Goal 2: Achieve Universal Primary Education

Target 3: Ensure that by 2015, all boys and girls should be able to complete a full course of primary schooling

Indicator: Net Enrolment Rate (NER) in primary education

The Net Enrolment Rate in primary education indicates the extent to which the school going age (6-13) is enrolled in schools. It is calculated by weighing down the number of school going age enrolled in schools as a proportion of the school going age in the population.

Chart 6: Net Enrolment Ratio in Primary Education

Source: 1992, 2000, 2004 MDHS and 2006 WMS

Chart 6 above presents a graphical trend highlighting repetition rate and survival rates from period 1992 to 2006. Primary school enrollment increased from 58 percent in 1992 to 78 percent in 2000 and 82 percent in 2004. It must be noted however that there has been a decline in net enrolment from 82 percent in 2004 to 73 percent in 2006. The decreasing trend in enrolment may be as a result of differences in the methodology used in calculating net enrolment since the data was obtained from different data sources. At this rate of change, by 2015, net enrollment ratio in primary education is projected to be at 83 percent, which is below the MDG target of 100 percent.

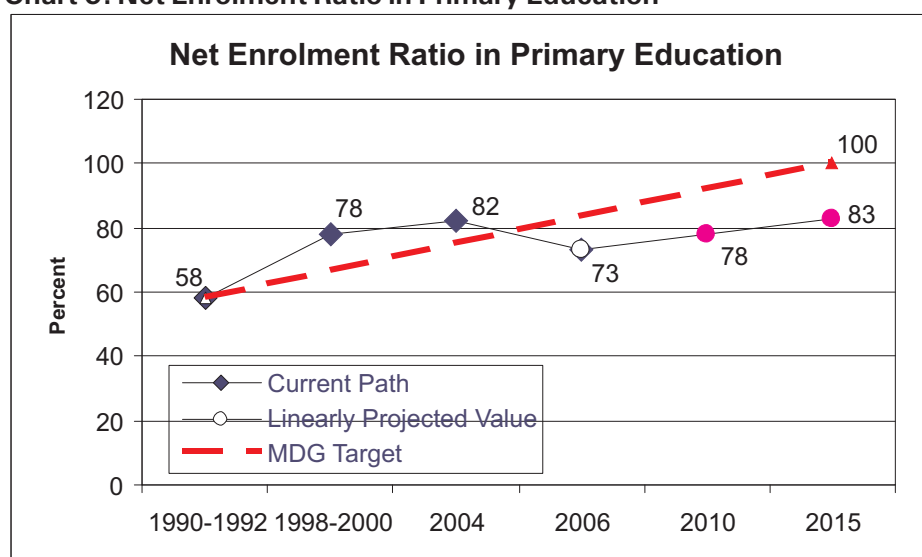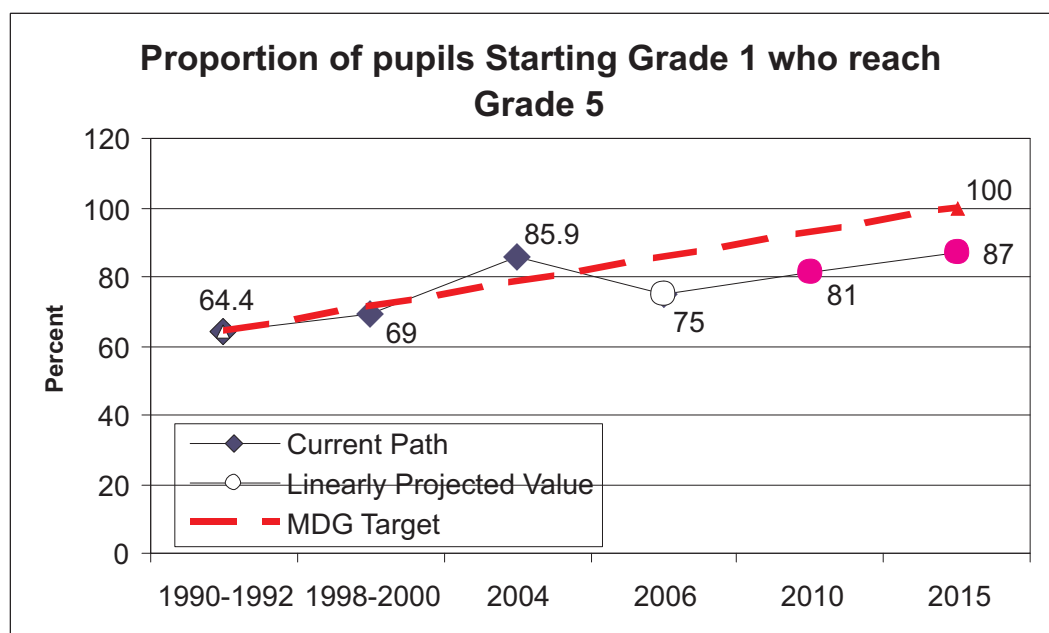Primary school Pupils

