

THE FLANA REPORT 2024

Coast Region Edition

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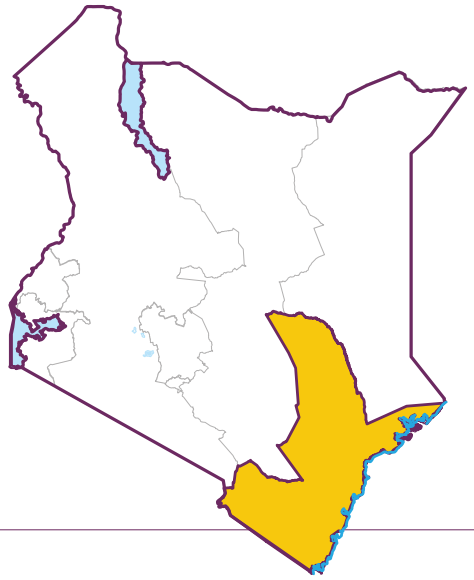

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Foreward



The Foundational Literacy and Numeracy Assessment (FLANA) 2024 Report for the Coast Region is a gem for actors in education space and decision-makers. The findings presented in this report offer important insights into the learning levels among children of school-going age in the region. They also highlight the main drivers of learning outcomes and inequalities in the education sector — home and school factors. These factors include access to school, pre-school participation, school absenteeism, 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 six counties of the Coast Region namely; Mombasa, Kwale, Kilifi, Lamu, Tana River and Taita Taveta, 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 Coast Region Report thus highlights those dynamics including the challenges facing children with disabilities aged 4-15 years both in rural and urban areas.

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, regional and national-level education officials will find this report very useful in decision-making. It highlights intra-regional, inter-regional and cross-county differences in the quality of education infrastructure, staffing and school attendance. In the report, it is apparent that there is under-representation of women in primary school leadership both in Boards of Management and school headship. These are among the factors that impact learning outcomes both regionally and nationally.

School managers and teachers will find in the report, areas that call for their attention if they are to achieve their set goals towards 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 in the Coast Region. 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.

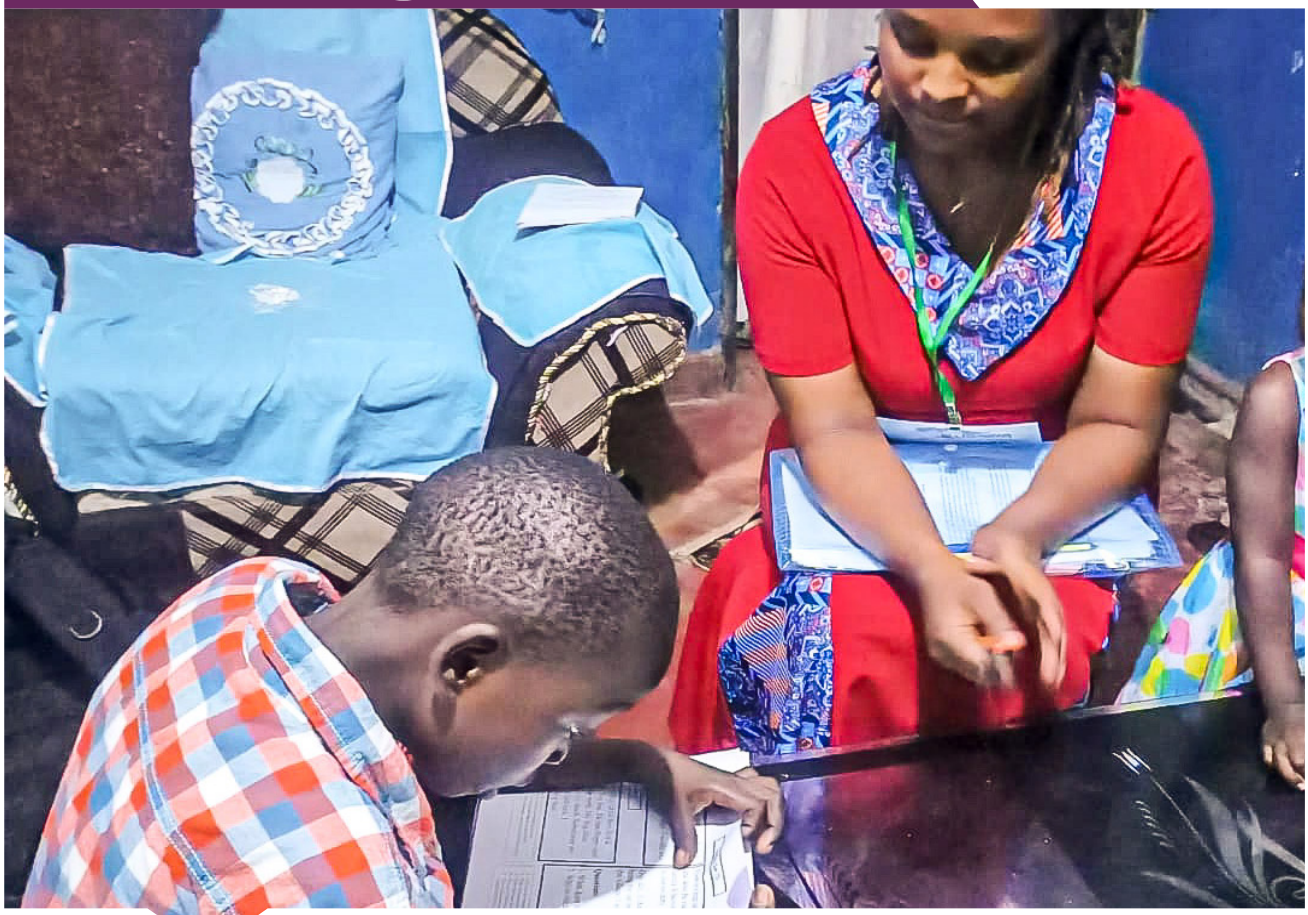
Parents, community members and their organised groups, as well the local leadership will find this report helpful as it points out some of the gaps at the household and community levels that contribute to the undesirable levels of learning outcomes. For instance, the region has generally underperformed the nation on many important indicators such as enrolment rate, school dropout rate, learning outcomes, just 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 this 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 course of 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 Coast region. Our sincere apologies in advance for not being able to mention everyone by name. The following, however, stand out in their unique contributions to the 2023 assessment from which this report is generated:

