

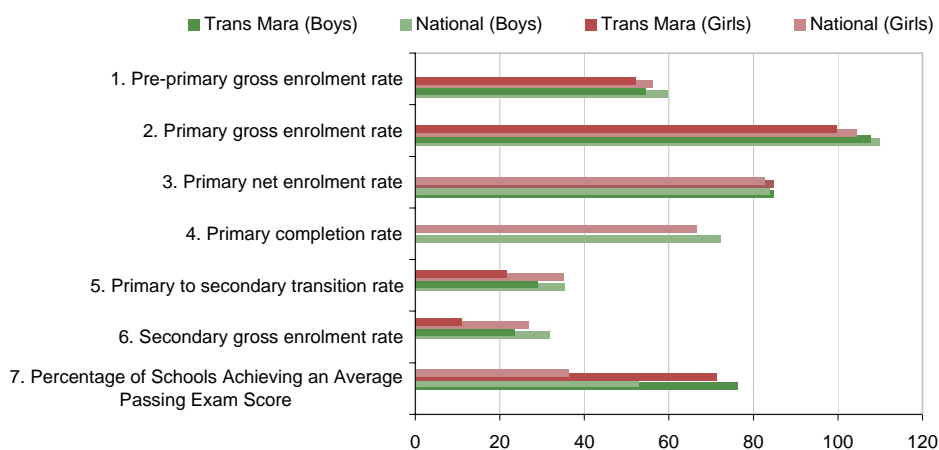
## Trans Mara Kenya District Primary Education Profile

Kenya District Education profiles are intended to give an overview of the education sector in Kenya's districts, highlighting enrollment, efficiency, and resources for pupils. In addition to providing an understanding of the district, the profiles can be used to identify particular districts or schools which have unusually good or bad performance.

EPDC Kenya District Profile for Trans Mara created March 2007

For feedback and more information: [www.epdc.org](http://www.epdc.org)

### Overview of Trans Mara District



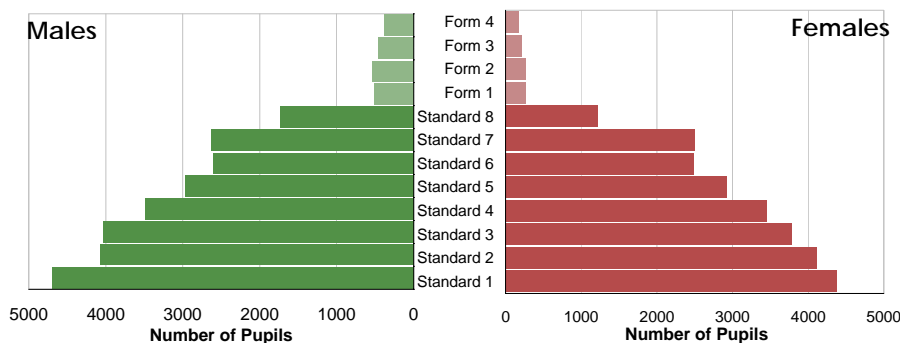
NOTES AND SOURCES: 1. EMIS 2005; 2. EMIS 2005; 3. TSC and EMIS 2005; 4. TSC and EMIS 2005, 0 0; 5. TSC 2005 and MoE 2003 (using province-level repetition rate); 6. TSC 2006 and ; 7. KNEC 2005  
note: all EMIS and TSC data is taken from district summaries. TSC data includes public schools only

EPDC Kenya District Profile for Trans Mara created March 2007

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### Trans Mara Enrolment Pyramid for Primary and Secondary Grades

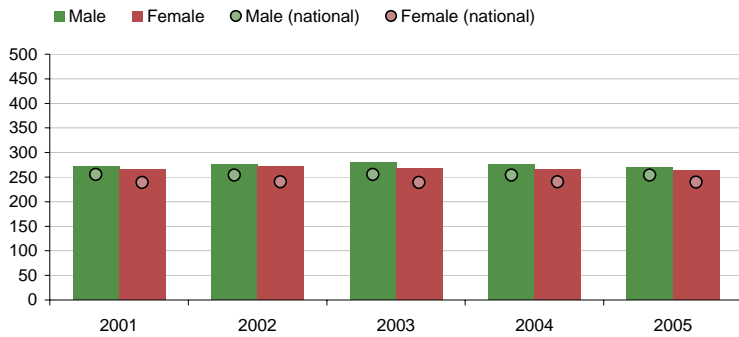
The grade pyramid shows the number of pupils by grade. Tapering of the pyramid (a wide base and a narrow tip) can be caused by high dropout, high population growth, or by recent growth in school entry rates. The primary grades shown are solid colored and the secondary grades shown are patterned.



