



REPUBLIC OF KENYA



2009 Kenya Population and Housing Census

Analytical Report on Education

Volume IX
March 2012



Kenya National Bureau of Statistics
Ministry of State for Planning, National Development and
Vision 2030





2009 Kenya Population and Housing Census

“Counting Our People for Implementation of Vision 2030”

VOLUME IX

Education

March 2012

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Abbreviations and Acronyms

AIDS	Acquired Immune Deficiency Syndrome
ASER	Age Specific Enrolment Rate
CBS	Central Bureau of Statistics
CEDAW	Convention on the Elimination of all Discrimination Against Women
DFID	Department for International Development
ECDE	Early Childhood Development and Education
EFA	Education For All
EMIS	Education Management Information System
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GoK	Government of Kenya
GPI	Gender Parity Index
FDSE	Free Day Secondary Education
FPE	Free Primary Education
HIV	Human Immunodeficiency Virus
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESSP	Kenya Education Sector Support Programme
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examinations Council
KPHC	Kenya Population and Housing Census
MDG	Millennium Development Goal
MoE	Ministry of Education
NER	Net Enrolment Rate
NFE	Non-Formal Education
OECD	Organization for Economic Cooperation and Development
OVC	Orphans and Vulnerable Children
PWDs	Persons with Disabilities
SNE	Special Needs Education
SWAP	Sector Wide Approach to Planning
TIVET	Technical Industrial, Vocational and Entrepreneurship Training
UBE	Universal Basic Education
UNESCO	United Nations Educational, Scientific and Cultural Organization

Foreword

The 2009 Kenya Population and Housing Census (KPHC) was conducted from the night of 24th/25th to 31st August 2009. The Census was the fifth to be undertaken in Kenya since independence and the seventh in the country's history. Previous censuses were conducted in 1948, 1962, 1969, 1979, 1989 and 1999. Planning and execution of the 2009 Census was spearheaded by the Kenya National Bureau of Statistics (KNBS) on behalf of the Government – in accordance with the Statistics Act, 2006. The theme of the Census was *“Counting our People for Implementation of Vision 2030”*, which was deemed necessary in order to respond to the greater demand for statistical information, for monitoring the implementation of Kenya's development plans and other global initiatives, such as the Millennium Development Goals (MDGs).

The main objective of the 2009 Census was to provide the Government and other stakeholders with essential information on the population, as regards demographic, social and economic characteristics, housing conditions and household amenities. By generating information at all administrative levels, it was also intended to provide a sound basis to evaluate the impact of population-related policies and programmes in the country.

The first series of the 2009 Census preliminary results were released on August, 2010, in a set of four volumes. The volumes presented census information in the following categories; Population Distribution by Administrative Units; Population Distribution by Political Units; Population Distribution by Age and Sex; and, Distribution of Households by Socio-economic Characteristics. This second set comprising thirteen analytical reports, addresses issues on Fertility and Nuptiality, Mortality, Housing Conditions, Amenities and Household Assets, Education, Household and Family Dynamics, Disability, Migration, Urbanization, Labour Force Dynamics, Gender Dimensions, Population Dynamics, Population Projections and Census Atlas.

Preparation of the analytical reports involved collaborative efforts of both local and international experts as well as various Government Ministries and Departments. The authors were recruited on competitive basis, ensuring they possessed the necessary experience and skills. The authorship was done under the supervision of two experienced lead consultants.

Data capture was done using scanning technology. The processes were highly integrated, with tight controls to guarantee accuracy of results. To achieve internal consistency and minimize errors, rigorous data editing, cleaning and validation were carried out to facilitate further analysis of the results. The information presented in these reports is therefore based on more cleaned data sets, and is preferred in case there are differences in the results published in the first set of volumes.

This monograph presents status of education from the 2009 census. The analysis shows that Kenya has recorded significant increases in enrolment at all levels of education in the last 10 years. School dropout has also reduced in the same period. The good performance in the education sector is as a result of responsive policies including Free Primary Education (FPE), Free Day Secondary Education (FDSE) programme and expansion of public and private universities. However, there is still a big challenge in meeting universal primary education

and expanding opportunities in the tertiary education institutions. There is need to carry out studies to determine the literacy rates of the adult population.

On behalf of the Government of Kenya, I wish to thank the management and staff of Kenya National Bureau of Statistics, KNBS Board of Directors and authors for their contribution towards preparation of this monograph. I also thank the US Census Bureau for the technical support. I would also like to thank our development partners, especially UNFPA, for the financial support in writing and publication of this monograph.

Hon. Wycliffe Ambetsa Oparanya, E.G.H, MP

Minister of State for Planning, National Development and Vision 2030

Acknowledgements

The 2009 Kenya Population and Housing Census (KPHC), whose theme was *“Counting our People for Implementation of Vision 2030”* was the fifth to be conducted in Kenya since independence, and the seventh in the country’s history. The census was carried out on a *de facto* basis, with August 24th/25th as the reference night. The first series of the 2009 Census preliminary results were released in a set of four volumes, in August, 2010. This was achieved in a record time of one year after successful enumeration. This monograph is one among a set of thirteen, which are a culmination of an ambitious, synchronized and all-inclusive in-depth analysis process, addressing various topical areas regarding the demographic, social and economic profiles of the Kenyan population.

The 2009 Census was accomplished through concerted effort of various organizations, institutions, Government Ministries and individuals who assisted in a variety of ways to prepare, collect, compile, process, analyze and publish the results. Kenya National Bureau of Statistics (KNBS), on behalf of the Government, takes this opportunity to thank all those who participated in the preparation of this monograph.

Special appreciation goes to Dr. Edward Sambili, the Permanent Secretary in the Ministry of State for Planning, National Development and Vision 2030; the KNBS Board of Directors led by the Chairman, Mr. Edwin Shisia Osundwa, staff of Population and Social Statistics Directorate and the entire KNBS staff, for their spirited efforts towards successful compilation of the monographs.

We also thank our Development Partners, namely, UNFPA, USAID, UNICEF, DfID, UNDP, SIDA, and the US Census Bureau for their material, financial and technical support, offered during various phases of implementation. Additional gratitude goes to UNFPA for coordinating donor support to the Census process.

Finally, we sincerely hope that the data contained in this monograph will be fully utilized in the national development planning process by all stakeholders for, the welfare of the people of Kenya.

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Education at a Glance

Indicator	Region/ Residence	Unit	Male	Female	Total
School Attendance Status					
Population at school	Kenya	%	42.9	39.7	41.1
	Rural	%	44.5	39.7	42.0
	Urban	%	39.4	38.5	39.0
Population who left school	Kenya	%	41.5	41.2	41.4
	Rural	%	35.9	36.4	36.2
	Urban	%	53.6	51.7	52.6
Population Never Attended School	Kenya	%	15.6	19.5	17.6
	Rural	%	19.7	23.9	21.8
	Urban	%	6.9	9.9	8.4
School Attendance by Age Group	3-5	%	52.5	54	53.0
	6-13	%	86.7	87.5	87.0
	14-17	%	81	79.1	80.0
	18-22	%	43.3	28.5	36.0
School Enrolment					
pre-primary	Kenya	Number	1,151,013	1,151,013	2,302,026
Primary	Kenya	Number	4,842,772	4,590,721	9,433,493
Secondary	Kenya	Number	964,108	834,479	1,798,587
University	Kenya	Number	128,224	83,070	211,294
Middle level college	Kenya	Number	136,167	35,688	171,855
Youth Polytechnic	Kenya	Number	18,910	15,847	34,757
Basic Literacy	Kenya	Number	5,727	8,858	14,585
Madrassa	Kenya	Number	80,086	62,389	142,475
Pre-primary	Rural	Number	797,589	754,664	1,552,253
	urban	Number	353,421	341,598	695,019
	GER	%	65.1	63.9	65.0
	NER	%	42.1	43.2	43.0
Primary	Rural	Number	3,996,300	3,738,491	7,734,791
	Urban	Number	846,472	852,230	1,698,702
Persons with disabilities	Kenya	Number	120,429	100,666	221,095
Number of orphans	Kenya	Number	676,627	615,197	1,291,824
	GER	%	112.2	109.2	111.0
	NER	%	77.8	79.7	79.0
Scholastic Retardation(overage)	Kenya	%	32	28	29.0
Scholastic Progression	Kenya	%	51.5	51.3	52.0
Secondary	Kenya	Number	964,108	834,479	1,798,587
	Rural	Number	700,062	581,880	1,281,942
	Urban	Number	264,046	252,599	516,645
Persons with disabilities	Kenya	Number	19,970	18,667	38,637
Number of orphans	Kenya	Number	204,404	162,240	366,644

Indicator	Region/ Residence	Unit	Male	Female	Total
	GER	%	53.8	48.8	51
	NER	%	23.3	27.8	26
Population with access to	Computer	Number			8.0
	Internet	Number			7.0
Middle Level Colleges	Kenya	Number	136,167	154,472	290,639
PWD Enrolled in Middle level colleges	Kenya	Number	2,567	3,047	5,614
Orphans Enrolled in Middle level Colleges	Kenya	Number	39,362	41,600	80,962
University Enrolment Undergraduate	Kenya	Number	93,752	70,031	163,783
	Rural	Number	35,350	20,764	56,114
	Urban	Number	58,402	49,267	107,669
Postgraduate	Kenya	Number	21,433	13,039	34,472
	Rural	Number	4,699	2,052	6,751
	Urban	Number	16,734	10,987	27,721
Educational Attainment					
Percentage of Population with Complete Primary or Higher level of education		%			33.0
Population with No Education	Kenya	%	15.4	19.3	17.0
	Rural	%	19.4	23.6	22.0
	Urban	%	6.9	10.4	8.0
Percentage of Population with Std 1-4 as the Highest level of education Completed	Kenya	%	21.5	20.6	21.0
Percentage of Population with Std 5-8 as the Highest level of education Completed	Kenya	%	35.1	37.2	36.0
Percentage of Population with Form 1-4 as the Highest level of education Completed	Kenya	%	7.7	7.2	7.0
Percentage of Population with University as the Highest level Completed	Kenya	%	1.6	0.9	1.0
Percentage of Population with Middle level Colleges as the Highest level Completed	Kenya	%	3.6	3.2	3.0
Percentage of Population with Youth Polytechnic as the Highest level of education completed	Kenya	%	0.5	0.3	-

Executive Summary

Kenya's Vision 2030 identifies education and training sector as a key element and one of the pillars in the country's plans for socioeconomic development. Recent policy initiatives have focused on attainment of Education for All (EFA), achievement of Millennium Development Goals and Universal Basic Education (UBE). The key concerns have been access, retention, equity, quality, relevance, and internal and external efficiencies within the education system. The Government introduced Free Primary Education (FPE) in January 2003, as a strategy for providing equal education opportunities for all. In 2008, Free Day Secondary Education (FDSE) was also introduced to ensure students from poor households have access to secondary education as part of basic education.

The 2009 Population and Housing Census questionnaire contained three questions on education: status of school attendance, highest level of education reached, and highest level of education completed. The target population was those aged 3 and above. The questionnaire captured information on both formal (pre-primary, primary, secondary, middle level institutions and university) and non-formal education (basic literacy - adult literacy classes and madrassa). The information was further analyzed to determine the population in education institutions who are orphans, persons with disabilities, and those who have access to computers and internet.

Analysis of school attendance revealed that 41.1 percent of the population was attending school in 2009, while 41.4 percent were reported to have left school, and 17.6 percent never attended school. In comparison with the 1999 census, there was an increase in the population attending school from 34.9 percent in 1999 to 41.1 percent in 2009. About 39.0 percent of the urban population aged 3 and above was attending school in 2009 compared to 42.0 percent in rural areas. In terms of gender, 44.5 percent males and 39.7 percent females were attending school in rural areas compared to 39.4 percent males and 38.5 percent females in urban areas. The peak of school attendance is at age 6-14 years for both sexes. At all ages except age 3-4, the male population attending school was higher than that of females. The increase in education attendance could be attributed to implementation of FPE and FDSE programmes as well as expansion of public and private universities in the last decade. Nairobi, Central and Nyanza reported higher proportions attending school at all age groups compared to the national average, while North Eastern reported the lowest.

The population that left school declined from 47.2 percent in 1999 to 41.4 percent in 2009. The school dropout rate was lower between ages 6 and 12 but rose from age 13 with more girls dropping out of school than boys, from age 9. More males than females dropped out of primary school in all provinces except Nyanza. At secondary school level, more females than males dropped out of school in Central, Nyanza and Western provinces. The census data reveals low progression of the population to secondary school and higher levels of education.

The proportion that never attended school dropped marginally from 17.9 percent in 1999 to 17.6 percent in 2009.

There were more males than females in the population aged 3 to 17 who had never attended school. However, for the population aged 18 and above, there were more females than males who had never attended school.

School enrolment increased from 6.2 million in 1989 to 7.3 million in 1999 and 11.7 million in 2009, or by 18.0 percent during 1989-1999 and 59.7 percent during 1999-2009. The share of female enrolment increased from 47.7 percent in 1989 to 48.3 percent in 2009, compared to a decline from 52.3 percent to 51.7 percent for males in the same period. Enrolment at pre-primary stood at 2.2 million while that at primary, secondary, middle level colleges and university was 9.4 million, 1.8 million, 290,639 and 198,255, respectively.

At the pre-primary education level, the Gross Enrolment Ratio was 64.5 percent with male at 65.1 percent and female at 63.9 percent. The national Net Enrolment Rate was 42.6 percent with male at 42.1 percent compared to female at 43.2 percent. In total, 57 percent of the children aged 3-5 were out of school. North Eastern Province had the highest proportion of children of pre-primary school age out of school, at 94.0 percent, followed by Eastern at 65.0 percent and Western at 55.0 percent. Central at 45 percent and Nairobi at 40 percent, recorded lowest proportions. The data also showed that 1.9 percent of the enrolments were persons with disabilities and 7.4 percent were orphans.

At primary education level, the national GER was 110.8 percent with male at 112.2 percent and female at 109.2 percent compared to 101.4 percent with male at 103 percent and female at 99.8 percent in 1999. Western Province reported the highest GER of 124.3 percent, with males recording 126.0 percent and female 122.6 percent. North Eastern had the lowest at 58.5 percent with male at 62.7 percent and female at 53.5 percent. The national NER was 78.7 percent with male recording 77.8 percent and female 79.7 percent in 2009 compared with 70.1 percent with male at 69.6 percent and female at 70.5 percent in 1999. The highest NER was recorded in Central at 93.2 percent and Nairobi at 89.3 percent while North Eastern reported the lowest at 39.1 percent.

In 2009, the proportion of primary school age children out of school was 21.3 percent (1.8 million). About 29 percent of those attending primary school levels in 2009 were supposed to have completed this level of education if they had gone to school at the correct age and or had not repeated. The scholastic retardation (over-aged) was higher among boys than girls. The scholastic progression shows that 51.5 percent with male at 51.5 percent and female at 51.3 percent of those enrolled in primary schools transited to secondary level education in 2009. Wastage was slightly higher among females in all provinces. A reported 2.3 percent of primary school enrolments were of persons with disabilities and 13.7 percent were orphans. Also, 1.4 percent of persons enrolled in primary school had access to computers and only 1.1 percent had access to Internet. More females than males had access to both computers and Internet.

The GER at secondary education level was 51.4 percent with male at 53.8 percent and female at 48.8 percent in 2009. The national NER at this level of education was 25.5 percent with male at 23.3 percent and female at 27.8 percent. Nairobi reported the highest

NER of 53.1 percent with gender parity, followed by Central Province with 45.3 percent. North Eastern reported the lowest NER at 8.8 percent. A total of 2.6 million (19.5 percent) of the population aged 14-17 years were not attending secondary education. The number of persons with disability attending secondary education was low at about 2 percent of total enrolment at this level of education. However, the number of orphans was high, at 20.4 percent of enrolment. A total of 7.9 percent of those enrolled in secondary school had access to computers and 6.8 percent to the Internet.

The GER in tertiary education including university was 12.4 percent. Nairobi reported the highest GER in tertiary institutions, at 36.0 percent followed by Central at 16.7 percent and Rift Valley at 11.6 percent. Coast, Eastern and Western provinces reported less than 10.0 percent GER, with North Eastern reporting only 2.2 percent. Enrolment of PWDs in middle level colleges was 1.9 percent while that of orphans was 27.9 percent.

There has been a significant decline in the population with no educational attainment since 1989 for all age groups. In 2009, about 33.8 percent of the total population aged 3 and over had completed primary education or higher. Nairobi recorded the highest percentage of the population that had completed primary school or higher level of education, at 65.0 percent, followed by Central Province at 49.3 percent. The other recorded less than 35 percent, with the exception of North Eastern, which recorded the lowest at 5.6 percent. A total of 38.2 percent had attained pre-primary education; 20.1 percent attained primary Standard 1-4; 18.3 percent attained primary Standard 5-8; 7.4 percent secondary education; 0.4 percent youth polytechnics; 3.4 percent middle level colleges and 1.2 percent university education.

Chapter 1-Background

1.1 Census Background

A population census is the total process of collecting, compiling, evaluating, analyzing and publishing or otherwise disseminating demographic, economic, and social data pertaining, at a specified time, to all persons in a country or in a well delimited part of a country. It is vital for effective national development planning because it provides detailed benchmark data on all population characteristics. The United Nations recommends that national population censuses should be undertaken at regular intervals of ten years.

The 2009 Kenya Population and Housing Census (KPHC) was the fifth to be undertaken in Kenya since independence and the seventh since 1948. Like the previous censuses, the 2009 Census was a *de facto* census conducted on the night of 24th/25th August 2009, though the questionnaire also allowed *de jure* enumeration for travelers, people in hotels, people on transit and outdoor sleepers. The 2009 Census was implemented in accordance with the Statistics Act, 2006. The theme of the census was “*Counting our people for the implementation of Vision 2030*”. The 2009 Census aimed at providing demographic and socio-economic data required to inform policy decision-making for Kenya’s Vision 2030 as well as ascertain the achievements made in provision of basic services to the people. Data on disability were collected as part of this important endeavor for the second time in the history of census undertaking in Kenya. The first attempt to collect data on disability in Kenya was done during the 1989 census. However, the results were not analyzed or published.

1.1.1 Objectives

The main objective of the 2009 Census was to provide essential information at national and sub- national levels on the demographic, social and economic characteristics of the population, as well as housing conditions and household amenities to assist the Government in the implementation, monitoring and evaluation of Kenya Vision 2030. The specific objectives were to ascertain the following:

1. Size, composition and spatial distribution of the population.
2. Levels of fertility, mortality and migration.
3. Rates and patterns of urbanisation.
4. Levels of education attained by the population.
5. Size and deployment of the labour force.
6. Size, types and distribution of persons with disabilities.
7. Housing conditions and availability of household amenities.

New modules included in the 2009 Census were: disability; information, communication and technology; deaths in the households; number of livestock owned; and information on emigrants.

1.2 Overview of Education in Kenya

1.2.1 Introduction

This monograph presents the analysis of education status of the population. The analysis is based on data on the status of schooling during the 2009 Census. The census data on school enrolment is also compared to the official data from the Ministry of Education records. Where it is methodologically possible, results from the 2009 Census are compared with those of 1999 Census, on some selected indicators. The Education Monograph is divided into five chapters. Chapter 1 gives the background to the volume including an overview of education sector, methodology used, and definitions of terms. Chapter 2 presents status of school attendance of the population including those who dropped out of school and those who never attended school. Chapter 3 presents school enrolment in various sub-sectors or levels of education and training. Chapter 4 presents school attainment (levels of education completed). Chapter 5 presents conclusion and recommendations.

1.2.2 The 2009 Census Questions on Education

Columns P39 to P41 of the 2009 Census questionnaire inquired about education status of each person in a household. The education questions sought information on: school attendance, highest education level reached and highest education level completed; and was limited to the population 3 years and above. There were no questions or test on literacy.

1.2.3 Relevance of Education

Education is a fundamental human right as enshrined in the UN Declaration of the Rights of the Child (1959), the International Covenant on Economic, Social and Cultural Rights, 1966 (Articles 13 and 14), the Convention on the Elimination of All Forms of Discrimination against Women, 1979 (Article 10), the Convention on the Rights of the Child, 1989 (Articles 28 and 29), and the Kenya Constitution (Article 43:1).

Research findings and experiences from diverse countries indicate that education builds human capital, fosters economic growth, reduces poverty, improves income distribution and employability and promotes gender equality. Education delivers social objectives such as improved health and survival rates of infants and children, reduced fertility rates and increased use of modern contraceptives, and are also a powerful tool to increase support for democracy, build civic attitudes and reduce conflict.

Education is a key element in Kenya's plans for socio-economic development and is one of the pillars and prerequisites for achievement of Vision 2030 and the Millennium Development Goals (MDGs). The globalised and competitive economy calls for investment in quality education so as to equip individuals (boys and girls, women and men) with competencies and skills to be more productive and compete internationally.

In the last decade, the Government and its development partners have focused on improving educational opportunities for all, and made deliberate interventions targeting expanding education opportunities for girls and other vulnerable groups (e.g. orphans). This commitment is reflected in the establishment of various legal and policy frameworks.

1.2.4 Existing Education Policies and Programmes

Since independence in 1963, the Government of Kenya (GoK) has invested heavily in education since it is regarded as an important vehicle for socio-economic and political development¹. The provision of quality education to all Kenyans regardless of sex, tribe, region and socio-economic status has been fundamental to the Government's overall development strategy. Analysis of contexts of policy development indicates three important issues. First, the long term objective of Government has been to provide every Kenyan with basic quality education, including 2 years of ECDE, 8 years primary and 4 years secondary or technical education. Second, development of quality human resource is central to the attainment of national goals for national unity, economic growth and development and social progress. Third, the realization of universal access to basic education and training ensures equitable access to further education for all children including girls and other disadvantaged and vulnerable groups. Education in Kenya is governed by the Education Act (1980, revised 2009) and the other related Acts of Parliament including Teachers Service Commission Act, Kenya National Examinations Council Act, University Act (1985) and various acts and charters for various public universities.

The Government of Kenya introduced Free Primary Education (FPE) programme in January, 2003 and adopted a Sector Wide Approach to planning (SWAP) for education in September, 2004. The two frameworks led to the development and launch of a realistic, comprehensive and affordable Kenya Education Sector Support Programme (KESSP) in July 2005². Free Day Secondary Education was introduced in 2008 to improve access to basic education. To enhance an all inclusive and equitable basic education, the Ministry of Education established sub-sector based policy frameworks that include: HIV and AIDS in Education Policy; Gender in Education Policy (2007); Non-Formal Education Policy (2008); Special Needs Education Policy (2008) and Nomadic Education Policy (2010).

Education in Kenya is provided in various subsectors with emphasis on the acquisition of life-long learning skills. The Government is committed to providing holistic quality education, taking cognizance of the developmental demand and promotion of social cohesion and equity. The national education system has evolved over the years with the 7-4-2-3 structure replaced in 1984 with a broad-based 8-4-4 structure (8 years of primary education, 4 years of secondary and 4 years of university education for a basic degree).

The Kenyan system of formal education is comprised of the following levels of schooling:

- Early Childhood Development and Education (ECDE) that provides pre-primary schooling for children aged 3-5.

¹ Sessional Paper No. 10 of 1965 on African Socialism and its Application to Planning in Kenya (Government of Kenya 1965); refer also to various Kenya National Development Plans since independence. Investment in education has been at an average of 5.5 percent of GDP, and education sector takes over 45 percent of the national budget.

² KESSP comprises 23 investment programmes grouped into six thematic areas: Financing, Access, Sector Management, Quality, Retention, Secondary, Tertiary and Higher Education. Poor school infrastructure was identified in KESSP as one of the major barriers to improving access to education. Consequently, the Ministry of Education developed strategies to improve the school learning environment and accessibility in infrastructure with the aim of constructing and renovating physical facilities and equipment in public learning institutions, including in disadvantaged areas such as arid lands and urban slums.

- Primary education (Standard 1 to Standard 8) that is designed for 6-13 year old children. Pupils completing primary school sit and receive a Kenya Certificate of Primary Education (KCPE) qualification.
- Secondary education (Form 1 to Form 4) designed for rational age 14-17 years and on completion students receive a Kenya Certificate of Secondary Education (KCSE) qualification.
- Technical Industrial, Vocational and Entrepreneurship Training (TIVET) that offers various technical courses from trade test, artisan, craft and diploma certificates for people aged 14 and above after successful completion of primary or secondary education.
- Middle Level Colleges offer business and professional studies programs leading to certificates and diplomas. These schools are open to students who have completed secondary school.
- University education is open to students who have completed secondary school, lasts a minimum 4 years, and leads to a bachelor's degree.

There are both public and privately run schools, technical institutions and universities. The progression from primary to secondary education and from secondary to university is through a competitive selection process based on performance in the national examinations of KCPE and KCSE.

The Government's commitment and efforts to promote gender equality and empowerment of women are reflected in the ratification of numerous international conventions and instruments, including the Universal Declaration on Human Rights (1948), Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979) and the Millennium Development Goals. The Ministry of Education developed a Gender and Education Policy in 2006. The general objective of the Policy is to establish mechanisms to eliminate all gender disparities in education, training and research in relation to access, enrolment, retention, completion, performance, transition, quality and outcomes. The Government also recognizes the need to offer quality education and training to those with special needs (physically, mentally and psychologically challenged children and youth) and Orphans and Vulnerable Children (OVC). The Ministry of Education together with various stakeholders implements responsive interventions targeting such groups based on the strategies identified in the policy frameworks.

1.3 General Trends in Education

The education sector has recorded tremendous improvement in access and equity at all levels since independence, in 1963. The proportion of the population that never attended school declined substantially from 51.2 percent in 1979 to 24.4 percent in 1989, about 18.0 percent in 1999 and declined marginally to 17.6 percent in 2009.

Since independence, census data on school enrolment has covered primary, secondary and university education. Primary school enrolment has been rising steadily from 5.4 million in 1989 to 6.5 million in 1999 and 9.4 million in 2009. The GER in primary education rose from 47.0 percent in 1963 to 110.8 percent in 2009. The secondary school enrolment rose

from 665,639 in 1989 to 837,156 in 1999, and doubled during the period 1999-2009 to 1.8 million. The outcome was increased GER in secondary education from 26.0 percent in 1989 to 33.0 percent in 1999 and 47.0 percent in 2009. Growth in university education has also been impressive over the last five years. Total enrolment in all universities in the country (public and private) rose from 112,229 in 2006/07 academic year to 180,978 in 2010/2011 academic year. The 2009 KPHC shows that school attendance at various levels of education were pre-primary 2.25 million, primary 9.43 million, secondary 1.8 million, middle level colleges 290,639; youth polytechnic 34,757, basic literacy classes 14,585, and madrasa education institutions 142,475. The improvement in education enrolment has been due to responsive educational policies and programmes which have increased education and training opportunities.

Information on dropout rates, scholastic progression and scholastic retardation (over-aged) indicates the level of wastage in an education system. Scholastic retardation is usually caused by late start of schooling and repetition. In 1999, the scholastic retardation at primary education level was 29.5 percent compared to 29.1 percent in 1989, but declined marginally to 28.9 percent in 2009. This indicates wastage in the education system with higher number of over-age children being enrolled. Scholastic progression which is an estimate of transition from primary to secondary education was 48.5 percent in 1989, declining to 44.8 percent in 1999, and improved to 51.5 percent by 2009.

Although access to basic and higher education has improved over the last decade, addressing and sustaining quality and relevance of education across the sub-sectors remains a challenge. Addressing gender gaps in education and girls' performance in particular, is another challenge.

1.4 Methodology

1.4.1 Measurement

Questions P39, P40 and P41 in the 2009 KPHC sought information on school attendance, highest education level reached, and highest education level completed. Enumerators were required to write the appropriate code in each column using pre-coded categories provided in the census manual. The questions on education were limited to persons aged 3 and above.

There was improvement in the coverage of information on education status of the population compared to that of the 1999 Census. Responses were sought for the population aged 3 and above compared to 5 years and above in 1999. In addition, the education status referred to both formal education and non-formal institutions. The institutions identified under Formal Education were pre-primary, primary, secondary, university, youth polytechnics and other middle level colleges. Non-Formal Education included adult education centers and non-formal institutions offering basic and post-literacy classes. All pupils in non-formal education schools that offered formal primary education curriculum were captured under primary education level.

Information from the three questions was used to compute access, participation, retention and equity at all levels of education. The participation levels include gross enrolment and

net enrolment as a proportion of the relevant school-going age population, which are standard indicators used to monitor progress in access to education, with reference to the official age category for a specific education level. The aspect of equity is mainly captured in relative access and participation by the male and female populations. The efficiency of the education system is assessed by using dropout, scholastic retardation (over-aged) and scholastic progression rates. The dropout rate considers the level completed for the population that has left school. The scholastic retardation utilizes the current age levels of the population enrolled against the expected age at the level of education attainment.

1.4.2 Data Quality

The 2009 KPHC was carried out during school holidays and hence might have led to some under-enumeration. Some pupils in primary school could have been reported as not being in school. In addition, persons in post-primary and secondary training institutions could have been reported to be in formal education institutions, especially in cases where persons other than the individuals themselves provided the information. The quality of data on education was assessed by the degree of imputations done as well as by comparisons with educational statistics from the Ministry's Education Management Information System (EMIS).

A number of imputations were done regarding the level of education. First, any person aged 3 and above who did not have any information or had an invalid code on the education institutions status had his or her education level attained imputed as "non-response". Second, any person who was reported not to have gone to education institutions had his or her education level attained imputed as "none". Third, for those who reported to be attending education institutions but had their education level attainment inconsistent with the corresponding minimum age for that level, their education level was imputed. Similarly, those who had left education institutions but their completed education level and the corresponding minimum age were inconsistent had their education level imputed. The inconsistency data was less than 5.0 percent of total. Thus the imputations had minimal effect on the datasets and therefore the completeness of the education data was fairly good. The 2009 Census data on class or level completed for those attending education institutions were compared with the enrolment statistics by class or level from the Ministry of Education for 2009.

1.5 Definitions and Concepts

The following are the key concepts and definitions used in the report:

Age Specific Enrolment Rate (ASER): Enrolment of a specific single age enrolled, irrespective of the level of education, as a percentage of the population of the same age.

Basic Literacy: this is a program designed to impart basic skills to learners and refers to adult education classes.

Dropout Ratio: proportion of the population that left school to those who ever attended school before completion of the primary or secondary education cycle.

Educational Attainment of the Population Aged 3 and Above: distribution of population aged 3 and above according to the highest level of education completed.

Formal Education: Education offered at pre-primary, primary, secondary to university (including middle level colleges) normally offered as a continuous ‘ladder’ of fulltime education.

Gender Parity Index (GPI): Ratio of female to male values of a given indicator of participation e.g. Gross Enrolment Ratio and Net Enrolment Rate.

Gross Enrolment Ratio (GER): Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.

Highest Level of Education Reached or Completed: The Standard or Form or level of education which the population 3 years and above have reached or completed.

Madrassa: is a pre-school that provides learning to children on *koranic* education and basic literacy.

Net Enrolment Rate (NER): Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population.

Non-Formal Education: an education programme that offers flexible learning for adults and education institutions-going children who are unable to join the formal system of education.

Out-of-School Children: Children in the official (primary) school age range who are not enrolled in either primary or secondary schools.

Scholastic Progression (Promotion Rate): is a measure of movement from one class or level to another and is normally used to determine the prospects or the opportunities for mobility that exist within the education system.

Scholastic Retardation (Over-Aged): refers to persons attending a certain education level when they are already over age in comparison to the official age of the grade or educational programme they are enrolled in.

School or Education Institution: Educational institutions or schools are established institutions, which have the provision of education as their sole or main purpose.

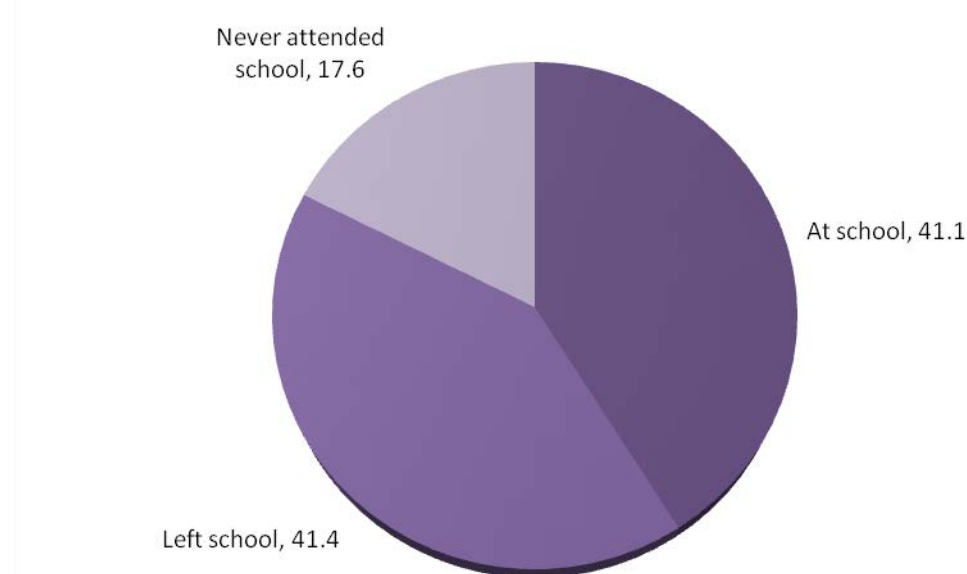
Chapter 2-School Attendance Status

2.1 Introduction

The 2009 Kenya Population and Housing Census categorized school attendance into “at school”, “left school” and “never attended school”. The Census data on education was collected for the population aged 3 and above. According to the Ministry of Education Policy, the official age of schooling is 3-5 years for pre-primary, 6-13 for primary education and 14-17 for secondary education. The age 18-22 was used for middle level colleges and university education, considering that university programmes vary from 4 to 7 years. Since the parallel programmes in public universities existed at the time of the census, it is expected that adults of age 23 and above could be in school.

Figure 2.1 shows the percentage distribution of population who were in school, had previously attended, and had never attended school.

Figure 2.1: Percentage of School Attending Status, 2009



Overall, 41.1 percent of the population was attending school in 2009, while 41.4 percent had left school, and 17.6 percent never attended school. The population attending school increased from 35.0 percent in 1999 to 41.1 percent in 2009 as shown in Figure 2.2.

Figure 2.2 shows the trend in school attendance. Since 1979, the population at school gradually increased but dropped marginally in 1999. The population that had never attended school declined from 51.2 percent in 1979 to 17.6 percent in 2009, while the population that had left school gradually increased from 22.2 percent 1979 to 47.0 percent in 1999 but declined to 41.4 percent in 2009. The increase in the population at school and drop in the number of persons who had never attended school could be attributed to the positive education policies set by the government which aims at improving access to education

Figure 2.2: Percentage Trends in School Attendance Status, 1979-2009

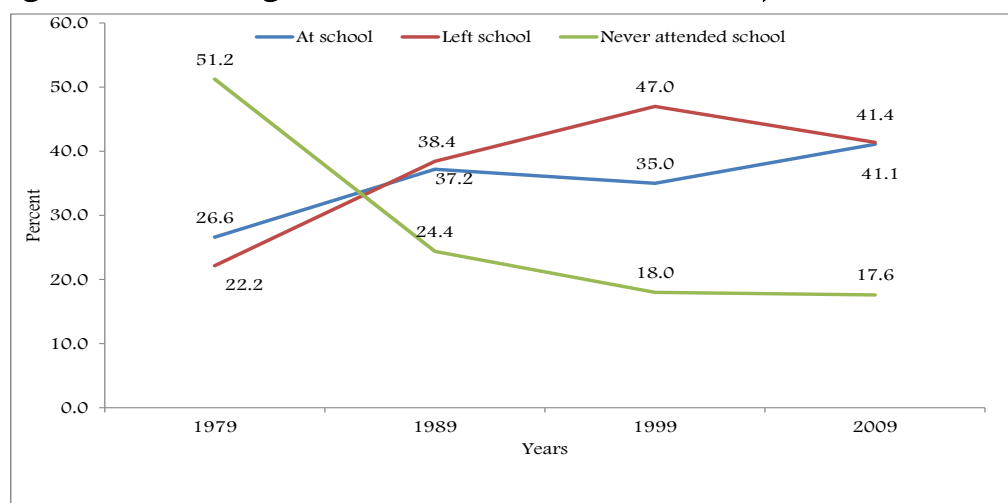


Table 2.1 shows that 39.0 percent of the urban population aged 3 and above was attending school in 2009 compared to 42.0 percent in rural areas. In rural areas, 44.5 percent of males and 39.7 percent of females were attending school compared to 39.4 percent males and 38.5 percent females in urban areas.

There were more males at 42.9 percent than females at 39.3 percent attending school in 2009. However, between ages 3 and 14 there were more females attending school compared to males, while there were more males than females in the age groups 14-17, 18-22, 23-29 and 30+. This is an indication that fewer girls were attending secondary school and above compared to boys. Similar trends were observed from the 1999 census.

In 2009, the population aged 3 and above reported to have left school in urban areas was 52.6 percent compared to 36.2 percent in rural areas. In rural areas 36.4 percent of females had left school compared to 35.9 percent of males; while in urban areas 51.7 percent females had left school compared to 53.6 percent males.

Table 2.1: Status of School Attendance by Residence, Age Group and Sex

Age group	Population			% at School			% Left School			% Never attended School		
	Total	M	F	Total	M	F	Total	M	F	Total	M	F
KENYA	34,486,411	17,065,317	17,421,094	41.1	42.9	39.3	41.4	41.5	41.2	17.6	15.6	19.5
Rural	23,603,185	11,623,215	11,979,970	42.0	44.5	39.7	36.2	35.9	36.4	21.8	19.7	23.9
Urban	10,883,226	5,442,102	5,441,124	39.0	39.4	38.5	52.6	53.6	51.7	8.4	6.9	9.9
3	1,074,032	539,626	534,406	34.5	33.7	35.4	1.1	1.1	1.1	64.4	65.2	63.5
3-5	3,388,340	1,715,850	1,672,490	56.4	55.6	57.3	1.1	1.1	1.1	42.4	43.2	41.6
6	1,151,753	582,247	569,506	81.9	81.3	82.6	1.2	1.2	1.2	16.8	17.5	16.2
6-13	8,460,572	4,285,795	4,174,777	87.7	87.2	88.1	1.7	1.8	1.7	10.6	11.0	10.2
14	925,181	476,055	449,126	86.6	86.0	87.3	4.1	4.0	4.2	9.3	10.1	8.5
14-17	3,486,991	1,785,268	1,701,723	80.4	81.4	79.4	10.6	9.0	12.2	9.0	9.7	8.4
18-22	3,926,596	1,885,049	2,041,547	35.8	43.6	28.6	53.2	45.8	60.0	11.0	10.6	11.3
23+	11,512,925	5,684,037	5,828,888	7.4	8.1	6.7	70.1	75.7	64.7	22.5	16.2	28.6

Note: The data in table 2.1 excludes "Don't know" responses.

The school attendance status shows that 21.8 percent of the population aged 3 and above in rural reported to have never attended school compared to 8.4 percent in urban. In rural, 23.9 percent females compared to 19.7 males never attended school; in urban 9.9 percent females compared to 6.9 percent never attended school.

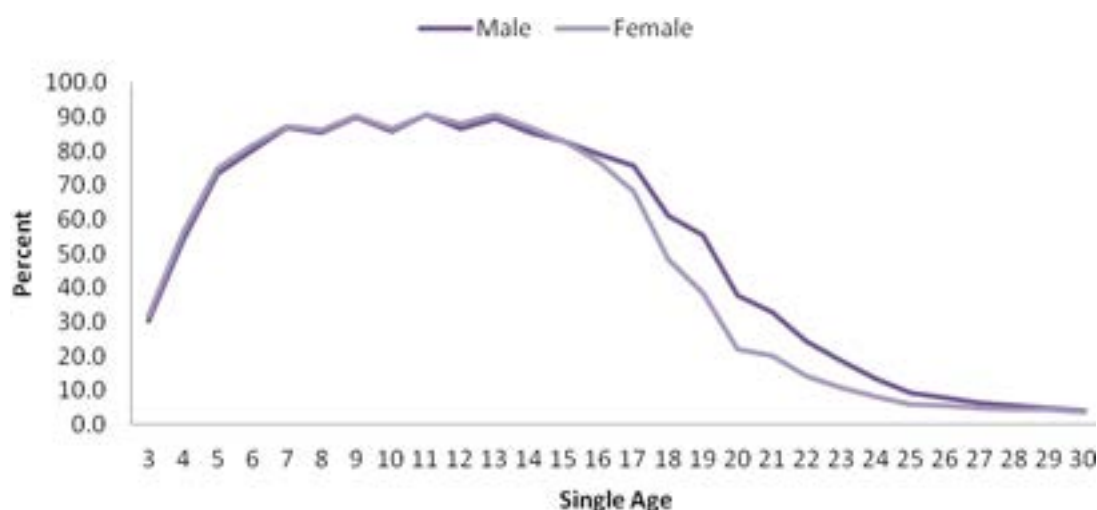
2.2 Population Attending School

2.2.1 Population Attending School by Age Group and Sex

As shown in Figure 2.3, the peak of school attendance for the population aged 3 and above was between ages 6 and 14 for both sexes.

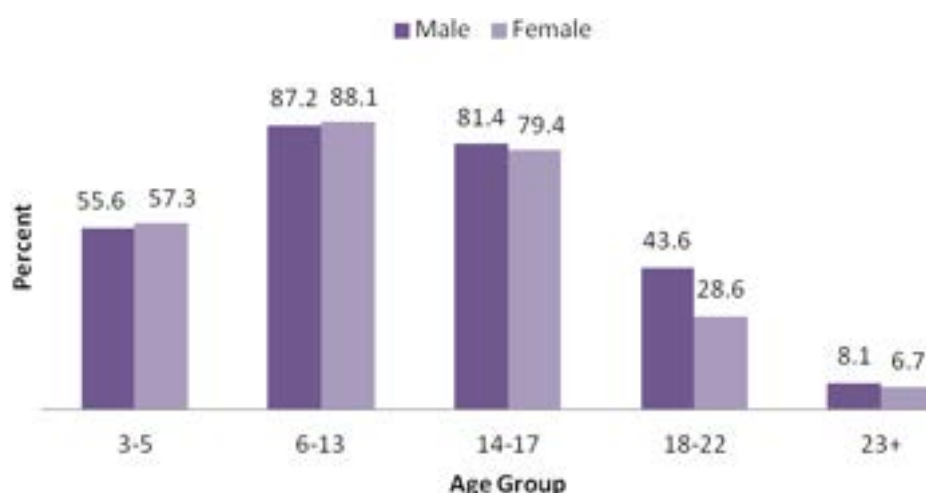
The increase in the proportion of the population attending school and reduction of those who left school could be attributed to establishment of responsive education policies and programmes such as FPE that increased education opportunities in the country.

Figure 2.3: Population Attending School by Single Age in years and Sex, 2009



Figures 2.3 and 2.4 show the extent of gender disparities in education. There is near parity between males and females attending school at age 3 to 16. The gender gap widens from 17 years. The widening gender gap could be attributed to more girls dropping out of school than boys due to socio-economic factors.

Figure 2.4: Proportion of Population Attending School by Age Group and Sex, 2009



Figures 2.5 and 2.6 present the population attending school by age and residence. At ages 3–17, a higher proportion of population in urban was attending school compared to rural areas. At age 18-22, 36.9 percent reported attending school in rural areas compared to 33.2 percent in urban areas. This could be attributed to delay in schooling for the population in rural areas. However, between 23 and 30 years a higher proportion of the population in urban was in school compared to rural areas. This can be attributed to opportunities for continuing education in urban areas.