- **The Usawa Agenda founders**, Dr. Martin Ogola and Dr. Everline Wanzala, we cannot thank you enough for your steadfast support and stewardship.
- **The Usawa Agenda board members:** Mr. Henry Kilonzo (Chairman), Prof. Gituro Wainaina, Mr. Naman Owuor, Ms. Florence Syevuo, Dr. Wilson Wasike, Mrs. Esther Wairimu, Ms. Joy Claudia Anami (has since transitioned from the board) and Ms. Ashina Mtsumi.
- **The Usawa Agenda Secretariat:** Emmanuel Manyasa, Stephene Maende, Boaz Ochi, Cycus Barasa, Brenda Onyango, Esther Gad, David Lutta, Catherine Peter, Faith Atieno, Carol Onsomu and Fred Ogachi.
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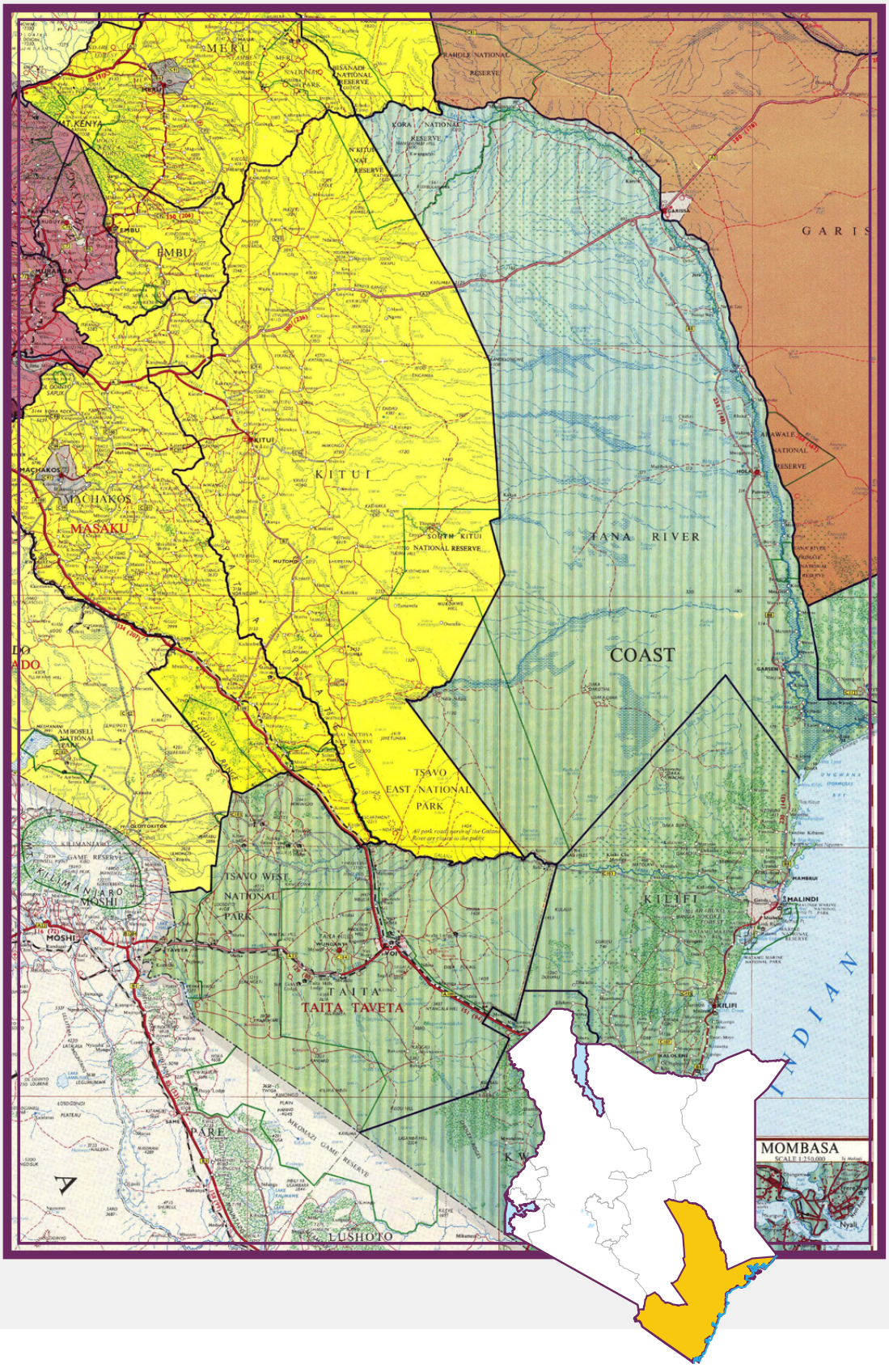
- The trainers who committed their time and expertise to enhance the village coordinators and volunteers' capacities to conduct the survey in the most credible way possible.
- The over 230 volunteers and village coordinators who walked from house to house and visited the

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 200 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 6,348 household heads who opened their doors to us, disrupted their families' routines to respond to our many questions and permitted us to assess their children, we cannot thank you enough.
- The over 3,016 children who diligently took the tests even when they were 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 229 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 138,657 pupils in the schools we visited who endured our prying presence as we observed every corner of your schools and the happenings there, thank you.
- **To our partners:** RELI Kenya, Zizi Afrique Foundation, PAL Network, National Parents Association (NPA) and Kenya Primary School Heads Association (KEPSHA) our partnership truly heralds the future of education research, and policy and practice influencing. We also thank the Teachers' Service Commission and the Teachers Unions, especially KNUT for their role in producing and sharing this evidence.
- We sincerely thank the leadership of the Ministry of Education both at the national and county levels for the continued and unwavering support to Usawa Agenda activities. We thank the Kenya National Examinations Council (KNEC) and the Kenya Institute of Curriculum Development (KICD) for support in developing and reviewing the tests. We appreciate support in sampling and access to Enumeration Area maps offered by the Kenya National Bureau of Statistics. We thank the Department of Family Health, Division of Adolescents and School Health at the Ministry of Health, represented by Dr. Beatrice Ochieng for support in developing the school health components of the survey tools. We thank National Commission for Science, Technology & Innovation (NACOSTI), for support in timely authorisation of the survey.
- We are indebted to the County Commissioners and Sub-county Commissioners at whose offices we made our first stops in the Counties, in some cases requiring security support to proceed with the assessment, and you all came through for us.
- Thank you, Dr. James Mbugua, for burning your midnight oil to ensure the data was analysed in time to produce the report, and the editorial and design teams led by Robin Toskin and William Odidi respectively, for meticulously delivering this report, we thank you for your great efforts.
- **To our development partners** (Imaginable Futures, Wellspring Philanthropic Fund and Echidna Giving), who continue to entrust us with your scarce resources for which many different needs, countries, regions and organisations compete, we would not be here without you. We are humbled by the trust you have in us and are committed to delivering full value for every cent we are entrusted with.
- It takes a massive, dedicated team to pull off the FLANA survey. To all those whose names we couldn't list here, accept our heartfelt gratitude and know that literally, we could not have done it without you. We continue to be inspired by all who unwaveringly work every day to secure the future of our children and that of the country and indeed the world, through education. We are inspired even more by those of you involved in small efforts in the villages, in hidden corners of the world and behind closed doors in isolated offices to get all children to school, especially girls and children with disabilities. **You may not know, but you are changing the world in profound ways!**

Map of Kenya

Extract Map:
Coast Region of Kenya



© Map/Courtesy

Introduction



The Foundational Literacy and Numeracy Assessment (FLANA) Report 2024 Coast 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 the Coast Region with varying levels in the counties — Mombasa, Kwale, Kilifi, Tana River, Lamu and Taita Taveta. This report provides a realistic outlook of the status of schooling and learning in the said six 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 Coast 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 six counties in the 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 six in this region; Mombasa, Kwale, Kilifi, Tana River, Lamu and Taita Taveta. 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 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.

In this region, we visited 230 villages spread across the region as follows: Mombasa, 42, Kwale, 41, Kilifi, 42, Tana River, 34, Lamu,32 and Taita Taveta,38. In these villages, we visited over 6,348 households: Mombasa (881), Kwale (806), Kilifi (849), Tana River (645), Lamu (688) and Taita Taveta (771). We assessed 3,016 children spread across the counties as follows: Mombasa (620), Kwale (569), Kilifi (577), Tana River (418), Lamu (394) and Taita Taveta (438). We also visited 229 primary schools 42 in Mombasa, 41 in Kwale, 42 in Kilifi, 34 in Tana River, 32 in Lamu, and 38 in Taita Taveta, which together had 138,657 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 and comprehend a basic English text. The Coast Region is not insulated from these challenges as this report shows.

KEY FACTS ON LEARNING IN THE COAST REGION

FACT ONE: Women are under-represented in the pimary school management in the Coast Region. Only 23% of head teachers and 17% BoM chairpersons are female in this region.

FACT TWO: A grade 4 learner in an urban school is twice as likely to both read a grade 3 appropriate English story and solve a grade 3 appropriate numeracy problem as his/her rural-school counterpart in the region.

FACT THREE: A child with disability in the Coast Region is more likely to have never enrolled or dropped out of school than his/her counterpart without disability.

FACT FOUR: The region reported a significantly higher percentage of pregnant girls (56%) who returned to school after delivery than the national average of 43%.

Key Findings

Access to School

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

County	Rural	Urban	Average
Mombasa	0.0	92.2	92.3
Kwale	90.0	91.5	90.4
Kilifi	90.6	95.8	92.8
Tana River	75.6	85.7	80.4
Lamu	94.5	86.4	92.7
Taita Taveta	91.3	92.3	91.8
Coast	89.6	92.6	91.4
National	**90.1**	**92**	**91**

- School enrolment rate of 91.4% revised from lower to **higher** than the national average of 91%.
- Kilifi County had the highest school enrolment rate for children aged 4-15 years (92.8%), while Tana River County had the lowest rate of 80.6% in the region.

