

Are Our Children Learning?

Annual Learning Assessment Report



Uwezo is an East African Initiative, with overall quality assurance and management support from Twaweza

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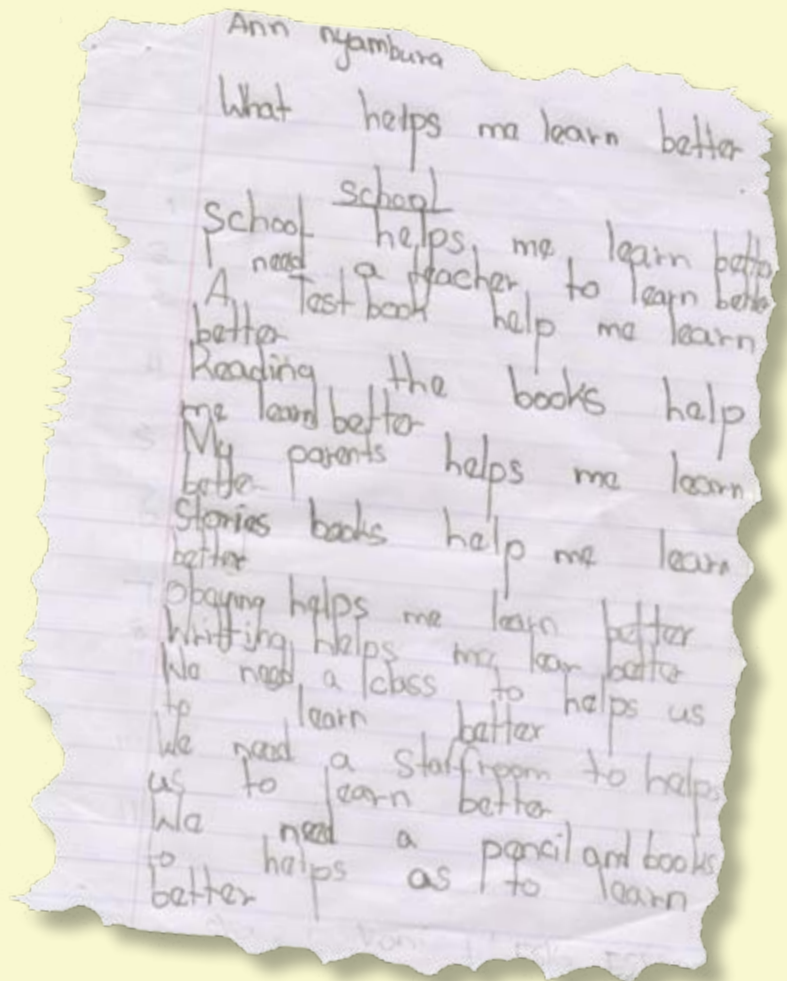
Annual Learning Assessment Report

Kenya 2012



“I love my parents because they do not allow me to stay at home during school days

Jacinta Ochola, Nairobi, Kenya (9 years).



“Adabu ni kama maji, hutumiwa maishani, uwe nazo kila hali, majumba na shuleni, mwanafunzi shuleni onyesha adabu zako”,

Sande Ziro, Kilifi, Kenya. (8 years)

Children are not Learning. So Change ni Nani?

Rakesh Rajani, Head Twaweza East Africa

The elections are over and there is a new government in Kenya. Will it change anything in education?

The 2012 Uwezo findings, based on the largest survey of its kind in Africa, show little progress. This is Uwezo at Twaweza's third annual report, and little has changed. All should be able to, but seven out of ten children in Class 3 cannot read Class 2 materials. For numeracy the situation is similar. Moreover, across the country there are large variations. The large cities and advantaged counties do much better; children in the arid lands of northern Kenya fall behind. It is a rude realization to wake up and realize that sending your child to school is not enough; that indeed schooling is not the same as learning.

Thus serious change is needed. But will it come?

In his inauguration speech, President Uhuru received widespread attention for his promise of a laptop for every child joining Class One in 2014. That's a bold commitment, and if done right could constitute a real opportunity for learning. Projects such as the Khan Academy and Professor Sugata Mitra's research point to potential of technology to unleash innovation and learning. At the same time, projects such as the One Laptop Per Child (OLPC) have had mixed results at best. The lessons from the last decade suggest that technology can break through barriers and fuel innovation, but machines don't drive change, people do. If Kenya's laptops for school are to succeed, Kenyans will need to be open-minded and curious, be driven by human centered design, and pay keen attention to the political economy of education reform.

Laptops aside, the President articulated another commitment that is likely to have a greater impact on improving children's learning. He spoke of a different kind of decision-making. Peace and unity will be achieved, he emphasized, when:

"...women and young people are both seen and heard at the decision-making table, at national as well as devolved levels of government. When all communities in Kenya are confident that they have a government that listens to and addresses their needs..." Could a more open, engaging and inclusive decision-making style drive better learning? Teaching every child to read Swahili and English, and to count well, is not rocket science. Kenyans have achieved far greater feats. So the lack of progress in literacy and numeracy may be a louder signal of poor governance than lack of instructional competence or technical knowhow.

The primary responsibility for making educational services work and for fostering an enabling environment lies with the government, and rightly so. And the Constitution empowers citizens to hold their government accountable for delivery. That said, just waiting for the authorities may prove to be folly.

The core point of the Uwezo methodology is to engage Kenyans through the assessment, continuous feedback and public debate. It recognizes that change starts with you and me taking responsibility, analyzing the situation and taking informed action. Reading to your child. Reviewing her homework. Seeing her teachers. Volunteering to help the teachers. Asking questions to the school committee. Following the money. Experimenting with new ideas. Learning what has worked. Keeping our eyes focused on the main prize: can our children count, read and write?

Governments and presidents come and go. At the outset we asked whether change will come with the new government in Kenya. Indeed the government better deliver. But the truth remains that if we want our children to learn, we need to look into the mirror. For change will not just come, unless we make it happen.

Change ni mimi. Ni wewe. Ni sisi.

BIG Thank You

John Mugo, Country Coordinator, Uwezo Kenya

We welcome the findings of the third Uwezo assessment in Kenya, conducted in February 2012. From the Uwezo Kenya secretariat, we know well that the completion of the third cycle of Uwezo in 156 districts is owed to our many partners at various levels, who continued to show their tireless dedication.

Uwezo Kenya expanded the army of Uwezo volunteers to 9,360, coordinated by another strong team of 366 senior volunteers. These are the heroes of Uwezo, who walked into 90,820 households and assessed 153,900 children. To our Uwezo volunteers, yours is a story of victory. You represent the face of Kenya in our work and bear the biggest responsibility in realizing the Uwezo theory of change.

Our District Partners and District Coordinators worked tirelessly to recruit volunteers, attend trainings, and coordinate the assessment and communication activities. A team of 19 Regional Coordinators provided support to the districts and facilitated communication with us at the secretariat. Some districts were vast, while others well populated. They managed the resources available to see to it that the assessment was conducted in every sampled enumeration area, regardless of how far this lay from the tarmac. We thank with them our strong team of trainers, among them the key facilitators, facilitators and master trainers. Theirs is a story of landmark achievement.

We wish to recognize the contribution made by our test development panelists – Grace Maina, Grace Muathe, Timothy Kyengo, Mary Ndiang’ui, John Onjoro, Agatha Kimani, Charles Kado, Salome Wenyaa, Asumpta Matei, Millicent Nyaguthii, Harry Nzoya and Mohamed Mwachia. Your dedication to this process, over the years is truly overwhelming. We recognize our sampling expert from the Kenya National Bureau of Statistics, Bernard Obasi, and the cartographer, Peter Muthama, for their commitment to the process.

We wish to express gratitude to our National Advisory Committee: Professor Daniel Sifuna, Dr. Sheila Wamahiu, Damaris Kasyoka, Mary Ndiang’ui, Bernard Obasi, Daniel Wesonga and Mukhtar Abdi Ogle, who selflessly guided us through the 2012 cycle.

We recognize the collaborative support we continue to enjoy from our Ministry of Education. We recognize the direct support received from the Director of Quality Assurance and Standards, the CEO of the Kenya National Examinations Council and the Director of the (then) Kenya Institute of Education, as well as the Chairman of the Kenya Primary School Heads Association. We salute all (then) Provincial Directors of Education and District Education Officers for the support we received from each of you. We thank the head teachers of the 4,543 public primary schools and the heads of the 90,820 households that we visited. Your hospitality and welcome make our work a pleasure.

We thank everyone else who has contributed in one way or another, in seeing the completion of the Uwezo 3 cycle, and this process. Please accept our BIG Thank You.



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The Learning Impasse: How can we hasten learning for all?

Sara Ruto, Regional Manager, Uwezo East Africa

When Uwezo released the first results of our annual learning assessment in 2010, the public reaction was one of disbelief and alarm. Doubts were cast over the veracity of the claims. Could it really be true that 4 out of every 100 children in Class 8 could not read a Class 2 level story?

Newspapers yelled out headlines about ‘illiterate Kenyans’; radio stations went to the extent of carrying out their own ad hoc ‘assessments’ on their callers and listeners; some policy makers felt that such evidence tainted the progress that had been achieved in ensuring children accessed formal schools. Yet there were some who quietly agreed. Not only did the evidence confirm their views but it also provided detailed information about the true status of our public education system.

This report presents Uwezo 3; the results of the third national annual assessment undertaken by Uwezo alongside our partners and volunteers.

The results have remained constant over the years. Learning levels remain low, one third of all children in Class 3 cannot read a Class 2 level story. Absenteeism by teachers and students has marginally decreased but still remains unreasonably high. On a given day, more than 10 out of 100 teachers and children are not in school. The regional inequities continue unabated. The arid districts continue to have the poorest indicators across learning levels and school inputs. Finally, the number of school age children who are out of school has remained constant.

The Uwezo design has retained its key feature of comparable district level data gathered in households. The evidence has been assembled from assessing the basic skills of 6 to 16 year olds in literacy (Kiswahili and English) and numeracy, all based on the Class 2 level curriculum expectations. In addition, school data from one public primary school per enumeration area assessed have been gathered. The scope of the assessment has been expanded. In 2012, 156 of the 158 (census) districts were covered, assessing a total of 153,900 children from 90,820 households. Data from almost 20 percent of public primary schools, have been analyzed. Our army of volunteers has truly traversed every corner of the country enabling us to present this report.

As parents or guardians of young Kenyans, each of us now has to face the difficult questions that these findings present us with. Those of us involved in the education sector must also take a hard look at our contribution. Do we have a learning impasse? Have we reached a stalemate in our education progress? How can we unlock the gridlock?

The promulgation of the constitution in 2010 provided an opportunity to re-examine our formal educational provision. The education reform process has opened doors for us to draw new directions and emphasis. The findings of the education task force were categorical on the need to focus on learning. This policy formulation focus is in line with international trends that are gearing for ‘learning plus access’ or ‘learning first’. What does this mean in practical terms? Three examples, based on the evidence collected over the years can provide some guidance on how we can move forward.

First, Uwezo findings have shown that school age children are not acquiring basic competencies in literacy and numeracy at the right age or grades. Yet, at the same time, there are some schools and some districts that have ‘figured it out’. The evidence suggests that more private than public schools have children who are learning. In the search for answers from what is working within, it would be good to get insights from these institutions.

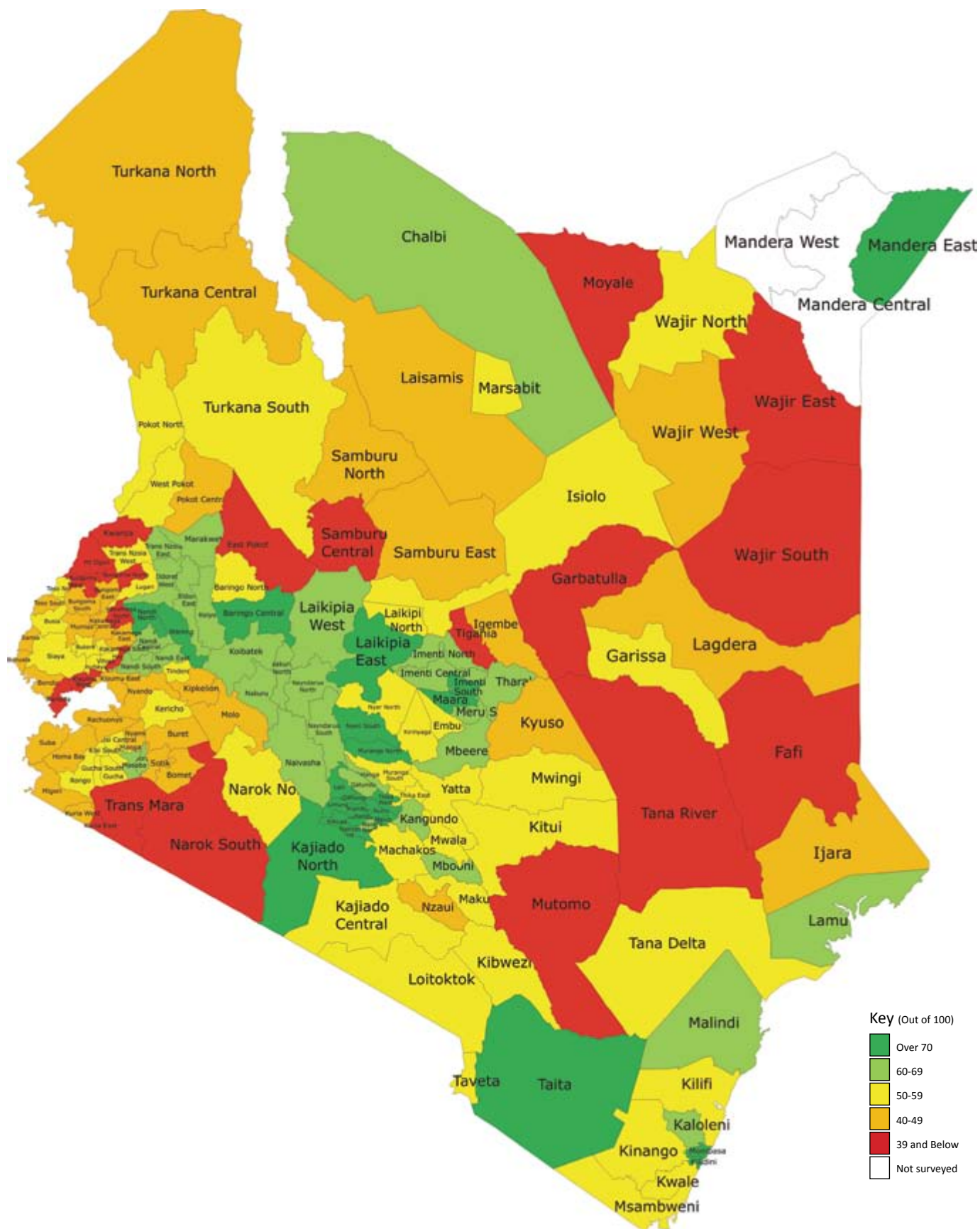
Secondly, the findings on school attendance show that more children in the lower grades are absent from school compared with the upper grades. Does this point to a lack of emphasis on attendance during early schooling? Does it imply that we begin paying attention only when children approach the examination classes? Can we re-focus so that equal emphasis is placed on the earlier foundational years of school?

Finally, Kenyan public primary schools have trained teachers in abundance. Although there are some caveats to this positive trend, absenteeism and a lack of professional support in the recent past, we can take heart that our primary educational institutions are now equipped with a cohort of well-qualified staff. The next steps involve greater efforts to reach out and support the teacher to be effective; to discern if learning is happening, and to monitor progress of all children under their charge. In this, all of us as parents have a role to play.

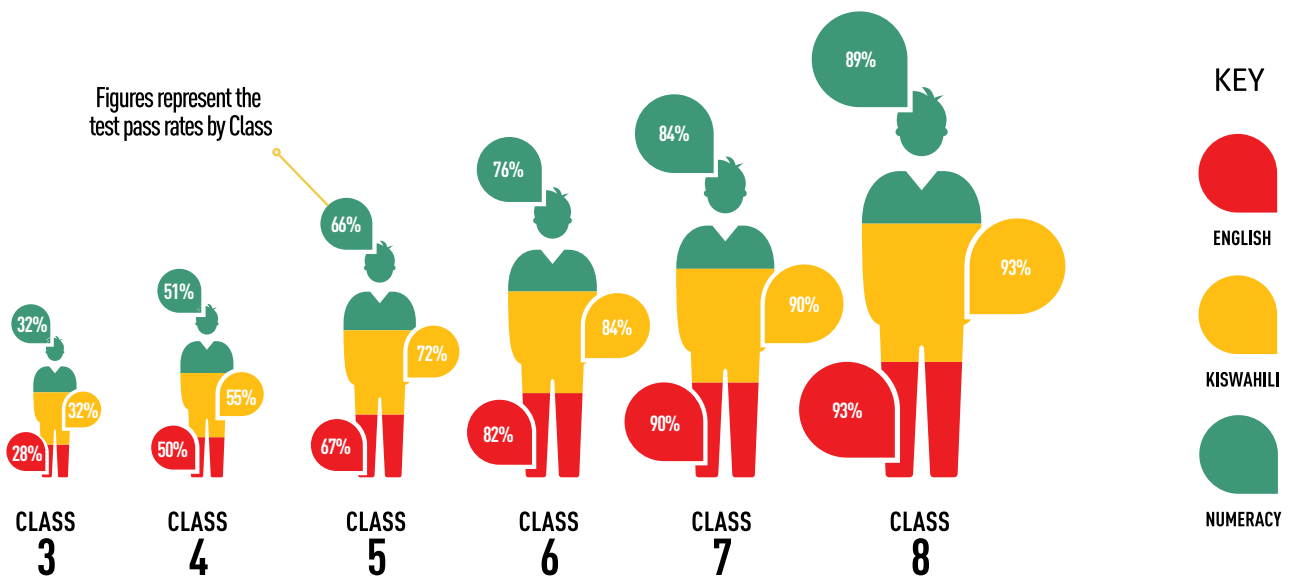
We are now two years shy of 2015, the year when collective agreement was made to achieve progress in six key areas, including education. The information contained in this report confirms that while a majority of children are now in school, they do not seem to be learning very much. We recognize the progress made, yet at the same time must acknowledge that work remains to be done. Let us all act to ensure that all children can truly realize their right to education.

NATIONAL REPORT

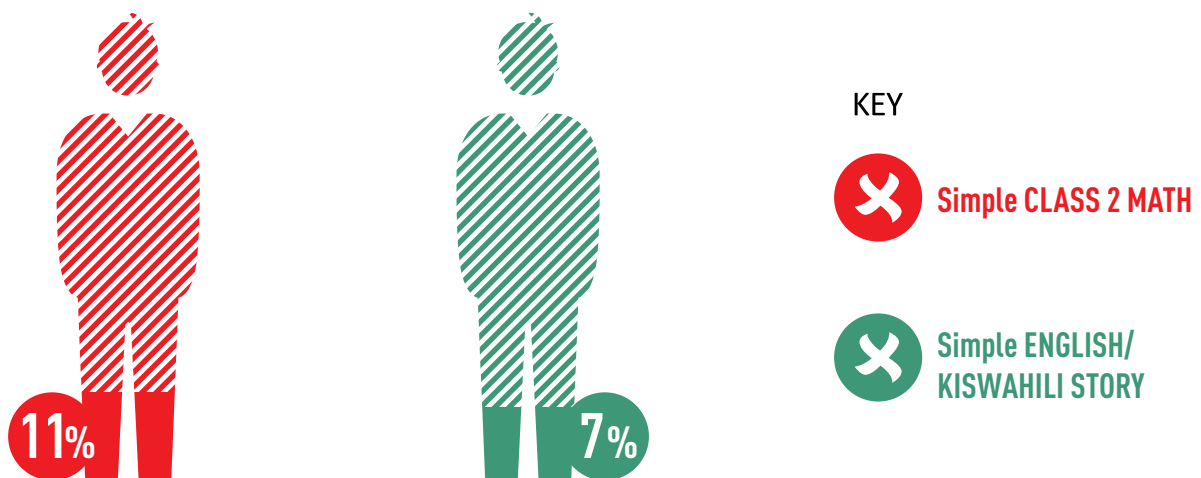
Average Class three children who can do Class 1 work



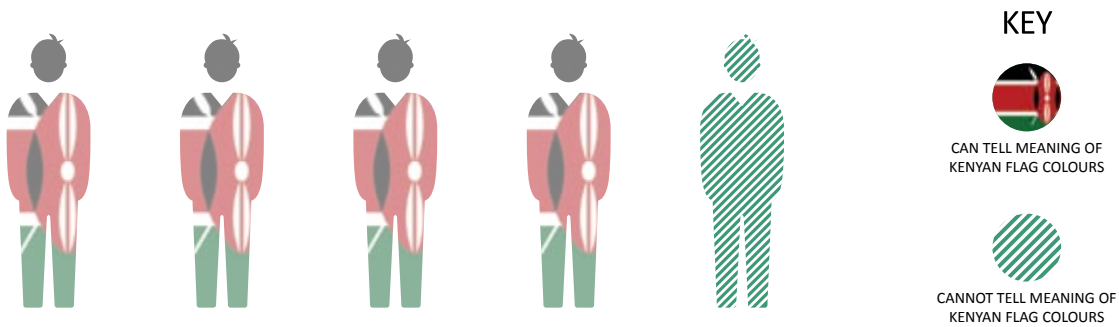
1. Nationally, only 3 out of 10 children in class 3 can do class 2 work.



2. Eleven out of 100 children in class 8 cannot do simple class 2 math. 7 out of 100 of them can neither read a simple English nor a Kiswahili story.



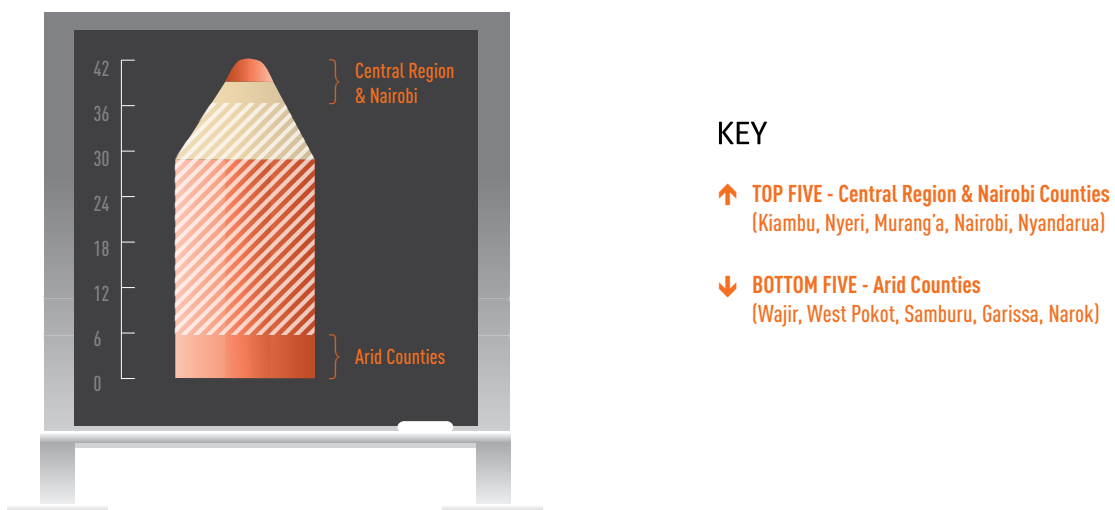
3. One out of five children in classes 6 to 8 cannot tell the meaning of the colours on the Kenyan flag.



4. Boys lag behind girls in learning competences. Only in the North Eastern Region do girls lag behind.

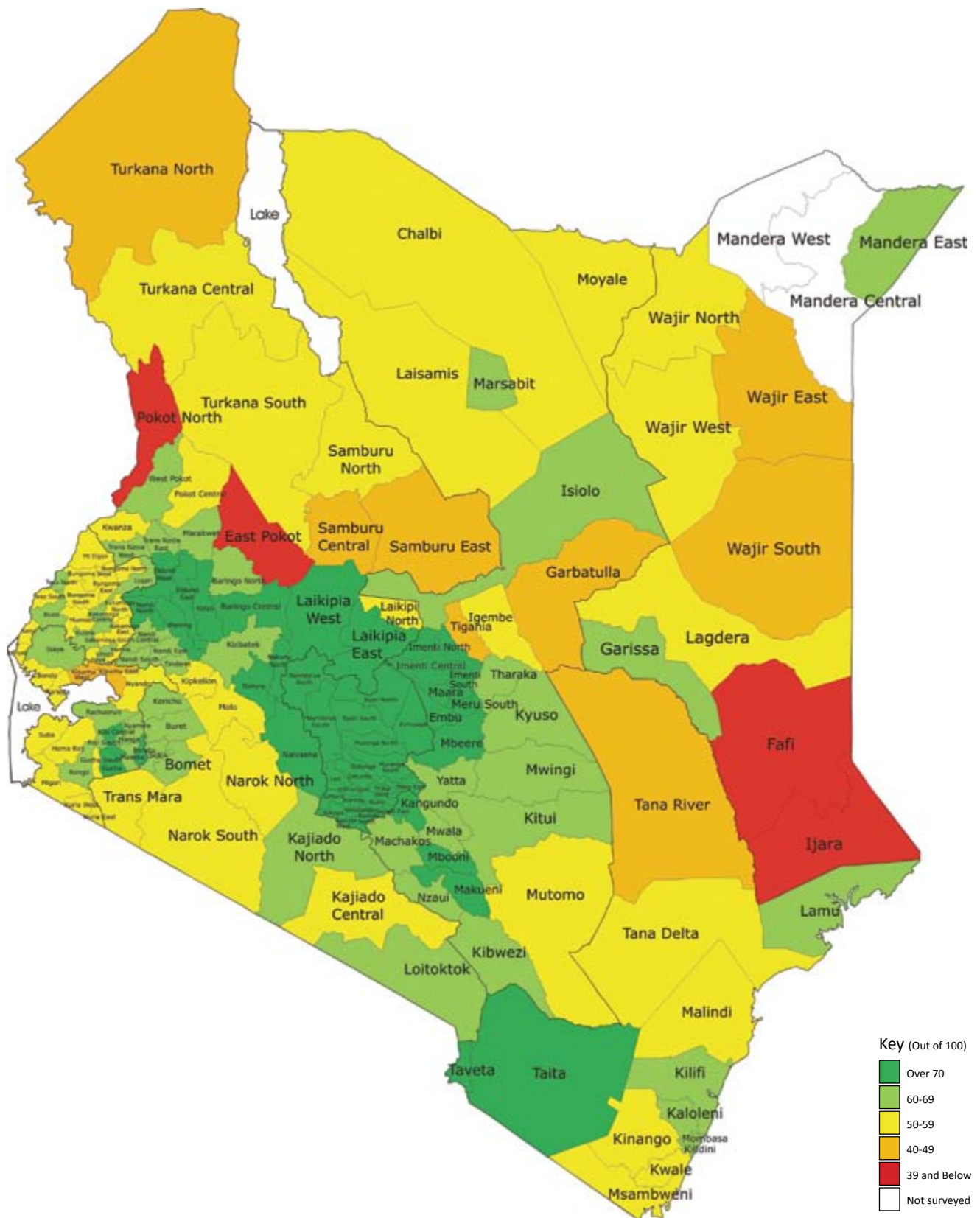


5. Sharp inequalities exist across the counties. While the top five positions are dominated by counties in Central region and Nairobi, the bottom five positions are taken by arid counties.



Reading Kiswahili 2012

% of children (6-16 yrs) who can read Kiswahili aya (paragraph)



Reading Level: Kiswahili

The number of children in school who can read Class 2 Kiswahili remains low nationally

Table 10: Children who cannot read by class 2012 (%)

Level	Hajui	Silabi sahili	Neno	Aya	Hadithi	Total
Class 1	27.1	36.0	22.8	7.0	7.1	100
Class 2	13.2	23.5	30.8	16.7	15.8	100
Class 3	7.4	13.5	24.4	22.9	31.8	100
Class 4	3.6	6.1	12.9	22.9	54.5	100
Class 5	2.5	3.2	6.9	15.4	72.0	100
Class 6	1.4	1.9	3.8	9.4	83.6	100
Class 7	1.0	1.3	2.0	5.4	90.4	100
Class 8	0.7	0.9	1.6	3.5	93.4	100
Average	7.6	11.7	14.3	13.7	52.7	100

A Class 3 child in Nairobi Province is twice as likely to read a Class 2 level paragraph than a child in the same class in Western Province. Girls are better readers than boys in Kiswahili nationally except in arid districts. Just over half of the children in Class 3 can read a Class 2 Kiswahili paragraph (aya). 7 out of 100 Class 8 children cannot read a Class 2 level Kiswahili story.

Figure 10: Trends in Kiswahili reading 2012 & 2011 (%)

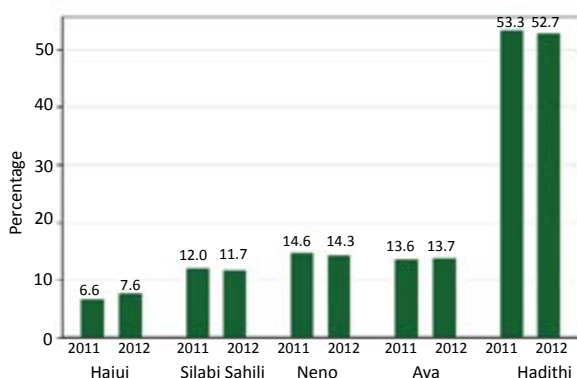


Table 11: Trends in children who can read and comprehend a story (hadithi) 2011 and 2012 (%)

	Both questions 2011			Both questions 2012		
	Boys	Girls	Average	Boys	Girls	Average
Class 1-3	12.1	13.7	12.9	10.6	12.2	11.4
Class 4-5	53.5	57.9	55.6	48.0	50.1	49.1
Class 6-8	82.2	82.1	82.1	77.9	78.5	78.2

Table 10 A: Children in Class 3 who can read a paragraph (aya) by gender 2012 (%)

Province	Boys	Girls	Average
Central	65.1	71.9	68.5
Coast	60.3	66.3	63.3
Eastern	48.8	52.3	50.4
Nairobi	73.7	79.5	76.7
North Eastern	54.6	50.3	52.8
Nyanza	42.3	49.7	46.0
Rift Valley	53.1	57.6	55.3
Western	41.9	46.6	44.3
Average	52.6	57.7	55.1
Arid	52.6	47.9	50.6
Non Arid District	48.9	54.9	51.9
Semi_arid	52.5	56.7	54.5
Urban	72.0	79.4	75.8

Over 50 out of 100 children in Classes 4-5 and 21 out of 100 children in Classes 6-8 cannot comprehend a Class 2 level story even when they can read it. There is near parity in Kiswahili comprehension levels of boys and girls

Sample Tests 2012 (Kiswahili)

STADI YA KUSOMA

Silabi

du ni
le pu
va ro
wo se
bi ma

Mtoto asome sahihi 4 kati ya zozote 5 atakazochagua

Kusoma Maneno

nazi kasa
jina mbiu
pipi zao
tiba sega
dau bunge

Mtoto asome sahihi 4 kati ya yoyote 5 atakayochagua

aya ya kwanza

Manu na Kinyua ni marafiki. Wanasoma shule ya Madaraka jijini. Wakiwa shuleni wanacheza uwanjani. Wote wawili wanachoka ifikapo jioni.

aya ya pili

Siku ya kupiga kura ilifika. Baba aliondoka mapema siku hiyo. Alienda shuleni kupiga kura. Alirudi akiwa na furaha tele.

Mtoto asome aya yoyote atakayo chagua

Hadithi

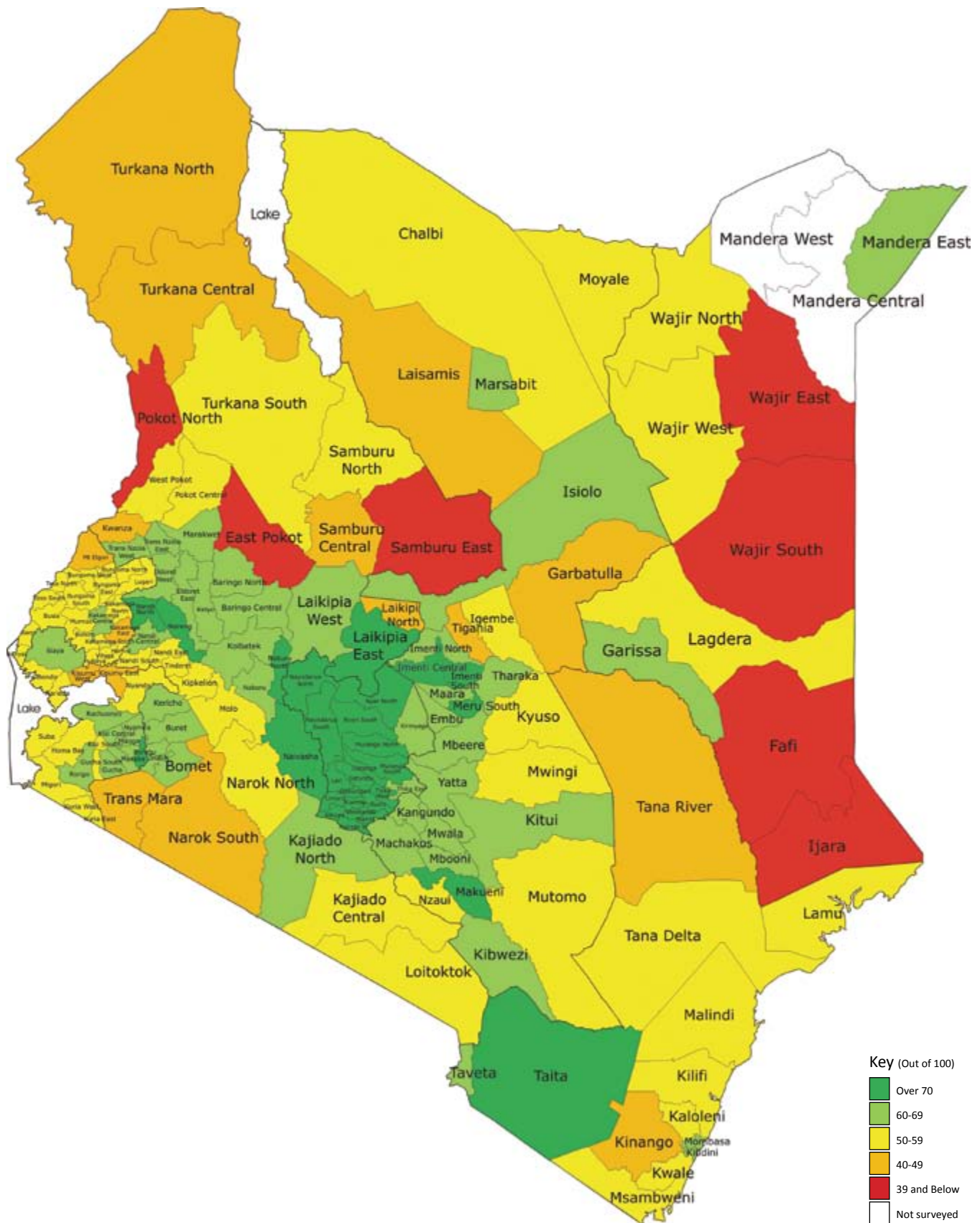
Maria anapenda mbuzi sana. Anaamini mbuzi ana manufaa mengi mno. Nyama yake ni tamu na laini. Ngozi yake hutengeneza viatu na mishipi. Pembe zake hutumiwa kutengeneza vipuli na gamu. Juu ya hayo mbuzi hutupa maziwa.