Figure 2.5: Percent of Population Attending School by Single Age in years and Residence, 2009

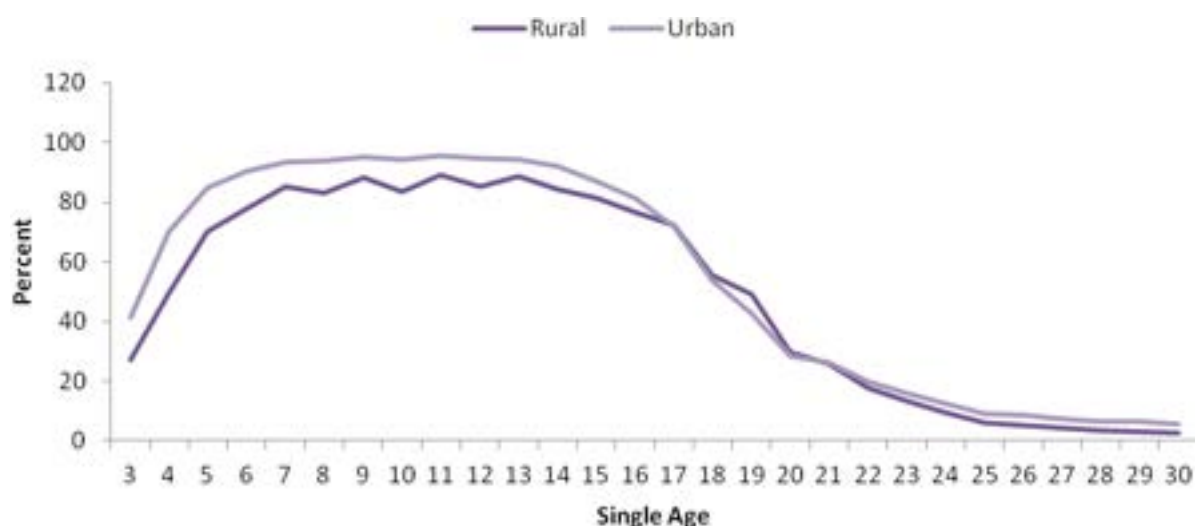


Figure 2.6: Proportion of Population Attending School by Residence and Age Group, 2009

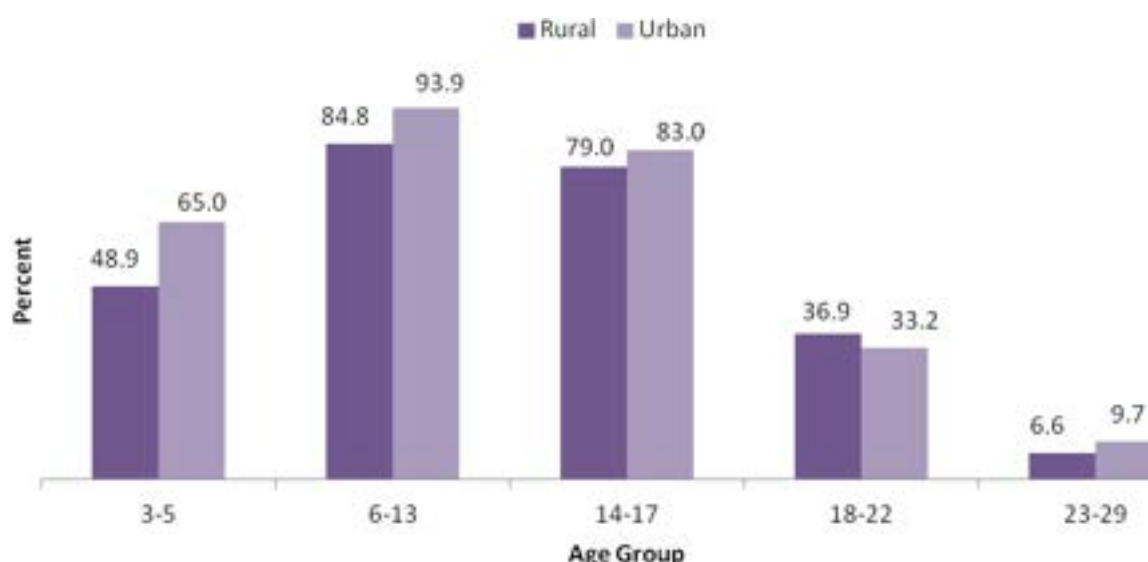


Figure 2.7 illustrates trends in the population aged 3 and over who were attending school between the census years 1979 to 2009. There was an increase in school attendance across all ages for the period 1979-2009. The significant increase in school attendance was registered in age group 6-9 years (lower primary education level). For the remaining age groups, there was a drop in school attendance during 1979-1999 but an increase in 2009. This increase in school attendance during 1999-2009 could be attributed to implementation of FPE and FDSE programmes as well as expansion of both public and private universities.

Figure 2.7: Trends in Proportion Attending School by Age Group, 1979-2009

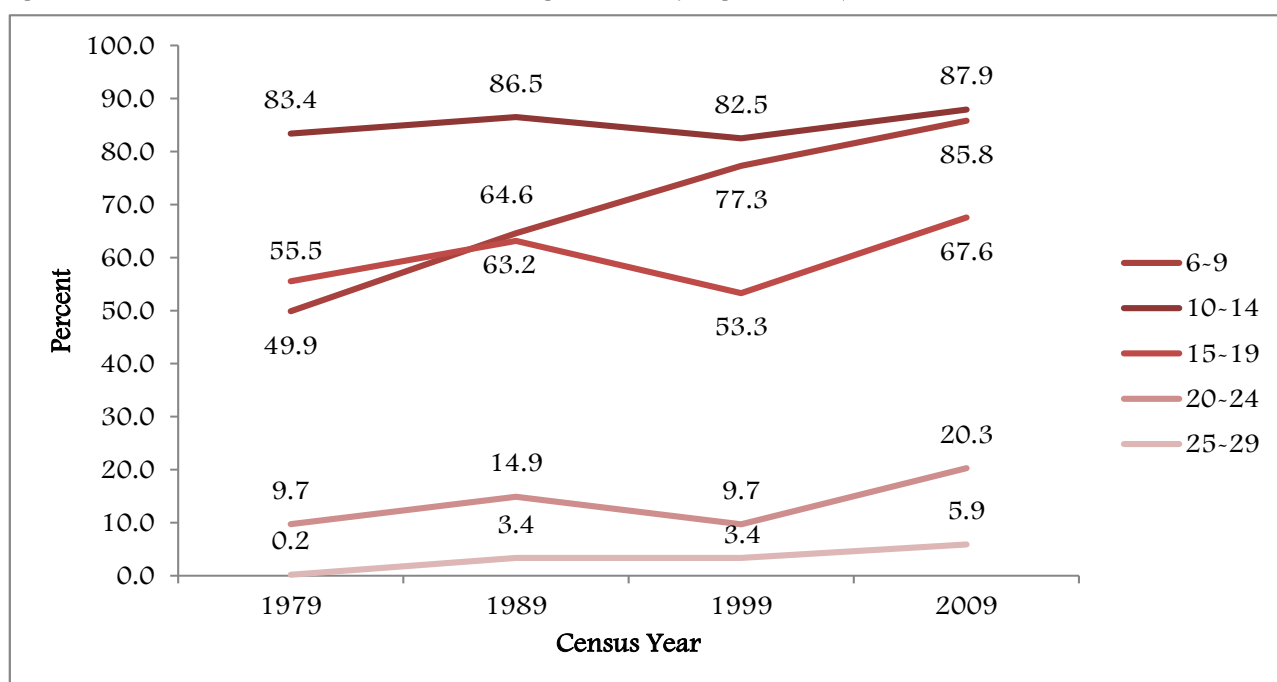


Table 2.2 indicates the proportion of population 3 years and above who were attending school by age group, sex and province in 2009. The proportion of age group attending school was higher at age groups 6-13 and 14-17 in all provinces except North Eastern.

Table 2.2: Proportion of Population Attending School by Age Group, Sex and Province, 2009

Province	Age Group							
	3-5		6-13		14-17		18-22	
	Male	Female	Male	Female	Male	Female	Male	Female
Kenya	52.5	54	86.7	87.5	81	79.1	43.3	28.5
Nairobi	69.5	70.4	94.8	94.6	86.5	76.1	36.4	26.3
Central	65.2	66.0	97.0	97.3	88.4	88.2	40.1	32.3
Coast	50.9	51.4	88.5	88.1	84.5	76.7	40.6	23.4
Eastern	44.2	45.9	91.4	92.1	84.1	85.8	43.8	34.2
North Eastern	26.8	26.1	50.7	48.4	48.6	43.3	33.2	21.0
Nyanza	64.6	66.2	96.0	96.1	90.6	83.0	52.1	27.1
Rift	51.8	53.1	82.3	83.1	76.3	76.0	42.1	27.4
Valley								
Western	45.3	48.6	93.8	94.7	89.9	86.6	52.5	32.1

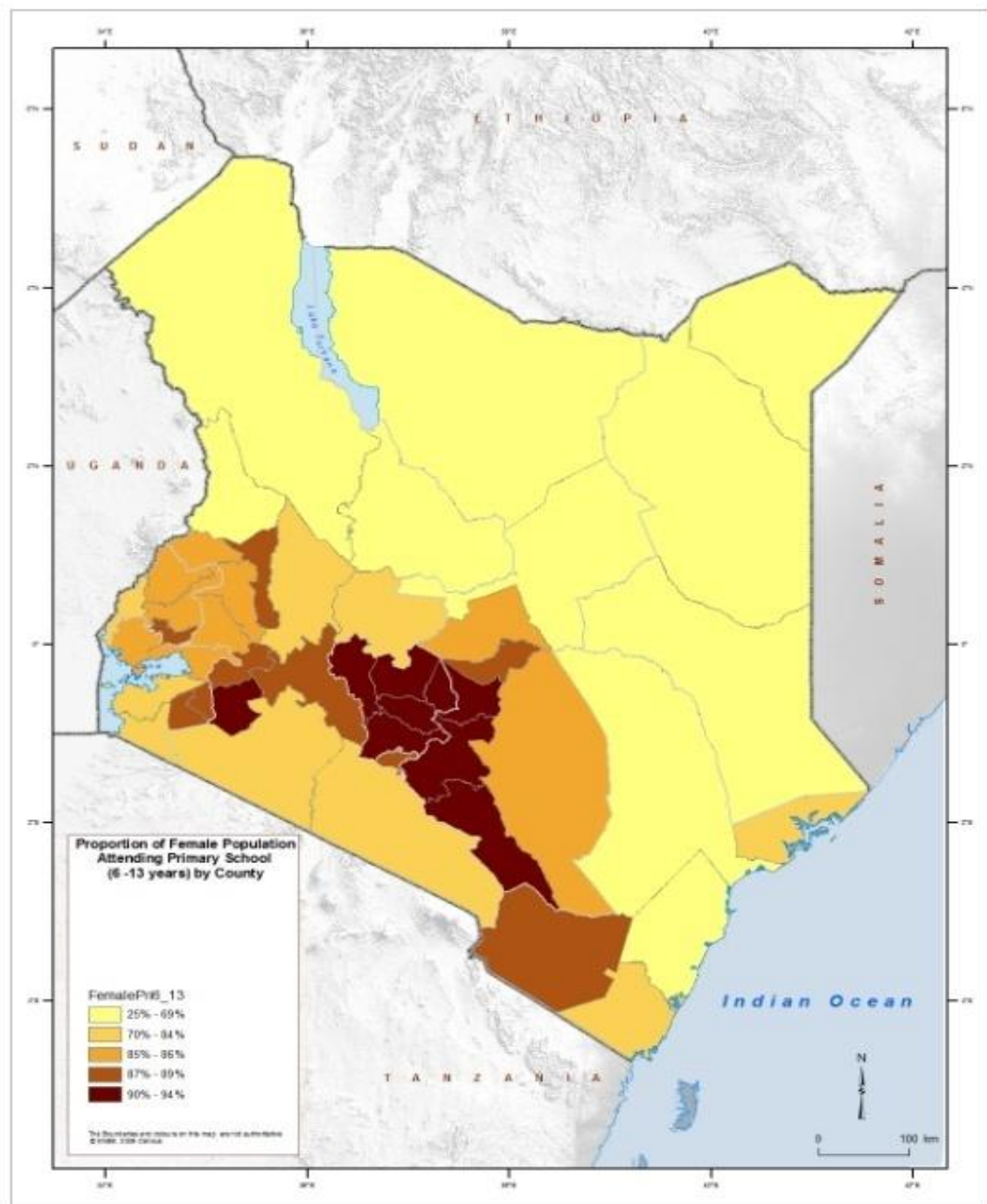
Nairobi, Central and Nyanza reported higher proportions attending school compared to the national average for all age groups, while North Eastern reported the lowest. Analysis of population attending education institutions by age, sex and county is presented in Appendix 2.

2.2.2 School Attendance by County

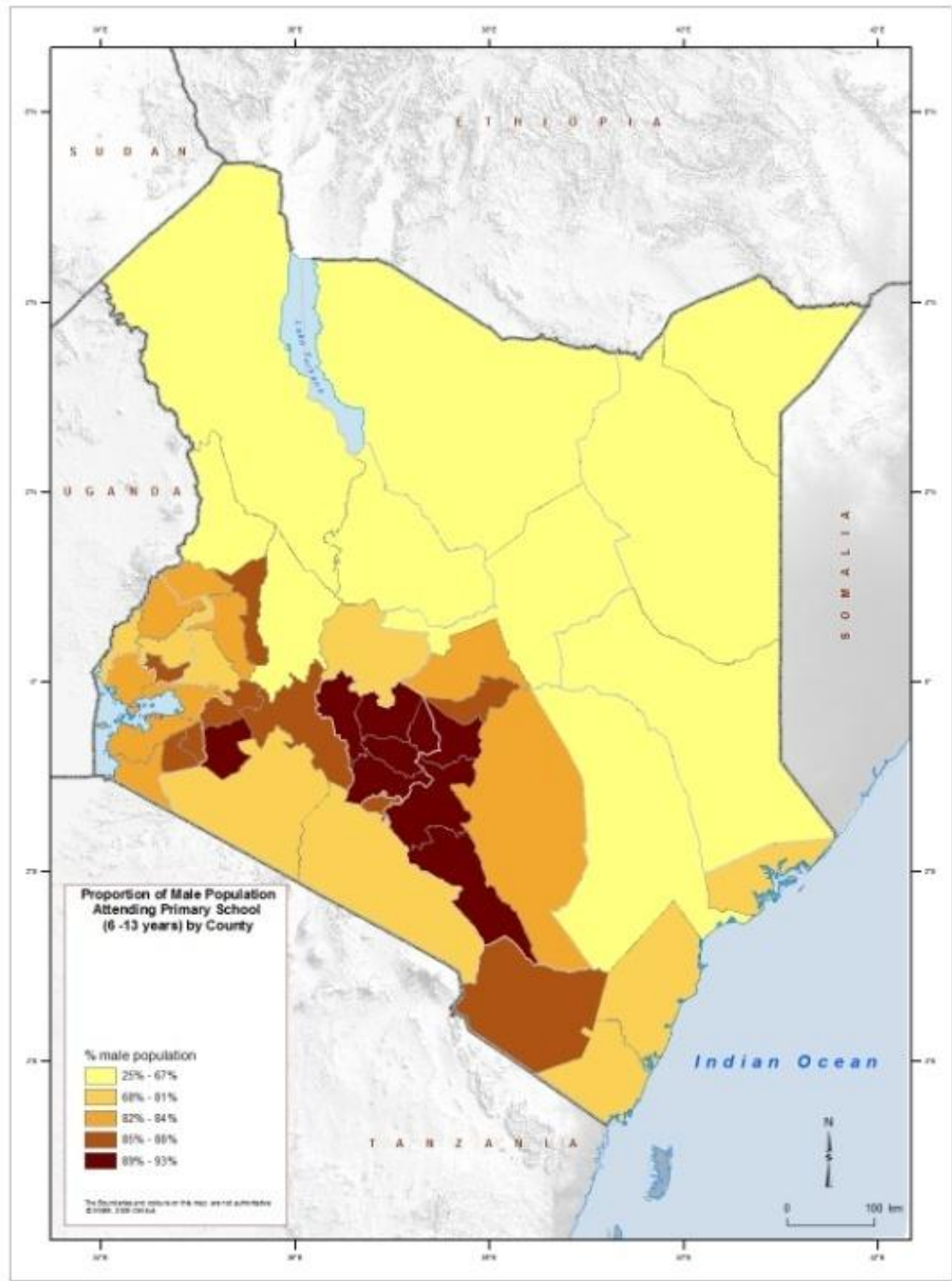
Primary Education

Map 1 and 2 present primary school attendance by county and sex while map in Appendix 2.14 shows the counties by names. The counties with least proportions attending primary education were Turkana, Marsabit, Mandera, Wajir, Isiolo, Samburu, West Pokot, Garissa, Tana River and Kilifi. The counties with highest proportions attending primary education for both males and females were Makueni, Machakos, Bomet, Nyandarua, Kiambu, Kirinyaga, Muranga and Nyeri.

Map 1: Female Primary School Attendance by Sex and County



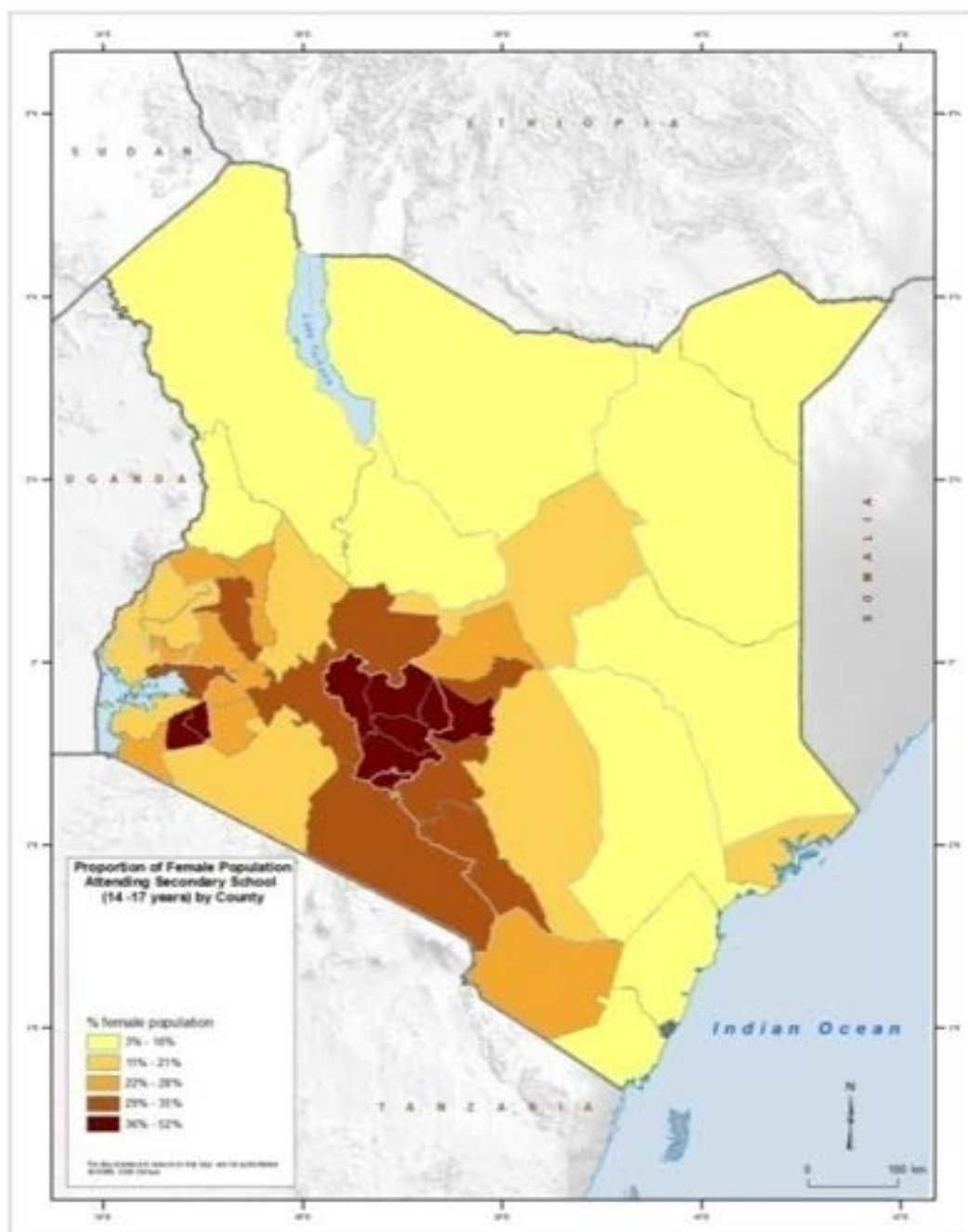
Map 2: Male Primary School Attendance by Sex and County



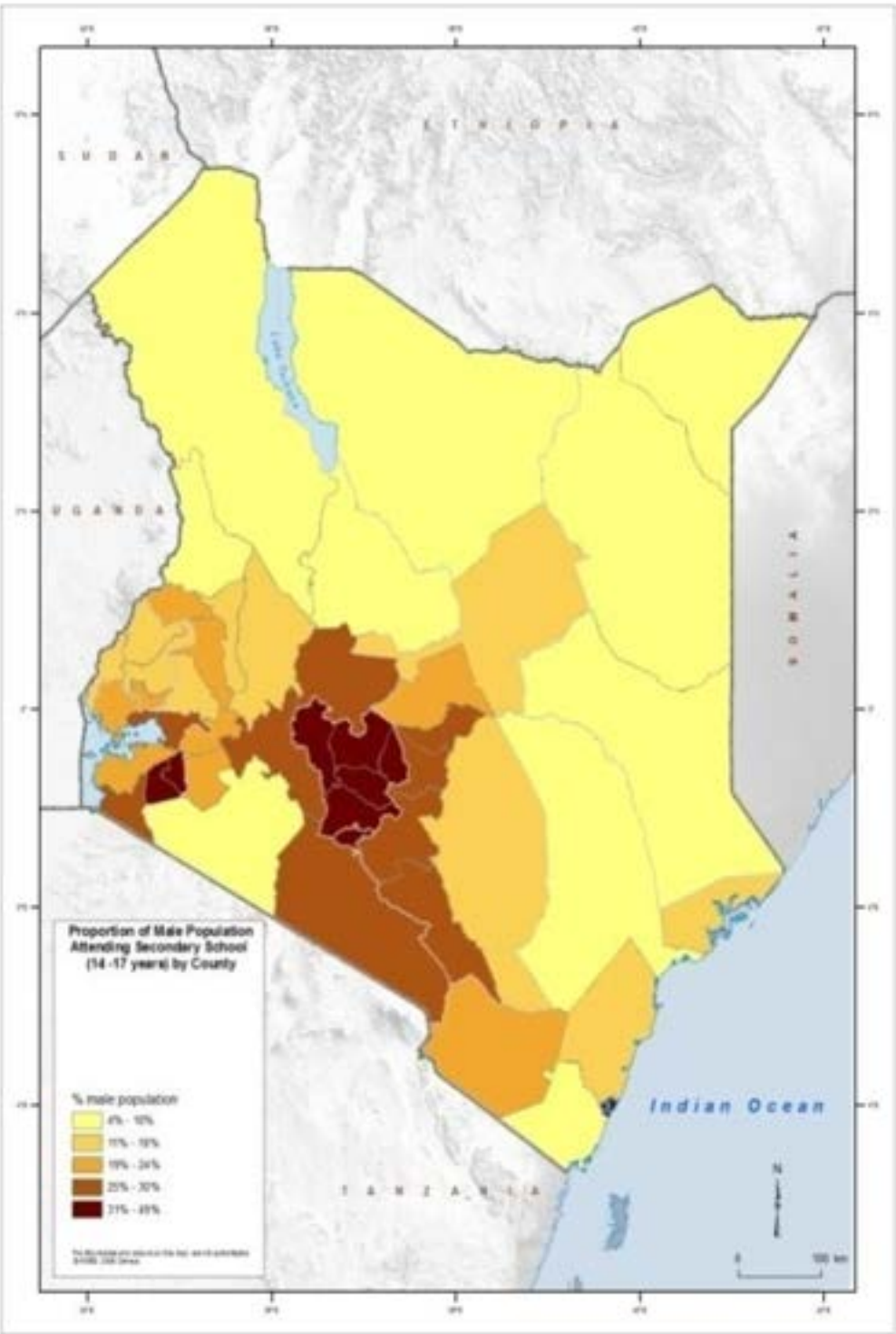
Secondary Education

Maps 3 and 4 show secondary school attendance by sex and county. Counties with least proportions attending secondary education for both male and female were West Pokot, Turkana, Marsabit, Mandera, Wajir, Samburu, Garissa, Tana River, Kilifi and Kwale. On the other hand, Kisii, Nairobi, Embu, Nyandarua, Kiambu, Kirinyaga, Muranga and Nyeri had the highest proportion attending school. Refer to Appendix 2.14 for map with county names.

Map 3: Female Secondary School Attendance by County



Map 4: Male Secondary School Attendance by County

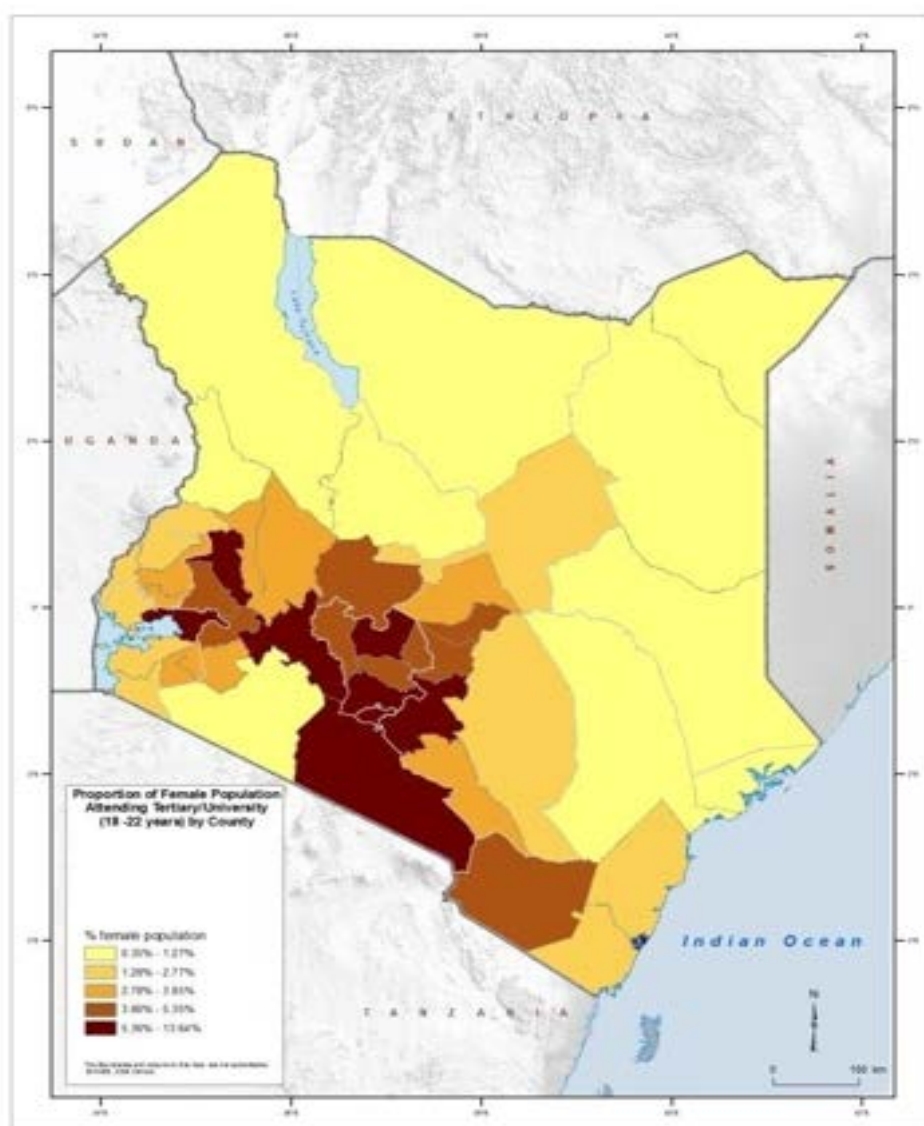


Tertiary Education

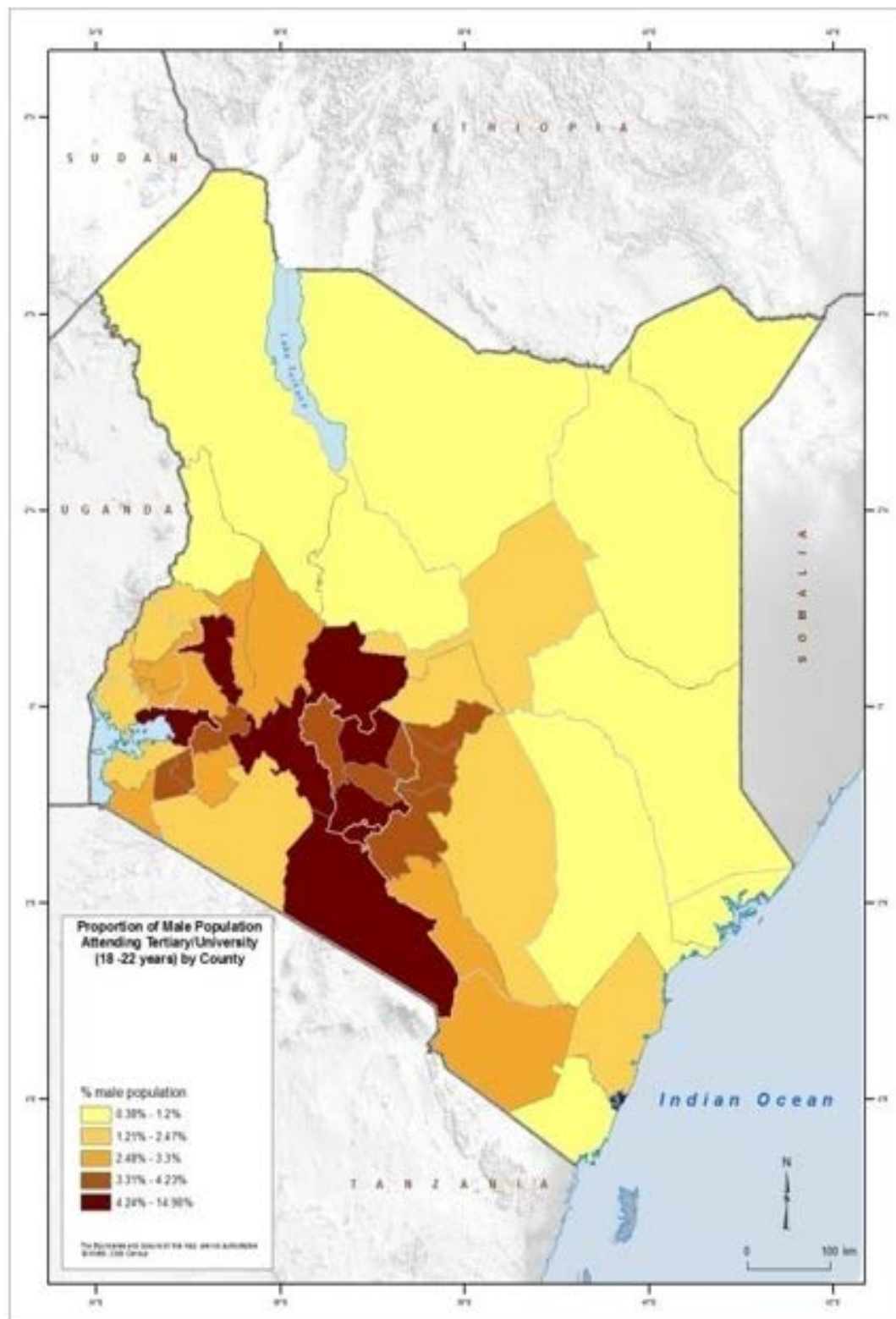
Maps 5 and 6 indicate post-secondary school (including middle level colleges and university education) attendance by sex and county. Counties with low proportion of females attending post-secondary education were Turkana, West Pokot, Narok, Lamu, Tana River, Marsabit, Samburu, Garissa, Wajir and Mandera. Kajiado, Kiambu, Machakos, Nairobi, Nakuru, Nyeri, Uasin Gishu and Kisumu had high proportions of their population attending post-secondary education.

Similarly for males, counties with the low proportion of post-secondary school attendance include all counties as in the female status of attendance and Kwale. The counties with highest male attendance include those in the female post-secondary attendance status and Laikipia. See also map in Appendix 2.14

Map 5: Female Post-Secondary School Attendance by County



Map 6: Male Post-Secondary School Attendance by County

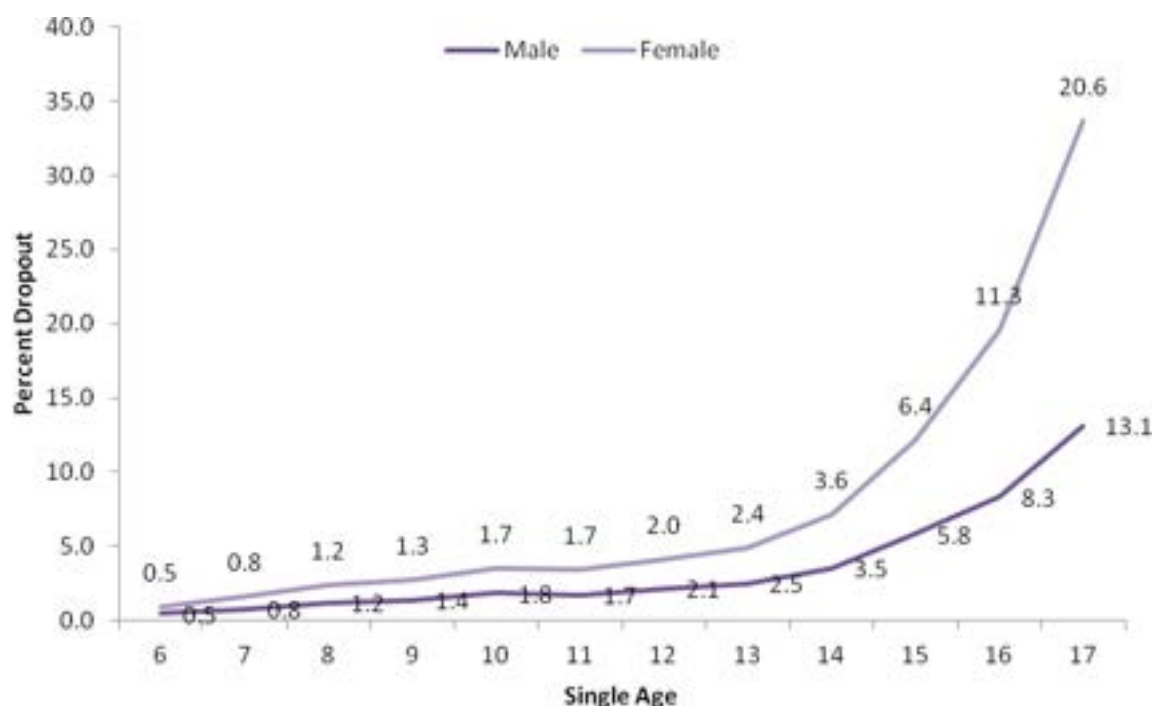


2.3 Population that Dropped Out of School

Information on population that dropped out of school is a measure of efficiency of the education system. The proportion of population that has left school to those who have ever attended school at a specific age provides a crude measure of dropout ratio. Therefore, the school dropout ratios used in this volume were computed as a percentage of population that had left school in 2009 out of those who had ever attended school.

The distribution of the population that had dropped out of school in 2009 by single age in years and sex is presented in Figure 2.8. The school dropout rate increased with age. It was lower between ages 6 and 12 but rises from age 13. From age 9 onwards, more girls than boys dropped out of school.

Figure 2.8: School Dropout Rates by Single Age in years and Sex



Figures 2.9 and 2.10 indicate school dropouts by sex and province at primary and secondary school levels. At primary school level, more males compared to females drop out of school in all the provinces except Nyanza and Western. At secondary school level, more females than males drop out of school in Central, Nyanza and Western provinces. However, in Nairobi, Coast, Rift Valley and North Eastern, more males than females dropped out of school. The data compares favorably with Ministry of Education (MoE) administrative data.

School survival (internal efficiency) is highest at the ages corresponding to population who are supposed to be in primary school. There was low progression to secondary and higher levels of education. This trend could be attributed to higher cost of secondary and university education, coupled with increased level of poverty during the decade preceding

the 2009 Census. However, the dropout issue needs more comprehensive research to establish the real causes of the problem in various provinces in the country.

Figure 2.9: Primary School Dropout Rates by Province and Sex, 2009

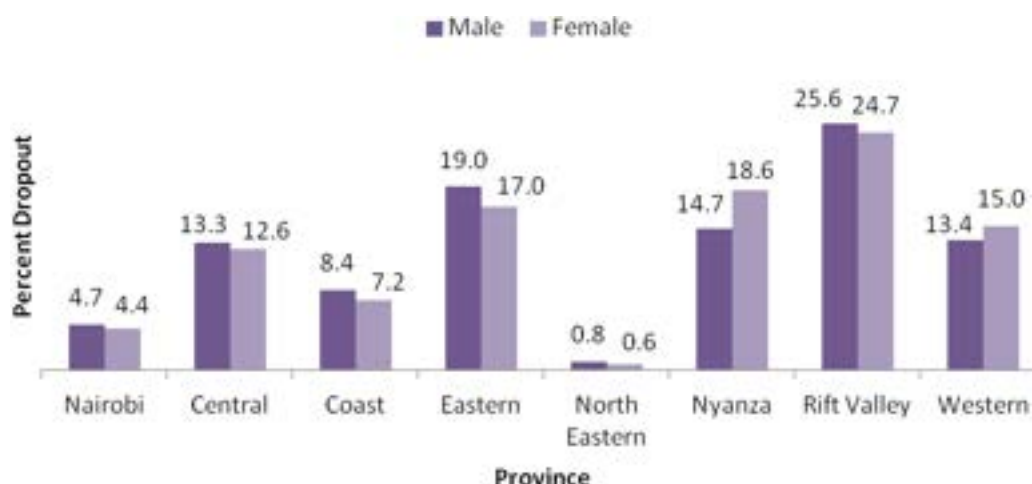
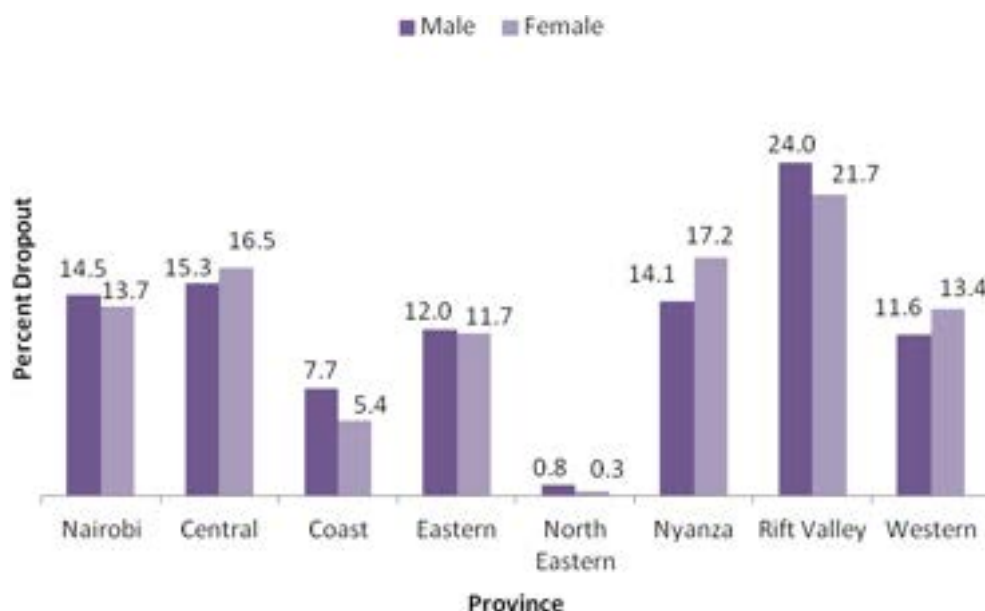


Figure 2.10: Secondary School Dropout Rates by Province and Sex, 2009



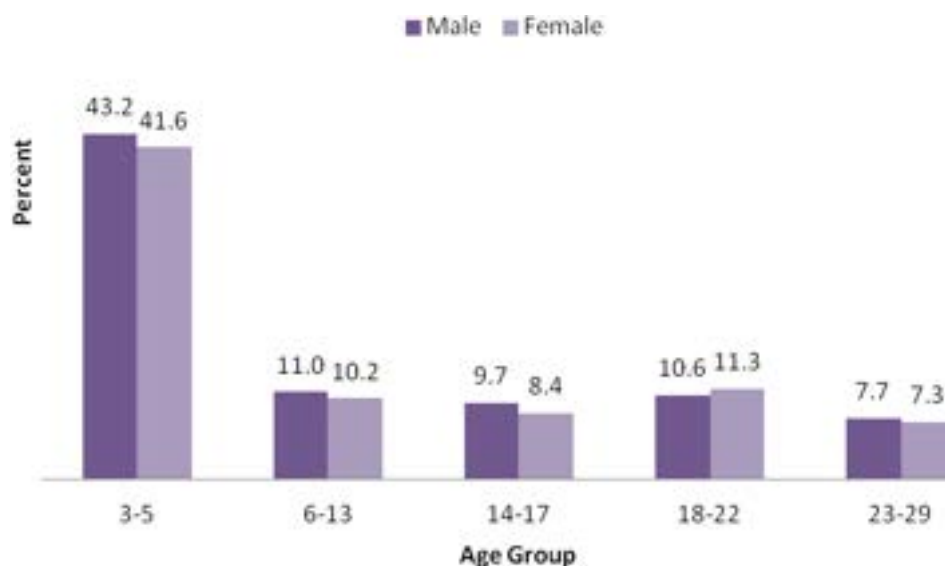
2.4 Population that Never Attended School

The percentage of population that never attended school is one of the important indices in gauging access to education over a time period especially when tabulated by age and sex. The index should be computed for different age groups so as to gauge advances made in increasing access to education over a long time period. Ideally, socio-economic development should lead to a decline in the ratios of the population with no education.

Figure 2.11 shows the percentage of the population who never attended school by sex and age group. In the population age groups 3-17, more males than females never attended

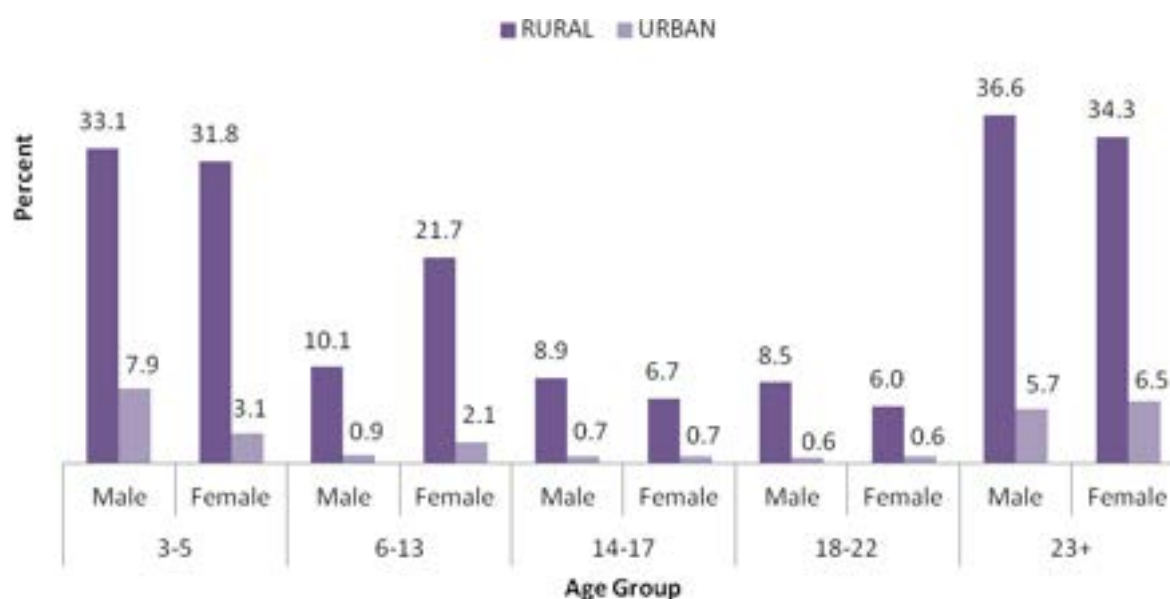
school. However, for the population aged 18-22, more females at 11.3 percent than males at 10.6 percent never attended school.