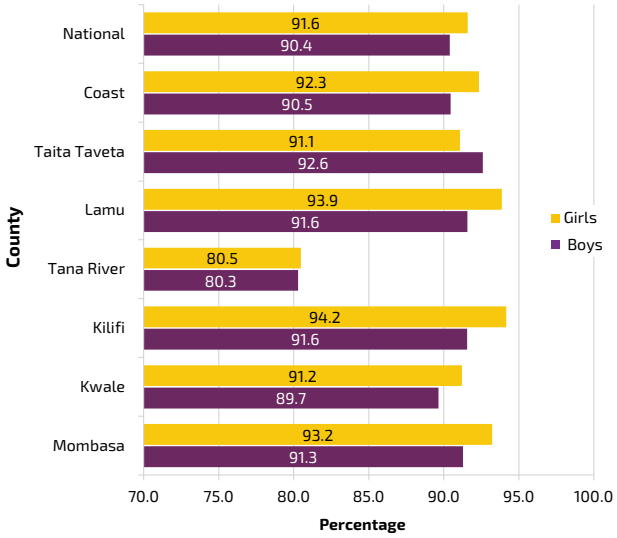


Fig. 1: Percentage of children aged 4-15 years enrolled in school by county and gender

- Nationally, 91.6% of girls compared to 90.4% of boys aged 4-15 years were enrolled in school.
- Both girls' and boys' school enrolment rates at 92.3% and 90.5% in the region respectively were marginally higher than the respective national averages.
- There was gender parity in school enrolment in Tana River County, while Lamu, Kilifi, Kwale and Mombasa Counties had gender gaps in favour of girls.
- Except for Taita Taveta County, all the other counties had higher rates of girls' enrollment in school than boys.

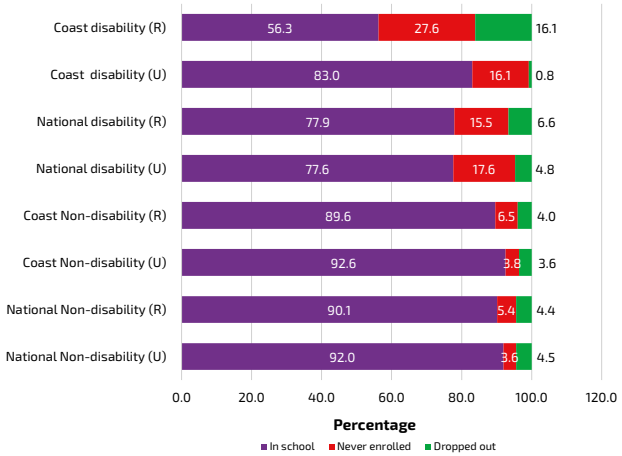


Fig. 2: School enrolment status of children with disabilities aged 4 – 15 years and their non-disability counterparts by location of residence

- Nationally, a child with disability in a rural area is thrice 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 is four times as likely to have never enrolled in school as his/her counterpart without disability.
- In the Coast Region, a child with disability in a rural area is four times as likely to have never enrolled in school as his/her counterpart without disability.
- A child with disability in an urban area in the Coast Region is five times as likely to have never enrolled in school as his/her counterpart without disability.

Out of School Children

Table 2: 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
Mombasa	8.7	4.6	4.1	6.8	3.6	3.2	7.8	4.1	3
Kwale	10.4	5.5	4.9	8.8	6.4	2.4	9.6	5.9	3.6
Kilifi	8.4	4.5	3.9	5.8	3.4	2.5	7.2	3.9	3.2
Tana River	19.7	12.9	6.8	19.5	14.8	4.7	19.6	13.8	5.8
Lamu	8.4	3.8	4.7	6.1	2.9	3.2	7.3	3.3	3.9
Taita Taveta	7.4	3.1	4.3	8.9	4.0	4.9	8.2	3.5	4.6
Coast	**9.5**	**5.1**	**4.4**	**7.7**	**4.6**	**3.1**	**8.6**	**4.9**	**3.7**
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 (4-15 years) were out of school; 4.6% had never enrolled while 4.4% had enrolled but dropped out of school.
- The Coast Region had 7.4% of school-aged children out of school; 4.8% had never enrolled while 3.7% had enrolled but dropped out of school.
- Kilifi County had the lowest percentage of school-aged children out of school at 5.7%, while Tana River County had the highest precentage of school-aged children out of school (18.2%), and the highest dropout percentage in the region (5.6 %).
- Nationally, 9.6% of the school-aged boys compared to 8.4% of the girls were out of school.
- Regional data shows that 9.5% and 7.7% of school-aged boys and girls respectively were out of school.

Table 3: Percentage of out of school children aged 4-5 years and 6-15 years by county and gender

County	Out of school children aged 4-5 years			Out of school children aged 6-15 years		
	Boys	Girls	All	Boys	Girls	All
Mombasa	16.3	9.8	13	7.3	6.3	6.8
Kwale	19.3	23.0	21.1	9.2	6.8	8
Kilifi	21.6	9.4	15.5	6.2	5.3	5.7
Tana River	31.2	30.0	30.6	18.1	18.3	18.2
Lamu	13.0	15.9	14.4	7.6	5.0	6.3
Taita Taveta	15.0	5.3	10.1	6.1	9.5	7.8
Coast	**19.1**	**12.6**	**15.8**	**8.0**	**6.9**	**7.4**
National	**17.2**	**14.8**	**16**	**8.4**	**7.4**	**7.9**

- Nationally, 8.4% of the boys and 7.4% of the girls of primary school age were out of school. The rate was higher for preschool where 17.2% of the boys and 14.8% girls of preschool age were out of school.
- The Coast region had 8.0% and 6.9% of the primary school aged boys and girls respectively out of school. The rate for preschool aged children was higher at 19.1% and 12.6% of boys and girls respectively being out of school.
- The overall out of school rates for both age cohorts were slightly lower in the Coast region compared to the national average.
- Kwale and Tana River Counties had the highest percentage of girls and boys of all children of preschool age out of school in the region — higher than the national average for girls and boys of preschool age.
- Tana River County had the highest percentage of all children of primary school age (18.2%), out of school in the region — higher than the national average for primary school age children.

Preschool Participation

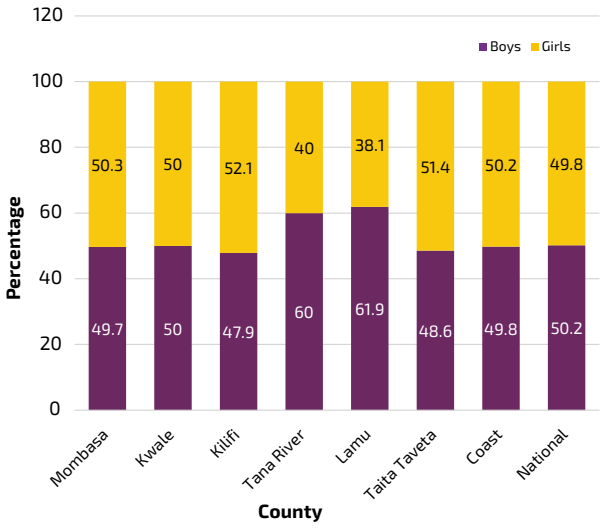


Fig. 3: Percentage of children aged 4-5 years enrolled in preschool by county and gender

- Nationally, there were slightly more boys enrolled in the preschool level at 50.2% compared to girls at 49.8%.
- In the Coast Region, there were slightly more girls (50.2%) as compared to boys (49.8%) of preschool level.
- In Tana River, boys formed the majority at 60% of ECDE learners, while in Kwale, there was gender parity among preschool learners.

