



REPUBLIC OF KENYA



KNEC

**PRESS STATEMENT ON RELEASE OF 2012 KCPE EXAMINATION BY THE
MINISTER FOR EDUCATION, HON. MUTULA KILONZO ON MONDAY, 28TH
JANUARY 2013**

(Issued under Article 35(3) of the Constitution)

Good morning to you all and welcome to the release of the year 2012 KCPE examination results.

The KCPE examination results is one of our accountability measures as the Ministry of Education in provision of quality education and training at primary level because these examination serve as a barometer for measuring progress and impact of reforms in the education sector aimed at realizing goals of the ***Economic Recovery Strategy for Employment and Wealth Creation*** as well as meeting our targets on international development commitments including the ***Millennium Development Goals (MDGs)*** and ***Education for All (EFA)***.

REFORMS IN THE EDUCATION SECTOR

We have put in place many innovative reforms in education that I expect will create a major positive impact in the education sector which I would like to highlight for Kenyans to know.



Within the last one year or so, my Ministry has spearheaded the enactment of several crucial laws aimed at operationalizing the demands of the Constitution of Kenya as follows:-

- (i) “Sessional Paper No. 14 of 2012 on Reforming Education and Training Sectors in Kenya”;**
- (ii) “the Kenya National Examinations Council Act, 2012”; “the Teachers Service Commission Act, 2012;**
- (iii) “the Kenya Institute of Curriculum Development Act, 2012” and**
- (iv) “the Basic Education Act, 2012”.**

The Kenya National Examinations Council Act, 2012 which was one of the first bills to be enacted provided a better environment for the management of the 2012 National examinations with stiffer penalties for any person who perpetuates examination malpractices. I believe this Act will go a long way in assisting KNEC to meet the demands of its mandate.

The Basic Education Act, 2012 contains key policy proposals in the basic education sector which aim at



enhancing access, equity, quality and relevance at all levels of basic education, improving education for marginalized communities and spearheading reforms in curriculum and assessment in line with relevant provisions of the Constitution and aspirations of the Vision 2030.

The Act outlines principles and values of basic education that underscore the right of every child to free and compulsory basic education and equitable access for youth to basic education, promotion of quality, relevance and good governance, participation and inclusiveness of parents, communities, the private sector and other stakeholders.

Critical to the role of management of education at the national and grass root level, the Act provides for the establishment of the **National Education Board (NEB)** and **County Education Boards (CEBs)**.

All these provisions will strengthen education and examination processes in Kenya including the KCPE examination whose results we are releasing today.



Based on the Sessional Paper No 14 of 2012 on ***“Reforming Education and Training Sectors in Kenya”*** which we have developed, we have policies geared towards implementation of key reforms including restructuring of the curriculum to be in tandem with the demands of the current Constitution and goals of Vision 2030.

In order to make the curriculum more relevant to Vision 2030, emphasis shall now be focused on technology, innovation, entrepreneurship, talent development and the need for schooling to be more closely related to the world of work. This will revolutionalise examinations and assessment regimes including KCPE for the future and make them more relevant.

A Steering Committee led by the Education Secretary of the Ministry of Education has already been put in place to guide the process of the Basic Education Curriculum Reform to address all the emerging issues.

The current summative assessments at the end of the primary and secondary cycle like KCPE and KCSE examinations may not adequately be measuring learners’



abilities on a wide range of areas like talents, effective domain, sports etc which can only be measured well through standardized School Based Assessment.

Subsequently, this current system of summative assessment at the end of the various cycles together with the limited availability of student places at secondary and higher education level promotes teaching and learning process towards an examination orientation as opposed to assessment of attainment of skills and competences.

Assessment should involve teaching and learning processes that are in tandem with Vision 2030 and that enhance learner achievement of knowledge, skills and competences that are of immediate relevance and benefit to the world of work and the environment candidates will live in after school.

To address the above challenge in assessment and examinations, my Ministry will implement policies that are aimed at standardising assessment of core learning outcomes, transferable skills and subject related knowledge once the curriculum has been reformed.



