



THE FLANA REPORT 2024

Rift Valley Region Edition



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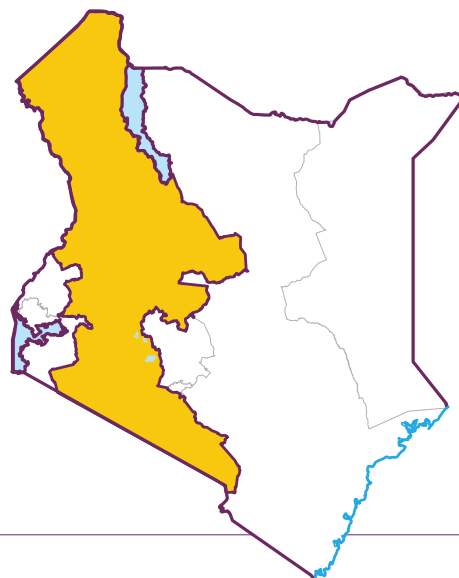
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Foreword



The Foundational Literacy and Numeracy Assessment (FLANA) 2024 Report for the Rift Valley Region is a gem for actors in education space and decision-makers. The findings of the FLANA 2024 Rift Valley Region report, offer important insights into the learning levels among school-going aged children 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 attendance, 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 14 counties of the Rift Valley Region namely; Baringo, Bomet, Elgeyo Marakwet, Kajiado, Kericho, Laikipia, Nakuru, Nandi, Narok, Samburu, Trans Nzoia, Turkana, Uasin Gishu and West Pokot 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 Rift Valley 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 Rift Valley region.

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 also, it is apparent that there is under-representation of women in primary school leadership both in Boards of Management (BoM) 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 Rift Valley 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 Rift Valley 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:

- **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 14 County Partners,** Central Rift Community Development Program (Baringo), Kapletundo Community Organization (Bomet), Logogo Youth Network (Elgeyo Marakwet), Dupoto-e-Maa (Kajiado), Rays of Hope – Kenya (Kericho), One more Day for Children Foundation (Laikipia), Network for Social Change (Nakuru), KapsooGaa Self Help Group (Nandi), Ololulung’a Elites Youth Organization (Narok), Samburu Women Empowerment Intergrated Program (Samburu), Save Africa CBO (Trans Nzoia), Alemun Pastoralists Empowerment Initiative & Turkana Children with Disability Organization (Turkana), Read and Run Centre (Uasin Gishu) and Yangat Community Development Organization (West Pokot), 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.

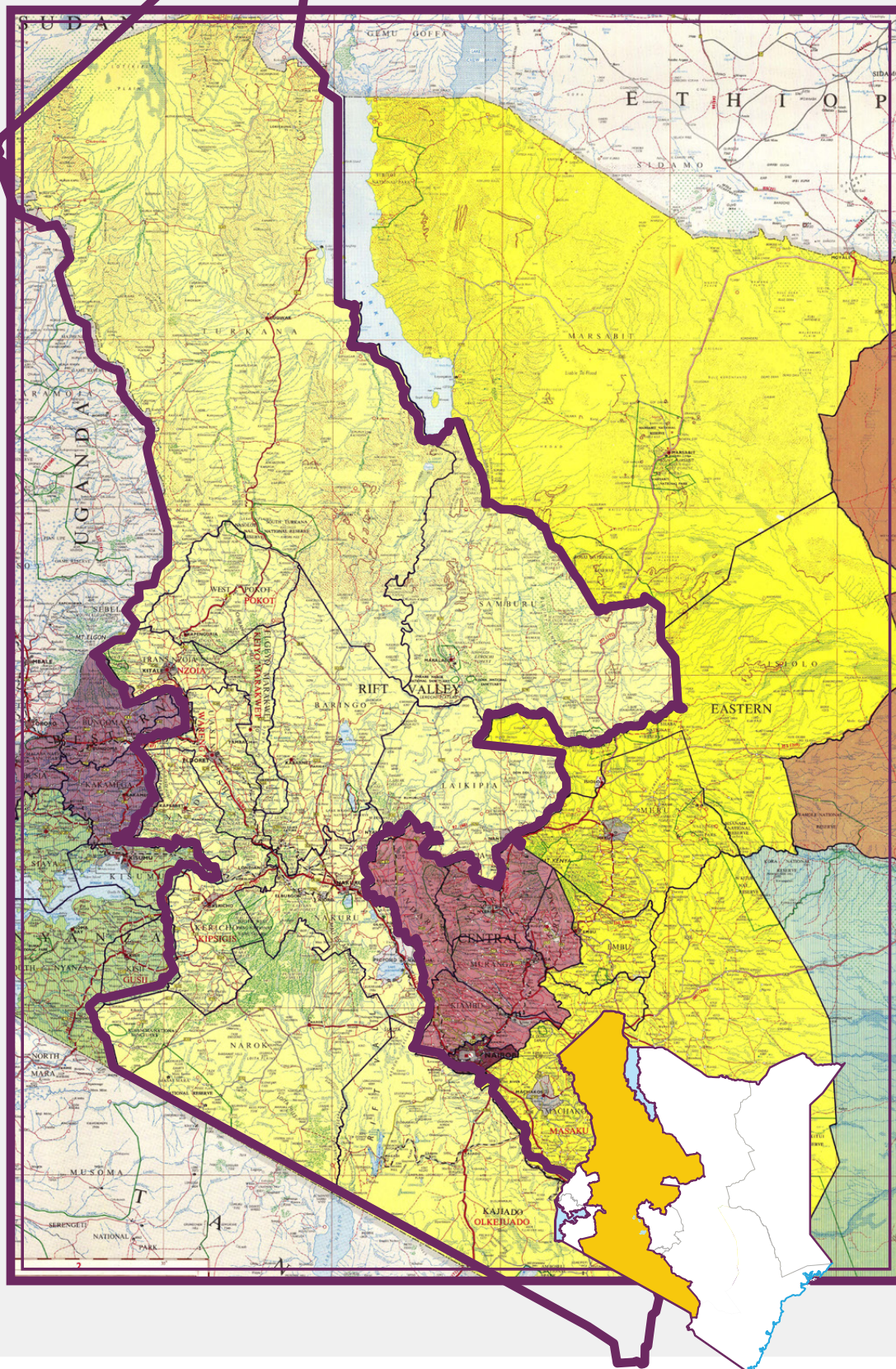
- The over 600 volunteers and village coordinators who walked from house to house and visited the many primary schools. You are Usawa Agenda’s true heroes and heroines and your contribution to promoting education justice in Kenya is invaluable.
- The over 550 chiefs, assistant chiefs and village elders who patiently walked us around their villages, introducing us to the residents, without you, we would have been unwelcome strangers.
- The over 10,683 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 11,815 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 521 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 280,007 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 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 (KNBS). We thank

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- We are indebted to the 47 County Commissioners at whose offices we made our first stops in each of the counties, in some cases requiring security support to proceed with the assessment, and they all came through for us.
- We thank the Kenya Primary School Heads Association (KEPSHA), the Teachers’ Service Commission (TSC) and the Teachers Unions, especially KNUT for their role in producing and sharing this evidence.
- 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, who continue to entrust us with their 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!