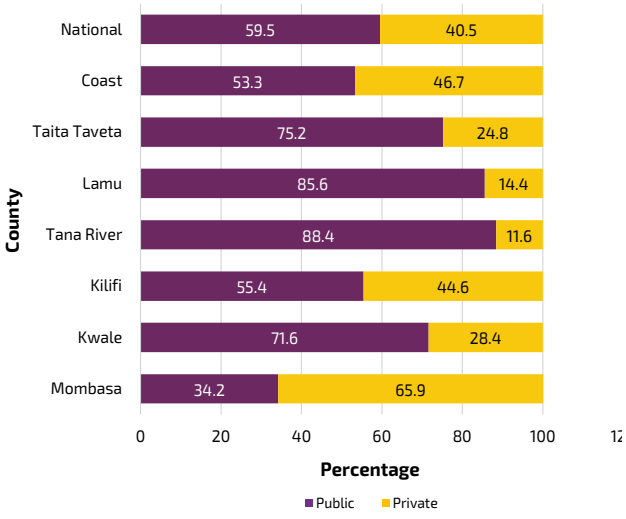


Fig. 4: Preschool participation among children aged 4-5 years by county and type of centre attended

- Nationally, 59.5% of the learners in preschool are enrolled in public ECDE centres while the remaining 40.5% are in private ECDE centres.
- In the Coast Region 53.3% of the learners in preschool are enrolled in public ECDE centres and 46.7% in private ECDE centres.
- In Taita Taveta, Lamu, Kwale and Tana River had more than 70% of the learners in preschool enrolled in public ECDE centres, which is higher than the national average.
- Mombasa County had the lowest number of its preschool learners enrolled in public ECDE centres in the region at 34.2%.

School Attendance

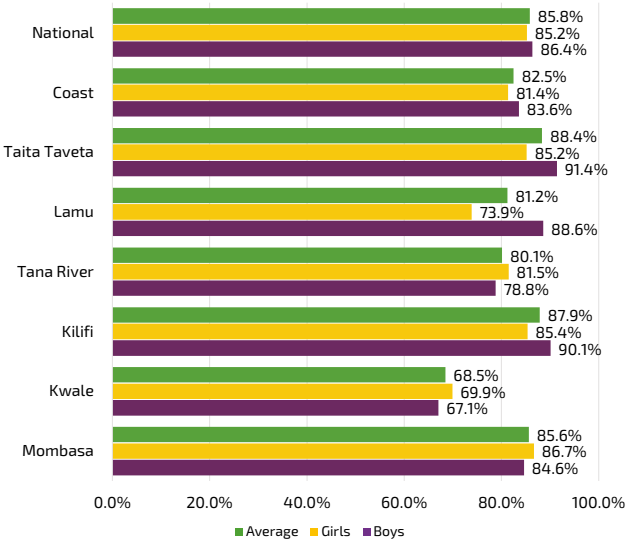


Fig. 5: School attendance by county and gender

- Nationally, 85.8% of learners were present in school on the day of the survey; school attendance was marginally higher among boys (86.4%) than girls (85.2%).
- 82.5% of the learners in the Coast Region (83.6% boys and 81.5% girls) were present in school.
- Mombasa, Kwale and Tana River counties had higher school attendance of girls.

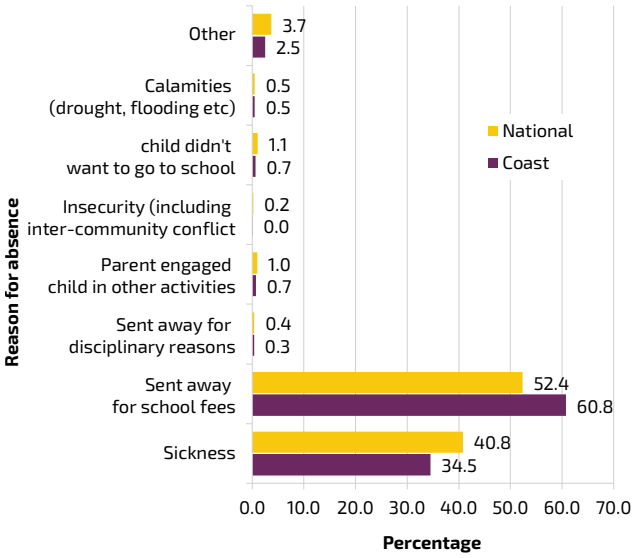


Fig. 6: Most mentioned reasons for school absenteeism among learners

- In the Coast Region, 60.8% of the learners who were absent from school on the day of the survey, had been sent away for school fees/ levies.
- This rate is significantly higher than the national average where 52.4% of those who were absent from school having 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 size, sanitation facilities among others were assessed. This section presents the highlights.

Table 4: Average primary school class size and teachers/stream ratio

County	Class size	Teacher/ Stream ratio
Mombasa	51	1.14
Kwale	46	0.87
Kilifi	54	1.07
Tana River	46	0.89
Lamu	36	1.11
Taita Taveta	31	0.91
Coast	**48**	**1.03**
National	**38**	**0.99**

- The average class size nationally was 41 learners while for the Coast Region it was 48 learners.
- Kilifi County had the largest average class size with 54 learners, while Taita Taveta County had the smallest with 31 learners.
- The average teacher/classroom ratio for the Coast Region (1.03) is slightly lower than the national average (0.99).
- Kwale, Tana River and Taita Taveta counties had ratios that are less than one, which means that at least a class goes without a teacher even when all teachers are present and teaching.

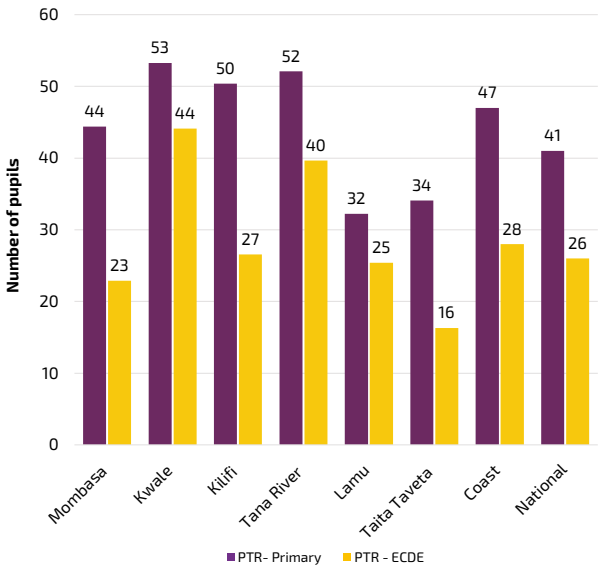


Fig. 7: Pupil/Teacher Ratio (PTR) by county and level of school

- Nationally, the pupil/teacher ratio in primary school was 41:1, while in preschool it was 26:1. These ratios are within the recommended ratios of 40 and 25 respectively.
- At the Coast, the pupil/teacher ratio in primary school was 47:1, which is higher than the recommended ratio but in preschool it was 28:1, which is within the recommended limit.
- Kwale County had both the highest pupil/ teacher ratio for primary level at 53:1 and the highest preschool pupil/teacher ratio at 44:1.

Table 5: Percentage of pregnant girls who returned to school after delivery

County	Number of pregnancy cases reported	Percentage of pregnancy by county	Number of girls who returned to school after delivery	Percentage of girls that returned
Mombasa	115	7.2%	40	34.6%
Kwale	405	25.3%	248	61.1%
Kilifi	620	38.7%	281	45.2%
Tana River	103	6.4%	103	100.0%
Lamu	199	12.4%	121	60.7%
Taita Taveta	157	9.8%	107	68.0%
Coast	**1,600**	**100%**	**899**	**56.2%**
National	**19,230**		**8,168**	**42.5%**

- 56.2% of the school girls reported pregnant in the region in the one year to the survey returned to school after giving birth.
- Mombasa County had the lowest return rate of 34.6% of the reported pregnancy cases while Tana River had the highest rate at 100%.
- Kilifi County contributed the most (38.7%) to the cases of pregnancies reported in the

region, Tana River County had the least number of cases of pregnancies reported (6.4%).

