



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

BASIC EDUCATION STATISTICAL BOOKLET
2019

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LIST OF ACRONYMS AND ABBREVIATIONS

BOM	Board of Management
CBC	Competency Based Curriculum
CDE	County Director of Education
COVID-19	Corona Virus Disease 2019
CPPMU	Central Planning and Project Monitoring Unit
DLP	Digital Literacy Programme
EARC	Educational Assessment and Resource Centre
ECDE	Early Childhood Development Education
EGMA	Early Grade Mathematics Assessment
EYE	Early Years Education
FDSE	Free Day Secondary Education
FPE	Free Primary Education
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GPI	Gender Parity Index
ICT	Information and Communication Technology
KIB	Kenya Institute for the Blind
KICD	Kenya Institute of Curriculum Development
KISE	Kenya Institute of Special Education
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examinations Council
KPHC	Kenya Population and Housing Census
MoE	Ministry of Education
NASMLA	National System for Monitoring Learning Achievement
NEMIS	National Education Management Information System
NER	Net Enrolment Rate
NESSP	National Education Sector Strategic Plan
PTR	Pupil Teacher Ratio
PTR	Pupil Textbook Ratio
SAGA	Semi-Autonomous Government Agency
SDGs	Sustainable Development Goals
SNE	Special Needs Education
TMIS	Teacher Management Information System
TSC	Teachers Service Commission
TTC	Teacher Training College
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

FOREWORD

The Ministry of Education (MoE) is cognizant of the critical role played by accurate, credible and real time data in planning, policy formulation, resource allocation and overall management of the education sector in Kenya. Over the years, the Ministry has put in place structures and systems to ensure collection, storage, retrieval and use of credible, reliable and accurate data.

The establishment and operationalization of the National Education Management Information System (NEMIS) has enabled the collection of real time data on various key indicators crucial to MoE, education stakeholders and development partners in management and financing of education in Kenya. The availability of credible empirical data, therefore, is crucial as the government continues to implement education reforms at all levels of education and training. More importantly, this booklet provides key data to guide in policy direction as the government continues with the implementation of the Competency Based Curriculum (CBC). For instance, it provides key baseline information on the current status of the education indicators in preparation for implementation of the pathways in CBC.

I also wish to underscore the importance of synergies between the Ministry of Education, the Teachers Service Commission (TSC), the Kenya National Bureau of Statistics (KNBS) and other government entities in collection, storage, retrieval and use of credible, reliable and accurate basic education data. I, therefore, encourage a deliberate effort in strengthening inter and intra sectoral teamwork to ensure that going forward, accurate and credible data and information is captured in a timely manner to guide in policy formulation and implementation. This will enhance effective and efficient management of the education sector in Kenya. The booklet, therefore, will act as an authoritative reference for all education stakeholders and act as a tool to assess the progress made in policy implementation towards achieving the objectives of the education sector in ensuring increased access, equity and quality in provision of education in all areas in the country. In addition, the booklet gives crucial information that the private sector, development partners and others can use to inform intervention decisions in the education sector.

Finally, I wish to appeal to all stakeholders to fully utilize the information provided in guiding their participation in promoting quality and inclusive education in Kenya.



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PREFACE

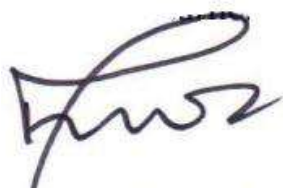
The *Basic Education Statistical Booklet, 2019* is part of a series of annual basic education statistical booklets published since 2014. This booklet provides information for 2017, 2018 and 2019. It provides an insight into the education sector status for the period under review and gives data and information on all the basic education levels. Information on a number of critical indicators in the sector have been presented, including: number of institutions, enrolments, schooling profile, internal efficiency, student teacher ratio, student text book ratio, school infrastructure, and examination performance, among others.

The booklet further provides key data and information on implementation of Free Primary Education (FPE) and the Free Day Secondary Education (FDSE) that began in 2003 and 2008, respectively, which have resulted in increased enrolment of children of school going age. It also provides information on the mainstreaming of pre-primary education into basic education. The successful implementation of these important programmes, among others, is dependent on timely, accurate and reliable data.

The booklet has been prepared at a critical time of transition of the country's education system from 8-4-4 to 2-6-6-3. Kenya has adopted the Competency Based Curriculum (CBC) for all levels of basic education. CBC has already been rolled out in the Early Years Education (EYE), which consists of Pre-Primary 1 and 2, and Grades 1, 2 and 3. The booklet offers vital information for the planning and implementation of CBC.

This booklet is primarily based on the NEMIS data that is captured at the basic education institutions namely, primary and secondary schools. The management of the Early Childhood Development and Education (ECDE) is devolved to the county governments and therefore, data on the pre-primary area was provided by the county governments through County Directors of Education (CDEs). The information on teachers, both at primary and secondary school levels, was provided by TSC as captured in the Teacher Management Information System (TMIS) and other Commission records. The Kenya National Examinations Council provided data on examination and assessment.

The booklet, therefore, contains useful information that may be used by planners, policy makers, educators, parents, learners, researchers and development partners, among others.



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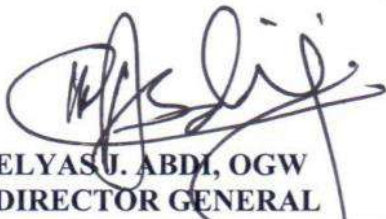
ACKNOWLEDGEMENT

The development and production of the *Basic Education Statistical Booklet, 2019* demonstrates the commitment by the Ministry of Education in providing credible, accurate, reliable and relevant data to enable effective management of the education sector.

Special thanks and appreciation go to the Cabinet Secretary, who provided overwhelming support, guidance, oversight and policy direction on reforming data management systems in the Ministry of Education. His dedication to the use of data to support decision making has motivated the compilation of this booklet. I also appreciate the Principal Secretary for his guidance and support to the technical team throughout the process.

Special thanks also go to the Global Partnership for Education and the World Bank for their contribution in the development of this booklet. I would also like to thank the Kenya National Bureau of Statistics (KNBS) for providing technical support in the analysis and interpretation of the data and also providing guidance in the overall production of the booklet. County governments are also appreciated for providing relevant data.

Finally, I would like to thank the technical team, drawn from various directorates in the State Department of Early Learning and Basic Education (EL&BE) in the Ministry of Education, MoE SAGAs, and TSC, under the leadership of the Director, Planning, EL&BE, for dedicating their time and energy to the development of this booklet.



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EXECUTIVE SUMMARY

The *Basic Education Statistical Booklet, 2019* has been developed at a momentous time when the country is transforming its education and training system from 8-4-4 to 2-6-6-3. The country has adopted the Competency Based curriculum (CBC) for all levels of basic education. CBC comprises Pre-primary (2 years), Primary (6 years), Secondary (6 years) and University education (3 years).

This booklet is primarily based on the NEMIS data that is captured at the basic education institutions namely, primary and secondary schools. Nevertheless, data from other sources was also used. The Early Childhood Development and Education (ECDE) management having been devolved to the county governments, data on the pre-primary level was provided by county governments through the County Directors of Education (CDEs). The data on teachers, both at primary and secondary school levels, was provided by TSC, as captured in the Teacher Management Information System (TMIS) and other Commission records. Data on examinations and national assessments was provided by the Kenya National Examinations Council (KNEC) while the Ministry of Energy provided data on electrification of schools.

The booklet is organized into four chapters. Chapter one gives the background and context. It presents the national education policy framework and structure, international commitment to education and Kenya's demographic and macroeconomic context. Chapter two presents the methodology used while chapter three presents the analysis of the data and information. The details of this chapter three include the number of schools and school sizes; enrolments and enrolment rates; schooling profile; internal efficiency measures; teachers and pupil teacher ratios; textbooks and pupil textbook ratios; classrooms and class sizes; and examination results. The chapter also gives the findings. Chapter four presents the conclusions, recommendations and policy implications. Finally, the annexes provide the comprehensive primary data used in developing the booklet.

From the analysis of the data presented, there has been a steady growth in the number of basic education learning institutions. The number of pre-primary learning centres increased from 41,779 in 2017 to 46,530 as at 2019. At the primary education level, the number of schools increased to 32,344 as at 2019 from 31,449 in 2017. On the other hand, the number of secondary schools increased from 8,958 in 2017 to 10,487 in 2019. Public pre-primary centres had the highest increase, largely due to the investment by county governments. Overall, public institutions still account for the largest share of basic education learning institutions, with 61%, 70% and 85% for pre-primary, primary and secondary education levels, respectively, as at 2019.

On enrolment, there were 2.7 million learners in pre-primary centres as at 2019. The comparison with previous years could not be made due to inclusion of learners aged 3 to 5 years under ECDE, unlike in 2019, which captured learners aged 4 to 5 years only. At primary school level, there were 10.1 million pupils as at 2019, compared to 10.39 million in 2018 and 10.29 million in 2017. At the secondary education level, there was a steady increase in enrolment, from 2.78

million students in 2017 to 3.26 million in 2019. Public schools account for the largest share of enrolment in basic education, with 70% at pre-primary level, 84% at primary level and 93% at secondary school level. This is attributed to key government programmes such as the mainstreaming of ECDE by county governments; Free Primary Education; Free Day Secondary Education; and the 100% transition from primary school to secondary school, among others. Nevertheless, public learning institutions still have the largest school sizes, with 68 learners per school at public pre-primary centres, as compared to 45 in private ones; 363 pupils in public primary schools in comparison to 173 in private schools; and 341 students in public secondary schools as compared to 141 in private schools. The average school sizes vary across counties at all levels of basic education.

On development expenditure, secondary education accounted for 54% of the allocation in the 2018/2019 financial year, while primary education accounted for about 42%. This was for the allocation by the national government. Capitation grants through FPE and FDSE accounted for 84% and 97% of the allocation for primary and secondary education, respectively, during the 2018/2019 fiscal period. Infrastructure development accounted for 1.3% and 3% of the allocations in primary and secondary education, respectively.

Special Needs Education (SNE) experienced a steady increase in the number of learning institutions, with an increase from 2,865 primary schools in 2017 to 3,430 in 2019. There was also a marginal increase in the number of special secondary schools, from 106 in 2017 to 114 in 2019. It is worth noting that the data on special needs institutions may not be comprehensive and is not disaggregated by gender/sex and ownership (public/private). The enrolment in primary schools increased from 108,221 in 2017 to 136,081 in 2019. Secondary school enrolment increased from 4,019 in 2017 to 4,794 in 2019. On average, 53% of the learners with disabilities in primary schools have mental handicap; 10% each have hearing impairment and physical handicap; 6% have multiple disabilities; and 17% have other forms of disabilities. Visual impairment accounts for 5% of the learners. At the secondary education level, 48% of the learners have hearing impairment; 33% have physical handicap; and 19% have visual impairment. It is worth noting that although mental handicap accounts for the largest proportion of learners with disabilities in special primary schools, they usually do not progress to pursue secondary education. In relation to SNE, it is important to note that there were data gaps across all levels.

On key schooling profile, Kenya has achieved significant progress in gender parity, completion and retention rates, and access rates during the 2017 to 2019 period. Gender parity was achieved in primary and secondary education levels. However, gender disparities still exist in some classes, and some counties are yet to achieve optimal gender parity indices at various levels of basic education. Completion rate at primary education level was 82%, while retention rate from Class 1 to Class 6 in primary schools stood at 96.1%. At the secondary school level, there was a 103.3 retention rate. Similarly, transition rate from primary to secondary education levels was 95% as at 2019. The high completion and transition rates were attributed to the government's re-entry and 100% transition policies. There was also an improvement in the Gross Enrolment Rates (GER) from 104% in 2017 to 99.6% in 2019 for the primary education cycle. The secondary education GER also improved from 68.5% in 2017 to 71.2% in 2019. GER for pre-

primary education was at 109.4 in 2019 as compared to 77.1% earlier on. It should be noted that consistency in the pre-primary level data is affected by the reporting of ages 4 to 5 and inadequate systems of data capturing by the county governments. It is also important to note that the transition from the use of manual questionnaires to the NEMIS, which is undergoing comprehensive re-engineering, did not allow the capture of age-specific data on enrolment to enable analysis of the Net Enrolment Rates (NER).

On quality indicators, there were 213,786 classrooms in primary schools and 68,541 classrooms in secondary schools, leading to an average class size of 40 and 45 learners per class for primary and secondary schools, respectively. There was, however, inadequate information on the nature and quality of the classrooms. Under the Digital Literacy Programme (DLP), 97% of public primary schools had been connected to electricity through the national grid and solar energy. Similarly, 97% of public primary schools had complete DLP package of content servers, and teacher and learner devices installed. The country had also achieved an optimal pupil to textbook ratio of 1:1 through the centralised procurement and distribution of core course books and school-level procurement through capitation grants.

Teachers remain a critical resource in the achievement of inclusive and equitable quality education. During the period under review, there were 92,359 teachers in pre-primary learning centres, out of which 53% were employed by the county governments while the rest were under private employment. There were 287,532 teachers in primary schools as at 2019, with 76% employed by the Teachers Service Commission to serve in public primary schools. Secondary education had a total of 116,910 teachers, with the public schools accounting for 90% of the teachers. All the teachers in public and private learning institutions met the minimum qualifications to teach, with 8.4% of teachers in public primary schools holding at least a bachelor's degree, 11% holding diploma qualification and over 80% holding certificate-level qualifications. In Secondary schools, nearly 95% hold a bachelor's degree and about 2% have a post-graduate qualification.

Kenya has achieved the recommended Pupil to Teacher Ratio (PTR) in primary and secondary education levels as at 2019. The PTR for pre-primary education was 37 in public learning centres while private pre-primary centres had a PTR of 21. In primary education level, the PTR was 39 for public schools and 24 for private schools. At the secondary level, public schools had a PTR of 29 as compared to 19 in private schools. Despite these optimum pupil-to-teacher ratios, teacher shortages still exist due to national staffing norms of assigning a teacher per classroom in primary schools and Curriculum-based Establishment (CBE) for staffing in secondary schools. There is also disparity in the distribution of teachers among the counties.

On teacher education, the number of teacher trainees enrolled in Diploma Teacher Training colleges declined from 2,333 in 2017 to 2,037. Enrolment in Public Certificate Teacher Training Colleges declined from 21,931 in 2017 to 11,111 in 2019. Enrolment in private TTCs increased from 17,867 in 2017 to 18,589 in 2019. The decline in enrolment was attributed to minimum university entry requirements which were nearly equivalent to the minimum requirements for a diploma in teacher education and also the government's shift in policy to convert certificate TTCs to diploma level, thus missing new admissions in 2019. The policy shift is meant to align

teacher education to the Competency-based Curriculum (CBC). On professional development, over 138,000 teachers in primary schools and Curriculum Support Officers had been trained on the Competency-based Curriculum.

Kenya continues to make good progress on achievement of learning outcomes, as measured through the Early Grade Mathematics Assessment (EGMA) and National System for Monitoring Learning Achievement (NASMLA) in 2018. There was an improvement in the proportion of Grade 2 learners meeting the EGMA benchmark, from 71% at baseline in 2016 to 76% at end line assessment in 2019. There was a 7% improvement on the proportion of learners meeting the EGMA benchmark in public schools as compared to private schools which had a 21.5% improvement. NASMLA for Grade 3 learners conducted in 2018 showed a marginal improvement in the proportion of learners attaining the benchmark competency levels in numeracy and literacy compared to the performance in 2016. Nevertheless, a smaller proportion of the learners achieved the benchmarks for high-level competencies in numeracy and literacy. Furthermore, regional disparities exist in the foundational skills of numeracy and literacy.

On national examinations, the number of candidates for the Kenya Certificate of Primary Education (KCPE) increased from 1,003,446 in 2017 to 1,088,989 in 2019. The candidates in public primary schools accounted for 83% of KCPE candidates. Special Needs Education candidates registering for KCPE increased from 2,066 in 2017 to 2,394 in 2019. The number of candidates for the Kenya Certificate of Secondary Education (KCSE) increased from 615,591 in 2017 to 699,706 in 2019. Candidates enrolled in public institutions accounted for 90% of the 2019 KCSE candidates. There was a marginal increase in the number of SNE candidates in KCSE, from 1,388 in 2017 to 1,660 in 2019. The average KCPE performance across the subjects remained slightly above 48% for the period under review. On KCSE performance, there was a steep rise in the number of candidates scoring at least Grade C+, from 69,380 in 2017 to 125,840 in 2019.

The remarkable progress made in the education sector has been due to the continued financing of the key programmes. In general, the education sector receives about one quarter of the government resources. Analysis of the expenditure on education showed that the national government contributed 53% followed by households (parents) at 33%. The county governments' share of contribution stood at 6% of the total expenditure. Teacher resource management accounted for nearly 50% of the expenditure in education. Secondary and primary education accounted for 14.6% and 4.3%, respectively. Quality Assurance and Standards accounted for less than 1% of the expenditure in education. In basic education, secondary education accounted for about 72% of the recurrent allocation by the national government, while the share of allocation for primary education was about 18%, with quality assurance accounting for less than 5% of the allocation.

From the foregoing analysis and conclusions, the following recommendations were made. There is need to build and mainstream a culture of data-driven decision making, planning, budgeting and monitoring through a Data Management Policy. A policy framework for management of education statistics should be developed to streamline and make NEMIS a single source of truth for data in the education sector. Given the constitutional responsibilities in the education sector,

and the reported data gaps, there is need for a collaborative framework on data management between the national and county governments. In order to have a comprehensive analysis of data in the education sector and meet all the international requirements, in addition to the requirements of the CBC, there is need to expand the scope of reporting to include data on quality assurance services, school audit services, status of infrastructure, and monitoring and evaluation, among others. There is also a need for an advocacy programme to promote a positive attitude change in relation to using data for policy decision making at various levels. Furthermore, to enhance better planning and align resource requirements to learning outcomes in basic education and match supply and demand in the provision of inclusive and equitable quality education, a comprehensive school mapping is necessary. Finally, in order to enhance the quality and credibility of data generated at institutional level, there is a need for a bi-annual validation of data in the National Education Management Information System.

1. BACKGROUND AND CONTEXT

1.1. National Education Policy Framework and Structure

The Government of Kenya (GoK) is committed to providing quality education, training, science and technology to all Kenyans. This is in line with the provisions of the Constitution of Kenya. Specifically, Articles 43(f) and 53(1) (b) of the Constitution provide for the right to education and the right to free and compulsory basic education, respectively. In Kenya's development blueprint, education and training is meant to provide the required knowledge, skills and attitudes necessary to contribute to the country's transformation into a newly industrializing, middle-income country that provides high quality of life to all its citizens by 2030. Education is also an enabler in the achievement of GoK's Big Four Agenda (housing, universal health, manufacturing and food security). Therefore, in fully achieving the aforementioned, MoE recently developed an all-inclusive sector-wide plan, the National Education Sector Strategic Plan (NESSP) 2018-2022, that spells out policy priorities, programmes and strategies for the education sector.

Under the Constitution, education and training in Kenya is managed under a two-tier government, which is the National and County Governments. The National Government is mandated to develop education policies, curriculum, as well as maintain standards. It also deals with examinations and grants charters to universities. The County Government, on the other hand, is mandated to oversee Pre-Primary Education (PPE), vocational training centres (village polytechnics), home craft centres, and child-care facilities.

The Ministry of Education (MoE) has four state departments and is headed by a Cabinet Secretary, assisted by four Principal Secretaries, each heading a State Department. The four State Departments are: the State Department for Early Learning and Basic Education, that is responsible for pre-primary, primary, secondary and teacher education; the State Department for Vocational Education and Technical Training responsible for promoting technical and vocational education and training; the State Department for University Education and Research, responsible for university education, research, science and technology; and the State Department for Post Training and Skills Development, responsible for facilitating linkages among the government, academia and industry for the development of industry relevant skills. Under the state departments, there are Semi-Autonomous Government Agencies (SAGAs), which are charged with various responsibilities. In the education sector, there is also the Teachers Service Commission (TSC), an independent constitutional commission that regulates and manages the teaching service in Kenya.

To realize national educational aspirations as provided in the Constitution and Vision 2030, which includes numeracy, literacy, life skills and industry relevant skills, various policy reforms have been rolled out. One key reform is the introduction of CBC, which is aimed at creating an ethical, engaged and empowered citizen. It seeks to nurture every learner's potential by ensuring all learners acquire the core competencies as provided in the Basic Education Curriculum Framework (BECF). CBC emphasizes formative rather than summative evaluations. In the implementation of the new curriculum, the 8-4-4 structure will eventually be replaced by the 2-6-

6-3 structure, which consists of 2 years of pre-primary (for ages 4-5); 3 years of lower primary and 3 years of upper primary (for ages 6-11); and 3 years of junior secondary, 3 years of senior secondary (for ages 12-17 years) as well as 3 years of university education.

1.2. Commitments to International Conventions and Agreements

Kenya is a signatory to several international conventions and agreements, including those on commitment to the development of education. The conventions and agreements underscore the need to eliminate all forms of discrimination and barriers, which then open doors for all citizens to be served with their right to education. To illustrate Kenya's commitment to the conventions and agreements signed, the country was one of the few that were close to meeting the Universal Primary Education under the Millennium Development Goals and the Education for All targets. To achieve the targets, Kenya adopted the Free Primary Education Policy (2003) and Free Day Secondary Education Policy (2008). In the current global orientation, Kenya has ratified Sustainable Development Goals and inherently showed its commitment to SDG4, which calls for inclusive and equitable quality education and promotion of lifelong learning opportunities for all. The SDG-4 is domesticated in the 2018-2022 National Education Sector Strategic Plan (NESSP).

1.3. Kenya's Demographic and Macroeconomic Context

Kenya is located in the East African sub-region of Africa with a coverage of 582,646 Square Kilometres, 97.8% comprising of land and 2.2% water surfaces. It neighbours Tanzania to the south and southwest, Uganda to the west, South Sudan to the north-west, Ethiopia to the north and Somalia the north-east. Swahili is Kenya's national language. The country's long-term development goals are set out in Vision 2030, which aims to transform Kenya into a newly industrializing, middle-income country providing a high quality of life to all its citizens by 2030 in a clean and secure environment.

According to the 2019 national census, there were 47.6 million Kenyans, as shown in Table 1

Table 1: *Total Population and School-Age Population, 2019*

Age Group	Population	Percent of Total Population	School Level
< 1	1,105,036	2.32	Infants
1-2	2,379,486	5.00	Before school
3-5	3,745,207	7.87	ECDE
4-5	2,503,277	5.26	Pre-Primary
6-13	10,109,470	21.25	Primary
14-17	4,583,396	9.64	Secondary
18-22	4,627,480	9.73	Tertiary
23+	21,012,015	44.18	Post-school
Not Stated	687	0.00	
Total	47,564,296¹	100	

Source: Analysed from KNBS, Kenya Population and Housing Census: Volume III (2019).

¹ Including 1,524 persons listed as intersex

The official school age in Kenya is classified as follows: 4-5 years for pre-primary, 6-13 years for primary and 14-17 years for secondary. Table 1 shows that 36 percent of Kenyans are aged 4-17 years and are of pre-primary, primary and secondary school going age, collectively regarded as basic education. The largest share constitutes primary school going children who make up 21 percent of the population, followed by nearly 10 percent secondary school going-children and over 5 percent who comprise pre-primary going children. Nearly 10 percent of Kenyans are of tertiary education going age.

As demonstrated, a large share of the total population of Kenya is of school going age. In order to cater for such numbers, the country needs to dedicate more resources to the education sector. For such resources to be available, the economy has to perform well as higher economic growth translates to more resources. Nevertheless, prioritization is an important factor in determining the resources allocated to the various sectors of the economy. Table 2 shows that Kenya's economy recorded a relatively steady growth over the period 2016-2019.

Real Gross Domestic Product (GDP) grew marginally from 5.9 percent in 2016 to 6.2 percent in 2019. As of 2018, the GDP per capita, in constant prices, was around KES. 100,000 from about KES. 87,000 in 2016. In terms of resources, total revenues, including grants, as a share of GDP, have reduced from 20.4 percent in 2016 to 19.7 in 2019. Similarly, total national government expenditures, as a share of GDP, increased from about 32.5 percent in 2016 to 35.2 percent in 2019.

Table 2: Total Population and Gross Domestic Product, 2016 - 2019

	2016	2017	2018	2019*
GDP Growth, Constant Prices		4.9	6.3	6.2
GDP, Market Prices (KES Bn)	7,023.0	8,144.4	8,905.0	10,766
GDP per capita current (KES)	154,802.3	174,790.7	186,296.7	--
GDP per capita constant (KES)	94,797	96,788	100,310	--
Central government spending				
<i>Total Revenues and Grants (KES, Bn)</i>	1,429.8	1,561.4	1,886.0	2,115.9
<i>Expenditure and net lending (KES, Bn)</i>	2,283.0	2,576.1	3,033.6	3,789.5
<i>Total Revenue, % of GDP</i>	20.4	19.2	21.2	19.7
<i>Expenditure and net lending, % of GDP</i>	32.5	31.6	34.1	35.2

Source: Economic Survey (2020). * Printed Estimates from the National Treasury

In the medium-term, 25 percent of the domestic revenue will be spent in recurrent education (Table 3). The estimates were based on the economic outlook of the NESSP plan implementation period and were based on expected growth of the GDP, the tax pressure, the resources committed to education from domestically generated revenue and the intra-sector sharing of resources. As can be seen in the table below, assuming the recurrent resources to education as a share of domestic resources remains at 25%, the total recurrent resources likely to be available to education sector will grow from KES 382 billion in 2017/18 to KES 524 billion in 2022 representing a 37% increase over the period. As shown in the financial review section of the diagnostic, the share of recurrent resources spent on basic education averages 70%. Assuming

the share remains the same over the plan implementation period, the recurrent resources that are likely to be available will grow from KES 267.2 billion to KES 366.2 billion.

Table 3: Macroeconomic Forecast

	2017	2018	2019	2020	2021	2022
GDP (million KES)	8,144,373	8,633,035	9,151,017	9,700,078	10,282,081	10,899,008
Domestically-generated revenues as % of GDP	19.1%	19.2%	19.3%	19.4%	19.4%	19.5%
Domestic revenues excluding grants (million KES)	1,553,613	1,654,807	1,762,552	1,877,269	1,999,407	2,129,443
Share of Domestic Revenue spent in recurrent Education	25%	25%	25%	25%	25%	25%
Total recurrent resources expected in Education Sector (millions KES)	382,261	407,159	433,669	461,895	491,947	523,942
Total recurrent resources expected in Basic Education (millions KES)	267,188	284,591	303,121	322,849	343,855	366,218

Source: MoE Simulation Model

1.4. Emerging trends in Data Management

The on-going education and training reforms have brought up new data and information needs. It has emphasized the role of some stakeholders than others. New data collection, analysis and sharing methodologies are being demanded, in addition to emergent technologies required to facilitate the collection, analysis and reporting to make data more credible, timely and relevant. Key education policy reforms that demand the refocusing of data management practices in Kenya include;

International and National Commitments to Measurement of Education Indicators: Kenya has, through the Ministry of Education made international and national commitments on provision of education statistics to measure the progress of internationally agreed and country-specific education indicators. The main international commitment made is on the provision of annual education statistics on indicators to measure the progress of Sustainable Development Goals (SDGs) and especially SDG4 on inclusive and equitable quality education. The UNESCO Institute of Statistics (UIS) receives, collates and reports on the education indicators to the United Nations General Assembly. At the Local scene the Kenya National Bureau of Statistics (KNBS) is the national Focal Point for all data generated by the Sectors of the Kenyan Economy.

There are specific indicators whose statistics must be provided by the Ministry of Education to KNBS annually. Development Partners and stakeholders in the education sector often require specific data to support funding and partnership requests in various projects and programmes. These commitments and obligations demand a policy change to mainstream international and national data requirements into the Annual Basic Education Statistical Booklet. The calendar for the preparation of the Booklet may also require review to ensure it meets the submission timelines set by the various statutory Statistics Agencies.

The Kenya Population and Housing Census (KPHC), 2019: The results of the Kenya Population and Housing Census 2019 have brought a new perspective on the status of the Kenyan education statistics. Various national socio-economic and demographic indicators which have effects on the learner population changed in a direction that may not have been picked by the Education Sector. For instance, while the fertility rates went down nationally, the learner population growth rates, especially at the entry levels of lower primary, showed an upward trend. This has resulted in the learner population figures within the Ministry appearing to be higher than the school age population in the 2017, 2018 and 2019 at the national level. Further analysis of the 2019 KPHC granular data by sectors might reveal more realities and provide additional insights to inform subsequent publications of the Annual Basic Education Statistics Booklet.

The reform of curriculum: The country is transiting to a competency-based education aimed at replacing the 8-4-4 system by 2028. The Competence Based Curriculum seeks to nurture every learner's potential by ensuring all learners acquire the seven core competencies. Monitoring learners' progress in the acquisition and development of the competencies requires a shift towards more emphasis on formative evaluation. Data on learning outcomes and tracking individual learner's progress will be necessary at institutional, regional and national levels to inform decision making and policy interventions.

The education reforms also envisage learning and career pathways for students in Senior Secondary Education level. Disaggregated data on learning institutions' capacity and the sector's readiness will be urgently required to prepare for a seamless transition to the senior secondary education pathways by 2026. Such data will include the number and distribution of institutions; infrastructure, amenities and facilities; digital equipment; learning materials; human resource, teachers; financing and quality assurance besides the learning progress, enrolment and school attendance data.

Education Data in the COVID19 Crisis and other Emergencies: Coronavirus disease (COVID-19) pandemic disrupted normal operations in the society and generated a lot of anxieties and uncertainties, including in the education sector. Resources for education programmes were re-prioritised in order to mitigate against the adverse effects of the pandemic to the society. The post-COVID-19 recovery strategies have a bearing on new data requirements, and are likely to redefine key education indicators on class-size; water, sanitation, health-care and hygiene (WASH) facilities; safety in learning institutions and optimal learner-to-teacher ratios, among others. The pandemic also redefined the mode of working and learning, with more shift, for instance, towards virtual teaching and learning, and also community-based learning. Credible and timely data will also be required on the status of learning enablers, including infrastructure such as electricity and broadband connectivity across the country; and appropriate technologies for learners with disabilities and special needs in order to enhance more inclusive and equitable quality education. Evidence will additionally be useful in decision making and planning by national and county governments, development partners and other stakeholders, and will also inform targeted interventions in provision of education to vulnerable groups during the post-COVID-19 period.

2. METHODOLOGY

2.1 Introduction

This section discusses sources of the data, type of data, data collection methods and instruments, and limitations of the data.

2.2 Scope of Data Collection and Design

In the preparation of this booklet, data was obtained from two main sources: data at source (primary data) and data from established data systems (secondary data). This data was collected within the geographical boundaries of Kenya, covering the counties. The data collected is inclusive of both public and private basic education institutions.

2.3 Data Sources

Data was collected from different sources. The main source was the National Education Management Information System (NEMIS) that contains school level data. Data was also sourced from different departments within the Ministry of Education namely, Central Planning Unit, Directorate of Primary Education, Directorate of Secondary Education and Directorate of Special Needs Education. Data on pre-primary and private institutions was sourced from the county governments' directors of ECDE through the County Directors of Education (CDEs). The Semi-Autonomous Government Agencies (SAGAs) within the Ministry of Education were other important sources of data. These are the Kenya National Examinations Council (KNEC) and the Kenya Institute of Curriculum Development (KICD). Other sources of data included the Teachers Service Commission (TSC), Ministry of Energy, Ministry of ICT, Innovation and Youth Affairs, and the Kenya National Bureau of Statistics (KNBS).

DATA COLLECTION METHODS AND INSTRUMENTS

The Ministry of Education system, NEMIS, was used to collect primary data at school level. Where additional primary data was required, self-administered templates were developed to collect the required data from the institutions. Stakeholders and partner agencies in the education sector, through their established structures, provided secondary data upon request. In instances where data was missing or inconclusive, extrapolation and interpolation were carried out to establish estimates. The methodology differs from the one employed in 2016 when the last census on basic education was carried out. Consequently, all the previously published data after 2016, including the Sessional Paper No. 1 of 2019 and the National Education Sector Strategic Plan (NESSP) 2018-2022 were based on projections.

2.4 Data Collection Personnel and Training

Upon successful development of NEMIS and subsequent rollout, County Directors of Education (CDEs) were sensitized on the various components of the system. The CDEs were further expected to train the heads of institutions on the use of NEMIS, for them to be the main data collection personnel.

2.5 Data Processing and Report Writing

The NEMIS data from the field was extracted, cleaned, collated and analysed. Analysis of data

was mainly done using excel to generate tables and figures. A technical team comprising officers from MoE and other key agencies was constituted to compile this report. Despite the COVID-19 pandemic, the technical team divided tasks among themselves to ensure continuity and eventual completion of the report.

2.6 Limitations

The following limitations were encountered in the development of this booklet:

- (i) There were inconsistencies in the data due to errors made at the time of data capture due to capacity challenges in maintaining accurate data.
- (ii) In far flung regions, there were challenges experienced in access and utilization of the NEMIS system resulting in incomplete data uploaded onto the system.
- (iii) Limitations of the systems used in capturing additional parameters.
- (iv) Some counties do not have established structures for maintaining pre-primary data. This affects the quality of data submitted by counties through CDEs.
- (v) Data analysis skills are limited both at the Ministry and county levels, which hampered the speed and efficiency in data collation and analysis for this booklet.
- (vi) Inadequate data on private learning institutions and SNE institutions.

3. STATUS OF BASIC EDUCATION

This chapter provides key highlights of selected performance indicators at pre-primary, primary, and secondary education sub-sectors. For most indicators, the data is provided for the period 2017-2019. In line with the National Education Sector Strategic Plan 2018-2022, the indicators are categorized in three thematic areas: access and equity; quality and relevance; and education management and financing.

3.1 Access and Equity

The indicators under access and equity include: number of schools; school sizes for each level; enrolments and enrolment rates for each education level; comparative schooling profiles for selected years; and promotion, repetition and dropout rates.

3.1.1 Number of Schools

As at 2019, Kenya had approximately 46,530 pre-primary centres, 32,344 primary schools and 10,487 secondary schools. Table 4 and Figure 1 show the trend in the growth of pre-primary centres, and primary and secondary schools.

Table 4: Number of Basic Education Institutions by Level, 2017-2019

	2017	2018	2019
Pre-Primary			
Public	25,381	25,589	28,383
Private	16,398	16,728	18,147
Total	41,779	42,317	46,530
Primary			
Public	23,139	23,336	23,286
Private	8,310	8,447	9,058
Total	31,449	31,783	32,344
Secondary			
Public	7,543	8,791	8,933
Private	1,415	1,479	1,554
Total	8,958	10,270	10,487

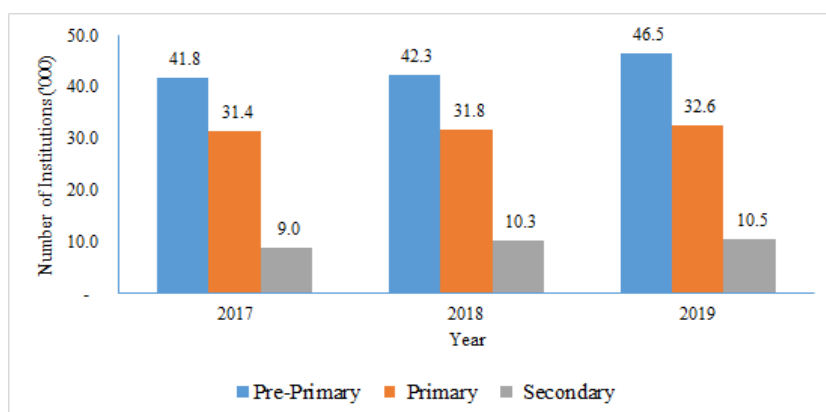


Figure 1: Number of Basic Education Institutions by Level, 2017-2019

The number of pre-primary centres increased from 41,779 in 2017 to 46,530 in 2019 representing a growth of 11.4 percent. The public sector witnessed a higher increase in the number of centres, by about 11.8 percent (from 25,381 in 2017 to 28,383 in 2019); partly due to accelerated investment in new pre-primary centres by county governments following the devolution of pre-primary education function. Similarly; the private sector witnessed a 10.7 percent increase in the number of pre-primary centres (from 16,398 in 2017 to 18,147 in 2019). Nevertheless, the share of private pre-primary centres remained at about 40 percent.

Primary schools increased from 31,449 in 2017 to 32,344 in 2019, representing an increase of 2.8 percent. Public primary schools increased by 0.6 percent, from 23,139 schools in 2017 to 23,286 schools in 2019 while private primary schools increased by 9 percent, from 8,310 schools in 2017 to 9,058 schools in 2019. Unlike the case in the pre-primary sub-sector, there was a higher rate of increase in the number of private primary schools relative to public schools. Nevertheless, public primary schools still account for the largest share of primary schools, at 72 percent.

At secondary school level, the number of schools increased by 16.8 percent, from 8,958 in 2017 to 10,487 in 2019. The number of public secondary schools increased by 18.4 percent, from 7,543 schools in 2017 to 8,933 schools in 2019 while private secondary schools increased by 9.7 percent, from 1,415 schools in 2017 to 1,554 schools in 2019. Unlike the case in primary schools, there was a higher percentage increase in public secondary schools relative to private schools. Over the three-year period, public secondary schools have accounted for about 85 percent of all secondary schools in Kenya, partly due to the Free Day Secondary Education and the 100 percent transition policy. The reduction in the average school size is expected to contribute to improved performance, as well as promotion, completion and transition rates.

