

THE FLANA REPORT



Are ALL Our Children Learning?

Facts and figures for education transformation in Kenya and beyond!

1st Foundational Literacy and Numeracy Assessment Report | 2023



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Contents



Forward	iv
Acknowledgement.....	vi
Counties Map	viii
Introduction	1
Key Findings	3
Access to School.....	3
School Factors and Learning Environment.....	7
Teachers and School Managers.....	9
School Health and Safety Matters.....	13
ICTs in Schools.....	15
Parental Views on The Competency-Based Curriculum	15
Learning Outcomes	16
Inequalities and Their Traditional Markers.....	27
Appendices.....	30
Appendix 1: Selecting Counties, Villages and Households.....	30
Appendix 2: Testing Tools and Processes	31
Assessing English – Reading and Comprehension.....	32
Numeracy Assessment.....	33
Appendix 3: Sampling.....	34
Appendix 4: Distribution of Enumeration Areas by County and Location	34
Appendix 5: Partners who led the assessment exercise across the country.....	35



Counting down the watershed decade for education

By Emmanuel Manyasa

The FLANA 2023 report comes at a pivotal moment in the education sector in Kenya, across Africa and globally. The report is the second by Usawa Agenda since we began to count down the last decade of two important national and global education aspirations, with barely six years left to go for both. The world is counting down the last decade of the global agenda 2030 whose educational aspiration as articulated in the SDG 4 is to: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for **all**.¹” Kenya is, besides SDG 4, also counting down the last decade of the grand national Vision 2030, in which education is considered one of the main enablers of

national development. The overall educational goal of Vision 2030 is: offer Kenyans a globally competitive, quality and relevant education and training. In Africa, the continent’s highest political organ, the African Union, has designated the year 2024 as the year of education with the theme: “*Educate an African fit for the 21st Century: Building resilient education systems for increased access to inclusive, lifelong, quality, and relevant learning in Africa.*”

Globally, the report comes at a time of intense discussions around the SDG 4 indicator 4.1.1a and the ability of the countries in the global south to avail the required data to sustain it as a tier one indicator. This conversation is hugely consequential for advancement of education in this region. In Kenya, the country is grappling with a transition to the competency-based

1 *Emphasis added*

curriculum (CBC)—a process that is replete with challenges, owing mostly to ill-preparation for the transition. This report also comes out as the country is grappling with a challenging transition of the first two cohorts of the CBC learners through junior school and preparation for the pioneer group’s transition to senior school at the end of 2025. The implementation of the new curriculum has continued to elicit heated debate, which has moved from questions about its technical viability to availability of the requisite resources and general quality of its implementation, which many argue, could jeopardise its success.

This report presents the findings of the second independent assessment of learning in the country after the outbreak of COVID-19 that forced the country to shut schools for 9 months. The report thus highlights a number of things that could help advance three discourses: It offers insights into the learning achievement in the new (CBC) era, to help shift the focus of the debate around the new curriculum to the issues reflected in the goal of the ongoing curriculum

reforms. It similarly offers us the opportunity to reflect on the road towards achievement of SDG 4, which Kenya is a subscriber to. Importantly, it seeks to fill in any data gaps that exist in what the country requires for SDG reporting and offers a peek into what the future (post-2030) global education development agenda could look like, by highlighting the need to look beyond inclusion, to justice.

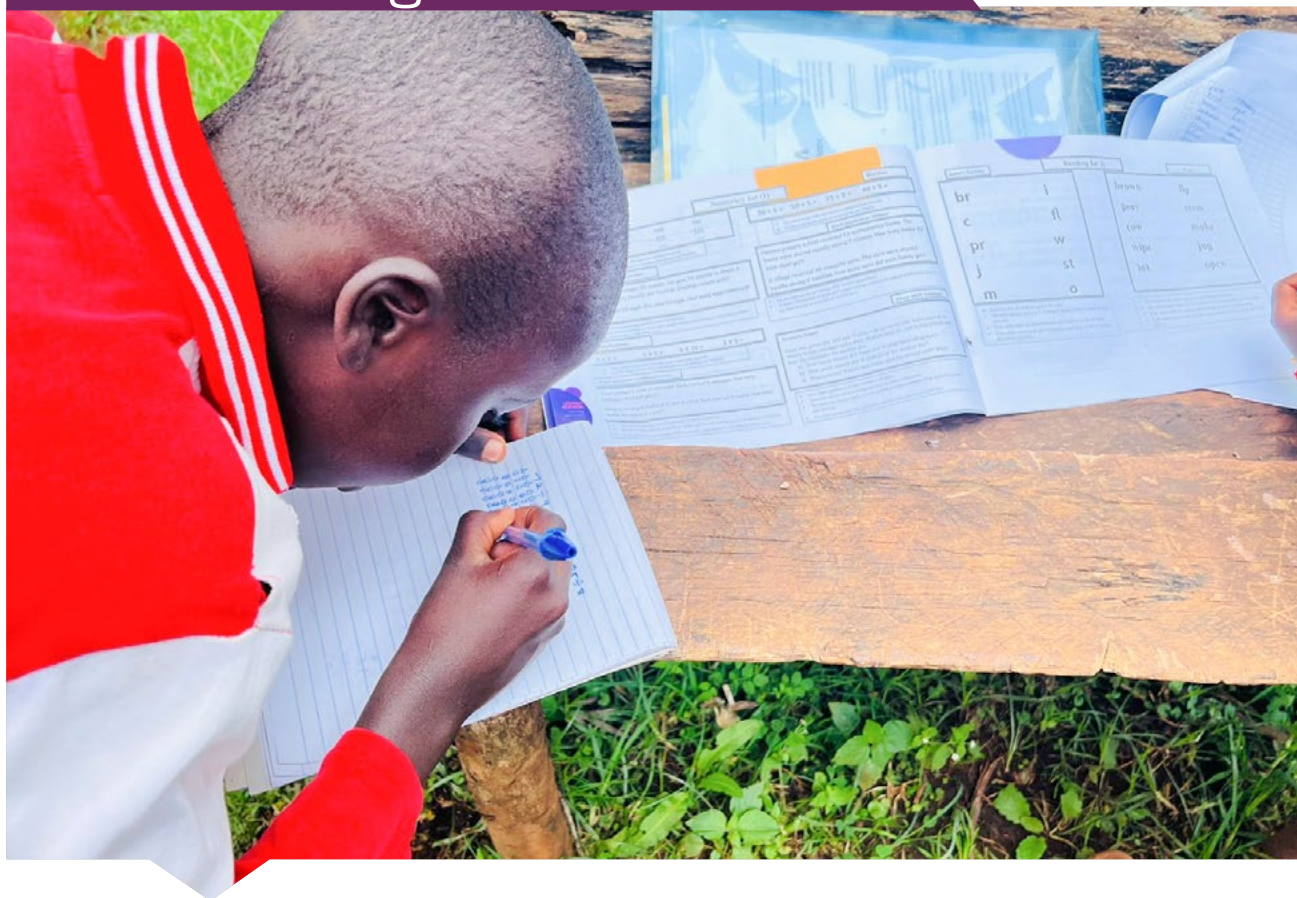
It is my expectation that everyone who reads this report, whether through the lenses of the national goals of education, or the global vision of an equitable quality education for ALL, will find it worth of dispassionate engagement with. The data upon which this report is based will also be shared once we have gone through the rigorous process of ensuring that such sharing is done in ways that comply with the data protection laws of Kenya. Once we share the data, we will encourage academics, graduate students and other researchers to mine it for non-profit causes, to generate further engagement and enhance its utility.



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 Kenya. 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, Darmi Jattani, Stephene Maende, Boaz Ochi, Cycus Barasa, Brenda Onyango, Esther Gad, David Lutta, Catherine Peter, Faith Atieno 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 51 County Partners** who gave their time to work with village elders and volunteers to ensure that we reached all the selected schools, villages and households.
- **The 54 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 2,220 volunteers and village coordinators** who walked from house to house and visited the many primary schools. You are Usawa's true heroes and heroines and your contribution to promoting education justice in Kenya is invaluable.
- **The over 2,000 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 38,600 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 39,000 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 1,800 primary school headteachers** who welcomed us into your schools to conduct the surveys, took time to answer many questions and walked us around your schools. You are the heroes of transforming education in Kenya.
- **The over 1,038,000 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 and the Kenya Institute of Curriculum Development for their support in developing and reviewing the tests. We appreciate support in sampling and access to Enumeration Area maps offered by the Kenya National Bureau of Statistics. We thank the Department of Family Health, Division of Adolescents and School Health at the Ministry of Health, represented by Dr. Beatrice Ochieng for support in developing the school health components of the survey tools. We

thank the National Commission for Science, Technology & Innovation (NACOSTI), for support in timely authorisation of the survey.

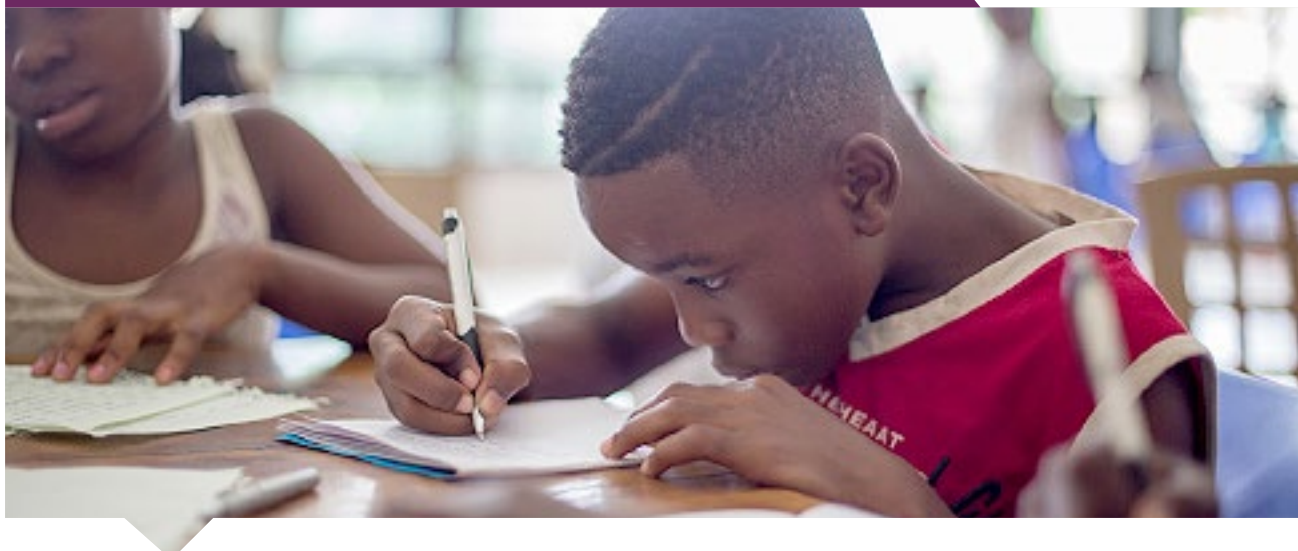
- We are indebted to the **47 County Commissioners** at whose offices we made our first stops in each of the counties, in some cases requiring security support to proceed with the assessment, and they all came through for us.
- We thank the **Kenya Primary School Heads Association, the Teachers' Service Commission** 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 realise it, but you are changing the world in profound ways!

Counties Map



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



This would be Uwezo’s 8th learning assessment report for Kenya. It is, however, the 1st Foundational Literacy and Numeracy Assessment (FLANA) Report. We have rebranded the report to highlight the fact that the scope of the assessment upon which it is based is limited to literacy and numeracy. The rebranding has been necessitated by the fact that new areas of foundational learning have emerged, including values and life skills, whose assessment is not covered in this report. This report, like its predecessors, confirms that the question we asked when we began in 2009 is still relevant: ***Are Our Children Learning?*** But it also affirms a more salient issue that we have surfaced over the years – inequity in access to quality education that is embedded in systemic injustices. This implies an undesirable pattern of who accesses and benefits from quality education, hence, the modification of the original question to: ***Are ALL Our Children Learning?***

This is the first time that we assessed children purely on the CBC curriculum. The findings reveal mixed fortunes in learning outcomes, with discernible gains in numeracy generally but also gains for girls and decline in literacy and stagnation for boys.

This report provides a realistic outlook of the status of schooling and learning in Kenya, in the wake of sustained pursuit of legal, policy and institutional reforms in education since 2010 following the promulgation of the Constitution that brought the following structural changes:

- 1) Basic education became a constitutional right through the provisions of Article 53(1);
- 2) The provision of education became a shared function between the National and County governments (IV Schedule of the Constitution),

3) The Teachers’ Service Commission (TSC) was established as an independent Constitutional Commission with the mandate of among other things to:

- Ensure that teachers comply with the teaching standards prescribed by the Commission;
- Manage the payroll of teachers in its employment;
- Facilitate career progression and professional development for teachers in the teaching service including the appointment of headteachers and principals; and
- Monitor the conduct and performance of teachers in the teaching service.

Since then, the country has pursued policy, legal and institutional reforms to comply with the Constitutional requirements to provide free and compulsory basic education, which is defined in the Basic Education Act 2013 as “12 uninterrupted years of continued learning”. These reforms climaxed in the roll out in 2019 of the competency-based curriculum. The curriculum praised widely by many stakeholders was seen as the panacea to addressing quality concerns.

Our evidence (the first on the scene) from 2009 had revealed a sharp contrast between the education inputs and the learning outcomes; that indeed children were in school, but were not learning. A significant number of those completing primary education were unable to read or perform basic literacy and numeracy tasks. For six years, Uwezo² conducted citizen-led assessments using simple but rigorous tools in reading and community volunteers at the households to ensure coverage of the out of school children.

² The precursor of Usawa Agenda

This was continued in 2021 by Usawa Agenda after a five-year hiatus.

The findings of the assessments revealed that learning outcomes were not only low, but were also inequitably distributed. The shades of inequality glared in the lens of disability, geographical placement pitting rural to urban areas, gender, low against the high income households, the dichotomy of private versus public primary schools and variations across the counties. Indeed, the picture of inequality in learning outcomes could perhaps be considered as one of the greatest unintended challenges to universalising basic education.

Key findings in the 2021 learning assessment report

In 2021, Usawa Agenda released the 7th learning assessment report. The report presented the following 5 facts about learning and education in Kenya:

1. Only 2 in 5 grade 4 learners are at least meeting expectations in reading a grade 3 appropriate English text.
2. Grade 4 children born to mothers with tertiary education are 80% and 62% more likely to meet or exceed expectations in reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem respectively than those born to mothers with utmost primary education.
3. 1 in 5 girls with disability dropped out of school due Covid-19 enforced schools' closure.
4. Teacher/classroom ratio is the most significant school-level factor that contributes positively to the school's mean score in national examinations.
5. 3 in 10 children of pre-school age are out of school and 3 in 10 children enrolled in ECDE are overage.

Since 2021, the Ministry of Education has among other reforms implemented the following:

- 1) Accelerated the transition to CBC; and
- 2) Through KICD and in partnership with other organisations, developed a parental engagement and empowerment model that is currently in trial stages.

The Office of the President on its part, set up the Presidential Working Party on Education Reforms to streamline the education sector. Its findings have elicited widespread debate and efforts to translate some of its recommendations into laws and policies for implementation are ongoing.

We went back in June/July 2023 to all the 47 counties in the country. 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 country, 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.

The 2023 FLANA assessment ([tools](#)) focused on the ability of children to read and comprehend English and complete basic numeracy tasks, set at grade 3 level. This report, presents learning outcomes of all assessed children, learners in grade 4 who were expected to have completed the grade 3 level work by the time of the assessment, as well as grade six and class eight, who were completing primary education (albeit in different systems). The report further highlights both home and school factors that influence learning, and underscores observable inequalities as well as reckons with the underlying drivers of the observed learning outcomes and their distribution.

KEY FACTS ON LEARNING IN THE CBC-ERA KENYA IN 2023

FACT ONE: 1 in 5 children of school age in households headed by adults without formal education are out of school.

FACT TWO: 2 in 10 class 8 learners and **3 in 10 grade 6 learners** could not meet expectations in reading a grade 3 appropriate English text.

FACT THREE: 2 in 5 grade 4 learners are at least meeting expectations in reading a grade 3 appropriate English text.

FACT FOUR: The gap between the likelihood to achieve better learning outcomes when attending a private primary school and a public primary school is widening in favour of private schools.

FACT FIVE: Women teach in our public primary schools, but men manage them: **6 in 10 teachers** are women; **3 in 10 headteachers** are women; and **1 in 10 Boards of management (BOM)** chairs are women.

Key Findings



Access to School

For children to learn, first they need to be in school. Concerted efforts have been mounted in the past that got us to the point where in 2021, after COVID-19 enforced school closures, only 7.5% of school-aged children were out of school. This number has increased in 2023 to 8.5. This section presents an analysis of access to school and the factors behind the observed rates.

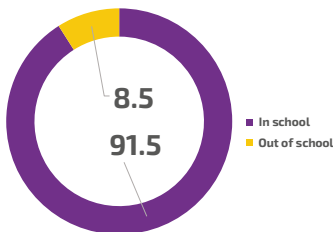


Fig. 1: School enrolment rate

- 9 in 10 children aged 4 to 15 years are enrolled in school.

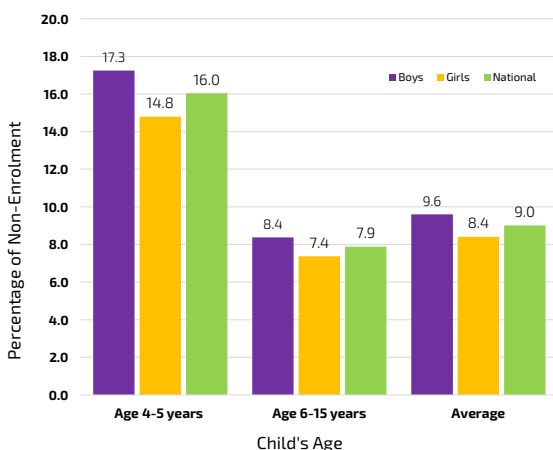


Fig. 2: Out of school children by age and gender

- 16 in 100 children of pre-school age are out of school.
- 8 in 100 children of primary school age are out of school.
- On average, 9 in 100 children of school age are out of school.
- Generally, more boys of school going age are out of school than girls.