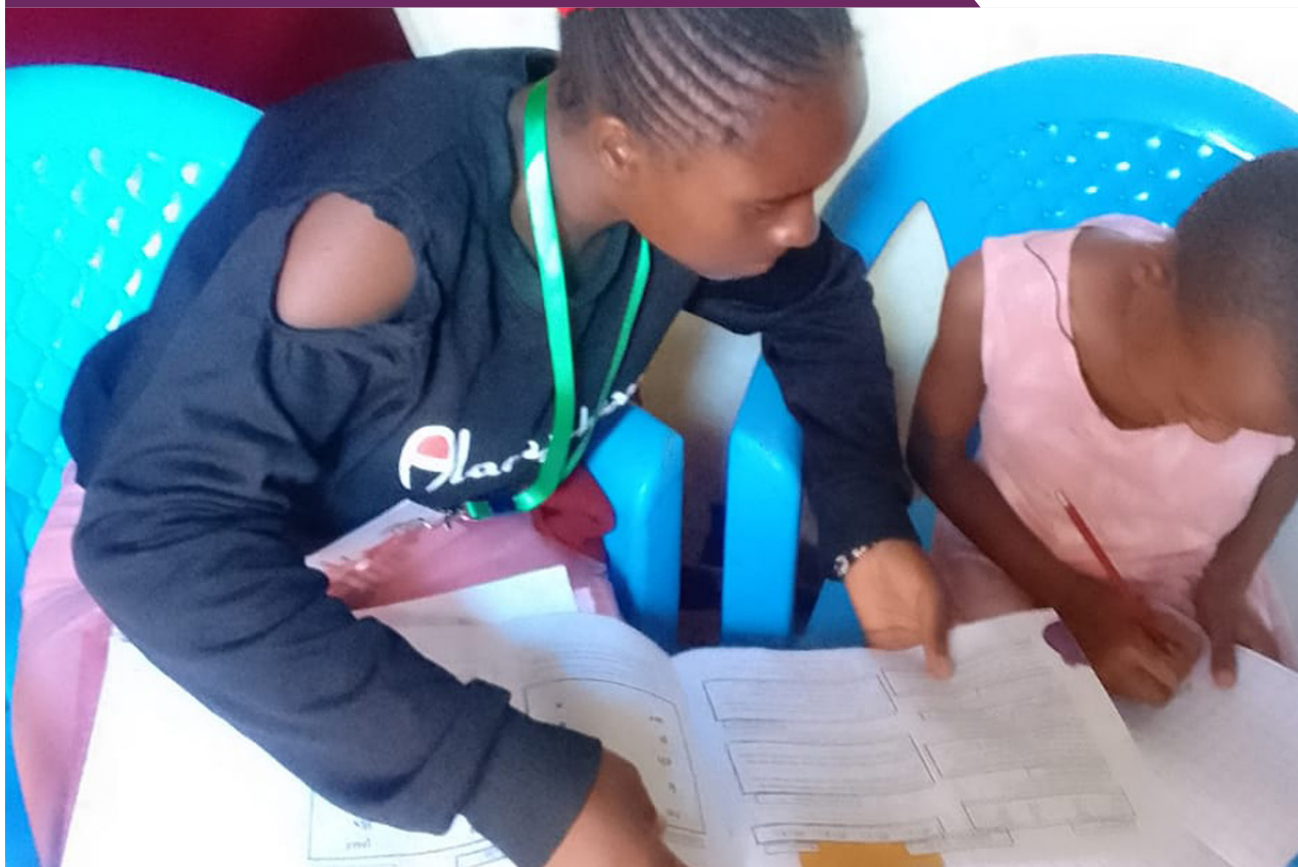
Map of Kenya

Extract Map:
Rift Valley Region of Kenya



© Map/Courtesy

Introduction



The Rift Valley Region Foundational Literacy and Numeracy Assessment (FLANA) Report 2024 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 Rift Valley region with varying levels in the counties: Baringo, Bomet, Elgeyo Marakwet, Kajiado, Kericho, Laikipia, Nakuru, Nandi, Narok, Samburu, Trans Nzoia, Turkana, Uasin Gishu and West Pokot. This report provides a realistic outlook of the status of schooling and learning in the said fourteen counties. The survey reported here assessed the ability of children to read and comprehend an English story and complete basic numeracy tasks, set at grade three level. Like the national FLANA Report, the Rift Valley 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 fourteen counties in the Rift Valley Region, as well as inter-region comparisons of the learning outcomes among the eight regions of Kenya.

These 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 becoming a constitutional right through the provisions of Article 53(1);
2. The provision of education becoming a shared function between the National and County governments (IV Schedule of the Constitution); and

3. The Teachers' Service Commission (TSC) being 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 has emerged as one of the critical components that ends up impacting the learning outcomes of 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 fourteen in this region; namely Baringo, Bomet, Elgeyo Marakwet, Kajiado, Kericho, Laikipia, Nakuru, Nandi, Narok, Samburu, Trans Nzoia, Turkana, Uasin Gishu and West Pokot. 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 550 villages spread across the counties as follows: Baringo, 32; Bomet, 41; Elgeyo Marakwet, 38; Kajiado, 41; Kericho, 41; Laikipia, 37;

Nakuru, 42; Nandi, 42; Narok, 43; Samburu, 34; Trans Nzoia, 36; Turkana, 40; Uasin Gishu, 45 and West Pokot, 38. In these villages, we visited a total of 10,683 households spread across the counties as follows: Baringo, 612; Bomet, 809; Elgeyo Marakwet, 753; Kajiado, 782; Kericho, 802; Laikipia, 708; Nakuru, 813; Nandi, 823; Narok, 845; Samburu, 656; Trans Nzoia, 692; Turkana, 777; Uasin Gishu, 886 and West Pokot, 725.

We assessed 11,815 children spread across the counties as follows: Baringo, 664; Bomet, 870; Elgeyo Marakwet, 681; Kajiado, 809; Kericho, 810; Laikipia, 645; Nakuru, 770; Nandi, 783; Narok, 1222; Samburu, 898; Trans Nzoia, 844; Turkana, 1119; Uasin Gishu, 696 and West Pokot, 1004. We also visited 521 primary schools; 39 in Baringo, 39 in Bomet, 37 in Elgeyo Marakwet, 32 in Kajiado, 42 in Kericho, 38 in Laikipia, 31 in Nakuru, 42 in Nandi, 42 in Narok, 30 in Samburu, 36 in Trans Nzoia, 34 in Turkana, 41 in Uasin Gishu and 38 in West Pokot, which together had 280,007 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 Rift Valley Region is not insulated from these challenges as this report shows.

KEY FACTS ON LEARNING IN THE RIFT VALLEY REGION

FACT ONE: A grade 4 learner in a private school was almost twice as likely to meet and exceed expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.

FACT TWO: Children with disabilities are more than three times likely to be out of school in the region than their counterparts without disabilities.

FACT THREE: Women are under-represented in the management of primary schools in the Rift Valley region; only 12.9% of Board of Management chairpersons, and 30.1% of head teachers in the region are female.

FACT FOUR: 36.8% of grade 6 learners in the region could not read and comprehend a grade 3 appropriate English story.

Key Findings

Access to School

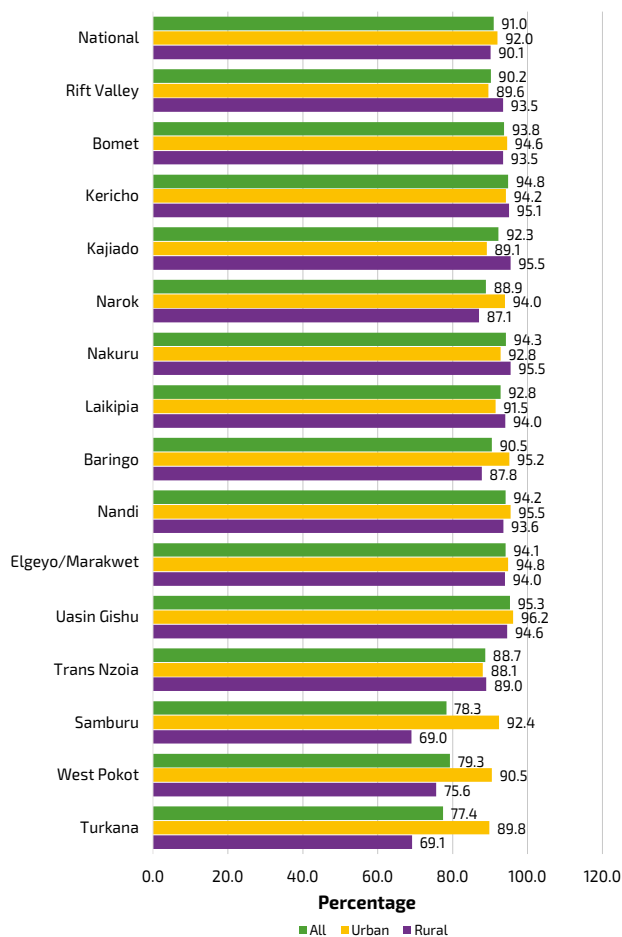


Fig. 1: Percentage of children aged 4-15 years enrolled in school by county and location of residence

- Nationally, 91% of children aged 4-15 years were enrolled in school.
- School enrolment rate in the region was lower (90.2%) than the national rate (91%).
- Uasin Gishu County had the highest school enrolment rate for children aged 4-15 years (95.3%), while Turkana County had the lowest rate of 77.4% in the region.
- Rural areas had marginally higher enrolment rates than urban areas.
- In ASAL counties of Baringo, Turkana, West Pokot and Samburu, however, urban areas reported significantly higher enrolment rates than rural areas.

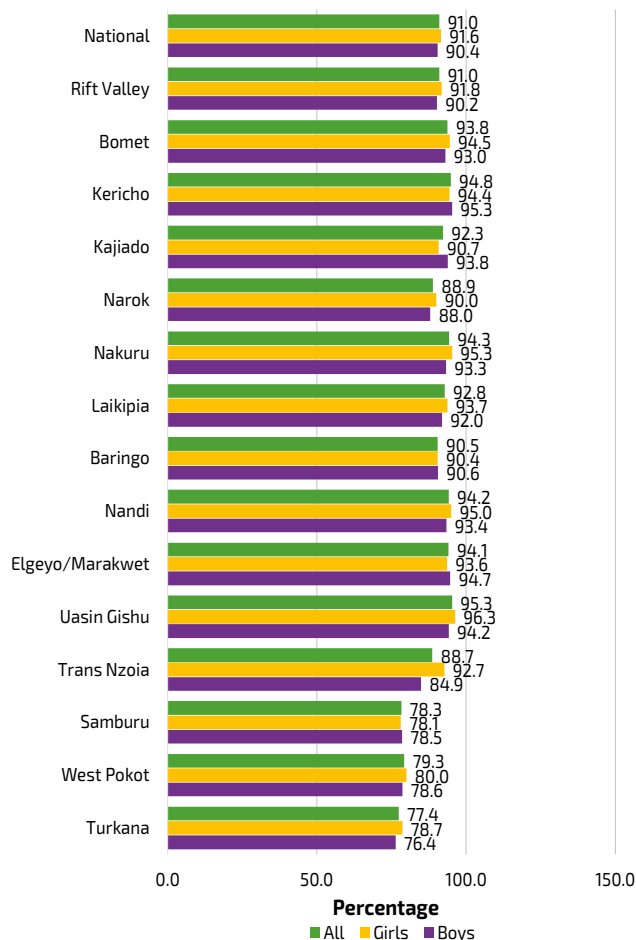


Fig. 2: Percentage of children aged 4-15 years enrolled in school by county and gender

- Nationally, 91.6% of girls and 90.4% of boys aged 4-15 years were enrolled in school.
- Girls' school enrolment rate in the region was higher at 91.6% compared to 90.2% for boys.
- There was near gender parity in school enrolment in Baringo County, while Trans Nzoia County had the highest gender gap in favour of girls.
- Kajiado County had the highest enrolment gender gap in favour of boys.

