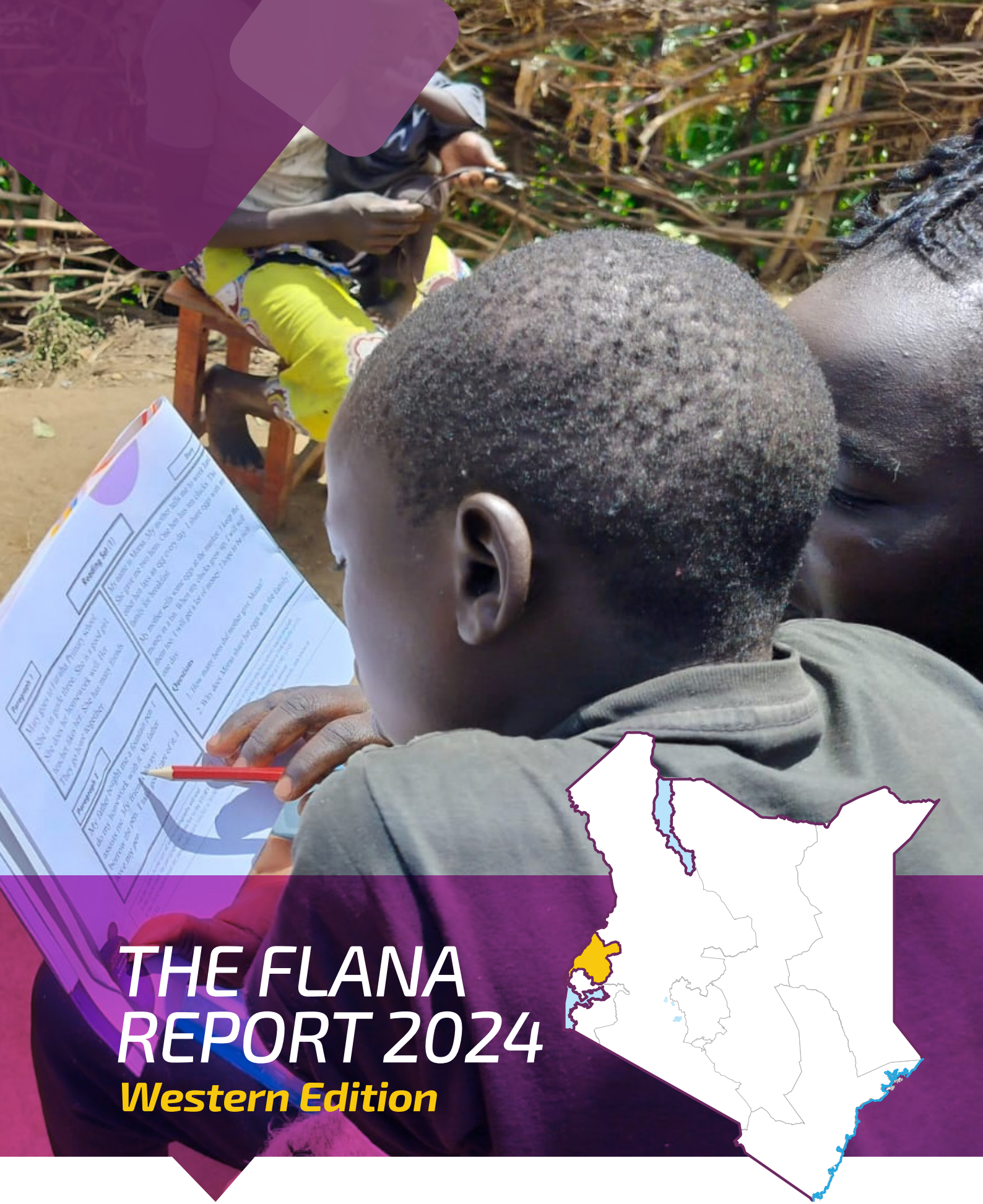

THE FLANA REPORT 2024

Western Edition

USAWA AGENDA
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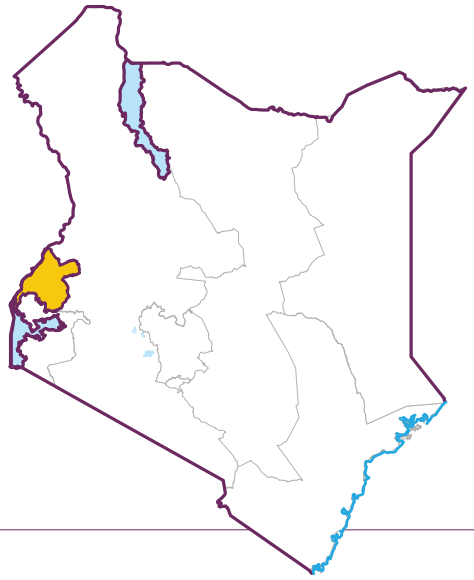
THE FLANA REPORT 2024

Western Edition



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Foreward



The Foundational Literacy and Numeracy Assessment (FLANA) 2024 Report for the Western region is a gem for actors in education space and decision-makers. The findings of the FLANA 2024 Western 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 Western region namely; Bungoma, Busia, Kakamega and Vihiga 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 Western 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 western 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 Western 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 Western Kenya 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.
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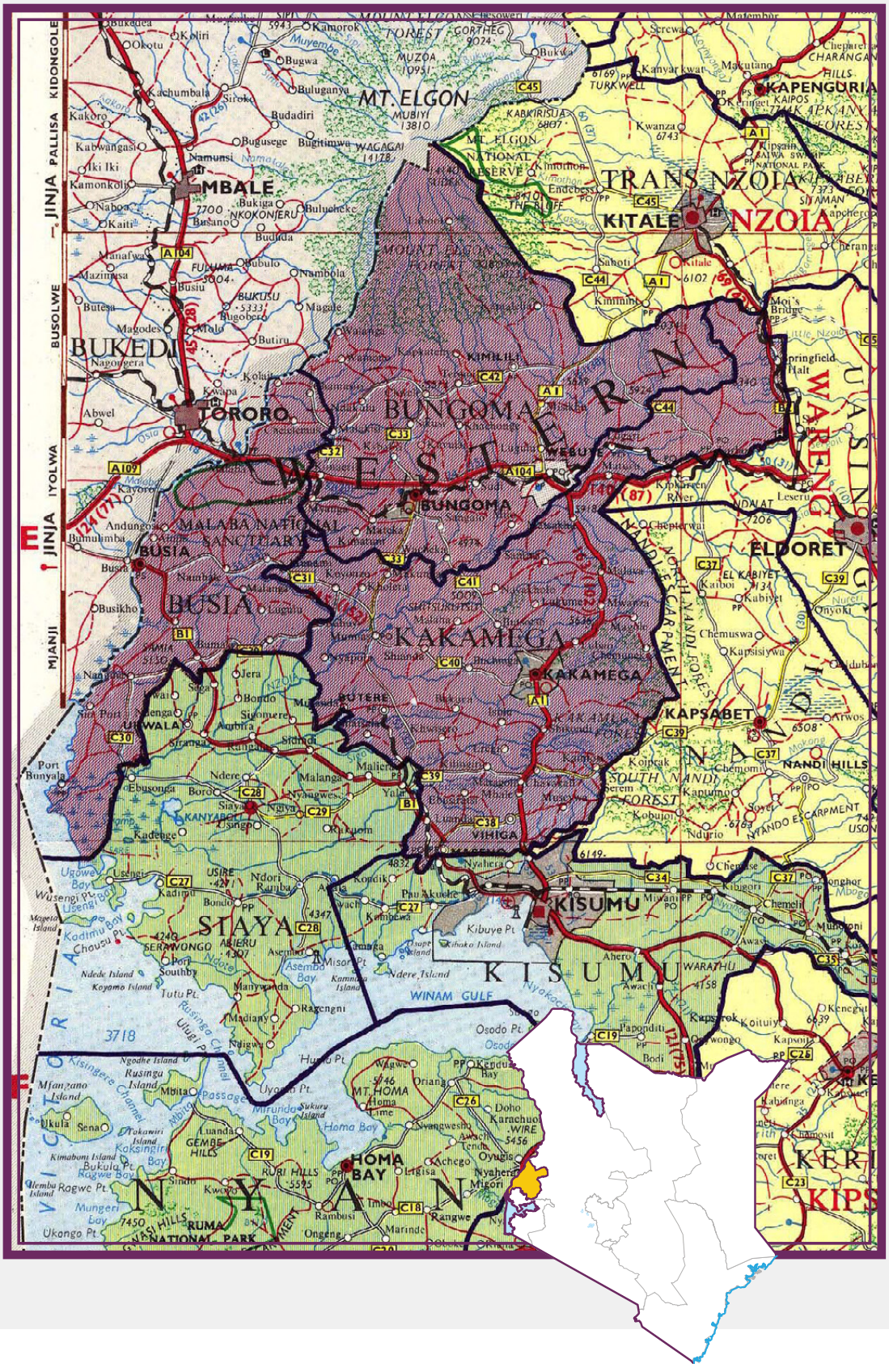
- The 4 County Partners, Forum for Art in Community Development (Bungoma); Butula Neighbour's Keeper Education Trust (Busia); Socio-Economic Empowerment Development (Kakamega); and SACADA CBO (Vihiga), who worked with village elders and volunteers to ensure that we reached all the selected schools, villages 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 200 volunteers and village coordinators who walked from house to house and visited the

many primary schools. You are Usawa's true heroes and heroines and your contribution to promoting education justice in Kenya is invaluable.

