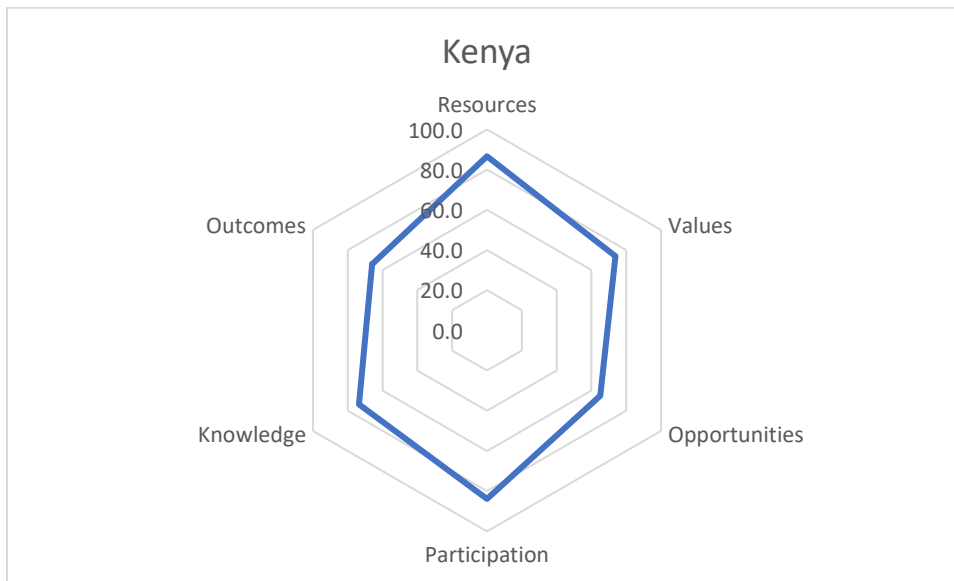


This brief¹ is part of the *AGEE Country Spotlight Series*¹ that demonstrates how the AGEE (Accountability for Gender Equality in Education) Framework can be applied to explore gender equality in and through education using cross-national indicators collected in global data sets. The indicators were chosen ,based on specific criteria, and agreed on through a participatory peer review process, though they remain open to revision and updates as more data becomes available. The graphs in this brief are presented as a starting point, or springboard for discussion, deepening insight on what data are available and missing and or limited , providing nuances, and supporting advocacy. Please see the [Technical Note](#) for more information on indicator criteria, the review process, and how the AGEE graphs were generated.

AGEE Domain Graph : Kenya



This graph shows the composite values for each of the six AGEE domains associated with gender equality in and through education using data from cross national databases for Kenya. The AGEE Framework is intended to give more information than that provided by documenting gender parity in access, participation and learning outcomes. The values for the AGEE domains were calculated by rescaling and aggregating selected indicators to the AGEE scale of 0 to 100, where 0 indicates least gender equality, and 100 indicates most gender equality in each relevant domain. This graph only

¹ **Suggested citation:** AGEE. (2024). *Kenya spotlight brief*. AGEE Spotlight Series 2024, 1. London: AGEE Project, University College London.

includes cross-national indicators available in global data sets. We acknowledge that additional indicators are available at national and local levels and these will be used in future work. This graph thus provides only a partial picture. Its purpose is to allow us to observe trends within and across the domains.

Contextualizing the domain graph: A brief overview of education policy and some gender indicators in Kenya

The Kenya Government is committed to the education for all. The Constitution of Kenya 2010 provides a right to free and compulsory basic education to all children. [Vision 2030](#) is the country's blueprint for development and aspires to make Kenya a better society by 2030, with education improvement being a key aspiration by the Government. These aspirations are also included in the medium term plan IV of the Vision 2030 and the [National Education Sector Plan 2023-2027](#), which spells out strategies and programmes for the education sector. Data-driven decision making is one of the pillars in this blueprint.

