



Republic of Kenya

MINISTRY OF EDUCATION

**GENDER POLICY
IN EDUCATION**

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ASALs	Arid and Semi Arid Lands
BOG	Board of Governors
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CHE	Commission for Higher Education
CIDA	Canadian International Development Agency
CRC	Convention on the Rights of the Child
CSOs	Civil Society Organisations
DEO	District Education Officer
ECDE	Early Childhood Development and Education
EFA	Education For All
EMACK	Education for Marginalized Children in Kenya
EARCS	Educational Assessment and Resource Centres
FAWE	Forum for African Women Educationalists
FAWEK	Forum for African Women Educationalists, Kenya Chapter
FGM	Female Genital Mutilation
FPE	Free Primary Education
GER	Gross Enrollment Rate
GCN	Girl-Child Network
GoK	Government of Kenya
HIV	Human Immunodeficiency Virus
IEC	Information, Education and Communication
ICPD	International Conference on Population and Development
ICT	Information and Communication Technology
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KESSP	Kenya Education Sector Support Programme
KIE	Kenya Institute of Education
KISE	Kenya Institute of Special Education
KNEC	Kenya National Examinations Council
KNUT	Kenya National Union of Teachers
KU	Kenyatta University
KUSA	Kenyatta University Students Union
MDGs	Millennium Development Goals
MoE	Ministry of Education
NER	Net Enrolment Ratio
NFE	Non-Formal Education
NARC	National Rainbow Coalition
NGO(s)	Non-Governmental Organisation(s)
OP	Office of the President
OVC	Orphans and Vulnerable Children
PDE	Provincial Director of Education
PTA	Parents Teachers Association
RoK	Republic of Kenya
RH	Reproductive Health
SAGAs	Semi Autonomous Government Agencies
SGBV	Sexual and Gender-Based Violence
SMC	School Management Committee
SMT	Science, Mathematics and Technology
SUPKEM	Supreme Council of Kenya Muslims
STIs	Sexually Transmitted Infections
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training
TSC	Teachers Service Commission
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Fund
USIU	United States International University

Affirmative Action	Action taken on a temporary basis in favour of a disadvantaged group so as to enhance equity
Basic education	Refers to primary and secondary education or their equivalence
Curriculum	Refers to the content of an education programme
Empowerment	A process through which men, women, boys and girls acquire knowledge and skills, and develop attitudes to critically analyse their situations and take appropriate action to improve their status or that of the marginalized groups in society
Engender	The process of ensuring that planning and programming is appreciative of, and takes into account gender differences and concerns
Gender	This refers to the socially determined power relations, roles, responsibilities and entitlements for men and women; girls and boys.
Gender analysis	The process of examining roles, responsibilities, or any other aspects, with regard to women and men; boys and girls, with a view to identifying gaps, raising concerns and addressing them; investigating and identifying specific needs of girls and boys, women and men for policy and programme development and implementation
Gender discrimination	Refers to unequal or preferential treatment to individuals or groups based on their gender that results into reduced access to or control of resources and opportunities
Gender equality	Refers to equal treatment of women and men; boys and girls so that they can enjoy the benefits of development including equal access to and control of opportunities and resources
Gender equity	Refers to the practice of fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power, opportunities and services. It is essentially, the elimination of all forms of discrimination based on gender
Gender mainstreamin	This is the consistent integration of gender concerns into the design, implementation, monitoring and evaluation of policies, plans, programmes, activities and projects, at all levels
Gender parity	This is a numerical concept referring to equal number of girls and women, boys and men relative to their respective numbers in the population
Gender responsiveness	Refers to action taken to correct gender imbalances

