

THE SESS REPORT



Is Our Secondary School System Unjust by Design?

Facts and figures for just education transformation in Kenya and beyond!

2nd Secondary School Survey Report | 2024



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Usawa Agenda,
22 School Lane, Westlands,
P.O. Box 2907, 00606,
Nairobi.

Tel: +254 114 209 420;

Email: info@usawaagenda.org

Website: www.usawaagenda.org

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■ A classroom in a Sub-County Mixed Day School, Coast Region.

Building a just education system that guarantees every child's right to education, and anchors national development and global peace!

The words of American educator Stephen Covey, that “your most important work is always ahead of you, never behind you” are as inviting as are the study findings presented in this 2nd Usawa Agenda’s Secondary School Survey (SESS) Report. In fact, the findings of this report draw our attention to the chiming clock as we countdown to the stated 2030 global beacon in our quest to achieve **SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”**

While the importance of inclusive, equitable, quality education cannot be gainsaid, the findings of this

survey stubbornly point at the need to pay attention to the systems in place. They underscore the fact that decades of global and national pursuit of “inclusion” may not be yielding the desired outcomes — at least not at the desired pace. And it is not for want of effort, because clearly, there have been commendable interventions. Yet the findings as you will encounter them in this report beg the question; are the discernible inequities designed to disenfranchise millions of secondary school leavers?

With less than six years to 2030 and with the Secondary Schools Survey 2024 in our hands, it is

worthy considering the assertions of Covey, the author of **The 7 Habits of Highly Effective People** that, “so often the problem is in the system, not in the people. If you put good people in bad systems, you get bad results.” Similarly, if you put good investments in a bad system, you can only reap losses.

The pursuit of the SDG 4, is anchored on the presumption that the school system is just and that what every learner emerges with from it is a true reflection of their ability and effort. Well, the evidence at hand suggests otherwise which should be a clarion call for Kenya as she also counts down the last decade of the grand national Vision 2030.

Crucially, Kenya has highlighted education as one of the main enablers of national development and the desire to offer her citizens a globally competitive, quality and relevant education and training.

This survey’s findings, therefore, offer all actors in the education sector an opportunity to reflect on the strides, challenges and gaps in the provision of a just secondary education as a constitutional right for every child in Kenya. Crucially, it also offers an opportunity to reflect on the commitment to using education as an anchor for national development and ask the question: what kind of education would fit this purpose? This reflection is urgent the more as the country grapples with the transition to the Competency-Based Curriculum (CBC).

The findings of this survey point to many gaps that require urgent attention if we are to achieve any meaningful progress in realising both SDG 4 and Kenya’s Vision 2030.

It is my expectation that everyone who reads this report, whether through the lenses of the national goals of education, or the global vision of an equitable quality education for ALL, will find it worth of dispassionate engagement with. The data upon which this report is based will also be available for further analysis by interested parties upon satisfactory compliance with the data handling processes in compliance with the data protection law of the land. Academics, graduate students and other researchers will particularly be encouraged to mine it for academic and other non-profit courses, to generate further engagement and enhance its utility.

I welcome everyone to start using the evidence herein to inform their own positions on ongoing debate in education sector and contribute to shaping the national and global educational priorities as the agenda for education transformation gathers pace. Public and policy engagements aside, I invite you to circle back to us with feedback. Ask us the difficult questions through email, phone calls, virtual and in-person meetings. We want to learn from you so that we can do better in advancing the course of education justice for the benefit of all children in Kenya and beyond.



Emmanuel Manyasa, PhD

Executive Director, Usawa Agenda

Acknowledgement



■ A classroom block in a Girls' National School, Western Region.

The completion of this report brings to fruition the dedicated efforts of a wide range of people—founders, board members, development partners, staff, volunteers, consultants and partners (government and non-government). We acknowledge everyone who offered his or her time, expertise and resources to support the successful implementation of the 2023 Secondary School Survey (SESS) in Kenya. Our sincere apologies in advance to those we may not be able to mention by name—your respective contribution is highly valued. The following, however, stand out in their diverse contributions to the 2023 survey:

- **The Usawa Agenda co-founders:** Dr. Martin Ogola and Dr. Everline Wanzala, thank you for believing that this work is doable and trusting us to do it.
- **Usawa Agenda funders:** Wellspring Philanthropic Fund, Echidna Giving and Imaginable Futures, thank you for trusting us enough to put resources into the implementation of our ideas.
- **The Usawa Agenda board members:** Mr. Henry Kilonzo (Chairman), Prof. Gituro Wainaina,

Mr. Naman Owuor, Ms. Florence Syevuo, Dr. Wilson Wasike, Mrs. Esther Wairimu and Ms. Ashina Mtsumi, thank you for keeping our feet on the ground in this process and for unrivalled acumen in guiding all our endeavors.

- **The Usawa Agenda Staff:** Emmanuel Manyasa, Stephene Maende, Boaz Ochi, Cycus Baraza, Brenda Onyango, David Lutta, Esther Nyokabi, Faith Atieno, Catherine Peter, Fred Ogachi, Darmi Jattani, Wilson Shiroya, Habil Ondiek and Edwin Kibet, thank you for your diligence and commitment beyond the call of duty, without which this report would not be out at this time.
- **The Usawa Agenda Consultants:** Dr. Zachary Kwena and Robin Toskin thank you for the invaluable support through this process.
- The **58 research assistants** who sacrificed their time and comfort travelling to every corner of the country to ensure that we reached all the selected schools; and
- The **1,317 school principals** who welcomed us into their schools to conduct the surveys, we can't thank you enough for your sacrifices and support for this work.

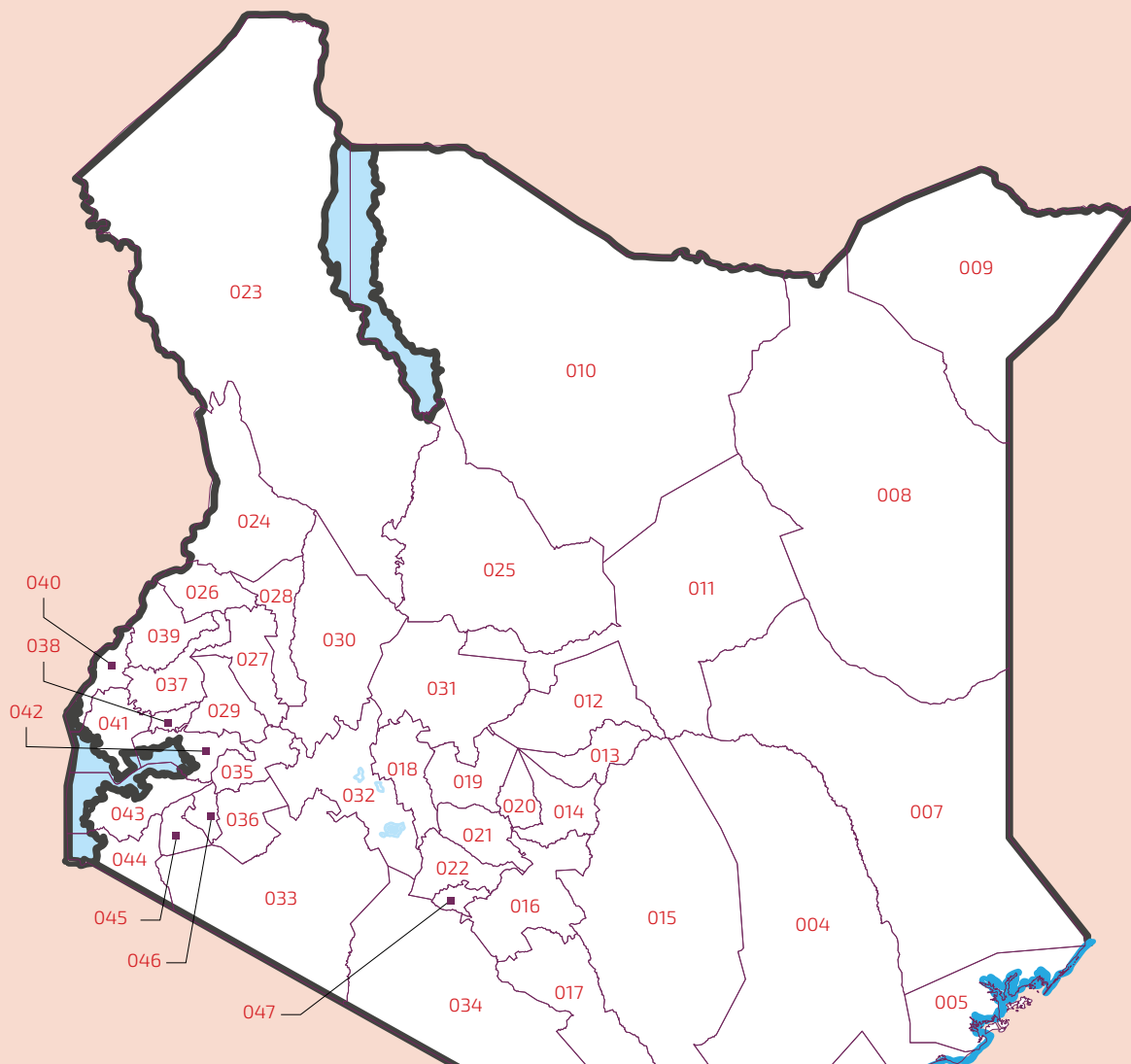
- We sincerely thank the leadership of **the Ministry of Education** both, led by **the PS for the State Department for Basic education**, Dr. Belio Kipsang’ and county directors of education for the continued and unwavering support to Usawa Agenda activities.
- We are indebted to **the Department of 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 **NACOSTI** for support in timely authorising of the survey.
- To **the Kenya National Bureau of Statistics** (KNBS) team led by James Ng’ang’a and Benjamin Avusevwa, thank you for great support in sampling schools and setting up CSPPro, which we deployed in data collection.
- We thank 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 survey, and they all came through for us.

- We thank Mr. Kahi Indimuli, the then **Chairman of the Kenya Secondary Schools Heads Association** (KESSHA), and the **Teachers’ Service Commission** for their role in producing and sharing this evidence.
- Deep appreciation to **Dr. James Mbugua**, who crunched the numbers to help us to make sense of them and to **Mr. Lawrence Kirimi**, formerly in the **directorate of secondary education**, for support with linkages. We thank **Mr. William Odidi** for burning the midnight oil literally, to design this report on an extremely tight timeline.

To all those whose names we couldn’t list here, accept our heartfelt gratitude and know that we could not have done it without you. We are inspired by all who steadily work to secure the future of our children and our country through education—a future that can only be built upon the foundation of a just education for which we strive.

Map of Kenya



Code	County	Headquarters /Capital	Code	County	Headquarters /Capital
001	Mombasa	Mombasa	025	Samburu	Maralal
002	Kwale	Kwale	026	Trans-Nzoia	Kitale
003	Kilifi	Kilifi	027	Uasin Gishu	Eldoret
004	Tana River	Hola	028	Elgeyo-Marakwet	Iten
005	Lamu	Lamu	029	Nandi	Kapsabet
006	Taita-Taveta	Mwatate	030	Baringo	Kabarnet
007	Garissa	Garissa	031	Laikipia	Rumuruti
008	Wajir	Wajir	032	Nakuru	Nakuru
009	Mandera	Mandera	033	Narok	Narok
010	Marsabit	Marsabit	034	Kajiado	Kajiado
011	Isiolo	Isiolo	035	Kericho	Kericho
012	Meru	Meru	036	Bomet	Bomet
013	Tharaka-Nithi	Kathwana	037	Kakamega	Kakamega
014	Embu	Embu	038	Vihiga	Mbale
015	Kitui	Kitui	039	Bungoma	Bungoma
016	Machakos	Machakos	040	Busia	Busia
017	Makueni	Wote	041	Siaya	Siaya
018	Nyandarua	Ol Kalou	042	Kisumu	Kisumu
019	Nyeri	Nyeri	043	Homa Bay	Homa Bay
020	Kirinyaga	Kerugoya	044	Migori	Migori
021	Murang'a	Murang'a	045	Kisii	Kisii
022	Kiambu	Kiambu	046	Nyamira	Nyamira
023	Turkana	Lodwar	047	Nairobi	Nairobi
024	West Pokot	Kapenguria			

Introduction



■ A laboratory in a Sub County Mixed Day School, North Rift Region.

This is Usawa Agenda’s second Secondary School Survey (SESS) report for Kenya. It is motivated by the desire to shine the spotlight on this under-researched yet crucial sub-sector of the education system in Kenya. The timing of this report makes it a first for several important reasons. It is the first report post-COVID and the findings thus shed light on the changes that have happened in the country since COVID-19 hit. Secondly, it is the first survey report following the political transition that ushered in a new government with new and still shaping up priorities in its national development agenda. Thirdly, it is the first SESS report since we launched our current strategy that turned our organisational focus to advancing the course for education justice.

This report builds on the evidence generated and shared in the first SESS report published in 2022, which noted the fact that the grade a learner obtains in his/her Kenya Certificate of Secondary Education (KCSE) examinations is not entirely dependent on their ability and/or effort. But is impacted by many factors outside of the learner’s control. Yet the learner bears the full responsibility for the grade they obtain. This report presents findings from an expanded study that includes private and special schools that had not been

covered in the first survey. It also presents evidence from a nationally representative sample of schools, which is almost four times the sample size covered in the first study.

In consonance with the organisation’s new strategic focus, the report confronts the salient issues in the secondary school sub-sector with renewed boldness. While keeping the organisation’s eyes on the systemic barriers to educational transformation, the report rephrases the title of the first SESS report which asked the question: **“Is our secondary school system inequitable by design?”** to a new question: **“Is our secondary school system unjust by design?”** By this the report changes the lenses through which data that has been generated is seen, the questions asked of it and the stakeholders invited to engage with the findings.

