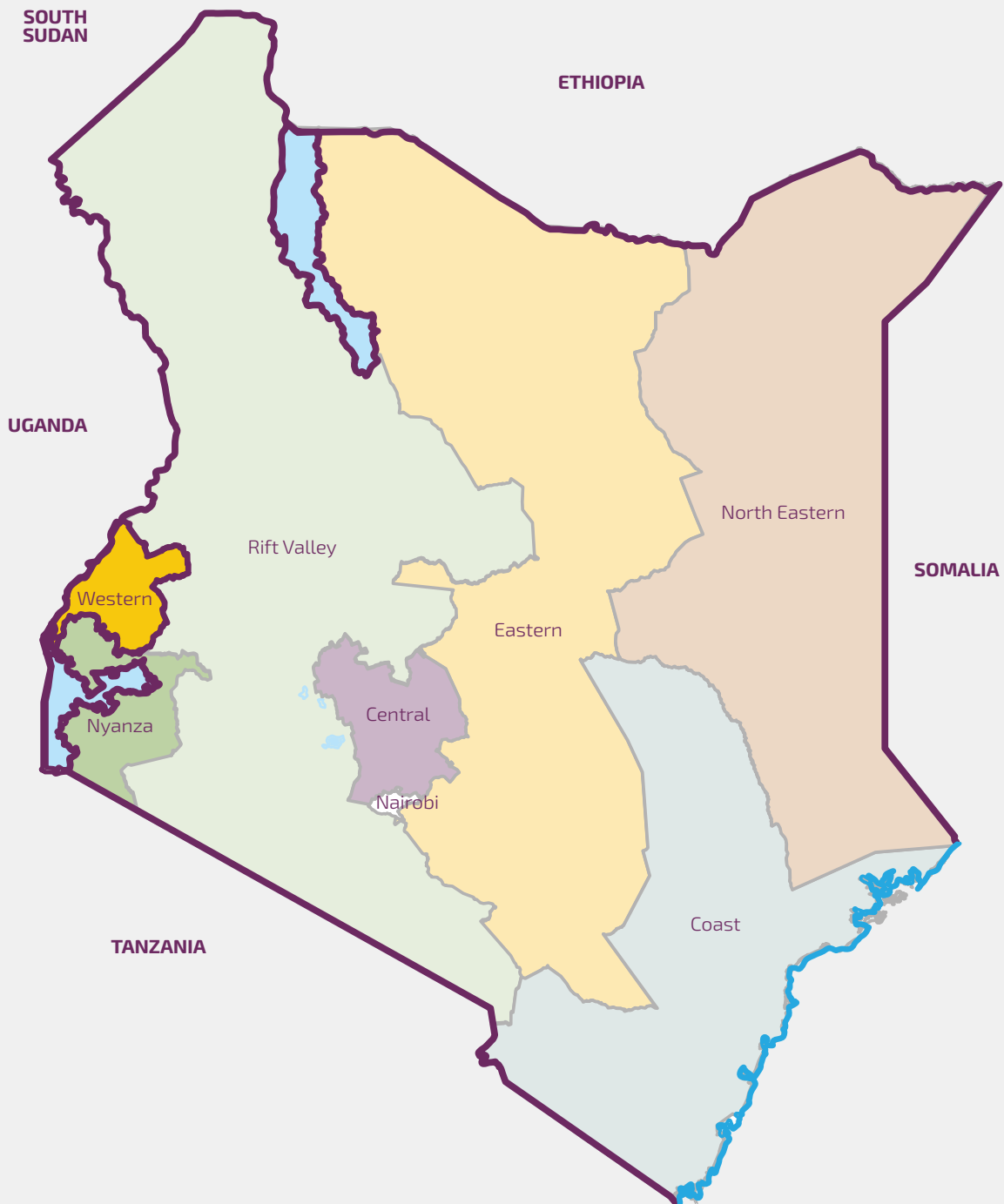


**Fig 23: Percentage of grade 6 learners who met expectations in reading a grade 3 appropriate English story by gender and location of residence**

- A grade 6 learner in an urban area was more likely to read a grade 3 appropriate English story than his/her counterpart in a rural area.
- In the urban areas, grade 6 girls outperformed grade 6 boys in reading a grade 3 appropriate English story.

- However, in the rural areas, grade 6 boys outperformed grade 6 girls in reading a grade 3 appropriate English story.
- Overall, grade 6 girls marginally outperformed their male counterparts in reading a grade 3 appropriate English story.

## Map of Kenya



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