

Mendel University in Brno
Faculty of Regional Development and International Studies
Department of Territorial Studies

The Role of Women in Socio- Economic Development of Kenya

Bachelor Thesis

Supervisor:

Ing. Samuel Antwi Darkwah, PhD.

Author:

Katka Štouračová

Declaration

I declare that I carried out this thesis work: **The Role of women in socioeconomic development of Kenya**, independently, and only with the cited sources, literature and other professional sources. I agree that my work will be published in accordance with Section 47b of Act No. 111/1998 Coll. on Higher Education as amended thereafter and in accordance with the Guidelines on Publishing University Student Theses. I understand that my work relates to the rights and obligations under the Act No. 121/2000 Coll., the Copyright Act, as amended, in particular the fact that Mendel University in Brno has the right to conclude a license agreement on the use of this work as a school work pursuant to Section 60 paragraph 1 of the Copyright Act. Before closing a license agreement on the use of my thesis with another person (subject) I undertake to request for a written statement of the university that the license agreement in question is not in conflict with the legitimate interests of the university, and undertake to pay any contribution, if eligible, to the costs associated with the creation of the thesis, up to their actual amount.

Brno, 20.5.2016

.....

Katka Štouračová

Acknowledgement

I would like to thank to supervisor of my bachelor thesis Ing. Samuel Antwi Darkwah, PhD., for his precious and valuable advices, recommendations, and patient during the writing process of my thesis.

Also I would like to thank to my friends and family for their support during the studies at university

Abstract

The aim of this Bachelor thesis is to highlight the importance of the involvement of Kenyan women in social and economic development. It analyses how women influence development in many fields, especially in economy and education. It also includes the problems that women face and have to overcome in the process of integration into the socio-economic development. The work is divided into three parts. The first part – the theoretical part, deals with general information about the development, different types of development, and gender based differences. The second part analyses the contribution of women in socio-economic development of Kenya. Using data from the World Bank and the Kenya National Bureau of Statistics. In the last part, the analysis results are summarized and discussed. In the end of the thesis are recommendations and conclusion.

Key words: Women, Socio-economic development, Employment, Education

Abstrakt

Cílem této bakalářské práce je poukázat na důležitost zapojení Keňských žen do sociálního a ekonomického rozvoje. Analyzuje, jak ženy ovlivňují rozvoj v mnoha odvětvích, a to hlavně v ekonomice a vzdělávání. Zároveň zahrnuje problémy, se kterými se ženy setkávají v procesu začlenění do socio-ekonomického rozvoje. Práce je rozdělena do tří částí. První část, teoretická, se zabývá všeobecnými informacemi o rozvoji, různých typech rozvoje a genderovými rozdíly. Druhá, praktická, část analyzuje přínos žen do socio-ekonomického rozvoje Keni s použitím statistických údajů ze Světové Banky a keňského statistického úřadu. V poslední části jsou výsledky analýzy prodiskutovány. V závěru práce je doporučení a shrnutí.

Klíčová slova: Ženy, Socio-ekonomický rozvoj, Zaměstnanost, Vzdělání

List of Abbreviations

- CAT – Convention against Torture and other Cruelties
- CEDAW – Convention on the Elimination of all forms of Discrimination against Women
- CEDR – Convention on the Elimination of all forms of Racial Discrimination
- CRC – Convention of the Rights of Children
- EAP – Economically Active People
- FDSEA – Free Day Secondary Education Association
- FPE – Free Primary Education
- GER – Gross Enrolment Rate
- GDP – Gross Domestic Product
- GII – Gender Inequality Index
- GNP – Gross National Product
- HDI – Human Development Index
- ICESCR – International Convention on Civil and Political Rights
- ICCPR – International Convention on Economic, Social and Cultural Rights
- KCSE – Kenya Certificate of Secondary Education
- KDHS – Kenya Demographic and Health Survey
- KES – Kenyan Shilling
- KHP – Kenyan Health Policy
- KHSSIP – Kenyan Health Sector for Strategic and Investments Plan
- KNBS – Kenya National Bureau of Statistics
- MDG – Millennium Developed Goals
- MMR – Maternal Mortality Ratio
- NER – Net Enrolment Rate
- PGR – Population Growth Rate
- UF – Uwezo Fund
- UN – United Nations
- UNDP – United Nations Development Programme
- WEF – Women’s Enterprise Fund
- WB – World Bank
- YEF – Youth Enterprise Fund

Table of Contents

1. Introduction	8
2. Aim and Methodology.....	9
2.1 Aim of study.....	9
2.2 Methodology	9
3. Literature Review	11
3.1 Definitions of Development.....	11
3.2 Theories of Development In historical perspective	12
3.3 Levels of Development	15
3.4 Socio Economic Development.....	16
3.5 Measuring Development	18
3.6 Gender and Development.....	19
4. Socio Economic Characteristics of Kenya	23
4.1 Basic Information about Kenya	23
4.2 Demographic Distribution.....	24
4.3 Social Development	25
Education.....	26
Health	34
Poverty and Human Rights.....	38
4.4 Economic Development	40
Employment	41
Public Sector.....	46
Private sector – Formal and Informal sector	49
5 Results and Discussion	52

6	Recommendation and Conclusion.....	55
6.1	Recommendation.....	55
6.2	Conclusion.....	55
7.	References	57
7.1	Literature	57
7.2	Online Sources	59
	List of graphs and tables	61
8.	Appendices	63

1. Introduction

Despite the efforts of numerous non-government organizations and the global initiative of the United Nations to erase gender inequality in developing countries, women in Kenya remain the most unprivileged and the poorest group, strongly affected by bad education, unemployment, HIV/AIDS infection and subjected to human rights violations. Young women in Kenya are three times more likely to be infected with HIV than men of the same age.

Women make up more than half of the population in Kenya (50.1%) and play an active role in the development of the whole society, but Kenya constantly belongs to deeply patriarchal society and social status of women is very low. Even educated women are at disadvantage when it comes to employment, compared to men. A woman in Kenya is exposed to inequalities that affect most aspects of her life. Since women are expected to take on roles of child-bearer and caretaker early in life, many do not have the chance to finish their primary education, and that remains the main obstacle to their socio-economic empowerment.

The current laws do not allow women to own or inherit property and limit their ability to buy land or company, thus making it nearly impossible to obtain at least some degree of economic independence from men. Women's low level of participation in the public sector (19.7% of seats in the national parliament are held by women compared to 80.3% held by men) makes it difficult to enact changes that would lead to women's economic empowerment, as well as to other positive changes, such as improvement of maternal health and society-wide HIV prevention.

The main goal of this bachelor thesis is to analyse the role of Kenyan women in the socio-economic development of the country and provide recommendations for improving women's status in Kenyan society. The thesis also provides data on women's participation in the economy, education and public sector. This information suggests that providing systems and programs for Kenyan women's education will increase their involvement in social and economic development of the country.

As a period of time to examine in the practical part, I chose a period between the years 2009-2014, because at that time there were the most changes in Kenya's socio-economic development, mainly due to the implementations of the Millennium Development Goals. Statistical data are regularly collected by statistical offices worldwide, processed and used to record demographic, economic and health data and their changes. They are used as indicators for sustainable development calculations show declines and increases in development.

2. Aim and Methodology

2.1 Aim of study

The aim of this study is to analyse the role of Kenyan women in the socio-economic development of the country and provide recommendations for improving women's status in Kenyan society. It analyses how women influence development in many fields, especially in economy and education. It also includes the barriers that women meet and have to overcome in the process of integration into the socio-economic development.

The thesis also includes recommendations based on research in the practical part, which propose solutions for better integration of women.

2.2 Methodology

As a method in my thesis, I elected comparative analysis to compare roles of men and women in socio-economic development of Kenya, which processes secondary data, such as annual reports of the government, thematic books and publications. Statistical data collected by the current population census will be used to show the demographic status of women in Kenya. Sources include the Kenya National Bureau of Statistics, the World Bank publications, the United Nations, the Organisation for Economic Co-Operation and Development, and other relevant sources. Labour force statistics will be analysed to determine the extent of women's participation in the economic sector. The study will also include tables and graphs to illustrate the issues which were discussed.

Thesis is divided into three parts.

The first part will consist of theoretical information and literature review. Annual reports and books are used to describe theoretical concepts of developments, such as social development, economic development and shows the way how is development measured. Thesis also include historical perspective of theories of development and also relation between development and gender.

The second part, which includes more practical work will analyse and discuss contributions women in social, economic and political fields in the country and the challenges which women have to face.

The third part will consist of results and discussion of analyses which have been done, recommendations for improving the status of women in Kenya and also conclusion.

For the limitation of my work, I consider the lack of available serious sources and information, mainly in the social development of women. Insufficient information about the participation of women in private sector, formal and informal, where majority of population works.

3. Literature Review

3.1 Definitions of Development

The concept of development was during the fifties and sixties of 20th century closely associated with economic growth. Because at that time the market economy of Western countries achieved rapid and long-term economic growth, development efforts was seen as setting the right direction to other countries.

Economists usually measure development as increasing per capita income, or gross domestic product. But if the income distribution is skewed and poor part of the population is becoming poorer and poorer (even though average incomes increase), then many economists identifies this phenomenon as the development. (OECD, 2013)

United Nations Development Program (UNDP) defines development as processes that increase people's chances of election. Environmentalists, for their part, would tend to consider the processes that threaten the environment robustness as negative, even though the benefit of the people. (United Nations, 1994)

In literature that deals with theories of economic development there are not only a lot of differences between the static characteristics, but also the dynamic characteristics (economic growth, economic development) mentioned. Some authors are quoted very widely. For the narrowest category economic growth can be considered. It can be defined as Gross Domestic Product (GDP) growth or other suitable aggregates and components. Research on growth focuses on the effect of factors and conditions affecting growth GDP and its components. An important factor influencing economic growth is population growth. The higher population growth, the lower growth rate of GDP per capita (indirect correlation). (Jeníček, 2012)

Development may have several interconnected forms. It may be a thought, a goal or a process. For ideas and thoughts of the development, came various theories. Development can be defined as the aim to which all efforts are directed. And at the same time it can be defined as the process by which the country is going and in the end they evaluate how successful individual steps were. (Kothari, 2001)

R. Chambers (2004) said, in his work, that the development is mainly related to the human desire to innovate and improve at many levels. These levels are mainly personal, organizational, national and global. His work deals with the last of them and that is the global level, where development is particularly associated with the countries of the 'Third World'. Essential meanings were defined by some economists. As a consequence, the development was sometimes confused with economic development and economic development was described as a mere economic growth. (Chambers, 2004)

3.2 Theories of Development In historical perspective

In connection with the examination of the developing countries emerged the need theories describing and explaining the conditions, causes, consequences and the situation in these countries. Then also theories, which would be able to explain individual differences in development between countries exist.

Theories of development are often inspired by economic theories, or by those who directly come with them, because economic variables are one of the main tools for measuring quality of life, standard of living and economic advancement. The level of economic development is a prerequisite for development, but the causes of economic disparities are much more varied (social, cultural, political and other factors). (Preston, 2012)

Predictions about the poverty trap consequent from population explosion in developing countries, were already formulated two hundred years ago by T. R. Malthus, according to his classical theory, the population is growing exponentially, while resources for its living only arithmetically, so sooner or later population will run into food shortages. (Blaug, 1997)

In 50's and 60's, it was assumed that the development of developing countries will follow the same path as developed countries. Western countries (lead by United States) considered that the best way to start development in underdeveloped countries is a combined strategy, financial assistance and ideological persuasion about the suitability of the Western capitalist model, the market economy and modern technologies. (Haynes, 2008)

Most economic theories of long-term growth, including ground-breaking neoclassical theory of Robert Solow, based on the so-called *production function* (Ability of the country to produce a certain volume of goods). Production function is dependence on factors of production (labour and capital) and their overall productivity of the technology used (including know-how, management practices, etc.). Since there is enough human labour force in developing countries, but on the other hand, little physical capital, it offers a greater return on invested capital, which should increase its tide (which would lead to increasing returns to the acceleration of the growth rate and gradually approaching the level developed countries). This theory is catching up (convergence), but in practice it is mostly unfulfilled. Economists justify the poverty trap, because in developing countries is low savings rate (almost all of their income goes to consumption necessary for life) and investment that even a marginal capital inflows surpass this trap. Explanation why, for example in the case of some developed countries (for example Germany and Japan after the Second World War) the convergence theory worked, as in the case of most developing countries did not is the lack of the necessary institutions (formal and informal). (Dagsputa and Solow, 2005)

Economic growth in the neoclassical model is connected with a constant full employment. Keynesian economics, on the other hand, is interested in economy with unemployment higher than at full employment. Keynesian approach to economic growth based on the assumption that the decisive factor in economic growth, rising domestic or foreign demand. A prerequisite is that the economy there are unused production resources, particularly adequate labour supply in the required qualification structure. (Willis, 2011)

Growth theory is focused on economic growth, connection with the Keynesian approach in the environment of developing economies. The need for planning is emphasized in cooperation with foreign donors. Growth must be started at an early stage of state intervention. Capital should be shaped by investing in growth sectors (for example manufacturing). Social and cultural factors are considered only marginally, as aiding or interference societal changes that should accompany growth. (Preston, 2012)

The most famous of growth models is the theory of stages of economic growth written by Walter Rostow, which describes the development as a succession of stages of the passage

from a traditional society to a modern society characterized by mass consumption. According to him there are five stages of development 1) *the traditional society* 2) *the precondition to take off into self-sustaining growth* 3) *the take-off* 4) *the drive to maturity* 5) *the age of high mass consumption*. (Brohman, 2006)

Development studies (since 70's) also focused on other factors than economic, which are affecting the development. These factors are 1) *social factors* (social conditions, social structure, social norms), 2) *political factors* (government, civil society, the type of political system), 3) *culture factors* (cultural predispositions, norms and values), 4) *environmental factors* (natural conditions) 5) *location factors* (geographic location, natural resources, access to the sea etc.). (Haynes, 2008)

Modernization theory represented a deepening and broadening of ideas growth theory. Development began to be understood in an interdisciplinary way, social and institutional changes were also considered. The key issue was that social norms and institutions are supporting the economic growth, but on the other hand also limiting. According to this theory two types of society coexist, these theories are traditional and modern, which are different in norms, values, beliefs. Properties attributed to traditional societies were regarded as an obstacle to development. Therefore, companies must undergo change following the Western model. While in Western societies inherent in these changes brought by the Industrial Revolution, modernization etc. Into many of Third World countries, these changes come from outside. The possibility of accelerating the modernization process was considered. (Blažek and Uhlíř, 2002)

According to feminist theories of development, the development should consist of four important pillars. 1) *Work on increasing gender-* feminist thinking refers to thinking of the place and especially bringing about change in cases of gender equality, and not just talking about it. 2) *Development of human choice-* men and women should have the right to develop their human interests and talents, even though it would be inconsistent with the status quo. For example, if a woman wants to be a mechanic, she should have the right to do so. 3) *Elimination of gender stratification-* Change laws and cultural norms that restrict income, education and employment opportunities for women. 4) *Ending sexual*

violence and the promotion of sexual freedom- women should have control over their sexuality, reproduction and sexual safety. (Nye, 2013)

3.3 Levels of Development

The division of the world economy and the degree of maturity of individual states on earth is set by several factors. Today, there are countries in the world with major differences in their economic development. There are several types of dividing countries by the level of development.

