

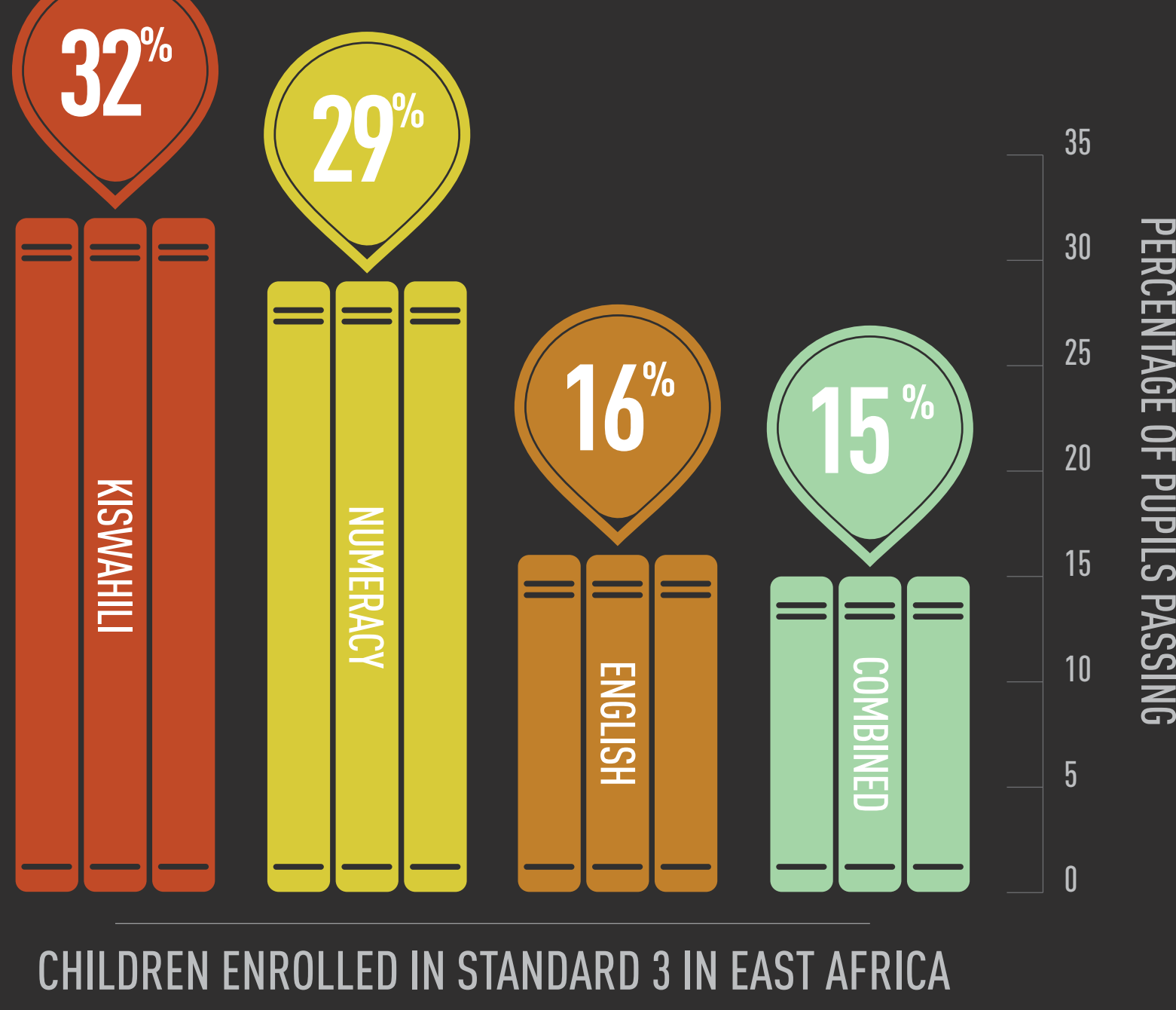
ARE OUR CHILDREN LEARNING?