QUALITY EDUCATION

Provision of quality education to the Kenyan child is a must, and this is the very reason why the Government of Kenya has continued to invest heavily in education and why the Education Sector alone accounts for **14.5%** of the national budget which is a huge investment.

However, while enrolment rates at primary and secondary levels have significantly increased, I am not convinced that learning outcomes have improved **commensurately** and one reason for this status has to do with application of measures for quality assurance and standards that are not functioning optimally because the minimum quality standards are rarely achieved since schools are not being inspected regularly by quality assurance officers as expected.

To address this challenge, my Ministry will establish an **Education Standards Quality Assurance Council**, which shall be mandated to ensure expected standards are maintained in all institutions of learning and that policies and guidelines set for basic education are implemented.



This Council will supervise and oversee curriculum implementation and delivery in coordination with county education boards, as well as monitor the conduct of assessments and examinations in institutions of basic education and evaluate standards and quality in basic education.

In my short stay in the Ministry of Education, I can proudly say that if the foundation we have set in terms of legislations, reforms and policies in the Ministry of Education are fully implemented by the next Government, the Ministry of Education will be a key driver in this Country for achieving Vision 2030 faster than any one of you can imagine.

CLOSURE OF SCHOOLS FOR HALF TERM DURING THE FORTH COMING ELECTIONS

You are all aware of the concerns by parents and stakeholders that the coming general elections voting day may disrupt and affect learning. To allay these fears, I wish to assure Kenyans that we have designed the 2013 school calendar taking into consideration the General Election voting date of **4th March 2013**.



Learners will therefore break for **half term** beginning **Thursday 28th February, 2013** and ending **Thursday 7th March, 2013**. This half term school break will create room for the IEBC to use the facilities for General Election purposes on **4th March, 2013** which is a national exercise.

Half term breaks are normal events that have always been factored in the school calendar, but this year we have ensured that this coincides with the **election date** to avoid disruption of learning being mindful of our learners. In the event that there is a runoff we will cross the bridge when we reach there.

THE 2012 KCPE EXAMINATION RESULTS

You will all recall that all examinations including KCPE were pushed forward by almost **3 weeks**. KCPE was thus re-scheduled from taking place between **13th and 15th November** to between **4th and 6th of December 2012** due to the teachers strike.



This was the first time in the history of the KCPE examination that candidates sat for the examination in the month of **December**. In all the other years KCPE examination has been administered in **November**.

I am however happy to report that despite the **re-scheduling** of the examination dates, the examination was administered without any hitches and examination results are now ready for release and as I will inform Kenyans shortly, neither the strike by teachers nor the re-scheduling affected candidates' performance negatively. In fact, performance improved.

FIELD ADMINISTRATION OF THE 2012 KCPE EXAMINATION

The Personnel who were involved in the field administration of the 2012 KCPE included **KNEC staff, staff from the Ministry of Education, County Directors of Education, Ministry of Education, TSC County Directors, City Directors of Education, DEO's, Examination Officers, Supervisors, Invigilators, Drivers, Security Officers and Examiners**, did a great job and I therefore thank all of them for the job well done.



Further to this, the cooperation between Kenya National Examinations Council and other various arms of Government, including **Ministry of Internal Security, NSIS, the CID, Kenya Police and the Administration Police** was also commendable. This cooperation ensured the security of examination materials as well as security of candidates was maintained which enabled the examination to be administered without adverse security incidents.

Through this teamwork and cooperation **256 candidates** from **11 primary schools** who had been affected by clashes in the **Tana Delta plus others in Baragoi and other regions** affected by insecurity were able to sit for the examination despite the security concerns in such areas at the time when the examination was offered.

KCPE EXAMINATION CANDIDATURE GROWTH

I am pleased to observe that the number of candidates who have been taking KCPE over the years has continued to grow.

334,336 candidates sat for the Examination in 1985 compared to **811,930 in 2012** representing **142.85%**



increase in candidature since KCPE was started, which is a major achievement on the access of education for our children.

GENDER PARITY IN KCPE EXAMINATION

The number of **girls** who sat for the examination increased from **375,400** in the year **2011** to **396,310**, in **2012** an increase of **20,910**, while boys increased from **400,814** to **415,620**, an increase of **14,806** candidates.