The most common dividing states is according to the degree of economic development - sectoral structure and the level of GDP. 1) ***Countries with the most advanced market economy*** - The level of GDP per capita exceeds the value of 25 000 USD. Share economically active population (EAP) in the primer sector is 10% and the tertiary sector around 60%. 2) ***Medium Developed Countries*** – this group is more divided into three parts. *I. Newly industrialized countries* – These states are showing very high rates of economic growth. Rapid development growth was based on the development of a strong private sector supported by the government, cheap but skilled labour force played also its role. The aid of foreign developed countries contributes to the success as well, the supply of modern technology and the fact that these countries have opened western markets, mainly American, British and Japanese. *II. Oil-exporting countries* - These are countries with large export of raw materials and high GDP per capita, which surpasses in some cases, even the most advanced countries in the world. We can find an incomplete structure of the industry and lagging levels of social development - civil rights, education, social welfare, and women's rights. Mainly Arabic countries belong to this group. *III. Post-communist countries* - Countries with economies in transition of Central and Eastern Europe and some of the successor states of the USSR are undergoing economic restructuring and switching to a market economy. Sector structure is stabilized but between countries are enormous differences. GDP level fluctuates and is at 30% opposed to the first group. 3) ***Developing countries*** –fifty countries, which are known as the least developed countries, according to the UN classification, and underdeveloped countries as well, with a predominance of backward unproductive agriculture, countries that have already gone through a period of industrialization and modernization of society, but still

have the character of an industrial-agricultural or agro-industrial. It includes states which exporting a lot of raw materials and agricultural products. In some of these countries, despite intensive production, there are large areas of pre-industrial society. Among these countries, in this group are huge differences in the level of GDP and the large differences between social groups. In 150 developing countries 80% of the world population live. A common feature is economic backwardness. 4) ***Least-developed countries from developing countries*** - They are in the initial stage of modernization, with a predominance of agrarian companies, dependence on exports of agricultural products or mining of mineral raw materials. These are countries with extremely low levels of GDP - below 500 USD per capita, but its nominal value increased purchasing power parities. (World Bank, 2013)

Another division could be according to levels of income. 1) *High income*, 2) *Middle income*, 3) *Low income*.

3.4 Socio Economic Development

Social development is principally engaged in the need of "people first" in development processes. Poverty (more than low income) – it is also about the vulnerability, exclusion, responsible institutions, helplessness and exposure to violence. Social development promotes social integration the poor and vulnerable, empowering people, building a united and strong society, and make institutions accessible and accountable to the citizens. (World Bank, 2013)

Social development represents a complicated relationship between society and states into operation. It includes cooperation with governments, communities (including indigenous people in communities), civil society and the private sector. Empirical evidence and operational experience shows that social development supports economic growth and leads to better performance and higher quality of life. (World Bank, 2016)

Social or in different words, human development can be also understood as the welfare of people in international development. This includes especially the study of the human condition, its core is mainly access capabilities. This is an alternative approach to focus

not only on economic growth but focused more on social justice, as a way of understanding progress. (Eisenberg, 1995)

UNDP has been defining human / social development as "*the process of expanding the capacity of people,*" said the possibilities are allowing them to "*lead a long and healthy life, to be educated to a decent standard of living,*" as well as "*political freedom, other guaranteed human rights and various ingredients of self-esteem.*" (UNDP, 2013)

Factors of economic development in developing countries 1) *Geographic conditions for economic development* - natural resources, deployment of production, natural conditions, and climatic conditions 2) *Demographic characteristics and its social impacts* - population growth, quality of human capital, unequal income distribution and poverty 3) *Domestic economic factors* - structural characteristics - agriculture and industry, capital accumulation, industrialization, technology and know-how 4) *External economic relations of developing countries* - participation in international trade and capital investments, regional economic integration. (Spengler, 1957)

Economic growth means an increase in the economic potential of the country, which occurs in connection with the quantitative increase in (growth) potential gross domestic product. Increase in a country's productive capacity, as measured by comparing GNP in a year with the GNP in the previous year. Between economic development and economic growth are quite big differences, but in every cases the economic growth must precede the economic development. Economic growth has a big potential for improving poverty situation in the world, because of the increasing nation's abundance, but in some cases shows that economic growth was not helpful with progress in human development. (Sheram, 2000)

Socio-economic development is defined by a lot of theories, most of them are explaining it as international disparities in economic wealth and social welfare, also as the process of social change. Socio-economic development is measured through indicators such as GDP, life expectancy, literacy and level of employment.

According to David Jaffee's book socio-economic development refers to the ability to use an adequate and growing supply of goods and services productively and efficiently,

to accumulate capital, and distribute fruits of production in relatively equitable manner. The gap between the rich and the poor, the developed and the underdeveloped, or the First and the Third world nations reflects variations in these socio- economic capacities. Economists on the other hand, tend to view development in term of economics growth. (Jaffee, 1998)

3.5 Measuring Development

The most commonly used indicator for comparing the economic level are the gross domestic product and gross national product. GDP measures the value of all goods and services produced by all the national territory in a given year. It consists of consumption (private and public), investment and net exports (the difference between exports and imports). GNP measures the value of goods and services produced by the citizens of the country regardless of their territory. GNP is comprised of GDP minus the income of foreigners (such as the export of profits by foreign investors) plus income citizens of the state abroad. When comparing countries is often measured GDP or GNP per capita (divided by the population of the country) and after taking into account purchasing power parity (different price levels in different countries), when we compare two or more countries. These indicators are often used to determine the level of development of the country, among other things because it is relatively easy to identify and easy to understand. GDP and GNP, however, there are some limitations - they measure merely formal cash economy of the country and do not include the informal economy, not social, political, cultural and environmental aspects of development. (United Nations, 2016)

For all these reasons, the United Nations Development Programme (UNDP) created a new indicator called HDI (Human Development Index). Its purpose is to capture both economic and social aspects of development. It focuses more on people and meet their basic needs. (United Nations, 1994)

Human development index is the means for comparing the key dimensions of human development, including: a long and healthy life, access to education and standard of living. HDI is the geometric mean of the indices that express each of the three dimensions. The index indicates the number of 0 to 1, thereby states classified into one of three groups. (UNDP, 2016)

Countries are divided into three groups (according to their HDI): *high human development* (0, 8 - 1) *middle human development* (0, 5 – 0,799) and *low human development* (under 0, 5). (World Bank, 2016)

Another indicator (according to UNDP) for measuring of development is definitely GII (Gender Inequality Index), this indicator measures gender inequalities in three main and most important aspects of human development. These three aspects are 1) *Reproductive health* – measured by maternal mortality ratio and adolescent birth rate 2) *Empowerment* - measured by proportion of female parliamentary seats and proportion of adult (both sexes) in age 25 years and older with at least some secondary education 3) *Economic status* – measured by labour market participation and labour force participation rate of population (both sexes) at the age 15 years and older. (UNDP, 2016)

3.6 Gender and Development

Gender and Development approach seeks to compare socially adjusted differences between males and females. This approach encourages development process that transforms gender relations in order to allow women to participate in decision making on the basis of equality with men in determining their future. (Economic Survey, 2015)

Women represent a relatively important group of the population in terms of development theories. There are major differences between individual states how women participates in the economic, political and social activities of the country, at the global level.

Women make up the majority of the population in Kenya (52%) and play an active role in the development of the whole society, but Kenya remains a deeply patriarchal society in which social status of women is very low. A woman in Kenya is exposed to inequalities and disparities that affect most aspects of her life. This situation supports the current legal and political system as well as socio-cultural factors. (United Nations, 2016)

It is necessary to focus on the historical development of Kenya. Concretely, colonialism had the impact on position of Kenyan women. With this strong disturbance of Kenyan society, which was undoubtedly the colonial era, there have been changes in gender roles and the distortion of set of relations between males and females. Kenya even before British rule was a patriarchal society, but during colonialism was the character of the

society strongly encouraged and there was a consequent deepening of gender inequality. (Kimami and Maina, 2010)

Roberta B. Hollader (1979) wrote in her book about roles of women into three areas (eras) in history of Kenya - Pre-colonial era, Colonial era and Post-colonial era.

1) Pre-Colonial Era: Before the British colonized Kenya in 1890, Kenyan communities were governed by councils of elders, consisting mainly of elderly men in the community, and the decisions affecting the community were left for the councils and the men in the communities. The role of women and girls was to farm the family land, harvest and care about children also maintain the homestead, and serve to their husbands. Women were economically empowered as they sold their farm produce in the markets. *2) Colonial Era:* The British ruled Kenya from 1890 to 1963. The women lost access to control over the land, they became more economically dependent on men. This led to an intensification of domestic patriarchy, reinforced by colonial social institutions. As colonialism continued, the perceived importance of women's contributions to agricultural households diminished as their vital role in food production was overshadowed by growing more lucrative cash crops controlled by men. *3) Post-Colonial era:* The patriarchal order emerged, male-dominated female. This order suppresses women, limiting the full development of their potential and prevents them from exercising their rights, forcing them to reproduce, and usurps their right to self-determination. After gaining independence of Kenya in 1963, a “happy girls” who managed to go to school, were those whose parents were involved in missionary work and had contact with Christian missionaries during the colonial period. Many girls were sent to school instead married at the age of 12 years. Today, women refuse to accept injustice and strive for equality between women and men. (Hollander, 1979)

Colonialism has weakened position of women in almost all areas of society and leads to increase of gender inequalities which persist until today.

Woman as the one who gives life should be taken as important persons that keeps important lineage in African society, but they are taken as inferior persons according to traditions and national philosophy, which in Kenyan society governed in the past, controls the present. A woman in the role of the daughter, wife and mother, despite this

fundamental concept, are only in very subordinate position in which they have no decision-making power even in basic things, but they are also exposed to the terrible practices which are in direct conflict with the basic philosophical concept of African society. (Nzomo, 2012)

Kenyan legal system recognizes polygamous and monogamous bonds, women in monogamous volumes have minimal protection of their rights with respect to property during the duration of the marriage and after its completion. Women in polygamous volumes are discriminated against, have equal status and legal protection, adequate standard of living or any other shelter. The law on polygamy, adopted by the Kenyan Parliament in March 2014 allowed a man to marry another woman without the consent of the previous one. Polygamy, which in the past was considered a sign of high status men is a source of hidden problems in today's African families and contribute to their instability. (Badinter, 2004)

Patriarchal tradition does not allow women to own or inherit property, and to obtain at least some degree of economic independence from men. The laws do not expressly prohibit women to own something, but traditional practices exclude the major way, how Kenyans can come to the property - to inherit it from their father or husband. Parents usually do not refer to their daughter's belongings, and those who do it, then are looked at suspiciously. Women who want to buy land, company or real estate, banks do not lend or provide money if their husband or another male relative becomes the guarantor of the loan. It is an example of how tradition and habits seep into the financial sphere, and thus make it impossible for women to become independent and also have control of their personal and sexual life. (Nzomo, 2012)

According to F. A. Karani (1987) are the Kenyan women performed roles of wife, mother, child-bearer, caretaker, and food provider. They were prepared for these roles through traditional education, which was largely a practical education through which one lived by doing and observing. The girl was taught good manners and learnt things such as cooking, taking care of children, fetching water, collecting firewood, doing garden work etc.

In his book he said that the majority of women in Kenya today grew up in their ethnic villages where they were bred in the traditions. This is the experience which gives Kenyan

woman her indigenous identity, which many of them are proud of. The introduction of school education during the colonial era (1885 - 1963) brought about change which was slow at first, but assumed far-reaching effects over the years. School education became recognized and accepted as the means of preparing the youth for both private and public roles in the modern Kenya. Although the women continued to perform the traditional roles. (Karani, 1987)

To understand the delay participation of women in education, it is necessary to look back to the pre-independence era, when a very small proportion of women had access to formal education. This became one of the most basic limitations of women's progress.

4. Socio Economic Characteristics of Kenya

4.1 Basic Information about Kenya

Kenya, officially the Republic of Kenya, is a sovereign state in Africa. Largest (and also Capital) city is Nairobi. Kenya is located almost exactly on the equator, is bordered by the Indian Ocean from the south-east, by Tanzania from the south, by Uganda from the west, by South Sudan borders from the north-west, by Ethiopia from the north, and by Somalia from the north-east. Kenya covers 581 309 square kilometres. Kenya is divided into eight provinces – Central, Coastal, East, Nairobi, North- East, Nyanza, Rift Valley and West. (Kenya Embassy, 2016)

The annual population growth is around 2.8% and is almost the highest in the world. Most people live in conditions where education, economic security, and planned parenthood are not playing main role in their lives. (World Bank, 2016)

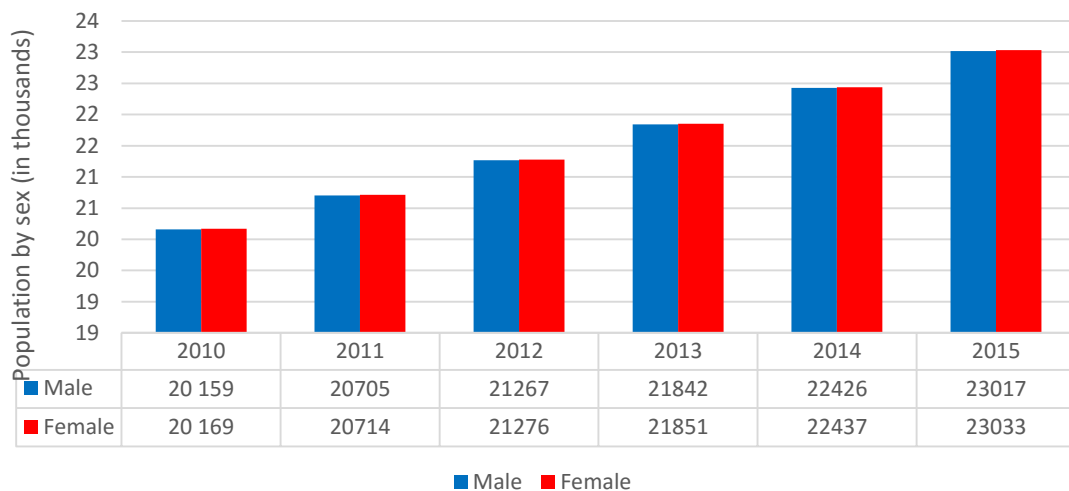
According to the United Nations, Kenya belongs to developing countries with low income (372 USD). Kenya is among the 30 poorest countries in the world. The basis of Kenya's economy is agriculture, which employs over 70% of the population, from 25% of GDP (60.94 billion USD in 2014) and also 80% of all export revenues of the country. (United Nations, 2016)

In Kenya there are eight African ethnic groups which are Kikuyu 22%, Luhya 14%, Luo 13%, Kalenjin 12%, Kamba 11%, Kisii 6% and others groups are other Africans 15% and non- African (Asian, European and Arab) 1%. (Index Mundi, 2016)

In urban areas, 33% of Kenyans live. All the people who live there today are the product of various waves of migration that have been ongoing and are still rising.