Kenya has put in place several interventions to enhance education and training for all. These include Free Primary Education (FPE) adopted in 2003 and Free Day Secondary Education (FDSE) introduced in 2008, in addition to low-Cost Boarding Schools, supported over several decades in ASALs. In 2018, the government [introduced a 100% transition policy](#) to ensure all learners who enroll in primary school transition to complete secondary school, committing leaders at community levels to enforce the policy. There are also school re-entry guidelines for student mothers, developed in 2020/21. The 2009 National School Health Policy Guidelines outlines support for pregnant schoolgirls., targeted initiatives to support Out of School Children, ongoing review of the gender policy in the education sector, developing a STEM policy and provisioning of school meals.

Despite these measures, challenges remain on delivering the right to education for all. These include the costs of schooling for poor households, who struggle to afford food, school uniform and supplementary fees, cultural related barriers, school infrastructural and staffing limitations. Many learners also exist school with low levels of learning attainment. Including a gender lens to assess these processes is imperative to address the complex intersectional factors that affect outcomes of schooling for learners.

The Government has made commitments to enhance gender equality. The constitution provides for the two-thirds gender rule, stipulating that no more than two-thirds of the members of public elective or appointive bodies shall be of the same gender. However, areas of gender inequality persist. According to

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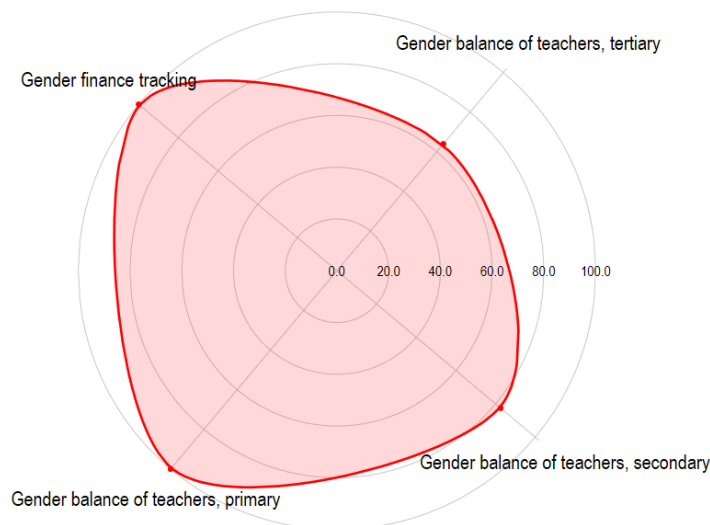
the [global gender gap report](#). Kenya's gender gap index in 2023 was 0.71, indicating that women were around 27 per cent less likely to have the same opportunities as men. Regarding gender discrimination in social institutions, the [2021 OECD Social Institutions](#) and Gender Index (SIGI) scored Kenya at the medium level, noting high levels of discrimination against women in the workplace. [The 2023-2024 UNDP](#) report ranked Kenya in the medium band for the Human Development Index (HDI) at 0.61. The Gender Development Index which measures gender inequalities in three dimensions of human development, health, education and command over economic resources, was 0.969 in 2022, placing Kenya in the middle band.

Kenya: AGEE domains

The AGEE Framework assembles indicators in six domains. The indicators used in each domain are based on what data are currently available in global datasets and not what data are needed. See the Appendix (p 12) for more detail on the indicators used in each domain. It is hoped that future briefs, after further work on the AGEE project, will be able to draw on more comprehensive data.

Resources (Value: 86.6)