The new constitution encourages equal participation for both men and women in the affairs of the Country including education. Ensuring gender parity therefore continues to be a critical goal in the enhancement of education.

I am therefore happy to report to the Country that for KCPE examination gender parity has nearly been achieved nationally as it stood at **51.2% boys: 48.9% girls** in 2012 which is the closest we have been towards achieving gender parity in KCPE Examination in **10 years**. I am confident that this **1% gap** will be closed in a few years time.



Because we are operating in a devolved system of County Government, gender parity has been analysed by **county and** out of the **47 counties**, gender parity has been achieved in **36 counties** representing **76.5%** of the counties where the ratio of boys to girls who sat the 2012 KCPE examination was **50%: 50%**. This is a clear indication that the interventions put in place by my Ministry and other stakeholders towards gender parity have borne fruit and we deserve to be congratulated. Why don't you clap for us?

In **18** of the **36** counties where gender parity has been achieved, **more girls than boys** sat for the 2012 KCPE examination. This, though commendable, must be treated with caution as it has been noted that the growth rate in the number of girls taking the examination is almost doubling that of boys as it stood at **5.57% for girls against a 3.69% for boys in 2012**.

If this trend persists, gender disparities in favor of girls nationally may become a reality, thus endangering the gains made in the education of the boy child.



I am therefore asking County Directors of Education to investigate the underlying factors behind this emerging trend and take corrective action to remedy the situation before we start talking about the boy child being disadvantaged. What we want is a **50% to 50%** parity for both **boys and girls**.

The above status notwithstanding, I am concerned that the **ratio of girls** sitting the KCPE Examination was significantly lower than that of boys in the following **11 counties**.

County		Ratio	
		Boys (%)	Girls (%)
1	Tana River	60	40
2	Marsabit	58	42
3	Isiolo	55	45
4	Turkana	64	36
5	Samburu	60	40
6	West Pokot	55	45
7	Narok	57	43
8	Migori	57	43
9	Garissa	70	30
10	Wajir	67	33
11	Mandera	68	32



Although the gender parity gap in these counties has been reducing annually, the **gender gap** is still too high in these **Counties** and needs to be addressed with more a focused determination by all stakeholders from respective Counties and my Ministry.

OFFERING OF KCPE TO NEIGHBOURING COUNTRIES

In the spirit of encouraging education beyond our borders, I am delighted to note that the Kenya National Examinations Council has continued to offer KCPE examination to candidates in the **Nuba Mountain region** of the **Republic of South Sudan** since **2007**.

In 2012, KNEC offered KCPE examination to **883 candidates in the Nuba Mountain region of South Sudan**. This kind of cooperation not only promotes good neighborliness but ensures the future prosperity of our neighboring countries because as they prosper so does Kenya.



OFFERING KCPE TO CANDIDATES WITH SPECIAL NEEDS AND THOSE UNDER CHALLENGING CIRCUMSTANCES

My Ministry has made efforts to ensure that the educational needs of children with special needs are met as demanded by the new Constitution.

The education of children with special needs is of special interest to me and My Ministry is going to put a lot of emphasis in ensuring that children with special needs have full access to education. I therefore salute all parents and guardians who have heeded the call by my Ministry of Education to take all children with special needs to school.

It is thus gratifying that **1,789** special needs candidates took the 2012 KCPE Examination.

This is not a small number compared to **1,338** candidates who took the Examination for the first time it was offered to this category of candidates in **2009** but I think the number is still too low and I am convinced that there are many children under this category who may not be in school. I urge all parents who have such children to enroll them in school as it is their right to be enrolled in school.



In 2012 the Kenya National Examinations Council also offered the KCPE examination to candidates under difficult circumstances. These included **302 candidates** in prison and **42 candidates** in hospitals. This is an affirmation that as a Ministry and KNEC we believe in human rights that every one has a right to education.

PERFORMANCE OF THE 2012 KCPE CANDIDATES

The overall performance of candidates in the KCPE examination improved in **2012** when compared to the year **2011**. This is evidenced by the significant increase in the number of candidates obtaining the mean mark of **250** and above out of the possible **500** marks when compared to **2011**.