Figure 2 shows the distribution of public primary schools based on Global Positioning System (GPS) based on about 18,700 public primary schools with valid GPS codes. The data was generated from the technology-enabled teacher support under the *Tusome* literacy programme and Early Grade Mathematics programme under the Primary Education Development (PRIEDE) Project.

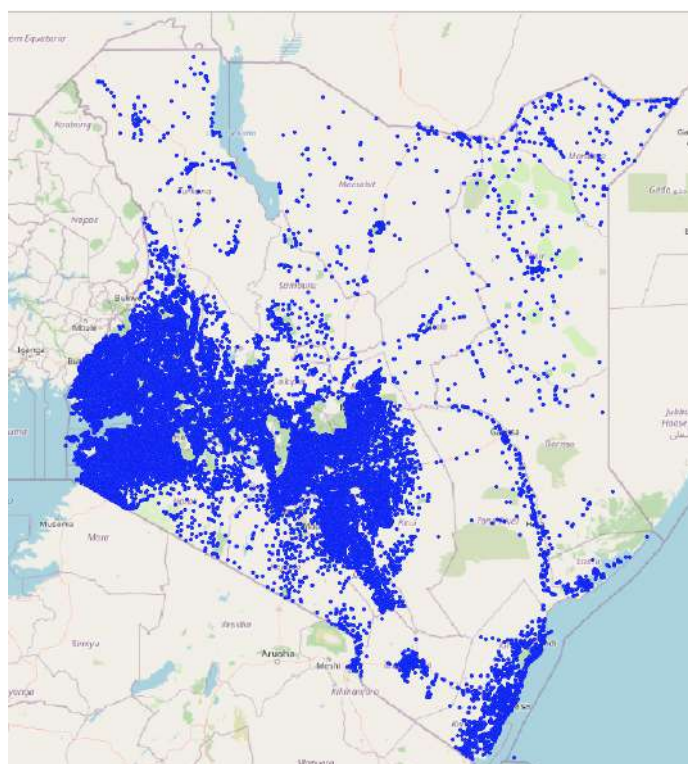


Figure 2: *Distribution of public primary schools based on GPS, 2019*

The distribution of schools is correlated to the average school-size and mirrors human settlement patterns and population distribution. The GPS data is also critical in mapping the learning institutions major infrastructure like roads, amenities and key installations like electricity, internet and other communication infrastructure.

3.1.2 Enrolment in Public and Private Schools

As at 2019, there were 2,738,587 children enrolled in pre-primary centres, 10,072,040 enrolled in primary schools and 3,262,951 in secondary schools. Table 5 shows enrolments in public and private schools for pre-primary, primary and secondary levels of education.

Table 5: *Enrolment in Public and Private Schools 2019*

	2017	2018	2019
Pre-primary*			
Public			1,916,690
Private			821,897
Total	3,293,813	3,390,545	2,738,587
Primary			
Public	8,879,685	8,930,924	8,454,606
Private	1,410,470	1,458,902	1,617,434
Total	10,290,155	10,389,826	10,072,040
Secondary			
Public	2,581,609	2,810,655	3,045,227
Private	201,135	202,760	217,724
Total	2,782,744	3,013,415	3,262,951

Source: MoE (2020), KNBS, Economic Survey (2020)

*Data for 2017 and 2018 include Age 3.

The private sector is an important partner in the provision of basic education in Kenya. For instance, in the year 2019, 30 percent, 16 percent and 7 percent of the learners enrolled in the pre-primary, primary and secondary levels, respectively, were in private schools.

3.1.3 Enrolments by County

Figures 3 to 8 show enrolments in public and private schools by county at pre-primary, primary and secondary school levels.

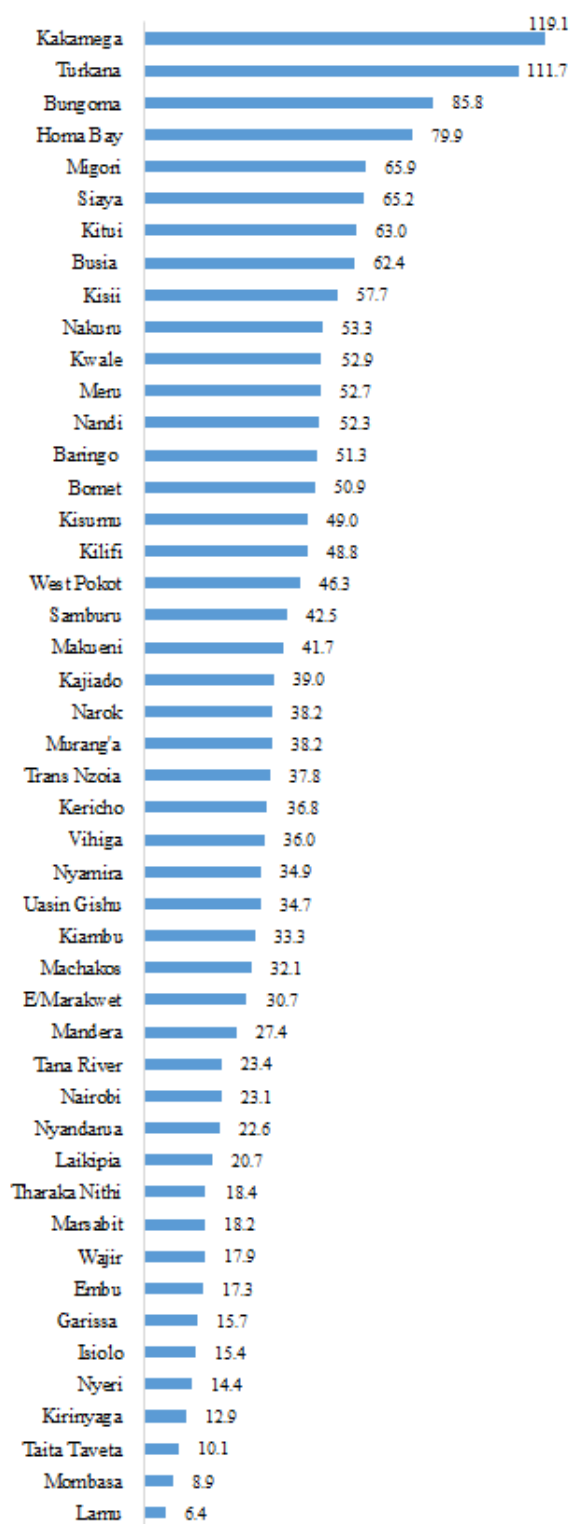


Figure 3: *Public Pre-Primary Enrolments by County, Thousands, 2019*

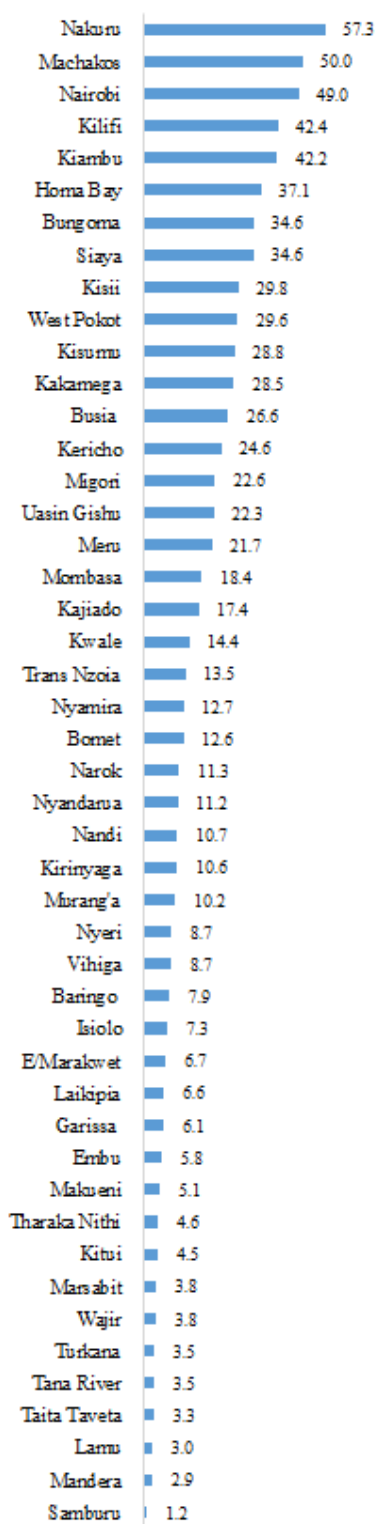


Figure 4: *Private Pre-Primary Enrolments by County, Thousands, 2019*

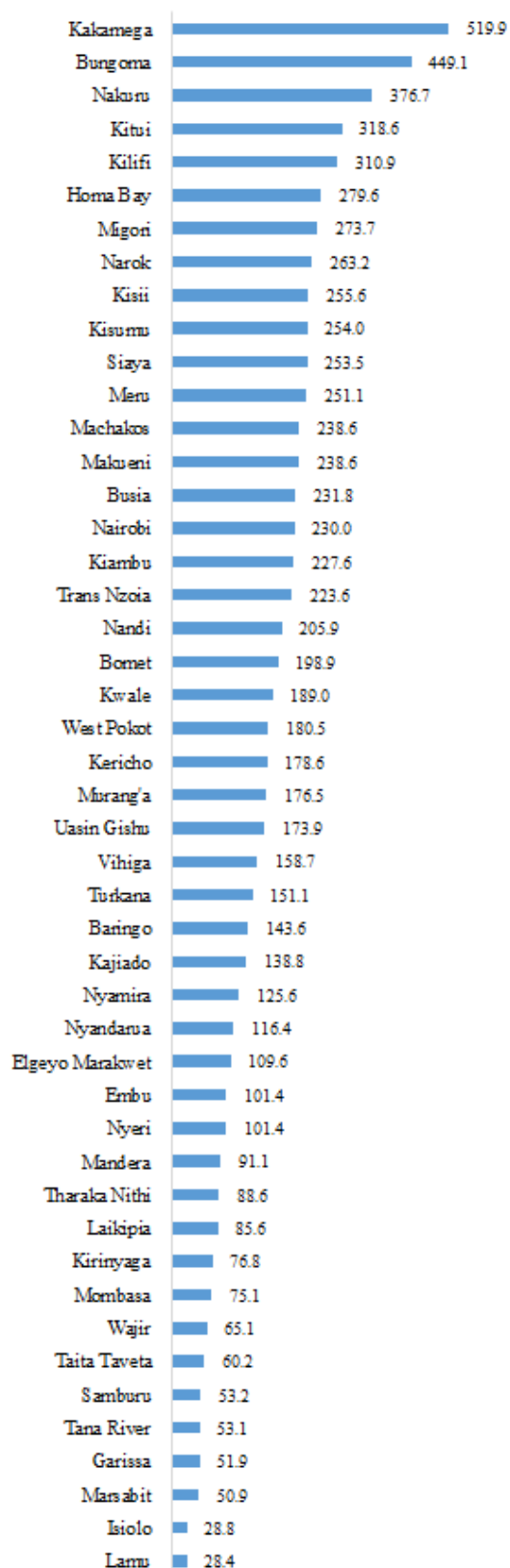


Figure 5: *Public Primary Enrolments by County, Thousands, 2019*

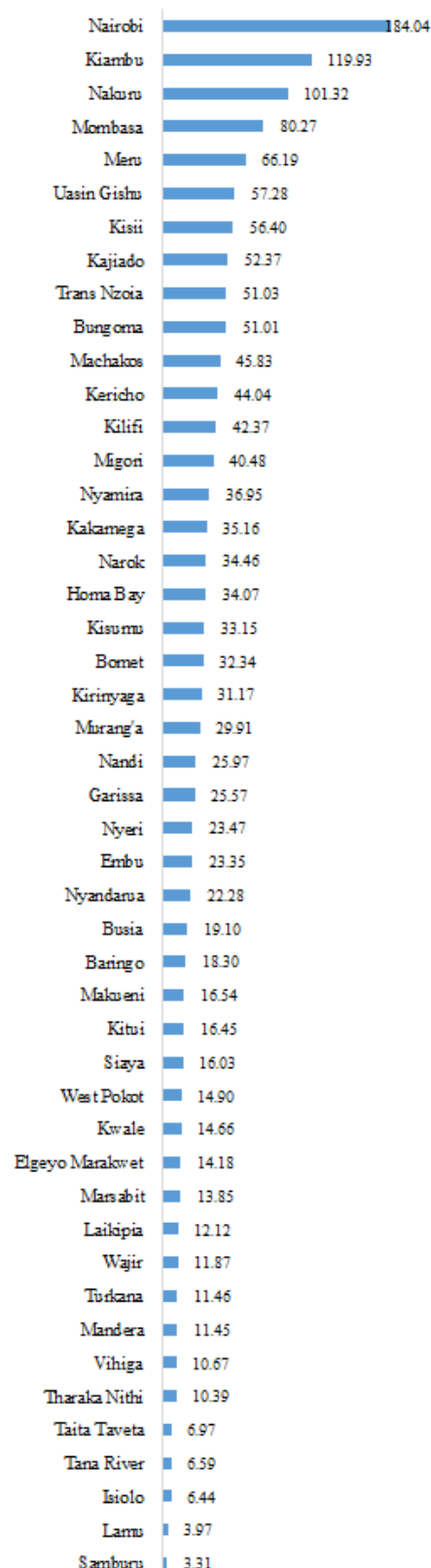


Figure 6: *Private Primary Enrolments by County, Thousands, 2019*

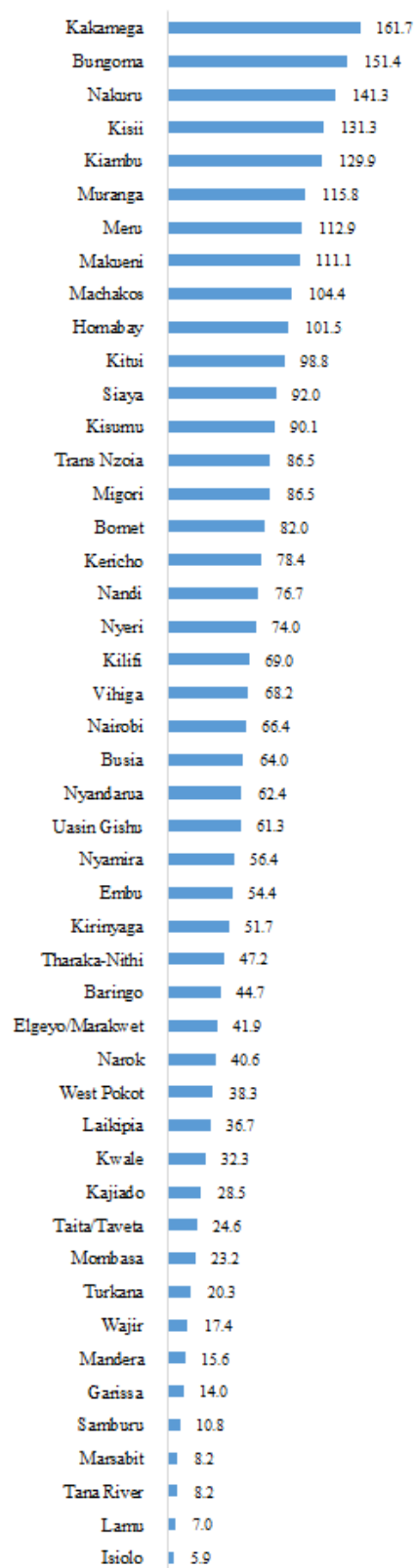


Figure 7: Public Secondary Enrolments by County, Thousands, 2019

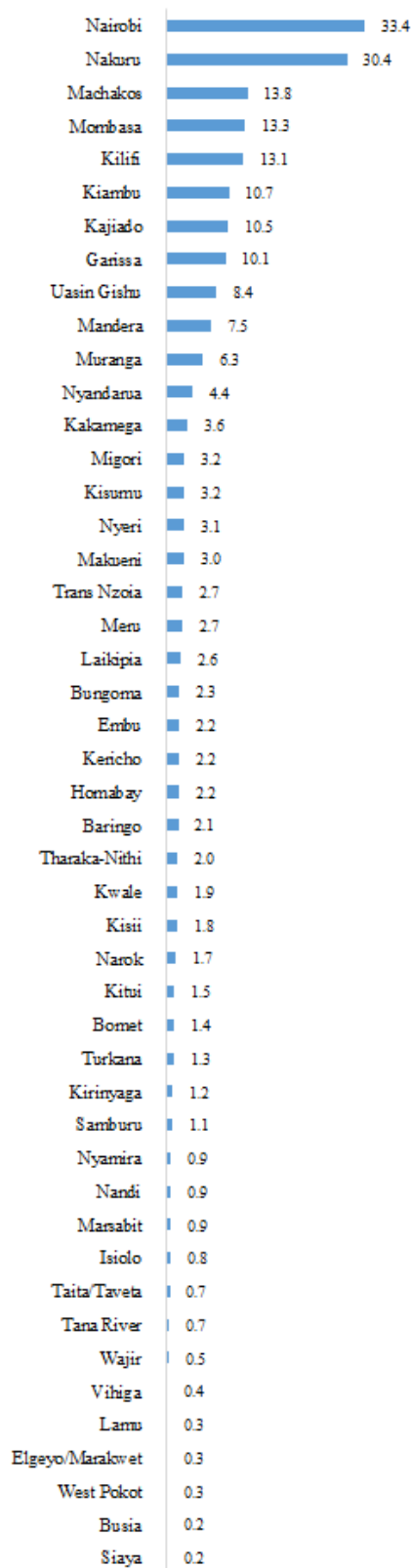


Figure 8: Private Secondary Enrolments by County, Thousands, 2019

3.1.4 Enrolment by Level of Education and Gender

This section presents data on enrolments by gender and education level. Table 6 shows enrolments in pre-primary, primary and secondary school levels by gender.

Table 6: *Enrolment by Gender and Level of Education for the year 2019*

Level	Gender	Enrolment
Pre-primary	Boys	1,393,719
	Girls	1,344,868
	Total	2,738,587
	Gender Parity Index	0.96
Primary	Boys	5,105,788
	Girls	4,966,252
	Total	10,072,040
	Gender Parity Index	0.97
Secondary	Boys	1,627,485
	Girls	1,635,466
	Total	3,262,951
	Gender Parity Index	1.00

Source: Ministry of Education (2020)

According to UNESCO (2015)², an entity with a Gender Parity Index (GPI) between 0.97 and 1.03 has achieved gender parity. GPI below 0.97 indicates disparity in favour of males while GPI above 1.03 indicates disparity in favour of females

The enrolment data in Table 6 shows that Kenya has achieved gender parity in primary and secondary school levels at 0.97 and 1.00, respectively. At the same time, it is worth noting that there were more girls than boys enrolled in secondary schools. However, at the pre-primary level there is disparity in favour of boys at 0.96.

Table 7 shows the enrolment by gender, education level and grade/class as at 2019.

Table 7: *Enrolment by Gender, Level and Grade/Class for the Year 2019*

Class	Boys	Girls
Pre-Primary 1	695,368	669,928
Pre-Primary 2	698,351	674,940
Grade 1	537,801	499,646
Grade 2	539,747	503,731
Grade 3	523,189	496,251
Class 4	558,950	531,449
Class 5	559,177	547,044
Class 6	559,795	556,648
Class 7	559,317	567,614
Class 8	460,146	482,434

² UNESCO (2015). *A Guide for Gender Equality in Teacher Education Policy and Practice*. Paris: UNESCO

Form 1	389,491	401,353
Form 2	418,070	422,164
Form 3	356,794	354,796
Form 4	330,970	319,086

Source: Ministry of Education (2020)

There are slightly more boys than girls enrolled from Grade 1 to Class 6. From Class 7 to Form 2, the converse is true. There are slightly more girls than boys enrolled. In Form 3, the number of boys is almost equal to the number of girls whereas in Form 4, the number of boys exceeds the number of girls. In general, government interventions through programmes, such as FPE, FDSE and the 100 percent transition from primary to secondary, all aimed at having all children attain basic education, are bearing fruits.

Figure 9 shows Gender Parity Index in enrolment by level and grade/class.

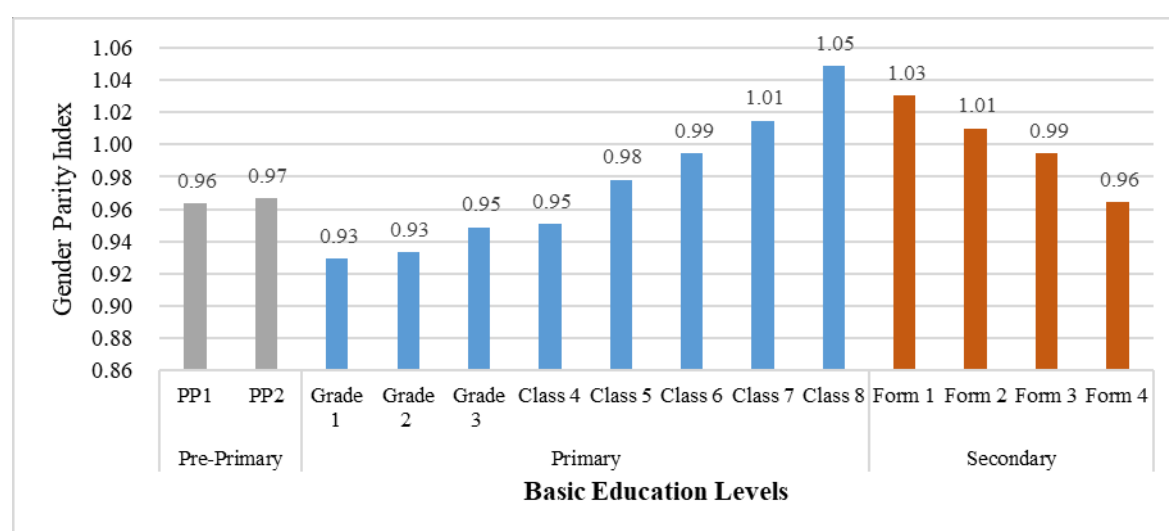


Figure 9: Gender Parity Index by Level and Grade/Class in 2019

At pre-primary level, in PP1, there was gender disparity in favour of boys, while in PP2 gender parity was achieved. At primary school level, from Grade 1 to Class 4, there was gender disparity in favour of boys. From Class 5 to Class 7, the country achieved gender parity. In Class 8, there was gender disparity in favour of girls. At secondary school level, from 1 to 3, the country achieved gender parity while in Form 4, there was gender disparity in favour of boys.

Figures 10 to 12 show Gender Parity Index by county at pre-primary, primary and secondary levels, as at 2019, respectively. Across all levels of basic education, three categories of counties emerge. The first category comprises counties that have achieved gender parity while the second category is made up of counties with gender disparity in favour of boys. The third category has counties with gender disparity in favour of girls.

At pre-primary level, 17 counties have achieved gender parity, while 23 counties have gender disparity in favour of boys. Seven counties have gender disparity in favour of girls. At primary

level, 27 counties have achieved gender parity, while 19 counties have gender disparity in favour of boys. There was only one county with gender disparity in favour of girls. At secondary level, 13 counties have achieved gender parity, while 13 counties have gender disparity in favour of boys. On the other hand, 21 counties have gender disparity in favour of girls.

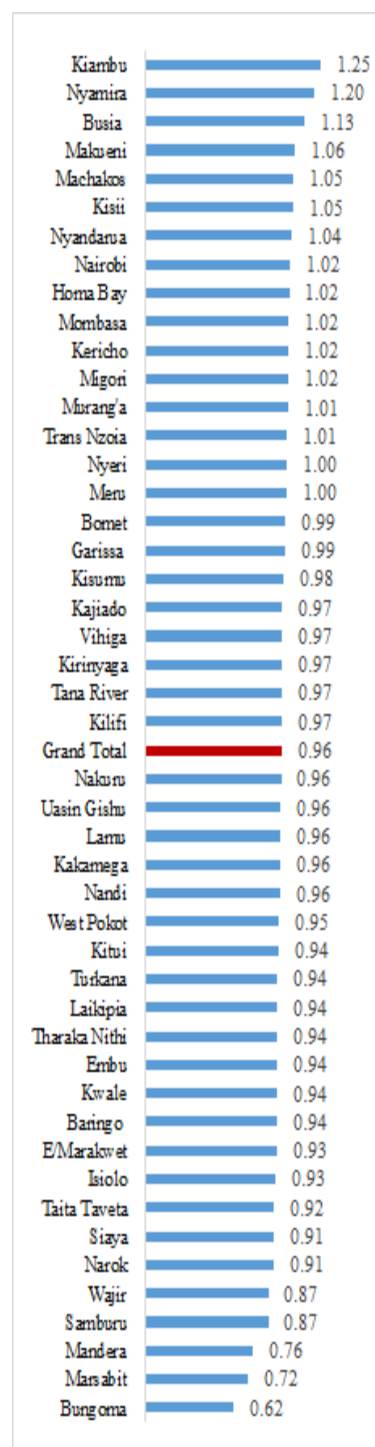


Figure 10: Pre-Primary Level Gender Parity Index by County, 2019

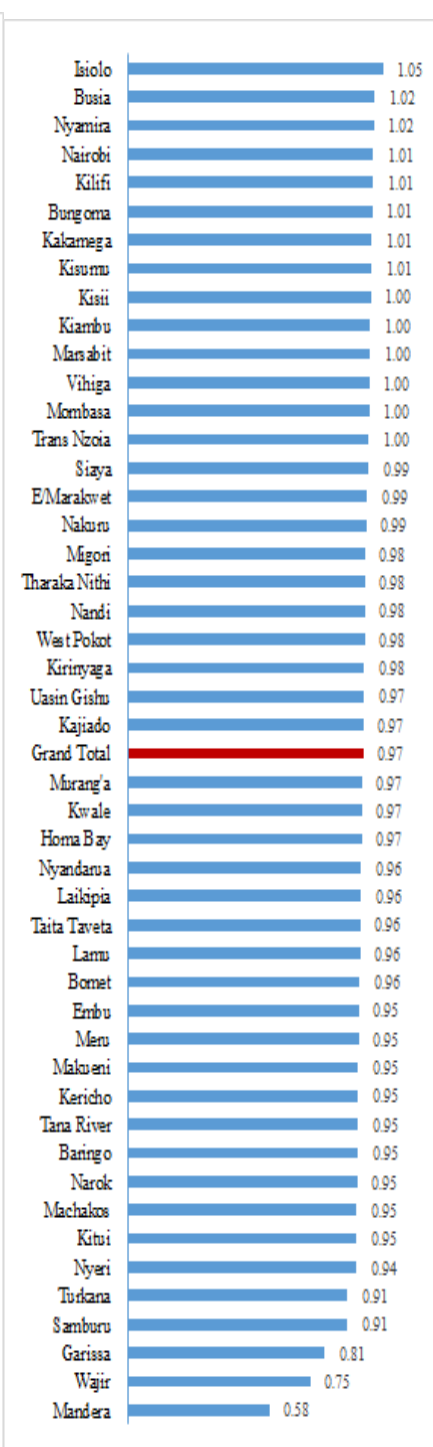


Figure 11: Primary level Gender Parity Index by County, 2019

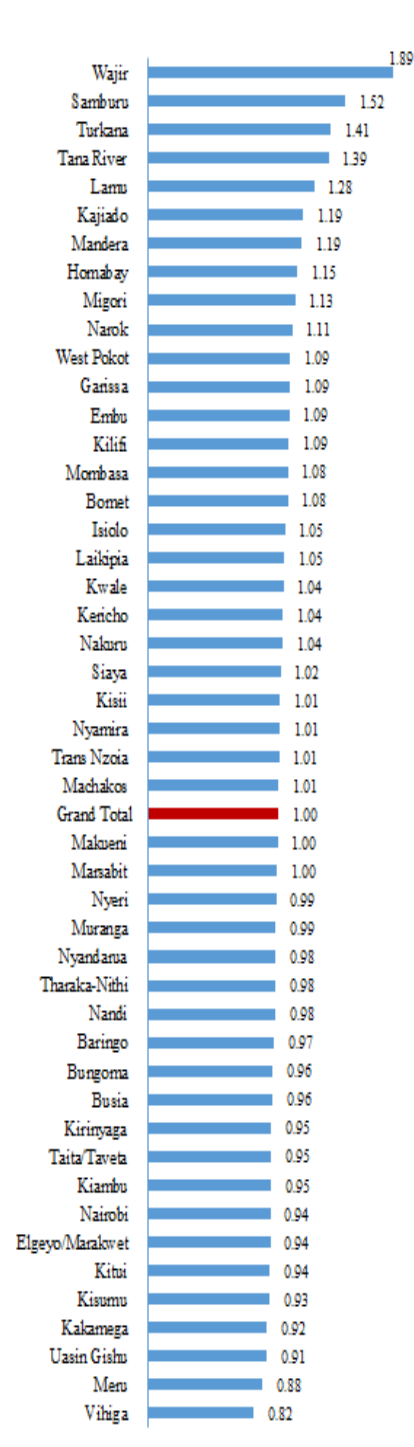


Figure 12: Secondary level Gender Parity Index by County, 2019

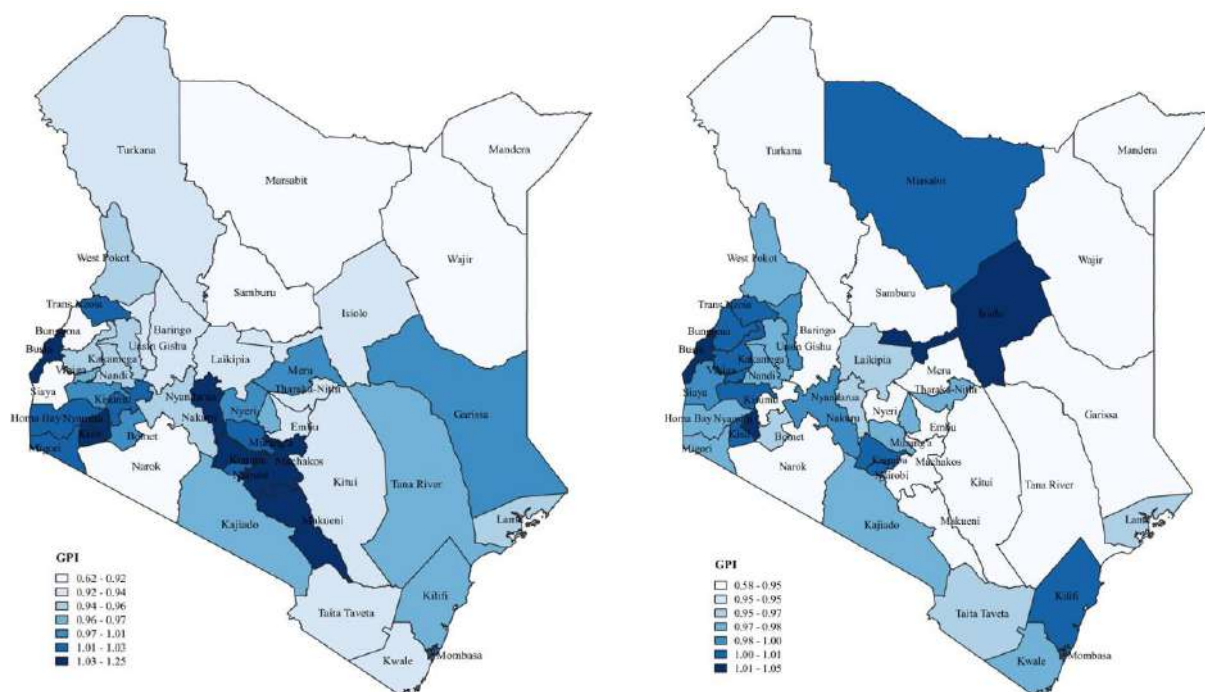


Figure 13: Pre-primary and Primary Level Gender Parity Index by County, 2019

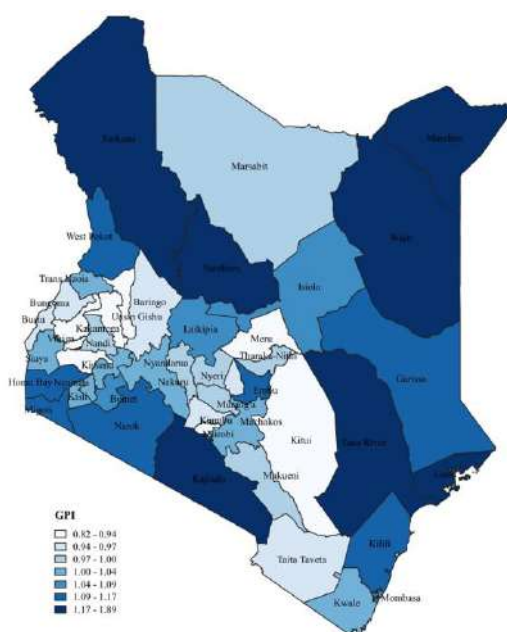


Figure 14: Secondary level Gender Parity Index by County, 2019

3.1.5 Average School Size in Basic Education

School size is an important factor in determining resource requirements and allocation. Table 8 shows the average school size in both public and private schools in basic education across all levels.

Table 8: *Average School Size*

		2017	2018	2019
Pre-primary				
Public	Enrolment			1,916,690
	No. of Institutions	25,381	25,589	28,383
	Avg. School Size			68
Private	Enrolment			821,897
	No. of Institutions	16,398	16,728	18,147
	Avg. School Size			45
<hr/>				
Total	Enrolment			2,738,587
	No. of Institutions	41,779	42,317	46,530
	Avg. School Size			59
Primary				
Public	Enrolment	8,879,685	8,930,924	8,454,606
	No. of Institutions	23,139	23,336	23,286
	Avg. School Size	384	383	363
Private	Enrolment	1,410,470	1,458,902	1,617,434
	No. of Institutions	8,310	8,447	9,329
	Avg. School Size	170	173	173
<hr/>				
Total	Enrolment	10,290,155	10,389,826	10,072,040
	No. of Institutions	31,449	31,783	32,615
	Avg. School Size	327	327	309
Secondary				
Public	Enrolment	2,581,609	2,810,655	3,045,227
	No. of Institutions	7,543	8,791	8,933
	Avg. School Size	342	320	341
Private	Enrolment	201,135	202,760	217,724
	No. of Institutions	1,415	1,479	1,554
	Avg. School Size	142	137	141
<hr/>				
Total	Enrolment	2,782,744	3,013,415	3,262,951
	No. of Institutions	8,958	10,270	10,487
	Avg. School Size	311	293	311

The overall average school size in pre-primary education was 59 learners in 2019. At primary education level, the average school size decreased from 384 learners in 2017 to 363 learners in 2019 while at secondary education level, there was a reduction from 342 in 2017 to 313 in 2019.

Figure 15 shows the average school sizes by county at pre-primary, primary and secondary levels, as at 2019, respectively. This is for both public and private schools.

