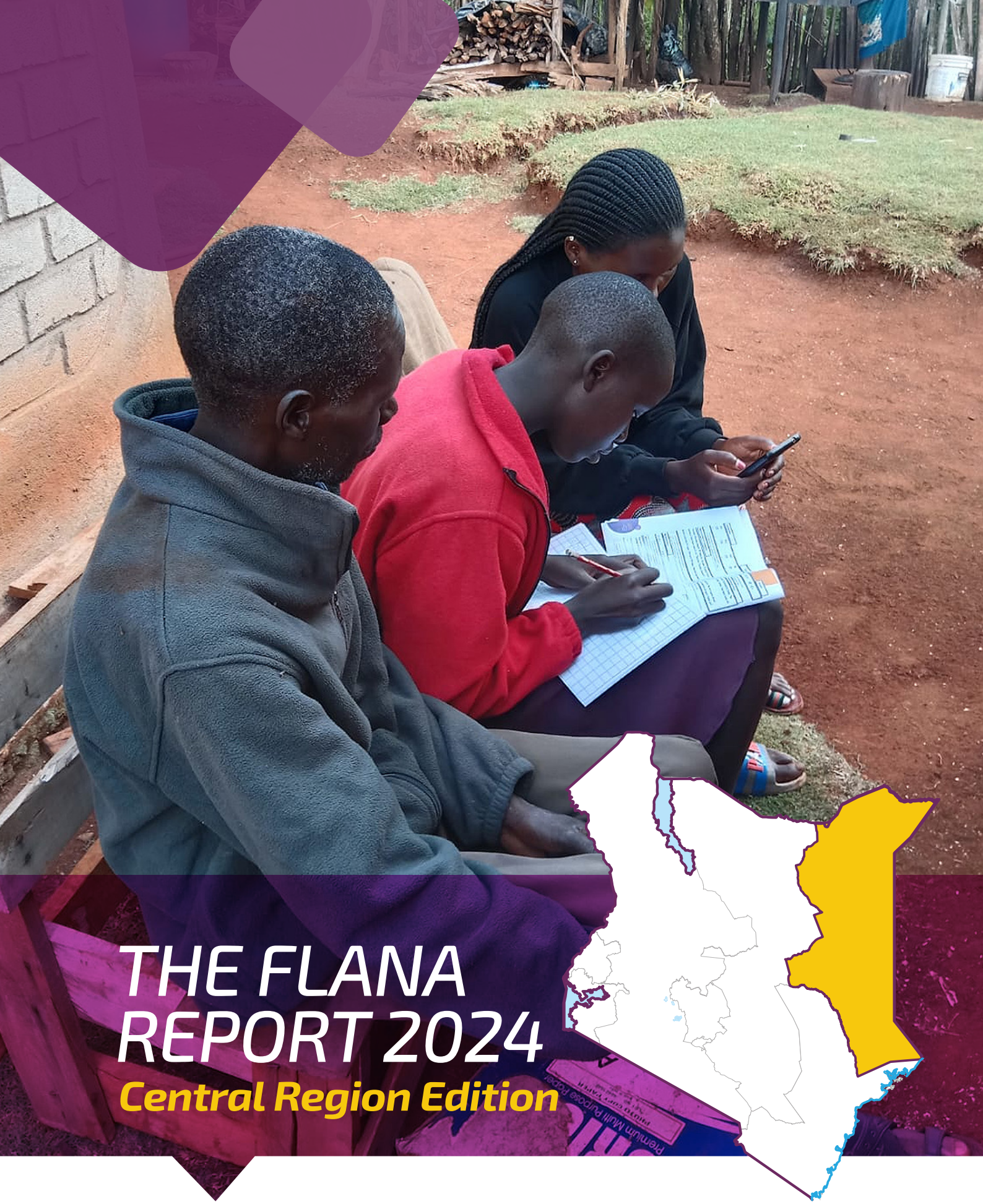

THE FLANA REPORT 2024

Central Region Edition

USAWA AGENDA
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imaginable futures

The Assessment was supported by:

1. Wellspring Philanthropic Fund
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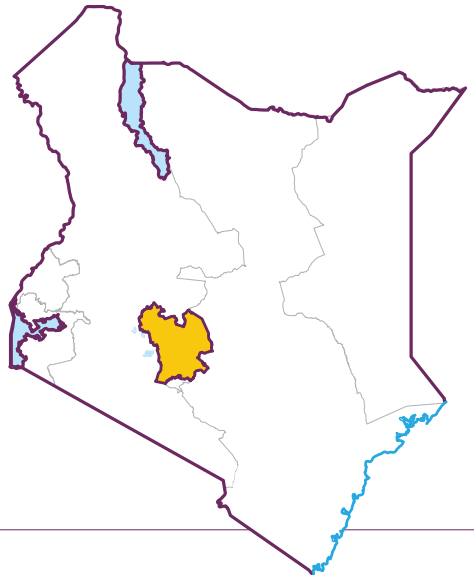
THE FLANA REPORT 2024

Central Region Edition



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Foreword



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

The report, which features the findings based on the data collected from the five counties of the Central Region namely; Kiambu, Kirinyaga, Murang'a, Nyandarua, and Nyeri makes for a compelling read. The study was part of the broader survey conducted in all the counties across the country in June/July 2023.

The 2013 report by UNESCO notes that access to schooling is not enough on its own, rather "education needs to be of good quality so that children actually learn". The FLANA 2024 Central Region Report thus highlights those dynamics including the challenges facing the children with disabilities aged 4-15 years both in rural and urban settings of Central Region.

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

School managers and teachers will find in the report areas that call for their attention if they are to achieve their set goals towards the achievement of quality education. For instance, it highlights gaps in foundational literacy and numeracy learning outcomes between learners enrolled in public schools and those

in private schools. The children in public schools underperform those in private schools. It also highlights similar gaps between children in rural schools and those in urban schools, with those in rural schools underperforming their counterparts in urban schools.

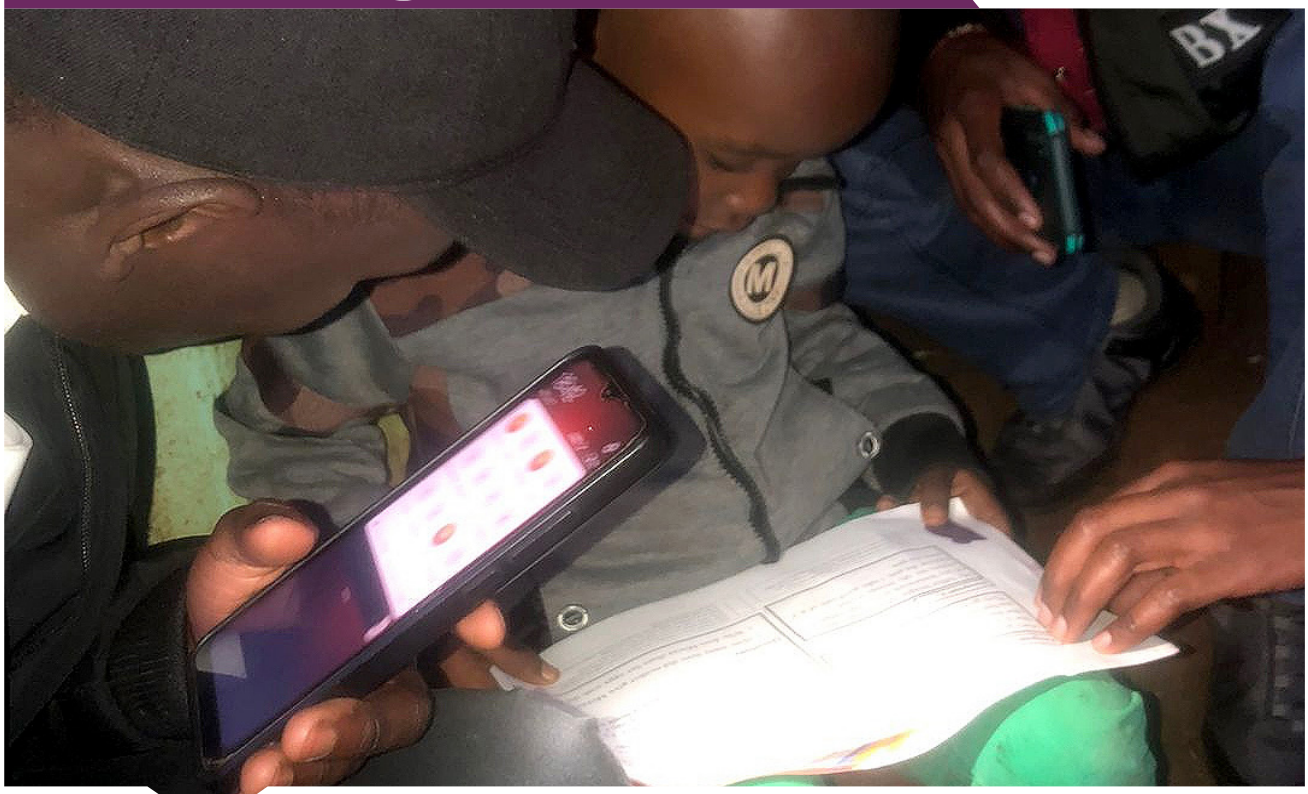
Parents, community members and their organised groups, as well the local leadership will find this report helpful as it points out some of the gaps at the household and community levels that contribute to the undesirable levels of learning outcomes. For instance, the region has generally underperformed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