4.2 Demographic Distribution

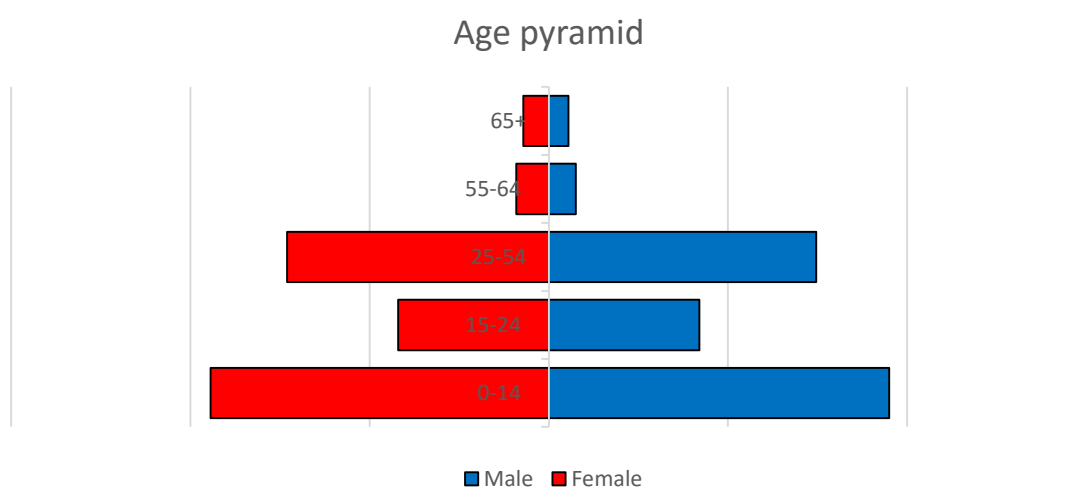
The population of Kenya in 2004 was 34 437 460 in 2010 increased to 38 244 442 and in 2015 even more increased to 46 052 431. The results of analysis of population indicate that the population in Kenya is almost equal between male and female. According to sex ratio¹ is 1.03 male to female. The results are shown on Graph 1 that population in Kenya is increasing every year about more than one million people, in last two years it was about 1.5 million per year. PGR (Population Growth Rate) for both sexes has been increasing since 2010, when it was 2.64 % and in 2015 it was 2.65%. The median age in period 2010-2015 was between 18.5 and 19. There was also increasing number of births in 2005, later in 2010 it was slowly decreasing, but population is still rising, because of persisting high birth rate, which is connected with traditional values. Also education plays important role in population growth. (World Bank, 2016)



Graph 1: Population by sex (in thousands), 2010-2015, (Own work based on source: World Bank)

¹The proportional distribution of the sexes in a population aggregate, expressed as the number of males per 100 females. (World Bank)

Graph 2 shows age pyramid of Kenyan population. It is obvious that the most of population is in young age between 0-14 ages, there is about 9.5 million boys and 9.4 million girls. The reason is that in Kenya is not enough medical personal and lot of people cannot get adequate medical care. In adolescent age there is almost equal numbers of males and females, about 4.2 million (each of them). In age group 24-54 is 7.3 million of female and 7.4 million of male. In older age (55 and older) is dominance of women. Mean number of children per one mother is 5.2 (in Europe 1.7).



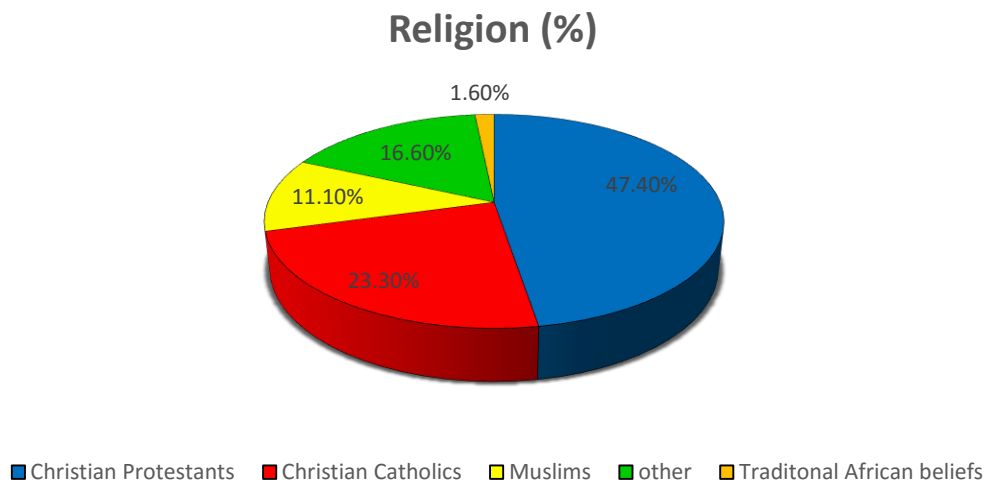
Graph 2: Age pyramid in Kenya, 2014, (Own work based on source: World Bank)

4.3 Social Development

As a result of the disintegration of traditional communities, many people are trying to get better conditions of life. This led to a massive scale migration to urban areas. Many people come with almost nothing and are forced to live in overcrowded shanty towns (slums). Almost 63% of Nairobi residents live in these conditions. Some of them have little hope to find a permanent job with a reasonable salary that would enable them to leave these slums.

In the Graph 3 there are divided groups of religion in Kenya by percentage of total population. Majority of Kenyan population are Christian Protestants the second largest group are Christian Catholics and the third group are other divisions of Catholics. The main reason is that Kenya was colonized by Britain in period of colonialism. There is 11% of Muslims and the rest are traditional African beliefs. Religion is one of reasons,

why women in Kenya are unappreciated, mainly because of in many religions are women discriminated and have to listen to their fathers and husbands. For example women have not right to choose their future husbands or they cannot take birth-control pills, both of these problems arise from the tradition in religion.



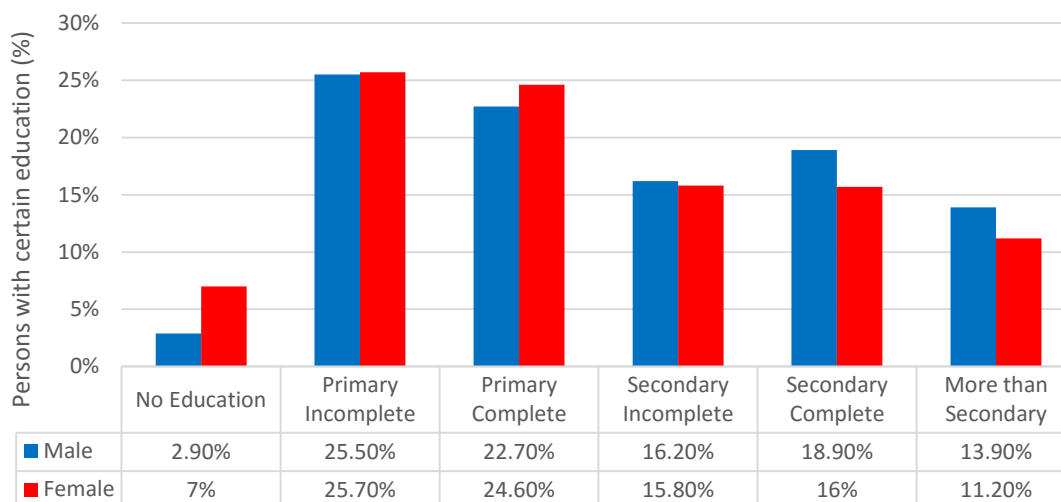
Graph 3: Religion in Kenya (% of total population), (Own work based on source: United Nations)

Education

In the Graph 4, on next page is visible that at least 24.60% of women and 22.70% of men finished some primary education, almost 20% of men finished secondary education and only 16% of women completed secondary level. Higher education was reached to 13.90% of men and 11.20% of women, number of women in higher education has been increasing since 2010. Number of women, who completed university education was 21 849 in 2013. (KNBS, 2014)

Percentage of women and men with no education has dropped by half over the last 10 years, according to last KHDS survey in 2015. From 13% to 6% (women) and from 7% to 3% (men).

Level of literacy in Kenya is at high level, 87.8% of women are literate and 92.1% of men.



Graph 4: Highest level of education by sex (%), 2014, (Own work based on source: Economic Survey KNBS data)

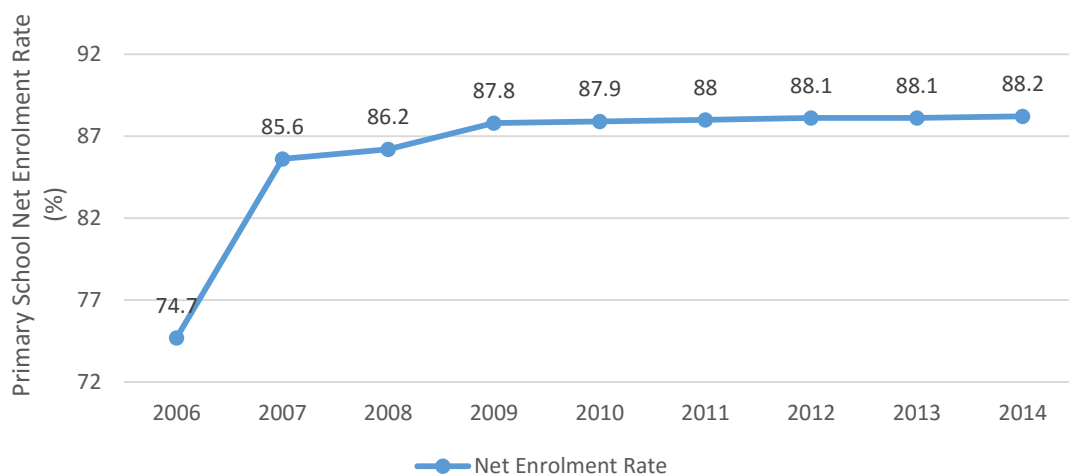
Kenya's education system is based on an 8-4-4 system, which is eight years in primary school, four years in secondary school, and four years in tertiary education. Despite the Kenyan government's declaration of a Free Primary Education policy (FPE), over 1.7 million children still remain out of school, the majority of whom are street children living in slums or in marginalized pastoralist communities. (FSDI, 2012)

Primary Education

Since the beginning of 21st century there is universal primary education in Kenya, which means that eight years of primary school are provided free, additional costs of uniforms and books prevent many from attending school. Families who are able to pay for these primary school costs, cannot often afford the fees to pay for secondary school. Secondary school, which properly equips children for the next level, is extremely expensive and rarely accessible in underserved areas. (Beijing +20: Kenya's Report, 2015)

The easily visible result is that a large percentage of Kenyan youth only have a basic level of education, few usable skills, and minimal employment opportunities. The poor educational system and subsequent inactivity of these adolescents create a dangerous combination that frequently leads to drug abuse, early pregnancy, crime, and other at-risk behaviours. Decline in spending on social services has led to minimal care available to children who have been orphaned that is leaving them highly vulnerable to exploitation and disease. (FSDI, 2012)

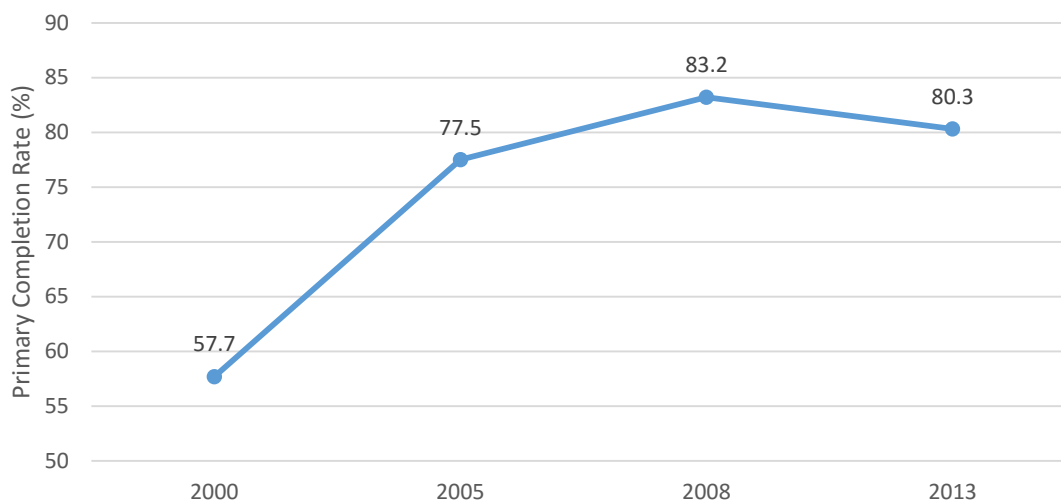
Graph 5 shows the trend of enrolment students in primary schools. Since 2006 it was great increase to 85.6%, highest in history of Kenya. It could be caused by implementation of the MDGs, which set a target to achieve universal education on the world. Many of children gets better access to education. Since 2007 the numbers has been slowly increasing or stagnating.



Graph 5: Net enrolment rate² in primary education (%), 2006-2014, (Own work based on source: KNBS data)

The Graph 6 indicates percentage of children, who have completed primary education in last 10 years. There is visible increase of completion schools. Millennium Development Goals program set a target that until 2015 should be completion rate 100%, it was not reached yet, but due to free primary education are numbers increasing every year. They are also created new training centres for teachers, to improve standards of education (mainly primary education).