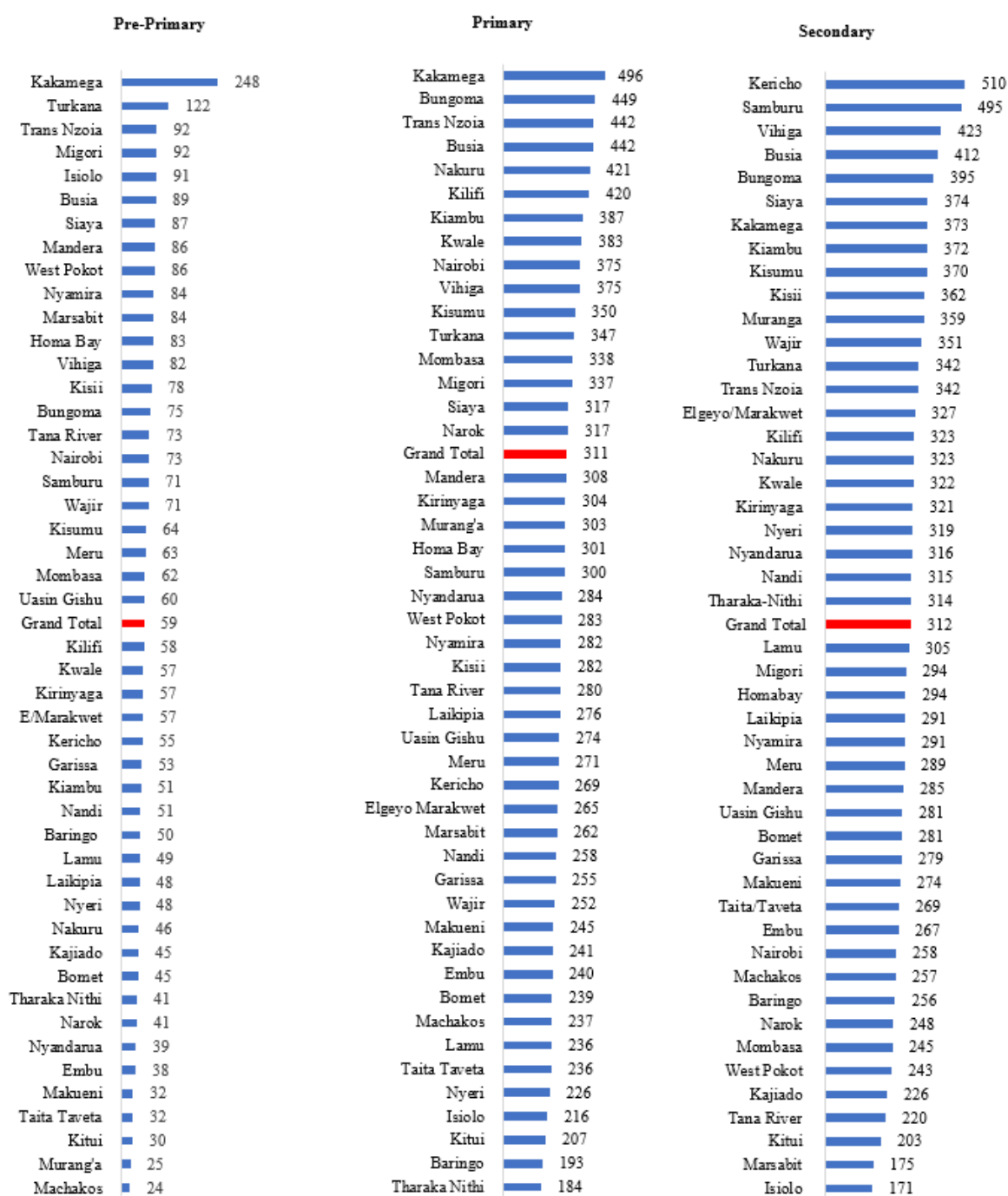


Figure 15: Average School Size at Pre-Primary, Primary and Secondary School Level, 2019



Figure 16: Average School Size in Public Pre-Primary Centres by County, 2019

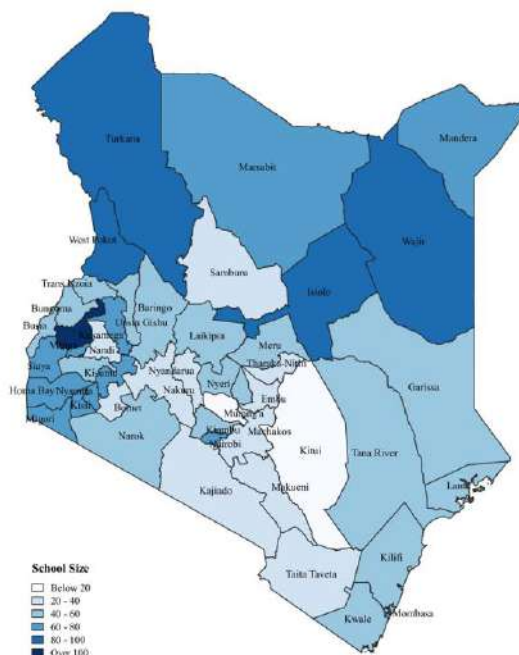


Figure 17: Average School Size in Private Pre-Primary Centres by County, 2019

At pre-primary level, the county with the highest average school size was Kakamega, followed by Turkana and then Trans Nzoia and Migori. Counties with the lowest average school size include Machakos, Murang'a and Kitui. At the primary school level, Kakamega, Bungoma and then Trans Nzoia and Busia, were counties with the highest average school size while Tharaka-Nithi, Baringo and Kitui have the lowest average school size. Counties with the highest average school size at secondary school level were Kericho, Samburu and Vihiga while those with the lowest were Isiolo, Marsabit and Kitui.

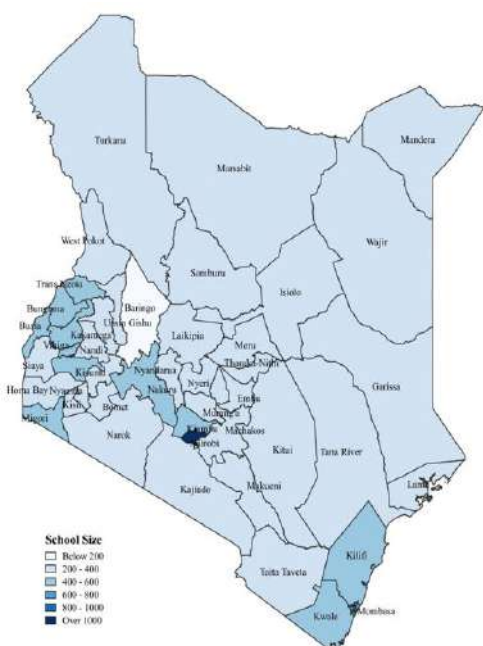


Figure 18: Average School Size in Public Primary Schools by County, 2019

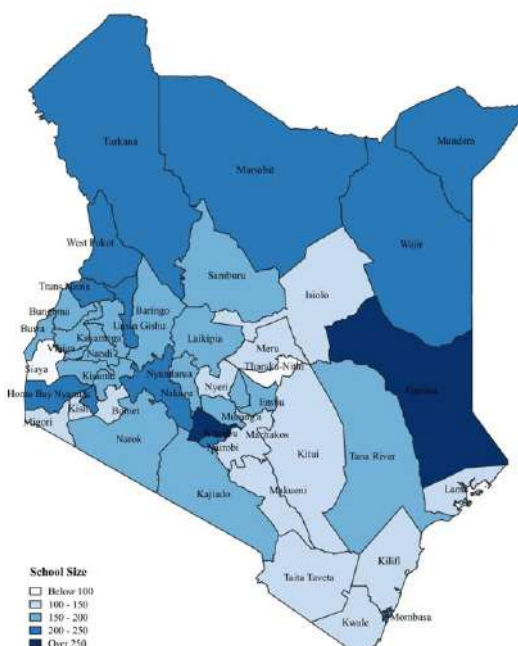


Figure 19: Average School Size at Primary level by County, 2019

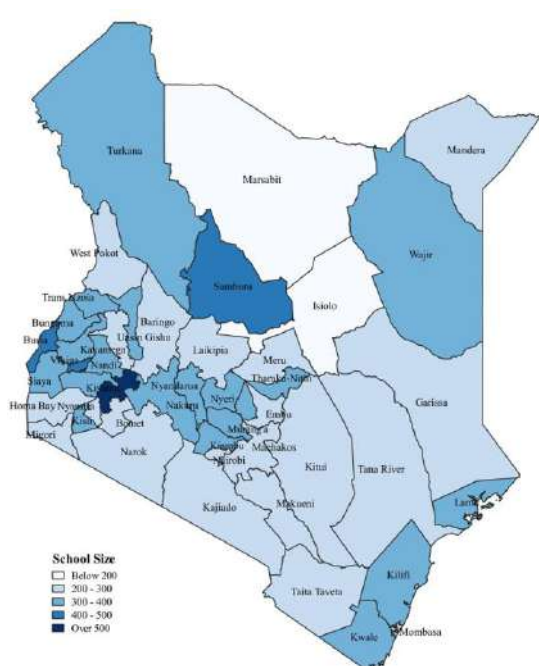


Figure 20: Average School Size in Public Secondary Schools by County, 2019

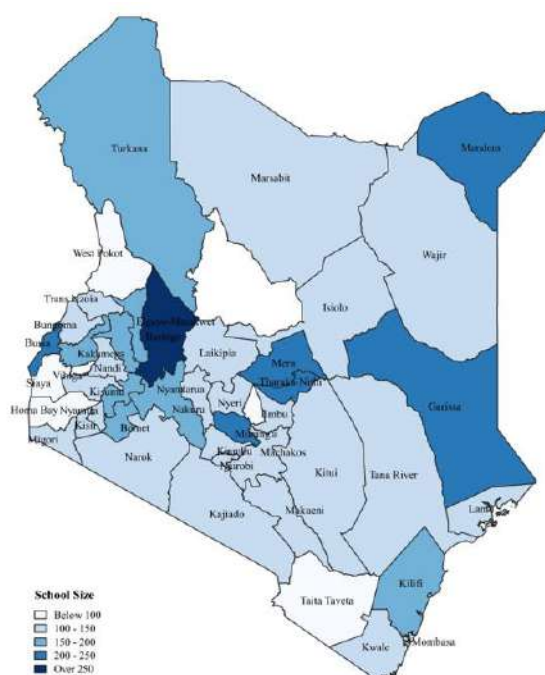


Figure 21: Average School Size in Private Secondary Schools by County, 2019

3.1.6 Learners with Special Needs

The Government of Kenya (GoK) is committed to the provision of education to children with special needs. Among other interventions, MoE has developed a Sector Policy for Learners and Trainees with Disabilities. It has also devoted substantial resources to the Special Needs Education (SNE) sub-sector. In the sub-sector there are two categories of schools, namely, special and integrated schools. Special schools are those that are wholly dedicated to learners with special needs while the integrated ones are regular schools with a unit for learners with special needs.

It is the practice that before learners are placed in SNE institutions, they are subjected to an assessment. This is to determine the category and severity of their condition. Currently, the assessment services are offered at the 47 county Educational Assessment and Resource Centres (EARCs) and at the National Referral Psycho-Assessment Centre at the Kenya Institute of Special Education (KISE). These Centres also offer guidance and counselling and rehabilitation services on disabilities and special needs. Learners and persons with visual disabilities can also access the services at the Kenya Institute for the Blind (KIB). These centres operate with limited capacity of qualified personnel, essential equipment and requisite assessment skills.

Table 9 presents the number of public SNE primary and secondary institutions and their respective enrolments for the period 2017 to 2019.

Table 9: *Public SNE Institutions and Enrolments from 2017 to 2019*

Level	2017	2018	2019
Primary			
Institutions	2,865	2,927	3,043
Enrolment	108,221	121,144	136,081
Secondary			
Institutions	106	109	114
Enrolment	4,019	4,935	4,794

Source: Ministry of Education (2020)

The SNE public primary institutions increased by 2%, from 2,865 in 2017 to 2,927 in 2018 and further by 6%, to 3,043 in 2019. Similarly, SNE public secondary institutions increased by 2.8%, from 106 in 2017 to 109 in 2018 and further by 4.6%, to 114 in 2019. Enrolment in public SNE primary institutions increased by 26%, from 108,221 learners in 2017 to 136,081 learners in 2019. Enrolment in public secondary institutions increased by 19%, from 4,019 in 2017 to 4,794 in 2019. The increase in institutions has been accompanied by an increase in the number of special needs learners.

SNE Enrolment in Public Institutions by Disability Categories 2019

Table 10 shows enrolments in SNE institutions by disability categories as at 2019.

Table 10: *SNE Enrolment in Public Institutions by Disability Categories 2019*

Level	Hearing Impaired	Mentally Handicap	Physical Handicap	Visual Impairment	Multiple Disabilities	Others	Total
Primary	13,725	71,851	12,983	6,833	7,712	22,977	136,081
Secondary	2,297	-	1,564	933	-	-	4,794
Total	16,022	71,851	14,547	7,766	7,712	22,977	140,875

Source: MoE (2020)

Table 10 shows that whereas learners with various disabilities are enrolled at primary school level, those who transition to secondary education are mainly those with hearing, physical and visual impairments. Learners with mental and multiple disabilities rarely transition to secondary schools.

3.1.7 Basic Education Cycle Schooling Profile

Schooling profiles provide comprehensive information on evolution of enrolments as opposed to cycle averages measured by Gross Enrolment Rates. A schooling profile enables visualization of access and completion rates in a given cycle. Through the schooling profile, one is able to tell the retention rate in a cycle. This helps in understanding how pupils/students are moving within the

cycle.

Table 11 presents the Pupil Completion Rate (PCR) and Primary to Secondary Transition Rate.

Table 11: Completion Rate and Primary to Secondary Transition Rate, 2017 – 2019

	2017	2018	2019
Pupil Completion Rate	84	84	82
Transition Rate (Primary to Secondary)	83	83	95

Source: MoE (2020)

Data in Table 11 shows that 82% of pupils who joined standard one in 2012 were enrolled in standard eight in 2019. The proportion of those completing standard eight dropped by two percentage points between 2018 and 2019. Primary to Secondary Transition Rate increased by 12 percentage points between 2018 and 2019. Furthermore, nearly all learners who sat for their end of primary cycle exams in 2018 joined Form one in 2019. This increase in transition rate is largely attributed to the implementation of the 100 percent transition policy of the government.

Figure 22 shows the retention rates of pupils/students in primary and secondary education levels.

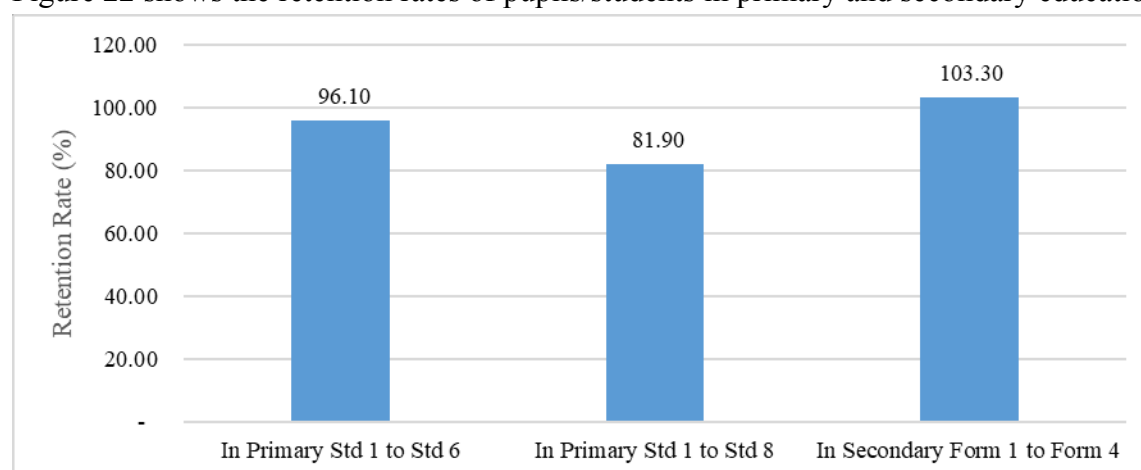


Figure 22: Retention Rates, 2019

Source: MoE

Retention rate at primary school level was considered at two levels, from Standard 1 to Standard 6 which was 96.10% and from Standard 1 to Standard 8 which stood at 81.90%. The retention rate for Standard 1 to Standard 6 indicates that about 4% of this cohort dropped out of school or repeated classes preceding Standard 6. In relation to Standard 1 to Standard 8 retention rate, 18.1% of the learners who joined Standard 1 in 2012 did not reach Standard 8 as they either dropped out of school or repeated classes. From the analysis, with 6 years of primary schooling, the retention rate is higher as compared to when the schooling goes for 8 years. At secondary school level, the retention rate from Form 1 to Form 4 was 103.3 percent. The beyond 100 percent rate could be due to GoK school re-entry policy, deferred admissions and registration of private candidates for the end of secondary education examinations.

3.1.8 Access Rates

Access rates are categorized into two; Gross Enrolment Rate (GER) and the Net Enrolment Rate (NER).

3.1.8.1 Gross Enrolment Rates by Class

Figure 23 shows GER at different grades.

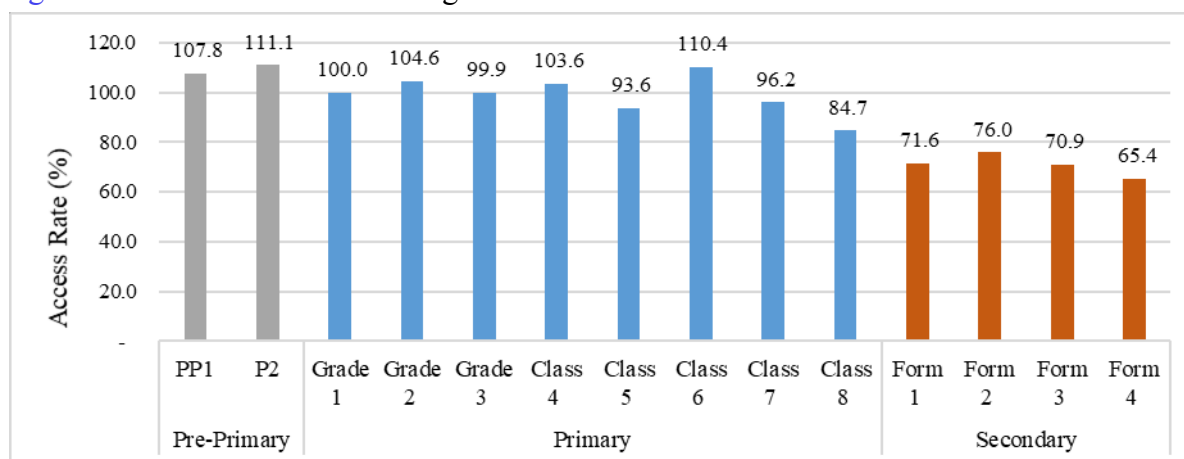


Figure 23: Gross Enrolment Rates, 2019

The Gross Enrolment Rate (GER) at pre-primary level, the GER was 107.8 and 111.1 for PP1 and PP2 respectively. At the primary school level, the GER was 100 percent in Standard 1 and 103.6 percent in Standard 4. In Standard 6, GER was 110.4 percent while in Standard 8, it was 84.7 percent. The beyond 100 percent GER for Grade 2, 4 and 6 could be due to re-entry policy. At secondary school level, GER was 71.6 percent for Form 1 and 65.4 percent for Form 4.

3.1.8.2 National Gross Enrolment Rates and Net Enrolment Rates

Table 12 shows the evolution of Gross Enrolment Rates (GER) and Net Enrolment Rates (NER) in pre-primary, primary and secondary levels of education.

Table 12: Gross and Net Enrolment Rates

Level	Rates	2016	2017	2018	2019
Pre-primary	Gross Enrolment Rate	76.2	77.1	78.4	109.4
	Net Enrolment Rate	74.9	76.9	77.2	
Primary	Gross Enrolment Rate	104.2	104.0	104.0	99.6
	Net Enrolment Rate	91.2	91.2	92.5	
Secondary	Gross Enrolment Rate	66.8	68.5	70.3	71.2

Net Enrolment Rate	49.5	51.1	53.3
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Source: MoE (2020)

At Primary school level, the GER declined from 104.0 percent in 2018 to 99.6 percent in 2019 indicating a reduction in the number of underage and overage pupils enrolled in primary school. Primary level NER increased from 91.2 percent in 2016 to 92.5 percent in 2018. The GER for secondary education level increased from 66.8 percent in 2016 to 71.2 percent in 2019. Secondary level NER increased from 49.5 percent in 2016 to 53.3 percent in 2018. Figures 24 to 26 show the Gross Enrolment Rates by County as at 2019.

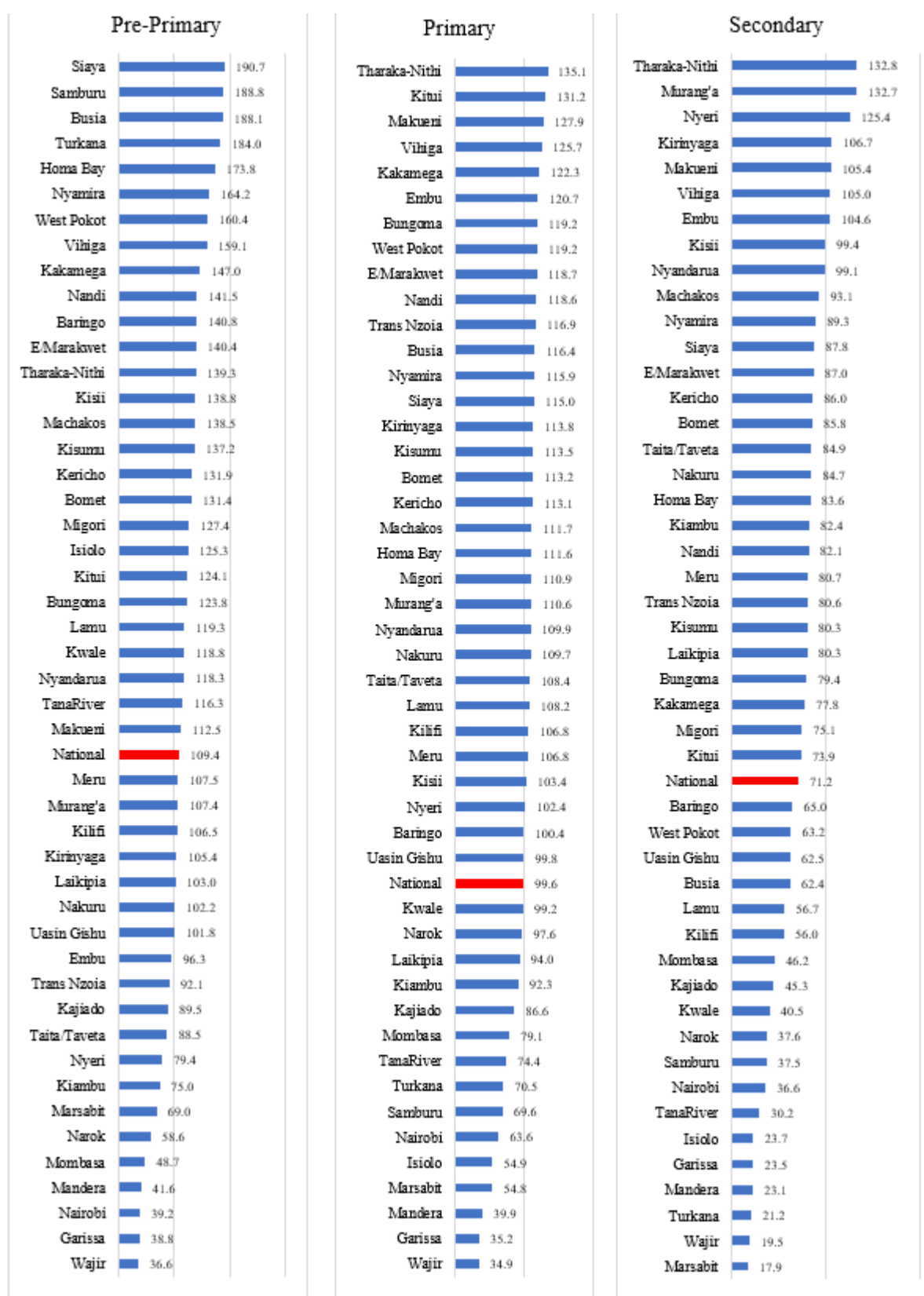


Figure 24: 2019 GER at pre-primary, primary and secondary education levels by county, 2019

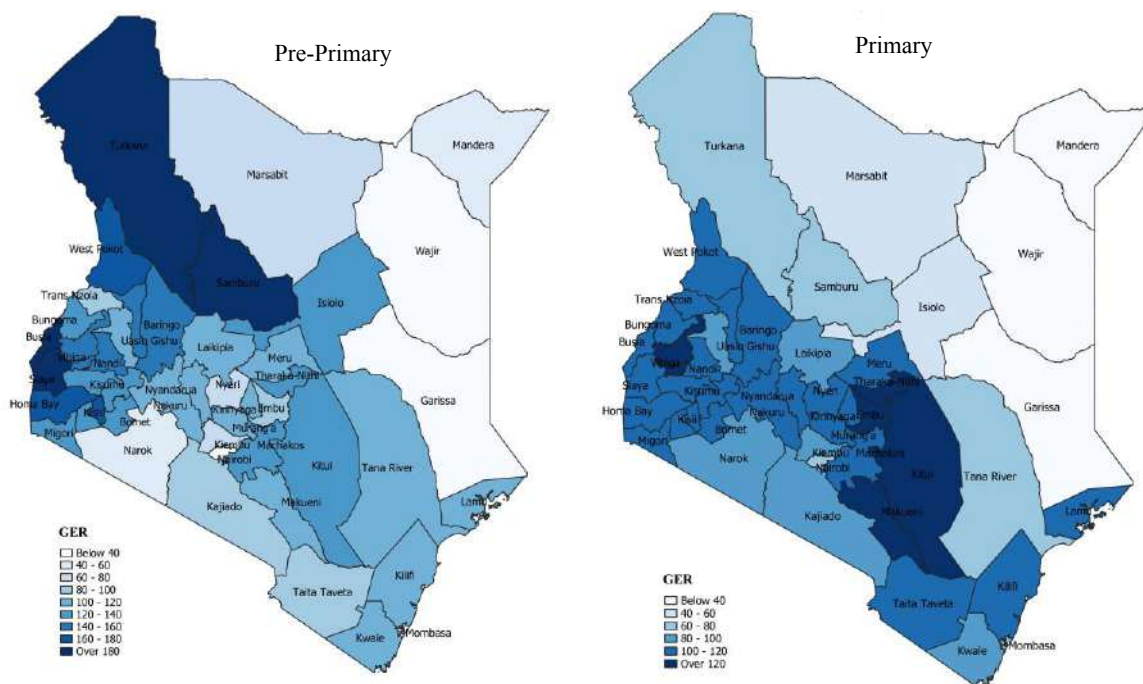


Figure 25: 2019 GER at pre-primary and primary education levels by County, 2019

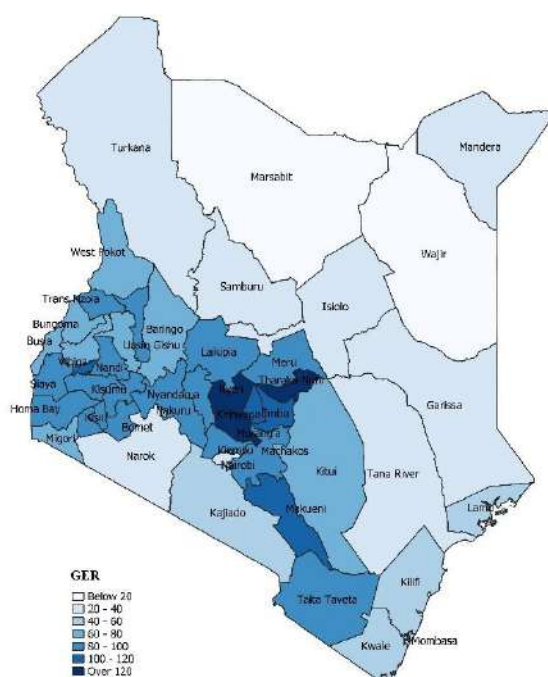


Figure 26: Gross Enrolment Rates at secondary education level by County, 2019

From the figures 24 to 26, there exists wide disparities in the GER across counties, at pre-primary, primary and secondary education levels.

3.2 Quality and Relevance

There are several indicators under quality and relevance as discussed below:

3.2.1 Classroom and Class size

Table 13 presents the number of classrooms and learner to classroom ratio in primary and secondary schools in 2019.

Table 13: *Classrooms and Learner to Classroom Ratio in Public Schools*

	Classrooms	Learner to Classroom Ratio
Primary schools	213,786	40
Secondary schools	68,541	45

Source: MoE

The total number of classrooms in primary schools recorded in 2019 is 213,786 while the number of classrooms in secondary schools is 68,541. On average, there are 40 and 45 learners per class at primary and secondary school level, respectively. Based on this data, the country seems to have realized the recommended learner to classroom ratio. However, there exist disparities in class sizes across the country.

3.2.2 Schools Access to Electricity

According to the Ministry of Energy, almost all public primary schools, 97 percent, are connected to electricity. Figure 27 shows the proportion of schools with access to electricity, with 81 percent connected to the national grid and 16 percent connected to solar, representing 19,018 and 3,755 schools respectively.

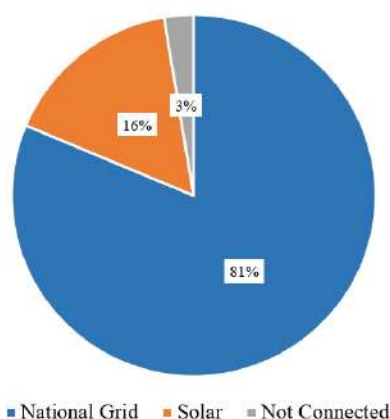


Figure 27: *Schools with Access to Electricity*

Source: Ministry of Energy (2019)

Figure 28 shows the proportion of public primary schools with access to electricity by county.

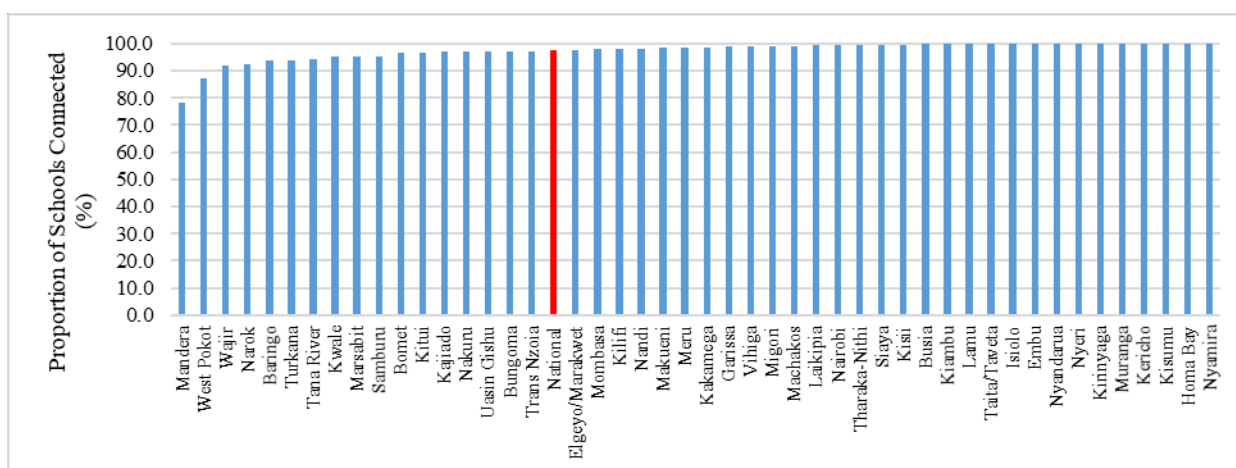


Figure 28: Public Primary Schools with Access to Electricity by Counties

Source: Ministry of Energy (2019)

3.2.3 Internet Connectivity

Figure 29 shows the number of primary schools installed with a complete set of digital devices as of 2019.

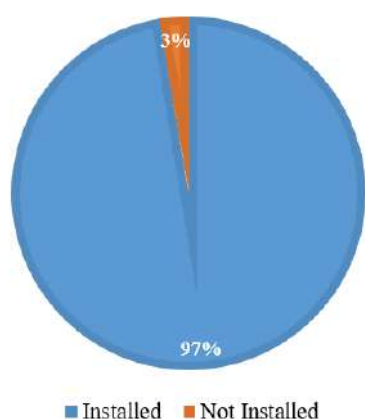


Figure 29: Proportion of Schools with Access to Internet Connectivity

Source: ICT Authority (2019)

The digital devices installed included digital content servers and wireless routers for digital content distribution and Internet connection at primary schools. The figure indicates that 97.7 percent of primary schools are connected to the Internet through wireless routers.

3.2.4 Pupil Textbook Ratio

Pupil textbook ratio is one of the indicators of quality education. In 2019, the provision of textbooks was done under two arrangements namely, centralized procurement and distribution by MoE and at school level through capitation. The data provided in this section, is for the books

provided through the centralized procurement and distribution by MoE. In central procurement, the focus has been on numeracy and literacy because they are the foundational skills in education.

Table 13 shows the Pupil Textbook Ratio in primary schools at Grade 1, 2 and 3. The textbooks, for numeracy and literacy learning areas (Mathematics, English and Kiswahili), were distributed per subject.

Table 13: Pupil Textbook Ratio for Public Primary Schools per Subject

Grade	2019 Enrolment	Number of Textbooks distributed	Pupil Textbook Ratio
Grade 1	1,037,447	988,359	1:0.95
Grade 2	1,043,478	1,004,662	1:0.96
Grade 3	1,019,440	995,380	1:0.98
Total	3,100,365	2,988,401	1:0.96

Source: Kenya Institute of Curriculum Development

The data shows that the 1:1 Pupil Textbook Ratio in Mathematics, English and Kiswahili has almost been achieved in Grade 1, 2 and 3.

Table 14 shows the Pupil Textbook Ratio for Classes 7 and 8 per subject.

Table 14: Pupil Textbook Ratio for Classes 7 and 8 per Subject

Class	Enrolment	Number of Textbooks distributed	Pupil Textbook Ratio
Class 7	1,132,931	1,213,830	1:1.07
Class 8	942,580	1,213,830	1:1.29
Total	2,075,511	2,427,660	1:1.17

Source: Kenya Institute of Curriculum Development

Table 14 shows that the 1:1 Pupil Textbook Ratio for primary education, Classes 7 and 8 has been achieved. The beyond 1:1 ratio could have been due to the fact that projections were done using enrolment in the previous classes.

At secondary school level, the core subjects offered are in Languages, Sciences and Mathematics.

Table 15 shows the number of textbooks distributed in secondary schools, for the core subjects namely English, Kiswahili, Mathematics, Chemistry, Biology and Physics.

Table 15: *Student Textbook Ratio for Secondary Schools per Subject*

Class	2019 Enrolment	Number of Textbooks distributed	Pupil Textbook Ratio
Form 1	799,673	1,006,166	1:1.26
Form 2	849,289	1,006,166	1:1.18
Form 3	719,807	1,000,205	1:1.39
Form 4	657,005	1,149,922	1:1.75
Total	3,025,774	4,162,459	1:1.38

Source Kenya Institute for Curriculum Development

The data shows that the 1:1 Student Textbook Ratio in English, Kiswahili, Mathematics, Chemistry, Biology and Physics, has been achieved in secondary schools. The beyond 1:1 ratio could have been due to the fact that projections were done using enrolment in the previous classes.

3.2.5 Teachers

Teachers are vital in the achievement of quality of education. The availability and quality of the teaching force is therefore important in the achievement of the aforesaid.

Table 16 shows the number of teachers by sex, school category and level of education as at 2019.

Table 16: *Number of Teachers by Sex, School Category and Level of Education*

Level	Male	Female	Total
Pre-primary			
Public	--	--	52,780
Private	--	--	39,579
Primary			
Public	104,684	114,076	218,760
Private	--	--	68,772
Secondary			
Public	62,110	43,124	105,234
Private	--	--	11,676

Source: MoE, Teachers Service Commission, County Governments.

As at 2019, the data shows that the government is the main employer of the teaching force in the country. At pre-primary school level, the government contributed 57.15 % of the teachers while at primary school level, it contributed 76.17 %. At the secondary school level, 89.48 % of the teachers were employed by the government. This data also indicates that the investment of the private sector in the employment of teachers progressively declines with the advancement of the level of basic education.

Table 17 shows qualification of primary school teachers by sex and school category for 2017, 2018 and 2019.

Table 17: *Primary School Teachers by Cadre and Sex, 2017-2019*

Qualification	Gender	2017		2018		2019	
		Public	Private	Public	Private	Public	Private
PhD	Male	1		1		1	
	Female	4		4		4	
	Total	5		5		5	
Masters	Male	200		191		187	
	Female	324		303		289	
	Total	524		494		476	
Degree	Male	9,043		8,730		8,576	
	Female	9,669		9,434		9,315	
	Total	18,712		18,164		17,891	
Diploma	Male	16,491		13,272		11,561	
	Female	18,164		14,461		13,043	
	Total	34,655		27,733		24,604	
Certificate	Male	80,873		82,670		84,293	
	Female	83,321		87,601		91,419	
	Total	164,194		170,271		175,712	
Contract Teachers	Male			56		66	
	Female			6		6	
	Total			62		72	
Grand Total		218,090		216,729		218,760	68,772

Source: Teachers Service Commission

Table 18: *Secondary School Teachers by Cadre and Sex, 2017-2019*

Qualification	Gender	2017		2018		2019	
		Public	Private	Public	Private	Public	Private
PhD	Male	1		1		1	
	Female	5		3		3	
	Total	6		4		4	
Masters	Male	1,284		1,084		1,023	
	Female	1,070		927		893	
	Total	2,354		2,011		1,916	
PGDE	Male	34		10		9	
	Female	18		6		6	
	Total	52		16		15	
Bachelors	Male	51,614		55,313		59,074	
	Female	34,341		37,554		40,551	
	Total	85,955		92,867		99,625	
Diploma	Male	3,643		2,343		1,951	
	Female	2,814		1,969		1,663	
	Total	6,457		4,312		3,614	
Contract Teachers	Male			54		52	
	Female			8		8	
	Total			62		60	
Grand Total		94,824		99,272		105,234	11,676

Source: Teachers Service Commission

Pupils Teacher Ratio

Pupil Teacher Ratio (PTR) is a major indicator of quality education. A lower PTR indicates that there is increased contact between individual learner and the teacher hence improved quality of education.

Table 19 shows PTR for both public and private schools at all levels of basic education.

Table 19: Pupils Teacher Ratios by Level of Basic Education

	Public			Private		
	Enrolment	No. of teachers	PTR	Enrolment	No. of teachers	PTR
Pre-primary	1,916,690	52,780	37	821,897	39,579	21
Primary	8,454,606	218,760	39	1,617,434	68,772	24
Secondary	3,045,227	105,234	29	214,780	11,676	19

Source: Ministry of Education

There are 37 learners for every teacher in public pre-primary centres, which shows that they have not met the recommended PTR of 25:1 compared to private centres at 21:1. The Pupil Teacher Ratio (PTR) for public primary schools is 39:1 while it is 24:1 in private primary schools. The national PTR, at primary level, accounting for both PTR in public and private schools seems to be favourable compared to the International standards of 40:1. However, in public primary schools in Kenya, the practice is to have one teacher per class irrespective of the enrolment.

At the secondary level, Student Teacher Ratio is 29:1 and 19:1 for public and private secondary schools, respectively. These ratios are lower than the recommended standard of 35:1. However, the government uses a staffing norm determined by the Curriculum Based Establishment for each school. In this regard, the number of teachers is determined by the subjects taught and administrative duties for each school.

Figure 30 shows PTR for pre-primary, primary and secondary education levels per county.

