

THE FLANA REPORT 2024

Nyanza Region Edition

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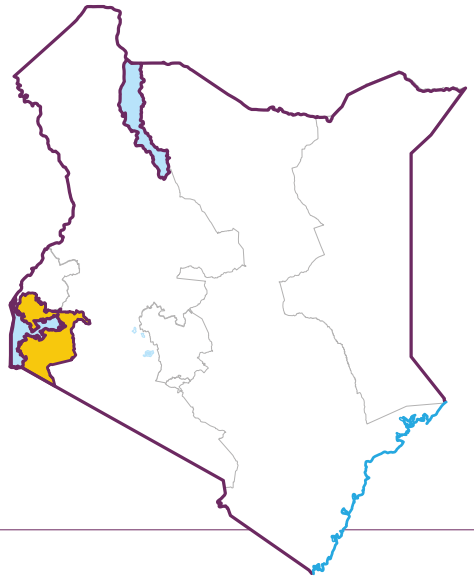

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Foreword



The Foundational Literacy and Numeracy Assessment (FLANA) 2024 Report for the Nyanza Region is a gem for actors in education space and decision-makers. The findings of the FLANA 2024 Nyanza 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 four counties of the Nyanza Region namely; Kisumu, Siaya, Homa Bay, Migori, Kisii, and Nyamira 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 Nyanza 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 Nyanza 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 Nyanza 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 Nyanza 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:

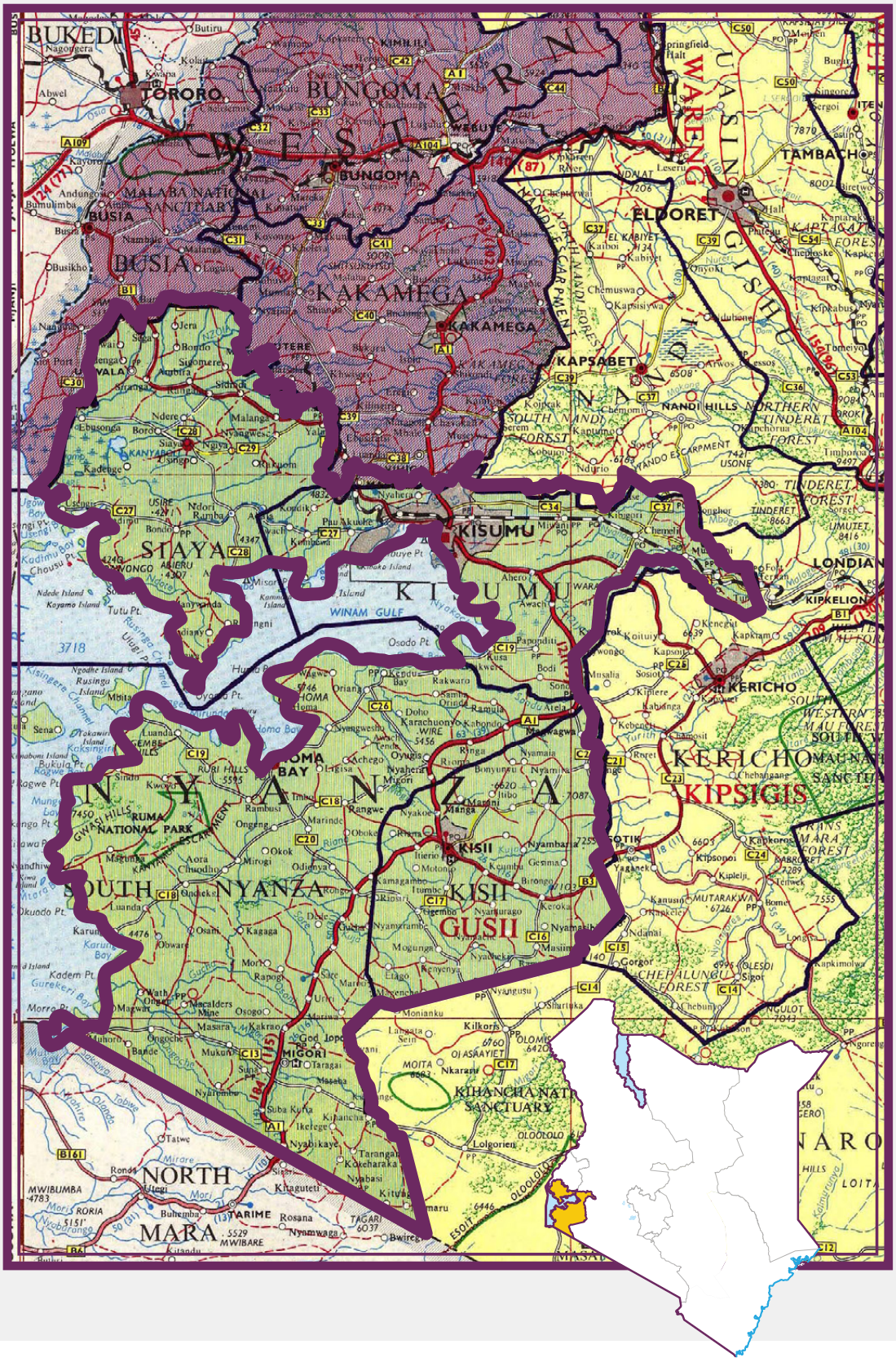
- **The Usawa Agenda founders**, Dr. Martin Ogola and Dr. Everline Wanzala, we cannot thank you enough for your steadfast support and stewardship.
- **The Usawa Agenda board members:** Mr. Henry Kilonzo (Chairman), Prof. Gituro Wainaina, Mr. Naman Owuor, Ms. Florence Syevuo, Dr. Wilson Wasike, Mrs. Esther 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.
- **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 6 County Partners**, Magunga Footsteps Child Support Group (Kisumu); Victoria Agricultural & Environmental Conservation Organization (Homa Bay); Yala Widows and Orphans Support Project (Siaya), Komotobo Mission Station (Migori); Vines Kenya (Kisii); Alliance for Child Health Inclusive Learning and Development (Nyamira), 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 270 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 253 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 4,946 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 5,605 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 210 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 116,586 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:
Nyanza Region of Kenya



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Introduction



The Foundational Literacy and Numeracy Assessment (FLANA) Report 2024 Nyanza 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 Nyanza Region with varying levels in the counties — Kisumu, Siaya, Homa Bay, Migori, Kisii, and Nyamira. 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 Report, the Nyanza 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 Nyanza 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 47 counties in Kenya, including the six in this region; namely Kisumu, Siaya, Homa Bay, Migori, Kisii and Nyamira. 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 253 villages spread across the regions as follows: Kisumu (44), Siaya (41), Homa Bay (43), Migori (42), Kisii (42), and Nyamira (41). We assessed 5,606 children spread across the counties as follows: Kisumu, 900; Siaya, 737; Homa Bay 1,024; Migori, 1,058; Kisii, 802; and Nyamira, 1,084. We also visited 210 primary schools; 38 in Kisumu, 17 in Siaya, 39 in Homa Bay, 32 in Migori, 45 in Kisii and 39 in Nyamira, which together had 116,586 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 story. The Nyanza Region is not insulated from these challenges as this report shows.