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



Emmanuel Manyasa, PhD
Executive director, Usawa Agenda

Acknowledgement



The completion of this report brings to fruition the dedicated efforts of a wide range of people including Usawa Agenda staff, volunteers, consultants and many different partners. We wish to acknowledge everyone who offered his or her time, expertise and resources to support the successful implementation of the 2023 Foundational Literacy and Numeracy Assessment (FLANA) in the Central Region of 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 from which this report is generated:

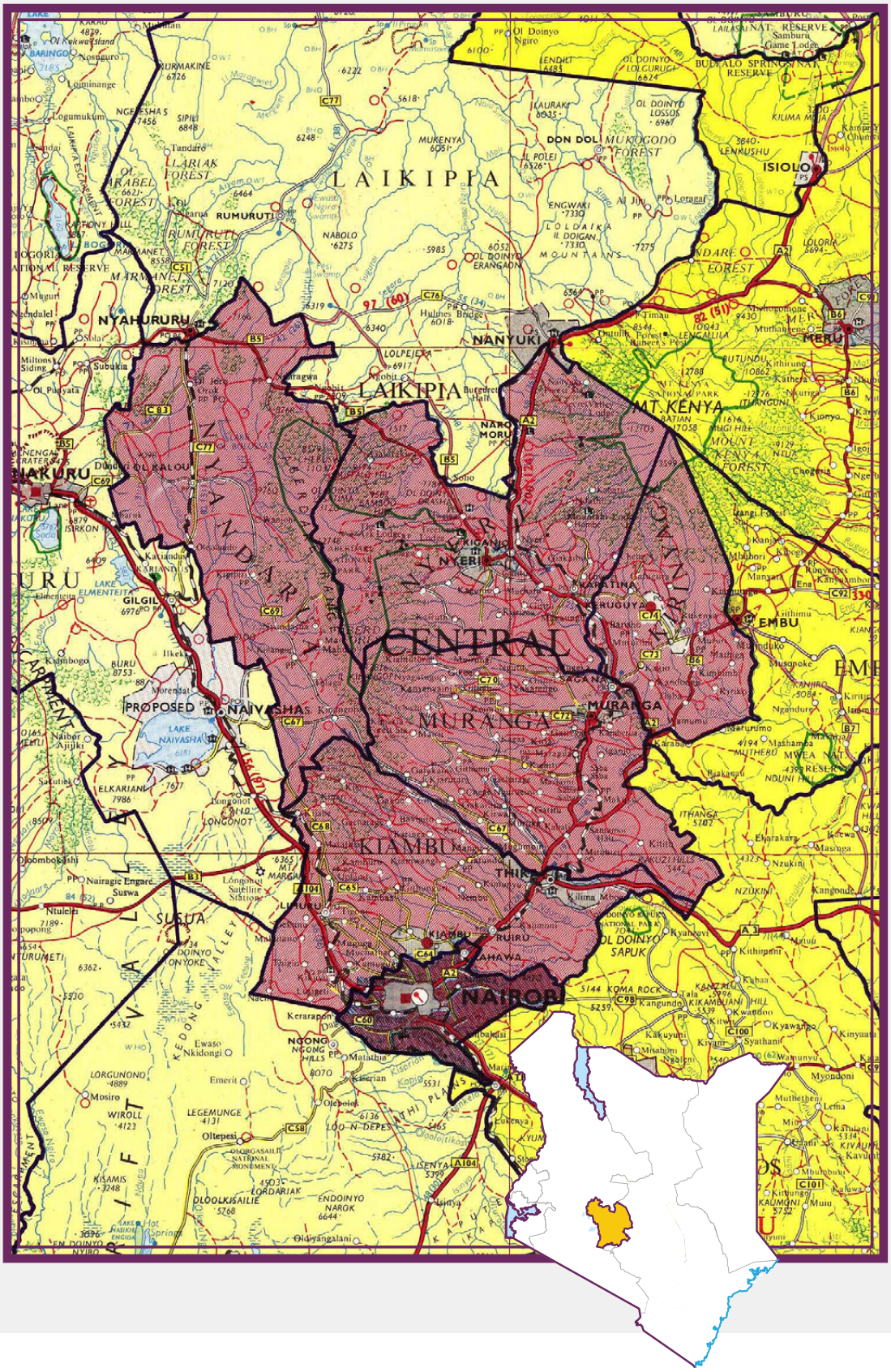
- **The Usawa Agenda founders**, Dr. Martin Ogola and Dr. Everline Wanzala, we cannot thank you enough for your steadfast support and stewardship.
- **The Usawa Agenda board members:** Mr. Henry Kilonzo (Chairman), Prof. Gituro Wainaina, Mr. Naman Owuor, Ms. Florence Syevuo, Dr. Wilson Wasike, Mrs. Esther Wairimu, Ms. Joy Claudia Anami (has since transitioned from the board) and Ms. Ashina Mtsumi.
- **The Usawa Agenda Secretariat:** Emmanuel Manyasa, Stephene Maende, Boaz Ochi, Cycus Barasa, Brenda Onyango, Esther Gad, David Lutta, Catherine Peter, Faith Atieno, Carol Onsomu and Fred Ogachi.
- **The Usawa Agenda Consultants:** Wilson Shiroya, Dr. Zachary Kwena, Habil Ondiek and Edwin Kibet.
- **The FLANA 2023 Test Panelists:** Kennedy Kyeva, Vincent Oketch, Rose Ndaana, Dr. Moses Kiarie, Pauline Njaga, Robert Ayienda, Grace Mwathe and Fredrick Maoga.
- **The 5 County Partners**, Kijabe Environment Volunteers (Kiambu); Sagana Disabled People Self-Help Group (Kirinyaga); GO Economic Empowerment Programme (Murang'a); Hope Valley Family Institute (Nyandarua) and Inspire Children and Youth Organization (Nyeri), who worked with village elders and volunteers to ensure that we reached all the selected schools, villages and households.
- The trainers who committed their time and expertise to enhance the village coordinators and volunteers' capacities to conduct the survey in the most credible way possible.
- The over 220 volunteers and village coordinators who walked from house to house and visited the many primary schools. You are Usawa Agenda's true heroes and heroines and your contribution to promoting education justice in Kenya is invaluable.
- The over 220 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 4,640 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 2,999 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 188 primary school headteachers, who welcomed us into your schools to conduct the surveys, took time to answer many questions and walk us around your schools, you are the heroes of transforming education in Kenya.
- The over 101,750 pupils in the schools we visited who endured our prying presence as we observed every corner of your schools and the happenings there, thank you.
- **To our partners:** RELI Kenya, Zizi Afrique Foundation, PAL Network, National Parents Association (NPA) and Kenya Primary School Heads Association (KEPSHA) our partnership truly heralds the future of education research, and policy and practice influencing. We also thank the Teachers' Service Commission and the Teachers Unions, especially KNUT for their role in producing and sharing this evidence.
- We sincerely thank the leadership of the Ministry of Education both at the national and county levels for the continued and unwavering support to Usawa Agenda activities. We thank the Kenya National Examinations Council (KNEC) and the Kenya Institute of Curriculum Development (KICD) for support in developing and reviewing the tests. We appreciate support in sampling and access to Enumeration Area maps offered by the Kenya National Bureau of Statistics (KNBS). We thank the Department of Family Health, Division of Adolescents and School Health at the Ministry of Health, represented by Dr. Beatrice Ochieng for support in developing the school health components of the survey tools. We thank National Commission for Science, Technology & Innovation (NACOSTI), for support in timely authorisation of the survey.
- We are indebted to the County Commissioners and Sub-county Commissioners at whose offices we made our first stops in the Counties, in some cases requiring security support to proceed with the assessment, and you all came through for us.
- Thank you, Dr. James Mbugua, for burning your midnight oil to ensure the data was analysed in time to produce the report, and the editorial and design teams led by Robin Toskin and William Odidi respectively, for meticulously delivering this report, we thank you for your great efforts.
- To our development partners (Imaginable Futures, Wellspring Philanthropic Fund and Echidna Giving), who continue to entrust us with your scarce resources for which many different needs, countries, regions and organisations compete, we would not be here without you. We are humbled by the trust you have in us and are committed to delivering full value for every cent we are entrusted with.
- It takes a massive, dedicated team to pull off the FLANA survey. To all those whose names we couldn't list here, accept our heartfelt gratitude and know that literally, we could not have done it without you. We continue to be inspired by all who unwaveringly work every day to secure the future of our children and that of the country and indeed the world, through education. We are inspired even more by those of you involved in small efforts in the villages, in hidden corners of the world and behind closed doors in isolated offices to get all children to school, especially girls and children with disabilities. You may not know, but you are changing the world in profound ways!

