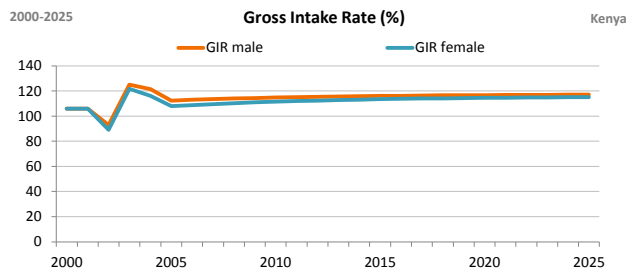
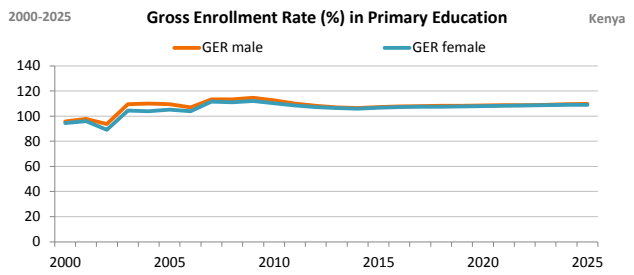
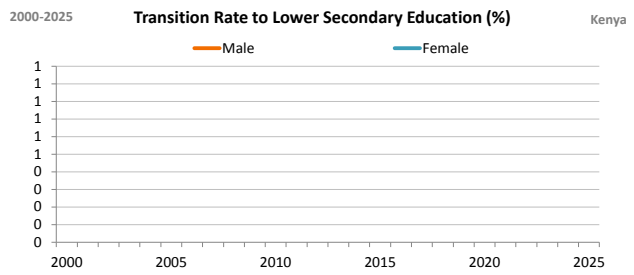
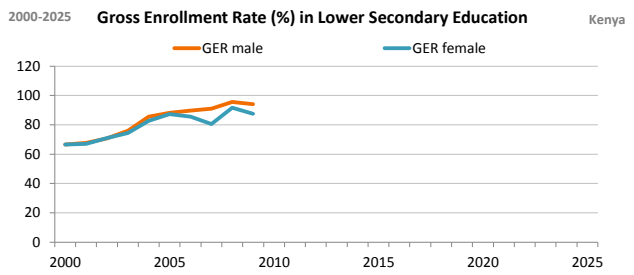
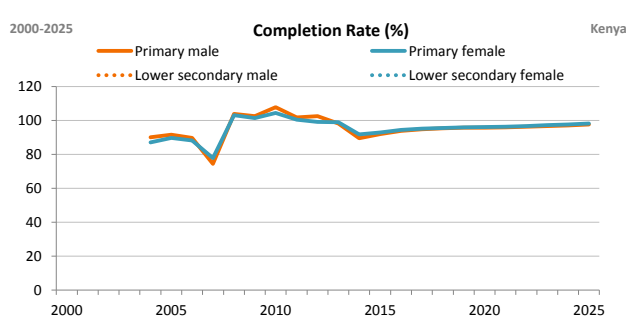
EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025 — Kenya

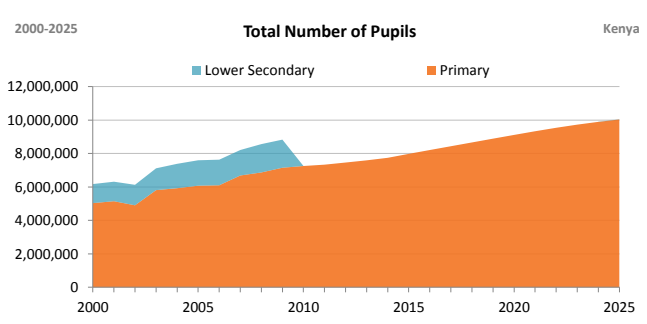












DEFINITIONS

Source: UNESCO Institute for Statistics (UIS)

Gross Intake Ratio (GIR)	Total number of new entrants in first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.
Gross Enrollment Rate (GER)	Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.
Transition Rate	The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the first grade of the lower level of education in the previous year.
Completion Rate	The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.
Primary Education	At the primary education level, the program of study is normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured. The average duration of primary education is six years but cycles vary by country, ranging from a minimum of three years to a maximum of eight years. Please note that these profiles take definitions of the entry age and duration of primary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.
Lower Secondary Education	At the lower secondary education level, the program of study is typically designed to complete the development of basic skills and knowledge which began at the primary level. In many countries, the educational aim is to lay the foundation for lifelong learning and individual development. The duration of lower secondary education varys by country but averages three years internationally. Please note that these profiles take definitions of the entry age and duration of lower secondary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.

EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Kenya

PRIMARY

	Number of Pupils	Gross Intake Rate into Primary (GIR, %)		Primary Gross Enrollment Rate (GER, %)		Primary Completion Rate (%)	
	TOTAL, Both Genders	Male GIR	Female GIR	Male GER	Female GER	Male %	Female %
2000	5,034,858	106	106	96	95	#N/A	#N/A
2001	5,148,371	106	106	98	96	#N/A	#N/A
2002	4,903,529	93	89	94	89	#N/A	#N/A
2003	5,811,381	125	122	109	104	#N/A	#N/A
2004	5,926,078	121	116	110	104	90	87
2005	6,075,706	112	108	110	105	92	90
2006	6,101,390	113	109	107	104	90	88
2007	6,687,510	114	110	113	112	74	78
2008	6,868,810	114	110	113	111	104	103
2009	7,150,259	114	111	115	112	103	101
2010	7,254,867	115	111	113	110	108	105
2011	7,334,075	115	112	110	108	102	100
2012	7,461,601	115	112	108	107	103	99
2013	7,593,196	116	113	107	106	98	99
2014	7,744,861	116	113	106	106	90	92
2015	7,979,966	116	113	107	107	92	93
2016	8,210,232	116	114	108	107	94	94
2017	8,436,106	116	114	108	107	95	95
2018	8,662,426	116	114	108	108	95	96
2019	8,888,951	117	114	108	108	96	96
2020	9,112,113	117	115	109	108	96	96
2021	9,332,244	117	115	109	108	96	96
2022	9,539,656	117	115	109	108	96	97
2023	9,727,806	117	115	109	109	97	97
2024	9,894,034	117	115	109	109	97	98
2025	10,039,517	117	115	110	109	98	98

LOWER SECONDARY

	Number of Pupils	Transition to Lower Secondary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary Completion Rate (%)	
	TOTAL, Both Genders	Male %	Female %	Male GER	Female GER	Male %	Female %
2000	1,140,697	#N/A	#N/A	67	66	#N/A	#N/A
2001	1,166,415	#N/A	#N/A	68	67	#N/A	#N/A
2002	1,227,519	#N/A	#N/A	71	71	#N/A	#N/A
2003	1,304,483	#N/A	#N/A	76	75	#N/A	#N/A
2004	1,458,700	#N/A	#N/A	86	83	#N/A	#N/A
2005	1,521,580	#N/A	#N/A	88	87	#N/A	#N/A
2006	1,530,723	#N/A	#N/A	90	86	#N/A	#N/A
2007	1,523,756	#N/A	#N/A	91	80	#N/A	#N/A
2008	1,695,012	#N/A	#N/A	96	92	#N/A	#N/A
2009	1,681,161	#N/A	#N/A	94	88	#N/A	#N/A
2010	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2011	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2012	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2013	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2014	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2015	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2016	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2017	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2018	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2019	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2020	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2021	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2022	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2023	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2024	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2025	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A

EPDC PROJECTION METHODOLOGY

EPDC education projections were developed using a progress-based methodology, based on trends from 2000-2010 across the group of low-income countries included in this exercise, and using past trends to set expectations for the future. Enrollments are projected using a cohort method, where student cohorts calculated based on UN population estimates are followed throughout the education system. Therefore, sudden spikes in primary intake in a given historical year can be expected to produce spikes in primary and, a few years later, lower secondary enrollment projections. Assumptions imposed on gross intake, dropout, repetition, and transition rates are used to drive the calculations for the rest of the indicators, including estimates of pupil enrollments, and - with the relevant population as a denominator - the gross and net enrollment rates by gender and school level. The projection assumptions set countries on a gradual rate of improvement across all key driver indicators, and countries that experienced negative trends in the most recent historical period are set to improve according to average trend across all countries. The full methodology for the projections is available upon request: email epdc@fhi360.org.

DISCLAIMER: EPDC education projections are a result of statistical modeling and contain a degree of prediction error. In some cases, trends do not follow the country specific trajectory, but are in line with the trends observed across the group of low-income countries as a whole. For these reasons, EPDC projections can only be used as a guide for research and policy, with the understanding that the actual levels of progress can only be known for present and past periods of time. FHI 360 bears no responsibility for incorrect predictions. Projection assumptions do not take into account crises, natural disasters, sudden population shifts, and other extraordinary circumstances.

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