KEY FACTS ON LEARNING IN NYANZA REGION

FACT ONE: A child with disability in a rural area in Nyanza was five times as likely to have never enrolled in school as his/her counterpart without disability.

FACT TWO: 32.8% of learners completing primary education in the region could not read and comprehend a grade appropriate English story!

FACT THREE: Nyanza Region reported 4,117 pregnancy cases, 21.4% of the national total (19,230), highlighting a significant teenage pregnancy burden in the region.

FACT FOUR: Women are under-represented in the management of primary schools in Nyanza Region; only 22.5% of Board of Management chairpersons, and 25.4% of head teachers in the region are female.

FACT FIVE: 9.5% of Nyanza schools had an incident of children learning in the open, which is higher than the national average of 5.9%.

Key Findings

Access to school

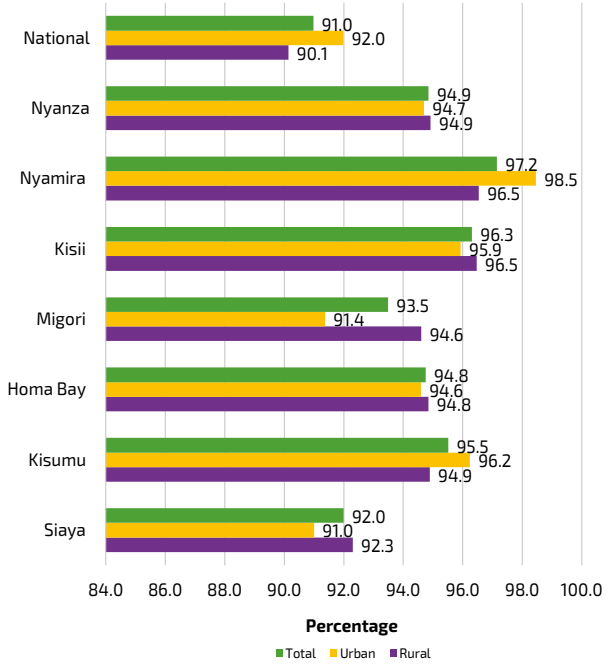


Fig. 1: Percentage of children aged 4-15 years enrolled in school by county and location of residence

- Nationally, 91% of children aged 4-15 years were enrolled in school in urban areas having a marginally higher enrolment rate (92%) than rural areas (90.5%).
- School enrolment rate in the region was higher than the national average, with rural areas registering a marginally higher enrolment rate than the urban areas.
- Nyamira County had the highest school enrolment rate for children aged 4-15 years while Siaya County had the lowest rate in the region.
- Except for Nyamira and Kisumu Counties, rural enrolment rates in all other counties were higher than urban enrolment rates.

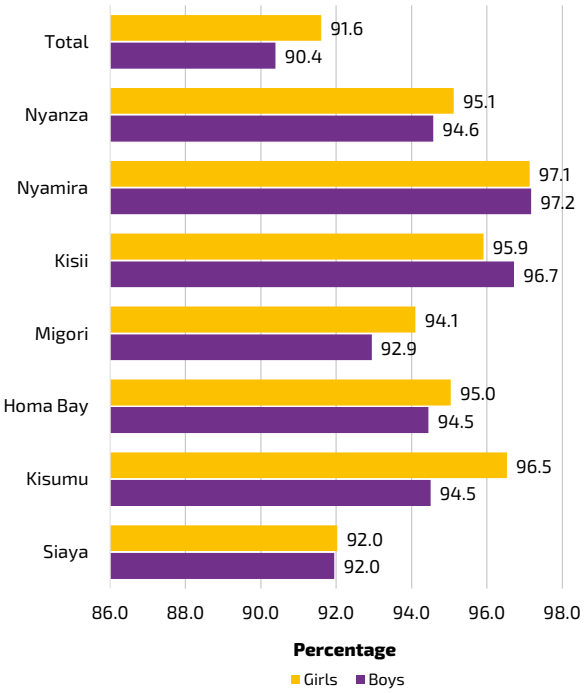


Fig. 2: Percentage of children aged 4-15 years enrolled in school by county and gender

- Nationally, 91.6% of girls and 90.4% of boys aged 4-15 years were enrolled in school.
- Girls' school enrolment rate in the region was higher at 95.1% compared to 94.6% for boys.
- There was gender parity in school enrolment in Nyamira and Siaya Counties, while Kisumu County had the highest gender gap in favour of girls.
- Kisii County had a marginal gender gap in favour of boys.

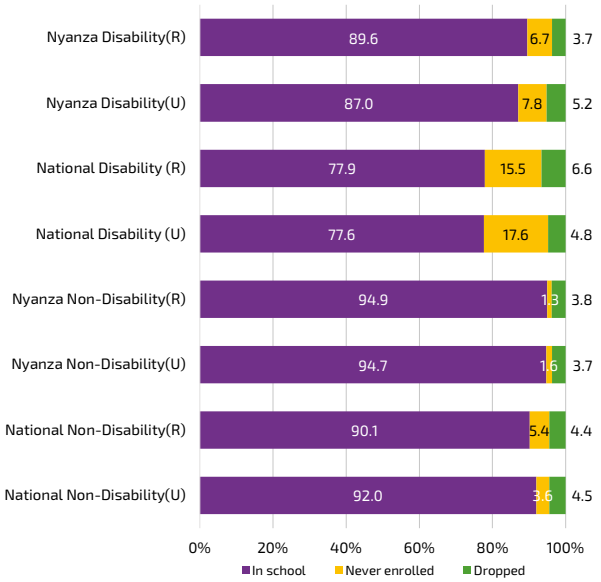


Fig. 3: **Enrolment status of children with disabilities aged 4–15 years and their non-disability counterparts by location of residence (Urban(U)/Rural (R))**

- Nationally, a child with disability in an urban area is almost five times as likely to have never enrolled in school as his/her counterpart without disability.
- In Nyanza, a child with disability in a rural area is five 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 Nyanza Region is one and half times as likely to have dropped out of school as his/her counterpart without disability.