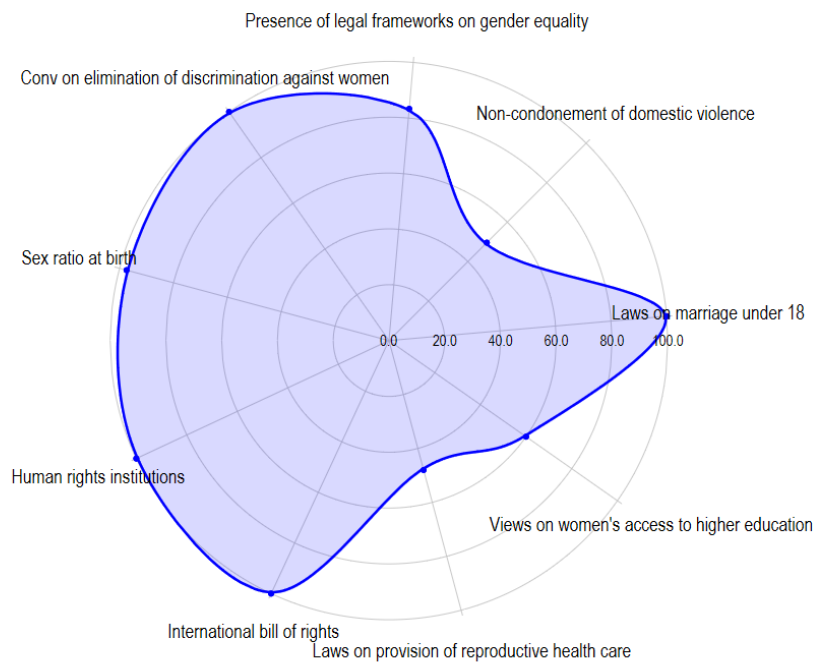
Domain 1: Resources for Gender Equality in Education Kenya



There are data for four indicators in this domain, with good scores in relation to gender finance tracking, and the gender balance of teachers in primary schools. The gender balance of teachers in secondary school is lower than that in primary. There are fewer women teaching in tertiary education.²

Values (Value: 73.8)

Domain 2: Values for Gender Equality in Education Kenya



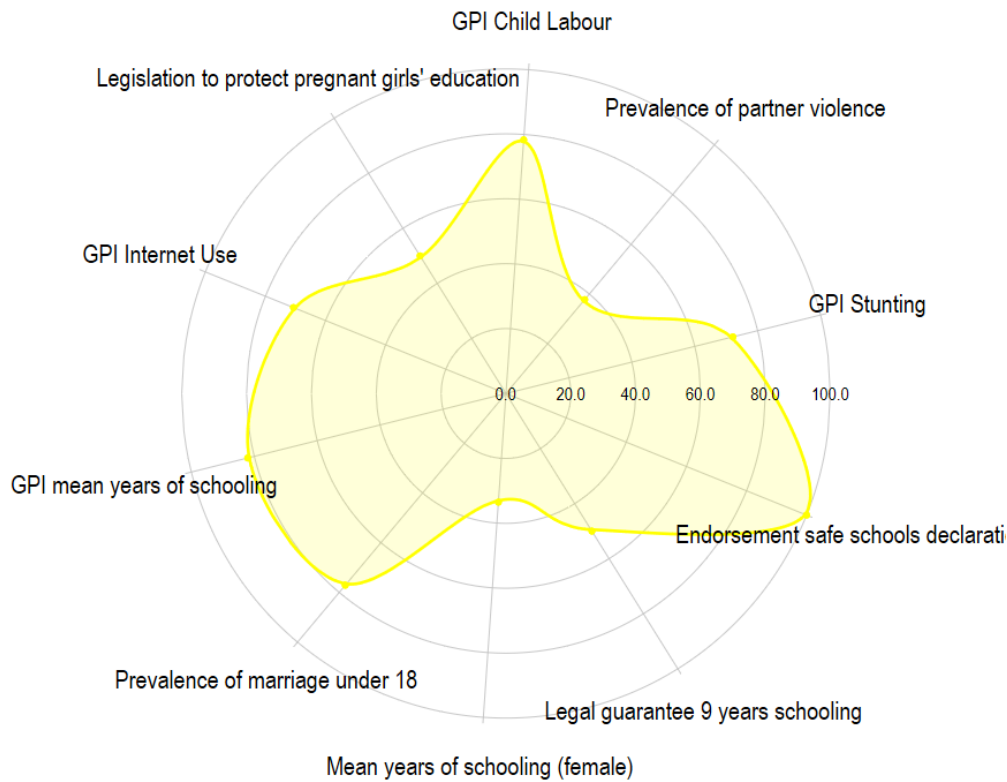
This domain shows how values around gender equality in and through education are expressed at national level by the government and in the views of the public. The value in this domain is lower than that in the domain of resources. One contribution to this medium range score is the high proportion of people who, in national results from a World Values survey prioritise the participation of men, rather than women in higher education. Kenya has not ratified the Convention against Discrimination in Education

² Although the Kenyan government collects data on gender and school toilets, it is not currently in the same format as that used in the SDG / cross-national data set, so at the moment we are not able to include it in the Resources domain

It also scores low on laws supporting provision for reproductive health rights. This is because even though sexual and reproductive health rights are embedded in various laws, there is no extensively binding law that prevents the violation of reproductive health rights and sexual and reproductive health violations [continue to be witnessed](#).

