

## STUDY REPORT 2

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

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- **Reading promotion across sectors**

- Formal education alone can not change the declining trends in reading promotion
- MOEST has called upon partnership between Government and Non state actors as well as international partners as its deemed to be a world wide concern in the era of knowledge economy
- Ministries of Art & Culture, National libraries, state Agencies such as KICD, KNEC, TSC, KISE

# PROGRAMMES

- Tusome Early literacy program
- Uwezo –Kenya learning and Literacy program
- PRIMR-Primary reading and Maths Program
- **Development partners include and local organisations:** CFBT Education Trust, Multilingual Education Network(MLEN), Bible society of Kenya, Book Development Council work with publishers to organize book week

## RESEARCH FINDINGS

- Many learners are not acquiring basic competencies during the early years of learning
- Variations also exist across the Country- cities do better than rural and the marginalized – (Affirmative action)
- Schooling is not the same as learning
- Initiatives are initiated that help build capacity in schools- Improving achievement in reading in class 1&2 by reducing teacher pupil ratio, Multi grade and multi shift, student book ratio, retraining of teachers, digitalizing the curriculum and provision of laptops to make learning student centred.

# RECOMMENDATIONS


- Use research driven solutions to problems of literacy
- Integrate sports as a major component of learning so as to build learners talents
- Enhance M& E of the Education System
- Foster a culture of reading in schools and at home
- Provide adequate learning materials and Libraries
- Train all curriculum support officers to give practical experience through class room based experiential learning

## FINDING FROM STAKEHOLDER INTERVIEWS

- Young people are involved in sports but not in reading
- Lack reading materials and equipments
- Engaged with other devices but not books
- Parents force them to read – No role models
- Sports clubs should link pupils to local and international clubs

## RECOMMENDATIONS FROM THE INTERVIEWS

- Stakeholders to create desirable learning Environment
- Finding the right book for the right child
- Putting effort in professional development of teachers to motivate lower primary learners
- Increase text book ratio
- Advocacy to promote reading
- Sharing research results

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- Multilingual aspects of medium of instruction be considered
  - Clear focus on literacy and numeracy
  - Pre-service teachers have little experience and should handle learners with mentors
  - Revision of pre-service teacher curriculum
  - Use of ICT for instructional improvement