In **2012** a total of **416,900 candidates** scored above **250 marks** representing **51.35%** of the candidates who sat for the examination as compared to **48.26%** in the year 2011 and **49.38%** in the **year 2010**.



This improved performance is an indicator that children can perform well even without extra tuition whose ban is still in force and which has now been criminalized by the Basic Education Bill, 2012. It also implies that the decision we took to re-schedule examinations for candidates to re-cover for the learning period they had lost during the teachers strike was a prudent decision.

As we celebrate this improved performance, I however, wish to caution schools that repetition of classes by pupils will not be allowed by my Ministry as it does not add value to learners achievement.

Research studies done by KNEC show that repetition has a negative effect on learning progression and performance.

This is evident from the 2012 KCPE examination results which shows that the majority of candidates representing **41.46%** who scored below a **total score of 100 and below** were the overage children **of 17 years** and above. Such candidates are usually repeaters.



This age group also accounted for the least number of candidates **(6.63%)** who scored **above 300 marks** and above in the examination with the highest numbers of such overage children being from **Kilifi** and **Kakamega** counties which had registered **11,794** and **10,370** candidates respectively.

Making children repeat does not add any value because such children will take the examination when they are too old. I therefore ask the County Directors of Education of these two counties and others who present overage children for the KCPE Examination to investigate this trend and identify the underlying reasons for this and take appropriate corrective action.

EXAMINATION IRREGULARITIES

During the 2012 KCPE, I am happy to note that due to the establishment of a new **2012 KNEC** Act with strict penalties and the joint efforts by KNEC and my **Ministry** in addressing the vice of cheating during national examinations there was a decrease of **90.99%** in the number of candidates who were involved in examination irregularities as compared to **2011**.



Out of the **811,930** candidates who sat for the 2012 KCPE examination in **22,786** examination centres across the country, only **718** or **0.09%** of the candidates in **41** examination centres were involved in examination irregularities. This was a very significant drop when compared to **7,967** candidates involved in **2011**.

The enactment of the **KNEC Act, 2012** on the **19th of October 2012** contributed immensely to this reduction in cheating that we are witnessing today and I wish to single out and thank the teachers, parents and candidates of the **19** counties that did not have any cases of examination irregularities which I will name so that the rest of the counties can borrow a leaf from them.

These **19 counties** are:- **Taita Taveta, Tana River, Lamu, Nyandarua, Nyeri, Murang'a, Machakos, Embu, Marsabit, Isiolo, Makueni, Tharaka Nithi, Turkana, Uasin Gishu, Nandi, Laikipia, Baringo, Busia** and **Bungoma**.



This is commendable given that in **2011 KCPE** only **four (4)** counties: **Nyeri, Turkana, Laikipia** and **Busia** had no candidates involved in examination irregularities and I ask all the Counties where there were irregularities to follow this example.

In this regard, County Directors of Education are urged to ensure that the non tolerance to cheating in examinations is upheld in the future.

It is however, not time to celebrate as yet as we still have some ground work to cover so as to ensure that no candidates are involved in cheating during examinations.

It has not escaped my notice that adults who have the responsibility of nurturing young minds, were involved in abetting the examination irregularities that occurred during the 2012 KCPE examination. In one incident, a head teacher sent responses to Invigilators via SMS with instruction to the Invigilators to pass the responses to candidates in the examination rooms.

Such action by a person placed in a positions of authority as a headteacher is unacceptable and criminal.



Not only will disciplinary action be taken against such persons but legal action too. Such persons do not belong to a civilized society.

Cheating in examinations has been criminalized by the KNEC Act, 2012 and any persons found to have been in violation of these provisions will face prosecution.

In this regard, I wish to inform Kenyans that **88 persons** including candidates and teachers were arrested after contravening the **new KNEC Act** and have been charged in Court as a result of involvement in examination irregularities during the **2012 national examinations**.

During the year **2011 national examinations**, only **14 persons** were charged in Court, a fact that goes to show that the KNEC Act, 2012 is fully in force.

The message I wish to send to all members of the public is that cheating in national examinations will not be tolerated and where any person is found to have been involved, he / she will have to face the full force of the law.



