

NATIONAL EDUCATION RESEARCH AGENDA (NERA) - KENYA

Overview

The matrix¹ below (not exhaustive) consists of key state actors led by the Ministry of Education. The research focus areas (***either explicit research areas or areas of work***) indicated were curated from the varied resources provided on the agencies' websites and/or their accessible and publicly available documents, and validated by research leads in the Ministry and the education sector's semi-autonomous agencies. These sources of information included: strategic plans, policy documents, research reports, and research communication memos.

1. Theme	2. MoE, SAGAs/Agencies & Source	3. Research focus (high level)
1). Equity, Inclusion and Gender Mainstreaming	Ministry of Education Kenya Institute of Special Education Kenya National Qualifications Authority Commission for University Education TVET Authority (TVETA) Kenya National Commission for UNESCO TVET-CDACC	• Quality education • Equity and inclusion of learners with disabilities/those abled differently • Accurate data and longitudinal studies on learners with disabilities/ those abled differently • Gender disparities and gender mainstreaming in education and training • Gender and diversity in public universities and TVET • Gender and disability mainstreaming in TVET institutions • Social -emotional support for teachers/instructors and learners • Recognition of Prior Learning (RPL) and its impact on employment and education • Inclusion of marginalized groups in curriculum and teacher education • Multi-sectoral approaches to development and education • Funding patterns, resource use efficiency and impact

¹ Themes are not mutually exclusive

1. Theme	2. MoE, SAGAs/Agencies & Source	3. Research focus (high level)
		• Acceleration, remediation and catch-up approaches • School safety and security (from external and internal sources) • Universal Design for learning (UDL) • Stage based curriculum
2). Curriculum Reform and Pedagogy	Kenya Institute of Curriculum Development Teachers Service Commission Ministry of Education Kenya National Commission for UNESCO TVET-CDACC	• Inclusive curriculum development, review, and reform • Integration of sustainable development, peace education, and citizenship into the curriculum • Incorporation/Intergration of emerging fields (AI, digital economy, Intellectual property (IP) climate change, renewable energy, ethics etc.) • Evaluation of alternative modes of curriculum implementation • Values-based education and core competences • Strengthening teacher education and pedagogical skills • Current and Future skills needs – Scenario development on current and future skills mix and need/demand • Service based learning (Community Service learning, Parental empowerment and Engagement) • Teacher management (deployment, incentives/career progression and effectiveness)
3). Teacher Education and Professional Development	Teachers Service Commission Ministry of Education Kenya National Commission for UNESCO	• Strengthening teacher education • Re-tooling teachers/educators' content, pedagogical and technical skills

1. Theme	2. MoE, SAGAs/Agencies & Source	3. Research focus (high level)
	CEMASTE	- Impact assessment on effectiveness and effectiveness of teaching and training practices - Social emotional learning for teachers - Generation of theories on development, childhood, parenting
4). STEM, Innovation in Education and Emerging Fields	Centre for Mathematics, Science and Technology in Africa Commission for University Education National Commission for Science, Technology and Innovation Kenya National Innovation Agency National Research Fund TVETA, CDACC KNEC	- STEM implementation research (how is it taught, what facilities are available, where is the problem) - Workforce Readiness & Experiential Learning (Internships, Apprenticeships) Issue of Dual Training/Dual Certification/Dual Qualification) - Innovations in STEM teaching practices and resources - Policy and practise (Alignment with reforms, breaking the silos practitioners, researchers) - Artificial Intelligence in education and cultural conservation - Commercialization of research and innovations - Strengthening researcher capacity (hardware and software) - Equity, diversity and inclusivity (EDI) in STEM - STEM Teacher Development - Workforce Readiness and Experiential Learning - Advanced STEM Education - Building of STEM literacy across the ecosystem
5). Educational Assessment,	Kenya National Examinations Council (a) Kenya National Examinations Council (b)	- Educational assessment and certification - Integration of AI into assessment systems - Credibility and reliability of assessment and research data

1. Theme	2. MoE, SAGAs/Agencies & Source	3. Research focus (high level)
Certification & Data Systems	Kenya National Qualifications Authority TVET Authority (TVETA) CUE, NRF, KICD	• Data repositories and information management systems • Equalization of qualifications • Impact of Recognition of Prior Learning (RPL) certification • Utilization of assessment data for improvement of training across the ecosystem (Assessments done, data not utilized on curriculum dev and capacity building)
6). Data, Research, and Impact Evaluation	Kenya Institute of Special Education KICD, Technical Directors under MoE including TVET	• Accurate and reliable data for policy design and implementation (especially for special needs) • Research data management and credibility • Longitudinal and impact studies (e.g., on leadership, curriculum, employment outcomes) • Establishment of education data repositories and accessibility • Indigenous knowledge and African perspectives • Futures of Education (what, why, relevance, education in different contexts) • Enrolment planning (what to train-which areas, how many to train, period of training, infrastructure required) • Research on practise (breaking silos..research, practitioners)
7). National Development, Financing, Global Trends and Policy Alignment	Commission for University Education Kenya Education Management Institute	• Curriculum relevance to national development priorities • Alignment of curriculum and practices with global trends (e.g., AI, digital economy, public health, blue economy, bioeconomy) • Research to inform education policy, governance, accountability and leadership and management

1. Theme	2. MoE, SAGAs/Agencies & Source	3. Research focus (high level)
		• Sustainable and appropriate financing mechanisms for Education • Effective practices in research dissemination, public opinion and politics
8). Education in Crises Contexts	Ministry of Education Ministry of Interior and National Administration	• Education in emergencies (conflict, natural disasters), displacement, climate migrants • Social and emotional learning and child protection • Peace/Conflict management education and resilience-building • Social and emotional learning and child protection • Practices in refugee integration/resettlement (curriculum, language, recognition of prior learning etc.)
9). Climate Change, Environmental Education and Sustainability	Ministry of Education Commission for University Education National Research Fund Kenya National Commission for UNESCO	• Climate change awareness and education • Integration of climate change adaptation, and mitigation in education • Institutionalizing climate action in education • Sustainable agriculture systems (including food and nutrition security) • Environmental stewardship – waste management • Greening concepts and practices – bringing to scale

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[TVET Authority \(TVETA\)](#). (2023). Implementation status of recognition of prior learning by TVET providers in Kenya.