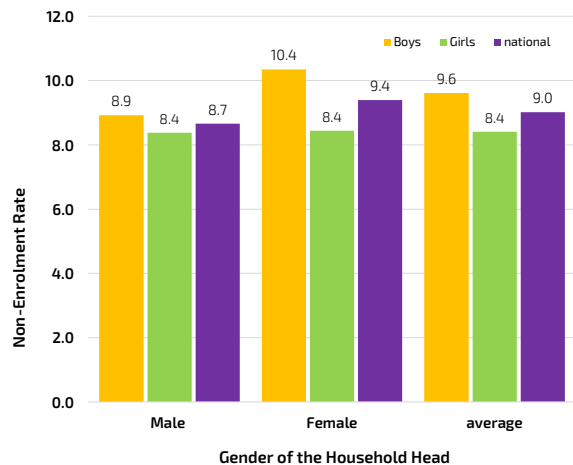


Fig. 3: School-aged children out of school by gender of the household head and the child

- Children of school-age in female-headed households are 0.7% more likely to be out of school than their counterparts in male-headed households.
- Boys of school-age are 0.6% more likely to be out of school than girls.

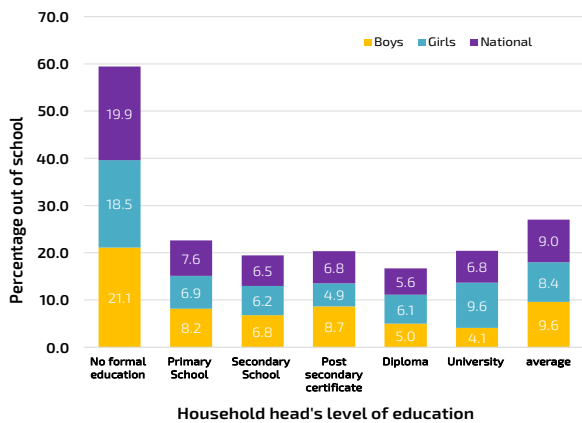


Fig. 4: School-aged children out of school by the education level and the gender of the household head and the child

- 1 in 5 children of school-age in households headed by adults without formal education is out of school—more than double the national average.
- Generally, there are more boys than girls out of school except in households headed by

university graduates, where the percentage of girls out of school is more than double that of boys.

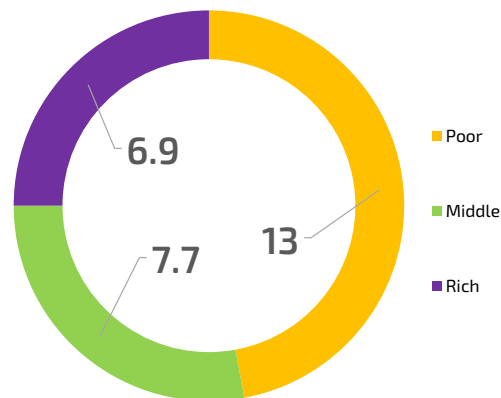


Fig. 5: Percentage distribution of out of school children by household wealth

- A school-aged child in a poor household is twice as likely out of school as his/her counterpart in a rich household.

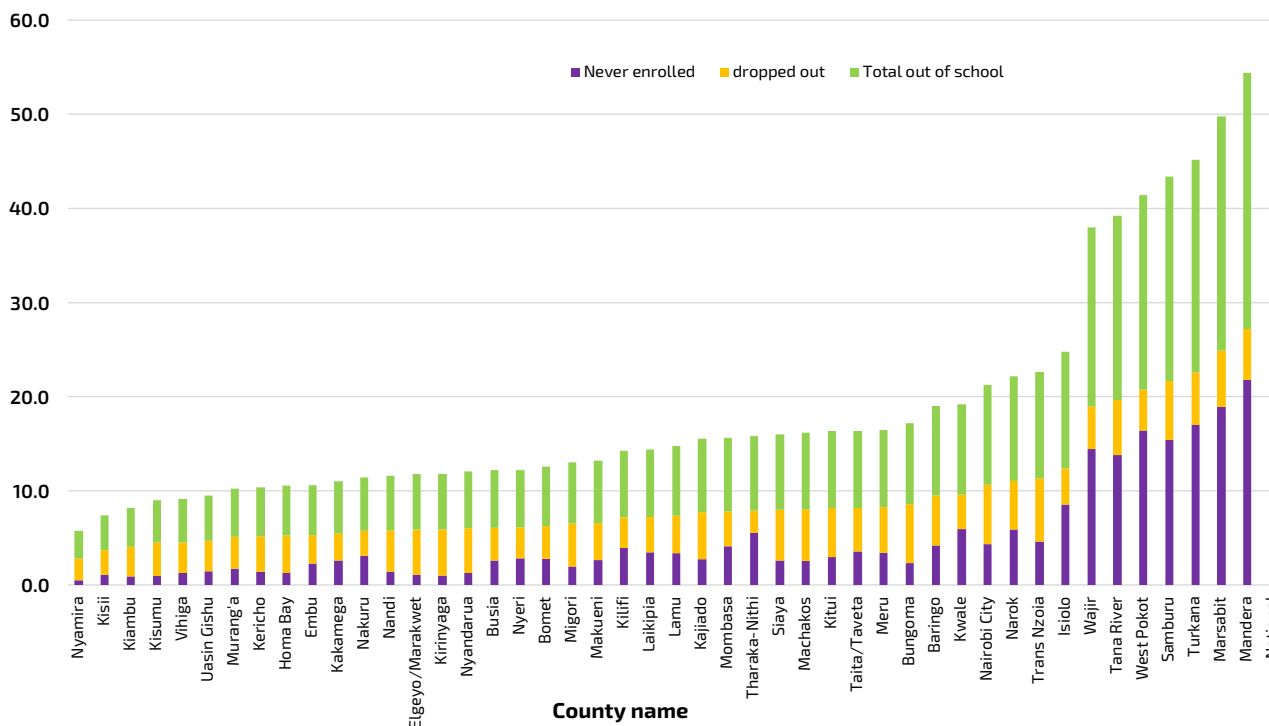


Fig. 6: Distribution of out of school children by county and enrolment status

- Mandera County has the highest percentage of 4 to 15-year-old children out of school at thrice the national average of 9 in 100 children being out of school.
- A 4 to 15-year-old child in Mandera County is nearly 10 times more likely to be out of school

than a child of similar age group in Nyamira County.

- 7 counties with the highest percentage of children out of school are all from the Arid and Semi-arid lands (ASALs) areas.
- The same 7 counties have the highest percentages of children who have never enrolled in school.

Fig. 7: Distribution of out of school children by county and gender

- 11 of the 46 counties ranked have a higher percentage of girls out of school than boys: Baringo, Elgeyo Marakwet, Kajiado, Kisii, Nyamira, Kericho, Samburu, Mandera, Meru, Taita Taveta and Vihiga.
- 14 of the 46 counties ranked have a higher percentage of children out of school than the national average.
- 1 in 10 boys of school-age are out of school.
- 8 in 100 girls of school age are out of school.

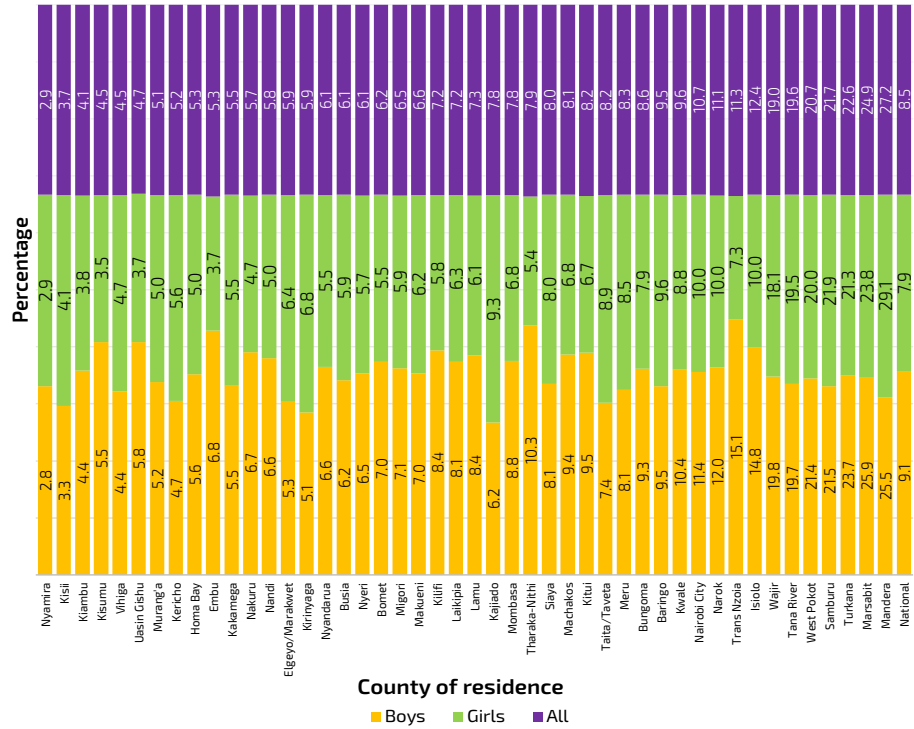
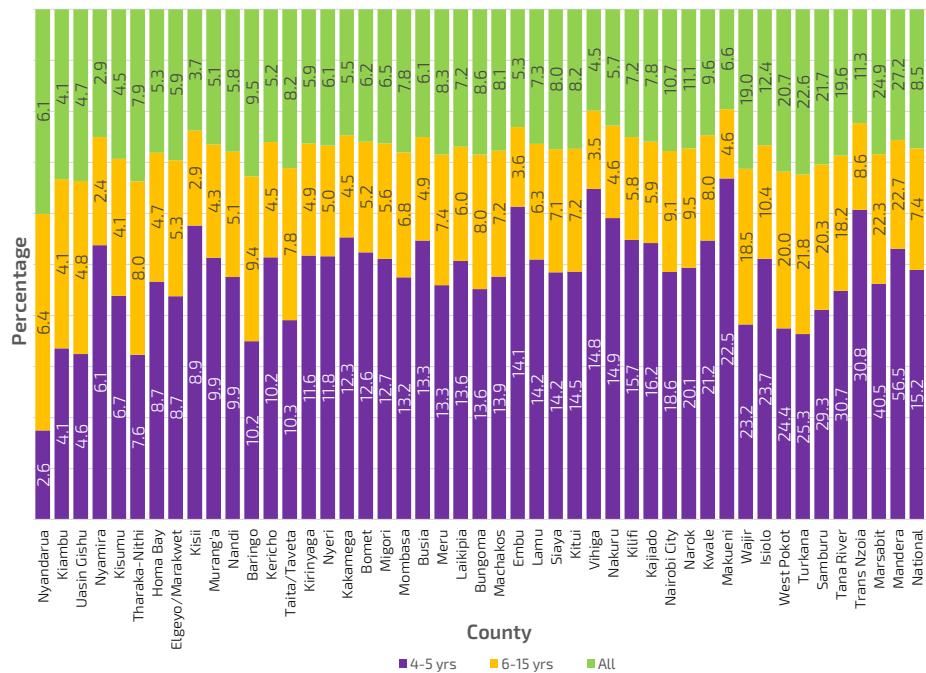


Fig. 8: Distribution of out of school children by county and age

- 15 in 100 children aged 4-5 years are out of school.
- 7 in 100 children aged 6-15 years are out of school.
- 6 in 10 children aged 4-5 years in Mandera County are out of school—a 4-5-year-old child in Mandera is more than 20 times likely to be out of school compared to his/her counterpart in Nyandarua County.
- A 4-15-year-old child in Mandera County is 10 times as likely to be out of school as her/his counterpart in Nyamira County.
- A 4-15-year-old child in Trans Nzoia County is more than 10 times as likely to be out of school as her/his counterpart in Nyandarua County.
- A 4-15-year-old child in Nairobi City County is more than three times as likely to be out of school as her/his counterpart in Kisumu City County.



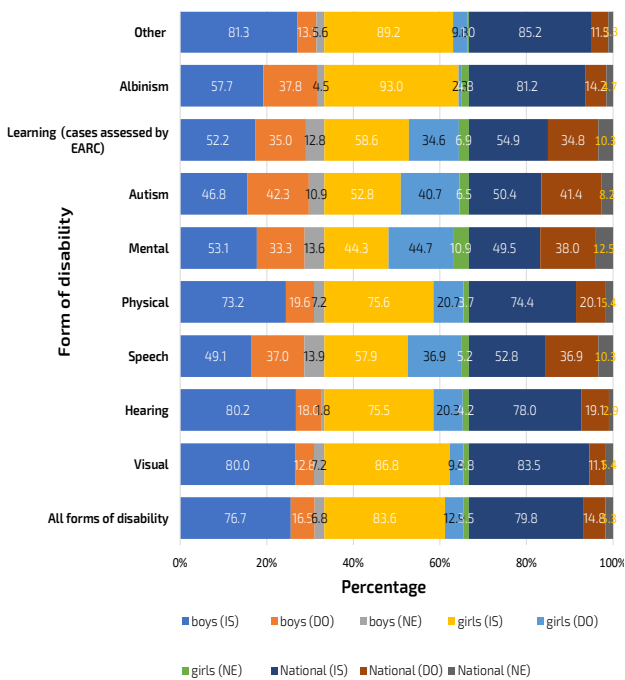
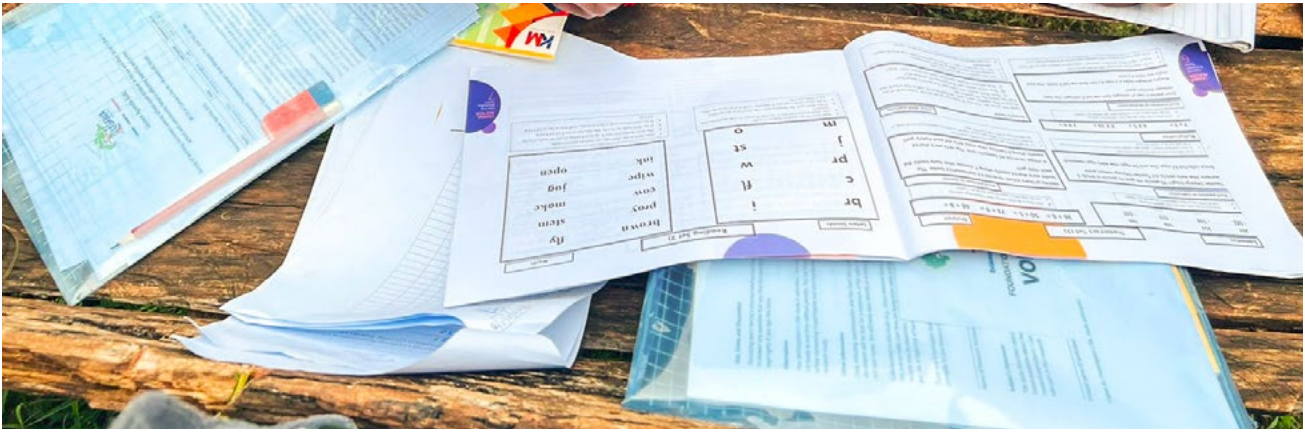


Fig. 9: Schooling status of children with disabilities by gender and form of disability

NOTE: IS = in school; DO = dropped out; and NE = never enrolled.

- 2 in 10 children with any form of disability are out of school.
- 15 in 100 children with any form of disability dropped out of school.
- 5 in 100 children with any form of disability never enrolled in school.
- Children with autism are more likely to drop out of school than any other form of disability.
- Children with mental health challenges are the most likely to never enrol in school.
- Girls with mental health challenges are the most likely to drop out of school than boys.
- Boys with albinism are more likely to drop out of school than girls.

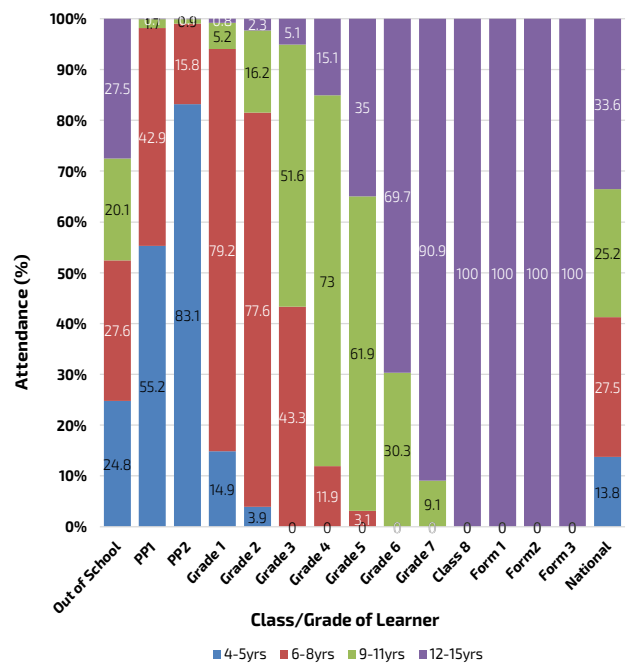


Fig. 10: Schooling status of children aged 4-15 years reached by grade/class and age

- 3 in 10 children of pre-school age are out of school.
- 4 in 10 children attending pre-primary 1 are overage.
- 2 in 100 children attending pre-primary 1 are 9 years or older.
- 2 in 10 children attending pre-primary 2 are overage.
- 5 in 100 children attending grade 1 are 12 years or older.
- 2 in 100 children in grade 2 are 12 years or older.
- 4 in 100 children in grade 2 are 5 years or younger.