Maria alisema kuwa baba alimchinja mmoja wa mbuzi wao juzi. Aliuza nyama pamoja na ngozi yake. Alipata pesa nyingi sana na kuwanunulia vitabu. Siku iliyofuata alikwenda shuleni na kulipa karo. Maria alisema kuwa anapenda mbuzi kwa manufaa yake. Aliwasihi majirani wafuge mbuzi.

1. Pembe za mbuzi zinatumiwa kutengeneza nini?
2. Babake Maria alizitumia vipi pesa alizopata?

Mtoto ajibu maswali yote mawili

% of children (6-16 yrs) who can read English paragraph



Reading Level: English

Reading competencies in English are lowest nationally compared to Kiswahili and Numeracy

Table 12: Children who can read by class 2012 (%)

Level	Nothing	Letter	Word	Paragraph	Story	Total
Class 1	17.2	49.2	21.9	5.8	6.0	100
Class 2	7.9	31.2	32.4	14.9	13.6	100
Class 3	4.6	17.7	28.3	21.9	27.5	100
Class 4	2.2	8.1	15.8	24.3	49.5	100
Class 5	1.7	4.0	8.8	16.9	68.6	100
Class 6	1.1	2.3	4.3	10.7	81.6	100
Class 7	1.2	1.1	2.4	5.7	89.6	100
Class 8	0.9	0.9	1.9	3.3	93.1	100
Average	4.9	15.5	15.7	13.7	50.2	100

Half of Class 3 children can read a Class 2 level paragraph. Girls read slightly better than boys. Less than half of Class 3 children in Western, Nyanza and Eastern can read a Class 2 level paragraph. A Class 3 child in Nairobi province has twice as much chances of reading a Class 2 level paragraph than a child in the same class in Western Province. There was an increase in the number of children who cannot read a Class 2 level paragraph from 5 out of 10 in 2011 to 6 out of 10 in 2012 in Nyanza province.

Figure 11: Trends in English reading 2012 % 2011 (%)

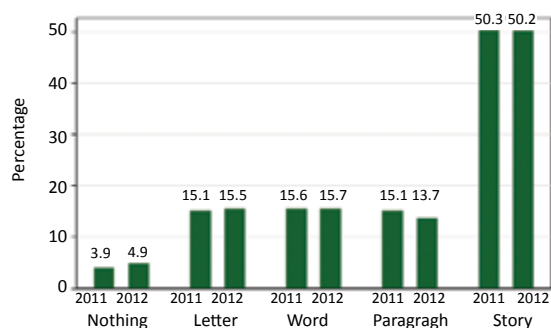


Table 13: Trend in children who can read and comprehend a story (hadithi) 2012 and 2011 (%)

	Both questions 2011			Both questions 2012		
	Boys	Girls	Average	Boys	Girls	Average
Class 1-3	10.1	11.6	10.8	8.9	10.4	9.7
Class 4-5	48.5	52.5	50.4	42.3	45.4	43.8
Class 6-8	80.5	81.2	80.9	74.2	75.5	74.9

Table 12 A: Class 3 children who can read a paragraph by gender 2012 (%)

Province	Boys	Girls	Average
Central	61.5	66.8	64.2
Coast	49.7	58.1	53.9
Eastern	43.7	44.8	44.2
Nairobi	68.2	84.0	76.4
North Eastern	52.4	46.8	50.1
Nyanza	39.3	44.8	42.0
Rift Valley	48.0	52.1	50.0
Western	35.6	39.7	37.6
Average	47.4	52.4	49.8
Arid	49.9	43.2	47.0
Non_Arid District	44.0	49.2	46.6
Semi_arid	45.8	49.1	47.4
Urban	66.8	79.9	73.4

There was a general drop in comprehension levels. The number of children in Classes 4-5 who cannot read and comprehend a Class 2 level story increased to 6 out of 10 in 2012 from 5 out of 10 in 2011.

Sample Tests 2012 (English)

READING TEST

Letters

e g
k p
c w
n r
v u

Words

boy wind
rice hut
goat sister
face room
mat zip

The child should attempt to read any five.
At least four attempts must be correct.

Paragraph 1

Haji is washing his hands.
He is using soap and water. His food is ready.
He wants to eat.

Paragraph 2

Today we went to the park. We saw father monkey. He was carrying his baby. The baby was crying

The child should select any of the two paragraphs

Story

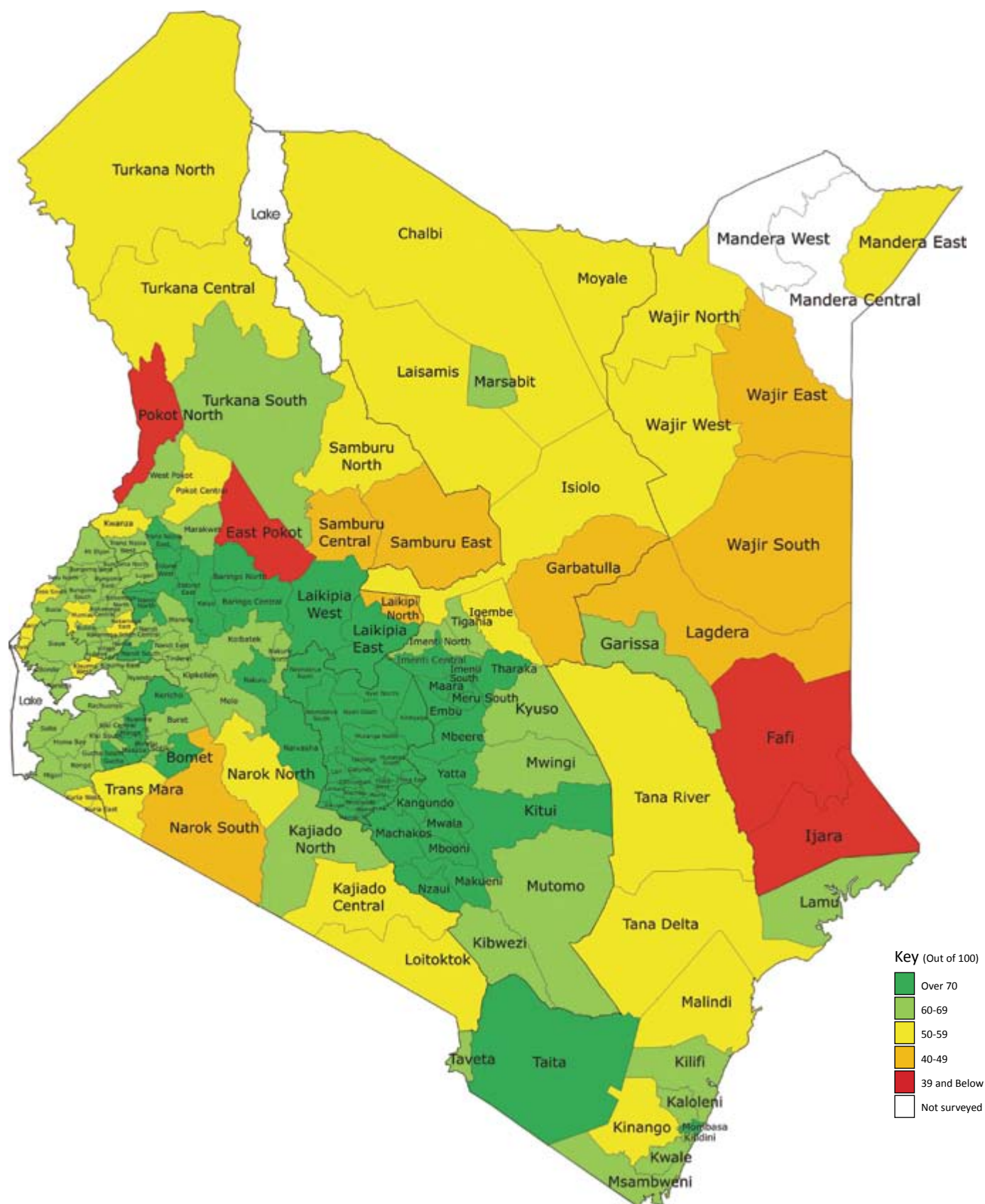
Jane and John were walking to school. They passed by some maize farms. They saw a black bull crossing the road. It did not look like other bulls. It was big and had funny horns. The bull went into the maize farm. The bull started eating maize. After School they started walking home. They saw people standing by the road. There were many policemen with big guns. They had killed the black bull. It had chased Nekesa from the farm. She had gone to collect some maize. The black bull was a buffalo.

- Where were Jane and John going?
- Why had Nekesa gone to the farm?

The child should attempt the two questions

Numeracy Levels 2012

% of children (6-16 yrs) who can do subtraction



Numeracy and Bonus Question

Although, there is no improvement in numeracy levels in 2012, these outcomes are better than literacy levels between 2012 and 2011.

Table 14: Children who can do numeracy by class 2012 (%)

Level	Nothing	Count	Number (10-99)	Greater	Add	Subtract	Multiply	Divide	Total
Class 1	15.1	34.3	15.2	7.2	11.7	8.0	2.9	5.7	100.0
Class 2	6.4	15.3	10.8	7.6	18.8	19.0	9.6	12.6	100.0
Class 3	3.1	7.2	5.7	4.6	16.1	17.1	14.4	31.8	100.0
Class 4	1.8	2.5	2.0	2.4	10.9	12.2	17.2	50.9	100.0
Class 5	1.3	1.3	0.8	1.4	6.8	8.1	14.0	66.2	100.0
Class 6	1.1	0.7	0.5	0.6	4.0	5.1	11.5	76.4	100.0
Class 7	0.8	0.7	0.5	0.6	2.4	3.5	7.6	84.0	100.0
Class 8	0.7	0.3	0.2	0.5	1.6	2.3	5.6	88.8	100.0
Average	4.0	8.4	4.9	3.4	9.7	10.1	10.6	48.8	100.0

Five out of 10 Class 3 children in North Eastern Province cannot do a Class 2 level subtraction compared to 2 out of 10 in Nairobi and Central Provinces. A slight increase in the number of Class 8 children who cannot do a Class 2 level division in 2012 was noted compared to 2011. In all classes girls and boys have similar numeracy levels.

Table 14A: Class 3 children who can do Class 2 subtraction by province and gender 2012 (%)

Province	Boys	Girls	Average
Central	74.1	75.3	74.7
Coast	67.3	73.5	70.4
Eastern	64.8	66.1	65.4
Nairobi	66.3	77.4	72.0
North Eastern	51.6	50.4	51.1
Nyanza	57.7	62.1	59.9
Rift Valley	60.0	63.4	61.7
Western	54.9	57.6	56.3
Average	61.8	65.5	63.6
Arid	17.4	18.7	18.0
Non_Arid Distrc	17.4	18.4	17.9
Semi_Arid	16.8	16.2	16.5
Urban	14.4	10.5	12.4

Table 15: Children who can do bonus question by gender 2012 (%)

	One question			Both questions		
	Boys	Girls	Average	Boys	Girls	Average
Class 1-3	64.2	64.6	64.4	24.1	24.2	24.1
Class 4-5	83.6	84.3	83.9	56.8	56.2	56.5
Class 6-8	91.7	91.4	91.6	80.3	78.3	79.3

Nearly all the children in Classes 6-8 can identify any of the four colours of the Kenyan national flag but 1 out of 5 do not know the meaning of the colours.

Sample Tests 2012 (Numeracy)

NUMERACY ASSESSMENT

Count and Match

● ● ●	6
● ● ● ● ● ●	8
● ● ● ● ● ● ● ●	1
● ● ● ● ●	4
●	7
● ● ● ● ● ●	5
● ● ● ●	3
● ● ● ● ● ● ● ●	9

- Give these to children WHO CAN NOT recognize any of the FOUR numbers below.
- Let the child count any FIVE sets of symbols and match with the number.
- At least FOUR PAIRS must be correct

Number Recognition 10-99

71	85	26	94
43	18	57	60

- Give these to children WHO CAN NOT do at least any FOUR "Which is Greater?".
- Let the child choose and read any numbers above. At least FOUR must be correct

Which is Greater

52 and 64	87 and 93
49 and 76	58 and 31
25 and 16	49 and 80
68 and 33	77 and 54

- Give these to children WHO CAN NOT do at least any TWO addition sums.
- Let the child choose and do any FIVE. At least FOUR must be correct

Addition

55	62	25	36
+ 44	+ 14	+ 73	+ 40
50	21	76	42
+ 10	+ 65	+ 11	+ 33

- Give these to children WHO CAN NOT do at least any TWO subtraction sums.
- Let the child choose and do any THREE. At least TWO must be correct

Subtraction

62	88	23	46
- 51	- 47	- 12	- 30
75	60	54	97
- 63	- 20	- 34	- 73

- Start here for all children aged 6-16 years
- Let the child choose and do any THREE. At least Two must be correct

Multiplication

2 X 3 =	4 X 2 =
3 X 5 =	4 X 3 =
5 X 4 =	5 X 2 =
4 X 4 =	5 X 3 =

- Only give these to children who can do subtraction above
- Let the child choose and do any THREE. At least Two must be correct

Division

4 ÷ 2 =	24 ÷ 4 =
10 ÷ 2 =	16 ÷ 4 =
15 ÷ 5 =	12 ÷ 4 =
6 ÷ 3 =	8 ÷ 2 =

- Only give these to children who can do multiplication above
- Let the child choose and do any THREE. At least Two must be correct

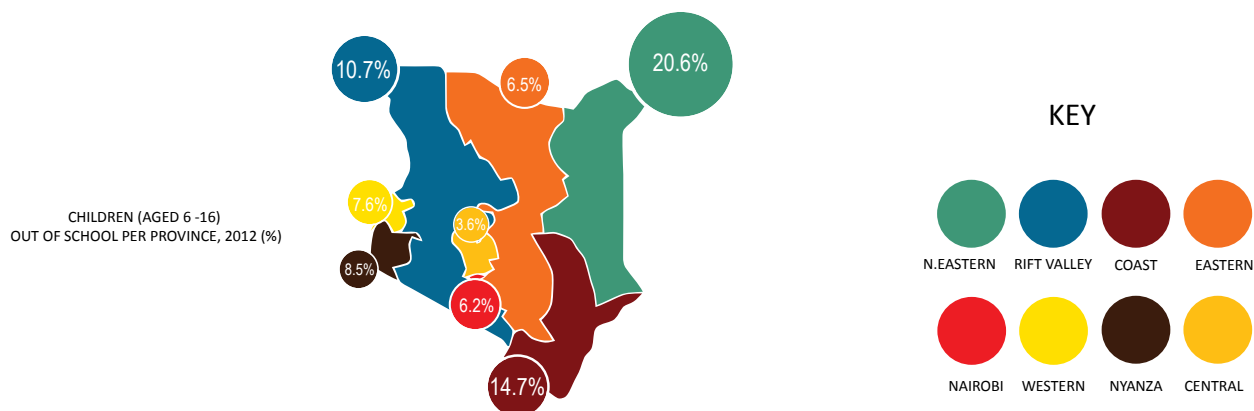
1. More of our children and teachers attend school daily in 2012

- On any single day in 2012, 10 out of 100 teachers are not in school compared to 13 out of 100 in 2011.
- More lower primary school children miss school than their counterparts in upper primary.



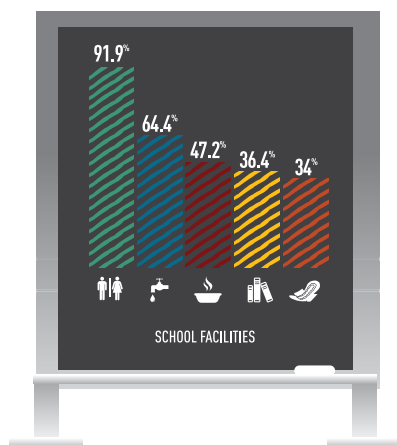
2. Many children are being denied their right to basic education because they are out of school

- Nine out of 100 children are out of school on any given day, similar to 2011.
- A child in an arid district is 3 times more likely to be out of school than a child in an urban district.
- A girl in North Eastern Provinces is 7 times more likely to be out of school than a girl in Central Province.



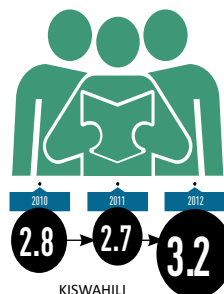
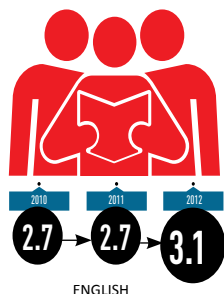
3. The environment in our public primary schools is not conducive to learning

- The average number of children per class is 64, while the Ministry recommends 40.
- Parents continue to employ a significant number of public primary school teachers to cope with teacher shortages; 3 out of 10 teachers in 2012 are employed by parents compared to 2 out of 10 in 2011.



4. More children are sharing books

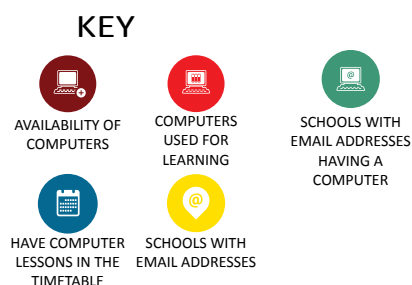
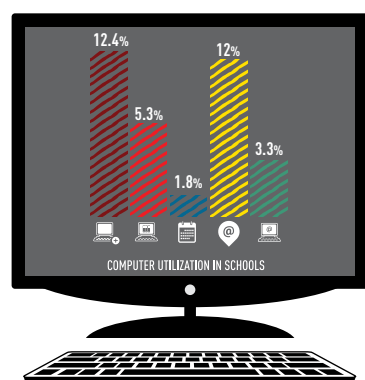
- Generally, more children are sharing a book in 2012 than 2011
- There are more children sharing an English book (3.2 children per book) in 2012 compared to 2011 (2.7 children per book).



CHILDREN SHARING A BOOK

5. Public primary schools have little access to computers

- Only 12.4 percent of public primary schools have computers. However, only 1.8 percent of the schools offer computer lessons to pupils.



Schooling Status

Table 1: Children in and out of school 2012 (%)

Age group	Public	Private	Other	Out of school	Total
Boys, aged 11+	84.5	9.6	1.0	4.9	100
Boys, aged 6-10	67.5	17.5	1.1	13.9	100
Girls, aged 11+	83.8	10.3	0.9	5.0	100
Girls, aged 6-10	69.3	17.5	1.0	12.1	100
Aged 11+	84.1	9.9	1.0	5.0	100
Aged 6-10	68.4	17.5	1.1	13.0	100
Total	76.2	13.8	1.0	9.1	100

There is minimal change in the number of children aged 6-16 years attending public schools in 2012 as compared to 2011. 8 out of 10 children were attending public schools in 2012. The number of children out of school nationally remains as in 2011.

A girl in North Eastern Province and in Arid Zones is 3 times more likely to be out of school than a girl in Central Province. The assessment also established that a child in an arid district is three times as likely to be out of school as a child in an urban District.

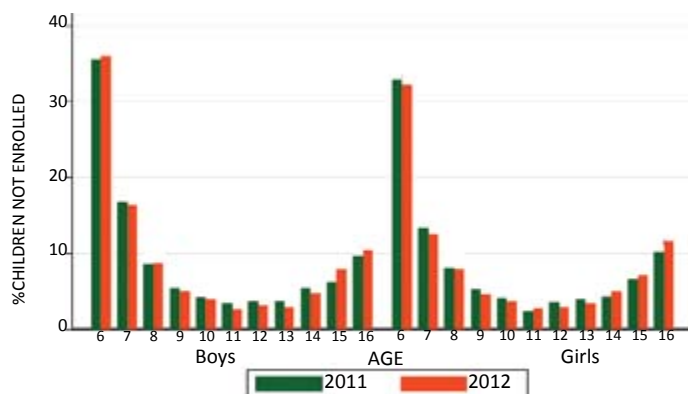
Table 1A: Out of school children per province for age 6 to 16 2012 (%)

Province	Boys	Girls	Average
Central	4.0	3.3	3.6
Coast	14.9	14.4	14.7
Eastern	6.8	6.2	6.5
Nairobi	6.3	6.2	6.2
North Eastern	19.0	22.5	20.6
Nyanza	9.1	7.9	8.5
Rift Valley	11.3	10.1	10.7
Western	8.5	6.8	7.6
Non Arid	7.3	6.3	6.8
Arid	19.8	21.8	20.7
Urban	7.5	7.1	7.3

Table 1B: Trends in out of school children 2012 & 2011(%)

Age Group	2011	2012
Boys, aged 11+	5.2	4.9
Boys, aged 6-10	14.1	13.9
Girls, aged 11+	4.9	5.0
Girls, aged 6-10	12.7	12.1
Aged 11+	5.0	5.0
Aged 6-10	13.4	13.0
Total	9.3	9.1

Figure 1: Children out of School 2012 & 2011 (%)

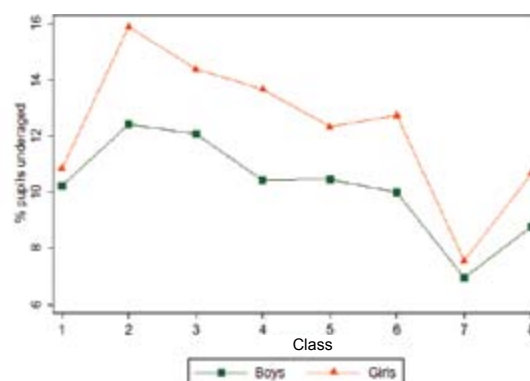


Ages of children in primary schools

Table 2: Children in Class by age 2012 (%)

Age	6	7	8	9	10	11	12	13	14	15	16	Total
Class 1	40.5	30.0	14.1	6.8	4.2	1.1	1.1	0.4	0.5	0.5	0.5	100
Class 2	12.5	28.2	28.6	14.1	8.8	3.1	2.5	0.9	0.5	0.3	0.3	100
Class 3	2.7	9.8	25.7	24.9	19.1	7.2	6.4	2.4	1.0	0.5	0.4	100
Class 4	0.8	2.3	8.8	18.7	29.0	15.0	14.4	5.7	3.2	1.3	0.7	100
Class 5		1.3	2.6	7.6	22.5	21.0	22.4	11.3	6.3	3.4	1.7	100
Class 6			0.9	1.8	8.8	15.2	28.8	19.5	13.7	7.1	4.3	100
Class 7				0.5	1.9	4.9	19.5	24.9	23.5	14.5	10.4	100
Class 8					0.8	1.1	7.9	18.2	29.9	23.4	18.8	100

Figure 2: Under-age children Class wise by gender (2012)



On average 1 out of 10 children in each class was underage. There are slightly less over- aged children in each class in 2012 as compared to 2011. Girls enroll earlier than boys. There are more underage girls than boys in all classes. There are more overage boys than girls in all classes in both 2011 and 2012. Class 7 has the highest number of overage boys and girls, while class 2 has the highest count of underage children.

Table 3: Children 3-6 years attending preschool and primary school 2012 (%)

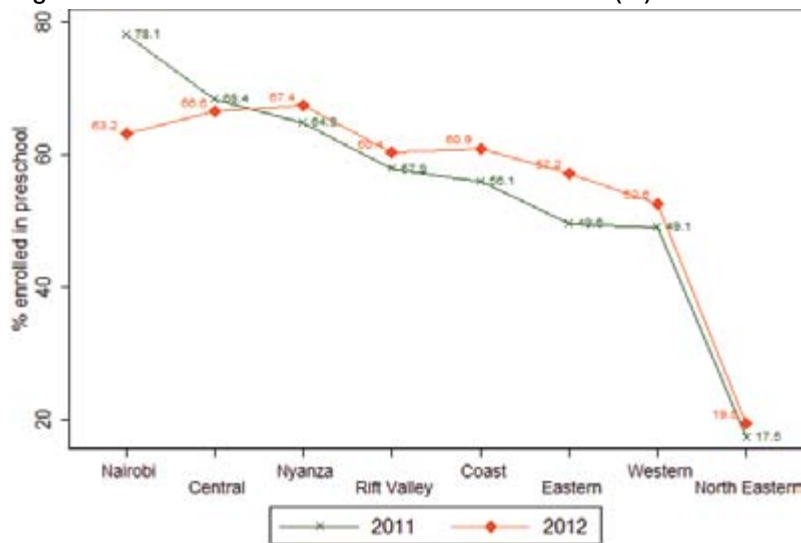
Age:	In Preschool	In School	Neither in Preschool nor School	Total
3 years	38.9		61.1	100
4 years	63.9		36.1	100
5 years	64.3	19.1	16.6	100
6 years	26.8	66.3	6.9	100
7 years	10.3	85.7	4.0	100
8 years +	1.2	94.9	4.0	100

Six out of every 10 children aged four and five are attending preschool nationally. One out of 10 children aged 7 years are still in pre-school.

Table 3A: Trends in Preschool attendance 2011 & 2012

Province Name	Children (3-5 years) Going to preschool (2011)	Children (3-5 years) Going to preschool (2012)
Central	68.4	66.6
Coast	56.1	60.9
Eastern	49.6	57.2
Nairobi	78.1	63.2
North Eastern	17.5	19.5
Nyanza	64.9	67.4
Rift Valley	57.9	60.4
Western	49.1	52.6
Average	56.4	59.4

Figure 3: Trends in Preschool attendance 2012 & 2011 (%)



Preschool attendance by province registered an increase in 2012 in some provinces while others show a decline. Nyanza leads with nearly 70 out of 100 children in preschool. Provinces with an increase are Coast, Eastern, Western, Rift Valley and North Eastern. Nairobi had the largest drop from 78 out of 100 children attending in 2011 to 63 out of 100 children in 2012 attributed to the expanded sample, also covering urban informal settlements. Arid district preschool attendance improved from 34 to 41 out of every 100 children in 2012 compared to 2011.

Table 4: Parental Post Primary Level of Education by Out of School and Learning Levels 2012 (%)

	% with Post Primary Education	Girls (6-13) out of school	Boys (6-13) out of school	English Class 3 who can read para	Kiswahili Class 3 who can read aya	Math Class 3 who can do subtraction	Children Class 4-8 taking tuition
Fathers (2012)	40.2	0.7	0.8	61.1	66.1	69.0	73.0
Fathers (2011)	36.8	0.4	0.5	63.9	67.1	71.4	67.3
Mothers (2012)	28.5	0.6	0.7	66.5	70.9	71.8	73.8
Mothers (2011)	24.7	0.3	0.4	70.2	72.4	74.8	71

There is a slight increase of parents who have post primary education in 2012 compared to 2011. However, there is general decline in the learning levels despite the fact that more children are taking extra tuition in 2012 compared to 2011.

Class Size and Attendance

Table 5: Children Enrollment and Attendance 2012 (%)

Class	1	2	3	4	5	6	7	8	Average 1-8	Special Units	Total
All											
Average number of children per Class	66.4	66.4	66.2	68	65.3	64.9	66.5	48.9	64.1	6	57.7
% of enrolled children attending	85.2	87.6	87.9	89	88.9	89.5	90.8	92.6	88.9	75.6	88.6
Boys											
Average number per Class	34.3	34.5	34.1	35	33.2	32.6	33.4	25.3	32.8	3.3	29.5
% of enrolled children attending	83.7	85.7	86.8	84	89.1	90.6	88.6	117	90.7	70.3	86.6
Girls											
Average number per Class	32.1	31.9	32.1	33	32.1	32.2	33.1	23.6	31.3	2.7	28.1
% of enrolled children attending	86.7	89.5	89.8	91	91	91.2	93	95.2	90.9	82.0	90.7

The average number of pupils in Class 1-8 is 64 and remains higher than the 40 recommended by the Ministry of Education. Class 4 has the highest number of pupils while the size drops significantly at Class 8. There are slightly more boys than girls in all Classes.

There was a marginal decrease in pupil absenteeism, from 13 to 11 out of every 100 children. In all classes, more boys than girls are absent. Children in lower primary are two times more likely to be absent from school than those in upper classes.

Teachers and Teaching

Figure 4: Information on Class 2 Teacher 2012 (%)

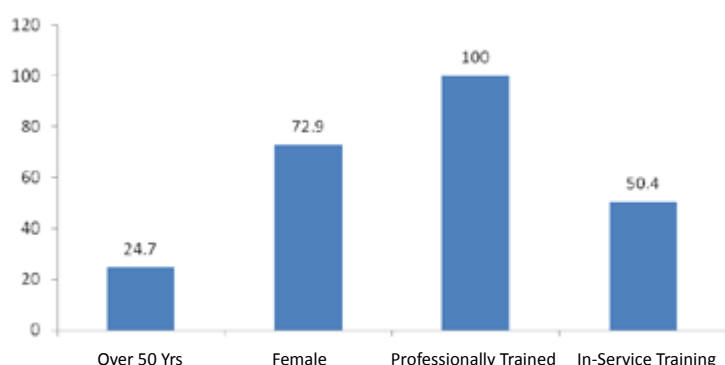


Figure 5: Trends in TSC and PTA teachers in schools by gender 2012 and 2011 (%)

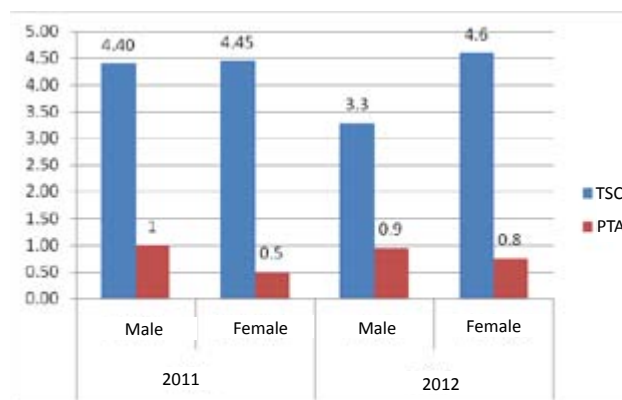


Table 6: Trends in Teacher Pupil ratio and attendance 2012 and 2011 (%)

	2012	2011
Teacher Pupil Ratio based on Enrollment	50	52.0
Teacher Pupil Ratio based on Attendance on Day of Visit	44	45.0
Average Teacher Attendance on Day of Visit (%)	89.8	87.0

Table 7: Trends in Teacher Pupil Ratios by Province 2012 and 2011 (%)

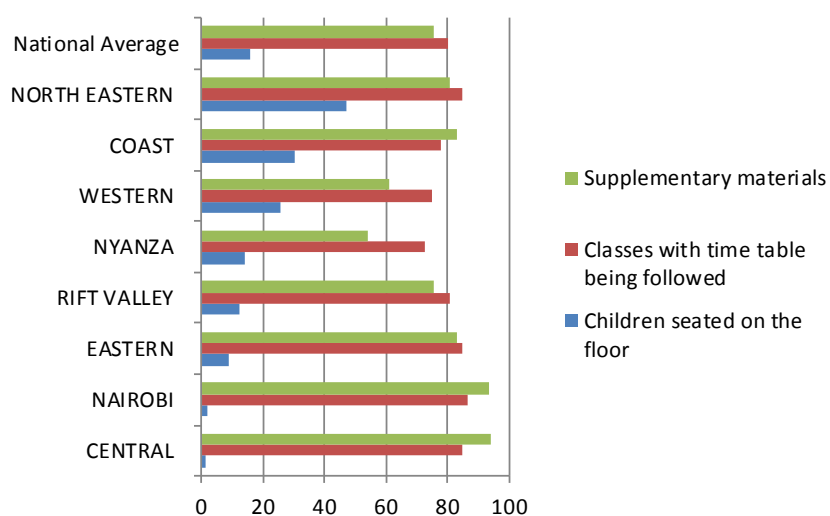
Province	2012	2011
Central	48.8	39.6
Coast	39.8	54.4
Eastern	48.8	43.3
Nairobi	58.5	56.1
North Eastern	42.0	64.9
Nyanza	51.0	61.5
Rift Valley	45.8	52.7
Western	60.0	63.7
National Average	49.5	52.0

There was an increase in the number of teachers present in school on any given day. Teachers handled slightly fewer children in a class in 2012 than in 2011. The number of female TSC and PTA teachers has slightly increased between 2011 and 2012, bridging the gender gap. A teacher in Western Province handles more children than in all the other provinces. One out of 4 Class 2 teachers is aged 50 years and above. Only 1 out of 4 of Class 2 teachers are male, all are trained but half have undergone in-service training in the last two years.

Table 8: Class 2 Learning Environment 2012(%)

Province	Children seated on the floor (%)	Classes with time table being followed	Supplementary materials (%)
Central	1.5	84.6	93.8
Nairobi	2.0	86.3	93.1
Eastern	8.8	84.9	83.1
Rift Valley	12.1	80.8	75.7
Nyanza	14.0	72.7	54.0
Western	25.6	74.9	61.2
Coast	30.5	77.6	82.7
North Eastern	47.4	84.7	80.8
National Average	15.6	80.1	75.3

Figure 6: Analysis of Class 2 Classroom Environment per Province

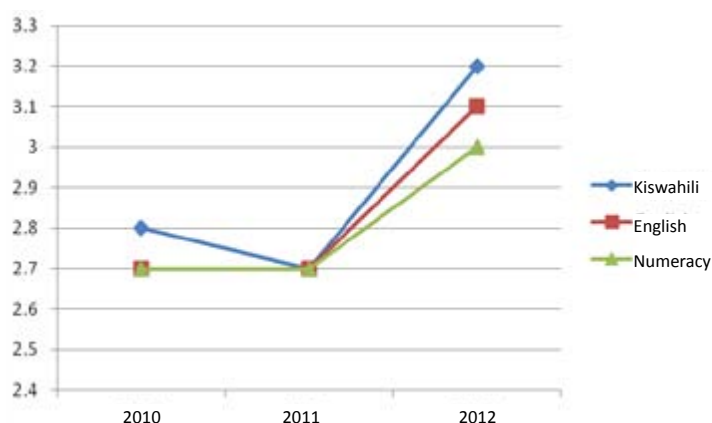


Nearly all children in classrooms in Nairobi and Central sit at a desk whereas half of their peers in North Eastern sit on the floor. A child in Coast or Western Province is 15 times more likely to be seated on the floor compared to a child in Central or Nairobi Province. More Class 2 teachers follow the timetable in 2012 than in 2011. Eight out of 10 Class 2 teachers follow the time table except in Nyanza where 7 out of 10 follow the time table. Distinctively, children in Nyanza and Western Provinces are learning without any supplementary materials.