Figure 2.11: Proportion of Population Who Never Attended School by Sex and Age Group, 2009



The percentage of the population that never attended school in ages 3 to 22 can be used as a good measure to study gender and regional variations of school age population. As shown in Figure 2.12, a higher proportion of rural population had never attended school compared to the urban population for all age groups.

Figure 2.8: Population Never Attended School by Sex, Residence and Age Group



CHAPTER 3-SCHOOL ENROLMENT

3.1 Introduction

The 2009 Census gathered information concerning the level of education reached and level of education completed by age, sex and residence. The population attending school can be used as a measure of school enrolment. The analysis in this chapter is based on the population attending school and the highest level reached. Information on population attending school is critical, especially for the official primary school age, in view of the Government's FPE policy to achieve universal primary education (MDG 2 and EFA goals).

This chapter presents current enrolment at various levels of education and training. It also compares the 2009 Census data with the MoE official records on indicators of school participation and completion at various levels.

Overall, school enrolment increased from 6.2 million in 1989 to 7.3 million in 1999 and 11.7 million in 2009 as shown in Figure 3.1. This translates to an increase of 18 percent during 1989-1999 and 59.7 percent during 1999-2009. Male enrolment has remained slightly higher than female enrolment over the period 1989-2009.

Figure 3.1: Trends in School Enrolment at all Levels, 1989 - 2009 (Million)

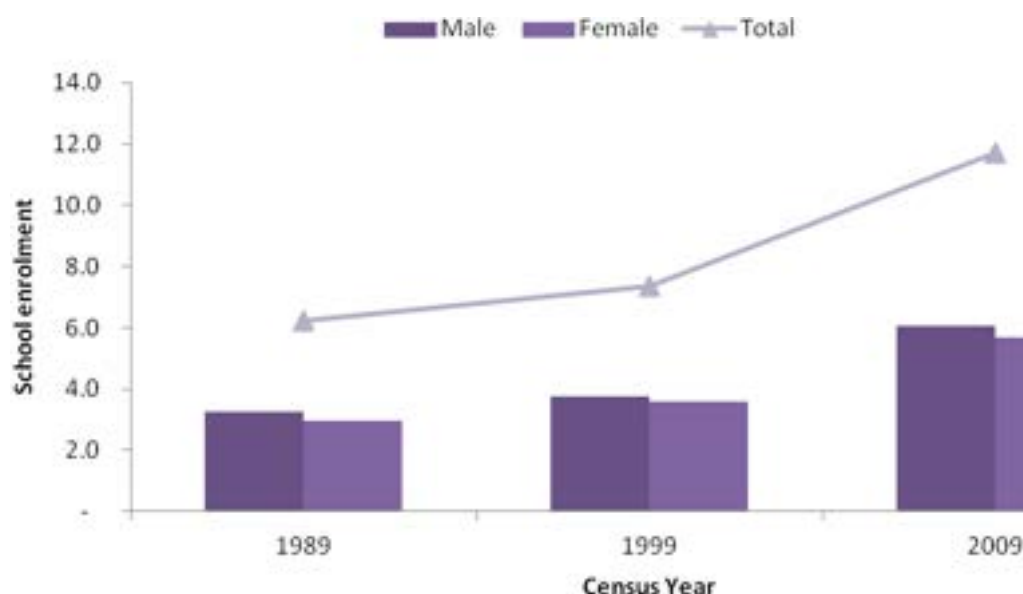


Table 3.1 shows trends in enrolment by education level and sex in the 1989, 1999 and 2009 Censuses. Overall, enrolment at Standard 1-8 has increased by 44.6 percent with female enrolment increasing by 44.3 percent and male enrolment increasing by 45.3 percent over the two decades between 1999 and 2009.

Table 3.1: Education Enrolment by Level and Sex, 1989- 2009

Standard/ Form/Level	1989 Census			1999 Census		
	Total	Male	Female	Total	Male	Female
Standard 1-8	5,413,833	2,788,470	2,625,363	6,504,479	3,326,600	3,177,879
Form 1-4	665,639	378,267	287,372	829,641	435,427	394,214
Form 5+	139,977	88,143	51,834	7,515	4,527	2,988
Total	6,219,449	3,254,880	2,964,569	7,341,635	3,766,554	3,575,081

Standard/ Form/Level	2009 Census		
	Total	Male	Female
Standard 1-8	9,433,498	4,842,774	4,590,724
Form 1-4	1,776,988	951,770	825,218
Form 5+	510,491	263,688	246,803
Total	11,720,977	6,058,232	5,662,745

For secondary education (Form 1-4) persons enrolled in school more than doubled from 829,641 in 1999 to 1,776,988 in 2009. The 1989, 1999, and 2009 Censuses show that more males than females were enrolled in school at all levels of education.

The increase in secondary school enrolment is attributed to responsive policies and programmes that have expanded education opportunities, including introduction of Free Day Secondary Education. The targeting of specific groups like orphans and other vulnerable groups by the Government and other players through specific programmes (e.g. school bursaries) could have also led to this significant increase.

3.2 Comparison of Census Data with Ministry of Education Administrative Records

The population aged 3 and above enrolled in school was compared with official records from the MoE. Table 3.2 indicates that overall, the census had more people reported as attending school at all education levels compared to MoE records. Similar results are obtained when comparison is made by level of education and sex. The variations between 2009 Census data and MoE records in Standards 2, 3, 4, 6, are less than 10.0 percent. It is only Undergraduate and Basic Literacy levels where records at the MoE indicate higher enrollment compared to the census data.

At Basic Literacy classes the census data indicates enrolment of 14,585 compared to 241,685 in the MoE records on adult literacy classes (percent variation of -1557.1). Enrolment at Standard 5 was 1,079,794 students for census compared to 1,135,963 students from MoE records (percent variation of -5.2). At Undergraduate level enrolment as indicated by census data was 163,783 students compared to 180,978 indicated by MoE (percent variation of -10.5).

Table 3.2: Comparison of 2009 Census and MoE Records on School Enrolment

Standard/Form/ Level	Total			Male			Female		
	2009 Census	MoE Records	Variation (%)	2009 Census	MoE Records	Variation (%)	2009 Census	MoE Records	Variation (%)
Preprimary	2,247,277	1,914,222	14.8	1,151,013	967,544	15.9	1,096,264	946,678	13.6
Standard 1	1,620,297	1,326,654	18.1	837,276	670,911	19.9	783,021	655,743	16.3
Standard 2	1,326,656	1,289,842	2.8	682,839	651,752	4.6	643,817	638,090	0.9
Standard 3	1,226,787	1,213,008	1.1	633,737	624,774	1.4	593,050	588,234	0.8
Standard 4	1,199,449	1,149,774	4.1	616,194	586,432	4.8	583,255	563,342	3.4
Standard 5	1,079,794	1,135,963	-5.2	549,487	577,413	-5.1	530,307	558,550	-5.3
Standard 6	1,049,984	1,035,016	1.4	529,996	523,562	1.2	519,988	511,454	1.6
Standard 7	1,061,029	954,024	10.1	538,154	497,456	7.6	522,875	456,568	12.7
Standard 8	869,502	727,137	16.4	455,091	377,135	17.1	414,411	350,002	15.5
Form 1	448,080	395,655	11.7	235,427	206,731	12.2	212,653	188,924	11.2
Form 2	454,058	331,440	27.0	241,191	177,587	26.4	212,867	153,853	27.7
Form 3	392,126	302,143	22.9	211,467	166,444	21.3	180,659	135,699	24.9
Form 4	482,724	295,555	38.8	263,685	160,142	39.3	219,039	135,413	38.2
Form 5	11,801	—	—	6,583	—	—	5,218	—	—
Form 6	9,795	—	—	5,753	—	—	4,042	—	—
Undergraduate	163,783	180,978	-10.5	93,752	111,050	-18.5	70,031	69,928	0.1
Postgraduate	34,473	13,788	60.0	21,433	8,543	60.1	13,040	5,245	59.8
Middle Level colleges	290,639	66,493	77.1	136,167	35,688	73.8	154,472	30,805	80.1
Youth Polytechnic	34,757	31,344	9.8	18,910	13,222	30.1	15,847	18,122	-14.4
Basic Literacy	14,585	241,685	-1557.1	5,727	69,747	-1117.9	8,858	171,938	-1841
Madrasa	142,475			80,086		100.0	62,389		

At Youth Polytechnic level, census data indicates 34,757 students compared to 31,344 students by MoE records (percent variation of 9.8). The corresponding figure for males was 18,910 by census data and 13,222 students from MoE records (percent variation 30.1); and for females was 15,847 by census data compared to 18,122 from MoE records (percent variation -14.4). At Middle Level College, enrolment according to the census data was 290,639 compared to 66,493 by MoE records (percent variation of 77.1 percent). Corresponding variation at this level for males and females were 73.8 percent and 80.1 percent, respectively. At Postgraduate level, enrolment was 34,473 from census data compared to 13,788 from the MoE records (percent variation 60.0), with corresponding variations for males and females of 60.1 percent and 59.8 percent, respectively.

3.3 Pre-Primary Education Enrolment and Participation Rates

3.3.1 Current Enrolment in Pre-Primary Education Centers

Table 3.3 shows the population attending pre-primary education during the 2009 Census by sex and residence. Pre-primary school enrolment stood at 2.2 million in 2009, with 69.1 percent from rural areas and 30.9 percent from urban areas. The corresponding figures for males and females were 51.4 percent and 48.6 percent in rural areas, and 50.9 percent and 49.1 percent in urban areas, respectively.

Table 3.3: Pre-Primary Enrolment by Sex, Residence and Province, 2009

	Enrolment			Total (per cent)
	Total	Male	Female	
KENYA	2,247,272	1,151,010	1,096,262	100
Residence				
Rural	1,552,253	797,589	754,664	69.1
Urban	695,019	353,421	341,598	30.9
Province				
Nairobi	155,931	78,445	77,486	6.9
Central	220,610	113,611	106,999	9.8
Coast	250,454	127,698	122,756	11.1
Eastern	257,635	133,195	124,440	11.5
North Eastern	24,370	12,778	11,592	1.1
Nyanza	426,171	216,541	209,630	19.0
Rift Valley	640,062	330,759	309,303	28.5
Western	272,039	137,983	134,056	12.1

Table 3.3 further shows that the lowest proportion of the total pre-primary enrolment was in North Eastern Province at 1.1 percent, followed by Nairobi at 6.9 percent and Central with 9.8 percent. The province with highest enrolment was in Rift Valley at 28.5 percent, followed by Nyanza at 19.0 percent, Western at 12.1 percent, Eastern at 11.5 percent, and Coast province at 11.1 percent. All the provinces recorded lower female enrollment compared to male.

3.3.2 Enrolment of Orphans and PWDs

Analysis of the 2009 Census data on current enrollment was also done for PWDs. Table 3.4 shows the population of PWDs and orphans enrolled in pre-primary by province, residence and sex. It shows that more PWDs are enrolled in rural than urban areas. There were also more orphans enrolled in rural compared to urban, almost by the ratio of 3:1.

Table 3.4: PWDs and Orphans Enrolled in Pre-Primary School by Province, sex and Residence, 2009

Province	Enrolment	Number with disability			percent enrolled	Number of Orphans			percent enrolled
		Total	Male	Female		Total	Male	Female	
KENYA	2,247,272	43,047	24,028	19,019	1.9	166,464	85,857	80,607	7.4
Residence									
Rural	1,735,984	31,772	17,847	13,925	1.8	120,954	62,827	58,127	7.0
Urban	511,288	11,275	6,181	5,094	2.2	45,510	23,030	22,480	8.9
Province									
Nairobi	155,931	2,081	1,097	984	1.3	7,514	3,660	3,854	4.8
Central	220,610	2,440	1,334	1,106	1.1	16,574	8,529	8,045	7.5
Coast	250,454	4,328	2,390	1,938	1.7	14,959	7,790	7,169	6.0
Eastern	257,635	4,557	2,659	1,898	1.8	18,154	9,534	8,620	7.0
North Eastern	24,370	324	172	152	1.3	1,355	681	674	5.6
Nyanza	426,171	12,499	7,057	5,442	2.9	54,384	27,840	26,544	12.8
Rift Valley	640,062	8,988	5,012	3,976	1.4	37,369	19,523	17,846	5.8
Western	272,039	7,830	4,307	3,523	2.9	16,155	8,300	7,855	5.9

In all provinces, the proportion of PWDs enrolled ranged between 1.1 and 2.9 percent. Nyanza and Western provinces recorded enrolment of PWDs at 2.9 percent which was higher than the national average of 1.9 percent. There were more males with disability enrolled in pre-primary compared to females across all the provinces. Nyanza Province had the highest number of orphan enrollment at 12.8 percent, followed by Central Province at 7.5 percent and Eastern Province at 7.0 percent, while Nairobi Province had the lowest at 4.8 percent. Appendix 2.2 presents breakdown by county.

3.3.3 Participation Rates in Pre-Primary Education

Table 3.5 indicates the GER and net enrolment rates at pre-primary education based on the age group 3-5 years by sex, residence and province in 2009. Total GER in pre-primary was 64.5 percent with male at 65.1 percent and female 63.9 percent. Coast Province recorded the highest GER of 82.9 percent followed by Nyanza Province at 78.5 percent and Nairobi at 74.5 percent. North Eastern Province had the lowest GER at 11.2 percent with males at 11.3 percent and females 11.0 percent. Even though males had higher GER in pre-primary compared to females for all provinces, the differences in enrolment rates were not significant.

The Net Enrolment Rate is the best indicator of participation levels of the expected age-cohort in a given level of education. The national NER for pre-primary education was 42.6 percent with 42.1 percent males and 43.2 percent females. Nairobi had the highest NER at 59.5 percent followed by Central at 54.8 percent and Nyanza at 53.1 percent. No province reported NER of 60.0 percent and above and 5 out of 8 provinces reported NER of less than 50.0 percent. This indicates that enrolment at pre-primary education is still very low in Kenya. Nairobi leads the other 7 provinces by reporting a NER of 59.5 percent, with 59.8 percent for females and 59.2 for males. North Eastern Province reported the least NER of 6.3 percent, with gender parity.

Table 3.5: Pre-Primary Education Gross Enrolment Ratio and Net Enrolment Rate by Sex, Residence, and Province, 2009

	Population (3-5)			Gross Enrolment Ratio			Net Enrolment Rate		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
KENYA	3,592,120	1,819,087	1,773,033	64.5	65.1	63.9	42.6	42.1	43.2
Residence									
Rural	2,895,461	1,468,504	1,426,957	59.1	59.9	58.3	38.0	37.5	38.6
Urban	696,658	350,583	346,075	71.9	72.5	71.3	55.1	54.8	55.5
Province									
Nairobi	218,077	109,336	108,741	74.5	74.6	74.4	59.5	59.2	59.8
Central	333,073	169,254	163,819	68.2	69.0	67.4	54.8	54.8	54.9
Coast	313,837	157,915	155,922	82.9	83.7	82.0	44.5	44.3	44.8
Eastern	502,649	255,448	247,201	53.3	54.1	52.5	34.6	34.2	35.0
North Eastern	226,658	117,525	109,133	11.2	11.3	11.0	6.3	6.3	6.3
Nyanza	553,889	278,385	275,504	78.5	79.3	77.7	53.0	52.4	53.6
Rift Valley	992,206	505,176	487,030	66.3	67.2	65.4	43.3	42.8	43.7
Western	451,731	226,048	225,683	62.0	62.7	61.3	37.2	36.2	38.3

Figure 3.2 and Figure 3.3 shows gender variation in pre-primary Gross Enrolment Ratio and Net Enrolment Rate by province. All the provinces depict a near gender parity in pre-primary education. However, there are wide regional disparities in level of participation for boys and girls among the provinces. The participation is lowest in North Eastern Province followed by Eastern Province.

Figure 3.2: Pre-Primary Gross Enrolment Ratio by Province and sex

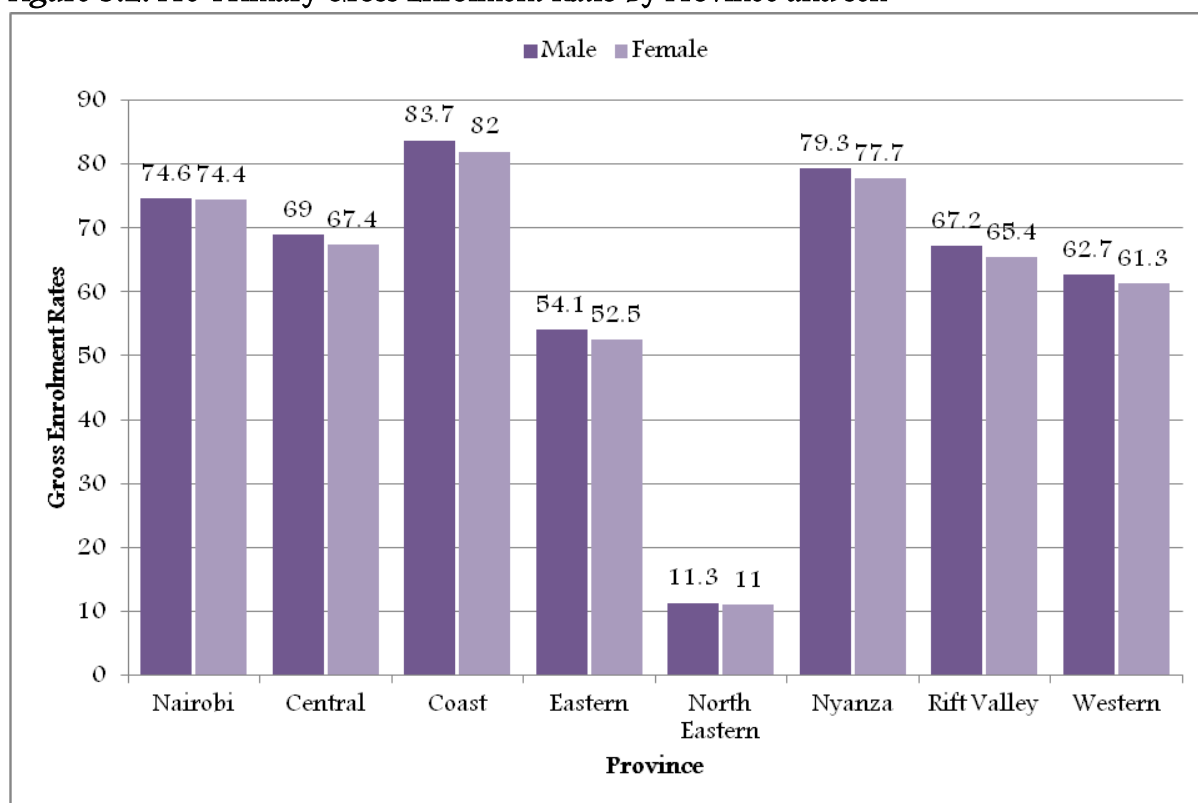
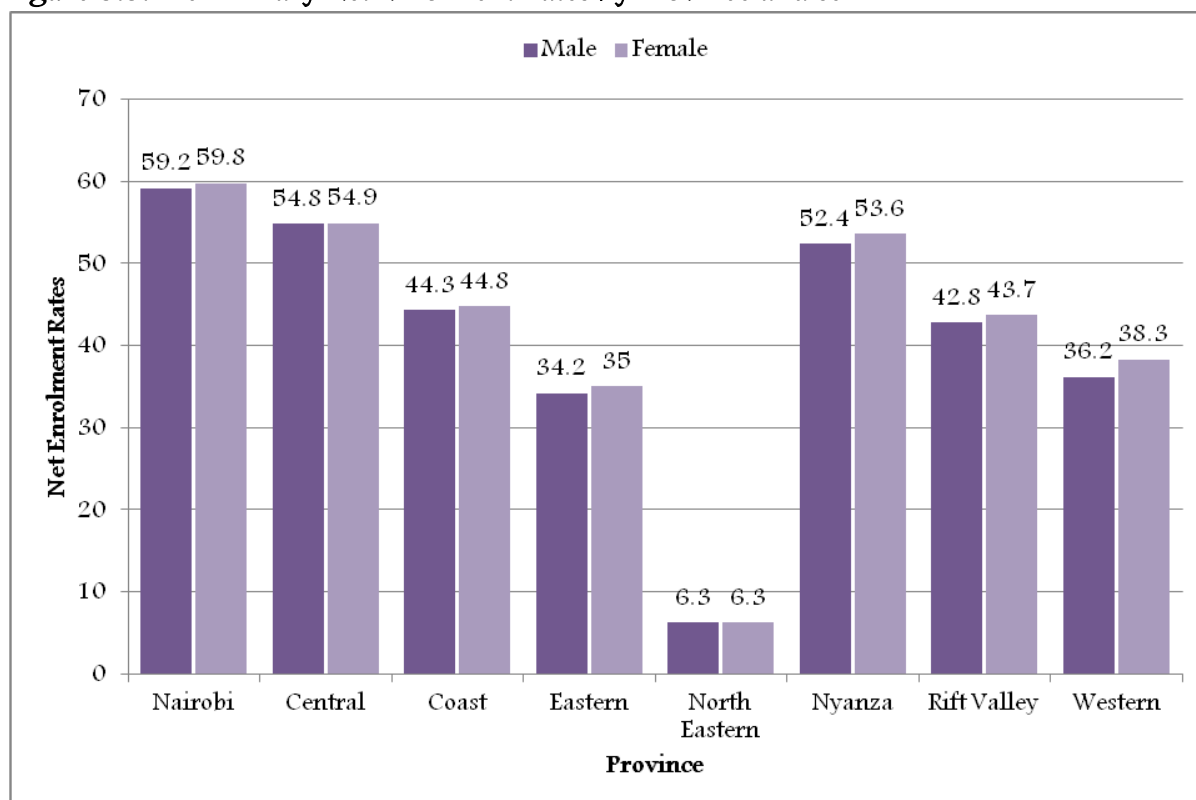


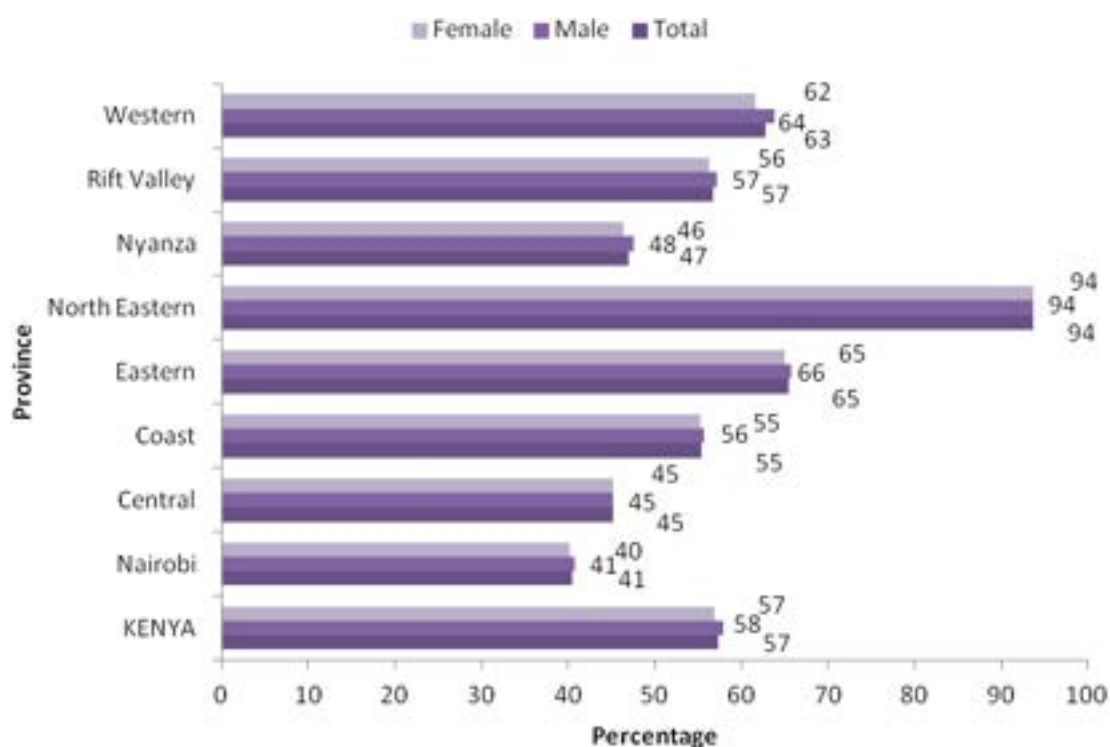
Figure 3.3: Pre-Primary Net Enrolment Rates by Province and sex



The low enrolment rates at the pre-primary level may be attributed to the attitude of parents and guardians towards this level of education, especially in rural areas. Available studies indicate that majority of Kenyans in rural areas tend to not effectively support their children's pre-primary education. The introduction of FPE in 2003 may also have negatively affected enrolment at pre-primary education level, with parents and guardians not seeing the need to pay tuition fees for children at pre-primary while primary education (6-13 years) is free.

Figure 3.4 indicates the proportion of children aged 3-5 who were out of school in 2009. In total 57.0 percent of the children aged 3-5 were out of school. North Eastern Province with 94.0 percent had the highest proportion followed by Eastern Province at 65.0 percent and Western Province at 63.0 percent. Nairobi Province and Central had the least with 41.0 percent and 45.0 percent respectively. There was no significant variation at national level on the proportion of boys and girls (58 percent and 57 percent, with a gender parity index of 0.98 who were out of school at pre-primary). Except for North Eastern Province that had no variation between boys and girls out of school, all the other provinces recorded between 0.1 and 2.2 percentage point differences, with the highest reported in Western Province.

Figure 3.4: Proportion of Out-of-School Children 3-5 Years by Sex and Province, 2009



3.4 Primary Education Enrolment and Participation Rates

3.4.1 Primary Education Enrolment

Table 3.6 shows that nationally 9.4 million were attending primary education during the 2009 Census. The MoE records give a figure of about 8.8 million, with males comprising 51.0 percent and females 49.0 percent. The percentage variation between the census and MoE records is very small at 16.4 percent. When compared with the 1999 Census, enrolment in primary school increased significantly by about 74.0 percent, with similar significant increases for males and females.

Table 3.6: Comparison of 2009 Census and MoE Records on Primary School Enrolment

Province\ County	Total			Male			Female		
	2009 Census	MoE Records	% Variation	2009 Census	MoE Records	% Variation	2009 Census	MoE Records	% Variation
KENYA	9,433,493	8,826,804	6.4	4,842,772	4,515,935	6.7	4,590,721	4,310,869	6.1
Residence									
Rural	7,734,791			3,996,300			3,738,491		
Urban	1,698,702			846,472			852,230		
Province									
Nairobi	490,634	345,939	29.5	241,217	171,579	28.9	249,417	174,360	30.1
Central	987,625	994,558	-0.7	501,770	504,734	-0.6	485,855	489,824	-0.8
Coast	758,964	689,797	9.1	391,073	357,823	8.5	367,891	331,974	9.8
Eastern	1,510,354	1,503,169	0.5	769,007	764,200	0.6	741,347	738,969	0.3
North Eastern	414,802	138,172	66.7	244,534	88,910	63.6	170,268	49,262	71.1
Nyanza	1,516,081	1,514,895	0.1	775,606	773,482	0.3	740,475	741,413	-0.1
Rift Valley	2,477,526	2,335,146	5.7	1,274,826	1,199,517	5.9	1,202,700	1,135,629	5.6
Western	1,277,507	1,305,128	-2.2	644,739	655,690	-1.7	632,768	649,438	-2.6

Rift Valley Province reported the highest number of persons enrolled in primary education compared to the other provinces. North Eastern reported the lowest number of persons enrolled in primary education.

Comparing the 2009 Census on primary school attendance and MoE enrolment records, it is evident that the percentage variations were small in 6 provinces, although there is large inconsistency in North Eastern Province (percent variation of 66.7 percent) and Nairobi (percent variation of 29.5 percent). Similar results are obtained when the 2009 Census is compared with MoE records by gender. For example, the percent variation in North Eastern Province between the census and MoE records was 63.6 percent for males and 71.1 percent for females. In Nairobi, the percent variation was 28.9 percent for males and 30.1 percent for females.

3.4.2 Enrolment of PWDs and Orphans in Primary Schools

Table 3.7 shows a low enrollment of persons with disability in primary schools at 2.3 percent of total enrolment, while the percentage of orphans enrolled was slightly higher at 13.7 percent. A similar trend is observed in rural and urban and in the provinces.

Nationally, there was almost gender parity in enrolment of orphans and PWDs. The results in Table 3.7 show that rural areas reported enrolling more PWDs and orphans than urban areas.

Table 3.7: PWDs and Orphans Enrolled in Primary School by Province, sex and Residence, 2009

Province	Enrolment	Number with disability			% enrolled	Number of Orphans			% enrolled
		Total	Male	Female		Total	Male	Female	
KENYA	9,433,493	221,095	120,429	100,666	2.3	1,291,824	676,627	615,197	13.7
Residence									
Rural	7,734,791	171,076	94,030	77,046	2.2	950,982	503,886	447,096	12.3
Urban	1,698,702	50,019	26,399	23,620	2.9	340,842	172,741	168,101	20.1
Province									
Nairobi	490,634	8,349	4,353	3,996	1.7	56,729	27,067	29,662	11.6
Central	987,625	12,866	6,932	5,934	1.3	123,103	63,452	59,651	12.5
Coast	758,964	15,352	8,315	7,037	2	101,134	53,118	48,016	13.3
Eastern	1,510,354	32,021	17,235	14,786	2.1	188,593	97,772	90,821	12.5
North	414,802	7,860	4,755	3,105	1.9	36,877	22,797	14,080	8.9
Eastern Nyanza	1,516,081	56,002	30,964	25,038	3.7	348,866	184,144	164,722	23
Rift Valley	2,477,526	43,114	23,503	19,611	1.7	275,666	145,230	130,436	11.1
Western	1,277,507	45,531	24,372	21,159	3.6	160,856	83,047	77,809	12.6

Figure 3.5 and Figure 3.6 illustrate variation in enrolment levels among the provinces for PWDs and orphans enrolled in primary schools. Figure 3.7 demonstrates the variation by residence. Nyanza Province reported the highest number of PWDs enrolled as a proportion of total enrolment followed by Western and Coast provinces, while Central Province recorded the least. Nyanza also reported the highest proportion of enrolment of orphans, followed by Coast, Western and Eastern Provinces. The likely explanation for this trend in enrolment of orphans could be the impact of HIV/AIDS in regions where HIV prevalence is very high.

Figure 3.5: Proportion of PWDs Enrolled in Primary Schools by Province, 2009

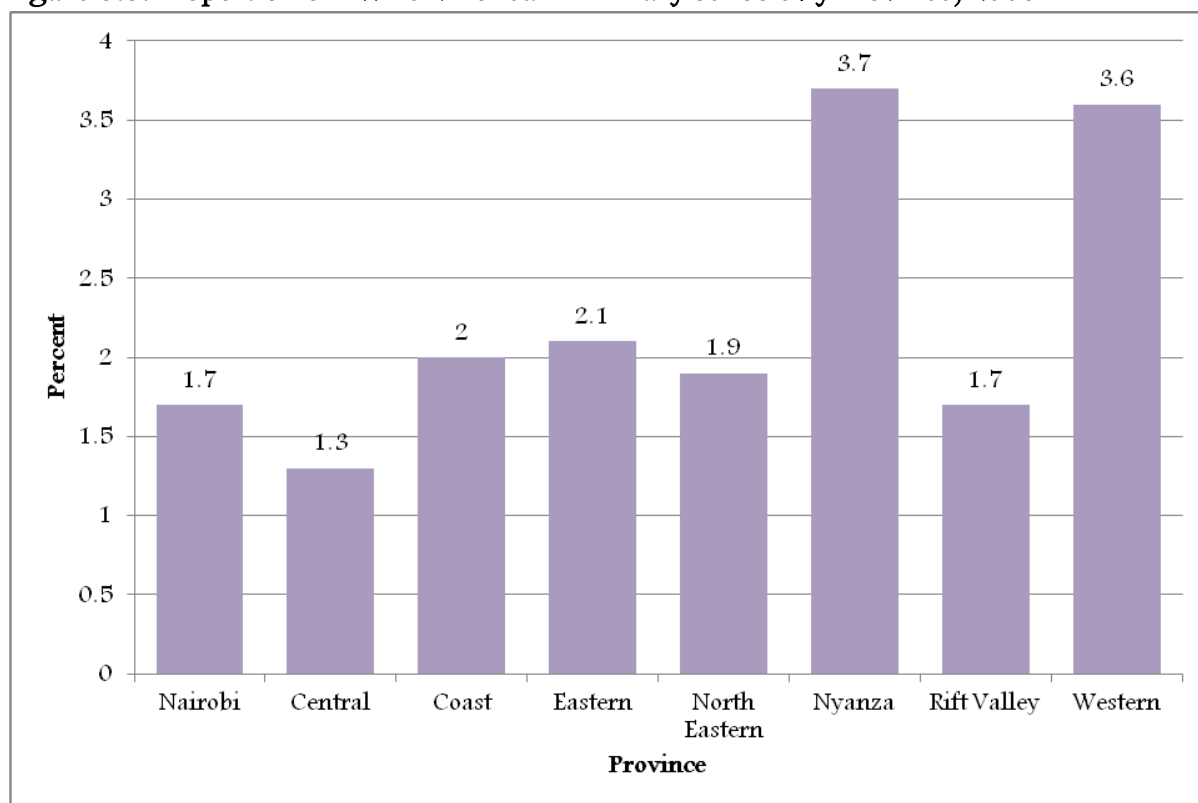


Figure 3.6: Proportion of Orphans Enrolled in Primary Schools by Province, 2009

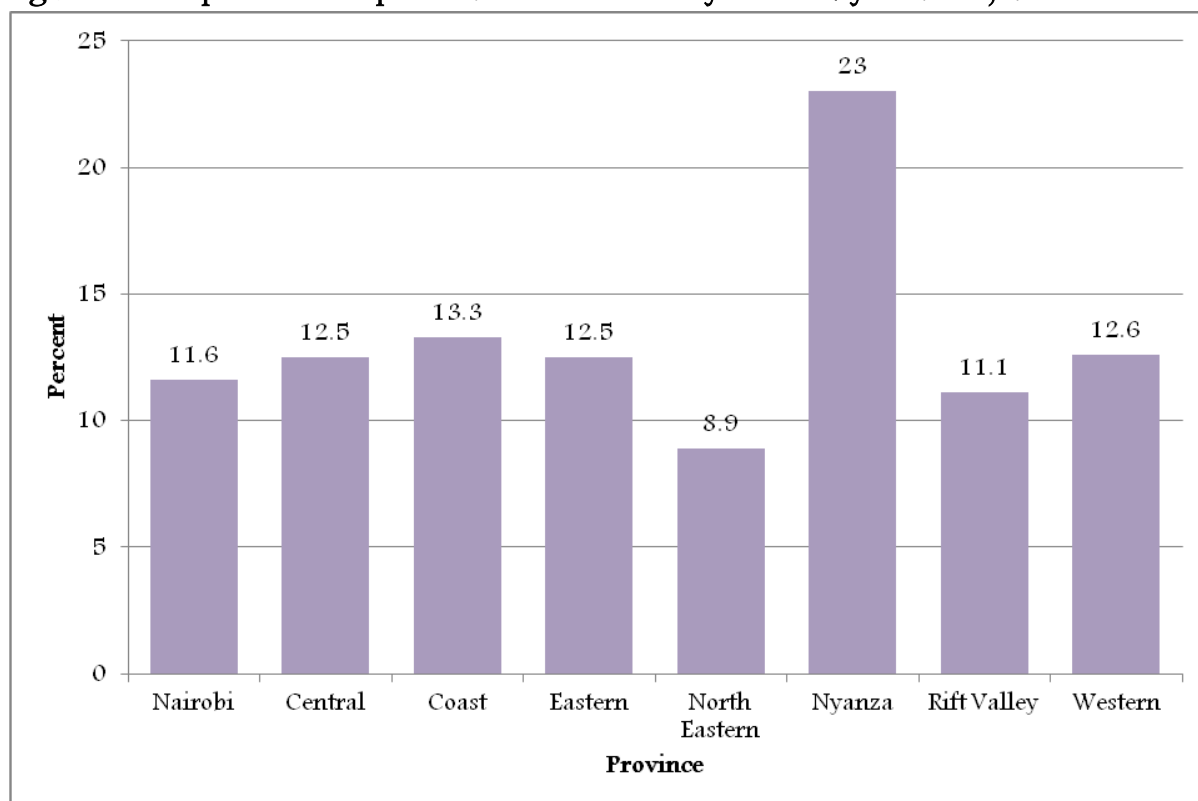
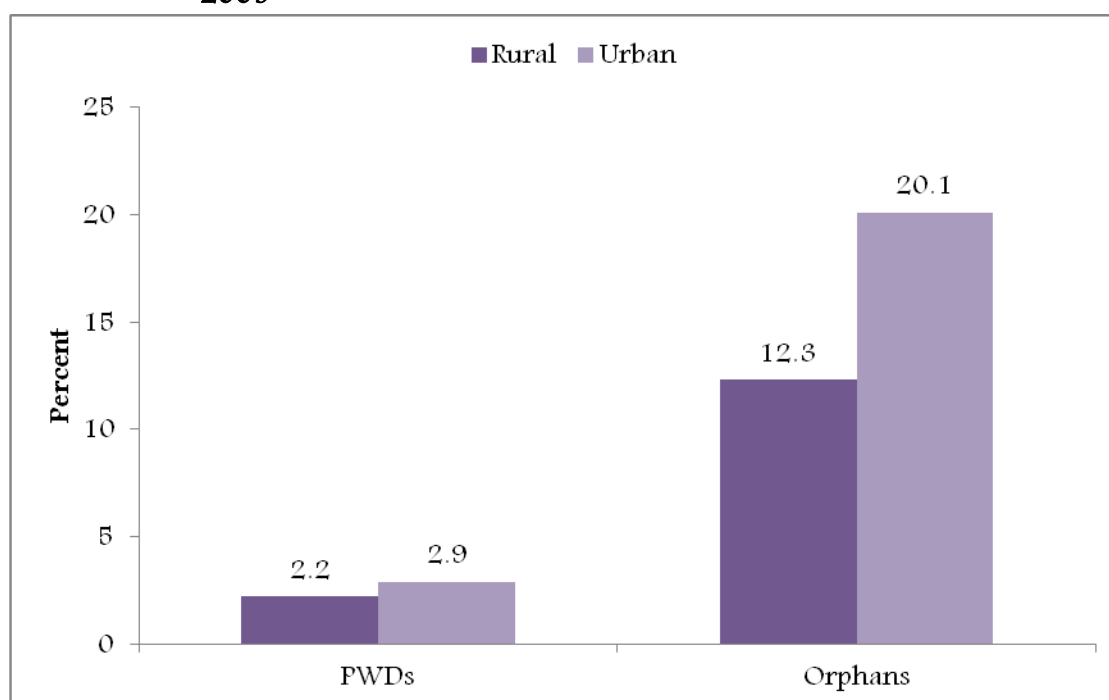


Figure 3.7: Proportion of PWDs and Orphans Enrolled in Primary School by Residence, 2009



3.4.3 Primary School Participation Levels

Table 3.8 indicates that the national GER in primary education was 110.8 percent with male at 112.2 percent and female 109.2 percent. This was an increase from the 1999 Census which reported overall GER of 101.4 percent with male at 103 percent and female at 99.8 percent. This is a clear indication that access to primary education has increased, and with more over age children attending. The overall picture becomes clear when analysis is done by province. Compared with the 1999 Census, GER in all the provinces has increased and is over 100.0 percent, except in North Eastern (which is still double that of 1999). Males reported higher GER at primary school in all provinces. Western Province reported the highest GER of 124.3 percent with male at 126.0 percent and females at 122.6 percent while North Eastern was the lowest at 58.5 percent with males at 62.7 percent and females at 53.5 percent.

Nationally, the overall NER was 78.7 percent with male at 77.8 percent and female at 79.7 percent compared with 70.1 percent in 1999 with male at 69.6 percent and female at 70.5 percent. This indicates that the proportion of children enrolled in primary school level belonging to the relevant age group (6-13) improved significantly. Girls seem to be doing better than boys as it was in the previous census. All provinces except North Eastern recorded NER of over 70 percent for both sexes. Central and Nairobi provinces recorded the highest NER of 93.2 percent and 89.3 percent respectively while North Eastern Province reported the lowest at 39.1 percent. Girls reported the highest NER in all the provinces, except in North Eastern Province with male at 40.3 percent and female at 37.7 percent. The possible explanations of the relatively lower participation rate for girls in North Eastern Province could be attributed to poverty and socio-cultural practices that impede girls' access to education.

Table 3.8: Primary Gross Enrolment Ratio and Net Enrolment Rate by Sex, Residence, and Province, 2009

	Population(6-13)			Gross Enrolment Ratio			Net Enrolment Rate		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
KENYA	8,516,889	4,314,686	4,202,203	110.8	112.2	109.2	78.7	77.8	79.7
Residence									
Rural	6,361,728	3,244,265	3,117,463	121.6	123.2	119.9	75.7	74.6	76.8
Urban	2,155,158	1,070,419	1,084,739	78.8	79.1	78.6	87.8	87.4	88.2
Province									
Nairobi	439,701	215,375	224,326	111.6	112	111.2	89.3	88.9	89.7
Central	836,055	420,110	415,945	118.1	119.4	116.8	93.2	92.8	93.7
Coast	695,147	349,048	346,099	109.2	112	106.3	73.6	73.1	74.1
Eastern	1,244,828	629,020	615,808	121.3	122.3	120.4	86.1	85.4	86.9
North Eastern	708,561	390,144	318,417	58.5	62.7	53.5	39.1	40.3	37.7
Nyanza	1,236,242	618,127	618,115	122.6	125.5	119.8	85.9	85.2	86.7
Rift Valley	2,328,605	1,181,113	1,147,492	106.4	107.9	104.8	74.6	73.6	75.5
Western	1,027,750	511,749	516,001	124.3	126	122.6	85	83.7	86.3

Figure 3.8 and Figure 3.9 illustrate the gender variations in primary Gross Enrolment Ratio and Net Enrolment Rate among the provinces. All provinces depict a near gender parity in primary education. However, there are wide regional disparities in levels of participation for boys and girls among the provinces.