² Net Enrolment rate (NER) - the ratio of children of the official primary school age who are enrolled in primary school to the total population of the official primary school age. (Knomea, 2016)



Graph 6: Primary Completion Rate (%), 2000-2013, (Own work based on source: United Nations data)

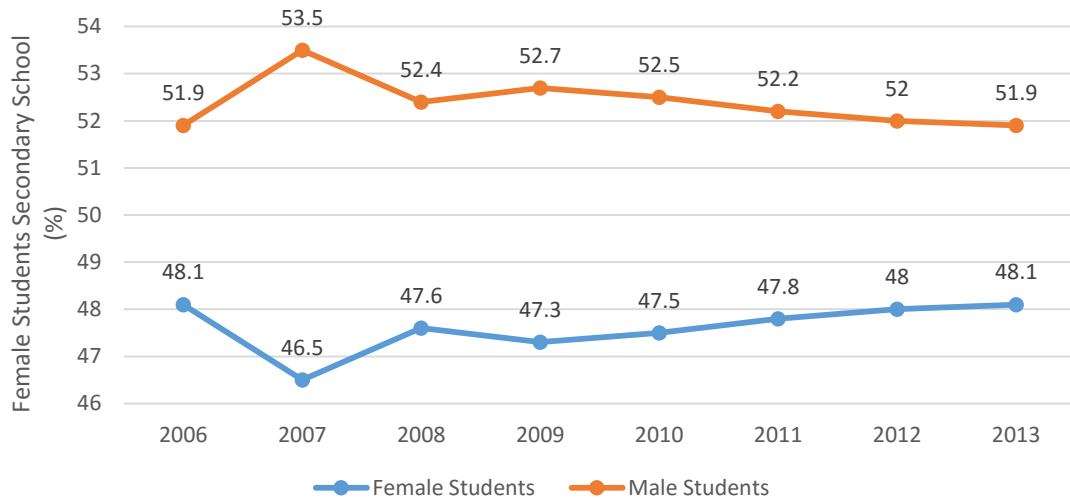
Secondary Education

There has been progress in access to secondary schools, more girls are now able to gain access to secondary school. GER secondary schools has been on an upward trend since 2009. GER increased from 49.3% in 2012 to 56.2% in 2013 and NER for secondary schools increased by 6.4% to 39.5% in 2013. Extending the NER in secondary schools can be attributed to the FDSEA (Free Day Secondary Education). Many of young women leaving schools because of unwanted or early pregnancy due to FSDEA also contributed to the increase in the number of schools, and increased efforts to remove barriers, or the return of the girls who became pregnant during the study, to school programs. (Economic Survey, 2014)

Progress in completing secondary schools, has been an increase in the number of girls enrolled in secondary school and completed their courses. For example, the number of candidates KCSE (Kenya Certificate of Secondary Education) increased by 3.0% from 432 443 in 2012 to 445 520 in 2013. The total number of candidates increased by 4.6% to 202 539 in 2013, compared with an increase of 1.7% of male candidates. (KNBS, 2014)

The total number of girls is still low. It is caused by high number of early marriages of women. In Graph 7 the gap between male students and female students is illustrated, the

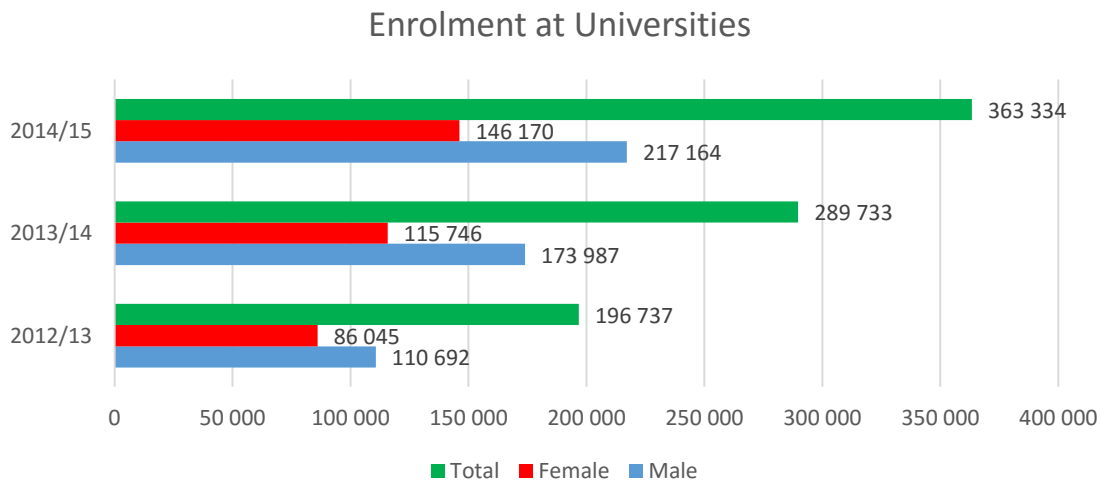
percentage of female students is increasing. Also, there is still a considerable number of girls dropping out of school, which means that the barriers to girls' education have not been completely eliminated. (KNBS, 2015)



Graph 7: Students in secondary education both sexes (%), 2006-2013, (Own work based on source: KNBS data)

Tertiary Education

Total enrolment of students to universities increased by 34.9% from 240 551 in 2012/13 to 324 560 in 2013/14. This increase is due to higher levels of registrations in public universities, due to the introduction of new courses. The reason for increase was the modernization of universities. Enrolment of female students increased by 25% to 131 375 in 2013/14, while the enrolment of male students increased by 42.6% from 135 436 in 2012/13 to 193 185 in 2013/14. Graphic interpretation of enrolment in school years 2012/13 and 2013/14 can be seen in Graph 8. (KNBS, 2015)



Graph 8: Enrolment at universities in Kenya, 2012-2015, (Own work based on source: KNBS)

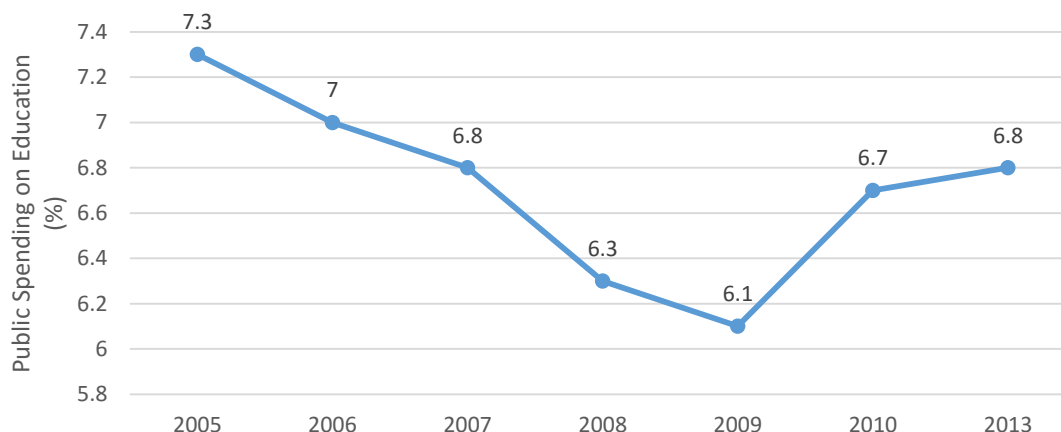
Enrolment in private universities increased by 7.1% from 45 023 to 48 211 between 2012/13 and 2013/14. The above data in Graph 8 show, that the number of women enrolled in public and private universities, slightly increased, but parity in higher education between men and women, must be achieved at all levels. (Economic Survey, 2014)

The average graduation rate in University of Nairobi is only about 18% of all enrolments and majority of those who completed tertiary education are men, because of women are often have children during studies, for these reasons some colleges and universities, such as the University of Nairobi and the Kenyatta University, created a day care services for students, who gave birth to a baby while they studied at university. This allows female students to continue their studies and do not have to leave the university because of child care. Other colleges and universities are also encouraged to create these facilities. (Chege, Sifuna, 2006)

Lifelong education and apprenticeship work

Increase of progress in women's access to lifelong learning among primary, secondary and tertiary education. There is a variety of informal opportunities available to women in education and training, but either way are not sufficiently documented information so we cannot draw conclusions about the progress. Formal and informal education programs are provided by governmental and non-governmental institutions that offer a variety of courses, including literacy courses, life skills and rural development. (Beijing +20: Kenya's Report, 2015)

In the Graph 9 below there is line graph calculated from the data collected from the World Bank, to show the trend of public spending on education (% of GDP) in Kenya. The biggest improvement was in 2005 when was spent 7.3% of total GDP, when there was also the highest number of students enrolment. The lowest allocation of public resource was 6.1% in 2009. Public resources has been decreasing since 2005, but it was increasing since 2010, because there is dependency between the spending on education and number of students and educated people. More public money could create more opportunities for students and ensure better education standard. (World Bank, 2016)



Graph 9: Public spending on education³ (% of GDP), 2005-2013, (Own work based on source: World Bank data)

Gender Policy in Education

Ministry of Education, Science and Technology has developed a gender policy in education, that resolves important issues of gender and education. This policy aims to ensure that girls and boys, men and women participate equally in teaching and education management at all levels. (Beijing +20: Kenya's Report)

Women continue to educate at a lower rate on their counterparts, increasing their dependence on humans. They are also restricted from the ownership, acquisition and management of assets across Kenya, regardless of social class, religion or ethnic group. If a woman tries to assert ownership rights over people, or in-laws are often excluded their families and communities. This practice disinheritance seems to be on the rise, especially in areas hard hit by poverty. (Chege, Sifuna, 2006)

Many positive measures have been introduced by the Government to improve women's access to education. That includes free primary education since 2003, subsidized secondary education since 2008. These positive measures have led to increasing the enrolment of girls in pre-school programs, increased enrolment of girls in primary

³ Public expenditure on education is percentage of GDP, total public spending (current and capital) on education as a percentage of GDP in that year. Public expenditure on education includes government spending on educational institutions (public and private), subsidies to private entities. (Knoomea, 2016)

schools, increasing primary school completion rate, increased school retention rates, increased rate of transition of girls from primary to secondary school and from secondary school to colleges and universities and increased entry of girls into employment. The main merit lies to Millennium Development Goal number 3.

Millennium Development Goals

Millennium Development Goals are set of eight goals, which was created in September 2000 at the Millennium Summit in New York by all Member States of the United Nations adopted the Millennium Declaration. It was a breakthrough event - all countries are committed to fulfilling eight specific goals aimed at eradicating poverty in the developing world⁴. (United Nations, 2016)

MDGs number 2, 5 and 6 (2 - Achieve universal education, 5 - improve maternal health, 6 -combat with HIV/AIDS and other diseases) are highly connected together, because women with some formal education more likely seek for medical care during pregnancy, better knowledge about child care and information about prevention from HIV/AIDS. It is proved that girls with a 5th grade education are more likely marry at later age, have lower number of children and have better opportunities to find job. Also decrease their changes of being infected by HIV/AIDS, more interested in medical care, vote in their community and they are more interested in state affairs. (MDP, 2013)

Health

KHSSIP 2013-2017 (Kenya Health Sector for Strategic and Investment Plan) says that the health sector in Kenya is led by the Constitution of Kenya 2010 and the Vision 2030 implementation of human rights-based approach to health and maximizes health benefits to developing countries. KHP (Kenya Health Policy) 2012-2030 aims to achieve the highest standards of health to respond to the needs of the population by supporting the provision of equitable, affordable and quality health care to the highest attainable standard of all Kenyans. (KHSSIP, 2012)

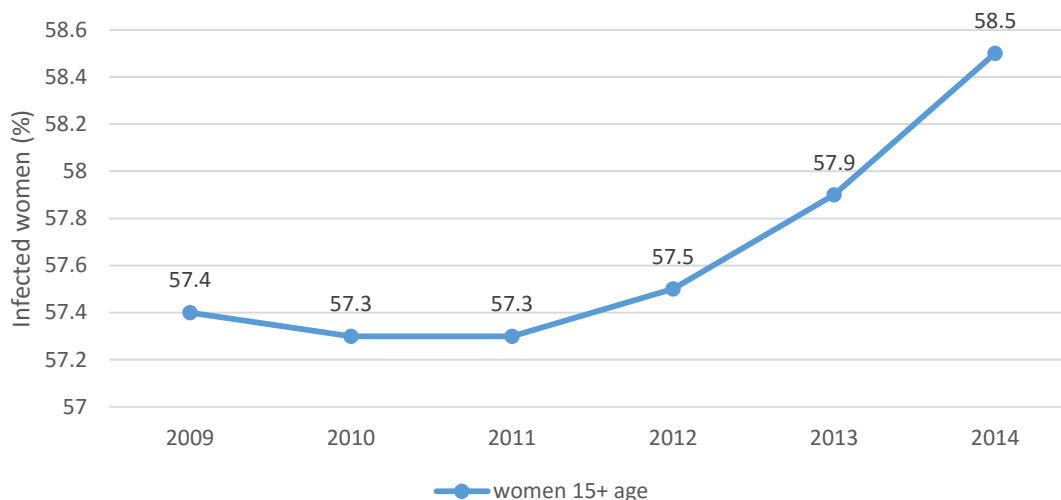
⁴ Millennium Development Goals program was finished in the end of 2015 (according to the plan). Since 2016 was set new programme for developing countries called Sustainable Development Goals (17 goals).

HIV/AIDS

HIV/AIDS still represents one of the biggest challenges in Kenya. HIV prevalence is largely highest among women 8% compared to men 4.3%. Other key affected groups include sex workers and injecting drug users. In Kenya was 1, 6 million people living with HIV in 2013, Kenya belongs into fourth- largest HIV epidemic in the world (with Mozambique and Uganda). 58 000 people died from AIDS related illnesses in the same year. (Avert, 2016)

KDHS (2014) indicates a significant improvement in the area of HIV prevention. Tested approximately 40% men and 57% women. In 2014, 72% of pregnant women infected by HIV received ARVs to reduce the risk of mother to child transmission and 45% of infants born to infected mothers with HIV receive antiretroviral therapy.

In Graph 10 there is the percentage of women infected with HIV is illustrated, which was 57.4% in 2009 and number is increasing. Till 2014 number increased by 1.1%. Reason for rising may be lack of information about prevention of HIV. Young people are the only group with decreasing trend of newly infected. Main reason is that they are generally more educated so they can better protect themselves against HIV. Young women (15-24) are living with HIV almost 3-times more than men of the same age. It is caused by the problem that young women are exposed to sexual violence three times more than young men. Another reason for rising numbers of people living with HIV is that mother spreads the virus to her child during pregnancy.



