



REPUBLIC OF KENYA

RELEASE OF THE 2011 KCPE EXAMINATION RESULTS



1.0 The Kenya National Examinations Council wishes to inform parents/guardians, candidates, stakeholders and the general public that the 2011 Kenya Certificate of Primary Education (KCPE) examination results will be released on **Wednesday 28th December 2011**. The ceremony will be officiated by **Hon. Amb. Prof. Sam K. Onger, Minister for Education**, at **Mitihani House, off Denis Pritt Road, opposite St. Georges Secondary School** starting from **9.00 am**.

2.0 All Provincial Directors of Education (PDEs) are requested to be present during the ceremony and to pick the results for the schools in their provinces for distribution to their respective District Education Officers. Invitation to relevant stakeholders has been sent through separate letter and they are advised to confirm their availability to the address given in the letter.

3.0 Candidates are advised to collect their results from the respective centres where they registered for their examination. The examination results will also be available on the KNEC website: www.knec.ac.ke and can also be received by sending the candidate's index number through a short text message (sms) to **5052** immediately after the announcement by the Minister for Education on 28th December 2011. Please note that each sms will be charged and subscribers are advised to send one SMS and wait for the results before sending another one to avoid jamming the system.

4.0 Upon receipt of their results, the candidates are advised to thoroughly scrutinize them for correctness. In particular, they must ensure the accuracy of the following:-

4.1 Candidates' particulars i.e. names, index number and gender;

4.2 school names and codes;

4.3 Individual subject grades and mean score.

5.0 Any discrepancy **MUST** be communicated to the Council within one month (30 days) after the release of examination results. This includes appeals for remarking. The Council will not accept any queries on the 2011 KCPE examination results after **31st January 2012**.

6.0 Candidates who have their results withheld will receive a letter through their head teacher explaining why their results have been withheld until they submit the required documents e.g. birth certificates for their results to be released. Such candidates must submit the documents through their respective school and **NOT** directly to the Council, by **31st January 2012** failure to which it will be deemed that the candidates does not have the required document and their results will subsequently be cancelled.

7.0 The Council does **not issue** result slips for KCPE candidates. Instead the result slips are issued by respective schools.

8.0 All candidates must note that a result slip is not a certificate. The Kenya National Examinations Council reserves the right to correct the information given on result slips which will be confirmed by the issue of certificates.

COUNCIL SECRETARY/CHIEF EXECUTIVE OFFICER

RELEASE OF RESULTS OF THE SACMEQ III MONITORING OF LEARNER ACHIEVEMENT AT CLASS 6 IN KENYA

PROF. AMB. SAM K ONGERI, MINISTER FOR EDUCATION



The Government, through the Sessional Paper No. 1 of 2005 on a Policy Framework for Education, Training and Research, approved the establishment of a National Assessment System for Monitoring Learner Achievement (NASMLA). The establishment of the National assessment is one of the governments initiatives aimed at safeguarding the quality of basic education. This is also one of the specifically targeted investment components in the Kenya Education Sector Support Programme (KESSP) which serve to ensure the mainstreaming of the monitoring of outcomes in the teaching and learning processes.

The National Assessment Centre monitors the education system to establish factors that support or militate against meaningful learner achievement in order to address the issue of quality education.

The **Southern and Eastern Africa Consortium for monitoring Education Quality (SACMEQ)** whose main aim is to assess and monitor learning achievement at various levels of education has immensely contributed to the efforts of the National Assessment Centre housed at the Kenya National Examinations Council. The first study known as SACMEQ I was undertaken in the year 1998 and it was baseline for subsequent phases. The second study referred to as SACMEQ II was done in 2000 and addressed literacy mathematics achievements. The current SACMEQ III has an added focus on challenges associated with HIV/AIDS

in our primary schools.

The release of this SACMEQ III finding is part of the National Assessment results in the process of operationalising and institutionalizing of national assessments.

In 2010, the first National Monitoring of Learners Achievement report which focused on primary Class 3 pupils' personal, home, and school backgrounds was released. While this class III study set out to determine the major determinants of the pupils' academic achievement in literacy and numeracy tests at this level, the SACMEQ III research for Class 6 set out to assess the impact of the interventions put in place after SACMEQ II. The results of the two studies provide an indicator of the extent to which we have attained quality primary education. National assessment is also expected to roll out in other levels of education particularly at Form 2 in the secondary cycle. It is expected that in the not-too distant future this programme will be expanded to cover the tertiary cycles of our education system.