Out of School Children

Table 1: **Percentage of 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
Siaya	8.1	3.2	4.9	8.0	2.1	5.9	8.0	2.6	5.4
Kisumu	5.5	1.3	4.2	3.5	0.6	2.9	4.5	1.0	3.5
Homa Bay	5.6	1.2	4.3	5.0	1.3	3.6	5.3	1.3	4.0
Migori	7.1	2.8	4.2	5.9	1.0	4.9	6.5	2.0	4.5
Kisii	3.3	0.7	2.6	4.1	1.5	2.6	3.7	1.1	2.6
Nyamira	2.8	0.6	2.2	2.9	0.3	2.5	2.8	0.5	2.4
Nyanza	**6.8**	**2.4**	**4.3**	**6.3**	**2.3**	**4.0**	**5.2**	**1.4**	**3.8**
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.
- Nyanza Region had 5.2 % of school-aged children out of school; 1.4% had never enrolled while 3.8% had enrolled but dropped out of school.
- Nyamira County had the lowest percentage of school-aged children out of school (2.8%) in the region.
- Siaya County had the highest percentage of school-aged children out of school (8%) in the region and the highest dropout rate in the region (5.4%).
- In the region, 6.8% and 6.3% of school-aged boys and girls respectively 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	Percentage of out school children aged 4-5 years			Percentage of out school children aged 6-15 years		
	Boys	Girls	All	Boys	Girls	All
Siaya	15.2	13.4	14.2	7.1	7.0	7.1
Kisumu	7.2	6.1	6.7	5.2	3.1	4.1
Homa Bay	8.1	9.2	8.7	5.2	4.3	4.7
Migori	15.0	9.9	12.7	5.8	5.3	5.6
Kisii	5.1	12.5	8.9	3.0	2.8	2.9
Nyamira	7.2	5.2	6.1	2.3	2.5	2.4
Nyanza Region	**9.5**	**9.6**	**9.5**	**4.8**	**4.1**	**4.5**
National	**17.2**	**14.8**	**15.2**	**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.
- Nyanza Region had 4.8% and 4.1% of the primary school aged boys and girls respectively out of school. The rate for preschool aged children was higher at 9.5% and 9.6% of boys and girls respectively being out of school.
- The out of school rates for both age cohorts were lower in the Nyanza Region than the national average.
- Siaya County had the highest percentage of boys (15.2%) and of all children (14.2%) of preschool age out of school in the region.

Preschool Participation

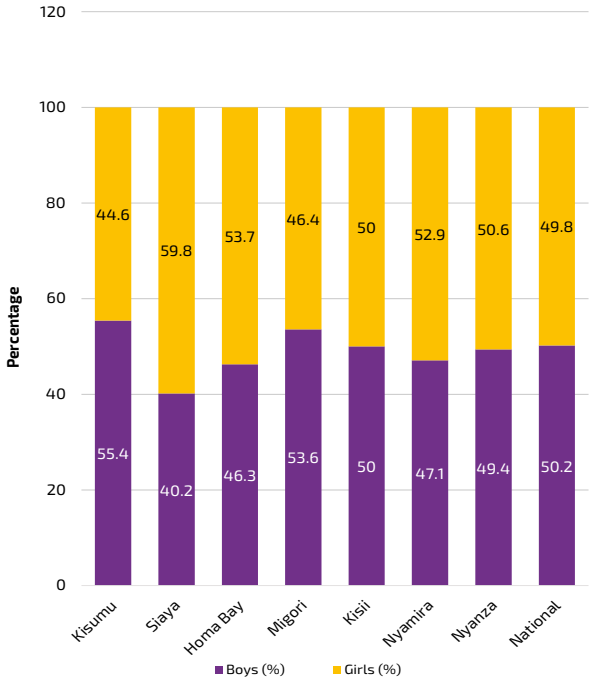


Fig. 4: Percentage of children enrolled in ECDE by county and gender

- Percentage enrolment in ECDE in Nyanza was 49.4% boys and 50.6% girls.
- Siaya County had the highest of children enrolled in preschool being girls at 59.8% while Kisumu County had the highest of those enrolled in preschool being boys at 55.4%.
- There was gender parity in preschool enrolment in Kisii County.

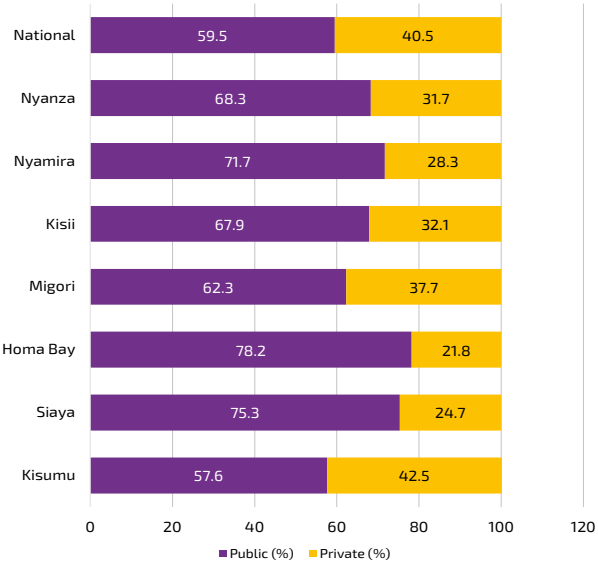


Fig. 5: Percentage of children enrolled in ECDE by county and type of centre attended

- 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 Nyanza Region, 68.3% of the learners in preschool were enrolled in public ECDE centres while 31.7% were in private ECDE centres.
- Homa Bay County had the highest percentage of their preschool learners, 78.2% enrolled in public ECDE centres.
- Kisumu County had the highest percentage of its preschool learners enrolled in private ECDE centres in the region at 42.5%, which was higher than the national average.

School Attendance

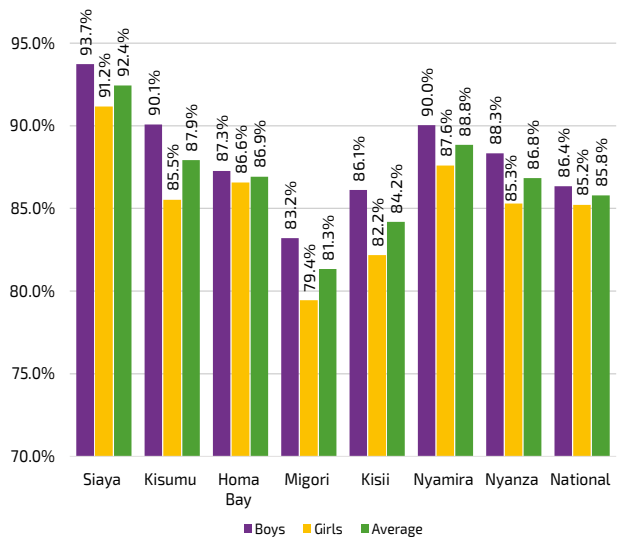


Fig. 6: School attendance by county and gender

- Nationally, 14.2% of learners were absent from schools on the day of the survey; absenteeism rate was slightly higher among girls (14.8%) than boys (13.6%).
- Nyanza Region had a lower school absenteeism rate (13.2%) than the national average (14.2%).
- School absenteeism in Nyanza was higher among girls (14.75%) than boys (11.7%).
- Migori County had the highest absenteeism rate of 18.7% of leaners during the day of the visit.
- Siaya County had the lowest absenteeism rate of 7.6%.
- Across all Nyanza Region counties, more girls than boys were absent from school on the day of the survey.