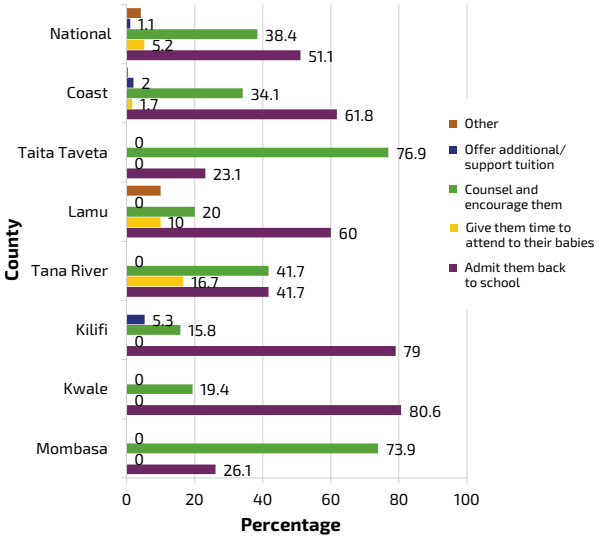


Fig. 8: Opinions on support measures to be given to pregnant girls and those with babies

- 61.8% of school heads in the region identified implementation of return to school policy as one of the key support measures that should be extended to pregnant girls and those with babies.
- 34.1% of school heads in the region want counselling services extended to pregnant girls.
- Majority of school heads in Kwale (80.6%), Kilifi (79%) and Lamu (60%) counties, identified readmission to school as a crucial form of support to pregnant girls.
- Offering of counselling services was on top of the list of support measures to pregnant girls in Mombasa (73.9%) and Taita Taveta (76.9%) counties.

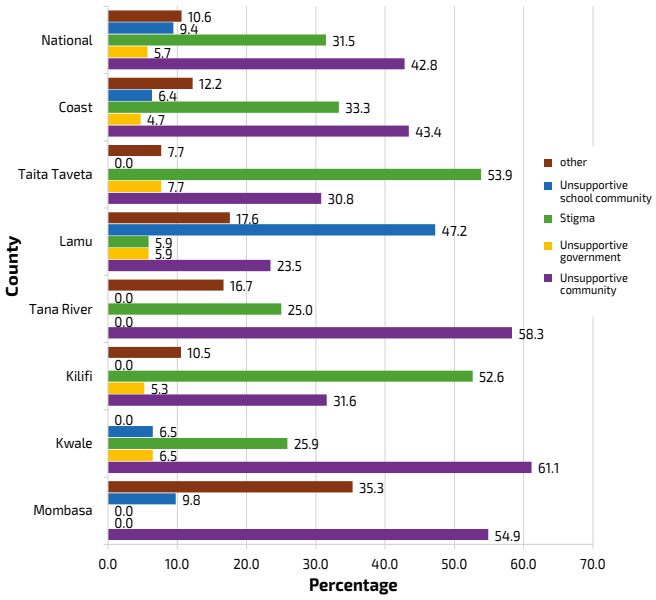


Fig. 9: Main challenges school managers face in supporting pregnant girls/teenage mothers in school

- 43.4% of school heads in the region identified lack of community support as the main challenge they are facing in supporting pregnant girls/teenage mothers to continue with their education.
- 33.3% of school heads in the region reported stigma as a major challenge they are facing in supporting pregnant girls/teenage mothers to continue with their education.
- For Mombasa County, the main challenge was unsupportive community (54.9%), while in Taita Taveta County, school heads reported stigma (53.9%), followed by unsupportive school community (30.8%) as the main challenges in supporting pregnant/teenage mothers in school.

Table 6: Learning conditions in schools by County

County	Percentage of schools with a case of children learning in the open	Percentage of schools with a case of shared classroom	Percentage of schools with a case of children sitting on the floor	Percentage of schools without a playing field	Percentage of schools without a library	Percentage of schools not fenced
Mombasa	2.3%	5.9%	3.3%	24.7%	66.1%	11.8%
Kwale	7.0%	9.3%	27.9%	9.0%	84.0%	42.9%
Kilifi	10.6%	7.1%	26.7%	30.5%	71.3%	14.2%
Tana River	26.9%	22.1%	53.9%	13.5%	89.1%	24.9%
Lamu	13.1%	7.9%	10.5%	15.8%	86.9%	47.3%
Taita Taveta	7.8%	5.1%	5.1%	18.2%	72.8%	35.5%
Coast	**8.8%**	**8.1%**	**20.0%**	**21.6%**	**74.7%**	**23.8%**
National	**5.9%**	**9.8%**	**8.4%**	**22.3%**	**74.3%**	**12.1%**

- 74.7% of schools in the region did not have a school library.
- 20% of schools in the Coast Region had cases of children sitting on the floor, Tana River County topped the list at 53.9%.
- 21.6% of the schools in the region did not have a playing ground, while 23.8% of schools in the region were not fenced.

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.

- Nationally, 64.1% of schools compared to 58% % in the Coast region had a school feeding programme.
- 58.6% of schools in the Coast Region, and 60.4% nationally were linked to a health facility.
- 27.8% of schools in the Coast Region compared to 44.7% of the schools nationally had medical staff.

Table 7: Selected school health indicators by county

County	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
Mombasa	42.5%	47.9%	8.6%	49.0%	68.3%
Kwale	100.0%	45.0%	0.0%	61.5%	51.1%
Kilifi	0.0%	42.9%	10.8%	66.0%	32.4%
Tana River	33.3%	21.6%	5.4%	29.6%	97.2%
Lamu	0.0%	23.6%	2.6%	44.7%	68.5%
Taita Taveta	38.4%	55.7%	24.7%	81.8%	97.5%
Coast	**27.8%**	**43.4%**	**8.5%**	**58.6%**	**58.0%**
National	**44.7%**	**37.2%**	**9.1%**	**60.4%**	**64.1%**

Tabe 8: Percentage of schools drawing drinking water from selected sources by county

County	Borehole	Well	Rain water	Pipe	Water vendors	River
Mombasa	39.8	7.0	5.9	41.9	5.4	0.0
Kwale	31.9	5.4	27.7	30.6	2.2	2.2
Kilifi	7.1	10.7	8.9	73.3	0.0	0.0
Tana River	35.0	10.8	2.7	32.7	8.1	10.8
Lamu	18.4	13.1	34.2	34.3	0.0	0.0
Taita Taveta	14.5	0.0	5.1	72.8	0.0	7.6
Coast	**23.9**	**7.8**	**12.5**	**51.6**	**2.4**	**2.0**
National	**28.5**	**4.5**	**18.8**	**38.0**	**4.1**	**6.2**

- 51.6% of schools in the region are connected to piped drinking water, while 23.9% draw their drinking water from boreholes.
- Kilifi and Taita Taveta counties 73.3% and 72.8% of their schools respectively are connected to piped water.
- 12.5% of schools in the region identified a well as their main source of drinking water.

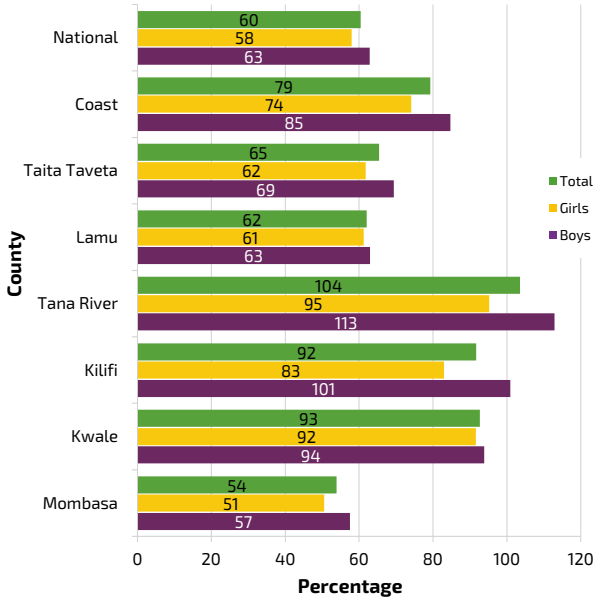


Fig. 10: Number of pupils using one toilet by gender and county

- On average, 79 pupils use 1 toilet in the region; 85 boys use 1 toilet; and 74 girls use 1 toilet. This is worse than the national average, which stands at 60 learners per toilet; 63 boys and 58 girls per toilet.
- Tana River County has the highest number of pupils sharing a single toilet at 104 on average; 113 boys and 75 girls.
- Mombasa County has the lowest pupils/toilet ratio with 54 pupils using 1 toilet on average; 57 boys per toilet and 51 girls per toilet.