- The over 170 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 3,346 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 4,026 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 174 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 120,264 pupils in the schools we visited who endured our prying presence as we observed every corner of your schools and the happenings there, thank you.
- To our partners: RELI Kenya, Zizi Afrique Foundation, PAL Network, National Parents Association (NPA) and Kenya Primary School Heads Association (KEPSHA) our partnership truly heralds the future of education research, and policy and practice influencing.
- We sincerely thank the leadership of the Ministry of Education both at the national and county levels for the continued and unwavering support to Usawa Agenda activities. We thank the Kenya National Examinations Council and the Kenya Institute of Curriculum Development for 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 47 County Commissioners at whose offices we made our first stops in each of the counties, in some cases requiring security support to proceed with the assessment, and they all came through for us.
- We thank the Kenya Primary School Heads Association, the Teachers' Service Commission and the Teachers Unions, especially KNUT for their role in producing and sharing this evidence.
- Thank you, Dr. James Mbugua, for burning your midnight oil to ensure the data was analysed in time to produce the report and the editorial and design teams led by Robin Toskin and William Odidi respectively, for meticulously delivering this report, we thank you for your great efforts.
- To our development partners, who continue to entrust us with their scarce resources for which many different needs, countries, regions and organisations compete, we would not be here without you. We are humbled by the trust you have in us and are committed to delivering full value for every cent we are entrusted with.
- It takes a massive, dedicated team to pull off the FLANA survey. To all those whose names we couldn't list here, accept our heartfelt gratitude and know that literally, we could not have done it without you. We continue to be inspired by all who unwaveringly work every day to secure the future of our children and that of the country and indeed the world, through education. We are inspired even more by those of you involved in small efforts in the villages, in hidden corners of the world and behind closed doors in isolated offices to get all children to school, especially girls and children with disabilities. You may not know, but you are changing the world in profound ways!

Map of Kenya

Extract Map:
Western Region of Kenya



© Map/Courtesy

Introduction



The Foundational Literacy and Numeracy Assessment (FLANA) Report 2024 Western 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 Western region with varying levels in the counties — Bungoma, Busia, Kakamega and Vihiga. This report provides a realistic outlook of the status of schooling and learning in the said four 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 Western 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 Western 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 the all the counties in Kenya, including the four in this region; Bungoma, Busia, Kakamega and Vihiga. 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 174 villages spread across the regions as follows: Bungoma, 44; Busia, 42; Kakamega, 47; and Vihiga 41. In these villages, we visited over 3,346 households: Bungoma (832); Busia (825); Kakamega (908); and Vihiga (781). We assessed 4,026 children spread across the counties as follows: Bungoma, 1,035; Busia, 1,110; Kakamega, 1,017; and Vihiga, 864. We also visited 174 primary schools 44 in Bungoma, 42 in Busia, 47 in Kakamega and 41 in Vihiga, which together had **120,264** pupils.

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

KEY FACTS ON LEARNING IN THE WESTERN REGION

FACT ONE: Almost half (43.6%) of the learners enrolled in primary school in Western region did not attend preschool prior to joining primary school.

FACT TWO: Children with disabilities are more than three times likely to be out of school in the Western region than their counterparts without disabilities.

FACT THREE: Women are under-represented in the management of primary schools in the Western region; only 18.4% of Board of Management chairpersons, and 24% of head teachers in the region are female.

Key Findings

Access to School

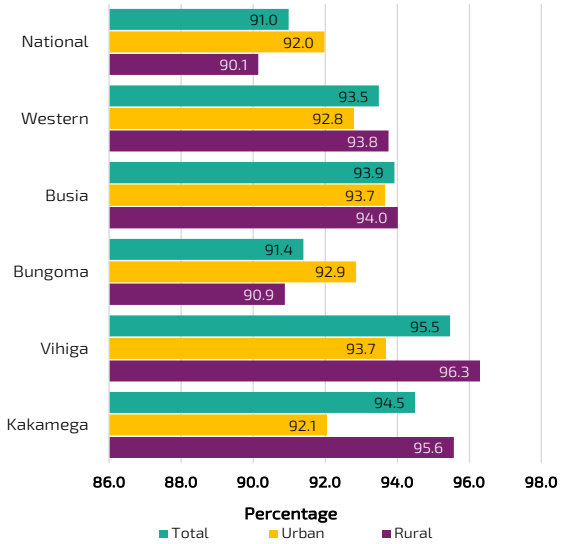


Fig. 1: Percentage of children aged 4-15 years enrolled in school by county and location of residence

- Nationally, 91% of children aged 4-15 years were enrolled in school.
- School enrolment rate in the region was higher (93.5%) than the national rate (91%).
- Vihiga County had the highest school enrolment rate for age 4-15 years (95.5%), while Bungoma County had the lowest rate of 91.4% in the region.

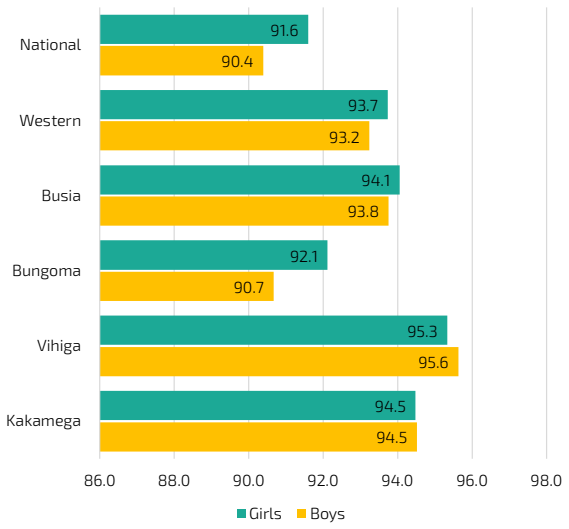


Fig. 2: Percentage of children aged 4-15 years enrolled in school by county and gender

- Nationally, 91.6% of girls compared to 90.4% of boys aged 4-15 years were enrolled in school.
- Girls' school enrolment rate in the region was marginally higher at 93.7% compared to 93.2% for boys.
- There was gender parity in school enrolment in Kakamega County, while Bungoma County had the highest gender gap in favour of girls.

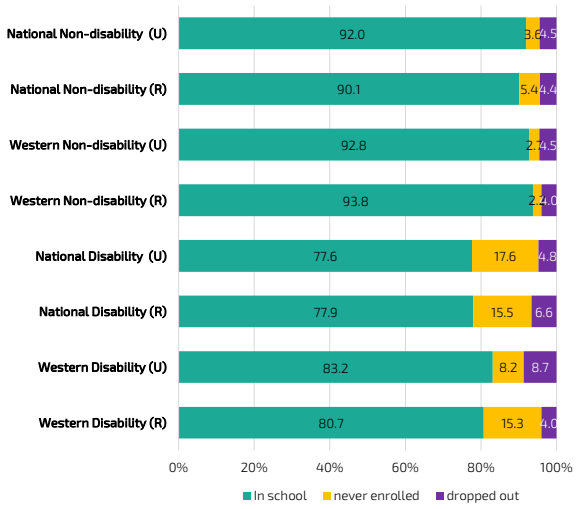


Fig. 3: Enrolment status of children with disabilities age 4 – 15 years and their non-disability counterparts by location of residence

- Nationally, a child with disability in a rural area is thrice 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 Western, a child with disability in a rural area is seven 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 Western region is thrice as likely to never have enrolled in school and almost twice as likely to have dropped out of school as his/her counterpart without disability.

