

STUDY REPORT 2

Inventory and Analysis of Capacity Regarding Literacy Skills and Reading Motivation in Mombasa

Table of Contents

Table of Contents	ii
1. Introduction	1
2. Background	1
2.1 Reading promotion across sectors	1
2.2 What does research say?	2
2.3 Building capacity in the schools.....	3
2.3.1 Primary Math and Reading (PRIMR) Program: Kenya	3
2.3.2 Tusome Early Literacy Programme	4
3. Stakeholders Interviewing Procedure.....	5
4. Capacity among the stakeholders – Study Findings.....	6
4.1 Young people	6
4.2 Parents	8
4.3 Librarians	10
4.4 Teachers	13
4.5 Sports leaders	15
5. Conclusions	18
6. Recommendations	20
Appendix I.....	23
Appendix II	24

1. Introduction

This is the second of three reports intended to provide a foundation for the project *Building capacity to address literacy challenges and enhance democratic engagement in Västernorrland and Mombasa*. A focus of the overall project is the development of possible cross sectoral solutions to alleviate the problem of the rapid decline in reading proficiency in children and young adults by working through sports clubs to promote reading. The first report described the context of the project by providing information about the education system, libraries, county organization and the background regarding increased efforts for promoting reading on the national and county level as well as the central issue of declining reading proficiency in Mombasa.

The purpose of this report is to look more closely at the capacity in Mombasa regarding literacy skills and reading motivation in the indirect target groups of the project, that is to say the stakeholders. These stakeholder groups include primarily: children and young adults (between the ages of 10 and 15) who are involved in sports, youth leaders in sports associations, educators, teachers, librarians and parents. The choice of stakeholders is based on their relevance for the continuation of the project. Recent developments in capacity regarding literacy skills and reading motivation in the early years of compulsory school are taken up in the background section.

2. Background

2.1 Reading promotion across sectors

The understanding that the formal education system cannot alone be responsible for changing the trend in the decline in reading proficiency is not new. The Ministry of education has there called upon for partnership with other government and non governmental sectors so as to support reading and numeracy programmes that has been started in Kenya. Amongst the Ministries involved in efforts to promote reading and numeracy among children and young adults are The Ministry of Arts, Culture and Sports and the Ministry of Education, Science and Technology and its constituent Semi-Autonomous Government Agencies (SAGAs): the Kenya Institute of Curriculum Development (KICD), Kenya National Examination Council (KNEC), Teachers' Service Commission (TSC), Kenya Education Management Institute (KEMI), and Kenya Institute of Special Education (KISE).

The programmes that support reading and numeracy in Kenya include but not limited to Primary Reading and Math (PRIMR) Programme, Tusome Early Literacy Programme, Uwezo Kenya learning and literacy Programme, the emerging chess club among other programmes. The partners of these programmes include but not limited to RTI International, Worldreader, SIL International, CfBT education Trust(formerly Centre for British Teachers), Civil Society- Elimu Yetu Coalition, and Multilingual Education Network (MLEN), United Kingdom's Department for International Development (DFID) among others. These programmes have been implemented countrywide including Mombasa County.

2.2 What does research say?

Uwezo at Twaweza is part of a family of citizen-led household-based assessments that seek to establish children's actual learning proficiencies. The model was established by SER/Pratham in India in 2005 and has since been adapted for use in Pakistan (2009), Tanzania, Kenya, and Uganda (2009), Mali (2011) Senegal (2012) and recently in Mexico (2013). In 2012 alone, these assessments covered over one million children in South Asia and sub-Saharan Africa, including about 350,000 in East Africa. Conducted annually, children aged 6 to 16 years across East Africa are tested on their ability to perform basic literacy and numeracy tasks set at the Grade 2 level.¹

The first two rounds of the Uwezo surveys provided clear evidence that the basic numeracy and literacy skills of primary school children are deficient across the East African region, including Kenya. The 2012 Uwezo findings, based on the largest survey of its kind in Africa, show little progress. The evidence has remained constant. Less than one (1) in three (3) Grade 3 pupils passed any of the tests. Specifically, 29% of Grade 3 pupils passed the numeracy test while 25% passed the literacy test. Approximately one (1) in six pupils (or 16%) passed both the literacy and numeracy tests (combined). Many children in Kenya are not acquiring basic competencies during the early years of primary school (as per national curricula); seven (7) out of ten (10) children in Class 3 cannot read Class 2 materials. For numeracy the situation is similar. Moreover, across the country there are large variations. The large cities and advantaged counties do much better; children in the arid lands of northern Kenya fall behind.