LITERACY AND NUMERACY ACROSS EAST AFRICA

FACT 1 LESS THAN ONE THIRD OF THE PUPILS IN EAST AFRICA POSSESS BASIC LITERACY AND NUMERACY SKILLS

THE FIGURE SHOWS THAT VERY FEW CHILDREN ENROLLED IN STANDARD 3 CAN PASS ANY OF THE INDIVIDUAL TESTS.

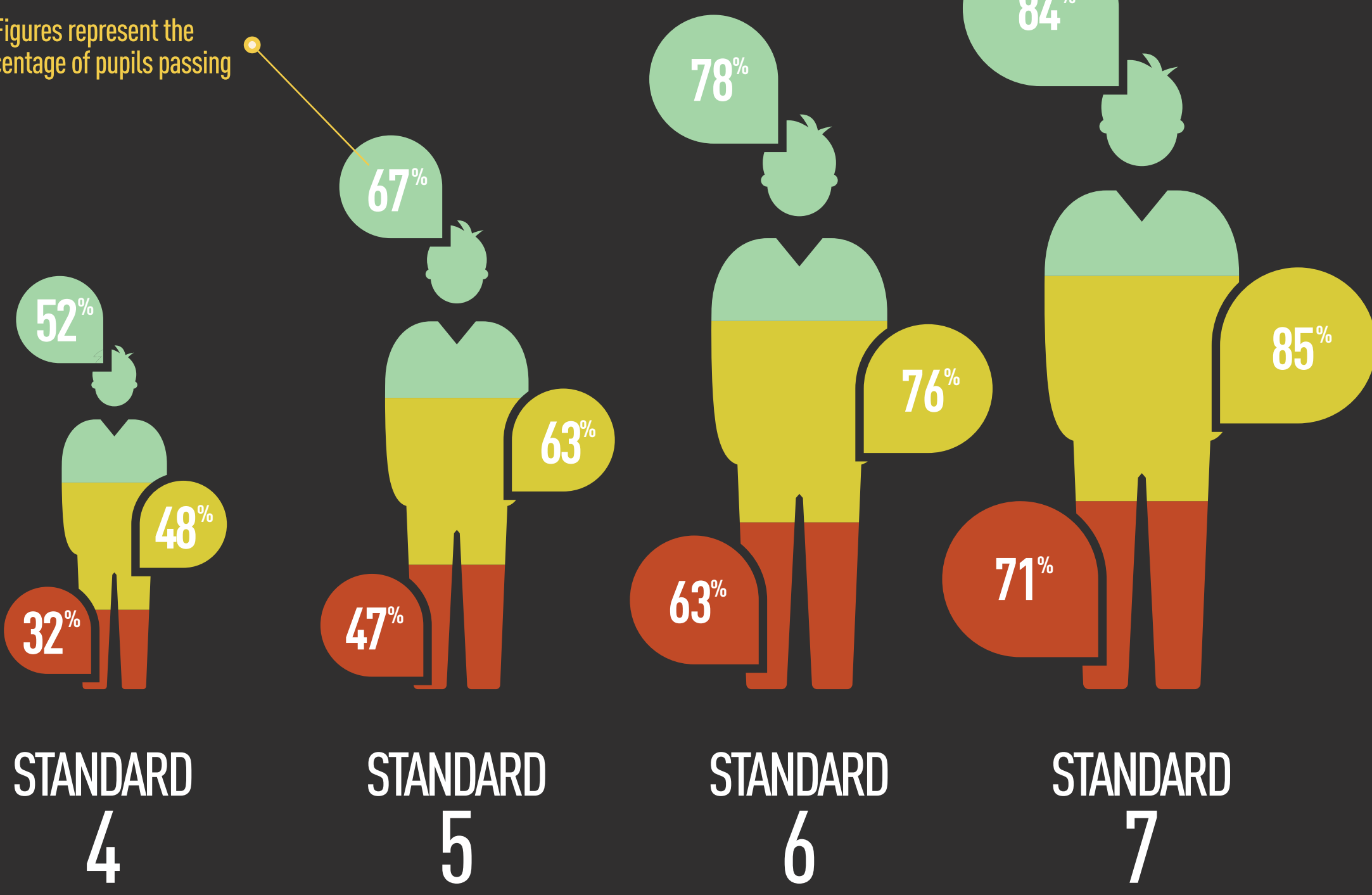
THESE RESULTS IMPLY THAT THE VAST MAJORITY OF PUPILS ARE NOT ACQUIRING BASIC COMPETENCIES DURING THE EARLY YEARS OF PRIMARY SCHOOL (AS PER NATIONAL CURRICULA).