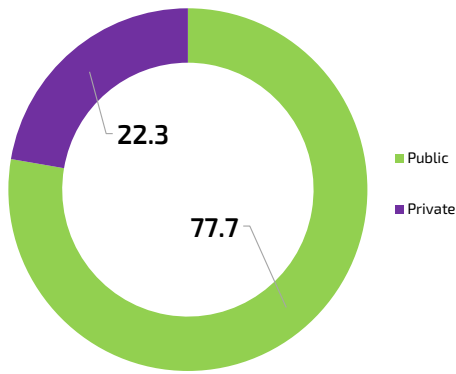


Fig. 11: Percentage distribution of learners by type of school enrolled in

- 2 in 10 children in Kenya are enrolled in a private primary school or private ECDE Centre.

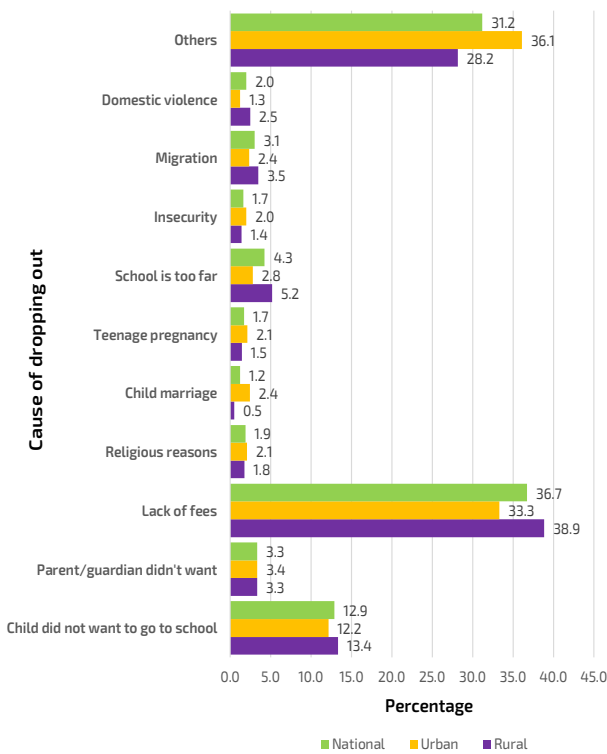


Fig. 12: Percentage distribution of children who dropped out of school by their main reason of dropping out

- 4 in 10 children who dropped out of school did so due to lack of fees.
- 13 in 100 children who dropped out of school did so out of their own desire not to continue with school.
- 4 in 100 children who dropped out of school did so because the school was too far.
- 5 in 100 children who dropped out of school in rural areas did so because the school was too far.

- 3 in 100 children who dropped out of school in urban areas did so because the school was too far.
- 3 in 100 children who dropped out of school did so because the parent/guardian didn't want them to go to school.
- 3 in 10 children who dropped out of school did so because of undisclosed reasons.

School Factors and Learning Environment

A variety of school-level factors affect learning outcomes. In this survey, we visited primary schools both private and public and assessed a range of factors about them including leadership, staffing, learner population, sanitation facilities among others. This section presents highlights from the findings.

Table 1: Percentage of schools reporting the following Learning conditions by school type and location

Incident	School Type		School location		National
	Public	Private	Rural	Urban	
Schools with at least one incident of children learning in the open	7.0	2.5	7.9	4.4	6.4
Schools with at least one incident of a shared classroom	9.7	6.0	10.9	6.8	9.2
Schools with at least one incident of children sitting on the floor	10.3	2.9	10.5	7.7	9.3
Schools with an administration building/ block	76.6	86.5	71.3	87.1	77.9
Schools with a playing field for children in school	81.1	69.7	82.0	76.1	79.6
Schools with a library	21.8	36.2	18.9	30.5	23.8
Schools with a library linked to online resources	4.8	18.1	3.3	11.2	6.6
Schools fully fenced	66.9	88.7	-	-	69.7
Schools partially fenced	18.9	6.9	-	-	17.3

- 2 in 10 schools have libraries nationally.
- 4 in 10 private and 2 in 10 public schools have libraries.

- 1 in 10 public and 3 in 100 private schools had at least one incident of children sitting on the floor.
- Private schools generally have better facilities than public schools.
- Urban schools generally have better facilities than rural schools.
- 7 in 10 public and 9 in 10 private schools are fully fenced.
- 2 in 10 public and 7 in 10 private schools are partially fenced.
- 14 in 100 public and 5 in 100 private schools are not fenced.

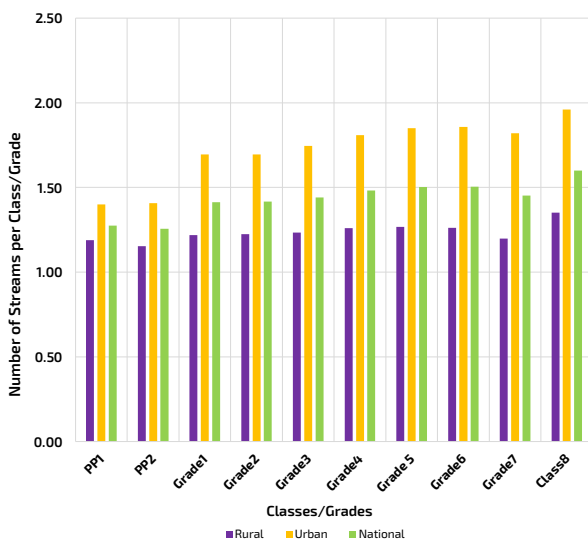


Fig. 13: Average number of streams per class/grade by school location

- Both rural and urban schools have almost constant number of streams across all the grades/class, which may indicate high retention rate.
- Urban schools have more streams than their rural counterparts at all levels.

Table 2: Average class sizes by school type

Type of school	Public	Private	National
PP1	45	31	43
PP2	43	33	42
Grade1	59	38	56
Grade2	63	33	59
Grade3	67	31	62
Grade4	73	30	67
Grade5	74	27	68
Grade6	74	26	67
Grade7	76	18	68
Class8	78	26	71

- Class sizes are consistently smaller in private schools compared to public schools.
- An average grade 7 class in a private school has less than a third of the number of learners in a grade 7 class in a public school.

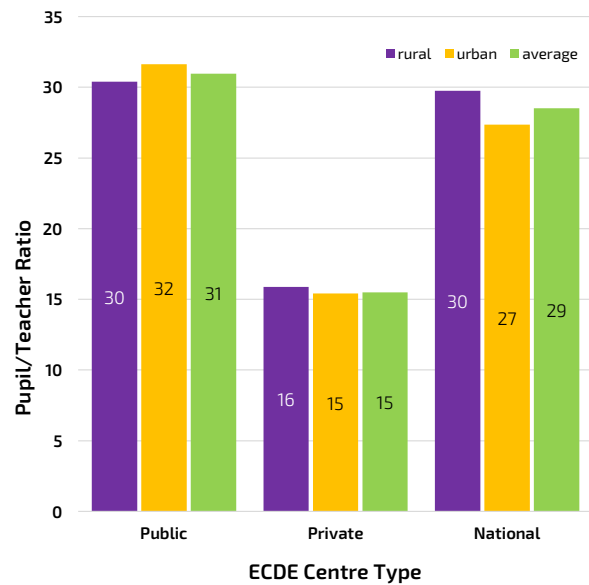


Fig. 14: Pupil to teacher ratio by type of ECDE centre and location

- Public ECDE centres have twice the pupil/teacher ratio of the private ECDE centres.
- On average, one ECDE teacher handles 29 learners.
- One public ECDE teacher handles 31 learners while one private ECDE teacher handles 15 learners.

Table 3: Frequently mentioned challenges that schools face in delivering quality education to learners with Special Needs

Factor	Percentage
High cost of learning materials	18.4
Inadequate funding from government	15.7
Parents reluctant to contribute to meet the full cost	9.0
Inadequate infrastructure	10.8
Lack of specialised personnel	23.8
Others	22.4

- 2 in 10 headteachers cited lack of specialised personnel as their biggest challenge in delivering quality education to learners with Special Needs.
- 1 in 10 headteachers cited inadequate infrastructure as their biggest challenge in delivering quality education to learners with Special Needs.

- 2 in 10 headteachers cited high cost of learning materials as their biggest challenge in delivering quality education to learners with Special Needs.
- 16 in 100 headteachers cited inadequate funding by the government as their biggest challenge in delivering quality education to learners with Special Needs.

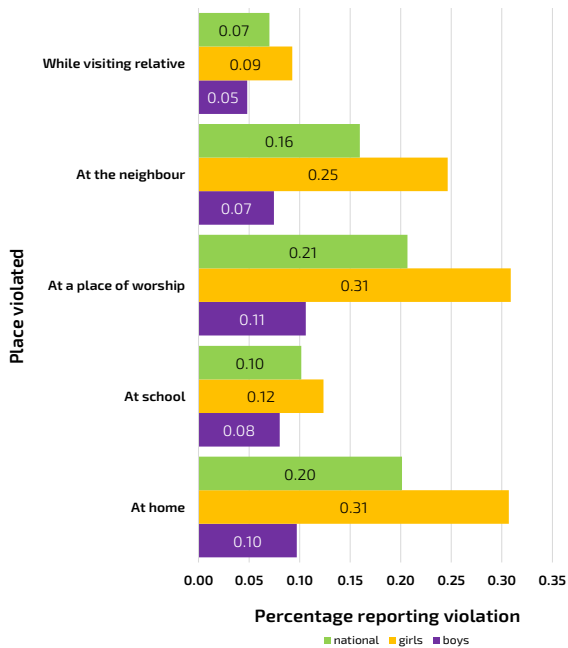


Fig. 15: Percentage of children reporting sexual violation by gender and place of violation

- 3 in 1,000 girls and 1 in 1,000 boys reported to have been sexually violated at home.
- 3 in 1,000 girls and 1 in 1,000 boys reported to have been sexually violated at a place of worship.
- 3 in 1,000 girls and 1 in 10,000 boys reported to have been sexually violated at a neighbour's place.

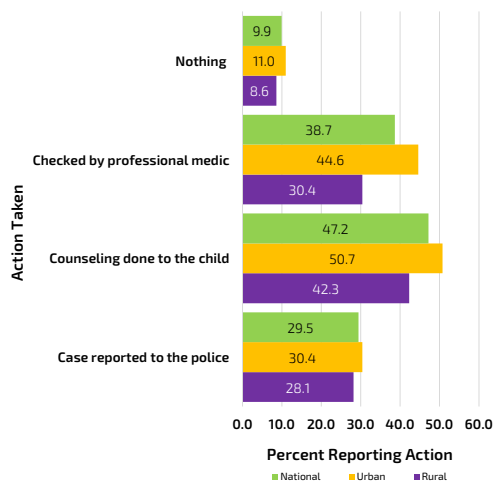


Fig. 16: Percentage times action was taken upon receiving reports of a child's sex violation

- 3 in 10 times a case of a child's sexual violation was received, it was reported to the police.
- 5 in 10 times a case of a child's sexual violation was received, the child was counselled.
- 4 in 10 times a case of a child's sexual violation was received, the child was checked by a medical professional.
- 1 in 10 times a case of a child's sexual violation was received, nothing was done.

Teachers and School Managers

The numbers, competency and motivation of teachers and school managers are critical factors for the performance of schools in national examinations and for the learning of the children who attend those schools. This section presents an analysis of these factors.

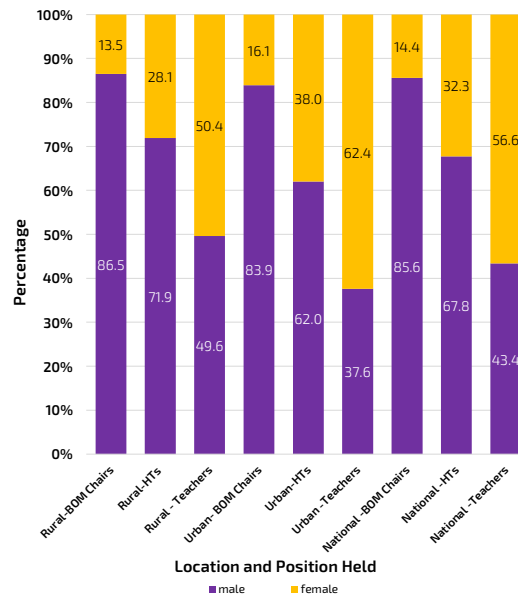


Fig. 17: Distribution of teachers, headteachers (HTs) and Boards of Management (BOM) chairs by gender

- **Women teach in the primary schools, but men manage the schools**
- 1 in 10 BOM chairpersons are women
- 3 in 10 school heads are women
- 6 in 10 teachers in the schools are women
- 2 in 10 BOM chairpersons in urban areas are women
- 4 in 10 school heads in urban areas are women

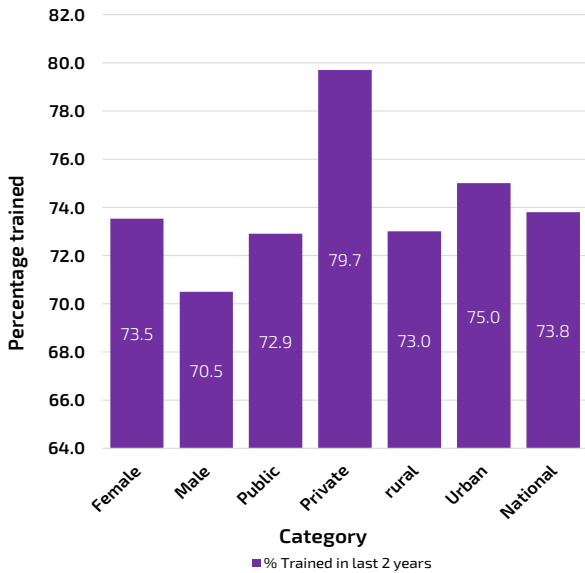


Fig. 18: Headteachers trained in management in the last 2 years by gender, school type & location

- 7 in 10 headteachers have been trained in management in the last 2 years.
- 8 in 10 headteachers of private schools have been trained in management in the last 2 years.
- There is insignificant gender difference in the percentage of male and female headteachers trained in management.

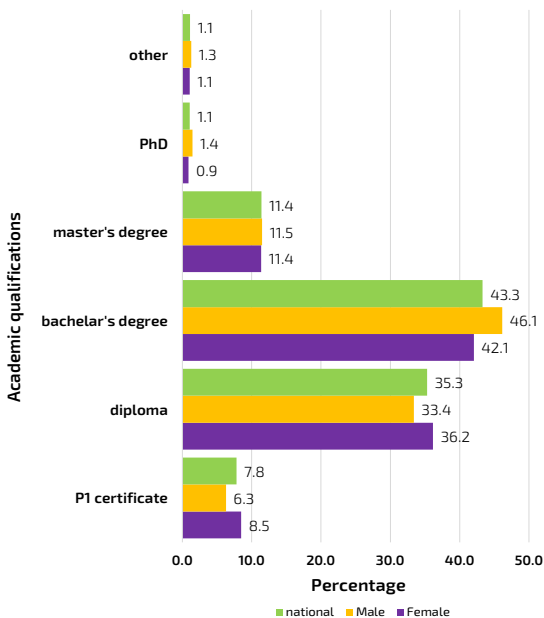


Fig. 19: Distribution of headteachers by gender and academic qualifications

- 4 in 10 headteachers hold a bachelor's degree.
- 5 in 10 male and 4 in 10 female headteachers hold a bachelor's degree.
- Only 8 in 100 headteachers hold a P1 certificate.

- 1 in 10 headteachers hold a master's degree.
- 1 in 100 headteachers hold a doctorate degree.

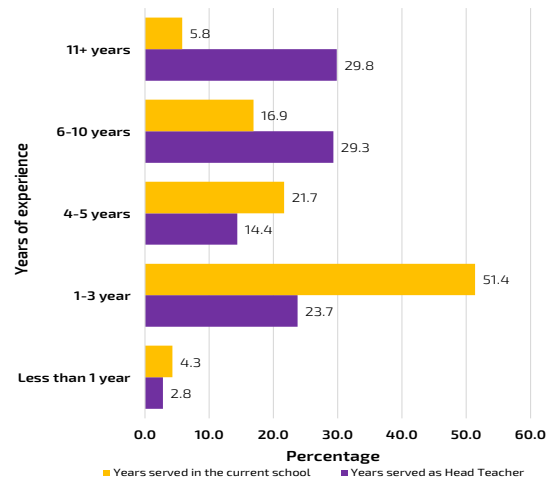


Fig. 20: Distribution of headteachers by years of experience as headteachers and serving their current school

- 5 in 10 headteachers have served for 1 – 3 years in their current school.
- 3 in 10 headteachers have served for 11 years and above in the position of headteacher.
- 2 in 10 headteachers have served for more than 5 years in their current school.

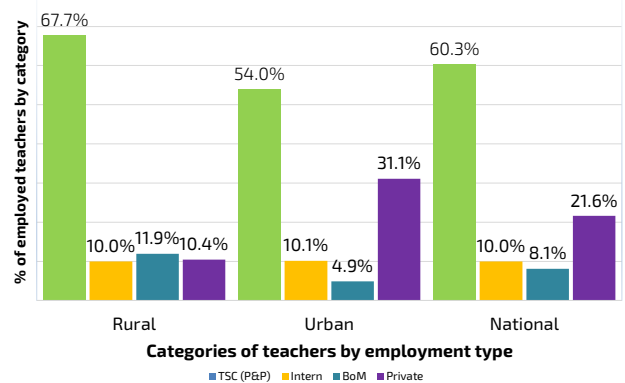


Fig. 21: Distribution of primary-school teachers by employment status

- 1 in 10 teachers in the primary schools are interns.
- 2 in 10 teachers in primary schools are employed by private schools.
- 8 in 100 teachers in primary schools are employed by parents through Boards of management (BOM).
- 6 in 10 teachers in schools are employed by TSC on permanent and pensionable terms.