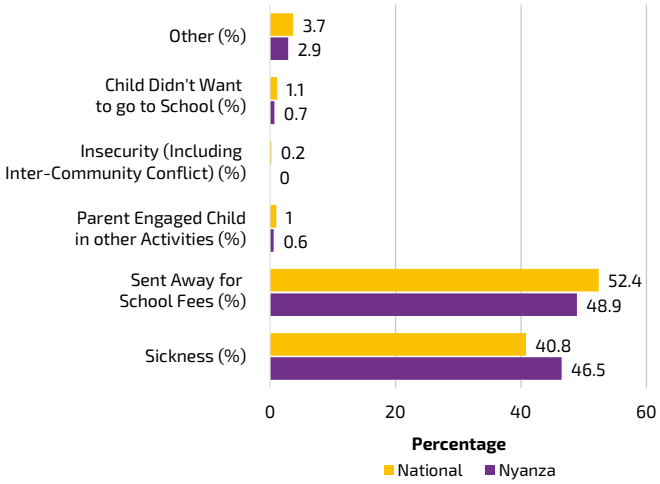


Fig. 7: Most mentioned reasons for school absenteeism among learners

- In Nyanza, 48.9% 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

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

County	Class Size	Teachers/stream ratio
Siaya	46	0.98
Kisumu	49	1.09
Homa Bay	37	1.04
Migori	48	1.22
Kisii	34	1.14
Nyamira	36	1.11
Nyanza	**42**	**1.07**
National	**41**	**0.99**

- The average class size nationally was 41 learners while for the Nyanza Region it was 42 learners.
- Kisumu County had the largest average class size with 49 learners, while Kisii County had the smallest with 34 learners.
- The average teacher/classroom ratio for the Nyanza Region (1.07) is slightly higher than the national average (0.99).
- Siaya was the only county in the region with a teacher/classroom ratio less than one, meaning that at least a class goes without a teacher even when all teachers are present and teaching.

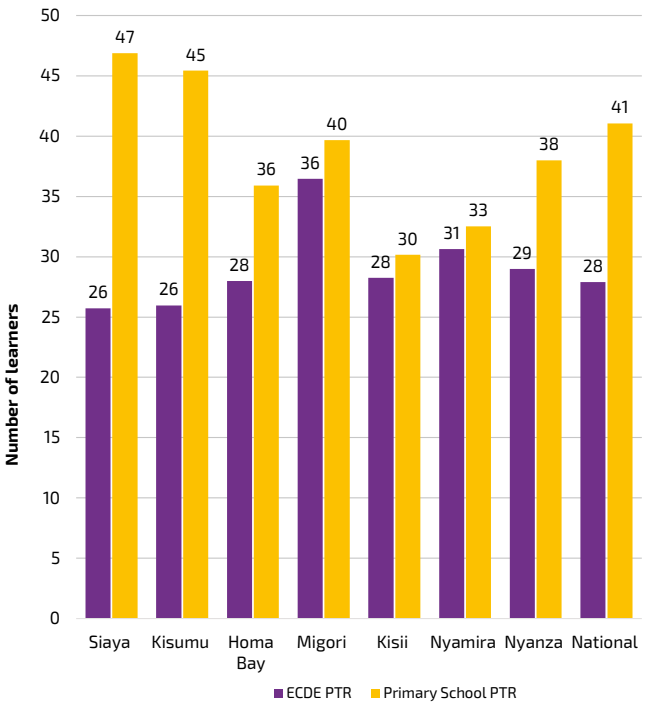


Fig. 8: **Pupil/Teacher Ratio (PTR) by county and level of school**

- Nationally, the pupil/teacher ratio in primary school was 41:1, while in preschool it was 28:1.
- In Nyanza, the pupil/teacher ratio in primary school was 38:1, while in preschool it was 29:1
- Siaya County had the highest pupil/teacher ratio for primary school level at 47:1 while Kisii County had the lowest at 30:1.
- Migori County had the highest pupil/teacher ratio in preschool at 36:1, which is also way higher than the national average ratio of 28:1.

Home and social factors impacting learning outcomes

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

County	Number of pregnancy cases reported	Percentage of pregnancy cases across counties	Number of girls who returned to school after delivery	Percentage of girls who returned to school
Siaya	201	4.9%	40	20.0%
Kisumu	364	8.8%	91	25.0%
Homa Bay	1,497	36.4%	698	46.6%
Migori	710	17.2%	411	57.9%
Kisii	1,108	26.9%	868	78.3%
Nyamira	237	5.8%	52	21.7%
Nyanza	**4,117**	**100%**	**2160**	**52.5%**
National	**19,230**		**8,168**	**42.5%**

- Only 52.5% of the school girls reported pregnant in the region in the one year to the survey returned to school after giving birth.
- Siaya County had the lowest return rate of 20.0% of the reported pregnancy cases, but also the lowest contribution to the overall cases of pregnancy in the region (4.9%).
- Homabay County contributed the most (36.4%) to the cases of pregnancy reported in the region.
- Kisii County had the highest return to school rate for girls who were reported pregnant, with more than half (78.3%) of the reported cases returning to school.
- The overall return rate in Nyanza is better than the national average.

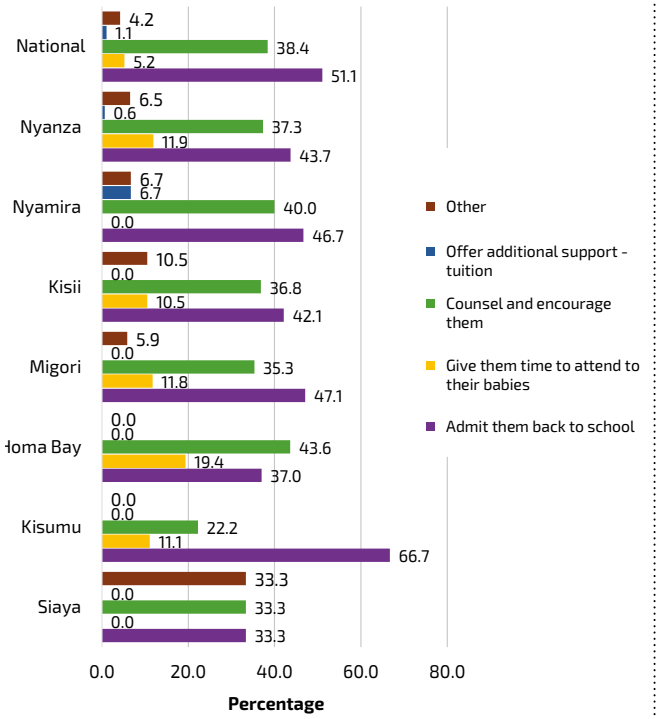


Fig. 9: School heads' opinion on the support measures to be given to pregnant girls and those with babies

- 51.1% and 43.7% of school heads nationally and in the region respectively 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.
- 37.3% of school heads in the region wanted counselling services extended to pregnant girls.
- Majority of school heads in Kisumu County (66.7%) and Homabay County (43.6%) identified readmission to school and counselling services respectively as the most crucial forms of support to pregnant girls.
- Readmission to school was the most preferred form of support to pregnant girls/teenage mothers in all counties in the region except Homa Bay and Siaya.