¹Uwezo Kenya (2013). Literacy and Numeracy Across East Africa. Retrieved from <http://www.uwezo.net/wp-content/uploads/2012/08/2013-Annual-Report-Final-Web-version.pdf>

It is a rude realization to wake up and realize that sending your child to school is not enough; that indeed schooling is not the same as learning.²

In his inauguration speech, President Uhuru received widespread attention for his promise of a laptop for every child joining Class One in 2014. That is a bold commitment, and if done right could constitute a real opportunity for learning. Projects such as the Khan Academy and Professor Sugata Mitra's research point to potential of technology to unleash innovation and learning. At the same time, projects such as the One Laptop per Child (OLPC) have had mixed results at best. Teaching every child to read Swahili and English, and to count well, is not rocket science. Kenyans have made far greater feats in promoting reading and numeracy skills. So the lack of progress in literacy and numeracy may be a louder signal of poor governance than lack of instructional competence or technical knowhow.³

2.3 Building capacity in the schools

On matters concerning the poor reading and numeracy achievements of primary school children in Kenya, the Ministry of Education (MoE) has been working with various partners on small pilot reading and numeracy interventions in several places in the country. The interventions include: the PRIMR Initiative, the Reading to Learn (RTL) programme, the Health and Literacy Intervention (HALI) programme, the Reading Kenya programme, Opportunity Schools, and Bridge International Academies, Tusome Early Literacy Programme, Uwezo Kenya Learning and Literacy Programme among others. The following sub-sections introduce some of these interventional programmes.

2.3.1 Primary Math and Reading (PRIMR) Program: Kenya

This education policy study was part of the Primary Mathematics and Reading (PRIMR) Initiative now under implementation on a pilot basis by RTI International in collaboration with Kenya's Ministry of Education (MOE), with funding from the United States Agency for International Development's (USAID's).

As noted earlier, the PRIMR Initiative of which this study is a part is funded by USAID, with RTI as the implementing agency. The pilot phase of the programme (2011–2014) is currently in over 500 urban and rural formal and non-formal schools, where a new approach focusing

² Ibid

³ Uwezo Kenya (2012). Annual Learning Assessment Report Kenya. Retrieved from <https://www.twaweza.org/uploads/files/UwezoKE-ALAREport2012.pdf>.

on improving student achievement in reading in Kiswahili and English in Standards 1 and 2 is under implementation. Key components of PRIMR are:

- i. Developing appropriate scope and sequence for teaching reading in Standards 1 and 2, based on the national syllabus;
- ii. Developing and providing lesson plans, books, and instructional materials;
- iii. Providing in-service training of implementers, including Standard 1 and 2 Kiswahili and English teachers, TAC tutors, and coaches;
- iv. Providing policy support to the MOE for instructional improvements across the primary education sector; and
- v. Supporting the creation and expansion of a reading culture in local communities. The key partners in the PRIMR Initiative are RTI, MOE, KIE, the Teachers Service Commission (TSC), KNEC, and the local communities in the programme areas.

Given the recent start date of PRIMR, there is no research-based evidence yet of the impact of the approach in Kenyan classrooms. Progressive research studies on the programme shows that the take-up of the instructional model in PRIMR is high, but more time is necessary to determine the impact on student outcomes, even with this short time frame.

2.3.2 Tusome Early Literacy Programme

The *Tusome* (“Let’s Read” in Kiswahili) Early Grade Reading activity is a flagship partnership launched in 2015 between USAID and the Ministry of Education, Science, and Technology (MOEST). Tusome, now being implemented through Ministry systems in every primary school in the country, will improve the reading skills of 5.4 million pupils. The Tusome technical approach employs research-driven learning materials, proven teaching methodologies and a cutting edge tablet-based feedback and monitoring system implanted by MOEST officials. The program is also being introduced in 1,000 Alternative Provision of Basic Education and Training (APBET) institutions in Kenya.

Tusome increases the availability and use of appropriate textbooks and learning materials to support literacy development and foster a culture of reading in the schools and the country at large. Each student receives his or her own textbook and over 16 million books will be developed and distributed over the next five years. Consequently, Kenya is one of the only countries in sub-Saharan Africa with a 1:1 pupil textbook ratio. Additional learning materials for special needs learners are also in development.

Tusome trains MOEST Curriculum Support officers (CSOs), head teachers, teachers, and instructional coaches in proven learning techniques. The trainings are designed to give participants practical experience through classroom-based experiential learning. Head teachers are trained to provide instructional leadership for their schools while managing the development and utilization of the new learning materials. CSOs provide teaching support to teachers within a cluster or zone as do instructional coaches in APBET institutions (low cost private schools). Both CSOs and coaches build pedagogical skills in critical technical areas such as phonemic awareness, reading comprehension, lesson planning, and curriculum coverage. Training for CSOs and instructional coaches focuses on delivering literacy lessons using the direct instruction methodology, a teaching approach that uses straightforward, explicit teaching techniques to improve literacy skills.

The activity also trains Senior County and national education leaders in the new reading techniques, and addresses gaps in relevant laws, policies, strategies, and regulations and their impact on early-grade reading. To create reading champions and foster accountability throughout the system, real time learner performance data is now uploaded and made available to local and national education stakeholders.

Tusome includes two special funds to support reading outcomes: the Youth Fund and the Partnership Fund. The Youth Fund empowers local youth groups to work with younger children to improve reading skills. The Partnership Fund links public and private-sector partners to lead local reading programs and instill a reading culture in their respective communities.