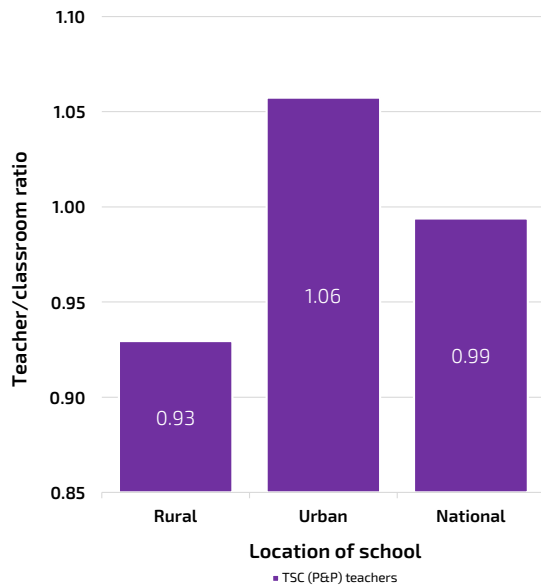


Fig. 22: Teachers/public classroom ratio by location of the school

- Rural public primary schools are generally understaffed with a Permanent and Pensionable (P&P) teacher to classroom ratio of 0.93 compared to the urban whose ratio is 1.06.
- Generally public schools have a teacher shortage with the national Permanent and Pensionable teacher to classroom ratio of 0.99.

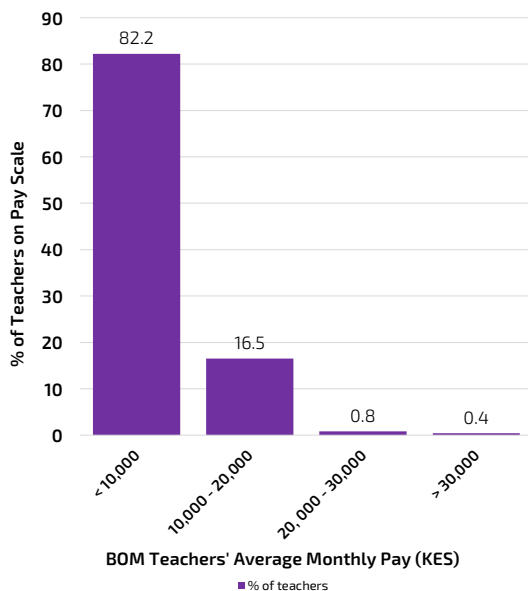


Fig. 23: Distribution of BOM teachers by average monthly pay

- 8 in 10 BOM teachers earn less than 10,000 Kenya shillings monthly.
- 2 in 10 BOM teachers earn between 10,000 and 20,000 Kenya shillings monthly.
- 1 in 100 BOM teachers earns between 20,000 and 30,000 Kenya shillings monthly.

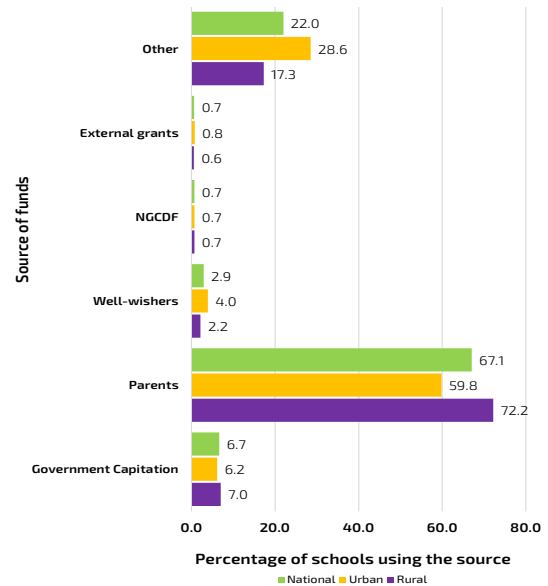


Fig. 24: Sources of funds paid to the BoM teachers in public schools by location

- 67 in 100 shillings paid to BOM teachers come from parents.
- 70 in 100 shillings paid to BOM teachers in rural areas come from parents.
- 60 in 100 shillings paid to BOM teachers in urban areas come from parents.
- 6.7 in 100 shillings paid to BOM teachers come from government capitation.
- 7 in 100 shillings paid to BOM teachers in rural areas come from government capitation.
- 6.2 in 100 shillings paid to BOM teachers in urban areas come from government capitation.



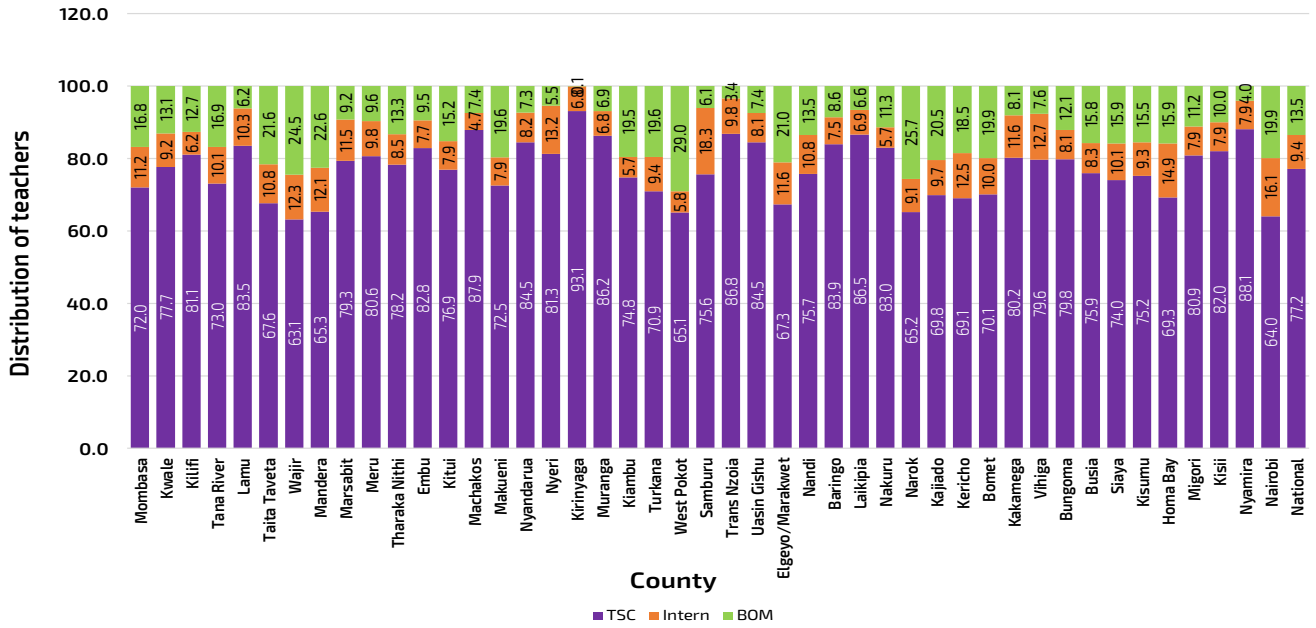


Fig. 25: Distribution of TSC (P&P), intern and all teachers by county

- 77 in 100 teachers in public schools are employed by the Teachers Service Commission (TSC) on Permanent and Pensionable (P&P) terms.
- 9 in 100 teachers in public schools are employed by the TSC on internship terms.
- 14 in 100 teachers in public schools are employed by the Boards of management on temporary terms.
- Kirinyaga County has the highest percentage of P&P teachers constituting 93 in 100 of their teachers.
- Wajir County has the lowest percentage of P&P teachers constituting 63 in 100 of their teachers.
- West Pokot County has the highest percentage of temporary teachers constituting 29 in 100 of their teachers.
- Kirinyaga County has the lowest percentage of temporary teachers constituting 1 in 100 of their teachers.

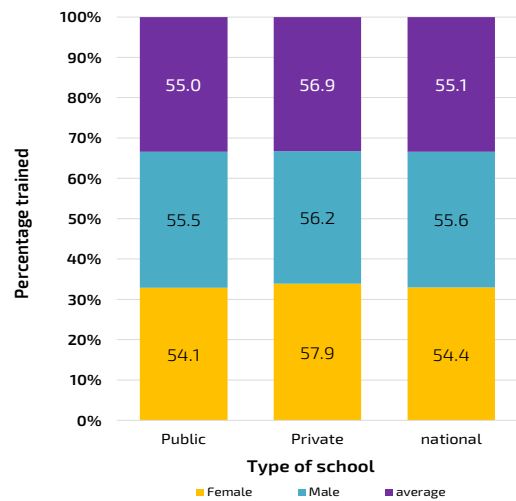


Fig. 26: Teachers who attended in-service training in the last 2 years by school type and gender

- 6 in 10 teachers attended in-service training in the last 2 years.
- The difference in attendance rates of in-service training between male and female as well as public and private school teachers in the last two years is negligible.

School Health and Safety Matters

School health and safety is critical for not just learning of children, but also for their safety which is of paramount importance. Standards have been set by the government and schools make effort to comply. This section highlights the gaps.

Table 4: Percentage of schools that provide the following health Services by location and school type

Service	Rural	Urban	Public	Private	National
Peer counselling services for teachers	59.3	63.4	61.1	60.4	61.0
Teacher-led peer counselling for learners	74.1	83.0	76.8	84.5	77.8
Guidance and counselling office	55.7	65.7	58.2	71.0	59.9
School Chaplain supporting Counselling	40.2	46.0	39.7	62.0	42.6
Sick bay/clinic	5.0	10.5	5.2	21.0	7.3
Medical personnel in school clinic	33.0	46.8	33.7	54.7	41.2
Staff trained on first aid	37.0	63.4	44.2	73.1	48.0
School linked to a health facility	60.8	65.3	62.8	61.7	62.7

- 6 in 10 schools have no personnel trained in first aid.
- 7 in 100 schools have a sick bay to attend to sick learners.
- 6 in 10 schools provide psychosocial support to teachers.
- 8 in 10 schools have teacher-led peer counselling services for learners.

Table 5: Percentage of schools that reported regular medical checks by school type

	Public	Private	National
Screening	20.1	31.6	21.6
Immunization	62.4	69.4	63.3
Health Promotion	56.9	65.9	58.1
Prevention measures	76.7	82.0	77.4
Assessment of learners using drugs	49.1	48.9	49.1
Keeps pupils' record on health conditions	60.9	72.4	62.4
Reporting of disease out-breaks	72.2	75.8	72.6

- 4 in 10 schools don't keep learners' health record.
- 2 in 10 schools conduct screening for common illnesses.
- 6 in 10 schools conduct immunisation exercises for their learners.
- Private schools generally did better than public schools maintaining high medical standards.

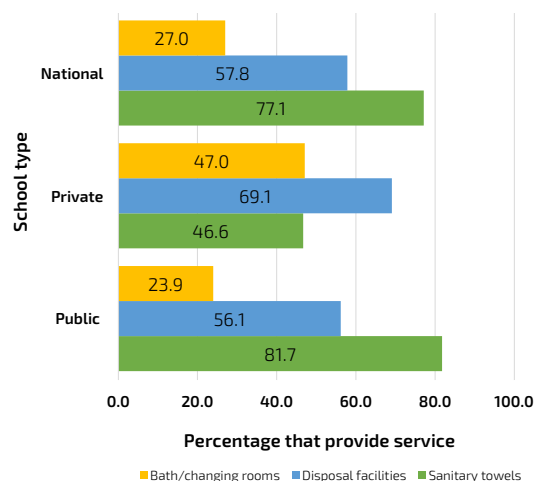


Fig. 27: Schools providing menstrual hygiene services by school type

- 8 in 10 public primary schools provide girls with sanitary towels.
- 5 in 10 private primary schools provide girls with sanitary towels.
- 6 in 10 public and 7 in 10 private primary schools provide girls with sanitary towels disposal facilities.
- Only 2 in 10 public and 5 in 10 private primary schools provide girls with bath/changing room facilities.
- Nationally, 8 in 10, 6 in 10 and 3 in 10 primary schools provide girls with sanitary towels, disposal facilities and bath/changing room facilities respectively.

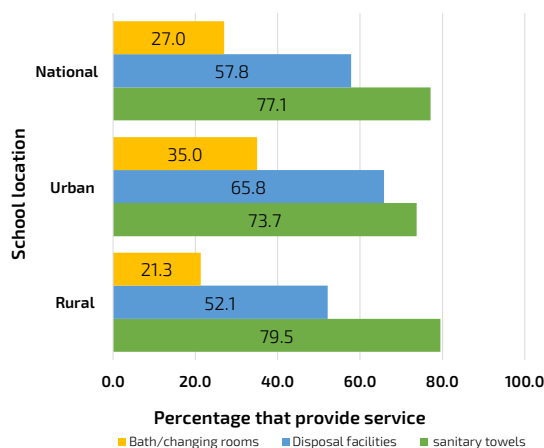


Fig. 28: Schools providing menstrual hygiene services by school location

- 8 in 10 rural primary schools provide girls with sanitary towels.
- 7 in 10 urban primary schools provide girls with sanitary towels.
- 5 in 10 rural and 7 in 10 urban primary schools provide girls with sanitary towels disposal facilities.
- Only 2 in 10 rural and 4 in 10 urban primary schools provide girls with bath/changing room facilities.

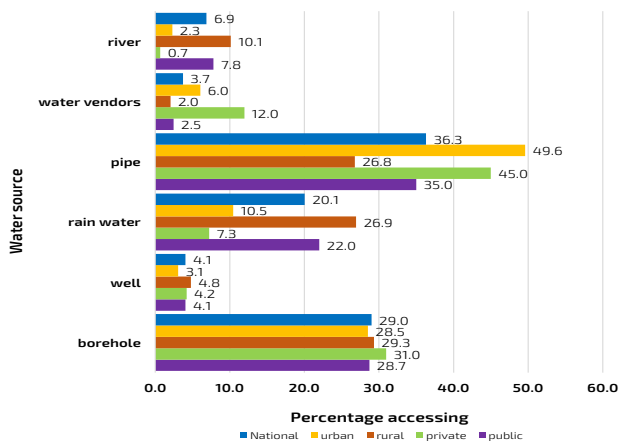


Fig. 29: Sources of drinking water by school type and location

- 2 in 5 schools have access to clean drinking water from the local water services body.
- 3 in 10 schools have access to relatively clean drinking water from borehole.
- 1 in 5 schools relies on rain water, while 4 in 100 rely on water vendors and wells.

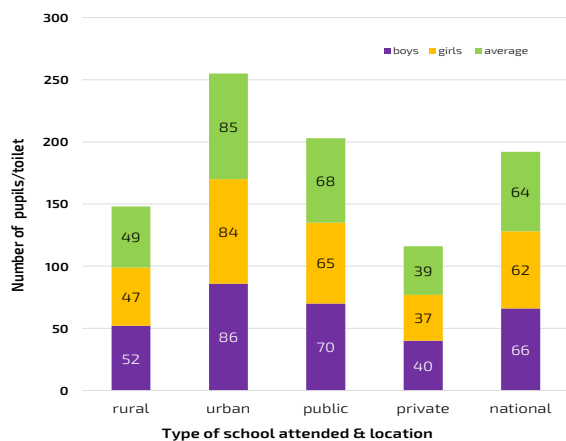


Fig. 30: Number of pupils using one toilet by gender, type of school attended and location

- Nationally, 1 toilet serves 64 learners.
- 1 boys' toilet serves 66 learners.
- 1 girls' toilet serves 62 learners.
- 52 boys in rural schools and 86 boys in urban schools use 1 toilet.

- 47 girls in rural schools and 84 girls in urban schools use 1 toilet.
- 70 boys in public schools and 40 boys in private schools use 1 toilet.
- 65 girls in public schools and 37 girls in private schools use 1 toilet.
- 68 learners in public schools and 39 learners in private schools use 1 toilet.

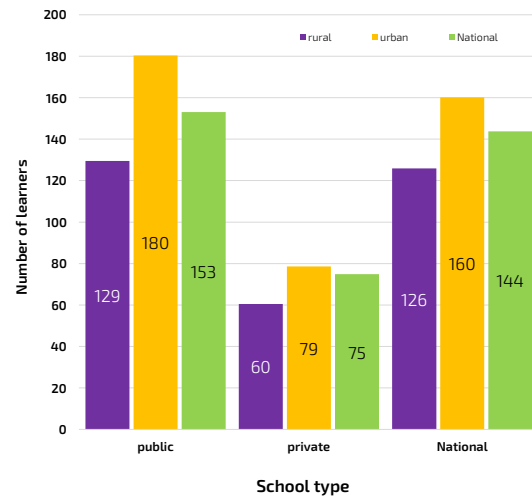


Fig. 31: Number of learners per one handwashing point by school type and location

- 144 learners use one handwashing point nationally
- 160 learners use one handwashing point in urban schools
- 126 learners use one handwashing point in rural schools
- 75 learners use one handwashing point in private schools
- 153 learners use one handwashing point in public schools



ICTs in Schools

Schools are yet to fully make use of ICT in learning. The hardware installation is still low across the country. The uptake of ICT in education is seen as diversifying the learning environment, increasing school experiences, liberalising learning and allowing teachers to adopt and adapt teaching practices that accelerate learning.

The government has been implementing the Digital Learning Program since 2013, supplying digital learning devices, setting up computer laboratories and training the teachers. The table below highlight the extent to which these efforts have borne fruit and the gaps that remain.