With a nationally representative sample, this report provides deeper insights into the drivers of learning and academic performance in the diverse secondary schools in Kenya, with a clear focus on the underlying structure that sustains the enduring inequities. The report keeps focus on the categorisation of schools into national, extra-county, county and sub-county

schools and the attendant inequitable distribution of public resources among the different cadres of schools. The report emphasises the fact that this categorisation is neither backed by the Basic Education Act of 2013 nor the Sessional paper number 1 of 2019, yet it continues to drive skewed resource allocation in favour of national schools to the detriment of sub-county ones.

The report takes note of the country's continued pursuit of policy, legal and institutional reforms to comply with the Constitutional requirements of providing free and compulsory basic education, and fulfilment of her global obligations with respect to education. It seeks to contribute more evidence to the ongoing debate, reforms and planning for the effective and successful transition to CBC. It underscores the fact that the ongoing transition to junior school is less than seamless, and raises a red flag to warn that the transition to senior school could be more chaotic with catastrophic consequences, not just for the children, but also for the country.

The report puts out evidence on Kenya that should contribute to the global agenda against enduring education injustices that make global promises to the majority of the world's children ring hollow. The fact education has always been last beacon of hope for most children from disadvantaged backgrounds cannot be gainsaid. This report hopes to contribute to pushing back against systemic forces seeking to uproot this beacon, hijack quality education and weaponise it to preserve advantage while thwarting opportunities for the majority. Failure to tackle education injustices at this point in time is neither strategic nor safe. But progress requires dispassionate engagement with the facts, which we hope this report will elicit.

The brief on the survey

To get it done this study undertook stratified random sampling of schools to obtain a nationally representative sample of 1,342 secondary schools. Stratification was done at three levels: county, gender and category of schools. Six different categories of schools were sampled from: national, extra-county,

county, sub-county, private and special schools. Within these strata, there was further stratification into boys, girls and mixed secondary schools. [Survey tools](#) were developed, pretested and piloted ahead of the survey. The primary respondents were principals of the selected schools. The data analysis has involved weighting the observations to make the findings reflect the true weight of the schools.

KEY FACTS ON THE STATUS OF SECONDARY EDUCATION IN KENYA

FACT ONE: The category of secondary school a student attends contributes more to his/her Kenya Certificate of Secondary Education (KCSE) examination grade than his/her entry—Kenya Certificate of Primary Education (KCPE) marks.

FACT TWO: The average price of a set of school uniforms in 43.6 percent of the schools is more than 5,000 Kenya shillings, making it a major financial burden to parents.

FACT THREE: On average only 20 percent of sub-county schools are equipped with biology, physics and chemistry laboratories compared to 90 percent of national schools.

FACT FOUR: Women are under-represented in the leadership of schools — only 15 percent of schools have female chairs of their Boards of Management.

FACT FIVE: 59 percent of students who were absent from school on the day of the survey had been sent away for school fees.

Key Findings



School Characteristics

Table 1: Distribution of the surveyed schools by category

School category	Frequency	Percentage
Sub-county	588	44.6
County	272	20.7
Extra-county	226	17.2
National	95	7.2
Private	117	8.9
Special	19	1.4
Total	1,317	100

- 1,317 schools were surveyed against the target of 1,342 representing 98 percent response rate.

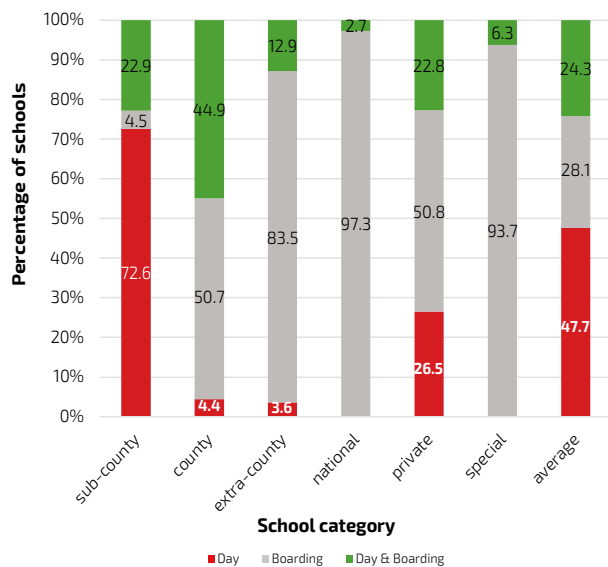


Fig. 1: Distribution of schools by category and residency type

- 47.7 percent of secondary schools in Kenya are day schools
- 72.6 percent of sub-county schools and 0 percent of national schools are day.
- 4.4 percent and 3.6 percent of county and extra-county schools, respectively are day.
- None of the sampled special schools are purely day.

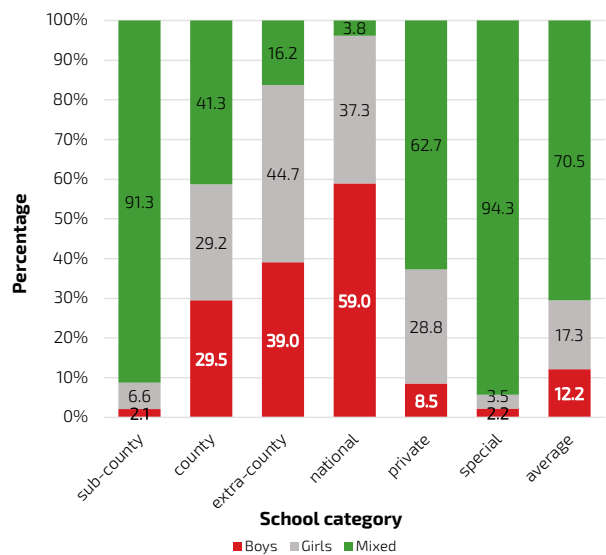


Fig. 2: Distribution of schools by school category and school gender

- 12.2 percent of the surveyed schools were boy schools; 17.3 percent girl schools; and 70.5 percent mixed (for both boys and girls) schools.
- 91.3 percent and 94.3 percent of sub-county and special schools respectively are mixed, while only 3.8 percent of national schools are mixed.

- 3.8 percent of national schools that are mixed are constituted by the special national schools.
- 100 percent of non-special national schools are single sex schools.

Table 2: Average number of streams by school category and class

Category	Number/Class				
	form 1	form 2	form 3	form 4	average
Sub-county	2.2	2.1	2.0	1.9	2.1
County	2.7	2.5	2.5	2.5	2.6
Extra-county	4.4	4.4	4.2	4.0	4.3
National	9.0	8.6	8.0	7.0	8.1
Private	1.5	1.5	1.5	1.4	1.5
Special	2.1	2.1	2.1	2.1	2.1
Nationally	2.6	2.5	2.4	2.3	2.5

- Private schools are the smallest in size, with an average of approximately 2 streams per class.

- A national school is on average more than five times the size of a private school, with 8 streams per class.
- All school categories except for special schools, have fewer streams as one moves up from Form 1 to Form 4.
- Special schools have a constant average number of streams across all the levels at 2.1 implying insignificant change in the numbers of students enrolled in them over the years.
- Nationally, the average number of streams per class is 2.5.
- The number of streams can be seen as increasing consistently over the years, with most streams in current Form 1 and the least in Form 4, implying increasing enrolment.
- The number of streams can also be seen as decreasing consistently over the years, with most streams in current Form 1 and the least in Form 4, implying dropping out of students over the course of the four years.
- The variation in numbers of streams realistically imply a mix of growing enrolment and dropout in the course of the four years.

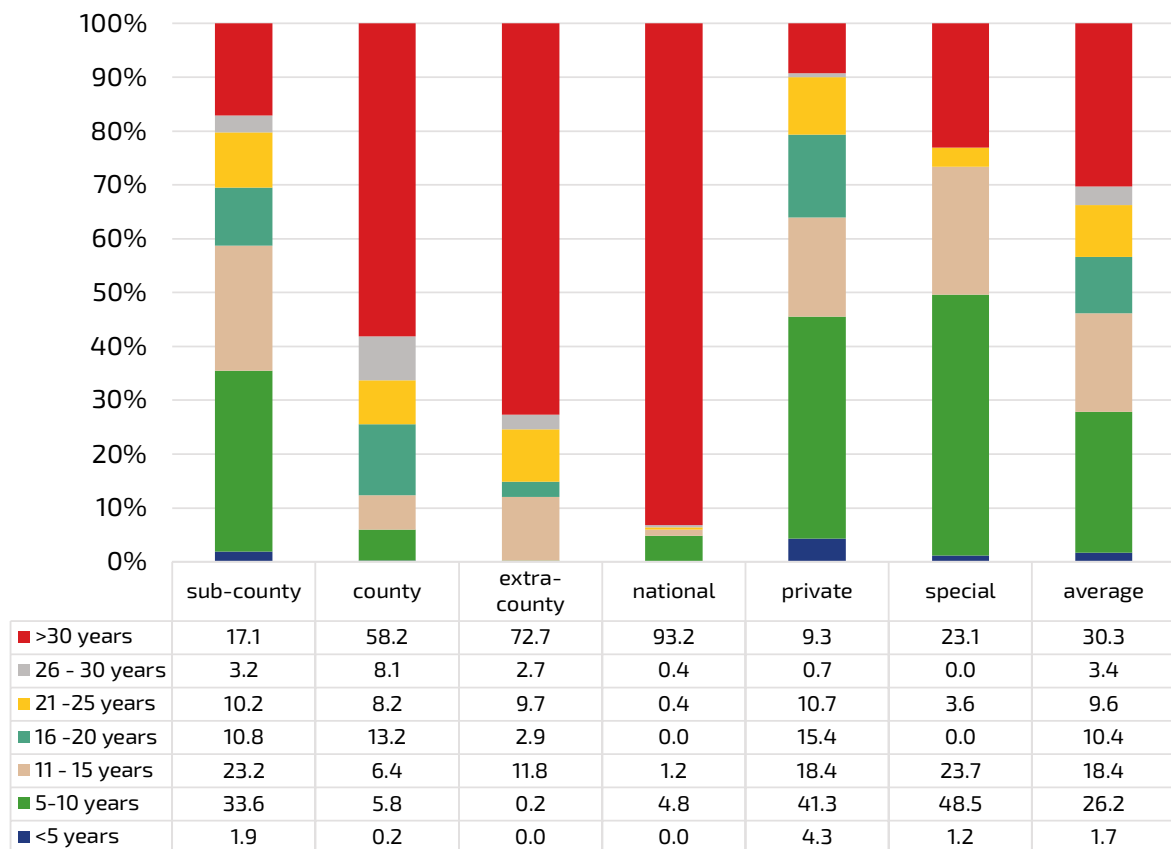


Fig. 3: Distribution of schools by category and age

- 93.2 percent of national schools have been in existence for more than 30 years and none has existed for less than 5 years.
- 17.1 percent of sub-county schools have existed for more than 30 years, with a majority of them (58.7 percent) having existed for a maximum of 15 years.
- Only 9.3 percent of private schools have existed for more than 30 years, with a majority of them (64 percent), having existed for a maximum of 15 years.
- 23.1 percent of special schools have existed for more than 30 years, but a great majority of them (73.4 percent), have existed for a maximum of 15 years.
- Overall, 30.3 percent of secondary schools have existed for more than 30 years, 10.4 percent have existed for between 16 and 20 years, 18.4 percent for between 11 and 15 years, 26.2 percent for between 5 and 10 years, while 1.7 percent have existed for less than five years.
- Majority of the schools in the less than five years group are private (4.3 percent).
- **NOTE:** Inclusion in the sample was pegged on a school having presented candidates in the Kenya Certificate of Secondary Education (KCSE) examinations for the year 2022, which cut out schools that were less than four years old.

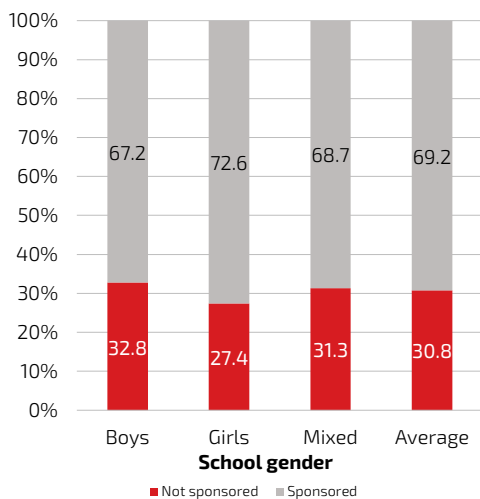


Fig. 4: Distribution of schools by school gender and sponsorship status

- 69.2 percent of secondary schools in Kenya are sponsored—were founded by faith-based groups.
- 72.6 percent of girl schools compared to 67.2 percent of boy schools are sponsored.

Table 3: Range of subjects examined by school category

School category	Range of subjects	
	least	highest
Sub-county	8	17
County	8	18
Extra-county	8	19
National	8	23
Private	8	16
Special	7	15
Total	7	23

- The number of subjects taught and examined in the secondary schools ranges between 7 and 23.
- The subjects range from 7 to 15 among special schools; 8 to 16 among private schools; 8 to 17 among sub-county schools; 8 to 18 among county schools; 8 to 19 among extra-county schools; and 8 to 23 among national schools.