ORDERS OF MERIT BASED ON HOLISTIC PERFORMANCE OF A SCHOOL

My Ministry has been trying to create more criteria for ranking of schools to avoid reliance of examination performance only. To this end, my Ministry has come up with some parameters for meriting schools' holistic performance alongside academic performance. These tools include attributes such as:-

- (a) school leadership and governance
- (b) co-curricular activities
- (c) school infrastructure,
- (d) physical facilities
- (e) environment management,
- (f) peace and integration in schools,
- (g) friendliness of schools,
- (h) Principal of the Year Award (POYA)
- (i) Teacher of the Year Award (TOYA).

Such aspects will be merited separately and best performing schools will be recognized.

The team that is working on the review of the curriculum under the Kenya Institute of Curriculum Development



(KICD) has been tasked to propose ways in which talents and other vital skills and attributes can be included in the curriculum in a manner in which they can be assessed and recognized by KNEC in future.

In order to encourage excellence in attributes of schooling in addition to academic excellence, I wish to appreciate the following 25 school as champions of child friendly primary schools in the year 2012:

SCHOOL		COUNTY
1.	Nairobi Primary School	Nairobi
2.	Furaha Primary School	Wajir
3.	Al-Fowzan Primary School	Mandera
4.	Serani Primary School	Mombasa
5.	Agai Primary School	Kisumu
6.	Endebes Centre Primary School	Trans Nzoia
7.	St Mary's Girls Primary School	Nakuru
8.	Ayany Primary School	Nairobi
9.	Central Primary School	Mombasa
10.	Mandera DEB Primary School	Mandera
11.	Ronald Ngala Primary School	Nairobi
12.	Sosera Primary School	Kisii
13.	Mtondoni Primary School	Kilifi
14.	Kalachu Nomadic Primary School	Marsabit



SCHOOL		COUNTY
15.	Mukumu Girls Primary School	Kakamega
16.	Nyeri Primary School	Nyeri
17.	Makonge Primary School	Kakamega
18.	Ayany Primary School	Nairobi
19.	Ewauso Primary School	Kajiado
20.	ICF Primary School	Wajir
21.	Matungulu Primary School	Machakos
22.	Kamuiru Primary School	Kiambu
23.	Bidii Primary School	Nairobi
24.	Shikomari Primary School	Kakamega
25.	Wajir Full Primary School	Wajir

These institutions may not be the top in this year's KCPE examination performance, but they are commended for their roles in ensuring that schools are child friendly. The other schools are encouraged to emulate and benchmark with such schools.

FORM ONE SELECTION

Before I give the orders of merit based on the **2012 KCPE** performance, I wish to inform Kenyans that after consultations, the selection of candidates to join government secondary schools has been reviewed and will now be done strictly on **merit, choice of schools by the**



candidates and proportionate sharing of available places between public and private candidates in a district and on the basis of a district's candidature. This exercise will begin with a National Launch on **Monday, 4th of February 2013** during which I will give further details.

COLLECTION POINT OF THE 2012 KCPE EXAMINATION RESULTS AFTER RELEASE

All candidates and/or their parents should collect their results from their respective examination centres/schools after this release. Individual candidates' results can also be accessed by sending the **candidate's index number** through a **short text message (SMS)** to **5052** immediately after the release or from the **KNEC website** www.knec.ac.ke.

ORDERS OF MERIT BASED ON 2012 KCPE EXAMINATION PERFORMANCE

I will now read the orders of merit which I know all of you have been eagerly waiting for. I will only read the top performers in each category and the rest will be circulated to you after this.



The information will also be placed in the **KNEC website** together with my speech. Let me start with candidates order of merit.

TOP TEN CANDIDATES NATIONALLY

OFFICIAL RELEASE OF THE 2012 KCPE RESULTS

Finally, it is now my pleasure to declare the **2012 KCPE examination** results officially released and wish all the **candidates success** in their future **accomplishments**.

Thank you, vote wisely and God Bless You All.

**HON. MUTULA KILONZO, EGH, EBS, MCIARB, SC, M.P.
MINISTER FOR EDUCATION**

MONDAY, 28TH JANUARY 2013