Gender responsive pedagogy	Refers to teaching and learning methodologies, and classroom practices that take gender into consideration
Gender roles	These are socially assigned roles and responsibilities as opposed to biologically determined functions
Gender sensitisation	The process of developing people's awareness, knowledge and skills on gender issues
Gender stereotyping	The assigning of roles, tasks and responsibilities to men and women, boys and girls on the basis of pre-conceived prejudices
Gender transformative	A policy that takes into account the needs of men, policy women, boys and girls. Such a policy seeks to transform the existing gender relations to be more equitable through the redistribution of resources and responsibilities
Gross Enrolment Ratio	This is the number of pupils or students enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.
Net Enrolment Ratio	Number of pupils in the theoretical age group for a given level of education enrolled in that level expressed as a percentage of the total population in that age group.
Patriarchy	It means "Rule of father", and refers to male dominated social relations, ownership and control of power at many levels in society. It is thought to be the root cause of the existing system of gender discrimination
Participation	A general term used to refer to active involvement in enrollment, retention, progression, performance and transition
Provisions	Refers to policy pronouncements on action to be taken or the resources provided
Sex disaggregated data	Classification of information on the basis of sex; that is male or female
Gender-based violence	Refers to violence meted out to people belonging to a given gender
Sexual harassment	Unwelcome acts of a sexual nature that cause discomfort to the targeted person. These include words, persistent request for sexual favours, gestures, touch, suggestions, coerced sexual intercourse and rape
Strategic interests	Refer to long-term non-material needs. These are focused on getting more choices, more options and more say

FOREWORD

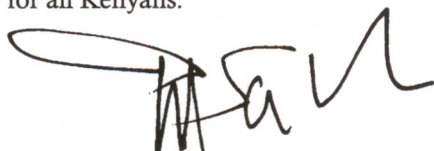
Since attaining political independence, the Kenya Government has been following policies geared towards social equality and non-discrimination. In the Education Sector, considerable efforts have been made to ensure that regional, special needs and gender disparities are addressed. The Government of Kenya is also a signatory to major international conventions and agreements that address human rights and gender equality. These efforts are aimed at the realization of the Millennium Development Goals (MDGs) and Education for All (EFA).

The Government subscribes to the aspirations of the Conventions on the Elimination of all forms of Discrimination Against Women (CEDAW), the Elimination of the Worst Forms of Child Labour, the Convention on the Rights of the Child (CRS), and, the Beijing Platform for Action among others. This is a clear indication that the Government is committed to pursuing gender equality in all spheres of development, and in establishing mechanisms to re-dress the existing inequalities.

There is consensus that girls' and women's empowerment in general has been seriously impeded by several factors, such as cultural and religious practices, inadequate policy guidelines, poverty, and lack of community awareness. These have impacted negatively on women's access, participation and performance in education.

Strategies being pursued to address gender inequalities in the Education Sector include provision of school boarding facilities in ASAL areas, affirmative action in admission into public universities, bursary allocations, provision of resources for science laboratories especially in girls' schools, community sensitization and mobilisation, continuous curriculum review, assessment and improvement of pedagogy to address gender responsiveness, and the formulation of policy guidelines, such as re-admission of school age girls who get pregnant while in school. All these strategies aim to reduce existing gender disparities in access, retention, transition and achievement in education and training.

This policy provides a framework for the planning and programming of gender responsive education at all levels. It is my hope that its implementation will bring to fruition the overall goal of the Education Sector, that is, to provide equitable education for all Kenyans.



**PROF. GEORGE SAITOTI, EGH, MP,
MINISTER FOR EDUCATION**

PREFACE

Education has a critical role to play in addressing issues of gender equality and equity in Kenya. These issues affect individuals, families, communities and society as a whole. The overall goal of the Ministry of Education (MoE) is to provide equal access to education for both boys and girls irrespective of their socio-economic status. This is pursuant to the Government's commitment to achieving Education For All (EFA) by 2015.

Despite the introduction of FPE and other interventions, gender disparities are observed in performance, access, retention, transition and achievement at all levels of education with a serious impact being experienced in ASAL regions, many rural areas, urban informal settlements and other low potential areas.

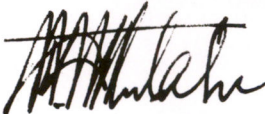
The Ministry of Education, in collaboration with its partners has developed this Gender Policy to address critical issues related to gender and education. The purpose of this policy is to provide a roadmap for the MoE and stakeholders towards the achievement of gender parity. It aims at ensuring that both boys and girls, men and women, participate equally in learning and management of education at all levels.