The Results for SACMEQ III research for Class 6 indicate the following achievements at the national level:

- Provision of teaching and learning materials under the FPE and FDSE programmes;
- Continuous curricula review across all levels and curriculum digitisation at secondary

level;

- Improvement of school infrastructure, including water and sanitation facilities;
- Teacher development through INSET, such as training of mathematics and science teachers by SMASSE;
- Capacity development of school management through KESI, and SNE teachers through KISE;
- Results from SACMEQ1 and NASMLA 2 indicate that most pupils have mastered basic learning competencies;
- Adoption of Child Friendly Schools (CFS) initiative and development of CFS manual towards improving pupils' welfare; and
- Continuous assessment of schools and teachers for quality assurance and advisory on curriculum implementation.

These are research-evidence based data which must be utilized to inform policy in ensuring quality of education. Key areas of the SACMEQ study findings that call for policy intervention which the Ministry of Education is addressing, include:

- Pupils Enrolment age
- Extra Tuition
- Class Repetition
- HIV and AIDS Knowledge

These findings will require the policy makers to ask hard questions such as:

- Do we adequately understand and satisfy the educational/development needs of children aged 0-6 – when the foundations for quality learning are laid?
- Do our children need to adapt to the needs of the school or do your schools adapt to the individual needs of each child?
- Do we pay more attention to the national Net Enrolment Rate (NER) than to disparities caused by gender, location, poverty, and ethnicity – and to percentages of children not enrolled and not completing?
- Do our primary schools pay enough attention to the early grades? Do they put their best teachers in the first grade – or the final grade? Which grade has the highest pupil-teacher ratio and the fewest teaching hours?
- Why do some children in regions of our country never enrol in school, and why do others “drop out”?
- Why do so many students fail to learn? Who should provide the impetus for the required interventional remedies – the children and their families or the education system and the school?





COMMENTS BY PROF. JAMES OLE KIYIAPI, PERMANENT SECRETARY, MINISTRY OF EDUCATION

SACMEQ REPORT WILL HELP IN ADDRESSING QUALITY EDUCATION

The results of this SACMEQ III study will give us a better understanding of the state of education in Kenya, particularly at the class 6 level.

In response to international commitments to Education for All (EFA) goals and Millennium Development Goals (MDGs), the Government launched the Free Primary Education in 2003. The developments resulting from the implementation of free basic education were founded on the 2003 National Conference on Education and Training.

The outcome of this conference led to recommendations for the preparation of the Sessional Paper No. 1 of 2005 titled 'A Policy Framework for Education Training and Research' (Republic of Kenya, 2005a). This Sessional Paper became the basis of a major education sector review including the development of the Kenya Education Sector Support Programme (KESSP) that addressed quality issues linked to the free basic education in the country.

The major role of KESSP was to actualize the educational aspirations in the Sessional Paper through concretization of a total of 23 specific and budgeted education sector programmes known as Investment Programmes. Under the KESSP, the Ministry has embarked on new initiatives such as the NASMLA programme in monitoring learner outcomes in our basic education system. By including national assessment as a component of the quality assurance investment programme in KESSP I in 2005, the Government of Kenya demonstrated commitment towards the improvement of the quality of the country's education.

Since the year 1995 Kenya has been a member of the Southern and Eastern Africa Consortium for the Monitoring of Educational Quality (SACMEQ), and has fully participated in the Consortium's activities. The milestones of this participation are successive policy research studies namely SACMEQ I (1998-2000), SACMEQ II (2000-2005), and SACMEQ III. SACMEQ studies have contributed well to the planning and implementation of reforms that are directed at the improvement of the quality of education.

The SACMEQ III research findings are expected not only to help teachers understand the trends in achievement levels of Standard 6 pupils as part of the required curriculum, but also to offer insights into their knowledge as well as their teacher about HIV and AIDS amongst other crucial information accorded by this study. These findings will not only ultimately support any large-scale pedagogical intervention programme to achieve optimal learning outcomes but also ensure that our school managers/instructional leaders shall:-

- Welcome difference and diversity in the classroom (e.g., learners with disabilities and of different ages, economic status, and language)
- Identify the characteristics (backgrounds, needs, and learning styles) of individual learners and adapts itself to meet these special needs
- Place greater effort on the early grades and success in early learning (better teachers, smaller classes, longer hours)
- Demonstrate the requisite capacity in identifying learners at risk of failure and provides additional remedial support to prevent such failure.