Goal 2. Achieve Universal Primary Education

Indicator: Proportion of pupils starting Grade 1 who reach Grade 5

Chart 7: Proportion of Pupils Starting Grade 1 reaching Grade 5

**Proportion of pupils Starting Grade 1 who reach Grade 5**

Source: 1992, 2000, 2004 MDHS and 2006 WMS

This indicator measures the extent of drop out in primary education. Chart 7 above shows that the proportion of pupils starting Grade 1 who reach Grade 5 without repeating a grade increased from 69 percent in 2000 to about 86 percent in 2004 and dropped to 75 percent in 2006. Proportion of pupils starting grade 1 who reach grade 5 is projected to reach 87 percent by 2015, which is below the MDG target of 100 percent.

Indicator: Literacy Rate of 15 24 year-olds

Chart 8: Literacy rate of 15 24 Year Olds

Literacy Rate of 15-24 Year-Olds
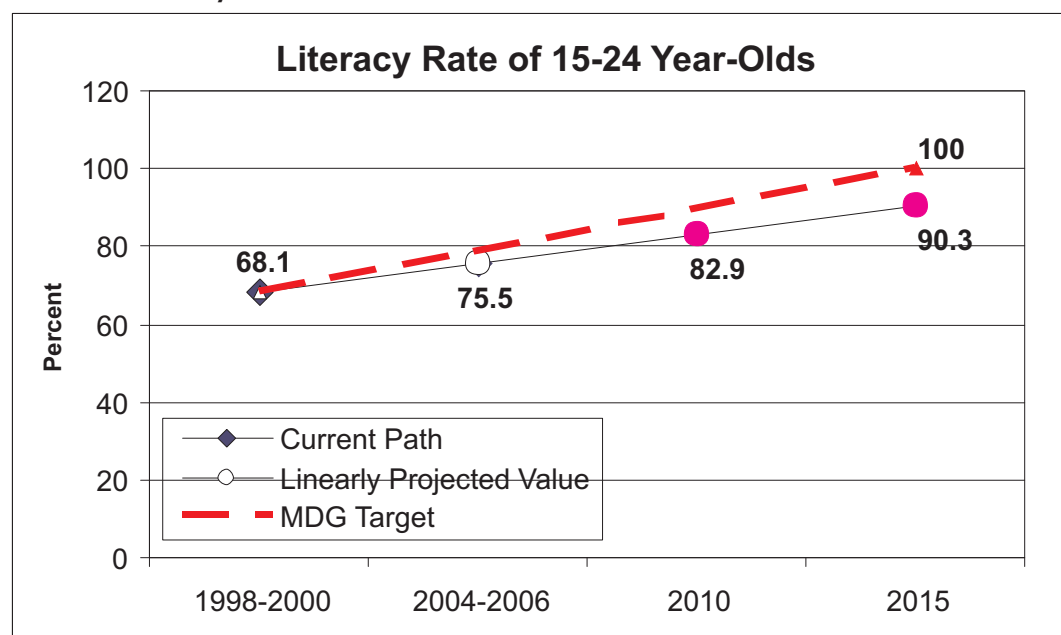
Source: 2000, 2004 MDHS and 2005, 2006 WMS

Note: The 2004-2006 value is the average of 70.6%, 78% and 78% for 2004, 2005 and 2006 values respectively.

Chart 8 above highlights the trend of literacy rate of 15 to 24 year olds. Youth literacy has increased from about 68 percent in 2000 to about 76 percent in 2006. At this rate of improvement, youth literacy would reach 90 percent by 2015. This percentage is not only below the MDG target but also Education for All target of 100 percent.

Challenges

Several challenges continue to hamper the efforts to achieve universal primary education. Some of these challenges include the following:
- High dropout rates especially among girls due to early marriage and/or pregnancy;
- Low household income which hinders opportunities to complement education schooling needs of pupils other than those from public expenditure on education e.g. balanced diet in households, child health care and essential clothing for children attending schools;
- Low value attached to education due to household head level of education and low value of qualifications at completion of both primary and secondary education;
- Poor school environment and sanitary facilities, which impacts negatively on girl children especially on toiletries for adolescents in the primary education system and classroom sitting facilities during winter.

Policy Framework and Strategies

In an effort to achieve Universal Primary Education (UPE), government introduced free primary education in 1994/95 and abolished school uniform as a requirement to attend classes. In addition, the education sector is engaged into policy re definition aimed at mitigating the emerging challenges on UPE, some of which include:

- Reforming primary school curriculum so that it is pupil centered and learning outcomes based with the aim of improving primary school survival rates and completion rates;
- Promoting equitable access to quality of education so that regional and locality educational resource endowments are at parity to ensure every school going aged child is accessing quality education;
- Improving and expanding basic education infrastructure so that classroom pupil ratio is reduced and school environment improved to carter for pupils with all learning needs;
- Improving provision of teaching and learning materials so that the pupil textbook ratio is reduced.