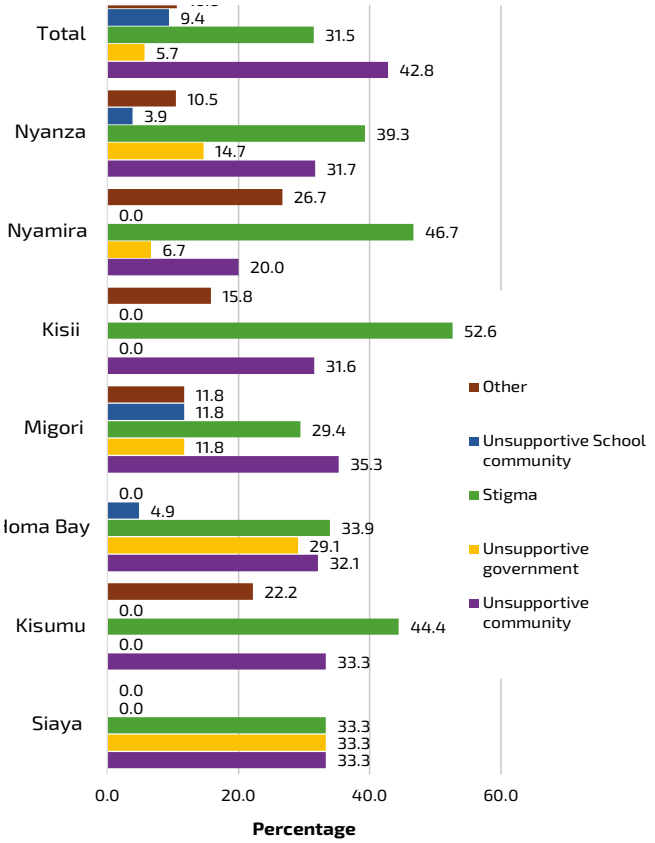


Fig. 10: Main challenges school managers face in supporting pregnant girls/teenage mothers in school

- 39.3% of school heads in the region identified stigma as the main challenge they are facing in supporting pregnant girls/ teenage mothers to continue with their education.
- 31.7% of school heads in the region reported unsupportive community as a major challenge they are facing in supporting pregnant girls/teenage mothers to continue with their education.
- Unsupportive school community environment was reported as a challenge by 11.8% of school heads in Migori County.
- For Kisii County, the main challenges were: stigma (52.6%); and unsupportive community (31.6%).
- For Kisumu County, the main challenges were: stigma (44.4%); and unsupportive community (33.3%).
- For Nyamira County, the main challenges were: stigma (46.7%); and unsupportive community (20.0%).
- For Homa Bay County, the main challenges were: unsupportive community (33.3%); stigma (32.1%); and unsupportive government factors (29.1%).

Table 5: Learning conditions in schools by County

County	Percentage of schools with a case of children learning in the open	Percentage of schools with a case of shared classrooms	Percentage of schools with a case of children sitting on the floor	Percentage of schools without a playing field	Percentage of schools without school library	Percentage of schools not fenced
Siaya	5.4%	10.7%	10.7%	26.8%	94.6%	10.7%
Kisumu	9.3%	13.9%	2.3%	25.7%	76.6%	9.3%
Homa Bay	20.5%	13.4%	15.7%	14%	73.3%	4.7%
Migori	9.7%	9.7%	12.5%	25%	87.5%	9.4%
Kisii	4.7%	0%	3.7%	33.6%	56.4%	5.5%
Nyamira	0%	5.1%	5.1%	28.2%	48.7%	5.1%
Nyanza	**9.5%**	**8.9%**	**8.7%**	**25.0%**	**73.4%**	**7.3%**
National	**5.9%**	**9.8%**	**8.4%**	**22.3%**	**74.3%**	**12.1%**

- 73.4% of schools in the region did not have a school library.
- 25% of schools in the region did not have a playing field for learners.
- 8.7% of the schools in the region had at least one incident of children sitting on the floor.
- Homa Bay County had the highest percentage of schools (15.7%) with incidents of children sitting on the floor.
- The region had a higher percentage of schools with incidents of children learning in the open than the national average.

School health and safety issues

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

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

- Schools in Nyanza had an average distance of 2.7 kms to the nearest health facility.
- Nyamira County had the shortest average distance of 1.9 kms.
- Homa Bay leads in having the highest percentage of its schools providing psychosocial support (51.1%), which is above the regional and national averages of 35.7% and 37.2%, respectively.
- Kisumu had the highest percentage of schools with sick bays/clinics at 25.9%, surpassing the regional and national averages of 10% and 9%, respectively.
- Kisii had the highest percentage of the schools (77.1%) with feeding programmes.

County	Average distance to the nearest health facility	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
Siaya	2.9	16.1%	0.0%	73.2%	41.0%
Kisumu	2.4	43.0%	25.9%	81.5%	69.9%
Homa Bay	2.3	51.1%	11.0%	68.5%	48.7%
Migori	3.5	43.8%	6.3%	68.8%	25.0%
Kisii	3.1	26.5%	10.4%	64.8%	77.1%
Nyamira	1.9	28.2%	2.6%	53.8%	66.7%
Nyanza	**2.7**	**35.7%**	**10.2%**	**69.4%**	**55.7%**
National	**3.3**	**37.2%**	**9.1%**	**60.4%**	**64.1%**

Table 7: Sources of drinking water by county

County	Borehole	Well	Rain water	Piped water	Water vendors	River
Siaya	26.8	0.0	32.2	30.2	0.0	10.7
Kisumu	36.0	4.6	24.4	32.6	0.0	2.3
Homa Bay	28.5	6.2	28.5	9.5	17.9	9.5
Migori	50.0	0.0	21.9	9.4	6.3	12.5
Kisii	13.9	0.0	33.4	36.7	0.0	16.0
Nyamira	12.8	2.6	48.7	12.8	2.6	20.5
Nyanza	**27.6**	**2.4**	**30.4**	**23.1**	**5.1**	**11.3**
National	**28.5**	**4.5**	**18.8**	**38.0**	**4.1**	**6.2**

- Rainwater usage was most prevalent in Nyanza at 30.4%, compared to the national average of 18.8%.
- The region had much lower school connectivity to piped water at 23.1% against the national average of 38%.
- Borehole usage was highest in Migori County at 50% and lowest in Kisii County at 14%.
- Rainwater usage was notably high in Nyamira County at 48.7%, significantly above both regional and national averages.
- Kisii County had the highest school connectivity to piped water at 36.7% while Migori County had the lowest at 9.4%.

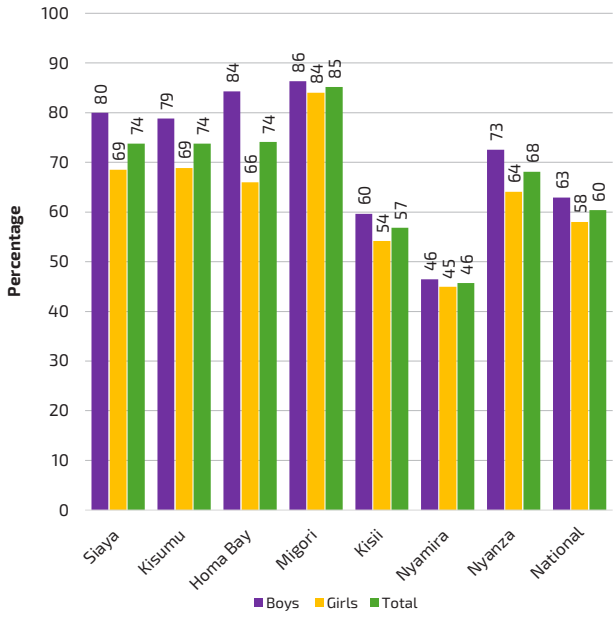


Fig. 11: Number of pupils using one toilet by county and gender

- On average, 68 pupils use 1 toilet in the region; 73 boys per 1 toilet and 64 girls per 1 toilet. This is marginally worse than the national average, which is 60 pupils per toilet; 63 boys per toilet and 58 girls per toilet.
- Migori County had the highest number of pupils sharing a single toilet at 85 on average; 86 boys and 84 girls.
- Nyamira County had the lowest pupils/toilet ratio with 46 pupils using 1 toilet; 46 boys per toilet and 46 girls per toilet.
- Of all the counties in the Nyanza Region, only Nyamira and Kisii Counties had a more favourable pupils/toilet ratio than the national average.