Figure 7: Class 2 Children Sharing a Kiswahili, English and Math Book 2010-2012

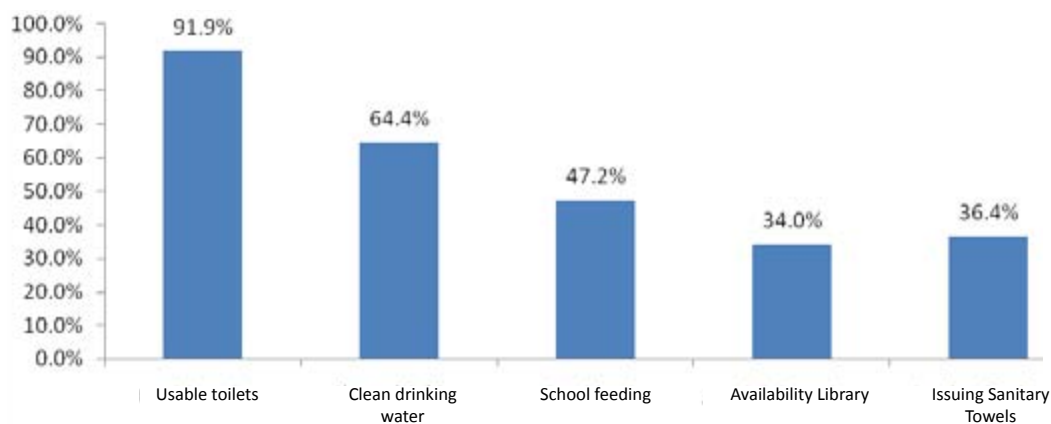
Table 9: Trends in Class 2 children sharing a book 2010-2012

	2010	2011	2012
Kiswahili	2.8	2.7	3.2
English	2.7	2.7	3.1
Numeracy	2.7	2.7	3.0



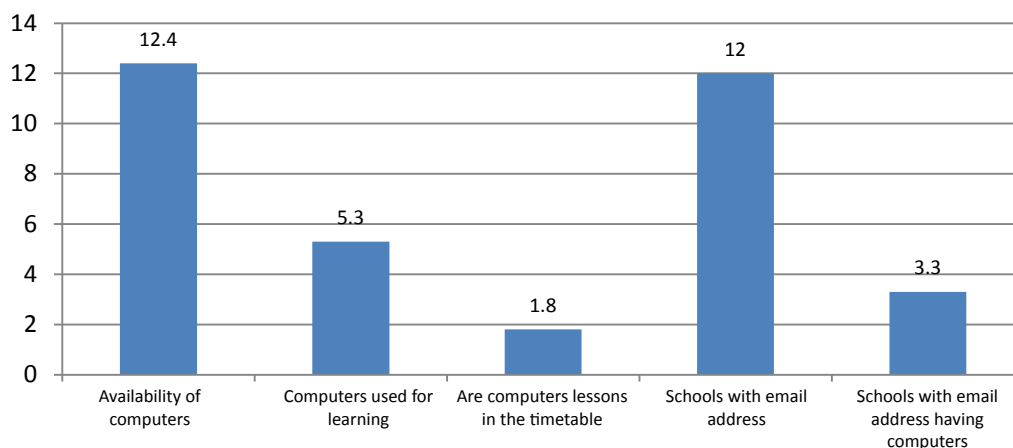
More children are sharing a book in 2012 compared to 2011 and previous years. On average, each Kiswahili, English and Math book is shared by three children in Class 2. Availability of pupil textbooks in schools has slightly fallen between 2011 and 2012.

Figure 8: School Facilities 2012 (%)



Children in public primary schools continue to lack basic facilities such as toilets, clean drinking water and sanitary towels but overall, between 2011 and 2012, school amenities increased. Slightly less than half of the schools have a feeding program and 7 out of 10 schools do not have a library. Almost 4 out of 10 schools provide sanitary towels.

Figure 9: Computer utilization in schools 2012 (%)



About 1 in 10 schools in Kenya have at least one computer. However, of these only 5 out of 10 schools use them for learning. One in 10 schools have an email address; 1 in 10 schools with an email address also have a computer.





Radio Reality Show Celebrations



National Conference



Team Building



Communication at the Local Level



COUNTY REPORTS

Percentage of Class 3
children who can read and do
numeracy at Class 1 level



NO	COUNTY NAME	AVERAGE
1	Kiambu	79.1
2	Nyeri	78.1
3	Muranga	77.3
4	Nairobi City	76.9
5	Nyandarua	76.3
6	Taita Taveta	75.7
7	Uasin Gishu	73.2
8	Kirinyaga	72.0
9	Tharaka Nithi	72.0
10	Embu	71.5
11	Makueni	71.3
12	Laikipia	70.9
13	Nakuru	69.7
14	Elgeyo Marakwet	69.4
15	Mombasa	68.7
16	Kisii	68.7
17	Machakos	68.5
18	Nyamira	67.7
19	Nandi	67.2
20	Kericho	66.0
21	Bomet	65.7
22	Meru	64.2
23	Baringo	64.0
24	Siaya	63.5
25	Kitui	63.4
26	Trans Nzoia	63.1
27	Lamu	63.0
28	Migori	61.8
29	Kajiado	61.5
30	Homabay	61.3
31	Kilifi	60.5
32	Busia	60.0
33	Mandera	59.9
34	Vihiga	59.6
35	Kakamega	59.1
36	Bungoma	58.4
37	Marsabit	57.5
38	Isiolo	56.8
39	Kwale	55.7
40	Kisumu	55.5
41	Tana River	54.1
42	Narok	53.6
43	Garissa	53.1
44	Samburu	51.4
45	West Pokot	50.4
46	Wajir	49.8

| Baringo County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
BARINGO CENTRAL	67.2	75.2	6.3	5.0	90.3	89.6	59.5	74.7	59.0	73.3	61.3	64.0	85.8	82.6	60.7	87.8	16.7	41.2
BARINGO NORTH	66.3	73.6	4.8	5.7	93.9	94.7	73.1	41.0	66.2	39.7	71.8	73.4	90.4	75.5	86.3	86.2	3.3	42.3
EAST POKOT		24.3		67.0		91.0		38.6		32.9		26.9		64.1		88.8	3.7	34.0
KOIBATEK	72.7	76.8	10.2	6.8	93.3	89.5	66.5	71.6	59.2	64.0	63.2	66.0	87.8	99.0	82.8	89.1	13.8	41.4
COUNTY AVERAGE	69.3	75.3	7.6	5.8	92.3	90.7	65.5	66.3	60.6	62.6	64.4	66.8	87.8	82.6	76.6	87.8	9.5	40.1
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include East Pokot district

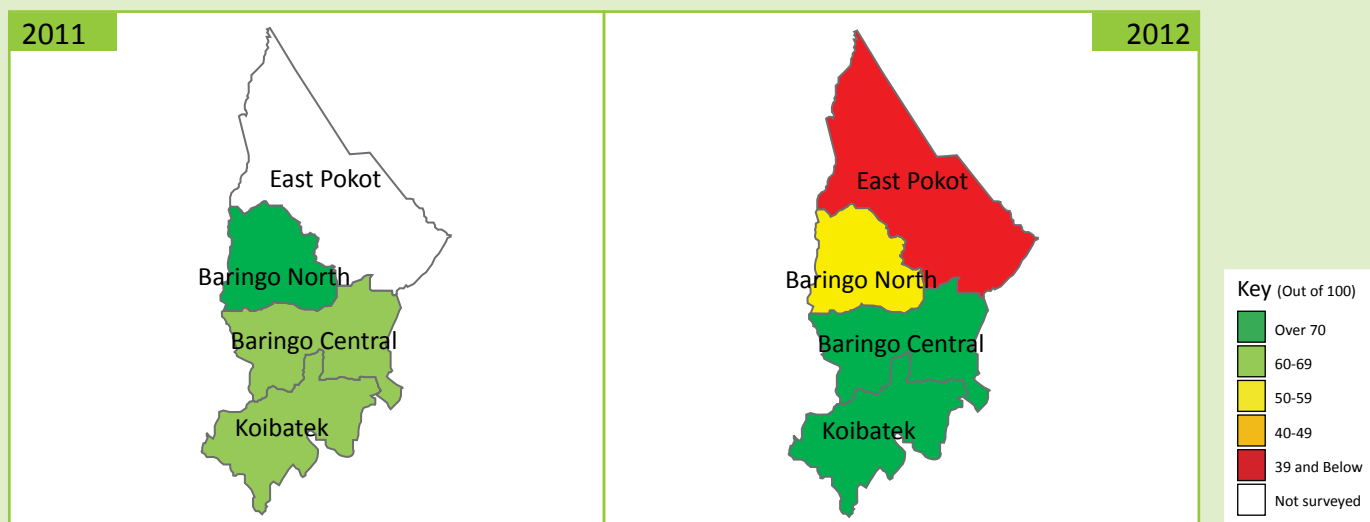
Teacher attendance has improved in the County but pupil attendance has deteriorated

Numeracy and literacy levels in the county remain a concern with a noticeable increase in numeracy skills and dramatic fall in literacy skills in Baringo North. The learning levels are lowest in East Pokot and highest in Baringo Central. The number of children attending preschool has increased across the County between 2011 and 2012 with a commensurate decline in the numbers of out of school children. There is decline in the proportion of children attending public schools over the past year. Although teacher attendance has improved, learner attendance has declined; 4 out of 10 children in East Pokot miss school on a given day. A school in Baringo Central and Koibatek is four times more likely to have computers than a school in Baringo North or East Pokot.

In East Pokot, there are more children out than in school

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Bomet County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
BOMET	49.1	72.0	4.8	3.9	89.3	90.3	32.9	33.9	27.7	30.2	61.8	62.9	89.5	88.9	84.8	90.0	3.5	38.2
SOTIK	46.1	55.5	4.3	3.0	83.6	85.3	45.0	42.4	42.2	36.4	49.4	58.6	88.2	91.0	88.0	86.0	6.7	42.5
COUNTY AVERAGE	47.3	66.1	6.2	3.9	85.6	86.3	42.4	39.9	37.4	36.3	60.8	62.1	88.9	90.0	86.4	88.3	5.1	40.3
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

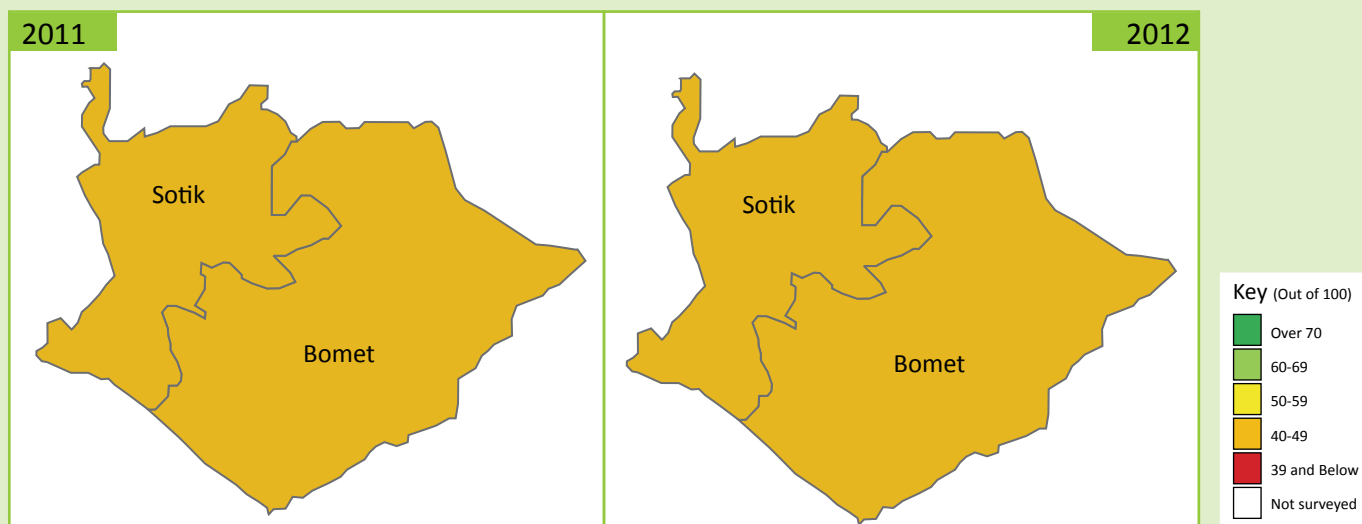
Less than 4 out of 100 children in the County are out of school

Less than 4 out of 10 Class 3 children can read a paragraph in English or Kiswahili compared to 5 out of 10 nationally. More than 6 out of 10 children attend preschool and 4 out of 100 children in the County are out of school. Both preschool and primary school enrolment have increased between 2011 and 2012. Sotik district has older teachers deployed to teach Class 2 while Bomet District has relatively younger Class 2 teachers. Only 5 out of 100 schools in Bomet County have computers. Both teacher and learner daily school attendance in the County has slightly improved; however, 12 out of 100 teachers in the County are not in school on a given day.

Only 5 out of 100 schools in Bomet County have computers

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Bungoma County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
BUNGOMA EAST	44.8	41.6	7.9	9.7	84.5	88.0	39.2	39.8	31.0	36.3	59.9	54.0	85.5	86.2	86.2	99.6	3.2	42.9
BUNGOMA NORTH	49.2	57.2	4.9	4.5	85.1	82.4	39.9	31.4	31.9	24.4	58.6	49.0	79.1	77.6	93.8	88.1	17.2	45.2
BUNGOMA SOUTH	41.1	47.1	9.6	8.5	87.8	90.9	31.3	47.1	25.4	39.9	54.8	56.1	91.7	81.8	93.5	84.9	20.0	45.0
BUNGOMA WEST		46.5		6.9		84.3		25.3		23.1		45.0		84.3		89.0	6.7	41.0
MT ELGON	41.1	51.6	9.7	8.7	85.1	87.1	43.2	33.4	40.5	27.7	61.9	56.2	78.0	75.5	87.4	78.4	3.5	40.3
COUNTY AVERAGE	44.0	49.3	8.0	7.5	86.0	87.1	36.7	38.7	30.2	32.4	57.7	53.5	84.1	80.5	90.3	87.8	10.1	42.9
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Bungoma West district

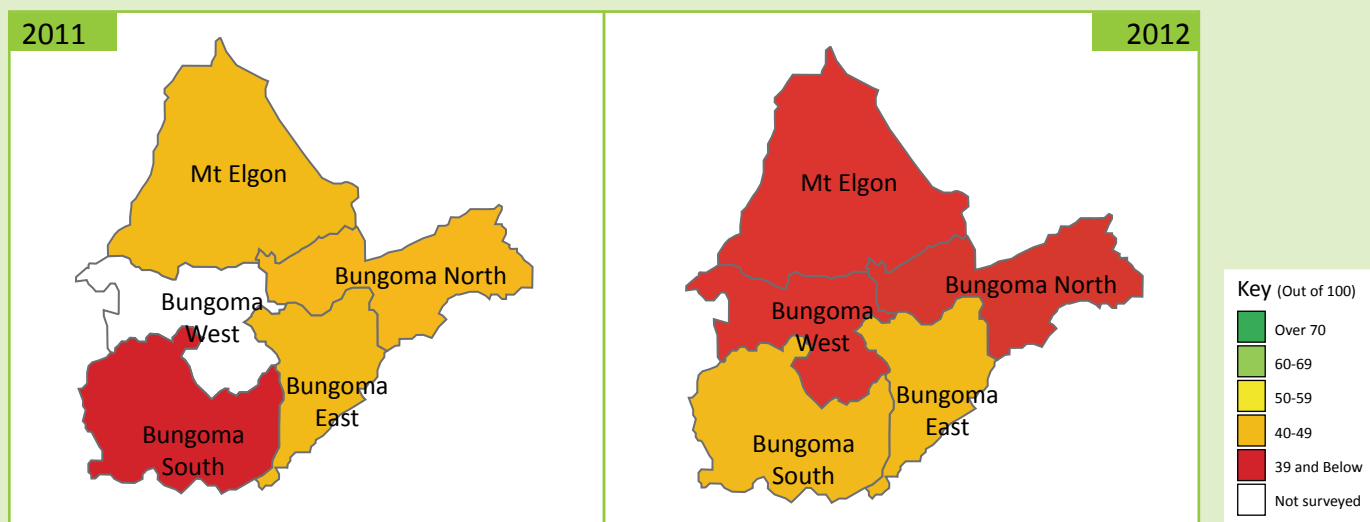
More teachers and pupils attended school on any given day in 2011 compared to 2012

Learning levels in Bungoma are lower than the national average in all areas. The levels are lowest in Bungoma West and higher in Bungoma South. More children aged 3-5 years attended preschool in 2012 than in 2011, which is higher than the national average. Bungoma North has the highest preschool enrolment while Bungoma East has the lowest in the county. A child in Bungoma East or Bungoma South is twice as likely to be out of school as a child in Bungoma North. More teachers and pupils attended school on any given day in 2012 than in 2011. Schools in Bungoma South are six times more likely to have computers than those in Bungoma East and Mt Elgon districts. Bungoma North and Bungoma South have the oldest Class 2 teachers in the County aged 45 years.

Learning levels are still low across the County

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Busia County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
BUNYALA	51.4	61.1	14.8	9.5	95.7	93.6	40.7	43.6	31.5	43.3	51.5	54.2	84.5	78.8	83.5	85.9	0.0	35.5
BUSIA	41.1	58.2	8.2	7.6	92.7	92.8	47.6	54.2	37.1	44.6	51.4	58.9	83.3	88.1	82.9	85.6	10.3	42.9
SAMIA	53.9	54.5	9.5	11.7	93.8	96.1	41.3	48.7	36.0	36.2	44.8	49.9	86.0	89.6	91.1	89.4	0.0	40.6
TESO NORTH	67.9	61.7	8.3	10.1	90.6	92.0	36.0	50.9	30.2	45.7	52.5	58.8	86.8	92.0	86.9	80.9	6.5	40.2
TESO SOUTH	55.9	43.5	11.7	10.8	93.3	90.4	45.0	49.8	36.3	41.7	58.9	52.2	75.1	87.5	87.9	83.2	10.3	45.1
COUNTY AVERAGE	50.8	56.2	9.6	9.2	92.9	92.7	43.6	51.1	35.1	43.1	51.9	56.0	82.5	87.2	86.5	85.0	5.4	40.9
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

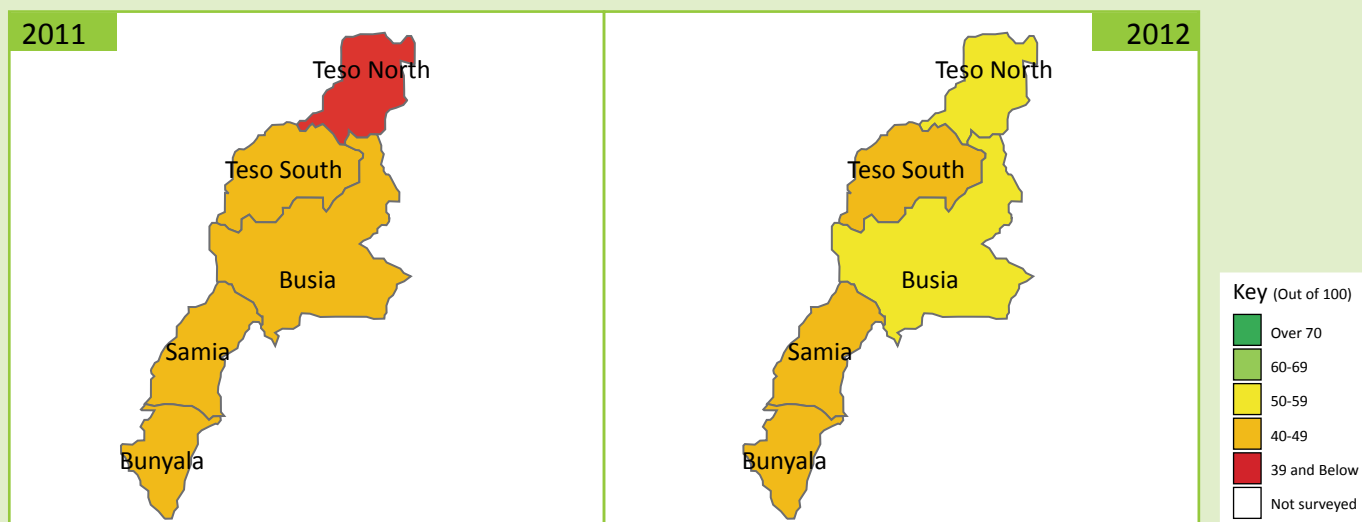
Teso South has the highest preschool attendees

Learning levels have improved in 2012 but are still below the national average. Class 3 children in Busia district have the highest learning levels while those in Samia have the lowest. The number of children aged 3-5 years attending preschool has risen. Teso North has the highest preschool attendance while Teso South, Samia and Busia districts have the lowest. One out of 10 children in the County is out of school. Of the children enrolled in school, 9 out of 10 children in the County attend public primary schools. On average, 15 out of 100 teachers miss school on any given day in the County with teachers in Teso North and Teso South districts more likely to be absent. Only 5 out of 100 schools in the County have computers, which is less than half of the national average. No primary school in Bunyala and Samia has a computer. A Class 2 teacher in Bunyala district is likely to be 10 years younger than a Class 2 teacher in Teso South.

Class 3 children in Samia have the lowest learning levels

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Elgeyo Marakwet County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
KEIYO	65.8	76.2	4.4	4.6	91.7	93.1	67.3	66.1	61.4	53.2	74.2	66.5	84.7	82.8	83.5	90.3	23.3	41.9
MARAKWET	61.2	62.4	8.6	6.4	93.7	91.9	60.1	65.7	54.4	52.9	77.9	63.0	90.4	88.3	88.7	89.8	6.9	39.4
COUNTY AVERAGE	63.6	68.6	6.7	5.6	92.8	92.5	63.3	65.9	57.5	53.0	76.3	64.4	87.6	85.7	86.1	90.0	15.3	40.7
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

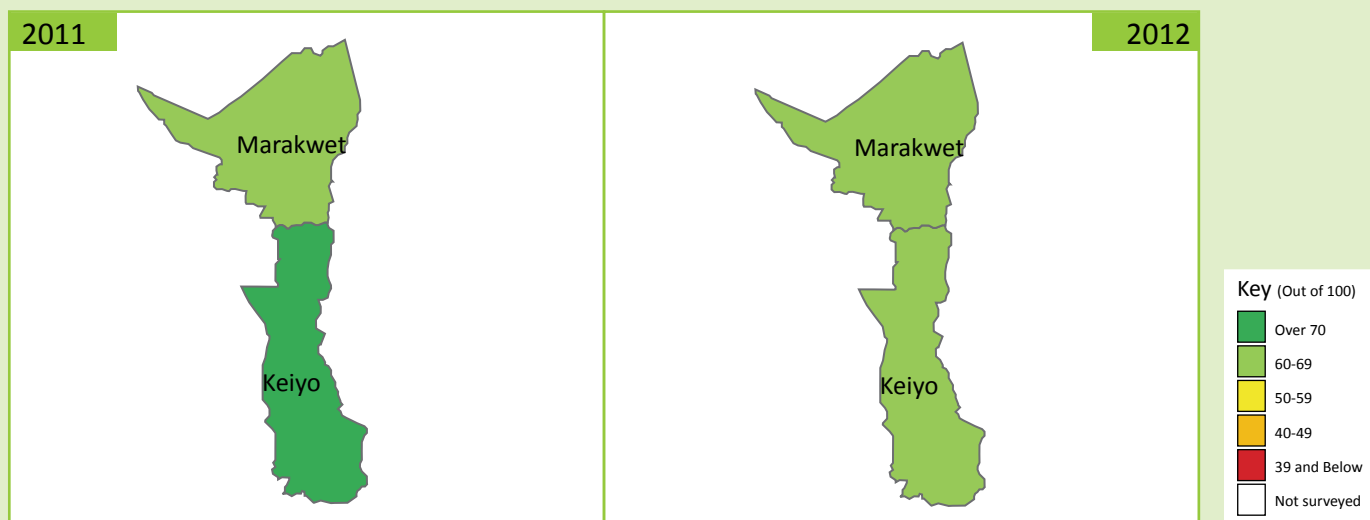
Daily teacher attendance has improved

Learning levels in Keiyo and Marakwet districts are higher than the national average with 2 out of three Class 3 children able to perform the assessment tasks. Reading levels of Class 3 children are better in Kiswahili than English. Seven out of 10 children aged 3-5 years attend preschool, which is higher than the national average. 15 percent more children attend preschool in Keiyo than Marakwet district. Access to primary education in the County is higher than the national average. Daily teacher attendance has improved in 2012, with 1 out of 10 teachers absent from school on a given day. More pupils are not attending school on any given day in 2012 than in 2011. 15 out of 100 schools in the County have computers; with a marked variation between the two districts. A school in Keiyo is three times more likely to have computers than a school in Marakwet.

More children attend preschool in Keiyo than Marakwet district

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Embu County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
EMBU	43.0	59.6	8.5	2.4	82.4	77.7	43.5	48.3	46.2	45.2	71.8	69.2	95.6	92.4	89.7	93.4	34.5	45.3
MBEERE	47.4	58.2	5.5	3.7	89.9	94.5	62.6	61.5	55.4	52.4	74.6	78.8	94.6	92.1	89.3	90.8	0.0	43.3
COUNTY AVERAGE	45.1	59.0	7.2	3.0	85.9	84.9	53.5	54.6	51.0	48.7	73.3	73.8	95.3	92.3	89.5	92.4	17.2	44.1
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

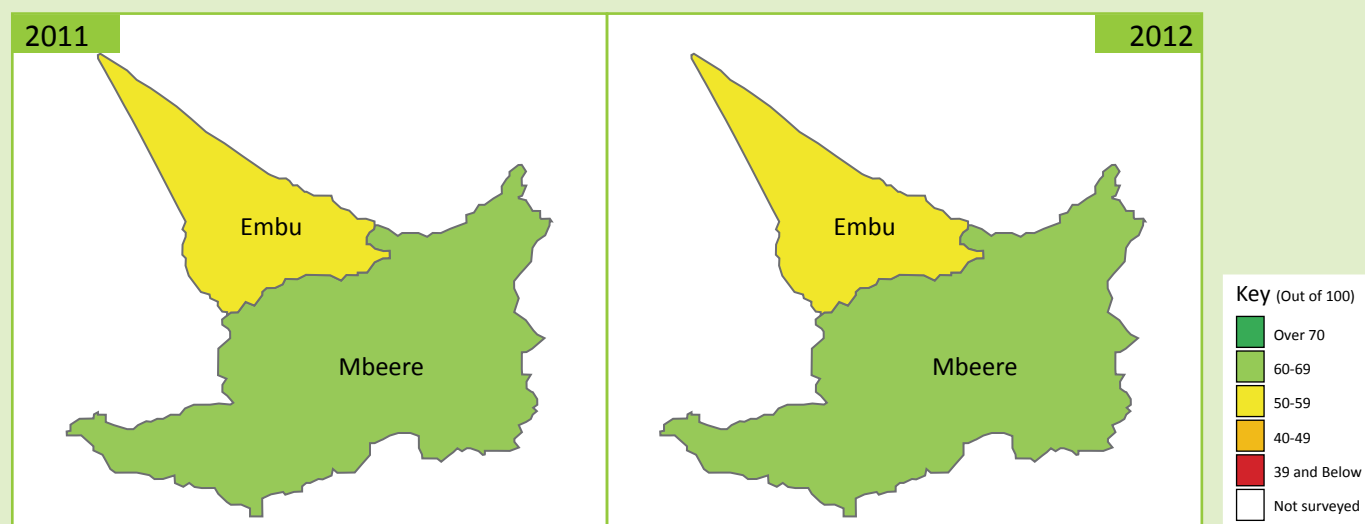
Preschool enrolment in Embu County is higher than in 2011

Kiswahili literacy and numeracy levels are slightly above the national averages for 2011 and 2012. Learning levels differ markedly between the two districts with Mbeere posting higher levels than Embu district. Preschool enrolment in Embu County is higher than in 2011 but slightly below the national average with about 6 out of every 10 children enrolled. The number of out of school children is low in both districts with rates more than halved to 3 out of 100 children now out of school. Learner and teacher attendance are above the national average. There is a slight drop in learner attendance with increased teacher attendance. On average, only 17 out of 100 schools in the County have computers. However, none of the schools visited in Mbeere had a computer.

None of the schools visited in Mbeere had a computer

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Garissa County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
FAFI		46.7		24.6		64.0		35.1		25.6		38.3		91.9		90.7	4.6	33.3
GARISSA		29.0		11.0		55.3		53.4		47.0		49.5		59.1		94.8	50.0	31.8
IJARA	13.7	16.0	41.0	45.9	83.3	75.2	40.2	43.1	40.1	43.7	36.2	40.6	87.4	74.5	86.2	88.3	24.0	31.3
LAGDERA	11.8	37.3	26.6	16.4	69.8	83.9	28.5	39.8	22.5	41.4	27.0	37.6	76.0	101.1	73.0	79.3	6.9	32.7
COUNTY AVERAGE	12.6	30.6	30.1	25.2	72.7	82.0	31.3	40.6	26.8	41.9	29.2	38.3	81.1	76.1	79.6	89.1	21.0	32.2
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Fafi and Garissa districts

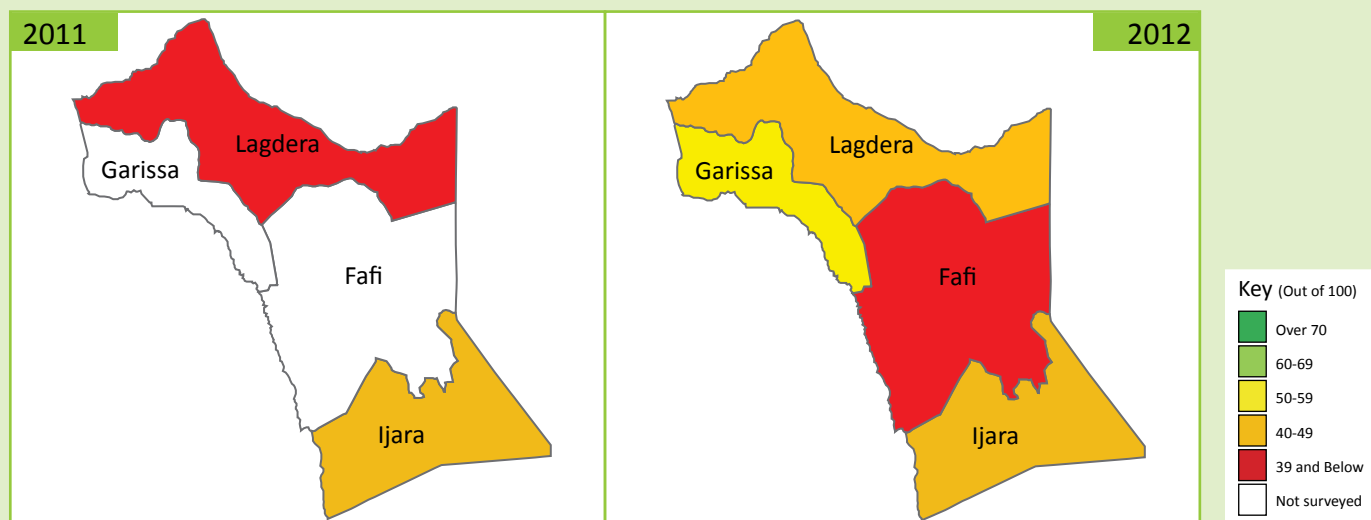
Learning levels are highest in Garissa district

Learning levels in the County are below the national average. The learning levels are highest in Garissa district and lowest in Fafi district. Four out of 10 Class 3 children in the County can do Class 2 work. Seven out of 10 children aged 3-5 years in the County are not attending preschool while one out of 4 children aged 6-16 years are not in school. Most children are out of school and the ratio has declined by 5 percent over the past year. A child in Ijara is eight times likely to be out of school than a child in Garissa district. The number of schools with computers is above the national average. However, a school in Garissa is ten times likely to own a computer than a school in Fafi and Lagdera. Teachers deployed in Class 2 in the county are likely to be 9 years younger than the national average.

Seven out of ten children aged 3-5 years are not attending preschool

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Homa Bay County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
HOMA BAY		67.8		13.9		87.8		33.4		34.3		62.5		77.0		88.8	3.3	41.7
RACHUONYO	67.3	69.5	8.7	6.9	87.1	87.7	51.9	50.4	48.4	43.4	65.1	48.9	83.2	88.2	78.7	89.6	3.5	44.2
SUBA	69.8	62.2	8.4	10.1	83.1	82.5	38.4	37.1	43.1	40.8	55.9	64.2	87.3	84.2	90.1	88.7	13.3	42.4
COUNTY AVERAGE	68.2	66.3	8.6	8.0	85.7	85.9	47.4	45.0	46.6	42.4	62.0	55.0	85.0	82.7	84.4	89.0	6.7	42.7
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Homa bay district

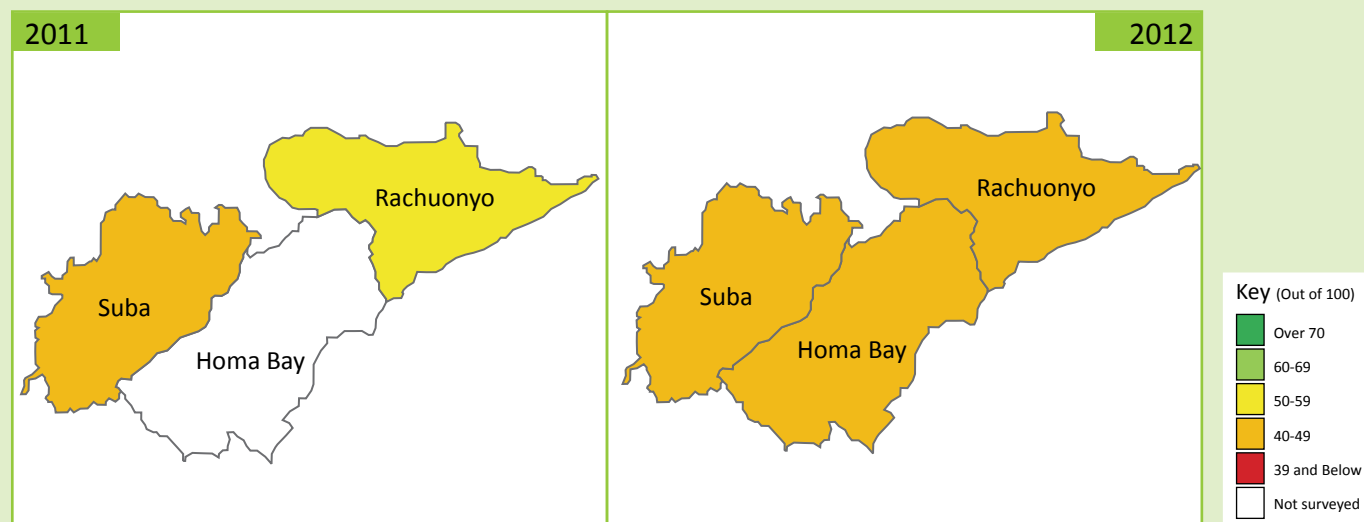
Access to primary education in the county is higher than the national average

Learning levels, are below the national average. In Homabay District, Literacy levels are nearly 20 percent points lower than the national average. Preschool enrolment in the County is higher than the national average but slightly lower than in 2011. Overall, access to primary education in the County is higher than the national average. A child in Homa Bay district is more likely to be out of school than a child in Rachuonyo. Teacher attendance has improved with 9 out of 10 teachers attending school on any given day. In contrast, learner attendance has slightly declined and is lower than national average. A school in Suba is 4 times more likely to have a computer than a school in Homa Bay and Rachuonyo districts.