Graph 10: Women infected by HIV (%), 2009-2014, (Own work based on source: World Bank data)

Malaria

Malaria is one of a major cause of illness and mortality in Kenya. 5 million of a total population of 43.6 million Kenyans are seriously threatened by malaria, mostly in areas with standing water - lakes, slums. This represents 30-50% of all visits to physicians (ambulance) and 20% of all hospital admissions in medical facilities. It is also estimated that malaria accounts for 20% of all deaths of children under five years of age. Groups that are most at risk of infection of malaria are children under five and pregnant women. The government, in collaboration with partners, has developed a 10-year-old KNMS (Kenyan National Malaria Strategy) 2009-2017, which was launched in November 2009. The aim of the KNMS is to reduce the number of infections and mortality associated with malaria with 30% from 2009 and to uphold it 2017. In 2012 was prevalence⁵ of malaria 28.8 per 100 000 inhabitants. (MDP, 2013)

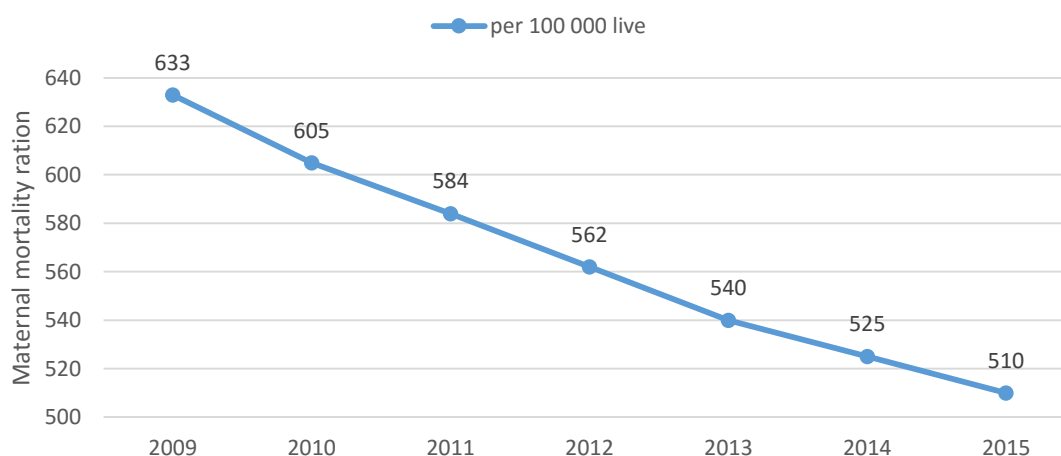
Maternal Health

Despite of progress made by Kenya in overcoming some of the problems of development, maternal and child health in Kenya remains a challenge. According to KDHS 2008/09 (Kenya Demographic and Health Survey), Kenya's maternal mortality rate is currently

⁵ One of the basic indicators in epidemiology is that a proportion of the number of individuals suffering from the disease and the number of individuals in the study population. (Dictionary.com)

510 per 100 000 live births. There are regional differences in the rate of maternal mortality. Statistics show that 43.8% of births in Kenya were attended by professional staff in 2013. (KDHS, 2014)

Graph 11 shows numbers of maternal mortality since 2010, number of deaths is decreasing, which is mainly caused by improvement of maternal care. That was one of eight MDGs, It was not achieved yet, but there is a great progress in MDG no. 5 – Improve maternal health, maternal mortality is now almost half the than in 1990. Today, the medical staff is present in 71% case of all births in the world, in 1990 it was 59%. (MDP, 2013)



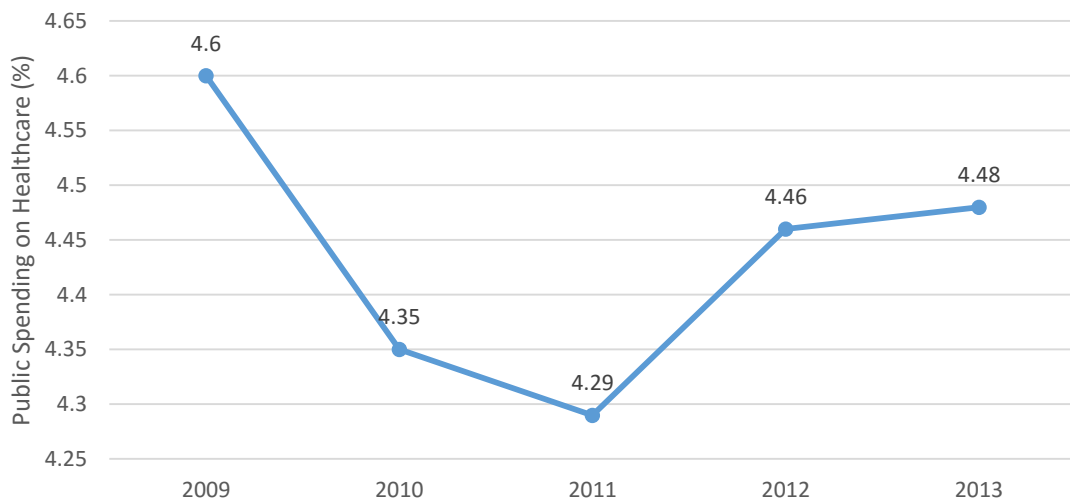
Graph 11: Maternal mortality ration⁶ (per 100 000 live births in given year), 2010-2015, (Own work based on source: KNBS)

KDHS (2009) shows that the contraceptive prevalence rate was 46% in 2009. According KDHS (2014) contraceptive prevalence rate was 58% in 2014. This means achieving one of subchapter the MDG’s target 2015. Unmet need for family planning exists in roughly a quarter of all married women. In 2014 get 76% of pregnant women prenatal care.

In the Graph 12 below there is shown the trend of public spending on healthcare between years 2009 and 2013. Public health expenditure consists of capital and recurrent spending from government budgets, external borrowings and grants – nongovernmental

⁶ Maternal mortality ratio is the number of women who die from pregnancy-related causes while pregnant or within 42 days of pregnancy termination per 100,000 live births. (Knomea, 2016)

organizations and international agencies, and social or compulsory insurance funds. (World Bank, 2016) Less than 25% of the population has health insurance and only 10% of Kenyans have access to adequate health services. Public resources has been increasing since 2011 and more money are spent for improving hospital facilities, medical care and health insurance.



Graph 12: Public spending on healthcare (% of GDP), 2009-2013, (Own work based on source: World Bank data)

Poverty and Human Rights

In an effort to eradicate poverty and improve the economic status of women, government has introduced a series of measures designed to empower women and increase their participation in the country's development in all sectors. With regard to women, poverty and the economy, significant steps in improving the economic status of women have been made. In particular, the government established a catalytic fund, such as WEF (Women's Enterprise Fund), YEF (Youth Enterprise Fund) and UF (Uwezo Fund), among others, to help women access to funding for starting or growing their business without difficult conditions. These initiatives are embedded in Vision 2030, which aims to transform Kenya into a newly industrializing middle-income countries, providing a high quality of life for its citizens by 2030, in a clean and safe environment. The first and second medium-term plans for 2008-2012 and 2013-2017, respectively emphasize gender

equality and women's empowerment as key priorities in order to ensure equality between men and women in the access to economic, social and political opportunities. (Vision 2030, 2008)

Kenya has good results in terms of ratification of the treaty in the field of human rights. Kenya has ratified seven out of nine major global instruments on human rights. Kenya has ratified the ICCPR (International Covenant on Civil and Political Rights), the ICESCR (International Covenant on Economic, Social and Cultural Rights), CERD (Convention on the Elimination of All Forms of Racial Discrimination), CEDAW (Convention on the Elimination All Forms of Discrimination Against Women), ratified on 24 August 1984, CAT (Convention against Torture and Other Cruel), IDTP (Inhuman or Degrading Treatment or Punishment), and CRC (Convention of the Rights of Children), ratified on 30 July 1990. (KNBS, 2010)

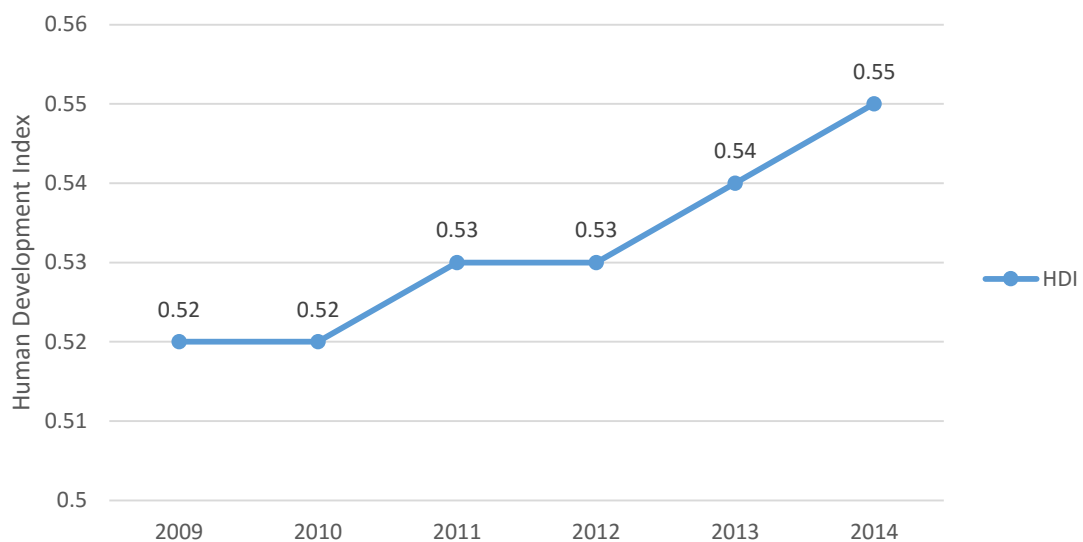
In Europe, human rights are solved in the direction of personal data protection, while the Kenyan women do not have the basic rights - the right to control their own bodies and the right to free decision making (in this case the situation is better). They are in situations where they cannot protect themselves against HIV infection. To improve the situation it is necessary not only to change the common methods, but also add more fundamental steps, especially in the field of legislation. (Fine, 2008)

The most vulnerable is a group of women widows, mainly due to the customary laws of some ethnic groups, along with traditional practices as purifying ceremonies. Examples include widowed women, widow "inherited" by male relatives of the deceased husband and have to go through ritual cleansing. This means that they must have sex with a man of low social status and "purify" the widow of "evil spirits" her dead husband. These cultural practices lead to the maintenance of low self-confidence of women, while ignoring the threat of HIV. (Fine, 2008)

As a result of the application of this law, most women are forced (often brutally) to leave their current homes, they have nowhere to resort to and ends in suburban slums, where the level of housing is extremely poor (there is no electricity, sewage treatment and access to safe water). Some of these expelled women begin to offer sexual services, which

remains as the only livelihood for them and their children. Approximately 52% of the Kenyan population lives below the poverty line.

Graph 13 indicates Human Development Index in Kenya in period 2009-2014. The trend is slowly rising but Kenya is still on 147th place in world and belonging to group of states with low HDI. Health, education and living standard are deeply connected, if people are healthy then they can get better education and with better education, they will be better employed. If all these conditions are fulfilled HDI of the country will be rising.



Graph 13: Human Development Index⁷ (1= the most developed), 2014, (Own work based on source: World Bank)

4.4 Economic Development

Since 1993, the government has been trying to develop a plan for liberalizing economic reforms with support from the World Bank and the International Monetary Fund and other donors. To alleviate the economic growth occurred in 1997-1998 mainly due to the crises in the agricultural and tourism industry, today production is dropping again. The biggest

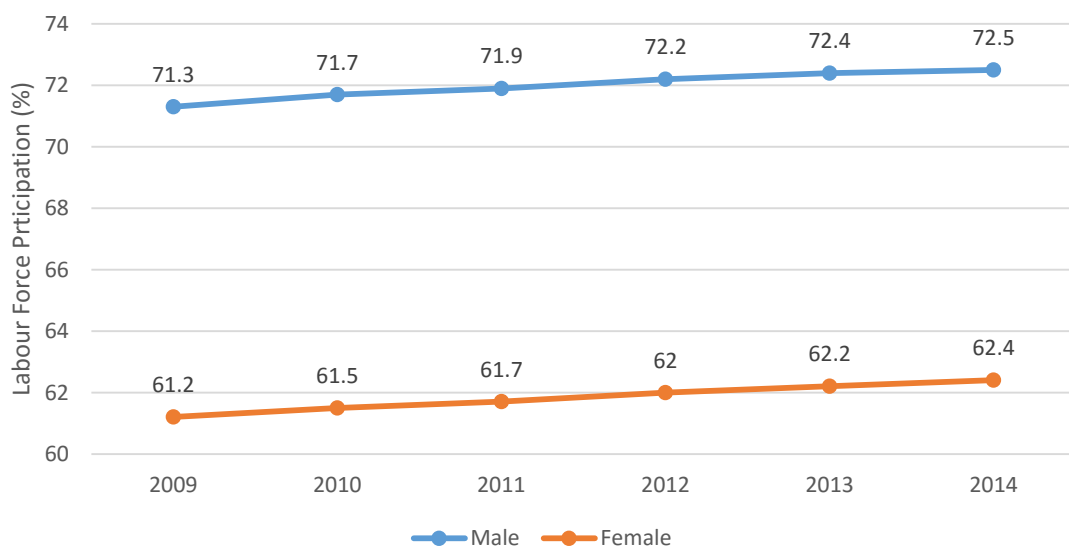
⁷ Index used for comparing three basic dimensions of human development—a long and healthy life, knowledge and a decent standard of living (UNDP)

economic problems are currently negative trade balance, foreign debt in 2009 was 20 billion USD, the budget deficit for the period ending June 2015 is expected to achieve after factoring in grants 375.3 billion. KES, which represents 8.1% of GDP. Public debt reached the amount of 52% of GDP at the end of June 2014. Other problems include the lack of electricity, inefficient government control of some key sectors, corruption, high natural growth and high unemployment, which in 2009 reached 50%. In 2014 unemployment dropped to 40%. (World Bank, 2016)

Employment

In this part, data are mainly collected from World Bank and KNBS and are analysed to show the situation on labour market of Kenya.

The Graph 14 interprets female and male labour force participation rate as a percentage of total labour force in Kenya. It consists of people 15 years and older which are economically active. It includes employed people and also unemployed people. It shows that female labour force was slowly growing in period 2009-2014 from 61.2% to 62.4%. There is visible that women labour force is only about 10% less than men labour force (not big difference), from this situation is clear that women are inseparable unit of economic development and should be more included.