3. Stakeholders Interviewing Procedure

In order to identify the capacity of the stakeholders and enhance understanding of the causes and effects of the problem, the team from various partnership organizations in Mombasa County and from national government of Kenya carried out a series of in-depth interviews with the indirect target group, key informants. The questions were formulated by the project's workgroup as the basis of a questionnaire (see Appendix). The key informants from the indirect target groups were proposed to take part in the series of interviews. The interviews were conducted by a number of interviewers in Kiswahili then translated to English although some interviewees were conversant with English. Although the names of the respondents had to appear on the report, they were assured that this will only be used for the purpose of this

report. Other ethical considerations and confidentiality of the interviewees were maintained. Some respondents were interviewed as a group while others as individuals. Their responses are presented in section 4 of this report.

4. Capacity among the stakeholders – Study Findings

In these section the findings of the interviews will be described basing on the key sections of the interview guide: the decline in reading proficiency, role of your organization in promoting reading and literacy skills, your role in promoting reading and literacy skills, what you need to achieve improved results on reading and literacy skills, and efficiency of reading proficiency due to cooperation with other actors. The responses of every stakeholder group that take part in the study will be organized according to systematically following the sections of the interview guide. These groups were incorporated of young people participating in sports, parents, librarians, teachers and sports leaders in Mombasa County.

4.1 Young people: Lynnette and Farah

Lynnette (age 12) and Farah (age 16) are school going children with Lynnette being at upper primary, Class 6, and Farah being at secondary school, Form two 2. Lynnette plays netball and last year she managed to get up to national level in volley through her school game club. Farah is a footballer and an athlete. He also managed to get to County level in last athletic season. Neither of them has been involved in a reading promotion project.

4.1.1 The Decline in Reading Proficiency

When asked what they thought was the reason behind declining in reading results, they both indicated that lack of reading materials and equipments as barriers. Farah noted that exposure of children into different activities and modern technologies has made children to develop laziness in reading. Lynnette spends much of time watching television programmes and cartoon movies as well as filling puzzles. Farah spends alot of time playing games in his computer and chatting with his friends on social media platforms especially when he is not at school. Both seem not to appreciate reading;

Lynnette said:

[I like watching than reading because you have to keep checking for meaning of some words in order to understand a story].

For Farah, reading is just boring especially when you are asked to comprehend what you have learnt.

4.1.2 Role of Your Organization in Promoting Reading and Literacy skills

Lynnette identified activities such as class debates and story books reading lessons that could be described as promoting reading. She also asserted that, their school has a good library that encourages reading.

Lynnette said;

[Everyday after lunch break students read story books for half an hour with guidance of subject's teacher and in every Wednesday and Friday evening there are class debates.]

Farah identified reading of setbooks both English and Kiswahili as the only way he noted promotes reading in his school. Both also mentioned that their schools has introduced break classes for reading and nemeracy tests.

4.1.3 Your Role in Promoting Reading and Literacy Skills

This did not seem to make much sence to either of them although Farah had this to say:

[...may be I should keep practising to read so as to pass assessments and to please teachers and my parents as well...been among the best students in class especially in languages and mathematics, we have formed discussion groups for setbooks and mathematics solving where I help other students to improve in the subjects].

They as well did not seem to have interest with library lessons and materials. Lynnette noted:

[I dont know where to find which book, the shelves are too many]. Farah on the other hand said: *[Our teachers force as to go to library for studies, most of the time I even do not know what to read].*

4.1.4 What You Need to Achieve Improved Results on Reading and Literacy Skills

Farah said:

[...if at all the setbooks and other reading materials can be presented in form of video clips, they could sink well and become interesting and simpler to understand]. In addition, he explained that their parents should not be so harsh to force them read but should allow them to spend some of their free time with friends for school work discussions and game activities.

Farah noted:

[...the community should come up with reading and literacy skills program that enhance competition among youths, where the best reader should take home a gift].

Lynnette said:

[...parents should buy more story books to us and help us to read them...besides being a member of netball club in school I also like drama which is not much supported in the school].

4.1.5 Efficiency of Reading Proficiency Due to Cooperation with Other Actors.

When asked if they could see a way to connect sports and reading promotion, Farah said:

[I have made many friends who like reading through my outing occasions for athletics...I also find it easy to mingle with other peers within school and other at home when playing matches as I am able to communicate and understand them]. Both of them mentioned that you can not make in the training without understanding the instructions of the coach which are mostly in English or Kiswahili as well as communicating with other team members although some are not friendly. Farah felt that if young people are provided with computers and taught through videos and animations, they can do much better in reading and literacy skills while Lynnette felt that giving children opportunities to meet with one another and good teacher and parental guidance can help young people improve their reading and literacy skills.

4.2 Parents: John and Pauline

4.2.1 The Decline in Reading Proficiency

John indicated:

[...the big reason why reading and literacy is declining in Kenya and more so in Mombasa is due to lack of teaching resources and more innovative programmes that support literacy and numeracy among young people].