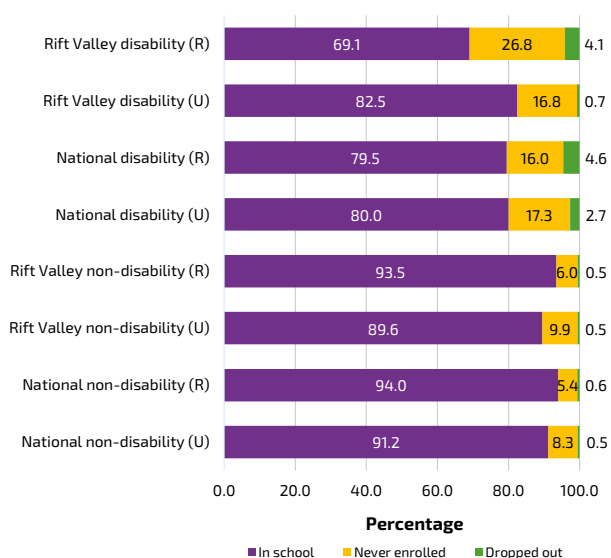


Fig. 3: Enrolment status of children with disabilities aged 4 – 15 years and their non-disability counterparts by location of residence

- Nationally, a child with disability in a rural area is three times more likely to have never

enrolled in school and seven times as likely to have dropped out of school as his/her counterpart without disability.

- Nationally, a child with disability in an urban area is twice as likely to have never enrolled in school as his/her counterpart without disability.
- In Rift Valley, a child with disability in a rural area is four times as likely to have never enrolled in school as his/her counterpart without disability.
- A child with disability in an urban area in the Rift Valley Region is one and a half times as likely to never have enrolled in school as his/her counterpart without disability.
- The school dropout rates for children with disability in urban areas in the Rift Valley are almost the same as their counterparts without disability.

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	Out of school	Never enrolled	Dropped out	Out of school	Never enrolled	Dropped out
Turkana	23.7	17.5	6.2	21.3	16.5	4.9	22.6	17.0	5.6
West Pokot	21.4	17.1	4.4	20.0	15.7	4.3	20.7	16.4	4.3
Samburu	21.5	15.1	6.4	21.9	15.7	6.2	21.7	15.4	6.3
Trans Nzoia	15.1	5.7	9.4	7.3	3.4	3.9	11.3	4.6	6.7
Uasin Gishu	5.8	2.5	3.3	3.7	0.5	3.3	4.7	1.5	3.3
Elgeyo/Marakwet	5.3	0.8	4.6	6.4	1.4	5.0	5.9	1.1	4.8
Nandi	6.6	1.8	4.9	5.0	1.1	3.9	5.8	1.4	4.4
Baringo	9.5	4.7	4.7	9.6	3.6	5.9	9.5	4.2	5.3
Laikipia	8.1	3.4	4.7	6.3	3.6	2.7	7.2	3.5	3.7
Nakuru	6.7	3.6	3.1	4.7	2.6	2.1	5.7	3.1	2.6
Narok	12.0	6.3	5.8	10.0	5.5	4.5	11.1	5.9	5.2
Kajiado	6.2	1.9	4.3	9.3	3.6	5.6	7.8	2.8	5.0
Kericho	4.7	2.0	2.7	5.6	0.9	4.7	5.2	1.4	3.7
Bomet	7.0	2.8	4.2	5.5	2.8	2.8	6.2	2.8	3.5
Rift Valley	9.8	9.3	0.5	8.2	7.7	0.5	9.0	4.5	4.5
National	9.6	4.9	4.7	8.4	4.2	4.2	9.0	4.6	4.4

- Nationally, 9.0% of school-aged children were out of school; 4.6% had never enrolled while 4.4% had enrolled but dropped out of school.
- Rift Valley Region had 9.0% of school-aged children out of school; 8.5% had never enrolled while 0.5% had enrolled but dropped out of school.

- Kericho County had the lowest percentage of school-aged children out of school in the region (4.7%).
- Trans Nzoia County had the highest school dropout rate in the region (6.7%), which was also higher than the national average (4.4%).

- Turkana County had the highest percentage of school-aged children out of school in the region (22.6%) and the highest percentage of children who had never enrolled in school in the region (17%).
- A school-aged child in Turkana County was almost four times as likely to have never enrolled in school as an average child in Kenya.
- Nationally, 9.6% of the school-aged boys compared to 8.4% of the girls were out of school.
- Regional data shows that 9.8% and 8.2% of school-aged boys and girls respectively were out of school.
- All ASAL counties in the region had higher school dropout rates than the national average.

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

County	Out of school children aged 4-5 years			Out of school children aged 6-15 years		
	Boys	Girls	All	Boys	Girls	All
Turkana	19.0	32.4	25.7	24.9	18.3	21.6
West Pokot	22.0	27.5	24.8	21.3	18.8	20.0
Samburu	31.3	27.4	29.3	19.8	20.8	20.3
Trans Nzoia	46.2	18.5	32.3	11.4	5.5	8.5
Uasin Gishu	6.5	2.9	4.7	5.7	3.9	4.8
Elgeyo/Marakwet	12.7	5.3	9.0	3.9	6.6	5.3
Nandi	11.3	8.7	10.0	5.9	4.4	5.1
Baringo	12.9	7.6	10.2	8.8	10.0	9.4
Laikipia	13.3	13.8	13.6	7.1	4.9	6.0
Nakuru	18.0	11.8	14.9	5.3	3.8	4.5
Narok	25.0	15.1	20.0	9.9	9.0	9.5
Kajiado	9.9	23.2	16.5	5.4	6.5	5.9
Kericho	9.3	11.1	10.2	4.1	4.9	4.5
Bomet	12.5	12.7	12.6	6.1	4.3	5.2
Rift Valley	17.7	16.1	16.9	9.8	7.7	8.8
National	17.2	14.8	16.0	8.4	7.4	7.9

- 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 where 17.2% of the boys and 14.8% girls of preschool age were out of school.
- The Rift Valley region had 9.8% and 7.7% of the primary school aged boys and girls respectively out of school. The rate for preschool aged children was higher at 17.7% and 16.1% of boys and girls respectively being out of school.

- The out of school rates for both age cohorts were higher in the Rift Valley region compared to the national average.
- Trans Nzoia County had the highest percentage of children of preschool age out of school in the region (32.3%), which was double the national average for children of preschool age (16.0%).

Preschool Participation

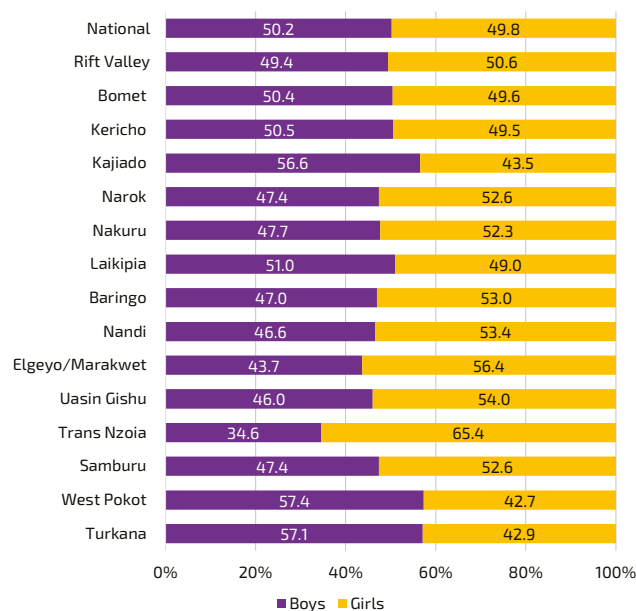


Fig. 4: ECDE enrolment by county and gender

- Nationally, there were slightly more boys enrolled in the ECDE level at 50.2% than girls at 49.8%.
- The Rift Valley Region had slightly more girls (50.6%) than boys (49.4%) enrolled at the ECDE level.
- There were variations by gender in the enrolment rates among the counties in the region: Trans Nzoia had the highest gender disparity in favour of girls who formed the majority at 65.4% of ECDE learners; while West Pokot had the highest gender disparity in favour of boys who formed the majority at 57.4% of ECDE learners
- There was near parity in Bomet and Kericho Counties.

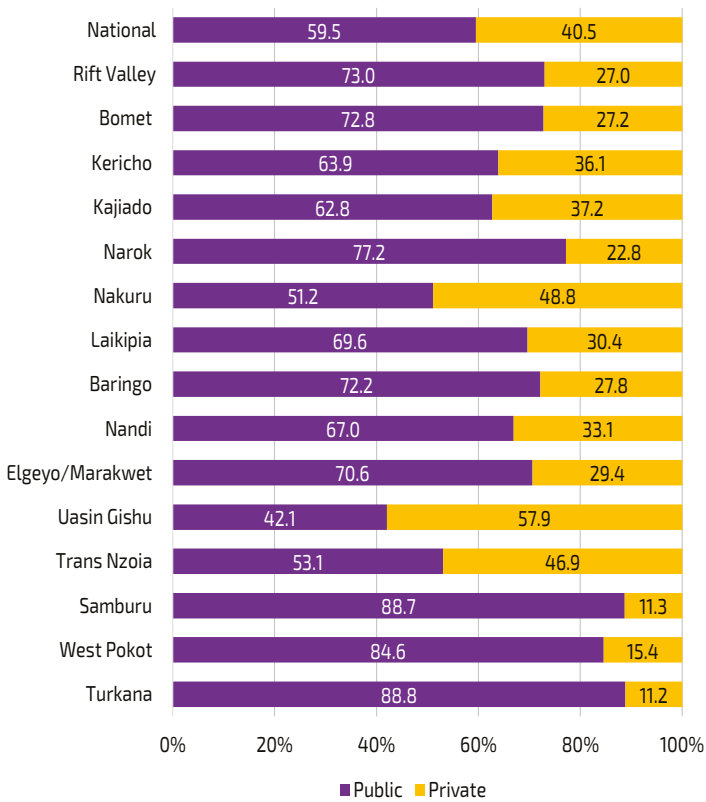


Fig. 5: ECDE enrolment by county and type of centre attended

- Nationally, 59.5% of the learners in preschool are enrolled in public ECDE centres while the remaining 40.5% are in private ECDE centres.
- Rift Valley Region had 73.0% of the learners in preschool enrolled in public ECDE centres and 27.0% in private ECDE centres.
- Turkana County had the highest percentage of learners in preschool in the region enrolled in public centres at 88.8%.
- Uasin Gishu County on the other hand had the highest percentage of learners in preschool in the region enrolled in private centres at 57.9%.