Figure 3.8: Primary Gross Enrolment Ratio by Sex and Province, 2009

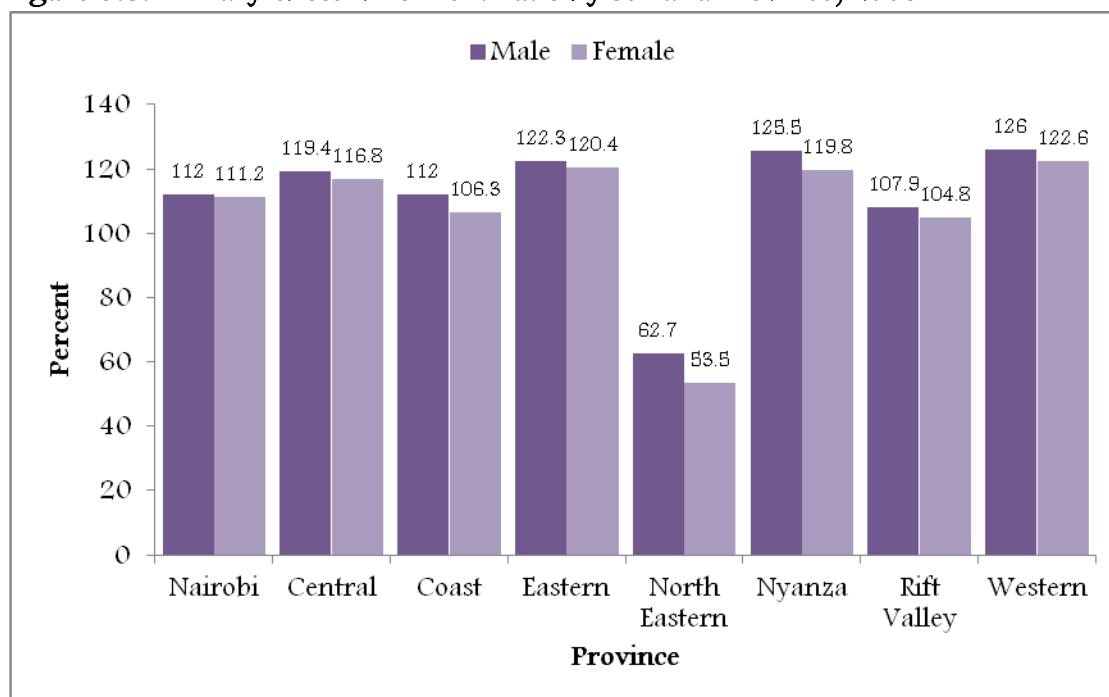
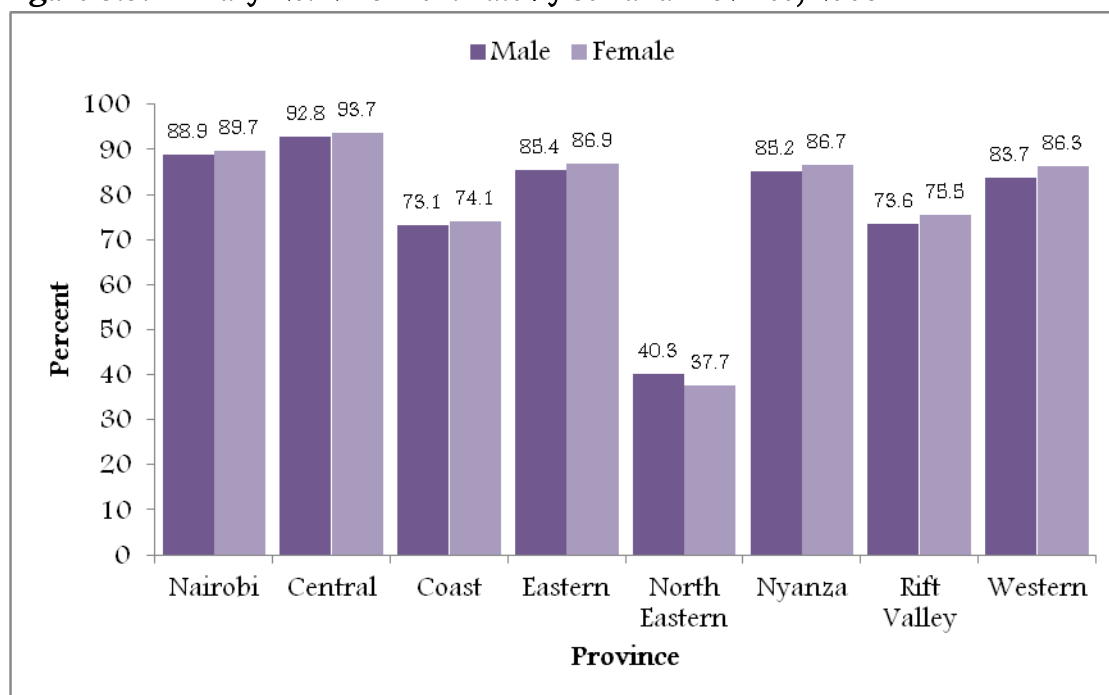


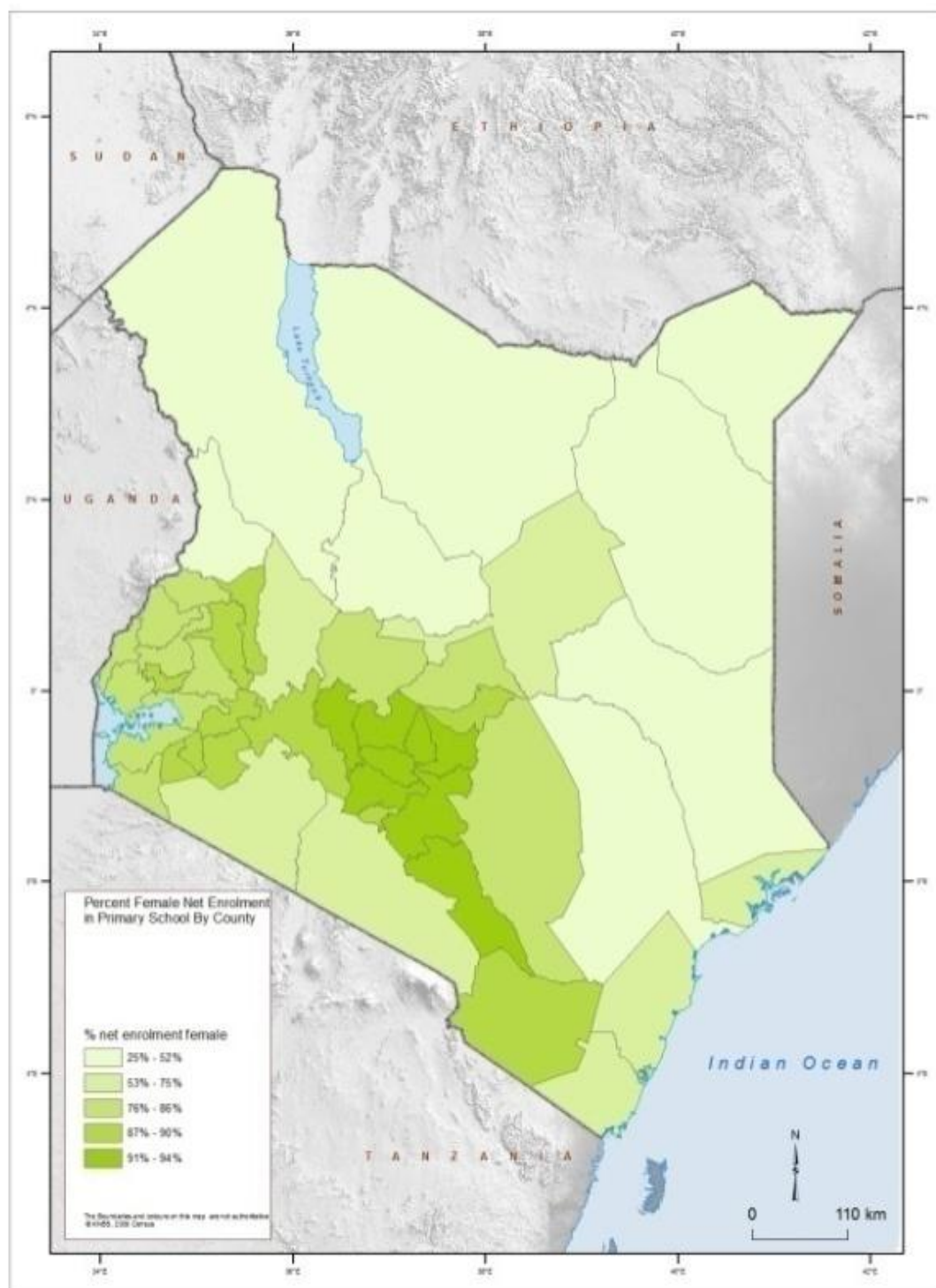
Figure 3.9: Primary Net Enrolment Rate by Sex and Province, 2009



3.4.4 County Net Enrolment

Maps 7 and 8 indicate primary net enrolment rates by sex and county. The counties with low primary NER for both males and females were West Pokot, Turkana, Samburu, Marsabit, Tana River, Garissa, Wajir and Mandera. Counties with highest NER for both males and females were Machakos, Makueni, Embu, Nyeri, Kiambu, Muranga, Kirinyaga and Nyandarua with exception of Kitui for female. See county map in Appendix 2.14

Map 7: Female Primary Net Enrolment Rate by County, 2009



Map 8: Male Primary Net Enrolment Rate by County, 2009

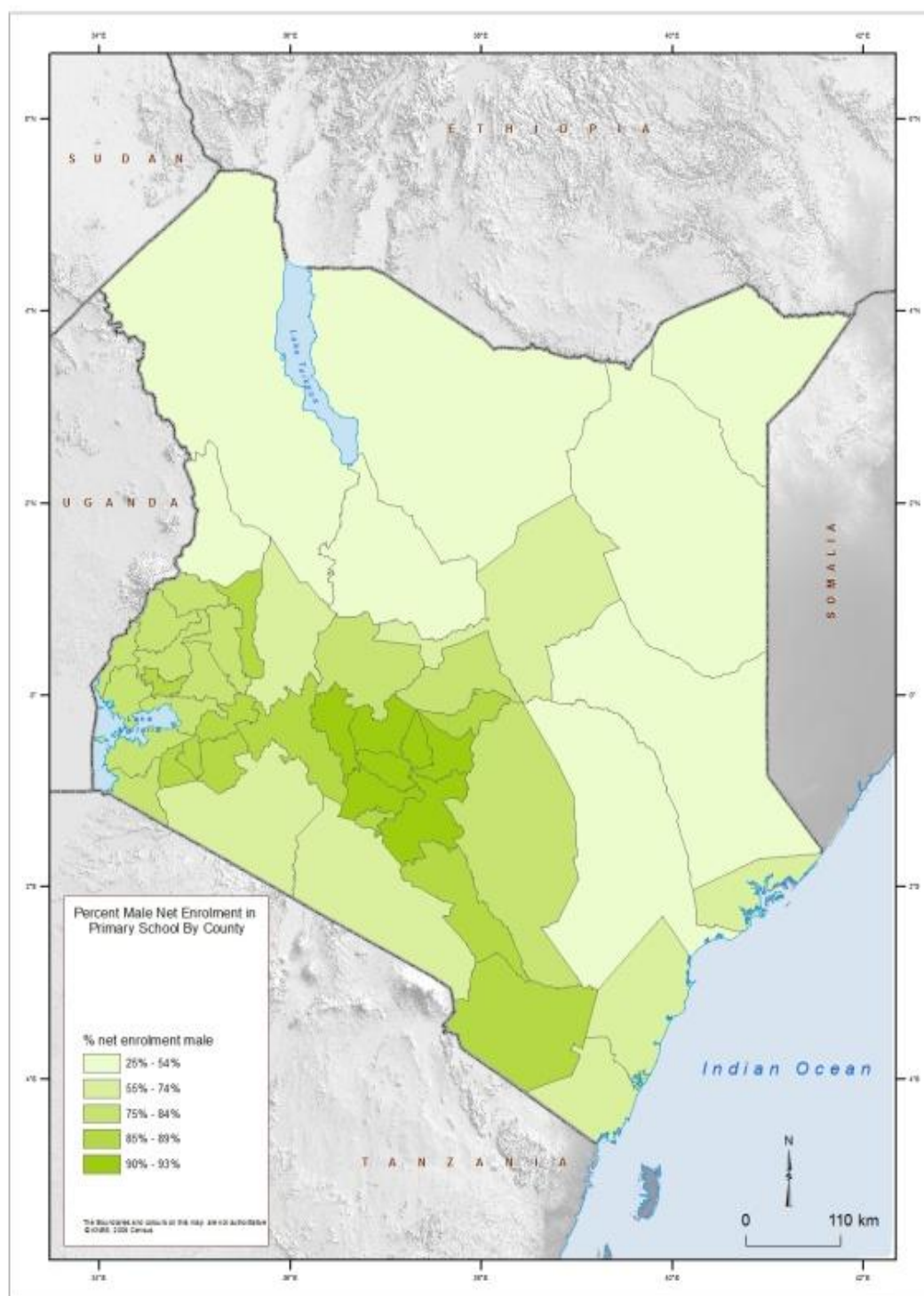
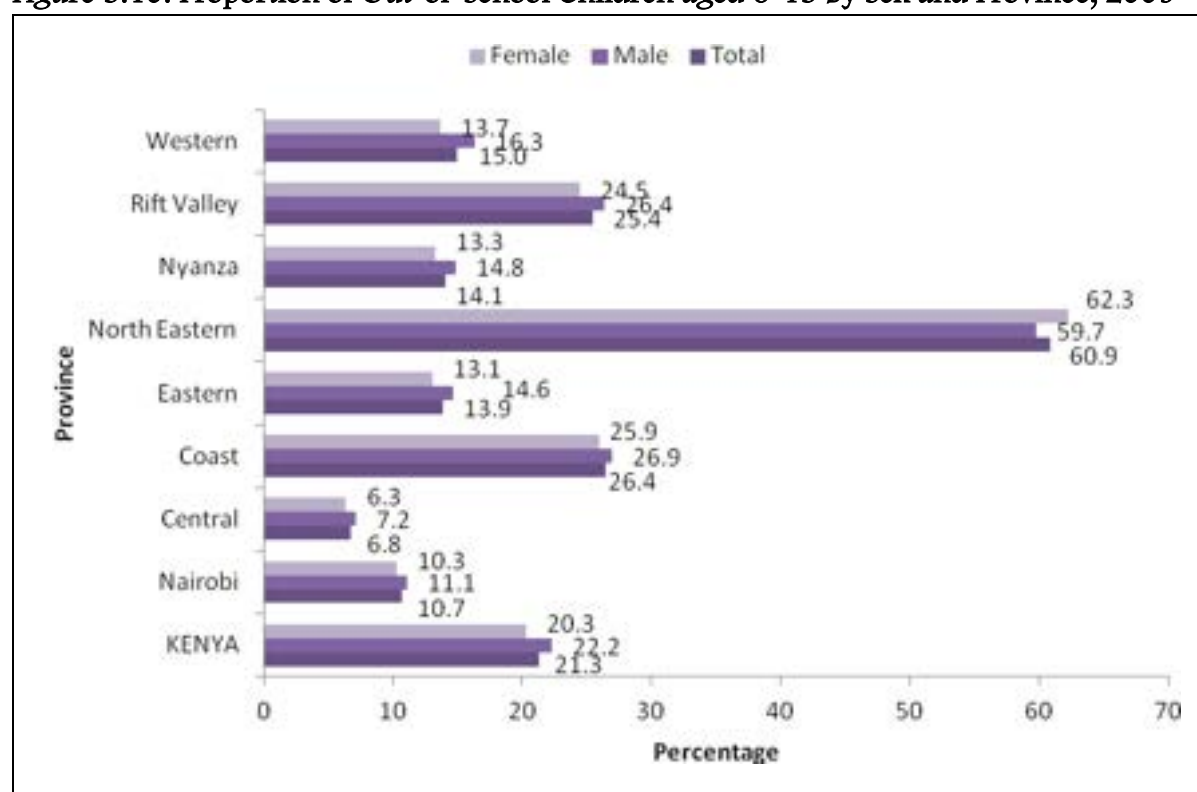


Figure 3.10 shows the number children aged 6-13 who were out of primary school by province and sex. In 2009, the proportion of children out-of-school at primary school level was 21.3 percent. North Eastern Province reported the highest proportion of out-of-school at 60.9 percent, with 59.7 percent for males and 62.3 percent for females. Coast had the second highest at 26.4 percent, 26.9 percent male and 25.9 percent female. Nairobi Province recorded a low proportion of children out school at 10.7 percent, followed by Central with the lowest, at 6.8 percent. Generally, there were more males out of school than females at this age group except for North Eastern. This therefore calls for more focus on boy child education.

Figure 3.10: Proportion of Out-of-School Children aged 6-13 by Sex and Province, 2009



3.4.5 Primary School Scholastic Retardation and Progression Ratios

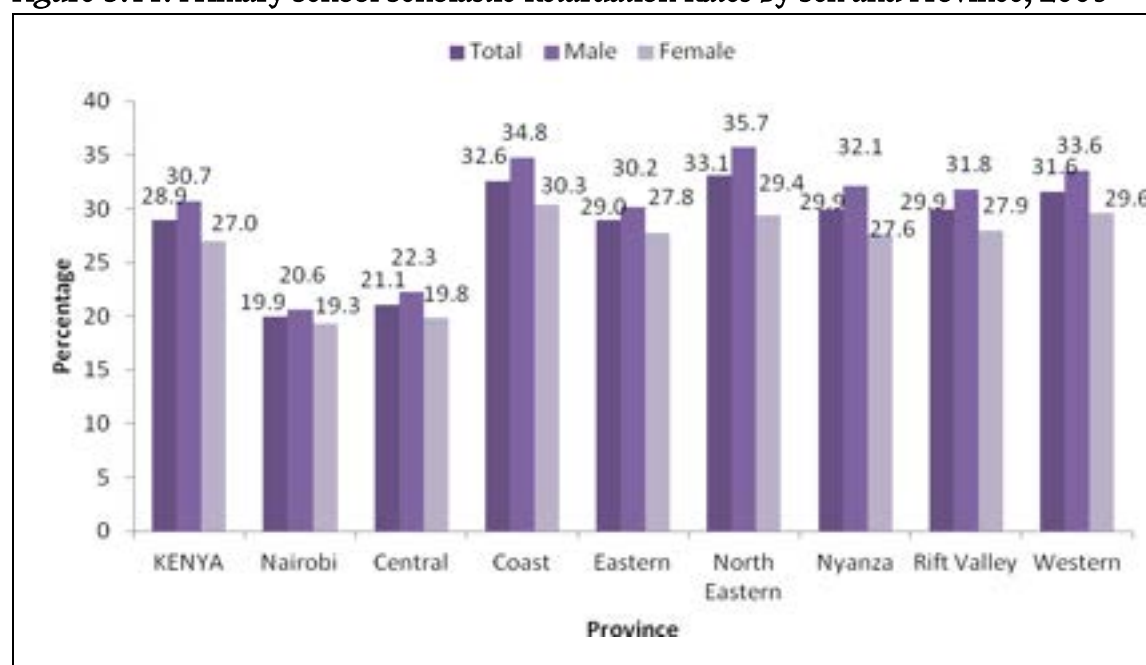
The scholastic progression rate is a measure of movement of learners from one class or level to another and is usually a crude measure of prospects or opportunities for mobility that exist within the education system. The scholastic retardation (over-aged) is a measure of persons attending a certain education level when they are already over age in comparison to the official age category. The crude rate accommodates both late starters and repeaters. The formula used in computation is as follows:

$$\text{Scholastic Retardation} = \frac{\text{Persons attending Primary aged 14 years and over} \times 100}{\text{All persons attending primary}}$$

The cut-off point age 14 is based on the rational school age for primary standards 1-8 which is 6-13 years. Any person attending primary level aged 14 and above must have started school late or repeated some classes.

Figure 3.11 indicates that about 29.0 percent of the population attending primary school level in 2009 was supposed to have completed had they gone to school at the correct age or had not repeated. Scholastic retardation was higher among boys compared to girls. Scholastic retardation rate was high in 6 out of 8 provinces at about 30.0 percent. Nairobi and had the low scholastic retardation rates of 19.9 with male at 20.6 percent and female at 19.3 percent, followed by Central Province at 21.1 percent with male at 22.3 percent and female at 19.8 percent.

Figure 3.11: Primary School Scholastic Retardation Rates by Sex and Province, 2009



The scholastic progression rate shows the transition from one class or form to the other or from primary to secondary level, or secondary level to university level. The scholastic progression rate computed from the 2009 Census data is restricted to movement from primary level to secondary level (Form 1). This approximation was computed as:

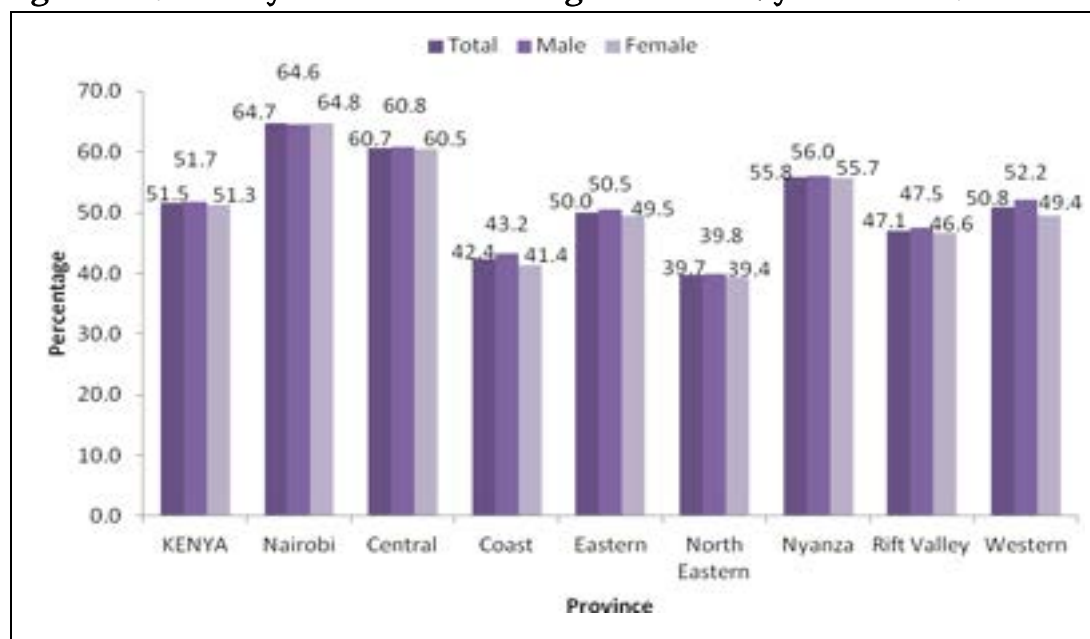
$$\text{Scholastic Progression Rate} = \frac{\text{Form I enrolment} \times 100}{\text{Standard 8 enrolments}}$$

Figure 3.12 shows that 51.5 percent with male at 51.7 percent and female at 51.3 percent of persons enrolled in primary schools moved to secondary level. This indicates a rise of 6.5 percentage points from 1999, which stood at 45.0 percent, implying that there is consistent progress in reducing internal wastage in basic education. The wastage rate in 2009 was about 49.0 percent nationally, compared with 55.0 percent in 1999.

Compared with 1999 Census, Nairobi and North Eastern registered a marginal decline in scholastic progression. Other provinces registered slight increase in scholastic progression. Central Province registered a relatively higher increase in scholastic progression rate at

60.7 percent with male at 60.8 percent and female at 60.5 percent in comparison with 46.3 percent in 1999 with male at 46.4 percent and female at 46.3 percent.

Figure 3.12: Primary School Scholastic Progression Rates by Sex and Province

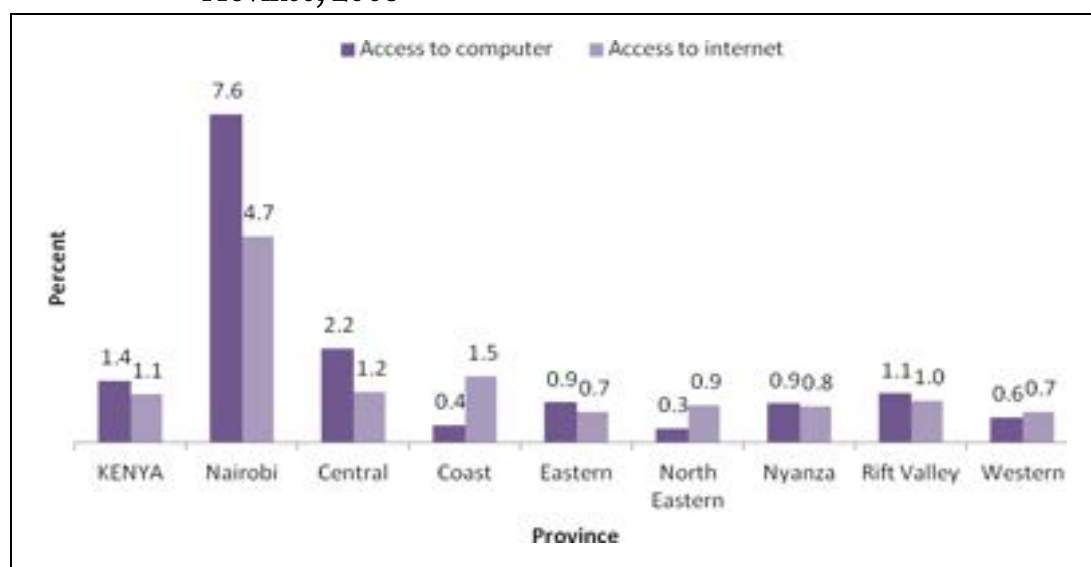


Nairobi Province reported the lowest wastage rate between primary and secondary levels of about 19.9 percent, followed by Central 21.1 percent, with almost equal wastage rate for males and females. North Eastern Province reported the highest wastage rate at 33.1 percent, followed by Coast Province with 32.6 percent and Rift Valley with 29.9 percent. In terms of gender, wastage was slightly higher among males than females in all provinces.

3.4.6 Population Enrolled in Primary School with access to computers and internet

Figure 3.13 shows that nationally, about 1.4 percent of persons enrolled in primary school had access to computers and 1.1 percent had access to internet.

Figure 3.13: Persons Enrolled in Primary School with access to computers and Internet by Province, 2009



There were wide regional variations of population enrolled in primary school with access to computers and internet. Nairobi had highest proportions of children attending primary school with access to computers and internet. More females than males reported to have access to both computers and internet in all the provinces.

3.5 Secondary Education Enrolment and Participation Levels

3.5.1 Secondary School Enrolment at County Level

The 2009 Census data on secondary school attendance was compared with MoE records for 2009. Table 3.9 shows that about 1.8 million people were reported to be attending secondary school, of which 964,108 were males and 834,479, were females. There were discrepancies between the census and MoE records, with a percentage variation of about 16.6 percent overall.

Table 3.9: Comparison of Enrolment for 2009 Census and MoE Administration Records by sex, Province and Residence

Province\ County	Total			Male			Female		
	2009 Census	MoE Records	% Variation	2009 Census	MoE Records	% Variation	2009 Census	MoE Records	% Variation
KENYA	1,798,587	1,500,015	16.6	964,108	802,217	16.8	834,479	697,798	16.4
Residence									
Rural	1,281,942			700,062			581,880		
Urban	516,645			264,046			252,599		
Province									
Nairobi	177,073	54,381	69.3	88,250	33,464	62.1	88,823	20,917	76.5
Central	266,040	260,914	1.9	134,293	138,191	-2.9	131,747	122,723	6.8
Coast	108,575	63,453	41.6	60,555	38,353	36.7	48,020	25,100	47.7
Eastern	269,030	261,524	2.8	138,077	147,960	-7.2	130,953	113,564	13.3
North Eastern	60,208	11,749	80.5	40,832	8,857	78.3	19,376	2,892	85.1
Nyanza	309,618	225,402	27.2	174,841	146,583	16.2	134,777	78,819	41.5
Rift Valley	411,875	431,665	-4.8	221,550	182,771	17.5	190,325	248,894	-30.8
Western	196,168	190,927	2.7	105,710	106,038	-0.3	90,458	84,889	6.2

Central province had the least difference at 1.9 percent followed by Western and Eastern with a variation of 2.7 percent and 2.8 percent, respectively. North Eastern and Nairobi provinces had the largest variations of 80.5 percent and 69.3 percent, respectively.

3.5.2 PWDs and Orphan Attending Secondary School

Table 3.10 shows enrolment of PWDs and orphans attending secondary schools. Nationally, the PWDs attending secondary education as a proportion of total enrolment were low at 2.1 percent. The number of males and females with disability attending secondary schools were 19,970 and 18,667, respectively. However, the proportion of orphans was high at 20.4 percent, comprising 55.7 percent males and 44.3 percent females.

Urban areas had more PWDs attending secondary school than rural areas, and the absolute difference was very big. However, rural areas had more orphans attending secondary school than urban areas. The same pattern applies to males and females and the orphans enrolled in secondary school.

Table 3.10: PWDs and Orphans Enrolled in Secondary School by Province and Residence, 2009

Province	Enrolment	Number with disability			% of enrolled	Number of Orphans			% of enrolled
		Total	Male	Female		Total	Male	Female	
KENYA	1,798,587	38,637	19,970	18,667	2.1	366,644	204,404	162,240	20.4
Residence									
Rural	1,281,942	3,670	1,757	1,913	0.3	221,504	127,226	94,278	17.3
Urban	516,645	34,967	18,213	16,754	6.8	145,140	77,178	67,962	28.1
Province									
Nairobi	177,073	3,670	1,757	1,913	2.1	38,649	19,687	18,962	21.8
Central	266,040	3,110	1,452	1,658	1.2	47,627	24,711	22,916	17.9
Coast	108,575	2,195	1,075	1,120	2	23,622	13,551	10,071	21.8
Eastern	269,030	4,897	2,245	2,652	1.8	48,546	25,862	22,684	18
North Eastern	60,208	1,400	960	440	2.3	8,583	6,052	2,531	14.3
Nyanza	309,618	9,853	5,581	4,272	3.2	87,888	52,255	35,633	28.4
Rift Valley	411,875	6,830	3,505	3,325	1.7	73,235	40,706	32,529	17.8
Western	196,168	6,682	3,395	3,287	3.4	38,494	21,580	16,914	19.6

Western Province reported the highest proportion of persons with disability enrolled in secondary school, followed by Nyanza and North Eastern, while Central Province reported the least. As in primary schools, Nyanza province reported the highest number of enrolled orphans in secondary school followed by Nairobi and Coast both having 21.8 percent and Western Provinces at 19.6 percent.

3.5.3 Secondary School Participation Levels

Table 3.11 shows the GER and NER in secondary education level by province and sex. Nationally the GER was 51.4 percent with male at 53.8 percent and female at 48.8 percent. This indicates significant increase from 1999 which reported a national GER of 29.2 percent with males at 30.7 percent and females at 27.8 percent. The increase could be attributed to policies and programmes put in place by the government and other players in the last decade.

When the 2009 census data is compared with the 1999 Census data, the increase in the overall GER and for males and females is almost twice in all the provinces. Nairobi reported the highest GER of 94.3 percent with male at 104.9 percent and female at 85.7 percent, while North Eastern had the lowest at 21.9 percent with male at 24.7 percent and female at 17.7 percent.

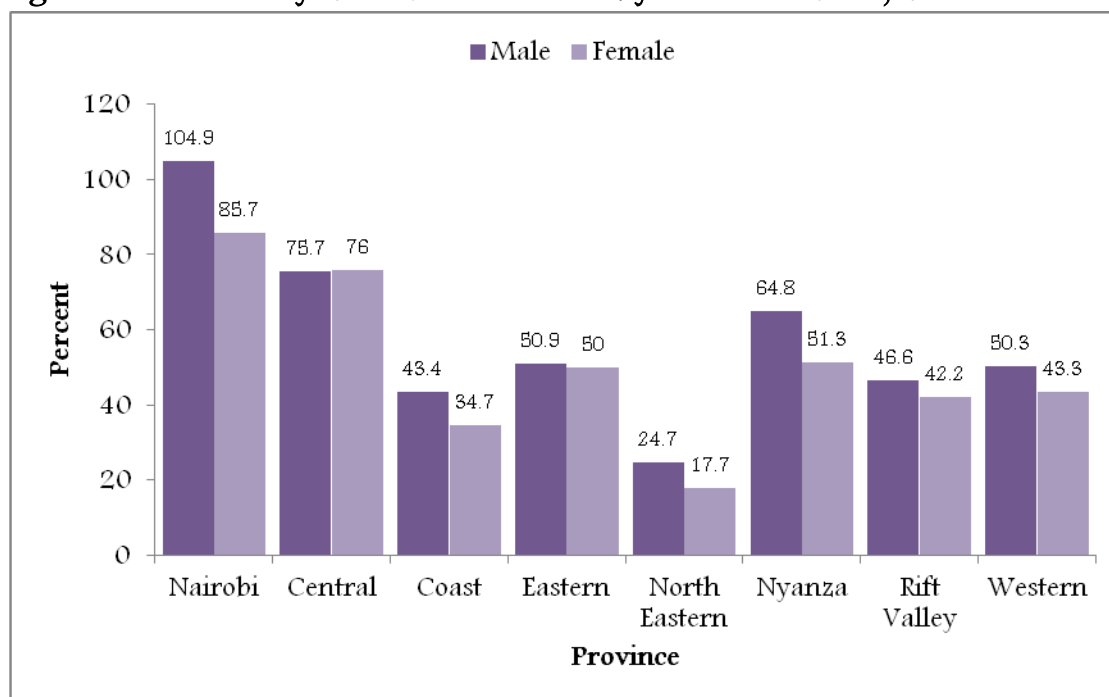
The overall NER was 25.5 percent with male at 23.3 percent and female at 27.8 percent. This was an increase of 12.3 percentage points from 1999 which reported overall NER of 13.2 percent with male at 12.3 percent and female at 14.1 percent. NER for females was higher than for males for both 1999 and 2009 censuses except for the North Eastern Province in 2009 census..

Table 3.11: Secondary Gross Enrolment Ratio and Net Enrolment Rate by Sex, Residence and Province, 2009

	Population (14-17)			Gross Enrolment Ratio			Net Enrolment Rate		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
KENYA	3,502,507	1,793,648	1,708,859	51.4	53.8	48.8	25.5	23.3	27.8
Residence									
Rural	2,572,153	1,347,414	1,224,739	49.8	52	47.5	20.4	18.4	22.5
Urban	930,356	446,236	484,120	55.5	59.2	52.2	39.7	38.1	41.2
Province									
Nairobi	187,690	84,103	103,587	94.3	104.9	85.7	53.1	53.1	53.2
Central	350,779	177,462	173,317	75.8	75.7	76	45.3	41.6	49.1
Coast	277,954	139,542	138,412	39.1	43.4	34.7	17.6	17	18.1
Eastern	533,397	271,508	261,889	50.4	50.9	50	24.8	21.9	27.7
North Eastern	274,540	165,182	109,358	21.9	24.7	17.7	8.4	8.8	7.9
Nyanza	532,199	269,611	262,588	58.2	64.8	51.3	29.1	28.1	30.1
Rift Valley	926,477	475,872	450,605	44.5	46.6	42.2	20.7	18.5	23
Western	419,471	210,368	209,103	46.8	50.3	43.3	20.1	18.3	21.9

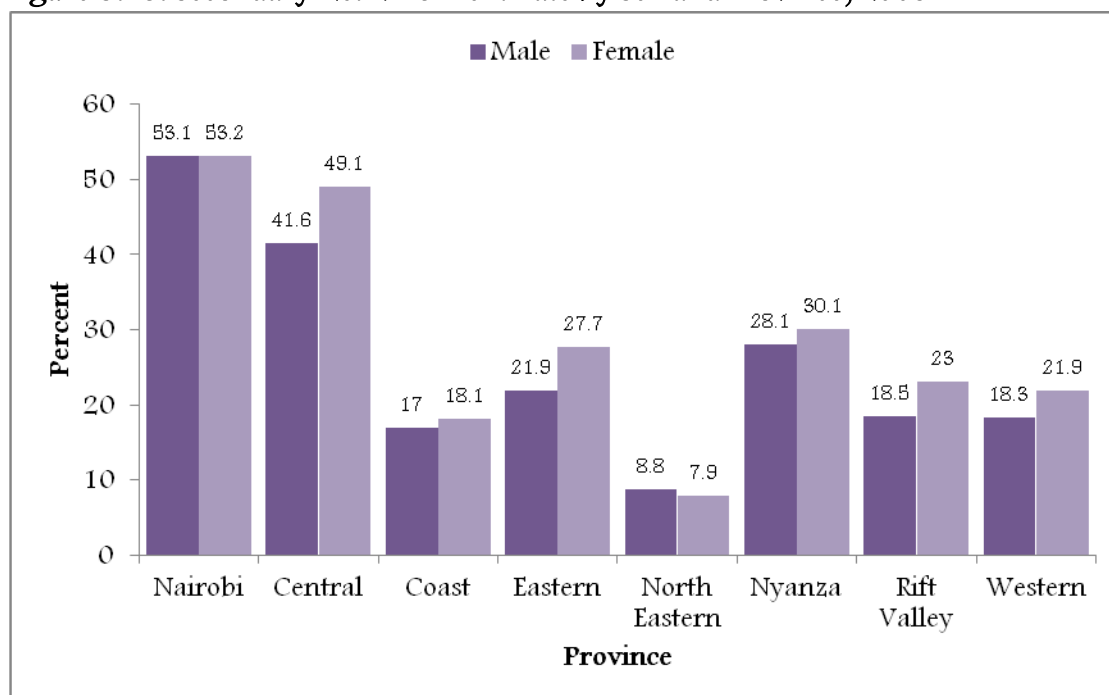
As in GER, NER in all provinces almost doubled between 1999 and 2009. Nairobi reported the highest NER with 53.1 percent with gender parity, followed by Central Province with 45.3 percent,). North Eastern reported the lowest NER at 8.4 percent.

Figure 3.14: Secondary Gross Enrolment Ratio by Sex and Province, 2009



As illustrated in Figure 3.15, all provinces except North Eastern recorded a higher NER for females. The gender disparities in favour of girls are more significant in Central province with NER of 41.6 percent for males and 49.1 percent for females, and Eastern province with NER of 21.9 percent for males and 27.7 percent for females.

Figure 3.15: Secondary Net Enrolment Rate by Sex and Province, 2009

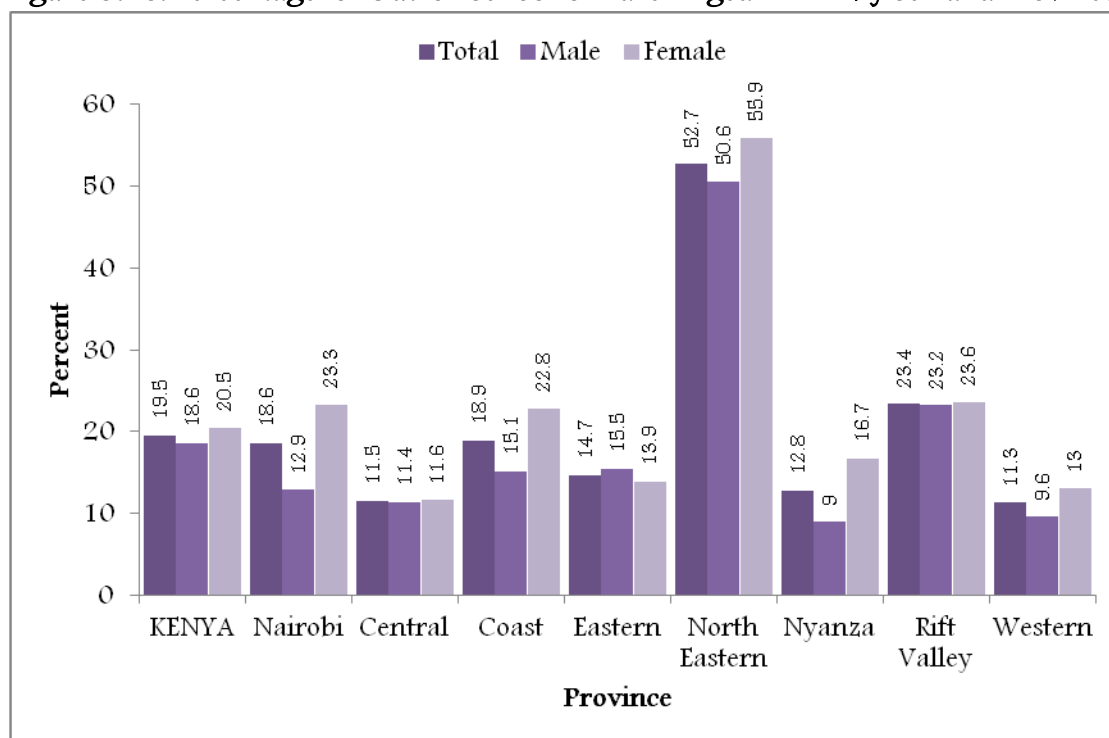


3.5.4 Out-of-School Children

Figure 3.16 shows the proportion of children aged 14-17 who were out of school, by province and sex. Nationally, 19.5 percent of the population aged 14-17 was out of school. North Eastern Province reported the highest proportion at 52.7 percent followed by Rift Valley Province at 23.4 percent, while Central Province at 11.5 percent and Western Province at 11.3 percent had the lowest.

There were more out-of-school females than males in all provinces except Eastern, with a near parity in Central and Rift Valley provinces.

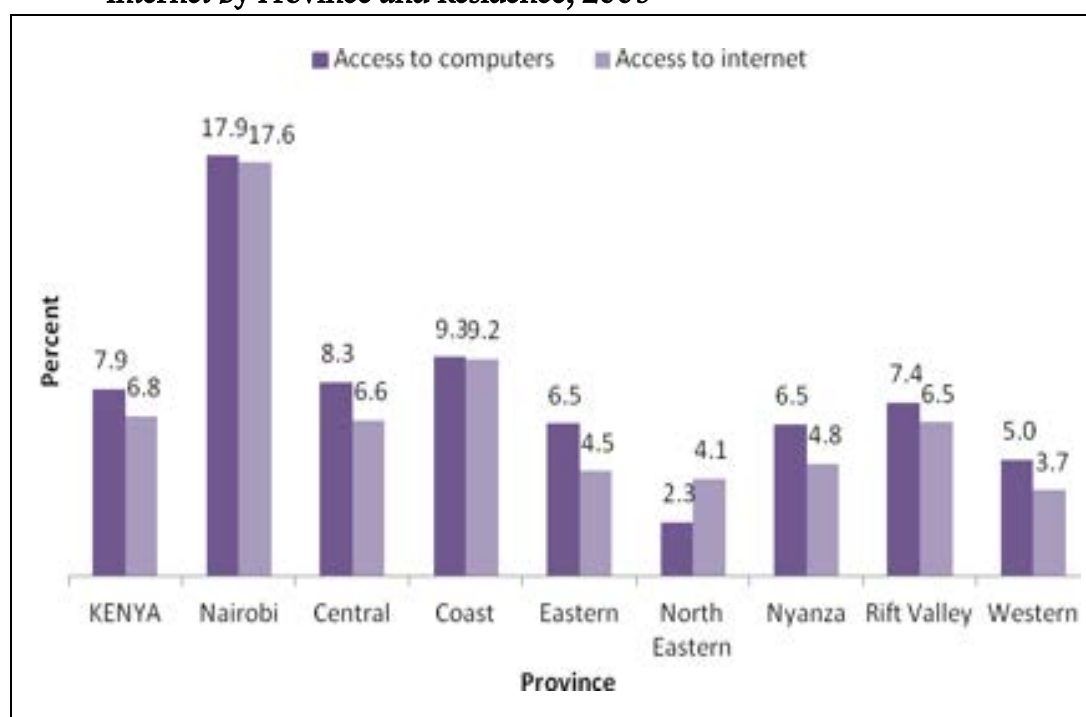
Figure 3.16: Percentage of Out-of-School Children Aged 14-17 by Sex and Province, 2009



3.5.5 Population Enrolled in Secondary Education with Access to Computers and Internet

Figure 3.17 shows that the proportion of those attending secondary school that had access to computers and internet was very low, at 7.9 percent and 6.8 percent, respectively. Nairobi recorded the highest access to computers at 17.9 percent and internet at 17.6 percent, followed by Coast Province with access to computers at 9.3 percent and internet at 9.2 percent. Central Province had 8.3 percent with access to computers and 6.6 percent internet. The rest of the provinces recorded at least 5.0 percent having access to computer except North Eastern which recorded only 2.3 percent.

Figure 3.17: Population Enrolled in Secondary Education with Access to Computers and Internet by Province and Residence, 2009



3.6 Enrolment in Middle Level Colleges

In contrast to the 1989 and 1999 Censuses analytical reports on education, the 2009 monograph reported the population attending middle level colleges. This is due to the fact that investment in middle level colleges is critical for achievement of Vision 2030, especially because the country's productive sectors such as large and small enterprises and informal sectors require qualified technicians and artisans with various skills.