Learning levels, especially in literacy, are way below the national average

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
GARBATULLA		49.0		8.3		76.7		34.9		22.0		42.0		90.8		86.3	3.3	39.5
ISIOLO	67.9	65.8	26.5	14.2	86.4	83.9	33.7	61.0	30.8	47.5	51.0	47.0	78.4	91.4	90.3	83.7	11.8	38.2
COUNTY AVERAGE	67.9	65.8	26.5	14.2	86.4	83.9	33.7	61.0	30.8	47.5	51.0	47.0	78.4	91.1	90.3	85.1	6.4	39.0
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Garbatulla district

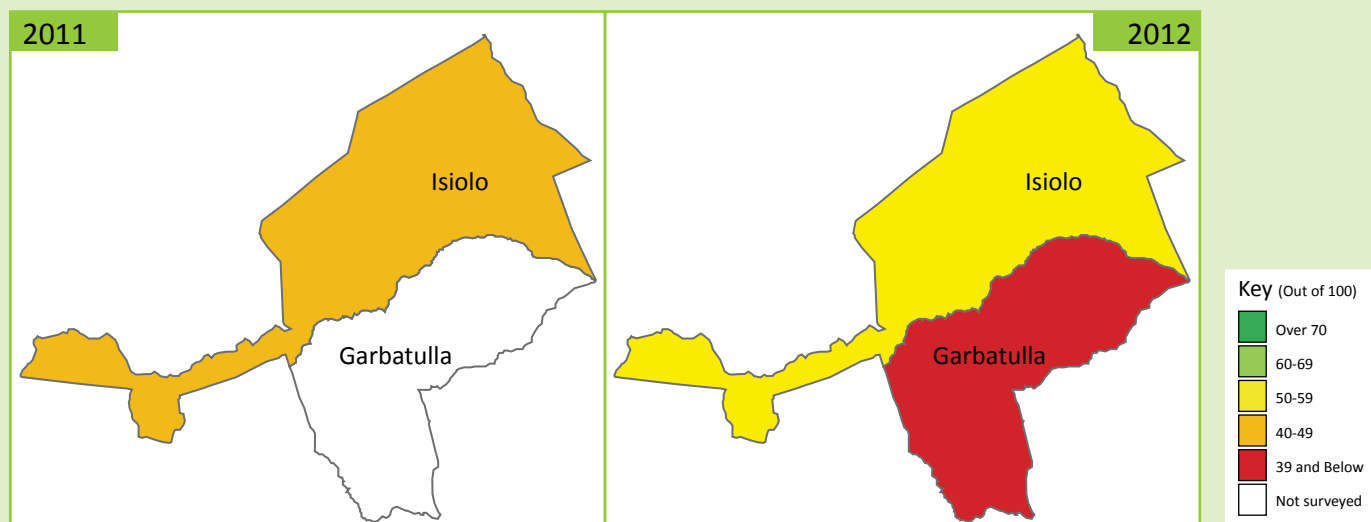
School attendance has increased markedly in 2012

Learning levels in numeracy are lower than the national average. Literacy levels in Isiolo district double those in Garbatulla indicating serious inequality across the county. The number of children aged 3-5 years attending preschool is above the national average despite the percentage decreasing in 2012. In Garbatulla district, nearly 5 out of 10 children aged 3-5 years are not attending preschool. Out of school children are one and half times the national average. Teacher attendance has declined by 5 percent. The number of schools with computers in the County is lower than the national average. However, a school in Isiolo district is four times more likely to have a computer than a school in Garbatulla district.

Learning Levels in English and Math are below national average

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Kajiado County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
KAJIADO CENTRAL	56.1	48.6	13.3	16.7	87.5	87.3	62.8	51.7	59.6	46.1	72.9	60.6	88.1	72.2	78.8	92.7	16.7	34.7
KAJIADO NORTH	59.1	57.6	8.1	12.3	54.6	52.5	84.3	69.9	85.3	71.5	78.0	68.6	83.5	87.6	87.5	92.3	30.0	42.6
LOITOKTOK	40.3	47.9	11.9	13.4	86.7	87.3	33.4	61.7	27.8	57.9	41.3	58.6	91.2	89.3	94.3	92.2	29.6	38.2
COUNTY AVERAGE	54.5	53.4	10.0	13.5	67.8	67.4	68.9	64.3	67.5	63.2	69.7	64.8	87.0	84.6	86.9	92.7	25.3	38.5
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

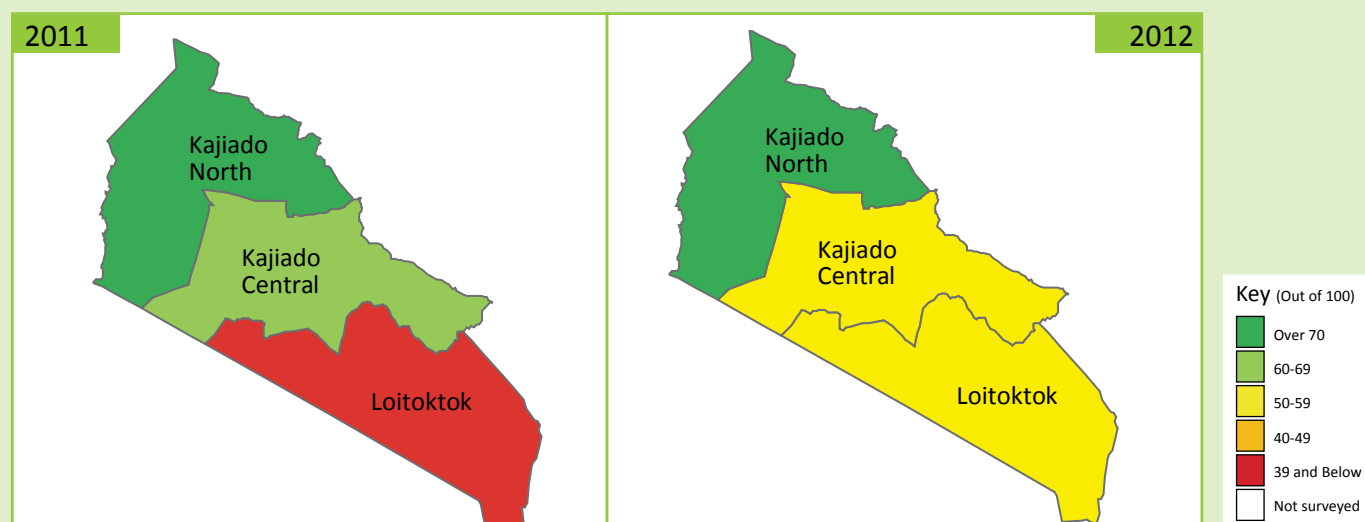
The County has twice the number of computers than the national average

Although learning levels in Kajiado are higher than the national average, they are lower than learning levels registered in 2011. While levels in Loitoktok are on an upward trend, there is a sharp drop in Kajiado North between 2011 and 2012. Preschool enrolment for children aged 3-5 years in the County has slightly decreased with half of the children not attending in Kajiado Central and Loitoktok. More than 13 out of 100 children in the County are out of school compared to 9 out of 100 nationally. Learner attendance has also declined although more teachers are attending school than in the previous year. The number of schools with computers in the County is twice the national average.

With exception of Loitoktok, learning levels have declined between 2011 and 2012

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Kakamega County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
BUTERE	46.4	49.2	9.7	9.5	94.6	95.5	54.5	50.3	47.5	43.1	62.1	56.9	88.6	90.6	84.9	90.9	6.7	39.8
KAKAMEGA CENTRAL	50.8	50.6	8.7	7.2	89.7	87.6	51.0	48.3	47.3	43.8	64.8	52.0	89.7	67.4	84.1	88.0	13.3	41.9
KAKAMEGA EAST		55.3		9.0		93.2		40.8		35.3		54.7		88.0		87.2	10.3	46.7
KAKAMEGA NORTH	60.2	58.2	7.0	3.6	90.6	89.0	36.7	30.5	38.1	28.6	55.6	54.2	87.1	89.1	86.4	88.9	0.0	39.9
KAKAMEGA SOUTH	57.1	53.8	10.1	10.9	92.5	95.3	47.6	55.5	41.9	53.8	64.4	58.7	89.8	91.9	91.1	90.2	3.5	40.4
LUGARI		55.9		6.8		88.0		49.5		39.7		69.3		85.4		91.4	16.7	45.5
MUMIAS		51.6		7.8		93.1		42.4		34.6		54.3		90.3		91.0	10.0	40.0
COUNTY AVERAGE	53.0	52.4	8.8	7.5	91.7	91.1	48.3	45.4	44.5	41.1	61.9	55.0	59.1	85.0	86.6	89.7	8.7	42.0
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Kakamega East, Lugari and Mumias districts

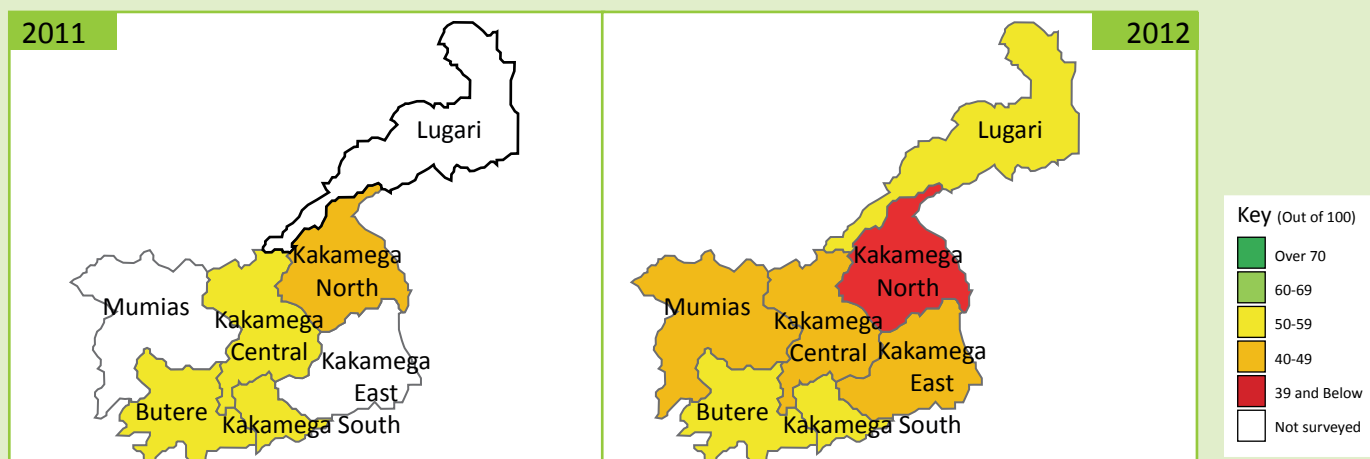
Learner attendance has greatly improved in 2012

Learning levels in the County have gone down between 2011 and 2012. Kakamega South and Butere districts have the highest learning levels while Kakamega North, Kakamega East and Mumias districts register the lowest levels. Only 4 out of 10 pupils in Class 3 can read a paragraph. Nearly half of the children aged 3-5 years in the County do not attend preschool. The number of out of school children is consistent with the national average, with wide variation in access among the Districts. A child in Kakamega North district is three times more likely to be out of school than a child in Kakamega South and Butere Districts. Learner attendance has greatly improved with more than 8 out of 10 children attending school in 2012 compared to only 6 out of 10 in 2011. Eight out of 100 schools in the County have a computer but none of the schools visited in Kakamega North district had a computer.

Learning levels in Kakamega are nearly 10 points below the national average

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Kericho County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
BURETI	45.0	63.2	8.8	4.5	82.4	82.3	54.0	43.7	47.9	41.6	66.8	63.2	88.4	86.7	85.2	92.7	7.7	43.6
KERICHO	68.6	80.1	6.5	5.5	84.8	81.5	41.9	53.3	38.1	47.4	50.8	65.2	88.2	94.6	90.8	91.0	23.3	40.3
KIPKELION		63.4		6.3		90.3		38.4		33.4		56.7		92.5		88.4	3.3	44.0
COUNTY AVERAGE	68.6	80.1	6.5	5.5	84.8	81.5	41.9	53.3	38.1	47.4	50.8	65.2	88.3	91.4	88.0	90.8	11.6	42.6
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Kipkelion district

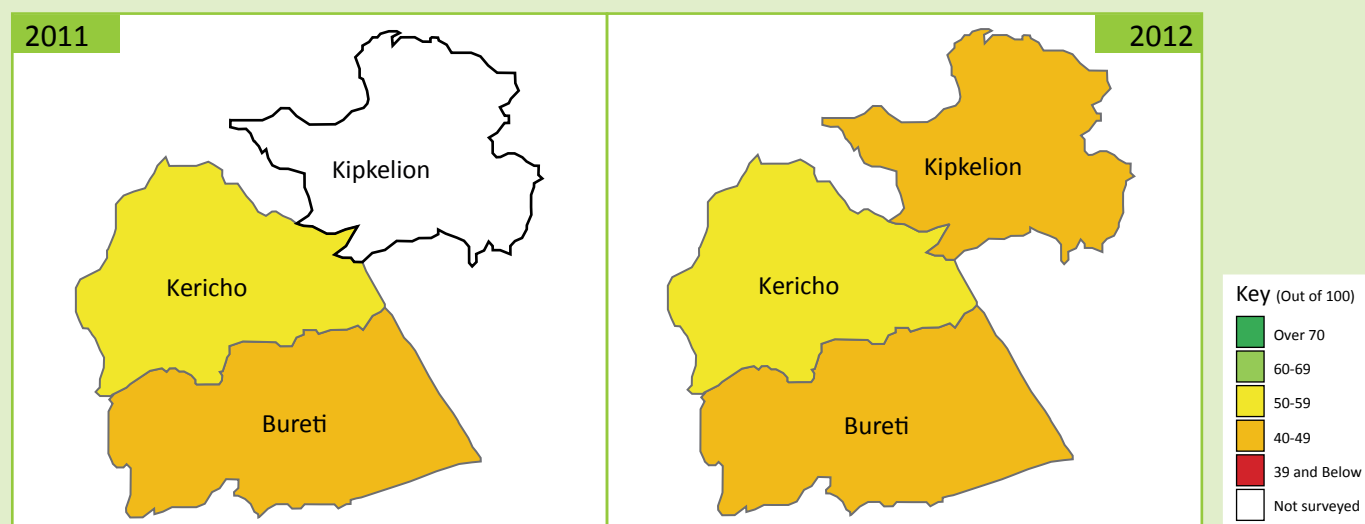
Preschool enrollment has increased in Kericho County

Learning levels remain stagnant and declined markedly in Bureti District; literacy levels remain lower than the national average. However, only one-third of Class 3 children in Kipkelion District could read English or Kiswahili paragraphs. Preschool enrollment increased for Kericho District in 2012 and is 20 percent higher than the national average with 8 out of 10 children enrolled. Learning levels continue to increase in Kericho District, which approximate national averages. An improvement in the numeracy levels has been recorded within the County. Learner attendance improved slightly and is above the national average with 9 in 10 students attending Classes in 2012 and 2011. Teacher attendance also remained above the national average with 9 in 10 teachers present on any given day. Kericho District has seven times the number of computers compared to Kipkelion District.

Learning levels are stagnant with a decline in Bureti

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Kiambu County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
GATUNDU	59.3	63.6	1.4	3.6	78.1	82.2	67.0	67.4	67.1	60.2	71.5	73.0	90.6	88.5	90.3	94.1	10.0	40.4
GITHUNGURI	77.6	86.3	4.0	1.9	80.4	86.7	69.0	61.0	80.4	61.4	87.9	88.9	97.0	94.4	97.5	91.9	31.0	43.5
KIAMBU	64.8	57.5	2.8	3.5	74.0	67.4	86.7	71.9	88.0	78.0	81.0	82.0	91.2	96.3	92.5	96.6	24.1	39.0
KIKUYU	76.1	68.1	2.9	4.4	61.4	67.5	80.9	77.8	84.0	79.9	80.9	83.1	92.2	92.5	92.2	92.6	23.3	39.3
LARI	63.7	58.3	2.5	2.1	83.1	85.5	64.7	71.9	62.8	63.4	66.4	57.5	85.5	91.3	90.0	95.0	13.3	38.3
LIMURU	75.9	80.9	4.5	3.3	79.3	90.8	69.4	68.1	73.2	60.9	71.7	79.5	93.7	58.7		97.4	35.7	45.9
RUIRU	71.1	66.1	7.3	5.4	58.2	59.7	68.8	86.0	68.1	81.6	66.5	83.8	92.2	93.8	94.1	97.2	51.7	43.4
THIKA EAST		48.2		4.3		91.8		55.2		48.8		63.4		95.1		91.2	10.0	44.3
THIKA WEST	68.2	72.6	4.4	2.9	65.8	64.8	82.2	72.6	81.2	72.1	81.6	69.3	93.3	86.6	90.7	96.3	13.8	42.5
COUNTY AVERAGE	69.9	67.8	3.8	3.7	70.6	72.2	75.4	74.2	76.7	72.3	76.3	77.8	62.4	87.2		94.8	23.5	41.8
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Thika East district

Ruiru District has the highest number of schools with computers

Learning levels in the County are higher than the national average but lower than 2011 learning levels. Half of the Class 3 children in Thika East cannot read a paragraph compared to 1 out of 5 in Kiambu, Kikuyu, and Ruiru Districts. More than half of the children aged 3-5 years in Thika East District are not attending preschool. Three out of 10 Class 3 children in Thika West District cannot do a subtraction task compared to 2 out of 10 in 2011. There has been an increase of 25 percent in the number of children attending school in 2012 compared to 2011. There are more children attending school in 2012. The number of schools in the County with computers is double the national average. Ruiru District has four times the number of schools with computers compared to the national average and five times the number compared to Gatundu and Thika East Districts.

More than half of children aged 3-5 years in Thika East District are not attending preschool

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Kilifi County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
KALOLENI	42.3	62.4	18.2	18.1	92.4	89.7	65.0	69.5	56.7	59.6	57.2	74.6	85.7	91.5	85.4	93.0	3.7	42.0
KILIFI	60.0	50.7	13.8	16.3	96.1	85.4	59.3	51.4	50.2	43.5	59.0	63.8	87.2	94.4	82.7	90.8	12.5	40.0
MALINDI	61.3	61.7	14.3	16.7	74.7	81.2	64.1	63.7	58.2	56.8	65.4	66.9	83.4	76.4	89.7	92.0	27.6	38.2
COUNTY AVERAGE	57.0	57.5	15.0	16.8	87.9	84.7	62.0	59.6	54.1	51.7	60.7	67.2	85.3	86.7	85.9	91.8	15.0	40.1
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

There was a significant improvement in teacher attendance

There was an improvement in the number of Class 3 children who can do subtraction with literacy skills in both Kiswahili and English dropping in the county. The rate of access of preschool education has remained steady in the County; however, there have been dramatic gains in Kaloleni District and sharp drop in Kilifi District. The number of out of school children has marginally increased with a drop in the proportion of children accessing public schools except in Malindi, which is now comparable to the two other Districts. Both learner and teacher attendance increased, with teacher attendance comparing favorably to the national average. Only 4 schools out of 100 in Kaloleni have computers compared to 28 out of 100 in Malindi.

Literacy levels in English and Kiswahili are dropping

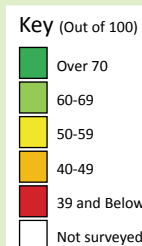
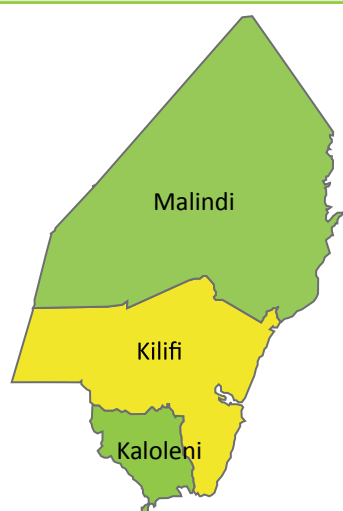
Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)

2011



2012



Kirinyaga County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
KIRINYAGA	67.4	67.9	5.2	5.0	82.3	78.9	74.7	57.1	78.1	53.0	86.9	81.2	94.8	96.3	89.1	94.8	16.7	49.3
COUNTY AVERAGE	67.4	67.9	5.2	5.0	82.3	78.9	74.7	57.1	78.1	53.0	86.9	81.2	94.8	96.3	89.1	94.8	16.7	49.3
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

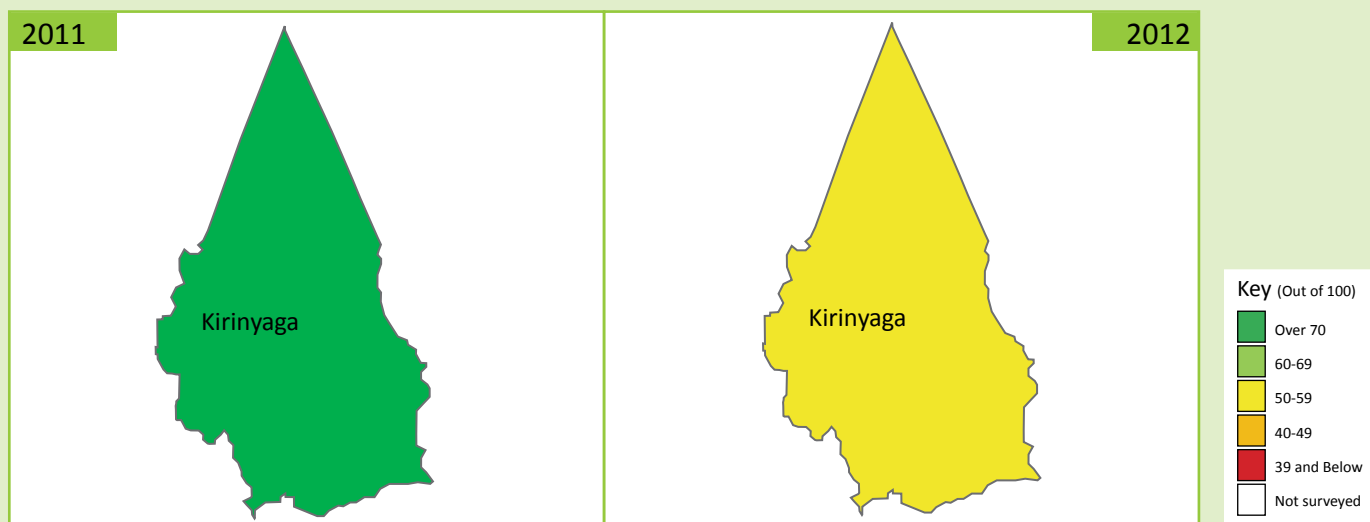
There was an increase in learner and teacher attendance in 2012

Learning levels are higher in literacy and numeracy than the national average but much lower compared to the previous year. There was an increase in enrolment of children aged 3-5 years in preschools compared to 2011. With a slight improvement in 2012, 5 out of 100 children were out of school compared to 9 out of 100 nationally. Likewise there is an improvement in learner and teacher attendance in 2012 compared to 2011. The County has the highest average age of Class 2 teachers.

Learning levels in the county are dropping

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Kisii County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
GUCHA	64.2	69.5	7.7	5.8	78.6	84.2	67.0	53.5	63.6	50.7	68.0	69.2	78.9	87.4	95.8	90.5	6.5	43.8
GUCHA SOUTH	69.4	59.1	8.7	8.4	76.5	79.0	45.1	46.5	40.9	39.8	58.9	67.0	81.3	77.8	85.5	85.6	0.0	45.3
KISII CENTRAL	71.4	71.8	3.6	5.5	72.4	73.7	59.2	61.4	53.5	51.5	73.1	54.9	84.5	84.8	98.3	92.7	10.0	43.3
KISII SOUTH	71.4	74.2	11.4	8.1	72.0	76.7	52.5	47.3	47.0	38.1	74.7	65.9	85.2	88.4	85.8	92.6	10.0	41.3
MASABA	52.2	78.6	5.5	5.9	80.7	86.4	77.5	64.5	75.9	57.9	74.2	69.7	81.6	89.7	91.4	89.1	13.8	46.9
COUNTY AVERAGE	65.6	70.7	6.6	6.2	76.5	80.2	63.1	56.8	59.1	50.0	70.3	64.1	82.4	85.6	91.3	90.5	8.0	44.1
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

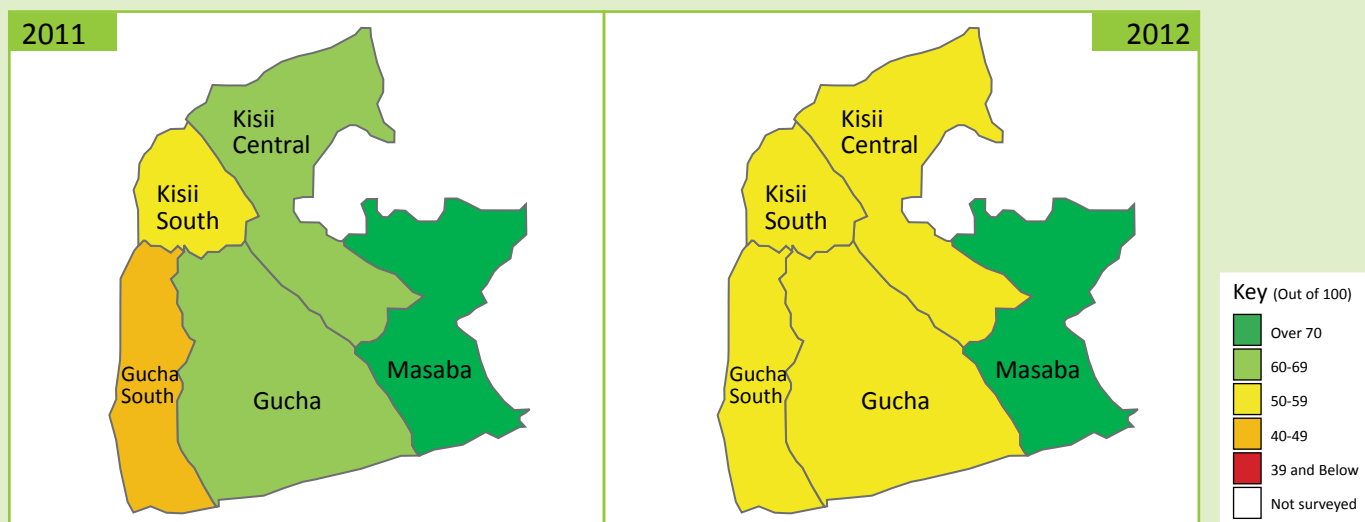
There was an increase in preschool enrolment between 2011 and 2012

Literacy and numeracy levels, which dropped from 2011, were slightly higher than the national average. More than half of Class 3 children in Gucha South and Kisii South districts could not read a paragraph or aya. There was an increase in preschool enrolment between 2011 and 2012. The average preschool attendance was higher than the national average. Slightly more children aged 6-16 years were enrolled in school. Learner attendance was highest in Masaba and lowest in Gucha South. Only 8 out of 100 schools in the County possess a computer although in Gucha South no school visited had a computer. The average age of a Class two teacher in Masaba is highest in the County.

Overall, learning levels are declining and lowest in Gucha South

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Kisumu County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
KISUMU EAST		80.8		9.2		84.5		43.5		38.9		54.9		90.6		92.9	36.7	39.7
KISUMU WEST	65.8	68.2	8.7	6.9	95.7	92.8	40.7	26.2	40.7	23.0	65.4	43.5	87.4	82.9	77.3	71.1	30.0	43.9
NYANDO	63.7	73.3	7.3	9.6	91.8	86.9	48.9	42.4	45.4	41.8	74.2	65.8	86.4	89.0	57.7	86.2	3.3	42.6
COUNTY AVERAGE	64.3	71.8	7.7	8.7	92.8	88.7	46.5	37.4	44.1	36.1	71.7	58.9	86.9	88.5	82.4	84.3	23.3	42.0
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Kisumu East district

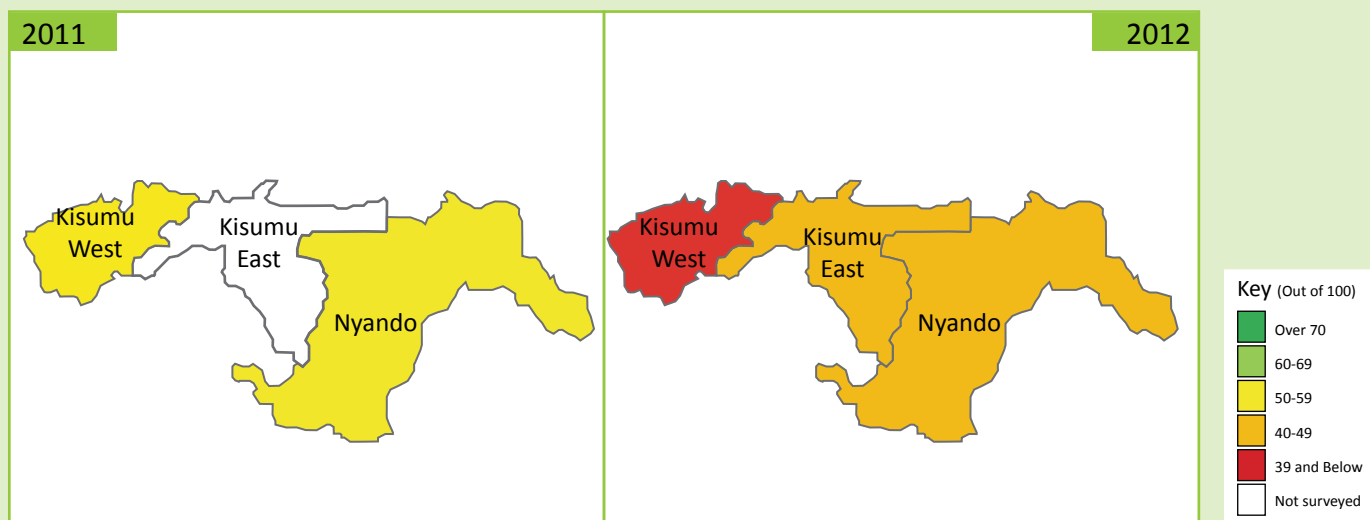
There is an increase in preschool enrolment in 2012 compared to 2011

Learning levels have dropped significantly in 2012. For instance, 4 out of 10 in 2012 compared to 3 out of 10 in 2011 Class 3 children could not do Class 2 subtraction. In Kisumu West literacy levels are half the national average. There was an increase in preschool enrolment in 2012 compared to 2011, which is higher than the national average. Slightly fewer children are attending school in Kisumu County in 2012 compared to 2011. Teacher attendance improved in Nyando District while it decreased in Kisumu West. A school in Kisumu East is 12 times likely to have a computer than a school in Nyando. On average, 2 out of 10 schools in the County had a computer.

Learning levels have dropped especially in numeracy

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Kitui County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
KITUI NORTH	54.0	58.2	5.5	4.0	96.3	96.0	52.7	49.4	52.5	36.0	64.9	68.2	92.4	92.6	83.5	88.1	3.3	40.0
KYUSO	48.4	49.9	8.3	9.2	92.2	92.9	47.1	42.7	38.6	30.3	61.4	55.9	83.6	80.4	82.7	89.0	0.0	36.9
MUTOMO	40.0	49.8	9.5	10.4	96.1	97.2	40.7	36.0	37.1	28.3	58.6	53.9	78.3	83.9	76.8		3.3	37.5
MWINGI	42.6	58.7	6.4	7.2	94.8	93.0	38.8	51.4	34.5	48.2	60.7	59.3	90.0	94.6	86.0	92.7	0.0	41.6
COUNTY AVERAGE	47.7	55.8	6.8	6.8	95.4	95.0	46.3	46.1	43.4	36.4	62.3	61.4	86.1	88.1	82.2	93.1	1.7	39.0
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

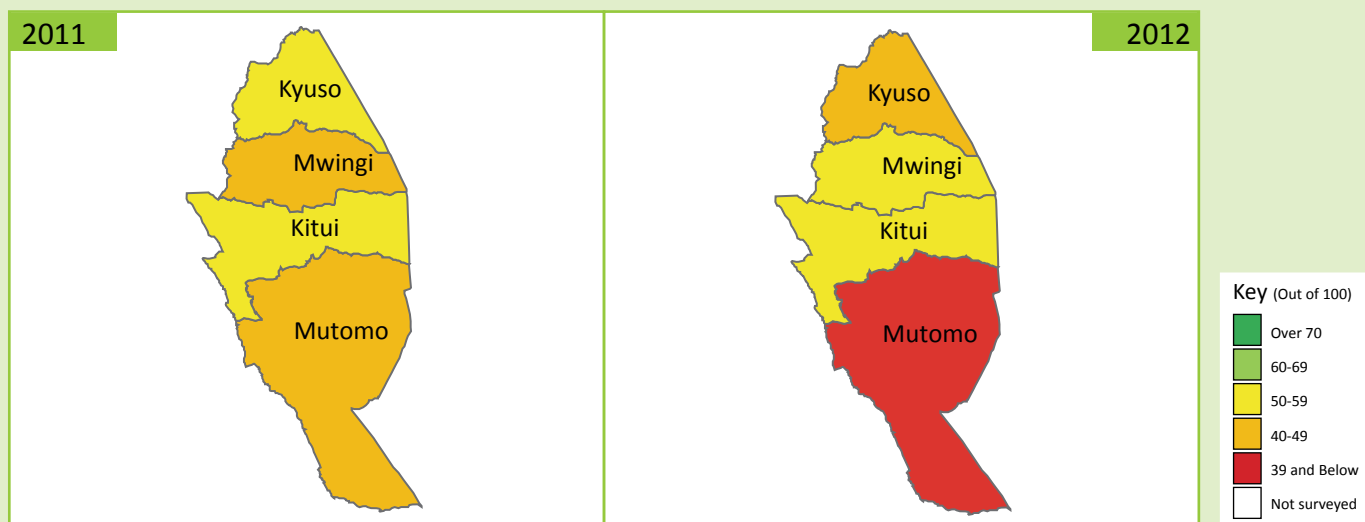
There was an improvement in preschool enrolment among children in 2012

Learning levels in the County were lower than the national average and have seen a decline in 2012. Only 4 out of 10 Class 3 children can read a paragraph. Learning levels are markedly lower in Mutomo than in other districts. Preschool enrollment has improved in the County catching up to the national average. School enrollment in the County is high with almost universal access to public schools. More teachers were present in schools in 2012. Kitui County has the lowest number of schools with computers nationally with less than 2 out of 100 schools having access to a computer.