The policy provides a framework for the planning and implementation of gender responsive education, as well as research and training, at all levels. It highlights the key concerns in education, including disparities in enrollment, retention and transition rates, and persisting negative socio-cultural practices and attitudes, which inhibit the realisation of equity.

This policy document is organised in three chapters. Chapter One discusses the general context, status and initiatives, justification, goals, objectives, scope and principles. Chapter Two deals with policy provisions within 21 themes related to levels of education as well as specific policy-related issues that must be addressed in order to achieve gender equity and equality. Each theme discusses the background, then delves into the initiatives to be undertaken, and identifies the current issues and constraints that obtain. This is followed by a presentation of the objectives of each theme, related policy statements and strategies of achieving the objective. Chapter Three provides the structures and human resource requirements for successful implementation of the policy.

The Gender in Education Policy formalizes the rights and responsibilities of all people involved, directly or indirectly, in the education sector, and are further expected to contribute to elimination of disparities. The successful implementation of the policy hinges on unrelenting and concerted effort by all education service providers.

Finally, on behalf of the Ministry of Education, I wish to call upon all institutions under the Ministry of Education to ensure that activities and programmes within their mandate embrace the recommendations within the policy.



**PROF. KAREGA MUTAHE, CBS
PERMANENT SECRETARY
MINISTRY OF EDUCATION**

ACKNOWLEDGEMENTS

The Ministry of Education has developed this Gender and Education Policy through a collaborative effort. I wish to express our gratitude to all stakeholders who made valuable contribution in the development of this policy. In particular, CIDA, FAWE, UNICEF, Kenyatta and Nairobi Universities provided the technical assistance that guided the development of this policy. The coordination of the exercise by Ministry of Education staff is greatly appreciated.

The focused leadership of the Minister for Education, Hon. Prof. George Saitoti, EGH, MP together with the two assistant Ministers, Hon. Beth Mugo, MP and Hon. Dr. Kilemi Mwiria, MP is highly appreciated. The selfless determination of our Permanent Secretary, Prof. Karega Mutahi has always been very inspiring. It is therefore my hope that we shall all work towards realizing the targets set in this policy.

It is our hope that all Ministry staff and duty bearers will remain focused, committed and selfless in implementing this policy for the sake of equity and parity in the sector. Let us all own this policy and embrace the activities that will see its complete implementation.



PROF. GEORGE I. GODIA
EDUCATION SECRETARY

CHAPTER ONE – INTRODUCTION

1.0 BACKGROUND

Education is widely recognized as key to national development. An increase in access and quality of education, relative to the national population, is critical to socio-economic growth and productivity, increased individual earnings and, subsequently reduced income inequalities and the reduction of poverty. It also contributes significantly to improved health, enhanced democracy, good governance and effective leadership.

Since the attainment of political independence in 1963, the Government of Kenya has placed emphasis on the role of education in socio-economic and political development. As a result, it has considerably expanded access through opening of more schools from the initial 6, 058 primary and 151 secondary schools with enrolments of 891,553 and 30,121 pupils respectively in 1963. By 2004 there were 17,804 public and 1,839 private primary schools with a total enrolment of 7,394,763 pupils (3,818,836 boys and 3,575,927 girls), and 3,621 public and 490 private secondary schools with a total enrolment of 923,134 students (489,006 boys and 434,128 girls). This expansion has not been without major challenges, one of which is equity.

The national education system has been characterised by gender disparities at the national level, and between the various regions, in favour of males. Between 1999 and 2004, North Eastern and Coast provinces had gender disparities of over 10 per cent, while Central Province had a gender disparity of only 2 per cent. The widest gender gaps exist at the higher education levels, despite the enrolment of female students increasing by 48 per cent between 1990 and 2000, in comparison to 27 per cent for males. In 2004, female students made up only 36 per cent of those enrolled¹. Gender disparities in performance in national examinations are also evident. In the Kenya Certificate of Primary Education (KCPE), boys often outperform girls in all papers except English and Kiswahili composition. In the Kenya Certificate of Secondary Education (KCSE), boys tend to perform better in key subjects such as English, Mathematics, Biology, Physics and Chemistry. These disparities need to be addressed in order to achieve social equality and empower women, as there are obvious benefits that accrue from investing in educating women.