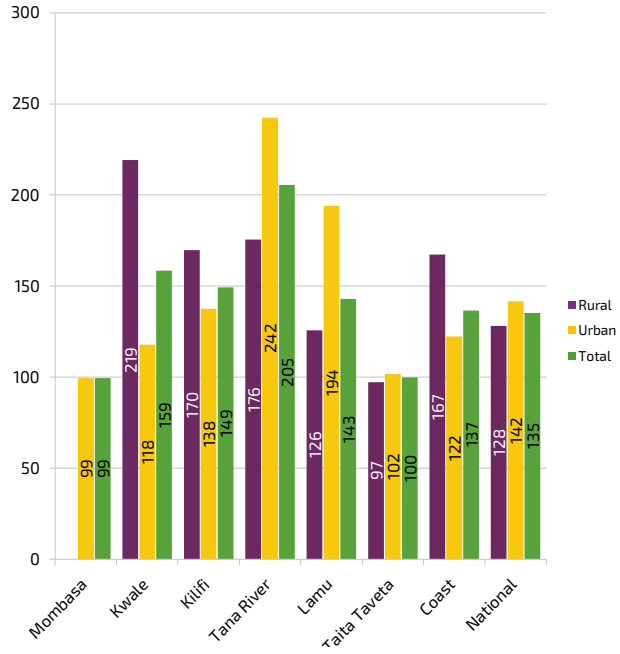


Fig. 11: Number of pupils per one handwashing point by location of the school

- On average, the Coast Region has 137 pupils sharing a handwashing point with significant variance between urban areas (122) and rural areas (167). This is higher than the national average of 135 pupils per handwashing point, 128 per a handwashing point in rural schools but lower than the national average of 142 handwashing point in urban areas.
- Kwale County stands out for having the highest number of pupils per a handwashing point with 219.
- Of all the counties in the region, Mombasa and Taita Taveta counties have more favourable pupils/handwashing point ratios than the national average.

School Management

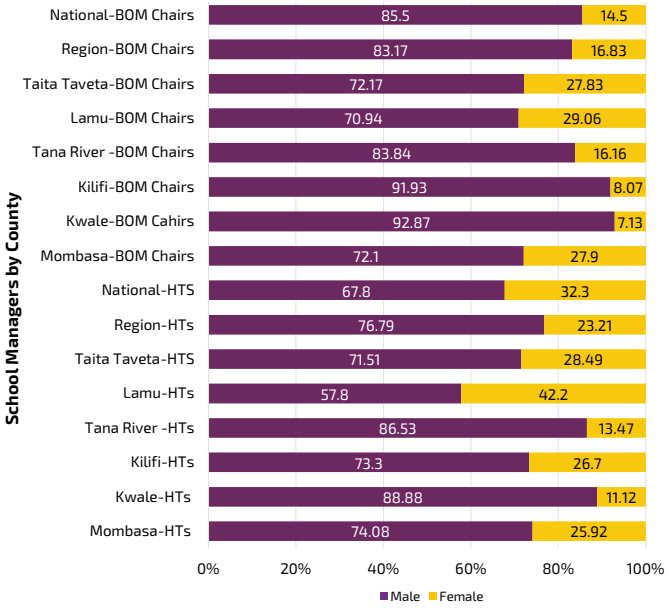


Fig. 12: Distribution of school heads and Boards of Management (BOM) chairpersons by county and gender

- Women are overly under-represented in the management of schools.
- Nationally, only 32.3% of school heads and 14.5% of the BOM chairpersons are women.
- Lamu County has the best representation of women in the school headship in the region at 42.2% with Kwale having the worst at only 11.12%.
- The region has a worse representation of women in the school headship than the national average, but marginally better representation of women in the BOM chairpersonship.

Parental views on the Competency-Based Curriculum (CBC)

Parents have expressed increased appreciation of the CBC Curriculum specifically identifying the good learning content and many practical activities at the national and regional level.

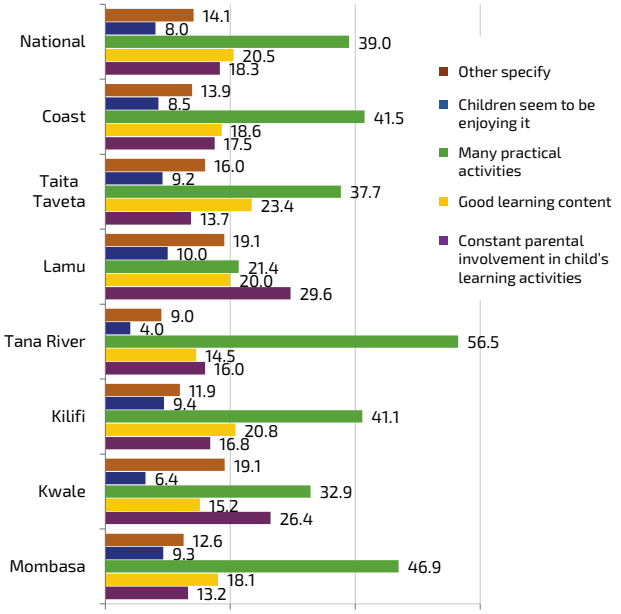


Fig. 13: Parental opinions on the positives of CBC

- Nationally, 39% of the parents supported CBC because of the many practical activities; 20.5% supported it because of good learning content; while 18.3% supported it because of constant parental involvement in learning activities.
- In the Coast Region 41.5% of the parents appreciated CBC for its many practical activities; followed by good learning content (18.6%); and constant parental involvement in the learning activities (17.5%).
- Only 8.5% of parents in the Coast Region supported CBC because they thought that the children enjoyed it.
- The level of support for CBC varied across counties, with more than half of Tana River parents registering the highest level of support for 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
Mombasa	9.6	7.1	69.5	4.9	2.3	1.6	1.5	3.6
Kwale	10.6	9.8	73.2	2.0	2.4	0.4	0.1	1.6
Kilifi	8.6	10.1	73.7	2.5	1.2	0.2	0.2	3.5
Tana River	10.3	9.2	65.8	6.4	0.6	2.1	0.7	4.9
Lamu	5.4	11.4	64.2	7.0	4.3	1.0	0.0	6.8
Taita Taveta	9.4	5.9	70.9	7.7	3.3	1.0	0.5	1.4
Coast	**9.4**	**8.7**	**71.2**	**4.0**	**2.0**	**0.9**	**0.7**	**3.1**
National	**9.8**	**6.8**	**69.1**	**5.1**	**2.8**	**1.0**	**1.5**	**3.9**

- More parents in the Coast region (71.2%) don't like CBC than the national average of 69.1% because of the high-cost of learning materials.
- 9.4% of parents in the region expressed dissatisfaction with CBC due to constant parental involvement in their child's learning.
- Kilifi County reported the highest disaffection with CBC due to the high cost of associated learning materials at 73.7% of the interviewed.

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	Other
Mombasa	78.4	6.6	3.9	3.2	3.5	4.5
Kwale	81.1	5.1	2.7	7.2	2.5	1.4
Kilifi	80.2	4.9	3.6	5.9	1.8	3.7
Tana River	69.6	1.9	2.3	20.9	1.9	3.4
Lamu	61.5	9.7	9.1	11.0	2.1	6.6
Taita Taveta	79.9	4.8	5.0	7.1	1.9	1.3
Coast	**78.6**	**5.5**	**3.7**	**6.2**	**2.5**	**3.5**
National	**74.9**	**5.4**	**3.9**	**8.6**	**3.1**	**4.2**

- Overwhelming majority of the parents in the region, 78.6%, 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 completing primary (grade 6). Analysis is done across type of school enrolled in, and location of the school (urban versus rural).