Map of Kenya

Extract Map:
Central Region of Kenya


LAIKIPIA
CENTRAL
MURANGA
KIAMBU
NAIROBI
NYAHURURU
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ISIOLO
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NAIVASHA
PROPOSED
THIKA
MT. KENYA
NYERI
KERUGOYA
KARATINA
GILGIL
ELKARIANI
LONGONOT
NGONG HILLS
KIKUYU
RUIRU
KAHAWA
SUSWA
OL DOINYO SAPUK
MT. MARGARET
LAKE NAIVASHA
LAKE ELMENTEITA
RIFT VALLEY
ABERDARE FOREST
MARMANET FOREST
RUMURUTI FOREST
MUKOGODO FOREST
MWEA NAT. RESERVE
BUFFALO SPRINGS NAT. RESERVE
SAMBURU GAME LODGE
MT. KENYA NATIONAL PARK
MOUNT KENYA FOREST
NDARE FOREST
LOLDAIKA MOUNTAINS
ENGWARI
LAURAKI
LENDILI
LOLGURUGI
LOSSOS
LENKUSHU
KILIMA MUJA
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OLTEPESI
ISENYA
KERARAPON
NGONG HILLS
KOMA ROCK
KANGUNDO
KIKAMBUANI HILL
KYAWANGO
SYATHANI
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Introduction



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

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

From the findings, there is a discernible undesirable pattern of who accesses and benefits from quality education replicated in Central Region with varying levels in the counties — Kiambu, Kirinyaga, Murang'a, Nyandarua, and Nyeri. This report provides a realistic outlook of the status of schooling and learning in the said five counties. The survey reported here assessed the ability of children to read and comprehend English and complete basic numeracy tasks, set at grade three level. Like the national FLANA 2023 Report, the Central Region report presents learning outcomes of learners in grade four who were expected to have completed the grade three level work by the time of the assessment, as well as grade six, who were completing primary education.

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

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

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

1. Basic education became a constitutional right through the provisions of Article 53(1);

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

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

How we conducted the research

In June/July 2023 we visited all the counties in Kenya, including the five in this region; Kiambu, Kirinyaga, Murang'a, Nyandarua, and Nyeri. We worked with 54 trainers, 51 partner organisations and 51 county coordinators to deploy over 1,996 volunteers, 1,953 village elders, 227 village coordinators, with the support of chiefs and assistant chiefs to cover 1,996 enumeration areas. We visited **38,634** households spread across the four counties, reached **59,201** children and assessed 39,298 of them, who met the criteria (age 6-15 years). We visited **1,813** primary schools (a mix of public and private) and assessed their facilities, personnel, leadership, enrolment levels and performance in the 2022 national examinations (KCPE). These schools had a combined learner population of **1,041,627** out of which **888,321** learners were enrolled in the primary and junior school sections, while **153,306** were enrolled in the Early Childhood Development Education (ECDE) section.

In this region, we visited 219 villages spread across the regions as follows: Kiambu, 48; Kirinyaga, 42; Murang'a, 45; Nyandarua, 42; and Nyeri, 42. In these villages, we visited over 3,346 households: Nyandarua (825); Nyeri (827); Kirinyaga (831); Murang'a (895), and Kiambu (897). We assessed 2,999 children spread across the counties as follows: Kiambu, 765; Kirinyaga, 511; Murang'a, 634; Nyandarua, 705; and Nyeri, 384. We also visited 188 primary schools 42 in Kiambu, 36 in Kirinyaga, 45 in Murang'a, 36 in Nyandarua, and 29 in Nyeri, which together had **101,750** pupils.

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

KEY FACTS ON LEARNING IN THE CENTRAL REGION

FACT ONE: A child with disability in an urban area in the Central Region is fifteen times as likely to have never enrolled in school as his/her counterpart without disability.

FACT TWO: 23.2% of grade 6 learners in Central Region could not read and comprehend a grade 3 appropriate English story.

FACT THREE: Women are generally underrepresented in primary school management positions; only 18.4% of BoM chairs are female

Key Findings

Access to school

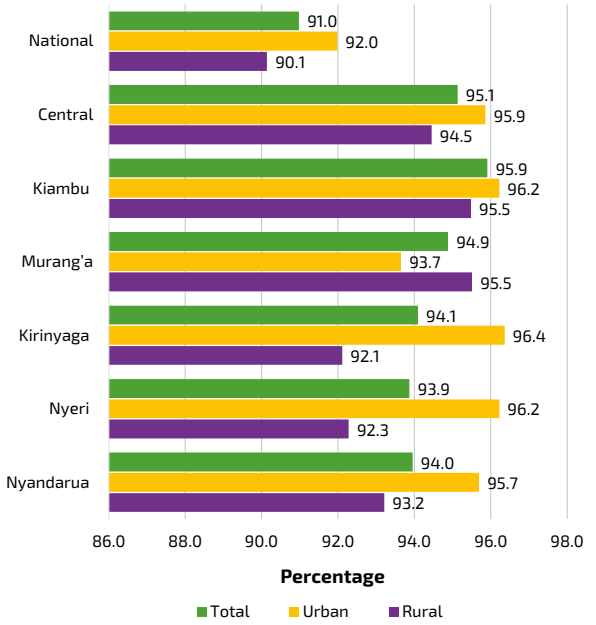


Fig. 1: School enrolment for children aged 4-15 years by county and location of residence

- Nationally, 90.1% of the school going aged (4-15 years) children in rural areas and 92% in urban areas were enrolled in school.
- School enrolment in Central Region was higher than the national average in both rural (94.5%) and urban (95.6%) areas.

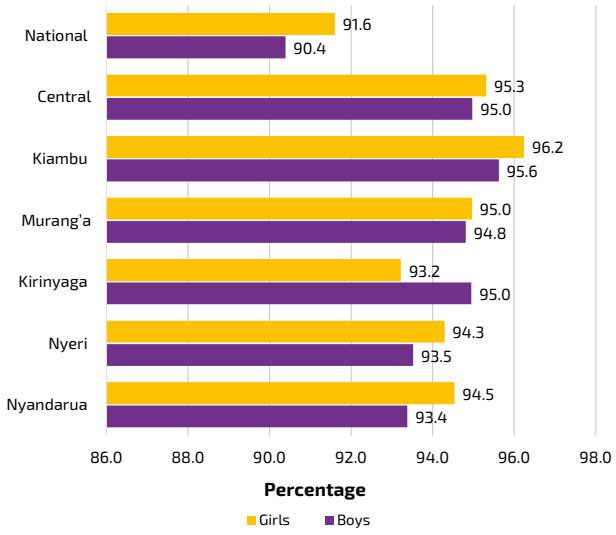


Fig. 2: School enrolment for children aged 4-15 years by county and gender

- Nationally, 90.4% of boys and 91.6% girls aged 4-15 years were enrolled in school.
- In Central, girls' school enrolment rate was only marginally higher at 95.3% compared to 95% for boys. There was near gender parity in enrolment in the region.
- In Kirinyaga County, unlike all the others in the region, the boys' enrolment rate was higher than that of girls.

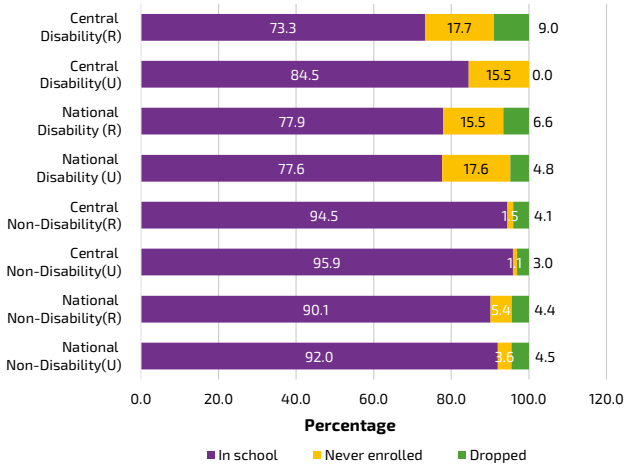


Fig. 3: Enrolment status of children with disabilities aged 4 – 15 years and their non-disability counterparts by location of residence

- Nationally, a child with disability in a rural area was three times as likely to have never enrolled in school and one and a half times as likely to have dropped out of school as his/her counterpart without disability.
- Nationally, a child with disability in an urban area was four times as likely to have never enrolled in school as his/her counterpart without disability.
- In Central Region, a child with disability in a rural area was three times as likely to have never enrolled in school and twice as likely to have dropped out of school as his/her counterpart without disability.
- A child with disability in an urban area in Central was fifteen times as likely to have never enrolled in school as his/her counterpart without disability.