There is adequate evidence that educating women is beneficial at the national, community, family and individual levels. With even a basic education, individual women effectively engage in economic activities and thus contribute to greater national productivity. At the family level, educated women have reduced fertility rates, brought up healthier, better educated children and families, and reduced infant and maternal mortality rates. At the society or community level, educated women participate more in development activities as well as in political and economic decision-making processes. Further, educated women enter the labour market and earn income through engaging

¹Mwiria and Ngethe (2002)

in productive economic activities. This enables them attain financial independence, reduce poverty and enhance gender equity and equality. Educated women are also in a better position to protect themselves and their families against HIV and other infections

Considering all the benefits of educating girls, Summers (1992) concludes that, *“Investment in the girls’ education may well be the highest return on investment available in the developing world”*.

Attainment of gender equity and equality in education is, therefore, a core development issue and a goal in its own right. Towards the accomplishment of this goal, the Ministry has developed this Gender and Education Policy, which provides a comprehensive framework of the principles and strategies to be pursued in order to achieve gender equity and equality. It also acknowledges ongoing initiatives in bridging the gender gaps in the provision of education, and identifies special measures that the Government and other education stakeholders should take to redress the identified gender inequities and inequalities.

1.1 LEGAL AND POLICY CONTEXT

The commitment of the Government of Kenya to attain gender equality is underlined in various national and international legal and policy documents. Both the Constitution of Kenya and the Sessional Paper on African Socialism and its Application to Planning in Kenya (1965) outlaw discrimination on the basis of gender and emphasize social justice and equal opportunities with regard to education. The Children’s Act (2001) unequivocally stipulates every child’s entitlement to education, thus ensuring full inclusion of girls in basic education. Other policy documents seek to mainstream gender in all sectors, pledge to enforce a policy of equal opportunities, lay emphasis on the education of girls, and stipulate measures for mainstreaming gender in the education sector. They also seek to ameliorate the impact of HIV/AIDS and actions for OVC. Other Government documents that address gender issues in education are the Poverty Reduction Strategy Paper (2001), NARC Manifesto (2003), Economic Recovery Strategy 2003-2007, National Development Plan (2002-2008), Sessional Paper No. 1 of 2005, and KESSP (2005).

The Government is also a signatory to international protocols relating to education and human rights of women and girls, including the Universal Declaration on Human Rights (1948), Convention on the Elimination of all Discrimination Against Women [CEDAW] (1979), Convention on the Rights of the Child [CRC] (1989), Beijing Declaration and Platform for Action (1995), Jomtien World Conference (1990), Dakar Framework of Action on EFA (2000), Millennium Development Goals (MDGs) as well as Goals of the African Union. All these documents reiterate the need to eliminate all forms of discrimination, enhance the right to education, promote gender equality particularly in education, and gender inclusion and empowerment. The documents also set goals and targets for achievement. Through this policy, the Government reaffirms its commitment and determination to address legal and policy issues in order to facilitate attainment of equality in the education of girls and women.

1.2 THE STATUS OF GENDER DISPARITIES IN EDUCATION AND THEIR UNDERLYING CAUSES IN KENYA

International reports, for example the EFA Global Monitoring Report (UNESCO 2003), indicate that at the national level, Kenya has virtually attained gender parity in enrolment at both the primary and secondary education levels. However, close scrutiny reveals that serious gender disparities in enrolment exist between regions in favour of males with regard to access², retention, completion, performance and transition. The gender gap widens as one goes higher up the education ladder. In addition, it is evident that gender disparities are particularly large in access to and performance in SMT subjects, and in higher education. Although small gender disparities in favour of girls in enrolment, survival, completion and transition are beginning to appear in some provinces, there are few women in technical professions and key governance and management positions, both in the wider society and in the education sector in particular.