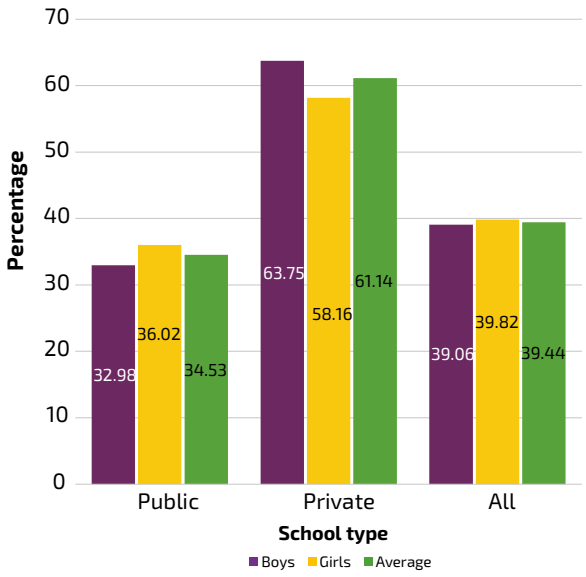


Fig. 14: Percentage of grade 4 learners who at least met expectations in reading a grade 3 appropriate English story by gender and school type

- Grade 4 learners in private schools outperformed their public-school counterparts in the region in reading a grade 3 appropriate English story.
- Grade 4 boys in private schools outperformed their female counterparts in reading a grade 3 appropriate English story.
- Overall, only 39.4% of grade 4 learners in the region could read with comprehension a grade 3 appropriate English story.
- There is gender parity in reading a grade 3 appropriate English story by grade 4 learners in the Coast Region.

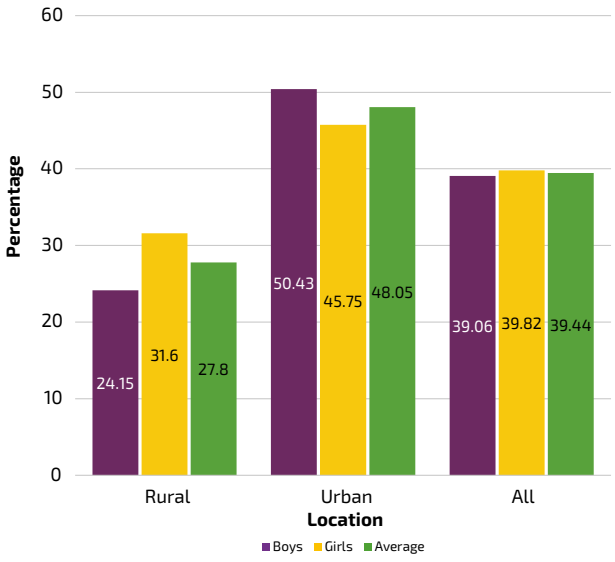


Fig. 15: Percentage of grade 4 learners who at least met expectations in reading a grade 3 appropriate English story by gender and location of residence

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

- Boys in grade 4 in the urban areas outperformed their female counterparts in reading a grade 3 appropriate English story.
- A grade 4 boy in an urban area was more than twice as likely to successfully read a grade 3 appropriate English story as his counterpart in a rural area.

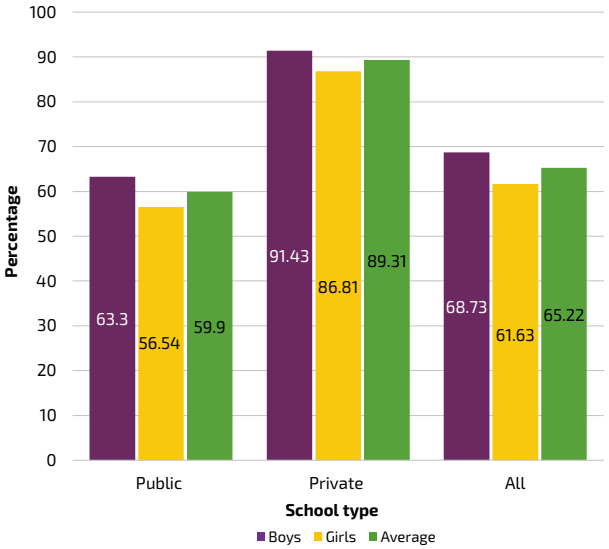


Fig. 16: Percentage of grade 4 learners who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and type of school attended

- Generally, grade 4 learners in the region performed better in the numeracy assessment than in the literacy assessment.
- A grade 4 learner in a private school was one and half times as likely to solve a grade 3 appropriate numeracy problem as his/her public-school counterpart in the region.
- In both private and public schools grade 4 boys outperformed girls in solving a grade 3 appropriate numeracy problem.
- Overall, a significant 65.2% of grade 4 learners in the region could solve a grade 3 appropriate division problem.

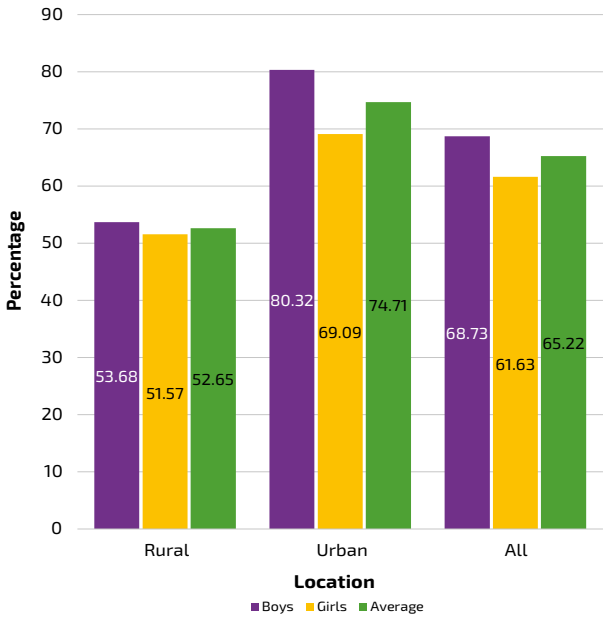


Fig. 17: Percentage of grade 4 learners who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and location of residence

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

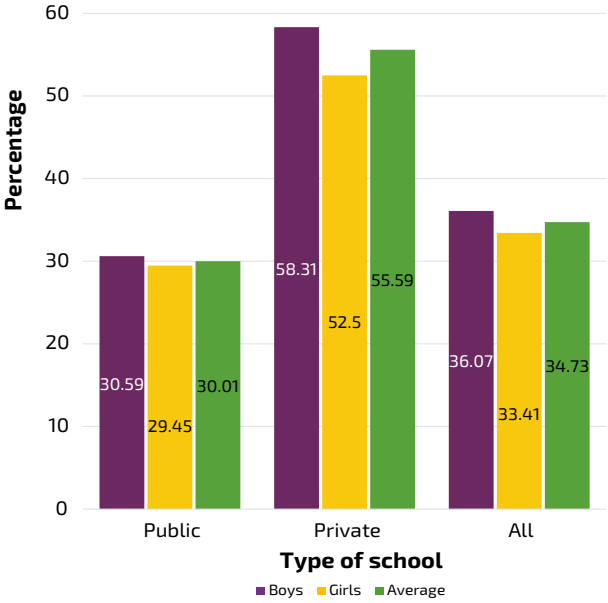


Fig. 18: Percentage of grade 4 learners who at least met expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem by type of school attended and gender