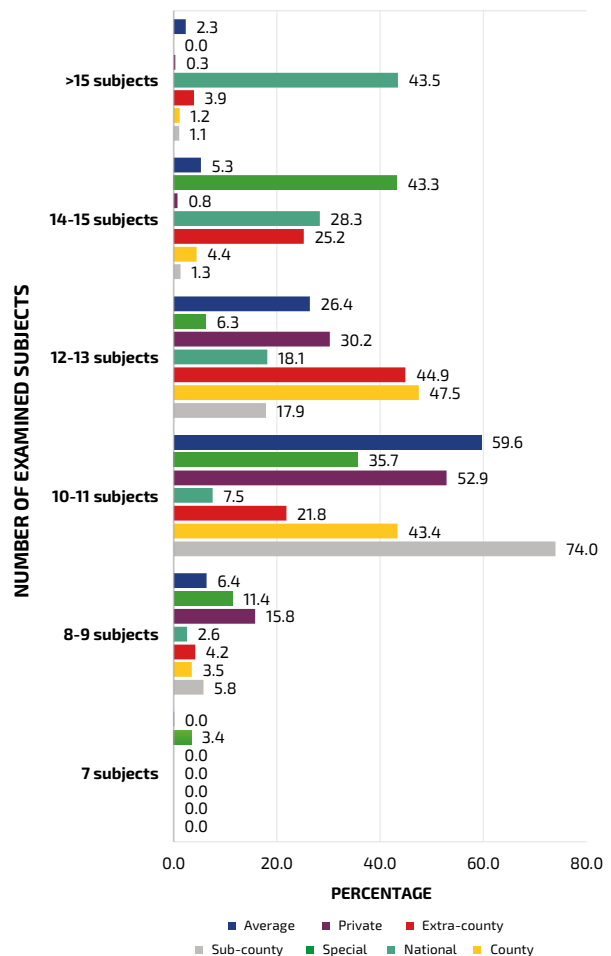


Fig. 5: Average number of examined subjects by school category

- The number of examined subjects offered differs among the different categories of schools.



■ A dining hall in a Special Needs Mixed Boarding School, Central Region.

- On average, 66 percent of the schools offer a maximum of 11 examined subjects, but only 10.1 percent of national schools offer a maximum of 11 examined subjects.
- On average, only 7.6 percent and 2.3 percent of the schools offer more than 14 and 15 examined subjects respectively.
- On average 71.8 percent of national schools offer more than 14 examined subjects, with 43.5 percent of them offering more than 15 examined subjects.
- 79.8 percent of sub-county schools offer a maximum of 11 examined subjects, with 5.8 percent of them offering a maximum of 9 examined subjects.
- Only 1.1 percent of sub-county schools offer more than 15 examined subjects.
- Candidates are required to sit examinations in 7 subjects: the higher the number of examined subjects on offer beyond 7, the more the options for learners to select what interests them most and the more the opportunities for career paths the learners have post-school.

- Parental awareness is the most significant factor in determining the enrolment of children with special needs having been cited by 49.9 percent of the school principals interviewed.
- Government policy is the second most important factor, cited by 15.1 percent of the principals as contributing to the decision to enroll or not.
- Inadequate funding is the third most important factor, cited by 9.8 percent of the principals as contributing to the decision to enroll children with special needs in school.

Special Needs Education Issues

Table 4: Factors that determine Special Needs Education (SNE) learners' enrolment in school

Factor	Percentage
Parental awareness	49.9
Government policy	15.1
Increased investments in appropriate school facilities	1.2
Positive changes in cultural beliefs	5.1
Enduring retrogressive cultures	2.2
Inadequate funding for SNE learners	9.8
Other	16.8

Table 5: Most mentioned challenges facing schools in the delivery of quality education to SNE learners

Factor	Percentage
High cost of learning materials	14.9
Inadequate funding from the government	17.1
Parents are reluctant to contribute adequately to meet the full cost	14.7
Inadequate infrastructure	20
Lack of specialised personnel to support the unique needs of the learners	18.8
Low ICT integration in teaching and learning	12.1
Other	2.3

- Inadequate infrastructure is the biggest challenge to the delivery of quality education to SNE students cited by 20 percent of the principals interviewed.
- 18.8 percent point to the lack of specialised personnel to support the unique needs of the learners as the biggest challenge.
- 17.1 percent consider inadequate funding from the government as the biggest challenge.

- 14.9 percent highlighted the high cost of learning materials as the biggest challenge.

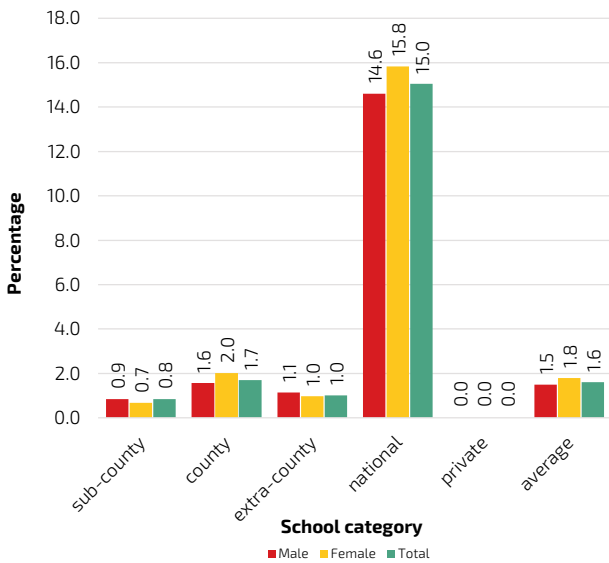


Fig. 6: Percentage of teachers trained in SNE by gender and school category

- National schools have the highest percentage of teachers trained in SNE at 15 percent.
- Private schools have no teachers trained in SNE.
- Nationally, only 1.6 percent of secondary school teachers are trained in SNE, with slightly more women at 1.8 percent than men at 1.5 being trained.

School and Class Attendance

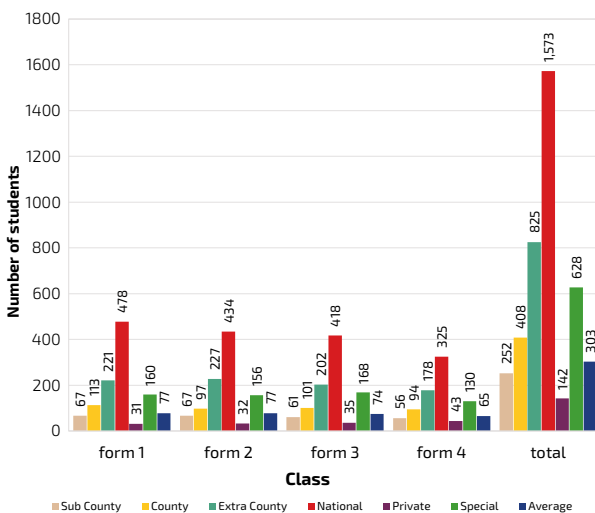


Fig. 7: The median number of learners by school category and class

- A median national school is more than six and 11 times the sizes of a median sub-county school and a median private school respectively by the number of students.

- All categories of schools, except the special school, show a systematic decline in the number of enrolled students from Form 1 to Form 4, implying growth in enrolment over the years or dropout along the course of the four years or a mix of both.

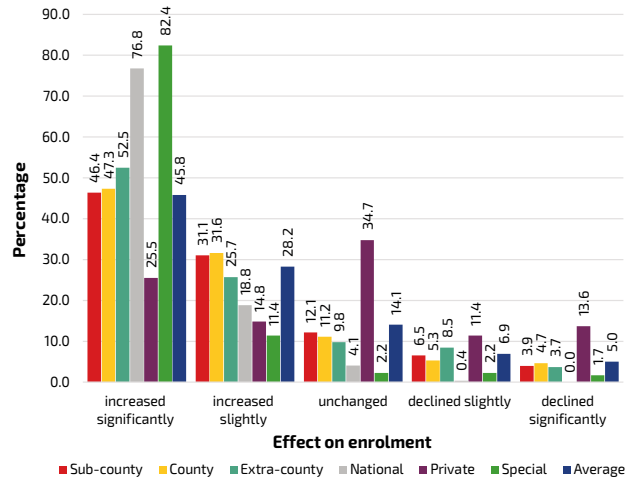


Fig. 8: Effect of 100 percent transition policy on schools' enrolment numbers by category

- 100 percent transition policy had the most positive impact on special secondary schools where 82.4 percent reported significant increase in enrolment.
- 100 percent transition policy had the most negative impact on private secondary schools where 13.6 percent reported significant decline in enrolment.
- Overall, 100 percent transition policy had a positive impact on secondary school enrolment with 74 percent of the schools reporting increase in enrolment (45.8 percent significant and 28.2 percent slight).

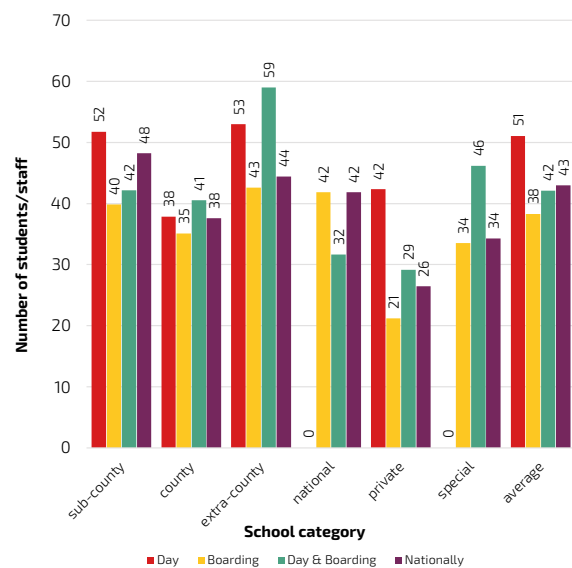


Fig. 9: Number of students/non-teaching staff member by residency type & category

- On average, day schools have more students per one non-teaching staff (51:1) than boarding schools (38:1).
- Overall, the ratio of students to non-teaching staff in secondary schools is 43:1.
- The ratio varies across different school categories with sub-county schools having the highest at 48:1 and the private schools having the lowest at 26:1.

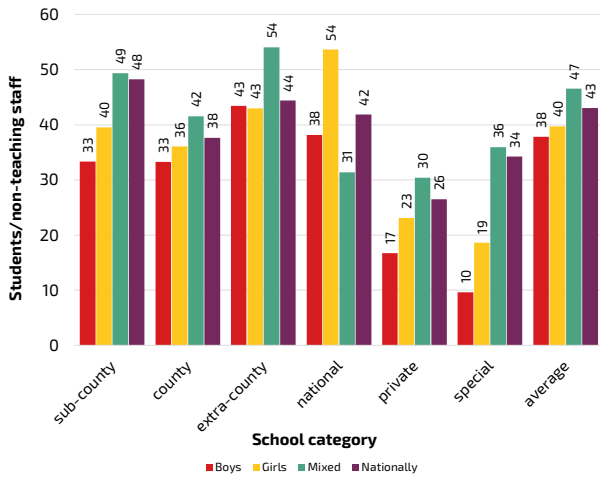


Fig. 10: Number of students/non-teaching staff member by school gender & category

- On average, mixed schools have more students per one non-teaching staff (47:1) than boy schools (38:1) and girl schools (40:1).
- National girl schools and mixed extra-county schools have the highest ratio of students per one non-teaching staff (54:1).
- Special boy schools have the least ratio of students per one non-teaching staff (10:1).

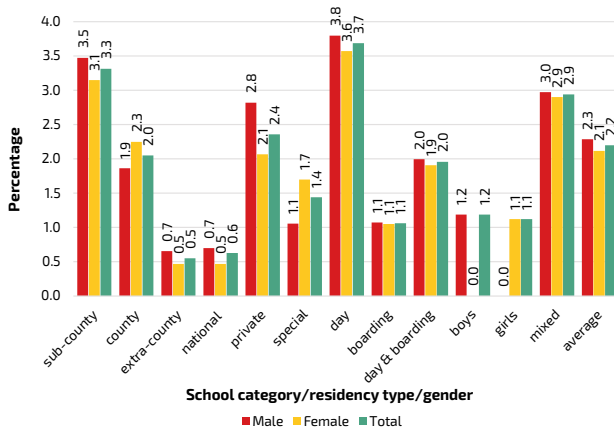


Fig. 11: Percentage of learners absent on the day of the survey by school category

- Students' absenteeism declines as we go up the ladder of public-school categorisation.
- 23.9 percent of students in sub-county schools were absent from school on the day of the survey.

- 3.9 percent of students in national schools were absent from school on the day of the survey.
- Private schools had a higher absenteeism rate (20.7 percent) than all cadres of public schools except for the sub-county and special schools.
- Special schools had the highest absenteeism rate at 52.2 percent against the national average of 17.9 percent.

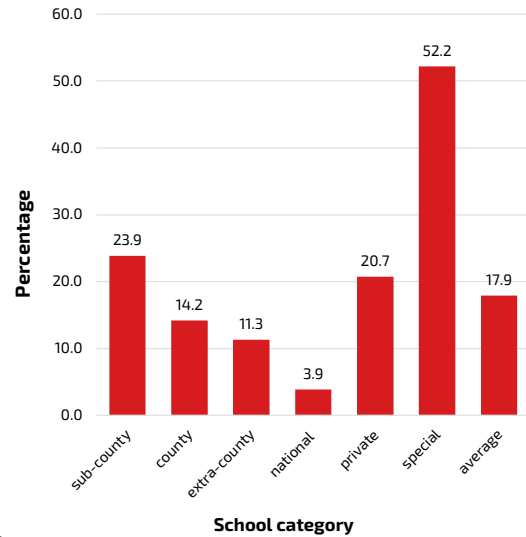


Fig. 12: Percentage of students absent on the day of the survey by school residency type

- Boarding schools recorded a low students absenteeism rate on the day of the survey of 9.3 percent, which is almost half of the national average rate of 17.9 percent.
- Day schools had the highest absenteeism rate at 25.4 percent.

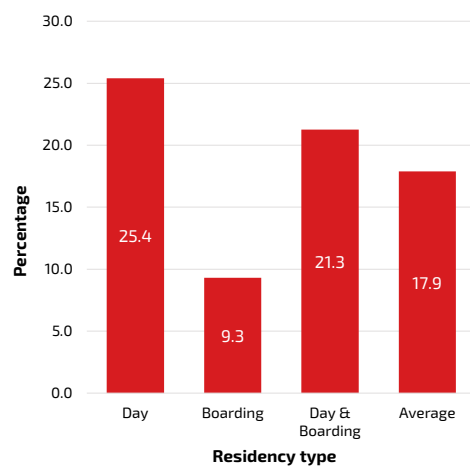


Fig. 13: Most mentioned reasons for student absenteeism

- 59.1 percent of the students were reported to miss school due to school fees challenges.
- 19.1 percent of students were absent from school due to sickness.