Pauline noted:

[...even if there are some upcoming programmes by the government and non-governmental organizations, community members have not embraced and owned the reading and numeracy activities...those who operate reading programmes for children and adults should put more efforts to mobilize the general public for the ownership of these activities...]. They both also seem to support that low level of migration to modern technologies in education centres in Kenya could be a barrier to reading proficiency because this denies learners creative and critical skills that are essential in learning.

4.2.2 Your Role in Promoting Reading and Literacy Skills

Pauline said:

[...as a parent I ensure the children have the required materials by the teacher or school...I always make sure that I check the home work for my kids and help them to read confusing words and solve mathematical problems. I encourage my elder son who is in upper primary to train his sister how to read story books and the Bible].

John indicated:

[I have hired a peer teacher to coach my son and two daughters after school and during holidays...this has not only helped my children to improve in classwork but also in their ability to read and understand comprehension stories and documentaries such as movies and television programmes].

4.2.3 What You Need to Achieve Improved Results on Reading and Literacy Skills

Pauline explained that if the association among the stakeholders in education sector is strengthened and every stakeholder realize their roles to support success of reading and literacy skills among young people, this could be of great impact.

John said:

[...teachers should liaise with parents to ensure the child is monitored both at school and at home to ensure that the child learns and practices to read continuously].

Pauline said:

[...children should be allowed to mix with their friends after school or during long holidays instead of being seen as source of free labour].

4.2.4 Efficiency of Reading Proficiency Due to Cooperation with Other Actors.

Both parents agreed that if parents coach their children at home and buy them the required materials for reading, this could make reading easy among children.

John argued:

[...parents who expose their children into entertainment activities and competitive tournaments organized for kids have created much impact in development of reading and literacy skills among their kids because children tend to learn more when they are free with one another of their age group].

4.3 Librarians: David, Sharon and Mahamed

4.3.1 The decline in reading proficiency

The librarians views on reason why reading proficiency is declining in Kenya skewed towards: lack of reading interest among young pepople, lack of enough time between students and teachers, poor enrollment of pupils in public libraries, negative perceptions toward librarians among students as well as lack of reading materials in some learning institutions. Mohamed said:

[...in Kenya the digital learning has not yet been implemented and it seem to have more benefits towards development of reading skills as it encourages children to access online programmes and application that could be of benefit towards learning e.g. games applications, cartoon programmes, word puzzles applications e.t.c].

David indicated:

[...children can as well learn through animations, audio and vedio clips prepared by instructors among other programmes].

Sharon mentioned:

[...despite poor turn up by students in community and school libraries, most parents neither buy required books nor pay library registration fee to their children due to their low incomes status].

4.3.2 The role of the library in Promoting Reading and Literacy Skills

All the librarians supported that a public library is developed in order to support reading skills among children and adults mostly in the area where the library is located.

David said:

[...in the library you will find all kinds of books and other learning materials for both children and the adults...the library subscribers can access every of these material in the library for their personal development even though most parents prefer their children to take their studies at home than in this public facility].

Sharon noted:

[There are more resources in the library that are under-utilised; children and adults can access the computers in the library even if they do not have them at home at low library subscription fee but you can not tell what happens].

Mohamed said:

[...it has come to a time when the society should start to appreciate what is available through utilization before pointing fingers to the education system].

Sharon indicated:

[...the library has instigated various programmes that aims to promote reading in Mombasa. For instance, the library has liaised with local schools to ensure that the required reading materials are distributed effectively and to campaign for a big number a subscription among the teachers and pupils].

David said:

[...in the library parents can also find audio and short movies clips for small children and other interesting materials for kids...the library as an organization has collaborated with talented individuals from the County and other Counties such as music and drama leaders who produce entertaining programmes for children which captivates their minds into the play line thus developing their listening skills and communication skills as well].

The librarians mentioned that in collaboration with the Kenya national theatre they initiated a programme where actors present a couple of story books to children from class six (6) to class eight (8) and some for secondary schools. This is either done on the stage or presented to children through a video show. It is from this point that the talented children in terms of acting and reading are identified for a zonal competition with students from other schools.

Sharon said:

[...the librarians also participate in the students talents shows like music festivals and other occasions so as to record the best presentations such as musics, poems, soloverse, etc for library archives. This is kept in form of CDs or DVDs that are purchased at low cost or rather can be accessed by library subscribers in the library catalogue].

David noted:

[...subscribed members of the library can be allowed to borrow reading materials either for children or adults. The customers are provided with library bag that they can use to take the books back and forth from the library...children are allowed to read any book as far as they can understand the content].

Mohamed said:

[Most children like pictorial reading, therefore you will find them perusing cartoon magazines like super strikes and other materials that has cartoons].

This clearly indicated how library contains a massive role in promoting reading and literacy skills in a community.

4.3.3 Background and role in reading promotion

All the three (3) librarians who were interviewed were purposively selected basing on their formal qualifications and years of experience in their current position.