3.6.1 Enrolment in Middle Level Colleges

Table 3.12 shows that a total of 290,639 people were enrolled in middle level colleges, of which 46.9 percent were males and 53.1 percent were females. In terms of residence 37.9 percent were in rural areas and 62.1 percent were in urban areas. Nairobi province recorded the highest number enrolled in middle level colleges with 25.2 percent of total, followed by Rift Valley at 24.7 percent, Central at 14.7 percent and Nyanza at 11.3 percent. Eastern, Coast and Western provinces recorded less than 10.0 percent. North Eastern recorded the lowest at 1.0 percent. As in formal education, North Eastern Province lags in population enrolled in middle level colleges. The contributing factors may include socio-economic and harsh environmental conditions that may lead to less investment in vocational and technical education.

In terms of gender, all provinces recorded more females than males enrolled in middle level colleges, except North Eastern.

Table 3.12: Middle Level Colleges Enrolment by sex, Province and Residence, 2009

Province	Total	Male	Female	% Enrolled	% Female
KENYA	290,639	136,167	154,472	100	53.1
Residence					
Rural	110,117	53,062	57,055	37.9	51.8
Urban	180,522	83,105	97,417	62.1	54.0
Province					
Nairobi	73,221	35,537	37,684	25.2	51.5
Central	42,652	19,448	23,204	14.7	54.4
Coast	20,850	10,035	10,815	7.2	51.9
Eastern	27,849	11,774	16,075	9.6	57.7
North Eastern	2,843	1,858	985	1.0	34.6
Nyanza	32,796	16,087	16,709	11.3	50.9
Rift Valley	71,837	33,308	38,529	24.7	53.6
Western	18,591	8,120	10,471	6.4	56.3

3.6.2 Orphans and PWDs Attending Middle Level Colleges

Table 3.13 shows orphans and PWDs enrolled in middle colleges as proportion of total enrolment was very low for both males and females. Overall, the proportion of PWDs was 1.9 percent, comprising 54.3 percent females and 45.7 percent males. There were more PWDs enrolled in middle level colleges in urban areas than in rural areas. This applies to both males and females.

Nationally, the percentage of orphans enrolled in middle level colleges was 27.9 percent, with 48.6 percent males and 51.4 percent females. Urban areas reported more orphans (both males and females) enrolled in middle level colleges than rural areas. This could be attributed to more training institutions and opportunities in urban compared to rural areas, although the number of orphans are more in rural than urban areas.

The enrolment of PWDs was low in all the provinces. Nyanza reported the highest proportion of PWDs enrolment at 3.3 percent, followed by Western at 3.0 percent, North Eastern at 2.5 percent and Coast province at 2.1 percent. However, enrolment of orphans was high in all the provinces at over 20.0 percent. Nyanza reported the highest proportion at 36.0 percent, followed by Coast at 31.3 percent, Nairobi at 28.5 percent and Western at 27.9 percent.

As in primary and secondary school levels, the status and trend in enrollment of orphans is mainly as a result of the impact of HIV/AIDS on households.

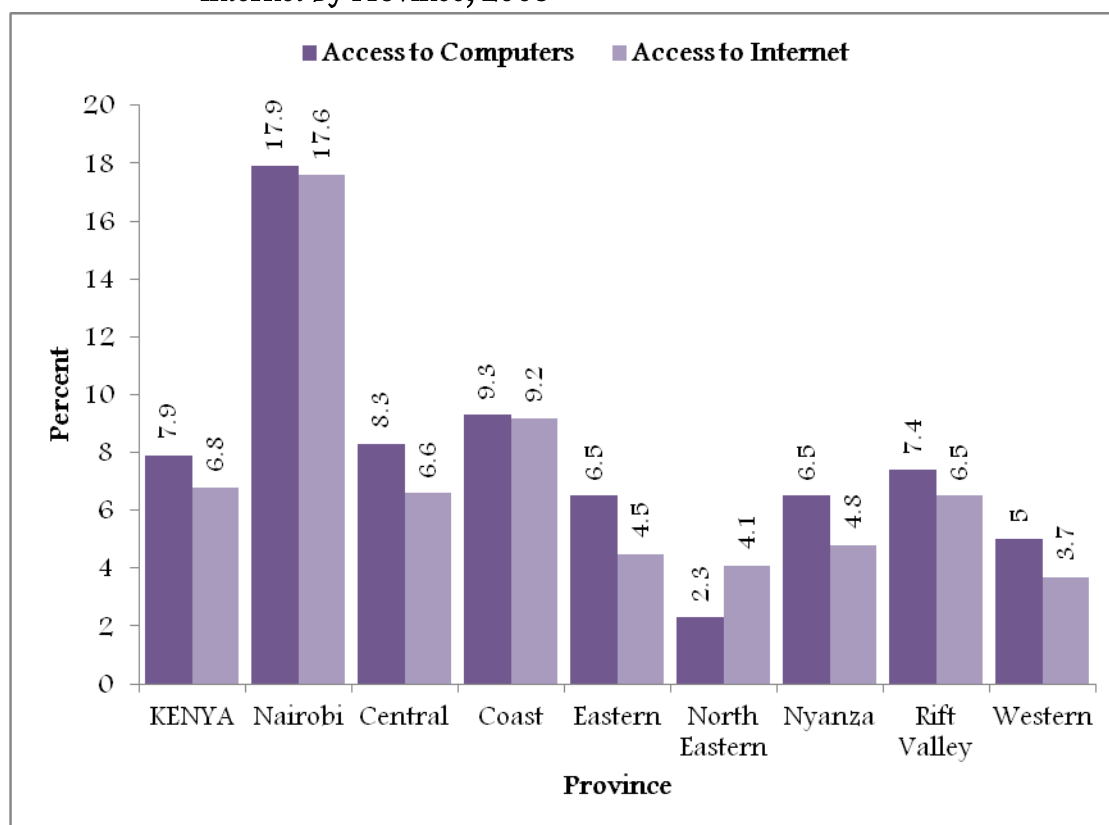
Table 3.13: Proportions of PWDs and Orphans Enrolled in Middle Level Colleges by Sex, Province and Residence, 2009

Province	Enrolment	Number with disability			% enrolled	Number of Orphans			% enrolled
		Total	Male	Female		Total	Male	Female	
KENYA	290,639	5,614	2,567	3,047	1.9	80,962	39,362	41,600	27.9
Residence									
Rural	110,117	2,048	984	1,064	1.9	24,383	12,497	11,886	22.1
Urban	180,522	3,566	1,583	1,983	2.0	56,579	26,865	29,714	31.3
Province									
Nairobi	73,221	1,398	637	761	1.9	20,836	10,338	10,498	28.5
Central	42,652	510	207	303	1.2	10,248	4,795	5,453	24.0
Coast	20,850	429	197	232	2.1	6,531	3,252	3,279	31.3
Eastern	27,849	497	202	295	1.8	7,107	3,120	3,987	25.5
North	2,843	70	46	24	2.5	627	438	189	22.1
Eastern									
Nyanza	32,796	1,074	526	548	3.3	11,807	6,072	5,735	36.0
Rift Valley	71,837	1,083	497	586	1.5	18,615	9,011	9,604	25.9
Western	18,591	553	255	298	3.0	5,191	2,336	2,855	27.9

3.6.3 Population Enrolled in Middle Level Colleges with Access to Computers and Internet

Figure 3.18 indicates that about 47.9 percent of those enrolled in middle level colleges had access to computers and 50.7 percent to internet.

Figure 3.18: Proportion of Middle Level College Students with Access to Computers and Internet by Province, 2009



Nairobi recorded the highest proportion of those enrolled in middle level colleges with access to computers at 63.0 percent, followed by Central province at 52.2 percent and Coast Province at 48.5 percent, while North Eastern recorded the lowest at 17.4 percent.

3.7 University Education Enrolment and Participation Levels

3.7.1 University Enrolment

Table 3.14 indicates that 163,783 people were attending university education at undergraduate level, of which 57.2 percent were males and 43.8 percent females; while 34,472 were attending postgraduate education of which 62.2 percent were males and 37.8 percent females. In rural areas 56,114 were enrolled in undergraduate and 6,751 in postgraduate education; while in urban areas 107,669 were enrolled in undergraduate and 27,721 in postgraduate education. In terms of gender, there were more males than females enrolled in both undergraduate and postgraduate levels.

Table 3.14: Persons Enrolled in University Education at Undergraduate and Postgraduate Levels by Sex, Province and Residence, 2009

Province	Undergraduate enrolment			Postgraduate enrolment			Total	% enrolled
	Total	Male	Female	Total	Male	Female		
KENYA	163,783	93,752	70,031	34,472	21,433	13,039	198,255	100.0
Residence								
Rural	56,114	35,350	20,764	6,751	4,699	2,052	62,865	31.7
Urban	107,669	58,402	49,267	27,721	16,734	10,987	135,390	68.3
Province								
Nairobi	54,114	28,906	25,208	15,303	8,779	6,524	69,417	35.0
Central	21,245	11,824	9,421	4,080	2,530	1,550	25,325	12.8
Coast	7,489	4,341	3,148	1,459	982	477	8,948	4.5
Eastern	11,798	6,893	4,905	1,847	1,216	631	13,645	6.9
North Eastern	2,099	1,587	512	336	276	60	2,435	1.2
Nyanza	15,332	9,900	5,432	3,036	2,157	879	18,368	9.3
Rift Valley	42,306	24,430	17,876	6,785	4,357	2,428	49,091	24.8
Western	9,400	5,871	3,529	1,626	1,136	490	11,026	5.6

Nairobi Province recorded the highest number of those enrolled in both undergraduate and postgraduate level, followed by Rift Valley, Central, Nyanza and Eastern provinces. The lowest enrolments were recorded in North Eastern Province with 2,099 in undergraduate and 336 in postgraduate level.

3.7.2 Participation levels in Tertiary Institutions

Table 3.15 indicates that the GER for tertiary institutions (middle level colleges and university education) was 12.4 percent, with male GER of 13.3 percent and female 11.6 percent. Nairobi reported the highest GER in tertiary institutions of 36.0 percent followed by Central with 16.7 percent and Rift Valley at 11.6 percent. Nyanza, Coast, Eastern, and Western Provinces reported less than 10.0 percent GER, with North Eastern reporting 2.2

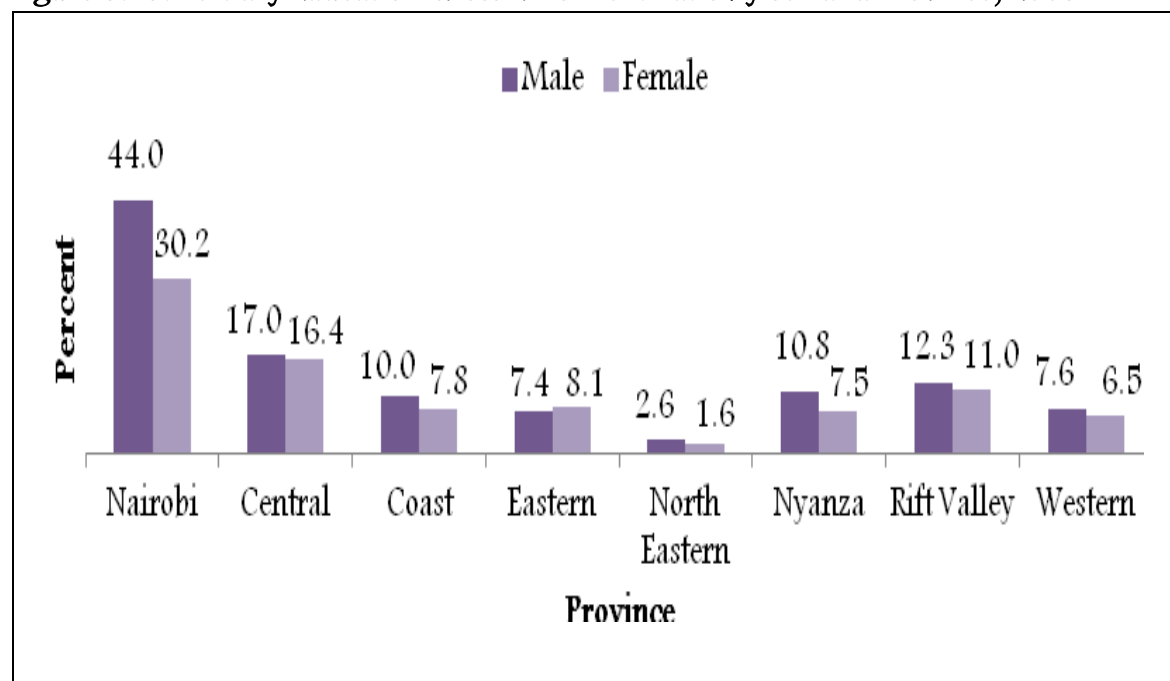
percent. Again the level of poverty and availability of training opportunities could be contributing factors to relatively low participation rates in tertiary institutions.

Table 3.15: Tertiary Education Gross Enrolment Rate by Sex, Residence and Province, 2009

Province	Tertiary enrolment			Population aged 18-22 years			Gross Enrolment Ratio		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
KENYA	488,894	251,352	237,542	3,950,714	1,896,987	2,053,727	12.4	13.3	11.6
Residence									
Rural	172,982	93,111	79,871	2538934	1266871	1272063	6.8	7.3	6.3
Urban	315,912	158,241	157,671	1411779	630117	781662	22.4	25.1	20.2
Province									
Nairobi	142,638	73,222	69,416	396,586	166,589	229,997	36.0	44.0	30.2
Central	67,977	33,802	34,175	407,027	199,151	207,876	16.7	17.0	16.4
Coast	29,798	15,358	14,440	338,365	153,775	184,590	8.8	10.0	7.8
Eastern	41,494	19,883	21,611	535,774	269,285	266,489	7.7	7.4	8.1
North Eastern	5,278	3,721	1,557	243,376	143,984	99,392	2.2	2.6	1.6
Nyanza	51,164	28,144	23,020	568,297	260,031	308,266	9.0	10.8	7.5
Rift Valley	120,928	62,095	58,833	1,038,414	503,886	534,528	11.6	12.3	11.0
Western	29,617	15,127	14,490	422,875	200,286	222,589	7.0	7.6	6.5

All provinces reported a higher GER for males in tertiary institutions, except Eastern Province which reported GER of 7.4 percent for males and 8.1 percent for females as shown in Figure 3.19. The difference between males and females GER is significantly high in Nairobi, with 44.0 percent for males and 30.2 percent for females.

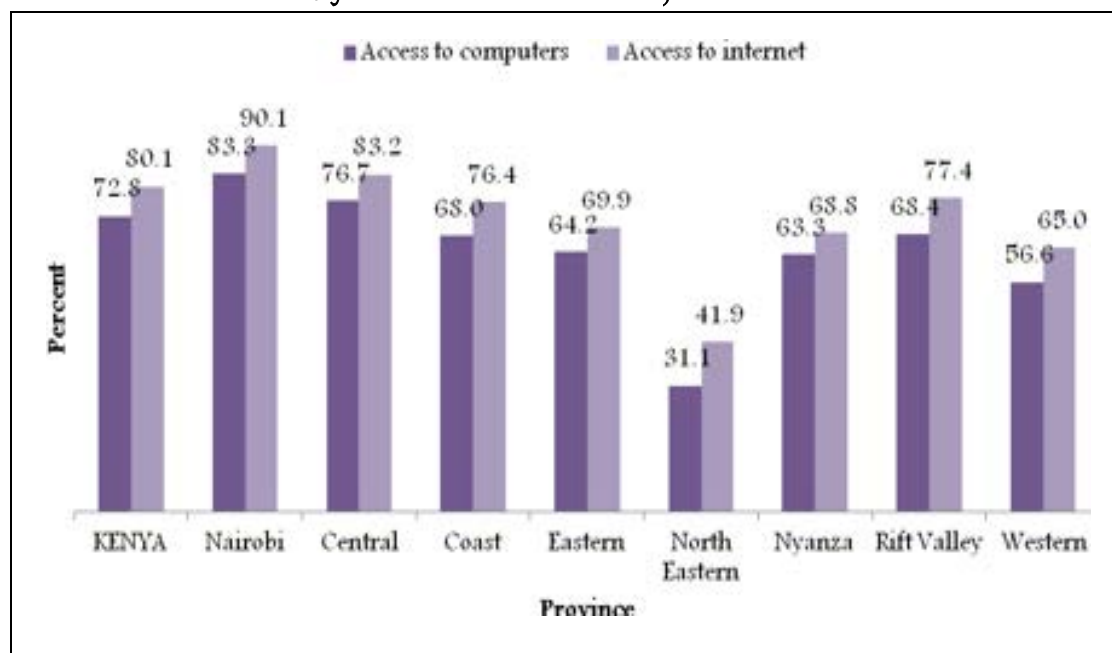
Figure 3.19: Tertiary Education Gross Enrolment Ratio by Sex and Province, 2009



3.7.3 Population Enrolled in University with Access to Computers and Internet

Figure 3.20 shows that 72.8 percent of the population attending university education had access to computers and 80.1 percent had access to internet.

Figure 3.20 Persons Enrolled in University Education with Access to Computers and Internet by Province and Residence, 2009



Nairobi reported 83.3 percent of the population attending university education as having access to computers and 90.1 percent to internet, followed by Central with those access to computers at 76.7 percent and internet at 83.2 percent, Rift Valley with access to computers at 68.4 percent and internet at 77.4 percent. North Eastern reported the lowest proportions of persons attending university education with access to computers at 31.1 percent and internet at 41.9 percent.

3.8 Enrolment in Youth Polytechnics

3.8.1 Enrolment in Youth Polytechnics at County Level

Youth polytechnics are important training and skills development institutions in Kenya and are found in all the counties. They offer basic technical courses, mostly to those of primary school level and those who have reached or dropped out at Form II. Table 3.16 shows the distribution of persons reported to be attending Youth Polytechnics in 2009 by sex and residence. Those reported attending Youth Polytechnics comprised of 45.6 percent females and 54.4 percent males. In terms of residence, 69.1 percent were in rural areas and only 30.9 percent were in urban areas.

Eastern Province recorded the highest number of those who were attending Youth Polytechnic at 10,321, of which 51.5 percent were females and 48.5 percent males. North Eastern provinces recorded the lowest number. In all the provinces except Eastern Province, there were more males than females attending Youth Polytechnics.

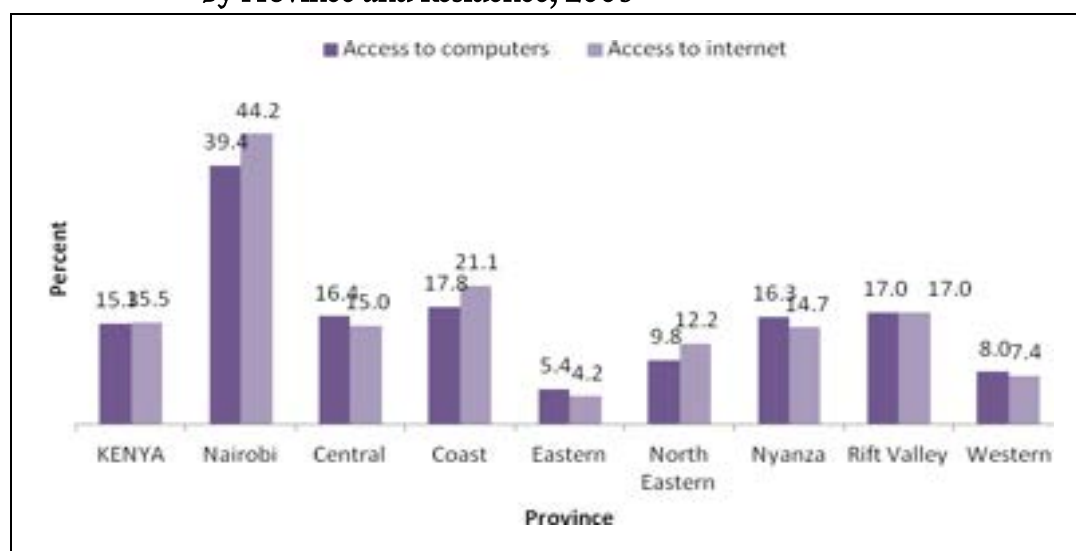
Table 3.16: Population Enrolled in Youth Polytechnics by Sex, Residence and Region

Province	Total	Male	Female	% enrolled
KENYA	34,757	18,910	15,847	100.0
Residence				
Rural	24,029	13,028	11,001	69.1
Urban	10,728	5,882	4,846	30.9
Province				
Nairobi	3,993	2,248	1,745	11.5
Central	3,652	2,261	1,391	10.5
Coast	3,415	1,945	1,470	9.8
Eastern	10,321	5,002	5,319	29.7
North Eastern	286	179	107	0.8
Nyanza	3,901	2,314	1,587	11.2
Rift Valley	6,424	3,365	3,059	18.5
Western	2,765	1,596	1,169	8.0

3.8.2 Population Enrolled in Youth Polytechnics with Access to Computers and Internet

Figure 3.21 indicates that about 15.3 percent of those enrolled in youth polytechnics had access to computers.

Figure 3.19: Persons Enrolled in Youth Polytechnics with Access to Computers and Internet by Province and Residence, 2009



3.9 Non-Formal Education: Basic Literacy and Madrassa

The 2009 Census did not gather information on literacy but sought to find out those who were attending basic literacy classes. Madrassa (institutions offering basic koranic education) were also considered to be offering basic literacy.

Table 3.17 shows persons attending basic literacy and madrassa by sex and residence. A total of 14,585 with 60.7 percent female and 39.3 percent male were attending basic literacy classes. Those attending madrassa were 142,475 with males 56.2 percent and females 43.8 percent. The number of those attending literacy classes appears to be very low

considering the fact that about 30.0 to 35.0 percent of Kenyans population is illiterate. Studies and administrative records also indicate that adult basic literacy education has been facing various challenges in the past decades, including lack of a comprehensive curriculum and responsive materials, and unqualified adult teachers.

Table 3.17: Persons Enrolled in Basic Literacy and Madrassa by Sex, Residence and Province, 2009

Province	Basic Literacy				Madrassa			
	Total	Male	Female	% enrolled	Total	Male	Female	% enrolled
KENYA	14,585	5,727	8,858	100.0	142,475	80,086	62,389	100
Residence								
Rural					119,478	68,397	51,079	83.9
Urban					23,002	11,689	11,310	16.1
Province								
Nairobi	2,006	989	1,017	13.8	3,856	1,892	1,964	2.7
Central	1,848	729	1,119	12.7	182	95	87	0.1
Coast	1,502	468	1,034	10.3	4,318	2,275	2,043	3.0
Eastern	2,997	821	2,176	20.5	2,523	1,443	1,080	1.8
North Eastern	696	358	338	4.8	130,587	73,884	56,703	91.7
Nyanza	1,429	613	816	9.8	188	93	95	0.1
Rift Valley	3,228	1,381	1,847	22.1	707	339	368	0.5
Western	879	368	511	6.0	114	65	49	0.1

The low enrolment in basic literacy classes is clear in all the provinces, with the highest number recorded in Rift Valley Province and lowest in North Eastern Province. The number attending madrassa was very high in North Eastern Province at 130,587. The influence of Islam and culture explains the high participation in madrassa in this province. In Nyanza, Central and Western provinces where Muslims are few, those attending madrassa were less than 200 each.

Chapter 4-Education Attainment

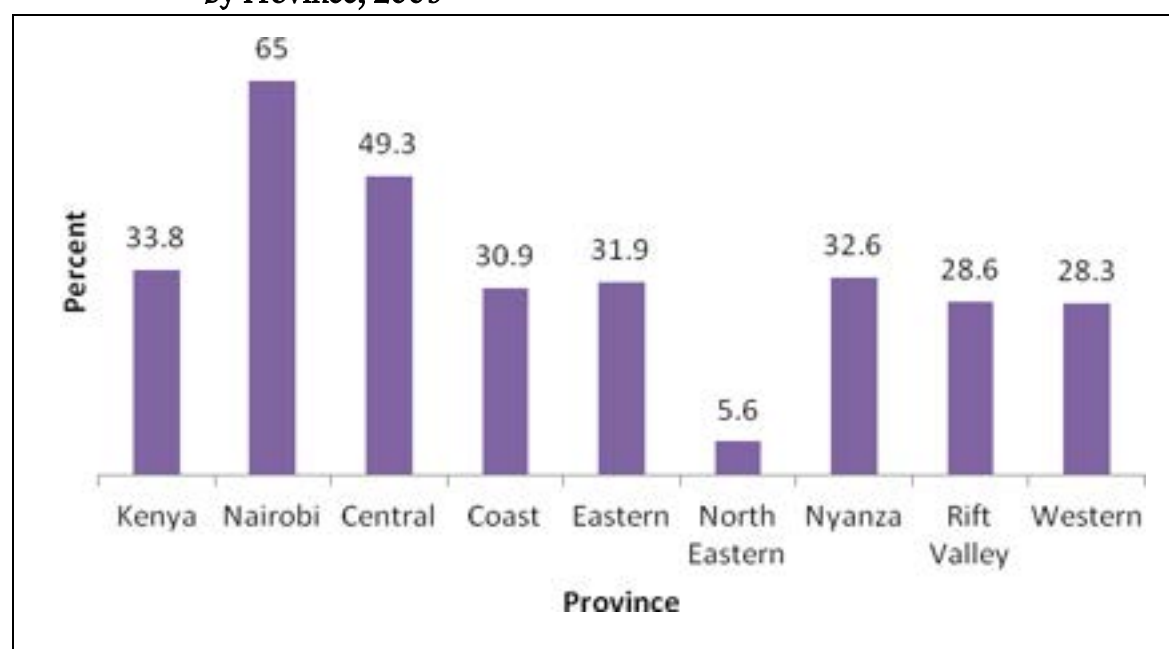
4.1 Introduction

The 2009 Census recorded information about school attendance and the highest level reached (attained) by age and sex. The highest level attained referred to the highest level completed. As in the 1999 Census, the 2009 Census adopted the concept of “completed”, which excludes incomplete classes or forms attended. But unlike the 1999 Census, which collected information on persons aged 5 and above, the 2009 Census collected information on education for persons aged 3 and above.

The 2009 Census used the following categories of educational attainment: “None” which included persons who were 3 years but whose education status was not reported due to underage; “primary education”; “secondary education”; and “university”. The category of “university” is for all university graduates, including undergraduates and those with postgraduate in 2009.

Figure 4.1 shows that 33.8 percent of the total population aged 3 and above had completed primary or higher level of education in 2009. Nairobi recorded the highest percentage followed by Central Province. The rest of the provinces reported that less than 35.0 percent of their population had completed primary school or higher level of education. North Eastern Province reported the lowest proportion of those who attained primary or higher level of education at 5.6 percent.

Figure 4.1: Proportion of Population with Complete Primary or Higher Level of Education by Province, 2009



4.2 Population with no Education Attainment

Table 4.1 and Figure 4.2 shows the proportion of the population with no education attainment by age group and sex for census years 1989, 1999 and 2009. There has been a decline in the proportions of the population with no education attainment since 1989 for all age groups, with a significant decline between 1999 and 2009. The trend was the same for both males and females. This is an indication of the positive impact of educational policies and programmes such as the Free Primary Education and specific interventions for OVC and girls education, that have been developed by the Government over the years.

Table 4.1: Percentage Distribution of Population with no Education by Age Group and Sex, 1989-2009

Age Group	Total				Male				Female			
	1989	1999	2009	% Change	1989	1999	2009	% Change	1989	1999	2009	%Change
3-4			48.5				49.4				47.7	
5-9	55.2	55.5	14.2	(41.3)	55.2	56.6	14.7	(74.1)	53.3	54.4	13.7	(40.7)
10-14	15.9	13.9	9.1	(4.8)	15.9	14.0	9.5	(31.9)	20.0	13.8	8.6	(5.2)
15-19	8.6	10.1	9.5	(0.5)	8.6	9.4	9.8	4.0	12.2	10.7	9.2	(1.5)
20-24	8.9	9.2	10.3	1.1	8.9	8.0	9.7	21.4	16.6	10.4	10.8	0.4
25-29	11.4	10.8	10.6	(0.2)	11.4	8.2	9.0	9.2	26.7	13.4	12.0	(1.4)
30-34	16.2	13.7	11.8	(1.8)	16.2	9.3	9.4	0.9	40.2	18.0	14.2	(3.8)
35-39	19.8	18.1	13.3	(4.7)	19.8	11.1	9.9	(10.7)	49.1	25.0	16.7	(8.3)
40-49	36.5	29.5	18.3	(11.1)	36.5	17.7	13.9	(21.7)	66.2	41.3	22.8	(18.5)
50+	51.7	54.6	40.9	(13.8)	51.7	38.5	28.2	(26.7)	82.9	70.8	52.6	(18.1)
Total			17.4				15.4				19.3	

Figure 4.2: Proportion of Population with no Education Attainment by Age Group, 1989-2009

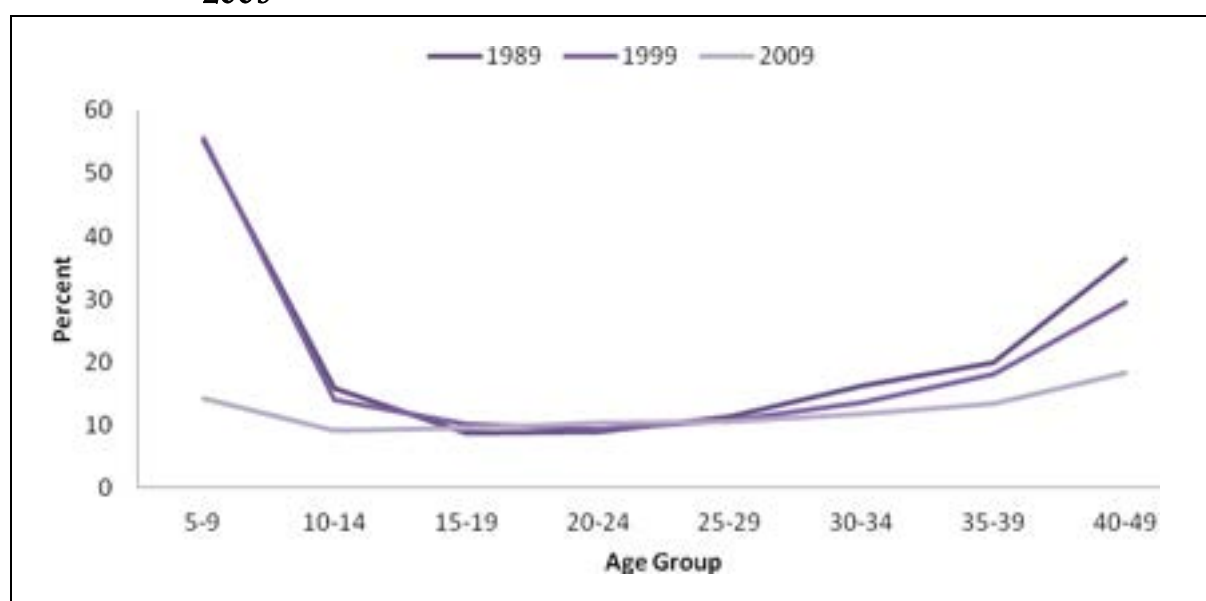


Table 4.2 shows the proportion of the population with no education attainment by sex and residence in 2009. In urban areas, 8.3 percent of the population had no education compared to 21.5 percent in rural areas. In addition, the percentage of persons with no education attainment was higher in rural than in urban areas for all age groups and for males than females. The trend was the same as in the 1999 Census.

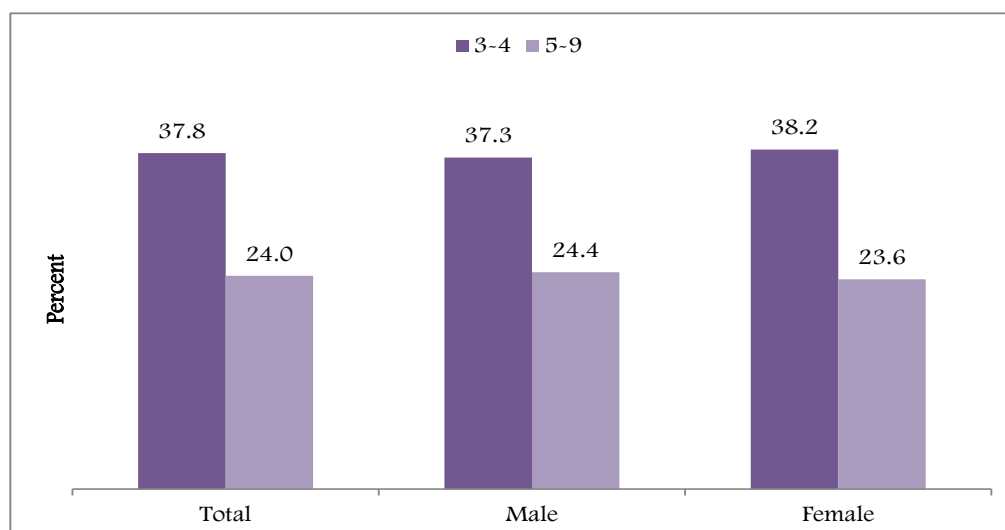
Table 4.2: Percentage Distribution of the Population with No Education by Age Group, Sex and Residence, 2009

Age Group	Total			Rural			Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
3-4	49.4	47.7	48.5	54.1	52.3	53.2	36.6	32.1	35.9
5-9	14.7	13.7	14.2	17.6	16.5	17.0	6.1	32.2	5.9
10-14	9.5	8.6	9.1	11.8	10.7	11.3	2.4	34.3	2.4
15-19	9.8	9.2	9.5	12.2	11.6	11.9	3.2	41.8	3.6
20-24	9.7	10.8	10.3	13.7	15.1	14.4	3.5	45.4	4.2
25-29	9.0	12.0	10.6	13.7	17.2	15.6	3.3	43.9	4.1
30-34	9.4	14.2	11.8	14.0	19.2	16.7	3.5	42.9	4.7
35-39	9.9	16.7	13.3	14.4	21.5	18.1	3.7	45.9	5.4
40-44	13.8	21.3	17.5	19.2	26.0	22.8	5.3	44.9	7.8
45-49	13.9	24.6	19.3	18.4	28.9	23.9	5.8	48.8	9.4
50+	28.2	52.6	40.9	32.3	56.3	45	16.2	39.4	27.4
Total	15.4	19.3	17.4	19.4	23.6	21.5	6.9	10.4	8.3

4.3 Pre-Primary Education Attainment

Figure 4.3 shows the proportion of the population with complete pre-primary education by age and sex in 2009. Within age group 3-4 years and 5-9 years, 37.8 percent and 24.0 percent had attained pre-primary education, respectively. More females than males had attained pre-primary education at age cohort 3-4. This suggests that more females than males were joining standard one.

Figure 4.3: Proportion of Population with Complete Pre-Primary Education Attainment by Age Group and Sex, 2009



4.4 Primary Education Attainment

Table 4.3 indicates that the proportion of the population with Primary Standard 1-4 as the highest level of education completed declined in all age cohorts between 1989 and 2009. The variation between 1999 and 2009 in all the age groups is less than 10.0 percentage points.

Table 4.3: Proportion of Population with Primary Standard 1-4 as the Highest Level of Education Completed by Age Group and Sex, 1989-2009

Age Group	Male				Female				Total			
	1989	1999	2009	Variation 1999-2009	1989	1999	2009	Variation 1999-2009	1989	1999	2009	Variation 1999-2009
5-9	41.1	44	37.0	-7.0	43.1	46.3	40.2	-6.1	42.1	45.1	38.6	-6.5
10-14	56.6	61.5	53.9	-7.6	53.1	58.0	49.9	-8.1	54.9	59.7	51.9	-7.8
15-19	13.4	20.2	10.9	-9.3	10.7	14.7	8.0	-6.7	12.1	17.4	9.5	-7.9
20-24	7.8	10.6	7.1	-3.5	8.3	8.9	6.0	-2.9	8.0	9.7	6.5	-3.2
25-29	8.7	8.5	7.7	-0.8	10.9	9.3	6.5	-2.8	9.9	8.9	7.1	-1.8
30-34	10.9	8.8	6.9	-1.9	12.7	11.6	6.6	-5.0	11.8	10.2	6.7	-3.5
35-39	13.2	11.4	6.5	-4.9	13.8	15.6	7.6	-8.0	13.5	13.5	7.1	-6.4
40-44	14.9	14.1	7.0	-7.1	14.3	17.8	9.9	-7.9	14.6	16	8.4	-7.6
45-49	20.5	17.1	9.4	-7.7	14.8	19.6	14.2	-5.4	17.6	18.3	11.8	-6.5
50-54	24.2	16.6	17.5	0.9	12.5	19.1	17.3	-1.8	18.3	18.8	17.4	-1.4
55+	22.6	24.3			8.4	16.5			15.4	20.2		
Total	25.8	27.8	21.5	-6.3	23.3	25.9	20.6	-5.3	24.6	26.8	21.0	-5.8

The disparities in the level of education attainment Standard 1-4 by sex and residence are presented in Table 4.4, Figures 4.4 and 4.5. In rural areas, the proportion of males with primary Standard 1-4 as the highest level of education completed is higher than that of females in all age groups except between ages 35-49. However, in urban areas, the percentage of males was higher between ages 10-29, while the percentage of females was higher in age 30 and above.

Table 4.4: Percentage Distribution of the Population with Primary Standard 1-4 as the Highest Level of Education Completed by Age Group, Sex and Residence, 2009

Age Group	Total			Rural			Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
10-14	53.9	49.9	51.90	55.2	51.8	53.6	34.1	30.7	47.0
15-19	10.9	8.0	9.46	12.4	9.4	10.9	5.5	4.6	5.8
20-24	7.1	6.0	6.51	9.1	7.9	8.4	3.7	3.4	3.7
25-29	7.7	6.5	7.10	11.1	8.7	9.8	3.4	3.3	3.6
30-34	6.9	6.6	6.75	9.7	8.3	9.0	3.1	3.7	3.6
35-39	6.5	7.6	7.07	8.7	9.2	9.0	3.2	4.7	3.9
40-44	7.0	9.9	8.43	8.9	11.6	10.4	4.1	7.1	4.8
45-49	9.4	14.2	11.78	11.6	16.1	14.0	15.5	23.1	7.0
50+	17.5	17.3	17.37	19.2	17.9	18.5	12.5	15.1	13.8
Total	18.2	16.6	17.4	21.6	19.2	20.4	7.1	7.1	7.1

Figure 4.4: Proportion of Population with Primary Standard 1-4 as the Highest Level of Education Completed by Age Group and Sex, 2009

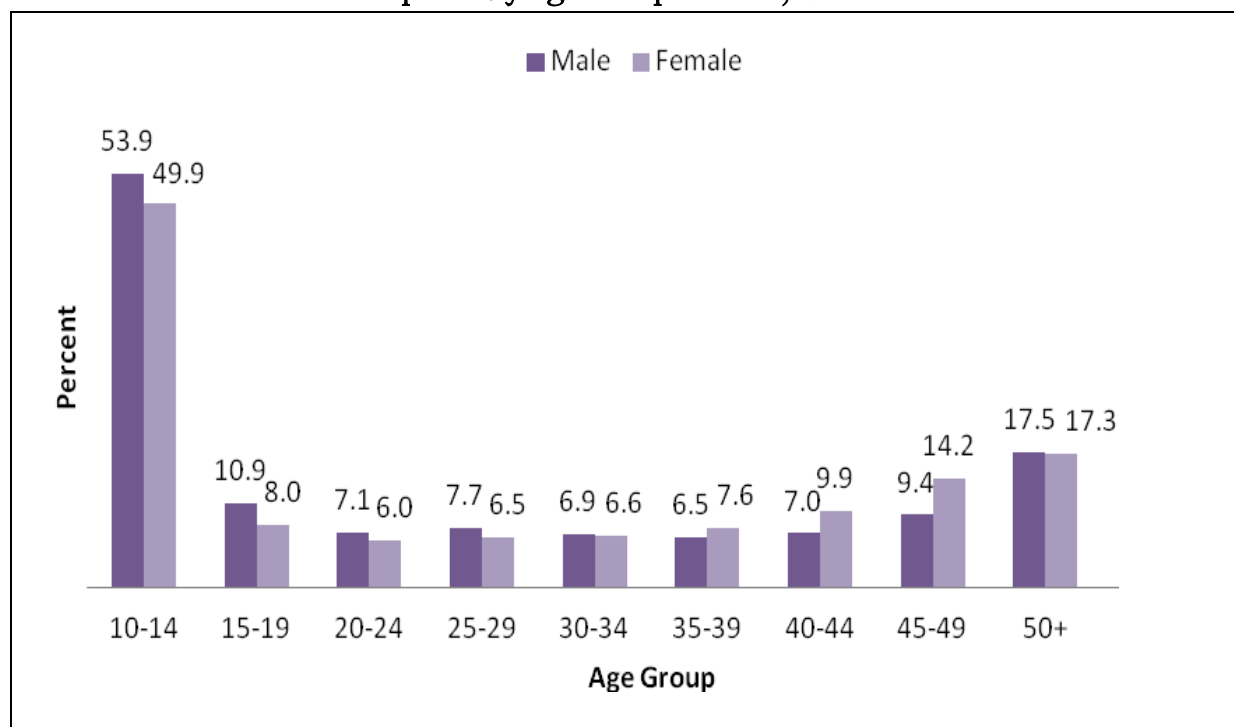


Figure 4.5: Proportion of Population with Primary Standard 1-4 as the Highest Level of Education Completed by Age Group and Residence, 2009

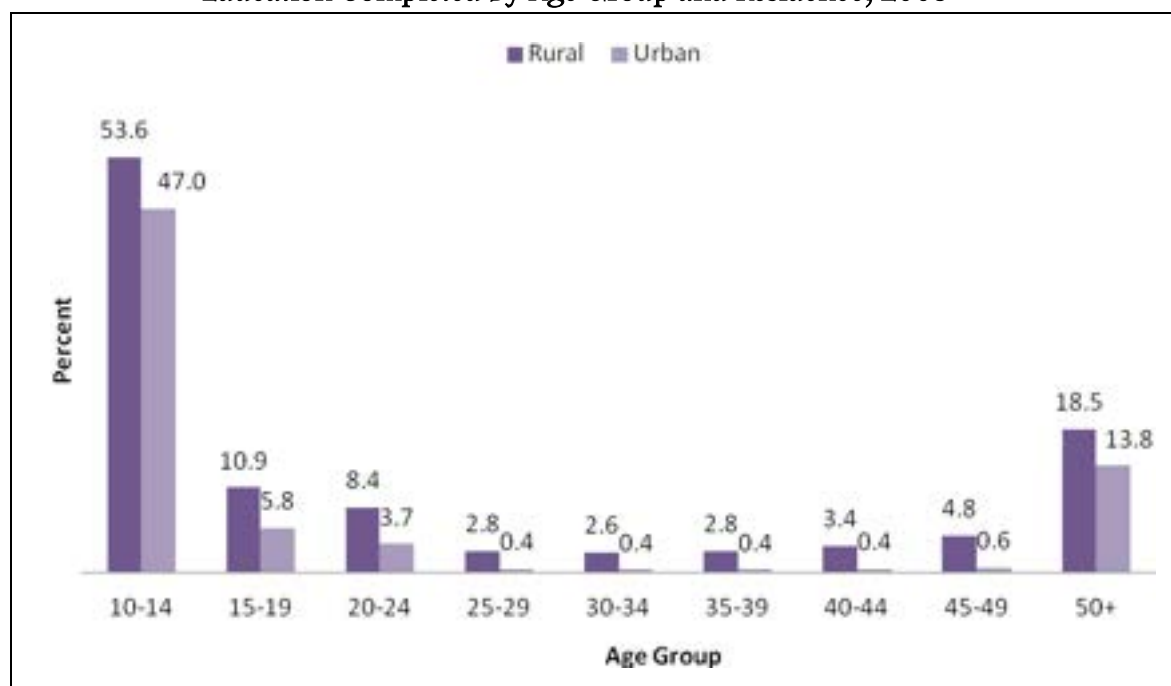


Table 4.5 shows the distribution of the population that had completed primary education Standard 5-8 in 1989, 1999 and 2009 by gender and age. Overall, there was a decrease in the proportion of the population with primary Standard 5-8 as the highest level of

education completed in all age groups except in age groups 10-14 and 30-39. Among males, except for age cohort 10-14, 35-39 and 55+, other groups showed a decrease in the proportion of population with primary Standard 5-8 as the highest level completed.