Kitui County has the lowest number of schools with computers nationally

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Kwale County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read paragraph (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
KINANGO		46.8		20.8		92.2		54.2		35.6		68.6		89.8		81.6	3.6	44.4
KWALE		47.3		16.4		90.9		56.1		48.0		65.9		92.6		92.9	3.6	38.1
MSAMBWENI	42.1	51.9	17.6	17.0	86.0	78.7	46.7	51.2	39.1	32.3	48.3	65.0	78.2	90.3	89.3	90.6	21.4	36.0
COUNTY AVERAGE	42.1	51.9	17.6	17.0	86.0	78.7	46.7	51.2	39.1	32.3	48.3	65.0	78.2	91.0	89.3	88.7	9.5	39.5
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Kinango and Kwale districts

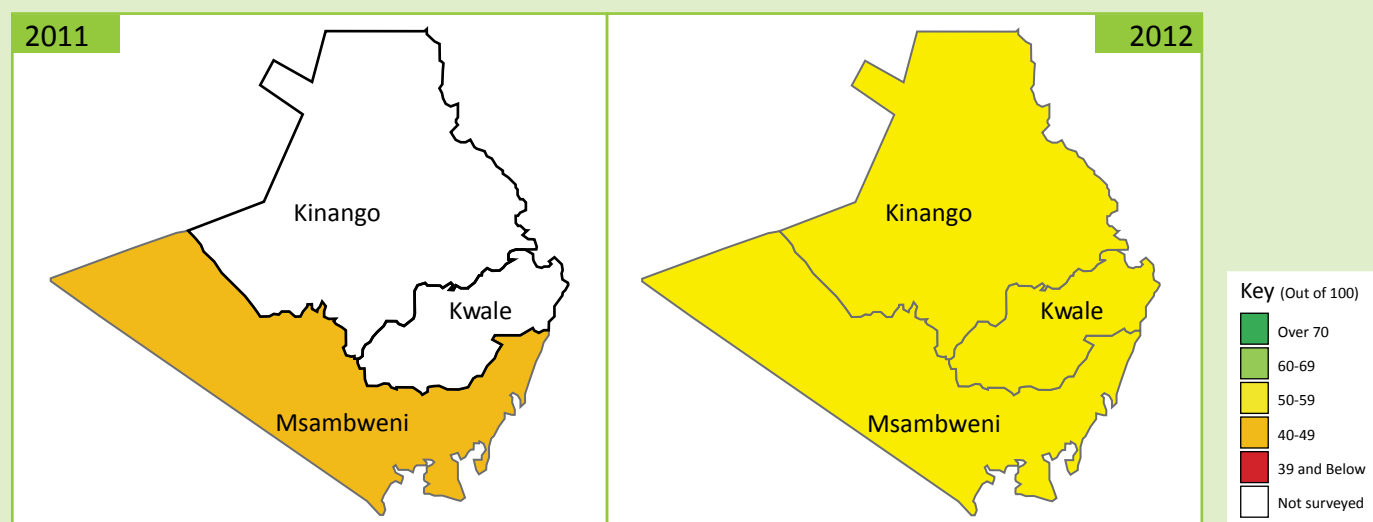
Preschool enrolment in Kwale County was lower than the national average but significantly higher than 2011

Only 3 out of 10 Class 3 children in Kwale County could read a paragraph compared to 5 out of 10 children nationally. Preschool enrolment in Kwale County was lower than the national average but significantly higher than in 2011. Almost one in six children in Kwale District are out of school with one in 5 out of school in Kinango. Fewer children are attending public schools in 2012 than in 2011. In Kwale County, 1 out of 10 schools has a computer. The average age of a Class 2 teacher is slightly lower than the national average.

Learning levels are low. Only 3 out of 10 children can read a paragraph

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Laikipia County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
LAIKIPIA EAST	64.0	66.1	6.0	5.0	80.6	88.1	66.6	71.4	65.8	62.0	79.9	82.6	95.8	92.7	93.6	95.1	7.1	44.0
LAIKIPIA NORTH	45.9	34.4	21.0	20.5	92.1	95.1	38.9	55.1	36.6	49.9	51.5	50.4	86.6	87.6	83.5	86.2	11.5	32.9
LAIKIPIA WEST	64.6	64.5	8.0	6.9	88.7	86.9	59.7	62.6	51.9	51.5	77.2	74.8	92.1	107.8	78.6	93.8	11.5	47.7
COUNTY AVERAGE	62.7	62.3	8.3	7.4	86.2	87.9	60.3	65.0	55.0	55.0	76.2	75.5	92.6	97.3	85.2	92.4	10.0	41.8
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

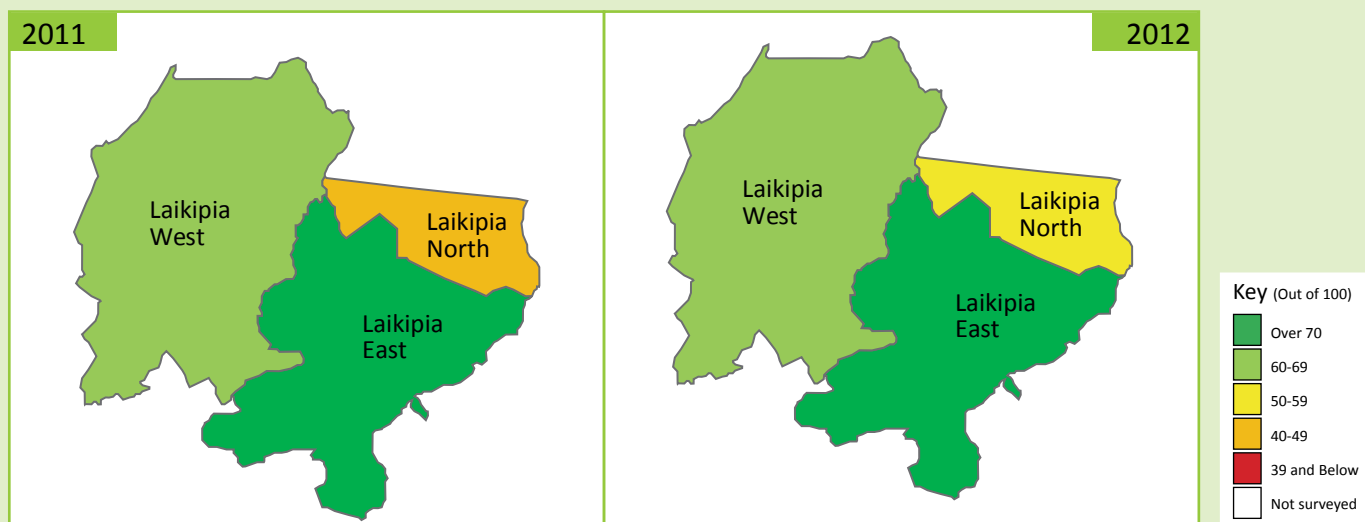
There was a significant improvement in Kiswahili reading

The learning levels in the County in literacy and numeracy are higher than the national average. There was an improvement in Kiswahili amongst Class 3 children in 2012 compared to 2011 with a drop in numeracy levels. Learner and teacher attendance increased significantly in 2012. Almost 7 out of 10 children aged 3-5 years are not attending preschool in Laikipia North district which is an increase compared to 2011. There was an improvement in school enrollment in 2012 compared to 2011. The number of out of school children in Laikipia North is two and a half times the county and national average with one in four children not in school.

Learning levels are above national average, but with a general stagnation

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
LAMU	55.2	62.0	10.3	13.5	93.6	90.8	66.6	65.1	61.1	57.4	68.5	64.5	84.9	89.8	84.1	89.8	31.0	41.6
COUNTY AVERAGE	55.2	62.0	10.3	13.5	93.6	90.8	66.6	65.1	61.1	57.4	68.5	64.5	84.9	89.8	84.1	89.8	31.0	41.6
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

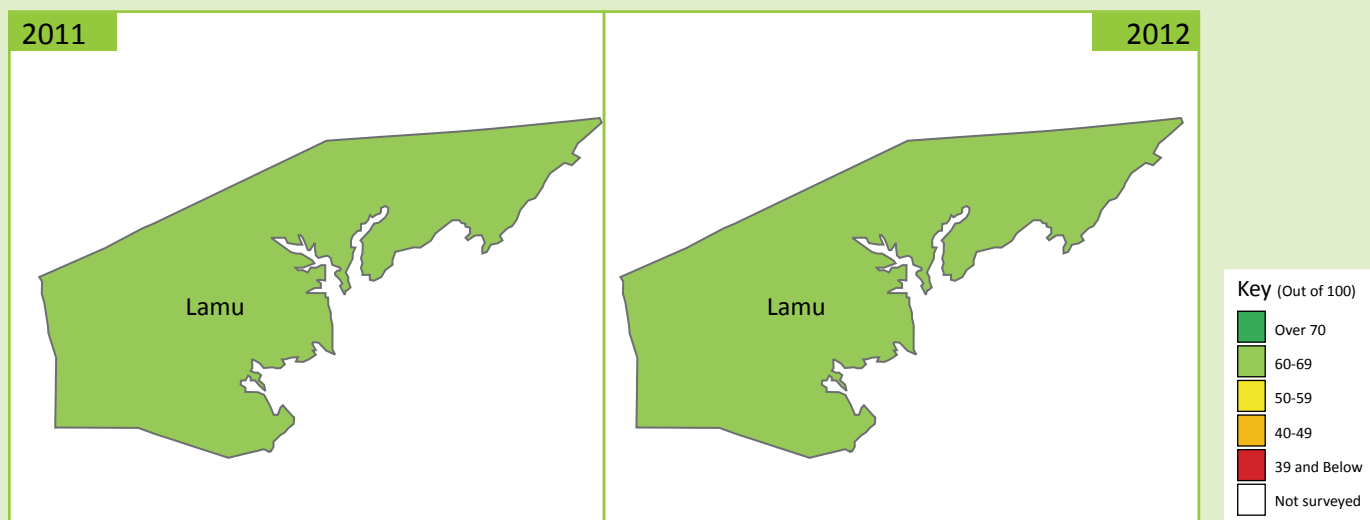
There was a significant improvement in learner and teacher school attendance in 2012

A drop in the learning levels in both literacy and numeracy is recorded for Class 3 children in 2012 compared to 2011. Two out of 5 Class 3 children could not read a Class 2 level paragraph (aya) and could not do a subtraction in 2012; however, learning levels in Lamu compare favorably to the national averages. There was a significant increase in preschool enrolment of children aged 3-5 years in 2012. The number of out of school children has increased slightly. There was a significant improvement in learner and teacher school attendance in 2012. The number of schools with computers in the County is two and a half times higher than the national average.

The learning levels are above national average, but on a downward trend

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Machakos County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
KANGUNDO	55.9	61.1	3.7	2.6	90.6	87.8	46.9	66.8	45.8	57.6	52.3	77.6	91.6	92.2	87.0	89.1	10.0	46.2
MACHAKOS		62.3		2.9		90.5		47.2		41.5		69.5		90.1		93.3	16.7	44.4
MWALA	53.3	58.1	4.6	4.9	94.2	95.4	66.6	49.0	57.6	43.3	72.5	70.9	92.1	88.7	88.8	91.8	6.9	40.6
YATTA	44.2	51.9	3.8	3.0	95.0	93.2	53.0	45.7	43.8	40.0	47.6	64.6	89.9	97.4	94.7	87.9	6.7	44.0
COUNTY AVERAGE	50.7	56.7	4.0	3.4	93.4	92.0	54.8	52.7	48.0	46.0	55.5	70.0	91.1	91.8	90.2	90.8	10.1	43.8
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Machakos district

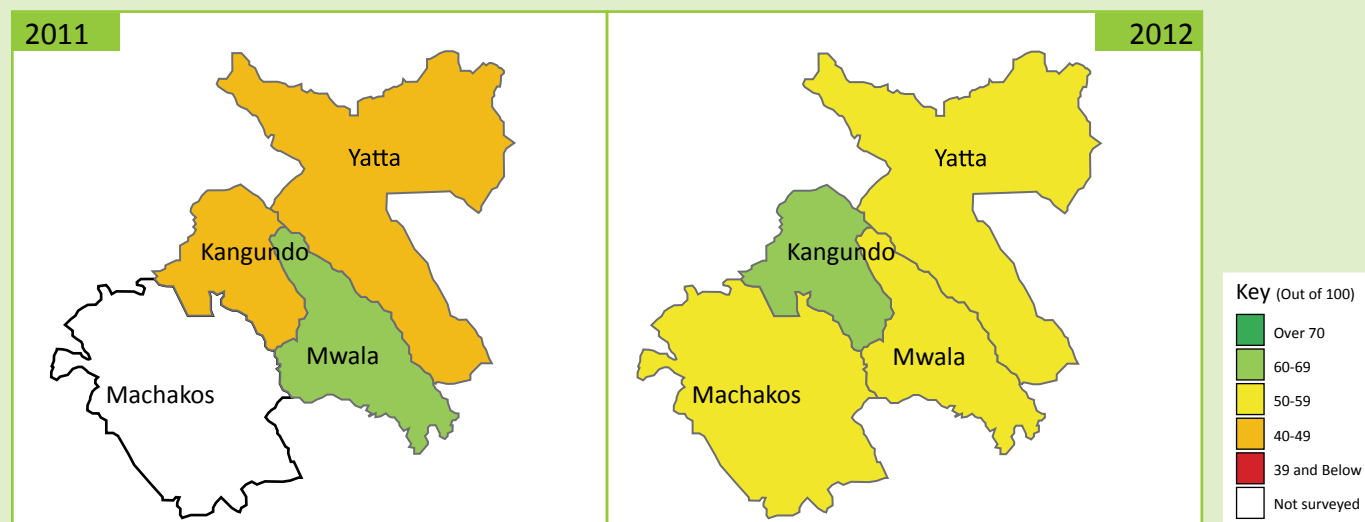
There was a significant improvement in preschool enrollment of children aged 3-5 years in 2012

Literacy levels have dropped while numeracy levels have improved. Half of Class 3 children in Machakos County cannot read a paragraph and aya. There was an improvement in preschool enrolment of children aged 3-5 years in 2012 compared to 2011 and the numbers of children out of school. More children are attending school in the County than the national average. While more learners are attending school in Yatta district in 2012, more teachers are absent in the same district compared to 2011. The average age of a Class 2 teacher in Machakos County is higher than the national average. Overall, only 1 out of 10 of the schools in Machakos County had computers.

Literacy levels are lower than national average, and lowest in Yatta

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Makueni County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
KIBWEZI	38.1	48.3	5.7	6.7	94.5	93.2	52.7	57.5	53.3	55.2	56.8	59.3	88.6	90.0	87.5	94.6	6.9	42.9
MAKUENI	57.7	54.7	3.8	5.1	97.1	96.7	67.4	56.1	62.2	51.4	73.9	63.2	93.7	93.7	92.5	92.6	3.5	42.1
MBOONI	54.7	57.3	2.8	3.0	97.6	98.9	58.6	61.2	54.4	47.9	74.3	76.9	95.1	91.7	89.4	91.7	6.9	45.4
NZAU		48.6		4.5		96.3		33.8		32.1		77.2		89.7		94.0	10.3	46.2
COUNTY AVERAGE	48.0	52.3	4.3	5.2	96.2	95.9	59.3	57.7	56.7	52.3	67.2	64.3	92.3	91.3	89.8	93.2	6.9	44.3
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Nzau district

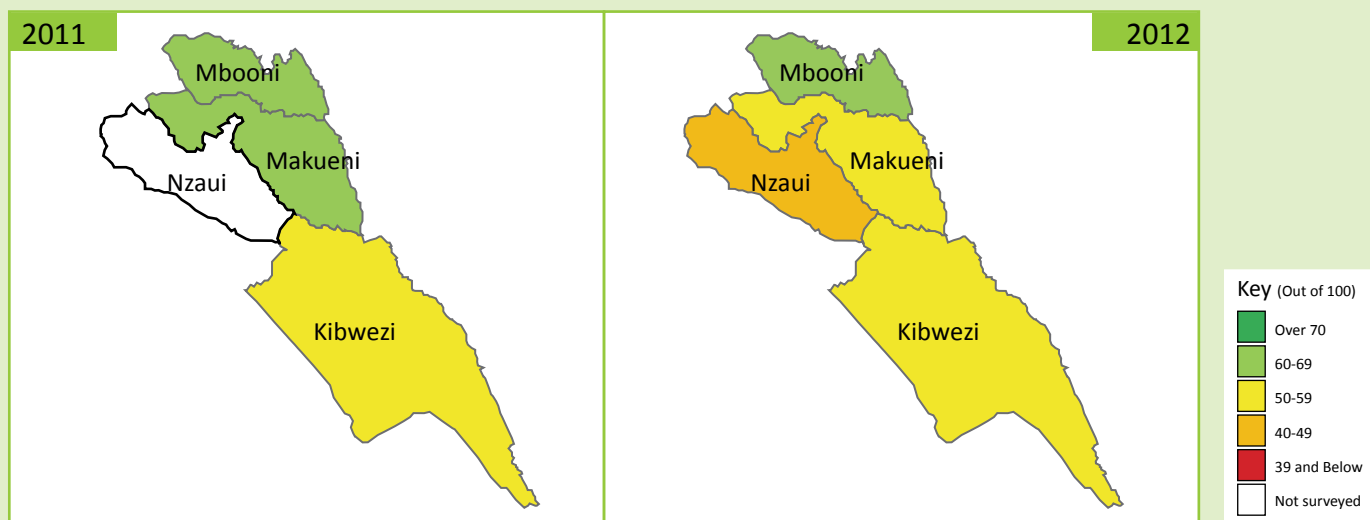
More children are attending school in Makueni County compared to the national average

Learning levels are above national average in both literacy and numeracy. However Nzau is lagging behind where 7 out of 10 children cannot read an English paragraph. Preschool enrolment of children aged 3-5 years in Makueni County is lower than the national average. Kibwezi and Nzau Districts have the lowest preschool enrolment with half of the children aged 3-5 years not attending school. More children are attending school in Makueni County compared to the national average. The number of out of school children in Kibwezi was twice that of Mbooni district. Only 7 out of 100 schools in the County have a computer. The average age of a Class 2 teacher is 44 years.

Kibwezi District has the lowest preschool attendance

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Mandera County*

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
MANDERA CENTRAL	20.1		10.8		75.5		62.4		63.7		57.6		84.1		88.0			
MANDERA EAST	8.5	3.4	12.8	17.0	81.6	78.8	31.5	72.7	30.3	75.4	51.7	60.6	90.6	94.1	97.9	98.7	3.3	33.6
MANDERA WEST	25.6		9.1		88.2		73.5		72.8		71.8		92.4		89.5			
COUNTY AVERAGE	8.5	3.4	12.8	17.0	81.6	78.8	31.5	72.7	30.3	75.4	51.7	60.6	89.7	94.1	91.8	98.7	3.3	33.6
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Mandera Central and Mandera West districts

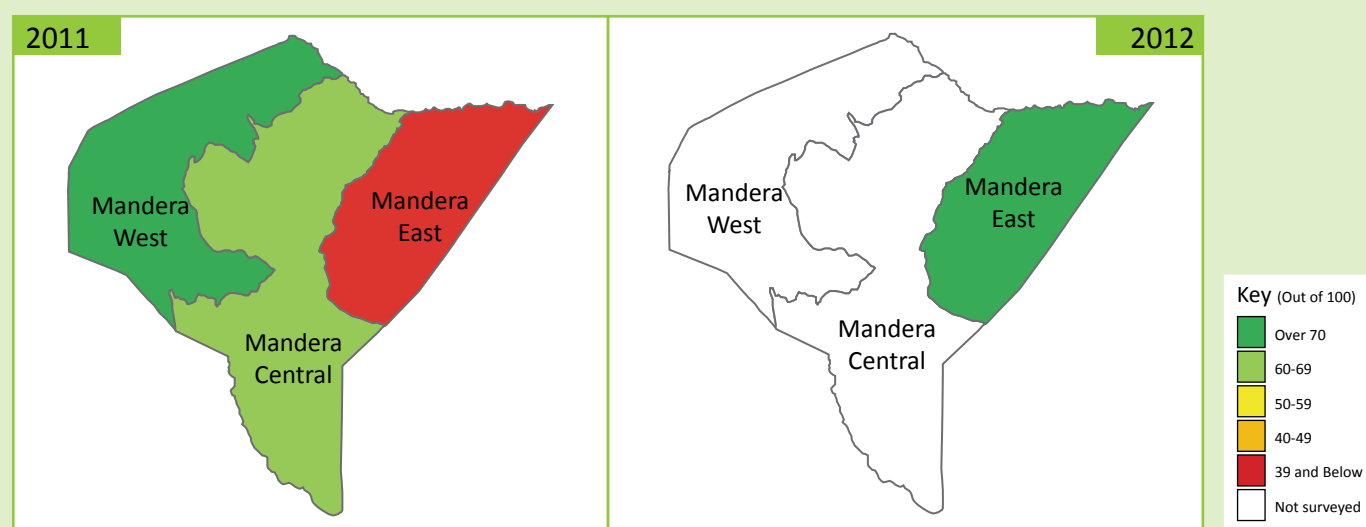
Three out of four class 3 children can read a paragraph and do subtraction

The learning levels in Mandera East District have improved dramatically. In both literacy and numeracy, 3 out of 4 in class 3 can read a paragraph and do subtraction. The number of out of school children in Mandera East District is twice the national average. Schools in Mandera East are 4 times more likely not to have computers than the national average. A Class 2 teacher in Mandera East District is likely to be 8 years younger than the average national age. There was a marginal improvement in both teachers and learners attendance in the Mandera East District, which is above the national average.

The number of out of school children in Mandera East District is 3 times higher than the national average

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



*The 2012 data was collected from only one out of the three District in the county

Marsabit County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
CHALBI		37.8		25.8		91.6		68.5		70.1		62.0		95.5		93.3	8.7	32.4
LAISAMIS		48.2		39.0		84.1		44.9		39.2		63.8		73.9		83.9	0.0	30.1
MARSABIT	57.2	52.4	8.0	10.8	89.2	87.9	42.5	56.8	44.3	52.0	52.0	59.0	91.7	89.8	84.2	80.1	9.5	39.2
MOYALE	41.1	63.8	15.6	12.1	82.2	78.6	42.4	38.4	43.4	33.3	50.6	47.5	84.6	89.0	89.7	87.0	0.0	35.9
COUNTY AVERAGE	46.2	60.2	12.8	11.6	84.9	82.1	42.5	45.6	43.7	40.6	51.0	52.0	88.2	86.3	87.0	85.9	4.2	34.4
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Chalbi and Laissamis districts

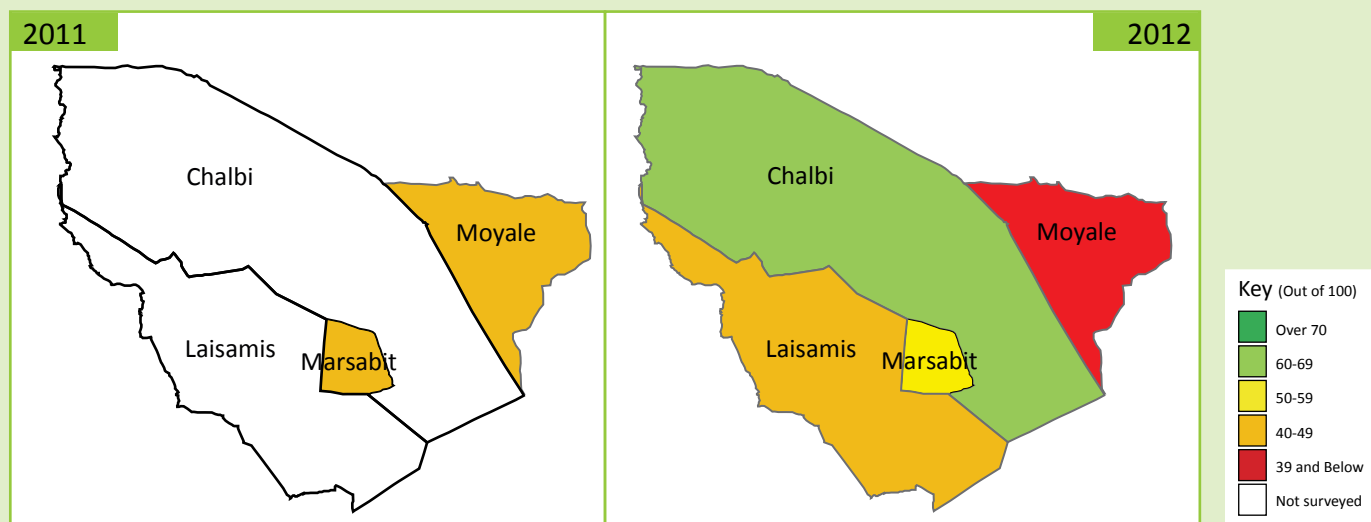
In Chalbi, nearly 7 out of 10 class 3 children can read a paragraph

Generally, learning levels in the County in Kiswahili and numeracy improved slightly compared to 2011. However, there is a decrease in English language skills with variation among the Districts. In Marsabit district, 6 out of 10 children in Class 3 could read a Class 2 Kiswahili paragraph, compared to 4 out of 10 children in 2011. The number of children who could read an English or Kiswahili paragraph in Moyale remained the lowest in the County with a decline recorded from 2011. Chalbi had the highest learning levels in the County. There was a dramatic increase in the number of children aged 3-5 years in preschool in Moyale in 2012. The number of children out of school in Chalbi and Laissamis was three and four times higher than the national average respectively. The number of schools with computers in Marsabit county was 3 times lower than the national average. None of the schools visited in Laissamis and Moyale Districts had a computer. The average age of Class 2 teachers in the County is significantly lower than the national average; Laissamis had the second lowest average age of Class 2 teachers nationally.

On any given day, 3 out of 10 children miss school in Laissamis

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Meru County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
IGEMBE	49.0	57.6	10.3	10.6	90.3	88.6	46.0	37.5	41.1	35.8	44.9	48.2	81.2	84.7	82.0	87.0	6.7	41.0
IMENTI NORTH	64.4	57.1	3.0	7.8	81.9	79.0	69.8	68.0	70.5	57.7	64.7	50.9	89.5	95.3	85.2	91.0	27.6	45.9
IMENTI SOUTH	51.5	79.7	4.3	2.7	80.9	75.7	71.9	79.3	67.5	74.4	73.1	82.3	95.1	94.0	87.8	88.2	20.0	45.8
IMENTI CENTRAL		66.7		3.9		78.8		66.2		63.3		75.9		92.7		89.0	6.5	44.3
TIGANIA	41.3	49.8	5.9	3.5	90.4	86.7	44.2	19.5	44.2	15.3	67.3	62.3	87.8	84.5	78.3	89.1	3.9	44.4
COUNTY AVERAGE	50.9	59.4	6.9	7.6	86.9	84.4	53.7	42.2	51.1	38.1	57.8	54.8	86.2	88.7	83.3	88.7	13.0	44.2
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Imenti Cental district

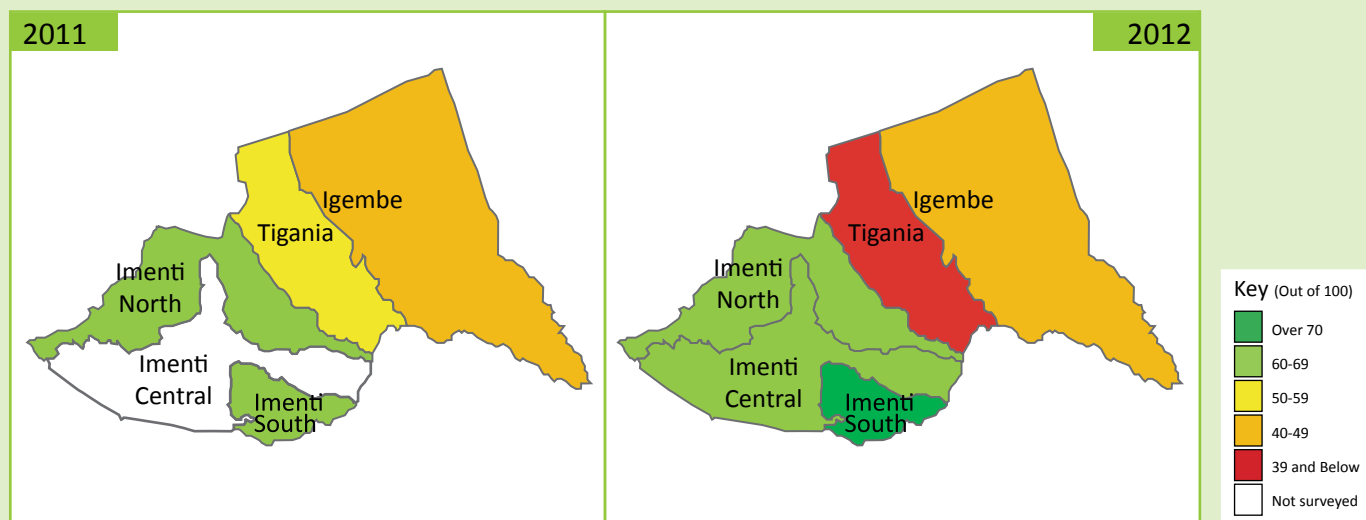
Teacher attendance has improved significantly

Learning levels were lower than the national average with notable disparities between the Districts. A Class 3 child in Imenti South was 4 times likely to read a Kiswahili paragraph than a child in the same Class in Tigania. Preschool enrollment has increased significantly in Meru County. Eight out of 10 children in Imenti South aged 3-5 years were attending preschool compared to 5 out of 10 in 2011. Enrollment of children aged 6-16 years in Meru County is comparable to the national average. Igembe had the highest number of children out of school in the County, three times that of Imenti South and Tigania districts. Thirteen out of 100 schools had computers in the County. 11 out of 100 teachers were absent daily.

Learning levels are lower than the national average with notable disparities among the Districts

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
KURIA EAST	43.1	46.5	6.0	8.6	92.1	85.2	33.4	29.7	29.9	25.4	39.8	42.1	77.0	84.5	92.1	77.5	0.0	41.2
KURIA WEST		62.7		10.1		84.6		39.2		40.4		43.7		79.1		86.1	6.7	38.0
MIGORI	67.2	68.5	11.5	8.2	83.0	84.6	40.3	38.1	38.4	36.4	61.7	51.1	80.8	92.9	72.8	89.7	10.3	40.5
RONGO	65.4	65.7	9.9	10.2	79.5	86.0	50.2	50.0	48.2	52.4	61.3	64.2	76.7	89.6	85.1	88.0	3.5	40.5
COUNTY AVERAGE	62.6	63.0	9.9	9.2	83.3	85.3	42.1	40.8	39.8	40.1	56.5	54.1	78.1	86.4	83.3	85.5	5.2	40.1
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Kuria West district

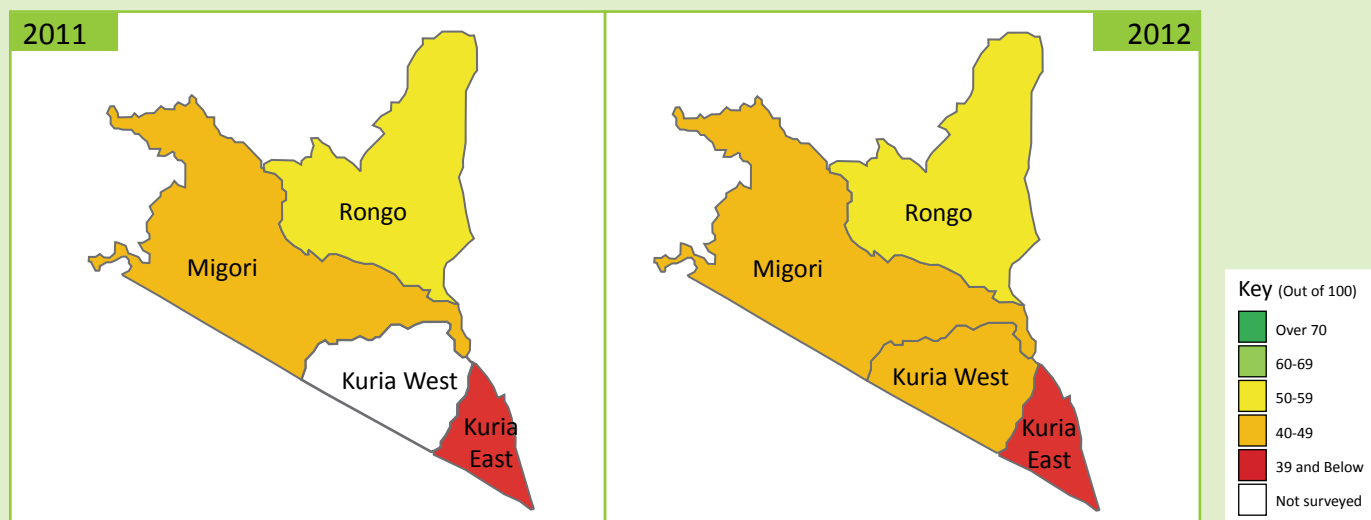
Slightly more children aged 3-5 years are attending preschool in 2012

Learning levels in the County are significantly lower than the national average and have dropped in Kiswahili and numeracy compared to 2011. Only 2 out of 5 Class 3 children can do subtraction in Kuria East and Kuria West Districts. In Migori County, slightly more children aged 3-5 years were attending preschool in 2012 compared to 2011 with disparities among the Districts. A school in Migori District was 10 times likely to have computers than a school in Kuria East district. Learner absenteeism had dropped in 2012.

Only 2 out of 5 class 3 children in Kuria can read a paragraph

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Mombasa County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
KILINDINI		68.8		11.4		52.4		70.5		63.3		75.7		85.4		94.6	41.4	42.8
MOMBASA	66.1	76.3	12.8	10.8	52.2	50.5	80.0	68.4	78.8	63.2	86.8	75.0	90.2	78.3	60.6	94.9	61.9	43.2
COUNTY AVERAGE	66.1	76.3	12.8	10.8	52.2	50.5	80.0	68.4	78.8	63.2	86.8	75.0	90.2	82.5	60.6	94.8	50.0	42.9
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Kilindini district

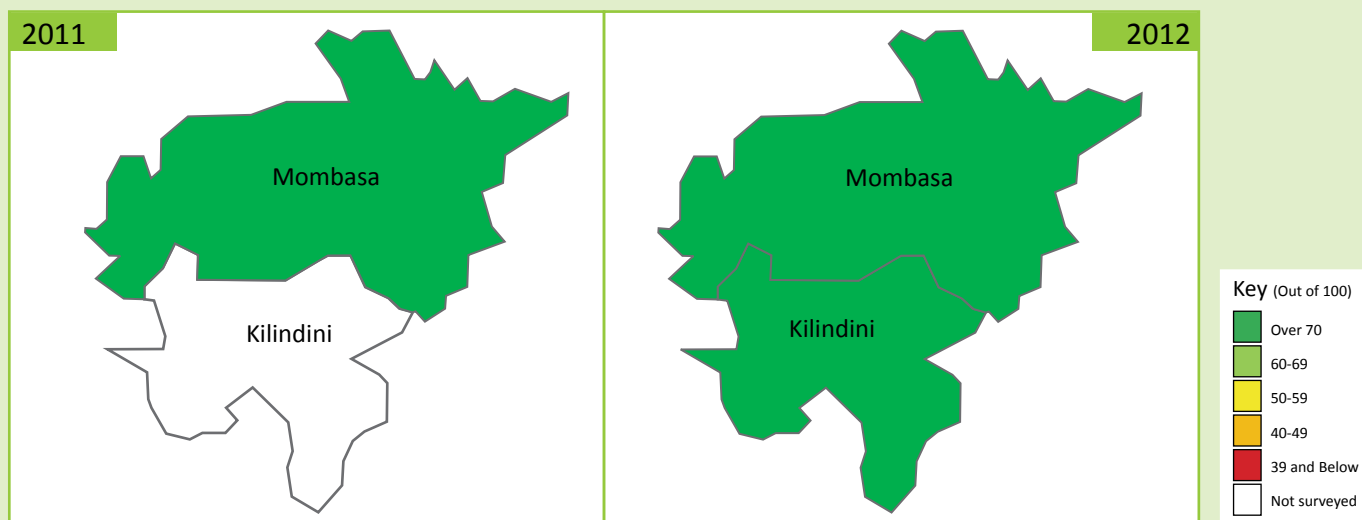
In Mombasa county, 3 out of 4 children in class 3 can read a paragraph

Learning levels of children in Mombasa District are higher than the national average but have dropped significantly compared to 2011. Seven out of 10 Class 3 children can read a paragraph compared to 8 out of 10 children in 2011. Almost 8 out of 10 children aged 3-5 are attending preschool in Mombasa District – a dramatic rise from the year before. The number of out of school children is above the national average. Only half of the children in Mombasa county are attending public schools. Half of the schools in Mombasa county have computers. On average, more teachers attend school daily compared to 2011. On average, 2 out of 10 children miss school daily in Mombasa District. The average age of a Class two teacher is 43 years.