Out of school children

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

County	Boys			Girls			All		
	Out of school	Never enrolled	Dropped out	Out of school	Never enrolled	Dropped out	Out of school	Never enrolled	Dropped out
Nyandarua	6.6	1.0	5.6	5.5	1.6	3.9	6.1	1.3	4.8
Nyeri	6.5	2.4	4.1	5.7	3.3	2.4	6.1	2.8	3.3
Kirinyaga	5.1	1.0	4.0	6.8	1.0	5.8	5.9	1.0	4.9
Murang'a	5.2	1.6	3.6	5.0	2.0	3.1	5.1	1.8	3.4
Kiambu	4.4	0.9	3.5	3.8	1.0	2.8	4.1	0.9	3.2
Central	**5.0**	**1.2**	**3.9**	**4.7**	**1.5**	**3.2**	**4.9**	**1.3**	**3.6**
National	**9.6**	**4.9**	**4.7**	**8.4**	**4.2**	**4.2**	**9.0**	**4.6**	**4.4**

- Nationally, 9% of school-aged children were out of school; 4.6% had never enrolled while 4.4% had enrolled, but dropped out of school.
- Central Region had 4.9% of school-aged children out of school; 1.3% had never enrolled while 3.6% had enrolled but dropped out of school.
- Kiambu County had the lowest percentage of school-aged children out of school (3.2%) in the region.
- Nyeri County had the highest percentage of school-aged children out of school (6.1%) in the region while Kirinyaga had the highest dropout rate in the region (4.9%).
- The dropout rate in Kirinyaga was marginally higher than the national average (4.4%).
- Nationally, 9.6% of the school-aged boys compared to 8.4% of the girls were out of school.

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

County	Out of school children (4-5 years)			Out of school children (6-15 years)		
	Boys	Girls	All	Boys	Girls	All
Nyandarua	2.9	2.4	2.7	7.0	5.8	6.4
Nyeri	15.4	8.1	11.8	4.8	5.2	5.0
Kirinyaga	8.7	15.0	11.8	4.4	5.5	4.9
Murang'a	9.1	10.7	9.9	4.6	4.0	4.3
Kiambu	5.4	2.4	3.9	4.2	3.9	4.1
Central	**7.5**	**6.5**	**7.0**	**4.7**	**4.4**	**4.6**
National	**17.2**	**14.8**	**16.0**	**8.4**	**7.4**	**7.9**

- Nationally, 8.4% of the boys and 7.4% of the girls of primary school age were out of school. The rate was higher for preschool where 17.2% of the boys and 14.8% girls of preschool age were out of school.
- Central Region had 4.7% and 4.4% of the primary school aged boys and girls respectively out of school. The rate for preschool aged children was higher at 7.5% and 6.5% of boys and girls respectively being out of school.
- The out of school rates for both age cohorts were lower in the Central Region compared to the national average.
- Nyeri County had the highest percentage of boys (15.4%) of preschool age out of school while Kirinyaga had the highest proportion of girls (15%) out of school.
- Nyandarua County had the highest percentage of children of primary school age (6.4%), and the lowest percentage of children of preschool age (2.7%) out of school in the region.

- Nyeri and Kirinyaga Counties had the highest percentage of children of preschool age out of school in the region (11.8%).

Preschool Participation

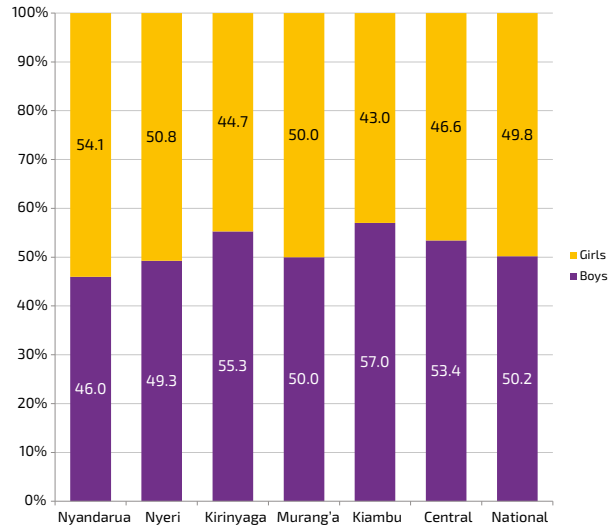


Fig. 4: ECDE enrolment by county and gender

- Nationally, there were slightly more boys enrolled at the ECDE level at 50.2% compared to girls at 49.8%.
- In Central Region, more boys (53.4%) were enrolled in ECDE than girls (46.6%).
- There was gender parity in ECDE enrolment in Murang'a County.
- Kiambu County had the least percentage of children enrolled in ECDE being girls (43%) compared to boys (57%).

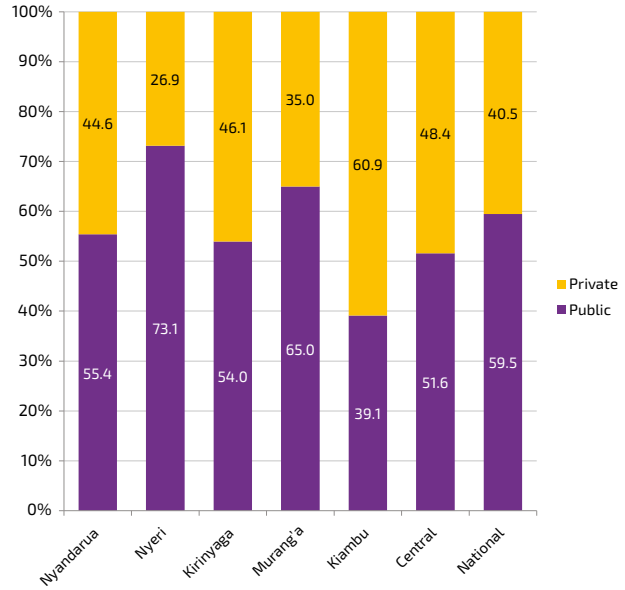


Fig. 5: ECDE enrolment by county and type of centre attended

- Nationally, 59.5% of the learners in preschool were enrolled in public ECDE centres while the remaining 40.5% were in private ECDE centres.
- In Central Region, 51.6% of the learners in preschool were enrolled in public ECDE centres while 48.4% were in private ECDE centres.
- In Kiambu County, 60.9% of preschool learners were enrolled in private ECDE centres, which is higher than the national average of 40.5%.
- Nyeri County had the lowest percentage of its preschool learners enrolled in private ECDE centres in the region at only 26.9%.

School Attendance

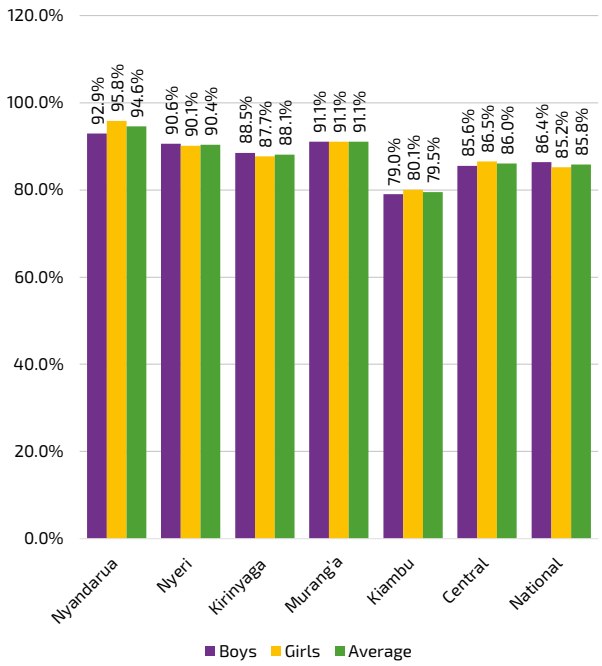


Fig. 6: School attendance on the day of the survey by county and gender

- Nationally, 14.2% of learners were absent from schools on the day of the survey; absenteeism was slightly higher among girls (14.8%) than boys (13.6%).
- Central Region had marginally lower school absenteeism rate (14%) than the national average (14.2%).
- School absenteeism in Central was higher among boys (14.4%) than girls (13.5%).
- Kiambu County had the highest absenteeism rate at 20.5% of leaners on the day of the visit.