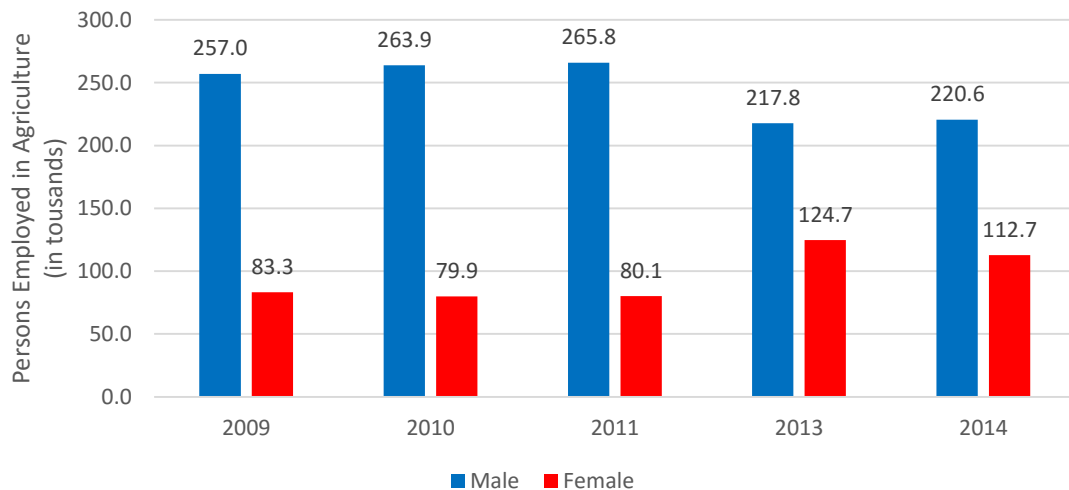


Graph 14: Female and male labour force participation rate (%), 2009-2014, (Own work based on source: World Bank)

Unemployment rate in Kenya was about 40% in period 2001-2013. About 55% of women are currently employed. Mostly in agriculture and domestic services positions. (World Bank, 2016)

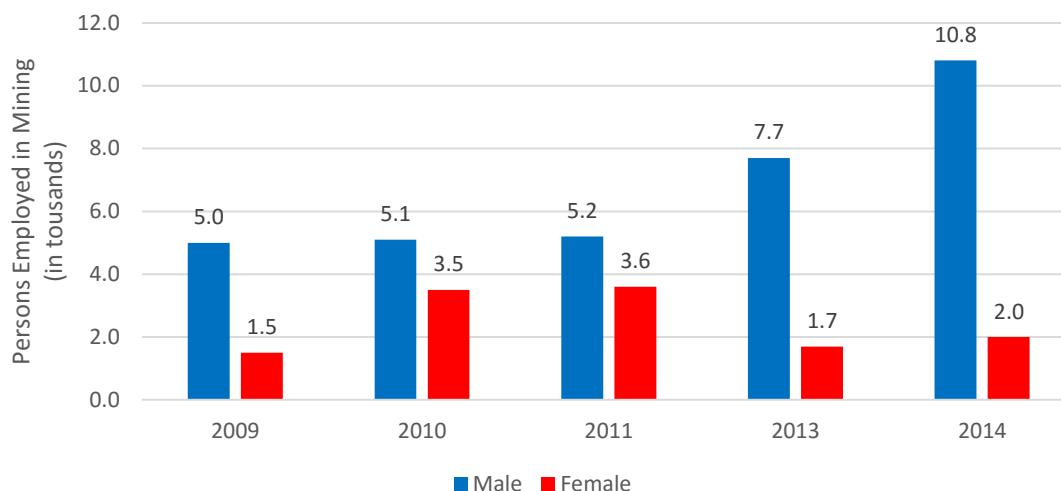
In the following graphs is illustrated employment of both sexes in different industries.

The Graph 15 indicates employment in agriculture, for both sexes. There is a big difference between male and female, obviously women are much less employed than men, in this field. One of reason could be that they are physically weaker than men, other reason that they are less educated in agriculture.



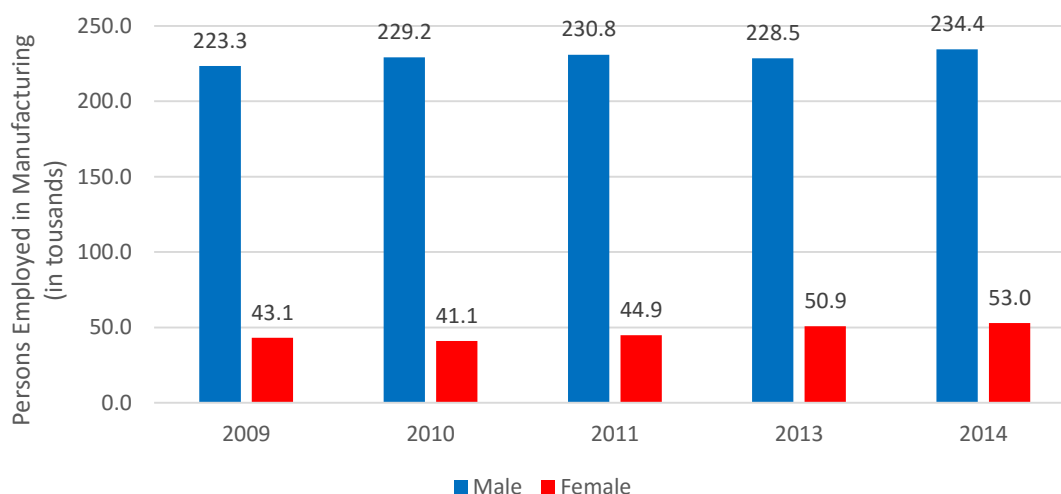
Graph 15: Employment in agriculture by sex, 2009-2014, (Own work based on source: KNBS data)

The Graph 16 shows numbers of people employed in mining. There are not many employed people in this sector and women participate by only small share. The reason is that in Kenya, mining industry is not developed enough, for employing women the reasons are similar to those in the field of agriculture, for example physical weakness. Majority of women, who work in mining industry are clerks.



Graph 16: Employment in mining by sex, 2009-2014, (Own work based on source: KNBS)

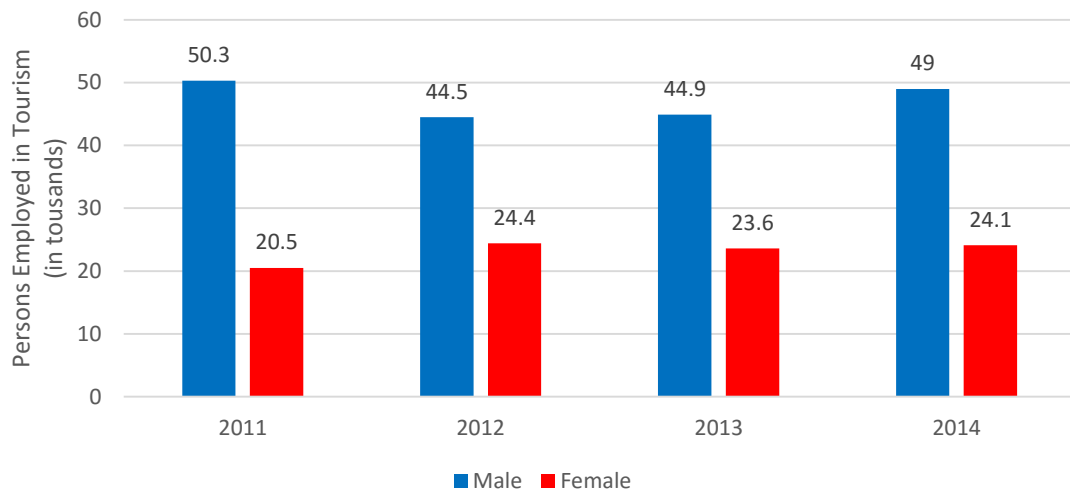
Numbers of economically active population employed in manufacturing are shown in Graph 17. Men are employed in this sector more than five times. The reasons are again similar to those in previous sectors and also working in manufactures is not designed and appropriate for women.



Graph 17: Employment in manufacturing by sex, 2009-2014, (Own work based on source: KNBS)

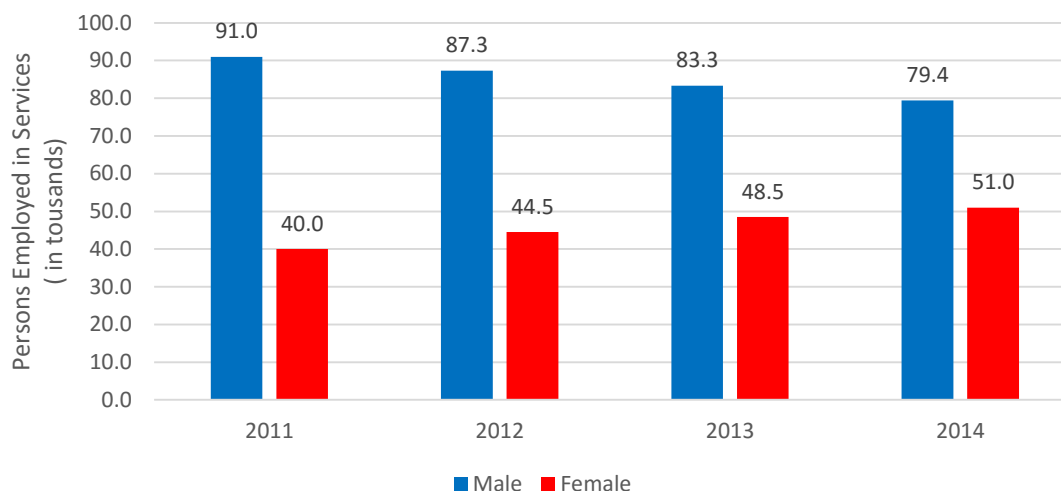
Graph 18 on the next page illustrates numbers of people in tourism. Once again there are more employed men than women. Tourism is one of main source of income in country.

Earnings from tourism was 93 970 000 in 2013.(Economic Survey, 2015) But in last two years incomes were decreasing main reason is that the tourists are afraid to travel to African countries, because of spreading of Ebola infection.



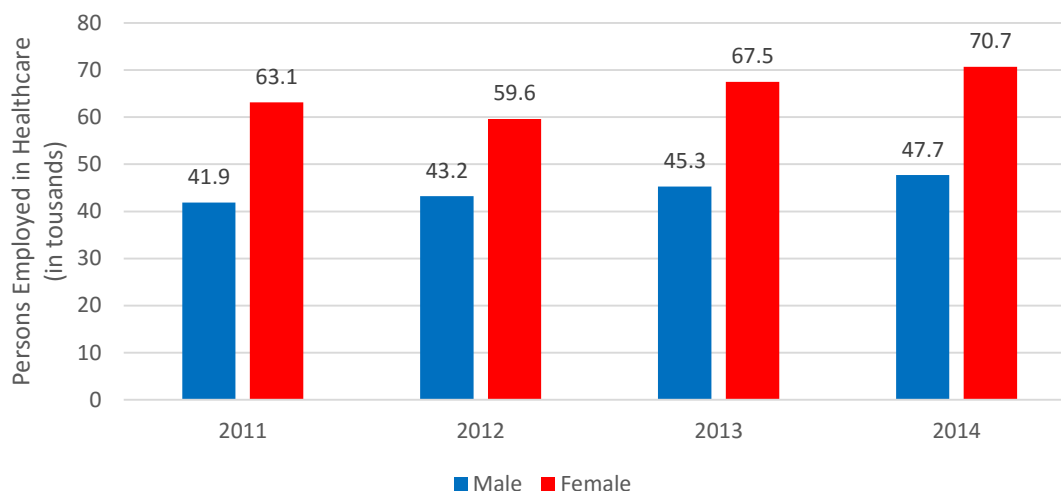
Graph 18: Employment in tourism by sex, 2009-2014, (Own work based on source: KNBS data)

One of good opportunities for employment of women is definitely service sector. In many cases work is not that much physically hard as in other sectors such as mining and manufacturing. As it is shown in Graph 19 the number of women, who are employed in services has been increasing since 2011, on the other hand, the number of men has been slowly decreasing and the gap between men and women has been diminishing.



Graph 19: Employment in services by sex, 2011-2014, (Own work based on source: Economic Survey KNBS data)

Healthcare is definitely field where women are very important components as is visible in Graph 20, there is number of women working in healthcare. In this field women are more employed than men. Majority of employed women are nurses and support staff. Number of registered nurses was 37 907 in 2013, this number increased by 8 000 from 2010. Number of registered doctors was 9 727 and most of them are men. (KNBS, 2015) Women play important role in health services, but to improve quality and level of health services in necessary to provide better education for them.

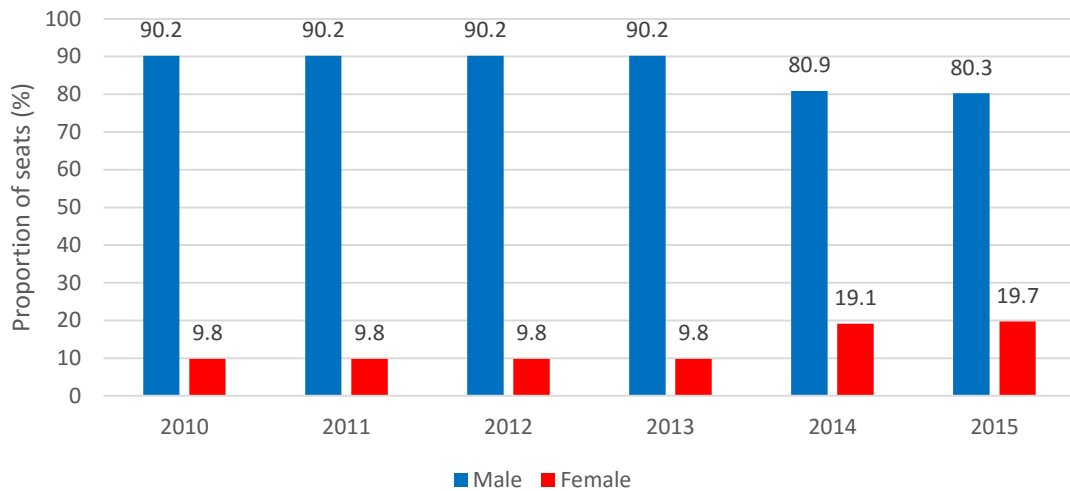


Graph 20: Employment in healthcare, 2011-2014, (Own work based on source: Economic Survey KNBS data)

Public Sector

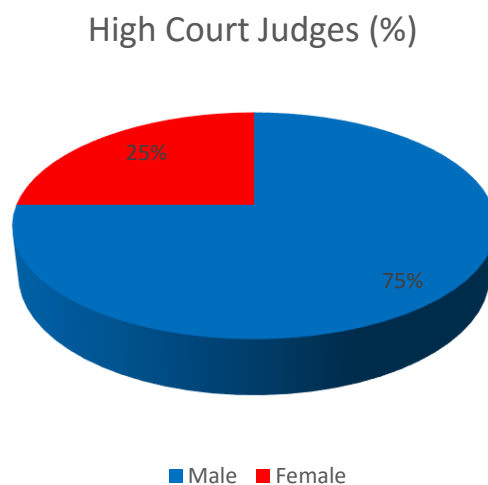
The proportion of Kenyan population is almost equal between men and women, and that is the main reason why women should be included into decision making process and states affair. Including women into this processes is the fundamental human right. Total employment in public sector increased from 683 300 in 2013 to 700 800 in 2014. (Economic Survey, 2015)

Graph 21 demonstrates the percentage of seats held by women in parliaments. In 2010 the percentage was 9.8% and it was stagnating until 2013. In 2014 there was big step forward and percentage jumped to 19.1%. The reason could be implementation of MDG number 3 – Promote gender equality and empower women and integration of female political parties. Higher presence of women in parliament and decision making, leads to rising of interest in resources that enhance access to education, housing and welfare.