Table 4.5: Percentage Distribution of Population with Primary Standard 5-8 as Highest Level of Education Completed by Age Group and Sex, 1989-2009

Age Group	Male				Female				Total			
	1989	1999	2009	Variation 1999-2009	1989	1999	2009	% Variation 1999-2009	1989	1999	2009	% Variation 1999-2009
5-9	0	3	0.8	-2.2	0	2.6	0.8	-1.8	0.2	2.8	0.8	-2
10-14	26.7	23.3	31.4	3.4	30	27.2	37.1	3.8	25	25.2	34.2	9
15-19	59.3	53.7	50.7	-24	59.5	56.6	51.3	-28.4	60.3	55.2	51	-4.2
20-24	42.7	45.8	36.8	-32	44.4	49.8	41.9	-31	44.8	47.9	39.6	-8.3
25-29	37.8	41.8	39.6	-26.8	34.4	44.8	42.9	-28.9	40.9	43.4	41.3	-2.1
30-34	34.6	37.7	40.4	-23	27.9	39.2	43.4	-23.7	36.5	38.4	41.9	3.5
35-39	36.1	35	35.2	-21	25.1	32.8	38.8	-15	37	33.9	37	3.1
40-44	37.4	31.6	21.4	-15.7	17.7	25.9	27.5	-5.8	37.4	28.7	24.4	-4.3
45-49	32.2	33.4	27.7	-9.8	10.1	23.8	27.9	0.5	30.8	28.6	27.8	-0.8
50-54	25.6	34.6	25.7	-15.2	6.6	17.8	22.3	-1.1	24.1	26.2	24	-2.2
55+	14.2	6.5	18.3	6.8	3.1	12.6	10.3	-5	13.6	19.5	14.1	-5.4
Total	30.1	30.9	35.1	4.6	27	31	37.2	6.2	29.6	31	36.1	5.1

Table 4.6 and Figures 4.6 and 4.7 present the distribution of the population with primary Standard 5-8 as the highest level of education completed by age group, sex and residence in 2009. Table 4.6 shows that a relatively higher proportion of the population in age groups 10-14, 15-19 and 45-49 years had completed Standard 5-8. The same pattern applies to males and females in both rural and urban. The difference between rural and urban areas in terms of the proportion that have completed primary Standard 5-8 is significant in age groups 30-34 with rural at 20.1 percent and urban at 8.8 percent. In age 35-39, 20.0 percent in rural and 9.8 percent in urban had completed primary standard 5-8.

Table 4.6: Percentage Distribution of Population with Primary (Standard 5-8) as the Highest Level of Education Completed by Age Group, Sex and Residence, 2009

Age Group	Total			Rural			Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
5-9	0.8	0.8	0.8	0.7	0.8	0.8	0.9	1.0	1.0
10-14	26.7	31.0	28.8	23.8	27.8	25.7	35.5	40.2	37.9
15-19	29.7	28.2	28.9	31.2	29.7	30.5	25.0	23.9	24.4
20-24	13.8	18.8	16.3	14.2	19.9	16.9	12.9	16.2	14.6
25-29	15.0	15.9	15.5	17.8	19.9	18.9	10.8	10.3	10.5
30-34	14.7	15.5	15.1	19.8	20.4	20.1	8.6	8.9	8.8
35-39	14.0	17.8	15.9	18.3	21.6	20.0	8.4	11.5	9.8
40-44	15.9	20.1	18.0	19.1	22.9	21.1	11.3	14.8	12.9
45-49	23.6	24.3	24.0	27.1	26.5	26.8	18.1	19.4	18.7
50-54	19.4	16.7	18.0	21.5	17.5	19.4	15.7	14.7	15.2
55+	13.2	7.7	10.4	13.6	7.3	10.3	12.2	8.9	10.6
Total	18.3	19.1	18.7	19.6	20.3	20.0	15.5	16.5	16.0

Figure 4.6: Distribution of Population with Primary (Standard 5-8) as the Highest Level of Education Completed by Age Group, and Sex, 2009

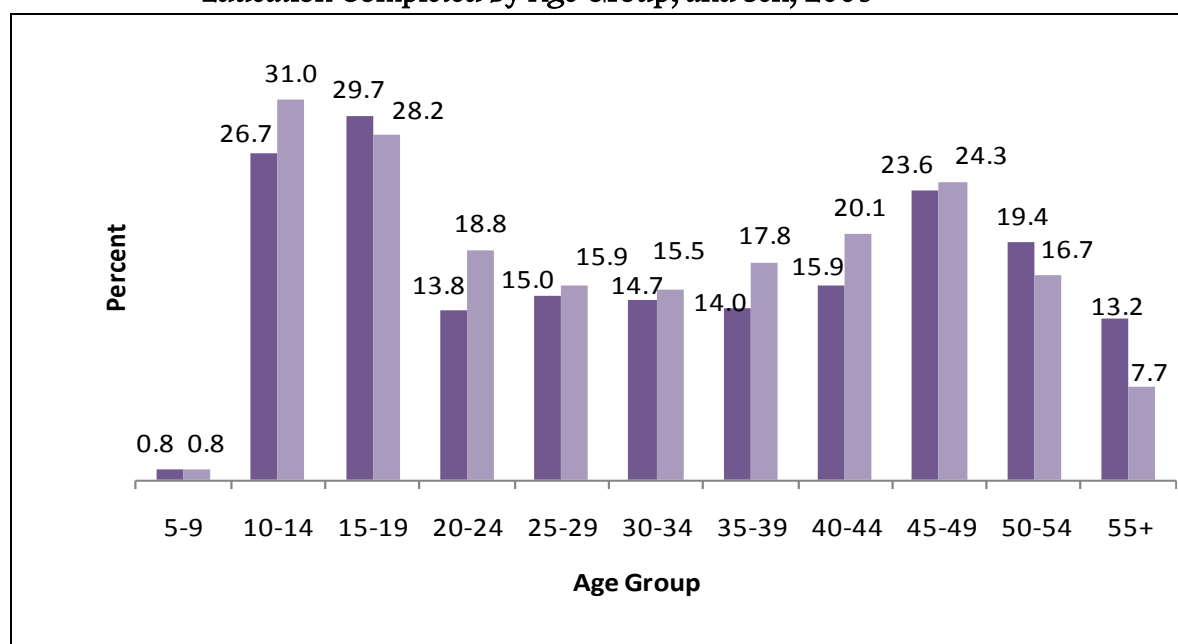
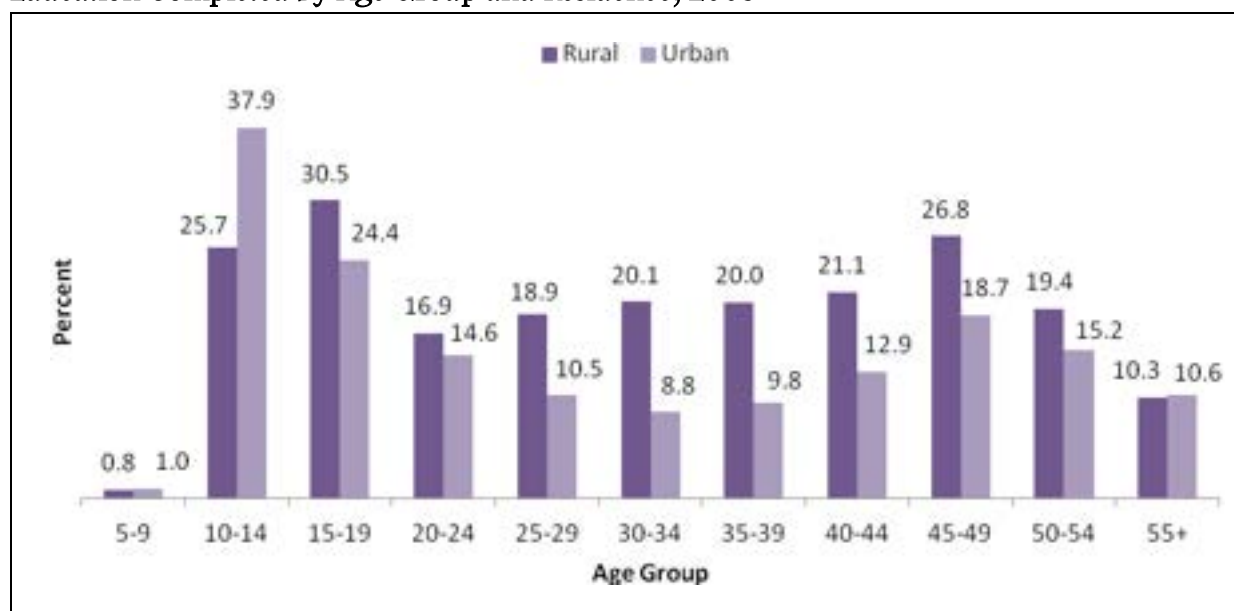


Figure 4.7: Proportion of Population with Primary (Standard 5-8) as the Highest Level of Education Completed by Age Group and Residence, 2009



4.5 Secondary Education Attainment

Table 4.7 shows the percentage of the population with Form 1-4 as the highest level attained by age and sex between 1989 and 2009. Overall, the proportion of the population who had highest education level completed at Form 1-4 declined from 16.1 percent in 1999 to 7.4 percent in 2009.

Table 4.7: Percentage Distribution of Population with Form 1-4 as the Highest Level of Education Completed by Age Group and Sex, 1989-2009

Age Group	Male				Female				Total			
	1989	1999	2009	Variation (1999/09)	1989	1999	2009	Variation (1999/09)	1989	1999	2009	Variation (1999/09)
10-14	0.4	1.4	16.6	15.2	0.5	1.2	17.6	16.4	0.4	1.3	17.1	15.8
15-19	17.6	16.4	9.8	-6.6	16.5	17.8	9.6	-8.2	17	17.1	9.7	-7.4
20-24	34.3	34.2	5.6	-28.6	27.5	30	6.9	-23.1	30.7	31.9	6.2	-25.7
25-29	36.2	37.9	5.5	-32.4	25.2	30.6	5.2	-25.4	30.4	34.1	5.3	-28.8
30-34	32.8	36.7	5.4	-31.3	16.7	27.9	5.1	-22.8	24.8	32.3	5.3	-27
35-39	25.9	36.1	4.7	-31.4	9.7	24.3	4.9	-19.4	17.8	30	4.8	-25.2
40-44	19.3	32.2	5.6	-26.6	4.5	16.5	5.5	-11	11.9	24.3	5.5	-18.8
45-49	11.3	25.5	5.4	-20.1	2.2	10	4.1	-5.9	6.6	17.7	4.7	-13
50-54	7.2	19.4	11.1	-8.3	1.4	5.2	4.4	-0.8	4.3	12.3	7.8	-4.5
55+	3.6	1.9	4.1	2.2	0.6	4.6	1.5	-3.1	2.1	7.6	2.8	-4.8
Total	15	18.1	7.7	-10.4	10.1	14.2	7.2	-7	12.5	16.1	7.4	-8.7

Table 4.8 and Figure 4.8 show the proportion of the population with Form 1-3 as the highest level of education completed in 2009 by age group, sex and residence. The age distribution depicts a relatively higher proportion of the population in age groups 15-19 and 20-24 years at 19.0 percent and 11.7 percent level of education, respectively, with almost gender parity although females were slightly more at 19.7 percent than males at 18.3 percent in age group 15-19.

Table 4.8: Percentage Distribution of the Population with Form 1-3 as the Highest Level of Education Completed by Age Group, Sex and Residence, 2009

Age Group	Male			Female			Total			Rural			Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
10-14	0.5	0.7	0.6	0.4	0.5	0.5	0.5	0.9	1.2	1.1					
15-19	18.3	19.7	19.0	18.6	20.4	19.4	29.0	31.2	30.1						
20-24	11.8	11.6	11.7	15.4	11.6	13.4	15.6	15.8	15.7						
25-29	6.8	7.0	6.9	6.6	7.3	7.0	9.4	8.4	8.9						
30-34	6.4	6.3	6.3	6.5	7.2	6.9	7.4	6.7	7.0						
35-39	6.6	6.8	6.7	7.4	7.6	7.5	7.2	7.5	7.3						
40-44	5.9	6.2	6.0	7.3	7.8	7.6	6.2	6.7	6.4						
45-49	7.6	7.5	7.5	8.4	7.9	8.2	7.7	8.1	7.9						
50-54	6.3	4.7	5.5	7.9	5.5	6.6	6.5	5.6	6.1						
55+	4.1	1.5	2.7	5.1	1.6	3.3	4.7	2.6	3.7						
Total	7.8	7.6	7.7	8.5	7.8	8.1	10.0	9.9	10.1						

Figure 4.8: Proportion of Population with Form 1-3 as the Highest Level of Education Completed by Age Group and Sex, 2009

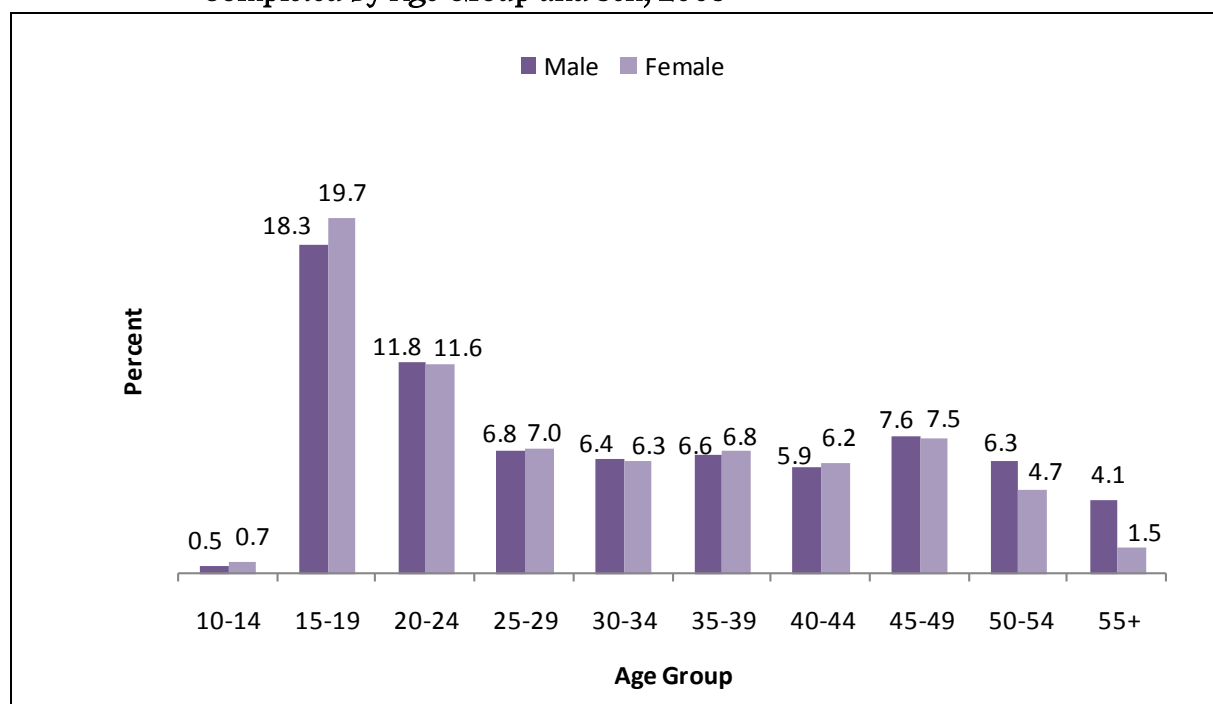


Figure 4.9 shows that the proportion of the population with Form 1-3 as the highest level of education completed in age groups 15-19 and 20-24 is higher in urban than in rural areas.

Figure 4.9: Proportion of Population with Form 1-3 as the Highest Level of Education Completed by Age Group and Residence, 2009

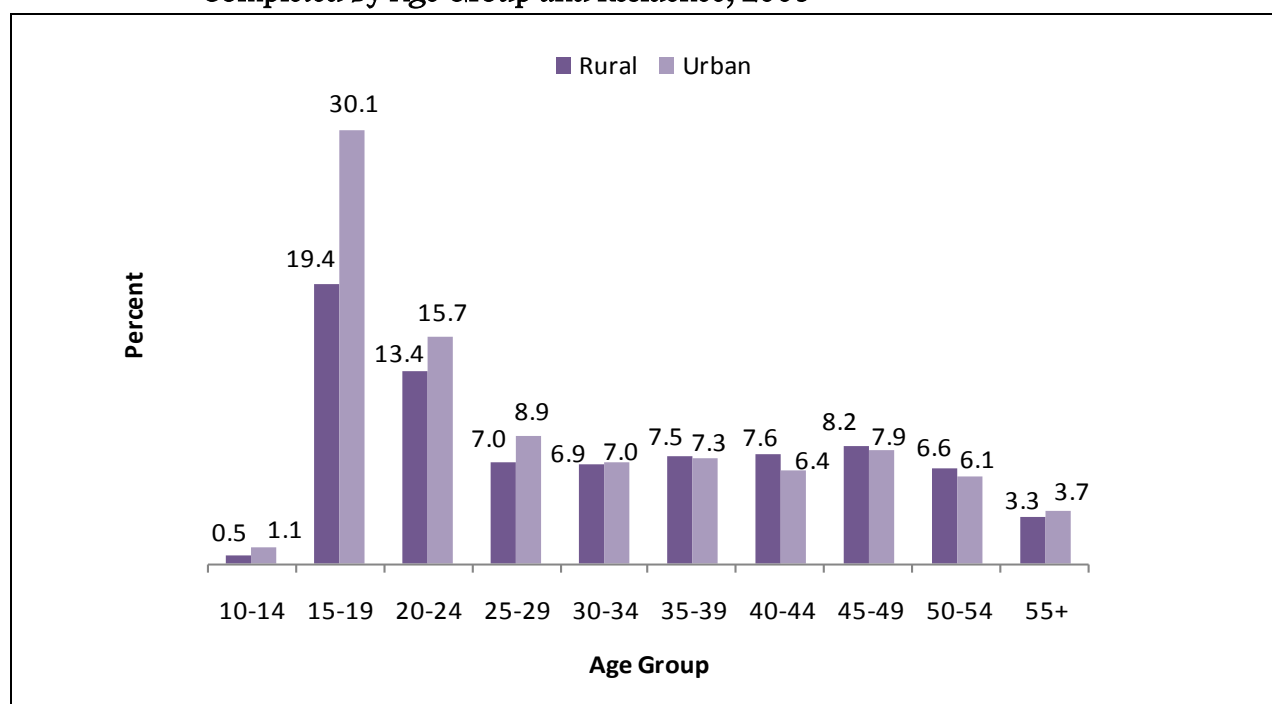


Table 4.9 and Figures 4.10 and 4.11 present the percentage distribution of the population with Form 4, 5 and 6 as the highest level of education completed in 2009 by age group, sex and residence. The proportion of those who attained secondary level of education was

highest in age groups 20-24 and 25-29. Overall, there was gender disparity in the proportion of the population who had attained Forms 4, 5 and 6.

Table 4.9: Percentage Distribution of the Population with Form 4, 5 and 6 as the Highest Level of Education Completed by Age Group, Sex and Residence, 2009

Age Group	Total			Rural			Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
15-19	3.3	4.5	3.9	1.9	2.3	2.1	7.8	10.7	9.3
20-24	20.6	21.9	21.3	11.8	12.3	12.0	45.1	43.2	44.1
25-29	20.8	16.0	18.2	12.5	10.3	11.3	33.9	24.0	28.4
30-34	19.0	13.2	16.0	13.0	9.6	11.2	26.1	18.2	22.1
35-39	19.6	13.6	16.6	14.4	9.8	12.0	26.2	19.7	23.2
40-44	18.0	11.4	14.7	13.9	8.3	10.9	23.8	17.4	20.9
45-49	19.9	11.7	15.8	15.9	8.5	12.0	26.2	18.5	22.8
50-54	14.2	6.1	10.1	11.5	4.1	7.5	19.2	11.1	15.6
55+	6.2	1.8	3.9	4.9	1.0	2.8	10.2	4.4	7.4

Figure 4.10: Proportion of Population with Form 4, 5 and 6 as the Highest Level of Education Completed by Age Group and Sex, 2009

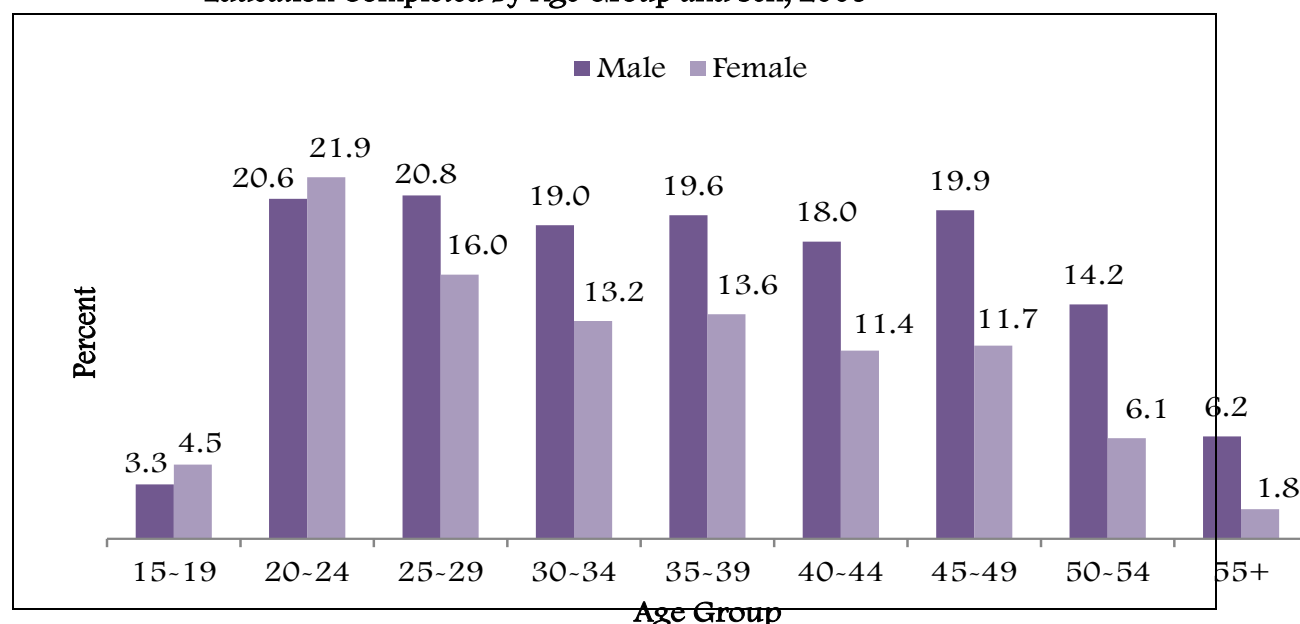
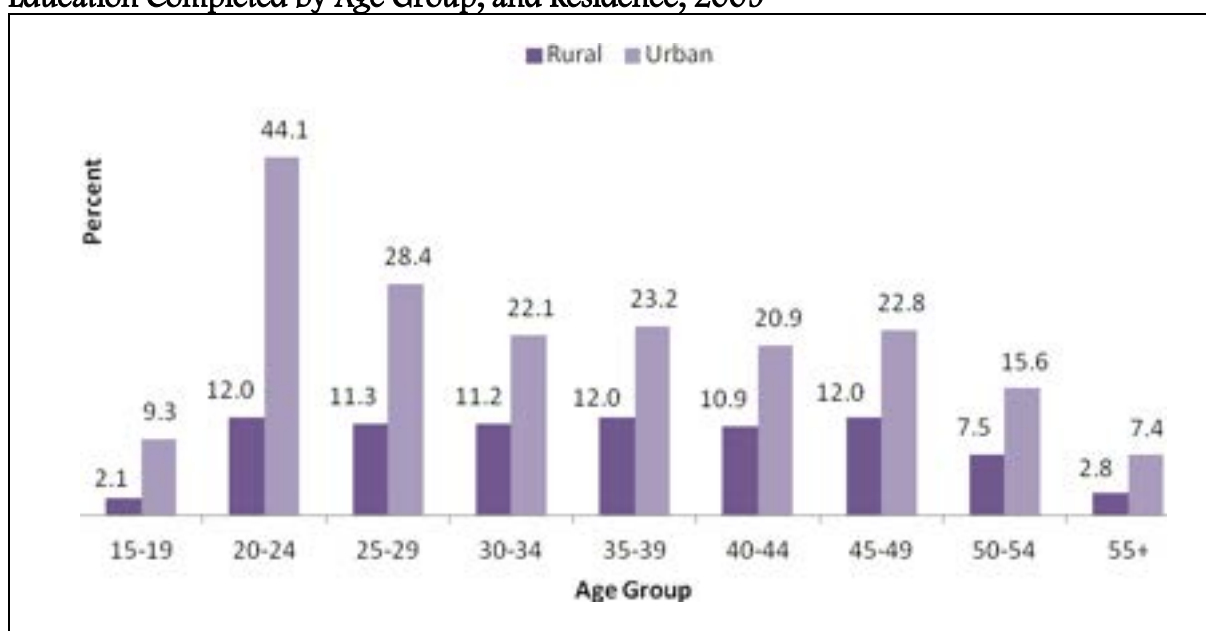


Figure 4.11: Proportion of Population with Form 4, 5 and 6 as the Highest Level of Education Completed by Age Group, and Residence, 2009

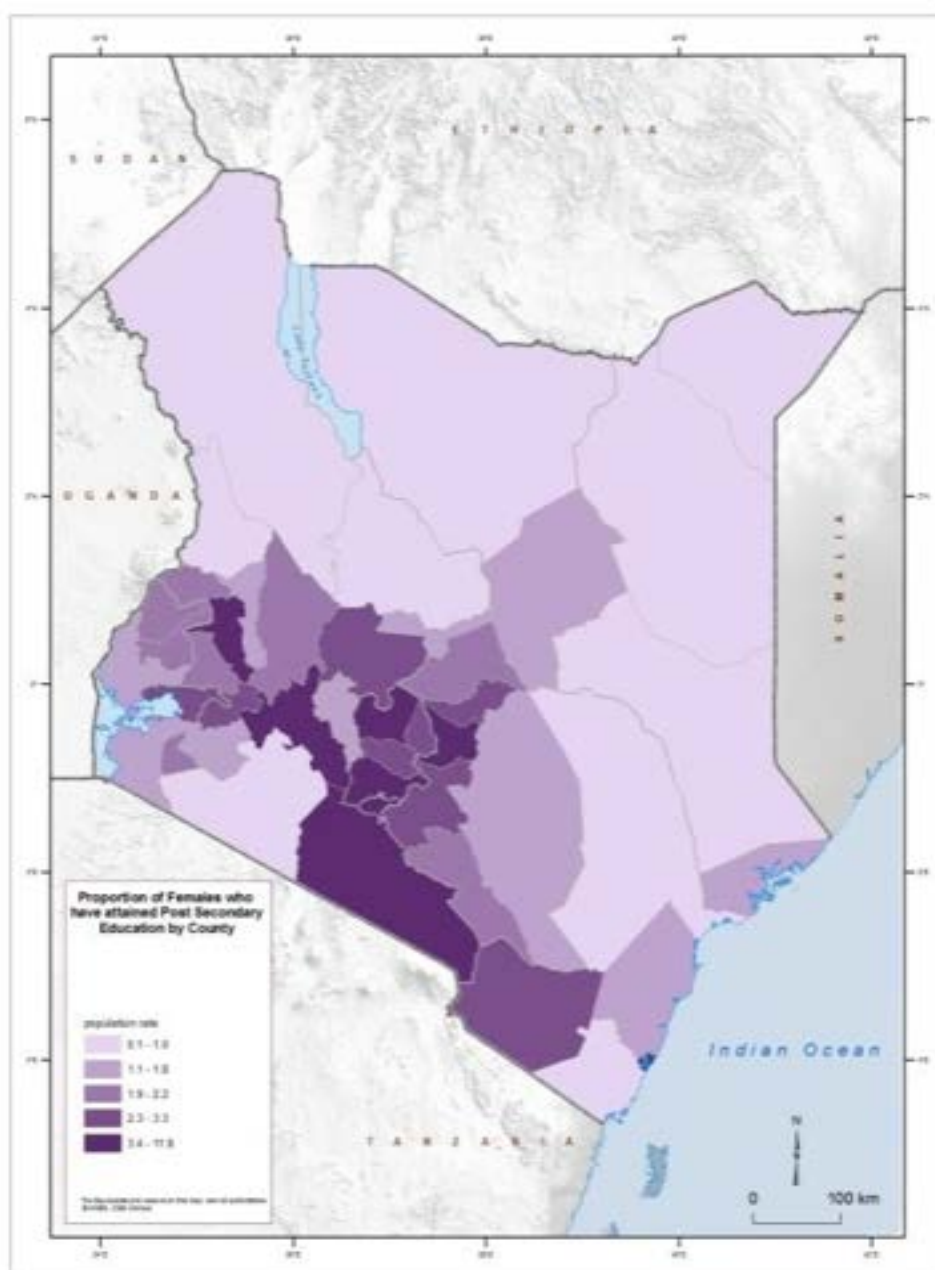


4.6 Post-Secondary Education Attainment

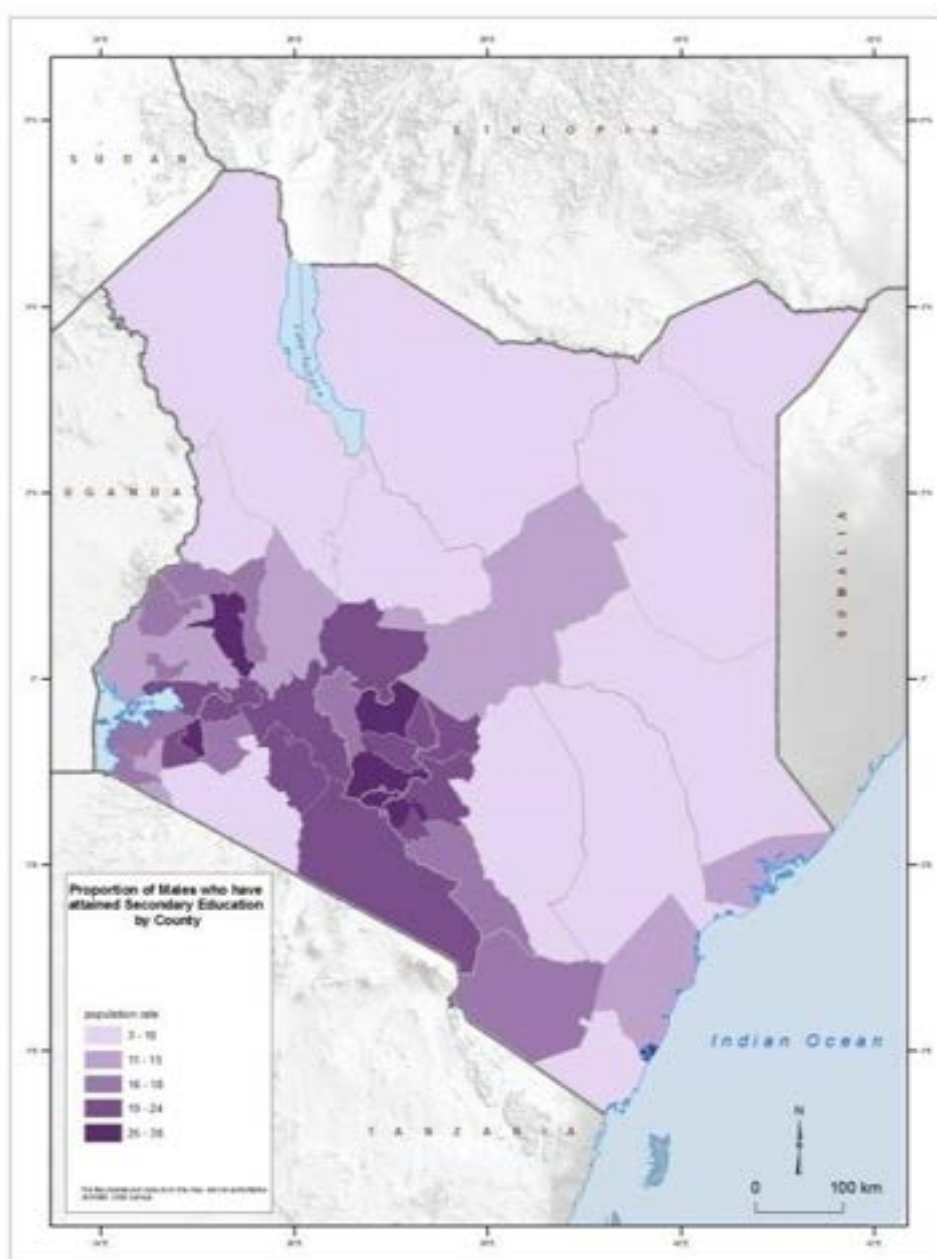
Post-secondary education attainment includes middle level colleges and university education. The analysis of post-secondary education attainment by sex and county are presented in maps 9 and 10. Counties with least proportions of females attending post-secondary education were Turkana, West Pokot, Narok, Tana River, Kwale, Marsabit, Samburu, Garissa, Wajir and Mandera. The counties with highest female attendance were Kajiado, Kiambu, Nairobi, Nakuru, Nyeri, Uasin Gishu and Embu.

Similarly for males, counties with the least proportions of post-secondary school attainment include all the counties listed under female status of attendance. Counties with highest male attendance were Nyeri, Kiambu, Nairobi, Uasin Gishu and Kisii. See map in Appendix 2.14.

Map 9: Female Post-secondary Education Attainment by County



Map 10: Male Post-secondary Education Attainment by County



4.7 University Education Attainment

The percentage distribution of the population with university as the highest level of education completed in 2009 by age group, sex and residence is shown in Table 4.10 and Figures 4.12 and 4.13. Overall, the population with university education was very low and majority resides in urban areas. The proportion of the population with university education was 1.2 percent, with males recording 1.6 percent and females 0.9 percent. At all age groups, the rural population had lower proportions with university education attainment compared to urban.

Table 4.10: Percentage Distribution of Population with University as the Highest Level of Education Completed by Age Group, Sex and Residence, 2009

Age Group	Total			Rural			Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
20-24	0.6	0.7	0.7	0.2	0.2	0.2	1.9	1.9	1.9
25-29	2.1	1.3	1.7	0.7	0.3	0.5	4.2	2.7	3.3
30-34	2	1.1	1.5	0.8	0.3	0.6	3.5	2.1	2.8
35-39	2.3	1.1	1.7	1.1	0.4	0.7	3.8	2.4	3.2
40-44	2.3	1.1	1.7	1.1	0.4	0.7	4	2.5	3.3
45-49	2	0.9	1.4	0.9	0.3	0.6	3.7	2.3	3.1
50-54	1.4	0.5	1	0.6	0.1	0.4	3	1.6	2.4
55+	0.8	0.2	0.5	0.4	0.1	0.2	2.1	0.8	1.5
Total	1.6	0.9	1.2	0.6	0.2	0.4	3.3	2.1	2.7

Figure 4.12: Proportion of Population with University as the Highest Level of Education Completed by Age Group and Sex, 2009

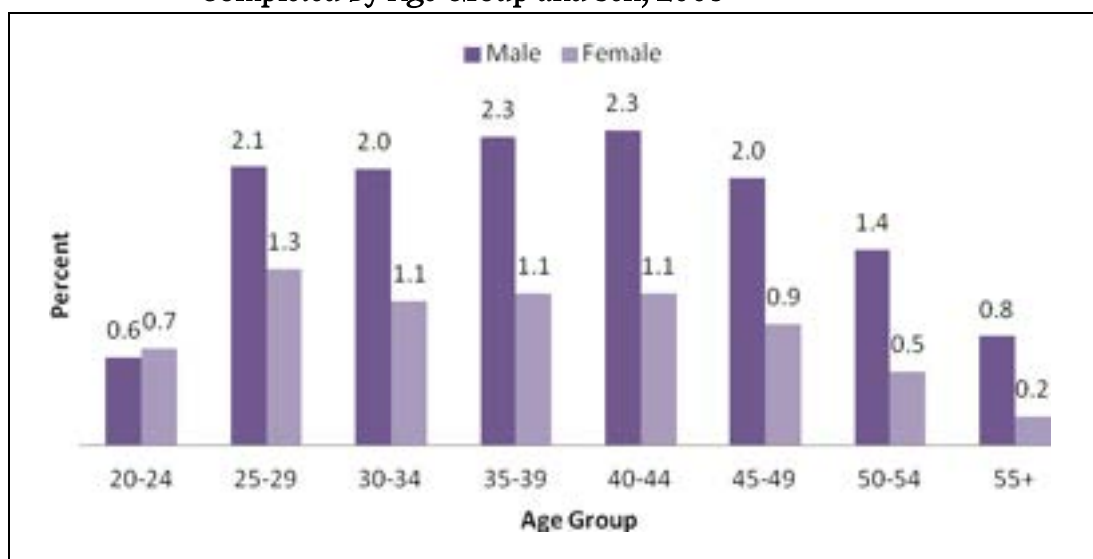
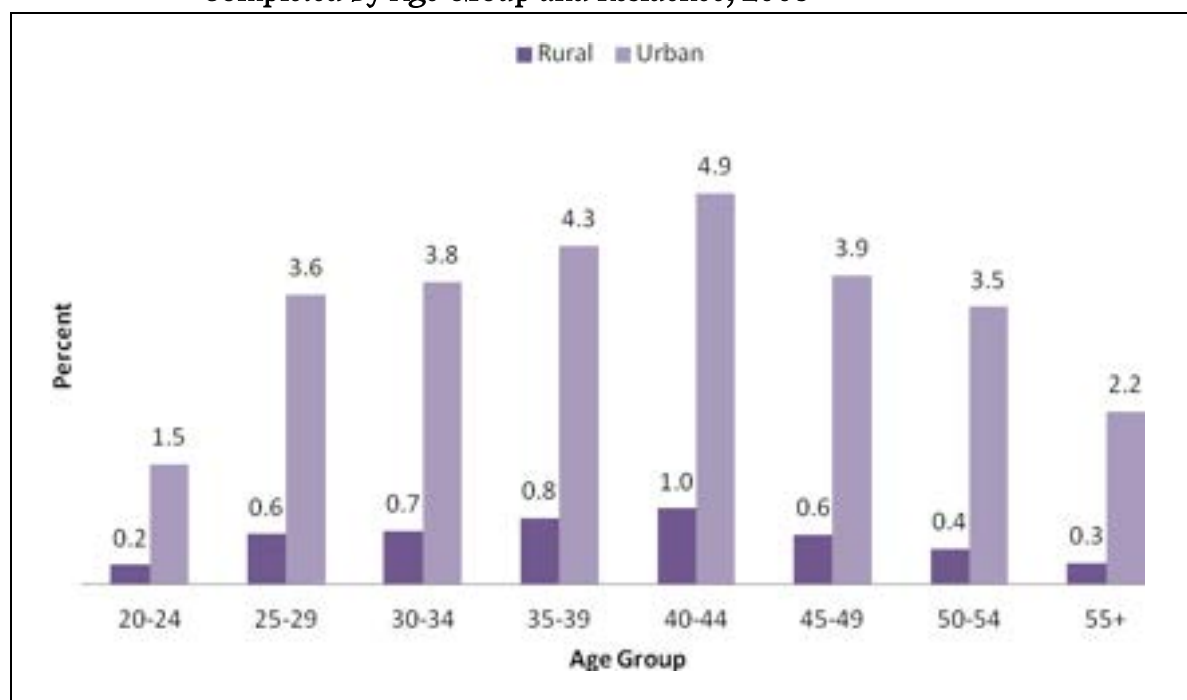


Figure 4.13: Proportion of Population with University as the Highest Level of Education Completed by Age Group and Residence, 2009



4.8 Middle Level College Education Attainment

Table 4.11 and Figures 4.15 and 4.16 indicate the distribution of population with middle level college attainment in 2009 by age group, sex and residence. Nationally, the proportion of population in age groups 35-39, 40-44 and 45-49 years who completed middle level colleges was higher compared to those in other age groups.

Table 4.11: Percentage Distribution of Population with Middle Level College Completed by Age Group, Sex and Residence, 2009

Age Group	Total			Rural			Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
15-19	0.2	0.3	0.2	0.1	0.1	0.1	0.5	0.8	0.6
20-24	2.8	4.2	3.5	1.2	1.6	1.4	7.5	9.9	8.8
25-29	5.8	5.7	5.7	2.8	2.6	2.7	10.5	9.9	10.2
30-34	5.7	4.7	5.2	3.3	2.5	2.9	8.5	7.8	8.1
35-39	5.2	4	4.6	3.3	2.1	2.7	7.5	7.3	7.4
40-44	4.9	3.4	4.2	3.6	2	2.7	6.8	6.2	6.5
45-49	5.6	3.7	4.6	4.4	2.2	3.2	7.4	6.9	7.1
50-54	4.6	2.5	3.5	3.9	1.6	2.7	5.9	4.8	5.4
55+	2.6	1	1.8	2.3	0.7	1.4	3.7	2.2	3
Total	3.6	3.2	3.4	2.1	1.5	1.8	6.6	6.6	6.6

More males than females reported to have attained middle level college education in all age groups except age groups 15-19 and 20-24 years. This was also the case for the rural

population. Overall, 3.4 percent of the population had completed middle level college education.