- 8 percent were absent from school of their own volition— child didn't want to attend school.

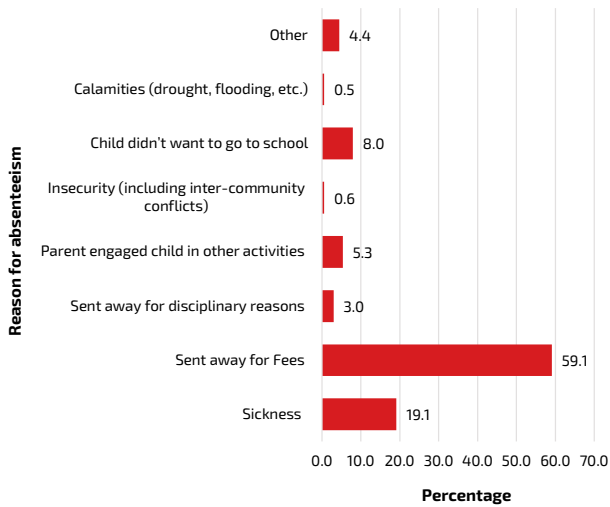


Fig. 14: Percentage of teachers absent on the day of the survey by school category

- National schools had the lowest teacher absenteeism rate at 9.2 percent followed by private schools at 9.5 percent.
- Sub-county schools had the highest teacher absenteeism rate at 14.5 percent followed by special schools at 14.2 percent.
- The overall teacher absenteeism rate stood at 13.2 percent, which is a significant worsening from 3.9 percent in 2021.

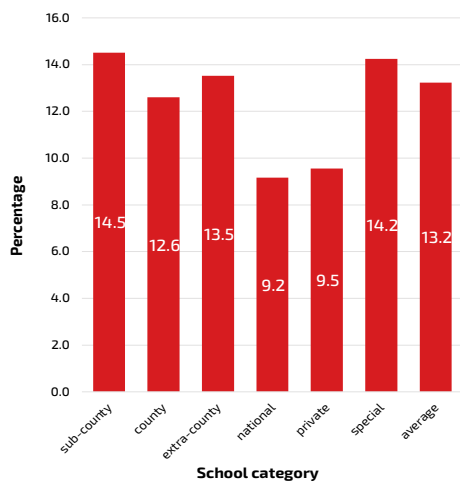


Fig. 15: Percentage of lessons unattended by teachers on the day of the survey by school category and residency type

- On average, 9.5 percent of the lessons were unattended on the day of the survey.
- More lessons were unattended in Day (10.2 percent) and Day & Boarding (10.5 percent) schools than in boarding schools (8.3 percent).
- 7 percent of the lessons in national schools were unattended compared to 10.7 percent of the lessons in sub-county schools.

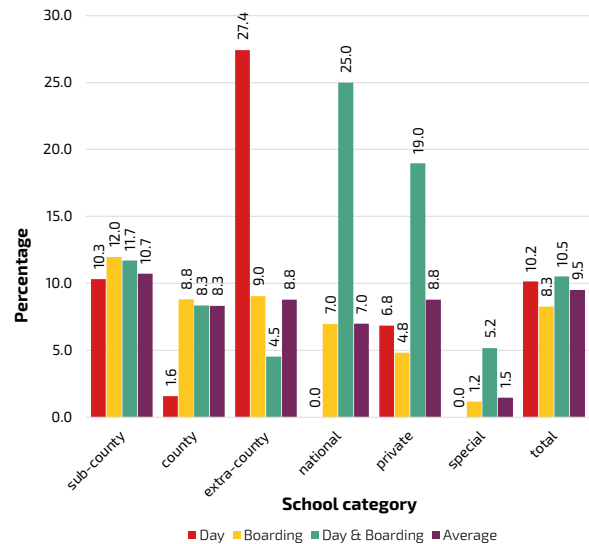


Fig. 16: Estimated dropout rate by school category and gender

- In the one year to the survey, 2.2 percent of children enrolled in secondary schools in Kenya dropped out of school.
- Slightly more boys at 2.3 percent than girls at 2.1 percent dropped out of school.
- Day schools recorded the highest dropout rate at 3.7 percent compared to boarding schools at 1.1 percent and day & boarding schools at 2 percent.
- Extra-county schools recorded the least dropout rate of 0.5 percent, while sub-county schools had the highest rate by category, of 3.3 percent.
- Consistently, across all groups of schools except for county and special schools, more boys than girls dropped out of school.



■ An abandoned classroom due to low enrollment in a school in Western Region.

Teachers and School Managers

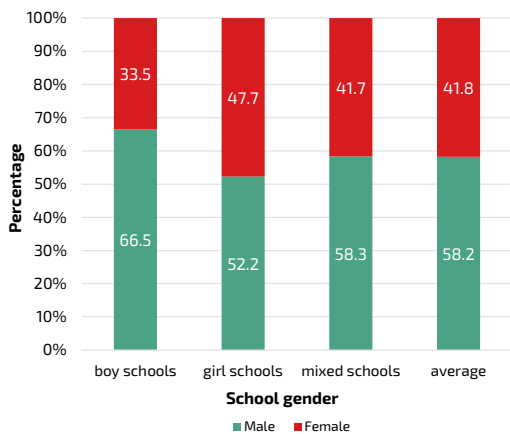


Fig. 17: Distribution of teachers by gender and school gender

- 58.2 percent of secondary school teachers in Kenya are men.
- Girl schools have the highest concentration of female teachers at 47.7 percent.

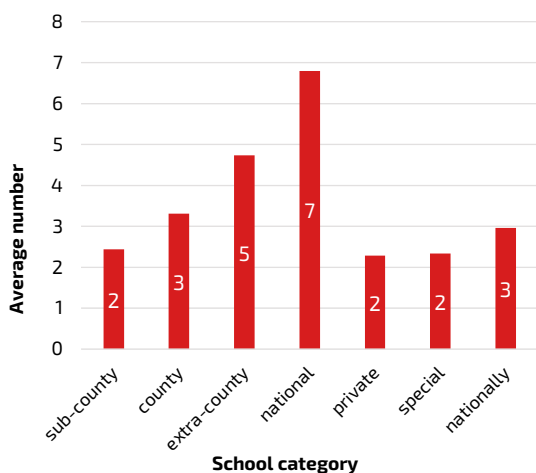


Fig. 18: Number of teachers per examined subject by school category

- National schools have more than three times the number of teachers per examined subject in sub-county schools.
- National schools also have more than double the national average of the number of teachers per examined subject.
- National schools are therefore more resilient to outward teacher transitions than the other categories of schools.
- Sub-county schools are the most vulnerable to outward teacher transitions among all the categories of schools.

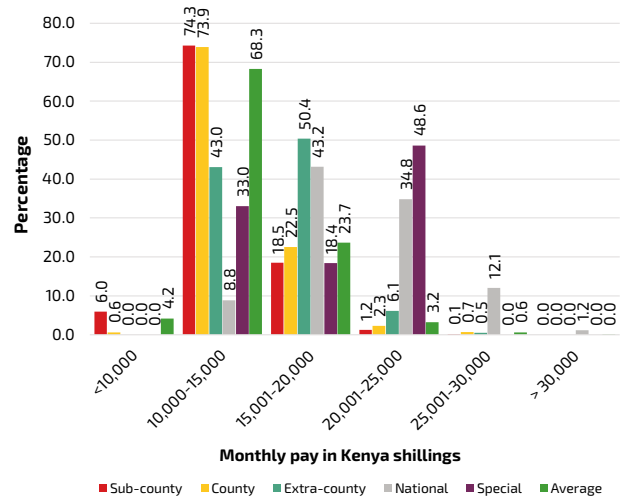


Fig. 19: Distribution of BOM teachers by monthly pay and school category

- Majority of teachers employed by the school Boards of Management (BOM), (68.3 percent), earn a monthly pay of between 10,001 and 15,000 Kenya shillings.
- Only 3.8 percent of teachers employed by BOM, earn a monthly pay of more than 20,000 Kenya shillings, with 0.6 percent of them earning between 25,001 and 30,000 Kenya shillings monthly.
- Special schools pay teachers employed by their BOM better than other categories, with 48.6 percent of their teachers earning a monthly pay of more than 20,000 Kenya shillings.
- Sub-county schools pay teachers employed by their BOM the least, with a great majority of their teachers (80.3 percent) earning a maximum of 15,000 Kenya shillings, 6 percent of whom earn less than 10,000 Kenya shillings.



■ A library section in a Sub County Mixed Day School, South Rift Region.

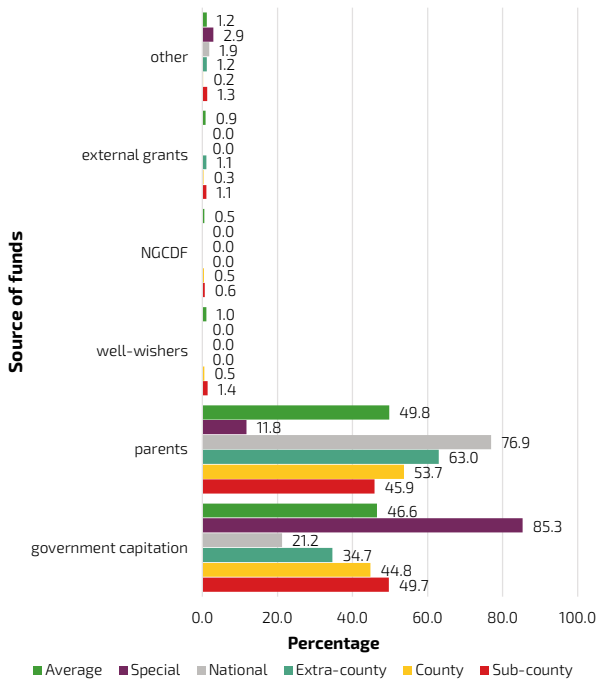


Fig. 20: Sources of funds used to pay BOM teachers by public school category

- There are two main sources of funds used to pay teachers employed by the schools' Boards of Management (BOM): parents (49.8 percent) and government capitation (46.6 percent).
- 0.5 percent of the schools use National Government Constituency Development Fund (NGCDF).
- 1 percent of the schools are supported by well-wishers.
- 85.3 percent of sub-county schools and 21.2 percent of national schools use government capitation to pay BOM teachers.
- 76.9 percent of national schools and 11.8 percent of sub-county schools are supported by parents in paying BOM teachers.

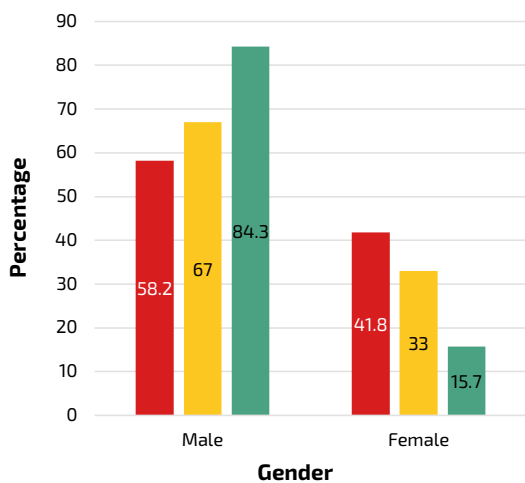


Fig. 21: Distribution of public-school teachers and managers by gender

- Women are under-represented in secondary school leadership.
- While women are 41.8 percent of the teachers, they make up only 33 percent of the principals and 15.7 percent of the Boards of Management (BOM) Chairs.

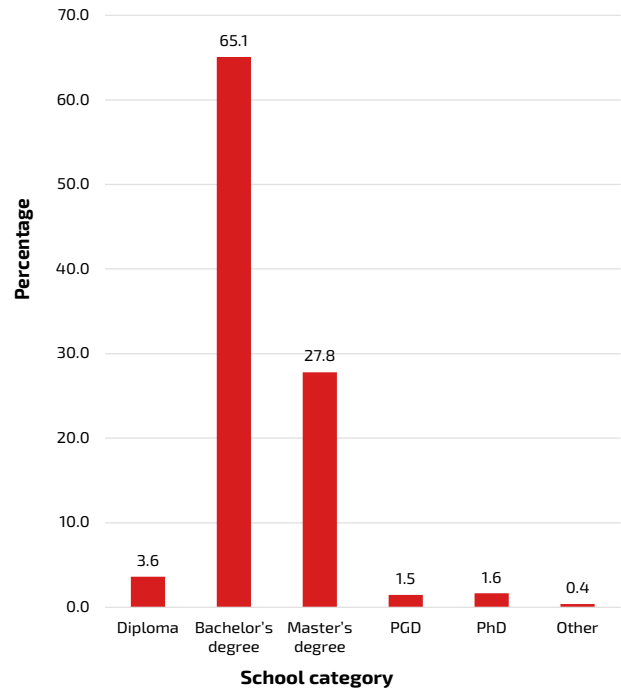


Fig. 22: Distribution of school principals by highest level of qualifications achieved

- Most principals of secondary schools in Kenya hold a bachelor's degree (65.1 percent); master's degree (27.8 percent) and doctorate degree (1.6 percent).
- The least educated school principals (3.6 percent) hold a diploma.