Graph 21: Proportion of seats held by men and women in national parliaments (%), 2010-2015, (Own work based on source: United Nations data)

Graph 22 on the next page indicates percentage of women as judges in High Court in 2013. Obviously there are three times more men than women. The number increase every year, but the proportion of male judges is still higher. Of course it is important to have more female judges, primary because of empowerment of women in decision making and thus strengthen the position of women in society.



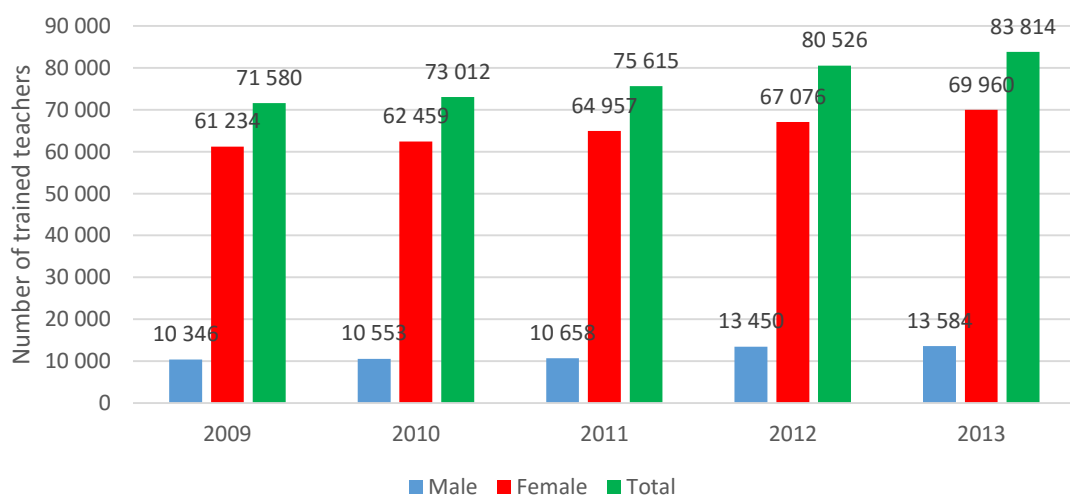
Graph 22: High Court judges in Kenya (%), 2013, (Own work based on source: KNBS data)

Teachers

The Economic Survey of 2014 showed an increase of 4.9% in the total number of teachers in public primary schools from 191 034 in 2012 to 199 686 in 2013. This increase can be attributed to the recruitment of teachers in 2012/2013. Modernization of teachers who completed a degree and diploma courses led to a significant increase in the number of qualified teachers from 6 865 in 2012 to 19 273 in 2013, with the number of graduate teachers overtaking their male qualified teachers. (Economic Survey, 2014)

The main reason was the replacement of teachers who had to leave. Number of female teachers increased by 3.3% from 19 731 in 2012 to 20 378 in 2013, compared with an increase of 1% of the number of male qualified teachers. The number of qualified teachers in secondary schools increased by 1.9%, while for untrained teachers of secondary schools decreased by 31.4% from 229 in 2012 to 157 in 2013. (KDHS, 2014)

Graph 23 represents number of trained teachers (primary, secondary and tertiary) in Kenya. There is much higher number of female teachers, number of teachers in total increases every year. In 2009 there were 71 580 teachers of both sexes, in 2013 there was more than 10 000 increase. Ratio of primary teachers was 1:52 (one teacher per 52 scholars) in 2013 and ration of secondary teachers was 1:32.



Graph 23: Number of trained female and male teachers, 2009-2013, (Own work based on source: KNBS data)

Private sector – Formal and Informal sector

The private sector is divided into two parts 1) *Private formal sector*- large business sector, which is productive and economically healthy. It includes businesses and economic activities, which are taxed, protected and monitored by government. 2) *Private informal sector* - small business sector, which is low supported but employs major part of workers. Sometimes it may be perceived as an underground economy, shadow economy or the black market. Between activities associated with informal sector belong for example: food operation and processing, water kiosks, sale of fruit and vegetable, sale of clothes, shoes and various goods, small manufacturing, construction, production and repair of goods etc. (Amenya, 2007)

The private sector continues to grow, but productivity remains below the line of full potential. Many factors hinder the improvement of private sector, such as government regulations, bad infrastructure and political challenges. The private formal sector is deeply connected with the government, has greater access to credit facilities than private informal sector. The private formal sector was unable to employ increasing numbers of people looking for jobs, and the private informal sector was capable to fulfil the gap. This is one of main reasons, why should be private informal sector more supported. (Amenya, 2007)

Government cooperation with the private sector lasts in Kenya for many years and have accelerated economic liberalization. The Vision 2030, which is a long-standing strategy of national planning in Kenya, considers the private sector as a key actor for the development of the economy in Kenya. (GIZ, 2014)

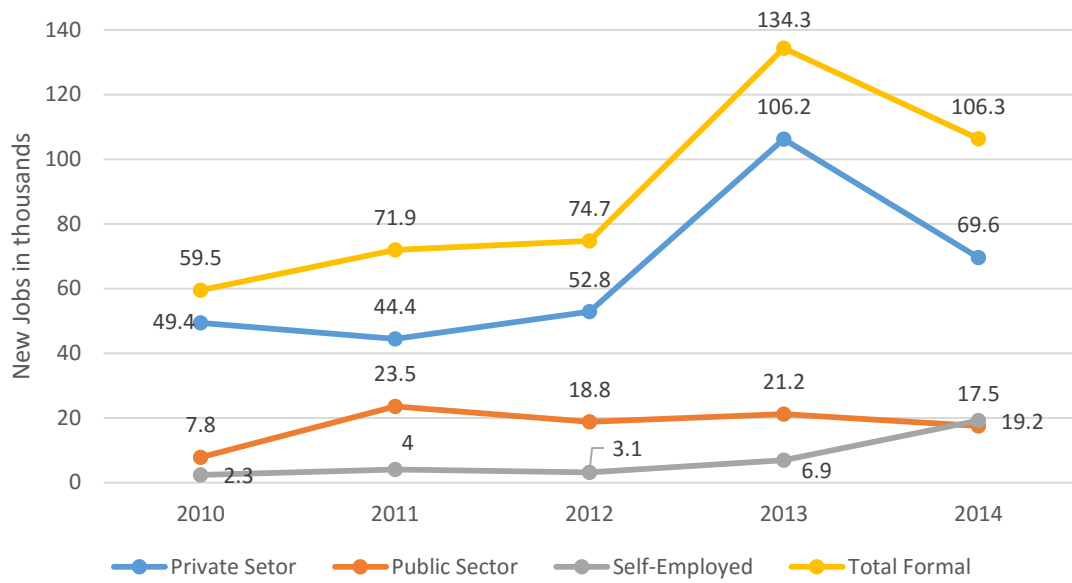
The private informal sector has biggest employment in Kenya in 2013 in was 82.7% of total jobs.

In Table 1 is recorded employment in modern sector since 2010 to 2014. It is visible that in informal sector is dominance of workers and it is increasing every year, because into informal sector belong small retailers and that is the main source of livelihood, mostly in poor urban areas.

Modern (Private) Sector	2010	2011	2012	2013	2014
Wage employees	2 016.2	2 084.1	2 155.8	2 283.1	2 370.2
Self-employed and unpaid family workers	69.8	73.8	76.9	83.8	103.0
Sub- total	2 086	2 157.9	2 232.7	2 366.9	2 473.2
Informal sector	9 371.1	9 958.3	10 548.4	11 150.1	11 843.5
Total	11 457.1	12 116.2	12 781.1	13 517.0	14 316.7

Table 1: Wage employment in modern sector, 2010-2014 (Source: Economic Survey 2015)

During the period, the government presented the need to create enough new jobs to exploit the potential labour force. The Graph 24 below shows the growth in the number of newly created jobs in all sectors. Generally, the number of new jobs grew over five years (from 2010 to 2014). In 2013 there was huge increase of newly created jobs in private sector. However, in 2014 the number of new job began to fall, except for the self-employed.



Graph 24: New Jobs opportunities, 2010-2014, (Source: Economic Survey 2015)

5 Results and Discussion

The results of analysis of Kenyan population indicate that the population structure is almost equal between male and female. Sex ratio is 1.03 male to female. The results in Graph 1 show that population in Kenya increases almost about one million every year, in last two years it was about 1.5 million per year. In Graph 2 there is age pyramid of population, where is obvious, that the majority of population are children between 0-14 years. Graph 3 describing religion, Kenya is mostly Christian country. Due to religion tradition Kenya is mainly patriarchal society. Religion have big influence on Kenyan population because traditions connected with religion affecting daily life of inhabitants.

Percentage of women and men with no education has dropped by half over the last 10 years according to last survey in 2015. From 13% to 6% (women) and from 7% to 3% (men). In Graph 4 there is the percentage of people according to their completed level of education. Women are more educated in primary education, but in higher levels of education there is dominance of men. Level of literacy in Kenya is at high level, 87.8% of women are literate and 92.1% of men.

In Graph 5 it is evident that the trend in NER there was rapid increase since 2006, mainly due to implementation on Millennium Development Goal number 2 – Achieve universal primary education. Graph 6 interprets primary completion rate which is increasing every year in 2013 it was 80.3%. Enrolment of women in universities increased also because of that some colleges and universities, such as the Kenyatta University, created a day care services for students, who gave birth to the baby while they studied at university. This allows female students to continue their studies and do not have to leave the university because of child care.

In the Graph 9 there is trend of public spending on education. There was big increase in 2005 and that is connected with enrolment of students (if there will be more money than there will be more students). Public resources were decreasing in 2005, but it increased after 2010, because there is dependency between the spending on education and number of students and educated people. More public money can create more opportunities for students and ensure better education standard.

In Graph 10 percentage of women infected with HIV is illustrated, which was 57.4% in 2009 and number is increasing. Main reason for spreading of virus and increasing number of infected people is lack of information about prevention of HIV. The young people are the only group with decreasing trend of newly infected people. The reason is that they are generally more educated so they can better protect themselves against HIV. Young women (15-24) are living with HIV almost 3-times more than men of the same age. In Graph 12 there is trend of public expenditures on health. Since 2011 are public spending increasing but it is only about 4.6%. Money are spent for improving hospital facilities, medical care and health insurance, because less than 25% of the population has health insurance and only 10% of Kenyans have access to adequate health services.

Graph 14 interprets female labour force as the percentage of total labour force in Kenya. It consists of female over 15 (years of age). Female labour force is only about 10% less than male labour force, from this situation is clear that women are inseparable unit of economic development and should be more included. Unemployment rate in Kenya was about 40% in period 2001-2013, 61% of women are currently employed.

In Graphs 15, 16, 17, 18 and 19 employment is illustrated in various fields, for both sexes. Women are mostly employed in agriculture and services, and at least at mining and manufacturing. Healthcare is only exception because in this field are women more employed than men as is visible in Graph 20. Majority of employed women are nurses and support staff. Number of registered nurses was 37 907 in 2013, this number increased by 8 000 from 2010. Number of registered doctors was 9 727 and most of them are men. (KNBS, 2015)

The proportion of women in decision making processes has increased. The increasing number of seats (held by women) in parliament can be seen in Graph 21. Graph 22 indicates percentage of women as judges in High Court in 2013, the proportion of male judges is still much higher than female judges. It is important to have more female judges, primary because of empowerment of women in decision making and thus strengthen the position of women in society.

Graph 23 represents number of trained teachers. There is much higher number of female teachers, number of teachers in total increases every year, which leads to improving of

quality of education, mainly in primary schools. Ratio of primary teachers was 1:52 (one teacher per 52 scholars) in 2013 and ration of secondary teachers was 1:32.

Employment in modern (private) sector is shown in Table 1, where is visible that informal sector employs majority of workers. There is need to support private sector because could be considered as a key actor for the development of the economy in Kenya.

The government presented the need to create enough new jobs to exploit the potential labour force. The Graph 24 shows the growth in newly created jobs in all sectors. Generally, the number of new jobs grows over five years (from 2010 to 2014).

Undoubtedly, women in Kenya, affect the socio-economic development of the country in a positive direction. For enhancing the development the financial support from the government is necessary on an even greater scale.

6 Recommendation and Conclusion

6.1 Recommendation

As a result of the analysis that has been done, I would recommend the government to spend more funds on education of children in the form of fellowships or other contributions. Also it would be beneficial to spend more money on training new teacher with aim of better quality of education. Since education is the key to get out of poverty and to sustainable development. And without education Kenyan women will be not able to get job and earn money for living.

At the same time, Kenyan government recognizes that the improvement of the country's economic development women need to be more economically empowered and more involved in decision making in all sectors. To make Kenyan society more democratic, in this cases women should participate more in positions of ministers and judges.

The number of women infected by HIV is rising all the time, my recommendation is at first to educate children in the prevention of HIV from their early age. Other recommendations should be for government to spend money on creating interesting programmes about prevention and make this problem attractive and coherent for the people, to provide them the knowledge how to protect themselves from HIV. Also provide to mothers, who are infected by HIV, antiretroviral therapy for free, to protect unborn children.

6.2 Conclusion

The main goal of this thesis was to analyse the role of Kenyan women in the socio-economic development of the country and provide recommendations for improving women's status in Kenyan society, because women are an inseparable part of society in many areas. I elected comparative analyse method to reached the goal.

The thesis also provides data on women's participation in the economy, education and public sector. The data were used from reliable sources, then analysed and elaborated. As the limitation of my study I consider lack of information in many sectors of socio economic development of women in Kenya.

In the first, theoretical, part of thesis literature research with help of sources, which were oriented to development, was done. The differences between economic and social developments were described there, also measuring of development and development from historical perspective was shown.

Second part of thesis was about analysing data from socio-economic development in Kenya. There were analysed data from several fields such as education, health, poverty and human rights and employment. These data suggests that providing systems and programs for Kenyan women's education will increase their involvement in social and economic development of the country.

From analyses which have been done it is evident that women are contributing to the society on great scale. But it is necessary to be far more supported and thus the importance and indispensability of their role in socio-economic development of Kenya increased. The field where women have to be supported, is, on the first place, education because it is the one of main factors of sustainable development.