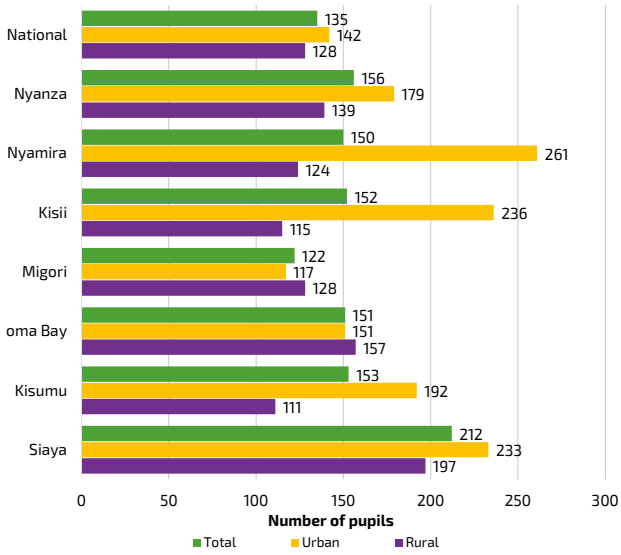


Fig. 12: Number of pupils using one handwashing point by location of the school

- The regional average of 156 pupils per handwashing point is higher than the national average of 135.
- The rural average in Nyanza is 139 pupils per handwashing point, above the national average of 128.
- The urban average in Nyanza is 179 pupils per handwashing point, higher than the national average of 142.
- Siaya County had the highest average with 212 pupils per handwashing point; 197 in rural areas and 233 in urban areas.

School Management

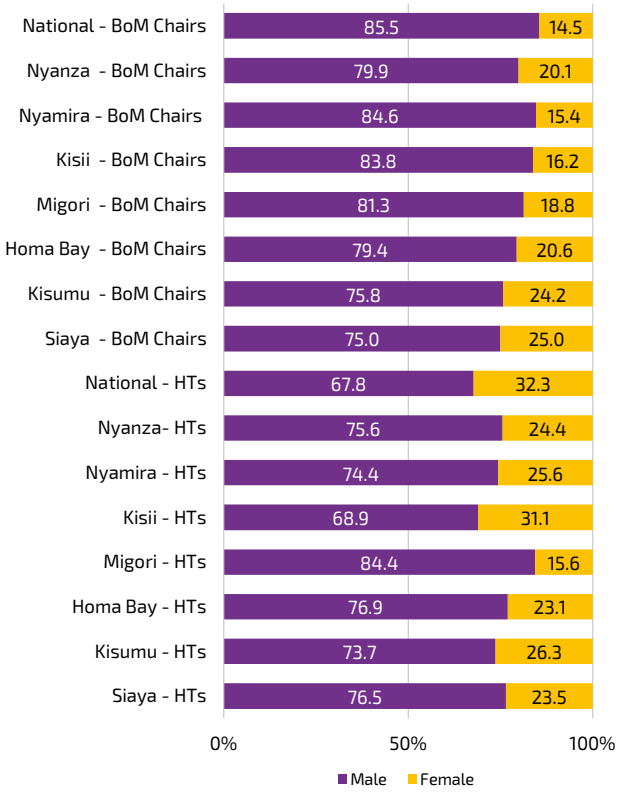


Fig. 13: Distribution of School Heads (HTs) and Boards of Management (BOM) chairpersons by county and gender

- Women are overly under-represented in the management of schools.
- Kisii County had the best representation of women in the school headship at 31.1% in the region with Migori having the worst at only 15.6%.
- The region had a worse representation of women in the school headship than the national average, but better representation of women in the BoM chairpersonship.
- Siaya County had the best representation of women in the BoM chairpersonship in the region, while Nyamira had the worst representation of women in the BoM chairpersonship.

Parental views on the Competency-Based Curriculum (CBC)

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

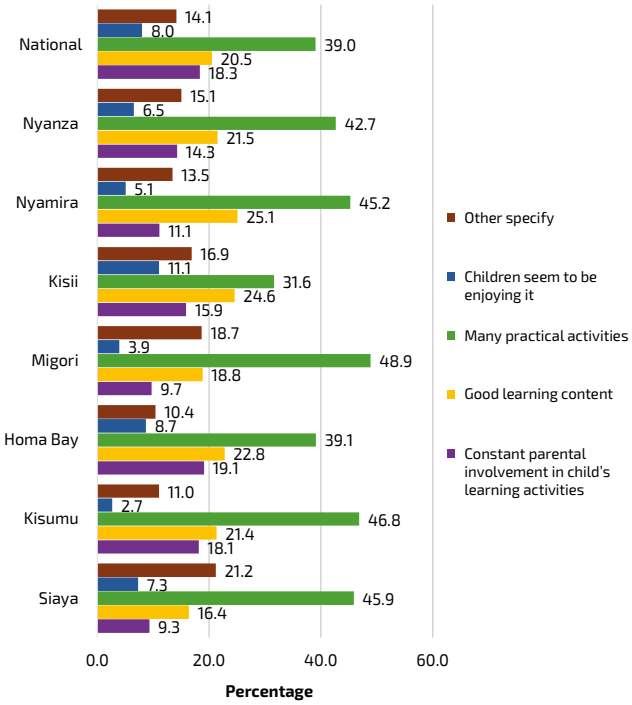


Fig. 14: Parental opinion in support of the Competency Based Curriculum (CBC)

- Nationally, 39% of 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 Nyanza, 42.7% of the parents supported CBC for its many practical activities, followed by good learning content at 21.5%.
- The level of support for CBC among parents and the reasons for its support varied across counties, but in all of them, like in the case elsewhere in the country, was CBC's many practical activities.
- Migori stands out with 48.9% of parents valuing practical activities in CBC, above the national average of 39%.

Table 8: Parental opinion 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
Siaya	8.7	8.2	64.7	6.5	3.6	0.8	1.9	5.6
Kisumu	9.5	5.5	75.3	2.7	0.5	0.3	2.0	4.4
Homa Bay	8.4	5.8	75.7	4.5	1.8	0.5	0.4	2.9
Migori	4.5	6.3	77.8	3.9	1.4	0.6	3.3	2.3
Kisii	8.1	8.7	72.2	4.2	1.7	0.4	1.9	3.0
Nyamira	3.5	4.7	79.1	2.2	0.9	1.6	2.0	5.9
Nyanza	**7.3**	**6.5**	**74.2**	**4.0**	**1.6**	**0.6**	**1.9**	**3.8**
National	**9.8**	**6.8**	**69.1**	**5.1**	**2.9**	**1.0**	**1.5**	**3.9**

- 74.2% of parents in Nyanza Region didn't like CBC because of the high-cost of learning materials compared to 69.1% nationally.
- Nyamira County led the way in the region with the highest percentage of parents (79.1%) opposed to the cost of materials while Siaya County had the least percentage of parents (64.7%) identifying the high cost of CBC as a burden.
- 7.3% of parents in the region expressed dissatisfaction with CBC due to constant parental involvement in their child's learning.