Opportunities (Value: 65.2)

Domain 3: Opportunities for Gender Equality in Education Kenya



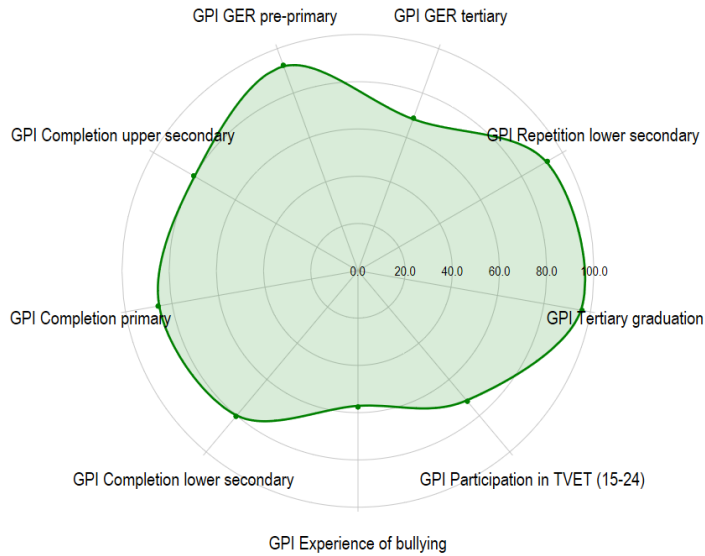
The data in the opportunities domain documents relationships constraining or enabling gender equalities in education, with indicators associated with safety and support for accessing and participating in education.

The indicators in this domain shows that Kenya has signed the Safe School Declaration, indicating a commitment to safe school environments including the development of the national school safety guidelines towards the prevention of violent extremism. Kenya provides a minimum of nine years of schooling for each child. However, the indicators highlight that a high proportion of adult women 25 years and above have only completed five years of schooling. The indicator regarding support for teenage pregnancy is a medium score, showing that even though there are laws supporting continuing education for pregnant schools girls, these laws are not protective enough. A value of 78.4 for GPI child labour shows a relatively high gender parity in the numbers of girls and boys involved in child labour.

Health indicators in this domain show greater gender inequality in stunting. Stunting is also associated with the age and education of the mother. Indicators also show how fewer women than men have access to the internet. [The 2024 Mobile Gender Gap](#) report revealed that while the gender gap in mobile use was only 1% of the total population, there was a relatively high gender gap of 32%, with men being more likely to access internet on their phones than women.

Participation (Value 83.9)

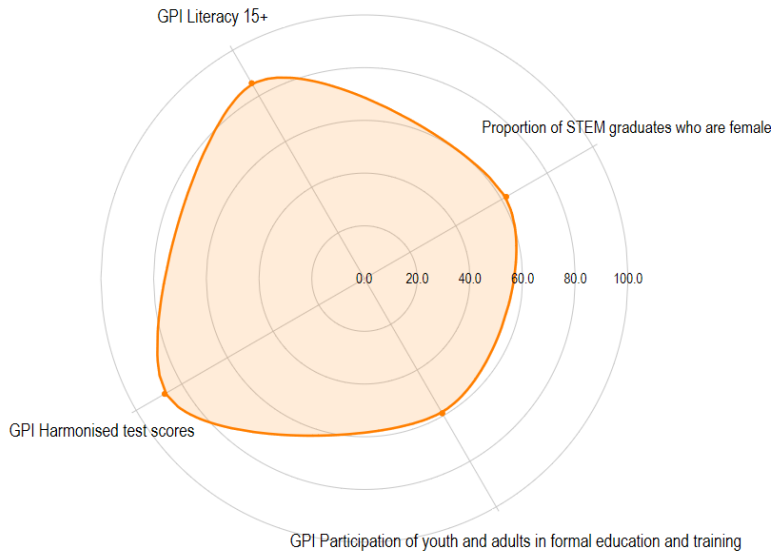
Domain 4: Gender Equality in Participation in Education Kenya