School Attendance

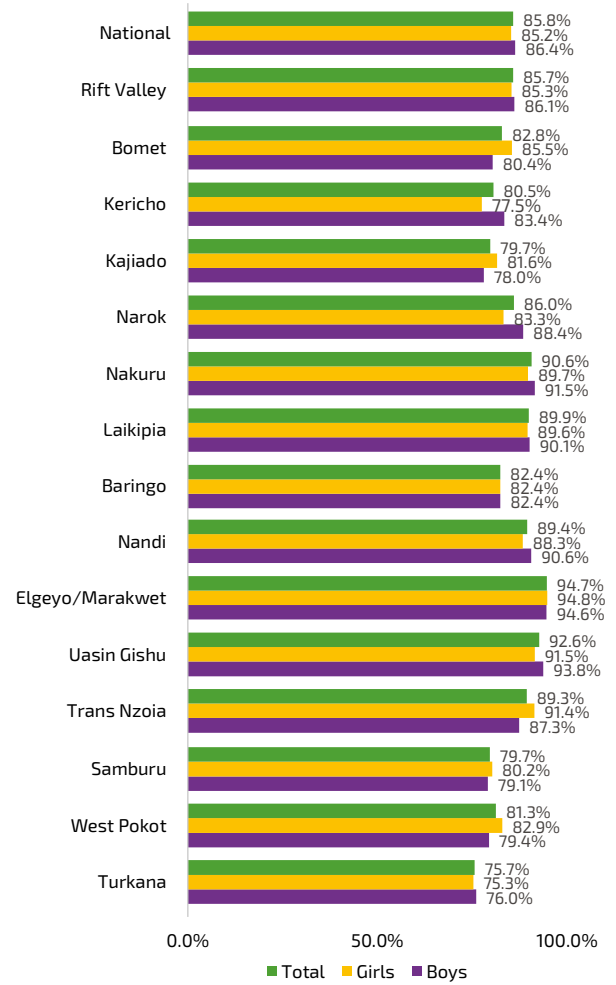


Fig. 6: School attendance on the day of the survey by county and gender

- Nationally, 14.2% of the learners were absent from schools on the day of the survey; absenteeism rate was slightly lower among boys (13.6%) than girls (14.8%).
- In the Rift Valley Region absenteeism rate stood at 14.3% of the learners (13.9% boys and 14.7% girls).
- Elgeyo/Marakwet County had the lowest school absenteeism rate at 5.3% while Turkana County had the highest rate at 24.3% of the learners being absent on the day of the survey.

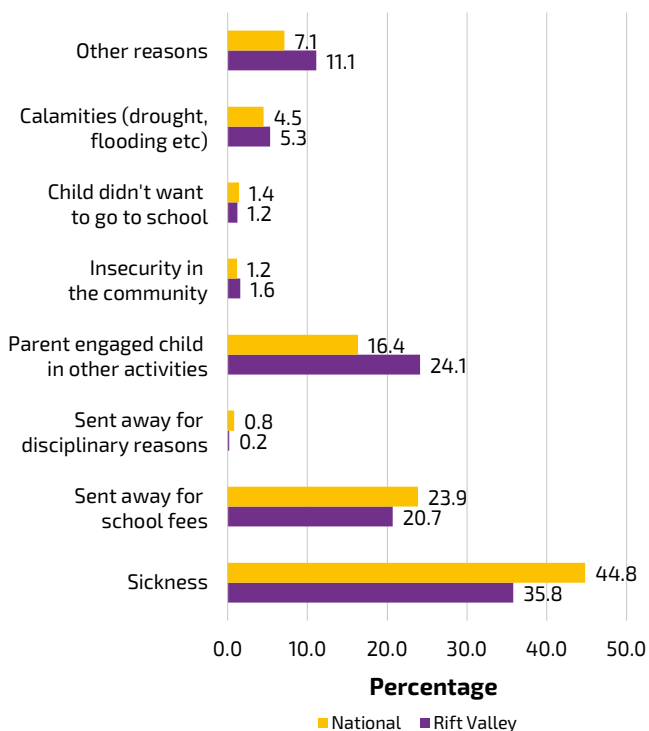


Fig. 7: Most mentioned reasons for school absenteeism among learners

- In Rift Valley, 20.7% 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 lower than the national average where 23.9% of those who were absent from school having been sent away for fees/levies.
- 24.1% of the learners who were absent from school on the day of the survey in the region had been engaged by parents in other activities.

School factors impacting learning outcomes

Learning outcomes are influenced by both home and school factors. In this survey, a variety of school factors such as staffing, class sizes, sanitation facilities among others were assessed. This section presents the highlights.

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

County	Class size	Teacher/stream ratio
Turkana	56	0.62
West Pokot	37	0.77
Samburu	38	0.98
Trans Nzoia	53	1.09
Uasin Gishu	46	1.21
Elgeyo/Marakwet	33	0.97
Nandi	33	0.97
Baringo	31	1.03
Laikipia	37	1.08
Nakuru	47	1.01
Narok	45	0.82
Kajiado	40	0.89
Kericho	35	0.93
Bomet	33	0.78
Rift Valley	41	0.95
National	41	0.99

- The average class size nationally was 41 learners similar to the average in the Rift Valley Region.
- Turkana County had the largest average class size with 56 learners, while Baringo County had the smallest with 31 learners in the region.
- The average teacher/classroom ratio for the Rift Valley Region (0.95) is slightly lower than the national average (0.99).
- Most counties in the Rift Valley region had ratios that are less than one, which means that at least a class goes without a teacher even when all teachers are present and teaching.

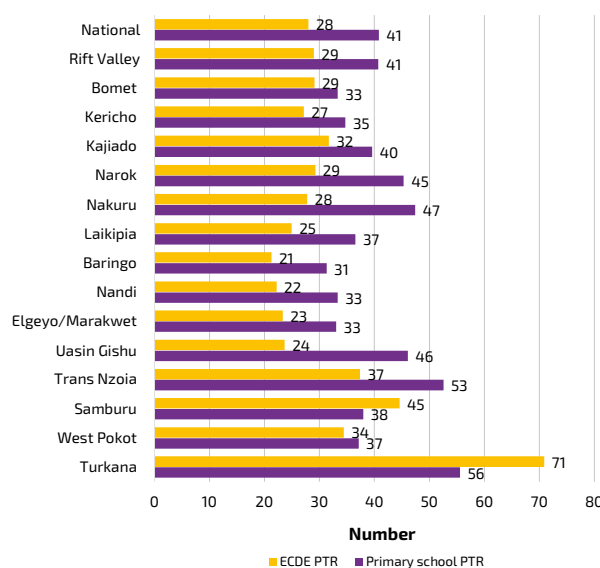


Fig. 8: Pupil/Teacher Ratio (PTR) by county and level of school

- Nationally, the pupil/teacher ratio in primary was 41:1, while in preschool it was 28:1.
- In Rift Valley, the pupil/teacher ratio in primary school was similar to the national average of 41:1, while in preschool it was 29:1.
- Turkana County had the highest pupil/teacher ratio for primary level at 56:1 while Baringo County had the lowest at 31:1.
- Turkana County had the highest pupil/teacher ratio in preschool at 71:1, which is two and half times the national average ratio of 28:1.

Home and social factors impacting learning outcomes

Table 4: Percentage of pregnant girls who returned to school after delivery

County	Number of pregnancy cases reported	Percentage of pregnancy by county	Number of girls who returned to school after delivery	Percentage of girls who returned to school
Turkana	336	4.9	162	48.3%
West Pokot	848	12.3	190	22.4%
Samburu	282	4.1	131	46.6%
Trans Nzoia	248	3.6	74	29.6%
Uasin Gishu	444	6.4	141	31.7%
Elgeyo/ Marakwet	292	4.2	91	31.0%
Nandi	532	7.7	348	65.5%
Baringo	440	6.4	152	34.5%
Laikipia	85	1.2	31	36.4%
Nakuru	222	3.2	133	60.0%
Narok	1,293	18.8	566	43.8%
Kajiado	1,380	20.0	478	34.7%
Kericho	344	5.0	129	37.5%
Bomet	141	2.1	63	44.4%
Rift Valley	3,574	100.0	1,406	39.1%
National	19,230		8,168	42.5%

- Only 39.1% of the school girls who were reported pregnant in the region in the one year to the survey returned to school after giving birth.
- West Pokot had the lowest return rate of 22.4% of the reported pregnancy cases followed by Trans Nzoia (29.6%) and then Elgeyo/Marakwet (31.0%).
- Kajiado County contributed the most (20.0%) to the cases of pregnancies reported in the region, while Laikipia County had the least number of cases of pregnancies reported (1.2%) followed by Bomet (2.1%).

- Nandi County had the highest return to school rate for girls who were reported pregnant, with close to two-thirds (65.5%) of the reported cases returning to school.