Figure 4.14: Proportion of Population with Middle Level College Completed by Age Group and Sex, 2009

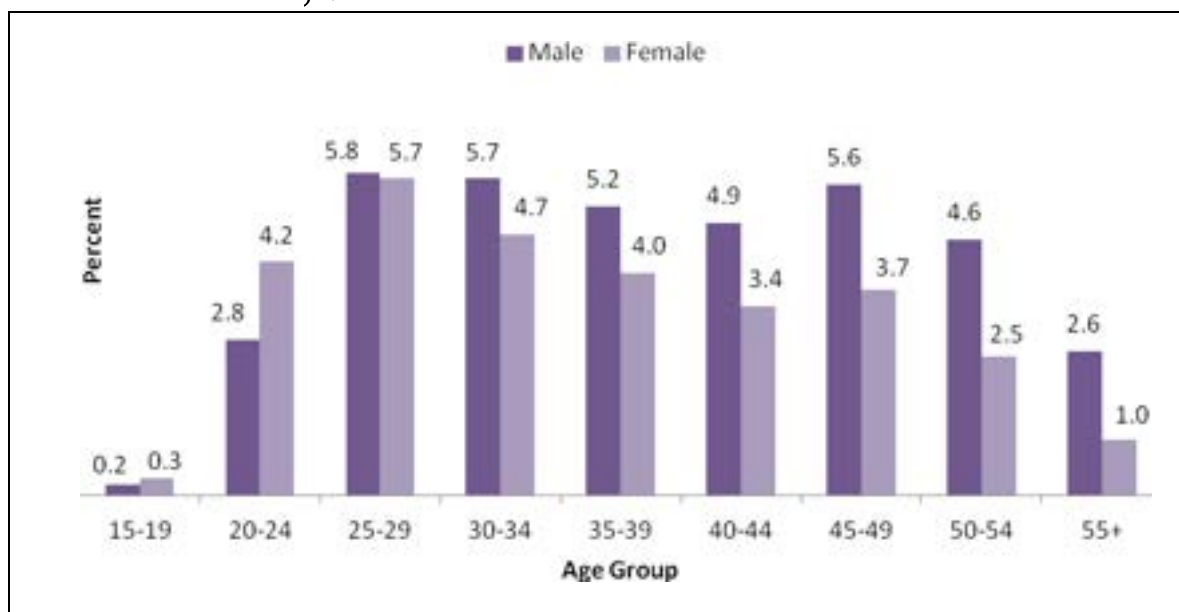
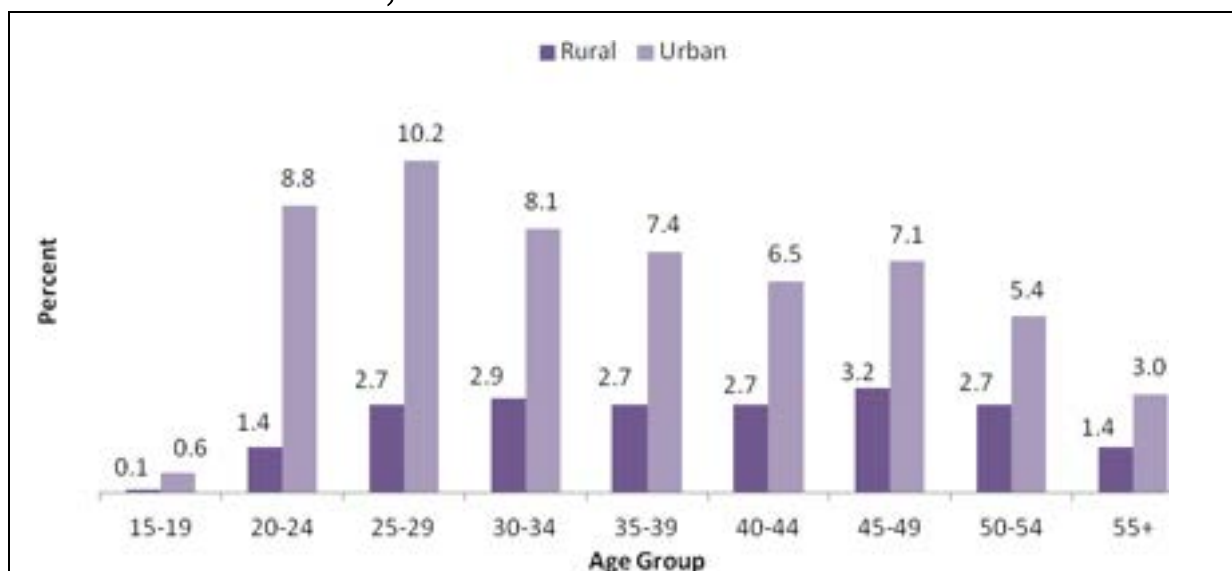


Figure 4.15: Proportion of Population with Middle Level College Completed by Age Group and Residence, 2009



4.9 Youth Polytechnic Education Attainment

Table 4.12 and Figures 4.16 and 4.17 show the distribution of population with Youth Polytechnic level of education in 2009 by age group, sex and residence. About 0.4 percent of the population had completed Youth Polytechnic by 2009 Census. Given the large number dropping out of primary education or failing to proceed to secondary, the number

joining and completing youth polytechnics is expected to rise. This is a reflection of the lack of focus in development of youth polytechnics in the country.

This implies that young people join the labour market with little or no practical or technical skills, thus reducing their employability and potential to secure well-paying jobs.

Table 4.12: Percentage Distribution of Population with Youth Polytechnic Level of Education by Age Group, Sex and Residence, 2009

Age Group	Total			Rural			Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
15-19	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2
20-24	0.5	0.6	0.6	0.4	0.5	0.4	0.9	0.9	0.9
25-29	0.7	0.6	0.6	0.6	0.5	0.5	1	0.6	0.8
30-34	0.7	0.5	0.6	0.6	0.5	0.5	0.8	0.5	0.6
35-39	0.8	0.4	0.6	0.7	0.4	0.5	0.8	0.4	0.6
40-44	0.7	0.3	0.5	0.7	0.2	0.5	0.7	0.3	0.5
45-49	0.7	0.2	0.5	0.7	0.2	0.4	0.7	0.3	0.5
50-54	0.4	0.1	0.3	0.4	0.1	0.2	0.5	0.2	0.4
55+	0.2	0	0.1	0.2	0	0.1	0.3	0.1	0.2
Total	0.5	0.3	0.4	0.2	0	0.1	0.3	0.1	0.2

Figure 4.16: Proportion of Population with Youth Polytechnic Level of Education by Age Group and Sex, 2009

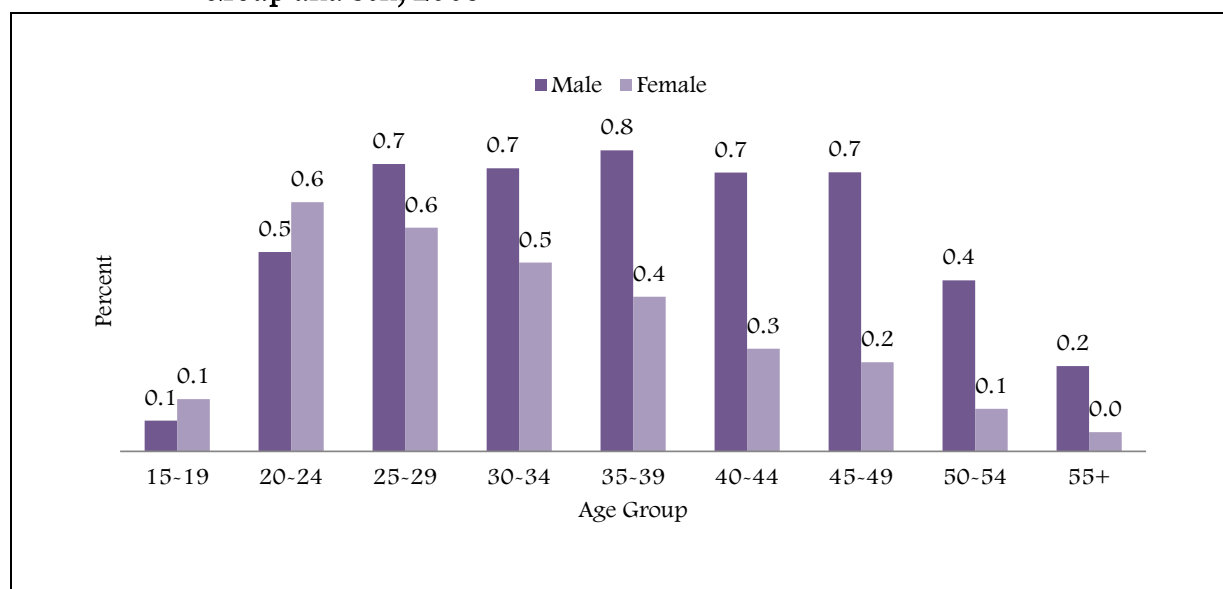
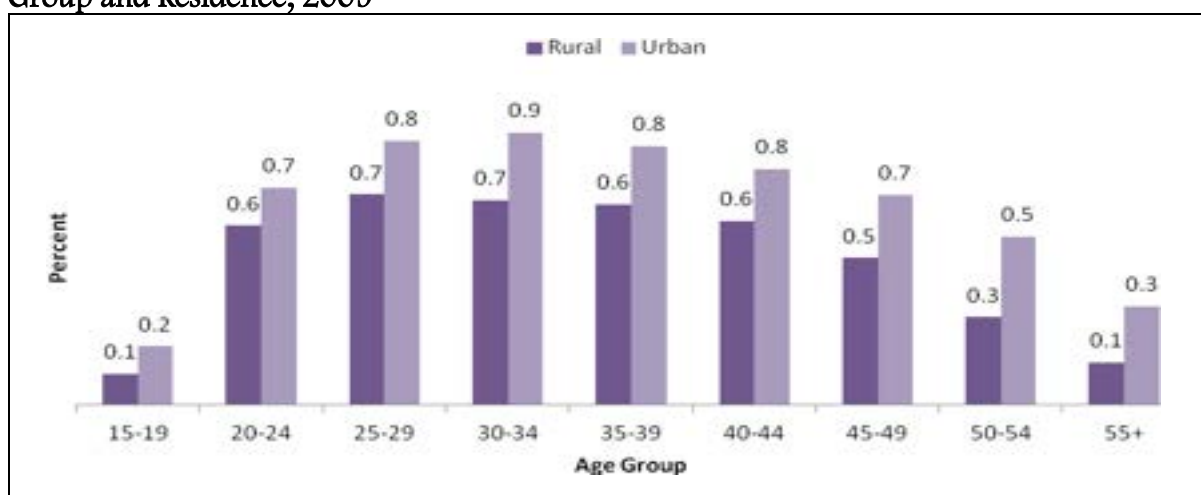


Figure 4.17: Proportion of Population with Youth Polytechnic Level of Education by Age Group and Residence, 2009



Chapter 5-Summary, Conclusions and Recommendations

This chapter presents conclusions, policy implications and recommendations drawn from the results of the analysis of the various aspects of education and training from the 2009 Census. The 2009 Census was carried out during school holidays and hence minimized under-enumeration of students. The national average of inconsistency in data was less than 5.0 percent. Thus the imputations had minimal effect on the datasets and therefore the completeness of the education data was fairly good. Generally, the analysis revealed small discrepancies between census and school enrolment records in some classes and cases, apart from North Eastern and Nairobi provinces.

5.1 Conclusions

5.1.1 Status of School Attendance

There was an increase in the population attending school from 34.9 percent in 1999 to 41.1 percent in 2009. The proportion of the population that had left school decreased from 47.2 percent in 1999 to 41.4 percent in 2009.

The increase in the proportion of the population attending school and reduction of those who left school, could be attributed to establishment of responsive educational policies and programmes like FPE that increased education opportunities in the country.

The proportion of population who had dropped out of school was less than 1 percent for ages corresponding to lower primary education level but increased by age group. The dropout rates were higher in poor and hardship counties. This trend corresponds to what was recorded in the 1999 census. This could be attributed to lack of infra-structure in the hardship areas.

Factors that could have contributed to low school participation by the rural population include high level of poverty, negative attitude towards education, cultural and traditional practices like early marriages and female genital mutilation, child labor, and the impact of HIV/AIDS, among others.

5.1.2 Status of School Enrolment

The population enrolled in school increased by about 59.7 percent between 1999 and 2009. The share of female enrolment increased from 47.7 percent in 1989 to 48.3 percent in 2009 compared to 52.3 percent and 51.7 percent for males. This is a clear indication that the primary education system in Kenya has become more inefficient – with more over-age children still attending primary school education. The overall NER was 78.7 percent with male at 77.8 percent and female at 79.7 percent compared with 70.1 percent in the 1999 Census with male at 69.6 percent and female at 70.5 percent. This increase indicates that the proportion of children enrolled in primary school level belonging to the relevant age group (6-13) has improved. Girls seem to be doing better than boys as recorded in the previous census. All the provinces except North Eastern reported an average NER of over 70.0 percent for both sexes. Nairobi recorded the highest NER of 89.3 percent, while North Eastern reported the lowest at 39.1 percent.

The average scholastic progression rose from 45 percent in 1999 to 51.5 percent in 2009. This indicates a rise of 7.0 percentage points, implying that there is consistent progress in reducing internal wastage in basic education.

There are still many children of school going age 3 years and above who are still out school or have been pushed out of school by various factors. Adolescent girls (age 12-15) are more disadvantaged. Regions in hardship areas had more school age children out of school. The progression and completion rates in such regions are also low compared to economically endowed areas. Gender gaps in such regions are significant

5.1.3 Education attainment

Overall, there has been a decline in the proportions of the population with no educational attainment since 1989 for all age groups, with a significant decline between 1999 and 2009. The trend was the same among males and females. This is an indication of the positive impact of educational policies and programmes such as Free Primary Education and specific interventions for OVC and girls education that have been developed by the Government over the years.

There has been a significant increase in the proportion of the population with primary Standard 5-8 as the highest level completed for age group 10-14.

There were relatively higher proportions of the population in the age group 15-19 years who had completed Form 1-3 in 2009 at 19.0 percent, with females slightly more at 19.7 percent than males at 18.3 percent.

The proportion of those who had attained secondary level education increased with age up to age group 20-24 and then steadily declined. The same trend was observed for both national and rural-urban residence and for both male and female. The rural population, especially females, was more disadvantaged than males in all age groups and particularly in age groups 15-19 and 20-24. Lack of proper infrastructure and cultural practices could have contributed to the gender and regional disparities.

The percentage distribution of the population with university education shows that the majority reside in urban areas. The proportion of the population with university education was 1.2 percent, with males recording 1.6 percent and females 0.9 percent. The proportion of graduates in Kenya's population is still very low. This suggests that the country has low access to higher education which may hinder much needed economic take off for achievement of Vision 2030.

5.2 Policy Recommendations

Arising from the analysis presented in this monograph, several issues emerged which require policy actions.

1. There is need to conduct a follow-up national adult literacy survey to establish the literacy rates in Kenya.
2. There is need for a review and assessment of the implementation of Free Primary Education and Free Day Secondary Education with a view to:
 - Improving school attendance across the education and training subsectors
 - Addressing wastage attributed to repetition and dropout rates at all levels of education
 - Improving NER to 100.0 percent and reducing GER to 100.0 percent level
 - Reducing scholastic retardation (over-aged) among both females and females and in poor counties
 - Improving progression and transition from primary to secondary education, to university education.
3. There is need to assess the current adult literacy programmes and madrassa with a view to popularizing them and making them relevant to adult literacy needs.
4. There is need to develop comprehensive programmes to improve access and relevance of Youth Polytechnics and other middle level training institutions.
5. There is need to expand and enhance development of quality middle-level colleges that provide skills relevant to the labour market and are responsive to the achievement of Vision 2030.
6. There is need to expand university education infrastructure, and improve access, while ensuring quality and relevance of university education.
7. There is need for collaboration between KNBS and MoE and other stakeholders to improve on the MoE administrative data.

5.3 Recommendations for future Census Undertakings

1. The census questions were not adequate in measuring literacy and in addressing efficiency in terms of flow of enrolments. This information is critical for reporting at both national and international levels.
2. In future censuses, consistency on the age cohorts should be observed (retaining 3 years and above).
3. There is need to have standard definition of non-formal education, tertiary education, university education and adult education to avoid overlaps and enhance regional and international comparisons.
4. In the forthcoming Census, there is need to collect detailed information on middle level college and other TIVET so as to track performance in Vision 2030.

References

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Appendices

Appendix 1(a): Main Census Questionnaire

(CONFIDENTIAL)



Republic of Kenya
Population and Housing Census – 24th/25th August 2009



Statistics Act 2006

Province	District	Division	Location	Sub-Location	E.A. Number	E.A. Type	E.A. Status	Household No.	Household Type	Constituency	Structure No.: S
Sex		Males =		Females =		Total Household Population =		☐ Spill ☐			

A: Information Regarding All Persons

Name	Line Number	Relationship	Sex	Age	Line Number of Mother	Line Number of Father	Tribal/Nationality	Religion	Marital Status	Birth Place	Previous Residence	Duration of Residence	Orphanhood
(P-001)	(P-002)	(P-003)	(P-004)	(P-005)	(P-006)	(P-007)	(P-008)	(P-009)	(P-010)	(P-011)	(P-012)	(P-013)	(P-014)
What are the names of each person who spent the night of 24th/25th August, 2009 in this household? (Please list names of each person, young and old, starting with the head of the household.)	1	What is your relationship to the head of this household?	Male or Female?	How old is this person?	What is the line number of this person's mother?	What is the line number of this person's father?	What is your tribal/nationality?	What is your religion?	What is your marital status?	Where were you born?	Where were you living in August 2008?	When did you first move to this current district?	Is your father alive?
An illustration of how to write the names is shown below.	2												
PATRICIA ODONG	3												
	4												
	5												
	6												
	7												
	8												
	9												
	0												

B: Information Regarding Females Aged 12 Years and Above

Particulars of All Live Births										Particulars of Last Live Birth	
(P-015)	(P-016)	(P-017)	(P-018)	(P-019)	(P-020)	(P-021)	(P-022)	(P-023)	(P-024)	(P-025)	(P-026)
How many children have you born alive?	How many children have you born alive who usually live in this household?	How many children have you born alive who usually live elsewhere?	How many children have you born alive who have died?	When was your last child born?							
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Month	Year

315686000041

20090801

Line Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	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CODE LIST FOR HIGHEST EDUCATION LEVEL REACHED AND COMPLETED FOR P-40 & P41

Not Stated/DK 99
Never Attended 97

PRE-PRIMARY

Pre Primary (ECD) 96

PRIMARY

Standard 1(Incomplete) 0

Standard 1 1

Standard 2 2

Standard 3 3

Standard 4 4

Standard 5 5

Standard 6 6

Standard 7 7

Standard 8 8

SECONDARY

Form 1 9

Form 2 10

Form 3 11

Form 4 12

Form 5 13

Form 6 14

TERTIARY-MIDDLE LEVEL COLLEGES

Not Completed/Attending Post Secondary Education 15

Completed Post Secondary Education 16

UNIVERSITY

Not Completed/ Attending Undergraduate 17

Completed Undergraduate 18

Not Completed/ Attending Masters/PhD Degree 19

Completed Masters/PhD Degree 20

NON-FORMAL EDUCATION

Not Completed/Attending Basic/Post Literacy 21

Completed Basic/Post Literacy 22

YOUTH POLYTECHNIC

Not Completed/Attending Youth Polytechnic 23

Completed Youth Polytechnic 24

OTHER EDUCATION

Attending Madrassa/Duksi 25

Completed Madrassa/Duksi 26

CODE LIST FOR P42-ECONOMIC ACTIVITY CODE

Worked For Pay 1

On Leave 2
Sick Leave 3
Worked On Own/Family Business 4
Worked On Own/Family Agricultural Holding 5
Apprentice/Intern 6
Volunteer 7
Seeking Work (Action Taken) 8
Seeking Work (No Action Taken) 9
No Work Available 10
Retired 11
Homemaker 12
Full Time Student 13
Incapacitated 14
Other (Specify) 15

CODE LIST FOR P43- MAIN EMPLOYER

Private Sector Enterprise 1
Local Authorities 2
Central Government 3
Teachers Service Commission (TSC) 4
State Owned Enterprise 5
International NGO 6
Local NGO/CBO 7
Faith Based Organization 8
Self Modern 9
Informal Sector 'Jua Kali' (Employed) 10
Self Employed - Informal 11
Small Scale Agriculture (Employed) 12
Self Small Scale Agriculture 13
Pastoralist Activities (Employed) 14
Self Pastoralist Activities 15
Individual/Private Household 16
Other (Specify) 17

Appendix 1(b): Hotel/Lodge Residents, Hospital In-Patients, Prison/Police Cells Questionnaire

00454063 



Republic of Kenya
 POPULATION AND HOUSING CENSUS 24TH/25TH AUGUST 2009
**HOTEL/LODGE RESIDENTS,
 HOSPITAL IN-PATIENTS, PRISON/POLICE CELLS**



Statistics Act 2006 STRICTLY CONFIDENTIAL

Province	District	Division	Location	Sub-Location	E.A. Number
E.A. Type	E.A. Status	Constituency	Ward	Males =	Females =
Total Population =					
Type of Institution: ☐ Hotel/Lodge Residents ☐ Hospital In-patients ☐ Prison/Police Cells					
Name of Institution: _____					

Serial Number	Name	Sex	Age	Duration of Stay	Education Level	Home District/ Country	Tribal/ Nationality
(SQ01)	(SQ02)	(SQ03)	(SQ04)	(SQ05)	(SQ06)	(SQ07)	(SQ08)
Illustration	What are the names of each person? (Record two names for each person.)	What is <NAME>'s sex?	How old is <NAME>? (Record age in completed years using two digits. If under 1 year, record "0". For years and above, add "99".)	How long has <NAME> stayed?	What was the highest education level completed by <NAME>? 1=None 2=Primary 3=Secondary 4=University under graduate 5=University post graduate 6=Other tertiary education 9=OK	What is <NAME>'s home district/ country? (Code list is provided)	What is <NAME>'s Tribe/Nationality? (Code list is provided)
1	PATRICIA ODENG	1=Male 2=Female		Months Years			
2							
3							
4							
5							
6							
7							
8							
9							
0							
1							
2							
3							
4							
5							
6							
7							
8							
9							
0							



20020013

Appendix 1(c): Emigrants Questionnaire

00008188



 Statistics Act 2006 Republic of Kenya POPULATION AND HOUSING CENSUS 24TH/25TH AUGUST 2009 EMIGRANTS  KNBS KENYA NATIONAL BUREAU OF STATISTICS <i>Keeping you informed</i>												
Province		District		Division		Location		Sub-Location		E.A. Number		E.A. Type
Household Type		Constituency		Structure No.: S		Ward		Males =		Females =		Total Population =
Name of Respondent:												Line Number
Serial Number (E-01)	Name of Emigrant (E-02)	Sex (E-03)	Age (E-04)	Education Level (E-05)	Professional Training (E-06)	Destination (E-07)	Current Residence (E-08)	Year of Departure (E-09)	Status/Reason (E-10)	Remittances (E-11)		(E-12)
Illustration	What are the names of each emigrant? (Record two names for each emigrant.)	What is <NAME>'s sex?	How old is <NAME>? (Record age in completed years using two digits. If under 1 year, record "0". If 65 years and above, code "99".)	What was the highest education level completed by <NAME>? 1=None 2=Primary 3=Secondary 4=University under graduate 5=University post graduate 6=Open tertiary colleges 9=DK	What was <NAME>'s professional training? 1=Doctor 2=Teacher 3=Nurse 4=Artist 5=Lecturer 6=Engineer 7=Economist 8=Statistician 9=Others 10=None	What was <NAME>'s destination? (Code list is provided)	What is <NAME>'s country of current residence? (Code list is provided)	What was <NAME>'s year of departure?	What is <NAME>'s status/reason for staying abroad? 1=Overship 2=Employment 3=Education 4=Spouse 5=Marriage 6=Live-in with family 7=Others (Specify) 8=DK	Did <NAME> remit money in the last 12 months to any household member? 1=Yes 2=No 3=DK	If yes, how much? (KSHS)	How was the money utilized? 1=Investment 2=Health 3=Education 4=Household consumption 5=Others
1												
2												
3												
4												
5												
6												
7												
8	PATRICIA											
9	ODENG											
10		1=Male 2=Female										
1												
2												
3												
4												
5												
6												

20019014

Appendix 1(d): Travelers and Persons on Transit Questionnaire

00042482




Republic of Kenya
POPULATION AND HOUSING CENSUS 24TH/25TH AUGUST 2009
TRAVELLERS AND PERSONS ON TRANSIT
Statistics Act 2006



KNBS
KENYA NATIONAL
BUREAU OF STATISTICS
Keeping you informed
STRICTLY CONFIDENTIAL

Province	District	Division	Location	Sub-Location	E.A. Number
E.A. Type	E.A. Status	Constituency	Ward	Males =	Females =
Total Population =					
Name of Place/Street/Station/Airport of Enumeration: _____					

Serial Number	Name	Sex	Age	Home District/ Country	Tribe/ Nationality
(SQ01)	(SQ02)	(SQ03)	(SQ04)	(SQ05)	(SQ06)
Illustration	What are the names of each traveller? (Record two names for each traveller.)	What is <NAME>'s sex?	How old is <NAME>? (Record age in completed years using two digits. If under 1 year, record "0". If 95 years and above, code "95".)	What is <NAME>'s home district/ country?	What is <NAME>'s Tribe/Nationality?
1					
2					
3					
4					
5					
6					
7	PATRICIA				
8	ODENG				
9					
10		1=Male 2=Female		(Code list is provided)	(Code list is provided)
1					
2					
3					
4					
5					
6					
7					
8					
9					
0					


20039012

Appendix 1(e): Vagrants and Outdoor Sleepers Questionnaire

00021854




Republic of Kenya
POPULATION AND HOUSING CENSUS 24TH/25TH AUGUST 2009
VAGRANTS AND OUTDOOR SLEEPERS

Statistics Act 2006



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Province	District	Division	Location	Sub-Location	E.A. Number
E.A. Type	E.A. Status	Constituency	Ward	Males =	Females =
Total Population =					
Name of Place/Street of Enumeration: _____					

Serial Number	Name	Sex	Age	Home District/ Country	Tribe/ Nationality	Education Level
(SQ01)	(SQ02)	(SQ03)	(SQ04)	(SQ05)	(SQ06)	(SQ07)
Illustration	What are the names of each person? (Record two names for each person.)	What is <NAME>'s sex?	How old is <NAME>? (Record age in completed years using two digits, 1 under 1 year, record "0" if 65 years and above, code "99".)	What is <NAME>'s home district/ country?	What is <NAME>'s Tribe/ Nationality?	What was the highest education level completed by <NAME>? 1=None 2=Primary 3=Secondary 4=University under graduate 5=University post graduate 6=Other tertiary 9=04
1						
2						
3						
4						
5						
6						
7	PATRICIA					
8	ODENG					
9						
0						
1						
2						
3						
4						
5						
6						
7						
8						
9						
0						


20049011

Appendix 1(f): Diplomatic Missions Questionnaire

Serial Number of Form:



REPUBLIC OF KENYA POPULATION AND HOUSING CENSUS 24TH/25TH AUGUST 2009 QUESTIONNAIRE FOR DIPLOMATIC MISSIONS



STATISTICS ACT 2006

STRICTLY CONFIDENTIAL

Province District Division

Location Sub-Location E. A. Number

E.A. Type E.A. Status Household Type

Constituency Ward Males

Females Total Population

Name of Hotel/Institution

Sno.	Name	Sex	Age	Duration of Stay	Education Level	Home District/ Nationality	Professional Training
(D01)		(D02)	(D03)	(D04)	(D05)	(D06)	(D07)
	What are the names of each person who spent the night of 24th/25th August, 2009 in this household ?	What is <NAME>'s sex ? 1=Male 2=Female	How old is <NAME>? (Record age in completed years using two digits. If under 1 year, record "00". If 95 years and above code 95)	How long has <NAME>'s stayed ? Months Years	What is the highest education level completed by <NAME> ?	What is <NAME>'s home district/ country?	What is <NAME>'s professional training ? 1=Doctor 6=Engineer 2=Teacher 7=Economist 3=Nurse 8=Statistician 4=Artisan 9=Others 5=Lecturer 10=None
	PATRICIA						
	ODENG						
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Appendix 2.1: Distribution of Population Attending Education Institutions by Age Group, Sex and County

County	Pre-Primary (3-5)		Primary (6-13)		Secondary (14-17)		Tertiary + University (18- 22)	
	M	F	M	F	M	F	M	F
Total	41.3	42.3	76.2	78.3	22.2	25.9	4.9	5.1
Nairobi	57.4	58	86.6	87.2	49	47.2	15	12.4
Nyandarua	54.8	55	89.7	91.2	31.2	39.4	3.5	4.2
Nyeri	61.6	61.9	92.1	93.1	42.5	50.3	7.6	8.2
Kirinyaga	47.8	46.8	91.3	92.4	34	42.1	4	4.8
Murang'a	39.3	39.8	93.2	93.7	36	42.1	4.2	5
Kiambu	60.8	60.9	90.4	91.2	47.5	52.4	11.5	12
Mombasa	57.2	57.6	80.6	81.6	33.6	31.5	7.6	6.7
Kwale	34.7	35.9	69.1	69.9	8.7	9.6	1.2	1.3
Kilifi	41.8	42.2	67.9	69	10.6	10.4	1.6	1.6
Tana River	29.9	28.7	53.8	51.5	8.2	6.6	0.6	0.4
Lamu	43.2	45	74.4	75.1	15.6	17.3	0.9	1.1
Taita Taveta	50.6	51.9	85.6	87.3	20.7	25.6	2.8	4
Marsabit	24.4	24.2	49	47.7	10	8.8	1.1	0.9
Isiolo	42.1	41.2	63.2	63.7	16.6	16.9	2.2	2.6
Meru	33.5	34.5	84.1	85.9	19.1	25.3	2.5	2.9
Tharaka	33.8	34.2	87.3	89.1	23.9	30.6	3.7	4.6
Embu	32.6	33.1	90.4	92.1	28.3	37	3.6	5.4
Kitui	30.3	32.1	82.3	84.9	15	19	2.3	2.8
Machakos	40.1	40.7	89.4	90.7	26.2	32.5	3.8	5.5
Makueni	31.5	32.4	88.7	90.4	24.2	30.4	2.5	3.3
Garissa	6.8	6.7	35	32.9	7.2	6.5	0.9	0.8
Wajir	5.2	5	35.9	32.9	7.5	6.8	0.9	0.7
Mandera	6.2	6.3	42.9	40.6	9.2	8.3	0.6	0.5
Siaya	45.1	47	84	85.7	19.1	20.5	2.1	1.8
Kisumu	59.6	61	83.2	84.8	28.1	28.3	6.8	5.7
Homa Bay	56.3	57.9	82.2	83.7	24	22.6	2.9	2.2
Migori	51	52.1	81.7	83.3	19.7	18.8	2.4	2
Kisii	47.9	48.6	85.9	87.4	34.4	36	4	3.7
Nyamira	48.3	48.8	87.6	88.7	37.9	43.2	3.7	3.3
Turkana	19	19	24.7	24.6	3.8	3.1	0.4	0.4
West Pokot	28.9	29.5	50.2	52.1	5.4	6	1.1	1.2
Samburu	42.1	39.8	43.1	39.5	7.5	8.1	0.8	1.1
Trans Nzoia	39.3	41.2	81.8	84.3	18.7	21.9	2.3	2.6
Baringo	44	46.2	67.2	69.8	16.2	21	2.9	3.8
Uasin Gishu	51.7	52.9	84	86.2	23.8	29.9	13.6	13.6
Elgeyo-Marakwet	47.9	49.1	86.3	88.3	17.4	22.2	3	3.4
Nandi	49.9	51.6	80.9	84.7	16.2	21.7	3	4.3
Laikipia	51.4	51.5	80.6	80.9	30.1	35.1	4.2	5.1
Nakuru	54.2	55.3	85.1	86.8	29.7	34.9	9.8	8.1
Narok	29.5	29.6	69.5	69.7	9.9	11.3	1.5	1.3
Kajiado	42.1	42	73.2	73	25	28.9	7.4	7.2
Kericho	47	48.6	87.4	89	20.4	22.4	4	4.7
Bomet	41.9	42.7	87.9	89.6	17.9	22.1	2.6	3
Kakamega	35.1	37.7	81.1	83.9	17.5	21	3.3	3.3
Vihiga	41.3	42	86.1	88.9	22.5	27.8	2.6	3.2
Bungoma	33.5	35.8	83.2	85.7	15.8	19.5	2.1	2.4
Busia	35.9	37.9	81	83.3	16.7	15.9	1.8	1.7

Appendix 2.2: Pre-Primary Education Enrolment, Orphans and Persons with Disability by Sex and County, 2009

Province/ County	Enrolment			Orphans			Persons with disability		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
KENYA	2,247,272	1,151,010	1,096,262	166,464	85,857	80,607	43,047	24,028	19,019
NAIROBI	155,931	78,445	77,486	7,514	3,660	3,854	2,081	1,097	984
Nairobi	155,931	78,445	77,486	7,514	3,660	3,854	2,081	1,097	984
CENTRAL	220,610	113,611	106,999	16,574	8,529	8,045	2,440	1,334	1,106
Nyandarua	39,109	20,398	18,711	3,265	1,702	1,563	490	280	210
Nyeri	35,178	18,235	16,943	3,074	1,592	1,482	330	184	146
Kirinyaga	21,059	10,867	10,192	1,310	650	660	250	136	114
Murang'a	34,844	17,818	17,026	2,886	1,490	1,396	359	202	157
Kiambu	90,420	46,293	44,127	6,039	3,095	2,944	1,011	532	479
COAST	250,454	127,698	122,756	14,959	7,790	7,169	4,328	2,390	1,938
Mombasa	56,817	28,762	28,055	2,550	1,333	1,217	730	390	340
Kwale	51,346	26,096	25,250	3,192	1,674	1,518	1,026	572	454
Kilifi	103,228	52,585	50,643	6,886	3,559	3,327	1,905	1,050	855
Tana River	15,533	8,172	7,361	755	387	368	271	154	117
Lamu	7,553	3,848	3,705	423	208	215	108	64	44
Taita Taveta	15,977	8,235	7,742	1,153	629	524	288	160	128
EASTERN	257,635	133,195	124,440	18,154	9,534	8,620	4,557	2,659	1,898
Marsabit	12,492	6,405	6,087	1,128	546	582	148	77	71
Isiolo	9,429	4,900	4,529	652	335	317	149	88	61
Meru	59,068	30,222	28,846	2,668	1,411	1,257	1,045	596	449
Tharaka	15,390	7,968	7,422	695	357	338	342	195	147
Embu	17,778	9,168	8,610	1,253	620	633	274	159	115
Kitui	55,396	28,735	26,661	4,633	2,464	2,169	991	602	389
Machakos	49,737	25,904	23,833	4,130	2,230	1,900	880	508	372
Makueni	38,345	19,893	18,452	2,995	1,571	1,424	728	434	294
NORTH EASTERN	24,370	12,778	11,592	1,355	681	674	324	172	152
Garissa	8,364	4,471	3,893	536	269	267	104	59	45
Wajir	5,894	3,150	2,744	310	171	139	53	36	17

Province/ County	Enrolment			Orphans			Persons with disability		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Mandera	10,112	5,157	4,955	509	241	268	167	77	90
NYANZA	426,171	216,541	209,630	54,384	27,840	26,544	12,499	7,057	5,442
Siaya	57,603	29,214	28,389	8,889	4,605	4,284	1,860	1,085	775
Kisumu	81,396	40,989	40,407	11,482	5,803	5,679	2,264	1,249	1,015
Migori	80,132	40,682	39,450	10,500	5,422	5,078	2,965	1,669	1,296
Homa Bay	89,483	45,271	44,212	13,989	7,120	6,869	3,588	2,032	1,556
Kisii	78,733	40,440	38,293	6,363	3,230	3,133	1,263	702	561
Nyamira	38,824	19,945	18,879	3,161	1,660	1,501	559	320	239
RIFT VALLEY	640,062	330,759	309,303	37,369	19,523	17,846	8,988	5,012	3,976
Turkana	23,494	12,146	11,348	2,271	1,152	1,119	482	258	224
West Pokot	32,727	16,800	15,927	1,110	594	516	490	274	216
Samburu	15,889	8,313	7,576	1,524	805	719	274	161	113
Trans Nzoia	54,193	27,744	26,449	2,702	1,455	1,247	1,107	626	481
Baringo	38,127	19,750	18,377	1,745	935	810	545	304	241
Uasin Gishu	61,747	31,805	29,942	2,943	1,532	1,411	764	381	383
Elgeyo- Marakwet	25,734	13,194	12,540	780	399	381	262	143	119
Nandi	60,192	31,388	28,804	3,305	1,767	1,538	639	370	269
Laikipia	26,421	13,631	12,790	1,987	1,048	939	352	209	143
Nakuru	112,943	58,231	54,712	7,695	3,958	3,737	1,453	777	676
Narok	53,504	27,910	25,594	3,094	1,617	1,477	616	336	280
Kajiado	44,357	23,029	21,328	2,694	1,391	1,303	765	452	313
Kericho	37,263	19,170	18,093	2,433	1,255	1,178	467	262	205
Bomet	53,471	27,648	25,823	3,086	1,615	1,471	772	459	313
WESTERN	272,039	137,983	134,056	16,155	8,300	7,855	7,830	4,307	3,523
Kakamega	105,343	53,101	52,242	6,316	3,233	3,083	2,983	1,602	1,381
Vihiga	31,817	16,607	15,210	2,245	1,171	1,074	638	370	268
Bungoma	84,765	42,975	41,790	3,817	1,969	1,848	2,591	1,452	1,139
Busia	50,114	25,300	24,814	3,777	1,927	1,850	1,618	883	735

Appendix 2.3: Pre-Primary School Going Age (3-5 Years Old), Gross Enrolment Ratio and Net Enrolment Rate by Sex and County, 2009

Province/ County	Population 3-5 years old			Gross Enrolment Ratio			Net Enrolment Rate		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
KENYA	3,592,119	1,819,087	1,773,032	62.6	63.3	61.8	41.8	41.3	42.3
NAIROBI	218,077	109,336	108,741	71.5	71.7	71.3	57.7	57.4	58
Nairobi	218,077	109,336	108,741	71.5	71.7	71.3	57.7	57.4	58
CENTRAL	333,068	169,252	163,816	66.2	67.1	65.3	53.8	53.8	53.9
Nyandarua	54,868	28,097	26,771	71.3	72.6	69.9	54.9	54.8	55
Nyeri	47,720	24,548	23,172	73.7	74.3	73.1	61.8	61.6	61.9
Kirinyaga	36,783	18,488	18,295	57.3	58.8	55.7	47.3	47.8	46.8
Murang'a	72,707	36,915	35,792	47.9	48.3	47.6	39.5	39.3	39.8
Kiambu	120,990	61,204	59,786	74.7	75.6	73.8	60.8	60.8	60.9
COAST	313,837	157,915	155,922	79.8	80.9	78.7	43.5	43.2	43.8
Mombasa	69,543	34,878	34,665	81.7	82.5	80.9	57.4	57.2	57.6
Kwale	68,846	34,635	34,211	74.6	75.3	73.8	35.3	34.7	35.9
Kilifi	114,649	57,574	57,075	90	91.3	88.7	42	41.8	42.2
Tana River	28,766	14,554	14,212	54	56.1	51.8	29.3	29.9	28.7
Lamu	9,585	4,905	4,680	78.8	78.5	79.2	44.1	43.2	45
Taita Taveta	22,448	11,369	11,079	71.2	72.4	69.9	51.2	50.6	51.9
EASTERN	502,649	255,448	247,201	51.3	52.1	50.3	33.8	33.4	34.2
Marsabit	29,524	14,955	14,569	42.3	42.8	41.8	24.3	24.4	24.2
Isiolo	14,477	7,433	7,044	65.1	65.9	64.3	41.7	42.1	41.2
Meru	118,687	60,104	58,583	49.8	50.3	49.2	34	33.5	34.5
Tharaka	30,819	15,601	15,218	49.9	51.1	48.8	34	33.8	34.2
Embu	41,226	20,821	20,405	43.1	44	42.2	32.8	32.6	33.1
Kitui	99,325	50,485	48,840	55.8	56.9	54.6	31.2	30.3	32.1
Machakos	89,480	45,788	43,692	55.6	56.6	54.5	40.4	40.1	40.7
Makueni	79,111	40,261	38,850	48.5	49.4	47.5	32	31.5	32.4
NORTH EASTERN	226,662	117,528	109,134	10.8	10.9	10.6	6.1	6.1	6.1
Garissa	60,949	32,175	28,774	13.7	13.9	13.5	6.8	6.8	6.7
Wajir	64,583	33,531	31,052	9.1	9.4	8.8	5.1	5.2	5
Mandera	101,130	51,822	49,308	10	10	10	6.3	6.2	6.3
NYANZA	553,889	278,384	275,505	76.9	77.8	76.1	52.2	51.6	52.8
Siaya	82,446	41,414	41,032	69.9	70.5	69.2	46	45.1	47
Kisumu	92,227	46,106	46,121	88.3	88.9	87.6	60.3	59.6	61
Migori	101,914	51,164	50,750	78.6	79.5	77.7	51.5	51	52.1
Homa Bay	103,399	51,820	51,579	86.5	87.4	85.7	57.1	56.3	57.9
Kisii	115,083	58,059	57,024	68.4	69.7	67.2	48.2	47.9	48.6
Nyamira	58,820	29,821	28,999	66	66.9	65.1	48.5	48.3	48.8
RIFT VALLEY	992,206	505,176	487,030	64.5	65.5	63.5	42.5	42.1	43
Turkana	77,389	40,074	37,315	30.4	30.3	30.4	19	19	19
West Pokot	58,578	29,868	28,710	55.9	56.2	55.5	29.2	28.9	29.5
Samburu	26,099	13,093	13,006	60.9	63.5	58.3	40.9	42.1	39.8
Trans Nzoia	85,398	43,240	42,158	63.5	64.2	62.7	40.2	39.3	41.2
Baringo	56,985	29,423	27,562	66.9	67.1	66.7	45	44	46.2
Uasin Gishu	81,017	41,030	39,987	76.2	77.5	74.9	52.3	51.7	52.9
Elgeyo-Marakwet	36,857	18,520	18,337	69.8	71.2	68.4	48.5	47.9	49.1
Nandi	74,992	37,963	37,029	80.3	82.7	77.8	50.7	49.9	51.6
Laikipia	36,525	18,516	18,009	72.3	73.6	71	51.4	51.4	51.5
Nakuru	147,830	75,692	72,138	76.4	76.9	75.8	54.7	54.2	55.3
Narok	98,680	49,979	48,701	54.2	55.8	52.6	29.6	29.5	29.6
Kajiado	65,312	33,179	32,133	67.9	69.4	66.4	42.1	42.1	42
Kericho	56,322	28,742	27,580	66.2	66.7	65.6	47.7	47	48.6
Bomet	90,222	45,857	44,365	59.3	60.3	58.2	42.3	41.9	42.7
WESTERN	451,731	226,048	225,683	60.2	61	59.4	36.5	35.4	37.6
Kakamega	172,433	85,976	86,457	61.1	61.8	60.4	36.4	35.1	37.7
Vihiga	52,006	26,271	25,735	61.2	63.2	59.1	41.7	41.3	42
Bungoma	148,997	74,646	74,351	56.9	57.6	56.2	34.7	33.5	35.8
Busia	78,295	39,155	39,140	64	64.6	63.4	36.9	35.9	37.9

Appendix 2.4: Primary Education Enrolment, Orphans and Persons with Disability by Sex and County, 2009

Province/ County	Enrolment			Orphans			Persons with disability		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
KENYA	9,433,493	4,842,772	4,590,721	145,168	76,111	69,057	35,496	19,862	15,634
NAIROBI	490,634	241,217	249,417	5,829	2,939	2,890	1,321	722	599
Nairobi	490,634	241,217	249,417	5,829	2,939	2,890	1,321	722	599
CENTRAL	987,625	501,770	485,855	13,409	7,056	6,353	1,818	1,042	776
Nyandarua	164,492	84,040	80,452	2,306	1,221	1,085	337	188	149
Nyeri	151,389	77,248	74,141	2,174	1,186	988	246	136	110
Kirinyaga	115,236	58,250	56,986	1,489	767	722	223	142	81
Murang'a	236,138	121,053	115,085	3,256	1,730	1,526	426	248	178
Kiambu	320,370	161,179	159,191	4,184	2,152	2,032	586	328	258
COAST	758,964	391,073	367,891	10,701	5,551	5,150	2,724	1,547	1,177
Mombasa	163,450	81,771	81,679	1,826	890	936	416	251	165
Kwale	165,651	86,209	79,442	2,409	1,279	1,130	634	359	275
Kilifi	292,286	150,800	141,486	4,603	2,403	2,200	1,103	596	507
Tana River	45,914	25,075	20,839	651	346	305	235	145	90
Lamu	23,218	12,217	11,001	259	129	130	101	55	46
Taita Taveta	68,445	35,001	33,444	953	504	449	235	141	94
EASTERN	1,510,354	769,007	741,347	20,829	11,045	9,784	5,046	2,876	2,170
Marsabit	52,644	28,370	24,274	962	513	449	122	78	44
Isiolo	29,077	15,088	13,989	484	250	234	91	53	38
Meru	335,983	168,003	167,980	3,811	1,986	1,825	1,271	685	586
Tharaka	94,149	47,480	46,669	1,020	546	474	455	254	201
Embu	128,062	64,787	63,275	1,614	871	743	339	194	145
Kitui	316,711	160,868	155,843	5,228	2,784	2,444	1,046	599	447
Machakos	287,379	147,969	139,410	4,016	2,151	1,865	847	500	347
Makueni	266,349	136,442	129,907	3,694	1,944	1,750	875	513	362
NORTH EASTERN	414,802	244,534	170,268	3,685	2,159	1,526	902	527	375
Garissa	93,126	55,166	37,960	1,175	727	448	227	149	78
Wajir	106,850	63,748	43,102	1,050	616	434	204	123	81
Mandera	214,826	125,620	89,206	1,460	816	644	471	255	216
NYANZA	1,516,081	775,606	740,475	42,601	22,006	20,595	9,089	4,964	4,125
Siaya	232,927	119,420	113,507	8,080	4,214	3,866	1,543	834	709
Kisumu	246,932	124,907	122,025	7,683	3,949	3,734	1,311	732	579
Migori	273,311	140,910	132,401	8,115	4,146	3,969	2,258	1,238	1,020
Homa Bay	281,929	145,982	135,947	10,366	5,345	5,021	2,487	1,353	1,134