Table 9: 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
Siaya	63.3	5.6	5.2	16.1	4.4	5.4
Kisumu	77.3	5.2	1.8	9.5	3.1	3.1
Homa Bay	76.9	6.2	2.0	10.4	1.9	2.7
Migori	70.7	4.6	1.4	15.4	4.4	3.5
Kisii	78.5	4.3	1.5	10.9	1.8	3.1
Nyamira	79.5	3.9	0.6	8.0	0.6	7.5
Nyanza	**74.5**	**5.0**	**2.0**	**11.7**	**2.8**	**4.0**
National	**74.9**	**5.4**	**3.9**	**8.6**	**3.1**	**4.2**

- A majority of the parents in the region, 74.5%, wanted the cost incurred by parents on purchasing learning materials lowered.
- 11.7% wanted the TSC to post enough teachers to schools.
- Siaya County had 16.1% and Migori had 15.4% of their parents suggesting the need to post more teachers.
- Nyamira County registered the highest percentage of parents (79.5%) 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.

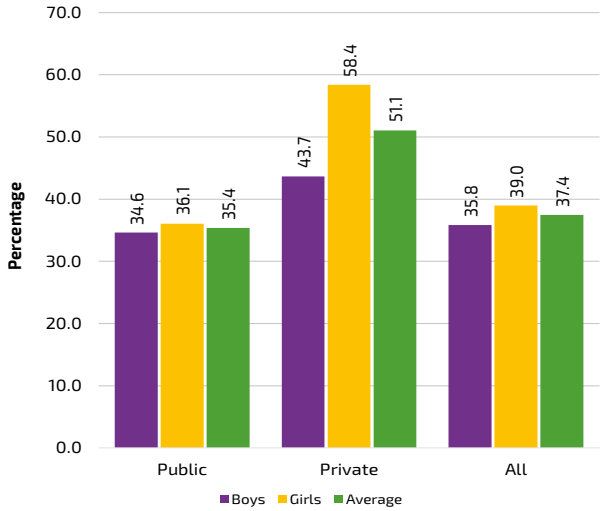


Fig. 15: Percentage of grade 4 learners who at least met expectations in reading a grade 3 appropriate English story by gender and school type

- Grade 4 learners in private schools outperformed their public-school counterparts in the region in reading a grade 3 appropriate English story.
- Grade 4 girls outperformed their male counterparts across both categories of schools in reading a grade 3 appropriate English story.
- Overall, 37.4% of grade 4 learners in the region could read and comprehend a grade 3 appropriate English story.

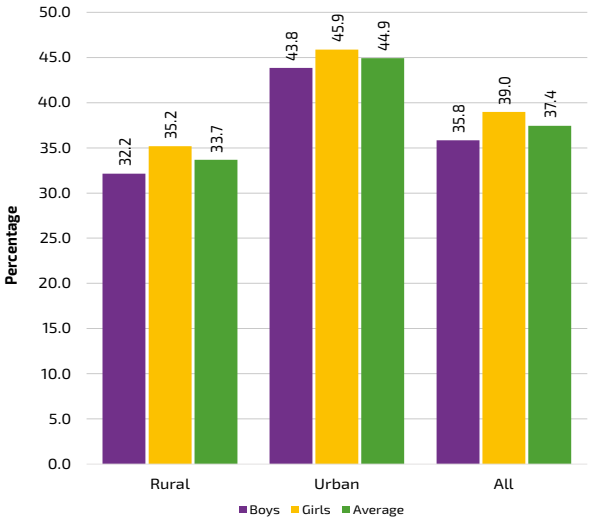


Fig. 16: Percentage of grade 4 learners who at least met expectations in reading a grade 3 appropriate English story by gender and location of residence

- 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.

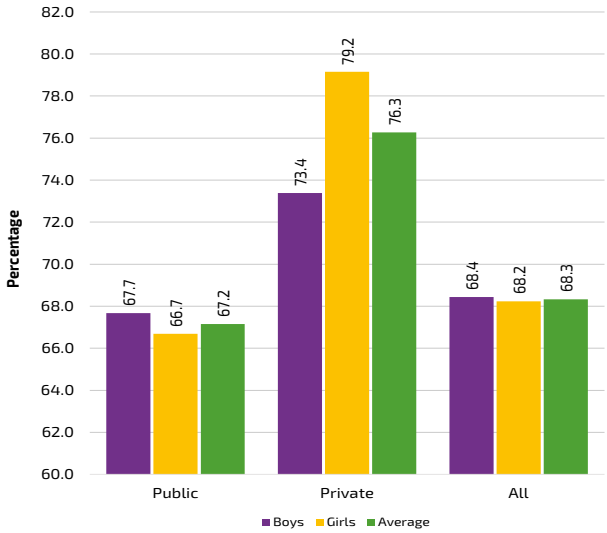


Fig. 17: Percentage of grade 4 learners who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and type of school attended

- 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.
- Among the public-school grade 4 learners, boys outperformed girls in solving a grade 3 appropriate numeracy problem.
- Overall, 68.3% of grade 4 learners in the region could solve a grade 3 appropriate division problem.
- There was gender parity among grade 4 learners in the region in solving a grade 3 appropriate numeracy problem.

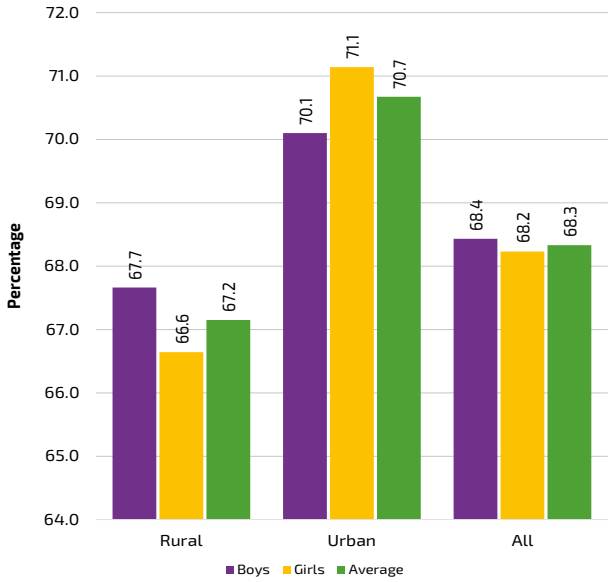


Fig. 18: Percentage of grade 4 learners who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and location of residence

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

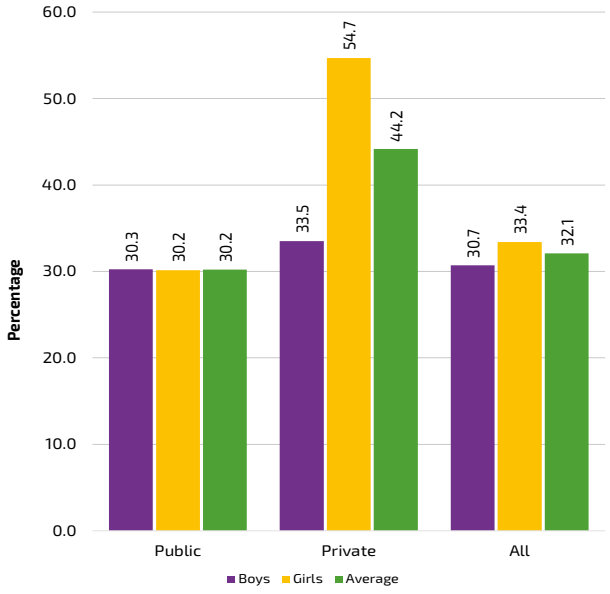


Fig. 19: Percentage of grade 4 learners who at least met expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem by type of school attended and gender

- 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.
- Grade 4 girls in private schools outperformed their male counterparts in private schools in the region in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- There was gender parity in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem by grade 4 learners in the public schools in the region.
- Overall, only 32.1% of grade 4 learners could both read and comprehend a grade 3 appropriate English story and solve a grade 3 appropriate division problem.