SOURCE: TSC 2005 (public schools only; based on district summary)

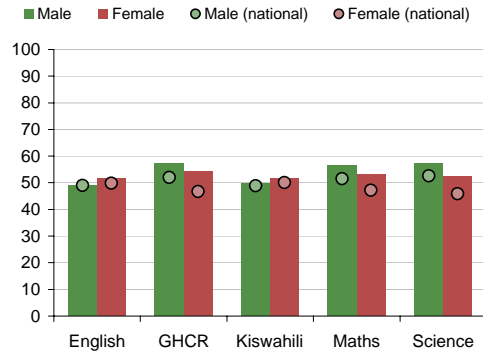
## KCPE Exam Scores in Trans Mara District

Average Aggregate Exam Scores Compared to National Scores



SOURCE: KNEC 2001 - 2005

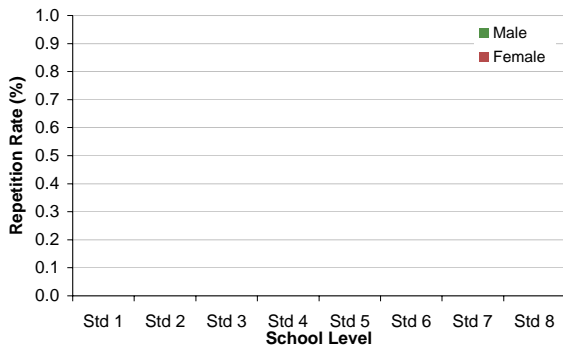
2005 Average Exam Scores



## Efficiency -- Repetition and Drop-out Rates by Grade in Trans Mara District

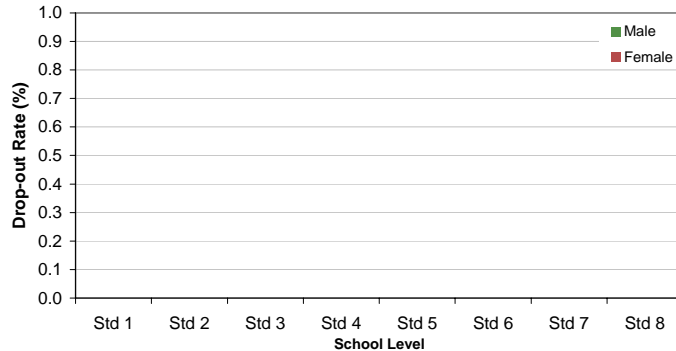
Repetition, drop-out and gender imbalance are all indications of a greater use of resources.

Repetition



Source for repetition: EMIS 2005; Source for drop-out: EMIS 2005

Drop-out Rates\*

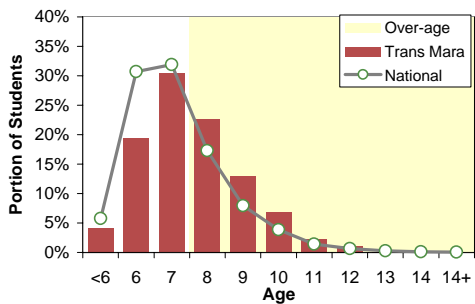


\* includes very small numbers of pupils who die

## Over-age Attendance in Trans Mara District

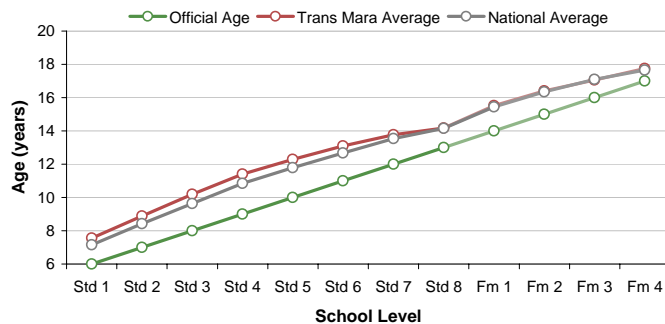
Over-age attendance may be associated with higher repetition and dropout. The graph shows pupils by age in each grade - many of them over-age. The average age in grade table summarizes the extent of over-age attendance. In a completely efficient system, the average age difference between each grade is one year; larger differentials suggest repetition; smaller differentials suggest over-age attendance is increasing over time.