Table 6: Percentage of schools reporting possession of the following ICT resources by location

Resource	Location		National
	Rural	Urban	
ICT resources received from government	83.1	68.5	77.0
TV	15.5	30.9	22.0
Radio	29.7	28.3	29.1
LCD Projector	69.6	64.0	67.2
Mobile phone	9.2	13.7	11.1
VCS/DVD/Decks	67.0	75.4	70.5
Computers used by learners	61.2	65.6	63.3
Computer lab	21.7	37.7	29.2
Telephone line	8.2	21.7	13.8
School Internet	18.3	41.5	28.0
Percentage of schools connected to electricity or solar as main source of power	96.7	98.4	97.4

- 8 in 10 primary schools have received ICT resources from the government.
- 3 in 10 primary schools have computer labs.
- 6 in 10 primary schools have computers for learner's use.
- 2 in 10 rural primary schools and 4 in 10 urban primary schools are connected to the internet.
- 3 in 10 primary schools have radios.
- 97 in 100 primary schools are connected to either electricity or solar as their main source of power.

Table 7: Percentage of schools reporting possession of the following ICT resources by school type

Resource	School type		National
	Public	Private	
ICT resources received from government	87.4	8.2	77.0
TV	19.3	39.4	22.0
Radio	28.5	33.1	29.1
LCD Projector	73.3	27.6	67.2
Mobile phone	9.3	22.7	11.1
VCS/DVD/Decks	70.0	73.7	70.5
Computers used by learners	60.8	78.1	63.3
Computer lab	25.4	52.0	29.2
Telephone line	8.7	47.4	13.8
School Internet	24.2	53.0	28.0

- 9 in 10 public and 8 in 100 private primary schools have received ICT resources from the government.
- 3 in 10 public and 5 in 10 private primary schools have computer labs.
- 6 in 10 public and 8 in 10 private primary schools have computers for learner's use.
- 2 in 10 public and 5 in 10 private primary schools are connected to the internet.
- 3 in 10 primary schools have radios.

Parental Views on the Competency-Based Curriculum

Parents are the second most critical stakeholders in education after the children. Besides staking the futures and in some instances, the lives of their children intaking them to schools, they also directly bear over 38% of the cost of education. This section presents a summary of their views on the most important education policy in Kenya in the last four decades.

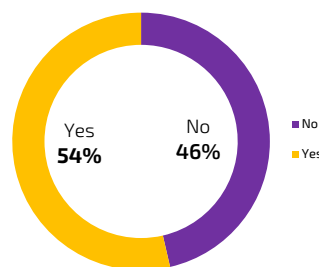


Fig. 32: Percentage of parents with children in both the old and new curriculum

- 5 in 10 parents surveyed had experience of having children in both the 8-4-4 system and the competency-based curriculum.

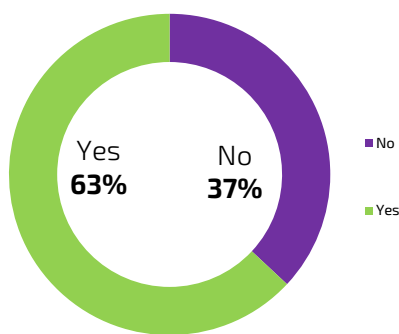


Fig. 33: Percentage of parents with children in the CBC

- 6 in 10 parents surveyed had children in the competency-based curriculum.

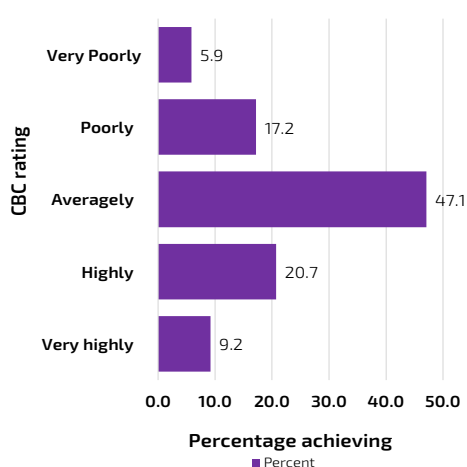


Fig. 34: Distribution of ratings of parents of the CBC

- 6 in 100 parents with children in the CBC rated the curriculum very poorly.
- 2 in 10 parents with children in the CBC rated the curriculum poorly.
- 5 in 10 parents with children in the CBC rated the curriculum averagely.
- 2 in 10 and 9 in 100 parents with children in the CBC rated the curriculum highly and very highly respectively.

Table 8: Parental views on the positives of CBC

Parents' Opinions	Percent
Constant parental involvement in child's learning activities	18.4
Good learning content	21.0
Many practical activities	39.1
Children seem to be enjoying it	8.2
Other specify	12.2

- 4 in 10 parents like CBC because it emphasises practical activities.
- 2 in 10 parents like the CBC content.

- 2 in 10 parents like the constant parental involvement.
- 8 in 100 parents like CBC because their children seem to be enjoying it.

Table 9: Parental opinions on the burdens in the CBC

Parents' Opinions	Percent
Constant parental involvement in child's learning activities	10.4
Too much learning content	6.9
High cost purchasing all the time	68.2
Too many practical activities	5.0
Children are burdened with home-work	3.1
It attempts to teach everything	1.0
Haphazard implementation	1.5
Other specify	3.9

- 7 in 10 parents don't like CBC because of the high cost of constant purchases of costly materials.
- 1 in 10 parents don't like CBC because of constant parental engagement.
- 7 in 100 parents hold that there is too much content in CBC.

Table 10: Parental views on how to make CBC better

Parents' Views	Percent
Lower the cost to parents	74.8
Reduce learning areas	5.3
Minimize homework given to children	4.2
Post enough teachers to schools	8.2
Communicate better with parents	3.3
Other specify	4.3

- 8 in 10 parents want the cost incurred by parents on purchasing learning materials lowered.
- 8 in 100 parents want the TSC to post enough teachers to schools.
- 5 in 100 parents want learning areas reduced.

Learning Outcomes

This section highlights findings of the learning assessment of all the children, those enrolled in grade 4, those completing primary (grade 6 and class 8) and those out of school. Distinction is made between girls and boys, those who dropped out of school and the never enrolled, those attending public and private schools, among other criteria.

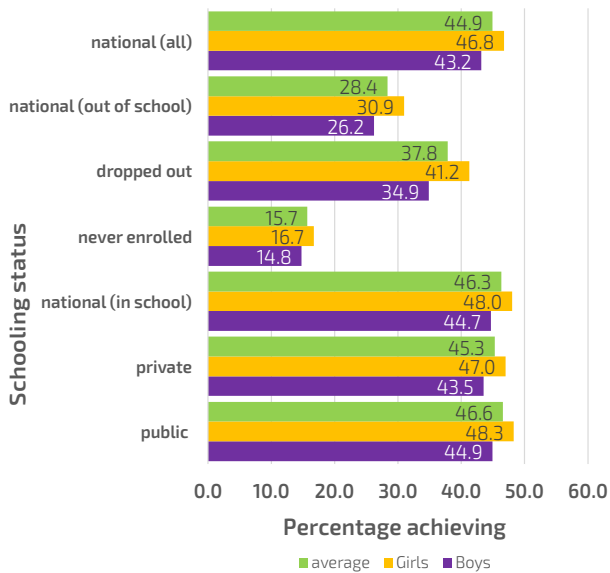


Fig. 35: Percentage of children who at least met expectations in reading a grade 3 appropriate English text by gender and schooling status

- 43 in 100 boys and 47 in 100 girls assessed at least met expectations in reading a grade 3 appropriate English text.
- Overall, 45 in 100 children assessed at least met expectations in reading a grade 3 appropriate English text.
- 26 in 100 out of school boys and 31 in 100 out of school girls at least met expectations in reading a grade 3 appropriate English text.
- 35 in 100 boys who had dropped out of school and 41 in 100 girls who had dropped out of school at least met expectations in reading a grade 3 appropriate English text.
- 15 in 100 boys who never enrolled in school and 17 in 100 girls who never enrolled in school at least met expectations in reading a grade 3 appropriate English text.
- 44 in 100 boys and 47 in 100 girls enrolled in private schools at least met expectations in reading a grade 3 appropriate English text.
- 45 in 100 boys and 48 in 100 girls enrolled in public schools at least met expectations in reading a grade 3 appropriate English text.
- 46 in 100 children enrolled in school and 28 in 100 out of school children at least met expectations in reading a grade 3 appropriate English text.

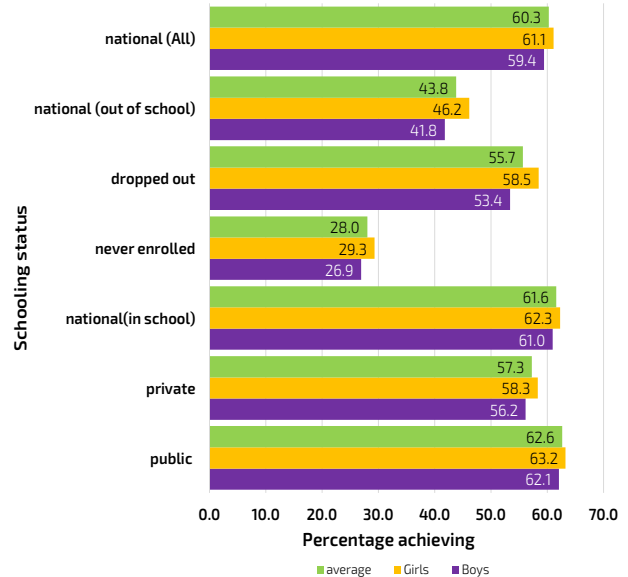


Fig. 36: Percentage of children who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and schooling status

- 59 in 100 boys and 61 in 100 girls assessed at least met expectations in solving a grade 3 appropriate numeracy problem.
- Overall, 60 in 100 children assessed at least met expectations in solving a grade 3 appropriate numeracy problem.
- 42 in 100 out of school boys and 46 in 100 out of school girls at least met expectations in solving a grade 3 appropriate numeracy problem.
- 53 in 100 boys who had dropped out of school and 59 in 100 girls who had dropped out of school at least met expectations in solving a grade 3 appropriate numeracy problem.
- 27 in 100 boys and 29 in 100 girls who never enrolled in school at least met expectations in solving a grade 3 appropriate numeracy problem.
- 56 in 100 boys and 58 in 100 girls enrolled in private schools at least met expectations in solving a grade 3 appropriate numeracy problem.
- 62 in 100 boys and 63 in 100 girls enrolled in public schools at least met expectations in solving a grade 3 appropriate numeracy problem.
- 62 in 100 children enrolled in school and 44 in 100 out of school children at least met expectations in solving a grade 3 appropriate numeracy problem.

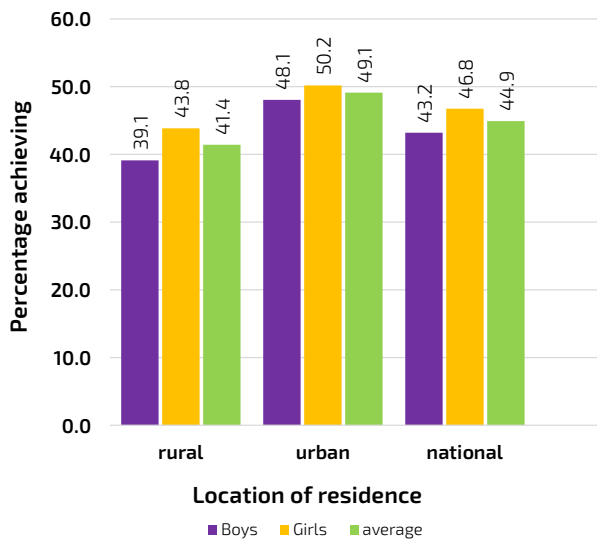


Fig. 37: Percentage of children who at least met expectations in reading a grade 3 appropriate English text by gender and location of residence

- 39 in 100 boys and 44 in 100 girls in rural areas at least met expectations in reading a grade 3 appropriate English text.
- 48 in 100 boys and 50 in 100 girls in urban areas at least met expectations in reading a grade 3 appropriate English text.
- Overall, 41 in 100 children in rural areas and 49 in 100 children in urban areas at least met expectations in reading a grade 3 appropriate English text.

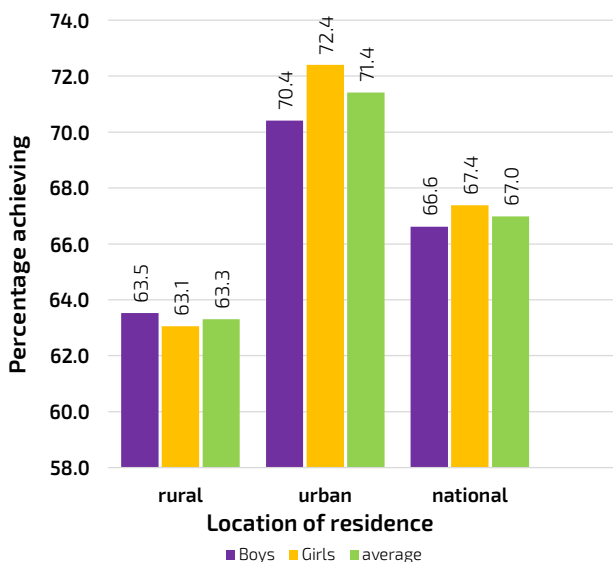


Fig. 38: Percentage of children who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and location of residence

- 64 in 100 boys and 63 in 100 girls in rural areas at least met expectations in solving a grade 3 appropriate numeracy problem.

- 70 in 100 boys and 72 in 100 girls in urban areas at least met expectations in solving a grade 3 appropriate numeracy problem.
- Overall, 63 in 100 children in rural areas and 71 in 100 children in urban areas at least met expectations in solving a grade 3 appropriate numeracy problem.

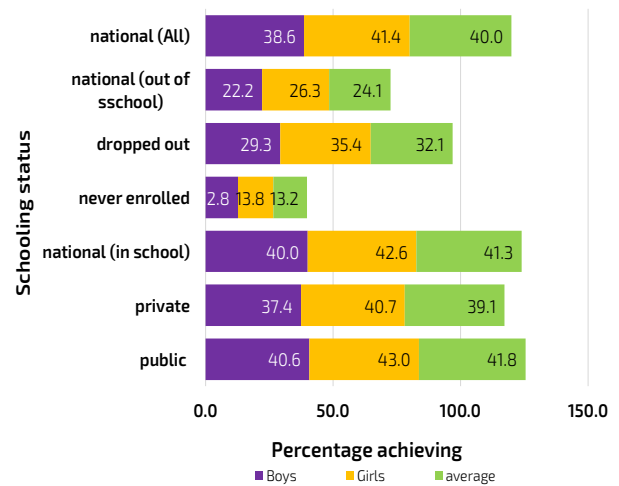


Fig. 39: Percentage of children who at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text by gender and schooling status

- 39 in 100 boys and 41 in 100 girls assessed at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text.
- Overall, 40 in 100 children assessed at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text.
- 22 in 100 out of school boys and 26 in 100 out of school girls at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text.
- 29 in 100 boys who had dropped out of school and 35 in 100 girls who had dropped out of school at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text.
- 13 in 100 boys and 14 in 100 girls who never enrolled in school at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text.
- 37 in 100 boys and 41 in 100 girls enrolled in private schools at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text.
- 41 in 100 boys and 43 in 100 girls enrolled in public schools at least met expectations in

both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text.

- 41 in 100 children enrolled in school and 24 in 100 out of school children at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text.

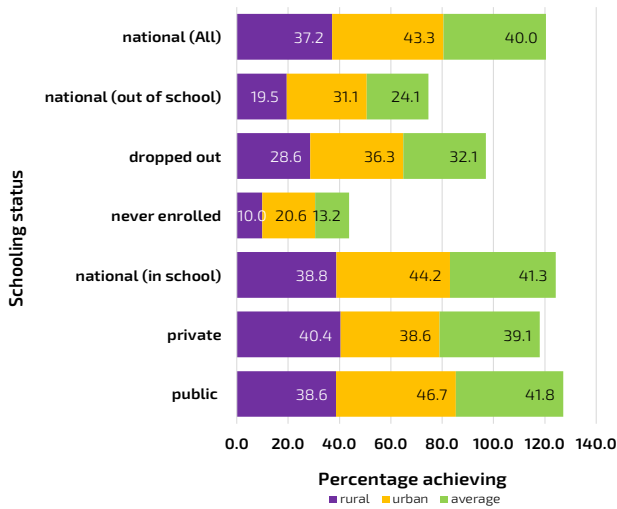


Fig. 40: Percentage of children who at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text by location of residence and schooling status

- 37 in 100 children in rural areas and 43 in 100 children in urban areas assessed at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text.
- Overall, 40 in 100 children assessed at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text.
- 20 in 100 out of school children in rural areas and 31 in 100 out of school children in urban areas at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text.
- 29 in 100 children in rural areas who had dropped out of school and 36 in 100 children in urban areas who had dropped out of school at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text.
- 10 in 100 children in rural areas and 21 in 100 children in urban areas who never enrolled in school at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text.

- 40 in 100 children in rural areas and 39 in 100 children in urban areas enrolled in private schools at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text.
- 39 in 100 children in rural areas and 47 in 100 children in urban areas enrolled in public schools at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text.