RECOMENDATIONS OF THE STUDY BY MUKHTAR ABDI OGLE, NATIONAL CO- ORDINATOR, NATIONAL ASSESSMENT CENTRE

The following are some of the SACMEQ III reports' major recommendations:

- The emphasis on access to reading materials should move beyond provision and maintenance of textbooks to pupils having the reading materials in their hands and using them. There should be a clear monitoring and evaluation process to determine utilization of resources.
- There is need for further research on incidences and levels of extra tuition in public and private schools with a view of formulating policy on the same.
- The Government and stakeholders to construct affordable housing and amenities in marginalized and rural areas.
- There is need for regular conduct of needs assessment to determine the areas that Reading and other subject teachers require for in-service.
- School administrators should strengthen strategies on involvement of parents in learning of pupils by ensuring that;
 - i. There is a collective acceptance amongst teachers and the educating community as part of the blame for "pushing out"

HIGHLIGHTS OF THE STUDY BY PAUL M WASANGA, COUNCIL SECRETARY/ CHIEF EXECUTIVE OFFICER, KNEC

The following are the major highlights of the SACMEQ III Report

• **Pupils Enrolment age:** There has been a slight decline in the mean age enrolment of standard 6 pupils in SACMEQ III to 13.7 years compared to SACMEQ II 14 years.

• **Extra Tuition:** Except in Nyanza province which posted an increase of 9.2 %, there is a decline in the proportion of pupils receiving extra tuition. Nationally there was a drop in the percentage of pupils receiving extra tuition outside school hours from 87.7 % in SACMEQ II to 70.2 % in SACMEQ III.

• **Pupil Behaviour:** There are marked increases in reports of pupil behavioural challenges with the increases in the proportion of pupils sexually harassing other pupils at (+31%), Bullying (+22%) and drug abuse (+17%). We all need to address this issue because it is likely to be a reflection of the society.

• **Repetition:** Nationally, class repetition has declined significantly from 55.7% in SACMEQ II to 48.2% in SACMEQ III.

• **HIV and AIDS Knowledge:** Nationally, the most preferred source on HIV/AIDS was audio-visual such as radio and television with 12.6% and 15.7% of pupils choosing them respectively. Teachers were another popular source of information at 8.9%, thus demonstrating the critical role of teachers as agents of behavioural change and role models.

• **Gender and HIV/Aids:** Nationally, the level of knowledge about HIV and Aids reflected that 41.9% of boys and 36.5% of girls having attained the minimum level of awareness. This is worth noting.

• **HIV/AIDS test:** Although a significant proportion of Head teachers (98.3%) have a positive attitude towards pupils infected with HIV (i.e. they have no stigma), 71.2% had never been tested for HIV.



children

ii. in collaboration with the community, provide leadership in the promotion of school-based management (e.g., self-assessments, school improvement plans) focusing explicitly on improved outcomes for learners

iii. communal partnership reinforces the culture(s) of its students, provides initial education/literacy in mother tongue especially in early grade levels, and ensure successful bridging to the mastery of national and international languages

• The Ministry of Education should set up structures to facilitate, monitor and evaluate the nature and quality of community participation in schools.

• The Ministry of Education should set mechanism to help schools to manage behavioural problems especially those of delinquent nature among pupils.

• There is need for TSC to put solid structures to manage teachers' behavioural problems such as guidance and counselling, psycho-social support and referrals.

• All forms of media in and out of schools should be used to increase the level of awareness on HIV/AIDS among pupils.

• There is need to establish structures and mechanism to monitor the quality of teaching and learning of HIV/AIDS.

• Head teachers should be required to push the drive for quality education in the schools by leading from the front and among other initiatives:

i. insist on getting all children and youth into regular schools and education systems;

ii. ensure (1) an analysis of what causes failure and (2) the active searching for, and targeted support to, those learners at risk of failure;

iii. inspire new school cultures, policies, and practices to meet the diversity of students;

iv. take HIV/AIDS tests as role models for teachers and pupils.

v. sensitize the community on the need to

• increasing initial enrolment, regular attendance, and school completion

• reducing repetition and push-out rates

• ensuring longer-term school success

• Teachers and Educators need to focus on helping pupils attain higher Reading and Mathematics competencies using appropriate teaching methods and facilities.

• More needs to be done to improve performance of girls in Mathematics.