Standard 1 Entrants by Age

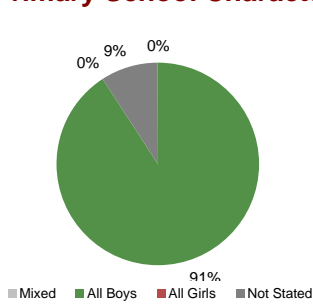


Source: TSC 2006 (public schools only); based on district summary

Average Age of Pupils by Grade

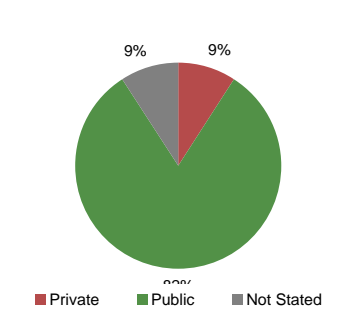


### Primary School Characteristics



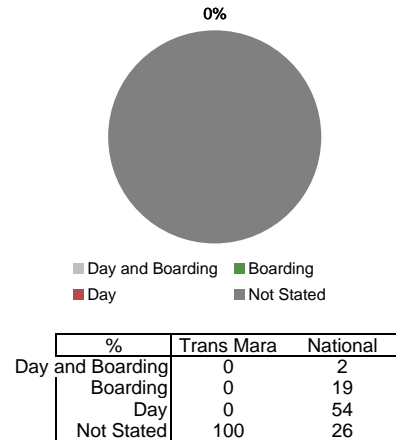
%	Trans Mara	National
Mixed	0	31
All Boys	91	23
All Girls	0	6
Not Stated	9	41

SOURCE: EMIS 2005 (based on data from 11 schools)



%	Trans Mara	National
Private	9	6
Public	82	72
Not Stated	9	22

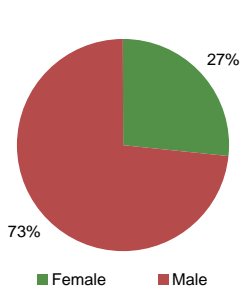
SOURCE: EMIS 2005 (based on data from 11 schools)



%	Trans Mara	National
Day and Boarding	0	2
Boarding	0	19
Day	0	54
Not Stated	100	26

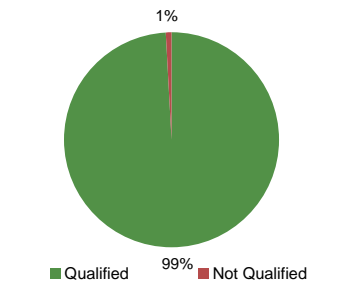
SOURCE: EMIS 2005 (based on data from 11 schools)

### Teacher Profile



%	Trans Mara	National
Female	27	45
Male	73	55

SOURCE: TSC 2006 (based on data from 942 teachers)

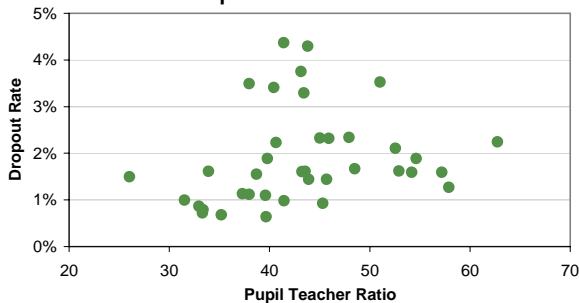


%	Trans Mara	National
Qualified	99	99
Not Qualified	1	1

SOURCE: TSC 2006 (based on data from 942 teachers)

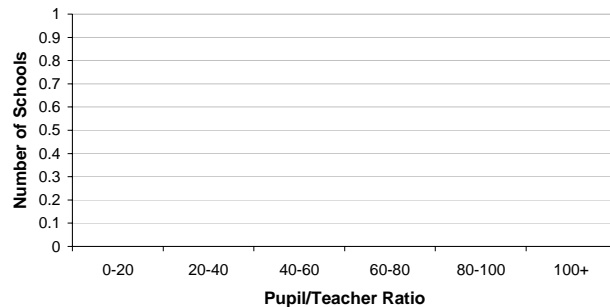
### Resources: Pupil Teacher Ratio in schools and relation to repetition/dropout

Dropout Rate v. Pupil Teacher Ratio: Trans Mara Compared to Other Districts



Source for Dropout Rate: EMIS 2005 (PTR data based on district summaries)

Distribution of PTR by School



Source for PTR: EMIS 2005 (based on data from 10 schools)