Learning levels in the county have dropped in 2012

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Murang'a County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
GATANGA	63.8	63.9	1.4	2.8	87.4	81.5	64.3	68.6	69.1	60.4	68.2	74.1	94.4	89.0	92.1	90.5	10.3	44.3
MURANG'A NORTH	61.1	55.0	2.1	2.5	92.5	94.7	64.1	80.1	66.7	75.8	66.2	91.8	93.4	94.0	87.1	91.8	6.9	46.4
MURANG'A SOUTH		51.3		2.5		91.0		54.9		47.2		58.0		96.8		92.6	10.0	41.1
COUNTY AVERAGE	61.7	58.0	1.9	2.6	91.4	91.2	64.1	76.5	67.2	70.9	66.6	86.2	94.0	92.8	89.6	91.6	9.0	44.4
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Murang'a South district

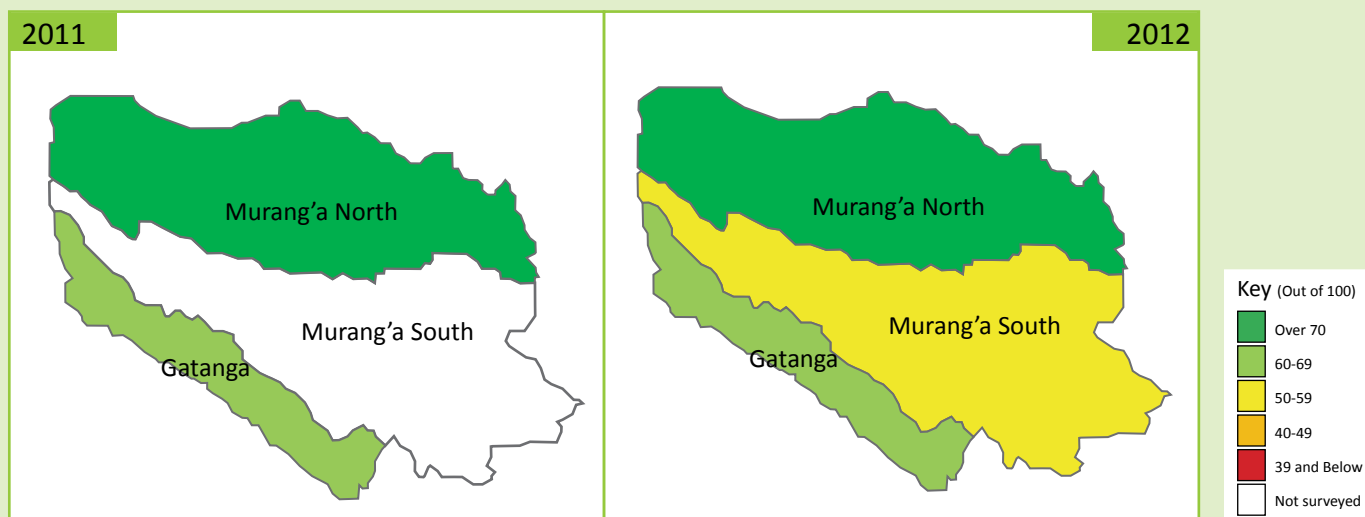
Almost all children aged 6-16 years are enrolled in school

Learning levels were higher than the national average although disparities exist among the Districts. For instance, in Murang'a North District, 9 out of 10 children in Class 3 could do subtraction compared to 6 out of 10 in Murang'a South District. Murang'a North had the highest learning levels while Murang'a South had the lowest in the County. In Murang'a County, slightly more than half of the children aged 3-5 years were attending preschool and almost all children aged 6-16 years were enrolled in school. Daily Learner attendance slightly dropped while teacher attendance had marginally improved in 2012. 9 out of 100 schools had computers in the County.

In Murang'a South, half of children in class 3 cannot read a paragraph

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Nairobi County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
NAIROBI EAST	78.1	64.6	6.3	5.6	49.7	60.4	82.0	85.8	84.2	80.0	81.7	83.2	85.5	90.1	86.1	93.0	48.2	43.6
NAIROBI NORTH		56.3		5.9		55.4		70.9		74.5		59.9		96.8		90.9	40.0	47.3
NAIROBI WEST		72.4		7.3		44.7		72.1		70.4		77.0		98.7		60.3	36.4	41.1
WESTLANDS		68.6		8.1		56.8		86.6		90.2		78.3		62.7		96.3	100.0	43.2
COUNTY AVERAGE	78.1	64.6	6.3	5.6	49.7	60.4	82.0	85.8	84.2	80.0	81.7	83.2	85.5	91.8	86.1	82.6	54.5	44.1
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Nairobi North, Nairobi West and Westlands districts

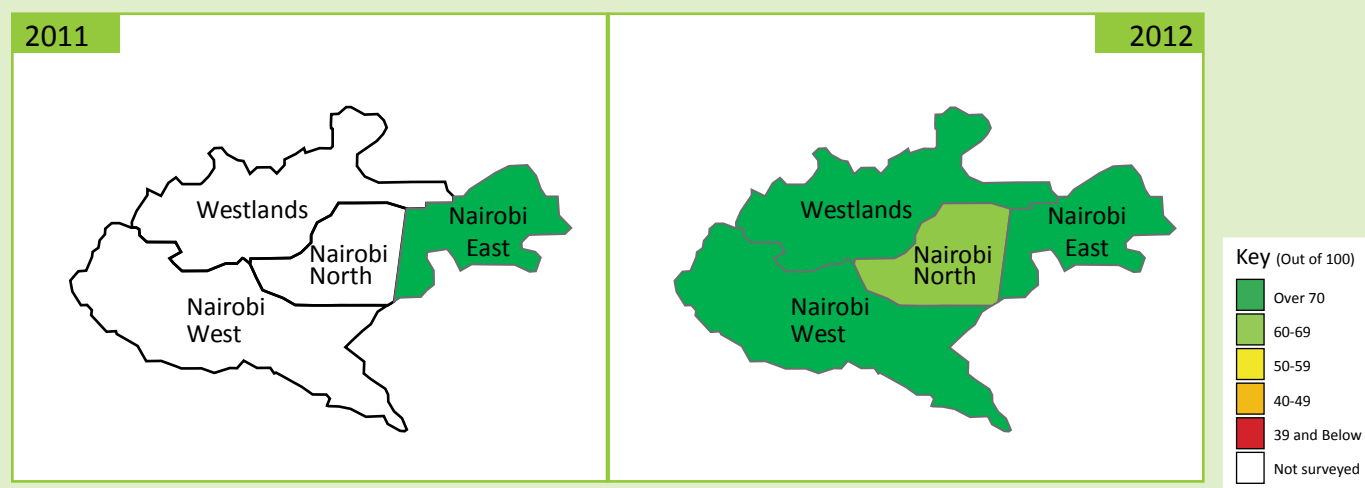
Nine out of 10 class 3 children in Westlands can read a paragraph

Learning levels were higher than the national average although there was a drop from the 2011 learning levels in English. Nairobi County had the highest literacy levels nationally. 8 out of 10 Class 3 children in all Districts could read a Class 2 level English and Kiswahili paragraph as well as do subtraction. There was a significant drop in preschool enrolment of children aged 3-5 years in Nairobi East District. Primary school enrollment was higher than the national average in Nairobi County although disparities are evident among the Districts. The numbers of children aged 6-16 years who were out of school in the County were less than the national average as well as an overall decrease from 2011. The number of pupils attending public schools in Nairobi County was the second lowest nationally. Learner attendance had improved while teacher attendance had dropped. Eight out of 100 children and 17 out of 100 teachers in Nairobi County missed school daily. Nairobi County had the highest number of schools with computers nationally. Slightly more than half of the schools had computers; in Westlands District all schools have computers. The average age of a Class 2 teacher was higher than the national average.

8 out of 100 children in Nairobi County miss school daily

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
MOLO	56.4	59.3	5.6	8.1	83.9	87.8	50.4	44.6	46.6	36.2	69.3	56.3	90.0	89.7	86.7	91.1	13.3	38.4
NAKURU	64.1	58.1	4.3	6.1	87.3	83.8	69.8	63.7	60.5	52.4	65.6	63.1	94.4	92.5	93.8	97.8	26.9	35.5
NAKURU NORTH	58.6	68.6	6.0	5.7	83.8	80.8	51.1	63.5	45.4	57.3	71.9	73.6	90.0	94.0	91.6	90.2	31.0	44.5
NAIVASHA	76.5	74.1	3.8	3.6	84.8	84.5	71.0	61.7	65.5	64.6	70.0	48.0	89.3	84.4	86.0	91.6	72.4	46.6
COUNTY AVERAGE	61.7	63.8	5.1	6.2	84.9	84.1	57.8	58.0	52.1	51.0	69.3	62.9	90.8	90.0	89.5	92.7	36.0	41.3
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

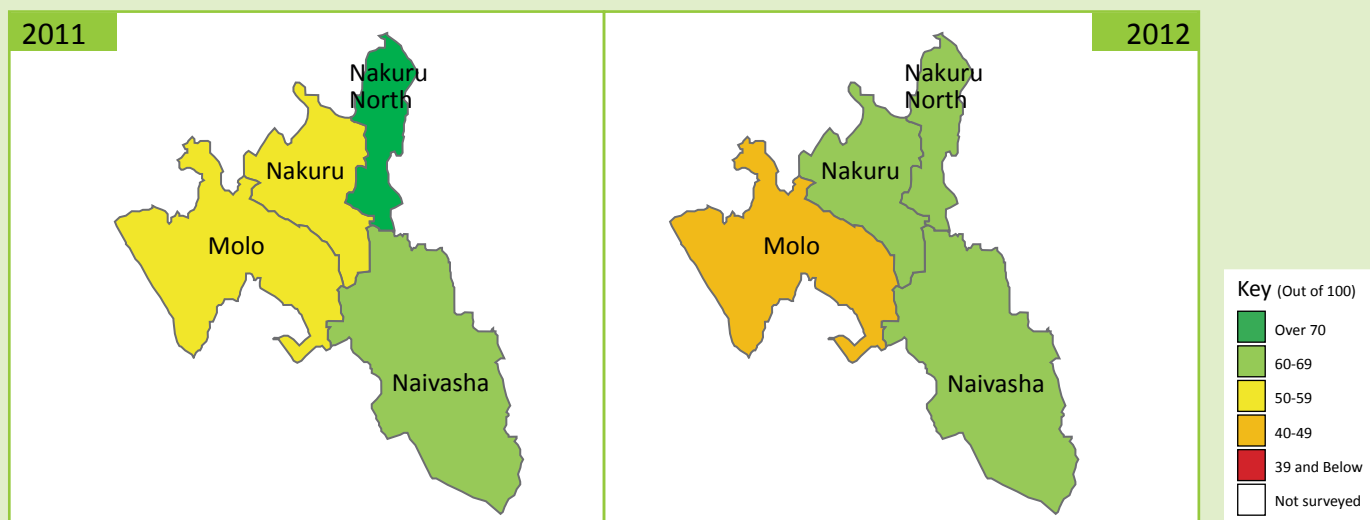
More teachers are at school on any given day

The literacy and numeracy levels are higher than the national average. Five out of 10 Class 3 children in Nakuru District could read a paragraph compared to 6 out of 10 children in 2011. Half of Class 3 children in Naivasha District could do subtraction compared to 7 out of 10 children in 2011. There were slightly more children aged 3-5 years attending preschool in Nakuru County in 2012 than in 2011 with differences noted among the districts. Six out of 100 children aged 6-16 years were out of school. More teachers were attending school daily compared to 2011. A school in Naivasha district was 5 times likely to have a computer than a school in Molo district.

In Naivasha, half of the children in class 3 cannot do subtraction

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Nandi County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
NANDI CENTRAL	61.5	63.4	6.2	7.3	78.7	85.1	70.6	58.5	68.8	61.4	70.4	60.9	87.9	83.4	86.7	90.1	14.8	40.4
NANDI EAST	69.9	69.7	8.4	11.6	92.3	90.1	56.3	62.0	50.6	50.2	63.5	73.9	86.6	88.3	87.5	94.1	10.0	38.3
NANDI NORTH	81.9	80.5	7.3	5.6	79.8	79.4	61.5	72.0	60.0	71.0	74.3	77.7	80.0	87.2	90.2	93.2	3.3	42.1
NANDI SOUTH	63.8	55.7	9.1	7.3	92.6	93.0	64.2	64.3	55.6	45.4	79.2	66.0	82.8	85.9	85.6	91.7	3.3	41.8
TINDERET		64.0		5.4		88.1		49.3		41.1		71.3		83.1		92.3	6.7	41.4
COUNTY AVERAGE	69.0	67.2	7.5	7.7	84.6	86.4	64.1	63.8	60.0	58.5	71.9	68.5	84.6	85.4	87.5	92.2	7.5	40.8
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Tinderet district

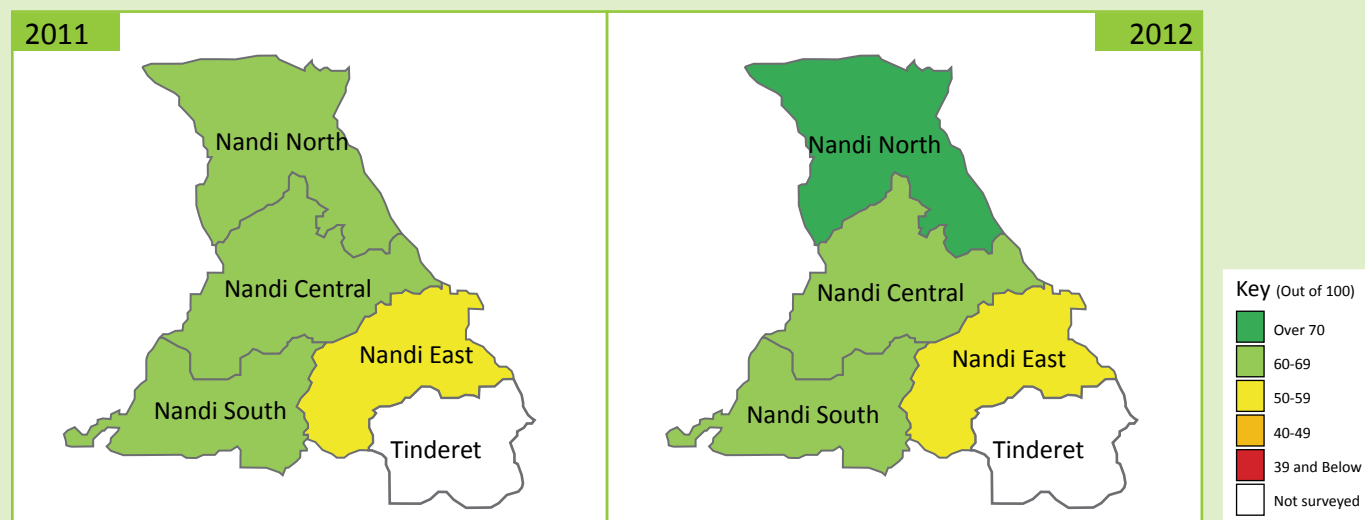
Learning levels have improved in Nandi East and Nandi North

Learning levels in the County were higher than the national average, with marked disparities among the Districts. 4 out of 10 Class 3 children in the County could not read an English or Kiswahili paragraph. Enrollment in preschool was higher than the national average although the overall ratio has declined with significant differences between the Districts. Primary school enrolment in the County was higher than the national average. The average number of children out of school increased in Nandi Central and Nandi East Districts. Nandi Central has four times the number of computers in schools than Nandi North and Nandi South Districts.

Learning levels has dropped in Nandi Central and Nandi South

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Narok County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
NAROK NORTH	37.5	41.8	9.0	14.2	88.9	84.6	47.8	58.3	42.1	52.1	40.3	52.4	89.8	90.4	87.8	89.7	14.8	35.3
NAROK SOUTH	38.7	40.7	28.8	21.2	88.8	86.4	55.2	40.8	50.8	31.6	65.8	44.8	81.9	99.1	89.0	91.7	11.1	30.7
TRANSMARA	51.6	52.4	10.5	8.7	81.2	80.4	50.8	31.3	43.7	27.3	54.7	48.2	87.4	82.9	80.8	63.7	10.3	35.7
COUNTY AVERAGE	42.4	44.8	15.9	14.9	86.2	83.7	50.9	44.1	45.1	37.8	52.4	48.9	86.7	90.1	85.8	79.3	12.1	33.9
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

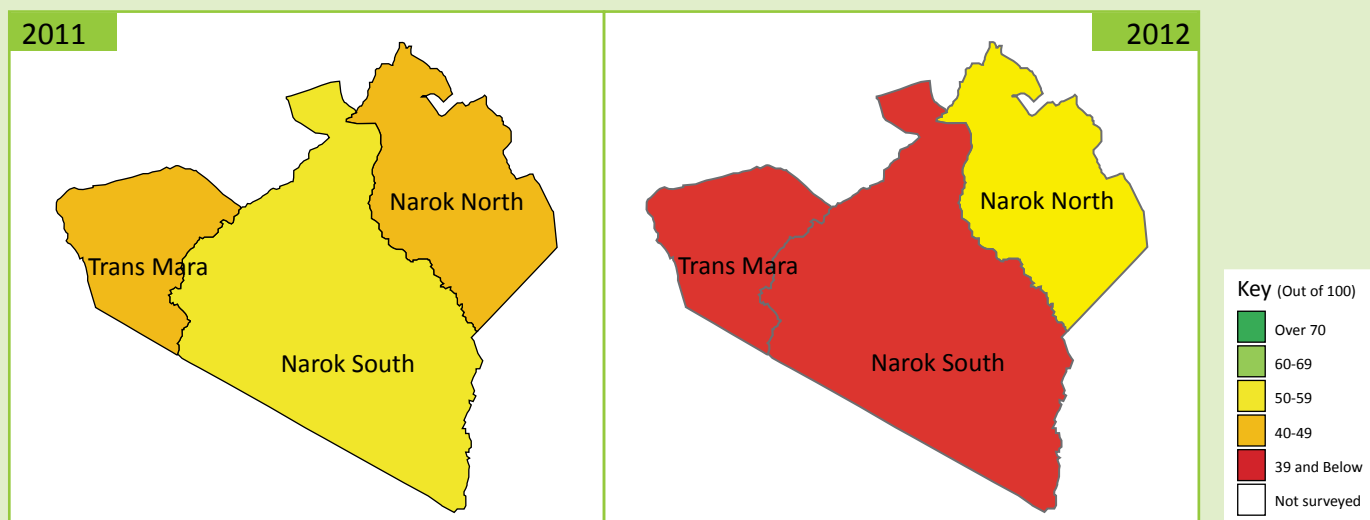
Learner absenteeism has decreased in 2012

Learning levels in Transmara dropped dramatically with only 1 in 3 children Class 3 student able to read a Kiswahili and English paragraph. Half of the children aged 3-5 years in Narok County were not attending preschool. 15 out of 100 children aged 6-16 years are out of school. Narok South had the highest number of out of school children with 1 in 5 not attending. Learning levels were very low in the County and had dropped from the 2011 levels. Learner attendance increased in 2012 with 9 out of 10 children in school on any given day. Teacher attendance dropped, with 21 out of 100 teachers missing school daily. 1 out of 8 schools had computers, a rate similar to the national average. The average age of a Class 2 teacher in the County was significantly lower than the national average.

Learning levels have dropped, and 1 out of 5 teachers miss school daily

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Nyamira County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
BORABU		81.3		4.7		83.7		68.8		70.6		58.1		94.2		94.7	3.6	48.4
MANGA	58.5	82.2	4.6	4.3	78.1	79.7	68.8	51.7	65.0	43.4	74.6	66.7	82.1	90.7	93.0	89.0	6.7	45.3
NYAMIRA		65.7		3.6		77.1		43.4		34.3		63.5		88.8		93.1	0.0	43.7
COUNTY AVERAGE	58.5	82.2	4.6	4.3	78.1	79.7	68.8	51.7	65.0	43.4	74.6	66.7	82.1	91.0	93.0	92.2	3.4	45.7
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Borabu and Nyamira districts

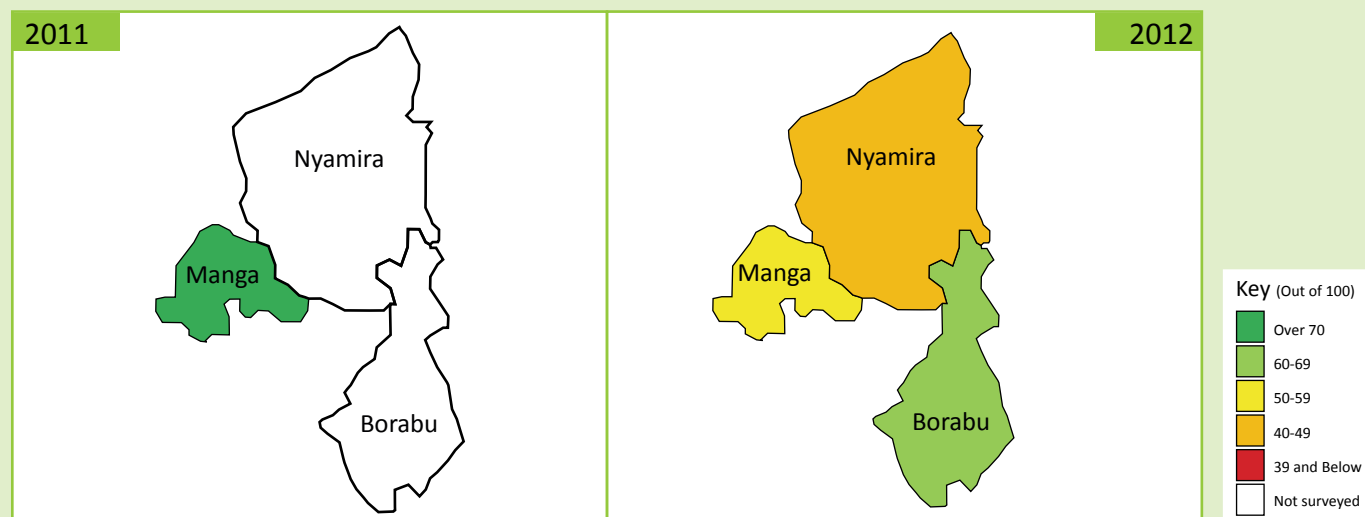
The number of children 3-5 attending preschool has dramatically increased

Most children in the County are enrolled in school with learning levels dropping between 2011 and 2012 and lower than the national average except in numeracy. Half of Class 3 children in Manga District cannot read a Kiswahili and English paragraph. The number of children aged 3-5 years attending preschool in Manga District has increased and is significantly higher than the national average. Nine out of 100 learners miss school daily as opposed to 18 out of 100 in 2011. Only 3 out of 100 schools have computers in the County – one-quarter of the national average. None of the schools visited in Nyamira District had a computer. The average age of a Class 2 teacher in Nyamira County is higher than the national average.

Half of Class 3 children in the County cannot read a Kiswahili paragraph

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Nyandarua County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
NYANDARUA NORTH	64.6	73.8	5.3	4.0	83.3	83.0	63.7	64.6	61.6	58.3	73.8	75.6	86.3	92.7	87.3	90.9	8.3	40.3
NYANDARUA SOUTH	61.5	67.3	3.4	2.4	87.7	79.5	42.6	59.6	45.6	52.1	62.7	62.5	98.2	93.2	95.3	90.4	3.3	37.1
COUNTY AVERAGE	63.0	71.1	4.4	3.2	85.4	81.2	53.5	61.7	53.9	54.7	68.4	68.0	92.8	93.0	91.3	90.5	5.6	38.6
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

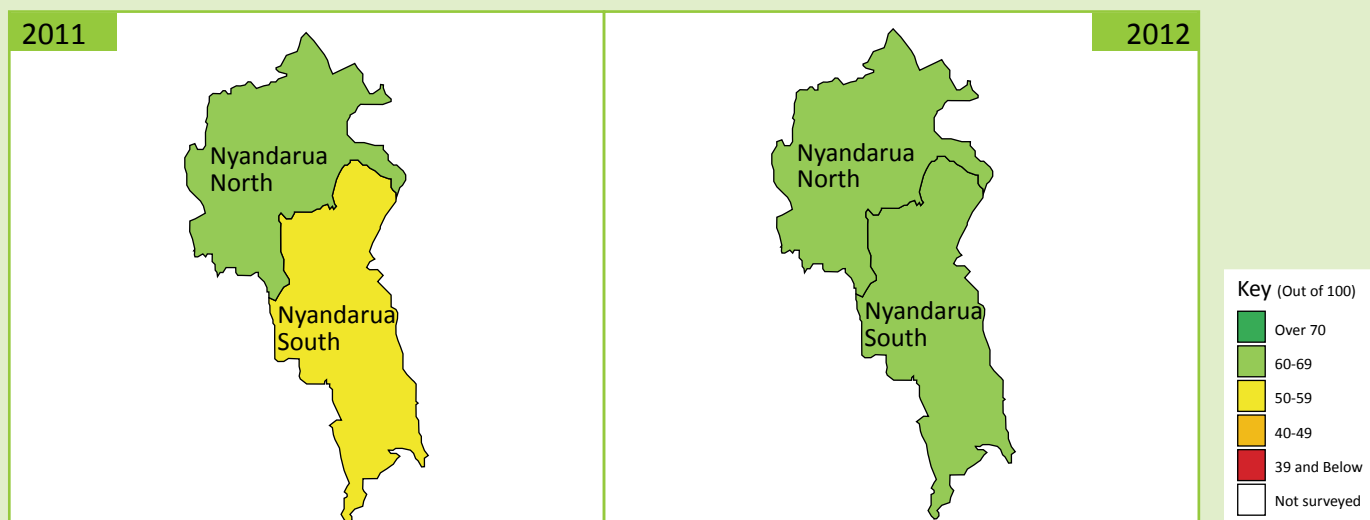
Literacy levels have improved and are above the national average

Learning levels in the County were higher than the national average. Almost 6 out of 10 Class 3 children in Nyandarua South could read a Kiswahili paragraph compared to 4 out of 10 in 2011. Preschool enrollment improved significantly in 2012 and was higher than the national average. 7 out of 10 children aged 3-5 years were attending school as opposed to 6 out of 10 children in 2011. 3 out of 100 children were out of school in the County compared to 4 out of 100 nationally. 7 out of 100 children and 9 out of 100 teachers missed school daily. Only 6 out of 100 schools in the County had computers. A school in Nyandarua North was more than two times likely to have computers than a school in Nyandarua South.

Seven out of 100 children miss school daily

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Nyeri County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
NYERI NORTH		76.2		3.8		87.6		62.9		57.6		66.8		87.9		93.5	13.3	46.0
NYERI SOUTH	76.7	71.4	2.0	3.9	90.2	82.2	76.9	77.4	74.1	71.8	77.6	76.9	89.5	92.1	89.5	95.9	24.1	45.8
COUNTY AVERAGE	76.7	71.4	2.0	3.9	90.2	82.2	76.9	77.4	74.1	71.8	77.6	76.9	89.5	89.9	89.5	94.6	18.6	45.9
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Nyeri North district

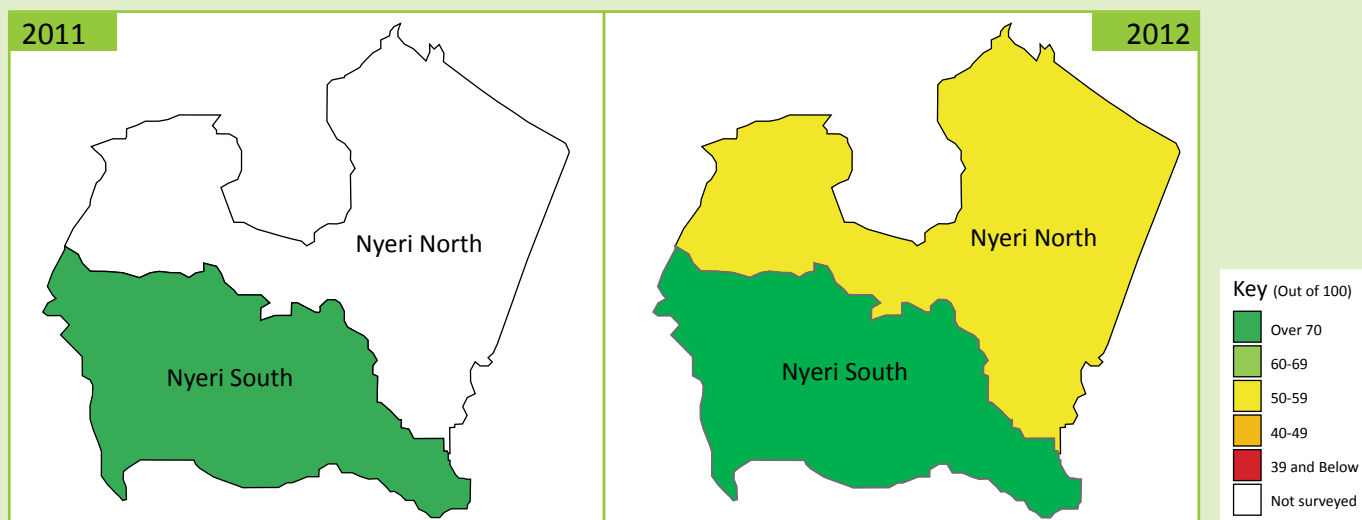
Nearly all children attend school, and learning levels are well above national average

Learning levels in the County were higher than the national average with a slight decline in the County over the past year. 7 out of 10 Class 3 children in all Districts can read a paragraph and do subtraction. Preschool enrollment reduced significantly in Nyeri South in 2012 but is higher than the national average. Four out of 100 children were out of school in the County compared to 2 out of 100 in 2011; which is 50 percent better than the national rate. Ten out of 100 children and 5 out of 100 teachers missed school daily. 18 out of 100 schools in the County had computers, which is more than one and half times the national average.

There is a slight drop in reading English and doing Math

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Samburu County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
SAMBURU CENTRAL	72.7	48.8	17.4	18.4	96.9	94.7	49.2	32.2	45.4	28.1	49.7	28.9	84.3	71.7	74.5	84.3	4.0	38.6
SAMBURU EAST	55.5	55.3	49.1	43.2	88.2	92.7	39.0	39.4	33.2	33.8	42.8	57.1	89.2	85.0	86.4	94.1	6.7	36.6
SAMBURU NORTH	62.6	76.5	30.7	30.1	92.7	96.4	53.2	43.5	55.7	45.4	47.5	43.4	90.1	90.2	81.8	80.1	10.0	36.4
COUNTY AVERAGE	65.1	58.9	28.5	27.8	94.4	94.7	48.7	36.5	46.1	33.8	48.2	37.9	87.7	81.3	80.9	86.1	7.1	37.1
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

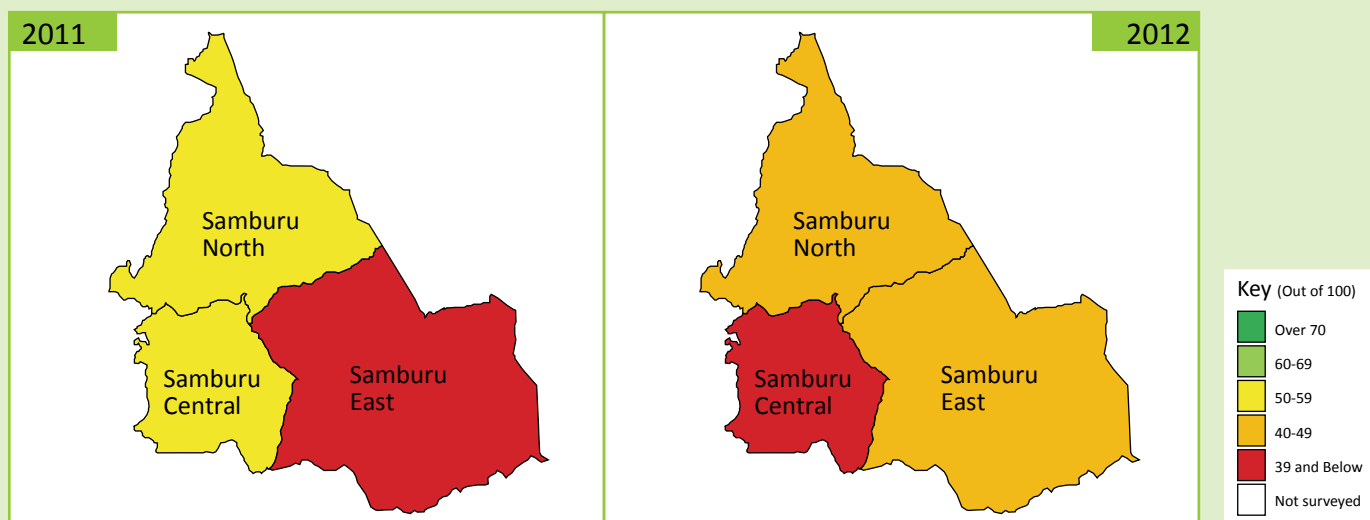
Over 4 out of 10 children in Samburu East are not enrolled in school

The learning levels declined across the County with only 1 out of 3 children in Class 3 able to read a paragraph and do subtraction. In Samburu Central, numeracy levels are less than half the national average. The number of children aged 3-5 years enrolled in preschool in Samburu Central District dropped markedly in 2012. 5 out of 10 children were attending school down from 7 out of 10 children in 2011. Children in Samburu County were three times more likely to be out of school compared to the national average. In Samburu East, 4 out of 10 children were out of school. There were 7 out of 100 schools with computers in the County. The average age of a Class 2 teacher was lower than the national average.