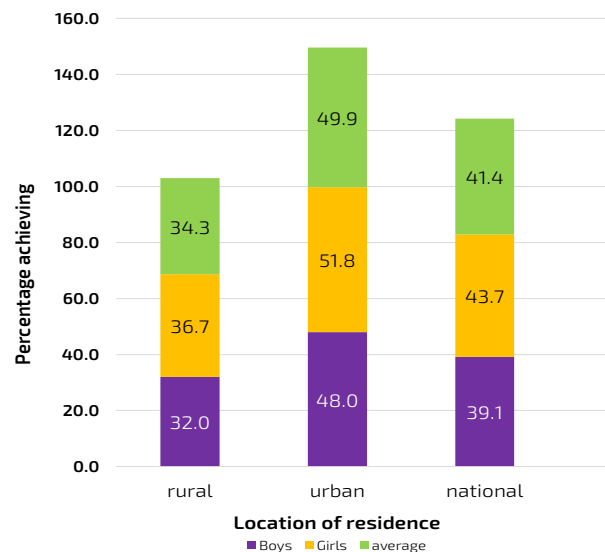


Fig. 41: Percentage of grade 4 learners who at least met expectations in reading a grade 3 appropriate English text by gender and location of residence

- 39 in 100 grade 4 boys and 44 in 100 grade 4 girls at least met expectations in reading a grade 3 appropriate English text.
- Overall, 41 in 100 grade 4 learners at least met expectations in reading a grade 3 appropriate English text.
- 32 in 100 grade 4 boys in rural areas and 48 in 100 grade 4 boys in urban areas at least met expectations in reading a grade 3 appropriate English text.
- 37 in 100 grade 4 girls in rural areas and 52 in 100 grade 4 girls in urban areas at least met expectations in reading a grade 3 appropriate English text.
- Overall, 34 in 100 grade 4 learners in rural areas and 50 in 100 grade 4 learners in urban areas at least met expectations in reading a grade 3 appropriate English text.

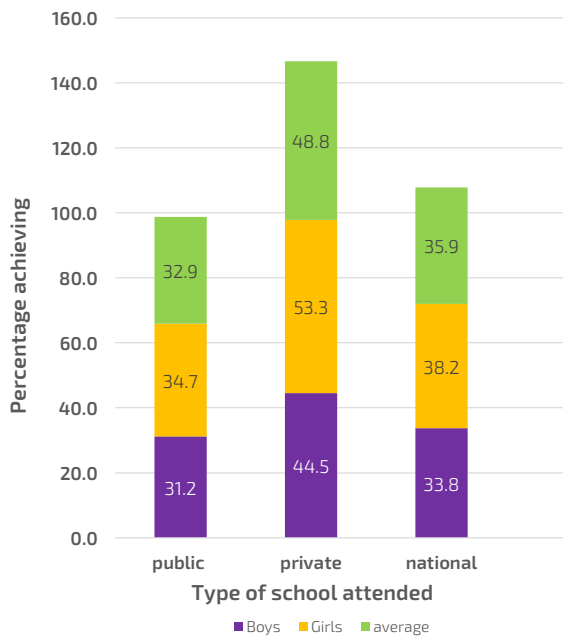


Fig. 42: Percentage of grade 4 learners who at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text by gender and school type

- 34 in 100 grade 4 boys and 38 in 100 grade 4 girls at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- Overall, 36 in 100 grade 4 learners at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- 31 in 100 grade 4 boys in public schools and 45 in 100 grade 4 boys in private schools at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- 35 in 100 grade 4 girls in public schools and 53 in 100 grade 4 girls in private schools at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- Overall, 33 in 100 grade 4 learners in public schools and 49 in 100 grade 4 learners in private schools at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.

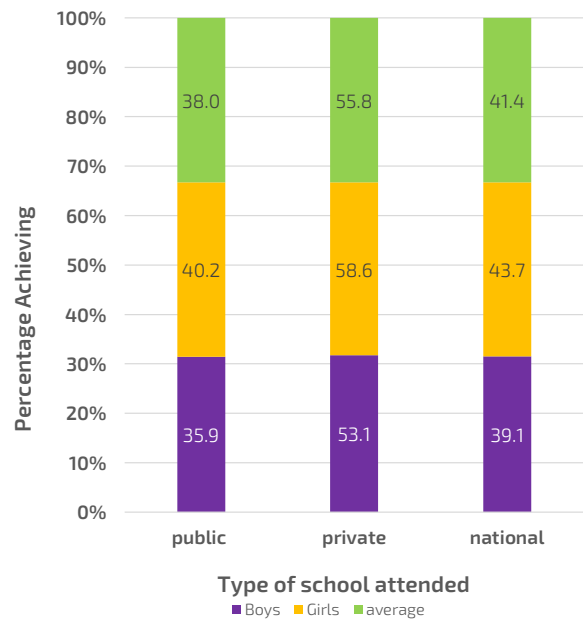


Fig. 43: Percentage of grade 4 learners who at least met expectations in reading a grade 3 appropriate English text by gender and type of school attended

- 39 in 100 grade 4 boys at least met expectations in reading a grade 3 appropriate English text.
- 44 in 100 grade 4 girls at least met expectations in reading a grade 3 appropriate English text.
- Overall, 41 in 100 grade 4 learners at least met expectations in reading a grade 3 appropriate English text.
- 36 in 100 grade 4 boys in public schools compared to 53 in 100 grade 4 boys in private schools at least met expectations in reading a grade 3 appropriate English text.
- 40 in 100 grade 4 girls in public schools compared to 59 in 100 grade 4 girls in private schools at least met expectations in reading a grade 3 appropriate English text.
- Overall, 38 in 100 grade 4 learners in public schools compared to 56 in 100 grade 4 learners in private schools at least met expectations in reading a grade 3 appropriate English text.

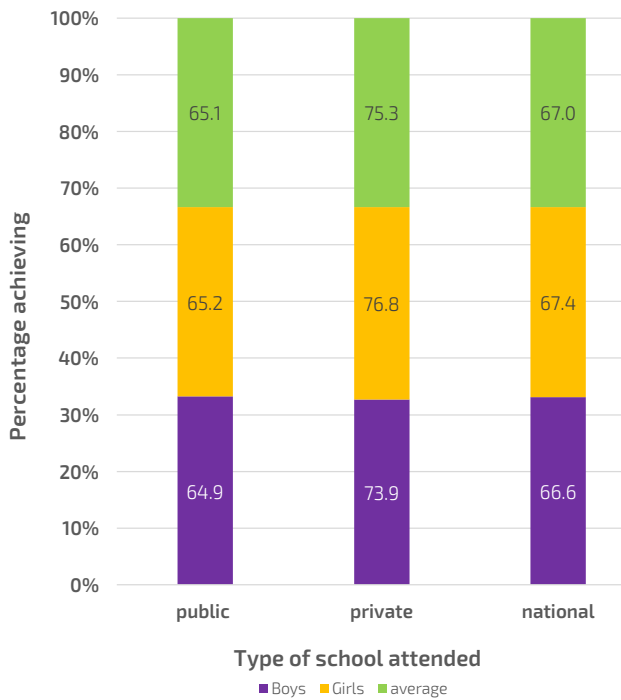


Fig. 44: Percentage of grade 4 learners who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and type of school attended

- 67 in 100 grade 4 boys at least met expectations in solving a grade 3 appropriate numeracy problem.
- 67 in 100 grade 4 girls at least met expectations in solving a grade 3 appropriate numeracy problem.
- Overall, 67 in 100 grade 4 learners at least met expectations in solving a grade 3 appropriate numeracy problem.
- 65 in 100 grade 4 boys in public schools compared to 74 in 100 grade 4 boys in private schools at least met expectations in solving a grade 3 appropriate numeracy problem.
- 65 in 100 grade 4 girls in public schools compared to 77 in 100 grade 4 girls in private schools at least met expectations in solving a grade 3 appropriate numeracy problem.
- Overall, 65 in 100 grade 4 learners in public schools compared to 75 in 100 grade 4 learners in private schools at least met expectations in solving a grade 3 appropriate numeracy problem.

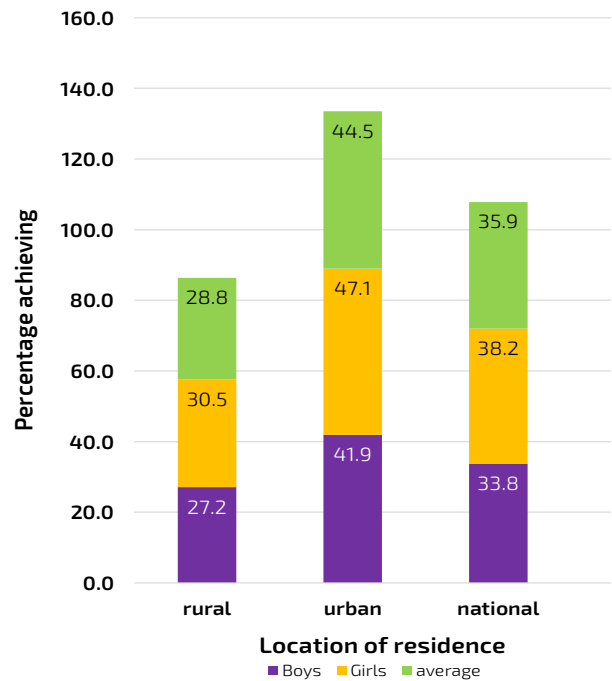


Fig. 45: Percentage of grade 4 learners who at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem by location of residence and gender

- 34 in 100 grade 4 boys at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- 38 in 100 grade 4 girls at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- Overall, 36 in 100 grade 4 learners at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- 27 in 100 grade 4 boys in public schools compared to 42 in 100 grade 4 boys in private schools at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- 31 in 100 grade 4 girls in public schools compared to 47 in 100 grade 4 girls in private schools at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- Overall, 29 in 100 grade 4 learners in public schools compared to 45 in 100 grade 4 learners in private schools at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.

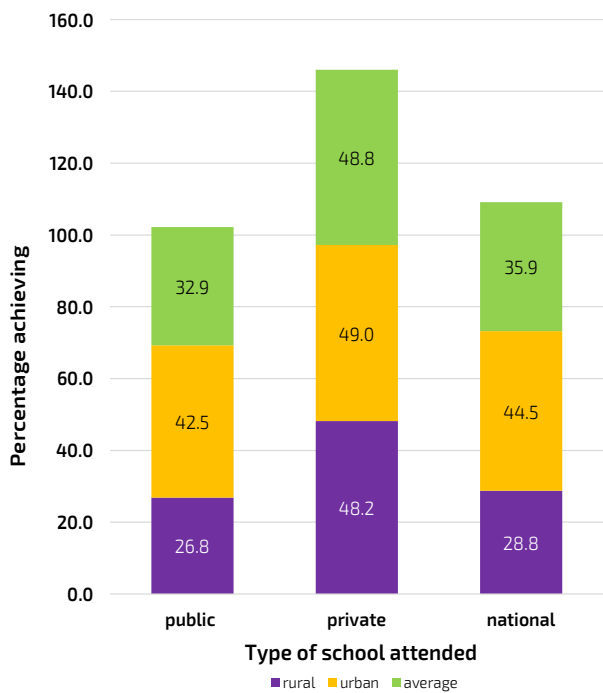


Fig. 46: Percentage of grade 4 learners who at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English text by location of residence and type of school attended

- 29 in 100 grade 4 learners in rural areas and 45 in 100 grade 4 learners in urban areas at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- Overall, 36 in 100 grade 4 learners at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- 27 in 100 grade 4 learners in rural areas enrolled in public schools and 43 in 100 grade 4 learners in urban areas enrolled in public schools at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- 48 in 100 grade 4 learners in rural areas enrolled in private schools and 49 in 100 grade 4 learners in urban areas enrolled in private schools at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- Overall, 33 in 100 grade 4 learners in public schools and 49 in 100 grade 4 learners in private schools at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.

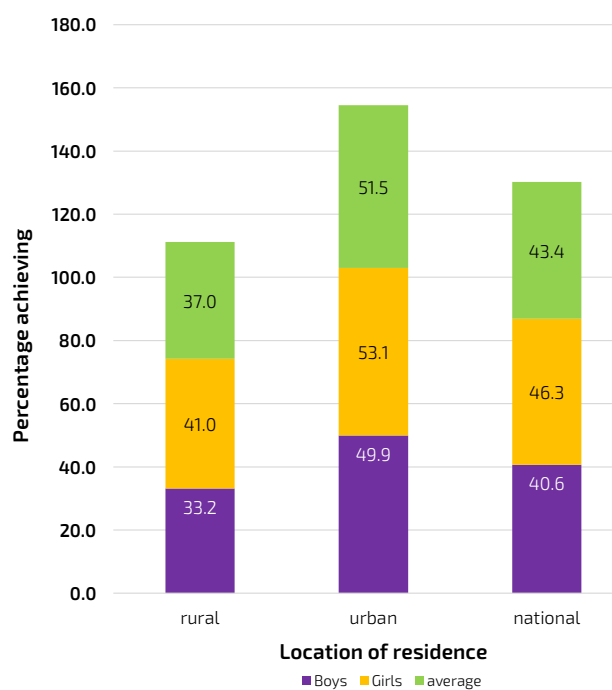


Fig. 47: Percentage of children aged 10 years who at least met expectations in reading a grade 3 appropriate English text by gender and location of residence

- 33 in 100 boys and 41 in 100 girls aged 10 years in rural areas at least met expectations in reading a grade 3 appropriate English text.
- 50 in 100 boys and 53 in 100 girls aged 10 years in urban areas at least met expectations in reading a grade 3 appropriate English text.
- Nationally, 41 in 100 boys and 46 in 100 girls aged 10 years at least met expectations in reading a grade 3 appropriate English text.
- 37 in 100 learners in rural areas and 52 in 100 learners in urban areas aged 10 years at least met expectations in reading a grade 3 appropriate English text.
- Overall, 43 in 100 learners aged 10 years at least met expectations in reading a grade 3 appropriate English text.

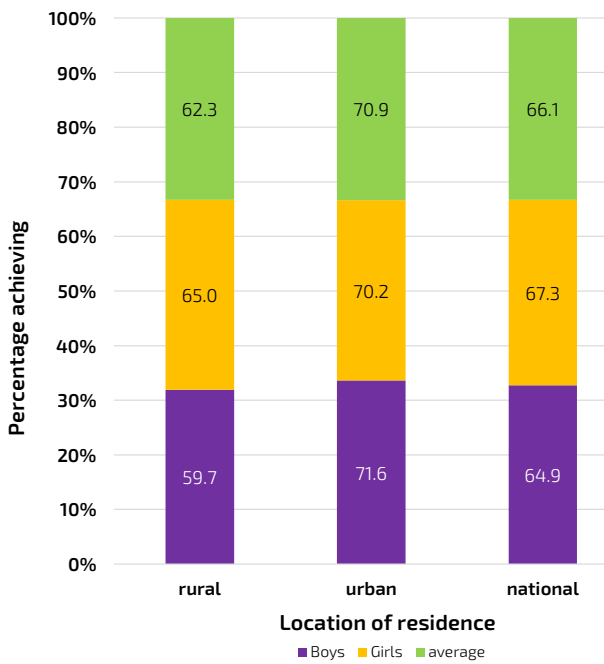


Fig. 48: Percentage of children aged 10 years who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and location of residence

- 60 in 100 boys and 65 in 100 girls aged 10 years in rural areas at least met expectations in solving a grade 3 appropriate numeracy problem.
- 72 in 100 boys and 70 in 100 girls aged 10 years in urban areas at least met expectations in solving a grade 3 appropriate numeracy problem.
- Nationally, 65 in 100 boys and 67 in 100 girls aged 10 years at least met expectations in solving a grade 3 appropriate numeracy problem.
- 62 in 100 learners in rural areas and 71 in 100 learners in urban areas aged 10 years at least met expectations in solving a grade 3 appropriate numeracy problem.
- Overall, 66 in 100 learners aged 10 years at least met expectations in solving a grade 3 appropriate numeracy problem.

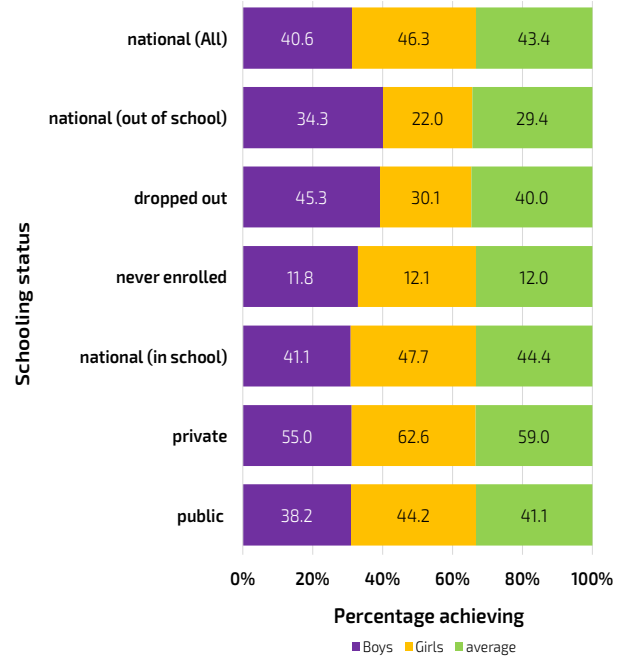


Fig. 49: Percentage of children aged 10 years who at least met expectations in reading a grade 3 appropriate English text by gender and schooling status

- 41 in 100 boys and 46 in 100 girls aged 10 years assessed at least met expectations in reading a grade 3 appropriate English text.
- 34 in 100 boys and 22 in 100 girls aged 10 years and out of school at least met expectations in reading a grade 3 appropriate English text.
- 45 in 100 boys and 30 in 100 girls aged 10 years and dropped out of school at least met expectations in reading a grade 3 appropriate English text.
- 12 in 100 boys and 12 in 100 girls aged 10 years and never enrolled in school at least met expectations in reading a grade 3 appropriate English text.
- 55 in 100 boys and 63 in 100 girls aged 10 years and enrolled in private schools at least met expectations in reading a grade 3 appropriate English text.
- 38 in 100 boys and 44 in 100 girls aged 10 years and enrolled in public schools at least met expectations in reading a grade 3 appropriate English text.
- Overall, 29 in 100 out of children and 44 in 100 in school children aged 10 years at least met expectations in reading a grade 3 appropriate English text.