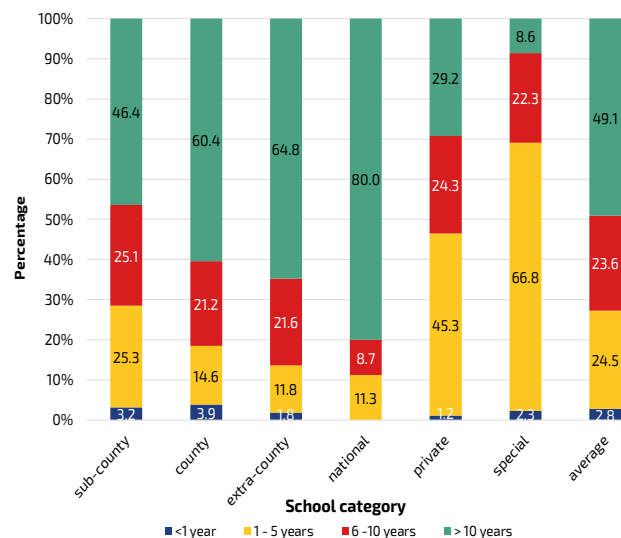


Fig. 23: Distribution of school principals by years of experience and school category

- On average, 2.8 percent of the secondary school principals in Kenya have less than 1-year experience in their positions.
- 24.5 percent principals had 1-5 years' experience.
- 23.6 percent of the principals had 6-10 years' experience.
- 49.1 percent had more than 10 years' experience.
- The number of principals' years of experience increase progressively from sub-county to national schools.
- 80 percent of the national school principals have more than 10 years' experience and none has less than 1-year's experience.
- Special schools have the least experienced principals with 69.1 percent of their principals having a maximum of five years' experience.

- Special schools are the worst affected by lack of an administration block/space for teachers to sit, with only 53.7 percent of them having such space.

Table 6: Median and maximum number of usable classrooms by school category

School category	Median	Max
Sub-county	8	32
County	11	29
Extra-county	18	51
National	30	65
Private	7	40
Special	8	19
Nationally	8	65

- A median secondary school in Kenya has 8 usable classrooms.
- A median private secondary school in Kenya has 7 usable classrooms, while the biggest private school has 40 usable classrooms.
- A median special secondary school in Kenya has 8 usable classrooms, while the biggest special school has 19 usable classrooms.
- A median sub-county secondary school in Kenya has 8 usable classrooms, while the biggest sub-county school has 32 usable classrooms.
- A median national secondary school in Kenya has 30 usable classrooms, while the biggest national school has 65 usable classrooms.
- A median national secondary school in Kenya has almost 4 times the number of usable classrooms of a median sub-county school.

School Facilities and Services to Learners

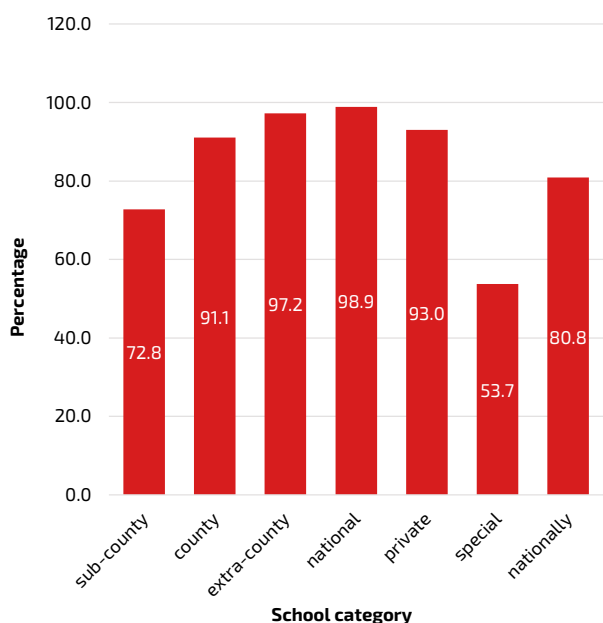


Fig. 24: Schools with an administration building/block/space by category

- Nationally, approximately 20 percent of secondary schools lack an administration block/space for teachers to sit.
- Almost all national schools (98.9 percent) have administration block/space for teachers to sit.
- 27.2 percent of sub-county schools lack an administration block/space for teachers to sit.



■ An administration 'block' (principal's office and staff room) in a Sub County Mixed Boarding School, Eastern Region.

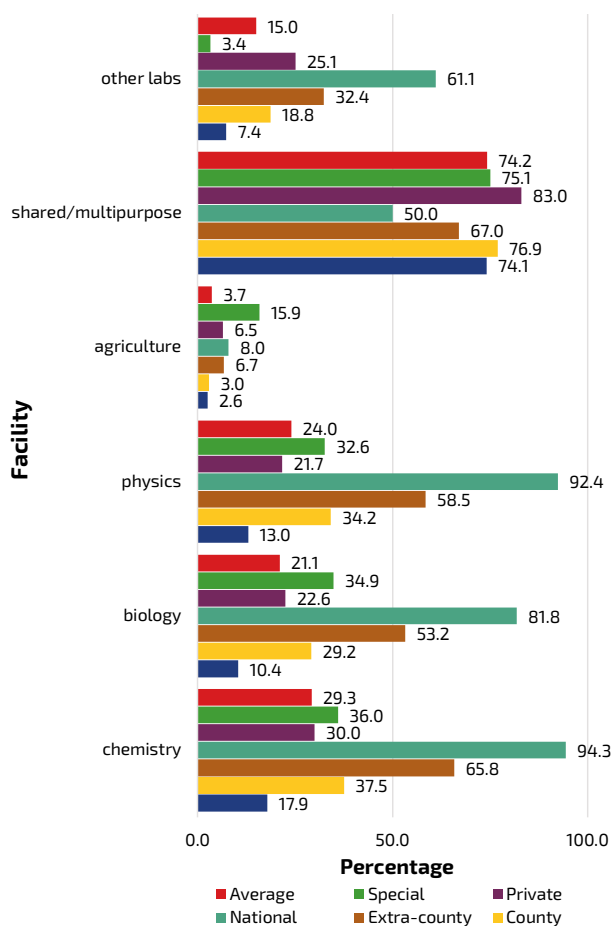


Fig. 25: Schools with laboratories by category

- Laboratory ownership varies significantly by type of laboratory and school category.
- On average, 29.3 percent, 21.1 percent, 24 percent and 74.2 percent of schools own chemistry, biology, physics and multipurpose laboratories respectively.
- 94.3 percent of national schools, 36 percent of special schools, 30 percent of private schools and 17.9 percent of sub-county schools, own chemistry laboratories.
- 81.8 percent of national schools, 34.9 percent of special schools, 22.6 percent of private schools and 10.4 percent of sub-county schools, own biology laboratories.
- 92.4 percent of national schools, 32.6 percent of special schools, 21.7 percent of private schools and 13 percent of sub-county schools, own physics laboratories.
- 50 percent of national schools, 75.1 percent of special schools, 83 percent of private schools and 74.1 percent of sub-county schools, own multipurpose laboratories.

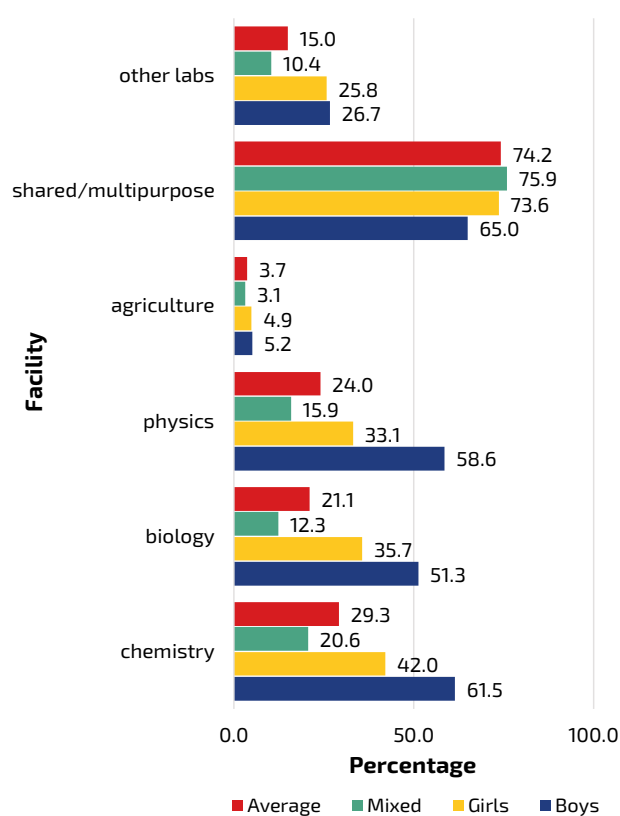


Fig. 26: Schools with laboratories by school gender

- Laboratory ownership varies significantly by type of laboratory and school gender.
- 61.5 percent of boy schools, 42 percent of girl schools, and 20.6 percent of mixed schools, own chemistry laboratories.
- 51.3 percent of boy schools, 35.7 percent of girl schools, and 12.3 percent of mixed schools, own biology laboratories.
- 58.6 percent of boy schools, 33.1 percent of girl schools, and 15.9 percent of mixed schools, own physics laboratories.
- 65 percent of boy schools, 73.6 percent of girl schools, and 75.9 percent of mixed schools, own multipurpose laboratories.



■ A laboratory in an Extra-County Boys' Boarding School, Eastern Region.

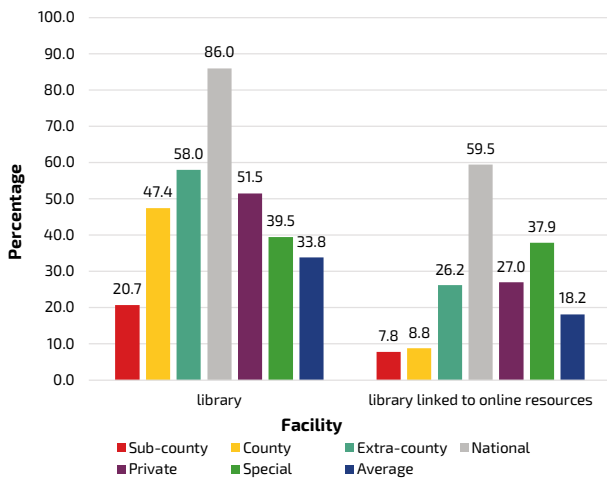


Fig. 27: Schools with an operational library by category

- Nationally, school ownership of a library stands at 33.8 percent and ownership of a library that is linked to online resources stands at 18.2 percent.
- National schools lead in ownership of both libraries and libraries linked to online resources at 86 percent and 59.5 percent respectively.
- Sub-county schools trail in ownership of both libraries and libraries linked to online resources at 20.7 percent and 7.8 percent respectively.
- Special schools are the fourth in library ownership with 39.5 percent but second in owning libraries that are linked to the online resources.

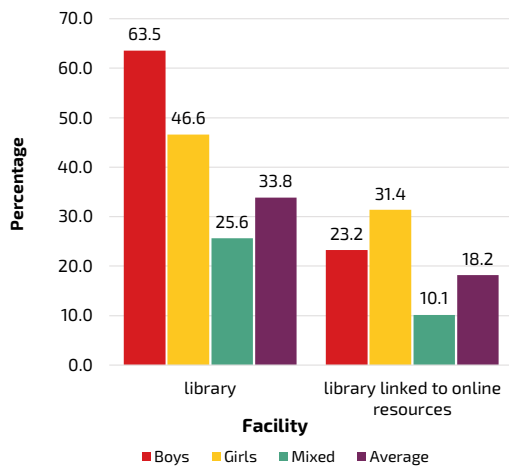


Fig. 28: Schools with an operational library by school gender

- 63.5 percent of boy schools, 46.6 percent of girl schools, and 25.6 percent of mixed schools, own libraries.
- 23.2 percent of boy schools, 31.4 percent of girl schools, and 10.1 percent of mixed schools, own libraries linked to online resources.
- Just about a third of the libraries owned by boy schools are linked to online resources.

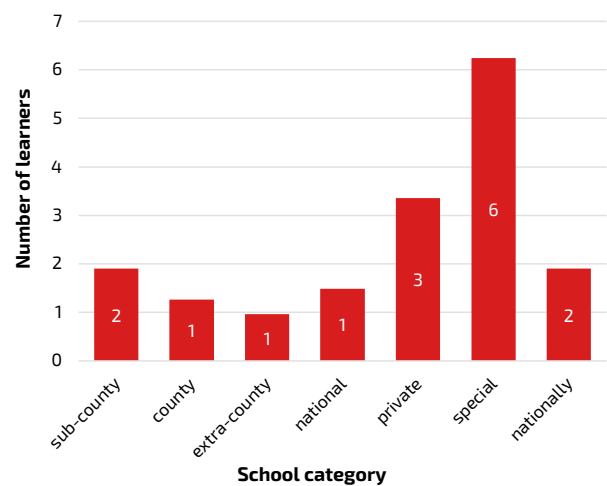


Fig. 29: Number of students sharing a textbook by school category

- 6 special school students share a textbook, which is three times the national average of 2 students sharing a textbook.
- 3 private school students share a textbook compared to 2 sub-county school students.
- In all other categories of schools, the ratio of students to textbooks is 1:1.

School Uniform and Scholarships/ Bursaries

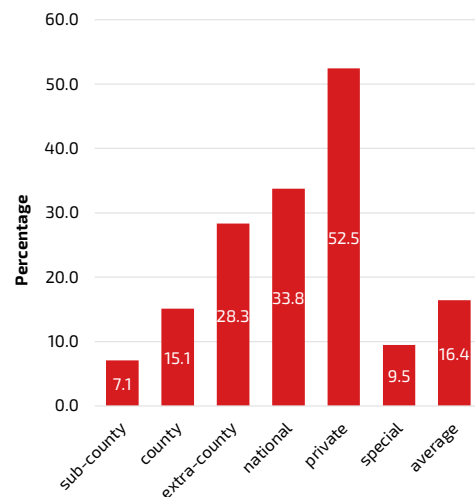


Fig. 30: Schools that supply uniform to their students by category

- Nationally, 16.4 percent of the secondary schools supply uniform to their students.
- Private schools lead in supply of school uniforms with 52.5 percent of them providing uniforms.
- Only 7.1 percent of sub-county schools supply uniforms to their students.
- The percentage of public schools supplying school uniforms increases as one goes up the ladder of public-school categorisation.