Learning levels have declined markedly in the County

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Siaya County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
BONDO	60.6	61.0	6.9	7.7	96.1	96.0	42.9	40.7	42.4	36.1	74.0	53.5	88.7	91.1	81.5	112.7	11.5	42.3
RARIEDA	71.7	57.0	10.5	6.9	96.0	94.6	31.6	27.4	27.5	15.2	53.6	61.8	87.9	77.1	87.8	85.5	6.9	40.8
SIAYA		53.2		10.6		95.8		48.8		43.7		62.5		90.4		85.9	10.0	41.9
COUNTY AVERAGE	65.6	59.3	8.5	7.3	96.1	95.4	38.0	34.9	35.9	27.1	65.2	57.1	88.3	86.8	84.6	94.8	9.4	41.7
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Siaya district

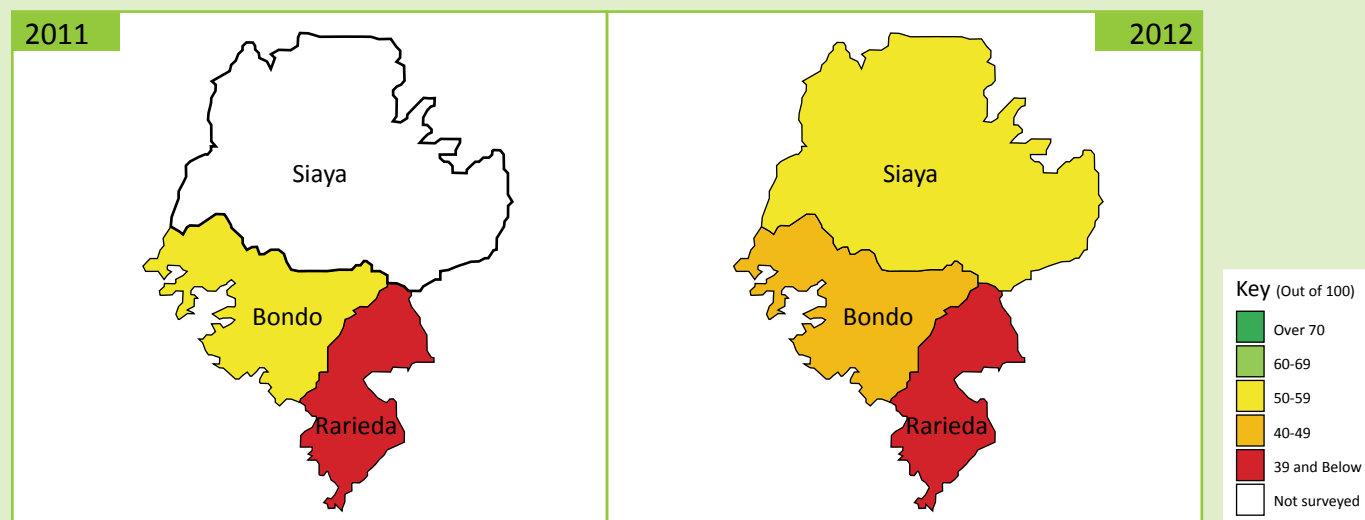
Learner and Teacher attendance has increased in 2012

Learning levels in the County are way below the national average. Four out of 10 children in Class 3 were able to read a Kiswahili and English paragraph compared to over 5 out of 10 children nationally. Numeracy levels have declined and are significantly lower than the national average. In Rarieda only 15 out of 100 children in class 3 can read an English paragraph, as compared to 40 out of 100 in Siaya. On average the number of children 3-5 years in preschool reduced in 2012 to 6 from 7 out of 10 in 2011. The out of school children is below the national average. Teacher attendance improved significantly in 2012. There were 9 schools out of every 100 with computers in the County compared to 12 out of 100 nationally.

In Rarieda, few children in class 3 can read an English paragraph, the worst nationally

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Taita Taveta County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
TAITA	69.3	72.8	5.8	3.1	92.7	89.2	75.1	73.0	67.6	60.2	76.8	76.1	99.3	94.0	79.0	92.2	17.2	41.8
TAVETA	65.7	69.4	7.0	4.4	93.7	91.4	54.9	66.3	42.5	57.2	70.7	61.1	89.4	94.9	79.5	94.4	3.3	41.5
COUNTY AVERAGE	68.3	71.9	6.1	3.4	93.0	89.7	70.3	71.5	61.7	59.6	75.3	72.8	93.6	94.6	79.2	93.5	10.2	41.7
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

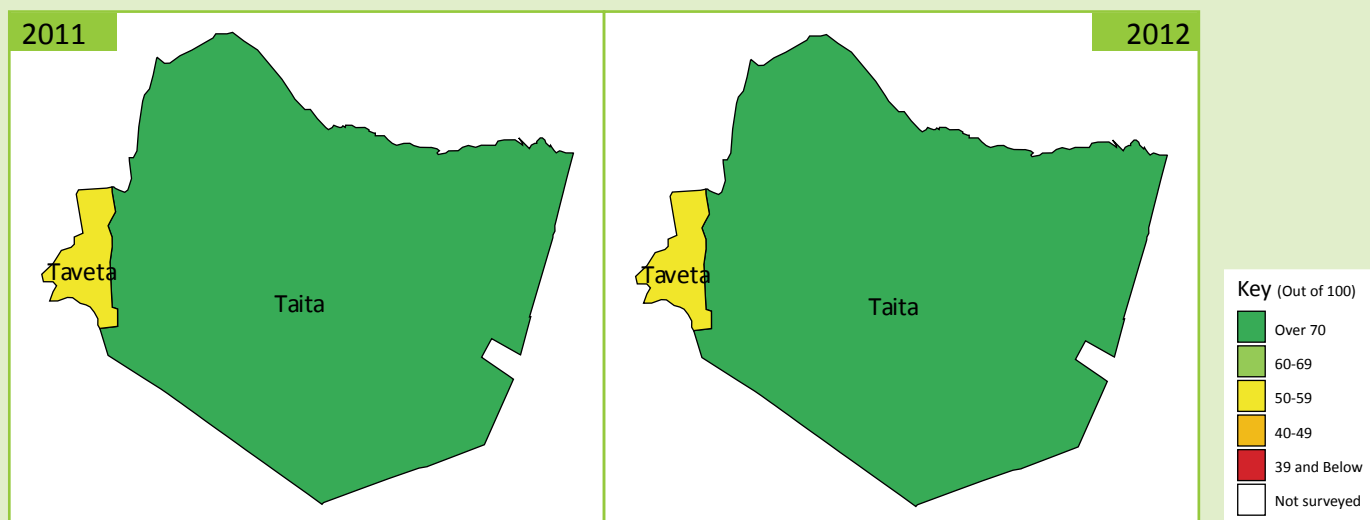
Over 95% of children aged 6-16 years are in school in 2012 in the County

Literacy and numeracy learning levels remained constant and way higher than the national average for both districts in the County. However literacy and numeracy levels in Taveta are around 10 points lower than Taita. Preschool enrolment in Taita Taveta was higher than the national average with more than 7 out of 10 children enrolled in preschool in 2012. Over 95 percent of children aged 6-16 years were in school. Learner attendance remained constant while teacher attendance improved dramatically to 9 out of 10 in 2012. On average 1 out of 10 schools had computers in the County. However, Taita district has over five times the number of computers compared to Taveta District.

Numeracy levels have dropped in Taveta District

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Tana River County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
TANA DELTA	69.3	72.8	5.8	3.1	92.7	89.2	75.1	73.0	67.6	60.2	76.8	76.1	79.7	85.4	82.9	85.2	3.7	43.5
TANA RIVER	65.7	69.4	7.0	4.4	93.7	91.4	54.9	66.3	42.5	57.2	70.7	61.1	86.6	86.2	83.1	90.8	0.0	37.4
COUNTY AVERAGE	68.3	71.9	6.1	3.4	93.0	89.7	70.3	71.5	61.7	59.6	75.3	72.8	83.4	85.8	83.0	88.7	1.9	40.7
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

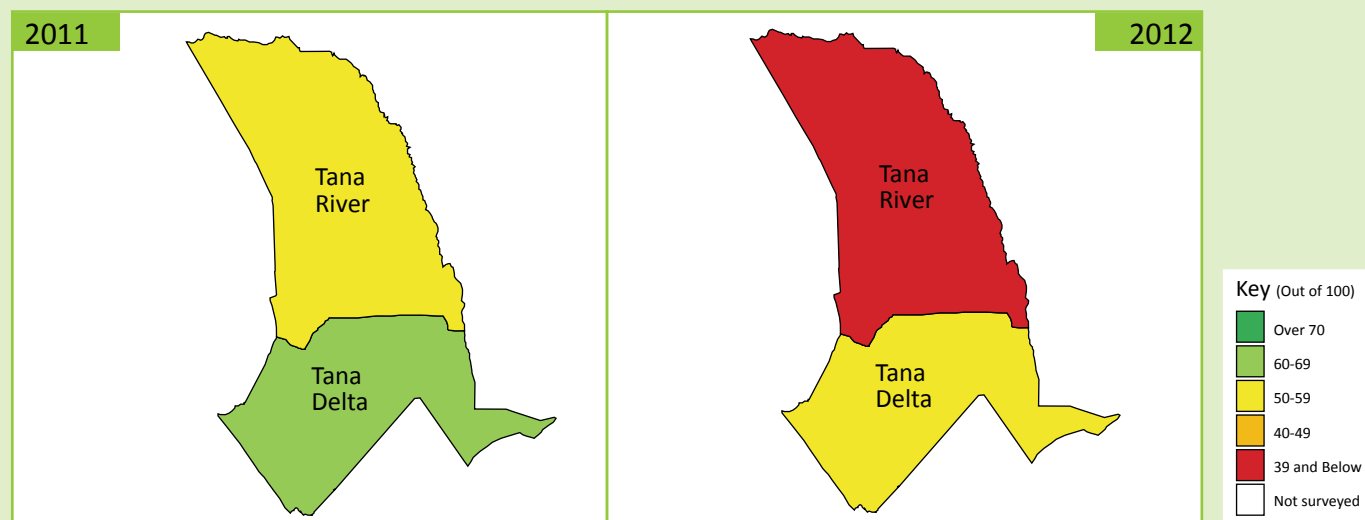
Learner and teacher attendance has improved

There was a marked decrease in English and numeracy levels in the County. However, class 3 children in Tana River County are reading and doing math above the national average. Preschool enrollment in the County is above the national average with 7 out of 10 children aged 3-5 years enrolled in preschool. Children in Tana River County are more than twice as likely to be in school compared to the national average. Learner and teacher attendance increased in 2012. The number of schools with computers in the County was six times lower than the national average. No school visited in Tana River district had a computer.

County learning levels have declined in English and numeracy

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Tharaka Nithi County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
MAARA		63.2		3.6		91.8		73.6		67.4		88.4		95.5		88.8	6.9	47.2
MERU SOUTH	57.8	60.6	5.1	5.1	90.4	88.7	67.5	65.2	60.5	58.2	85.4	79.4	81.5	91.1	85.0	89.9	0.0	45.9
THARAKA	52.0	65.1	6.8	4.9	95.0	90.8	60.9	62.2	56.8	54.2	66.9	81.2	80.8	91.7	87.8	89.0	10.3	40.8
COUNTY AVERAGE	55.1	63.1	6.0	5.0	92.8	89.8	63.8	63.7	58.4	56.2	74.9	80.3	81.1	92.7	86.4	89.2	5.7	44.7
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Maara district

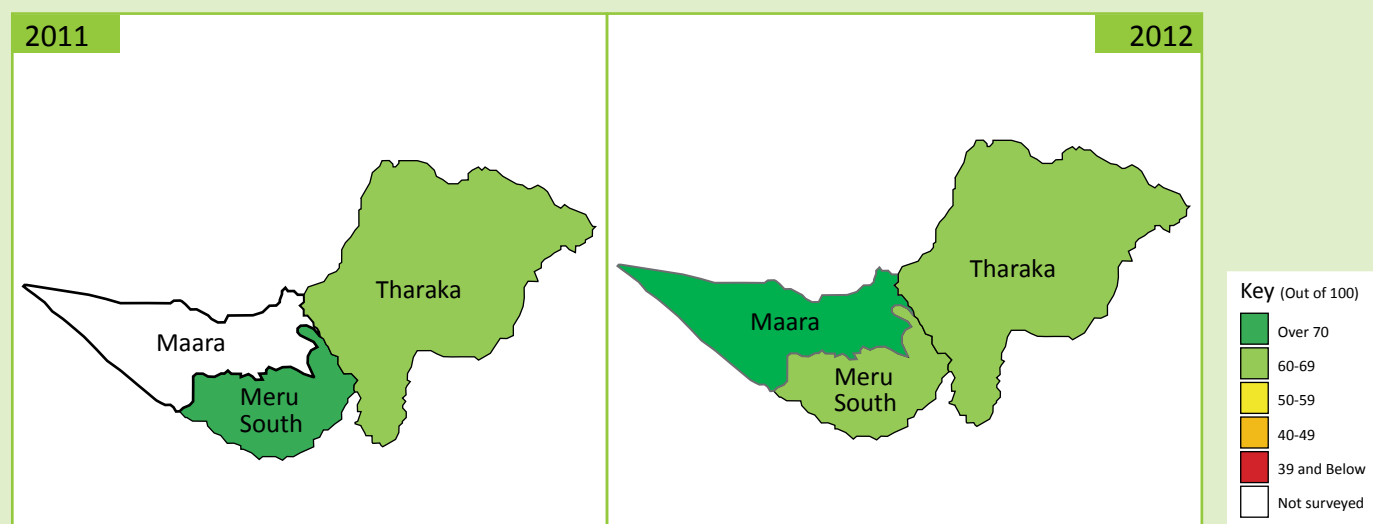
Numeracy levels have improved and learning levels are well above average

Numeracy levels increased while literacy levels slightly decreased within the districts with 6 out of 10 children in Class 3 being able to read a paragraph and do subtraction. Learning levels are highest in Maara, and lowest in Tharaka. Preschool enrollment was higher than the national average, with significant improvement from 2011. The number of out of school children is lower than the national average with gains made over the past year. Learner attendance increased to 9 out of 10 children from 8 out of 10 in 2011. Teacher attendance increased slightly with an average of 9 out of 10 teachers attending school on a given day. There were only 6 out of 100 schools with computers although no school visited in Meru South district had a computer.

No school visited in Meru South had a computer

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Trans Nzoia County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
KWANZA	46.9	38.2	6.4	6.1	87.3	82.3	35.0	22.2	28.8	18.0	51.3	40.6	84.5	75.8	85.7	89.1	0.0	39.8
TRANS NZOIA EAST	51.5	58.3	6.2	7.9	84.6	87.0	47.3	68.0	37.4	57.1	51.5	67.6	86.6	96.9	86.4	91.8	0.0	40.9
TRANS NZOIA WEST	61.9	60.4	8.0	7.5	79.4	80.0	52.9	56.1	46.7	53.2	62.2	60.7	84.5	93.4	82.5	89.1	6.7	45.5
COUNTY AVERAGE	56.7	54.6	7.1	7.2	82.9	82.2	46.3	50.2	39.2	45.0	56.5	57.2	85.1	88.5	84.9	90.0	2.3	42.2
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

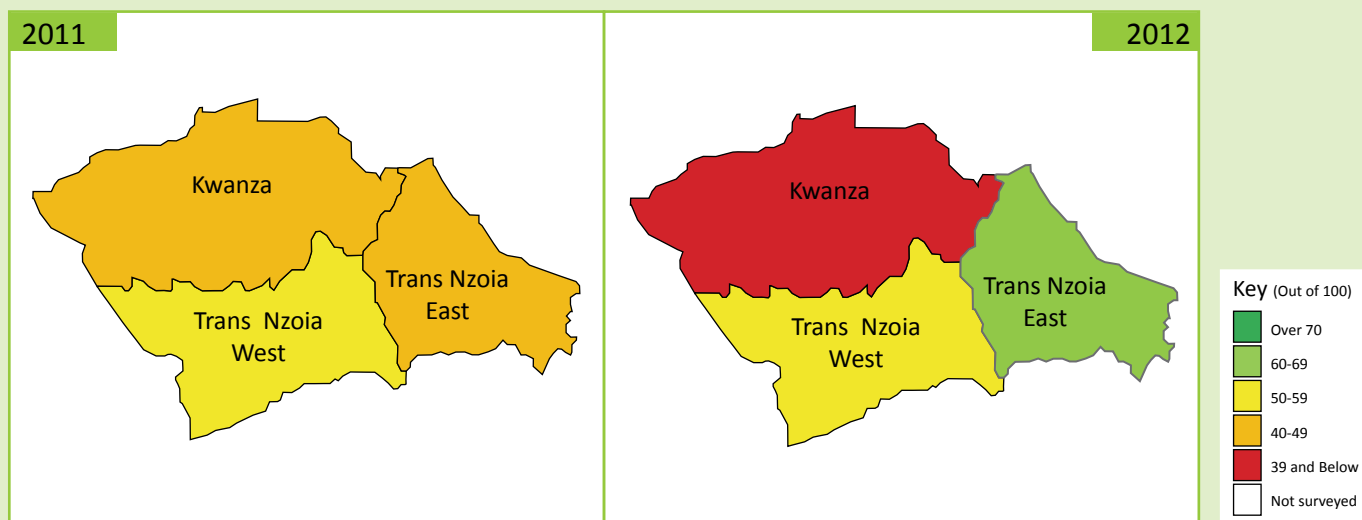
There were markedly more children who could read an English paragraph in Trans Nzoia East

The learning levels were low in Kwanza with 2 out of 10 children in Class 3 being able to read aya or paragraph in 2012 compared to more than 5 out of 10 in Trans Nzoia East and Trans Nzoia West. Learning levels remain lower than the national averages. Preschool enrollment remained low in Kwanza with 4 out of 10 children enrolled compared to 6 out of 10 in Trans Nzoia West. Learner and teacher attendance has improved. Only 2 out of 100 schools had computers. None of the schools visited in Kwanza and Trans Nzoia East districts had a computer.

Numeracy and literacy levels have declined in Kwanza District

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Turkana County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
TURKANA CENTRAL	57.9	72.5	40.4	16.2	90.8	93.2	26.2	40.1	17.2	38.5	34.6	43.5	62.4	89.9	73.9	83.5	3.3	38.3
TURKANA NORTH		56.8		22.0		88.8		42.9		39.8		55.8		81.8		80.4	3.3	34.8
TURKANA SOUTH	50.4	34.9	32.3	28.5	97.6	97.7	23.1	46.6	15.9	40.1	52.1	69.4	80.0	89.1	83.5	86.5	0.0	34.3
COUNTY AVERAGE	55.5	57.1	36.7	21.6	94.2	95.0	24.7	42.8	16.6	39.2	43.1	54.2	72.0	87.8	78.7	83.6	2.3	36.0
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Turkana North district

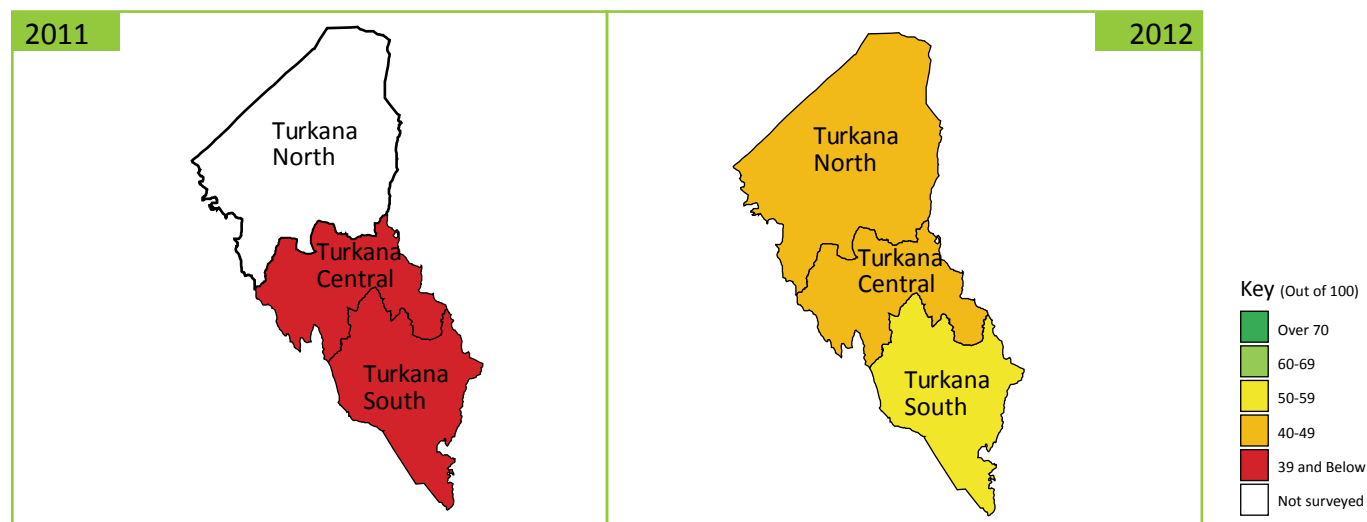
Learning levels have improved dramatically in the County

Literacy and numeracy levels in Turkana have improved dramatically. The number of children who could read a Kiswahili and English paragraph increased to 4 out of 10 children from 2 out of 10 in 2011. Numeracy levels are markedly higher in Turkana South as compared to Turkana Central and North. The number of children enrolled in preschool has increased; however, disparities exist within the Districts. A child in Turkana Central is twice as likely to be enrolled in preschool compared to one in Turkana South. The number of out of school children in the County decreased to 2 out of 10 in 2012 from 3 out of 10 in 2011, but is two and a half times higher than the national average. Teacher and Learner attendance improved within the County. There were on average 2 out of 100 schools with a computer, one-sixth of the national average. No school visited in Turkana South owned a computer. The average age of a Class 2 teacher was significantly lower than the national average.

No school visited in Turkana South District had a computer

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Uasin Gishu County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%)of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
ELDORET EAST	68.9	72.8	3.7	7.3	87.2	84.5	76.1	64.8	67.0	62.9	54.4	63.2	90.6		87.3	95.4	24.1	43.4
ELDORET WEST		64.6		7.4		76.2		70.5		66.0		70.7		89.2		87.8	20.0	43.8
WARENG	56.0	54.0	7.3	9.2	80.4	72.0	72.7	70.0	65.5	67.0	58.2	62.0	79.1		86.8	87.5	26.9	44.5
COUNTY AVERAGE	61.6	61.7	5.7	8.3	83.5	77.7	74.0	67.6	66.1	65.1	56.7	62.5	84.0		87.0	89.7	23.5	43.9
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Eldoret West district

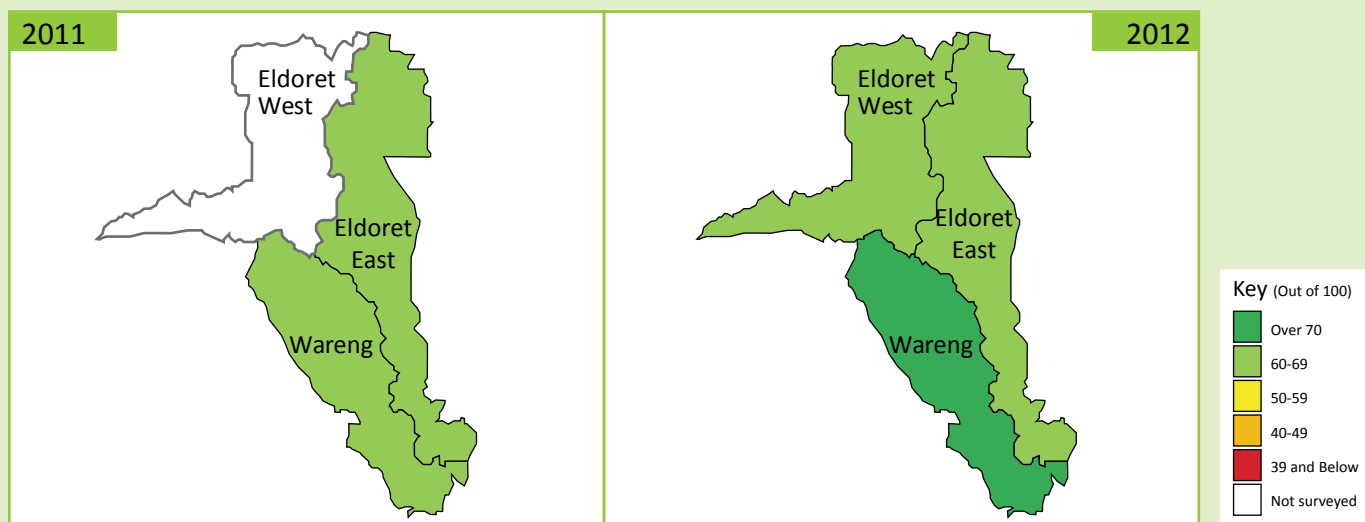
The County has twice the number of computers compared to the national average

Learning levels have declined for literacy and increased for numeracy. English and math level improved in Wareng District whilst only a significant increase in numeracy is evident in Eldoret East District. Eldoret West posted the highest numeracy levels in the County, with average 7 out of 10 children in class able to read a Kiswahili paragraph. Preschool enrollment among children aged 3-5 years remained constant and continues to be above the national average. The number of children who were out of school increased but were still lower than the national average. Teacher attendance slightly increased in the County except in Eldoret East which showed a marked increase in attendance. There were twice as many schools with computers in the County compared to the national average.

Reading levels in Kiswahili have declined significantly

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Vihiga County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
EMUHAYA	57.2	55.9	5.8	7.5	92.2	96.9	39.7	51.8	38.1	41.4	54.3	61.7	88.4	92.0	87.4	91.3	6.7	44.8
HAMISI	51.3	56.9	5.4	5.2	95.9	95.4	56.5	30.6	56.8	28.6	73.8	49.5	86.1	84.6	89.8	89.7	3.3	44.3
VIHIGA		57.2		4.1		95.8		52.2		40.9		60.2		91.0		90.4	3.3	46.3
COUNTY AVERAGE	54.6	56.3	5.6	6.4	93.9	96.2	48.3	41.6	47.7	35.2	64.3	55.8	87.5	89.4	88.6	90.6	4.4	45.2
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Vihiga district

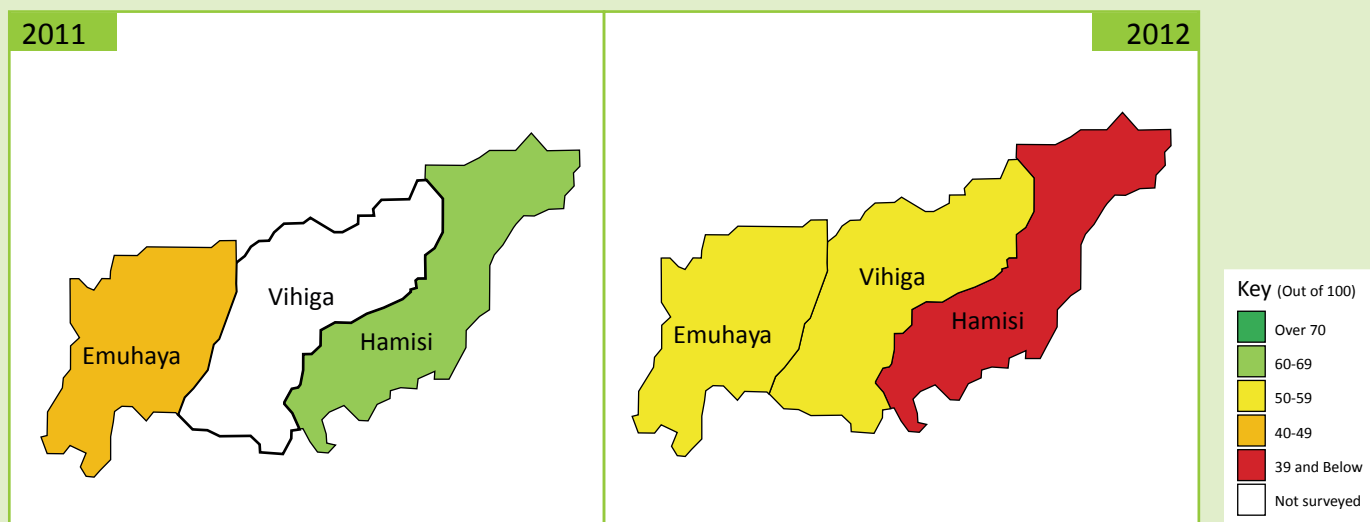
There are more children in Vihiga District schools - the highest proportion in the County

Learning levels for numeracy and literacy have declined significantly over the past year in the County. Learning levels were highest in Emuhaya and lowest Hamisi District. Only 3 out of 10 Class 3 Children in Hamisi could read a Kiswahili and English paragraph, 20 points below the national average. Learner and teacher attendance was above the national average and had slightly increased in 2012. There were on average 4 schools out of every 100 with at least 1 computer within the County, 3 times below the national average. Preschool attendance among children aged 3-5 years in Vihiga County was below the national average although there was a slight improvement from attendance registered in 2011.

Learning levels in Hamisi have declined markedly, and are way below the national average

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Wajir County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
WAJIR EAST	19.2	19.3	18.8	20.1	91.1	69.9	27.1	36.4	15.4	29.1	40.0	44.7	79.7	88.9	91.6	83.6	0.0	35.5
WAJIR NORTH	17.5	22.4	27.3	24.7	88.5	79.4	38.7	54.5	37.7	47.0	41.7	58.8	85.9		89.4	89.2	3.3	32.7
WAJIR SOUTH		10.0		19.9		87.7		38.3		34.5		39.6		91.5		88.8	0.0	31.7
WAJIR WEST	11.4	11.5	23.9	23.1	85.9	83.1	43.0	47.2	39.6	42.0	51.7	52.6	78.6	94.0	91.9	90.8	3.7	35.3
COUNTY AVERAGE	16.5	17.5	22.3	22.3	89.1	76.3	34.0	44.1	26.9	37.5	43.5	50.6	81.8	91.5	91.0	87.7	1.8	33.8
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

NOTE: County averages do not include Wajir South district

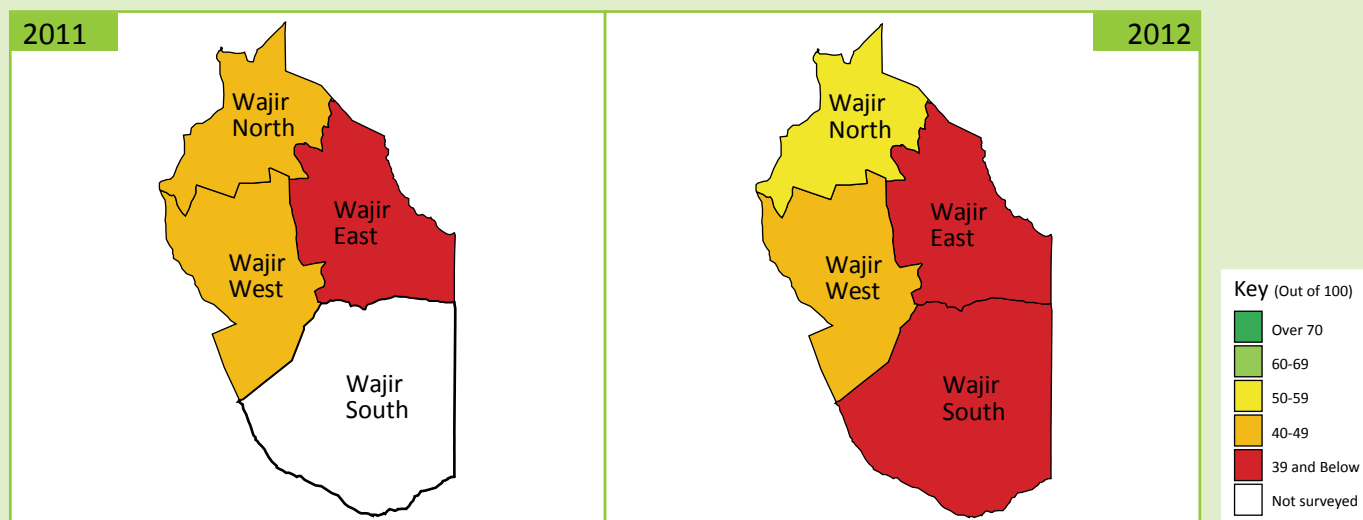
Wajir North has the highest learning levels in the county

Reading levels had generally improved in all Districts although they were still lower than the national average. Wajir East District posted significant gains in literacy and numeracy but remains behind the other Districts. Wajir North District has the highest learning levels within the County. Preschool enrollment among children 3-5 years for Wajir County was 3 and a half times lower than the national average. The number of out of school children was two and half times higher than the national average. Learner attendance improved in Wajir County to 9 out of 10 children in 2012 up from 8 out of 10 in 2011. Teacher attendance slightly decreased in 2012. Only 2 out of 100 schools had computers in Wajir County. None of the schools visited in Wajir East and Wajir South districts had a computer. A Class 2 teacher in the County was 8 years younger than the national average.

The number of out of school children in Wajir is more than double the national average

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



West Pokot County

District	Children 3-5 years in preschool (%)		Children out of school (%)		Pupils in public school (%)		Pupils in Class 3 who can read aya (%)		Class 3 who can read para (%)		Class 3 who can do subtraction (%)		Learner Attendance on day of visit (%)		Teacher Attendance on day of visit (%)		(%) of Schools Having Computers	Average Class 2 Teacher age
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012	2012
POKOT CENTRAL	54.9	61.2	23.2	11.5	93.8	94.5	59.6	46.0	56.1	41.5	54.0	47.3	79.4	86.6	79.3	83.1	0.0	29.3
POKOT NORTH	50.9	48.7	31.7	49.4	95.8	93.9	63.4	58.2	58.7	54.1	57.6	65.7	70.6	76.8	81.4	88.5	3.5	30.1
WEST POKOT	57.6	61.7	21.1	11.8	91.4	85.9	57.5	50.7	47.3	45.7	61.4	59.9	88.0	89.3	74.3	86.3	10.0	38.1
COUNTY AVERAGE	54.6	57.7	24.7	22.2	93.4	91.0	59.8	49.9	53.7	45.3	57.5	54.9	79.6	84.8	78.4	86.1	4.7	32.5
NATIONAL AVERAGE	57.2	59.5	9.3	9.1	84.3	83.8	55.8	54.4	52.0	48.8	64.3	62.7	86.5	88.6	87.0	89.8	12.4	41.0

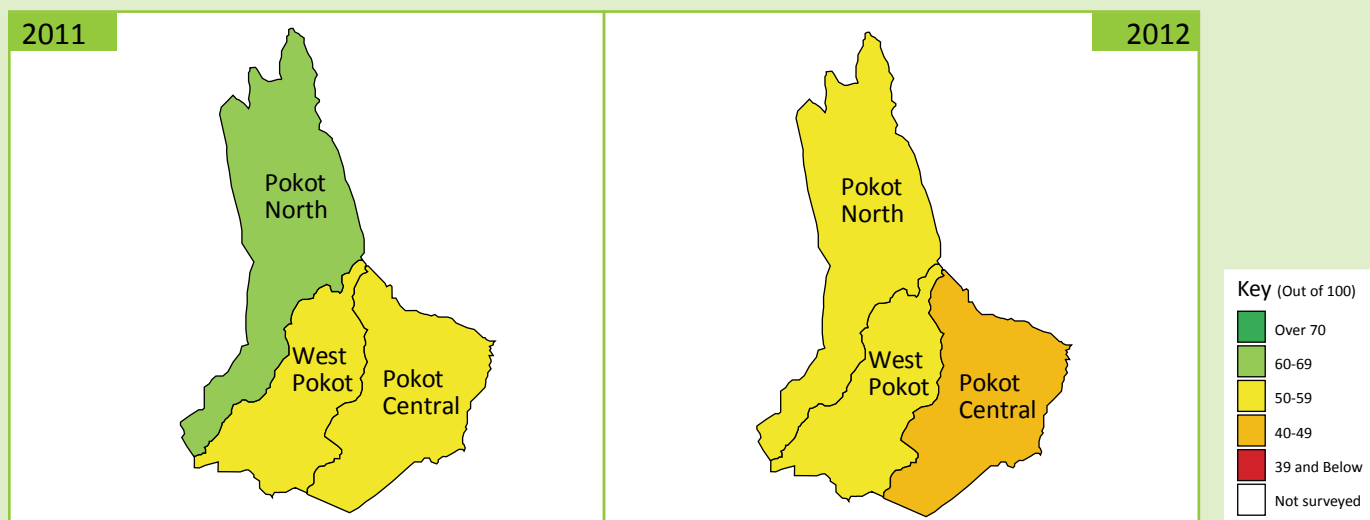
Teacher and learner attendance has improved

There was a notable decrease in learning levels of children in the County. Only half the children in Class 3 can read a paragraph or do subtraction. Preschool attendance among children aged 3-5 years rose slightly in the County with variations noted amongst the Districts. The number of preschool children in Pokot North decreased. A child in Pokot North district was four times more likely to be out of school compared to the other Districts and five times as likely to be out of school compared to the national average. Learner and teacher attendance had improved with an average of 8 more teachers and 5 more students out of a hundred attending Classes. On average there were only 5 out of 100 schools with computers in the County. None of the schools visited in Pokot Central District had a computer. A Class 2 teacher in the County was 8 years younger than the national average. Pokot Central had the youngest Class 2 teachers nationally.