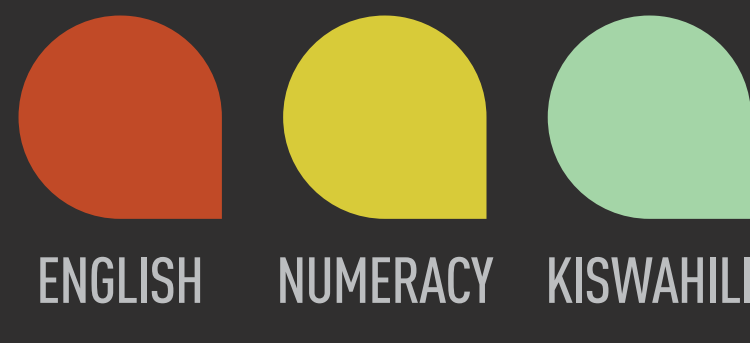
CHILDREN ENROLLED IN STANDARD 3 IN EAST AFRICA

FACT 2 20% OF CHILDREN IN STANDARD 7 IN EAST AFRICA DO NOT HAVE STANDARD 2 LEVEL LITERACY AND NUMERACY COMPETENCIES.

Figures represent the percentage of pupils passing

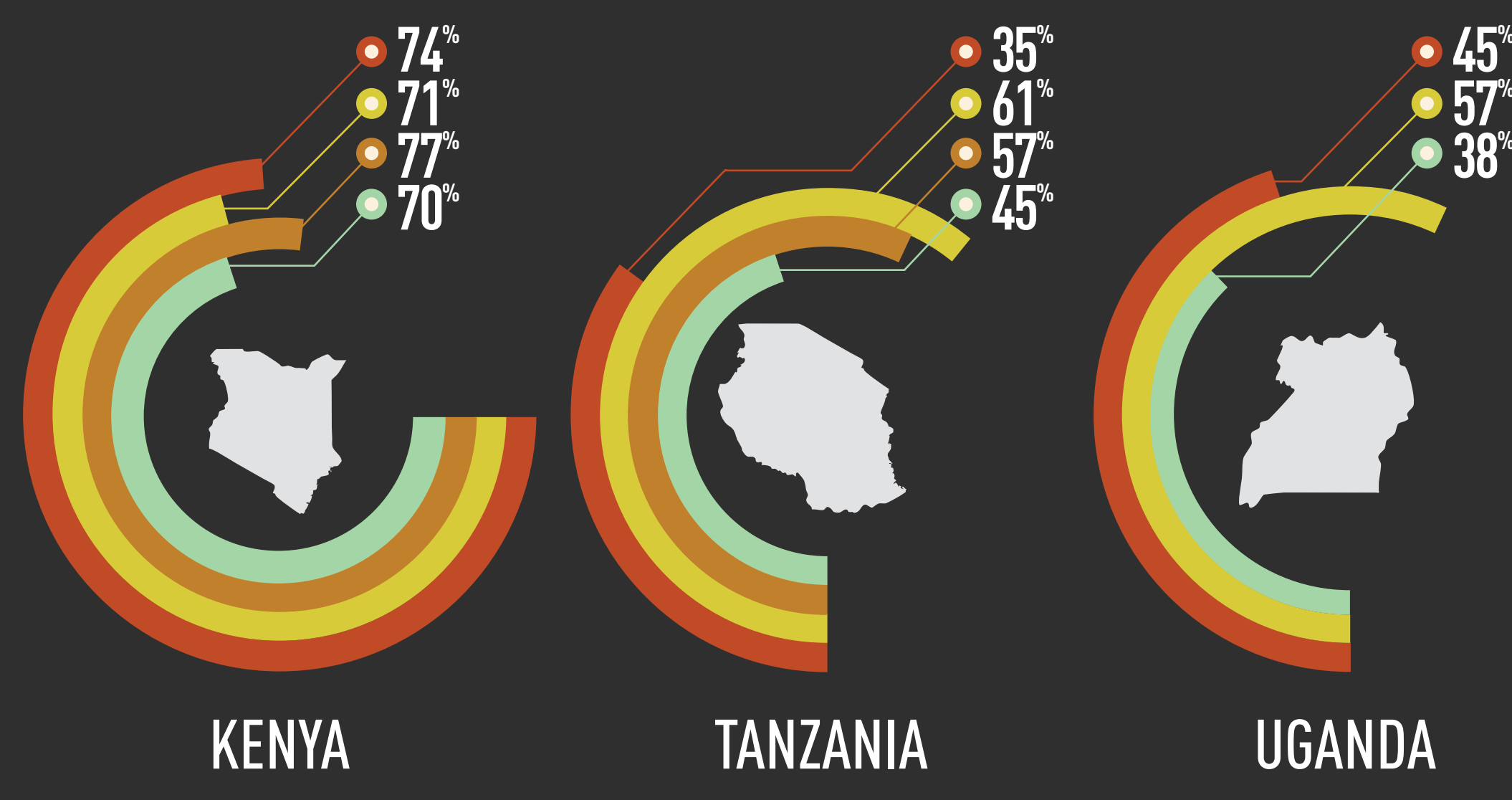


KEY



AS CHILDREN PROGRESS THROUGH THE SCHOOL SYSTEM TO HIGHER STANDARDS, PASS RATES CONSISTENTLY INCREASE ON ALL TESTS. THIS TELLS US THAT CHILDREN ARE LEARNING SOME BASIC SKILLS, ALBEIT NOT AT THE EXPECTED TIME AS SET BY THE CURRICULUM.

FACT 3 THERE ARE LARGE DIFFERENCES AMONG COUNTRIES IN EAST AFRICA, PARTICULARLY WITH REGARD TO LITERACY.



TEST PASS RATES FOR CHILDREN AGED 10-16, BY COUNTRY (%)

KEY



KENYAN CHILDREN OUTPERFORM CHILDREN FROM OTHER EAST AFRICAN COUNTRIES ON ALL TESTS. THIS IS MOST APPARENT IN THE LITERACY TESTS. THESE RESULTS MAY REFLECT THE EFFECT OF THE MEDIUMS OF INSTRUCTION AS ENGLISH IS MORE WIDELY USED ACROSS PRIMARY SCHOOL. HOWEVER, EVEN ON THE KISWAHILI TEST, WHICH IS MORE WIDELY SPOKEN IN TANZANIA THAN IN KENYA, KENYANS PERFORM BEST