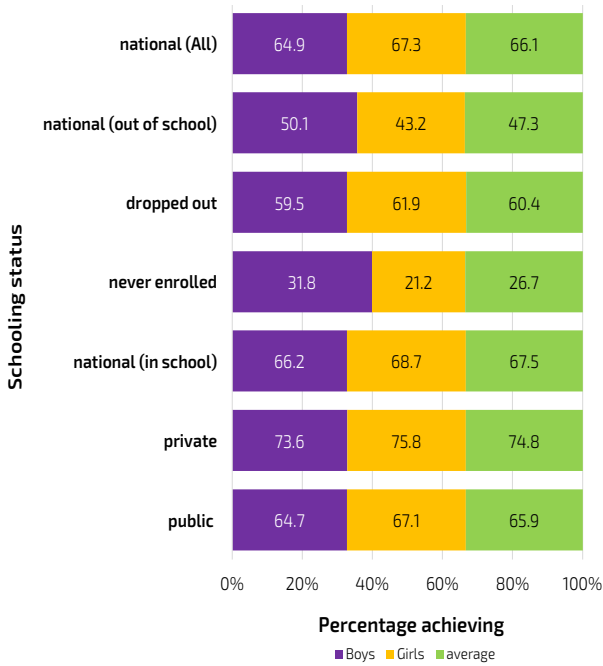


Fig. 50: Percentage of children aged 10 years who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and schooling status

- 65 in 100 boys and 67 in 100 girls aged 10 years assessed at least met expectations in solving a grade 3 appropriate numeracy problem.
- 50 in 100 boys and 43 in 100 girls aged 10 years and out of school at least met expectations in solving a grade 3 appropriate numeracy problem.
- 60 in 100 boys and 62 in 100 girls aged 10 years and dropped out of school at least met expectations in solving a grade 3 appropriate numeracy problem.
- 32 in 100 boys and 21 in 100 girls aged 10 years and never enrolled in school at least met expectations in solving a grade 3 appropriate numeracy problem.
- 74 in 100 boys and 76 in 100 girls aged 10 years and enrolled in private schools at least met expectations in solving a grade 3 appropriate numeracy problem.
- 65 in 100 boys and 67 in 100 girls aged 10 years and enrolled in public schools at least met expectations in solving a grade 3 appropriate numeracy problem.
- Overall, 47 in 100 out of school children and 68 in 100 in school children aged 10 years at least met expectations in solving a grade 3 appropriate numeracy problem.

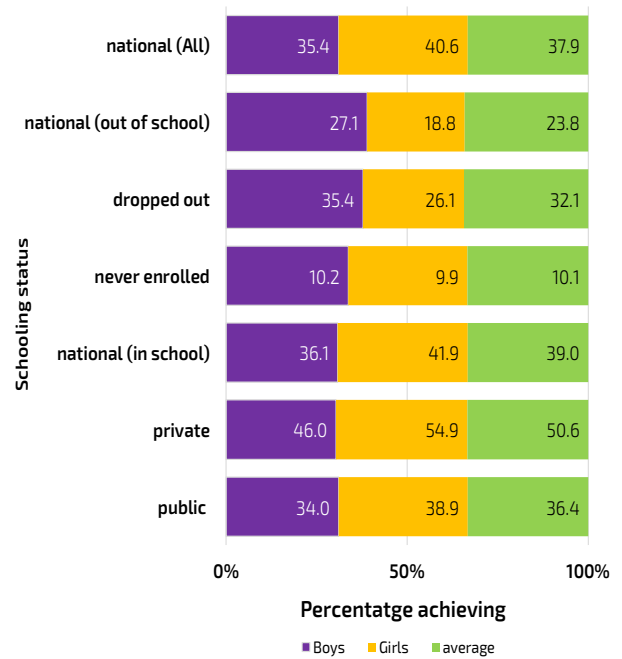


Fig. 51: Percentage of children aged 10 years who at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem by gender and schooling status

- 35 in 100 boys and 41 in 100 girls aged 10 years assessed at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- 27 in 100 boys and 19 in 100 girls aged 10 years and out of school at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- 35 in 100 boys and 26 in 100 girls aged 10 years and dropped out of school at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- 10 in 100 boys and 10 in 100 girls aged 10 years and never enrolled in school at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- 46 in 100 boys and 55 in 100 girls aged 10 years and enrolled in private schools at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- 34 in 100 boys and 39 in 100 girls aged 10 years and enrolled in public schools at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.

- Overall, 24 in 100 out of school children and 39 in 100 in school children aged 10 years at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.

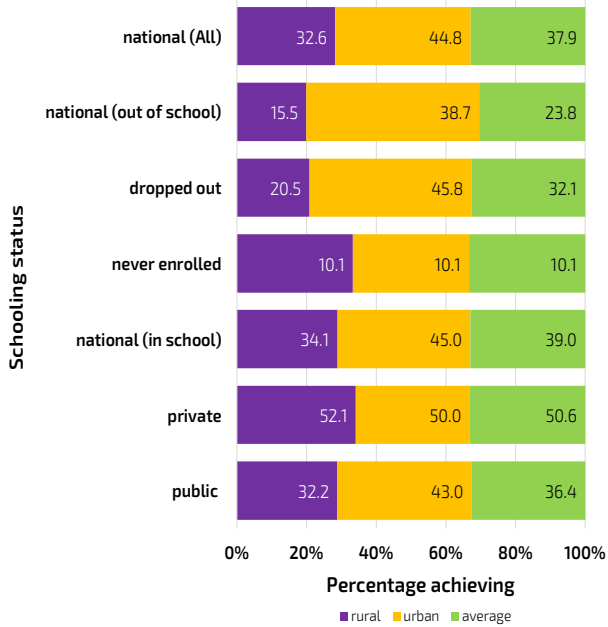


Fig. 52: Percentage of children aged 10 years who at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem by location of residence and schooling status

- 33 in 100 children in rural areas and 45 in 100 children in urban areas aged 10 years at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- 16 in 100 children in rural areas and 39 in 100 children in urban areas aged 10 years and out of school at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- 21 in 100 children in rural areas and 46 in 100 children in urban areas aged 10 years and dropped out of school at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- 10 in 100 children in rural areas and 10 in 100 children in urban areas aged 10 years and never enrolled in school at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.
- 52 in 100 children in rural areas and 50 in 100 children in urban areas aged 10 years and enrolled in private schools at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.

appropriate English text and solving a grade 3 appropriate numeracy problem.

- 32 in 100 children in rural areas and 43 in 100 children in urban areas aged 10 years and enrolled in public schools at least met expectations in both reading a grade 3 appropriate English text and solving a grade 3 appropriate numeracy problem.

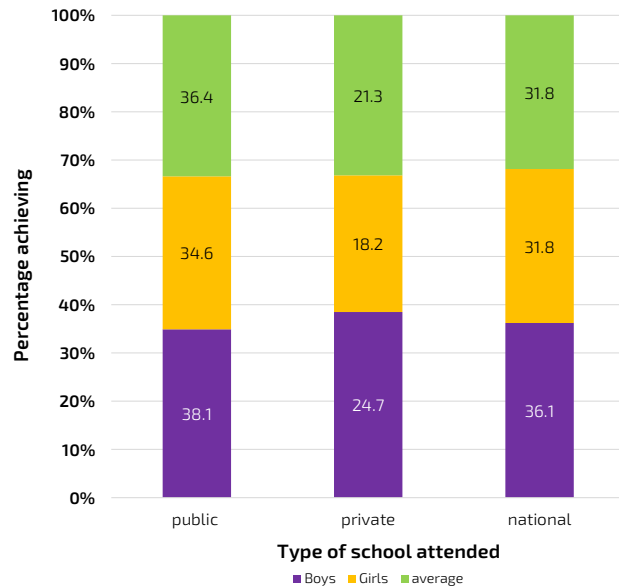


Fig. 53: Percentage of grade 6 learners who did not meet expectations in reading a grade 3 appropriate English text by gender and type of school attended.

- 36 in 100 grade 6 boys did not meet expectations in reading a grade 3 appropriate English text.
- 32 in 100 grade 6 girls did not meet expectations in reading a grade 3 appropriate English text.
- Overall, 34 in 100 grade 6 learners did not meet expectations in reading a grade 3 appropriate English text.
- 38 in 100 grade 6 boys in public schools compared to 25 in 100 grade 6 boys in private schools did not meet expectations in reading a grade 3 appropriate English text.
- 35 in 100 grade 6 girls in public schools compared to 18 in 100 grade 6 girls in private schools did not meet expectations in reading a grade 3 appropriate English text.
- Overall, 36 in 100 grade 6 learners in public schools compared to 21 in 100 grade 6 learners in private schools did not meet expectations in reading a grade 3 appropriate English text.

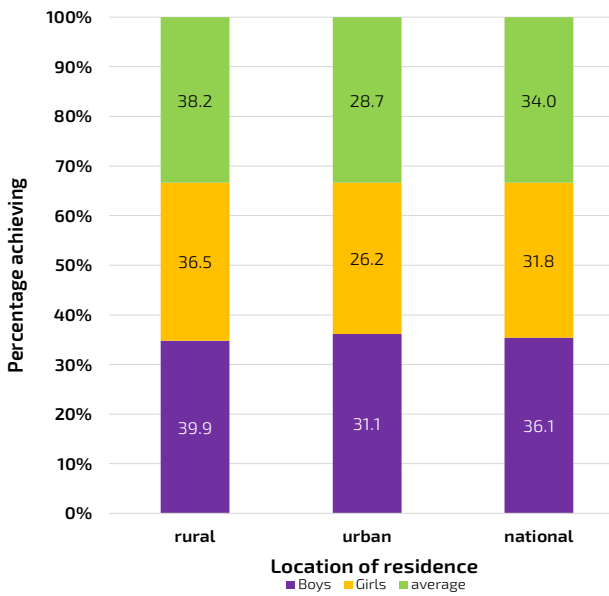


Fig. 54: Percentage of grade 6 learners who did not meet expectations in reading a grade 3 appropriate English text by gender and location of residence.

- 36 in 100 grade 6 boys did not meet expectations in reading a grade 3 appropriate English text.
- 32 in 100 grade 6 girls did not meet expectations in reading a grade 3 appropriate English text.
- Overall, 34 in 100 grade 6 learners did not meet expectations in reading a grade 3 appropriate English text.
- 40 in 100 grade 6 boys in rural areas compared to 31 in 100 grade 6 boys in urban areas did not meet expectations in reading a grade 3 appropriate English text.
- 36 in 100 grade 6 girls in rural areas compared to 26 in 100 grade 6 girls in urban areas did not meet expectations in reading a grade 3 appropriate English text.
- Overall, 38 in 100 grade 6 learners in rural areas compared to 29 in 100 grade 6 learners in urban areas did not meet expectations in reading a grade 3 appropriate English text.

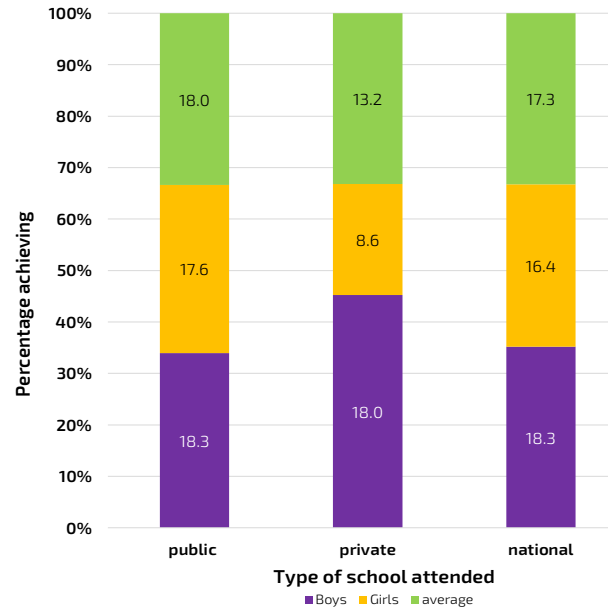


Fig. 55: Percentage of class 8 learners who did not meet expectations in reading a grade 3 appropriate English text by gender and type of school attended.

- 18 in 100 class 8 boys did not meet expectations in reading a grade 3 appropriate English text.
- 16 in 100 class 8 girls did not meet expectations in reading a grade 3 appropriate English text.
- Overall, 17 in 100 class 8 learners did not meet expectations in reading a grade 3 appropriate English text.
- 18 in 100 class 8 boys in public schools similar to 18 in 100 class 8 boys in private schools did not meet expectations in reading a grade 3 appropriate English text.
- 18 in 100 class 8 girls in public schools compared to 9 in 100 class 8 girls in private schools did not meet expectations in reading a grade 3 appropriate English text.
- Overall, 18 in 100 class 8 learners in public schools compared to 13 in 100 class 8 learners in private schools did not meet expectations in reading a grade 3 appropriate English text.

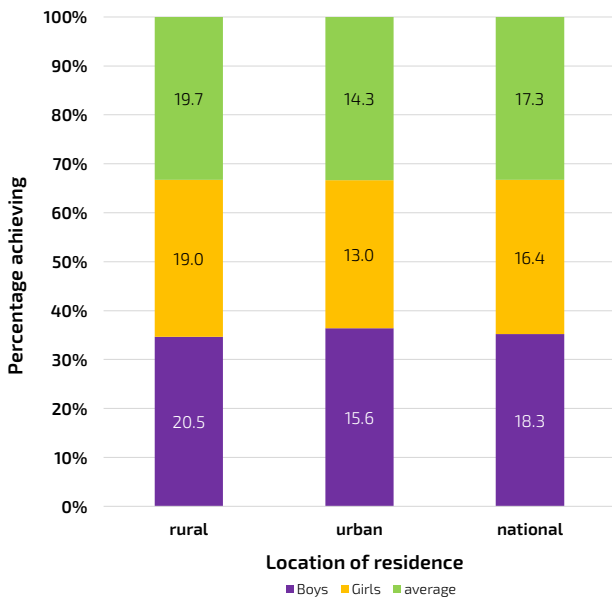


Fig. 56: Percentage of class 8 learners who did not meet expectations in reading a grade 3 appropriate English text by gender and location of residence.

- 18 in 100 class 8 boys did not meet expectations in reading a grade 3 appropriate English text.
- 16 in 100 class 8 girls did not meet expectations in reading a grade 3 appropriate English text.

- Overall, 17 in 100 class 8 learners did not meet expectations in reading a grade 3 appropriate English text.
- 20 in 100 class 8 boys in rural areas compared to 16 in 100 class 8 boys in urban areas did not meet expectations in reading a grade 3 appropriate English text.
- 19 in 100 class 8 girls in rural areas compared to 13 in 100 class 8 girls in urban areas did not meet expectations in reading a grade 3 appropriate English text.
- Overall, 20 in 100 class 8 learners in rural areas compared to 14 in 100 class 8 learners in urban areas did not meet expectations in reading a grade 3 appropriate English text.

Inequalities and Their Traditional Markers

The global education agenda for 2030, SDG 4, seeks to give every child an equitable opportunity for quality education and lifelong learning. This study fitted three regression models: two models of child-level learning outcomes (English test and Numeracy test) on household data (table 11) and one model of school-level national examination results' mean score on school data (table 12).



Table 11: Regression results of child-level learning outcomes on household factors

Factor		Maths				English			
		Odds ratio	P>z	[95% CI]		Odds ratio	P>z	[95% CI]	
Child Age		1.10	0.000	1.08	1.12	1.09	0.000	1.07	1.11
Child Gender (Ref: Boys)									
	Girls	1.04	0.103	0.99	1.10	1.16	0.000	1.10	1.22
Grade		1.54	0.000	1.51	1.58	1.61	0.000	1.58	1.65
School Type (Ref: public)									
	Private	1.28	0.000	1.18	1.39	1.45	0.000	1.34	1.57
Preschool attendance (Ref: No)									
	Yes	0.84	0.000	0.76	0.92	1.06	0.248	0.96	1.17
Household head Age		1.00	0.633	1.00	1.00	1.00	0.308	1.00	1.00
Household head gender (Ref: Male)									
	1 Female	0.94	0.020	0.89	0.99	0.95	0.060	0.90	1.00
Household head education (Ref: Primary & below)									
	Secondary	1.14	0.001	1.05	1.24	1.14	0.001	1.06	1.24
	Tertiary	1.22	0.001	1.09	1.37	1.12	0.052	1.00	1.25
Mother_education (Ref: Primary & below)									
	1 Secondary	1.24	0.000	1.14	1.35	1.28	0.000	1.18	1.39
	2 Tertiary	1.47	0.000	1.28	1.68	1.68	0.000	1.48	1.91
Number of HH members with income		1.00	0.878	0.97	1.03	1.05	0.002	1.02	1.08
Number of children between 6 months & 15years		0.93	0.000	0.91	0.95	0.94	0.000	0.92	0.96
Household wealth (Ref: Low)									
	Middle	1.18	0.000	1.10	1.26	1.27	0.000	1.19	1.36
	High	1.42	0.000	1.31	1.53	1.50	0.000	1.39	1.62
Residence (Ref: Rural)									
	Urban	1.13	0.000	1.07	1.20	1.24	0.000	1.17	1.32

Table 11 presents findings of two logistic regression models fitting the learning outcomes (in English and Numeracy) of all children aged 6 – 15 years and enrolled in school on the household data. The results show as follows:

- The odds of having better learning outcomes in English for girls are 16% higher than for boys.
- Learners in private schools have better learning outcomes than those in public schools in both English literacy and numeracy. The odds for a learner in a private primary school to have better learning outcomes in English and numeracy are 45% and 28% respectively higher than those of a learner in a public primary school.
- The odds for a learner from a rich household to have better learning outcomes in English and

numeracy are 50% and 42% respectively higher than those of a learner from poor households.