No school visited in Pokot Central District had a computer

Learning levels 2011-2012

Based on Class 3 children who can read aya, paragraph and do subtraction (%)



Selecting Districts, Villages, Households

The sample frame for the 2012 assessment was drawn from the 158 Districts that form the Kenya sampling frame according to the Kenya National Bureau of Statistics. However, data were collected in 156 Districts. The survey was not carried out in Mandera West and Mandera Central Districts (*See details on sampling frame at the end of this report*)

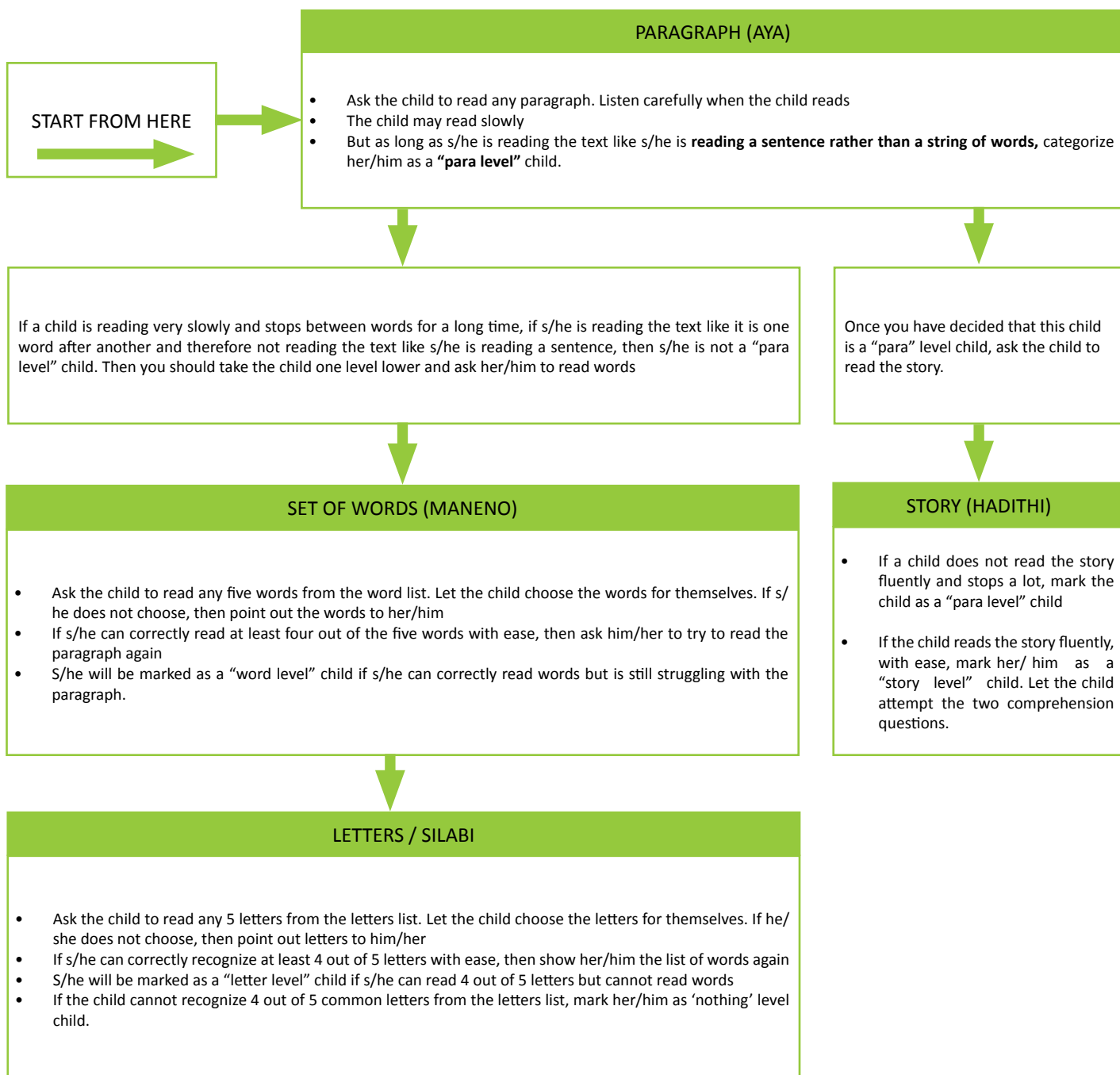
Aspect	Uwezo 2011	Uwezo 2012
Sample	Reached 124 Districts, 3,628 villages, 72,106 households and 3,476 schools	Reached 156 Districts, 4,564 enumeration areas (EAs), 90,820 households and 4,543 schools
Reached and assessed children	171,644 children reached, 134,243 children assessed	200,256 children reached, 153,900 children assessed
Sampling Enumeration Areas (EA)	Random replacement of 10 EAs in each of the 2010 villages; 20 old EAs remained from the panel	Random replacement of 10 EAs in each of the 2011 villages; 20 old EAs remained from the panel
Mapping Enumeration Areas (EA)	Use of EA maps in Districts where more than 20% of EAs were Classified as urban	All EAs in Districts mapped using EA maps
Household listing and lists	Volunteer was given a list of sampled households only	Volunteer was given a list of sampled households only
Process re-check	Process re-check conducted in 31 (25%) randomly selected districts. One full district re-check.	Process re-check conducted in 41 (27%) randomly selected districts. Four full district re-checks.

The 2012 testing processes were largely similar to the 2011 processes. The tests were taken through more rigour on reliability with the adaptation of the Type Token Ratio analysis as applied by ASER in India. This was in addition to the readability tests in English paragraphs and story. The test development framework was retained.

Aspect	2011	2012
Stakeholder buy in	<ul style="list-style-type: none"> Retention of the stakeholders with Ministry of Education, Kenya National Examination Council, Kenya Institute of Curriculum Development and practicing teachers 	<ul style="list-style-type: none"> Retention of the partnership with Ministry of Education, Kenya National Examination Council, Kenya Institute of Curriculum Development and practicing teachers
Constitution of test panels	<ul style="list-style-type: none"> Panelists retained Inclusion of more teachers 	<ul style="list-style-type: none"> Panelists retained
Adapting the testing framework	<ul style="list-style-type: none"> Adoption of the revised aspects of the framework Regional test standards adopted from the Zanzibar Community of Practice meeting 	<ul style="list-style-type: none"> Testing framework maintained
Developing and selecting test samples	<ul style="list-style-type: none"> Four samples of tests developed in February 2010 	<ul style="list-style-type: none"> Six samples generated and four samples adopted for 2012
Pilots and pre-tests	<ul style="list-style-type: none"> Two simultaneous pre-tests held in six Districts 	<ul style="list-style-type: none"> Two pre-tests held (semi-arid and agricultural)
Reviewing tests	<ul style="list-style-type: none"> Tests reviewed after every pre-test 	<ul style="list-style-type: none"> Tests reviewed after every pre-test
District-wide pilot	<ul style="list-style-type: none"> District-wide pilot in September 2010 	<ul style="list-style-type: none"> District-wide pilot in September 2011
Test validation processes	<ul style="list-style-type: none"> English readability test conducted 	<ul style="list-style-type: none"> English readability test conducted Type Token Ratio conducted Child writers reviewed the tests

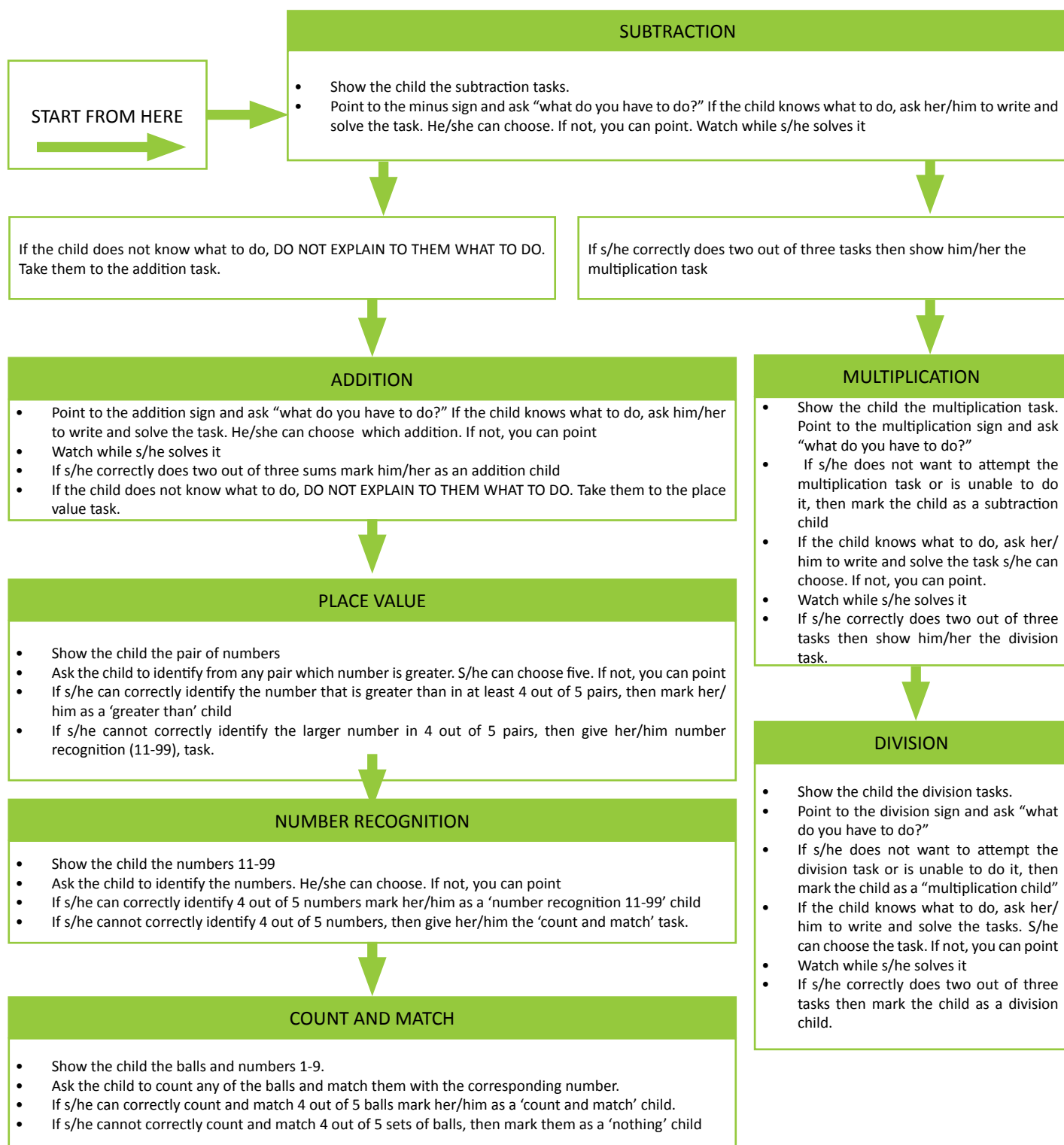
English and Kiswahili reading were tested in four different levels using class 2 level tests. The levels were letter (silabi), words (maneno), paragraph (aya) and story (hadithi). Testing began at the paragraph (aya) level then moved up to the story (hadithi) or down to words (maneno) depending on a child's competency level. The test administrator assessed the child beginning with the English test then moved to the Kiswahili test. There were four samples of tests to be used to allow for variation in households in which more than one child would be tested. Reading for fluency was assessed in the first three levels and reading for comprehension was assessed in the last level.

How to assess reading and what criteria to use to categorize children



Testing Numeracy

The numeracy test had seven levels namely; count and match, number recognition (10-99), place value, addition, subtraction, multiplication and division. Testing began at the subtraction level and moved upwards to multiplication (for children who could subtract) or downwards to addition (for children who could not subtract).



The Bonus Test

Each child aged 6-16 years was given the bonus test, regardless of their literacy or numeracy competency level, or whether in or out of school. In 2012 knowledge of the Kenyan national flag was tested as well as the symbolic meaning of one of the colours.



1. What is this drawing?
2. What is the meaning of the colour pointed by the arrow?

The sample design

The overall Uwezo Kenya 2012 Learning Assessment Survey was designed based on proportion to size of the villages based on the following: Kenya Population and Housing Census (2009)

- 8 provinces
- 47 Counties
- 158 Districts of which 156 were assessed
- Number of persons in the village
- Number of households in the village

Stratification

Kenya is divided into 47 counties with a total of 158 districts based on 2009 Population and Housing Census.

The table below shows the distribution of districts within the province.

Province	Number of Districts
Nairobi	4
Central	17
Coast	13
Eastern	28
North Eastern	11
Nyanza	21
Rift Valley	44
Western	20
TOTAL	158

The districts involved in the survey were proportionately sampled based on the number of districts in the province against the total districts in the country and number of districts to be covered in the survey.

The table below shows the distribution of the districts sampled.

County	Districts	Total District in 2012
Baringo	4	4
Bomet	2	2
Bungoma	5	5
Busia	5	5
Elgeyo Marakwet	2	2
Embu	2	2
Garissa	2	2
Homabay	3	3
Isiolo	2	2
Kajiado	3	3
Kakamega	7	7
Kericho	2	2
Kiambu	9	9
Kilifi	3	3
Kirinyaga	1	1
Kisii	5	5
Kisumu	3	3
Kitui	4	4
Kwale	3	3
Laikipia	3	3
Lamu	1	1
Machakos	4	4
Makueni	4	4
Mandera	3	1
Marsabit	4	4
Meru	5	5
Migori	4	4
Mombasa	2	2
Murang'a	3	3
Nairobi	4	4
Nakuru	4	4
Nandi	5	5
Narok	3	3
Nyamira	3	3
Nyandarua	2	2
Nyeri	2	2
Samburu	3	3
Siaya	3	3
Taita/Taveta	2	2
Tana River	2	2
Tharaka Nithi	3	3
Trans Nzoia	3	3
Turkana	3	3
Uasin Gishu	3	3
Vihiga	3	3
Wajir	4	4
West Pokot	3	3
TOTAL	158	158

Sampling of the villages

The sampling of the villages was based on proportion to size of the villages. A total of 156 strata based on the districts. The villages were selected as per District. The following formula was used to generate the village sample:

$$V = S \frac{Hb_i}{\sum_{i=1} Hb_i}$$

$$P_{Hi} = \frac{b_i}{H_i}$$

Where

V is the probability of a village being included in the sample

S is the total sample size for the district (30 villages)

P_{Hi} is the household inclusion probability

b_i total households in the village

Hb_i total households in the District

H_i is the number of households in the village

Sampling for the year 2012

During the 2009 Population and Housing Census, the country was delineated into 95,800 Enumeration areas (EAs). What is an enumeration area?

An enumeration area is the smallest unit of counting. This has an average of 50 to 100 households for the rural areas and a maximum of 150 households for urban areas. Thus, an EA can be a whole or part of a village. The determination of an EA depends on many factors which include:

- The population distribution
- The locality of the EA
- The natural, physical and man-made features that can be used for boundaries

The sampling process

The EAs in each district were included in the sample with the exception of special EAs. The sampling process put into consideration the size of the EA in terms of number of households per EA. Total number of households was calculated for each district excluding special EAs.

Steps taken

1. Identify what type of EA, rural or urban.
2. Calculate the total households in the rural or urban EAs in the district.
3. Proportion the 30 EAs into urban and rural.
4. If the district has urban EAs, then, identify the planned and unplanned (slums) EAs.
5. Calculate the total households in planned and unplanned EAs and determine the proportion of households that fall in the two areas.
6. Out of the urban proportion of the 30 EAs, then determine the proportion that should be assigned to the planned and unplanned areas.
7. Calculate the probability of each EA being selected based in which area it falls.
8. The EAs are then sampled based on PPS (proportion to size) bearing in mind the Primary Sampling Unit (PSU)- 30 EAs per district. The district with rural and urban components will be divided into two sets of PSUs derived from step 3 above.

For the 2012 sample, a total 4,740 EAs were sampled which fall within the 158 districts to be covered which is the whole country, based on 2009 Population and Housing Census.

Sample distribution of EAs as per Province

Province	Rural EAs	Urban EAs	Total	Slum EAs
Central	371	109	480	0
Nairobi	0	120	120	51
Coast	253	137	390	16
Eastern	740	100	840	0
North Eastern	294	36	330	0
Nyanza	554	76	630	0
Rift Valley	1125	195	1320	19
Western	546	54	600	86
Total	3883	827	4710	172
Percent (%)	82.4	17.6	100	20.6

It will be noted that 82.4 percent (3,883) EAs are to be found in rural and 827 EAs fall within urban areas, equivalent to 17.6 percent. Among urban EAs, 20.6 percent fall within the slums (unplanned areas).

It will be noted that the sample is 4.95 percent of all the EAs in the country and they are evenly distributed. This sample is big enough to give inference to the whole population at 5 percent of degrees of freedom.

To get the total number of households in the district

$$DH_T = \sum_i^n E_{iH}$$

Where

DH_T = This is total number of households in the in the district

E_{iH} = Number of households in the enumeration area

Total Number of households that fall in the Urban

$$Dh_u = \sum_i^n RE_{iH}$$

Dh_u = Total Urban households

RE_{iH} = Number of households in the Urban EA

Total number of households that are in slums

$$\sum_{i=1}^n SE_{iH}$$

DH_s = Total households in slums

SE_{iH} = The number of households in slums

Total Number of Households that fall in the Urban

Province	District	Rural EAs	Urban EAs	Total
Central	Gatanga	30	0	30
	Gatundu	29	1	30
	Githunguri	25	5	30
	Kikuyu	24	6	30
	Kirinyaga	26	4	30
	Lari	30	0	30
	Limuru	15	15	30
	Murang'a North	27	3	30
	Murang'a South	28	2	30
	Nyandarua North	26	4	30
	Nyandarua South	28	2	30
	Nyeri North	26	4	30
	Nyeri South	23	7	30
	Ruiru	0	30	30
Nairobi	Thika West	6	24	30
	Thika East	28	2	30
	Total	371	109	480
	Nairobi East	0	30	30
	Nairobi North	0	30	30
Coast	Nairobi West	0	30	30
	Westlands	0	30	30
	Total	0	120	120
	Kaloleni	23	7	30
	Kilifi	20	10	30
	Kilindini	0	30	30
	Kinango	23	7	30
	Kwale	28	2	30
	Lamu	25	5	30
	Malindi	17	13	30
	Mombasa	0	30	30
	Msambweni	19	11	30
	Taita	25	5	30
	Tana Delta	29	1	30
	Tana River	24	6	30
	Taveta	20	10	30
	Total	253	137	390

Province	District	Rural EAs	Urban EAs	Total
Rift Valley	Baringo Central	24	6	30
	Baringo North	30	0	30
	Bomet	30	0	30
	Buret	29	1	30
	East Pokot	30	0	30
	Eldoret East	22	8	30
	Eldoret West	17	13	30
	Kajiado Central	22	8	30
	Kajiado North	10	20	30
	Keiyo	28	2	30
	Kericho	25	5	30
	Kipkelion	30	0	30
	Koibatek	23	7	30
	Kwanza	30	0	30
	Laikipia East	22	8	30
	Laikipia North	30	0	30
	Laikipia West	30	0	30
	Lotokitok	27	3	30
	Marakwet	30	0	30
	Molo	24	6	30
	Naivasha	17	13	30
	Nakuru	9	21	30
	Nakuru North	19	11	30
	Nandi Central	26	4	30
	Nandi East	28	2	30
	Nandi North	29	1	30
	Nandi South	30	0	30
	Narok North	23	7	30
	Narok South	30	0	30
	Pokot Central	30	0	30
	Pokot North	30	0	30
	Samburu Central	24	6	30
	Samburu East	27	3	30
	Sambur North	28	2	30
	Sotik	29	1	30
	Tinderet	30	0	30
	Trans Mara	30	0	30
	Trans Nzoia East	30	0	30
	Trans Nzpia West	20	10	30
	Turkana Central	30	0	30
	Turkan North	25	5	30
	Turkana South	30	0	30
	Wareng	17	13	30
	West Pokot	21	9	30
	Total	1125	195	1320

Province	District	Rural EAs	Urban EAs	Total
Nyanza	Bondo	24	6	30
	Borabu	30	0	30
	Gucha South	27	3	30
	Suba	27	3	30
	Siaya	28	2	30
	Rongo	27	3	30
	Rarieda	29	1	30
	Rachuonyo	28	2	30
	Nyando	27	3	30
	Nyamira	29	1	30
	Migori	23	7	30
	Masaba	29	1	30
	Manga	30	0	30
	Kuria West	24	6	30
	Kuria East	30	0	30
	Kisumu West	29	1	30
	Kisumu East	5	25	30
	Kisii South	28	2	30
	Kisii Central	24	6	30
	Homa Bay	27	3	30
	Gucha	29	1	30
	Total	554	76	630
Western	Bungoma East	26	4	30
	Bungoma North	25	5	30
	Bungoma South	25	5	30
	Teso South	26	4	30
	Teso North	23	7	30
	Samia	30	0	30
	Mumias	26	4	30
	Mt. Elgon	28	2	30
	Lugari	29	1	30
	Kakamega South	30	0	30
	Kakamega North	29	1	30
	Kakamega East	29	1	30
	Kakamega Central	21	9	30
	Hamisi	30	0	30
	Emuhaya	29	1	30
	Butere	29	1	30
	Busia	30	0	30
	Bunyala	26	4	30
	Bungoma West	30	0	30
	Vihiga	25	5	30
	Total	546	54	600

Province	District	Rural EAs	Urban EAs	Total
Eastern	Chalbi	30	0	30
	Embu	25	5	30
	Garbatulla	24	6	30
	Igembe	28	2	30
	Imenti North	23	7	30
	Imenti South	27	3	30
	Isiolo	13	17	30
	Kangundo	28	2	30
	Kibwezi	26	4	30
	Kitui	28	2	30
	Kyuso	30	0	30
	Laisamis	27	3	30
	Maara	28	2	30
	Machakos	17	13	30
	Makueni	28	2	30
	Marsabit	20	10	30
	Mbeere	30	0	30
	Mbooni	30	0	30
	Meru Central	30	0	30
	Meru South	27	3	30
North Eastern	Moyale	20	10	30
	Mutomo	30	0	30
	Mwala	28	2	30
	Mwingi	27	3	30
	Nzau	28	2	30
	Tharaka	30	0	30
	Tigania	30	0	30
	Yatta	28	2	30
	Total	740	100	840
	Fafi	27	3	30
	Garissa	19	11	30
	Ijara	24	6	30
	Lagdera	29	1	30
	Mandera Central	28	2	30
	Mandera East	24	6	30
	Mandera West	28	2	30
	Wajir North	30	0	30
	Wajir South	28	2	30
	Wajir West	30	0	30
	Wajir East	27	3	30
	Total	294	36	330

The above selection is arrived at by the following formula

$$p_d = d \frac{MoS_i}{\sum_{i=1}^N MoS_i}$$

where

“p_d” is the clusters/EA inclusion probability,
“d” is the overall EAs sample size for the district“

MoS – Number of households within EA

Sum (MoS) – Number of households within a district

The above formula has been applied to generate the EAs selected in all the districts and also applied to the proportions of the EAs that fall in

the Rural and urban and where the district has both urban and rural areas and where the urban is composed of slums after determining the numbers of EAs that fall in any of the areas.

For the selection of the household within the EA the following formula applies

$$p_h = \frac{h}{H_i}$$

Where:
Phi is the household inclusion probability
Hi total households within the cluster/EA

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3	Lydia Nzomo	Director, Kenya Institute of Education
4	Anthony Kilele	Director General, Kenya National Bureau of Statistics
5	Provincial Administration Officers	District Commissioners, District Officers, District Education Officers, Chiefs, Assistant Chiefs and village elders

Uwezo-ASER Fraternity

1	Rakesh Rajani	Head, Twaweza East Africa
2	Dr. Sara Ruto	Regional Manager, Uwezo East Africa
3	Prof. Suleman Sumra	Former Country Coordinator, Uwezo Tanzania
4	Richard Ssewakiryanga	Former Country Coordinator, Uwezo Uganda
5	Dr. Rukmini Benerji	ASER, India
6	Sudhakar Sinha	SUNAI Consultancy PVT Ltd
7	ASER Centre	Wilima Wadhwa, Savitry, All staff and Research Associates
8	Our colleagues in Uwezo Uganda and Uwezo Tanzania	

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Our Regional Coordinators

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3	Garrissa	Zainab Mohammed
4	Gilgil	John Rotich
5	Homabay	Julius Maroa
6	Kabarnet	Kipruto Kimosop
7	Kapsabet	Geoffrey Ngetich
8	Karatina	Sospeter Gitonga
9	Kilifi	Winfred Wangari
10	Limuru	James Wamwenge
11	Machakos	Muli Mwambui
12	Maral	Alois Leariwalla
13	Mariakani	Simon Murira
14	Marsabit	Joseph Halkano
15	Maseno	Silas Maujih
16	Mumias	Mercy Amai
17	Thika	Nancy Kamau
18	Trans Nzoia	Deborah Katina
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Our Test Development Experts

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3	Charles Kado	Teacher Nairobi
4	Salome Wenya	MOE
5	Grace Mwathe	KIE
6	Timothy Kyengo	KIE
7	Asumpta Matei	KNEC
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11	Grace Maina	KIE

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12	Francis Njuguna	Research

Our dedicated District Coordinators for the 156 districts across the country

DISTRICT	PARTNER ORGANIZATION	DISTRICT COORDINATOR	DISTRICT	PARTNER ORGANIZATION	DISTRICT COORDINATOR
BARINGO CENTRAL	Community Development And Empowerment Forum(CODEF)	Nicholas Kipruto Kimosop	HOMABAY	Star Of The Lake CBO	Kennedy Nyamura
BARINGO NORTH	Silver Springs Youth Group	Lawrence Kipruto Kiplagat	IGEMBE	Red Cross Meru Branch	Samson Kinoti
BOMET	SPERD(Strategies For Peace, Education, Research & Dev	Joshua Murgor	IJARA	Community Education And Development Programme	Ali Hussein
BONDO	Child Rights Center – CRC	Peter Aduwa	IMENTI CENTRAL	Hands Of Hope & Peace	Lydia Karimi Mwobobia
BORABU	Nyanza Public Alliance	Charles Ongaga Makori	IMENTI NORTH	Community Effort Development Awareness	Fredrick Kamundi Ndumba
BUNGOMA EAST	Aids Orphans Empowerment Trust- AOET	Elizabeth Mwibanda	IMENTI SOUTH	Peacenet-Kenya	Stanley Mwit Ringeera
BUNGOMA NORTH	Mustard Seed Of Hope Youth Group	Asina Aseyo	ISIOLO	Network Of Pastoralist Women In Kenya (NOPWIK)	Gabriel Ilikwel
BUNGOMA SOUTH	Western Kenya Human Rights Watch	Wekesa Hebrone Obed	KAJIADO CENTRAL	Dupoto E-Maa	Jason Ole Mooke
BUNGOMA WEST	Milimo Community Based Health Care	Dona Wafula	KAJIADO NORTH	Maa Partners Initiatives (MAAP)	Moses Leir
BUNYALA	Busia Community Development	Noah Wandera	KAKAMEGA CENTRAL	Action For Child Development Trust	Peter Wanyama
BURETI	Rural Projects Support Facility	Joseph K. Koske	KAKAMEGA EAST	Massturn CBO	Patrick Mukanzi
BUSIA	Pembe Tatu Community Based Organization	Stella Wafula	KAKAMEGA NORTH	Eunice Wavomba Foundation	Hellen K Masidza
BUTERE	Shimanyuli Youth Group	Ali Wechuli Wawire	KAKAMEGA SOUTH	Kakamega Youth And Community Initiatives (KYCI)	Maurice Shikutwa
CHALBI	Pastoralist Community Initiative And Development Assistance (PACIDA)	Mr. Doti Roba	KALOLENI	Youth Alive CBO	Simon M Murira
EAST POKOT	East Pokot Peace And Development Initiative	Thomas Minito/ Eric Maiyo	KANGUNDO	Maka Childrens Fund	John Mutuku
ELDORET EAST	Berur Education Foundation & Development Initiative – BEFDEI	Gladys Murkomen	KEIYO	Logogo Youth Grop	Peter K. Vincent
ELDORET WEST	Uasin Gishu Youth Initiative Cbo	Rael Bridgit Cheptoo	KERICHO	Samoei Community Development Programme	Lucy O. Kibett
EMBU	Partners In Arts And Contemporary Development – PCOD	Luciah Njoki Mbocha	KIAMBU	Forum For Community Mobilization (FOFCOM)	Stephen Maikweki Ng'ang'a
EMUHAYA	Emmakhwenje Community Learning Resource Centre	Livingstone O. Jonanga	KIBWEZI	Kibwezi Disabled Persons Organization (KDPO)	David Kariuki
FAFI	Pastoralist Initiative Organization	Abdullahi Osman Duntow	KIKUYU	Youth For Change Action Group	James Njuguna Wamwenge
GARBA TULLA	Garba Tulla Grassroots Initiatives Programme	Abdillahi H. Sama	KILIFI	Kesho	Winfred Wangari
GARISSA	Upendo Wetu Youth Initiative	Ibrahim Hassan	KILINDINI	Active Youth Community Initiative	Daniel Saya
GATANGA	Youth Action For Rural Development	Njeri Kang'ethe	KINANGO	Kinango Human Rights Network	Hamida Isaac
GATUNDU	Buffalo Self Help Group	Tom Kimani	KIPKELION	Londiani Community Health Advocacy Group	Stella Kimemia
GITHUNGURI	Effective Living Network	Josphat Ngarau Njonjo	KIRINYAGA	Kangaita Youth Empowerment Programme	Anthony Kinyua
GUCHA	Young Women Chrstian Association(YWCA-Kisii)	Irene Buyeke	KISII CENTRAL	Christian Emphasis Women Group	Anna Kemunto Keng'ara
GUCHA SOUTH	Volunteers Initiative Network Services Kenya(Vines Kenya)	Mr. Shem Ongori	KISII SOUTH	Action Times Family Care (AT FAMICA)	Robert Obed O. Momanyi
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			KISUMU WEST	Humanity For The Children International	Silas Owiti Maujih

DISTRICT	PARTNER ORGANIZATION	DISTRICT COORDINATOR
KITUI NORTH	Kitui Development Center	Gustavus Mwambui Muli
KOIBATEK	Vijana Tugutuke Initiative- Koibatek	Kibet Kipsang
KURIA EAST	Komotobo Mission	Julius Maroa George
KURIA WEST	Kuria District Disability Network	Abednego Marwa
KWALE	Tushauriane Youth For Development	Amani Rama Lugogo
KWANZA	Joint Community Development Project	Anthony Muliro
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LAIKIPIA EAST	Center For Research And Advocacy In Human Rights (CERA- Rights)	Harun Njuguna
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LAIKIPIA WEST	Youth For Leadership, Education And Development (YLED)	Teresa Wanjira Kimani
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LAMU	Faith Youth Group	Faraj M Faraj
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MAARA	Maara Welfare Association (MWA)	Nicholas Mutua Justin
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MARSABIT	Nuru Infortech Services Group	Joseph Halkano Galgallo
MASABA	African Girl International	Ibrahim Mogaka

DISTRICT	PARTNER ORGANIZATION	DISTRICT COORDINATOR
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NANDI NORTH	Community Youth Empowerment Organization	Paul Kipkemboi
NANDI SOUTH	Terik Essential Programmes And Development	Nancy Choge
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POKOT NORTH	Krakov Culture And Development Organization	Romanous Chizupo
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RARIEDA	Ruma Women Group	Charles Omondi Chika
RONGO	Women Outreach Program [W.O.P]	George Odhiambo Nyamori
RUIRU	Ruiru Aids Awareness Group	John K. Mbugua
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SAMBURU EAST	Kamanga Rehabilitation And Resource Centre	Alois L. Leariwalla
SAMBURU NORTH	Child Fund	Nareng L. Gabriel
SAMIA	Arise And Shine Youth Group	Edgar Nakhgul Ouma
SIAYA	YAWOSUP	Edward Wata
SOTIK	Kapletundo Youth Community Organisation	Gideon Koskei
SUBA	Victoria Agricultural & Environmental Conservation Organization (VIAGENCO)	Pauline Adoyo
TAITA	Binti Africa Foundation	Joyce Mwasawa
TANA DELTA	Mapato Community Based Organization (CBO)	Bwashehe N. Mzogolo
TANA -RIVER	Kenya Sustainable Health Aid (KESHA)	Shedrack O. Hiribae
TAVETA	Taveta Children Assistant	Charity Kaguiria
TESO NORTH	Friends Of Environment Resource And Nature (FERN)	Mercy Amai/ Micah Ikachoi
TESO SOUTH	Akukuranut Development Trust	Chrispinus Emusugut

DISTRICT	PARTNER ORGANIZATION	DISTRICT COORDINATOR
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THIKA EAST	Gatuanyaga CBO	Damaris Wanjiku
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TIGANIA	Tigania Cultural Development Association	William Thurania
TINDERET	Youth On The Move Group 3	John Kiplego Kemboi
TRANS MARA	Transmara Rural Development Programme	Martin Leshan Matelong
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TRANS NZOIA WEST	Improve Families Health Consortium(IFACO)	Anthony Odhiambo
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TURKANA NORTH	APEDI	Alex A.F. Losikiria/ Paul Emanikor
TURKANA SOUTH	Lokichar Livestock Marketing Association	James Lomenen Ekomwa
VIHIGA	Xposha Self Help Theatre Group	Nancy Jepchirchir Tarus
WAJIR EAST	Aldef Kenya	Sharoon Iman Dahir
WAJIR NORTH	Organization For Pastoralist Education And Economic Development	Mukhtar Mohammed Noor
WAJIR SOUTH	Bidii Youth Welfare Organization	Hassan Hussein Bulle
WAJIR WEST	Wajir West Development Focus	Mohamed Abdikarim
WARENG	Youth Consortium	Ken Kibet
WEST POKOT	Yang'At Girl Child Potential Sensitization Group	Deborah Katina
WESTLANDS	African Math Science Technology Research Foundation	Sabiano Oriato
YATTA	Matuu Cheda CBO	Alphonse Ngata

The new Kenya constitution is beginning to take shape and decentralization is already in place, hence new systems including the education sector. The right to basic education has to be upheld by all those concerned. As numbers of children going to school increase, is the quality of education improving as well? Are our Children Learning?

This report presents findings of the Uwezo Kenya annual learning assessment. The assessment was conducted between February and April 2011, in 156 Districts countrywide. A total of 153,900 children aged 6-16 years were assessed in basic literacy (Kiswahili and English) and numeracy. Besides, the report presents findings based on school and household data. The report has three main sections. The introduction section gives an overview of the processes and tools, including an overview of key findings. The second section is a national report, while the last section presents one-page reports for each of the 47 counties.

The research was undertaken by Uwezo, meaning 'capability' in Kiswahili, an initiative that seeks to improve literacy and numeracy levels among children aged 6-16 years in Kenya, Uganda and Tanzania, through an innovative, civic-driven and public accountability approach to social change.

Uwezo is committed to open sharing of data. We welcome you to undertake independent analysis, to debate and share the findings. Full data sets and further information can be downloaded from www.uwezo.net.



Ni mimi. Ni wewe. Ni sisi.