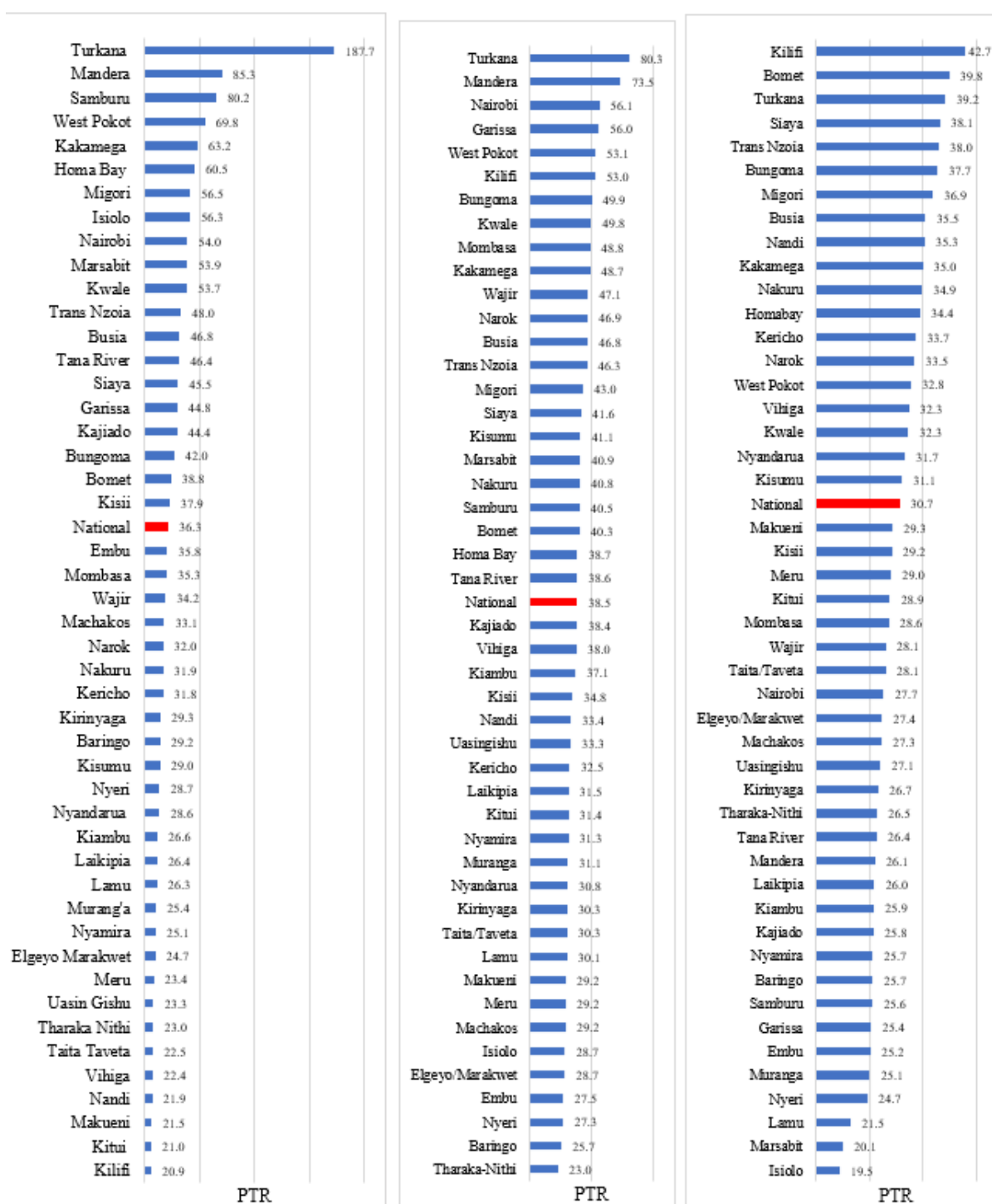


Figure 30: Pupil -Teacher Ratio in public pre-primary, primary and secondary schools, 2019

It is also important to note that there are regional disparities in the distribution of teachers resulting in the variations in Pupil teacher ratio. This explains why counties like Turkana, Mandera and Nairobi have a PTR as high as 81, 74 and 56 pupils to a teacher respectively at the primary education level.

3.2.6 Teacher Development

Teachers are trained in teacher training colleges and universities. The teacher training colleges are categorized into public diploma colleges, public Teacher Training Colleges (TTCs) and private teachers training colleges. Public teacher training colleges take the largest share of learners.

Table 20 shows the enrolment in teacher training colleges.

Table 20: *Enrolment in Teacher Training Colleges*

No.	College	No. of Institutions	Enrolment					
			Male		Female			
			2017	2018	2019	2017	2018	2019
1	Public Diploma Colleges	3	1,273	1,204	1,047	1,060	954	990
2	Public TTCs	*29	9,849	9,818	4,615	12,082	12,413	6,496
3	Private	**14	8,418	8,435	8,593	9,449	9,527	9,996
Total			19,540	19,457	14,255	22,591	22,891	17,482

Source: MoE Notes: * Bunyore and Bishop Mahon will admit students in September 2020, ** Approved Private Colleges, 4330: Capacity for Approved Private Colleges (Both male and female)

Table 20 shows enrolment data from 3 public diploma colleges, 29 public teacher training colleges and about 14 private owned teacher training colleges. Public teacher training colleges take the largest share of learners.

Capacity Building of Teachers on Competency Based Curriculum

In order to support the implementation of CBC, the government embarked on capacity building of teachers at primary school level.

Table 21 shows the various categories of teachers who had been trained on CBC as of 2019. Almost three quarters of the teachers trained so far are those from regular primary teachers.

Table 21: *Capacity Building for Implementation of CBC*

Category of Officers/Teachers	Number
Curriculum Support Officers (CSOs)	1,163
Curriculum Support Officers for SNE	354
CBC Champions	1,163
Public Primary School Headteachers (Regular)	
Primary School Headteachers (SNE)	729
Primary school teachers (Public)	
Regular Primary school teachers (Private)	22,417
Total	138,733

Source: Teachers Service Commission

3.2.7 National Assessments

The Sustainable Development Goal (SDG) 4, target 4, aims at ensuring that all children complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes by 2030. The corresponding indicator for monitoring this target is the proportion of children and young people who: (a) in Grades 2 and 3; (b) at the end of primary education; and (c) at the end of lower secondary education, achieve at least a minimum proficiency level in (i) Reading and (ii) Mathematics.

The Government has made a commitment to monitor children learning, in line with SDG4, target 4. The Government, through Kenya National Examinations Council (KNEC), has been conducting national learning assessments aimed at measuring and tracking learner achievements at Grades 2 and 3 (lower primary), Class 7 (upper primary) and Form 2 (end of lower secondary). The assessment is done in Class 7 to assess competencies achieved by the learner at upper primary.

Since 2018, KNEC has conducted the following assessments: Early Grade Mathematics Assessment (EGMA), Midline and End line for Grade 2; National Assessment System for Monitoring Learner Achievement (NASMLA) for Grade 3; NASMLA for Class 7 and Monitoring Learner Achievement (MLA) for Form 2. This is achieved through a descriptive survey design where data is collected from 250 – 325 randomly sampled schools with a representative sample of 25 pupils. Besides administering achievement tests, MLA studies also administer background questionnaires to head teachers, teachers and pupils. These tools provide information on educational inputs such as textbook: pupil ratio and availability of key teaching and learning resources.

Figure 31 shows the results of Early Grade Mathematics Assessments (EGMA) carried out among Grade 2 learners.

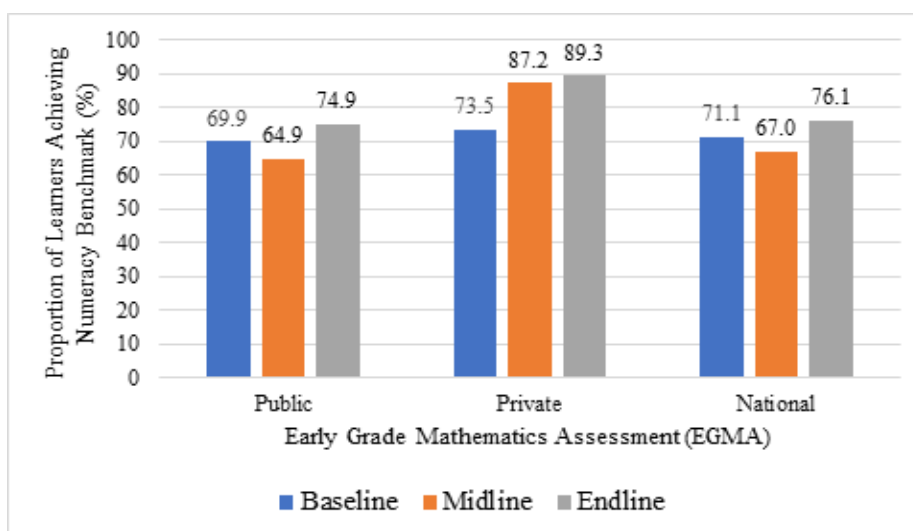


Figure 31: Grade 2 Pupils attaining 50% benchmark in the EGMA Test, Percent

Source: Kenya National Examinations Council

As shown in Figure 31, the proportion of learners attaining minimum proficiency (50 percent benchmark) in Mathematics, increased with 5 percentage points from 71.1% at Baseline (2017) to 76.1 % at End line (2019).

The achievement levels by county for EGMA end line are represented in Figure 32.

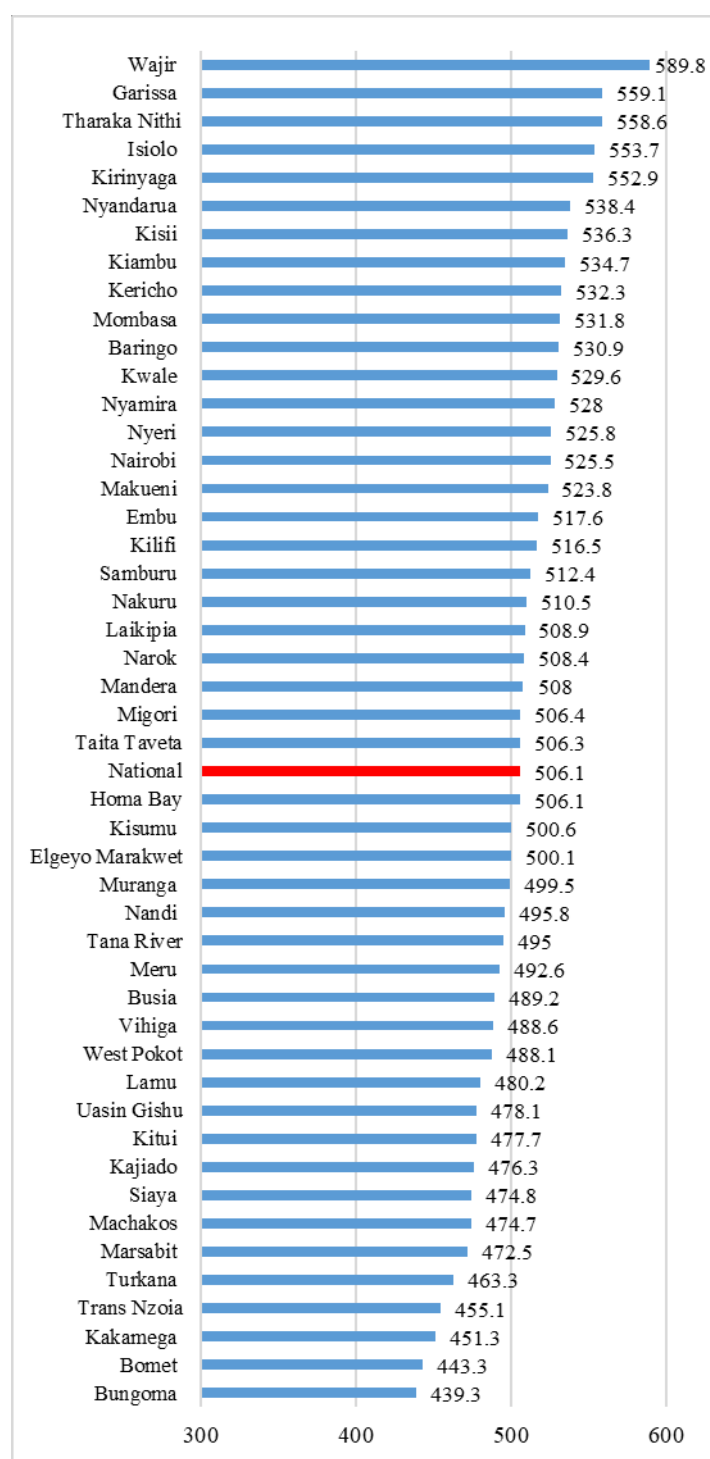


Figure 32: *Achievement in End line Early Grade Mathematics Assessment, 2019*

Source: Kenya National Examinations Council

Nationally, the standardized mean score for Mathematics was 506.1. The counties with the highest achievement levels were Wajir, Garissa and Tharaka Nithi at 589.8, 559.1 and 558.6, respectively. Counties that recorded lowest standardized means scores were Kakamega, Bomet and Bungoma at 451.3, 443.3 and 439.3, respectively.

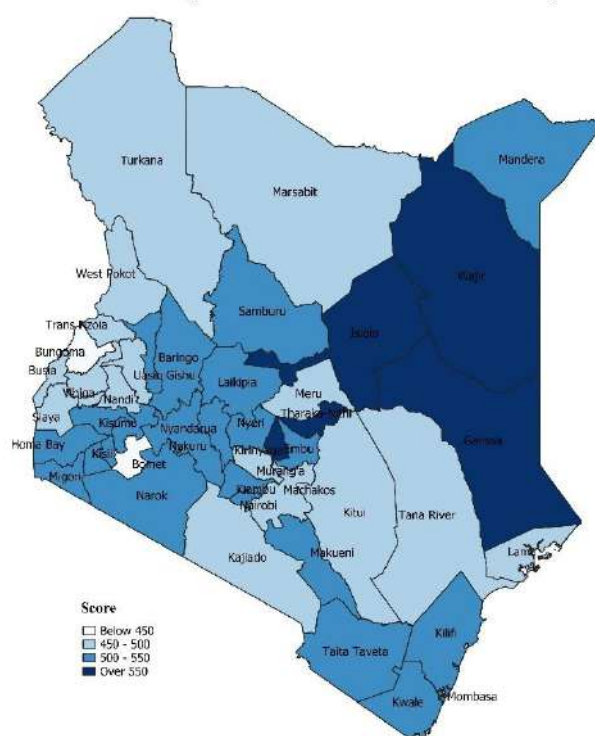


Figure 33: *Achievement in End line Early Grade Mathematics Assessment, 2018*

As noted, the National Assessment System for Monitoring Learner Achievement (NASMLA) was conducted for Class 3. The benchmark of achievement in numeracy and literacy was set at 50% score, at each competency level.

Table 22 summarizes the proportion of pupils who attained the 50% benchmark in the different competency levels of numeracy in 2016 and 2018.

Table 22: *Achievement in Numeracy by Competency Levels*

Level	Description of Competency	Overall 2016	Overall 2018
Level 1	Applies single step addition or subtraction operations (e.g. add numbers without carrying over, subtract without borrowing). Counts in whole numbers.	83.1%	86.3%
Level 2	Applies a two-step addition or subtraction operation involving carrying over and borrowing. Applies simple multiplication operations involving multiples of 10. Recognizes simple fractions.	71.1%	64.8%
Level 3	Translates information presented in a sentence into one arithmetic operation. Interprets place value of whole numbers up to thousands. Interprets simple common everyday units of measurement such as days, weeks, litres, metres and shillings.	36.1%	42.1%
Level 4	Translates information presented in sentences into simple arithmetic operations. Uses multiple arithmetic operations (in the correct order) on whole numbers.	4.5%	5.4%

Source: Kenya National Examinations Council (2020)

Table 23 summarizes the proportion of pupils who attained the 50% benchmark in the different competency levels of literacy in 2016 and 2018.

Table 23: *Achievement in Literacy by Competency Levels*

Level	Competency Description	English		Kiswahili	
		2016	2018	2016	2018
Level 1	Pre-reading: Matches words and pictures involving concrete concepts and everyday objects. Arranges words in alphabetical order	14.9%	13.1%	10.5%	12.5%
Level 2	Emergent reading: Spells correctly simple everyday words and recognizes missing letters in such words. Uses familiar words to complete simple everyday sentences.	60.1%	63.3%	63.1%	77.7%
Level 3	Basic reading: Uses correct punctuation in simple sentences. Infers meaning from short passages, and interprets meaning by matching words and phrases. Identifies the main theme of a picture.	38.1%	53.1%	69.2%	70.4%
Level 4	Reading for meaning: Links and interprets information located in various parts of a short passage. Understands and interprets meaning of a picture and writes short sentences to describe the theme.	28.6%	41.2%	47.1%	48.7%

Source: Kenya National Examinations Council (2020)

Achievement of Learners in Numeracy and Literacy Competencies by County

Figure 34 shows the achievement of learners in literacy and numeracy by county.

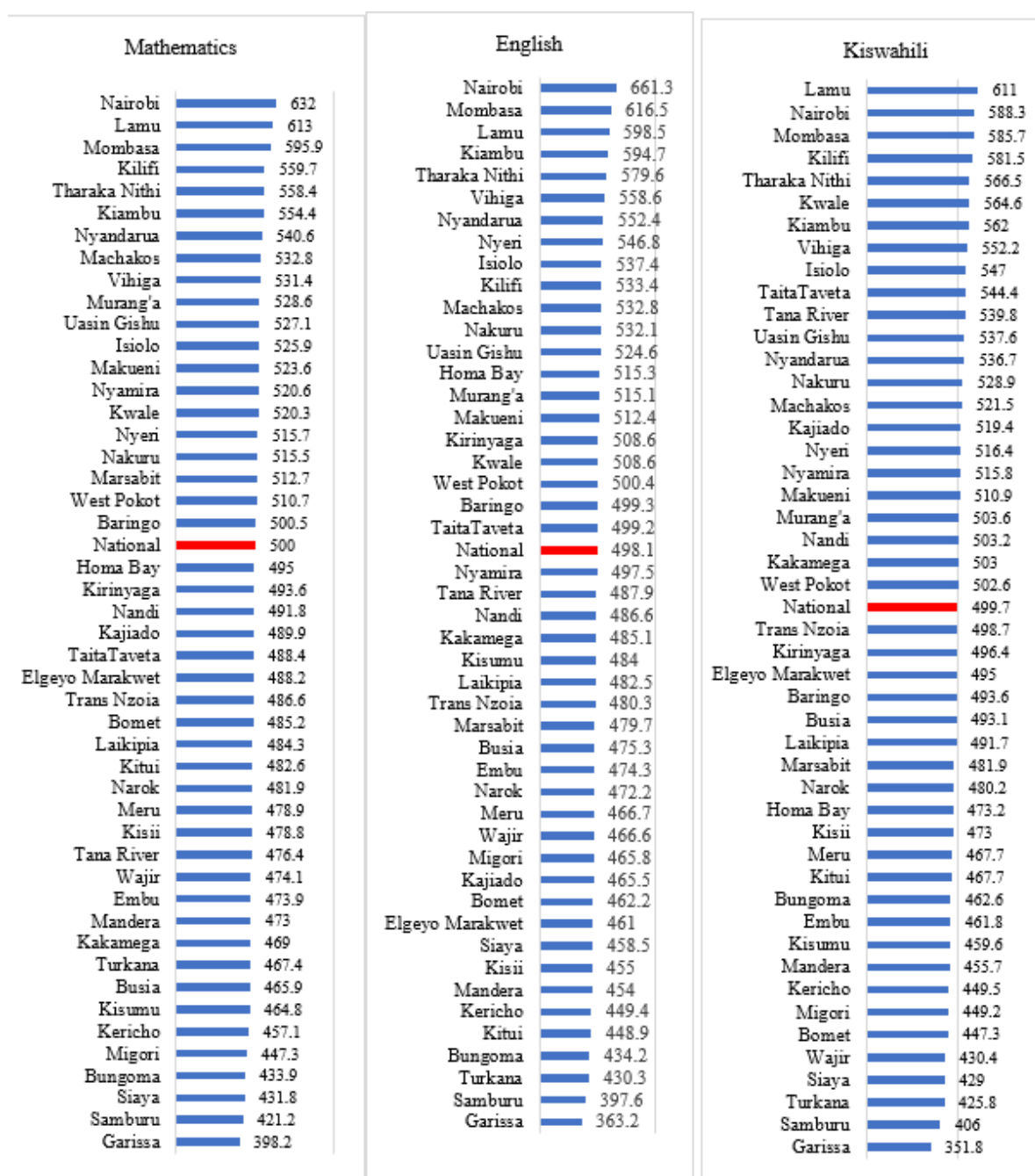


Figure 34: Achievement in Numeracy and Literacy in NASMLA by County

Regional disparities in achievement were observed. For instance, Nairobi, Lamu and Mombasa had the highest achievement levels. The lowest achievement levels were in Turkana, Samburu and Garissa across all subjects while Siaya performed poorly in Mathematics.

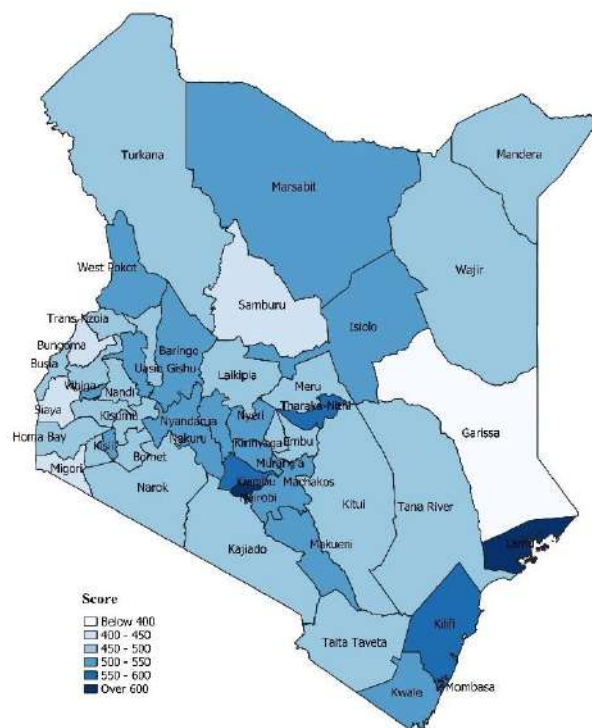


Figure 35: Achievement in Numeracy in NASMLA by County

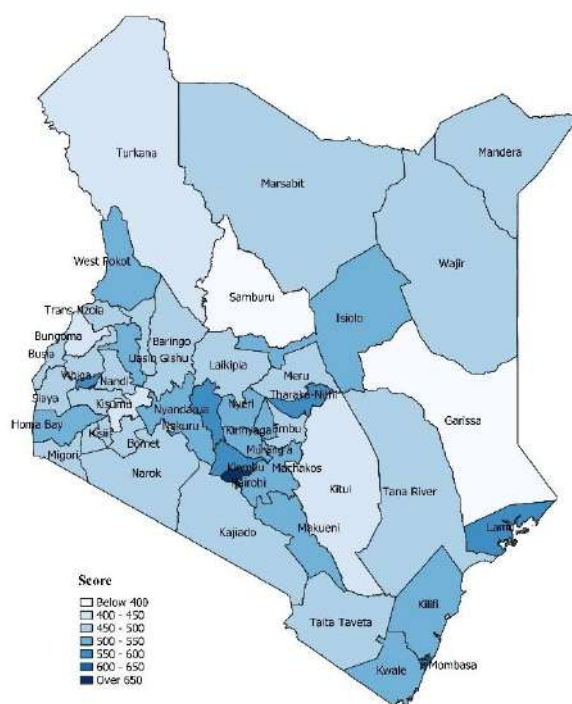


Figure 36: Achievement in English in NASMLA by County

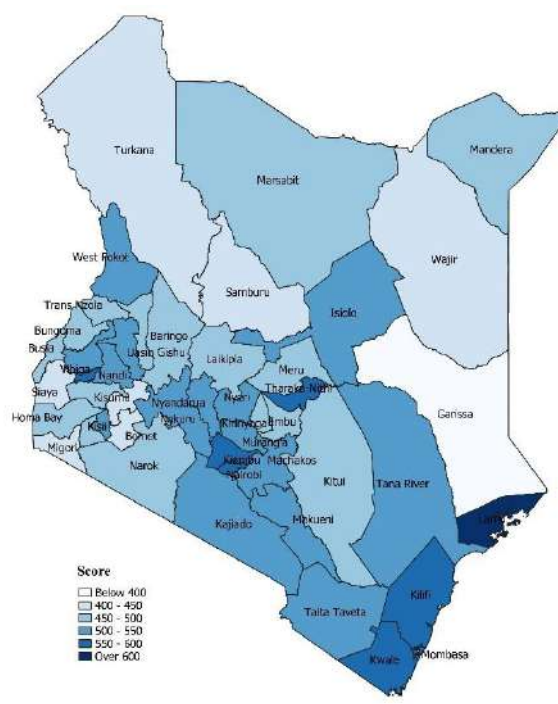


Figure 37: Achievement in Kiswahili in NASMLA by County

3.2.8 National Examinations

National examinations are administered to learners at the end of each learning cycle. Learners sit for the Kenya Certificate of Primary Education (KCPE) at the end of primary schooling and

Kenya Certificate of Secondary Education (KCSE) at the end of secondary education.

Table 24 shows the number of KCPE candidates by Gender and school category, 2017 to 2019.

Table 24: *Number of KCPE Candidates by Gender and School Category*

Year	Gender	Public	Private	Total
2017	Boys	417,479	86,048	503,527
	Girls	418,819	81,100	499,919
	Total	836,298	167,148	1,003,446
2018	Boys	442,500	86,776	529,276
	Girls	439,499	91,935	531,434
	Total	881,999	178,711	1,060,710
2019	Boys	450,479	95,891	546,370
	Girls	450,717	91,902	542,619
	Total	901,196	187,793	1,088,989

Source: Kenya National Examination Council

There was an increase in the number of candidates by 2.67% in 2019 and 5.71% in 2018. In the three-year period, slightly over 80 percent of candidates were from public schools. There is also a gender parity in the number of KCPE candidates.

Table 25 shows the KCPE SNE number of candidates by gender and school category.

Table 25: *KCPE SNE Candidates by Gender and School Category*

	2017			2018			2019		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Public	975	827	1,802	1,188	947	2,135	1,132	959	2,091
Private	160	104	264	185	140	325	178	125	303
Total	1,135	931	2,066	1,373	1,087	2,460	1,310	1,084	2,394

Source: Kenya National Examination Council

From Table 25, it is observable that trends in candidature are similar for both male and female candidates from 2017 to 2019. The number of KCPE SNE candidates in both public and private SNE in 2018 schools increased by 18.48% and 23.11% respectively. However, there was a drop in candidature for both public and private schools in 2019. Notably, there was a decline in the number of male candidates by 4.59% compared to female candidates in 2019.

Table 26 shows the number of KCSE candidates by gender and school category.

Table 26: *Number of KCSE Candidates by Gender and School Category*

Year	Gender	Public	Private	Total
2017	Boys	281,885	35,685	317,570
	Girls	261,417	36,604	298,021
	Total	543,302	72,289	615,591
2018	Boys	305,115	35,863	340,978
	Girls	286,596	36,906	323,502
	Total	591,711	72,769	664,480
2019	Boys	322,631	34,448	357,079

Girls	308,200	34,427	342,627
Total	630,831	68,875	699,706

Source: Kenya National Examination Council

Table 26 shows that a total of 699,706 candidates registered for KCSE examination in the year 2019 from 664,480 and 615,591 candidates registered in 2018 and 2017, respectively. Over the last three years, close to 90 percent of learners were from public schools. Boys constituted 51 percent of the total KCSE candidature.

Table 27 shows the number of KCSE SNE candidates by gender and school category.

Table 27: Number of KCSE SNE Candidates by Gender and School Category

	2017			2018			2019		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Public	732	530	1,262	786	574	1,360	853	688	1,541
Private	72	54	126	75	53	128	72	47	119
Total	804	584	1,388	861	627	1,488	925	735	1,660

Source: Kenya National Examination Council

Table 27 shows that there is low participation of the private sector in provision of SNE due to the low number of candidates registered for KCSE examination in the private institutions. However, the number of KCSE SNE candidates increased steadily from 2017 to 2019. During the period under review, more boys than girls registered for the KCSE examination in both public and private SNE schools. Table 28 shows KCPE examination mean by subject.

Table 28: KCPE Examination Mean by Subject

	2017			2018			2019		
Subject	M	F	Avg	M	F	Avg	M	F	Avg
English Objective	47.4	47.8	47.6	54.6	54.8	54.7	53.8	53.5	53.6
English Composition	37.5	41.7	39.6	37.2	41.6	39.4	37.6	42.2	39.9
Kiswahili Objective	48.3	48.5	48.4	51.5	51.7	51.6	44.4	44.9	44.7
Kiswahili Composition	45.5	50.3	47.9	44.8	48.9	46.9	49.2	54.3	51.7
Kenya Sign Language Objective	36.9	37.1	37.0	37.1	37.7	37.4	39.0	39.9	39.4
Kenya Sign Language Composition	27.9	30.3	29.1	30.3	33.0	31.6	30.1	33.3	31.6
Mathematics	52.7	49.6	51.1	44.1	42.1	43.1	50.8	47.7	49.3
Science	57.7	53.5	55.6	61.2	56.7	59.0	58.3	55.7	57.0
Social Studies	59.6	54.8	57.2	55.6	52.2	53.9	55.9	53.0	54.4
Religious Education	69.6	70.0	69.8	72.6	73.6	73.1	62.1	62.8	62.5
Mean Subject Score	48.3	48.4	48.3	48.9	49.2	49.1	48.1	48.7	48.4

Source: Kenya National Examination Council

The KCPE national mean score remained slightly below 50 percent in the last three years. As shown in Table 28, poor performance has been recorded in subjects such as English Composition, Kiswahili Objective, Kenya Sign Language Objective, and Kenya Sign Language Composition.

Table 29 shows KCSE performance by gender for the period 2017 to 2019.

Table 29: KCSE Performance by Gender

KCSE GRADE	2017			2018			2019		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
A	61	81	142	114	201	315	271	360	631
A-	901	1,806	2,707	1,239	2,181	3,420	2172	3625	5797
B+	2,748	4,487	7,235	3,119	5,181	8,300	5144	8223	13367
B	4,879	7,517	12,396	6,400	10,105	16,505	9805	14689	24494
B-	7,713	11,459	19,172	10,690	15,682	26,372	14978	20402	35380
C+	11,973	15,755	27,728	15,780	20,326	36,106	21439	24732	46171
C+ AND ABOVE	28,275	41,105	69,380	37,342	53,676	91,018	53,809	72,031	125,840
C	18,868	21,454	40,322	24,161	25,943	50,104	32119	31042	63161
C-	29,767	31,162	60,929	35,763	35,751	71,514	43113	40330	83443
D+	42,865	45,474	88,339	48,296	48,696	96,992	51864	49937	101801
D	66,958	68,513	135,471	75,519	73,004	148,523	69845	67979	137824
D-	91,344	88,017	179,361	84,205	81,387	165,592	76229	76181	152410
E	17,191	18,353	35,544	14,088	16,833	30,921	12944	16393	29337

Source: Kenya National Examination Council

Generally, over the last three years, the number of candidates achieving a Mean Grade of C+ and above, the minimum entry into a university course, has been decreasing, more so, in 2017 and 2018. In 2018, 14 percent of the candidates scored C+ and above. Trends in performance by gender are similar. For instance, only 16 percent and 12 percent of boys and girls, respectively, scored C+ and above in 2018.

Similarly, the number of candidates achieving C+ and above in 2019 increased by 38.26% compared to 31.19% in 2018. Worth noting is the significant decrease in the number of candidates attaining a mean grade of E from 2017 to 2019. For instance, in 2019, the number of candidates attaining grade E decreased by 5.39%. However, there were more boys than girls attaining grade E.

4. EDUCATION FINANCING

This section discusses the financing of education for the period under review.

Table 30 shows expenditure on education by source of funding for the period 2016/17 to 2018/19.

Table 30: *Expenditure on Education by Source in Million Kenya Shillings*

	Funding by Source Kshs. Millions			Percentage - Graph		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
National Government	316,799	371,237	407,888	41%	48%	53%
Constituency Development Fund	6,340.40	6,594.00	6,657.72	1%	1%	1%
County Governments	24,609.40	31,402.50	32,707.35	3%	4%	4%
Household (Parents)	245,869.30	249,124.10	252,362.72	32%	32%	33%
NGOs and Religious Bodies	3,962.70	4,121.20	4,146.09	1%	1%	1%
Private Sector and Companies	118.9	123.6	123.63	0%	0%	0%
External Loans and Grants	9,153	14,481	14,939	1%	2%	2%
Internally Generated Funds	18,591	40,566	49,667	2%	5%	6%
Total Education Financing	625,443.70	717,649.40	768,491.51	100%	100%	100%

Source: MoE

Total expenditure on education rose from Kshs 625.6 Billion in 2016-17 to Kshs 768.5 Billion in 2018/19. The national government and households are the largest two funders of education. For instance, during the 2018/19 FY, 53% and 33% of spending in the sector were from the national government and households, respectively. Household expenditure consists of fees and other indirect expenses borne by parents towards meeting costs of education. Internally generated revenue and county governments are other important sources of funding for the sector.

Table 31 shows programme allocation for the education sector.

Table 31: *Programme Allocation for the Education Sector*

Programme	2016/17	2017/18	2018/19
Primary Education	21,186	23,444	20,396
Secondary Education	40,883	60,766	68,707
Quality Assurance and Standards (Basic)	4,385	4,538	4,331
Technical Vocational Education and Training	8,060	11,036	18,230
Youth Training and Development	107	2,188	2,156
University Education	71,401	97,228	108,865
Research, Science, Technology and Innovation	1,231	3,190	2,654
Teacher Resource Management	185,208	211,731	233,823
<i>Teacher Management Primary</i>	<i>120,558</i>	<i>137,824</i>	<i>150,844</i>
<i>Teacher Management Secondary</i>	<i>56,402</i>	<i>64,474</i>	<i>72,170</i>
<i>Teacher Management Tertiary</i>	<i>8,237</i>	<i>9,416</i>	<i>10,764</i>
Governance and Standards	52	54	542
General Administration, Planning and Support Services	12,026	12,113	12,142
TOTAL FOR THE SECTOR	344,539	426,288	471,846

Source: MoE

Total government allocation to the education sector rose by 27% from Kshs. 344,359 Million in 2017 to Kshs 471,846 Million in 2018/19. The teacher resource management programme accounted for the largest expenditure over the three years taking 50 percent of the total education sector allocation in 2018/19. The expenditure under teacher management was mainly for salaries

for teachers in primary and secondary schools. University education was allocated Kshs. 108,865, which accounted for 23% of expenditure. Primary and secondary education programmes took up 4 percent and 15 percent, respectively. This expenditure mainly catered for capitation for FPE, FDSE and capital expenditure for infrastructure improvement. The information is shown in Figure 38 that follows.

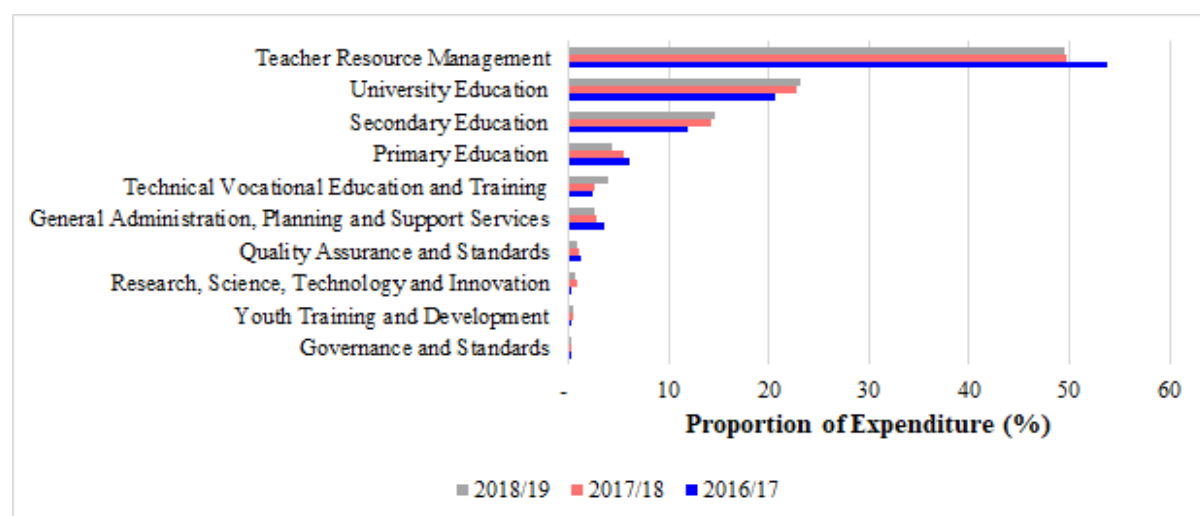


Figure 38: Programme Allocation for the Education Sector, Percent

Source: MoE

Table 32 shows the allocation of expenditure by programme in the Early Learning and Basic Education sub-sector.