Sharon mentioned:

[Basing on my eleven (11) years of experience as a librarian, I have read alot of books and I am able to assist readers to select the best reading materials basing on their age and interests].

David indicated:

[Currently it is important for every librarian to meet certain competencies such as computer and technological skills as well as innovative skills...competent librarians are able to promote reading and literacy skills because they are able to arrange books well, can provide every requested book from the shelves and they can take part in training children how to read especially if the child require his/her assistance while in the library].

4.3.4 What You Need to Achieve Improved Results on Reading and Literacy Skills

All the librarians suggested that further training on library science and related areas could help them improve reading and literacy skills among community members. One of them said that school librarians should be linked with those of public libraries so as to ensure more subscriptions among school going children in public libraries. Also they proposed that the governments should invest in public facilities such as libraries through increasing equipments, materials and spaces in the facility. This could be of help to many schools in the region especially those that do not have libraries or enough materials in the school library. In addition, one respondent said that both private and public institutions should encourage reading and literacy clubs that has been seen as among promoters of reading among the young people.

4.3.5 Efficiency of Reading Proficiency Due to Cooperation with Other Actors.

The librarians identified a number of organizations which they have cooperated with in their journey to promote reading. Among these organizations include but not limited to local schools, non-governmental organizations e.g. DAYO, ministry of education science and technology, the national theatre, national chess club among other community led programmes.

Mohamed said:

[Cooperation among different bodies that support reading and numeracy skills among children and adults enables interactions among various stakeholders and their target beneficiaries thus promoting reading].

4.4 Teachers: Hassan, class 1-3; Nathaniel, class 4-5 and Judy; class 6-8

4.4.1 The decline in reading proficiency

All teachers found that poor parental guidance and parental perceptions that children should be taught only by teachers has set tread on failure of promotion of reading among children especially from young families.

Nathaniel said:

[...some children are more close to house girls than their mothers because most parents spend much time in job and very little time with their children...and yet most of househelps are illiterate and has no business to support children in reading...you will find most of this parents buying smartphones to their sons and daughters at very young age...in fact before the child knows how to read and write, they are already introduced into technologies...therefore if this equipments are not available at school, the child may not be able to concentrate at class work and wishes time to go home reach].

Judy mentioned:

[...when most children go home especially those taking studies in public schools, they think about school bag in the following day when they are called to go to school...most parents do not monitor the progress of their children on school work, they only think of school when paying school fees and when invited for a meeting...this discourages development of reading skills among children].

4.4.2 Role of your Organization in Promoting Reading and Literacy skills

Judy indicated:

[...schools are the backbones of promoting reading and literacy skills among children leave alone other partner organizations].

Hassan said:

[...children who are able to read at early age perform better even in other subjects as compared to those who are unable to read...it is in schools where children are able to socialize with their age mates in which most of them learn to rread through their class friends...class competition encourage pupils to go an extra mile to practice in absence of their

contenders and this instigate development of critical skills and reasoning among children].

Nathaniel indicated:

[...schools are sources of reading materials to most children...since most parents especially in public schools are unable to buy reading materials for their kids, most children acquire them at school...the school also consists of teachers who are key promoters of reading and literacy skills among children].

All teachers supported that, it is in school where children's talents can be nurtured. For most of the talents to be exploited among children, communication is considerable and thus teachers may continue training the pupil to better on a certain part if the child is passionate towards the talent. This promote reading and literacy skills.

Hassan said:

[...in lower primary school classes you will find varieties of charts and manilla papers painted and others written in simple words that pupils can be able to read and write...early in the morning, a reading leader from every class takes the other pupils through the write ups in loud voices...this enables most pupils to meditate through the words, understand them and pronounce them].

4.4.3 Background and role in reading promotion

All these teachers who took part in the study are qualified and certified for practice by the Teachers Service Commission (TSC). Hassan has served for thirteen (13) years as a class 1-3 teacher. He has qualified to teach English and Mathematics. Nathaniel is qualified to teach English and Kisahili for class 4-8. He has taught for fifteen (15) years. Judy who has an experience of seven (7) years teaching English and Mathematics for class 6-8 is qualified to teach in the very same subjects. All these teachers had good interpersonal skills that could enable them mix freely with learners in promoting literacy and numeracy skills.

4.4.4 What You Need to Achieve Improved Results in Reading and Literacy Skills

Hassan said:

[...in order to achieve improved results in reading and literacy skills, teachers especially those handling lower primary classes should be taken through a series of training and being incorporated in reading promotion programmes that are either government or NGOs founded...this will improve their training skills].

Nathaniel mentioned:

[...despite that reading materials are on increase in schools, most pupils reach class four with no ability to read clearly and even at all...this could be attributed to lack of child support in reading practice by the community out of school especially parents and child's relative].