Province/ County	Enrolment			Orphans			Persons with disability		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kisii	319,464	162,217	157,247	5,645	2,949	2,696	1,012	540	472
Nyamira	161,518	82,170	79,348	2,712	1,403	1,309	478	267	211
RIFT VALLEY	2,477,526	1,274,826	1,202,700	31,069	16,445	14,624	6,991	3,980	3,011
Turkana	95,227	52,818	42,409	2,091	1,078	1,013	395	223	172
West Pokot	114,379	59,267	55,112	1,162	618	544	375	208	167
Samburu	35,788	20,068	15,720	933	503	430	204	124	80
Trans Nzoia	234,375	118,580	115,795	2,393	1,268	1,125	930	523	407
Baringo	147,503	76,159	71,344	1,412	741	671	360	209	151
Uasin Gishu	227,727	115,053	112,674	2,358	1,244	1,114	552	320	232
Elgeyo-Marakwet	115,883	58,854	57,029	754	390	364	243	147	96
Nandi	211,043	107,058	103,985	2,645	1,419	1,226	544	327	217
Laikipia	95,665	49,378	46,287	1,369	712	657	220	136	84
Nakuru	393,852	200,848	193,004	5,300	2,834	2,466	908	519	389
Narok	218,524	115,089	103,435	3,040	1,635	1,405	600	327	273
Kajiado	143,221	74,327	68,894	1,942	1,044	898	508	281	227
Kericho	168,900	86,652	82,248	2,419	1,270	1,149	427	230	197
Bomet	275,439	140,675	134,764	3,251	1,689	1,562	725	406	319
WESTERN	1,277,507	644,739	632,768	17,045	8,910	8,135	7,605	4,204	3,401
Kakamega	468,923	235,916	233,007	6,210	3,305	2,905	2,713	1,514	1,199
Vihiga	161,354	80,657	80,697	2,607	1,357	1,250	693	380	313
Bungoma	425,904	216,528	209,376	4,428	2,302	2,126	2,746	1,522	1,224
Busia	221,326	111,638	109,688	3,800	1,946	1,854	1,453	788	665

Appendix 2.5: Primary school going age (6-13 years old), Gross Enrolment Ratio and Net Enrolment Rate by Sex and County, 2009

Province/County	Population 6-13 years old			Gross Enrolment Ratio			Net Enrolment Rate		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
KENYA	8,516,886	4,314,684	4,202,202	110.8	112.2	109.2	77.2	76.2	78.3
NAIROBI	439,701	215,375	224,326	111.6	112	111.2	86.9	86.6	87.2
Nairobi	439,701	215,375	224,326	111.6	112	111.2	86.9	86.6	87.2
CENTRAL	836,055	420,110	415,945	118.1	119.4	116.8	91.7	91.3	92.2
Nyandarua	139,179	70,556	68,623	118.2	119.1	117.2	90.4	89.7	91.2
Nyeri	126,771	63,814	62,957	119.4	121.1	117.8	92.6	92.1	93.1
Kirinyaga	94,061	47,025	47,036	122.5	123.9	121.2	91.8	91.3	92.4
Murang'a	191,118	96,827	94,291	123.6	125	122.1	93.4	93.2	93.7
Kiambu	284,926	141,888	143,038	112.4	113.6	111.3	90.8	90.4	91.2
COAST	695,147	349,048	346,099	109.2	112	106.3	71.6	71.2	72.1
Mombasa	145,033	71,926	73,107	112.7	113.7	111.7	81.1	80.6	81.6
Kwale	152,711	76,806	75,905	108.5	112.2	104.7	69.5	69.1	69.9
Kilifi	261,869	131,436	130,433	111.6	114.7	108.5	68.5	67.9	69
Tana River	58,594	30,051	28,543	78.4	83.4	73	52.7	53.8	51.5
Lamu	21,315	10,815	10,500	108.9	113	104.8	74.7	74.4	75.1
Taita Taveta	55,625	28,014	27,611	123	124.9	121.1	86.5	85.6	87.3
EASTERN	1,244,828	629,020	615,808	121.3	122.3	120.4	84.4	83.6	85.3
Marsabit	72,468	37,226	35,242	72.6	76.2	68.9	48.4	49	47.7
Isiolo	32,105	16,457	15,648	90.6	91.7	89.4	63.5	63.2	63.7
Meru	279,791	140,053	139,738	120.1	120	120.2	85	84.1	85.9
Tharaka	74,072	37,175	36,897	127.1	127.7	126.5	88.2	87.3	89.1
Embu	102,439	51,380	51,059	125	126.1	123.9	91.3	90.4	92.1
Kitui	248,417	125,869	122,548	127.5	127.8	127.2	83.6	82.3	84.9
Machakos	226,748	115,034	111,714	126.7	128.6	124.8	90.1	89.4	90.7
Makueni	208,788	105,826	102,962	127.6	128.9	126.2	89.6	88.7	90.4
NORTH EASTERN	708,559	390,143	318,416	58.5	62.7	53.5	37.9	39	36.5
Garissa	170,520	93,772	76,748	54.6	58.8	49.5	34.1	35	32.9
Wajir	204,858	113,781	91,077	52.2	56	47.3	34.6	35.9	32.9
Mandera	333,181	182,590	150,591	64.5	68.8	59.2	41.9	42.9	40.6
NYANZA	1,236,241	618,126	618,115	122.6	125.5	119.8	84.7	83.9	85.4
Siaya	188,320	94,898	93,422	123.7	125.8	121.5	84.9	84	85.7
Kisumu	208,069	103,198	104,871	118.7	121	116.4	84	83.2	84.8
Migori	219,885	109,817	110,068	124.3	128.3	120.3	82.5	81.7	83.3
Homa Bay	229,555	115,108	114,447	122.8	126.8	118.8	82.9	82.2	83.7

Province/County	Population 6-13 years old			Gross Enrolment Ratio			Net Enrolment Rate		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kisii	258,404	129,322	129,082	123.6	125.4	121.8	86.7	85.9	87.4
Nyamira	132,008	65,783	66,225	122.4	124.9	119.8	88.1	87.6	88.7
RIFT VALLEY	2,328,605	1,181,113	1,147,492	106.4	107.9	104.8	73.2	72.3	74.2
Turkana	226,190	119,379	106,811	42.1	44.2	39.7	24.6	24.7	24.6
West Pokot	137,691	69,907	67,784	83.1	84.8	81.3	51.1	50.2	52.1
Samburu	56,480	28,875	27,605	63.4	69.5	56.9	41.3	43.1	39.5
Trans Nzoia	194,887	97,633	97,254	120.3	121.5	119.1	83.1	81.8	84.3
Baringo	142,588	73,232	69,356	103.4	104	102.9	68.5	67.2	69.8
Uasin Gishu	188,074	94,294	93,780	121.1	122	120.1	85.1	84	86.2
Elgeyo-Marakwet	88,505	44,498	44,007	130.9	132.3	129.6	87.3	86.3	88.3
Nandi	172,584	86,604	85,980	122.3	123.6	120.9	82.8	80.9	84.7
Laikipia	87,982	44,692	43,290	108.7	110.5	106.9	80.8	80.6	80.9
Nakuru	343,398	173,165	170,233	114.7	116	113.4	85.9	85.1	86.8
Narok	208,609	106,454	102,155	104.8	108.1	101.3	69.6	69.5	69.7
Kajiado	140,139	70,721	69,418	102.2	105.1	99.2	73.1	73.2	73
Kericho	130,209	65,612	64,597	129.7	132.1	127.3	88.2	87.4	89
Bomet	211,269	106,047	105,222	130.4	132.7	128.1	88.7	87.9	89.6
WESTERN	1,027,750	511,749	516,001	124.3	126	122.6	83.7	82.4	85
Kakamega	386,376	192,291	194,085	121.4	122.7	120.1	82.5	81.1	83.9
Vihiga	129,407	64,564	64,843	124.7	124.9	124.4	87.5	86.1	88.9
Bungoma	332,929	166,087	166,842	127.9	130.4	125.5	84.5	83.2	85.7
Busia	179,038	88,807	90,231	123.6	125.7	121.6	82.2	81	83.3

Appendix 2.6: Primary School Scholastic Retardation and Progression by Sex and County, 2009

Province/County	Scholastic Retardation			Scholastic Progression		
	Total	Male	Female	Total	Male	Female
KENYA	0.31	0.32	0.29	51.5	51.7	51.3
NAIROBI	0.36	0.34	0.39	64.7	64.6	64.8
Nairobi	0.36	0.34	0.39	64.7	64.6	64.8
CENTRAL	0.23	0.23	0.24	60.7	60.8	60.5
Nyandarua	0.21	0.21	0.22	53.3	52.5	54.2
Nyeri	0.25	0.25	0.25	61.1	62.4	59.8
Kirinyaga	0.27	0.24	0.29	58.6	59.2	58
Murang'a	0.2	0.2	0.2	58.4	59.7	57.1
Kiambu	0.24	0.24	0.25	66.5	65.6	67.3
COAST	0.43	0.44	0.42	42.4	43.2	41.4
Mombasa	0.33	0.3	0.36	49.4	51.1	47.6
Kwale	0.36	0.39	0.33	41.4	41.6	41.1
Kilifi	0.53	0.55	0.52	37	38.4	35.2
Tana River	0.66	0.69	0.63	38.1	39.2	36.3
Lamu	0.37	0.37	0.36	59.5	60.2	58.7
Taita Taveta	0.28	0.29	0.26	40.1	40	40.3
EASTERN	0.28	0.29	0.27	50	50.5	49.5
Marsabit	0.5	0.57	0.42	45.1	45.6	44.3
Isiolo	0.3	0.32	0.27	45.3	45.6	44.8
Meru	0.37	0.36	0.38	54	53.7	54.2
Tharaka	0.31	0.33	0.28	56.7	56.9	56.6
Embu	0.27	0.26	0.28	57.9	58	57.9
Kitui	0.28	0.31	0.25	39.4	40.7	38.1
Machakos	0.21	0.21	0.21	51.5	51.8	51.1
Makueni	0.19	0.21	0.18	52	53.5	50.5
NORTH EASTERN	0.67	0.71	0.62	39.7	39.8	39.4
Garissa	0.97	1.02	0.89	34.9	35.1	34.7
Wajir	0.71	0.73	0.68	39.8	39.6	40.1
Mandera	0.53	0.57	0.47	41.8	42.1	41.2
NYANZA	0.22	0.22	0.22	55.8	56	55.7
Siaya	0.21	0.22	0.2	45.1	47.8	42.2
Kisumu	0.21	0.2	0.21	57.3	56.6	58.1
Migori	0.23	0.24	0.23	49.8	50.4	48.9
Homa Bay	0.23	0.24	0.23	52.6	54.2	50.6
Kisii	0.23	0.22	0.24	64.6	63.3	66
Nyamira	0.21	0.23	0.2	64.3	63.5	65.1
RIFT VALLEY	0.32	0.34	0.3	47.1	47.5	46.6
Turkana	1.11	1.16	1.04	35.4	37	32.8
West Pokot	0.64	0.69	0.59	38.9	40.3	37.1
Samburu	0.75	0.85	0.62	36.8	34	42.2
Trans Nzoia	0.22	0.23	0.21	49.1	50.1	48
Baringo	0.31	0.36	0.26	42.3	42.5	42
Uasin Gishu	0.24	0.23	0.25	54	53.4	54.6
Elgeyo-Marakwet	0.18	0.21	0.16	39.9	40.7	39
Nandi	0.21	0.24	0.18	51.2	52.1	50.4
Laikipia	0.33	0.34	0.33	52.7	52.7	52.8
Nakuru	0.24	0.24	0.25	50.5	51.2	49.7
Narok	0.41	0.42	0.4	44.9	44.1	46
Kajiado	0.46	0.46	0.45	55	54	56.2
Kericho	0.19	0.19	0.2	41.7	43.6	39.7
Bomet	0.18	0.18	0.18	43.7	45.8	41.5
WESTERN	0.25	0.26	0.23	50.8	52.2	49.4
Kakamega	0.27	0.3	0.25	52.6	53.7	51.4
Vihiga	0.25	0.25	0.25	48.9	50.4	47.5
Bungoma	0.22	0.22	0.22	49.9	50.6	49.1
Busia	0.23	0.27	0.2	50.4	53.4	47

Appendix 2.7: Secondary Education Enrolment, Orphans and Persons with Disability by Sex and County, 2009

Province/ County	Enrolment			Orphans			Persons with disability		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
KENYA	1,798,587	964,108	834,479	83,285	45,490	37,795	9,532	5,002	4,530
NAIROBI	177,073	88,250	88,823	6,352	3,058	3,294	754	351	403
Nairobi	177,073	88,250	88,823	6,352	3,058	3,294	754	351	403
CENTRAL	266,040	134,293	131,747	10,897	5,557	5,340	806	380	426
Nyandarua	34,425	17,202	17,223	1,538	754	784	157	72	85
Nyeri	48,866	25,088	23,778	1,956	1,021	935	116	53	63
Kirinyaga	27,110	13,870	13,240	967	514	453	85	42	43
Murang'a	59,023	30,469	28,554	2,464	1,281	1,183	145	64	81
Kiambu	96,616	47,664	48,952	3,972	1,987	1,985	303	149	154
COAST	108,575	60,555	48,020	5,166	2,948	2,218	567	296	271
Mombasa	44,019	23,337	20,682	1,679	866	813	165	82	83
Kwale	14,770	8,369	6,401	831	494	337	85	51	34
Kilifi	30,667	18,118	12,549	1,637	994	643	181	101	80
Tana River	3,693	2,418	1,275	216	136	80	24	14	10
Lamu	3,406	1,991	1,415	177	112	65	28	11	17
Taita	12,020	6,322	5,698	626	346	280	84	37	47
Taveta									
EASTERN	269,030	138,077	130,953	12,044	6,351	5,693	1,282	582	700
Marsabit	6,720	4,363	2,357	431	260	171	23	15	8
Isiolo	4,277	2,465	1,812	253	159	94	17	9	8
Meru	54,717	26,329	28,388	1,865	896	969	254	90	164
Tharaka	19,083	9,607	9,476	658	342	316	97	48	49
Embu	27,878	13,759	14,119	1,020	515	505	100	41	59
Kitui	42,311	21,977	20,334	2,321	1,270	1,051	195	93	102
Machakos	60,275	31,423	28,852	2,799	1,494	1,305	330	163	167
Makueni	53,769	28,154	25,615	2,697	1,415	1,282	266	123	143
NORTH EASTERN	60,208	40,832	19,376	1,815	1,231	584	349	237	112
Garissa	13,716	9,335	4,381	553	373	180	72	45	27
Wajir	14,953	10,047	4,906	519	358	161	50	36	14
Mandera	31,539	21,450	10,089	743	500	243	227	156	71
NYANZA	309,618	174,841	134,777	21,350	12,327	9,023	2,499	1,454	1,045
Siaya	35,830	20,259	15,571	3,437	2,062	1,375	392	226	166
Kisumu	51,958	29,081	22,877	4,457	2,448	2,009	448	266	182
Migori	41,340	25,093	16,247	3,131	1,934	1,197	444	251	193
Homa Bay	50,589	30,806	19,783	4,922	3,067	1,855	664	416	248
Kisii	83,974	45,465	38,509	3,580	1,895	1,685	363	185	178
Nyamira	45,927	24,137	21,790	1,823	921	902	188	110	78
RIFT VALLEY	411,875	221,550	190,325	16,544	9,089	7,455	1,608	865	743
Turkana	12,707	8,377	4,330	791	541	250	75	45	30
West Pokot	9,770	5,891	3,879	367	225	142	37	23	14
Samburu	3,672	2,309	1,363	247	159	88	18	12	6
Trans	36,047	19,591	16,456	1,440	789	651	226	106	120
Nzoia									
Baringo	25,465	13,204	12,261	924	484	440	89	51	38
Uasin	48,482	24,409	24,073	1,818	908	910	154	82	72
Gishu									
Elgeyo-	17,225	8,767	8,458	595	315	280	39	19	20
Marakwet									
Nandi	33,597	17,610	15,987	1,321	715	606	99	56	43
Laikipia	20,387	10,583	9,804	785	421	364	77	38	39
Nakuru	83,427	43,851	39,576	3,384	1,801	1,583	348	188	160
Narok	21,486	12,973	8,513	878	534	344	72	45	27
Kajiado	28,844	14,938	13,906	1,125	603	522	118	63	55
Kericho	27,640	15,351	12,289	1,106	624	482	104	60	44
Bomet	43,126	23,696	19,430	1,763	970	793	152	77	75
WESTERN	196,168	105,710	90,458	9,117	4,929	4,188	1,667	837	830
Kakamega	72,940	38,728	34,212	3,403	1,819	1,584	636	318	318
Vihiga	28,796	14,464	14,332	1,360	642	718	167	73	94
Bungoma	64,281	34,827	29,454	2,512	1,349	1,163	579	292	287
Busia	30,151	17,691	12,460	1,842	1,119	723	285	154	131

Appendix 2.8: Secondary School Going Age (14-17 Years old), Gross Enrolment Ratio and Net Enrolment Rate by Sex and County, 2009

Province/County	Population 14-17 years old		Gross Enrolment Ratio			Net Enrolment Rate		
	Total	Male	Total	Male	Female	Total	Male	Female
KENYA	3,502,509	1,793,650	51.4	53.8	48.8	24	22.2	25.9
NAIROBI	187,691	84,104	94.3	104.9	85.7	48	49	47.2
Nairobi	187,691	84,104	94.3	104.9	85.7	48	49	47.2
CENTRAL	350,779	177,462	75.8	75.7	76	43.2	39.8	46.6
Nyandarua	55,511	28,678	62	60	64.2	35.2	31.2	39.4
Nyeri	56,242	28,658	86.9	87.5	86.2	46.3	42.5	50.3
Kirinyaga	37,570	19,348	72.2	71.7	72.7	38	34	42.1
Murang'a	82,364	42,541	71.7	71.6	71.7	39	36	42.1
Kiambu	119,092	58,237	81.1	81.8	80.4	50	47.5	52.4
COAST	277,954	139,542	39.1	43.4	34.7	16.2	15.9	16.6
Mombasa	62,868	29,569	70	78.9	62.1	32.5	33.6	31.5
Kwale	58,762	30,016	25.1	27.9	22.3	9.1	8.7	9.6
Kilifi	102,909	52,556	29.8	34.5	24.9	10.5	10.6	10.4
Tana River	20,403	10,495	18.1	23	12.9	7.4	8.2	6.6
Lamu	8,694	4,561	39.2	43.7	34.2	16.4	15.6	17.3
Taita Taveta	24,318	12,345	49.4	51.2	47.6	23.1	20.7	25.6
EASTERN	533,397	271,508	50.4	50.9	50	23.7	21	26.5
Marsabit	30,325	16,297	22.2	26.8	16.8	9.4	10	8.8
Isiolo	13,089	6,716	32.7	36.7	28.4	16.7	16.6	16.9
Meru	114,676	56,398	47.7	46.7	48.7	22.3	19.1	25.3
Tharaka	31,840	15,909	59.9	60.4	59.5	27.2	23.9	30.6
Embu	43,422	22,153	64.2	62.1	66.4	32.6	28.3	37
Kitui	106,320	53,858	39.8	40.8	38.8	17	15	19
Machakos	101,431	52,441	59.4	59.9	58.9	29.3	26.2	32.5
Makueni	92,294	47,736	58.3	59	57.5	27.2	24.2	30.4
NORTH EASTERN	274,540	165,182	21.9	24.7	17.7	7.9	8.3	7.4
Garissa	66,356	38,669	20.7	24.1	15.8	6.9	7.2	6.5
Wajir	78,789	48,036	19	20.9	16	7.2	7.5	6.8
Mandera	129,395	78,477	24.4	27.3	19.8	8.9	9.2	8.3
NYANZA	532,200	269,612	58.2	64.8	51.3	27.3	26.9	27.8
Siaya	83,248	42,315	43	47.9	38	19.8	19.1	20.5
Kisumu	92,370	46,007	56.2	63.2	49.3	28.2	28.1	28.3
Migori	89,432	45,676	46.2	54.9	37.1	19.2	19.7	18.8
Homa Bay	96,184	49,879	52.6	61.8	42.7	23.3	24	22.6
Kisii	112,897	56,619	74.4	80.3	68.4	35.2	34.4	36
Nyamira	58,069	29,116	79.1	82.9	75.3	40.5	37.9	43.2
RIFT VALLEY	926,477	475,872	44.5	46.6	42.2	19.5	17.6	21.6
Turkana	102,449	57,178	12.4	14.7	9.6	3.5	3.8	3.1
West Pokot	49,526	26,047	19.7	22.6	16.5	5.7	5.4	6
Samburu	20,837	11,284	17.6	20.5	14.3	7.8	7.5	8.1
Trans Nzoia	77,766	39,185	46.4	50	42.7	20.3	18.7	21.9
Baringo	58,523	30,605	43.5	43.1	43.9	18.5	16.2	21
Uasin Gishu	77,154	37,695	62.8	64.8	61	26.9	23.8	29.9
Elgeyo-Marakwet	36,744	18,488	46.9	47.4	46.3	19.8	17.4	22.2
Nandi	68,004	34,009	49.4	51.8	47	18.9	16.2	21.7
Laikipia	34,476	17,709	59.1	59.8	58.5	32.5	30.1	35.1
Nakuru	134,041	67,958	62.2	64.5	59.9	32.3	29.7	34.9
Narok	73,322	38,389	29.3	33.8	24.4	10.6	9.9	11.3
Kajiado	53,745	26,910	53.7	55.5	51.8	27	25	28.9
Kericho	53,732	27,091	51.4	56.7	46.1	21.4	20.4	22.4
Bomet	86,158	43,324	50.1	54.7	45.4	20	17.9	22.1
WESTERN	419,471	210,368	46.8	50.3	43.3	19	17.5	20.5
Kakamega	157,002	78,708	46.5	49.2	43.7	19.3	17.5	21
Vihiga	54,744	27,188	52.6	53.2	52	25.2	22.5	27.8
Bungoma	133,501	66,918	48.2	52	44.2	17.7	15.8	19.5
Busia	74,224	37,554	40.6	47.1	34	16.3	16.7	15.9

Appendix 2.9: Middle Level Colleges Enrolment, Orphans and Persons with Disability by Sex and County, 2009

Province/ County	Middle level Colleges			Persons with Disability			Orphans		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
KENYA	290,639	136,167	154,472	5,614	2,567	3,047	38,408	17,796	20,612
NAIROBI	73,221	35,537	37,684	1,398	637	761	10,239	4,835	5,404
Nairobi	73,221	35,537	37,684	1,398	637	761	10,239	4,835	5,404
CENTRAL	42,652	19,448	23,204	510	207	303	5,255	2,385	2,870
Nyandarua	2,723	1,263	1,460	41	19	22	343	139	204
Nyeri	6,476	2,766	3,710	89	34	55	747	329	418
Kirinyaga	2,804	1,316	1,488	34	14	20	267	118	149
Murang'a	5,369	2,433	2,936	54	19	35	638	295	343
Kiambu	25,280	11,670	13,610	292	121	171	3,260	1,504	1,756
COAST	20,850	10,035	10,815	429	197	232	2,799	1,278	1,521
Mombasa	13,425	6,627	6,798	197	92	105	1,906	926	980
Kwale	1,635	688	947	53	20	33	220	82	138
Kilifi	3,506	1,639	1,867	77	41	36	434	159	275
Tana River	214	138	76	9	5	4	27	14	13
Lamu	191	98	93	2	2	-	11	6	5
Taita Taveta	1,879	845	1,034	91	37	54	201	91	110
EASTERN	27,849	11,774	16,075	497	202	295	3,066	1,278	1,788
Marsabit	556	364	192	9	8	1	65	40	25
Isiolo	522	206	316	10	3	7	72	32	40
Meru	6,086	2,541	3,545	115	41	74	525	220	305
Tharaka	1,869	818	1,051	28	11	17	207	76	131
Embu	3,692	1,403	2,289	43	21	22	321	120	201
Kitui	3,664	1,566	2,098	51	25	26	435	191	244
Machakos	7,477	3,228	4,249	173	65	108	951	385	566
Makueni	3,983	1,648	2,335	68	28	40	490	214	276
NORTH EASTERN	2,843	1,858	985	70	46	24	230	142	88
Garissa	1,008	618	390	15	8	7	91	56	35
Wajir	795	525	270	12	6	6	97	62	35
Mandera	1,040	715	325	43	32	11	42	24	18
NYANZA	32,796	16,087	16,709	1,074	526	548	5,668	2,739	2,929
Siaya	2,763	1,427	1,336	144	79	65	542	246	296
Kisumu	9,728	4,689	5,039	320	140	180	2,106	1,028	1,078
Migori	4,231	2,165	2,066	192	103	89	705	348	357
Homa Bay	4,663	2,432	2,231	188	101	87	927	506	421
Kisii	7,822	3,651	4,171	168	74	94	964	414	550
Nyamira	3,589	1,723	1,866	62	29	33	424	197	227
RIFT VALLEY	71,837	33,308	38,529	1,083	497	586	8,951	4,233	4,718
Turkana	1,233	760	473	51	38	13	115	71	44
West Pokot	1,180	624	556	20	12	8	107	55	52
Samburu	501	242	259	9	4	5	69	25	44
Trans Nzoia	3,429	1,599	1,830	66	26	40	365	159	206
Baringo	4,773	1,824	2,949	62	26	36	344	147	197
Uasin Gishu	12,871	5,625	7,246	182	79	103	1,579	659	920
Elgeyo-	2,331	1,014	1,317	30	17	13	242	114	128
Marakwet									
Nandi	4,924	2,177	2,747	74	34	40	485	190	295
Laikipia	2,141	868	1,273	31	13	18	236	93	143
Nakuru	18,885	9,486	9,399	273	121	152	3,145	1,738	1,407
Narok	2,132	1,154	978	37	20	17	226	118	108
Kajiado	6,886	3,101	3,785	105	46	59	892	389	503
Kericho	5,408	2,375	3,033	72	28	44	562	233	329
Bomet	5,143	2,459	2,684	71	33	38	584	242	342
WESTERN	18,591	8,120	10,471	553	255	298	2,200	906	1,294
Kakamega	7,243	3,025	4,218	193	87	106	904	346	558
Vihiga	2,832	1,091	1,741	82	34	48	332	124	208
Bungoma	6,246	2,859	3,387	202	95	107	647	271	376
Busia	2,270	1,145	1,125	76	39	37	317	165	152

Appendix 2.10: University Enrolment and Tertiary Gross Enrolment Ratio by Sex and County, 2009

Province/ County	University Enrolment			Population 18-22 years old			Tertiary Education Gross Enrolment Ratio*		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
KENYA	198,255	115,185	83,070	3,950,713	1,896,988	2,053,725	13.3	14.2	12.3
NAIROBI	69,417	37,685	31,732	396,587	166,590	229,997	37	45.3	30.9
Nairobi	69,417	37,685	31,732	396,587	166,590	229,997	37	45.3	30.9
CENTRAL	25,325	14,354	10,971	407,028	199,152	207,876	17.6	18.1	17.1
Nyandarua	1,014	626	388	51,342	26,148	25,194	8.1	8.2	7.9
Nyeri	3,847	2,401	1,446	62,285	31,980	30,305	17.6	17.5	17.8
Kirinyaga	1,397	806	591	46,825	23,203	23,622	9.5	9.9	9.2
Murang'a	2,112	1,280	832	81,471	41,915	39,556	10.4	10.3	10.4
Kiambu	16,955	9,241	7,714	165,105	75,906	89,199	26.4	28.6	24.5
COAST	8,948	5,323	3,625	338,365	153,775	184,590	9.8	11.3	8.6
Mombasa	6,174	3,583	2,591	111,337	48,831	62,506	19	22.6	16.1
Kwale	524	309	215	60,999	27,131	33,868	4.1	4.5	3.9
Kilifi	1,523	957	566	106,520	48,846	57,674	5.4	6.1	4.8
Tana River	101	74	27	22,808	10,130	12,678	2	3.4	0.9
Lamu	111	75	36	10,389	5,382	5,007	3.3	3.7	2.8
Taita Taveta	515	325	190	26,312	13,455	12,857	11.5	11.4	11.7
EASTERN	13,645	8,109	5,536	535,774	269,285	266,489	9.7	9.2	10.1
Marsabit	361	287	74	30,821	16,492	14,329	3.2	4.4	2
Isiolo	306	210	96	14,977	7,384	7,593	5.8	5.9	5.7
Meru	3,097	1,764	1,333	129,989	62,057	67,932	7.7	7.7	7.7
Tharaka	1,268	731	537	33,535	16,435	17,100	11.6	12	11.3
Embu	1,482	822	660	48,015	24,493	23,522	11.9	10.3	13.5
Kitui	1,596	956	640	89,871	43,974	45,897	9.2	8.6	9.8
Machakos	4,077	2,369	1,708	107,308	55,436	51,872	13.4	12.7	14.2
Makueni	1,458	970	488	81,258	43,014	38,244	9.4	8.4	10.5
NORTH EASTERN	2,435	1,863	572	243,373	143,983	99,390	2.3	2.7	1.7
Garissa	1,026	749	277	73,087	39,940	33,147	2.9	3.6	2.1
Wajir	629	494	135	67,465	40,245	27,220	2.2	2.7	1.6
Mandera	780	620	160	102,821	63,798	39,023	1.9	2.2	1.3
NYANZA	18,368	12,057	6,311	568,297	260,031	308,266	9.7	11.7	8
Siaya	1,847	1,234	613	81,624	38,122	43,502	6.1	7.6	4.9
Kisumu	6,912	4,221	2,691	107,434	48,961	58,473	16.4	19.4	13.8
Migori	2,074	1,454	620	94,885	44,015	50,870	7.2	8.9	5.7
Homa Bay	2,205	1,615	590	97,616	45,358	52,258	7.6	9.7	5.8
Kisii	3,799	2,509	1,290	124,106	55,192	68,914	10.2	12.2	8.6
Nyamira	1,531	1,024	507	62,632	28,383	34,249	8.9	10.7	7.5
RIFT VALLEY	49,091	28,787	20,304	1,038,414	503,886	534,528	12.3	13	11.6
Turkana	618	460	158	97,268	53,638	43,630	2	2.5	1.5
West Pokot	575	386	189	49,571	23,425	26,146	3.9	4.6	3.3
Samburu	184	135	49	23,107	11,405	11,702	3.2	3.7	2.8
Trans Nzoia	2,137	1,318	819	82,102	39,553	42,549	7.2	7.9	6.7
Baringo	1,516	982	534	53,629	27,115	26,514	12.4	10.9	13.8
Uasin-Gishu	17,307	9,796	7,511	103,109	49,630	53,479	30.2	32.1	28.5
Elgeyo-Marakwet	953	586	367	35,798	17,673	18,125	10.2	10.1	10.4
Nandi	3,072	1,741	1,331	76,207	37,204	39,003	11.3	11.5	11.2
Laikipia	1,388	781	607	36,200	17,669	18,531	10.5	10.2	10.7
Nakuru	9,722	5,788	3,934	165,065	80,339	84,726	18	19.8	16.2
Narok	1,103	731	372	85,491	39,685	45,806	4.1	5.1	3.2
Kajiado	6,527	3,611	2,916	73,069	32,115	40,954	18.9	21.7	16.8
Kericho	2,103	1,256	847	63,347	30,070	33,277	12.7	13.1	12.4
Bomet	1,886	1,216	670	94,451	44,365	50,086	8.3	9	7.6
WESTERN	11,026	7,007	4,019	422,875	200,286	222,589	7.7	8.3	7
Kakamega	5,599	3,468	2,131	162,834	76,884	85,950	8.4	9.1	7.8
Vihiga	1,199	738	461	48,851	23,173	25,678	9.3	9.1	9.4
Bungoma	3,000	1,998	1,002	137,256	65,936	71,320	7.3	8	6.6
Busia	1,228	803	425	73,934	34,293	39,641	5.6	6.8	4.6

*Includes enrolment for middle level colleges and youth polytechnics

Appendix 2.11: Enrolment and Orphans and Persons with Disability Attending Youth Polytechnics, 2009

Province/ County	Enrolment			Orphans			Persons with Disability			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	
KENYA	34,757	18,910	15,847	7,149	3,825	3,324	1,114	611		503
NAIROBI	3,993	2,248	1,745	694	366	328	96	54		42
Nairobi	3,993	2,248	1,745	694	366	328	96	54		42
CENTRAL	3,652	2,261	1,391	673	408	265	105	68		37
Nyandarua	406	258	148	68	46	22	22	18		4
Nyeri	650	424	226	132	84	48	27	17		10
Kirinyaga	262	172	90	28	18	10	5	3		2
Murang'a	963	608	355	171	105	66	22	12		10
Kiambu	1,371	799	572	274	155	119	29	18		11
COAST	3,415	1,945	1,470	728	402	326	81	47		34
Mombasa	1,501	823	678	320	179	141	23	10		13
Kwale	369	211	158	69	39	30	7	5		2
Kilifi	726	386	340	191	105	86	26	17		9
Tana River	145	137	8	4	3	1	5	4		1
Lamu	36	24	12	10	8	2	2	1		1
Taita Taveta	638	364	274	134	68	66	18	10		8
EASTERN	10,321	5,002	5,319	2,137	1,015	1,122	308	158		150
Marsabit	84	67	17	20	15	5	3	3		-
Isiolo	36	18	18	8	2	6	4	-		4
Meru	823	479	344	101	63	38	30	17		13
Tharaka	769	424	345	100	46	54	15	10		5
Embu	531	302	229	97	63	34	22	8		14
Kitui	3,008	1,245	1,763	740	318	422	84	39		45
Machakos	2,868	1,457	1,411	594	313	281	86	48		38
Makueni	2,202	1,010	1,192	477	195	282	64	33		31
NORTH EASTERN	286	179	107	29	16	13	15	10		5
Garissa	104	65	39	18	9	9	8	5		3
Wajir	78	51	27	7	5	2	3	3		-
Mandera	104	63	41	4	2	2	4	2		2
NYANZA	3,901	2,314	1,587	1,115	673	442	196	114		82
Siaya	398	230	168	152	80	72	15	10		5
Kisumu	943	578	365	296	181	115	58	38		20
Migori	491	299	192	151	107	44	25	10		15
Homa Bay	559	372	187	198	130	68	43	23		20
Kisii	1,035	558	477	230	122	108	40	23		17
Nyamira	475	277	198	88	53	35	15	10		5
RIFT VALLEY	6,424	3,365	3,059	1,153	576	577	188	83		105
Turkana	129	97	32	22	13	9	6	5		1
West Pokot	201	73	128	42	9	33	6	1		5
Samburu	56	42	14	14	13	1	2	2		-
Trans Nzoia	372	188	184	72	32	40	18	7		11
Baringo	346	159	187	59	24	35	11	5		6
Uasin Gishu	969	507	462	151	86	65	18	10		8
Elgeyo-Marakwet	369	177	192	77	36	41	9	5		4
Nandi	651	346	305	110	54	56	17	10		7
Laikipia	257	148	109	53	33	20	8	4		4
Nakuru	1,068	634	434	241	141	100	37	12		25
Narok	255	129	126	44	14	30	7	-		7
Kajiado	427	247	180	65	39	26	12	6		6
Kericho	526	294	232	81	38	43	13	6		7
Bomet	798	324	474	122	44	78	24	10		14
WESTERN	2,765	1,596	1,169	620	369	251	125	77		48
Kakamega	845	498	347	197	110	87	32	21		11
Vihiga	490	287	203	108	64	44	13	7		6
Bungoma	771	421	350	112	64	48	47	28		19
Busia	659	390	269	203	131	72	33	21		12

Appendix 2.12:Enrolment in Youth Polytechnics, Madrassa and Literacy Classes,2009

Province /County	Youth Polytechnic			Madrssa			Literacy Classes		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
KENYA	34,757	18,910	15,847	142,480	80,086	62,394	14,587	5,728	8,859
NAIROBI	3,993	2,248	1,745	3,858	1,893	1,965	2,007	991	1,016
Nairobi	3,993	2,248	1,745	3,858	1,893	1,965	2,007	991	1,016
CENTRAL	3,652	2,261	1,391	182	95	87	1,850	729	1,121
Nyandarua	406	258	148	4	4	-	189	64	125
Nyeri	650	424	226	18	14	4	266	92	174
Kirinyaga	262	172	90	29	26	3	198	89	109
Murang'a	963	608	355	21	10	11	492	214	278
Kiambu	1,371	799	572	110	41	69	705	270	435
COAST	3,415	1,945	1,470	4,318	2,275	2,043	1,501	467	1,034
Mombasa	1,501	823	678	1,079	535	544	585	253	332
Kwale	369	211	158	574	291	283	173	46	127
Kilifi	726	386	340	330	176	154	423	84	339
Tana River	145	137	8	1,830	1,004	826	150	30	120
Lamu	36	24	12	430	234	196	34	9	25
Taita Taveta	638	364	274	75	35	40	136	45	91
EASTERN	10,321	5,002	5,319	2,523	1,443	1,080	2,997	821	2,176
Marsabit	84	67	17	1,721	929	792	260	57	203
Isiolo	36	18	18	547	353	194	37	9	28
Meru	823	479	344	24	13	11	709	160	549
Tharaka	769	424	345	5	4	1	185	64	121
Embu	531	302	229	22	13	9	217	67	150
Kitui	3,008	1,245	1,763	72	40	32	495	120	375
Machakos	2,868	1,457	1,411	78	52	26	714	261	453
Makueni	2,202	1,010	1,192	54	39	15	380	83	297
NORTH EASTERN	286	179	107	130,585	73,883	56,702	696	358	338
Garissa	104	65	39	25,632	14,559	11,073	274	158	116
Wajir	78	51	27	36,546	21,410	15,136	101	53	48
Mandera	104	63	41	68,407	37,914	30,493	321	147	174
NYANZA	3,901	2,314	1,587	192	93	99	1,429	613	816
Siaya	398	230	168	8	3	5	154	69	85
Kisumu	943	578	365	47	15	32	382	174	208
Migori	491	299	192	108	57	51	231	81	150
Homa Bay	559	372	187	12	11	1	262	105	157
Kisii	1,035	558	477	11	5	6	259	126	133
Nyamira	475	277	198	6	2	4	141	58	83
RIFT VALLEY	6,424	3,365	3,059	708	339	369	3,228	1,381	1,847
Turkana	129	97	32	302	157	145	451	214	237
West Pokot	201	73	128	3	2	1	35	17	18
Samburu	56	42	14	3	-	3	151	63	88
Trans Nzoia	372	188	184	49	11	38	138	68	70
Baringo	346	159	187	5	3	2	89	33	56
Uasin Gishu	969	507	462	32	20	12	333	141	192
Elgeyo-	369	177	192	2	1	1	59	24	35
Marakwet									
Nandi	651	346	305	23	7	16	151	55	96
Laikipia	257	148	109	9	4	5	110	35	75
Nakuru	1,068	634	434	65	37	28	816	389	427
Narok	255	129	126	16	12	4	224	61	163
Kajiado	427	247	180	178	74	104	348	161	187
Kericho	526	294	232	7	3	4	80	43	37
Bomet	798	324	474	14	8	6	243	77	166
WESTERN	2,765	1,596	1,169	114	65	49	879	368	511
Kakamega	845	498	347	36	21	15	289	136	153
Vihiga	490	287	203	14	9	5	212	66	146
Bungoma	771	421	350	22	12	10	192	88	104
Busia	659	390	269	42	23	19	186	78	108

Appendix 2.13: Proportion of the Population Out of School by County

County	Proportion Out of School (14-17)			Proportion Out of School (6-13)		
	Total	Male	Female	Total	Male	Female
Kenya	19.5	18.6	20.5	12.3	12.7	11.8
Nairobi	18.6	12.9	23.3	4.5	4.4	4.6
Nairobi	18.6	12.9	23.3	4.5	4.4	4.6
Central	11.5	11.4	11.6	2.5	2.6	2.4
Nyandarua	11.6	13	10	2.4	2.6	2.2
Nyeri	8.9	9.2	8.5	2.2	2.4	2.1
Kirinyaga	12.7	13.3	12.2	3.2	3.4	3
Murang'a	10.3	10.7	9.9	2.5	2.7	2.4
Kiambu	13	11.4	14.5	2.4	2.5	2.4
Coast	18.9	15.1	22.8	11	10.8	11.2
Mombasa	21.1	15.2	26.3	5.9	5.7	6
Kwale	17.9	14.4	21.6	12.2	11.9	12.4
Kilifi	14.4	11.4	17.6	9.8	9.7	9.9
Tana River	43.3	36.2	50.9	33	31.3	34.8
Lamu	19.8	17.5	22.3	8.4	8.5	8.4
Taita Taveta	14.1	13.2	15	4.9	5	4.7
Eastern	14.7	15.5	13.9	7.8	8.1	7.5
Marsabit	48.6	46.7	50.7	42.6	41.9	43.4
Isiolo	34.7	32.8	36.7	24.7	24.7	24.8
Meru	19.1	20.4	17.8	7.2	7.7	6.8
Tharaka	11.4	12.4	10.4	4.5	4.8	4.1
Embu	12.7	14.3	11.1	3.8	4.1	3.4
Kitui	9.5	10	8.9	6.2	6.6	5.7
Machakos	10.2	10.7	9.7	3.4	3.5	3.2
Makueni	8.5	9.7	7.4	3.7	4	3.4
North Eastern	52.7	50.6	55.9	49.3	48.3	50.6
Garissa	56.3	53.6	60	53.5	52.5	54.8
Wajir	57.4	55.4	60.4	53.5	52.1	55.2
Mandera	48.1	46.2	51	44.6	43.8	45.6
Nyanza	12.8	9	16.7	3.3	3.3	3.2
Siaya	15	12.3	17.8	3.9	4.1	3.8
Kisumu	14.7	10.5	18.8	2.8	3	2.7
Migori	14.1	9	19.4	4	4	3.9
Homa Bay	12.2	7.4	17.4	3	3	3
Kisii	10.3	7.3	13.4	3.1	3.1	3
Nyamira	10.3	8	12.6	2.7	2.7	2.7
Rift Valley	23.4	23.2	23.6	16.6	17	16.3
Turkana	74.1	73.2	75.1	70.4	70.4	70.3
West Pokot	36.6	36.7	36.5	36.8	37.4	36.1
Samburu	54.9	51.5	58.9	48.9	46.6	51.3
Trans Nzoia	13.2	12.6	13.8	5.9	6.4	5.5
Baringo	23.1	25.1	20.9	22.3	23.1	21.5
Uasin Gishu	11.9	11	12.7	3.6	3.8	3.4
Elgeyo-Marakwet	8.2	8.3	8.1	3.2	3.4	3
Nandi	10.6	9.7	11.6	3.7	4	3.3
Laikipia	15	14.7	15.4	9.7	9.4	9.9
Nakuru	13.6	12.8	14.4	4	4.3	3.8
Narok	23.7	21.8	25.8	17.9	17.3	18.5
Kajiado	21.4	19.2	23.6	14.2	13.4	15
Kericho	11.8	9.6	14	3.2	3.3	3
Bomet	11.1	9.8	12.4	3.2	3.4	3
Western	11.3	9.6	13	5.1	5.5	4.7
Kakamega	12.7	11.1	14.3	5.6	6.1	5.1
Vihiga	11.1	10.6	11.7	4	4.3	3.7
Bungoma	9.2	7.7	10.7	4.8	5.2	4.4
Busia	12.3	9.3	15.4	5.1	5.4	4.9

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