Out of School Children

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

County	Boys			Girls			All		
	Out of school	Never enrolled	Dropped out	Out of school	Never enrolled	Dropped out	Out of school	Never enrolled	Dropped out
Kakamega	5.5	2.7	2.7	5.5	2.4	3.1	5.5	2.6	2.9
Vihiga	4.4	1.3	3.1	4.7	1.2	3.5	4.5	1.3	3.2
Bungoma	9.3	2.3	7.1	7.9	2.4	5.5	8.6	2.3	6.3
Busia	6.2	2.8	3.5	5.9	2.4	3.5	6.1	2.6	3.5
Western	**6.8**	**2.4**	**4.3**	**6.3**	**2.3**	**4.0**	**6.5**	**2.4**	**4.1**
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.
- Western region had 6.5% of school-aged children out of school; 2.4% had never enrolled while 4.1% had enrolled but dropped out of school.
- Vihiga County had the lowest percentage of school-aged children out of school (4.5%) in the region.
- Bungoma County had the highest percentage of school-aged children out of school (8.6%) in the region and the highest dropout percentage in the region (6.3%).
- The dropout rate in Bungoma was higher than the national average (4.4%).
- Nationally, 9.6% of the school-aged boys compared to 8.4% of the girls were out of school.
- Regional data shows that 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	Out of school children aged 4-5 years			Out of school children aged 6-15 years		
	Boys	Girls	All	Boys	Girls	All
Kakamega	12.8	11.9	12.3	4.4	4.6	4.5
Vihiga	11.8	16.7	14.8	3.8	3.2	3.5
Bungoma	15.6	10.9	13.6	8.4	7.6	8.0
Busia	15.7	11.1	13.3	4.8	5.1	4.9
Western	**14.3**	**11.9**	**13.1**	**5.7**	**5.5**	**5.6**
National	**17.2**	**14.8**	**15.2**	**8.4**	**7.4**	**7.4**

- 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 Western region had 5.7% and 5.5% of the primary school aged boys and girls respectively out of school. The rate for preschool aged children was higher at 14.3% and 11.9% of boys and girls respectively being out of school.
- The out of school rates for both age cohorts were lower in the Western region compared to the national average.
- Vihiga County had the highest percentage of girls (16.7%) and of all children (14.8%) of preschool age out of school in the region — higher than the national average for girls of preschool age.
- Bungoma County had the highest percentage of all children of primary school age (8%), out of school in the region — higher than the national average for primary school age children.

Preschool Participation

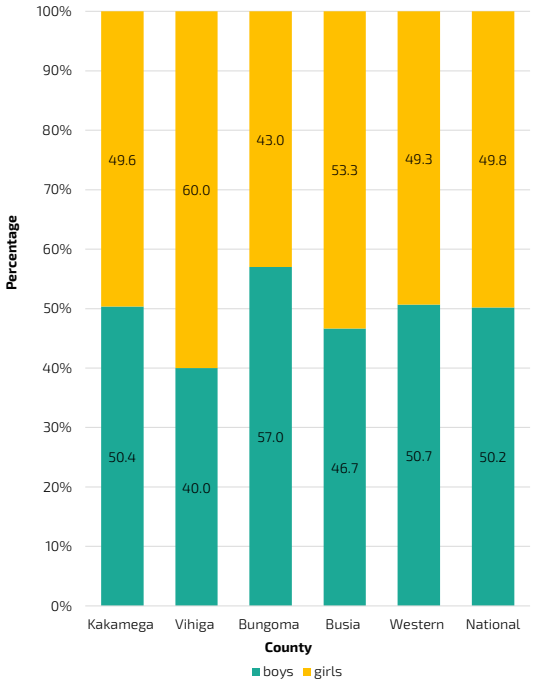


Fig. 4: Preschool participation among children aged 4-5 years by county and gender

- Nationally, there were slightly more boys enrolled in the preschool level at 50.2% compared to girls at 49.8%.
- There was a similar picture in the Western region, with 49.3% of the learners being girls and 50.7% of them being boys at preschool level.
- There were wide variations among the counties in the region: in Vihiga, girls formed the majority at 60% of ECDE learners.
- There was near parity in Kakamega County, while boys were the majority at 57% in Bungoma County.

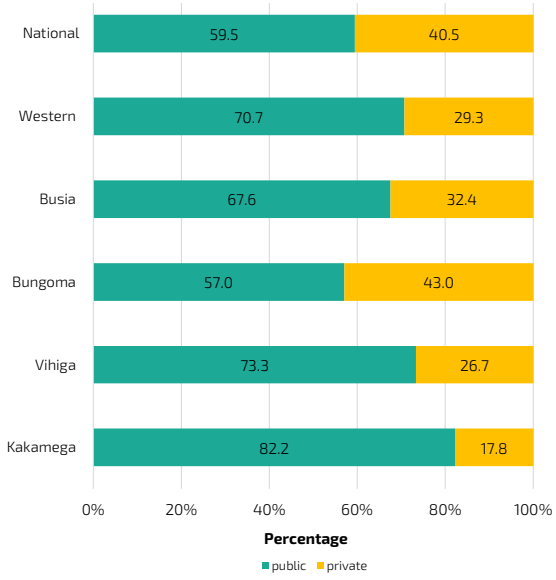


Fig. 5: Preschool participation among children aged 4-5 years by county and type of centre attended

- 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 Western region 70.7% of the learners in preschool are enrolled in public ECDE centres and 29.3% in private ECDE centres.
- In Bungoma County, 43% of preschool learners were enrolled in private ECDE centres, which is higher than the national average of 40.5%.
- Kakamega County had the lowest number of its preschool learners enrolled in private ECDE centres in the region at only 17.8%.

School Attendance

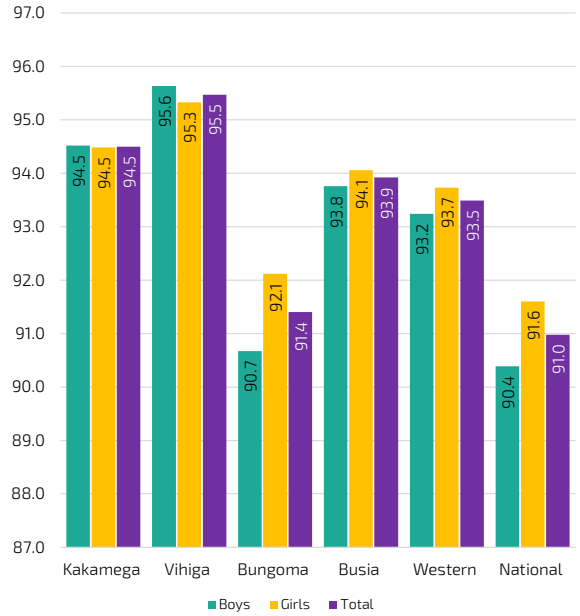


Fig. 6: School attendance by county and gender

- Nationally, 91% of learners were present in schools on the day of the survey; school attendance was slightly higher among girls (91.6%) than boys (90.4%).
- 93.5% of the learners in the Western region (93.2% boys and 93.7% girls) were present in schools.
- Vihiga County had the highest school attendance at 95.5% while Bungoma County had the lowest at 91.4%.

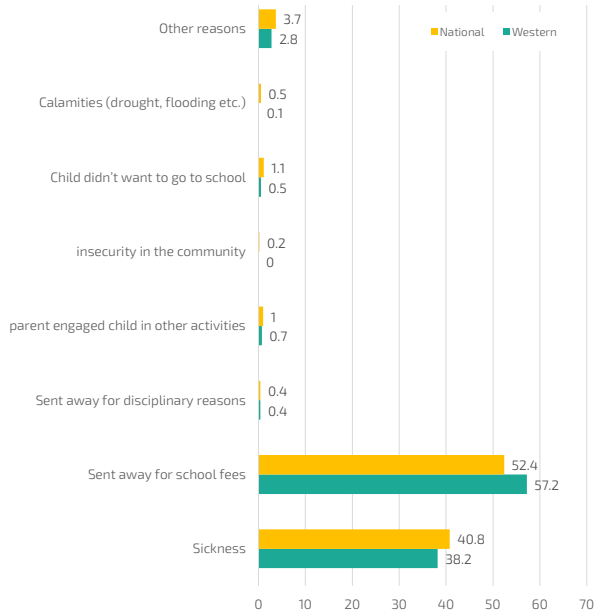


Fig. 7: Most mentioned reasons for school absenteeism among learners

- In Western, 57.2% 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 had been sent away for fees/levies.

School factors impacting learning outcomes

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

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

County	Class size	Teachers/ stream ratio
Kakamega	42	1.03
Vihiga	36	1.11
Bungoma	47	1.00
Busia	44	0.97
Western	**43**	**1.02**
National	**38**	**0.99**

- The average class size nationally was 38 learners while for the Western region was 43 learners.
- Bungoma County had the largest average class size with 47 learners, while Vihiga County had the smallest with 36 learners.
- The average teacher/classroom ratio for the Western region (1.02) is slightly higher than the national average (0.99).
- Busia County had a ratio that is less than one, which means that at least a class goes without a teacher even when all teachers are present and teaching.