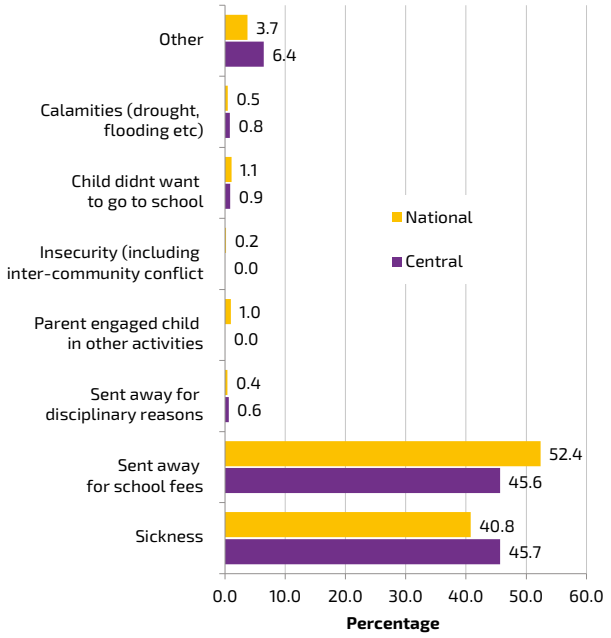


Fig. 7: Reasons for school absenteeism among learners in the region

- In Central, 45.6% of the learners who were absent from school on the day of the survey, had been sent away for school fees/levies.
- This rate is lower than the national average where 52.4% of those who were absent from school had been sent away for fees/levies.

School factors impacting learning outcomes

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

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

County	Class size	Teachers/stream ratio
Nyandarua	30	1.01
Nyeri	32	1.02
Kirinyaga	35	1.2
Murang'a	38	1.11
Kiambu	43	0.89
Central	**38**	**1.01**
National	**41**	**0.99**

- The average class size nationally was 41 learners while for the Central Region it was 38 learners.
- Kiambu County had the largest average class size with 43 learners, while Nyandarua County had the smallest with 30 learners.
- The average teacher/classroom ratio for the Central Region (1.01) was slightly higher than the national average (0.99).
- Kiambu County had a ratio that was less than one, which means that at least a class goes without a teacher even when all teachers are present and teaching.

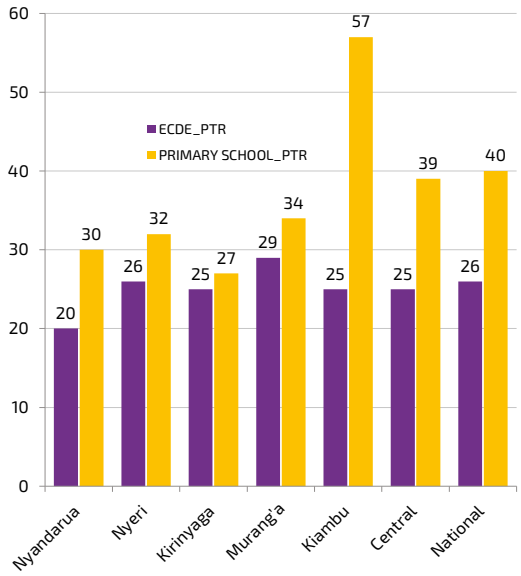


Fig. 8: Pupil/Teacher Ratio (PTR) by county and level of school

- Nationally, the pupil/teacher ratio in primary school was 40:1, while in preschool it was 26:1. These ratios are within the recommended ratios of 40 and 25 respectively.
- In Central, the pupil/teacher ratio in primary school was 39:1, while in preschool it was 25:1, which is within Kenya's recommended ratios.
- Kiambu County had the highest pupil/teacher ratio for primary school level at 57:1 while Kirinyaga County had the lowest at 27:1.
- Murang'a County had the highest pupil/teacher ratio in preschool at 29:1, which is marginally higher than the national average ratio of 26:1.

Home and social factors impacting learning outcomes

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

County	Number of reported Cases of pregnancies	Percentage of pregnancies across counties	Number of pregnant girls who returned to school after delivery	Percentage of girls who returned
Nyandarua	25	7.1%	0	0.0%
Nyeri	40	12.3%	13	33.3%
Kirinyaga	28	8.6%	6	20.0%
Murang'a	44	13.5%	11	25.0%
Kiambu	187	57.7%	87	46.4%
Central	**324**	**100.0%**	**117**	**36.0%**
National	**19,230**		**8,168**	**42.5%**

- Only 36.7% of the school girls reported pregnant in the region in the one year to the survey returned to school after giving birth.
- None of the girls reported pregnant in the visited schools in Nyandarua County returned to school.
- Kiambu County contributed most (57.7%) of the cases of pregnancies reported in the region, while Nyandarua County contributed the least percentage of cases of pregnancies reported (7.1%).
- Kiambu County had the highest return to school rate for girls who were reported pregnant, with almost half (46.4%) of the reported cases returning to school.

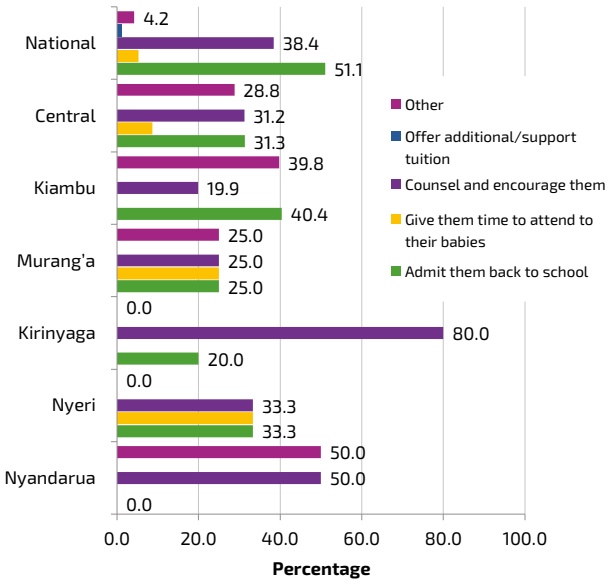


Fig. 9: School heads' opinions on support measures to be given to pregnant girls and those with babies

- 31.3% of school heads in the region identified readmission to school while 31.2% suggested offering of additional/support tuition as one of the key support measures that should be extended to pregnant girls and those with babies.
- 80% of school heads in Kirinyaga County identified counselling as one of the critical services extended to pregnant girls and those with babies.
- 50% of school heads in Nyandarua County identified counselling and other support as some of the critical services extended to pregnant girls and those with babies.
- None of the school heads interviewed in Nyandarua County mentioned readmitting the girls to school was one way of supporting pregnant girls and teenage mothers.

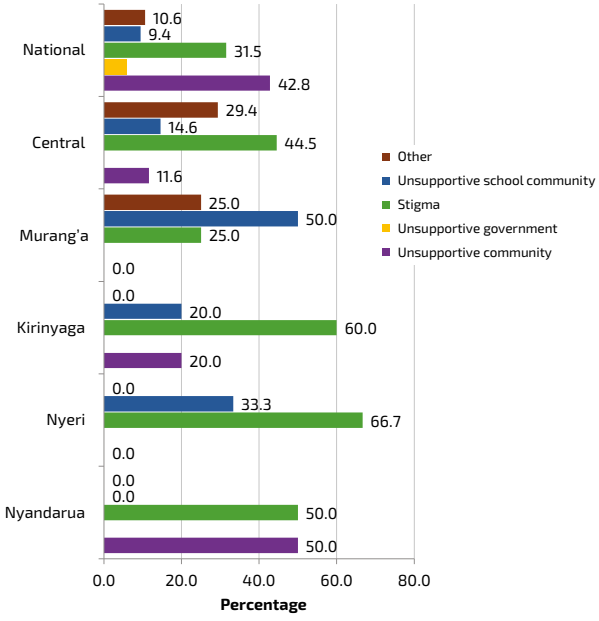


Fig. 10: Main challenges school managers face in supporting pregnant girls/teenage mothers in school

- 44.5% of schools in Central Region identified stigma as the main challenge facing pregnant girls and those with babies.
- 14.6% schools identified lack of support from school community as a major challenge facing pregnant girls and those with babies.
- 66.7% of schools in Nyeri County reported stigma as the main challenge facing pregnant girls and those with babies.
- 50% of schools in Nyandarua County reported stigma and lack of community support as the main challenges facing pregnant girls and those with babies.

Table 5: Learning conditions in schools by county

County	Has playground	School fully fenced	Has library	Pupils sitting on the floor
Nyandarua	94.8%	83.7%	18.9%	0.0%
Nyeri	89.7%	79.3%	51.7%	0.0%
Kirinyaga	96.8%	82.3%	6.4%	0.0%
Murang'a	83.6%	70.8%	7.3%	1.8%
Kiambu	88.4%	82.8%	23.3%	0.0%
Central	**89.7%**	**79.8%**	**20.9%**	**0.4%**
National	**77.7%**	**71.9%**	**25.7%**	**8.4%**

- 89.7% of schools in Central Region had a playground compared to 77.7% of schools nationally.
- 79.8% of schools in Central Region had their schools fully fenced compared to 71.9% nationally.
- 51.7% of schools in Nyeri County had a library compared to only 6.4% in Kirinyaga County.
- Only Murang'a County schools reported any incidence of children sitting on the floor in the region.