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

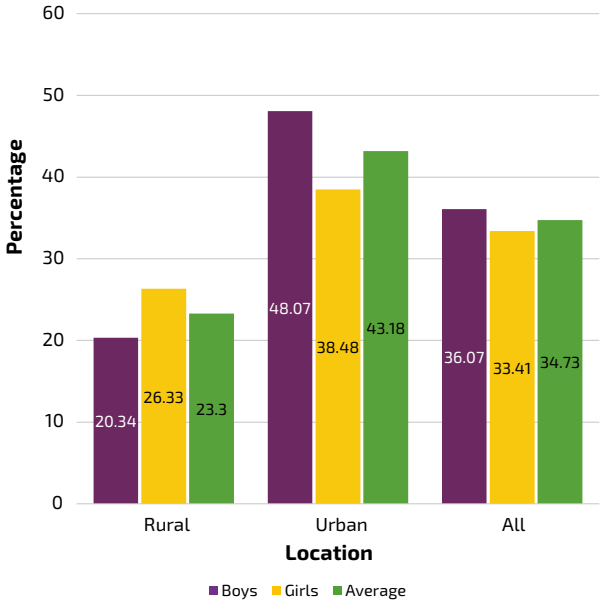


Fig. 19: Percentage of grade 4 learners who at least met expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem by location of residence and gender

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

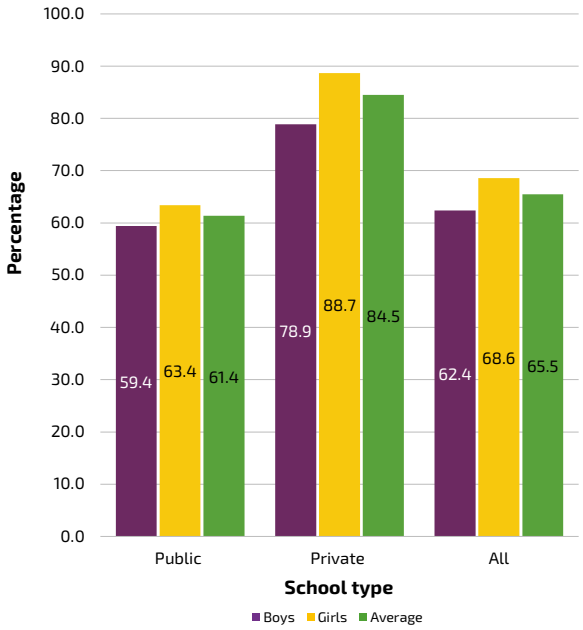


Fig. 20: Percentage of grade 6 learners who met expectations in reading a grade 3 appropriate English story by gender and school attended

- Grade 6 learners in private schools outperformed their public-school counterparts in the region in reading a grade 3 appropriate English story.
- Among the private schools, grade 6 girls outperformed grade 6 boys in reading a grade 3 appropriate English story by almost 10 percentage points.
- Overall, 65.5% of grade 6 learners in the region could read with comprehension a grade 3 appropriate English story, which means that **34.5% of grade 6 learners in the region could not read and comprehend a grade 3 appropriate story!**

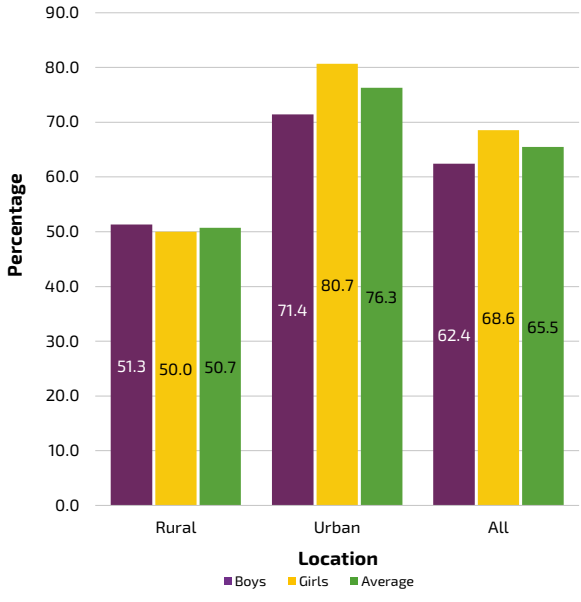
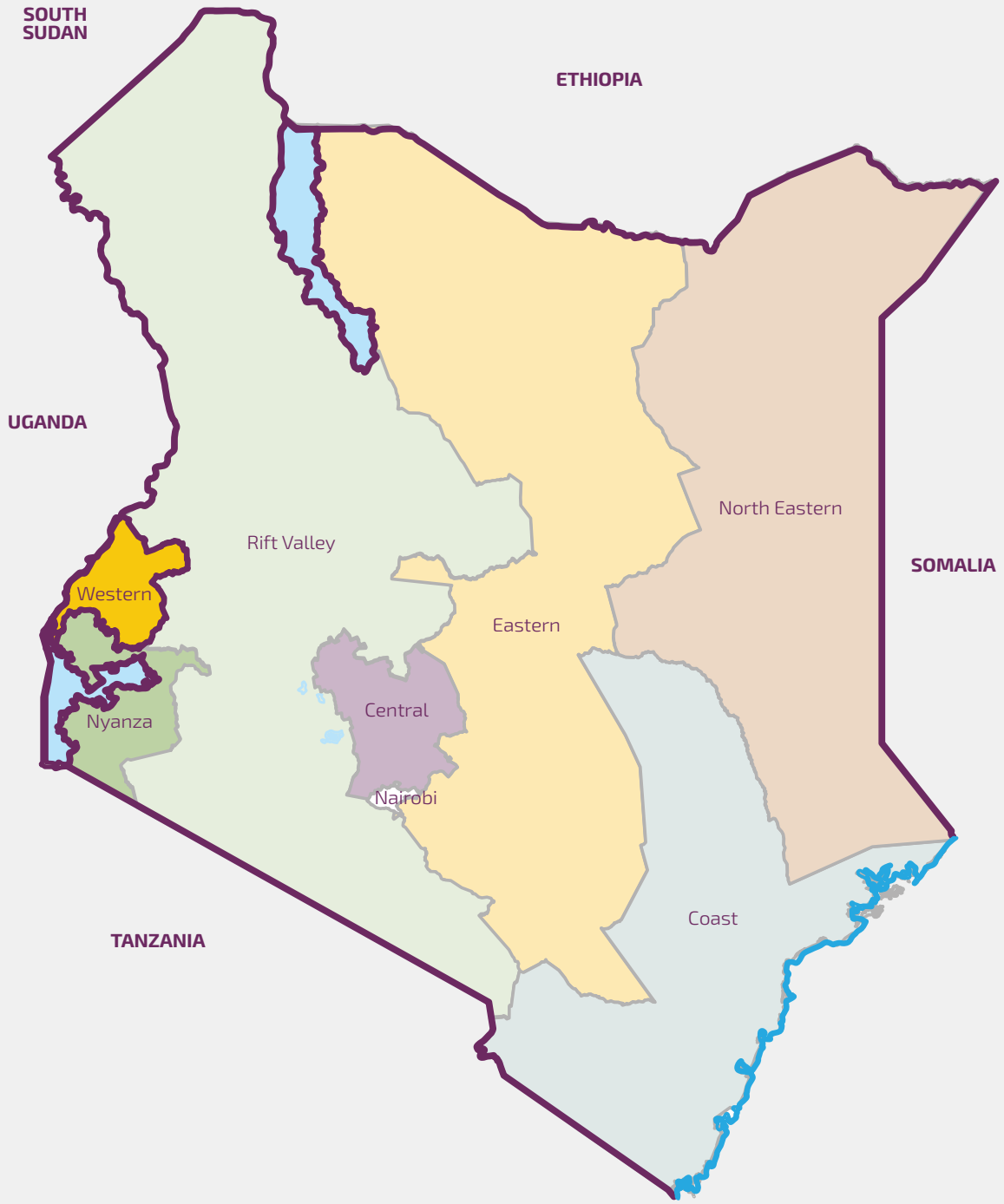


Fig. 21: Percentage of grade 6 learners who met expectations in reading a grade 3 appropriate English story by gender and location of residence.

- A grade 6 learner in an urban area was one and half times as likely to read a grade 3 appropriate English story as his/her counterpart in a rural area.
- In the urban areas, grade 6 girls outperformed grade 6 boys in reading a grade 3 appropriate English story.
- However, in the rural areas, grade 6 boys marginally outperformed grade 6 girls in reading a grade 3 appropriate English story.
- Overall, grade 6 girls outperfomed their male counterparts in reading a grade 3 appropriate English story.

Map of Kenya



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