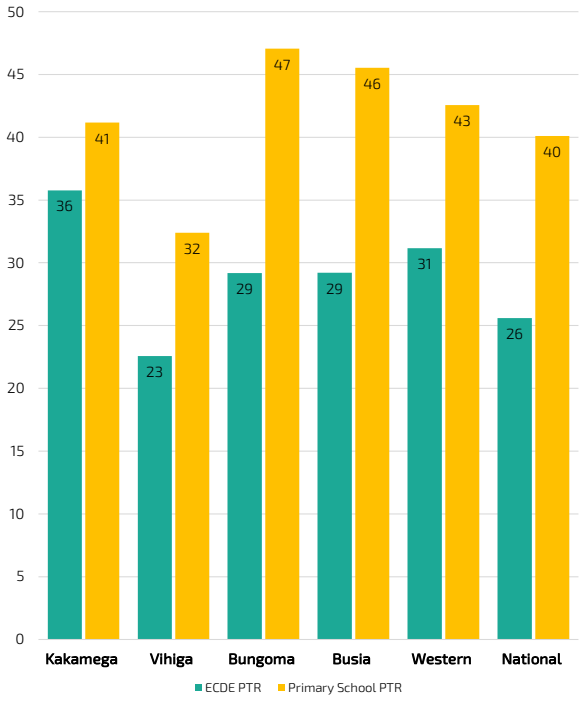


Fig. 8: Pupil/Teacher Ratio (PTR) by county and level of school

- Nationally, the pupil/teacher ratio in primary was 40:1, while in preschool it was 26:1. These ratios are within the recommended ratios of 40 and 25 respectively.
- In Western, the pupil/teacher ratio in primary school was 43:1, while in preschool it was 31:1, which is slightly higher than Kenya's recommended ratios.
- Bungoma County had the highest pupil/teacher ratio for primary level at 47:1 while Vihiga County had the lowest at 32:1.
- Kakamega County had the highest pupil/teacher ratio in preschool at 36:1, which is also way higher than the national average ratio of 26:1.

Home and social factors impacting learning outcomes

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

County	Number of pregnancy cases reported	Percentage of pregnancy across counties	Number of girls who returned to school after delivery	Percentage that returned
Kakamega	742	34.3%	358	48.2%
Vihiga	156	7.2%	92	58.8%
Bungoma	920	42.5%	427	46.4%
Busia	345	15.9%	134	38.7%
Western	**2,164**	**100.0%**	**1,010**	**46.7%**
National	**19,230**		**8,168**	**42.5%**

- Only 46.7% of the school girls reported pregnant in the region in the one year to the survey returned to school after giving birth.
- Busia had the lowest return rate of 38.7% of the reported pregnancy cases.
- Bungoma County contributed the most (42.5%) to the cases of pregnancies reported in the region, while Vihiga County had the least number of cases of pregnancies reported (7.2%).
- Vihiga County had the highest return to school rate for girls who were reported pregnant, with more than half (58.8%) of the reported cases returning to school.

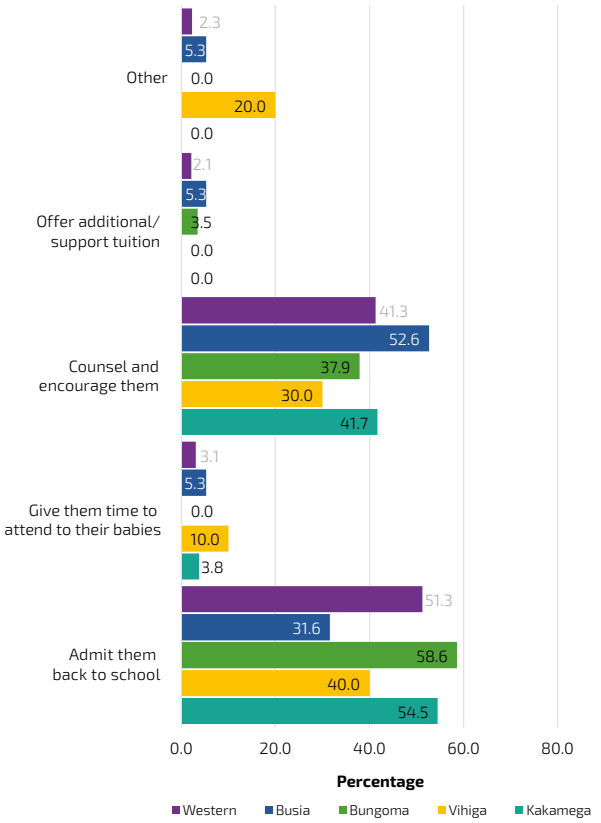


Fig. 9: Opinions on support measures to be given to pregnant girls and those with babies

- 51.3% 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.
- 41.3% of school heads in the region want counselling services extended to pregnant girls.
- Majority of school heads in Bungoma County (58.6%) and Busia County (52.6%) identified readmission back to school and counselling services respectively as some of the crucial forms of support to pregnant girls.

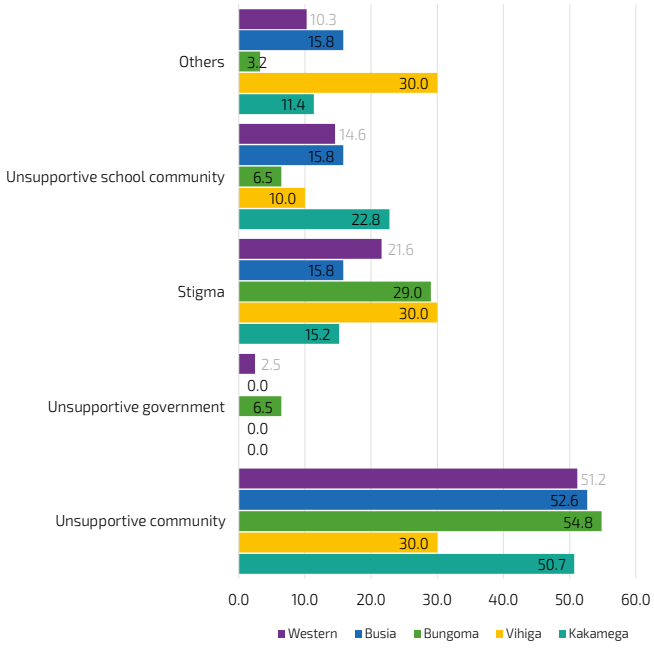


Fig. 10: Main challenges school managers face in supporting pregnant girls/teenage mothers in school

- 51.2% 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.

Table 5: Learning conditions in schools by County

Region	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
Kakamega	3.2	6.3	4.8	30.7	75.6	3.2
Vihiga	2.4	4.9	7.3	29.3	70.7	12.2
Bungoma	4.9	11.5	13.1	44.3	82.0	0.0
Busia	0.0	21.2	6.2	10.3	80.8	12.3
Western	**3.1**	**10.3**	**7.9**	**31.3**	**77.9**	**4.8**
National	**6.4**	**9.2**	**9.3**	**20.4**	**76.2**	**3.0**

- 21.6% 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.
- Unsupportive school community environment was reported as a challenge by 14.6% of school heads in the region.
- For Busia County, the main challenges are: unsupportive community (52.6%); unsupportive school community (15.8%); and stigma (15.8%)
- For Kakamega County, the main challenges are: unsupportive community (50.7%); unsupportive school community (22.8%); and stigma (15.2%)
- For Bungoma County, the main challenges are: unsupportive community (54.8%); stigma (15.2%); and unsupportive school community (6.5%).
- For Vihiga County, the main challenges are: unsupportive community (30%); stigma (30%); and other unnamed factors (30%).
- 77.9% of schools in the region did not have a school library.
- 31.3% of schools in the region did not have a playing field for learners.
- 7.9% of the schools in the region had children sitting on the floor; Bungoma County had the highest cases of schools (13.1%) with children sitting on the floor.

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.