Judy argued:

[Most teachers need to get serious and love their professional...they should prioritize teaching before other business activities...infact most teachers spend very little time with kids as opposed to adherence to the allocated time for every lesson...they already have other businesses to consider than teaching and this results to poor performance in English, Kiswahili and Mathematics thus little or no promotion to reading and literacy skills...most of public schools are over-populated, for instance you will find a class having fifty (50) pupils as opposed to private schools which rarely have a class of twenty (20) pupils...therefore, a teacher can not be able to associate with his/her pupils effectively...you will find some teachers dont know some of their students...the public school building facilities should thus be expanded and more teachers being employed so as to meet the high demand of education among the rapidly growing population of Mombasa and Kenya at large].

4.4.5 Efficiency of Reading Proficiency Due to Cooperation with Other Actors.

Hassan felt that benchmarking better performing schools could be a solution to reading promotion. He supported that this could create a network among teachers from different schools thus enhancing sharing of training ideologies, their experiences and tactics that they use to nurture pupils for better performance. Nathaniel also spotted that partner organizations to schools such as game clubs, public libraries, music clubs among others has helped at par to improve reading and communication skills among children more especially the participants. For Judy, school clubs serve a major link between the school and other actors. She added that pupils who manager to be selected to participate in various activities among difrent partners, becomes a catalyst to transform others and you will find pupils competing for the next opportunity and in the process reading get promoted among children and young adults.

4.5 Sports leaders: Benjamin, sports consultant; Crispin, Tae Kwondo Association-Mombasa

4.5.1 The decline in reading proficiency

Benjamin indicated:

[...the reason why the reading proficiency has declined countrywide is because children and young adults are too much to book work and they do not physically exercise in order to

refresh their mental capability...parents and guardians have also neglected their role to help children read and meditate what they have learnt in school. Some parents think that their role towards support of the children education ends after they pay school, they do not bother to take their children in recreational activities...where children interact and learn much from one another.]

Crispin mentioned:

[...education has been left as a role of teachers and pupils only...community is not yet represented beside various effort being put by the upcomming organizations that support reading and numeracy skills among children either directly or induirectly....for instance tae-kwondo-association promote literacy through loud reading and recitation of key statements required in training...among declining factors of reading and numeracy skills among children in Mombasa include parents failure to support their children due to inadequate economic capacity, lack of awareness on the importance of education among parents, drug abuse among young adults and parents, Early relationships among others...in addition, the level of reading among sporting youths is higher than non-sporting youths...].

4.5.2 Role of your Organization in Promoting Reading and Literacy skills

Both of the sports representatives mentioned that the sports associations has attracted many people more especially the youths who are taken through a comprehensive training that entails reading loud wherever they are practicing, developing physical skills, giving sports manual reading assignments to the trainees and involving them in discussions as they learn how to work together as a team and to develop personal discipline as a player.

Benjamin said:

[...the club members also get involved in community works either internally organized or organized by other organization...they also take part in campaigns such as fight against drug abuse, where the team visit local schools and town centres to educate other children and adults on dangers of drug abuse to human health...during these campaigns, they carry banners and fliers...when educating children, they issue them with fliers where children have to read loud after trainers].

Crispin indicated:

[...The association plays a key role in promoting reading skills..we put much emphasis on education among the sporting youth, they are trained on importance good discipline...as well we discourage drug abuse by keeping the youth engaged in sports which insulates them from bad peer influence...we encourage the best students by sponsoring their education...they also

pay regular visits to the best performing students and organizing for trips where young people and children are allowed to mingle with one another, share their experience with non trained ones thus serving as role models to the younger...]

4.5.3 Background and role in reading promotion

Both of the sports associations representatives who were interviewed said they work as volunteers in their respective duties and they have done this activity for a long time. Benjamin who holds a Diploma in Sports Science and a Degree in Physical Education has been a sports consultant for the last nine (9) years. Crispin is also a graduate from kukkiwon university korea in sports science. He indicated that his passion and full commitment in sports has taken him to be the chairperson of the tae-kwondo-association for the last six and a half years.

Crispin said:

[...in the association all trainers/leaders are literate and they support young trainees to read the training manuals provided and the rules and instructions required in training...]

-Benjamin argued:

[...every time I am advising the club coaches and other individuals, I take them through a process of reading and internalizing different materials of which they have to use in instilling skills and discipline among trainees...this promote reading as some concepts in sports must but read loud with various intonations that are used in an actual match or tournament...].

Crispin said:

[...sport's club members meet regularly at the stadium where at times they take notes and meditate them loudly until they sink...this has been emulated by young children who you can find at various corners trying to immitate the adults...we also ensure that every important material that we come across is shared among members, this include sports books, training manuals, nutrition books, sports magazines among others].

4.5.4 What You Need to Achieve Improved Results on Reading and Literacy Skills

Both of the sports leaders mentioned that schools should support sports club and link their pupils to local or national sports clubs. This will provide them an opportunity to acquire junior training from these clubs for free and acquire important training materials.

Benjamin indicated:

[If teachers help pupils to create school sport clubs, the clubs can be used to create reading discussion groups...these clubs should also be linked with librarians both at school and at public libraries so as to be able to acquire any required training material easily].