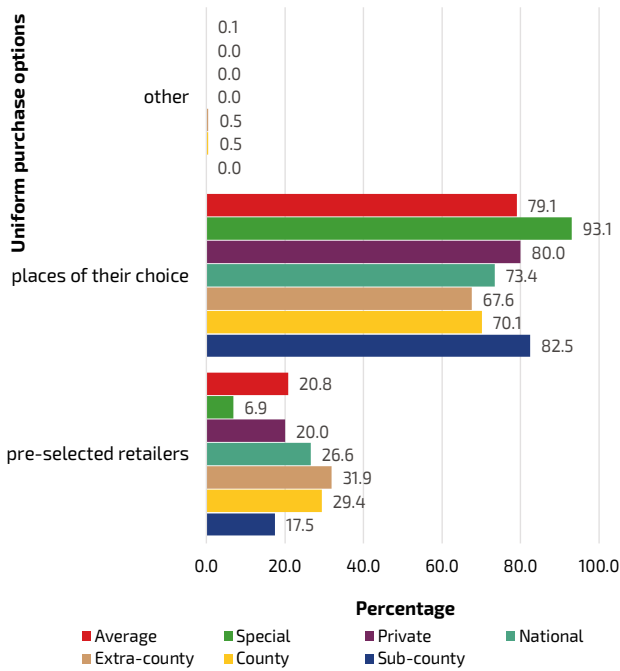


Fig. 31: Schools that let students buy uniforms from other sources by category

- Nationally, 20.8 percent of the secondary schools that don't provide uniforms let their students buy uniforms from pre-selected retailers while 79.1 let their students buy uniforms from places of their choice.
- 93.1 percent of special schools let their students buy uniforms from places of their choice compared to 67.6 of extra-county schools.

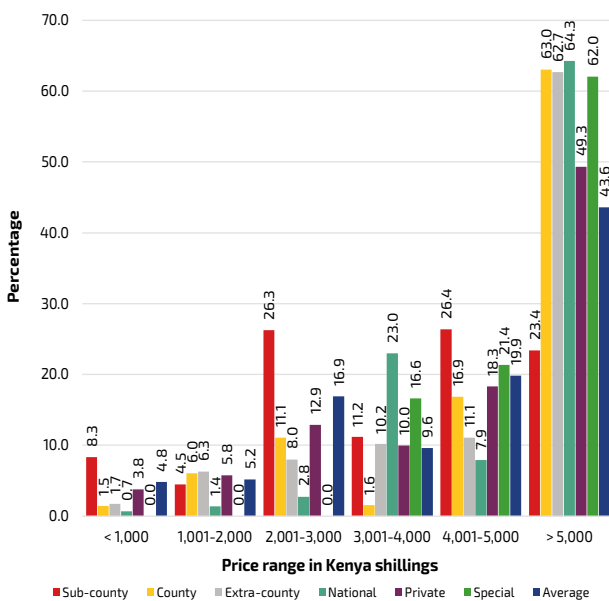


Fig. 32: Average cost of one set of school uniform (school/private provider) by school category

- The average price for a set of school uniforms in 43.6 percent of the schools is more than 5,000 Kenya shillings.
- 64.3 percent of national schools, 63 percent of county schools, 62.7 percent of extra-county schools, 62 percent of special schools, 49.3 percent of private schools and 23.4 percent of sub-county schools have their uniforms costing more than 5,000 Kenya shillings per set.
- 0.7 percent of national schools, 1.5 percent of county schools, 1.7 percent of extra-county schools, 0 percent of special schools, 3.8 percent of private schools and 8.3 percent of sub-county schools have their uniforms costing less than 1,000 Kenya shillings per set.

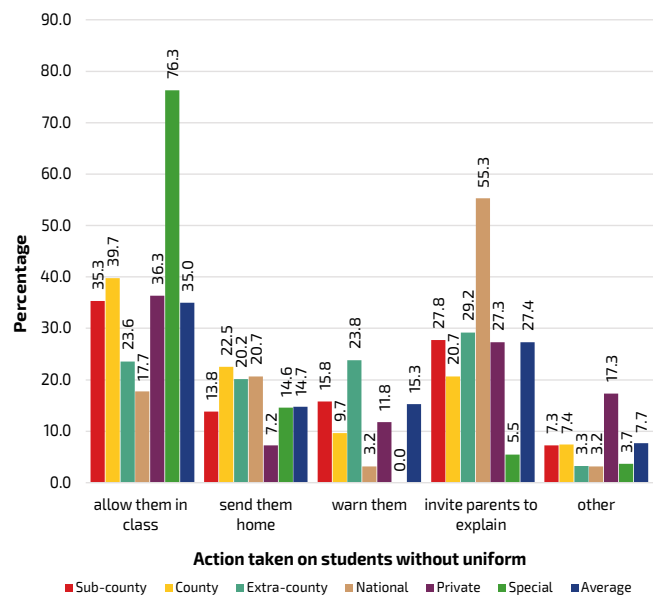


Fig. 33: How schools treat students without uniforms by category

- On average, 35 percent of the schools allow students without uniform to attend class, while 14.7 percent send them away from school.
- 76.3 percent of special schools allow students without uniform to attend class, while only 17.7 percent of national schools allow students without uniform to attend class.
- 22.5 percent of county schools send student without uniform home compared to 7.2 percent of private schools.

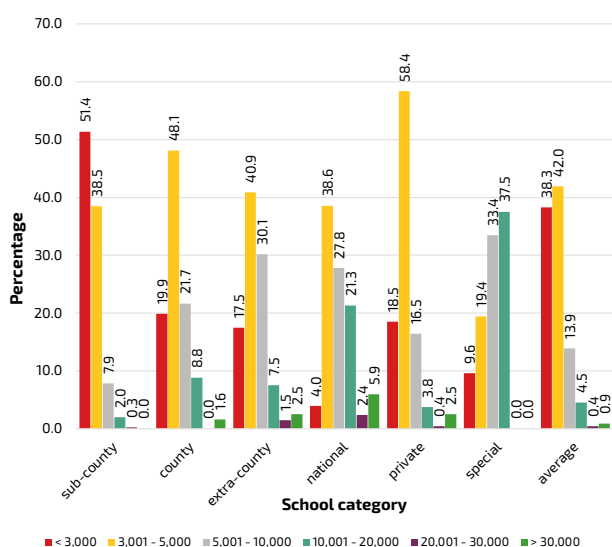


Fig. 34: Average amounts received in scholarships/bursaries per child in a year by school category

- Nationally, 42 percent of students receive between 3,001 and 5,000 Kenya shillings in bursaries and/or scholarships from the different arms of government.
- 38.3 percent of students receive less than 3,000 Kenya shillings in bursaries and/or scholarships from the different arms of government.
- 13.9 percent of students receive between 5,001 and 10,000 Kenya shillings in bursaries and/or scholarships from the different arms of government.
- 4.5 percent of students receive between 10,001 and 20,000 Kenya shillings in bursaries and/or scholarships from the different arms of government.

- 0.4 percent of students receive between 20,001 and 30,000 Kenya shillings in bursaries and/or scholarships from the different arms of government
- 0.9 percent of students receive more than 30,000 Kenya shillings in bursaries and/or scholarships from the different arms of government.
- Majority of beneficiaries of bursaries and/or scholarships from the different arms of government in sub-county schools (51.4 percent), county schools (48.1 percent), extra-county schools (40.9 percent), national schools (38.6 percent) and private schools (58.4 percent) receive less than 3,000 Kenya shillings.
- Majority of beneficiaries of bursaries and/or scholarships from the different arms of government in special schools (37.5 percent) receive between 10,001 and 20,000 Kenya shillings.

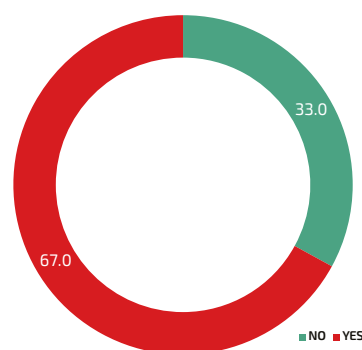


Fig. 35: Principals' views on whether scholarships/bursaries benefit the most deserving students

- 33 percent of the principals hold the view that scholarships/bursaries don't benefit the most deserving students

School Health, Sanitation and WASH Matters

Table 7: Percentage of schools offering psycho-social support services by category

Service	School category						
	sub county	county	extra county	national	private	special	average
A guidance and counselling office	68.9	89.7	88.5	96.6	78.5	89.2	75.9
Teachers trained in guiding and counselling	68.0	76.7	83.8	82.1	80.9	77.8	72.8
Non-teaching staff trained in guiding and counselling	6.7	18.7	33.1	34.8	19.0	22.5	13.5
Peer counselling service for teachers	40.8	54.1	47.5	80.2	57.3	63.9	46.4
Teacher-led peer counselling service for learners	82.5	94.0	90.2	94.1	88.2	56.9	85.7
A chaplain/imam supporting counselling	85.8	90.3	94.3	98.3	92.0	100.0	89.2

- On average, 75.9 percent of the schools provide psycho-social support to students.
- 68.9% of sub-county schools, 78.5 percent of private schools and 96.6 percent of national schools provide psycho-social support to their students.
- 13.5 percent of the schools have at least one non-teaching staff trained in guiding and counselling.
- 72.8 percent of schools have at least one teacher trained in guiding and counselling.
- 89.2 percent have a chaplain/imam supporting counselling, with 100 percent of special schools covered with this service.



■ A sick bay area in a County level Girls' Boarding School, Western Region.

Table 8: Percentage of schools that provide various medical support services by category

Service	School category						
	sub-county	county	extra-county	national	private	special	average
Sick bay/sanatorium/ school clinic	4.7	25.2	62.9	79.9	42.3	48.9	20.4
Medical personnel working in school clinic	24.8	55.5	80.6	79.3	52.1	100.0	61.9
Other staff trained in first aid	29.4	44.4	63.3	85.7	61.7	24.8	40.3
Link to any health facility for referrals	91.4	97.0	95.0	97.4	80.9	100.0	91.6
Fully equipped first aid kits	57.2	81.6	91.4	95.8	87.5	92.2	69.1

- Nationally, 20.4 percent of schools have a sick bay/sanatorium/school clinic at school.
- Ownership of a sick bay/sanatorium/school clinic at school is disparate across the different categories of schools.
- Only 4.7 percent of sub-county schools own a sick bay/sanatorium/school clinic at school

compared to 79.9 percent of national schools and 48.9 percent of special schools.

- Special schools are more focused on providing their students with medical services than any other category of schools with all of those surveyed having medical personnel working in school clinic and linkage to health facilities for referrals of sick students.

Table 9: Main source of drinking water by school category

Source	School category						
	sub-county	county	extra-county	national	private	special	average
Borehole	26.3	39.8	50.0	40.3	33.1	49.3	32.1
Well	5.9	3.6	3.2	1.5	7.4	6.3	5.4
Rain water	20.7	11.0	2.5	1.5	9.6	1.1	15.5
Pipe	34.0	39.4	34.9	52.5	38.9	42.2	35.9
Water vendors	5.8	1.8	3.7	1.5	4.9	1.1	4.8
River	4.2	2.6	4.7	2.4	2.1	0.0	3.7
Other	3.0	1.7	1.1	0.4	4.1	0.0	2.7

- On average 35.9 percent and 32.1 percent of secondary schools in Kenya have access to piped water and boreholes as their main sources of drinking water respectively.
- Pipe and borehole sources jointly account for the main sources of drinking water for 92.8 percent of national schools and 60.3 percent of sub-county schools.
- 20.7 percent of sub-county schools rely on rain water as their main source of drinking water.

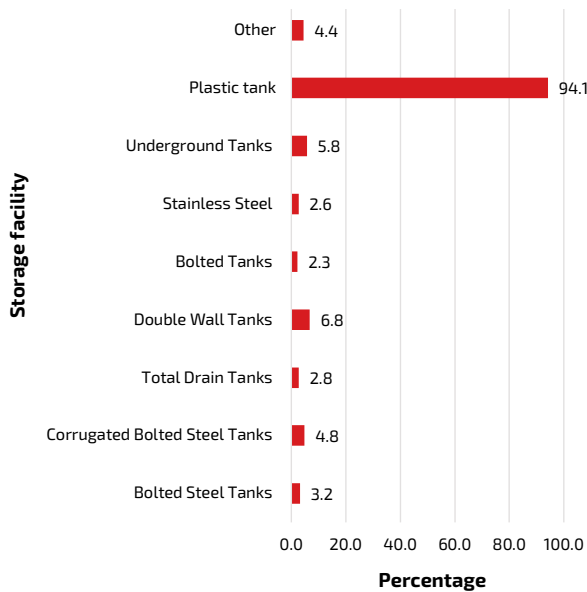


Fig. 36: Most mentioned drinking water storage facilities

- Plastic tanks are the most popular drinking water storage facility for schools, with 94.1 percent of them utilizing it.

- Double wall tanks were mentioned by 6.8 percent of the schools.

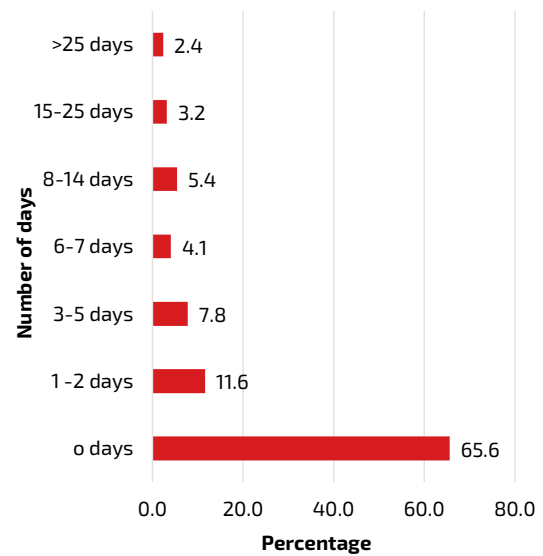


Fig. 37: Percentage of schools that experienced water shortage in the month to the survey date by number of days

- 65.6 percent of schools surveyed did not experience water shortage in the month to the survey date.
- 11.6 percent of the schools experienced water shortage for between 1 and 2 days in the month to the survey date.
- 2.4 percent of the schools experienced water shortage for more than 25 days in the month to the survey date.