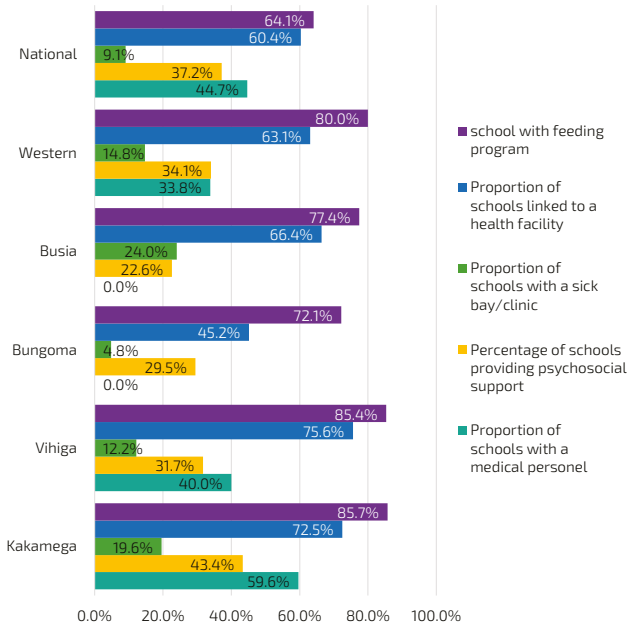


Fig. 11: Selected school health indicators by county

- Nationally, 64.1% of schools compared to 80% in Western region had a school feeding programme.
- 63.1% of schools in Western and 60.4% nationally were linked to a health facility.
- 33.8% of schools in Western compared to 44.7% of the schools nationally had a medical staff.
- Bungoma County performs below the region's average on all the indicators.

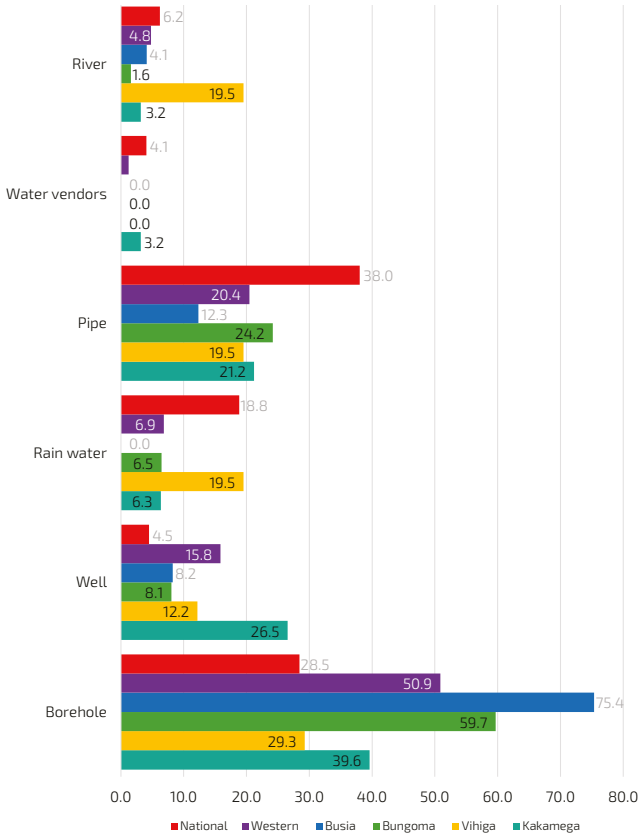


Fig. 12: Sources of drinking water by county

- Half of the schools (50.9 %) in the region draw their drinking water from boreholes.
- Less than a quarter (20.4%) of the schools in the region have access to piped water, which is below the national average of 38% of schools accessing piped water as the main source of drinking water.
- Busia County schools have the least access to piped water at (12.3%), but have the highest access to borehole at almost thrice the national average (75.4%).
- 15.8% of schools in the region identified a well as their main source of drinking water.

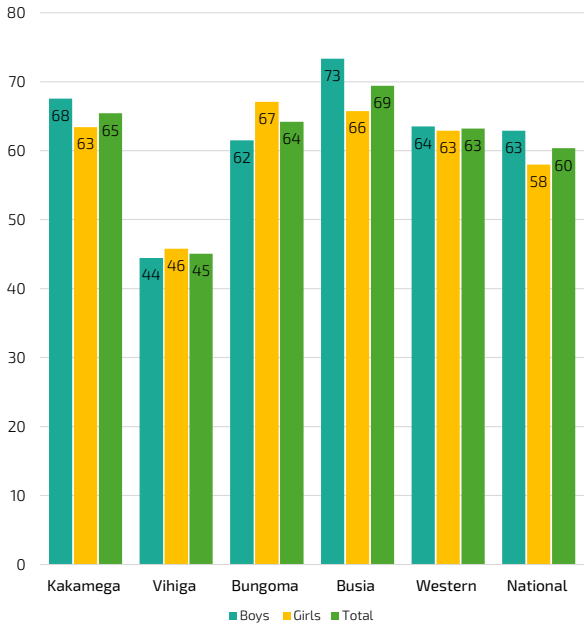


Fig. 13: Number of pupils using one toilet by county and gender

- On average, 63 pupils use 1 toilet in the region; 64 boys use 1 toilet; and 63 girls use 1 toilet. This is marginally worse than the national average, which is 60 learners per toilet; 63 boys per toilet and 58 girls per toilet.
- Busia County has the highest number of pupils sharing a single toilet at 69 on average; 73 boys and 66 girls.
- Vihiga County has the lowest pupils/toilet ratio with 45 pupils using 1 toilet; 44 boys per toilet and 46 girls per toilet.
- Of all the counties in the Western region, only Vihiga has a more favourable pupils/toilet ratio than the national average.

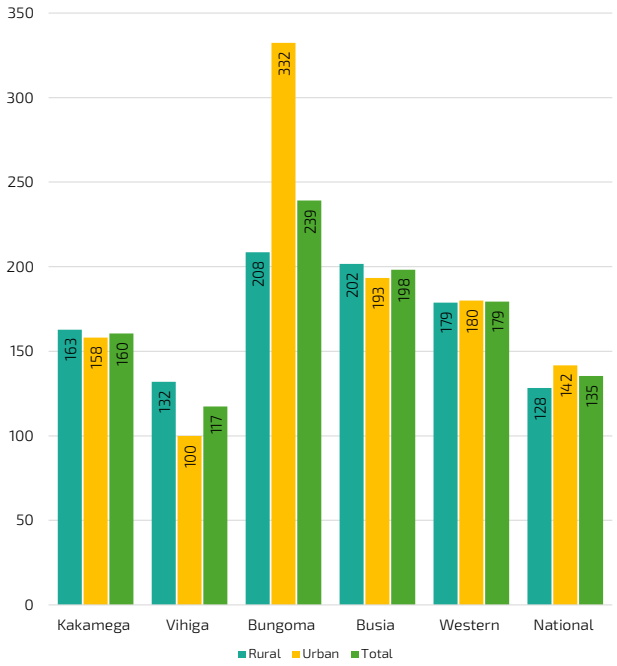


Fig. 14: Number of pupils per one handwashing point by location of the school

- On average, the Western region has 179 pupils sharing a handwashing point with marginally more in urban areas (180) than rural areas (179). This is higher than the national average of 135 pupils per a handwashing point; 142 per a handwashing point in urban schools and 128 per a handwashing point in rural schools.
- Bungoma County stands out for having almost double the national average number of pupils per a handwashing point with 239.
- Of all the counties in the Western region, only Vihiga has a more favourable pupils/ handwashing point ratio than the national average of 135 pupils per a handwashing point.

School Management

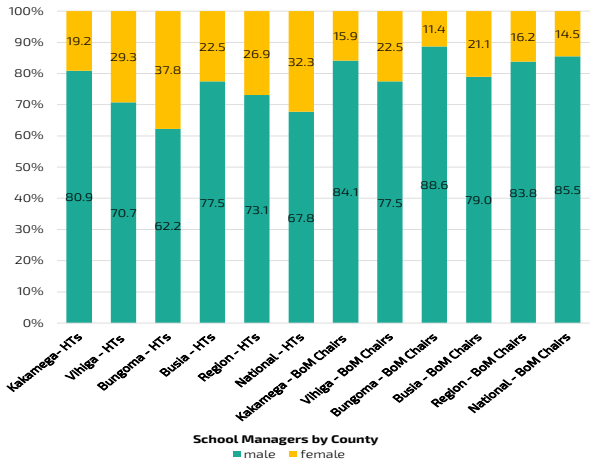


Fig. 15: Distribution of school heads and Boards of Management (BOM) chairpersons by county and gender

- 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.
- Bungoma County has the best representation of women in the school headship at 37.8% in the region with Kakamega having the worst at only 19.2%.
- 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.