Table 32: Analysis of Programme Allocation (Kshs Millions)

	2016/17	2017/18	2018/19
<i>Recurrent</i>			
Primary Education	16,921	16,956	16,297
Secondary Education	32,290	57,772	63,389
Quality Assurance & Standards	4,076	4,155	4,073
General Administration, Planning and Support Services	4,848	4,890	4,636
Total Recurrent	58,135	83,773	88,395
<i>Development</i>			
Primary Education	4,265	6,487	4,100
Secondary Education	8,593	2,993	5,319
Quality Assurance & Standards	309	383	257
General Administration, Planning and Support Services	137	51	143
Total Development	13,304	9,914	9,819

Source: MoE

A large share of spending goes to recurrent spending, accounting for about 90 percent of spending across the programmes. The secondary education programme took up the highest share of expenditure, in terms of recurrent and development spending, over the three-year period. Recurrent spending for the secondary education programme increased from Kshs. 32,290 in 2016/17 to Kshs. 63,389 in 2018/19 due to Free Day Secondary Education (FDSE) and the government's target to ensure 100% transition to secondary schools. Capital expenditure, targeted at expanding infrastructure in secondary schools, reduced from Kshs 8.5 Billion in 2016/17 to stand at Kshs 5.3 Billion in 2018/19. The primary education programme is the second

spender, a large share of the programme being FPE capitation grants. Other programmes allocated funding were quality assurance and standards, and general administration.

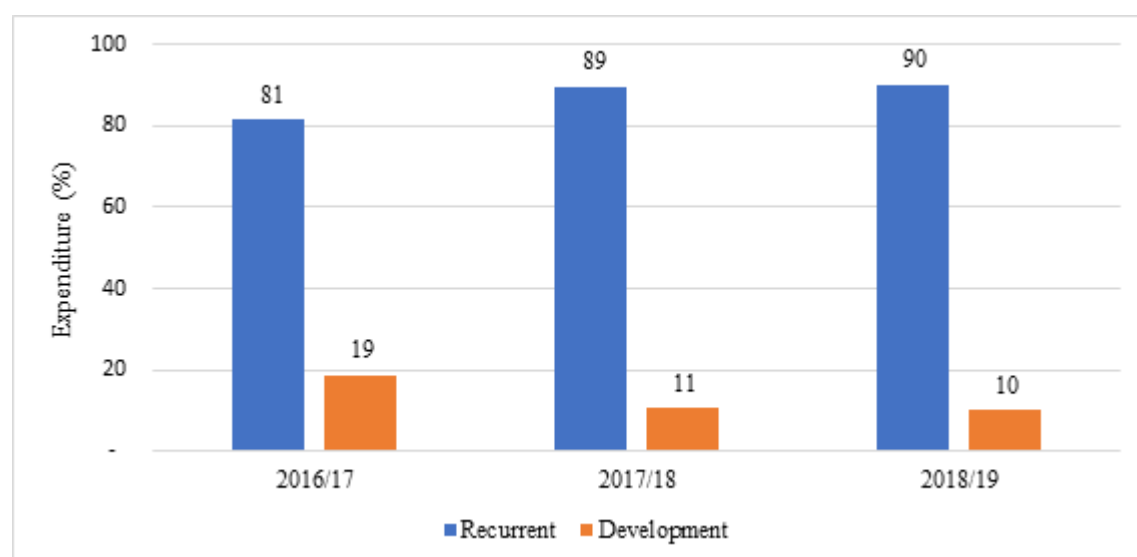


Figure 39: Recurrent and Development Spending by Programme, Percent

Source: MoE

Table 33 shows primary and secondary education financing levels for key areas.

Table 33: Primary and Secondary Education Financing Levels for Key Areas

	2016/17	2017/18	2018/19
Primary			
Capitation	13,401	13,401	13,401
Infrastructure	200	200	200
School Feeding	2500	4136	2,300
Secondary			
Capitation	29,894	53,725	59,419
Infrastructure	6,391	1,976	1,810
ICT Integration	374	272	247

From Table 33, it is clear that a large share of the spending within these two programmes goes to capitation grants to learners in the form of FPE and FDSE, followed by infrastructure development and ICT integration.

5. CONCLUSIONS, RECOMMENDATIONS AND POLICY IMPLICATIONS

For education and training to provide the required knowledge, skills and attitudes for the desired transformation of Kenya into a newly industrializing, middle-income country, credible, reliable and timely data and information is of paramount importance. The process of the collection, storage, integration, processing, maintenance and dissemination of data and information is as important as the data itself and for this to happen, a robust data management system has to be in place. The data management system is a system of people, technology, models, methods, processes, procedures, rules and regulations that function together to provide education data to support the work of decision makers and managers at all levels, nationally and globally with a comprehensive, integrated set of relevant, reliable, unambiguous, and timely data and information. Credible and reliable data is vital for decision making, policy-analysis and formulation, planning, management, and monitoring and evaluation, at all levels of the education sector.

5.1 Conclusions

The Government of Kenya is cognizant of the importance of evidence-based decision making, hence the need for credible and reliable data that is processed and disseminated in a timely manner. For the government to provide relevant, inclusive and equitable quality education and training to all Kenyans, there is need for such data. The education sector has covered enormous ground in data management over the last couple of years. The data available led to several findings, from which the following conclusions were made:

Number of Institutions

Over the three years, the number of basic education institutions has increased. Nevertheless, there exist regional disparities in the distribution of the institutions. The number of private institutions, in proportion to public institutions, progressively declined as the levels of basic education advanced. In relation to SNE, the government is still the main provider of education.

Enrolment

The enrolment rate in private institutions, in proportion to public institutions, progressively declined as the levels of basic education advanced. Whereas gender parity has been achieved at the national level in both primary and secondary education, the same is yet to be achieved in pre-primary. At the county level, there are still gender disparities across all levels of basic education. There exist some data gaps on enrolment in private pre-primary and SNE institutions. For SNE, the gaps exist across all levels.

Access Rates

The Gross Enrolment Rate (GER) improved at all levels over the three-year period. The Net Enrolment Rate (NER) across all levels also improved for the years 2017 and 2018. In addition, there was significant improvement in the transition rate from primary to secondary education. There was also an improvement in the retention rate for Grade 1 to Class 6 with the rate dropping

from Class 7 to 8. At secondary school level, the rate improved for Form 1 to 2, dropping for Form 3 to 4. There was a higher completion rate in the secondary school cycle compared to the primary school cycle. There would be a higher completion rate for a six-year primary school cycle compared to the existing eight-year cycle.

Class Size

The country has realized the recommended learner to classroom ratio both at primary and secondary school levels. However, there still exist disparities in class sizes across the counties. It was, however, not possible to make conclusions on the quality of the classrooms due to data gaps.

Access to Electricity and Internet

Majority of the public primary schools have access to electricity and internet and therefore implementation of e-learning will be enhanced. Nevertheless, the internet access devices and bandwidth provided might not have the capacity to support school-wide e-learning.

Pupil Textbook Ratio

The government has generally achieved the desired learner's textbook ratio of 1:1 for public primary and secondary school levels.

Teachers

The country has generally met the recommended pupil teacher ratio at primary and secondary school levels. However, there still exist disparities and teacher shortage, which could be due to the country's teacher staffing policy for pre-primary, primary and secondary school levels.

Assessment and Examination

Pupils attaining specific level competencies per subject improved. However, pupil acquisition of higher level skills continues to be low and there are gender disparities in achievement in literacy and numeracy at both primary and secondary school levels. In national examinations, gender parity was achieved. However, the number of candidates registered from private schools is declining, especially in the KCSE examinations. In SNE, there is a gender disparity in favour of boys when it comes to registration of national examinations.

Financing

Expenditure on education increased substantially in the review period 2016/17 to 2018/19. Public funding is the leading source of expenditure to education. In addition, county governments increased their funding to education. However, households contributed significantly to education suggesting that the cost of education is still significant to parents. The main item of recurrent expenditure in primary and secondary education was teacher salaries and capitation for FPE and FDSE respectively. Capital expenditure declined over the period against the backdrop of increasing enrolment. Expenditure on Quality assurance and standards on general administration took up the lowest share of allocation.

Strengthen sector wide approach to data management with a view to strengthening evidence based decision-making in the education sector. There should be a single source of enrolment data.

5.2 Recommendations and Policy Implications

The sector commits to build and mainstream a culture of using data in making policy decisions, planning, budgeting, implementation tracking, and monitoring and evaluation. This will be articulated in a Data Management Policy with accompanying legislation in form of Regulations anchored in the Basic Education Act, 2013.

5.2.1 Develop NEMIS Policy and Regulations

The Ministry will put in place a framework for management of education statistics. The policy will ensure that the education sector has a systematic process of data collection, collation, storage and analysis as well as reporting and dissemination of statistical reports nationally and internationally. Standards will be prescribed so that credibility, timeliness and relevance of data is assured. Having a living system, databases in the other agencies dealing with education and other relevant government ministries will be integrated and data capture made real time, devoid of human interference. The policy will facilitate periodic data collection and reporting as demanded by the users and policy makers.

5.2.2 Establish a Collaborative Framework on Data Management with County Governments

The Constitution defines the mandate of pre-primary education to be under the county governments. The national government has the policy, quality assurance and standards mandate. ECDE data is crucial in informing reforms such as the implementation of the Competency Based Curriculum and the monitoring of County ECDE programmes. In this regard, the Ministry will work closely with county Governments to ensure that ECDE data is integrated in the national education statistics system. To have an integrated NEMIS that includes pre-primary education, the Ministry of Education will require a Policy Framework to declare NEMIS the single source of data for Basic Education, including pre-primary education and provide guidelines on how the counties' data will be integrated into NEMIS.

5.2.3 Increase the Scope of Reporting

Currently, the indicators reported on in the *Basic Education Statistics Booklet 2019* are not comprehensive to cover the full mandate of MoE and the international indicators of measuring and comparing progress in education development. Going forward, the Ministry will increase the scope of production of education statistics by covering functions like quality assurance services, school audit services, status of infrastructure, and monitoring and evaluation, among others. At the international level, Kenya's commitments in the Sustainable Development Goal 4 (SDG4)

and the Continental Education Strategy for Africa (CESA) call for incorporation of more indicators in the Education Statistics reporting framework.

5.2.4 Improve Coverage of Data

The Ministry of Education will develop a policy framework to motivate all stakeholders to submit complete and disaggregated data to the Ministry on a regular basis.

5.2.5 Develop an Advocacy and Awareness Strategy for Education Statistics

To promote a positive attitude, which will lead to the use of data for policy decision making at various levels, an advocacy programme is necessary. The strategy will spell out the importance and benefits of generating data and use of that data to inform planning, resource allocation, monitoring implementation and reporting progress. The Ministry will develop and implement an advocacy and awareness strategy with education stakeholders to promote the use of statistics to inform decisions at various levels of education service delivery.

5.2.6 Carry out a Comprehensive Mapping of Schools and Learning Institutions

To enhance better planning and align resource requirements to learning outcomes in basic education and match supply and demand in the provision of inclusive and equitable quality education, a comprehensive school mapping is necessary.

5.2.7 Carry out Periodic Validation of Data in NEMIS

Education statistics are dynamic and are affected by the national and regional demographic patterns. In order to enhance the quality and credibility of data, and carry out quality assurance of the data generated at institutional level, there is a need for a bi-annual validation of data in the National Education Management Information System (NEMIS).

ANNEX I: PRE-PRIMARY LEVEL TABLES BY COUNTY

Table 34: Total Pre-Primary Enrolments by Grade and Sex, 2019

No.	County	PP1 Enrolments			PP2 Enrolments			Total
		Female	Male	Total	Female	Male	Total	
1	Baringo	14,457	15,994	30,451	14,166	14,610	28,776	59,227
2	Bomet	15,842	15,773	31,615	15,810	16,094	31,904	63,519
3	Bungoma	23,370	39,230	62,600	22,929	34,850	57,779	120,379
4	Busia	21,834	17,189	39,023	25,310	24,672	49,982	89,005
5	E/Marakwet	9,632	10,438	20,070	8,406	8,891	17,297	37,367
6	Embu	4,948	5,290	10,238	6,246	6,669	12,915	23,153
7	Garissa	6,095	5,835	11,930	4,747	5,089	9,836	21,766
8	Homa Bay	33,451	31,349	64,800	25,592	26,523	52,115	116,915
9	Isiolo	4,925	5,156	10,081	6,011	6,627	12,638	22,719
10	Kajiado	14,452	15,143	29,595	13,347	13,419	26,766	56,361
11	Kakamega	36,946	36,606	73,552	35,176	38,878	74,054	147,606
12	Kericho	15,402	14,872	30,274	15,553	15,515	31,068	61,342
13	Kiambu	20,823	16,315	37,138	21,102	17,250	38,352	75,490
14	Kilifi	20,166	24,000	44,166	24,732	22,344	47,076	91,242
15	Kirinyaga	5,344	5,626	10,970	6,226	6,297	12,523	23,493
16	Kisii	22,046	21,402	43,448	22,734	21,376	44,110	87,558
17	Kisumu	16,713	17,147	33,860	21,707	22,174	43,881	77,741
18	Kitui	15,300	15,691	30,991	17,512	19,074	36,586	67,577
19	Kwale	15,504	17,204	32,708	17,018	17,554	34,572	67,280
20	Laikipia	6,469	7,063	13,532	6,701	6,989	13,690	27,222
21	Lamu	2,465	2,802	5,267	2,120	1,991	4,111	9,378
22	Machakos	17,745	16,120	33,865	24,380	23,840	48,220	82,085
23	Makueni	11,436	10,589	22,025	12,648	12,127	24,775	46,800
24	Mandera	6,438	8,742	15,180	6,639	8,508	15,147	30,327
25	Marsabit	4,577	7,958	12,535	4,685	4,838	9,523	22,058
26	Meru	20,032	19,195	39,227	17,149	18,039	35,188	74,415
27	Migori	23,892	23,406	47,298	20,685	20,473	41,158	88,456
28	Mombasa	6,816	6,549	13,365	6,947	6,947	13,894	27,259
29	Murang'a	12,173	11,632	23,805	12,151	12,402	24,553	48,358
30	Nairobi	17,001	18,188	35,189	19,503	17,476	36,979	72,168
31	Nakuru	27,470	29,310	56,780	26,807	27,037	53,844	110,624
32	Nandi	15,025	15,809	30,834	15,779	16,440	32,219	63,053
33	Narok	12,030	12,677	24,707	11,527	13,200	24,727	49,434
34	Nyamira	12,015	11,025	23,040	13,927	10,602	24,529	47,569
35	Nyandarua	8,333	8,029	16,362	8,846	8,542	17,388	33,750
36	Nyeri	5,989	6,179	12,168	5,593	5,385	10,978	23,146
37	Samburu	11,078	10,813	21,891	9,296	12,559	21,855	43,746
38	Siaya	23,829	25,420	49,249	23,715	26,768	50,483	99,732
39	Taita Taveta	3,024	3,164	6,188	3,382	3,825	7,207	13,395
40	Tana River	6,725	7,010	13,735	6,520	6,645	13,165	26,900
41	Tharaka Nithi	5,142	5,583	10,725	6,024	6,334	12,358	23,083
42	Trans Nzoia	13,713	13,840	27,553	12,035	11,747	23,782	51,335
43	Turkana	30,439	32,814	63,253	25,356	26,589	51,945	115,198
44	Uasin Gishu	14,279	14,531	28,810	13,673	14,510	28,183	56,993
45	Vihiga	9,875	9,894	19,769	12,151	12,766	24,917	44,686
46	Wajir	5,121	6,048	11,169	4,989	5,547	10,536	21,705
47	West Pokot	19,547	20,718	40,265	17,388	18,319	35,707	75,972
	Grand Total	669,928	695,368	1,365,296	674,940	698,351	1,373,291	2,738,587

Table 35: Public Pre-Primary Enrolments by Grade and Sex, 2019

No.	County	PP1 Enrolments			PP2 Enrolments			Grand Total
		Female	Male	Total	Female	Male	Total	
1	Baringo	12,664	14,095	26,759	12,156	12,432	24,588	51,347
2	Bomet	12,702	12,551	25,253	12,619	13,040	25,659	50,912
3	Bungoma	14,780	28,670	43,450	16,450	25,890	42,340	85,790
4	Busia	15,456	10,948	26,404	18,682	17,317	35,999	62,403
5	E/Marakwet	7,929	8,605	16,534	6,831	7,292	14,123	30,657
6	Embu	3,646	4,036	7,682	4,645	5,016	9,661	17,343
7	Garissa	3,883	4,497	8,380	3,533	3,772	7,305	15,685
8	Homa Bay	21,393	20,772	42,165	17,753	19,935	37,688	79,853
9	Isiolo	3,187	3,190	6,377	4,532	4,506	9,038	15,415
10	Kajiado	10,190	10,021	20,211	9,346	9,405	18,751	38,962
11	Kakamega	29,144	30,619	59,763	27,318	32,025	59,343	119,106
12	Kericho	9,002	8,994	17,996	9,490	9,295	18,785	36,781
13	Kiambu	8,853	7,494	16,347	9,292	7,648	16,940	33,287
14	Kilifi	10,158	13,008	23,166	13,717	11,923	25,640	48,806
15	Kirinyaga	2,861	3,174	6,035	3,358	3,475	6,833	12,868
16	Kisii	14,736	13,536	28,272	14,935	14,533	29,468	57,740
17	Kisumu	10,263	10,263	20,526	14,017	14,419	28,436	48,962
18	Kitui	14,175	14,344	28,519	16,514	18,012	34,526	63,045
19	Kwale	12,376	13,936	26,312	13,090	13,474	26,564	52,876
20	Laikipia	4,838	5,372	10,210	5,137	5,304	10,441	20,651
21	Lamu	1,776	1,908	3,684	1,416	1,321	2,737	6,421
22	Machakos	7,025	6,050	13,075	9,750	9,260	19,010	32,085
23	Makueni	10,011	9,052	19,063	11,614	11,044	22,658	41,721
24	Mandera	5,686	8,019	13,705	5,936	7,753	13,689	27,394
25	Marsabit	3,561	6,974	10,535	3,736	3,944	7,680	18,215
26	Meru	14,212	13,491	27,703	11,992	12,974	24,966	52,669
27	Migori	17,749	17,116	34,865	15,587	15,407	30,994	65,859
28	Mombasa	2,006	1,789	3,795	2,555	2,503	5,058	8,853
29	Murang'a	9,633	9,137	18,770	9,513	9,888	19,401	38,171
30	Nairobi	5,176	4,824	10,000	5,996	7,152	13,148	23,148
31	Nakuru	12,788	13,704	26,492	13,373	13,450	26,823	53,315
32	Nandi	12,304	12,309	24,613	13,309	14,410	27,719	52,332
33	Narok	9,224	9,870	19,094	8,883	10,200	19,083	38,177
34	Nyamira	8,829	8,111	16,940	10,484	7,432	17,916	34,856
35	Nyandarua	5,630	5,359	10,989	5,945	5,666	11,611	22,600
36	Nyeri	3,784	3,950	7,734	3,389	3,277	6,666	14,400
37	Samburu	10,785	10,357	21,142	9,178	12,180	21,358	42,500
38	Siaya	15,515	16,331	31,846	15,514	17,819	33,333	65,179
39	Taita Taveta	2,236	2,336	4,572	2,586	2,972	5,558	10,130
40	Tana River	5,850	6,090	11,940	5,700	5,760	11,460	23,400
41	Tharaka Nithi	3,946	4,411	8,357	4,833	5,248	10,081	18,438
42	Trans Nzoia	10,179	10,092	20,271	8,886	8,657	17,543	37,814
43	Turkana	29,567	31,859	61,426	24,568	25,665	50,233	111,659
44	Uasin Gishu	8,509	9,061	17,570	8,225	8,862	17,087	34,657
45	Vihiga	7,488	8,066	15,554	10,251	10,146	20,397	35,951
46	Wajir	4,233	5,090	9,323	4,041	4,550	8,591	17,914
47	West Pokot	11,783	13,160	24,943	10,362	11,038	21,400	46,343
	Grand Total	461,721	486,641	948,362	471,037	497,291	968,328	1,916,690

Table 36: *Private Pre-Primary Enrolments by Grade and Sex, 2019*

No.	County	PP1 Enrolments			PP2 Enrolments			Grand Total
		Female	Male	Total	Female	Male	Total	
1	Baringo	1,793	1,899	3,692	2,010	2,178	4,188	7,880
2	Bomet	3,140	3,222	6,362	3,191	3,054	6,245	12,607
3	Bungoma	8,590	10,560	19,150	6,479	8,960	15,439	34,589
4	Busia	6,378	6,241	12,619	6,628	7,355	13,983	26,602
5	E/Marakwet	1,703	1,833	3,536	1,575	1,599	3,174	6,710
6	Embu	1,302	1,254	2,556	1,601	1,653	3,254	5,810
7	Garissa	2,212	1,338	3,550	1,214	1,317	2,531	6,081
8	Homa Bay	12,058	10,577	22,635	7,839	6,588	14,427	37,062
9	Isiolo	1,738	1,966	3,704	1,479	2,121	3,600	7,304
10	Kajiado	4,262	5,122	9,384	4,001	4,014	8,015	17,399
11	Kakamega	7,802	5,987	13,789	7,858	6,853	14,711	28,500
12	Kericho	6,400	5,878	12,278	6,063	6,220	12,283	24,561
13	Kiambu	11,970	8,821	20,791	11,810	9,602	21,412	42,203
14	Kilifi	10,008	10,992	21,000	11,015	10,421	21,436	42,436
15	Kirinyaga	2,483	2,452	4,935	2,868	2,822	5,690	10,625
16	Kisii	7,310	7,866	15,176	7,799	6,843	14,642	29,818
17	Kisumu	6,450	6,884	13,334	7,690	7,755	15,445	28,779
18	Kitui	1,125	1,347	2,472	998	1,062	2,060	4,532
19	Kwale	3,128	3,268	6,396	3,928	4,080	8,008	14,404
20	Laikipia	1,631	1,691	3,322	1,564	1,685	3,249	6,571
21	Lamu	689	894	1,583	704	670	1,374	2,957
22	Machakos	10,720	10,070	20,790	14,630	14,580	29,210	50,000
23	Makueni	1,425	1,537	2,962	1,034	1,083	2,117	5,079
24	Mandera	752	723	1,475	703	755	1,458	2,933
25	Marsabit	1,016	984	2,000	949	894	1,843	3,843
26	Meru	5,820	5,704	11,524	5,157	5,065	10,222	21,746
27	Migori	6,143	6,290	12,433	5,098	5,066	10,164	22,597
28	Mombasa	4,810	4,760	9,570	4,392	4,444	8,836	18,406
29	Murang'a	2,540	2,495	5,035	2,638	2,514	5,152	10,187
30	Nairobi	11,825	13,364	25,189	13,507	10,324	23,831	49,020
31	Nakuru	14,682	15,606	30,288	13,434	13,587	27,021	57,309
32	Nandi	2,721	3,500	6,221	2,470	2,030	4,500	10,721
33	Narok	2,806	2,807	5,613	2,644	3,000	5,644	11,257
34	Nyamira	3,186	2,914	6,100	3,443	3,170	6,613	12,713
35	Nyandarua	2,703	2,670	5,373	2,901	2,876	5,777	11,150
36	Nyeri	2,205	2,229	4,434	2,204	2,108	4,312	8,746
37	Samburu	293	456	749	118	379	497	1,246
38	Siaya	8,314	9,089	17,403	8,201	8,949	17,150	34,553
39	Taita Taveta	788	828	1,616	796	853	1,649	3,265
40	Tana River	875	920	1,795	820	885	1,705	3,500
41	Tharaka Nithi	1,196	1,172	2,368	1,191	1,086	2,277	4,645
42	Trans Nzoia	3,534	3,748	7,282	3,149	3,090	6,239	13,521
43	Turkana	872	955	1,827	788	924	1,712	3,539
44	Uasin Gishu	5,770	5,470	11,240	5,448	5,648	11,096	22,336
45	Vihiga	2,387	1,828	4,215	1,900	2,620	4,520	8,735
46	Wajir	888	958	1,846	948	997	1,945	3,791
47	West Pokot	7,764	7,558	15,322	7,026	7,281	14,307	29,629
	Grand Total	208,207	208,727	416,934	203,903	201,060	404,963	821,897

Table 37: *Pre-Primary Share of Private Enrolment, 2019*

No.	County	PP1 Enrolments			PP2 Enrolments			Total
		Female	Male	Total	Female	Male	Total	
1	Baringo	12.4	11.9	12.1	14.2	14.9	14.6	13.3
2	Bomet	19.8	20.4	20.1	20.2	19.0	19.6	19.8
3	Bungoma	36.8	26.9	30.6	28.3	25.7	26.7	28.7
4	Busia	29.2	36.3	32.3	26.2	29.8	28.0	29.9
5	E/Marakwet	17.7	17.6	17.6	18.7	18.0	18.4	18.0
6	Embu	26.3	23.7	25.0	25.6	24.8	25.2	25.1
7	Garissa	36.3	22.9	29.8	25.6	25.9	25.7	27.9
8	Homa Bay	36.0	33.7	34.9	30.6	24.8	27.7	31.7
9	Isiolo	35.3	38.1	36.7	24.6	32.0	28.5	32.1
10	Kajiado	29.5	33.8	31.7	30.0	29.9	29.9	30.9
11	Kakamega	21.1	16.4	18.7	22.3	17.6	19.9	19.3
12	Kericho	41.6	39.5	40.6	39.0	40.1	39.5	40.0
13	Kiambu	57.5	54.1	56.0	56.0	55.7	55.8	55.9
14	Kilifi	49.6	45.8	47.5	44.5	46.6	45.5	46.5
15	Kirinyaga	46.5	43.6	45.0	46.1	44.8	45.4	45.2
16	Kisii	33.2	36.8	34.9	34.3	32.0	33.2	34.1
17	Kisumu	38.6	40.1	39.4	35.4	35.0	35.2	37.0
18	Kitui	7.4	8.6	8.0	5.7	5.6	5.6	6.7
19	Kwale	20.2	19.0	19.6	23.1	23.2	23.2	21.4
20	Laikipia	25.2	23.9	24.5	23.3	24.1	23.7	24.1
21	Lamu	28.0	31.9	30.1	33.2	33.7	33.4	31.5
22	Machakos	60.4	62.5	61.4	60.0	61.2	60.6	60.9
23	Makueni	12.5	14.5	13.4	8.2	8.9	8.5	10.9
24	Mandera	11.7	8.3	9.7	10.6	8.9	9.6	9.7
25	Marsabit	22.2	12.4	16.0	20.3	18.5	19.4	17.4
26	Meru	29.1	29.7	29.4	30.1	28.1	29.0	29.2
27	Migori	25.7	26.9	26.3	24.6	24.7	24.7	25.5
28	Mombasa	70.6	72.7	71.6	63.2	64.0	63.6	67.5
29	Murang'a	20.9	21.4	21.2	21.7	20.3	21.0	21.1
30	Nairobi	69.6	73.5	71.6	69.3	59.1	64.4	67.9
31	Nakuru	53.4	53.2	53.3	50.1	50.3	50.2	51.8
32	Nandi	18.1	22.1	20.2	15.7	12.3	14.0	17.0
33	Narok	23.3	22.1	22.7	22.9	22.7	22.8	22.8
34	Nyamira	26.5	26.4	26.5	24.7	29.9	27.0	26.7
35	Nyandarua	32.4	33.3	32.8	32.8	33.7	33.2	33.0
36	Nyeri	36.8	36.1	36.4	39.4	39.1	39.3	37.8
37	Samburu	2.6	4.2	3.4	1.3	3.0	2.3	2.8
38	Siaya	34.9	35.8	35.3	34.6	33.4	34.0	34.6
39	Taita Taveta	26.1	26.2	26.1	23.5	22.3	22.9	24.4
40	Tana River	13.0	13.1	13.1	12.6	13.3	13.0	13.0
41	Tharaka Nithi	23.3	21.0	22.1	19.8	17.1	18.4	20.1
42	Trans Nzoia	25.8	27.1	26.4	26.2	26.3	26.2	26.3
43	Turkana	2.9	2.9	2.9	3.1	3.5	3.3	3.1
44	Uasin Gishu	40.4	37.6	39.0	39.8	38.9	39.4	39.2
45	Vihiga	24.2	18.5	21.3	15.6	20.5	18.1	19.5
46	Wajir	17.3	15.8	16.5	19.0	18.0	18.5	17.5
47	West Pokot	39.7	36.5	38.1	40.4	39.7	40.1	39.0
Grand Total		31.1	30.0	30.5	30.2	28.8	29.5	30.0

Table 38: *Pre-Primary Gender Parity Index, 2019*

No.	County	Female	Male	GPI
1	Baringo	28,623	30,604	0.94
2	Bomet	31,652	31,867	0.99
3	Bungoma	46,299	74,080	0.62
4	Busia	47,144	41,861	1.13
5	E/Marakwet	18,038	19,329	0.93
6	Embu	11,194	11,959	0.94
7	Garissa	10,842	10,924	0.99
8	Homa Bay	59,043	57,872	1.02
9	Isiolo	10,936	11,783	0.93
10	Kajiado	27,799	28,562	0.97
11	Kakamega	72,122	75,484	0.96
12	Kericho	30,955	30,387	1.02
13	Kiambu	41,925	33,565	1.25
14	Kilifi	44,898	46,344	0.97
15	Kirinyaga	11,570	11,923	0.97
16	Kisii	44,780	42,778	1.05
17	Kisumu	38,420	39,321	0.98
18	Kitui	32,812	34,765	0.94
19	Kwale	32,522	34,758	0.94
20	Laikipia	13,170	14,052	0.94
21	Lamu	4,585	4,793	0.96
22	Machakos	42,125	39,960	1.05
23	Makueni	24,084	22,716	1.06
24	Mandera	13,077	17,250	0.76
25	Marsabit	9,262	12,796	0.72
26	Meru	37,181	37,234	1.00
27	Migori	44,577	43,879	1.02
28	Mombasa	13,763	13,496	1.02
29	Murang'a	24,324	24,034	1.01
30	Nairobi	36,504	35,664	1.02
31	Nakuru	54,277	56,347	0.96
32	Nandi	30,804	32,249	0.96
33	Narok	23,557	25,877	0.91
34	Nyamira	25,942	21,627	1.20
35	Nyandarua	17,179	16,571	1.04
36	Nyeri	11,582	11,564	1.00
37	Samburu	20,374	23,372	0.87
38	Siaya	47,544	52,188	0.91
39	Taita Taveta	6,406	6,989	0.92
40	Tana River	13,245	13,655	0.97
41	Tharaka Nithi	11,166	11,917	0.94
42	Trans Nzoia	25,748	25,587	1.01
43	Turkana	55,795	59,403	0.94
44	Uasin Gishu	27,952	29,041	0.96
45	Vihiga	22,026	22,660	0.97
46	Wajir	10,110	11,595	0.87
47	West Pokot	36,935	39,037	0.95
	Grand Total	1,344,868	1,393,719	0.96

Table 39: *Pre-Primary GPI by Public and Private Sectors, 2019*

No.	County	Public Schools			Private Schools		
		Female	Male	GPI	Female	Male	GPI
1	Baringo	24,820	26,527	0.94	3,803	4,077	0.93
2	Bomet	25,321	25,591	0.99	6,331	6,276	1.01
3	Bungoma	31,230	54,560	0.57	15,069	19,520	0.77
4	Busia	34,138	28,265	1.21	13,006	13,596	0.96
5	E/Marakwet	14,760	15,897	0.93	3,278	3,432	0.96
6	Embu	8,291	9,052	0.92	2,903	2,907	1.00
7	Garissa	7,416	8,269	0.90	3,426	2,655	1.29
8	Homa Bay	39,146	40,707	0.96	19,897	17,165	1.16
9	Isiolo	7,719	7,696	1.00	3,217	4,087	0.79
10	Kajiado	19,536	19,426	1.01	8,263	9,136	0.90
11	Kakamega	56,462	62,644	0.90	15,660	12,840	1.22
12	Kericho	18,492	18,289	1.01	12,463	12,098	1.03
13	Kiambu	18,145	15,142	1.20	23,780	18,423	1.29
14	Kilifi	23,875	24,931	0.96	21,023	21,413	0.98
15	Kirinyaga	6,219	6,649	0.94	5,351	5,274	1.01
16	Kisii	29,671	28,069	1.06	15,109	14,709	1.03
17	Kisumu	24,280	24,682	0.98	14,140	14,639	0.97
18	Kitui	30,689	32,356	0.95	2,123	2,409	0.88
19	Kwale	25,466	27,410	0.93	7,056	7,348	0.96
20	Laikipia	9,975	10,676	0.93	3,195	3,376	0.95
21	Lamu	3,192	3,229	0.99	1,393	1,564	0.89
22	Machakos	16,775	15,310	1.10	25,350	24,650	1.03
23	Makueni	21,625	20,096	1.08	2,459	2,620	0.94
24	Mandera	11,622	15,772	0.74	1,455	1,478	0.98
25	Marsabit	7,297	10,918	0.67	1,965	1,878	1.05
26	Meru	26,204	26,465	0.99	10,977	10,769	1.02
27	Migori	33,336	32,523	1.02	11,241	11,356	0.99
28	Mombasa	4,561	4,292	1.06	9,202	9,204	1.00
29	Murang'a	19,146	19,025	1.01	5,178	5,009	1.03
30	Nairobi	11,172	11,976	0.93	25,332	23,688	1.07
31	Nakuru	26,161	27,154	0.96	28,116	29,193	0.96
32	Nandi	25,613	26,719	0.96	5,191	5,530	0.94
33	Narok	18,107	20,070	0.90	5,450	5,807	0.94
34	Nyamira	19,313	15,543	1.24	6,629	6,084	1.09
35	Nyandarua	11,575	11,025	1.05	5,604	5,546	1.01
36	Nyeri	7,173	7,227	0.99	4,409	4,337	1.02
37	Samburu	19,963	22,537	0.89	411	835	0.49
38	Siaya	31,029	34,150	0.91	16,515	18,038	0.92
39	Taita Taveta	4,822	5,308	0.91	1,584	1,681	0.94
40	Tana River	11,550	11,850	0.97	1,695	1,805	0.94
41	Tharaka Nithi	8,779	9,659	0.91	2,387	2,258	1.06
42	Trans Nzoia	19,065	18,749	1.02	6,683	6,838	0.98
43	Turkana	54,135	57,524	0.94	1,660	1,879	0.88
44	Uasin Gishu	16,734	17,923	0.93	11,218	11,118	1.01
45	Vihiga	17,739	18,212	0.97	4,287	4,448	0.96
46	Wajir	8,274	9,640	0.86	1,836	1,955	0.94
47	West Pokot	22,145	24,198	0.92	14,790	14,839	1.00
	Grand Total	932,758	983,932	0.95	412,110	409,787	1.01

Table 40: *Pre-Primary Gross Enrolment Rates by County, 2019*

No.	County	Enrolment			Gross Enrolment Rate		
		Female	Male	Total	Female	Male	Average
1	Baringo	28,623	30,604	59,227	140.84	140.73	140.79
2	Bomet	31,652	31,867	63,519	135.73	127.42	131.43
3	Bungoma	46,299	74,080	120,379	96.01	151.08	123.78
4	Busia	47,144	41,861	89,005	198.32	177.81	188.11
5	Elgeyo Marakwet	18,038	19,329	37,367	136.77	143.98	140.40
6	Embu	11,194	11,959	23,153	94.93	97.61	96.29
7	Garissa	10,842	10,924	21,766	40.41	37.38	38.83
8	Homa Bay	59,043	57,872	116,915	176.76	170.88	173.80
9	Isiolo	10,936	11,783	22,719	121.96	128.51	125.27
10	Kajiado	27,799	28,562	56,361	89.35	89.74	89.55
11	Kakamega	72,122	75,484	147,606	144.73	149.20	146.98
12	Kericho	30,955	30,387	61,342	134.78	129.04	131.88
13	Kiambu	41,925	33,565	75,490	84.35	65.90	75.01
14	Kilifi	44,898	46,344	91,242	105.69	107.30	106.50
15	Kirinyaga	11,570	11,923	23,493	104.03	106.70	105.37
16	Kisii	44,780	42,778	87,558	142.29	135.24	138.75
17	Kisumu	38,420	39,321	77,741	135.61	138.70	137.16
18	Kitui	32,812	34,765	67,577	122.05	126.14	124.12
19	Kwale	32,522	34,758	67,280	116.85	120.71	118.81
20	Laikipia	13,170	14,052	27,222	100.66	105.38	103.04
21	Lamu	4,585	4,793	9,378	120.94	117.79	119.31
22	Machakos	42,125	39,960	82,085	146.24	131.24	138.54
23	Makueni	24,084	22,716	46,800	118.20	107.00	112.49
24	Mandera	13,077	17,250	30,327	33.83	50.48	41.64
25	Marsabit	9,262	12,796	22,058	59.41	78.11	68.99
26	Meru	37,181	37,234	74,415	109.06	105.98	107.50
27	Migori	44,577	43,879	88,456	128.27	126.47	127.37
28	Mombasa	13,763	13,496	27,259	49.13	48.35	48.74
29	Murang'a	24,324	24,034	48,358	109.68	105.27	107.45
30	Nairobi	36,504	35,664	72,168	39.85	38.60	39.22
31	Nakuru	54,277	56,347	110,624	102.25	102.10	102.18
32	Nandi	30,804	32,249	63,053	140.39	142.64	141.53
33	Narok	23,557	25,877	49,434	56.58	60.50	58.57
34	Nyamira	25,942	21,627	47,569	180.81	147.98	164.24
35	Nyandarua	17,179	16,571	33,750	123.74	113.17	118.31
36	Nyeri	11,582	11,564	23,146	80.66	78.14	79.38
37	Samburu	20,374	23,372	43,746	178.84	198.49	188.83
38	Siaya	47,544	52,188	99,732	184.42	196.80	190.70
39	Taita Taveta	6,406	6,989	13,395	85.62	91.32	88.50
40	Tana River	13,245	13,655	26,900	117.58	115.08	116.29
41	Tharaka-Nithi	11,166	11,917	23,083	135.87	142.65	139.29
42	Trans Nzoia	25,748	25,587	51,335	94.03	90.18	92.07
43	Turkana	55,795	59,403	115,198	181.07	186.90	184.03
44	Uasin Gishu	27,952	29,041	56,993	102.24	101.34	101.78
45	Vihiga	22,026	22,660	44,686	158.65	159.63	159.15
46	Wajir	10,110	11,595	21,705	34.31	38.80	36.57
47	West Pokot	36,935	39,037	75,972	158.14	162.67	160.43
		1,344,868	1,393,719	2,738,587	108.62	110.16	109.40