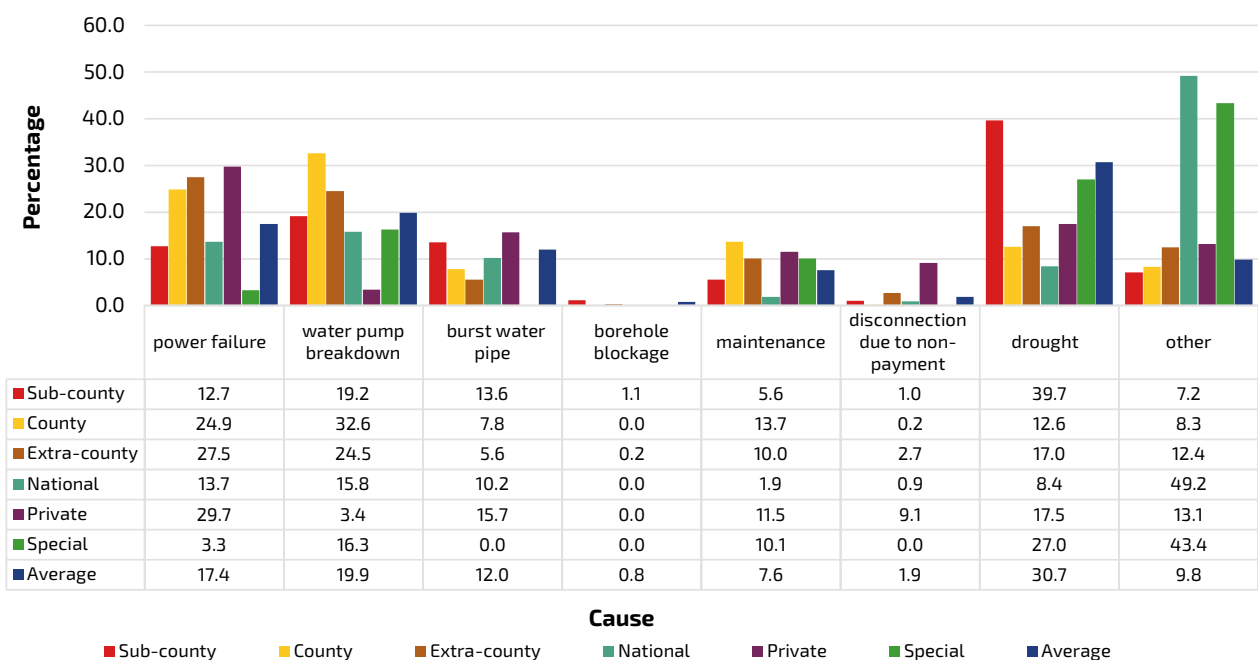


Fig. 38: Most mentioned causes of water shortage by school category

- 39.7 percent of sub-county schools reported drought as the main cause of the water shortage they experience.
- 32.6 percent of county schools reported water pump breakdown as the main cause of the water shortage they experience.
- 27.5 percent of the extra-county schools reported power failure as the main cause of the water shortage they experience.
- 49.2 percent of the national schools reported “other” as the main cause of the water shortage they experience similar to 43.4 percent of special school.
- 29.7 percent of the private schools reported power failure as the main cause of the water shortage they experience.
- Nationally, drought is the main cause of water shortage in schools experienced by 30.7 percent of the schools.

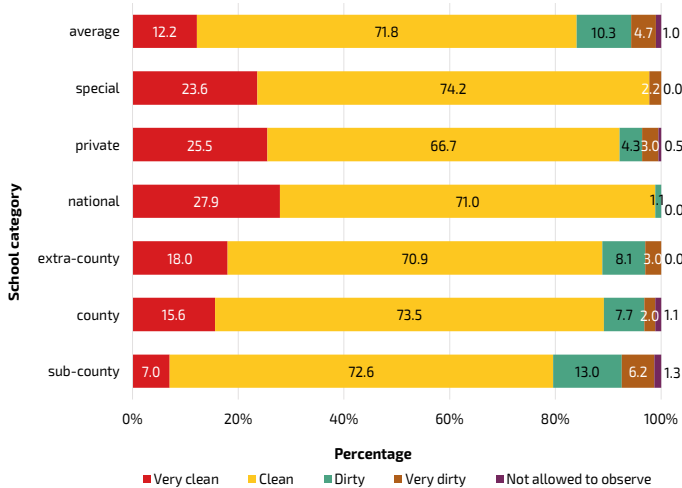


Fig. 39: General state of sanitation facilities by school category

- On average, 12.2 percent and 71.8 percent of the schools maintain very clean and clean sanitation facilities respectively.
- 10.3 percent and 4.2 percent of the schools maintain dirty and very dirty sanitation facilities respectively.
- 1 percent denied the Research Assistants permission to observe their sanitation facilities.
- The level of cleanliness of the sanitation facilities in schools differs across the different categories of schools with the national schools at the top with 98.9 percent of them rated as either clean or very clean and no access denials.
- Below the national average on cleanliness were the sub-county schools, which also had the highest access denial rate at 1.3 percent.

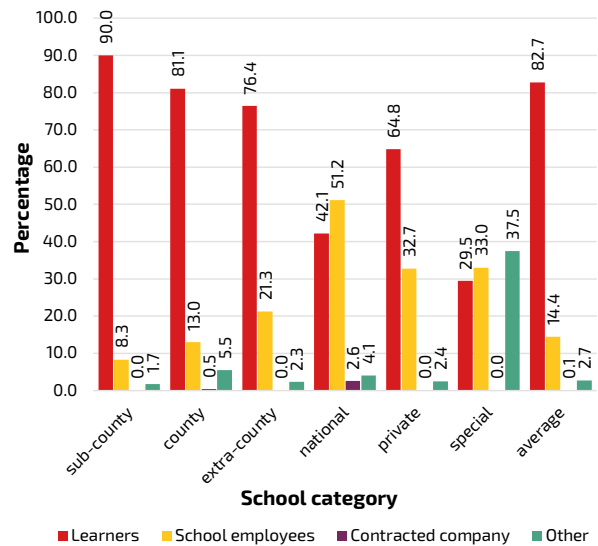


Fig. 40: Distribution of schools by cleaners and school category

- On average learners do the cleaning of 82.7 percent of the schools, school employees clean 14.4 percent of the schools.
- Students clean majority of the schools in all categories except for national and special schools where 51.2 percent and 37.5 percent of them are cleaned by school employees and “other” respectively.
- NOTE: These (national and special) are also the two categories of schools with the cleanest sanitation facilities.

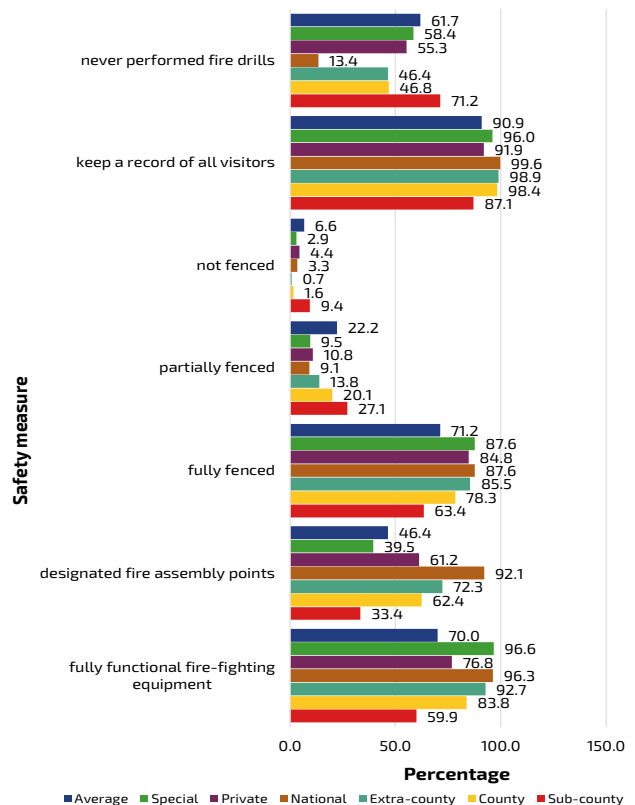


Fig. 41: Percentage of schools that have taken diverse students' safety measures

- Nationally, 70 percent of secondary schools have fully functional fire-fighting equipment, 46.4 percent have designated fire assembly points, 71.2 percent are fully fenced, and 90.9 percent keep record of all visitors.
- On average, 6.6 percent of the schools are not fenced and 61.7 percent have never performed a fire drill.
- 96.3 percent of national schools and 59.9 percent of sub-county schools have fully functional fire-fighting equipment.
- 92.1 percent of national schools and 33.4 percent of sub-county schools have designated fire assembly points.
- 87.6 percent of national schools and 63.4 percent are fully fenced.
- 99.6 percent of national schools and 87.1 percent of sub-county schools keep record of all visitors.
- 71.2 percent of sub-county schools have never performed a fire drill compared to 13.4 percent of national schools.

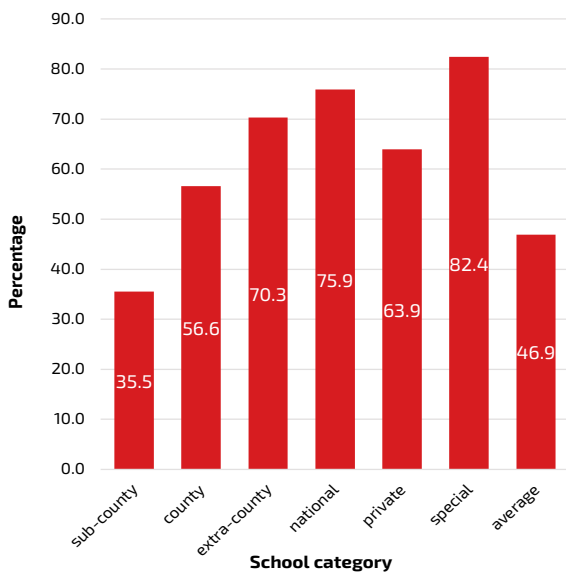


Fig. 42: Schools with procedures for handling children with chronic illnesses by category

- 46.9 of secondary schools in Kenya have procedures for handling children with chronic illnesses.
- 82.4 of special schools have procedures for handling children with chronic illnesses compared to 75.9 percent of national schools and 35.5 percent of sub-county schools.

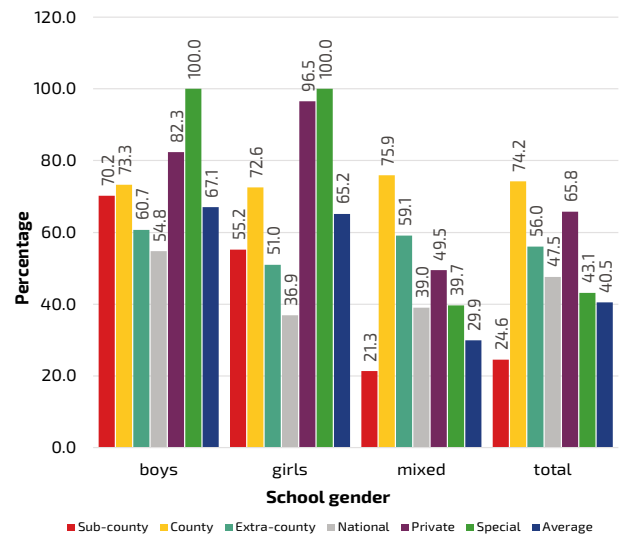


Fig. 43: Percentage of boarding schools that adhere to the safety guidelines on spacing of students' beds in the dormitories by school gender and category

- 40.5 percent of the surveyed boarding schools reported adhering to the safety guidelines on spacing students' beds in their dormitories.
- The greatest non-compliance is in mixed sub-county schools where only 21.3 percent of the schools reported adhering to the safety guidelines on spacing students' beds in their dormitories.
- Nationally, county schools have the highest level of adherence to the guidelines at 74.2 percent.
- Sub-county schools are the most constrained with only 24.6 percent of them reporting adhering to the safety guidelines on spacing students' beds in their dormitories.
- Across all categories of schools except for the private schools, girl schools are less compliant compared to boy schools.
- Among the special schools, only mixed schools are not adhering to the guidelines with only 39.7 percent of them complying.



■ A dormitory in a National Boys Boarding School, Eastern Region.

Table 10: Percentage of schools with diverse sporting facilities by category

Sports facility	School category						
	sub-county	county	extra-county	national	private	special	average
Football pitch	64.1	80.2	80.1	93.3	71.8	36.3	69.5
Netball pitch	54.6	58.9	64.4	55.8	51.6	74.9	56.1
Volleyball pitch	0.9	87.1	89.9	98.1	74.0	78.3	76.3
Basketball pitch	15.2	37.7	67.6	78.9	36.5	37.5	28.2
Tennis court	11.9	36.5	57.2	59.7	18.6	2.2	22.2
Badminton court	20.9	46.8	61.9	77.1	27.7	5.6	31.1
Other	17.2	21.2	31.8	59.4	20.7	12.9	20.7

- Nationally, 69.5 percent of secondary schools have football pitches, 56.1 percent have netball pitches, 76.3 percent have volleyball pitches, 28.2 percent have basketball pitches, 22.2 have tennis courts and 31.1 percent have badminton courts.
- National schools lead while sub-county schools trail in ownership of the various sports facilities.