School Health and Safety Concerns

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

Table 6: Percentage of schools that provide the following health services by location and school type

County	Average distance to the nearest health facility	Percentage of schools with medical personnel	Percentage of schools providing psychosocial support	Percentage of schools with a sick bay/clinic	Percentage of schools linked to a health facility	Percentage of schools with feeding programme
Nyandarua	4.3	62.5%	24.8%	13.0%	67.3%	43.1%
Nyeri	3.7	33.3%	37.9%	6.9%	75.9%	65.5%
Kirinyaga	1.9	0.0%	72.7%	1.6%	88.7%	58.2%
Murang'a	2.4	0.0%	30.9%	1.8%	74.5%	43.5%
Kiambu	1.8	60.1%	30.5%	20.4%	68.2%	62.4%
Central	**2.6**	**53.0%**	**35.7%**	**11.0%**	**73.0%**	**54.9%**
National	**3.3**	**44.7%**	**37.2%**	**9.1%**	**60.4%**	**64.1%**

- 64.1% of schools nationally compared to 54.9% in Central Region had a school feeding programme.
- Kirinyaga County had the highest percentages of schools linked to a health facility (88.7%) and providing psychosocial support (72.7%).
- 62.5% of schools in Nyandarua County had medical personnel while none of the surveyed schools in Kirinyaga and Murang'a Counties had any medical personnel.
- Kiambu County had the highest percentage of schools (20.4%) with a sick bay/clinic.

Table 7: Sources of drinking water by county

County	Borehole	Well	Rain water	Piped water	Water vendors	River
Nyandarua	31.4	5.9	17.6	42.5	0.0	2.6
Nyeri	0.0	0.0	6.9	93.1	0.0	0.0
Kirinyaga	11.3	0.0	1.6	79.1	0.0	8.0
Murang'a	29.0	0.0	12.8	49.1	3.7	5.5
Kiambu	34.9	2.9	2.9	52.1	7.3	0.0
Central	**25.3**	**2.0**	**7.9**	**58.7**	**3.4**	**2.6**
National	**28.5**	**4.5**	**18.8**	**38.0**	**4.1**	**6.2**

- 58.7% of schools in the region accessed piped water compared to 38% of schools nationally.
- Nyandarua County schools had the least access to piped water at 42.5%.
- 25.3% of schools in the region draw their drinking water from borehole.
- 93.1% of schools in Nyeri County accessed piped water compared to 43% in Nyandarua County.

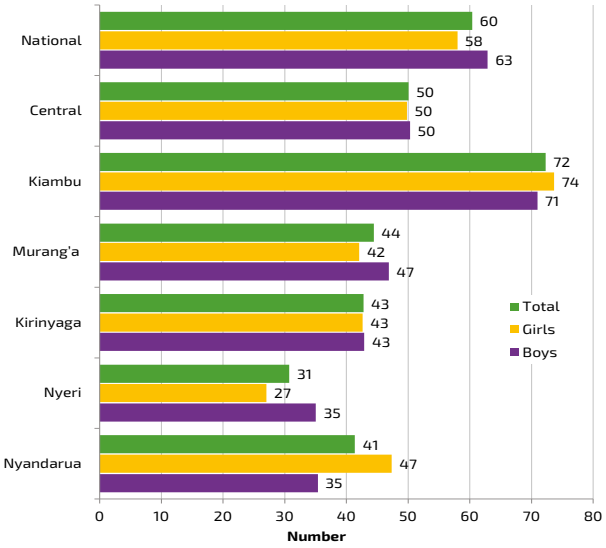


Fig. 11: Number of pupils using one toilet by gender and county

- On average, 50 pupils use 1 toilet in the region; 50 boys use 1 toilet; and 50 girls use 1 toilet. This is better than the national average, which is 60 learners per toilet; 63 boys per toilet and 58 girls per toilet.
- Kiambu County had the highest number of pupils sharing a single toilet at 72; 71 boys and 74 girls.
- Nyeri County had the lowest pupils/toilet ratio with 31 pupils using 1 toilet; 35 boys per toilet and 27 girls per toilet.
- Of all the counties in the Central Region, only Kiambu had a worse pupils/toilet ratio than the national average.

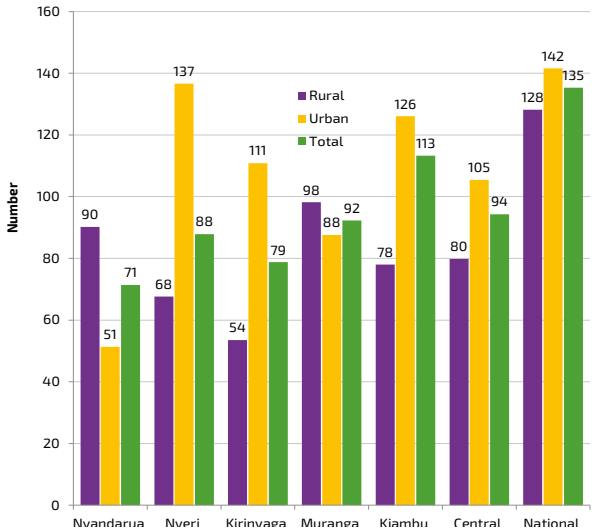


Fig. 12: Number of pupils per one handwashing point by location of the school

- On average, Central Region had 94 pupils sharing a handwashing point with more in urban schools (105) than rural schools (78). This is lower than the national average of 135 pupils per a handwashing point; 142 per a handwashing point in urban schools and 128 per a handwashing point in rural schools.
- Nyandarua County stands out for having the lowest number of pupils (71) sharing a handwashing point with 51 in urban schools and 90 in rural schools.

School Management

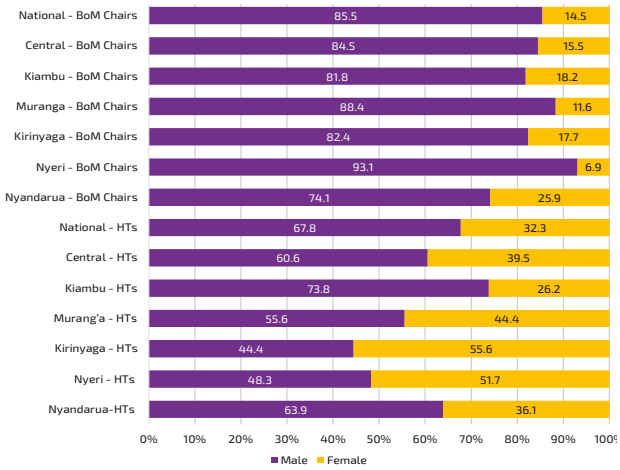


Fig. 13: Distribution of school heads and Boards of Management (BoM) chairpersons by county and gender

- Women are generally under-represented in the management of primary schools.
- Nationally, only 32.3% of school heads and 14.5% of the BoM chairpersons were women.
- In Central Region, 39.5% of school heads and 15.5% of the BoM chairpersons were women.
- Kirinyaga County, however, had the highest representation of women in the school headship in the region at 55.6% while Kiambu County had the lowest at only 26.2%.
- Nyeri County has the lowest representation of women in the BoM chairpersonship at only 6.9%.

Parental views on the Competency-Based Curriculum (CBC)

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

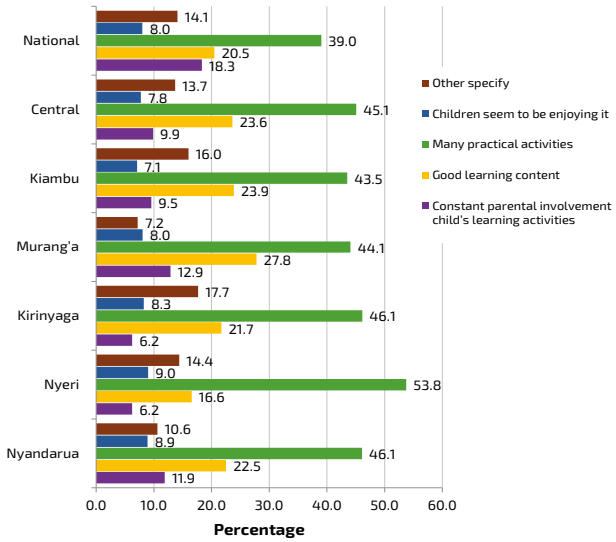


Fig. 14: Parental Opinions on the positives of CBC

- Nationally, 39% of the parents expressed support for CBC because of the many practical activities; 20.5% liked CBC because of good learning content while 18.3% supported it because of constant parental involvement in children's learning activities.
- In Central, 43.5% of the parents supported CBC for its many practical activities, followed by good learning content at 23.6%.
- The level of support for CBC and the reasons for its support varied across counties, but in most of them, like in the case elsewhere in the country, was CBC's many practical activities.