Source: Based on comparison of single ages population in Kenya Population and Housing Census (2019) Vol. III

Table 41: *Pre-Primary Teachers, 2019*

No.	County	Teachers		
		Public	Private	Total
1	Baringo	1,761	227	1,988
2	Bomet	1,311	423	1,734
3	Bungoma	2,044	1,400	3,444
4	Busia	1,332	1,307	2,639
5	Elgeyo Marakwet	1,240	348	1,588
6	Embu	484	402	886
7	Garissa	350	949	1,299
8	Homa Bay	1,319	1,102	2,421
9	Isiolo	274	150	424
10	Kajiado	877	1,032	1,909
11	Kakamega	1,886	841	2,727
12	Kericho	1,157	578	1,735
13	Kiambu	1,252	2,072	3,324
14	Kilifi	2,339	3,001	5,340
15	Kirinyaga	439	489	928
16	Kisii	1,523	907	2,430
17	Kisumu	1,688	1,627	3,315
18	Kitui	3,006	718	3,724
19	Kwale	984	659	1,643
20	Laikipia	783	199	982
21	Lamu	244	117	361
22	Machakos	970	4,010	4,980
23	Makueni	1,940	371	2,311
24	Mandera	321	78	399
25	Marsabit	338	112	450
26	Meru	2,255	1,295	3,550
27	Migori	1,166	913	2,079
28	Mombasa	251	771	1,022
29	Murang'a	1,503	1,503	3,006
30	Nairobi	429	2,245	2,674
31	Nakuru	1,672	2,811	4,483
32	Nandi	2,388	846	3,234
33	Narok	1,194	389	1,583
34	Nyamira	1,386	584	1,970
35	Nyandarua	789	537	1,326
36	Nyeri	502	260	762
37	Samburu	530	96	626
38	Siaya	1,431	1,069	2,500
39	Taita Taveta	450	167	617
40	Tana River	504	155	659
41	Tharaka Nithi	802	273	1,075
42	Trans Nzoia	787	614	1,401
43	Turkana	595	121	716
44	Uasin Gishu	1,490	870	2,360
45	Vihiga	1,606	412	2,018
46	Wajir	524	114	638
47	West Pokot	664	415	1,079
	Grand Total	52,780	39,579	92,359

Table 42: Pre-Primary Teacher Pupil Ratios, 2019

No.	County	Enrolments			Teachers			Pupil Teacher Ratio		
		Public	Private	Total	Public	Private	Total	Public	Private	Total
1	Baringo	51,347	7,880	59,227	1,761	227	1,988	29.2	34.7	29.8
2	Bomet	50,912	12,607	63,519	1,311	423	1,734	38.8	29.8	36.6
3	Bungoma	85,790	34,589	120,379	2,044	1,400	3,444	42.0	24.7	35.0
4	Busia	62,403	26,602	89,005	1,332	1,307	2,639	46.8	20.4	33.7
5	E/Marakwet	30,657	6,710	37,367	1,240	348	1,588	24.7	19.3	23.5
6	Embu	17,343	5,810	23,153	484	402	886	35.8	14.5	26.1
7	Garissa	15,685	6,081	21,766	350	949	1,299	44.8	6.4	16.8
8	Homa Bay	79,853	37,062	116,915	1,319	1,102	2,421	60.5	33.6	48.3
9	Isiolo	15,415	7,304	22,719	274	150	424	56.3	48.7	53.6
10	Kajiado	38,962	17,399	56,361	877	1,032	1,909	44.4	16.9	29.5
11	Kakamega	119,106	28,500	147,606	1,886	841	2,727	63.2	33.9	54.1
12	Kericho	36,781	24,561	61,342	1,157	578	1,735	31.8	42.5	35.4
13	Kiambu	33,287	42,203	75,490	1,252	2,072	3,324	26.6	20.4	22.7
14	Kilifi	48,806	42,436	91,242	2,339	3,001	5,340	20.9	14.1	17.1
15	Kirinyaga	12,868	10,625	23,493	439	489	928	29.3	21.7	25.3
16	Kisii	57,740	29,818	87,558	1,523	907	2,430	37.9	32.9	36.0
17	Kisumu	48,962	28,779	77,741	1,688	1,627	3,315	29.0	17.7	23.5
18	Kitui	63,045	4,532	67,577	3,006	718	3,724	21.0	6.3	18.1
19	Kwale	52,876	14,404	67,280	984	659	1,643	53.7	21.9	40.9
20	Laikipia	20,651	6,571	27,222	783	199	982	26.4	33.0	27.7
21	Lamu	6,421	2,957	9,378	244	117	361	26.3	25.3	26.0
22	Machakos	32,085	50,000	82,085	970	4,010	4,980	33.1	12.5	16.5
23	Makueni	41,721	5,079	46,800	1,940	371	2,311	21.5	13.7	20.3
24	Mandera	27,394	2,933	30,327	321	78	399	85.3	37.6	76.0
25	Marsabit	18,215	3,843	22,058	338	112	450	53.9	34.3	49.0
26	Meru	52,669	21,746	74,415	2,255	1,295	3,550	23.4	16.8	21.0
27	Migori	65,859	22,597	88,456	1,166	913	2,079	56.5	24.8	42.5
28	Mombasa	8,853	18,406	27,259	251	771	1,022	35.3	23.9	26.7
29	Murang'a	38,171	10,187	48,358	1,503	1,503	3,006	25.4	6.8	16.1
30	Nairobi	23,148	49,020	72,168	429	2,245	2,674	54.0	21.8	27.0
31	Nakuru	53,315	57,309	110,624	1,672	2,811	4,483	31.9	20.4	24.7
32	Nandi	52,332	10,721	63,053	2,388	846	3,234	21.9	12.7	19.5
33	Narok	38,177	11,257	49,434	1,194	389	1,583	32.0	28.9	31.2
34	Nyamira	34,856	12,713	47,569	1,386	584	1,970	25.1	21.8	24.1
35	Nyandarua	22,600	11,150	33,750	789	537	1,326	28.6	20.8	25.5
36	Nyeri	14,400	8,746	23,146	502	260	762	28.7	33.6	30.4
37	Samburu	42,500	1,246	43,746	530	96	626	80.2	13.0	69.9
38	Siaya	65,179	34,553	99,732	1,431	1,069	2,500	45.5	32.3	39.9
39	Taita Taveta	10,130	3,265	13,395	450	167	617	22.5	19.6	21.7
40	Tana River	23,400	3,500	26,900	504	155	659	46.4	22.6	40.8
41	Tharaka Nithi	18,438	4,645	23,083	802	273	1,075	23.0	17.0	21.5
42	Trans Nzoia	37,814	13,521	51,335	787	614	1,401	48.0	22.0	36.6
43	Turkana	111,659	3,539	115,198	595	121	716	187.7	29.2	160.9
44	Uasin Gishu	34,657	22,336	56,993	1,490	870	2,360	23.3	25.7	24.1
45	Vihiga	35,951	8,735	44,686	1,606	412	2,018	22.4	21.2	22.1
46	Wajir	17,914	3,791	21,705	524	114	638	34.2	33.3	34.0
47	West Pokot	46,343	29,629	75,972	664	415	1,079	69.8	71.4	70.4
Grand Total		1,916,690	821,897	2,738,587	52,780	39,579	92,359	36.3	20.8	29.7

Table 43: Pre-Primary Centres and Average School Size, 2019

No.	County	Centres			Enrolment			Average School Size		
		Public	Private	Total	Public	Private	Total	Public	Private	Total
1	Baringo	1,045	136	1,181	51,347	7,880	59,227	49	58	50
2	Bomet	1,038	376	1,414	50,912	12,607	63,519	49	34	45
3	Bungoma	807	790	1,597	85,790	34,589	120,379	106	44	75
4	Busia	456	546	1,002	62,403	26,602	89,005	137	49	89
5	E/Marakwet	506	155	661	30,657	6,710	37,367	61	43	57
6	Embu	396	210	606	17,343	5,810	23,153	44	28	38
7	Garissa	287	123	410	15,685	6,081	21,766	55	49	53
8	Homa Bay	881	536	1,417	79,853	37,062	116,915	91	69	83
9	Isiolo	165	84	249	15,415	7,304	22,719	93	87	91
10	Kajiado	651	591	1,242	38,962	17,399	56,361	60	29	45
11	Kakamega	334	262	596	119,106	28,500	147,606	357	109	248
12	Kericho	792	323	1,115	36,781	24,561	61,342	46	76	55
13	Kiambu	515	953	1,468	33,287	42,203	75,490	65	44	51
14	Kilifi	778	784	1,562	48,806	42,436	91,242	63	54	58
15	Kirinyaga	198	216	414	12,868	10,625	23,493	65	49	57
16	Kisii	703	424	1,127	57,740	29,818	87,558	82	70	78
17	Kisumu	657	550	1,207	48,962	28,779	77,741	75	52	64
18	Kitui	1,874	345	2,219	63,045	4,532	67,577	34	13	30
19	Kwale	857	318	1,175	52,876	14,404	67,280	62	45	57
20	Laikipia	428	139	567	20,651	6,571	27,222	48	47	48
21	Lamu	136	55	191	6,421	2,957	9,378	47	54	49
22	Machakos	1,125	2,300	3,425	32,085	50,000	82,085	29	22	24
23	Makueni	1,268	204	1,472	41,721	5,079	46,800	33	25	32
24	Mandera	305	48	353	27,394	2,933	30,327	90	61	86
25	Marsabit	212	52	264	18,215	3,843	22,058	86	74	84
26	Meru	750	430	1,180	52,669	21,746	74,415	70	51	63
27	Migori	625	338	963	65,859	22,597	88,456	105	67	92
28	Mombasa	93	349	442	8,853	18,406	27,259	95	53	62
29	Murang'a	984	984	1,968	38,171	10,187	48,358	39	10	25
30	Nairobi	220	768	988	23,148	49,020	72,168	105	64	73
31	Nakuru	949	1,455	2,404	53,315	57,309	110,624	56	39	46
32	Nandi	883	359	1,242	52,332	10,721	63,053	59	30	51
33	Narok	941	258	1,199	38,177	11,257	49,434	41	44	41
34	Nyamira	404	161	565	34,856	12,713	47,569	86	79	84
35	Nyandarua	498	362	860	22,600	11,150	33,750	45	31	39
36	Nyeri	314	171	485	14,400	8,746	23,146	46	51	48
37	Samburu	568	48	616	42,500	1,246	43,746	75	26	71
38	Siaya	679	473	1,152	65,179	34,553	99,732	96	73	87
39	Taita Taveta	314	111	425	10,130	3,265	13,395	32	29	32
40	Tana River	303	64	367	23,400	3,500	26,900	77	55	73
41	Tharaka Nithi	432	125	557	18,438	4,645	23,083	43	37	41
42	Trans Nzoia	299	259	558	37,814	13,521	51,335	126	52	92
43	Turkana	900	42	942	111,659	3,539	115,198	124	84	122
44	Uasin Gishu	596	348	944	34,657	22,336	56,993	58	64	60
45	Vihiga	407	140	547	35,951	8,735	44,686	88	62	82
46	Wajir	260	47	307	17,914	3,791	21,705	69	81	71
47	West Pokot	550	335	885	46,343	29,629	75,972	84	88	86
	Grand Total	28,383	18,147	46,530	1,916,690	821,897	2,738,587	68	45	59

ANNEX II: PRIMARY LEVEL TABLES BY COUNTY

Table 44: Primary Schools, Total Enrolments & Average School Size, 2019

No.	County	Number of schools	Total Enrolment	Average School Size
1	Baringo	841	161,919	193
2	Bomet	968	231,197	239
3	Bungoma	1,115	500,157	449
4	Busia	568	250,860	442
5	Elgeyo Marakwet	467	123,818	265
6	Embu	519	124,774	240
7	Garissa	304	77,465	255
8	Homa Bay	1,042	313,666	301
9	Isiolo	163	35,221	216
10	Kajiado	792	191,184	241
11	Kakamega	1,120	555,021	496
12	Kericho	827	222,619	269
13	Kiambu	899	347,510	387
14	Kilifi	842	353,254	420
15	Kirinyaga	355	108,014	304
16	Kisii	1,107	309,794	280
17	Kisumu	821	287,164	350
18	Kitui	1,620	335,078	207
19	Kwale	532	203,634	383
20	Laikipia	354	97,710	276
21	Lamu	137	32,359	236
22	Machakos	1,202	284,390	237
23	Makueni	1,041	255,093	245
24	Mandera	333	102,503	308
25	Marsabit	247	64,787	262
26	Meru	1,173	317,333	271
27	Migori	931	314,160	337
28	Mombasa	459	155,337	338
29	Murang'a	681	206,420	303
30	Nairobi	1,105	414,045	375
31	Nakuru	1,136	478,057	421
32	Nandi	900	231,836	258
33	Narok	940	297,685	317
34	Nyamira	576	162,596	282
35	Nyandarua	488	138,635	284
36	Nyeri	552	124,881	226
37	Samburu	188	56,468	300
38	Siaya	851	269,526	317
39	Taita Taveta	285	67,177	236
40	Tana River	213	59,674	280
41	T/ Nithi	538	98,983	184
42	Trans Nzoia	621	274,605	442
43	Turkana	469	162,543	347
44	Uasin Gishu	845	231,196	274
45	Vihiga	452	169,354	375
46	Wajir	306	76,959	252
47	West Pokot	690	195,379	283
	Grand Total	32,344	10,072,040	311

Table 45: *Primary Schools, Enrolments & Average School Size by School Ownership, 2019*

No.	County	Public			Private		
		Number of schools	Total Enrolment	Average School Size	Number of schools	Total Enrolment	Average School Size
1	Baringo	729	143,618	197	112	18,301	163
2	Bomet	678	198,857	293	290	32,340	112
3	Bungoma	790	449,148	569	325	51,009	157
4	Busia	449	231,765	516	119	19,095	160
5	E/ Marakwet	403	109,641	272	64	14,177	222
6	Embu	385	101,425	263	134	23,349	174
7	Garissa	212	51,895	245	92	25,570	278
8	Homa Bay	881	279,599	317	161	34,067	212
9	Isiolo	115	28,784	250	48	6,437	134
10	Kajiado	443	138,817	313	349	52,367	150
11	Kakamega	908	519,857	573	212	35,164	166
12	Kericho	541	178,579	330	286	44,040	154
13	Kiambu	462	227,580	493	437	119,930	274
14	Kilifi	553	310,881	562	289	42,373	147
15	Kirinyaga	195	76,840	394	160	31,174	195
16	Kisii	704	255,616	363	403	54,178	134
17	Kisumu	615	254,011	413	206	33,153	161
18	Kitui	1,463	318,630	218	157	16,448	105
19	Kwale	414	188,975	456	118	14,659	124
20	Laikipia	282	85,592	304	72	12,118	168
21	Lamu	109	28,387	260	28	3,972	142
22	Machakos	852	238,562	280	350	45,828	131
23	Makueni	902	238,555	264	139	16,538	119
24	Mandera	282	91,053	323	51	11,450	225
25	Marsabit	181	50,937	281	66	13,850	210
26	Meru	729	251,141	345	444	66,192	149
27	Migori	637	273,679	430	294	40,481	138
28	Mombasa	97	75,070	774	362	80,267	222
29	Murang'a	511	176,514	345	170	29,906	176
30	Nairobi	198	230,008	1,162	907	184,037	203
31	Nakuru	727	376,740	518	409	101,317	248
32	Nandi	756	205,865	272	144	25,971	180
33	Narok	728	263,224	362	212	34,461	163
34	Nyamira	411	125,642	306	165	36,954	224
35	Nyandarua	350	116,354	332	138	22,281	161
36	Nyeri	390	101,408	260	162	23,473	145
37	Samburu	171	53,161	311	17	3,307	195
38	Siaya	653	253,492	388	198	16,034	81
39	Taita Taveta	217	60,205	277	68	6,972	103
40	Tana River	179	53,083	297	34	6,591	194
41	T/Nithi	433	88,591	205	105	10,392	99
42	Trans Nzoia	376	223,571	595	245	51,034	208
43	Turkana	421	151,085	359	48	11,458	239
44	Uasin Gishu	487	173,914	357	358	57,282	160
45	Vihiga	383	158,689	414	69	10,665	155
46	Wajir	258	65,090	252	48	11,869	247
47	West Pokot	626	180,476	288	64	14,903	233
	Grand Total	23,286	8,454,606	363	9,058	1,617,434	173

Table 46: *Primary Share of Private Enrolment, 2019*

No.	County	Boys (Percent)	Girls (Percent)	Total (Percent)
1	Baringo	11.22	11.39	11.30
2	Bomet	14.28	13.68	13.99
3	Bungoma	9.90	10.49	10.20
4	Busia	7.83	7.39	7.61
5	E/Marakwet	11.26	11.65	11.45
6	Embu	19.13	18.28	18.71
7	Garissa	28.81	38.18	33.01
8	Homa Bay	10.63	11.10	10.86
9	Isiolo	17.89	18.65	18.28
10	Kajiado	27.14	27.64	27.39
11	Kakamega	6.33	6.34	6.34
12	Kericho	20.49	19.04	19.78
13	Kiambu	34.00	35.02	34.51
14	Kilifi	12.47	11.53	12.00
15	Kirinyaga	28.66	29.06	28.86
16	Kisii	18.01	16.97	17.49
17	Kisumu	11.29	11.80	11.54
18	Kitui	5.10	4.71	4.91
19	Kwale	7.01	7.39	7.20
20	Laikipia	11.92	12.91	12.40
21	Lamu	11.86	12.71	12.27
22	Machakos	16.12	16.11	16.11
23	Makueni	6.39	6.58	6.48
24	Mandera	11.64	10.37	11.17
25	Marsabit	21.26	21.50	21.38
26	Meru	22.65	18.98	20.86
27	Migori	13.41	12.35	12.89
28	Mombasa	52.25	51.09	51.67
29	Murang'a	14.11	14.88	14.49
30	Nairobi	45.15	43.76	44.45
31	Nakuru	20.86	21.54	21.19
32	Nandi	10.99	11.42	11.20
33	Narok	11.40	11.76	11.58
34	Nyamira	20.62	24.80	22.73
35	Nyandarua	15.26	16.92	16.07
36	Nyeri	19.03	18.55	18.80
37	Samburu	5.40	6.37	5.86
38	Siaya	5.79	6.11	5.95
39	Taita Taveta	10.29	10.47	10.38
40	Tana River	11.52	10.55	11.05
41	T/Nithi	10.43	10.57	10.50
42	Trans Nzoia	18.33	18.84	18.58
43	Turkana	6.59	7.55	7.05
44	Uasin Gishu	24.15	25.42	24.78
45	Vihiga	6.37	6.23	6.30
46	Wajir	14.10	17.18	15.42
47	West Pokot	7.38	7.88	7.63
	Grand Total	15.96	16.14	16.06

Table 47: *Primary Gender Parity Index, 2019*

No.	County	Female	Male	GPI
1	Baringo	78,910	83,009	0.95
2	Bomet	113,139	118,058	0.96
3	Bungoma	251,543	248,614	1.01
4	Busia	126,622	124,238	1.02
5	Elgeyo Marakwet	61,585	62,233	0.99
6	Embu	60,936	63,838	0.95
7	Garissa	34,714	42,751	0.81
8	Homa Bay	154,113	159,553	0.97
9	Isiolo	18,068	17,153	1.05
10	Kajiado	94,326	96,858	0.97
11	Kakamega	278,624	276,397	1.01
12	Kericho	108,505	114,114	0.95
13	Kiambu	173,920	173,590	1.00
14	Kilifi	177,700	175,554	1.01
15	Kirinyaga	53,360	54,654	0.98
16	Kisii	173,493	173,007	1.00
17	Kisumu	144,105	143,059	1.01
18	Kitui	162,850	172,228	0.95
19	Kwale	100,135	103,499	0.97
20	Laikipia	47,927	49,783	0.96
21	Lamu	15,841	16,518	0.96
22	Machakos	138,223	146,167	0.95
23	Makueni	124,343	130,750	0.95
24	Mandera	37,827	64,676	0.58
25	Marsabit	32,414	32,373	1.00
26	Meru	154,860	162,473	0.95
27	Migori	138,220	139,234	0.98
28	Mombasa	77,609	77,728	1.00
29	Murang'a	101,506	104,914	0.97
30	Nairobi	208,405	205,640	1.01
31	Nakuru	237,384	240,673	0.99
32	Nandi	114,662	117,174	0.98
33	Narok	144,848	152,837	0.95
34	Nyamira	81,970	80,626	1.02
35	Nyandarua	68,046	70,589	0.96
36	Nyeri	60,638	64,243	0.94
37	Samburu	26,833	29,635	0.91
38	Siaya	134,360	135,166	0.99
39	Taita Taveta	32,931	34,246	0.96
40	Tana River	29,083	30,591	0.95
41	Tharaka Nithi	48,976	50,007	0.98
42	Trans Nzoia	136,990	137,615	1.00
43	Turkana	77,250	85,293	0.91
44	Uasin Gishu	114,124	117,072	0.97
45	Vihiga	84,648	84,706	1.00
46	Wajir	33,076	43,883	0.75
47	West Pokot	96,610	98,769	0.98
	Grand Total	4,966,252	5,105,788	0.97

Table 48: *Primary Gender Parity Index, Public and Private, 2019*

No.	County	Public			Private		
		Girls	Boys	GPI	Girls	Boys	GPI
1	Baringo	69,919	73,699	0.95	8,991	9,310	0.97
2	Bomet	97,660	101,197	0.97	15,479	16,861	0.92
3	Bungoma	225,152	223,996	1.01	26,391	24,618	1.07
4	Busia	117,261	114,504	1.02	9,361	9,734	0.96
5	Elgeyo Marakwet	54,413	55,228	0.99	7,172	7,005	1.02
6	Embu	49,799	51,626	0.96	11,137	12,212	0.91
7	Garissa	21,461	30,434	0.71	13,253	12,317	1.08
8	Homa Bay	137,003	142,596	0.96	17,110	16,957	1.01
9	Isiolo	14,699	14,085	1.04	3,369	3,068	1.10
10	Kajiado	68,250	70,567	0.97	26,076	26,291	0.99
11	Kakamega	260,966	258,891	1.01	17,658	17,506	1.01
12	Kericho	87,845	90,734	0.97	20,660	23,380	0.88
13	Kiambu	113,014	114,566	0.99	60,906	59,024	1.03
14	Kilifi	157,212	153,669	1.02	20,488	21,885	0.94
15	Kirinyaga	37,852	38,988	0.97	15,508	15,666	0.99
16	Kisii	128,442	127,174	1.01	26,244	29,934	0.94
17	Kisumu	127,101	126,910	1.00	17,004	16,149	1.05
18	Kitui	155,178	163,452	0.95	7,672	8,776	0.87
19	Kwale	92,736	96,239	0.96	7,399	7,260	1.02
20	Laikipia	41,741	43,851	0.95	6,186	5,932	1.04
21	Lamu	13,828	14,559	0.95	2,013	1,959	1.03
22	Machakos	115,955	122,607	0.95	22,268	23,560	0.95
23	Makueni	116,158	122,397	0.95	8,185	8,353	0.98
24	Mandera	33,906	57,147	0.59	3,921	7,529	0.52
25	Marsabit	25,446	25,491	1.00	6,968	6,882	1.01
26	Meru	125,473	125,668	1.00	29,387	36,805	0.80
27	Migori	136,307	137,372	0.99	19,209	21,272	0.90
28	Mombasa	37,956	37,114	1.02	39,653	40,614	0.98
29	Murang'a	86,405	90,109	0.96	15,101	14,805	1.02
30	Nairobi	117,214	112,794	1.04	91,191	92,846	0.98
31	Nakuru	186,260	190,480	0.98	51,124	50,193	1.02
32	Nandi	101,563	104,302	0.97	13,099	12,872	1.02
33	Narok	127,812	135,412	0.94	17,036	17,425	0.98
34	Nyamira	61,641	64,001	0.96	20,329	16,625	1.22
35	Nyandarua	56,535	59,819	0.95	11,511	10,770	1.07
36	Nyeri	49,391	52,017	0.95	11,247	12,226	0.92
37	Samburu	25,125	28,036	0.90	1,708	1,599	1.07
38	Siaya	126,150	127,342	0.99	8,210	7,824	1.05
39	Taita Taveta	29,484	30,721	0.96	3,447	3,525	0.98
40	Tana River	26,016	27,067	0.96	3,067	3,524	0.87
41	Tharaka Nithi	43,799	44,792	0.98	5,177	5,215	0.99
42	Trans Nzoia	111,187	112,384	0.99	25,803	25,231	1.02
43	Turkana	71,415	79,670	0.90	5,835	5,623	1.04
44	Uasin Gishu	85,115	88,799	0.96	29,009	28,273	1.03
45	Vihiga	79,377	79,312	1.00	5,271	5,394	0.98
46	Wajir	27,394	37,696	0.73	5,682	6,187	0.92
47	West Pokot	88,996	91,480	0.97	7,614	7,289	1.04
	Grand Total	4,163,612	4,290,994	0.97	802,640	814,794	0.98

Table 49: *Primary Gross Enrolment Rates by County, 2019*

No.	County	Enrolment			Gross Enrolment Rate		
		Female	Male	Total	Female	Male	Average
1	Baringo	83,009	78,910	161,919	105.49	95.49	100.37
2	Bomet	118,058	113,139	231,197	116.63	109.86	113.21
3	Bungoma	248,614	251,543	500,157	118.18	120.29	119.23
4	Busia	124,238	126,622	250,860	113.94	118.92	116.40
5	E/Marakwet	62,233	61,585	123,818	120.21	117.23	118.71
6	Embu	63,838	60,936	124,774	124.25	117.17	120.69
7	Garissa	42,751	34,714	77,465	42.97	28.84	35.23
8	Homa Bay	159,553	154,113	313,666	113.29	109.86	111.58
9	Isiolo	17,153	18,068	35,221	55.54	54.28	54.89
10	Kajiado	96,858	94,326	191,184	87.60	85.64	86.62
11	Kakamega	276,397	278,624	555,021	121.17	123.53	122.34
12	Kericho	114,114	108,505	222,619	116.73	109.45	113.06
13	Kiambu	173,590	173,920	347,510	91.94	92.64	92.29
14	Kilifi	175,554	177,700	353,254	106.51	107.06	106.79
15	Kirinyaga	54,654	53,360	108,014	115.43	112.15	113.78
16	Kisii	155,108	154,686	309,794	103.83	103.00	103.41
17	Kisumu	143,059	144,105	287,164	112.62	114.38	113.50
18	Kitui	172,228	162,850	335,078	136.39	126.20	131.24
19	Kwale	103,499	100,135	203,634	101.76	96.72	99.22
20	Laikipia	49,783	47,927	97,710	97.23	90.81	93.97
21	Lamu	16,518	15,841	32,359	112.51	104.13	108.25
22	Machakos	146,167	138,223	284,390	115.94	107.46	111.66
23	Makueni	130,750	124,343	255,093	132.47	123.49	127.94
24	Mandera	64,676	37,827	102,503	49.98	29.65	39.88
25	Marsabit	32,373	32,414	64,787	56.76	52.95	54.79
26	Meru	162,473	154,860	317,333	109.57	104.01	106.78
27	Migori	158,644	155,516	314,160	111.30	110.41	110.86
28	Mombasa	77,728	77,609	155,337	78.52	79.65	79.08
29	Murang'a	104,914	101,506	206,420	113.53	107.79	110.63
30	Nairobi	205,640	208,405	414,045	62.26	64.92	63.57
31	Nakuru	240,673	237,384	478,057	111.31	108.11	109.70
32	Nandi	117,174	114,662	231,836	120.87	116.38	118.61
33	Narok	152,837	144,848	297,685	101.49	93.86	97.63
34	Nyamira	80,626	81,970	162,596	115.72	116.11	115.92
35	Nyandarua	70,589	68,046	138,635	113.88	106.08	109.91
36	Nyeri	64,243	60,638	124,881	106.54	98.44	102.44
37	Samburu	29,635	26,833	56,468	74.57	64.87	69.62
38	Siaya	135,166	134,360	269,526	115.26	114.73	114.99
39	Taita/Taveta	34,246	32,931	67,177	110.99	105.81	108.39
40	TanaRiver	30,591	29,083	59,674	77.77	71.15	74.40
41	Tharaka-Nithi	50,007	48,976	98,983	137.09	133.11	135.09
42	Trans Nzoia	137,615	136,990	274,605	117.46	116.38	116.92
43	Turkana	85,293	77,250	162,543	76.59	64.85	70.52
44	Uasin Gishu	117,072	114,124	231,196	101.26	98.43	99.85
45	Vihiga	84,706	84,648	169,354	124.76	126.66	125.70
46	Wajir	43,883	33,076	76,959	42.37	28.33	34.93
47	West Pokot	98,769	96,610	195,379	120.17	118.15	119.16
		5,107,299	4,964,741	10,072,040	101.69	97.59	99.63

Source: Based on comparison of single ages population in Kenya Population and Housing Census (2019) Vol. III

Table 50: *Primary Teacher Distribution by School Category, 2019*

No.	County	Public Primary: No of Teachers	Private Primary: No of Teachers
1	Baringo	5595	883
2	Bomet	4938	2792
3	Bungoma	8996	2277
4	Busia	4949	962
5	Elgeyo/Marakwet	3820	784
6	Embu	3694	1120
7	Garissa	926	785
8	Homa Bay	7226	1351
9	Isiolo	1002	290
10	Kajiado	3611	2821
11	Kakamega	10664	1825
12	Kericho	5494	2154
13	Kiambu	6129	4227
14	Kilifi	5869	2063
15	Kirinyaga	2535	1824
16	Kisii	7344	2345
17	Kisumu	6174	1554
18	Kitui	10142	1126
19	Kwale	3797	947
20	Laikipia	2719	775
21	Lamu	942	343
22	Machakos	8179	2381
23	Makueni	8176	1165
24	Mandera	1239	464
25	Marsabit	1245	566
26	Meru	8610	3500
27	Migori	6362	1872
28	Mombasa	1538	2956
29	Murang'a	5679	1533
30	Nairobi	4097	
31	Nakuru	9230	4172
32	Nandi	6161	1582
33	Narok	5616	1252
34	Nyamira	4018	1581
35	Nyandarua	3778	1095
36	Nyeri	3719	1262
37	Samburu	1313	116
38	Siaya	6087	933
39	Taita/Taveta	1990	565
40	Tana River	1375	262
41	Tharaka-Nithi	3852	776
42	Trans Nzoia	4832	2461
43	Turkana	1882	461
44	Uasin Gishu	5227	2986
45	Vihiga	4180	613
46	Wajir	1383	381
47	West Pokot	3398	589
	Total	219,732	66,948

Source: Ministry of Education, Teachers Service Commission

Table 51: *Primary Pupil Teacher Ratio (PTR), 2019*

No.	County	Enrolment	Teachers	PTR
1	Baringo	161,919	6,478	25
2	Bomet	231,197	7,730	30
3	Bungoma	500,157	11,273	44
4	Busia	250,860	5,911	42
5	Elgeyo Marakwet	123,818	4,604	27
6	Embu	124,774	4,814	26
7	Garissa	77,465	1,711	45
8	Homa Bay	313,666	8,577	37
9	Isiolo	35,221	1,292	27
10	Kajiado	191,184	6,432	30
11	Kakamega	555,021	12,489	44
12	Kericho	222,619	7,648	29
13	Kiambu	347,510	10,356	34
14	Kilifi	353,254	7,932	45
15	Kirinyaga	108,014	4,359	25
16	Kisii	309,794	9,689	32
17	Kisumu	287,164	7,728	37
18	Kitui	335,078	11,268	30
19	Kwale	203,634	4,744	43
20	Laikipia	97,710	3,494	28
21	Lamu	32,359	1,285	25
22	Machakos	284,390	10,560	27
23	Makueni	255,093	9,341	27
24	Mandera	102,503	1,703	60
25	Marsabit	64,787	1,811	36
26	Meru	317,333	12,110	26
27	Migori	277,454	8,234	34
28	Mombasa	155,337	4,494	35
29	Murang'a	206,420	7,212	29
30	Nairobi	414,045		
31	Nakuru	478,057	13,402	36
32	Nandi	231,836	7,743	30
33	Narok	297,685	6,868	43
34	Nyamira	162,596	5,599	29
35	Nyandarua	138,635	4,873	28
36	Nyeri	124,881	4,981	25
37	Samburu	56,468	1,429	40
38	Siaya	269,526	7,020	38
39	Taita Taveta	67,177	2,555	26
40	Tana River	59,674	1,637	36
41	Tharaka Nithi	98,983	4,628	21
42	Trans Nzoia	274,605	7,293	38
43	Turkana	162,543	2,343	69
44	Uasin Gishu	231,196	8,213	28
45	Vihiga	169,354	4,793	35
46	Wajir	76,959	1,764	44
47	West Pokot	195,379	3,987	49
	Grand Total	10,072,040	286,680	35

Table 52: *Primary Pupil Teacher Ratio (PTR) by School Ownership, 2019*

No.	County	Public			Private		
		Enrolment	Teachers	PTR	Enrolment	Teachers	PTR
1	Baringo	143,618	5,595	26	18,301	883	21
2	Bomet	198,857	4,938	40	32,340	2,792	12
3	Bungoma	449,148	8,996	50	51,009	2,277	22
4	Busia	231,765	4,949	47	19,095	962	20
5	Elgeyo Marakwet	109,641	3,820	29	14,177	784	18
6	Embu	101,425	3,694	27	23,349	1,120	21
7	Garissa	51,895	926	56	25,570	785	33
8	Homa Bay	279,599	7,226	39	34,067	1,351	25
9	Isiolo	28,784	1,002	29	6,437	290	22
10	Kajiado	138,817	3,611	38	52,367	2,821	19
11	Kakamega	519,857	10,664	49	35,164	1,825	19
12	Kericho	178,579	5,494	33	44,040	2,154	20
13	Kiambu	227,580	6,129	37	119,930	4,227	28
14	Kilifi	310,881	5,869	53	42,373	2,063	21
15	Kirinyaga	76,840	2,535	30	31,174	1,824	17
16	Kisii	255,616	7,344	35	54,178	2,345	23
17	Kisumu	254,011	6,174	41	33,153	1,554	21
18	Kitui	318,630	10,142	31	16,448	1,126	15
19	Kwale	188,975	3,797	50	14,659	947	15
20	Laikipia	85,592	2,719	31	12,118	775	16
21	Lamu	28,387	942	30	3,972	343	12
22	Machakos	238,562	8,179	29	45,828	2,381	19
23	Makueni	238,555	8,176	29	16,538	1,165	14
24	Mandera	91,053	1,239	73	11,450	464	25
25	Marsabit	50,937	1,245	41	13,850	566	24
26	Meru	251,141	8,610	29	66,192	3,500	19
27	Migori	273,679	6,362	43	3,775	1,872	2
28	Mombasa	75,070	1,538	49	80,267	2,956	27
29	Murang'a	176,514	5,679	31	29,906	1,533	20
30	Nairobi	230,008	4,097	56	184,037		
31	Nakuru	376,740	9,230	41	101,317	4,172	24
32	Nandi	205,865	6,161	33	25,971	1,582	16
33	Narok	263,224	5,616	47	34,461	1,252	28
34	Nyamira	125,642	4,018	31	36,954	1,581	23
35	Nyandarua	116,354	3,778	31	22,281	1,095	20
36	Nyeri	101,408	3,719	27	23,473	1,262	19
37	Samburu	53,161	1,313	40	3,307	116	29
38	Siaya	253,492	6,087	42	16,034	933	17
39	Taita Taveta	60,205	1,990	30	6,972	565	12
40	Tana River	53,083	1,375	39	6,591	262	25
41	Tharaka Nithi	88,591	3,852	23	10,392	776	13
42	Trans Nzoia	223,571	4,832	46	51,034	2,461	21
43	Turkana	151,085	1,882	80	11,458	461	25
44	Uasin Gishu	173,914	5,227	33	57,282	2,986	19
45	Vihiga	158,689	4,180	38	10,665	613	17
46	Wajir	65,090	1,383	47	11,869	381	31
47	West Pokot	180,476	3,398	53	14,903	589	25
Grand Total		8,454,606	219,732	38	1,617,434	66,948	24