Crispin said:

[School clubs should be involved in campaigns where the protested topics are written down and continuously recited loudly, for example, "help us eradicate alcohol"...parents should be much involved in sports clubs so as to be able to nurture their children or even enroll them into junior clubs where much reading is done...seminars for children and young adults should be organized all over the county and in the country with a common agenda to improve reading and literacy skills through incorporation of other activities such as sports].

4.5.5 Efficiency of Reading Proficiency Due to Your Cooperation with Other Actors.

Crispin indicated:

[Members of the club are involved in various activities and campaigns where there is a lot of information exchange, composition of music and poems related to the topic at hand among other presentations that are thought to promote reading among young people...among collaborating bodies include, Ministry of Education, the police union and Mombasa County Department of sports].

Both sports representatives mentioned that young people reflect what their parents portray to them and like to do. Therefore, parents are other actors whose contributions have been seen to produce fruits in nurturing children and young adults on reading and literacy skills development.

Benjamin mentioned:

[...those parents whose children regularly attend out-of-school recreational centres and other sports associations perform well in reading and communication than those who do not...children are believed to learn more when they are in groups...].

5. Conclusions

5.1 The decline in reading proficiency

Most of the stakeholders have approved that most parents do not create enough time with their children, may be as a result of busy working environments. Parents are also more concentrated to child's performance than the training conditions of the child. It is also noted that the number of children to pupils ratio especially in public schools is high; teachers do not have enough time with all kids. At times only those who appear to be bright in class are known by teachers. All these factors that decline reading proficiency among young people can be controlled especially if parents and guardians realize their role in promoting reading among their children. Additionally, the government should come up with solutions towards the rapidly

growing population in order to enhance promotion of literacy and numeracy skills across the most affected Counties like Mombasa.

It is also clear that children are exposed to modern technologies at very young age. Despite that technology promotes education it also have negative impacts among young people. In this case, children whose parents have bought them tablets and smartphones has been proved to develop laziness in reading because most texts they are used in these devices are short and precise as opposed to what they find in course work. Therefore, if parents are able to guide their kids on the link between technology and improved reading skills, then the devices they provide to them could be of importance.

5.2 The role of the stakeholder organisations

There are various stakeholders that take part in promoting reading and literacy skills. Among the ones highlighted include schools, the community, libraries, theatre arts, recreational centres, sports clubs among others. Each stakeholder have a role to play in which when they all give their combined efforts reading is made easy among young people and adults. For Oinnstance, public libraries provide learners with almost every material they require to develop reading and numeracy skills. Teachers have also been identified to play a vital role in promoting reading and numeracy skills among learners from verbal and non-verbal training to narturing the talents possessed by young stars in school especially in games and music activities.

5.3 Background and your role in reading promotion

It is clear that all the repondents who took part in the interviewing process had formal professional expertise in their respective positions and had a considerable years of experience. This was a clear indication that they really understood the issue of reading promotion and their roles towards its promotion. It is also noted that commitment and interest of trainers and other supports in promoting reading and literacy among children and young adults develop a positive impact towards learners. Some of the roles identified among stakeholders include creating a desirable reading environment for children, finding the right book for the right child especially in the library; advancing trainers with computer and technology skills; showing a commitment to working together and cooperation; and putting efforts into professional development.

5.4 Requirements for Achieving Better Results

Most of the respondents pointed consistent training among their different professional development as a solution for achieving better results in reading proficiency. The societal role towards reading promotion was also identified as unexploited potential. Parents are also encouraged to own the training of their children instead of leaving the whole burden to teachers. Therefore, creating awareness amongst all stakeholders on their gaps towards full support of reading programmes among young people and adults can play a vital role in promoting literacy and numeracy skills.

5.5 Efficiency of Reading Proficiency Due to Cooperation with Other Actors.

All stakeholders who took part in the interviewing process indicated that their cooperation with other actors was fruitful. Among benefits that come up include practical involvement of young people in loud reading, issueing of reading materials to young people, exposure of pupils to activities that motivate reading as well as enhancing healthy competition among themselves within and outside school. It is still not enough, schools and other actors should continue to create more connections with other affiliates who are willing to better the reading and numeracy skills among children and adults so as to achieve the set goal for reading promotion programmes not only in Mombasa but also across the country.

6. Recommendations

Because of the small number of people interviewed for this study, it is difficult to make any recommendations that feel statistically significant. Despite that their number was few, the recommendations made by RTI International after conducting a pilot study on Primary Math and Reading (PRIMR) Programme across various various Counties in Kenya were found important as they cut across the findings of this study and therefore relevant to this context.

On the basis of the findings in this report, the following general recommendations are suggested:

- Teachers should be trained in strategies for motivating lower primary pupils so that they remain competitive as they move to upper primary.
- 'Considerations should be made to limit the number of schools that the Teachers Advisory Centre (TAC) Tutors are responsible for so as to make TAC tutors more effective in supporting teachers frequently.