Access to ICT Facilities and Services

Table 11: ICTs resources ownership by school category

Equipment	School category						
	sub-county	county	extra-county	national	private	special	average
TV	52.3%	95.6%	97.4%	97.3%	78.1%	57.8%	67.5%
Radio	20.1%	46.4%	67.4%	85.8%	49.9%	55.6%	34.3%
LCD projector	45.1%	80.8%	89.1%	94.3%	54.5%	93.3%	57.6%
Mobile phone	34.6%	65.5%	78.1%	90.6%	79.2%	70.5%	50.5%
VCD/DVD/Deck players	15.7%	40.8%	42.0%	27.4%	41.6%	23.5%	25.5%
Teacher digital devices	25.4%	40.9%	49.2%	71.3%	44.6%	67.2%	33.8%
Operational computer lab	21.2%	57.0%	81.3%	95.2%	57.2%	60.8%	40.0%
Computer lab connected to internet	41.7%	34.9%	69.6%	79.5%	44.6%	79.3%	49.8%

- Ownership of ICT resources varies significantly among the different categories of schools.
- Nationally, 33.8 percent of the schools, own teacher digital devices and 40 percent own operational computer labs.
- Of those that own computer labs, 49.8 percent own labs that are connected to the internet.
- In ownership of all the listed ICT equipment, subcounty schools are the only category that scores consistently below the national averages.

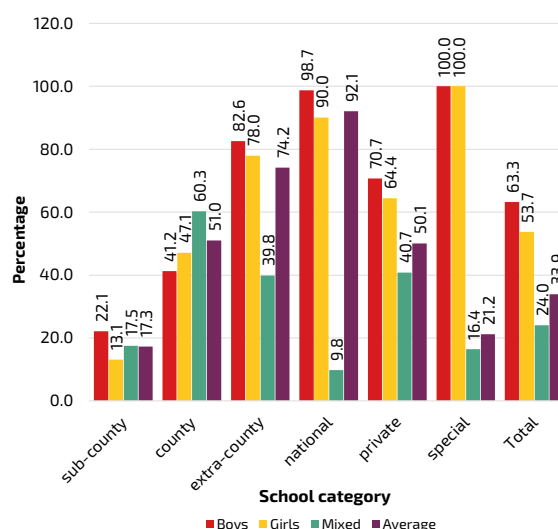


Fig. 44: Percentage of schools offering computer lessons by school gender and category

- Nationally, 33.9 percent of the secondary schools in Kenya offer computer lessons.
- 63.3 percent of boy schools, 53.7 percent of girl schools and 24 percent of mixed schools offer computer lessons.
- 92.1 of national schools compared to 17.3 percent of sub-county schools and 50.1 percent of private schools offer computer lessons.

Learning Outcomes and their Drivers

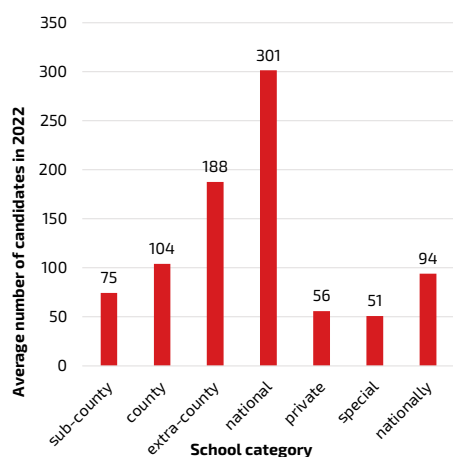


Fig. 45: Average number of KCSE candidates in 2022 by school category

- Sub-county schools had an average of 75 candidates down from 78 candidates in 2020.
- County schools had an average of 104 candidates up from 102 candidates in 2020.
- Extra-county schools had an average of 188 candidates up from 172 candidates in 2020.
- National schools had an average of 301 candidates up from 259 candidates in 2020.
- Private and special schools had averages of 56 and 51 candidates respectively¹.
- The national average number of candidates was 94 per school up from 87 candidates in 2020.

¹ These two categories of schools were surveyed for the first time in 2023.

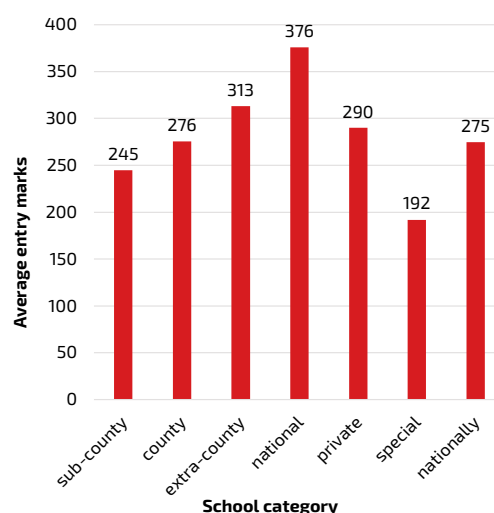


Fig. 46: Average entry marks for 2022 KCSE candidates by school category²

- Nationally, the average entry mark into secondary school for the KCSE class of 2022 was 275.
- The average entry marks differed across different categories of schools, ranging from 192 for special schools to 375 for national schools.

² The marks here represent entry marks for the top 25% and bottom 25% performers in the 2022 KCSE examinations only. It excludes the middle 50% cohort.



■ A classroom in a Girl's National School, Coast Region.

Table 12: Regression results of candidates' KCSE performance on school factors and entry scores

Factor		Coefficient	P-Value	[95% Conf. Interval]
KCSE Grade				
KCPE entry marks		0.03	0.000	0.03 0.03
Gender of the school (Ref: Mixed)				
	Boy	1.13	0.000	1.00 1.27
	Girl	0.56	0.000	0.39 0.73
School residence (Ref: Day & Boarding)				
	Day	-0.89	0.000	-1.06 -0.73
	Boarding	0.16	0.014	0.03 0.29
School category (Ref: Sub-county)				
	County	1.29	0.000	1.16 1.43
	Extra-county	1.37	0.000	1.23 1.51
	National	1.66	0.000	1.47 1.85
	Private	1.10	0.000	0.95 1.26
	Special	-0.86	0.000	-1.16 -0.55
Principal's Education Level (Ref: Bachelor's)				
	Msc and PhD	-0.29	0.000	-0.35 -0.22
Principal has management training (Ref: No)				
	Yes	0.50	0.000	0.43 0.58
Number of teachers trained in counselling				
		0.00	0.953	-0.01 0.01
School has a medical personnel (Ref: No)				
	Yes	0.38	0.000	0.30 0.45
Number of fully equipped First Aid kits				
		0.05	0.000	0.04 0.06
Source of water (Ref: Rain& River & others)				
	Piped & Borehole	0.85	0.000	0.77 0.94

A weighted Ordinary Least Squares (OLS) regression model was fitted on the data with the KCSE points scored by candidates in the 2022 national examinations from the selected schools as the dependent variable and a host of regressors as indicated in table 12. The results show that:

- One mark increase in the candidate's entry score is associated with only 0.03 points addition to the candidate's KCSE mean grade.
- For boys, attending a boy school is associated with scoring 1.13 points more in KCSE examinations than a fellow boy who attended a mixed school.
- For girls, attending a girl school is associated with scoring 0.56 points more in KCSE examinations than a fellow girl who attended a mixed school.
- Attending a Day school is associated with scoring 0.87 points less in KCSE examinations

than a fellow candidate who attended a Day and Boarding school.

- Attending a Boarding school is associated with scoring 0.16 points more in KCSE examinations than a fellow candidate who attended a Day and Boarding school.
- Attending a county school is associated with scoring 1.29 points more in KCSE examinations than a fellow candidate who attended a sub-county school.
- Attending an extra-county school is associated with scoring 1.37 points more in KCSE examinations than a fellow candidate who attended a sub-county school.
- Attending a national school is associated with scoring 1.66 points more in KCSE examinations than a fellow candidate who attended a sub-county school.



■ **LEFT:** Latrines in a Boarding School in Central Region and a makeshift bathroom in a Private Girls Boarding School, Nyanza Region.

- Attending a private school is associated with scoring 1.1 points more in KCSE examinations than a fellow candidate who attended a sub-county school.
- Attending a special school is associated with scoring 0.86 points less in KCSE examinations than a fellow candidate who attended a sub-county school.
- Attending a school with trained medical personnel is associated with scoring 0.38 more points in KCSE examinations than a fellow candidate who attended a school without trained medical personnel.
- Attending a school whose principal holds academic qualifications above a bachelor’s degree is associated with scoring 0.29 points less in KCSE examinations than a counterpart in a school where the principal holds a bachelor’s degree.
- Attending a school whose principal has attended management training in two years is associated with scoring 0.5 points more in KCSE examinations than a counterpart in a school where the principal has not attended management training.

- Attending a school whose main source of drinking water is piped source or borehole is associated with scoring 0.85 more points in KCSE examinations than a counterpart in a school whose main source of drinking water is other than pipe or borehole.



■ **Students going to fetch water from a natural water source at a Sub-County Mixed’ Boarding School, Eastern Region.**

Conclusions



Several conclusions can be drawn from the analysis in this report:

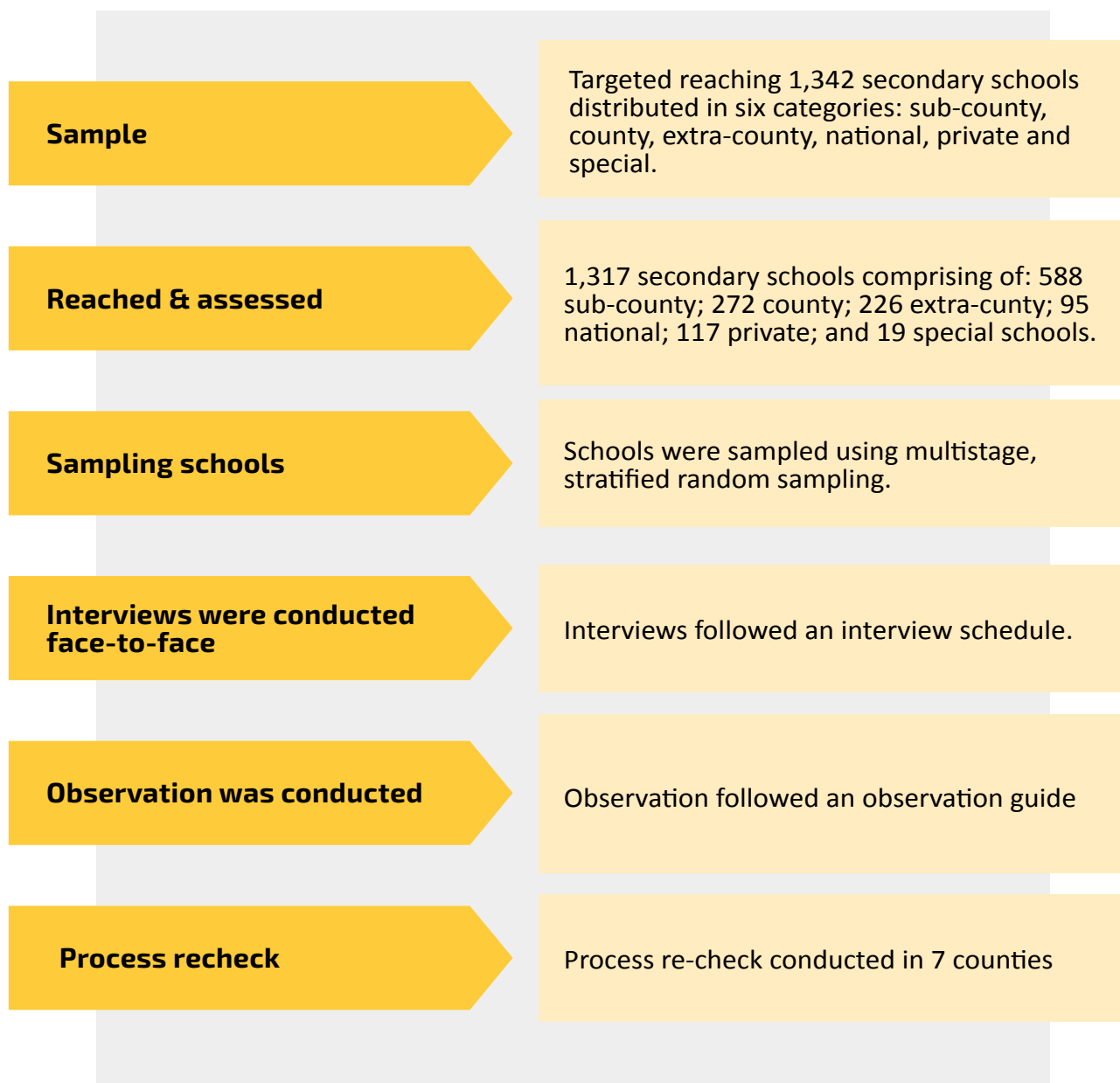
- At the secondary school level, public schools rule in terms of offering better chances to excel compared to private schools;
- The highest ranked schools in Kenya — national schools enjoy great privilege compared to the lowest ranked ones — sub-county schools both in staffing and funding;
- The category of school one attends impacts their performance in KCSE examinations more than their secondary school entry marks — sub-county schools offer the least opportunity to excel while the national schools offer the best opportunity to excel;

- For both girls and boys attending a single gender school offers better opportunity to excel than attending a mixed gender school;
- Women are under-represented in management of schools both as principals and boards of management chairs by a huge margin; and
- **The above facts combined with the paramount importance of the KCSE grade in career options and social standing, highlight the wide gap between what our secondary education offers to the majority of children, and that ideal of a just education, where the nation secures educationally for every child what a wise parent desires for his/her own children!**

Appendices

Appendix 1: Selecting the schools

The sampling frame was made up of all secondary schools in Kenya that presented candidates for the 2022 KCSE examinations. A nationally representative sample was obtained.



Contacts

Usawa Agenda,
22 School Lane, Westlands,
P.O. Box 2907-00606,
Nairobi.

Tel: +254 114 209 420

Email: info@usawaagenda.org

Website: www.usawaagenda.org