Table 53: *Public Primary School Enrolment by County, 2019*

No.	County	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
1	Baringo	19,548	18,818	18,342	19,146	18,923	18,448	19,372	16,154	148,751
2	Bomet	23,226	25,583	22,996	25,072	25,618	26,074	28,512	21,884	198,965
3	Bungoma	54,569	54,736	54,742	56,616	58,348	61,416	65,461	66,555	472,443
4	Busia	29,126	28,839	29,360	30,685	29,939	30,035	30,429	21,695	230,108
5	Elgeyo/Marakwet	12,798	12,133	12,214	13,442	13,818	14,505	15,475	12,689	107,074
6	Embu	18,416	20,790	21,590	23,940	26,672	28,916	29,746	27,880	197,950
7	Garissa	9,605	8,529	7,109	5,891	5,393	4,904	4,428	3,721	49,580
8	Homa Bay	33,949	34,193	34,783	36,867	37,339	37,197	36,945	27,559	278,832
9	Isiolo	4,116	3,913	3,701	3,869	3,637	3,401	3,431	2,762	28,830
10	Kajiado	16,635	16,575	16,126	18,860	18,742	18,227	17,402	13,674	136,241
11	Kakamega	62,815	64,135	64,451	69,893	70,459	70,691	69,159	51,202	522,805
12	Kericho	20,850	20,595	20,843	22,637	23,208	23,270	25,550	20,951	177,904
13	Kiambu	23,057	24,568	26,088	27,666	29,078	30,019	30,798	29,762	221,036
14	Kilifi	44,325	48,620	36,071	37,703	36,347	35,838	37,527	32,193	308,624
15	Kirinyaga	7,674	7,793	8,254	9,206	9,885	10,489	11,801	10,346	75,448
16	Kisii	31,055	30,414	31,143	34,540	35,215	35,034	35,334	26,677	260,039
17	Kisumu	29,524	30,258	31,194	33,421	33,760	33,584	33,233	27,391	252,365
18	Kitui	33,027	33,544	34,487	38,945	40,155	40,324	42,134	35,741	298,357
19	Kwale	28,575	26,398	22,763	23,562	22,569	22,072	22,136	16,745	184,850
20	Laikipia	10,621	10,580	10,318	10,594	10,823	10,946	11,227	10,292	85,401
21	Lamu	3,578	4,170	3,230	3,360	3,351	3,240	3,090	2,652	26,671
22	Machakos	24,109	25,647	27,058	30,671	32,587	34,006	35,449	29,736	239,263
23	Makueni	23,362	24,531	26,579	29,742	32,126	33,859	34,729	31,180	236,108
24	Mandera	21,979	16,719	9,443	12,579	10,683	8,397	7,333	4,991	92,124
25	Marsabit	8,504	7,820	7,068	6,535	5,901	5,731	5,669	4,316	51,544
26	Meru	28,516	29,232	29,615	32,580	33,761	34,395	33,384	29,002	250,485
27	Migori	33,488	33,369	32,687	35,292	35,461	35,706	35,810	25,309	267,122
28	Mombasa	6,257	7,038	7,709	8,970	10,342	10,244	10,638	9,938	71,136
29	Murang'a	17,940	19,159	19,727	21,071	22,477	23,179	24,322	23,108	171,885
30	Nairobi	17,947	21,656	25,303	29,000	31,437	33,008	32,802	30,799	221,952
31	Nakuru	42,310	43,988	45,042	48,478	49,258	50,187	51,049	44,178	374,490
32	Nandi	24,299	23,766	24,453	26,557	27,129	27,838	27,380	23,547	204,969
33	Narok	38,034	36,744	34,369	35,129	34,492	33,355	33,046	23,254	268,423
34	Nyamira	14,709	14,643	14,694	16,455	17,979	18,410	16,569	14,058	127,517
35	Nyandarua	12,033	12,677	13,203	13,872	14,370	15,746	16,633	16,393	114,927
36	Nyeri	10,726	11,492	11,779	12,224	12,661	13,146	13,693	13,801	99,522
37	Samburu	8,689	7,573	7,004	6,838	6,413	5,996	5,791	4,929	53,233
38	Siaya	30,173	30,162	30,689	33,074	33,393	33,559	32,725	26,205	249,980
39	Taita/Taveta	6,829	8,245	6,560	7,007	7,378	7,695	8,274	7,508	59,496
40	Tana River	8,625	7,118	6,622	6,626	6,033	5,721	5,604	4,682	51,031
41	Tharaka-Nithi	9,077	9,350	9,315	10,648	11,594	12,420	12,290	11,009	85,703
42	Trans Nzoia	25,870	26,161	26,063	28,959	28,660	29,144	30,900	21,998	217,755
43	Turkana	30,883	27,217	23,014	18,131	15,734	14,249	13,129	8,199	150,556
44	Uasin Gishu	19,186	19,549	20,119	21,785	22,425	22,968	24,206	19,862	170,100
45	Vihiga	18,286	18,587	18,433	20,542	21,095	21,286	20,900	16,611	155,740
46	Wajir	10,986	9,464	8,407	7,586	7,245	6,532	5,962	5,354	61,536
47	West Pokot	27,541	26,387	24,680	24,133	22,308	21,036	21,454	14,088	181,627
	Total	1,037,447	1,043,478	1,019,440	1,090,399	1,106,221	1,116,443	1,132,931	942,580	8,490,498

Table 54: *Public Primary School Boys Enrolment by Grade and County, 2019*

No.	County	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
1	Baringo	10,066	9,650	9,503	9,599	9,368	9,219	9,655	8,219	75,279
2	Bomet	12,184	14,315	11,885	12,965	12,941	13,136	14,264	10,822	102,512
3	Bungoma	27,486	27,545	27,577	28,620	28,996	30,159	33,114	22,083	225,580
4	Busia	14,667	14,553	14,404	15,112	14,800	14,778	14,640	10,574	113,528
5	E/Marakwet	6,603	6,151	6,339	6,974	6,956	7,201	7,445	6,218	53,887
6	Embu	9,594	11,160	10,840	12,638	13,932	14,212	14,842	13,816	101,034
7	Garissa	5,482	4,798	4,119	3,466	3,164	2,864	2,630	2,253	28,776
8	Homa Bay	17,285	17,332	17,560	18,584	18,832	18,831	18,751	14,195	141,370
9	Isiolo	2,069	1,963	1,857	1,819	1,742	1,632	1,635	1,392	14,109
10	Kajiado	8,649	8,576	8,395	9,709	9,440	9,026	8,829	7,079	69,703
11	Kakamega	32,232	32,749	32,907	35,381	35,299	34,682	33,571	24,347	261,168
12	Kericho	10,615	10,709	10,763	11,687	11,814	11,572	12,852	10,570	90,582
13	Kiambu	11,937	12,539	13,276	14,106	14,664	15,153	15,435	14,773	111,883
14	Kilifi	23,223	24,729	18,411	18,946	18,078	17,943	18,477	15,340	155,147
15	Kirinyaga	4,030	4,063	4,319	4,825	5,068	5,399	5,749	5,084	38,537
16	Kisii	15,824	15,717	15,706	17,441	17,541	17,141	17,213	13,197	129,780
17	Kisumu	14,924	15,468	15,946	17,035	16,806	16,648	16,407	13,504	126,738
18	Kitui	17,253	17,546	18,136	20,206	20,449	20,316	21,035	17,433	152,374
19	Kwale	14,843	13,510	11,779	11,944	11,292	11,048	10,946	8,669	94,031
20	Laikipia	5,528	5,465	5,326	5,465	5,575	5,598	5,678	5,166	43,801
21	Lamu	1,756	2,177	1,638	1,716	1,687	1,669	1,496	1,388	13,527
22	Machakos	12,486	13,066	14,094	16,153	16,697	17,114	17,916	14,868	122,394
23	Makueni	12,227	13,013	13,896	15,604	16,532	17,146	17,165	15,562	121,145
24	Mandera	13,606	10,331	5,842	7,926	6,795	5,308	4,661	3,234	57,703
25	Marsabit	4,306	3,902	3,542	3,350	2,886	2,760	2,861	2,183	25,790
26	Meru	14,779	15,223	15,252	16,707	16,843	16,963	16,034	13,705	125,506
27	Migori	17,034	16,967	16,469	17,783	17,588	17,670	17,877	12,893	134,281
28	Mombasa	3,176	3,508	3,852	4,403	4,785	5,095	5,202	4,748	34,769
29	Murang'a	9,333	9,881	10,274	10,920	11,508	11,810	12,276	11,625	88,100
30	Nairobi	9,053	10,730	12,438	14,359	15,325	15,924	15,941	14,754	108,524
31	Nakuru	21,708	22,426	22,977	24,808	24,834	25,123	25,513	22,102	189,491
32	Nandi	12,726	12,312	12,762	13,949	13,882	14,105	13,679	11,820	105,235
33	Narok	19,568	18,863	17,503	17,703	17,550	16,620	16,565	11,853	136,225
34	Nyamira	7,713	7,579	7,535	8,388	8,854	10,060	8,290	7,100	65,519
35	Nyandarua	6,299	6,582	6,805	7,259	7,431	8,182	8,430	8,233	59,221
36	Nyeri	5,542	5,835	6,026	6,307	6,478	6,725	6,922	7,185	51,020
37	Samburu	4,612	4,020	3,713	3,470	3,369	3,228	3,132	2,786	28,330
38	Siaya	15,359	15,418	15,489	16,895	16,781	16,630	16,098	12,910	125,580
39	Taita/Taveta	3,551	4,251	3,334	3,576	3,829	3,908	4,152	3,805	30,406
40	Tana River	4,508	3,641	3,380	3,239	2,984	2,848	2,902	2,333	25,835
41	Tharaka-Nithi	4,820	4,858	4,912	5,451	5,855	6,095	6,079	5,377	43,447
42	Trans Nzoia	13,201	13,552	12,965	14,671	14,437	14,688	15,347	10,819	109,680
43	Turkana	16,216	14,364	11,948	9,473	8,243	7,390	7,007	4,707	79,348
44	Uasin Gishu	10,029	10,259	10,547	11,253	11,379	11,489	12,112	10,034	87,102
45	Vihiga	9,519	9,714	9,435	10,584	10,434	10,481	10,241	8,819	79,227
46	Wajir	6,183	5,381	4,828	4,281	4,218	3,755	3,445	3,222	35,313
47	West Pokot	13,997	13,356	12,685	12,200	11,216	10,451	10,806	7,347	92,058
	Total	537,801	539,747	523,189	558,950	559,177	559,795	565,317	460,146	4,304,595

Table 55: Public Primary School Girls Enrolment by Grade and County, 2019

No.	County	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Girls
1	Baringo	9,482	9,168	8,839	9,547	9,555	9,229	9,717	7,935	73,472
2	Bomet	11,042	11,268	11,111	12,107	12,677	12,938	14,248	11,062	96,453
3	Bungoma	27,083	27,191	27,165	27,996	29,352	31,257	32,347	44,472	246,863
4	Busia	14,459	14,286	14,956	15,573	15,139	15,257	15,789	11,121	116,580
5	Elgeyo/Marakwet	6,195	5,982	5,875	6,468	6,862	7,304	8,030	6,471	53,187
6	Embu	8,822	9,630	10,750	11,302	12,740	14,704	14,904	14,064	96,916
7	Garissa	4,123	3,731	2,990	2,425	2,229	2,040	1,798	1,468	20,804
8	Homabay	16,664	16,861	17,223	18,283	18,507	18,366	18,194	13,364	137,462
9	Isiolo	2,047	1,950	1,844	2,050	1,895	1,769	1,796	1,370	14,721
10	Kajiado	7,986	7,999	7,731	9,151	9,302	9,201	8,573	6,595	66,538
11	Kakamega	30,583	31,386	31,544	34,512	35,160	36,009	35,588	26,855	261,637
12	Kericho	10,235	9,886	10,080	10,950	11,394	11,698	12,698	10,381	87,322
13	Kiambu	11,120	12,029	12,812	13,560	14,414	14,866	15,363	14,989	109,153
14	Kilifi	21,102	23,891	17,660	18,757	18,269	17,895	19,050	16,853	153,477
15	Kirinyaga	3,644	3,730	3,935	4,381	4,817	5,090	6,052	5,262	36,911
16	Kisii	15,231	14,697	15,437	17,099	17,674	17,893	18,121	13,480	130,259
17	Kisumu	14,600	14,790	15,248	16,386	16,954	16,936	16,826	13,887	125,627
18	Kitui	15,774	15,998	16,351	18,739	19,706	20,008	21,099	18,308	145,983
19	Kwale	13,732	12,888	10,984	11,618	11,277	11,024	11,190	8,076	90,819
20	Laikipia	5,093	5,115	4,992	5,129	5,248	5,348	5,549	5,126	41,600
21	Lamu	1,822	1,993	1,592	1,644	1,664	1,571	1,594	1,264	13,144
22	Machakos	11,623	12,581	12,964	14,518	15,890	16,892	17,533	14,868	116,869
23	Makueni	11,135	11,518	12,683	14,138	15,594	16,713	17,564	15,618	114,963
24	Mandera	8,373	6,388	3,601	4,653	3,888	3,089	2,672	1,757	34,421
25	Marsabit	4,198	3,918	3,526	3,185	3,015	2,971	2,808	2,133	25,754
26	Meru	13,737	14,009	14,363	15,873	16,918	17,432	17,350	15,297	124,979
27	Migori	16,454	16,402	16,218	17,509	17,873	18,036	17,933	12,416	132,841
28	Mombasa	3,081	3,530	3,857	4,567	5,557	5,149	5,436	5,190	36,367
29	Murang'a	8,607	9,278	9,453	10,151	10,969	11,369	12,046	11,483	83,785
30	Nairobi	8,894	10,926	12,865	14,641	16,112	17,084	16,861	16,045	113,428
31	Nakuru	20,602	21,562	22,065	23,670	24,424	25,064	25,536	22,076	184,999
32	Nandi	11,573	11,454	11,691	12,608	13,247	13,733	13,701	11,727	99,734
33	Narok	18,466	17,881	16,866	17,426	16,942	16,735	16,481	11,401	132,198
34	Nyamira	6,996	7,064	7,159	8,067	9,125	8,350	8,279	6,958	61,998
35	Nyandarua	5,734	6,095	6,398	6,613	6,939	7,564	8,203	8,160	55,706
36	Nyeri	5,184	5,657	5,753	5,917	6,183	6,421	6,771	6,616	48,502
37	Samburu	4,077	3,553	3,291	3,368	3,044	2,768	2,659	2,143	24,903
38	Siaya	14,814	14,744	15,200	16,179	16,612	16,929	16,627	13,295	124,400
39	Taita/Taveta	3,278	3,994	3,226	3,431	3,549	3,787	4,122	3,703	29,090
40	Tana River	4,117	3,477	3,242	3,387	3,049	2,873	2,702	2,349	25,196
41	Tharaka-Nithi	4,257	4,492	4,403	5,197	5,739	6,325	6,211	5,632	42,256
42	Trans Nzoia	12,669	12,609	13,098	14,288	14,223	14,456	15,553	11,179	108,075
43	Turkana	14,667	12,853	11,066	8,658	7,491	6,859	6,122	3,492	71,208
44	Uasin Gishu	9,157	9,290	9,572	10,532	11,046	11,479	12,094	9,828	82,998
45	Vihiga	8,767	8,873	8,998	9,958	10,661	10,805	10,659	7,792	76,513
46	Wajir	4,803	4,083	3,579	3,305	3,027	2,777	2,517	2,132	26,223
47	West Pokot	13,544	13,031	11,995	11,933	11,092	10,585	10,648	6,741	89,569
	Total	499,646	503,731	496,251	531,449	547,044	556,648	567,614	482,434	4,185,903

Table 56: *Public Lower Primary Textbooks Distribution by Grade and County, 2019*

No.	County	Grade 1	Grade 2	Grade 3	Total
1	Baringo	19,668	18,991	25,492	64,151
2	Bomet	22,955	23,230	22,953	69,138
3	Bungoma	48,622	48,529	49,078	146,229
4	Busia	23,775	25,731	24,782	74,288
5	Elgeyo/Marakwet	12,697	12,128	12,274	37,099
6	Embu	9,143	10,328	10,692	30,163
7	Garissa	9,454	8,574	7,171	25,199
8	Homa Bay	34,016	34,311	34,641	102,968
9	Isiolo	4,164	3,831	3,590	11,585
10	Kajiado	16,282	16,488	15,979	48,749
11	Kakamega	60,976	62,662	63,836	187,474
12	Kericho	19,991	20,006	20,178	60,175
13	Kiambu	21,616	24,037	25,071	70,724
14	Kilifi	41,153	45,509	34,638	121,300
15	Kirinyaga	6,953	7,109	7,555	21,617
16	Kisii	31,234	30,600	31,923	93,757
17	Kisumu	26,931	27,812	28,860	83,603
18	Kitui	32,465	32,993	33,879	99,337
19	Kwale	28,096	26,032	22,817	76,945
20	Laikipia	10,103	10,302	10,124	30,529
21	Lamu	3,537	4,061	3,201	10,799
22	Machakos	24,754	26,286	27,861	78,901
23	Makueni	22,884	24,099	26,294	73,277
24	Mandera	17,699	14,504	13,098	45,301
25	Marsabit	6,843	6,447	5,715	19,005
26	Meru	29,047	29,540	30,905	89,492
27	Migori	31,149	31,048	31,076	93,273
28	Mombasa	6,381	7,316	7,998	21,695
29	Murang'a	19,060	20,467	20,899	60,426
30	Nairobi	17,204	21,781	23,966	62,951
31	Nakuru	41,130	43,181	44,118	128,429
32	Nandi	19,887	19,554	19,957	59,398
33	Narok	35,540	34,445	31,766	101,751
34	Nyamira	13,947	14,173	14,111	42,231
35	Nyandarua	12,090	12,803	13,398	38,291
36	Nyeri	10,559	11,340	11,537	33,436
37	Samburu	8,635	7,511	6,943	23,089
38	Siaya	30,106	30,107	30,692	90,905
39	Taita/Taveta	6,829	8,243	6,541	21,613
40	Tana River	8,271	6,706	6,229	21,206
41	Tharaka-Nithi	9,081	9,245	9,158	27,484
42	Trans Nzoia	25,835	26,147	26,043	78,025
43	Turkana	31,287	27,724	23,690	82,701
44	Uasin Gishu	18,668	19,318	19,773	57,759
45	Vihiga	18,296	18,595	18,448	55,339
46	Wajir	10,482	13,458	10,133	34,073
47	West Pokot	28,864	27,360	26,297	82,521
	Total	988,359	1,004,662	995,380	2,988,401

Source: Ministry of Education, Kenya Institute of Curriculum Development

Table 57: *Public Lower Primary Textbooks Distribution by Grade and County, 2019*

No.	County	Enrolment				Number of Textbooks Distributed			
		Grade 1	Grade 2	Grade 3	Total	Grade 1	Grade 2	Grade 3	Total
1	Baringo	19,548	18,818	18,342	56,708	19,668	18,991	25,492	64,151
2	Bomet	23,226	25,583	22,996	71,805	22,955	23,230	22,953	69,138
3	Bungoma	54,569	54,736	54,742	164,047	48,622	48,529	49,078	146,229
4	Busia	29,126	28,839	29,360	87,325	23,775	25,731	24,782	74,288
5	Elgeyo Marakwet	12,798	12,133	12,214	37,145	12,697	12,128	12,274	37,099
6	Embu	18,416	20,790	21,590	60,796	9,143	10,328	10,692	30,163
7	Garissa	9,605	8,529	7,109	25,243	9,454	8,574	7,171	25,199
8	Homa Bay	33,949	34,193	34,783	102,925	34,016	34,311	34,641	102,968
9	Isiolo	4,116	3,913	3,701	11,730	4,164	3,831	3,590	11,585
10	Kajiado	16,635	16,575	16,126	49,336	16,282	16,488	15,979	48,749
11	Kakamega	62,815	64,135	64,451	191,401	60,976	62,662	63,836	187,474
12	Kericho	20,850	20,595	20,843	62,288	19,991	20,006	20,178	60,175
13	Kiambu	23,057	24,568	26,088	73,713	21,616	24,037	25,071	70,724
14	Kilifi	44,325	48,620	36,071	129,016	41,153	45,509	34,638	121,300
15	Kirinyaga	7,674	7,793	8,254	23,721	6,953	7,109	7,555	21,617
16	Kisii	31,055	30,414	31,143	92,612	31,234	30,600	31,923	93,757
17	Kisumu	29,524	30,258	31,194	90,976	26,931	27,812	28,860	83,603
18	Kitui	33,027	33,544	34,487	101,058	32,465	32,993	33,879	99,337
19	Kwale	28,575	26,398	22,763	77,736	28,096	26,032	22,817	76,945
20	Laikipia	10,621	10,580	10,318	31,519	10,103	10,302	10,124	30,529
21	Lamu	3,578	4,170	3,230	10,978	3,537	4,061	3,201	10,799
22	Machakos	24,109	25,647	27,058	76,814	24,754	26,286	27,861	78,901
23	Makueni	23,362	24,531	26,579	74,472	22,884	24,099	26,294	73,277
24	Mandera	21,979	16,719	9,443	48,141	17,699	14,504	13,098	45,301
25	Marsabit	8,504	7,820	7,068	23,392	6,843	6,447	5,715	19,005
26	Meru	28,516	29,232	29,615	87,363	29,047	29,540	30,905	89,492
27	Migori	33,488	33,369	32,687	99,544	31,149	31,048	31,076	93,273
28	Mombasa	6,257	7,038	7,709	21,004	6,381	7,316	7,998	21,695
29	Murang'a	17,940	19,159	19,727	56,826	19,060	20,467	20,899	60,426
30	Nairobi	17,947	21,656	25,303	64,906	17,204	21,781	23,966	62,951
31	Nakuru	42,310	43,988	45,042	131,340	41,130	43,181	44,118	128,429
32	Nandi	24,299	23,766	24,453	72,518	19,887	19,554	19,957	59,398
33	Narok	38,034	36,744	34,369	109,147	35,540	34,445	31,766	101,751
34	Nyamira	14,709	14,643	14,694	44,046	13,947	14,173	14,111	42,231
35	Nyandarua	12,033	12,677	13,203	37,913	12,090	12,803	13,398	38,291
36	Nyeri	10,726	11,492	11,779	33,997	10,559	11,340	11,537	33,436
37	Samburu	8,689	7,573	7,004	23,266	8,635	7,511	6,943	23,089
38	Siaya	30,173	30,162	30,689	91,024	30,106	30,107	30,692	90,905
39	Taita Taveta	6,829	8,245	6,560	21,634	6,829	8,243	6,541	21,613
40	Tana River	8,625	7,118	6,622	22,365	8,271	6,706	6,229	21,206
41	Tharaka Nithi	9,077	9,350	9,315	27,742	9,081	9,245	9,158	27,484
42	Trans Nzoia	25,870	26,161	26,063	78,094	25,835	26,147	26,043	78,025
43	Turkana	30,883	27,217	23,014	81,114	31,287	27,724	23,690	82,701
44	Uasin Gishu	19,186	19,549	20,119	58,854	18,668	19,318	19,773	57,759
45	Vihiga	18,286	18,587	18,433	55,306	18,296	18,595	18,448	55,339
46	Wajir	10,986	9,464	8,407	28,857	10,482	13,458	10,133	34,073
47	West Pokot	27,541	26,387	24,680	78,608	28,864	27,360	26,297	82,521
	Grand Total	1,037,447	1,043,478	1,019,440	3,100,365	988,359	1,004,662	995,380	2,988,401

Source: Ministry of Education, Kenya Institute of Curriculum Development

Table 58: Lower Primary School Pupil Textbook Ratio by Grade and County, 2019

No.	County	Grade 1	Grade 2	Grade 3	Pupil Textbook Ratio (PTR)
1	Baringo	1.01	1.01	1.39	1.13
2	Bomet	0.99	0.91	1.00	0.96
3	Bungoma	0.89	0.89	0.90	0.89
4	Busia	0.82	0.89	0.84	0.85
5	Elgeyo/Marakwet	0.99	1.00	1.00	1.00
6	Embu	0.50	0.50	0.50	0.50
7	Garissa	0.98	1.01	1.01	1.00
8	Homa Bay	1.00	1.00	1.00	1.00
9	Isiolo	1.01	0.98	0.97	0.99
10	Kajiado	0.98	0.99	0.99	0.99
11	Kakamega	0.97	0.98	0.99	0.98
12	Kericho	0.96	0.97	0.97	0.97
13	Kiambu	0.94	0.98	0.96	0.96
14	Kilifi	0.93	0.94	0.96	0.94
15	Kirinyaga	0.91	0.91	0.92	0.91
16	Kisii	1.01	1.01	1.03	1.01
17	Kisumu	0.91	0.92	0.93	0.92
18	Kitui	0.98	0.98	0.98	0.98
19	Kwale	0.98	0.99	1.00	0.99
20	Laikipia	0.95	0.97	0.98	0.97
21	Lamu	0.99	0.97	0.99	0.98
22	Machakos	1.03	1.02	1.03	1.03
23	Makueni	0.98	0.98	0.99	0.98
24	Mandera	0.81	0.87	1.39	0.94
25	Marsabit	0.80	0.82	0.81	0.81
26	Meru	1.02	1.01	1.04	1.02
27	Migori	0.93	0.93	0.95	0.94
28	Mombasa	1.02	1.04	1.04	1.03
29	Murang'a	1.06	1.07	1.06	1.06
30	Nairobi	0.96	1.01	0.95	0.97
31	Nakuru	0.97	0.98	0.98	0.98
32	Nandi	0.82	0.82	0.82	0.82
33	Narok	0.93	0.94	0.92	0.93
34	Nyamira	0.95	0.97	0.96	0.96
35	Nyandarua	1.00	1.01	1.01	1.01
36	Nyeri	0.98	0.99	0.98	0.98
37	Samburu	0.99	0.99	0.99	0.99
38	Siaya	1.00	1.00	1.00	1.00
39	Taita/Taveta	1.00	1.00	1.00	1.00
40	Tana River	0.96	0.94	0.94	0.95
41	Tharaka-Nithi	1.00	0.99	0.98	0.99
42	Trans Nzoia	1.00	1.00	1.00	1.00
43	Turkana	1.01	1.02	1.03	1.02
44	Uasin Gishu	0.97	0.99	0.98	0.98
45	Vihiga	1.00	1.00	1.00	1.00
46	Wajir	0.95	1.42	1.21	1.18
47	West Pokot	1.05	1.04	1.07	1.05
	Grand Total	0.96	0.97	0.99	0.97

Table 59: *Public Primary Textbooks Distribution by Grade 7 and 8 and County, 2019*

No.	County	Enrolment			Number of Textbooks Distributed		
		Class 7	Class 8	Total	Class 7	Class 8	Total
1	Baringo	19,372	16,154	35,526	18,775	18,775	37,549
2	Bomet	28,512	21,884	50,396	31,809	31,809	63,618
3	Bungoma	65,461	66,555	132,016	63,305	63,305	126,610
4	Busia	30,429	21,695	52,124	37,123	37,123	74,246
5	Elgeyo Marakwet	15,475	12,689	28,164	14,529	14,529	29,057
6	Embu	29,746	27,880	57,626	14,546	14,546	29,091
7	Garissa	4,428	3,721	8,149	6,343	6,343	12,685
8	Homabay	36,945	27,559	64,504	37,961	37,961	75,923
9	Isiolo	3,431	2,762	6,193	4,494	4,494	8,988
10	Kajiado	17,402	13,674	31,076	16,633	16,633	33,266
11	Kakamega	69,159	51,202	120,361	67,012	67,012	134,025
12	Kericho	25,550	20,951	46,501	19,422	19,422	38,844
13	Kiambu	30,798	29,762	60,560	29,053	29,053	58,105
14	Kilifi	37,527	32,193	69,720	35,106	35,106	70,212
15	Kirinyaga	11,801	10,346	22,147	11,366	11,366	22,731
16	Kisii	35,334	26,677	62,011	37,124	37,124	74,248
17	Kisumu	33,233	27,391	60,624	31,084	31,084	62,167
18	Kitui	42,134	35,741	77,875	42,254	42,254	84,507
19	Kwale	22,136	16,745	38,881	21,506	21,506	43,012
20	Laikipia	11,227	10,292	21,519	11,257	11,257	22,514
21	Lamu	3,090	2,652	5,742	3,030	3,030	6,061
22	Machakos	35,449	29,736	65,185	32,943	32,943	65,885
23	Makueni	34,729	31,180	65,909	33,871	33,871	67,742
24	Mandera	7,333	4,991	12,324	12,696	12,696	25,393
25	Marsabit	5,669	4,316	9,985	5,986	5,986	11,971
26	Meru	33,384	29,002	62,386	94,556	94,556	189,111
27	Migori	35,810	25,309	61,119	35,955	35,955	71,910
28	Mombasa	10,638	9,938	20,576	8,654	8,654	17,308
29	Murang'a	24,322	23,108	47,430	22,602	22,602	45,204
30	Nairobi	32,802	30,799	63,601	26,574	26,574	53,149
31	Nakuru	51,049	44,178	95,227	47,256	47,256	94,513
32	Nandi	27,380	23,547	50,927	72,660	72,660	145,321
33	Narok	33,046	23,254	56,300	30,780	30,780	61,560
34	Nyamira	16,569	14,058	30,627	13,945	13,945	27,890
35	Nyandarua	16,633	16,393	33,026	16,009	16,009	32,017
36	Nyeri	13,693	13,801	27,494	13,887	13,887	27,773
37	Samburu	5,791	4,929	10,720	6,182	6,182	12,364
38	Siaya	32,725	26,205	58,930	31,823	31,823	63,646
39	Taita Taveta	8,274	7,508	15,782	7,827	7,827	15,654
40	Tana River	5,604	4,682	10,286	6,775	6,775	13,549
41	Tharaka Nithi	12,290	11,009	23,299	12,552	12,552	25,105
42	Trans Nzoia	30,900	21,998	52,898	29,611	29,611	59,223
43	Turkana	13,129	8,199	21,328	19,491	19,491	38,983
44	Uasin Gishu	24,206	19,862	44,068	22,909	22,909	45,817
45	Vihiga	20,900	16,611	37,511	21,014	21,014	42,028
46	Wajir	5,962	5,354	11,316	8,857	8,857	17,713
47	West Pokot	21,454	14,088	35,542	24,687	24,687	49,374
	Grand Total	1,132,931	942,580	2,075,511	1,213,830	1,213,830	2,427,660

Table 60: *Public Primary School Pupil Textbook Ratio, Grade 7 and 8 by County, 2019*

S/No	County	Class 7	Class 8	Average PTR
1	Baringo	0.97	1.16	1.06
2	Bomet	1.12	1.45	1.26
3	Bungoma	0.97	0.95	0.96
4	Busia	1.22	1.71	1.42
5	Elgeyo/Marakwet	0.94	1.14	1.03
6	Embu	0.49	0.52	0.50
7	Garissa	1.43	1.70	1.56
8	Homabay	1.03	1.38	1.18
9	Isiolo	1.31	1.63	1.45
10	Kajiado	0.96	1.22	1.07
11	Kakamega	0.97	1.31	1.11
12	Kericho	0.76	0.93	0.84
13	Kiambu	0.94	0.98	0.96
14	Kilifi	0.94	1.09	1.01
15	Kirinyaga	0.96	1.10	1.03
16	Kisii	1.05	1.39	1.20
17	Kisumu	0.94	1.13	1.03
18	Kitui	1.00	1.18	1.09
19	Kwale	0.97	1.28	1.11
20	Laikipia	1.00	1.09	1.05
21	Lamu	0.98	1.14	1.06
22	Machakos	0.93	1.11	1.01
23	Makueni	0.98	1.09	1.03
24	Mandera	1.73	2.54	2.06
25	Marsabit	1.06	1.39	1.20
26	Meru	2.83	3.26	3.03
27	Migori	1.00	1.42	1.18
28	Mombasa	0.81	0.87	0.84
29	Murang'a	0.93	0.98	0.95
30	Nairobi	0.81	0.86	0.84
31	Nakuru	0.93	1.07	0.99
32	Nandi	2.65	3.09	2.85
33	Narok	0.93	1.32	1.09
34	Nyamira	0.84	0.99	0.91
35	Nyandarua	0.96	0.98	0.97
36	Nyeri	1.01	1.01	1.01
37	Samburu	1.07	1.25	1.15
38	Siaya	0.97	1.21	1.08
39	Taita Taveta	0.95	1.04	0.99
40	Tana River	1.21	1.45	1.32
41	Tharaka Nithi	1.02	1.14	1.08
42	Trans Nzoia	0.96	1.35	1.12
43	Turkana	1.48	2.38	1.83
44	Uasin Gishu	0.95	1.15	1.04
45	Vihiga	1.01	1.27	1.12
46	Wajir	1.49	1.65	1.57
47	West Pokot	1.15	1.75	1.39
	Grand Total	1.10	1.34	1.20

Source: Ministry of Education, Kenya Institute of Curriculum Development

Table 61: *Public Primary Schools with Electricity by County, 2019*

S/No	Name Of County	National Grid	Solar	No Power	Total
1	Mombasa	93	0	2	95
2	Kwale	349	51	21	421
3	Kilifi	439	101	10	550
4	Tana River	47	121	10	178
5	Lamu	58	50	0	108
6	Taita/Taveta	200	10	0	210
7	Garissa	69	176	3	248
8	Wajir	60	177	21	258
9	Mandera	14	206	62	282
10	Marsabit	48	125	9	182
11	Isiolo	41	69	0	110
12	Meru	709	7	11	727
13	Tharaka-Nithi	353	71	2	426
14	Embu	370	11	0	381
15	Kitui	885	484	45	1,414
16	Machakos	818	28	8	854
17	Makueni	775	115	15	905
18	Nyandarua	349	1	0	350
19	Nyeri	391	0	0	391
20	Kirinyaga	197	1	0	198
21	Murang'a	513	1	0	514
22	Kiambu	461	0	1	462
23	Turkana	41	379	28	448
24	West Pokot	231	338	85	654
25	Samburu	40	115	8	163
26	Trans Nzoia	365	2	10	377
27	Uasin Gishu	460	0	14	474
28	Elgeyo/Marakwet	371	19	9	399
29	Nandi	718	0	13	731
30	Baringo	566	183	51	800
31	Laikipia	245	53	2	300
32	Nakuru	680	25	22	727
33	Narok	143	518	53	714
34	Kajiado	257	249	16	522
35	Kericho	497	1	0	498
36	Bomet	666	1	24	691
37	Kakamega	887	9	13	909
38	Vihiga	380	0	4	384
39	Bungoma	749	15	23	787
40	Busia	440	4	1	445
41	Siaya	647	9	3	659
42	Kisumu	615	0	0	615
43	Homa Bay	763	22	0	785
44	Migori	617	2	6	625
45	Kisii	694	1	3	698
46	Nyamira	407	0	0	407
47	Nairobi	300	5	2	307
	Total	19,018	3,755	610	23,383

Source: Ministry of Energy and Ministry of Education, 2019

Table 62: *Number of Public Primary Schools Installed with Digital Devices*

SN	County	Number of Primary Schools as at 2016	Number of Schools Installed with Complete Set of Digital Devices	Percentage Installed
1	Baringo	635	633	99.69
2	Bomet	632	630	99.68
3	Bungoma	741	741	100.00
4	Busia	432	431	99.77
5	Elgeyo/Marakwet	369	369	100.00
6	Embu	381	381	100.00
7	Garissa	163	153	93.87
8	Homa Bay	875	875	100.00
9	Isiolo	116	95	81.90
10	Kajiado	395	394	99.75
11	Kakamega	880	879	99.89
12	Kericho	503	502	99.80
13	Kiambu	481	481	100.00
14	Kilifi	507	507	100.00
15	Kirinyaga	199	199	100.00
16	Kisii	697	696	99.86
17	Kisumu	613	613	100.00
18	Kitui	1,238	1,233	99.60
19	Kwale	364	362	99.45
20	Laikipia	292	289	98.97
21	Lamu	93	91	97.85
22	Machakos	837	835	99.76
23	Makueni	887	887	100.00
24	Mandera	198	198	100.00
25	Marsabit	182	154	84.62
26	Meru	714	712	99.72
27	Migori	601	601	100.00
28	Mombasa	96	94	97.92
29	Murang'a	514	512	99.61
30	Nairobi	203	201	99.01
31	Nakuru	691	689	99.71
32	Nandi	709	709	100.00
33	Narok	616	615	99.84
34	Nyamira	407	407	100.00
35	Nyandarua	350	344	98.29
36	Nyeri	392	390	99.49
37	Samburu	146	112	76.71
38	Siaya	643	642	99.84
39	Taita/Taveta	194	194	100.00
40	Tana River	159	159	100.00
41	Tharaka-Nithi	413	411	99.52
42	Trans Nzoia	352	352	100.00
43	Turkana	358	354	98.88
44	Uasin Gishu	456	456	100.00
45	Vihiga	378	378	100.00
46	Wajir	211	211	100.00
47	West Pokot	498	498	100.00
	Total	21,811	21,669	99.3

Source: ICT Authority (2020)