- Textbook ratio: Provision of books to pupils at a 1:1 ratio is paramount in improving pupils' literacy and numeracy, therefore, the government's current allocation should be enough to have a 1:1 ratio of books for all pupils in Kenya at low cost, if the cost of the books was more competitive.
- There should be advocacy of reading and numeracy promoters' success through sharing of research results with a wider circle of stakeholders, including the Ministry of Education, Science and Technology and Semi-Autonomous Government Agencies (SAGAs).
- Language of instruction: The language of instruction remains a complex issue for the Kenyan education system. Multilingual aspect should be practiced to enhance clear understanding of instructions among children.
- The findings on cost and impact suggest a need to consider the guidelines regarding vetting and selection of textbooks for use in schools. The complexity of multilingual literacy and numeracy instruction requires vetting guidelines that are tailored to the instructional characteristics of Kenya's system.
- The focus on early literacy and numeracy is lacking, and the mismatch in the curriculum used in the pre-service sector and the Kenya Institute of Curriculum Development school curriculum is exacerbated by the limited experience that pre-service lecturers have with the instructional realities of primary classrooms, particularly in lower primary. This suggests a revision of this sub-sector to ensure higher quality literacy and numeracy outcomes.
- Daily literacy and numeracy instruction: Lesson time should be revised to accommodate more literacy and numeracy instructional time during the week. This is true not only because Kenya's literacy and numeracy allocations are paltry compared to the rest of East Africa, but also because of the evidence that in control schools, pupils spent very little time actually reading texts.
- Teacher assignments: transfer of teachers trained in its methods should be minimized to avoid the need for repeated on boarding and introductory training on a rolling basis. TSC should work tirelessly to ensure that transfers are kept to a minimum, and it is hoped that this type of accommodation can continue in future programming.
- ICT for instructional improvement: the most effective ICT focused on helping teachers improve instruction is required because the advantage to ICT in Kenya is that it can be easily accessible, and it can help the most complicated part of educational reform,

which is the interaction among teachers, students and content. Investments targeted thoughtfully at improving that core in simple and manageable ways is important.

Implementing these recommendations would increase the likelihood of reading and literacy programs having high levels of uptake by teachers and head teachers, as well as enthusiasm for the program from the County Education offices and TSC offices. Most critically, the objective ensuring that all pupils are literate and numerate by Class 2 would be realized.

Appendix I

This interview guide will be used to collect qualitative data from key informants (indirect target) groups in order to find out their needs and to understand the cause and effect process regarding reading promotion. It is enough to interview 2-3 persons in each group.

Interview questionnaire – English Version

1. The decline in reading proficiency

(Why do you think that reading proficiency in Kenya and Mombasa is declining?)

2. Role of your organisation in promoting reading and literacy skills

(What is the role of your organisation in promoting reading and increasing literacy skills?)

3. Your qualifications and your role towards promotion of literacy skills

*(What formal and non-formal qualifications do you have regarding to reading promotion?
How do you see your role in promoting reading and literacy skills?)*

4. Requirements to achieve better results in reading and literacy promotion

(What do you need to achieve better results in trying to arouse an interest in reading and improving reading proficiency in children and young adults?)

5. Your cooperation with other actors to promote reading and literacy skills among children and young adults

(How could your cooperation with other actors increase the efficiency of reading proficiency?)

“Thank for your contribution”

Appendix II

Maswali yafuatayo ndiyo yatakayotumiwa na mtafiti kuokota jumbe kutoka kwa watu walioteuliwa kuhudhulia katika utafiti huu. Watu wawili hadi watatu watakubarishwa kuhudhuria kongamano kwa wakati mmoja; kwa kila kikundi kinachotarajiwa.

Interview questionnaire –Kiswahili Version

1. Vizingiti vya usomi na matamshi bora katika nchi ya Kenya na Kaunti ya Mombasa.

(Je, kwa nini kusoma na kupiga hesebu imekuwa janga katika nchi ya Kenya na Kaunti ya Mombasa?)

2. Jukumu la kikundi ama kampuni yako katika kuimarisha masomo bora kwa watoto wa kitengo cha chekechea na shule za upili

(Jukumu la kikundi ama kampuni yako ni gain katika kuimarisha masomo bora kwa watoto wachanga na waliokomaa?)

3. Umahiri na jukumu lako katika kuimarisha masomo bora.

(Je, umehitimu hadi kiwango ili kuweza kusaidia watoto kuelewa na kuhitimu katika majaribio ya mihula? Je, una jukumu gani katika kuboresha masomo ya lugha na hisibati kwa watoto wachanga na waliokomaa?)

4. Kinachohitajika ili kubuni matokeo bora katika lugha na hisibati

(Je, unahitaji nini ili kihitimisha matakwa yanayohitajika na wizara ya elimu ya kuwezesha kila mototo kuwa na uwezo wa kusoma na kuandika?)

5. Ushirikiano wako na shirika ama wizara zingine ili kuimalika masomo bora kwa watoto wachanga ama watoto waliokomaa.

(Je, ushirikiano wako na wizara au shirika zingine zinazounga masomo bora kwa kila mototo una manufaa gain?)

“Ahsante sana kwa mchango wako”