Table 9: Parental opinions against the CBC

County	Constant parental involvement in child's learning activities	Too much learning content	High cost of learning materials	Too many practical activities	Children are burdened with homework	It attempts to teach everything	Haphazard implementation	Other
Nyandarua	13.4	6.5	61.1	6.6	3.1	1.3	5.0	3.0
Nyeri	5.4	5.4	72.9	5.6	3.4	0.9	0.0	6.5
Kirinyaga	8.6	7.1	55.7	4.6	2.5	0.8	4.7	16.0
Murang'a	8.3	6.3	69.6	3.2	3.1	0.8	1.3	7.4
Kiambu	10.3	6.2	65.6	4.6	4.4	1.2	2.4	5.2
Central	**9.7**	**6.3**	**65.6**	**4.6**	**3.8**	**1.1**	**2.5**	**6.5**
National	**9.8**	**6.8**	**69.1**	**5.1**	**2.8**	**1.0**	**1.5**	**3.9**

- 65.6% of parents in Central region don't like CBC because of the high-cost purchases of learning materials compared to 69.1% nationally.
- Nyeri County leads the way in the region with the highest number of parents (72.9%) opposed to the cost of materials while Kirinyaga County has the least number of parents (55.7%) identifying the high cost of CBC as a burden.
- 9.7% of parents in the region expressed dissatisfaction with CBC due to constant parental involvement in their child's learning.

Table 10: Parental views on how to make CBC better

County	Lower the cost to parents	Reduce learning areas	Minimise homework given to children	Post enough teachers to schools	Communicate better with parents	Others
Nyandarua	72.5	6.0	2.1	15.1	1.5	2.9
Nyeri	71.8	5.0	6.2	7.5	3.2	6.2
Kirinyaga	67.7	3.0	4.7	5.6	7.2	11.8
Murang'a	76.2	7.4	2.7	5.4	2.1	6.2
Kiambu	73.3	4.8	4.4	5.3	5.6	6.7
Central	**73.1**	**5.3**	**4.0**	**6.6**	**4.4**	**6.6**
National	**74.9**	**5.4**	**3.9**	**8.6**	**3.1**	**4.2**

- A majority of the parents in the region, 73.1%, wanted the cost incurred by parents on purchasing learning materials lowered.
- Murang'a County registered the highest percentage of parents (76.2%) who wanted the cost incurred by parents on purchasing learning materials lowered.
- This demand is shared with parents in other parts of the country.

Learning Outcomes

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

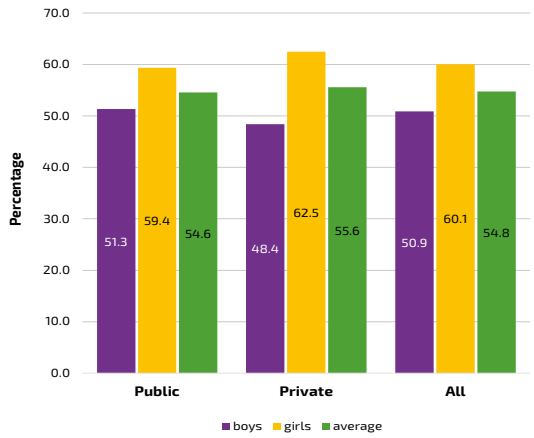


Fig. 15: Percentage of grade 4 learners who at least met expectations in reading a grade 3 appropriate English story by gender and type of school attended

- There is no clear distinction between the performance of grade 4 learners in private schools and their public-school counterparts in the region in reading a grade 3 appropriate English story.
- Grade 4 girls outperformed their male counterparts across both categories of schools in reading a grade 3 appropriate English story.
- Overall, over half of grade 4 learners in the region could read with comprehension a grade 3 appropriate English story.

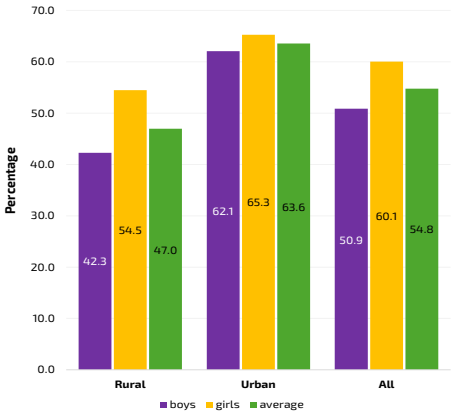


Fig. 16: Percentage of grade 4 learners who at least met expectations in reading a grade 3 appropriate English story by gender and location of residence

- Grade 4 learners in urban areas outperformed their rural-area counterparts in the region in reading a grade 3 appropriate English story.

- Grade 4 girls outperformed their male counterparts across both locations of residence in reading a grade 3 appropriate English story.
- A much higher percentage of girls (54.5%) in rural areas could read a grade 3 appropriate English story than the boys (42.3%).

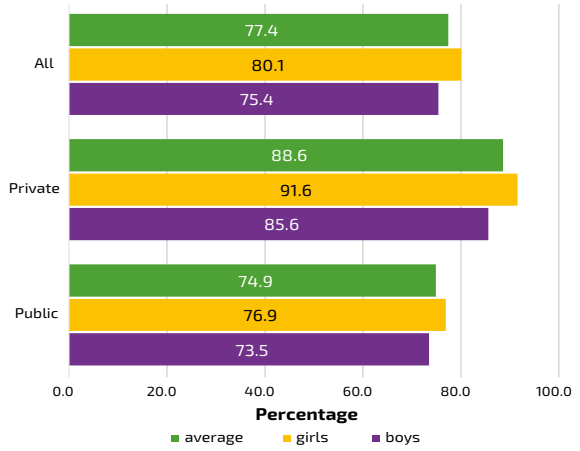


Fig. 17: Percentage of grade 4 learners who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and type of school attended

- Generally, grade 4 learners in the region performed better in the numeracy assessment over the literacy assessment.
- Private school grade 4 learners outperformed their public-school counterparts in the region in solving a grade 3 appropriate numeracy problem.
- Grade 4 girls outperformed their male counterparts across both categories of schools in solving a grade 3 appropriate numeracy problem.
- Overall, 77.4% of grade 4 learners in the region could solve a grade 3 appropriate division problem.

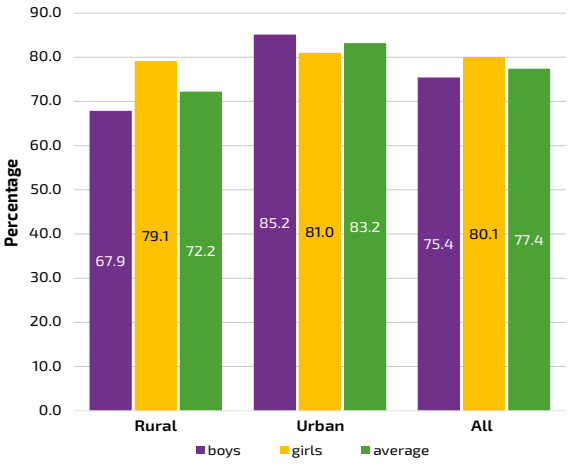


Fig. 18: Percentage of grade 4 learners who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and location of residence

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

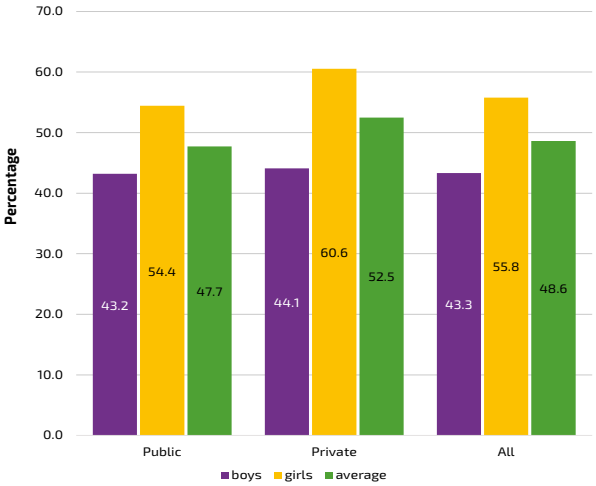


Fig. 19: Percentage of grade 4 learners who at least met expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem by gender and type of school attended

- Private school grade 4 learners outperformed their public-school counterparts in the region in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- Grade 4 boys in private schools, only marginally outperformed their counterparts in public schools in the region in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- Grade 4 girls (55.8%) outperformed boys (43.3%) in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- Overall, only 48.6% of grade 4 learners in the region could both read a grade 3 appropriate English story and solve a grade 3 appropriate numeracy problem.