7. References

7.1 Literature

1. BADINTEROVÁ, Elisabeth. *Tudy cesta nevede. Slabé ženy, nebezpeční muži a jiné omyly radikálního feminismu*. Prague: Karolinum, 2004. ISBN 978-8-0246-0885-3.
2. BIČÍK, Ivan; BAAR Vladimír; ČERMÁK Zdeněk; FRAJER Václav; PERLÍN Radim. *Hospodářský zeměpis: globální geografické aspekty světového hospodářství*. Prague: Czech geographic publishing, 95 p., 2003. ISBN 978-8-0860-3490-4.
3. BLAUG, Mark. *Economic Theory in Retrospect*. Cambridge: Cambridge University Press, 725 p., 1997. ISBN 978-0-5215-7701-4.
4. BLAŽEK, J.; UHLÍŘ, D.: *Teorie regionálního rozvoje: nástin, kritika, klasifikace*, Prague: Karolinum, 211 p., 2002. ISBN 978-8-0246-0384-1.
5. BROHMAN, J., *Popular Development: rethinking the Theory and Practice of Development*, USA: Wiley, 412p., 2006. ISBN 978-1-5578-6316-4
6. DASGUPTA, Dipankar; SOLOW Robert M. *Growth Theory: Solow and His Modern Exponents*. Oxford: Oxford University Press, 284 p., 2005. ISBN 978-0-1956-7524-5.
7. EISENBERG, Nancy. *Social Development*. Arizona: Sage Publications, 288 p. 1995. ISBN 978-0-8039-5684-1.
8. FINE, Johana. *At risk. Rights and Violations of HIV Positive Women in Kenyan Health Facilities*. New York: Centre for Reproductive Rights, 75 p., 2008. ISBN 978-1-890671-37-2
9. HAYNES, Jeffrey. *Development studies*. Cambridge: Polity, 237 p., 2008. ISBN 978-0-7456-3848-5
10. HOLLANDER, Roberta Beth. *Out of Tradition: The Position of Women in Kenya and Tanzania during the Pre-colonial, Colonial and Post-independence Eras*. Washington: American University, 782 p., 1979. ISBN 9-6646-96-3.
11. CHAMBERS, Robert. *Ideas for development: reflecting forwards*. Michigan: Institute of Development Studies at the University of Sussex, 40 p., 2004 ISBN 978-1-8586-4848-4
12. Institute of Economic Affairs, *Profile Of Women's Socio- Economic Status In Kenya*. Kenya: Institute of Economic Affairs, 55 p., 2008. ISBN 978-9-9667-1833-4.
13. JAFFEE, David. *Levels of Socio-economic Development Theory*, Westport: Greenwood Publishing Group, 226 p., 1998. ISBN 978-0-2759-5658-5.
14. JENÍČEK V. *Globalizace světového hospodářství*, Prague: CH Beck Publishing, 152 p., 2012. ISBN 978-8-0717-9787-6

15. KAMAU, Nyokabi. *Women and political leadership in Kenya. Ten case studies.* Nairobi: Heinrich Böll Foundation, 92 p., 2010. ISBN 978-9-9667-1721-4
16. KARANI A., Florida, The Situation and Roles of Women in Kenya: An Overview. *The Journal of Negro Education*, 1987, **56**(3),422-434. ISSN 00222984
17. KIMANI, E. N., MAINA, L. W. *Women and Aging International: Diversity, Challenges, and Contribution.* New York: Routledge, 112 p., 2012. ISBN 978-0-415-69542-8.
18. KOTHARI, Uma, MINOGUE, Martin. *Development Theory and Practice: Critical Perspectives.* London: Palgrave Macmillan, 234 p., 2001. ISBN 978-0-3338-0070-6.
19. MAXON, Robert M.; OCHIENG William R. *An Economic History of Kenya.* Nairobi: East African Publishers, 460 p., 1992. ISBN 978-9-9664-6963-2.
20. NYE, Andrea. *Feminist Theory and the Philosophies of Man.* Wisconsin: Routledge, 244 p., 2013. ISBN 978-1-1345-6695-2.
21. NZOMO, Maria. *Representational Politics in Kenya: The Gender Quota and Beyond.* Nairobi, 33 p., 2012. Case Study. University of Nairobi.
22. PARKINSON T., PHILLIPS M. and GOURLAY M. *Kenya.* Melbourne: Lonely Planet, 416 p., 2006. ISBN 978-1-7405-9743-2.
23. PRESTON, Peter. *Theories of Development.* New York: Routledge, 320 p., 2012. ISBN 978-1-1368-5594-8
24. SPENGLER, Joseph J. Economic Factors in Economic Development. *The American Economic Review.* Nashville: American Economic Association, 1957, **47**(2), 42-56. ISSN 00028282.
25. STIGLITZ, J.: *Fair Trade for All: How Trade Can Promote Development,* 352 p., 2007, Oxford: Oxford University Press, ISBN 978-0-1998-8700-2
26. TEFERRA, Damtew and Jane KNIGHT. *Higher Education in Africa: The International Dimension.* Chestnut Hill: African Books Collective, 584 p., 2008. ISBN 978-99-8858-940-9.
27. WICHTERLICH, Christina. *Globalizovaná žena,* Praha: proFem, 226 p., 2000. ISBN 978-8-0238-5631-6
28. WILLIS, Katie. *Theories and Practices of Development.* London: Taylor & Francis, 288 p., 2011. ISBN 978-0-415-59070-9.

7.2 Online Sources

29. AMENYA, Gibson Nabuteya. *The informal sector in Kenya*. Nairobi, 2007. University of Nairobi. [online]. [cit. 2016-05-12]. Retrieved from: <http://www.nayd.org/PDF/The%20informal%20sector%20in%20Kenya.pdf>
30. Avert [online]. [cit. 2016-04-20]. Retrieved from: <http://www.avert.org/professionals/hiv-around-world/sub-saharan-africa/kenya>
31. *Cooperation with the Private Sector in Kenya: Country Report 2013* [online]. Eschborn, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), 2014 [online]. [cit. 2016-05-12]. Retrieved from: <https://www.giz.de/expertise/downloads/giz2013-en-kenya-country-report.pdf>
32. Dictionary. *Dictionary.com* [online] [cit. 2016-05-05]. Retrieved from: <http://www.dictionary.com/>
33. *Embassy of the Republic of Kenya* [online]. [cit. 2016-05-18]. Retrieved from: <http://www.kenyaembassy.com/index.html>
34. *Foundation for Sustainable Development: FSDI* [online]. [cit. 2016-01-14]. Retrieved from: <http://www.fsdinternational.org/country/kenya/weissues>
35. CHEGE, Fatuma, SIFUNA, Daniel. *Girls' and Women's Education in Kenya. Gender Perspectives and Trends*. Nairobi: UNICEF, 139 p., Retrieved from: <http://library.unesco-iicba.org/English/Girls%20Education/All%20Articles/General/Girls%20and%20womens%20education%20in%20Kenya.pdf>
36. *International Labour Organization* [online]. 1996 [cit. 2016-05-09]. Retrieved from: <http://www.ilo.org/global/lang--en/index.htm>
37. *Kenya - The Role of Women in Economic Development: The World Bank Country Study* [online]. [cit. 2016-02-16] Retrieved from: http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2000/06/28/000178830_98101903345035/Rendered/PDF/multi_page.pdf
38. *Kenya National Bureau of Statistics: KNBS* [online]. [cit. 2016-02-25]. Retrieved from: http://www.knbs.or.ke/index.php?searchword=women&searchphrase=all&Itemid=77&option=com_search
39. *Kenya Demographic and Health Survey-KDHS 2014* [online]. [cit. 2016-04-20]. Retrieved from: <https://www.dhsprogram.com/pubs/pdf/FR308/FR308.pdf>
40. Kenya: Vision 2030. Kenya. Ministry of Planning and National Development, [online]. [cit. 2016-03-17] Nairobi, 2007. Retrieved from: http://theredddesk.org/sites/default/files/vision_2030_brochure__july_2007.pdf
41. *Knoema* [online]. [cit. 2016-04-20]. Retrieved from: <http://knoema.com/>
42. Martin, Gayle; Pimhidzai, Obert. 2013. *Education and health services in Kenya: data for results and accountability*. Service delivery indicators. Washington DC; World Bank. Retrieved from: <http://documents.worldbank.org/curated/en/2013/07/18031388/education-health-services-kenya-data-results-accountability>

43. Ministry of Devolution and Planning. *MILLENNIUM DEVELOPMENT GOALS: STATUS REPORT*. [online]. [cit. 2016-05-01] Nairobi, 2013 Retrieved from:
<http://www.undp.org/content/dam/undp/library/MDG/english/MDG%20Country%20Reports/Kenya/Kenya%20MDG%202014.pdf?download>.
44. NAIROBI WIRE. Martha Karua: *I am not married but that's a non-issue*. 10.2 2013. Retrieved from: <http://nairobiwire.com/2013/02/martha-karua-im-not-married-but-thats.html>
45. Net Maps. *Leading Mapping Company* [online]. 1996 [cit. 2016-05-20]. Retrieved from: <http://www.netmaps.net/>
46. Organisation for Economic Co-operation and Development. OECD Better life index, [online]. [cit. 2016-02-23]. Retrieved from:
<http://www.oecdbetterlifeindex.org/>.
47. *Review of the Implementation of the Beijing Platform for Action* [online] [cit. 2016-02-25]. Retrieved from::
http://www.unwomen.org/~media/headquarters/attachments/sections/csw/59/national_reviews/kenya_review_beijing20.ashx?v=1&d=2
48. *Rural Poverty Portal 2005-2013*[online]. [cit. 2015-12-17]. Retrieved from:
http://www.ruralpovertyportal.org/country/voice/tags/kenya/kenya_ruralwomen
49. UNICEF. Kenya- statistics [online] [cit. 2016-02-04]. Retrieved from:
http://www.unicef.org/infobycountry/kenya_statistics.html
50. United Nations Development Programme: Human development report 2013 [online]. [cit. 2016-03-06]. Retrieved from:
http://hdr.undp.org/en/media/HDR_2013_EN_TechNotes.pdf
51. United Nations Department of Economic and Social Affairs: The criteria for identifying Least Developed Countries: Overview. [online]. [cit. 2016-02-16]. 2013 Retrieved from:
http://www.un.org/en/development/desa/policy/cdp/ldc/ldc_criteria.shtml
52. *USAid* [online]. [cit. 2016-04-05]. Retrieved from:
<https://www.usaid.gov/kenya/gender-equality-and-womens-empowerment-kenya>
53. World Bank: *Kenya*[online]. [cit. 2016-04-20]. Retrieved from:
<http://data.worldbank.org/country/kenya>
54. The World Bank: *Social Development* [online]. [cit. 2016-04-25]. 2015. Retrieved from:
<http://www.worldbank.org/en/topic/socialdevelopment/overview#1>
55. World Bank: New country classifications, [online]. [cit. 2016-02-25] 2013. Retrieved from: <http://data.worldbank.org/news/new-country-classifications>

List of graphs and tables

Graph 1: Population by sex.....	24
Graph 2: Age pyramid in Kenya.....	25
Graph 3: Religion in Kenya	26
Graph 4: Highest level of education by sex	27
Graph 5: Net enrolment rate in primary education	28
Graph 6: Primary Completion Rate	29
Graph 7: Students in secondary education both sexes.....	30
Graph 8: Enrolment at universities in Kenya.....	31
Graph 9: Public spending on education	33
Graph 10: Women infected by HIV	36
Graph 11: Maternal mortality ration.....	37
Graph 12: Public spending on healthcare	38
Graph 13: Human Development Index	40
Graph 14: Female and male labour force participation rate	41
Graph 15: Employment in agriculture by sex	42
Graph 16: Employment in mining by sex	43
Graph 17: Employment in manufacturing by sex	43
Graph 18: Employment in tourism by sex	44
Graph 19: Employment in services by sex	45
Graph 20: Employment in healthcare	46
Graph 21: Proportion of seats held by men and women in national parliaments	47
Graph 22: High Court judges in Kenya	47
Graph 23: Number of trained female and male teachers	48

Graph 24: New Jobs opportunities.....	51
Table 1: Wage employment in modern sector.....	50
Table 2: List of Millennium Development Goals.....	64
Figure 1: Political map of Kenya.....	63

8. Appendices

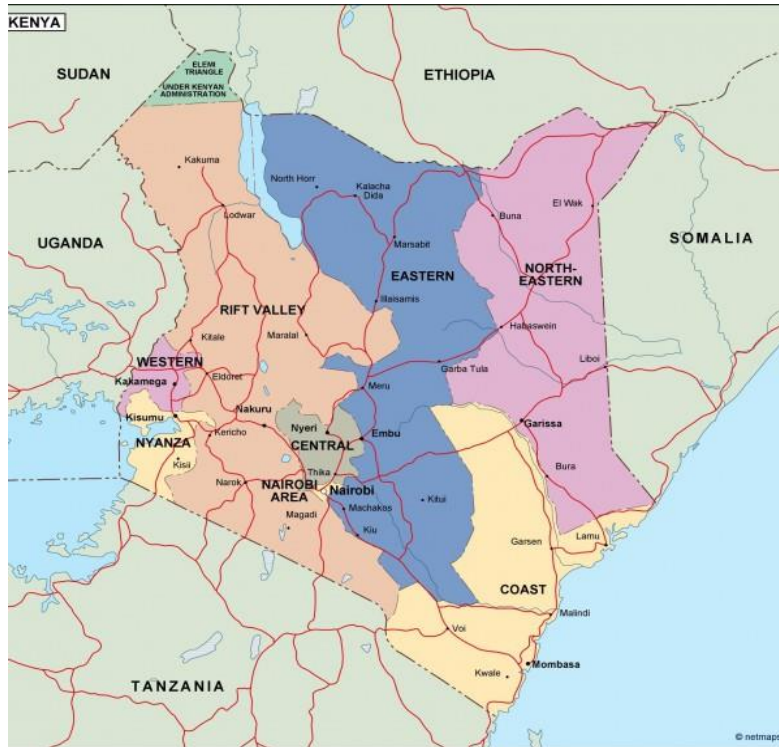


Figure 1: Political map of Kenya, (Source: netmaps.net, 2016)

1	Eradicate extreme poverty and hunger
2	Achieve universal primary education
3	Promote gender equality and empower women
4	Reduce child mortality
5	Improve maternal health
6	Combat HIV/AIDS, malaria and other diseases
7	Ensure environmental sustainability
8	Develop a global partnership for development

Table 2: List of Millennium Development Goals, (Source: United Nations Development Programme, 2016)