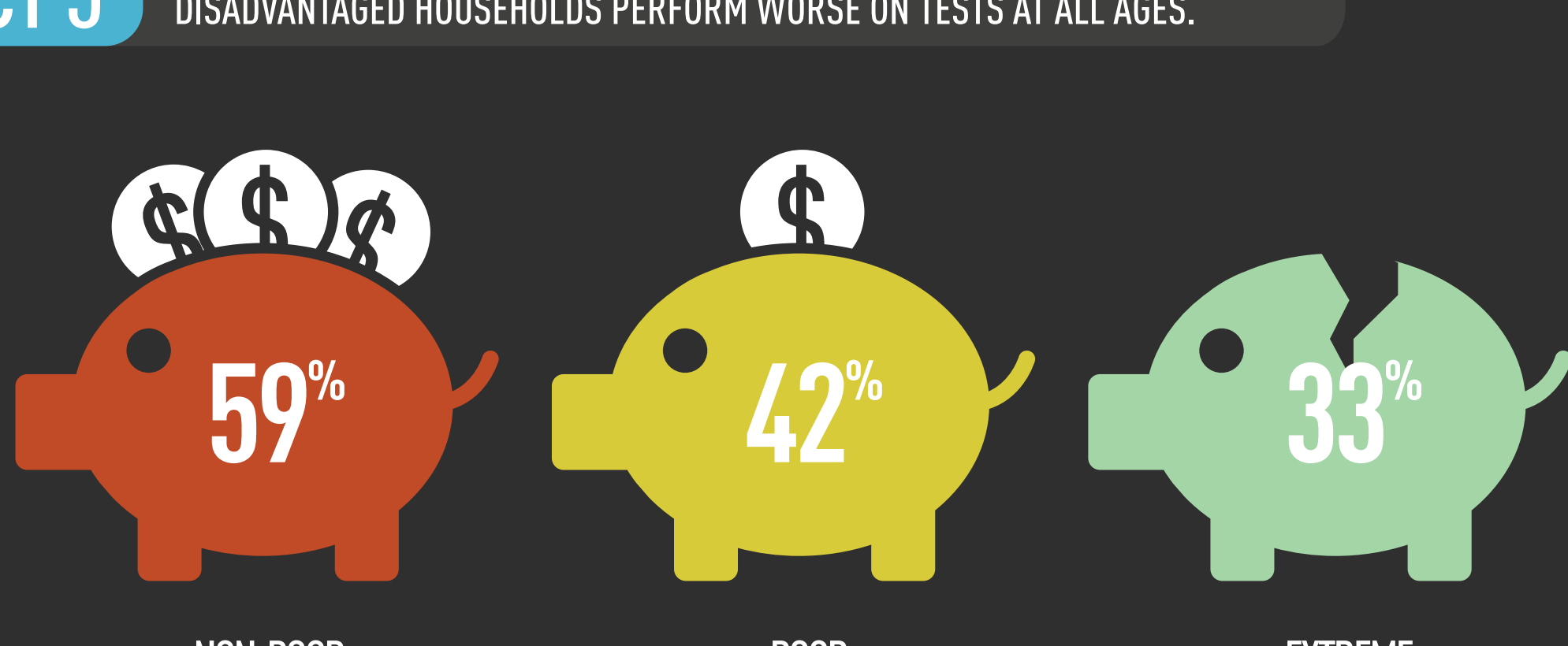
FACT 4 THERE ARE MINIMAL DIFFERENCES BETWEEN BOYS AND GIRLS IN THEIR LITERACY AND NUMERACY SKILLS.



PERCENTAGE BY GENDER FOR CHILDREN AGED 10-16

FOR ALL THREE COUNTRIES, THE FIGURE CONFIRMS THE EXISTENCE OF SOME GENDER DIFFERENCE. IN FACT, IN WHAT MIGHT BE DEEMED AS A REVERSE ROLE, ON AVERAGE, GIRLS SLIGHTLY OUTPERFORM BOYS IN ALL COUNTRIES.