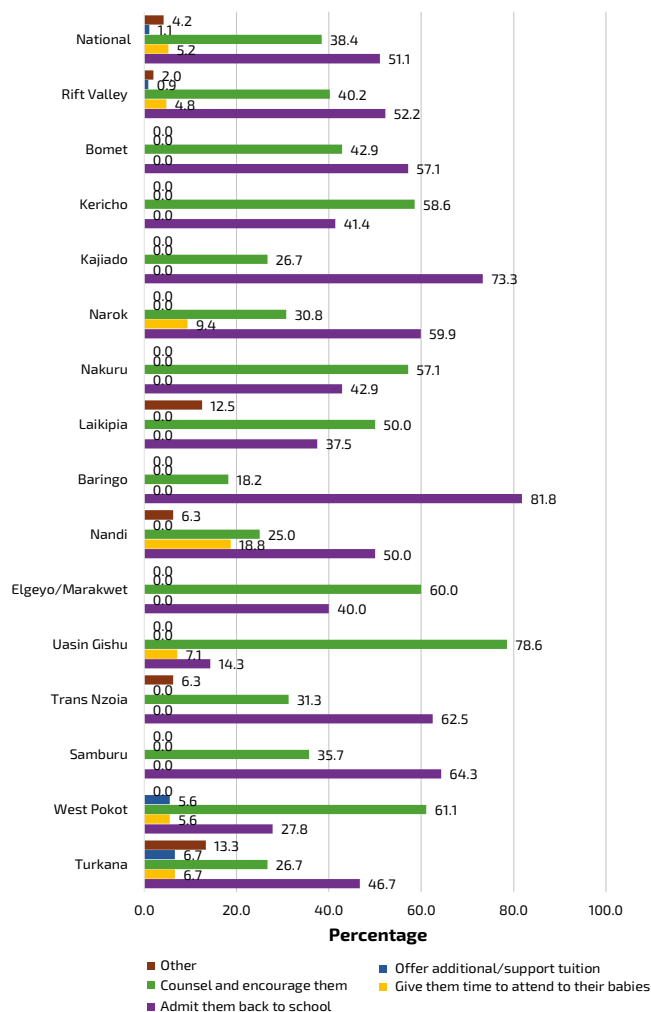


Fig. 9: School heads' opinions on support measures to be given to pregnant girls and those with babies

- 52.2% of school heads in the region identified implementation of return to school policy as one of the key support measures that should be extended to pregnant girls and those with babies.
- 81.8% of school heads in Baringo County, 73.3% of school heads in Kajiado County, 64.3% of school heads in Samburu County and 62.5% of school heads in Trans Nzoia County support the readmission as a major mechanism of supporting pregnant and teenage mothers.
- 40.2% of school heads in the region want counselling services extended to pregnant girls. 78.6% of school heads from Uasin Gishu County favoured this approach.
- Majority of school heads in many of the counties identified readmission back to

school and counselling services as some of the crucial forms of support to pregnant girls.

- Uasin Gishu County was the county with the least support among its school heads for the readmission of pregnant girls and teenage mothers as a crucial form of help to the girls at 14.3%.

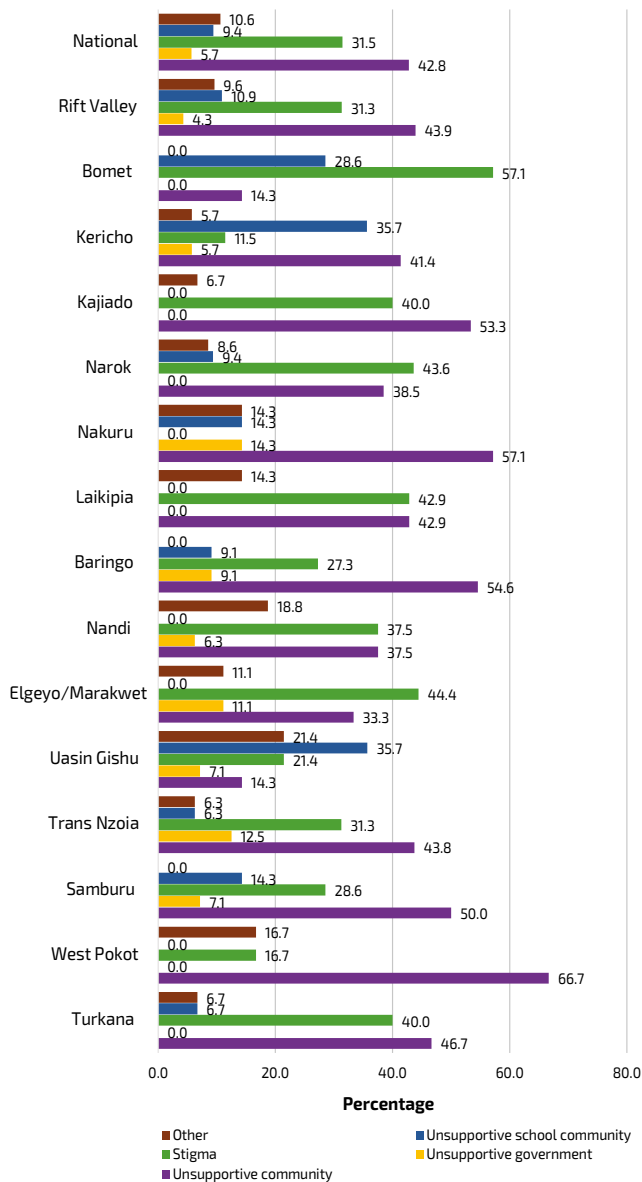


Fig. 10: Most mentioned challenges school managers face in supporting pregnant girls/teenage mothers in school

- 43.9% of school heads in the region identified lack of community support as the main challenge they are facing in supporting pregnant girls/teenage mothers to continue with their education.
- 31.3% of school heads in the region reported stigma as a major challenge they are facing in supporting pregnant girls/teenage mothers to continue with their education.
- Unsupportive school community environment was reported as a challenge by 10.9% of school heads in the region.
- For Bomet County, the main challenges are: stigma (57.1%); unsupportive school community (28.6%); and unsupportive community (14.3%);
- For Kericho County, the main challenges are: unsupportive community (41.4%); unsupportive school community (35.7%); and stigma (11.5%)
- For Kajiado County, the main challenges are: unsupportive community (53.3%) and stigma (40.0%). Unsupportive school community was not reported as an issue in Kajiado.
- For Narok County, the main challenges are: unsupportive community (38.5%); stigma (43.6%).

Table 5: 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 classroom	Percentage of schools with a case of children sitting on the floor	Percentage of schools without a playing field	Percentage of schools without a library	Percentage of schools not fenced
Turkana	30.8	23.9	59.2	8.5	76.1	47.8
West Pokot	8.2	16.4	21.8	15.8	89.7	13.6
Samburu	17.9	14.9	29.8	14.9	82.1	14.9
Trans Nzoia	1.6	1.6	6.5	49.7	88.6	6.5
Uasin Gishu	1.4	46.9	2.7	v9.5	36.8	2.7
Elgeyo/Marakwet	0.0	5.6	0.0	13.9	55.6	11.1
Nandi	6.5	13.9	0.0	15.1	84.9	4.3
Baringo	5.1	17.9	5.1	5.1	69.2	25.6
Laikipia	0.0	6.9	2.3	4.6	84.2	9.1
Nakuru	2.3	4.6	2.3	18.6	53.4	4.6
Narok	7.3	4.6	9.1	18.7	61.8	13.7
Kajiado	0.0	9.3	11.1	23.2	72.1	8.3
Kericho	5.6	5.6	1.9	13.0	64.3	0.0
Bomet	0.0	5.1	0.0	28.9	79.5	5.1
Rift Valley	4.8	12.2	7.8	17.7	68.6	10.0
National	5.9	9.8	8.4	22.3	74.3	12.1

- 68.6% of schools in the region did not have a school library.
 - 17.7% of schools in the region did not have a playing field for learners.
 - 8.4% of the schools in the region had at least an incident of children sitting on the floor.
- Turkana County had the highest percentage of schools (59.2%) with at least one incident of children sitting on the floor, followed by Samburu (29.8%) and West Pokot (21.8%).

School health and safety issues

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

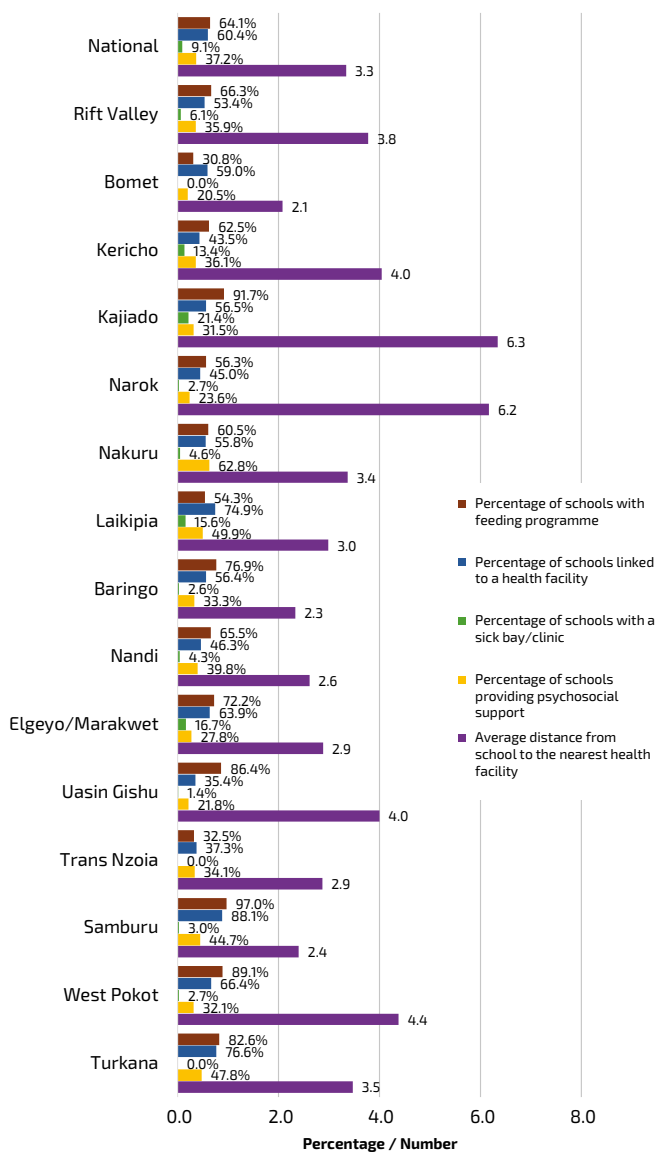


Fig. 11: Selected school health indicators by county

- Nationally, 64.1% of schools compared to 66.3% in Rift Valley region had a school feeding programme.