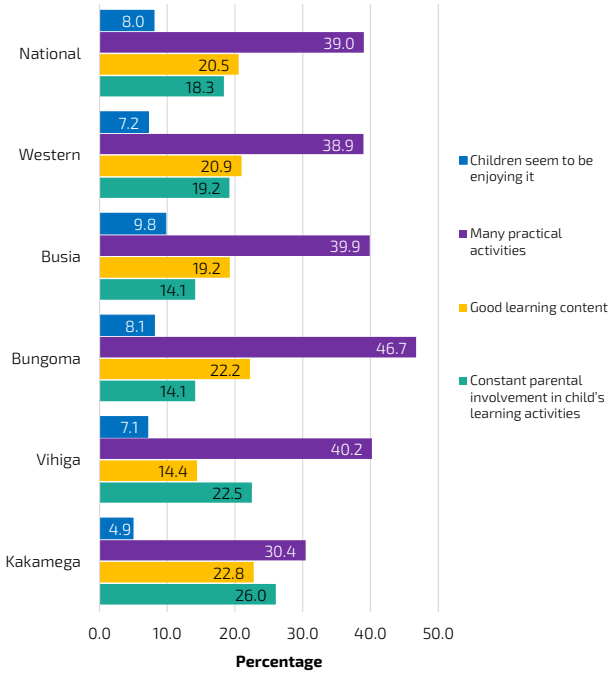


Fig. 16: Parental opinions on the positives of CBC

- Nationally, 39% of the parents appreciated CBC because of the many practical activities while 20.5% liked CBC because of good learning content and a further 18.3% appreciated constant parental involvement in learning activities.
- In the Western region 38.9% of the parents appreciated CBC for its many practical activities; followed by good learning (20.9%); and constant parental involvement in the learning activities (19.2%).

- Only 7.2% of parents in Western region liked CBC because they thought that the children enjoyed it.
- The level of appreciation for CBC varied across counties, with almost half of Bungoma parents registering the highest level of support for CBC's many practical activities.

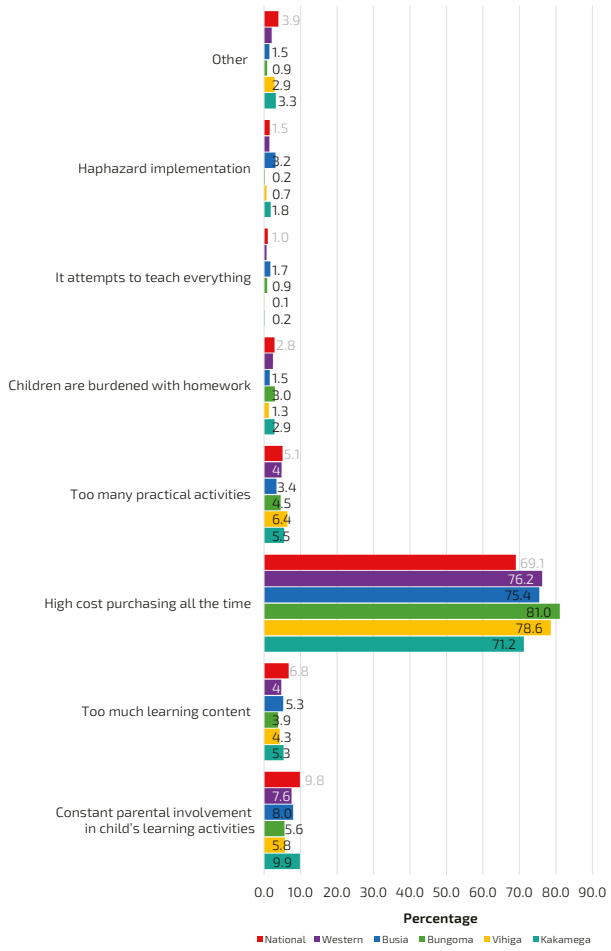


Fig. 17: Parental opinions against the CBC

- More parents in the Western region (76.2%) don't like CBC than the national average of 69.1% because of the high-cost purchases of learning materials.
- Bungoma County leads the way in the region with the highest number of parents (81%) opposed to the cost of materials while Kakamega County has the least number of parents (71.2%) identifying the high cost of CBC as a burden.

- 7.6% of parents in the region expressed dissatisfaction with CBC due to constant parental involvement in their child's learning compared to the national average of 9.8%.

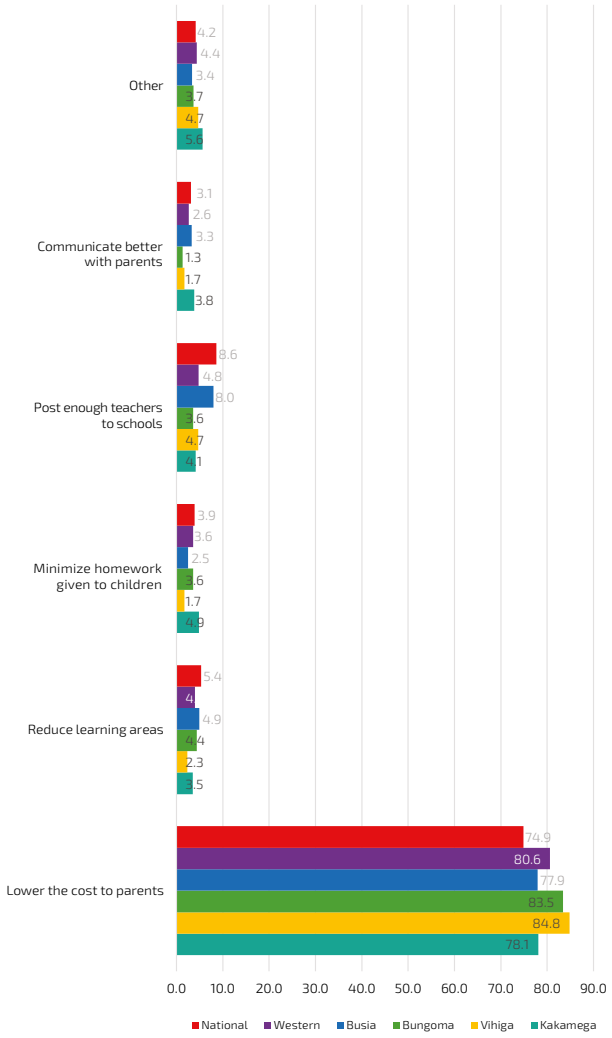


Fig.18: Parental views on how to make CBC better

- Overwhelming majority of the parents in the region, 80.6%, want 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 highlights 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, location of school enrolled in (urban versus rural), and inter-county comparison.

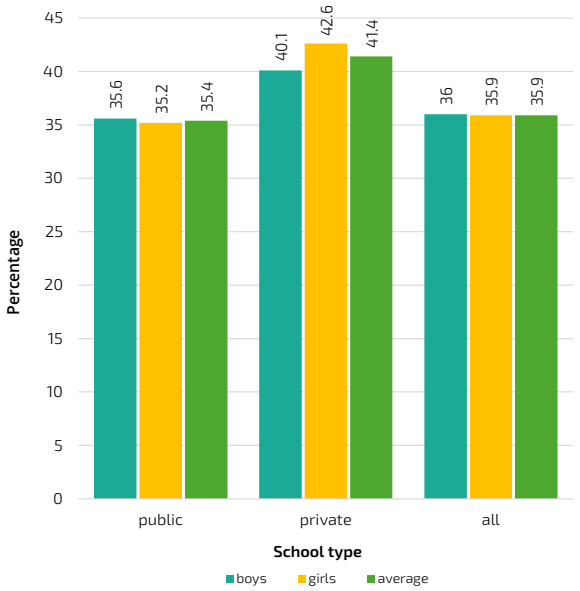


Fig. 19: Percentage of grade 4 learners who at least met expectations in reading a grade 3 appropriate English story by gender and school type

- Private school grade 4 learners outperformed their public-school counterparts in the region in reading a grade 3 appropriate English story.
- Among the private school grade 4 learners, girls outperformed boys in reading a grade 3 appropriate English story.
- Overall, only 35.9% 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 Western region.

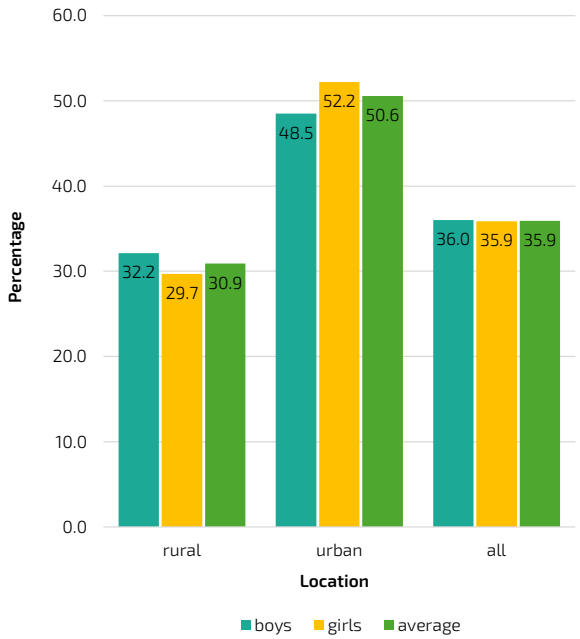


Fig. 20: Percentage of grade 4 learners who at least met expectations in reading a grade 3 appropriate English story by gender and location of residence

- Grade 4 learners in urban schools outperformed their rural-school counterparts in the region in reading a grade 3 appropriate English story.
- Among the urban school grade 4 learners, girls outperformed boys in reading a grade 3 appropriate English story.
- Overall, only 35.9% of grade 4 learners in the region could read with comprehension a grade 3 appropriate English story.