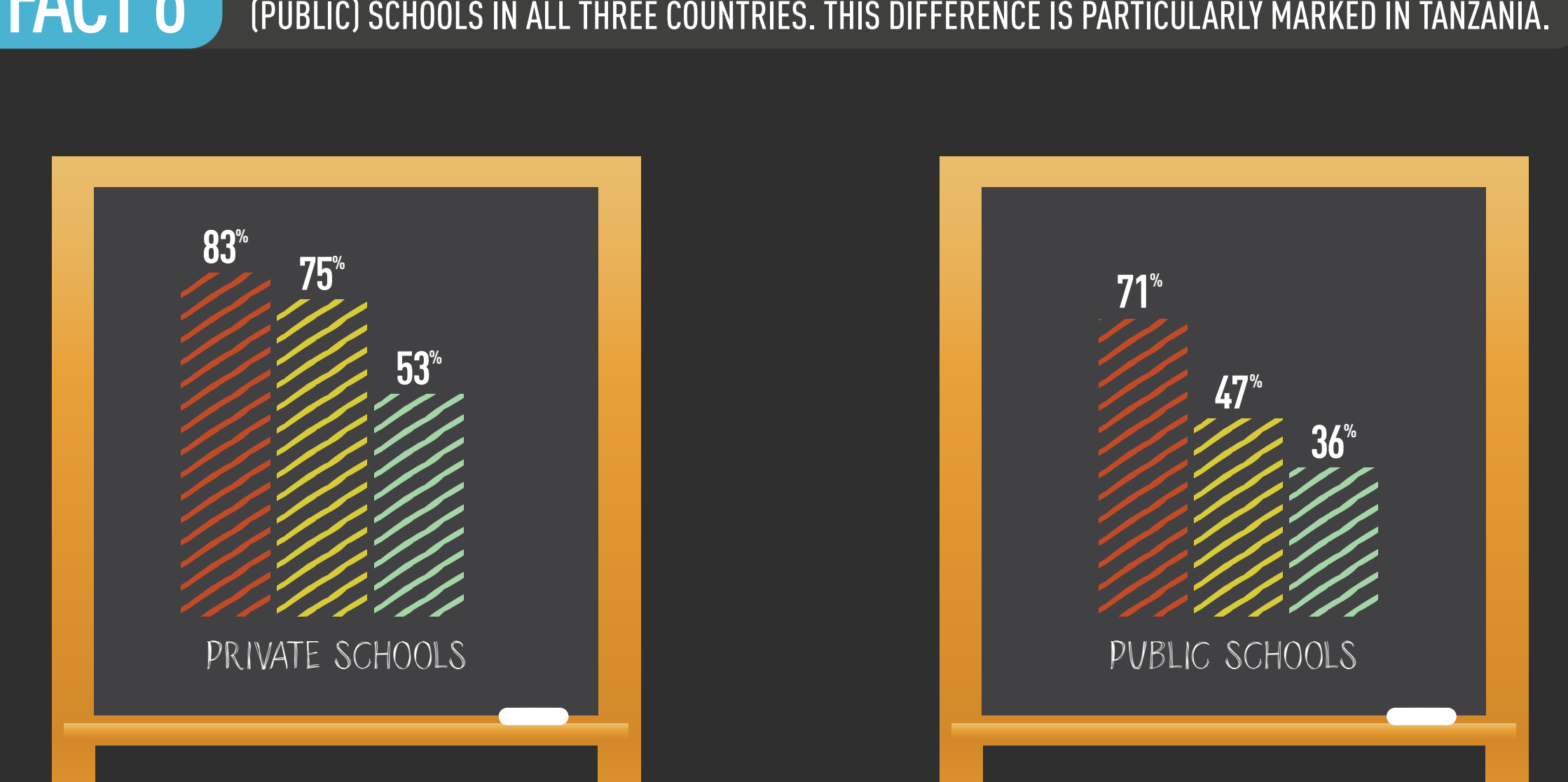
FACT 5 EDUCATIONAL INEQUALITY IS PERSISTENT. CHILDREN FROM SOCIO-ECONOMICALLY DISADVANTAGED HOUSEHOLDS PERFORM WORSE ON TESTS AT ALL AGES.



PERCENTAGE OF PUPILS PASSING ACCORDING TO SOCIO-ECONOMIC STATUS

VARIOUS FACTORS MAY BE ASSOCIATED WITH DIFFERENCES IN LITERACY AND NUMERACY BETWEEN CHILDREN IN EAST AFRICA. AMONG THESE, CONDITIONS UNDER THE CHILD'S HOUSEHOLD, SUCH AS ITS SOCIO-ECONOMIC STATUS, ARE OFTEN CRITICAL. FOR INSTANCE, HIGHER INCOME HOUSEHOLDS MAY BE BETTER ABLE TO AFFORD ADDITIONAL LEARNING MATERIALS (SUCH AS BOOKS AND PENCILS) AS WELL AS PUT FEWER DEMANDS ON CHILDREN TO ENGAGE IN INCOME-EARNING ACTIVITIES.

FACT 6 STUDENTS IN NON-GOVERNMENT (PRIVATE) SCHOOLS PERFORM BETTER THAN PUPILS IN GOVERNMENT (PUBLIC) SCHOOLS IN ALL THREE COUNTRIES. THIS DIFFERENCE IS PARTICULARLY MARKED IN TANZANIA.



KEY



TEST PASS RATES FOR CHILDREN AGED 10-16, BY TYPE OF SCHOOL AND COUNTRY (%)

IN ADDITION TO THE DIFFERENCES IN LITERACY AND NUMERACY TEST RESULTS DUE TO LOCATION AND SOCIO-ECONOMIC STATUS, THERE ARE ALSO LARGE DIFFERENCES ASSOCIATED WITH THE TYPE OF SCHOOL ATTENDED. PRIVATE SCHOOLS GENERATE RELATIVELY HIGHER PASS RATES IN ALL COUNTRIES.