- 53.4% of schools in Rift Valley and 60.4% nationally were linked to a health facility.
- Trans Nzoia County performed below the region's average in most of the school health indicators.
- Kajiado schools are furthest located from health facilities, with an average distance of 6.3kms to the nearest health facility.

Table 6: Number of pupils using one toilet by county and gender

County	Number of pupils per toilet		
	Boys	Girls	All
Turkana	126	124	125
West Pokot	71	68	69
Samburu	63	59	61
Trans Nzoia	81	74	78
Uasin Gishu	46	40	43
Elgeyo/Marakwet	56	52	54
Nandi	42	36	39
Baringo	55	53	54
Laikipia	50	41	45
Nakuru	72	63	67
Narok	75	67	71
Kajiado	58	58	58
Kericho	54	49	51
Bomet	46	38	42
Rift Valley	61	54	57
National	63	58	60

- On average, 57 pupils used 1 toilet in the region; 61 boys used 1 toilet; and 54 girls used 1 toilet in the region. This was slightly better than the national average, which was 60 pupils per toilet; 63 boys per toilet and 58 girls per toilet.
- Turkana County had the highest number of pupils sharing a single toilet at 125 on average; 126 boys and 124 girls.
- Nandi County had the lowest pupils/toilet ratio with 39 pupils using 1 toilet; 42 boys per toilet and 36 girls per toilet.
- Other than Turkana, Trans Nzoia, Narok, West Pokot, and Nakuru counties, the rest of the counties in the Rift Valley Region had a more favourable pupils/toilet ratio than the national average.

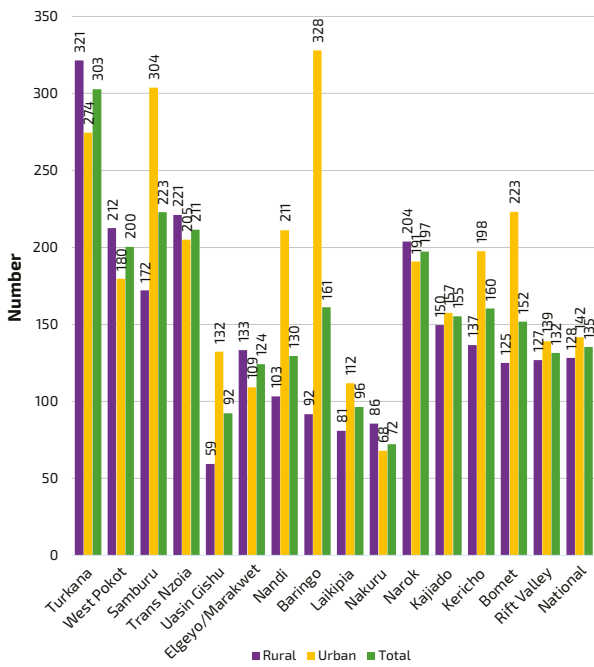


Fig. 12: Number of pupils per one handwashing point by location of the school

- On average, the Rift Valley Region has 132 pupils sharing a handwashing point with marginally more in urban areas (139) than rural areas (127). This is lower than 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.
- Turkana County stands out for having more than double the national average number of pupils per a handwashing point with 303.
- Nakuru County had the best pupils/handwashing point ratio in the region, which was also much better than the national average of 72 pupils per a handwashing point.

School Management

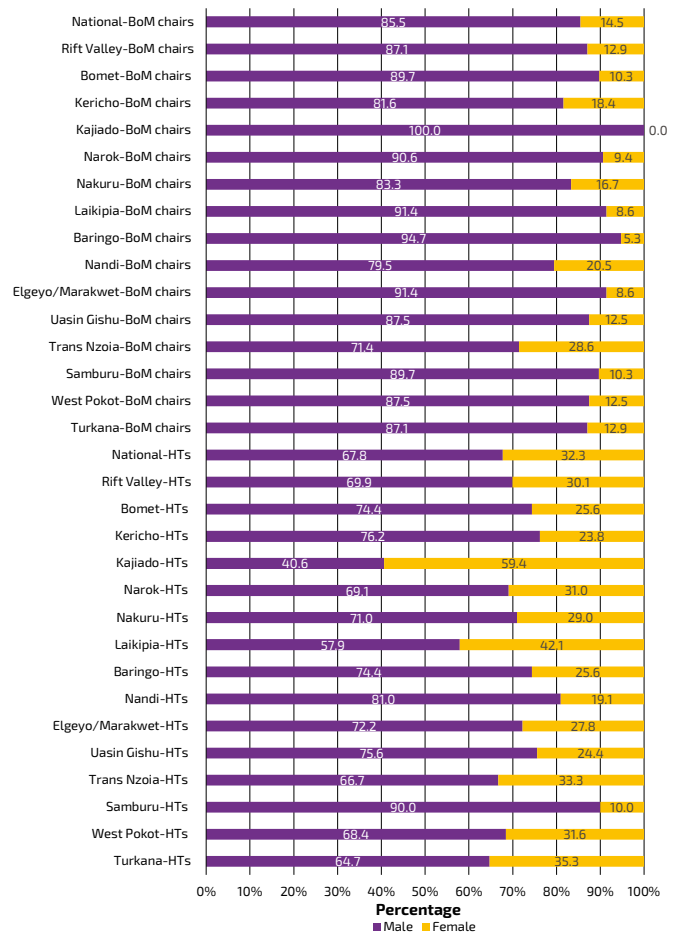


Fig. 13: Distribution of school heads and Boards of Management (BOM) chairpersons by county and gender

- Women were generally under-represented in the management of schools.
- Nationally, only 32.3% of school heads and 14.5% of the BOM chairpersons were women.
- Kajiado County had the best representation of women in the school headship at 59.4% in the region with Samburu having the worst at only 10.0%.
- The region had a worse representation of women in both the school headship and BOM chairpersonship than the national averages.

Parental views on the Competency-Based Curriculum (CBC)

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

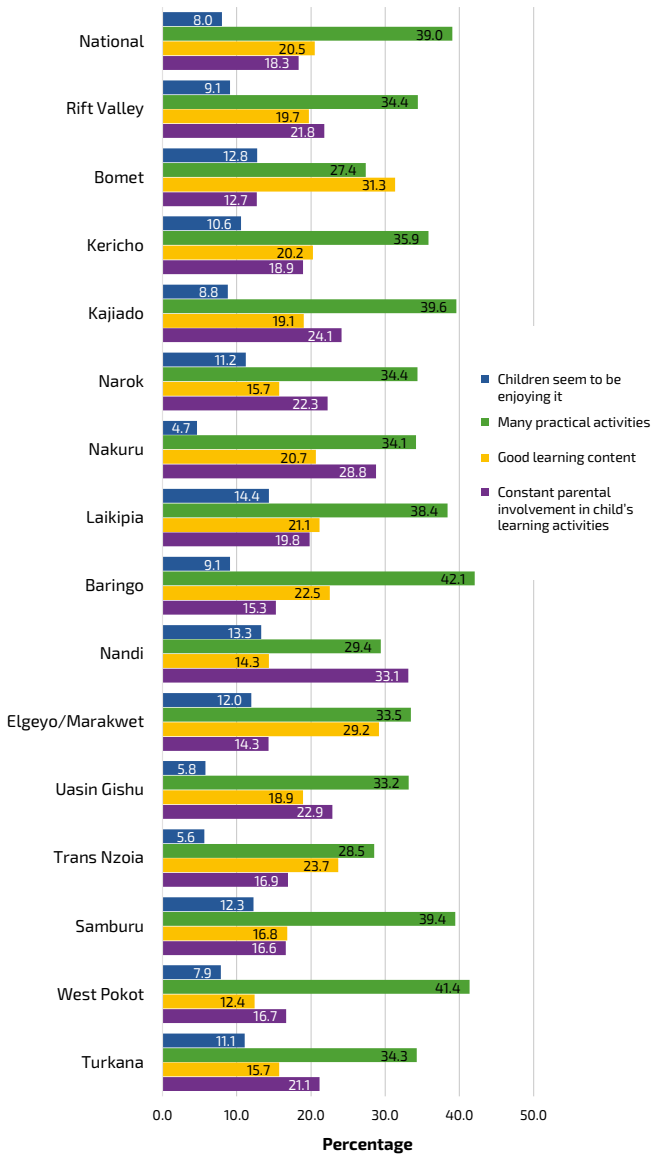


Fig. 14: Parental opinion in favour of CBC

- Nationally, 39% of the parents supported CBC because of the many practical activities, 20.5% liked CBC because of good learning content and 18.3% supported its constant parental involvement in learning activities.
- In the Rift Valley Region 34.4% of the parents supported CBC for its many practical activities; followed by constant parental involvement in the learning activities (21.8%); and good learning content (19.7%).
- Only 9.1% of parents in Rift Valley Region supported CBC because they thought that the children enjoyed it.
- The level of support for CBC varied across counties, with 42.1% of Baringo parents registering the highest level of support for CBC's many practical activities.