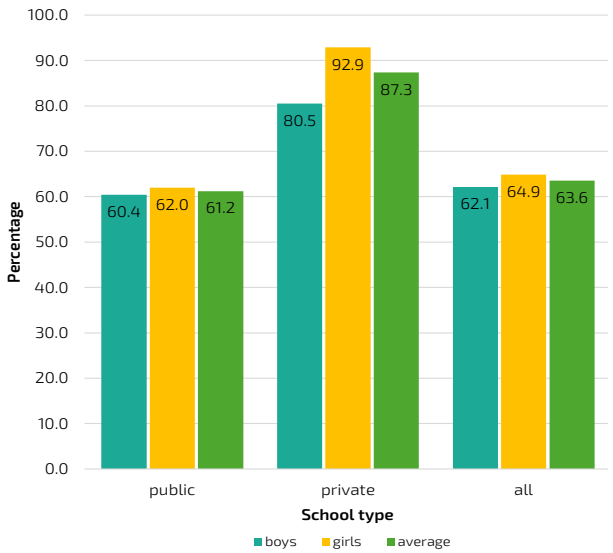


Fig. 21: Percentage of grade 4 learners who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and type of school attended

- 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 private school grade 4 learners, girls outperformed boys in solving a grade 3 appropriate numeracy problem.
- Overall, only 63.6% of grade 4 learners in the region could solve a grade 3 appropriate division problem.
- Girls marginally in grade 4 in the Western region outperformed their male counterparts in solving a grade 3 appropriate numeracy problem.

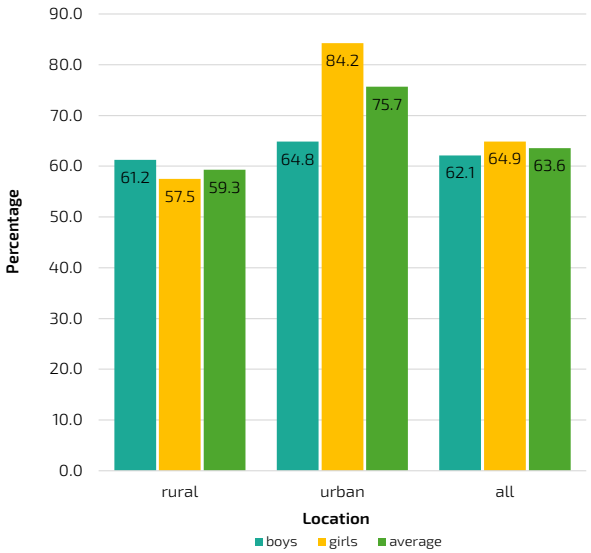


Fig. 22: Percentage of grade 4 learners who at least met expectations in solving a grade 3 appropriate numeracy problem by gender and location of residence

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

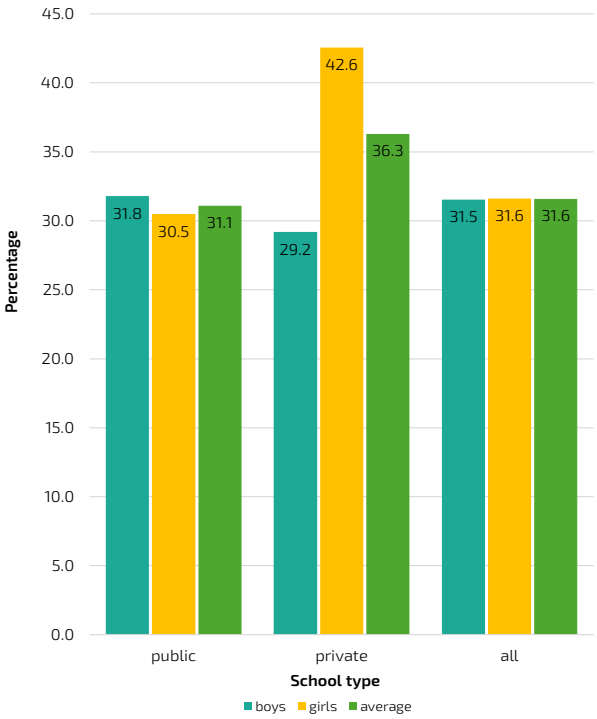


Fig. 23: Percentage of grade 4 learners who at least met expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem by school attended and gender

- Private school grade 4 learners outperformed their public-school counterparts in the region in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- Grade 4 boys in private schools, however, underperformed their counterparts in public schools in the region in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- Among the private school grade 4 learners, girls outperformed boys in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- There is 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 Western region.

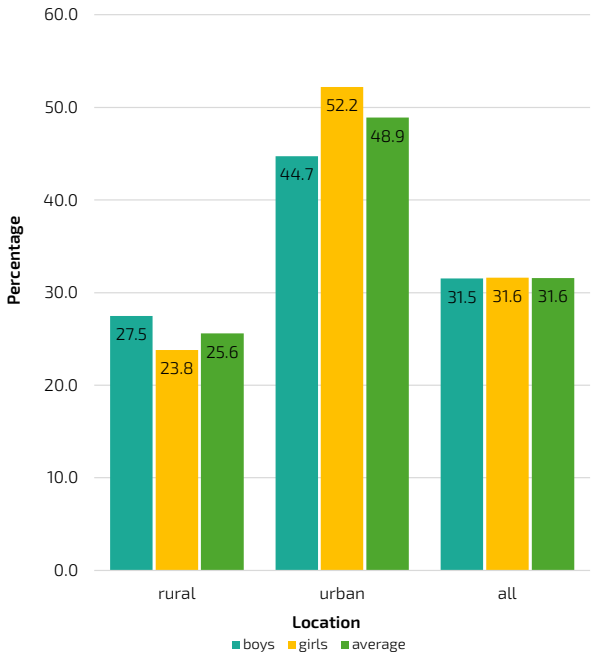


Fig. 24: Percentage of grade 4 learners who at least met expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem by location of residence and gender

- A grade 4 learner in an urban 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 rural-school counterpart in the region.
- A grade 4 girl in an urban school is 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-school counterpart in the region.
- Among the grade 4 learners in rural schools, boys outperformed girls in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.

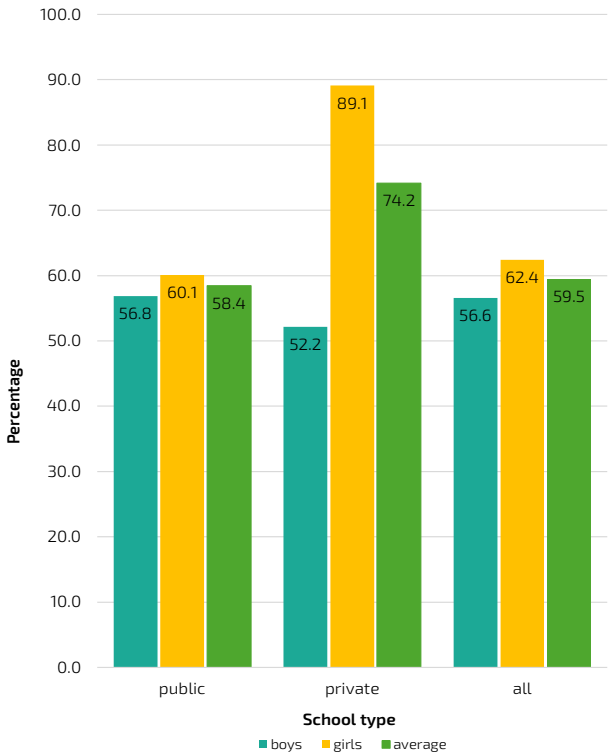


Fig. 25: Percentage of grade 6 learners who met expectations in reading a grade 3 appropriate English story by gender and school attended.