- Mother’s education plays a significant role in improving the learning outcomes of a child. The odds for a learner whose mother has tertiary education to have better learning outcomes in English and numeracy are 68% and 47% respectively higher than those of a learner whose mother has at most primary level of education.
- The odds of children living in female-headed households to have better learning outcomes in English and numeracy are 5% and 6% respectively lower than those of their counterparts in male-headed households.

Table 12: Regression of school-level learning outcomes (KCPE mean score) on school factors

School 2022 - KCPE Mean Score		Coefficient	P>t	[95% CI]	
Headteacher (HT) gender (Ref: Male)					
	Female	-1.19	0.567	-5.25	2.88
Head Teacher education (Ref: P1 & Diploma)					
	Bachelor's degree	-1.41	0.484	-5.34	2.53
	Masters & PhD & Others	-0.54	0.853	-6.28	5.19
Number of years served as HT		0.37	0.012	0.08	0.67
HT had management Training (Rfe: No)					
	Yes	2.36	0.263	-1.78	6.51
HT has a computer in office (Ref: No)					
	Yes	3.50	0.071	-0.30	7.30
Pupil teacher Ratio		0.16	0.026	0.02	0.31
School has electricity (Ref: No)					
	Yes	6.86	0.020	1.08	12.65
School has piped/borehole water (Ref: No)					
	Yes	4.98	0.013	1.04	8.92
School has a library (Ref: No)					
	Yes	5.32	0.018	0.90	9.74
Pupil Classrooms Ratio		-0.20	0.005	-0.35	-0.06
Teachers Classroom Ratio		13.59	0.000	9.42	17.76
Pupil Toilet Ratio		0.01	0.120	0.00	0.02
Location (Ref: Rural)					
	Urban	20.13	0.000	16.06	24.20

Table 12 presents the results of a linear regression model fitted on school-level data. It is between the school's mean score in the 2022 Kenya Certificate of Primary Education (KCPE) examinations and multiple school level factors as indicated in the table above. The results show:

- The gender of the school head has no association with the school's performance in the national examinations.
- The academic qualifications of the school head have no association with the school's performance in the national examinations.
- One year increase in the headteacher's experience as a school head is associated with 0.37 marks increase in the mean score.
- The headteacher possessing a computer is associated with 3.5 marks increase in the mean score.
- An increase in one unit in the pupil/classroom ratio (class size) is associated with a 0.16 marks increase in the mean score.
- An increase in one unit in the teacher/classroom ratio is associated with 13.6 marks increase in the mean score.
- Presence of electricity in a school is associated with almost 7 marks increase in the mean score.
- Presence of a clean and permanent source of water in a school is associated with almost 5 marks increase in the mean score.
- Having a library in a school is associated with 5.3 marks increase in the mean score.
- Being located in the urban areas is associated with 20.1 marks increase in the mean score compared to a rural school.

Appendices

Appendix 1: Selecting Counties, Villages and Households

The sample frame for the 2023 assessment was drawn from the 47 Counties that form the Kenya sampling frame according to the Kenya National Bureau of Statistics (KNBS). Data were collected in all the 47 counties. The analysis, however, excluded data from Garissa County on some variables due to concerns of data quality on those specific variables.



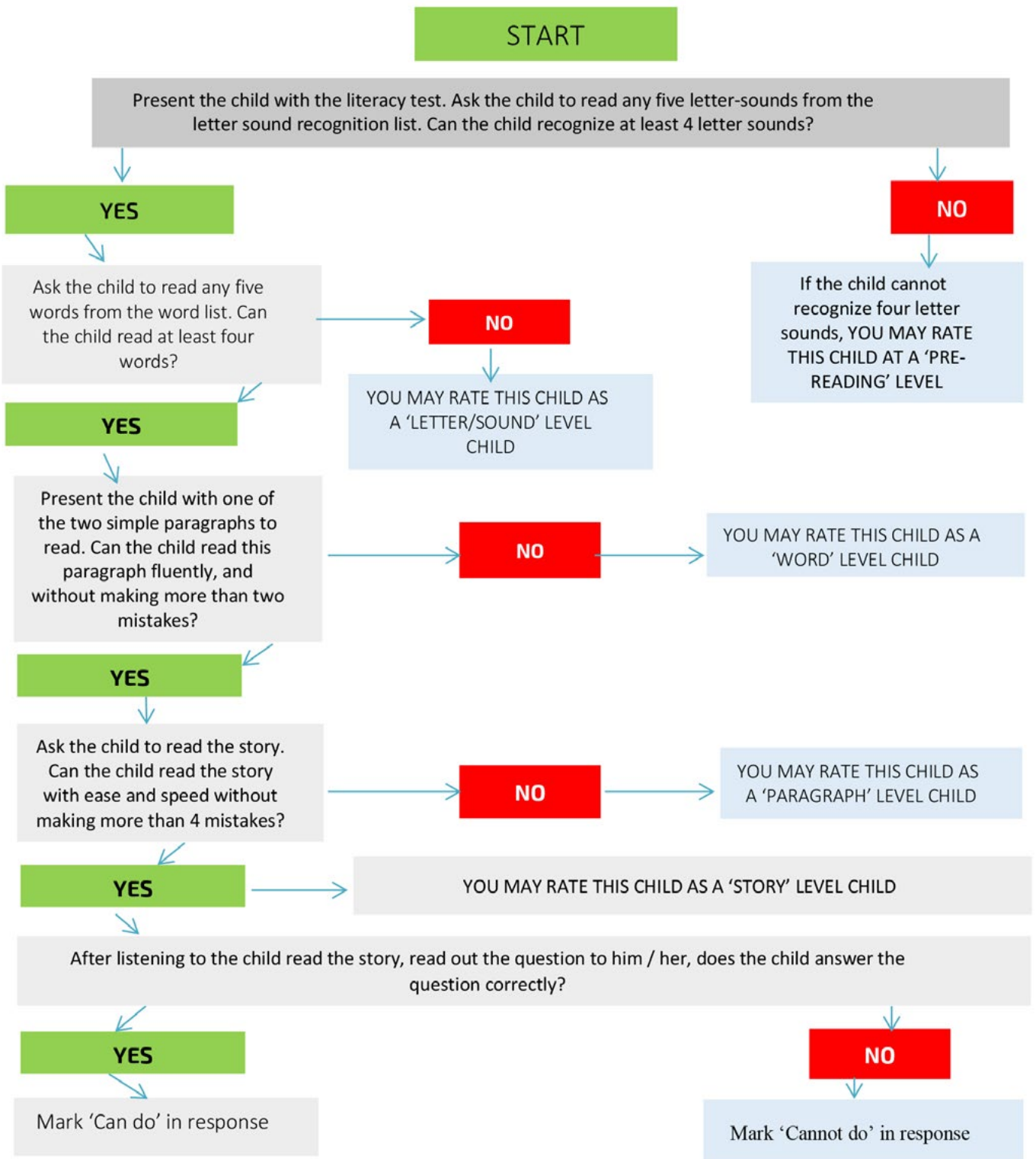
Appendix 2: Testing Tools and Processes

The 2023 testing processes were guided by the reviewed Test Development Framework, which focused on the Competency Based Curriculum. The tests were designed to measure the competence of children in the age range of 6-15 years on **Foundational literacy and numeracy skills**. The assessment tests were designed in such a way that they placed the child at his/her appropriate level of competence.



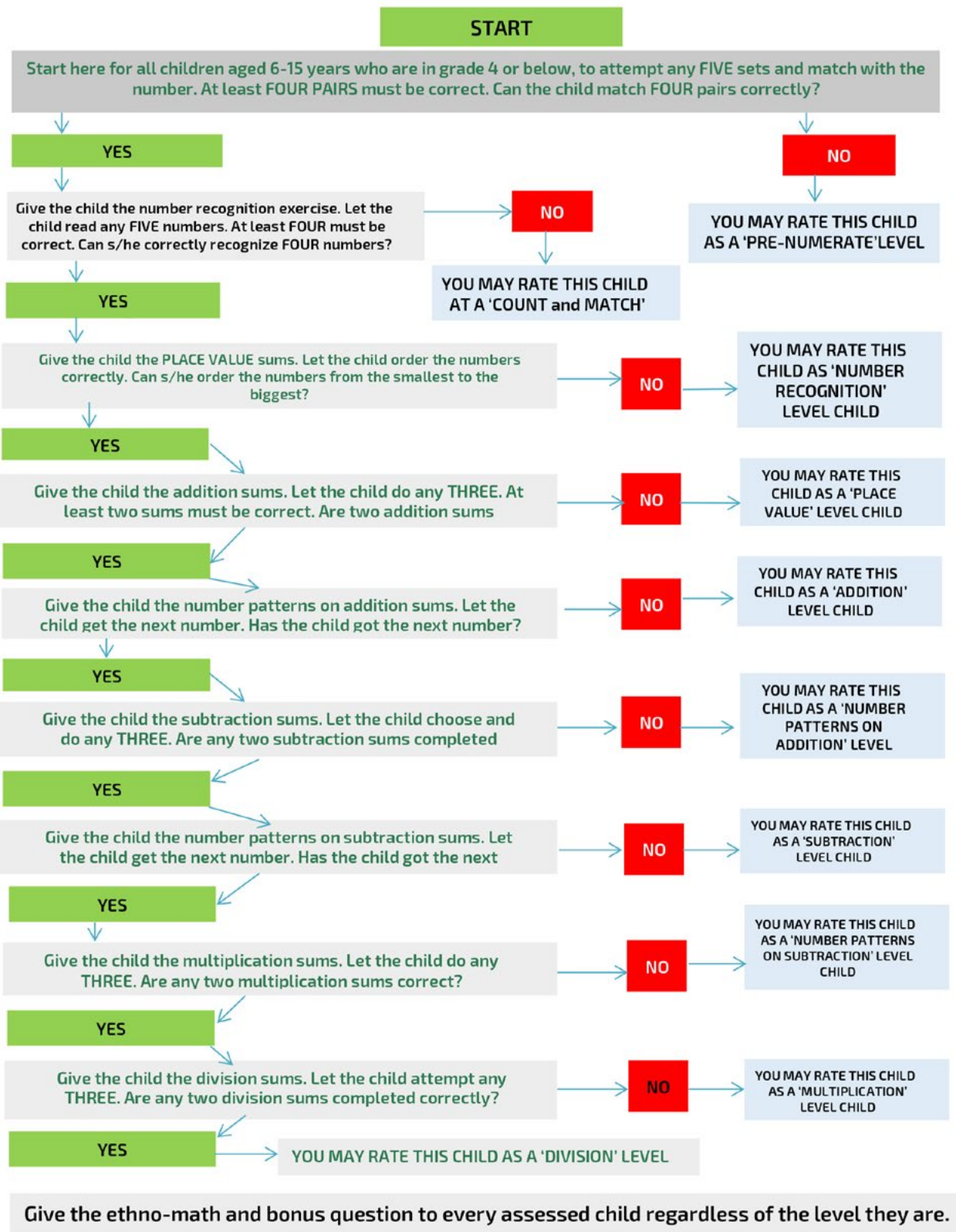
Assessing English – Reading and Comprehension

English reading was assessed at five different levels using Grade 3 CBC level tests. The levels were syllables, words, paragraph, story and comprehension. Assessing began at syllable level then progressed up to the reading and comprehension levels. A child was graded at the highest level that he/she reached. Four samples of tests were used to allow for variation in households with more than one child qualified to be assessed. Reading for fluency was assessed in the first three levels and reading for comprehension was assessed in the last two levels. A child who was able to read the story fluently is graded as meeting expectations, while the one who was able to read and comprehend the story is graded as exceeding expectations.



Numeracy Assessment

Numeracy was assessed at 8 different levels using Grade 3 CBC level tests. The levels were: count & match; number recognition up to 999; place value; addition; subtraction; multiplication; division and ethno math. A child was graded at the highest level that he/she reached. Four samples of the tests were used to allow for variation in households with more than one child qualified to be assessed. A child who was able to solve problems in levels 3-5 is graded as meeting expectations, while the one who solved problems in levels 6 & 7 is graded as exceeding expectations. Level 8 was not used in grading children.



Appendix 3: Sampling

The 2023 sampling for Usawa Agenda’s Foundational Literacy and Numeracy Assessment (FLANA) utilised the list of Enumeration Areas (EAs) created by the Kenya National Bureau of Statistics for the 2019 Kenya Population and Housing Census enumeration as a sampling frame. The Enumeration areas were developed based on the number of households and could be a village, part of a village or a combination of villages. On average, an EA has 100 households. However, the measure of size (MOS) of an EA was set at between 50-149 households. The EAs are categorized into rural and urban. The list of EAs underwent cleaning to check for proper coding of units, check for any duplications, and check for completeness and to net out the list of special EAs which contained non-conventional households, before the list was designated as a sampling frame for the survey.

The sample size for the 2023 National Learning Assessment survey was computed at 2,000 Enumeration Areas. Following the Kenya 2010 Constitution, a total of 47 counties were created and they were recognized as the highest sub-national

administrative areas of Kenya. The survey sample was, therefore, allocated to all the 47 counties to be able to produce county level estimates, resulting to 50 study domains namely; National, Rural, Urban and the 47 counties.

The sampling frame was stratified with the counties forming the first level of stratification then into rural and urban areas, yielding 92 strata as follows; 47 counties and their rural and urban with Nairobi and Mombasa counties being purely urban. The sample of 2,000 EAs for the survey was allocated to the 92 strata using square root allocation method, this was to power counties with low population sizes to have sufficient sample sizes to allow for county level estimation of indicators. The sample was then drawn independently from each sampling stratum using probability proportional to size selection method. Prior to selection, the frame was further implicitly stratified by geographic location to ensure spread of the sample across the Country. In addition to the 2000 EAs, 250 EAs were drawn as replacement sample while 20 EAs in Makueni County were sampled for pilot exercise.

Appendix 4: Distribution of Enumeration Areas by County and Location

County	Rural	Urban
Mombasa	0	45
Kwale	26	16
Kilifi	24	20
Tana River	22	16
Lamu	27	9
Taita/Taveta	22	17
Garissa	24	17
Wajir	24	16
Mandera	23	17
Marsabit	23	16
Isiolo	18	19
Meru	31	15
Tharaka-Nithi	27	13
Embu	27	15
Kitui	31	13
Machakos	25	20
Makueni	29	14
Nyandarua	28	14
Nyeri	26	17
Kirinyaga	25	17
Murang’a	30	15
Kiambu	20	29
Turkana	26	15
West Pokot	28	12

County	Rural	Urban
Samburu	24	14
Trans Nzoia	26	17
Uasin Gishu	22	23
Elgeyo/Marakwet	29	10
Nandi	29	13
Baringo	26	15
Laikipia	24	17
Nakuru	23	25
Narok	28	15
Kajiado	20	25
Kericho	28	15
Bomet	31	11
Kakamega	31	16
Vihiga	28	13
Bungoma	30	15
Busia	27	15
Siaya	30	13
Kisumu	23	21
Homa Bay	30	14
Migori	27	16
Kisii	29	16
Nyamira	28	13
Nairobi City	0	52
National	1179	821

Appendix 5: Partners who led the assessment exercise across the country

No.	County Name	Partner Organisation
1	Baringo	Central Rift Community Development Program
2	Bomet	Kapletundo Community Organization
3	Bungoma	Forum for Art in Community Development
4	Busia	Butula Neighbours Keeper Education Trust
5	Elgeyo Marakwet	Logogo Youth Network
6	Embu	Partners in Arts and Contemporary Developmnet
7	Garissa	Community Education & Development Program
8	Homa-Bay	VIAGENCO Organization
9	Isiolo	Garbatulla Collaborative Initiative SHG
10	Kajiado	Dupoto-e-Maa
11	Kakamega	Socio Economic Empowerment Development (SEED) CBO
12	Kericho	Rays of Hope-Kenya
13	Kiambu	Kijabe Environment Volunteers (KENVO)
14	Kilifi	MICODE - Kenya
15	Kirinyaga	Sagana Disabled S.H.G
16	Kisii	Vines Kenya
17	Kisumu	Magunga Footsteps Child Support Group
18	Kitui	Kyeni Kya Waasya Women Group
19	Kwale	Kwale Youth and Governance Consortium
20	Laikipia	One More Day for Children F.
21	Lamu	Uwezo Youth Group
22	Machakos	Youth For Sustainable Development
23	Makueni	Makueni Youth Network
24	Mandera	HIVA
25	Marsabit	Pastoralist Action for Development
		Nachamai Self Help Group
26	Meru	Meru Peace Initiative
27	Mombasa	PANELI CBO
28	Murang'a	Go Economic Empowerment Programme (GEEP)
29	Nairobi	Youth Initiatives- Kenya
		Sifa Children Welfare Association (SCWA)
		Vision Empowerment Trust
30	Nakuru	Network For Social Change
31	Nandi	KapsooGaa Self Help Group
32	Narok	Ololulung'a Elites Youth Organization
33	Nyamira	Alliance for Child Health Inclusive Learning and Development (ACHILD)
34	Nyandarua	Hope Valley Family Institute
35	Nyeri	Inspire Children and Youth Organization
36	Samburu	Samburu Women Empowerment Intergrated Program
37	Siaya	YAWOSUP
38	Taita-Taveta	Taveta Children Assistance
39	Tana River	Delta Voices Youth Group
40	Tharaka Nithi	Chuka Youth Information Centre
41	Trans Nzoia	Save Africa CBO
42	Turkana	Alemun Pastoralists Empowerment Initiative
		Turkana Children With Disability Organization
43	Uasin Gishu	Read and Run Centre
44	Vihiga	SACADA CBO
46	Wajir	Jalalaga Self Help Group
47	West Pokot	Yangat Community Development Organization

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