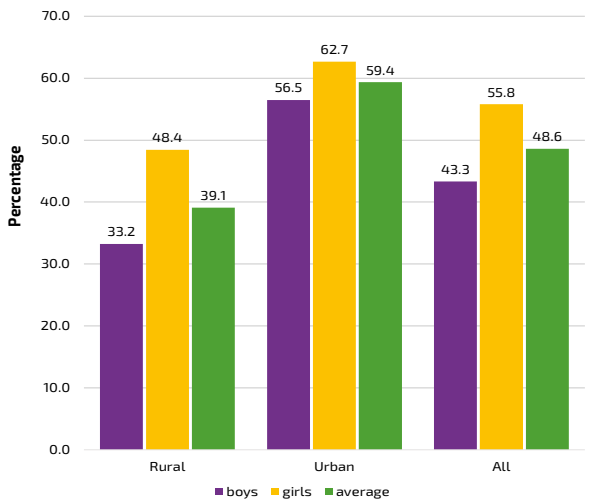


Fig. 20: Percentage of grade 4 learners who at least met expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem by gender and type of location of residence

- Grade 4 learners in urban areas outperformed their rural-area counterparts in the region in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- A grade 4 girl in a rural area of the region was one and half times as likely to both read a grade 3 appropriate English story and solve a grade 3 appropriate numeracy problem as her male counterpart.
- Grade 4 girls outperformed boys in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem across both locations of residence.

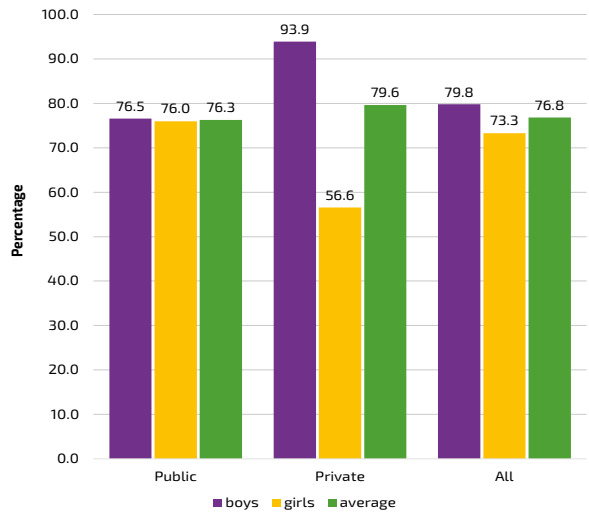


Fig 21: Percentage of grade 6 learners who at least met expectations in reading a grade 3 appropriate English story by gender and school attended

- Private school grade 6 learners had mixed results when compared to their public-school counterparts in the region in reading a grade 3 appropriate English story.
- Public school grade 6 girls outperformed their private school counterparts in reading a grade 3 appropriate English story, while public school grade 6 boys underperformed their private school counterparts.
- Among the private school grade 6 learners, boys outperformed girls in reading a grade 3 appropriate English story by a huge margin.
- Overall, only 76.8% of grade 6 learners in the region could read with comprehension a grade 3 appropriate English story, which means that 23.2% of grade 6 learners in the region could not read and comprehend a grade 3 appropriate English story!

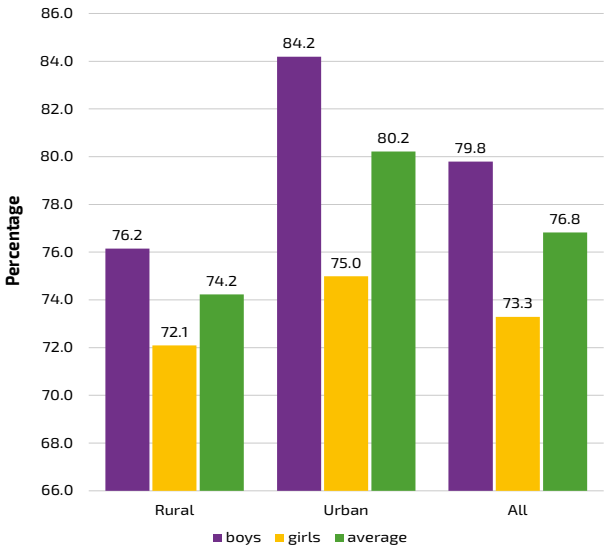
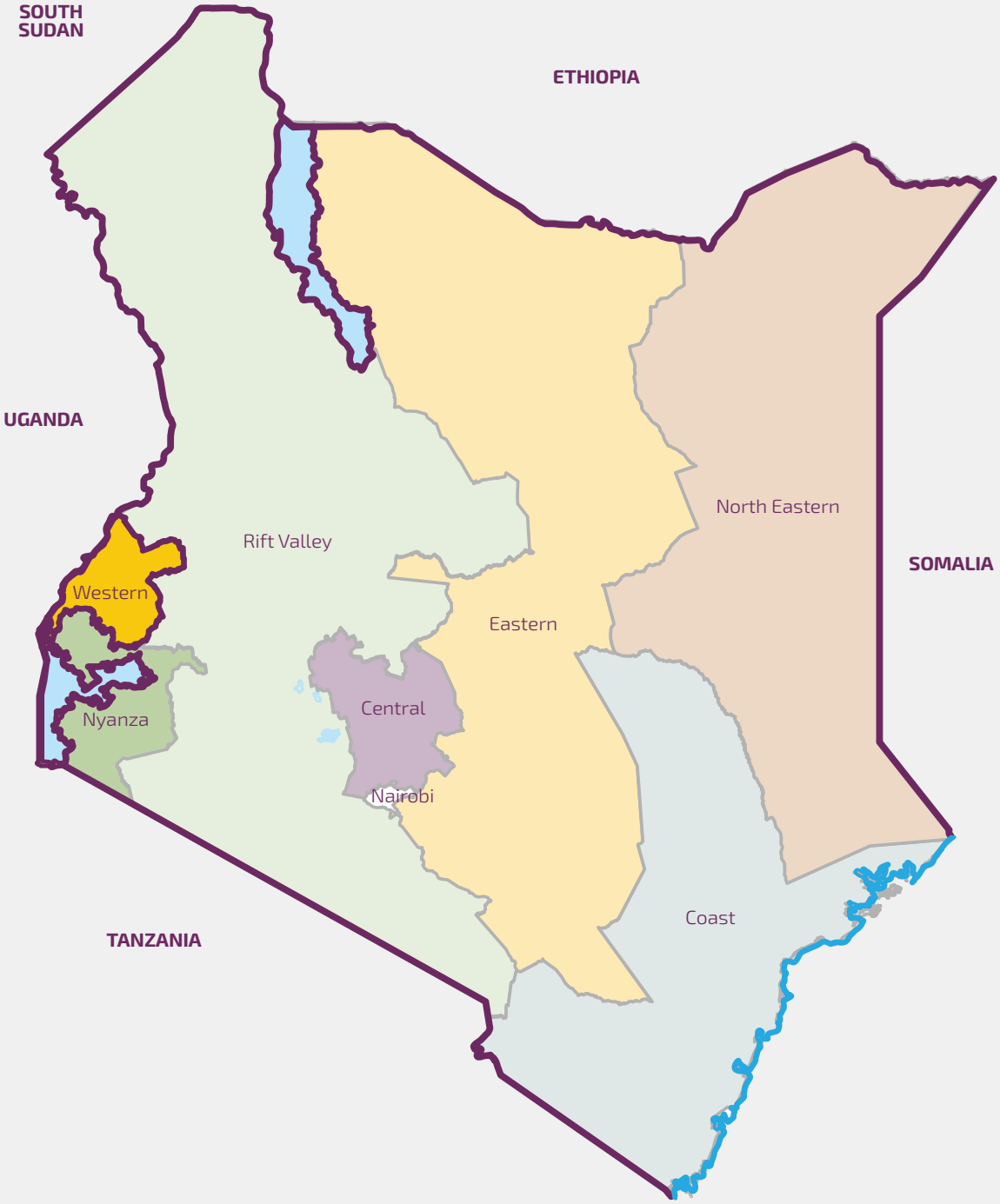


Fig 22: Percentage of grade 6 learners who met expectations in reading a grade 3 appropriate English story by gender and location of residence

- Grade 6 learners in urban areas outperformed their rural-area counterparts in the region in reading a grade 3 appropriate English story.
- Overall, grade 6 boys (79.8%) outperformed girls (73.3%) in reading a grade 3 appropriate English story.

Map of Kenya


SOUTH SUDAN
ETHIOPIA
UGANDA
SOMALIA
TANZANIA
Rift Valley
North Eastern
Western
Eastern
Central
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