- Private school grade 6 learners generally outperformed their public-school counterparts in the region in reading a grade 3 appropriate English story.
- However, public school grade 6 boys outperformed their private school counterparts in reading a grade 3 appropriate English story.
- Among the private school grade 6 learners, girls outperformed boys in reading a grade 3 appropriate English story by a huge margin.
- Overall, only 59.5% of grade 6 learners in the region could read with comprehension a grade 3 appropriate English story, which means that **40.5% of grade 6 learners in the region could not read and comprehend a grade 3 appropriate story!**

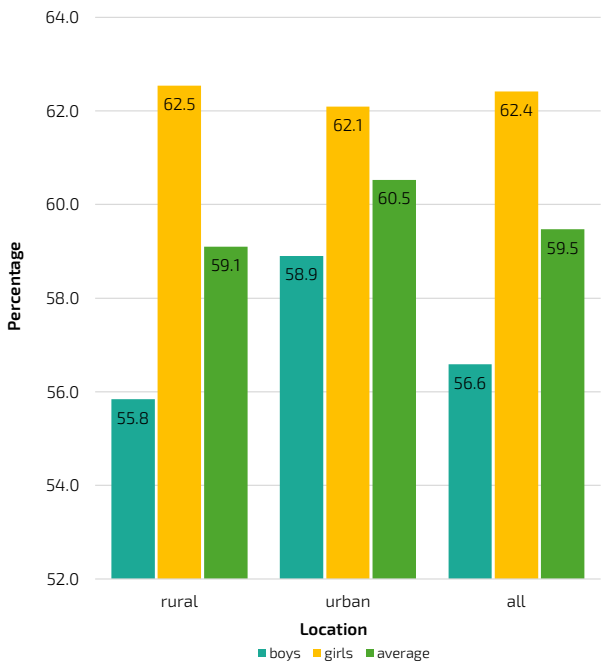


Fig. 26: Percentage of grade 6 learners who met expectations in reading a grade 3 appropriate English text by gender and location of residence.

- Grade 6 learners in urban schools marginally outperformed their rural-school counterparts in the region in reading a grade 3 appropriate English story.
- Among the urban school grade 6 learners, girls outperformed boys in reading a grade 3 appropriate English story.
- Among the rural school grade 6 learners, girls outperformed boys in reading a grade 3 appropriate English story by a huge margin.
- Grade 6 girls in rural schools also marginally outperformed their urban school counterparts.

Inequality Markers

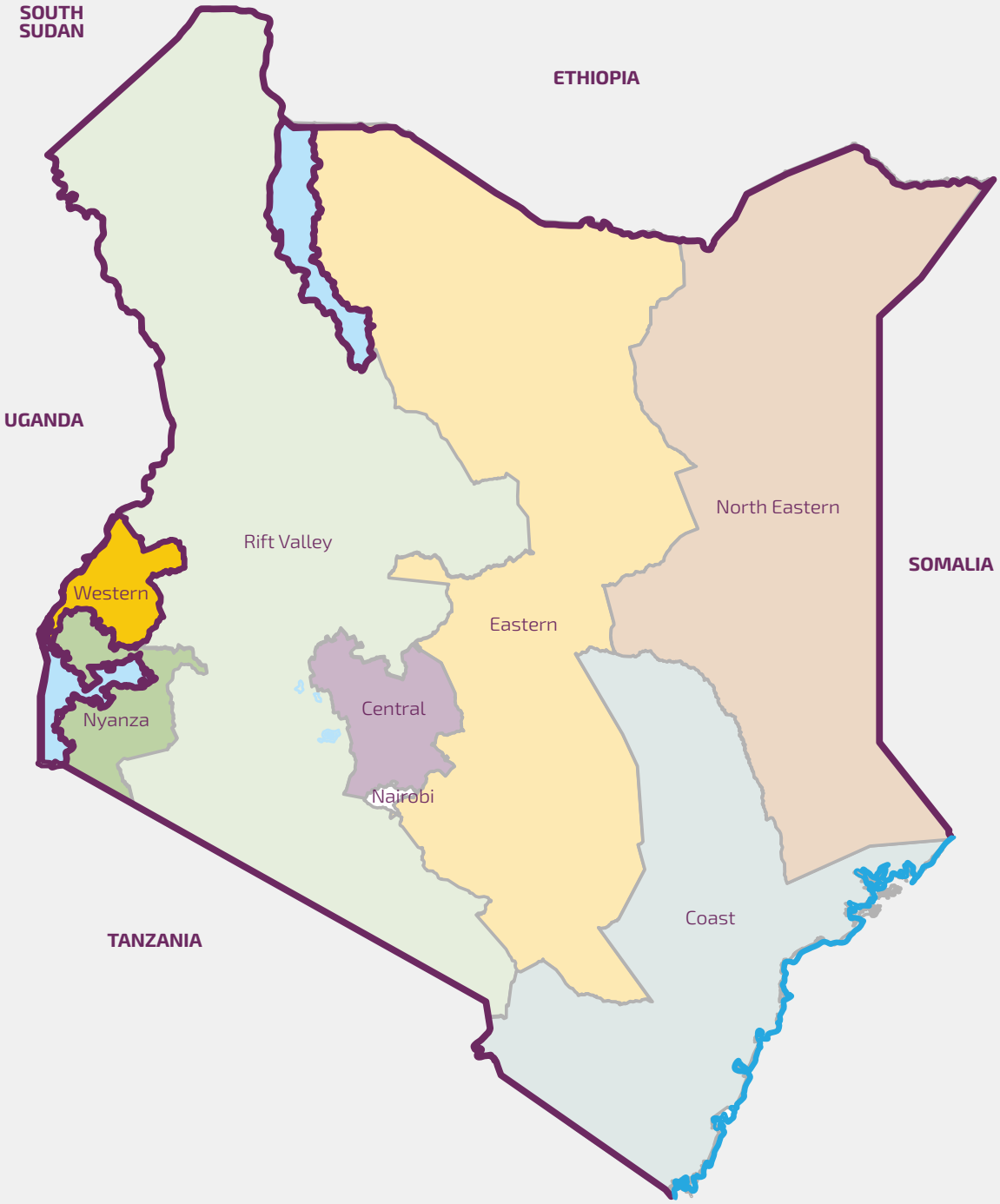
Table 6: Regression of child-level learning outcomes on household factors

Learning outcomes		English Competency		Maths Competency	
Factor	**Level**	**OR**	**p-value**	**OR**	**p-value**
Child Age		1.03	0.337	1.04	0.273
Child Gender (Ref: Boys)					
	Girls	1.18	0.059	1.05	0.574
Grade		**1.63**	**0**	**1.59**	**0.000**
School Type (Ref: public)					
	Private	1.44	0.013	1.60	0.001
Preschool attendance (Ref: No)					
	Yes	0.90	0.597	0.95	0.784
Household head Age		1.00	0.25	1.00	0.324
Household head gender (Ref: Male)					
	Female	1.05	0.549	1.00	0.989
Household head education (Ref: Primary and below)					
	Secondary	1.49	0	1.30	0.023
	Tertiary	1.49	0.058	1.22	0.341
Mother-education (Ref: Primary and below)					
	Secondary	1.25	0.038	1.32	0.016
	Tertiary	2.13	0.003	2.25	0.001
Number of children between 6 month & 15yrs		0.98	0.469	0.94	0.061
Household wealth (Ref: Low)					
	Middle	1.35	0.004	1.04	0.699
	High	1.22	0.091	1.17	0.198
Residence (Ref: Rural)					
	Urban	1.22	0.039	1.20	0.079

Table 6 presents findings of two logistic regression models fitting the learning outcomes (in literacy and numeracy) of all children aged 6 – 15 years on the household data. The results reveal the following:

- The odds of a girl being able to read and comprehend a grade 3 appropriate English story are 18% higher than those of a boy.
- The odds of a learner in a private primary school achieving better learning outcomes in literacy and numeracy are 44% and 60% respectively, higher than those of a learner in a public primary school.
- Mother's education plays a significant role in improving the learning outcomes of a child. The odds for a learner whose mother has tertiary education to have better learning outcomes in literacy and numeracy are 113% and 125% respectively higher than those of a learner whose mother has at most primary level of education.
- A head of family plays a crucial role in promoting school participation of a child. The odds for a learner from a household whose head has secondary education to have better learning outcomes in literacy and numeracy are 49% and 30% respectively higher than those of a learner from a household whose head has at most primary level of education.
- The odds of a child from a low wealth household to achieve better learning outcomes in literacy and numeracy are 35% and 22% lower than those of children from middle wealth and high wealth households respectively.
- The odds of a child in an urban area to achieve better learning outcomes in literacy and numeracy 22% and 20% higher than the odds of a child in a rural area.

Map of Kenya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ETHIOPIA
UGANDA
SOMALIA
TANZANIA
Rift Valley
North Eastern
Western
Eastern
Central
Nyanza
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