Table 63: Number of Complete Set of Digital Devices Installed in Primary Schools

SN	County	Installed Learner Digital Devices	Installed Learner Digital Devices	Installed Digital Content Server and Wireless Routers	Installed Projectors	Installed Special Needs Education (SNE) Devices
1	Baringo	19,283	1,266	633	633	29
2	Bomet	27,609	1,260	630	630	-
3	Bungoma	58,871	1,482	741	741	24
4	Busia	31,567	864	432	432	17
5	Elgeyo/Marakwet	13,964	738	369	369	-
6	Embu	12,740	762	381	381	13
7	Garissa	7,762	306	153	153	16
8	Homa Bay	34,758	1,752	875	875	-
9	Isiolo	4,048	190	95	95	4
10	Kajiado	15,956	788	394	394	-
11	Kakamega	66,404	1,760	880	880	93
12	Kericho	23,783	1,004	502	502	66
13	Kiambu	23,732	962	481	481	50
14	Kilifi	33,245	1,014	507	507	-
15	Kirinyaga	9,329	398	199	199	15
16	Kisii	35,050	1,392	696	696	37
17	Kisumu	30,716	1,226	613	613	110
18	Kitui	42,732	2,466	1,233	1,233	-
19	Kwale	22,570	724	362	362	-
20	Laikipia	11,096	578	289	289	10
21	Lamu	3,171	182	91	91	-
22	Machakos	30,678	1,670	835	835	1
23	Makueni	32,313	1,774	887	887	97
24	Mandera	14,090	396	198	198	-
25	Marsabit	7,846	308	154	154	25
26	Meru	37,702	1,424	712	712	52
27	Migori	32,733	1,202	601	601	-
28	Mombasa	5,949	188	94	94	15
29	Murang'a	20,664	964	482	482	15
30	Nairobi	16,495	402	201	201	99
31	Nakuru	43,136	1,378	689	689	23
32	Nandi	28,704	1,418	709	709	-
33	Narok	34,349	1,230	615	615	-
34	Nyamira	17,260	814	407	407	-
35	Nyandarua	13,358	688	344	344	-
36	Nyeri	11,847	780	389	389	-
37	Samburu	6,451	224	112	112	-
38	Siaya	31,739	1,284	642	642	51
39	Taita/Taveta	7,025	388	194	194	71
40	Tana River	8,060	318	159	159	60
41	Tharaka-Nithi	12,001	822	411	411	-
42	Trans Nzoia	27,502	704	352	352	21
43	Turkana	29,664	708	354	354	52
44	Uasin Gishu	20,319	912	456	456	-
45	Vihiga	22,097	756	378	378	-
46	Wajir	11,160	422	211	211	-
47	West Pokot	27,870	996	498	498	7
	Grand Total	1,079,398	43,284	21,640	21,640	1,073

Source: ICT Authority (2020)

ANNEX III: SECONDARY LEVEL TABLES BY COUNTY

Table 64: *Secondary Schools, Total Enrolments & Average School Size, 2019*

No.	County	Number of schools	Total Enrolment	Average School Size
1	Baringo	183	46,764	256
2	Bomet	297	83,320	281
3	Bungoma	389	153,688	395
4	Busia	156	64,217	412
5	E/Marakwet	129	42,179	327
6	Embu	212	56,607	267
7	Garissa	86	24,004	279
8	Homa Bay	353	103,617	294
9	Isiolo	39	6,684	171
10	Kajiado	172	38,952	226
11	Kakamega	443	165,291	373
12	Kericho	158	80,592	510
13	Kiambu	378	140,637	372
14	Kilifi	254	82,136	323
15	Kirinyaga	165	52,909	321
16	Kisii	368	133,121	362
17	Kisumu	252	93,291	370
18	Kitui	494	100,263	203
19	Kwale	106	34,109	322
20	Laikipia	135	39,339	291
21	Lamu	24	7,319	305
22	Machakos	460	118,197	257
23	Makueni	417	114,131	274
24	Mandera	81	23,084	285
25	Marsabit	52	9,100	175
26	Meru	400	115,515	289
27	Migori	305	89,699	294
28	Mombasa	149	36,553	245
29	Murang'a	340	122,152	359
30	Nairobi	386	99,746	258
31	Nakuru	532	171,707	323
32	Nandi	246	77,602	315
33	Narok	171	42,368	248
34	Nyamira	197	57,329	291
35	Nyandarua	211	66,737	316
36	Nyeri	242	77,098	319
37	Samburu	24	11,886	495
38	Siaya	246	92,124	374
39	Taita/Taveta	94	25,275	269
40	Tana River	40	8,816	220
41	T/Nithi	157	49,236	314
42	Trans Nzoia	261	89,275	342
43	Turkana	63	21,552	342
44	Uasin Gishu	248	69,709	281
45	Vihiga	162	68,516	423
46	Wajir	51	17,898	351
47	West Pokot	159	38,607	243
	Grand Total	10,487	3,262,951	311

Table 65: Secondary Schools, Enrolments & Average School Size by School Ownership, 2019

No.	County	Public			Private		
		Number of schools	Total Enrolment	Average School Size	Number of schools	Total Enrolment	Average School Size
1	Baringo	175	44,683	255	8	2,081	260
2	Bomet	290	81,967	283	7	1,353	193
3	Bungoma	369	151,438	410	20	2,250	113
4	Busia	155	64,014	413	1	203	203
5	E/Marakwet	127	41,862	330	2	317	159
6	Embu	197	54,368	276	15	2,239	149
7	Garissa	37	13,951	377	49	10,053	205
8	Homa Bay	331	101,452	307	22	2,165	98
9	Isiolo	32	5,876	184	7	808	115
10	Kajiado	89	28,469	320	83	10,483	126
11	Kakamega	420	161,654	385	23	3,637	158
12	Kericho	144	78,417	545	14	2,175	155
13	Kiambu	275	129,908	472	103	10,729	104
14	Kilifi	167	69,039	413	87	13,097	151
15	Kirinyaga	151	51,698	342	14	1,211	87
16	Kisii	355	131,302	370	13	1,819	140
17	Kisumu	226	90,120	399	26	3,171	122
18	Kitui	483	98,775	205	11	1,488	135
19	Kwale	93	32,251	347	13	1,858	143
20	Laikipia	117	36,719	314	18	2,620	146
21	Lamu	21	6,998	333	3	321	107
22	Machakos	361	104,433	289	99	13,764	139
23	Makueni	390	111,127	285	27	3,004	111
24	Mandera	47	15,560	331	34	7,524	221
25	Marsabit	46	8,237	179	6	863	144
26	Meru	388	112,853	291	12	2,662	222
27	Migori	278	86,511	311	27	3,188	118
28	Mombasa	48	23,220	484	101	13,333	132
29	Murang'a	310	115,849	374	30	6,303	210
30	Nairobi	103	66,365	644	283	33,381	118
31	Nakuru	347	141,342	407	185	30,365	164
32	Nandi	239	76,694	321	7	908	130
33	Narok	158	40,638	257	13	1,730	133
34	Nyamira	190	56,410	297	7	919	131
35	Nyandarua	170	62,358	367	41	4,379	107
36	Nyeri	221	74,004	335	21	3,094	147
37	Samburu	24	10,793	450	0	1,093	0
38	Siaya	243	91,962	378	3	162	54
39	Taita/Taveta	87	24,601	283	7	674	96
40	Tana River	34	8,159	240	6	657	110
41	Tharaka-Nithi	147	47,189	321	10	2,047	205
42	Trans Nzoia	240	86,534	361	21	2,741	131
43	Turkana	56	20,262	362	7	1,290	184
44	Uasin Gishu	192	61,277	319	56	8,432	151
45	Vihiga	158	68,158	431	4	358	90
46	Wajir	47	17,421	371	4	477	119
47	West Pokot	155	38,309	247	4	298	75
	Total	8,933	3,045,227	345	1,554	217,724	139

Table 66: Secondary Gender Parity Index, 2019

No.	County	Girls	Boys	GPI
1	Baringo	23,040	23,724	0.97
2	Bomet	43,214	40,106	1.08
3	Bungoma	75,310	78,378	0.96
4	Busia	31,394	32,823	0.96
5	Elgeyo/Marakwet	20,482	21,697	0.94
6	Embu	29,536	27,071	1.09
7	Garissa	12,527	11,477	1.09
8	Homa Bay	55,490	48,127	1.15
9	Isiolo	3,429	3,255	1.05
10	Kajiado	21,202	17,750	1.19
11	Kakamega	79,053	86,238	0.92
12	Kericho	41,052	39,540	1.04
13	Kiambu	68,440	72,197	0.95
14	Kilifi	42,761	39,375	1.09
15	Kirinyaga	25,806	27,103	0.95
16	Kisii	67,039	66,082	1.01
17	Kisumu	45,062	48,229	0.93
18	Kitui	48,595	51,668	0.94
19	Kwale	17,427	16,682	1.04
20	Laikipia	20,118	19,221	1.05
21	Lamu	4,112	3,207	1.28
22	Machakos	59,292	58,905	1.01
23	Makueni	57,012	57,119	1.00
24	Mandera	12,535	10,549	1.19
25	Marsabit	4,541	4,559	1.00
26	Meru	54,004	61,511	0.88
27	Migori	47,590	42,109	1.13
28	Mombasa	18,969	17,584	1.08
29	Murang'a	60,641	61,511	0.99
30	Nairobi	48,458	51,288	0.94
31	Nakuru	87,385	84,322	1.04
32	Nandi	38,391	39,211	0.98
33	Narok	22,322	20,046	1.11
34	Nyamira	28,853	28,476	1.01
35	Nyandarua	33,067	33,670	0.98
36	Nyeri	38,322	38,776	0.99
37	Samburu	7,173	4,713	1.52
38	Siaya	46,573	45,551	1.02
39	Taita/Taveta	12,305	12,970	0.95
40	Tana River	5,129	3,687	1.39
41	Tharaka-Nithi	24,382	24,854	0.98
42	Trans Nzoia	44,870	44,405	1.01
43	Turkana	12,599	8,953	1.41
44	Uasin Gishu	33,295	36,414	0.91
45	Vihiga	30,793	37,723	0.82
46	Wajir	11,709	6,189	1.89
47	West Pokot	20,167	18,440	1.09
	Grand Total	1,635,466	1,627,485	1.00

Table 67: Secondary Gender Parity Index, Public and Private, 2019

No.	County	Public			Private		
		Girls	Boys	GPI	Girls	Boys	GPI
1	Baringo	22,164	22,519	0.98	876	1,205	0.73
2	Bomet	42,020	39,947	1.05	1,194	159	7.51
3	Bungoma	73,973	77,465	0.95	1,337	913	1.46
4	Busia	31,292	32,722	0.96	102	101	1.01
5	E/Marakwet	20,232	21,630	0.94	250	67	3.73
6	Embu	27,831	26,537	1.05	1,705	534	3.19
7	Garissa	8,061	5,890	1.37	4,466	5,587	0.80
8	Homa Bay	54,242	47,210	1.15	1,248	917	1.36
9	Isiolo	2,974	2,902	1.02	455	353	1.29
10	Kajiado	15,196	13,273	1.14	6,006	4,477	1.34
11	Kakamega	77,356	84,298	0.92	1,697	1,940	0.87
12	Kericho	39,554	38,863	1.02	1,498	677	2.21
13	Kiambu	62,890	67,018	0.94	5,550	5,179	1.07
14	Kilifi	36,208	32,831	1.10	6,553	6,544	1.00
15	Kirinyaga	24,870	26,828	0.93	936	275	3.40
16	Kisii	65,932	65,370	1.01	1,107	712	1.55
17	Kisumu	43,219	46,901	0.92	1,843	1,328	1.39
18	Kitui	47,654	51,121	0.93	941	547	1.72
19	Kwale	16,232	16,019	1.01	1,195	663	1.80
20	Laikipia	18,385	18,334	1.00	1,733	887	1.95
21	Lamu	3,887	3,111	1.25	225	96	2.34
22	Machakos	51,524	52,909	0.97	7,768	5,996	1.30
23	Makueni	54,969	56,158	0.98	2,043	961	2.13
24	Mandera	10,358	5,202	1.99	2,177	5,347	0.41
25	Marsabit	4,284	3,953	1.08	257	606	0.42
26	Meru	53,299	59,554	0.89	705	1,957	0.36
27	Migori	45,961	40,550	1.13	1,629	1,559	1.04
28	Mombasa	12,227	10,993	1.11	6,742	6,591	1.02
29	Murang'a	57,015	58,834	0.97	3,626	2,677	1.35
30	Nairobi	32,920	33,445	0.98	15,538	17,843	0.87
31	Nakuru	71,221	70,121	1.02	16,164	14,201	1.14
32	Nandi	37,783	38,911	0.97	608	300	2.03
33	Narok	21,485	19,153	1.12	837	893	0.94
34	Nyamira	28,199	28,211	1.00	654	265	2.47
35	Nyandarua	30,491	31,867	0.96	2,576	1,803	1.43
36	Nyeri	36,678	37,326	0.98	1,644	1,450	1.13
37	Samburu	6,487	4,306	1.51	686	407	1.69
38	Siaya	46,517	45,445	1.02	56	106	0.53
39	Taita/Taveta	11,981	12,620	0.95	324	350	0.93
40	Tana River	4,805	3,354	1.43	324	333	0.97
41	Tharaka-Nithi	23,065	24,124	0.96	1,317	730	1.80
42	Trans Nzoia	43,302	43,232	1.00	1,568	1,173	1.34
43	Turkana	12,067	8,195	1.47	532	758	0.70
44	Uasin Gishu	29,181	32,096	0.91	4,114	4,318	0.95
45	Vihiga	30,563	37,595	0.81	230	128	1.80
46	Wajir	11,438	5,983	1.91	271	206	1.32
47	West Pokot	20,018	18,291	1.09	149	149	1.00
	Grand Total	1,522,010	1,523,217	1.00	113,456	104,268	1.09

Table 68: *Secondary Gross Enrolment Rates by County, 2019*

No.	County	Enrolment			Gross Enrolment Rate		
		Female	Male	Total	Female	Male	Average
1	Baringo	23,724	23,040	46,764	69.26	61.20	65.04
2	Bomet	40,106	43,214	83,320	83.81	87.65	85.76
3	Bungoma	78,378	75,310	153,688	81.36	77.42	79.38
4	Busia	32,823	31,394	64,217	63.47	61.37	62.43
5	E/Marakwet	21,697	20,482	42,179	90.92	83.26	87.03
6	Embu	27,071	29,536	56,607	102.11	106.98	104.59
7	Garissa	11,477	12,527	24,004	28.93	20.10	23.54
8	Homa Bay	48,127	55,490	103,617	78.30	88.88	83.63
9	Isiolo	3,255	3,429	6,684	25.59	22.19	23.72
10	Kajiado	17,750	21,202	38,952	40.99	49.70	45.31
11	Kakamega	86,238	79,053	165,291	81.04	74.51	77.78
12	Kericho	39,540	41,052	80,592	85.26	86.78	86.03
13	Kiambu	72,197	68,440	140,637	83.28	81.55	82.43
14	Kilifi	39,375	42,761	82,136	54.19	57.70	55.96
15	Kirinyaga	27,103	25,806	52,909	110.31	103.09	106.67
16	Kisii	66,082	67,039	133,121	99.06	99.83	99.45
17	Kisumu	48,229	45,062	93,291	81.98	78.55	80.28
18	Kitui	51,668	48,595	100,263	77.50	70.43	73.90
19	Kwale	16,682	17,427	34,109	40.59	40.47	40.53
20	Laikipia	19,221	20,118	39,339	81.43	79.17	80.26
21	Lamu	3,207	4,112	7,319	51.94	61.05	56.70
22	Machakos	58,905	59,292	118,197	94.73	91.51	93.09
23	Makueni	57,119	57,012	114,131	108.33	102.71	105.45
24	Mandera	10,549	12,535	23,084	23.77	22.55	23.09
25	Marsabit	4,559	4,541	9,100	20.62	15.75	17.86
26	Meru	61,511	54,004	115,515	85.67	75.67	80.68
27	Migori	42,109	47,590	89,699	70.57	79.55	75.07
28	Mombasa	17,584	18,969	36,553	43.09	49.43	46.17
29	Murang'a	61,511	60,641	122,152	138.95	126.95	132.73
30	Nairobi	51,288	48,458	99,746	35.46	37.93	36.62
31	Nakuru	84,322	87,385	171,707	84.34	85.00	84.68
32	Nandi	39,211	38,391	77,602	84.20	80.08	82.11
33	Narok	20,046	22,322	42,368	36.81	38.25	37.55
34	Nyamira	28,476	28,853	57,329	89.58	89.03	89.30
35	Nyandarua	33,670	33,067	66,737	103.92	94.64	99.10
36	Nyeri	38,776	38,322	77,098	130.03	121.02	125.39
37	Samburu	4,713	7,173	11,886	33.02	41.26	37.55
38	Siaya	45,551	46,573	92,124	88.00	87.70	87.85
39	Taita/Taveta	12,970	12,305	25,275	89.35	80.65	84.89
40	TanaRiver	3,687	5,129	8,816	26.13	33.96	30.18
41	Tharaka-Nithi	24,854	24,382	49,236	135.13	130.41	132.75
42	Trans Nzoia	44,405	44,870	89,275	81.47	79.75	80.60
43	Turkana	8,953	12,599	21,552	20.05	22.06	21.18
44	Uasin Gishu	36,414	33,295	69,709	65.15	59.88	62.52
45	Vihiga	37,723	30,793	68,516	116.31	93.80	104.99
46	Wajir	6,189	11,709	17,898	16.33	21.74	19.50
47	West Pokot	18,440	20,167	38,607	62.51	63.89	63.22
		1,627,485	1,635,466	3,262,951	72.56	69.88	71.19

Source: Based on comparison of single ages population in Kenya Population and Housing Census (2019) Vol. III

Table 69: Number of Teachers, 2019

No.	County	Public	Private
1	Baringo	1,742	129
2	Bomet	2,057	117
3	Bungoma	4,013	157
4	Busia	1,803	-
5	Elgeyo/Marakwet	1,527	27
6	Embu	2,155	150
7	Garissa	550	442
8	Homabay	2,945	156
9	Isiolo	302	114
10	Kajiado	1,104	744
11	Kakamega	4,625	269
12	Kericho	2,327	113
13	Kiambu	5,024	602
14	Kilifi	1,615	626
15	Kirinyaga	1,938	
16	Kisii	4,493	27
17	Kisumu	2,895	288
18	Kitui	3,420	101
19	Kwale	998	138
20	Laikipia	1,413	179
21	Lamu	325	29
22	Machakos	3,824	860
23	Makueni	3,788	247
24	Mandera	597	311
25	Marsabit	410	57
26	Meru	3,887	91
27	Migori	2,345	241
28	Mombasa	811	727
29	Murang'a	4,610	521
30	Nairobi	2,393	
31	Nakuru	4,053	1,845
32	Nandi	2,172	84
33	Narok	1,214	160
34	Nyamira	2,197	58
35	Nyandarua	1,970	542
36	Nyeri	2,998	200
37	Samburu	421	40
38	Siaya	2,412	23
39	Taita/Taveta	877	60
40	Tana River	309	42
41	Tharaka-Nithi	1,784	135
42	Trans Nzoia	2,278	172
43	Turkana	517	71
44	Uasin Gishu	2,262	527
45	Vihiga	2,107	39
46	Wajir	621	10
47	West Pokot	1,169	43
	Total	99,297	11,514

Source: Ministry of Education, Teachers Service Commission

Table 70: *Secondary Teacher Distribution, 2019*

No.	County	Enrolment	Teachers	PTR
1	Baringo	46,764	1,871	25
2	Bomet	83,320	2,174	38
3	Bungoma	153,688	4,170	37
4	Busia*	64,217		
5	Elgeyo/Marakwet	42,179	1,554	27
6	Embu	56,607	2,305	25
7	Garissa	24,004	992	24
8	Homabay	103,617	3,101	33
9	Isiolo	6,684	416	16
10	Kajiado	38,952	1,848	21
11	Kakamega	165,291	4,894	34
12	Kericho	80,592	2,440	33
13	Kiambu	140,637	5,626	25
14	Kilifi	82,136	2,241	37
15	Kirinyaga*	52,909	1,938	27
16	Kisii	133,121	4,520	29
17	Kisumu	93,291	3,183	29
18	Kitui	100,263	3,521	28
19	Kwale	34,109	1,136	30
20	Laikipia	39,339	1,592	25
21	Lamu	7,319	354	21
22	Machakos	118,197	4,684	25
23	Makueni	114,131	4,035	28
24	Mandera	23,084	908	25
25	Marsabit	9,100	467	19
26	Meru	115,515	3,978	29
27	Migori	86,755	2,586	34
28	Mombasa	36,553	1,538	24
29	Murang'a	122,152	5,131	24
30	Nairobi*	99,746	2,393	42
31	Nakuru	171,707	5,898	29
32	Nandi	77,602	2,256	34
33	Narok	42,368	1,374	31
34	Nyamira	57,329	2,255	25
35	Nyandarua	66,737	2,512	27
36	Nyeri	77,098	3,198	24
37	Samburu	11,886	461	26
38	Siaya	92,124	2,435	38
39	Taita/Taveta	25,275	937	27
40	Tana River	8,816	351	25
41	Tharaka-Nithi	49,236	1,919	26
42	Trans Nzoia	89,275	2,450	36
43	Turkana	21,552	588	37
44	Uasin Gishu	69,709	2,789	25
45	Vihiga	68,516	2,146	32
46	Wajir	17,898	631	28
47	West Pokot	38,607	1,212	32
	Grand Total	3,262,951	110,811	30

Table 71: Secondary Teacher Distribution by School Category, 2019

No.	County	Public Secondary			Private Secondary		
		Enrolment	Teachers	PTR	Enrolment	Teachers	PTR
1	Baringo	44,683	1,742	26	2,081	129	16
2	Bomet	81,967	2,057	40	1,353	117	12
3	Bungoma	151,438	4,013	38	2,250	157	14
4	Busia	64,014	1,803	36	203	-	
5	Elgeyo/Marakwet	41,862	1,527	27	317	27	12
6	Embu	54,368	2,155	25	2,239	150	15
7	Garissa	13,951	550	25	10,053	442	23
8	Homabay	101,452	2,945	34	2,165	156	14
9	Isiolo	5,876	302	19	808	114	7
10	Kajiado	28,469	1,104	26	10,483	744	14
11	Kakamega	161,654	4,625	35	3,637	269	14
12	Kericho	78,417	2,327	34	2,175	113	19
13	Kiambu	129,908	5,024	26	10,729	602	18
14	Kilifi	69,039	1,615	43	13,097	626	21
15	Kirinyaga	51,698	1,938	27	1,211	-	
16	Kisii	131,302	4,493	29	1,819	27	67
17	Kisumu	90,120	2,895	31	3,171	288	11
18	Kitui	98,775	3,420	29	1,488	101	15
19	Kwale	32,251	998	32	1,858	138	13
20	Laikipia	36,719	1,413	26	2,620	179	15
21	Lamu	6,998	325	22	321	29	11
22	Machakos	104,433	3,824	27	13,764	860	16
23	Makueni	111,127	3,788	29	3,004	247	12
24	Mandera	15,560	597	26	7,524	311	24
25	Marsabit	8,237	410	20	863	57	15
26	Meru	112,853	3,887	29	2,662	91	29
27	Migori	86,511	2,345	37	3188	241	1
28	Mombasa	23,220	811	29	13,333	727	18
29	Murang'a	115,849	4,610	25	6,303	521	12
30	Nairobi	66,365	2,393	28	33,381	-	
31	Nakuru	141,342	4,053	35	30,365	1,845	16
32	Nandi	76,694	2,172	35	908	84	11
33	Narok	40,638	1,214	33	1,730	160	11
34	Nyamira	56,410	2,197	26	919	58	16
35	Nyandarua	62,358	1,970	32	4,379	542	8
36	Nyeri	74,004	2,998	25	3,094	200	15
37	Samburu	10,793	421	26	1,093	40	27
38	Siaya	91,962	2,412	38	162	23	7
39	Taita/Taveta	24,601	877	28	674	60	11
40	Tana River	8,159	309	26	657	42	16
41	Tharaka-Nithi	47,189	1,784	26	2,047	135	15
42	Trans Nzoia	86,534	2,278	38	2,741	172	16
43	Turkana	20,262	517	39	1,290	71	18
44	Uasin Gishu	61,277	2,262	27	8,432	527	16
45	Vihiga	68,158	2,107	32	358	39	9
46	Wajir	17,421	621	28	477	10	48
47	West Pokot	38,309	1,169	33	298	43	7
Grand Total		3,045,227	99,297	31	217,724	11,514	19

Table 72: *Public Secondary Textbooks Distribution by Grade and County, 2019*

No	County	Enrolment				Total	Number of Textbooks Distributed				
		Form 1	Form 2	Form 3	Form 4		Form 1	Form 2	Form 3	Form 4	Total
1	Baringo	11,646	12,403	10,262	9,751	44,062	15,091	15,091	14,554	17,467	62,203
2	Bomet	21,713	22,997	18,758	18,292	81,760	27,078	27,078	25,567	29,788	109,511
3	Bungoma	38,631	42,288	36,461	33,572	150,952	50,111	50,111	49,870	57,845	207,937
4	Busia	16,836	18,344	14,872	13,246	63,298	20,895	20,895	22,180	23,699	87,669
5	Elgeyo/Marakwet	11,068	11,472	9,358	9,633	41,531	13,757	13,757	11,595	14,974	54,083
6	Embu	14,338	14,945	12,788	11,529	53,600	18,244	18,244	18,641	21,035	76,164
7	Garissa	3,514	4,082	3,496	2,845	13,937	4,203	4,203	4,660	4,883	17,949
8	Homa Bay	26,276	26,958	24,405	22,265	99,904	33,004	33,004	35,061	38,292	139,361
9	Isiolo	1,531	1,761	1,339	1,224	5,855	1,858	1,858	1,961	2,015	7,692
10	Kajiado	8,163	8,143	6,545	5,542	28,393	9,099	9,099	8,824	10,084	37,106
11	Kakamega	42,709	44,890	38,273	33,602	159,474	53,117	53,117	53,540	59,793	219,567
12	Kericho	20,930	21,486	18,771	17,103	78,290	25,901	25,901	26,164	28,570	106,536
13	Kiambu	35,087	36,228	30,371	27,814	129,500	43,357	43,357	41,127	48,855	176,696
14	Kilifi	19,804	22,137	14,862	11,750	68,553	21,085	21,085	19,147	21,083	82,400
15	Kirinyaga	13,401	13,940	12,479	11,375	51,195	17,205	17,205	18,114	20,347	72,871
16	Kisii	31,516	34,381	33,136	30,864	129,897	43,170	43,170	44,171	53,329	183,840
17	Kisumu	24,249	24,538	20,674	19,281	88,742	29,117	29,117	30,299	33,255	121,788
18	Kitui	24,824	27,184	22,770	20,875	95,653	32,829	32,829	31,771	38,108	135,537
19	Kwale	9,858	8,843	6,413	5,983	31,097	10,925	10,925	8,595	11,841	42,286
20	Laikipia	9,818	10,185	8,545	7,865	36,413	12,363	12,363	12,706	13,911	51,343
21	Lamu	1,845	2,090	1,629	1,417	6,981	2,361	2,361	2,304	2,424	9,450
22	Machakos	26,526	29,658	25,339	22,649	104,172	35,566	35,566	35,040	42,383	148,555
23	Makueni	29,337	30,144	26,571	24,850	110,902	37,005	37,005	39,304	44,757	158,071
24	Mandera	4,353	4,165	3,499	3,501	15,518	4,972	4,972	4,991	6,171	21,106
25	Marsabit	2,183	2,243	1,905	1,898	8,229	2,805	2,805	2,524	3,120	11,254
26	Meru	29,307	31,822	27,104	24,115	112,348	36,707	36,707	37,593	43,203	154,210
27	Migori	22,352	23,901	20,883	19,235	86,371	29,695	29,695	29,617	33,826	122,833
28	Mombasa	6,235	7,109	5,453	4,395	23,192	7,485	7,485	7,314	7,849	30,133
29	Murang'a	30,466	32,175	27,390	25,504	115,535	39,163	39,163	39,616	45,466	163,408
30	Nairobi	18,064	18,576	16,074	13,558	66,272	21,041	21,041	21,413	22,873	86,368
31	Nakuru	39,535	41,128	32,169	27,779	140,611	45,507	45,507	45,770	49,939	186,723
32	Nandi	20,752	21,569	17,797	16,485	76,603	24,773	24,773	25,289	27,676	102,511
33	Narok	11,714	11,705	9,059	7,952	40,430	12,935	12,935	12,570	14,593	53,033
34	Nyamira	13,405	15,085	14,169	13,678	56,337	19,209	19,209	20,006	24,128	82,552
35	Nyandarua	16,423	17,436	14,725	13,698	62,282	20,802	20,802	21,627	23,916	87,147
36	Nyeri	18,755	20,256	18,224	16,643	73,878	25,183	25,183	26,910	29,808	107,084
37	Samburu	2,715	3,094	2,526	2,437	10,772	3,455	3,455	3,473	3,794	14,177
38	Siaya	24,570	25,356	21,713	20,207	91,846	30,601	30,601	31,510	35,538	128,250
39	Taita Taveta	6,911	7,039	5,592	4,963	24,505	8,281	8,281	7,774	9,396	33,732
40	Tana River	2,242	2,549	1,718	1,640	8,149	2,795	2,795	2,017	3,050	10,657
41	Tharaka-Nithi	12,258	13,242	11,407	10,237	47,144	15,875	15,875	14,941	18,610	65,301
42	Trans Nzoia	22,208	24,922	21,154	18,149	86,433	28,491	28,491	27,690	31,542	116,214
43	Turkana	4,164	5,748	5,179	5,098	20,189	6,305	6,305	5,058	6,715	24,383
44	Uasin Gishu	16,226	17,084	14,331	13,549	61,190	20,831	20,831	17,551	22,609	81,822
45	Vihiga	17,922	18,007	16,417	15,759	68,105	23,305	23,305	23,312	27,174	97,096
46	Wajir	4,652	4,794	3,842	4,110	17,398	5,382	5,382	5,345	6,060	22,169
47	West Pokot	8,641	11,187	9,360	9,088	38,276	13,227	13,227	11,099	14,128	51,681
	Total	799,673	849,289	719,807	657,005	3,025,774	1,006,166	1,006,166	1,000,205	1,149,922	4,162,459

Source: Ministry of Education, Kenya Institute of Curriculum Development

Table 73: Secondary School Student Textbook Ratio by Grade and County, 2019

No.	County	Form 1	Form 2	Form 3	Form 4	Average PTR Per County
1	Baringo	1.30	1.22	1.42	1.79	1.43
2	Bomet	1.25	1.18	1.36	1.63	1.35
3	Bungoma	1.30	1.18	1.37	1.72	1.39
4	Busia	1.24	1.14	1.49	1.79	1.42
5	Elgeyo/Marakwet	1.24	1.20	1.24	1.55	1.31
6	Embu	1.27	1.22	1.46	1.82	1.44
7	Garissa	1.20	1.03	1.33	1.72	1.32
8	Homa Bay	1.26	1.22	1.44	1.72	1.41
9	Isiolo	1.21	1.06	1.46	1.65	1.34
10	Kajiado	1.11	1.12	1.35	1.82	1.35
11	Kakamega	1.24	1.18	1.40	1.78	1.40
12	Kericho	1.24	1.21	1.39	1.67	1.38
13	Kiambu	1.24	1.20	1.35	1.76	1.39
14	Kilifi	1.06	0.95	1.29	1.79	1.27
15	Kirinyaga	1.28	1.23	1.45	1.79	1.44
16	Kisii	1.37	1.26	1.33	1.73	1.42
17	Kisumu	1.20	1.19	1.47	1.72	1.39
18	Kitui	1.32	1.21	1.40	1.83	1.44
19	Kwale	1.11	1.24	1.34	1.98	1.42
20	Laikipia	1.26	1.21	1.49	1.77	1.43
21	Lamu	1.28	1.13	1.41	1.71	1.38
22	Machakos	1.34	1.20	1.38	1.87	1.45
23	Makueni	1.26	1.23	1.48	1.80	1.44
24	Mandera	1.14	1.19	1.43	1.76	1.38
25	Marsabit	1.28	1.25	1.32	1.64	1.38
26	Meru	1.25	1.15	1.39	1.79	1.40
27	Migori	1.33	1.24	1.42	1.76	1.44
28	Mombasa	1.20	1.05	1.34	1.79	1.35
29	Murang'a	1.29	1.22	1.45	1.78	1.43
30	Nairobi	1.16	1.13	1.33	1.69	1.33
31	Nakuru	1.15	1.11	1.42	1.80	1.37
32	Nandi	1.19	1.15	1.42	1.68	1.36
33	Narok	1.10	1.11	1.39	1.84	1.36
34	Nyamira	1.43	1.27	1.41	1.76	1.47
35	Nyandarua	1.27	1.19	1.47	1.75	1.42
36	Nyeri	1.34	1.24	1.48	1.79	1.46
37	Samburu	1.27	1.12	1.37	1.56	1.33
38	Siaya	1.25	1.21	1.45	1.76	1.42
39	Taita/Taveta	1.20	1.18	1.39	1.89	1.41
40	Tana River	1.25	1.10	1.17	1.86	1.34
41	Tharaka-Nithi	1.30	1.20	1.31	1.82	1.41
42	Trans Nzoia	1.28	1.14	1.31	1.74	1.37
43	Turkana	1.51	1.10	0.98	1.32	1.23
44	Uasin Gishu	1.28	1.22	1.22	1.67	1.35
45	Vihiga	1.30	1.29	1.42	1.72	1.43
46	Wajir	1.16	1.12	1.39	1.47	1.29
47	West Pokot	1.53	1.18	1.19	1.55	1.36
	Total	1.26	1.17	1.37	1.74	1.39

Source: Ministry of Education, Kenya Institute of Curriculum Development

Table 74: *Pupil Achievement in Numeracy and Literacy in NASMLA 2018 by County*

No.	County	Mathematics		English		Kiswahili	
		Mean	SE	Mean	SE	Mean	SE
1	Baringo	500.5	56.9	499.3	65.1	493.6	61.7
2	Bomet	485.2	27.8	462.2	21.5	447.3	24.2
3	Bungoma	433.9	10.3	434.2	12.6	462.6	15.6
4	Busia	465.9	15.6	475.3	22.7	493.1	22.8
5	Elgeyo Marakwet	488.2	14.9	461.0	17.1	495.0	11.9
6	Embu	473.9	14.5	474.3	16.6	461.8	15.2
7	Garissa	398.2	67.2	363.2	67.6	351.8	55.6
8	Homa Bay	495.0	23.3	515.3	14.9	473.2	6.1
9	Isiolo	525.9	24.1	537.4	30.6	547.0	24.6
10	Kajiado	489.9	3.7	465.5	10.9	519.4	19.0
11	Kakamega	469.0	18.1	485.1	20.9	503.0	13.8
12	Kericho	457.1	16.4	449.4	20.1	449.5	14.5
13	Kiambu	554.4	39.2	594.7	26.0	562.0	20.0
14	Kilifi	559.7	12.8	533.4	22.6	581.5	9.5
15	Kirinyaga	493.6	15.3	508.6	11.6	496.4	4.3
16	Kisii	478.8	18.7	455.0	16.4	473.0	22.4
17	Kisumu	464.8	24.0	484.0	27.4	459.6	28.6
18	Kitui	482.6	17.6	448.9	15.1	467.7	12.7
19	Kwale	520.3	22.0	508.6	31.7	564.6	24.1
20	Laikipia	484.3	27.8	482.5	26.9	491.7	32.3
21	Lamu	613.0	15.3	598.5	18.2	611.0	24.4
22	Machakos	532.8	23.2	532.8	24.0	521.5	13.6
23	Makueni	523.6	18.8	512.4	25.1	510.9	15.4
24	Mandera	473.0	22.6	454.0	8.8	455.7	24.1
25	Marsabit	512.7	34.2	479.7	9.4	481.9	7.8
26	Meru	478.9	20.1	466.7	20.6	467.7	19.7
27	Migori	447.3	25.4	465.8	26.1	449.2	27.0
28	Mombasa	595.9	37.9	616.5	44.0	585.7	7.6
29	Murang'a	528.6	26.4	515.1	22.0	503.6	26.5
30	Nairobi	632.0	22.4	661.3	23.5	588.3	19.1
31	Nakuru	515.5	17.8	532.1	24.2	528.9	16.2
32	Nandi	491.8	27.5	486.6	17.5	503.2	19.3
33	Narok	481.9	29.0	472.2	38.8	480.2	40.6
34	Nyamira	520.6	36.5	497.5	28.5	515.8	40.2
35	Nyandarua	540.6	10.6	552.4	19.1	536.7	18.2
36	Nyeri	515.7	47.2	546.8	55.6	516.4	40.4
37	Samburu	421.2	5.1	397.6	8.0	406.0	8.7
38	Siaya	431.8	17.8	458.5	18.1	429.0	22.4
39	Taita Taveta	488.4	16.6	499.2	19.4	544.4	22.9
40	Tana River	476.4	40.3	487.9	42.4	539.8	27.8
41	Tharaka Nithi	558.4	8.4	579.6	9.8	566.5	15.0
42	Trans Nzoia	486.6	33.3	480.3	32.9	498.7	22.9
43	Turkana	467.4	20.2	430.3	12.3	425.8	42.0
44	Uasin Gishu	527.1	28.1	524.6	33.3	537.6	23.8
45	Vihiga	531.4	31.6	558.6	31.9	552.2	36.0
46	Wajir	474.1	15.3	466.6	29.2	430.4	11.8
47	West Pokot	510.7	53.2	500.4	74.4	502.6	44.9
	National	500.0	24.6	498.1	25.9	499.7	22.9

Source: Kenya National Examinations Council