Table 7: Parental opinion against the CBC

County	Reason (percentage expressing the view)							
	Constant parental involvement in child's learning activities	Too much learning content	High cost of learning materials	Too many practical activities	Children are burdened with homework	It attempts to teach everything	Haphazard implementation	Other
Turkana	4.5	6.0	80.4	4.9	1.3	0.6	0.0	2.4
West Pokot	6.8	5.9	57.5	10.8	4.6	1.3	2.4	10.7
Samburu	7.3	7.5	74.3	6.7	2.2	0.5	1.1	0.5
Trans Nzoia	10.5	8.8	68.5	4.7	1.8	1.4	2.4	2.0
Uasin Gishu	9.9	6.4	56.0	6.9	7.5	0.8	1.9	10.6
Elgeyo/Marakwet	8.1	9.9	64.4	7.7	2.4	2.3	0.9	4.3
Nandi	10.8	2.6	77.1	2.7	1.4	1.0	1.1	3.1
Baringo	14.1	8.3	60.0	4.6	4.0	1.2	4.6	3.3
Laikipia	18.9	7.5	59.8	4.6	2.7	1.2	2.2	3.1
Nakuru	18.3	6.0	62.8	4.2	3.2	0.1	0.7	4.6
Narok	11.0	5.0	68.6	3.9	2.6	1.0	3.4	4.6
Kajiado	6.6	8.2	77.2	3.5	2.1	1.0	0.9	0.6
Kericho	8.2	6.6	71.0	5.7	2.1	1.4	1.6	3.4
Bomet	6.2	7.4	62.9	6.1	2.7	2.2	6.1	6.5
Rift Valley	10.8	6.6	67.4	5.0	2.9	1.0	2.0	4.2
National	9.8	6.8	69.1	5.1	2.8	1.0	1.5	3.9

- Slightly fewer parents in the Rift Valley region (67.4%) don't like CBC compared to the national average of 69.1% because of the high-cost of learning materials.
- Turkana County leads the way in the region with the highest number of parents (80.4%) opposed to the cost of learning materials while Uasin Gishu County has the least number of

- 10.8% of parents in the region expressed dissatisfaction with CBC due to constant parental involvement in their child's learning compared to the national average of 9.8% expressing similar opinion.

Table 8: Parental views on how to make CBC better

County	Reason (percentage expressing opinion)					
	Lower the cost to parents	Reduce learning areas	Minimise homework given to children	Post enough teachers to schools	Communicate better with parents	Other
Turkana	79.8	4.0	2.6	7.0	3.1	3.5
West Pokot	61.2	9.3	3.3	14.4	1.0	10.8
Samburu	85.8	3.6	1.2	7.0	1.9	0.5
Trans Nzoia	76.1	7.5	3.0	5.8	2.9	4.7
Uasin Gishu	60.3	11.1	6.7	7.4	4.1	10.4
Elgeyo/Marakwet	69.0	15.2	2.8	7.2	5.0	0.9
Nandi	68.9	4.6	3.3	15.9	4.4	2.8
Baringo	67.3	8.9	2.6	14.6	4.6	2.0
Laikipia	79.0	5.7	4.2	5.0	4.1	2.0
Nakuru	83.5	2.2	3.2	6.6	1.6	3.0
Narok	78.3	3.9	3.1	8.2	2.3	4.3
Kajiado	69.7	11.1	4.0	11.3	3.3	0.6
Kericho	68.0	6.6	5.4	14.6	2.9	2.5
Bomet	58.5	7.3	3.1	21.1	5.7	4.3
Rift Valley	73.0	6.5	3.6	10.0	3.1	3.8
National	74.9	5.4	3.9	8.6	3.1	4.2

- Overwhelming majority of the parents nationally, 74.9%, wanted the cost incurred by parents on purchasing learning materials lowered.
- In the region, 73% of parents wanted the cost incurred by parents on purchasing learning materials lowered.

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.

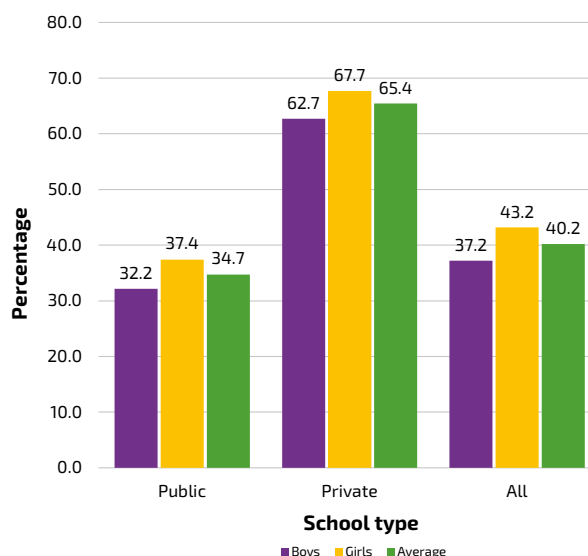


Fig. 15: Percentage of grade 4 learners who at least met expectations in reading a grade 3 appropriate English story by gender and school type

- Grade 4 learners in private school outperformed their public-school counterparts in the region in reading a grade 3 appropriate English story.
- Grade 4 girls in the region outperformed their male counterparts across both categories of schools in reading a grade 3 appropriate English story.

- Overall, less than half (40.2%) of grade 4 learners in the region could read with comprehension a grade 3 appropriate English story.

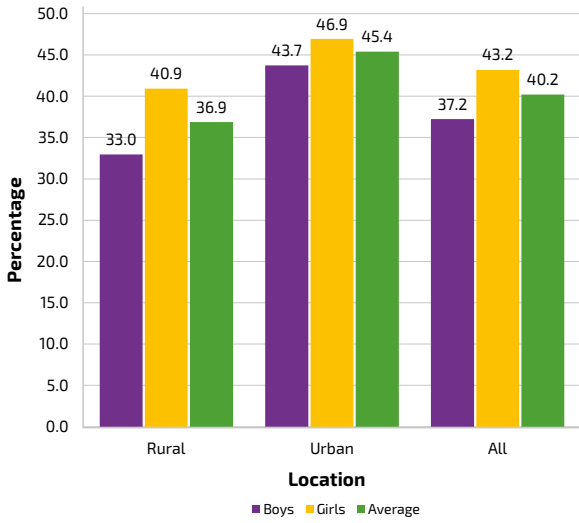


Fig. 16: Percentage of grade 4 learners who at least met expectations in reading a grade 3 appropriate English story by gender and location of residence

- Grade 4 learners in urban areas slightly outperformed their rural-area counterparts in the region in reading a grade 3 appropriate English story.
- Grade 4 girls outperformed their male counterparts across both locations of residence in reading a grade 3 appropriate English story.
- A much higher percentage of girls (40.9%) in rural areas could read a grade 3 appropriate English story than the boys (33%) in rural areas.

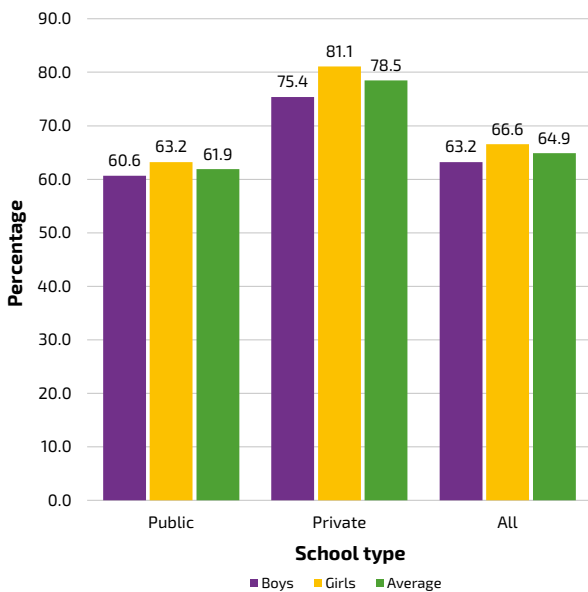


Fig. 17: Percentage of grade 4 learners who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and type of school attended

- Generally, grade 4 learners in the region performed better in the numeracy assessment over the literacy assessment.
- Private school grade 4 learners outperformed their public-school counterparts in the region in solving a grade 3 appropriate numeracy problem.
- Grade 4 girls marginally outperformed their male counterparts across both categories of schools in solving a grade 3 appropriate numeracy problem.
- Overall, only 64.9% of grade 4 learners in the region could solve a grade 3 appropriate division problem.

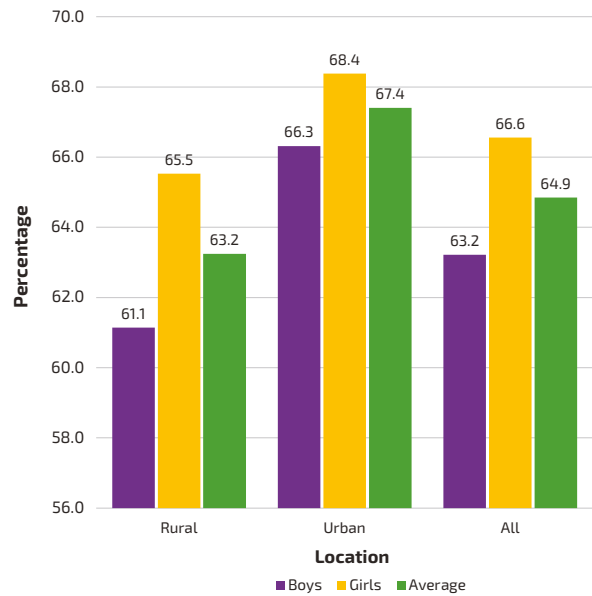


Fig. 18: Percentage of grade 4 learners who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and location of residence

- Grade 4 learners in urban areas outperformed their rural-area counterparts in the region in solving a grade 3 appropriate numeracy problem.
- Grade 4 girls outperformed their male counterparts across both locations of residence in solving a grade 3 appropriate numeracy problem.
- Overall, grade 4 girls in the region outperformed their male counterparts in solving a grade 3 appropriate numeracy problem.