In this domain there are relatively high levels of gender equality in enrolment in primary and secondary education, although the GPI completion rate in primary and secondary school favors boys. There is a slight gender disparity in favour of boys gross enrolment in pre-primary education and at tertiary levels in favour of boys. In TVET, there is a significant gender disparity in favour of boys (based on data from 2018-2021). In 2022, [the GPI in TVET increased to 0.86](#), attributed to the Government's drive to encourage female participation in TVET through the National Development Policy (2019). The value associated with the experience of bullying (57.6), suggests some gender difference in levels of safety, with some other studies suggesting girls are more vulnerable than boys.

Knowledge, Understanding and Skills (Value: 73.5)

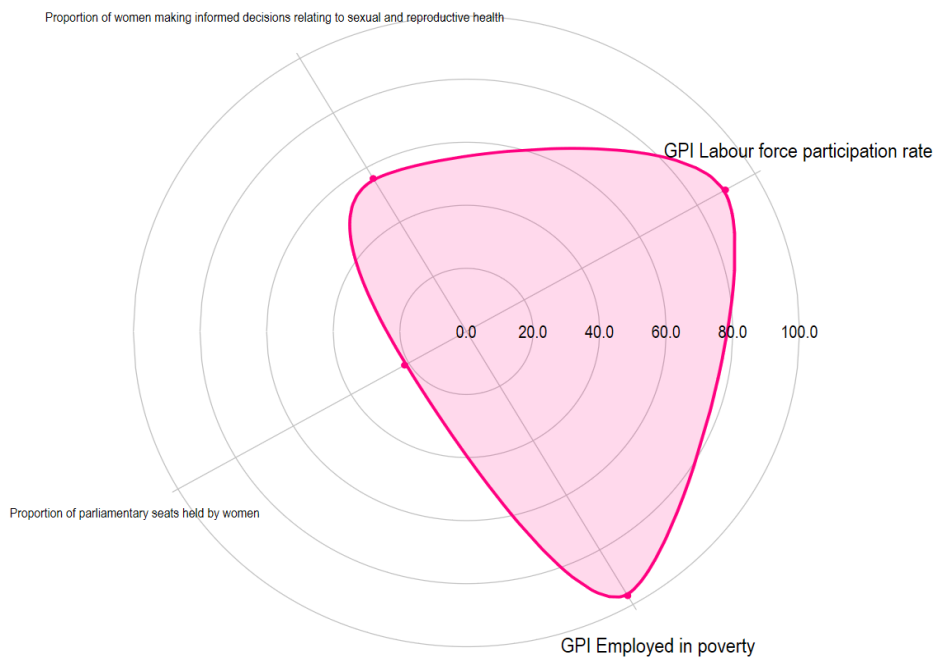
Domain 5: Gender Equality in Knowledge Kenya



The Knowledge, Understanding and Skills domain considers learning areas and levels for girls and boys in relation to formal instruction and informal formation of attitudes. The graph shows relatively high levels of gender equality with regard to literacy levels (value 85.6) and harmonized test scores (value 87.5) but less so with regard to youth and adults' formal and informal training and education (value 59) and graduation from STEM courses (value 62.1).

Outcomes (Value:66)

Domain 6: Outcomes of Gender Equality in Education Kenya



The Outcomes domain measures support for girls and women in health, employment, and political participation that might impact gender equality in education. There is near gender parity among working men and Women living in poverty (Value 96.8), and also a relatively high GPI for labour force participation (89.7). Only a small proportion of parliamentary seats are held by women (21.4) and a rather low proportion of women, according to survey data, are making informed decisions on reproductive health. For this spotlight brief we are not including the indicator documenting GPI for unpaid care work as there is currently no comparable data for Kenya, but we hope to use this in future.