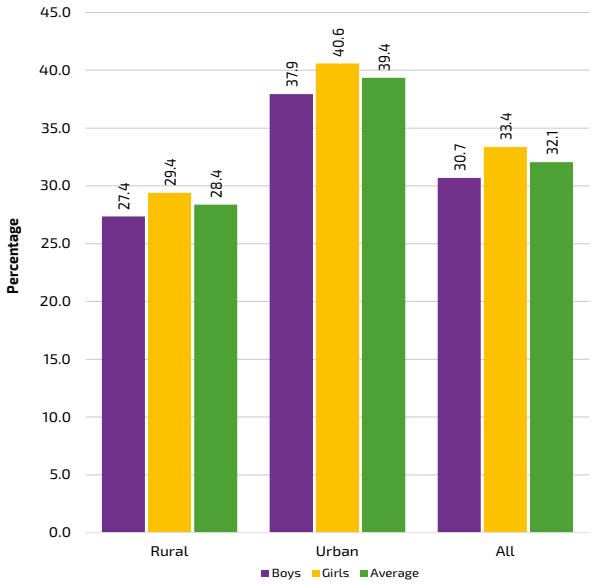


Fig. 20: Percentage of grade 4 learners who at least met expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem by location of residence and gender

- Grade 4 learners in urban areas outperformed their rural area counterparts in the region in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- Grade 4 girls outperformed their male counterparts across both locations of residence in the region in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- Overall, girls outperformed boys in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem by grade 4 learners in the public schools in the region.

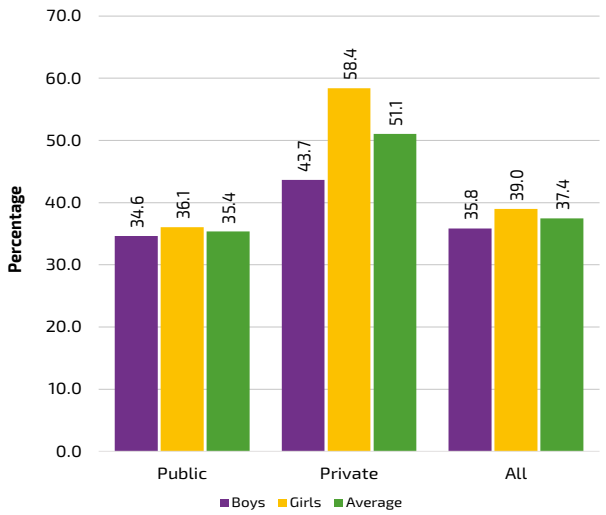


Fig. 21: Percentage of grade 6 learners who met expectations in reading a grade 3 appropriate English story by gender and school attended.

- Grade 6 learners in private schools generally outperformed their public-school counterparts in the region in reading a grade 3 appropriate English story.
- Grade 6 boys outperformed their female counterparts across both categories of schools in reading a grade 3 appropriate English story.
- Overall, only 67.2% of grade 6 learners in the region could read and comprehend a grade 3 appropriate English story, which means that **32.8% of learners completing primary education in the region could not read and comprehend a grade appropriate English story!**

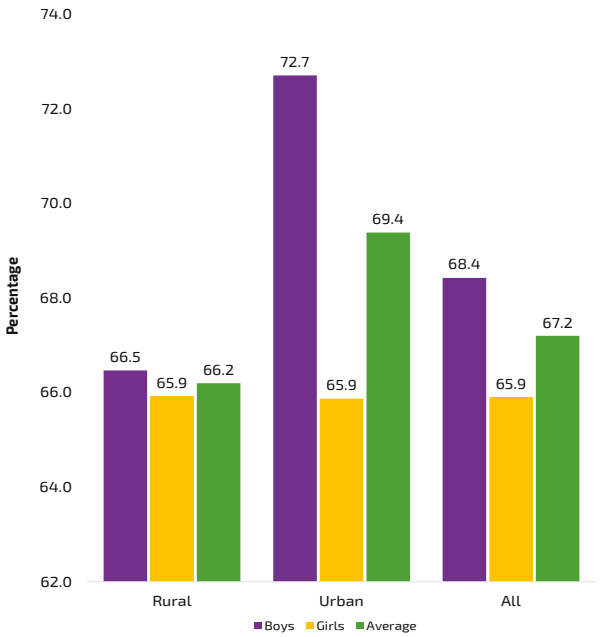
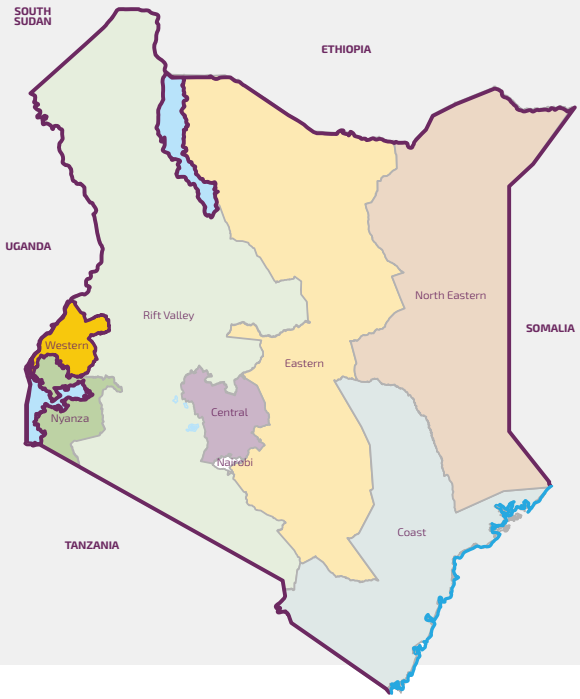


Fig. 22: Percentage of grade 6 learners who met expectations in reading a grade 3 appropriate English text by gender and location of residence

- Grade 6 learners in urban areas generally outperformed their rural-area counterparts in the region in reading a grade 3 appropriate English story.
- Grade 6 boys outperformed their female counterparts across both locations of residence in reading a grade 3 appropriate English story.
- In urban areas grade 6 learners, boys outperformed girls in reading a grade 3 appropriate English story by a huge margin.

Map of Kenya



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