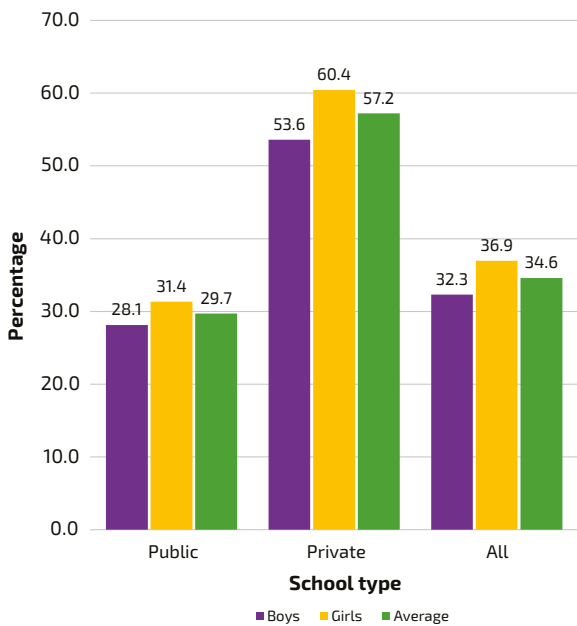


Fig. 19: Percentage of grade 4 learners who at least met expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem by school attended and gender

- Private school grade 4 learners outperformed their public-school counterparts in the region in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- A learner in a private school was almost twice as likely to meet or exceed expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem as his/her public-school counterpart.
- Grade 4 girls marginally outperformed their male counterparts across both categories of schools in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- Overall, only 34.6% of grade 4 learners in the region could both read a grade 3 appropriate English story and solve a grade 3 appropriate numeracy problem.

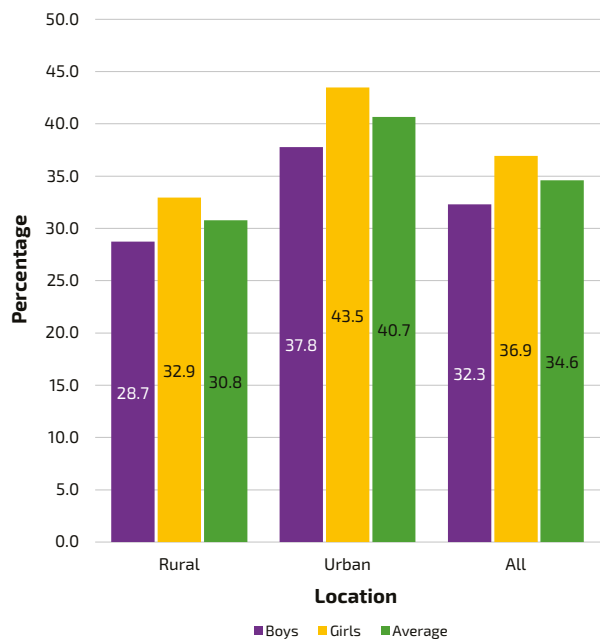


Fig. 20: Percentage of grade 4 learners who at least met expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem by location of residence and gender

- Grade 4 learners in urban areas outperformed their rural-area counterparts in the region in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- Grade 4 girls in the region outperformed their male counterparts across both locations of residence in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem compared to his/her rural-school counterpart.

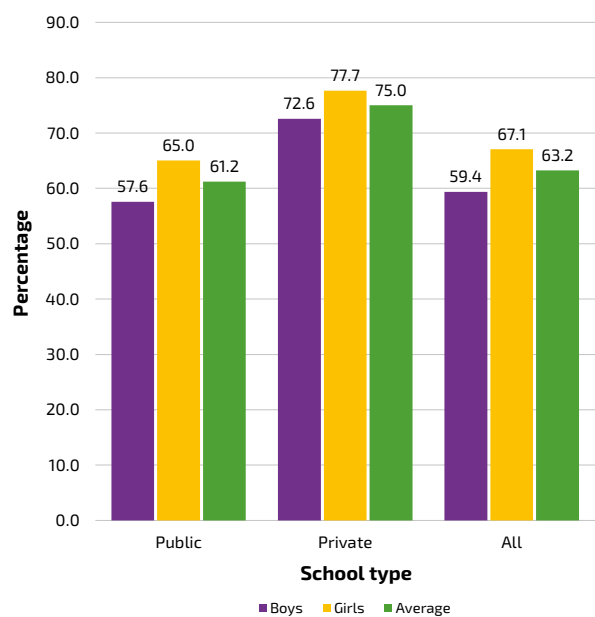


Fig. 21: Percentage of grade 6 learners who met expectations in reading a grade 3 appropriate English story by gender and school attended.

- Grade 6 learners in private schools generally outperformed their public-school counterparts in the region in reading a grade 3 appropriate English story.
- Grade 6 girls in the region outperformed their male counterparts across both categories of schools in reading a grade 3 appropriate English story.
- Overall, 63.2% of grade 6 learners in the region could read with comprehension a grade 3 appropriate English story, which means that **36.8% of grade 6 learners in the region could not read and comprehend a grade 3 appropriate story!**

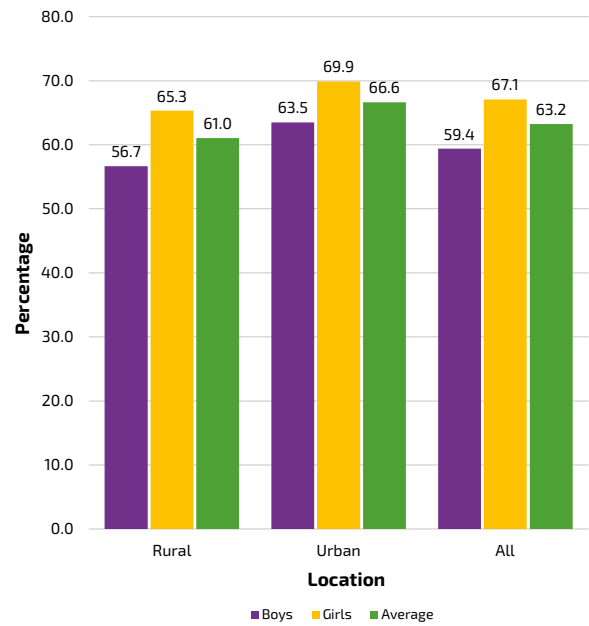
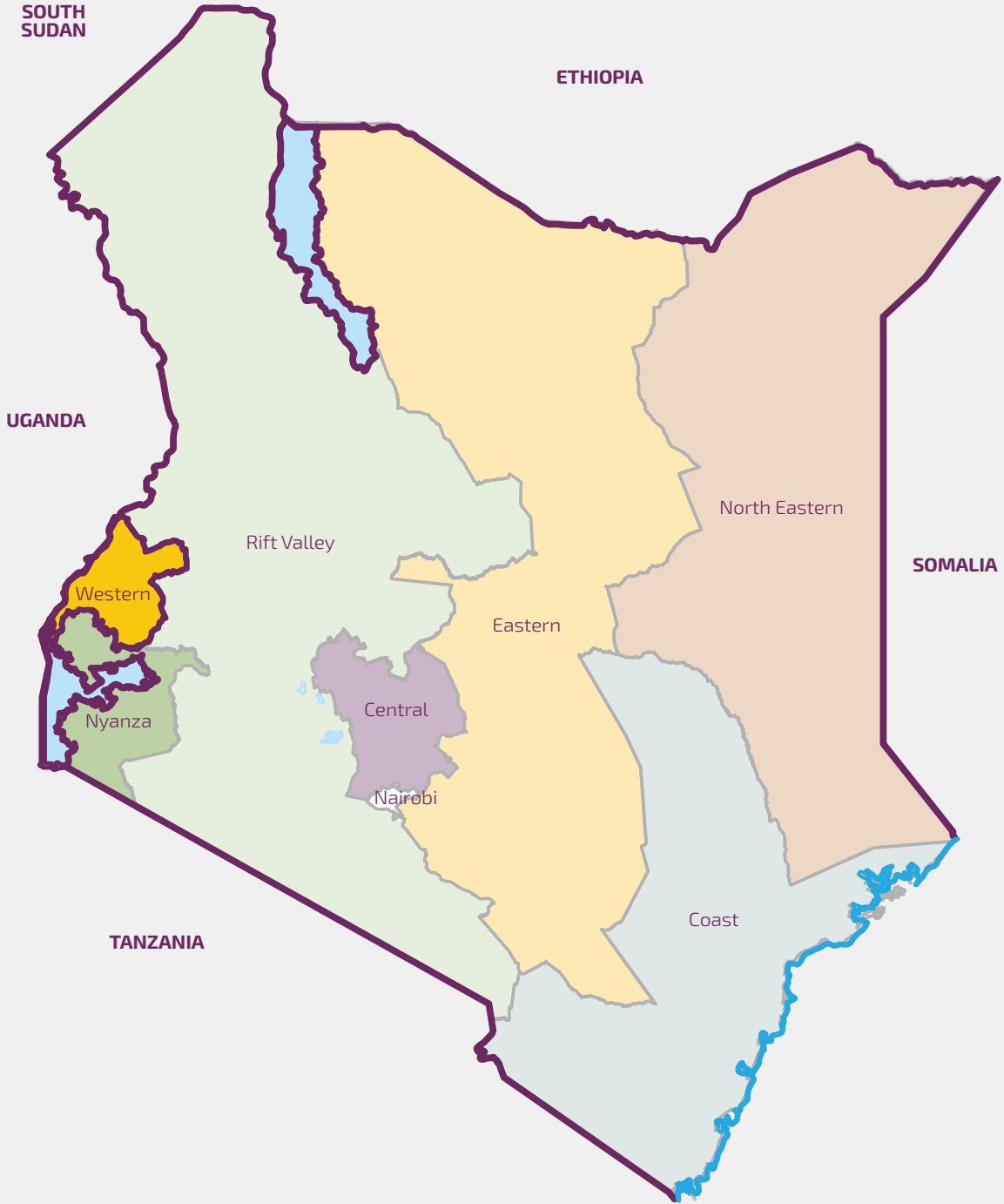


Fig. 22: Percentage of grade 6 learners who met expectations in reading a grade 3 appropriate English text by gender and location of residence

- Grade 6 learners in urban areas marginally outperformed their rural-area counterparts in the region in reading a grade 3 appropriate English story.
- Grade 6 girls in the region outperformed their male counterparts across both locations of residence in reading a grade 3 appropriate English story.

Map of Kenya



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