Conclusion

The data included in this AGEE dashboard reveals mixed results. The scores in the domains on Resources and Participation are higher than those with regard to Values, Opportunities, Knowledge, Understanding and Skills, and Outcomes. Kenya has relatively good coverage for the variables on the AGEE dashboard, with the exception of single sex sanitation in schools (which is collected on a different scale to other cross-national measures) and unpaid care work.

Further reading

Government of Kenya. (2023). Report of the Presidential Working Party on Education Reform: Transforming education, training and research for sustainable development in Kenya. <https://docs.edtechhub.org/lib/4REVBWCX>

Government of Kenya, (2020), Basic Education Statistical Booklet

Wekesa, A. N. (2023). Bending the private-public gender norms: Schooling experiences of young mothers from low-income households in Kenya. *Gender, Sexuality and Social Justice*, 146-164.

Appendix 1: AGEE domains indicators and specific values Kenya

AGEE Domain: Resources		
Indicator	Name of indicator	Value
GenFin	Gender finance tracking	100
PrimSan	Single sex sanitation primary	Nd*
LowSecSan	Single sex sanitation lower secondary	Nd*
WomTeachPrim	Gender balance of teachers, primary	100
WomTeachSec	Gender balance of teachers, secondary	82.6
WomTeachTert	Gender balance of teachers, tertiary	64.0
Total		86.6
AGEE Domain: Values		
leggen	Presence of legal frameworks on gender equality	83.3
hrpp	Human rights institutions	100
cedaw	Conv on elimination of discrimination against women	100
cade	Conv against discrimination in education	0
ibr	International bill of rights	100
marr18	Laws on marriage under 18	100
wvsq30	Views on women's access to higher education	60
shrc	Laws on provision of reproductive health care	48
csr	Sex ratio at birth	97.4
domvcon	Non-condonement of domestic violence	49.6
Total		73.8
AGEE Domain: Opportunities		
NineYrsEd1	Legal guarantee 9 years schooling	50
EdPreg1	Legislation to protect pregnant girls' education	50
SSD1	Endorsement safe school declaration	100
Marr18Prev1	Prevalence of marriage under 18	77.1
VAWPrev1	Prevalence of partner violence	37.8
ChildLab	GPI child labour	78.4
IntUse1	GPI Internet use	70.7
StntGPI1	GPI stunting	72.1
MeanSch1	Mean years of schooling (female)	33.6
MeanSchGPI1	GPI mean years of schooling	82.1
Total		65.2

AGEE Domain: Participation		
GPI GER PreP1	GPI GER pre-primary	92.5
GPI GER Ter1	GPI GER tertiary	96.4
GPI TVET1	GPI Participation in TVET (15-24)	72.1
GPI Com Prim1	GPI completion primary	86
GPI Com LSec1	GPI completion lower secondary	80.8
GPI Com USec1	GPI completion upper secondary	80.4
GPI Grad Ter1	GPI tertiary graduation	96.4
Rep1	GPI repetition lower secondary	92.6
BullSch2a	GPI experience of bullying	57.6
Total		83.9
AGEE Domain: Knowledge		
GPI Lit	GPI literacy 15+	85.6
HTS	GPI harmonised test scores	87.5
WomTr	GPI participation rate of youth and adults in formal education and training	59.0
STEM	Proportion of STEM graduates who are female	62.1
Total		73.5
AGEE Domain: Outcomes		
medinc	GPI employed in poverty	96.8
lfpr	GPI labour force participation rate	89.7
wminst	Proportion of parliamentary seats held by women	21.4
infdec	Proportion of women making informed decisions relating to sexual and reproductive health	56
unpaidwk	GPI time spent on unpaid domestic and care work	Nd*
Total		66

* 'Nd' indicates no data is available for this indicator in the cross-national datasets used to compile the spotlight countries. This appendix shows the full list of AGEE indicators for each domain and therefore notes when no data is available; however the indicators with missing data have been omitted from the graphs in the main section of the brief. In future, it may be possible to impute data for these gaps from other sources at the national level. For further discussion of how the data was compiled for the spotlight briefs, please see the [technical note](#).

ⁱ This work was supported by the Global Partnership for Education Knowledge and Innovation Exchange, a joint endeavor with the International Development Research Centre, Canada and a UCL QR PSF (policy support funding) grant.