Research on Gender and Education has focused on unearthing the underlying causes of gender disparities, and the factors that hinder attempts to reduce and eventually eliminate disparities. Studies reveal that key factors include social, cultural and religious beliefs, attitudes and practices, poverty, child labour, poor learning environment, lack of role models, HIV/ AIDS, curriculum, pedagogy and learners' attitudes, among others.

Girls' and women's multiple gender roles

Girls and women have, by far, more gender roles to play than boys and men, which leave them with little time for active participation in education.

Religion

In some cases, religion or its misinterpretation acts as a barrier to girls' education, thus perpetuating their marginalisation in society.

Poverty

Poverty is widespread in Kenya, with over 58 per cent of the population living below the poverty line. Consequently, the inability of the poor to meet educational costs for all their children is a barrier to the education of girls.

Child labour

Among the poor, children, and especially girls, are often withdrawn from school to engage in domestic work while boys drop out of school to work in commercial farms, fishing and petty businesses.

² In post-secondary education.

Gender insensitive school environment

A gender insensitive school environment includes the attitudes of the key stakeholders in the school, such as administrators, teachers and students. Many incidents of sexual harassment and gender-based biases have been reported. Other aspects of the school environment that can be gender insensitive include school infrastructure and amenities, such as water and sanitation, availability or not of sanitary towels for girls, curriculum and teaching learning-materials such as textbooks, pedagogy, school management, and guidance and counselling.

Lack of positive role models

This is a problem particularly in the rural and remote areas where there is lack of women teachers (especially for SMT subjects) to act as positive role models for girls. The problem is also observed where there are no educated women role models in the communities. In some communities, boys also lack men who are positive role models.

Inadequate school places

The demand for primary, secondary and tertiary education, especially with the introduction of FPE, is higher than the country's current facilities and resources can accommodate, resulting in issues of quality that affect girls much more than boys.

HIV/AIDS and lack of life skills

Due to both biological and socio-cultural factors, including gender-based violence, girls and women are more vulnerable to HIV infection than men and boys. In addition, girls are more affected by the HIV/ AIDS pandemic since they often become the caregivers for their sick parents, relatives and siblings. Generally, most girls and boys lack life skills and thus are not well prepared to protect themselves from HIV or to cope with its impact if infected or affected.

The challenges that plague efforts to address gender in education are many and diverse, and hence the need for a clear and comprehensive policy framework to guide programming for gender equity and equality.

1.3 ONGOING INITIATIVES TO ADDRESS GENDER DISPARITIES IN EDUCATION

In recognition of the importance of gender equity and equality in education, both the Government and its partners have developed strategies and implemented a variety of initiatives to address gender in education. Within Government, legal issues are being addressed through a harmonized framework, and gender issues are addressed in all programmes. The National Plan of Action on EFA 2003-2015, the Report of the Education Sector Review 2003, the Ministry of Education Strategic Plan (2006-2011) and Service Charter, Sessional Paper No. 1 of 2005, and the Kenya Education Sector Support Programme (KESSP) 2005-2010, have all paid attention to gender and

education. The Government has also ratified a number of protocols and conventions with a bearing on gender equality. These include the CEDAW and the CRC, among others. The Government has also set up a Ministry of Gender, Sports, Culture and Social Services, and a Gender Commission. The Ministry of Education has established a National Task force for Gender and Education, a Ministerial Task force on Girls' Education, and a Gender Desk.

The implementation of Free Primary Education from January 2003 brought on board many boys and girls formally locked out of education. Other initiatives aimed at improving access include:

- Expansion of boarding facilities for girls
- Introduction of mobile schools and establishment of feeder schools for children in standards one to four in the ASALS
- Affirmative action in bursary allocation for secondary schools and in university admission
- Appointment of qualified female education managers
- Gender - balanced intake of pre-service teacher trainees
- Gender responsive deployment of teachers
- Re-admission of girls who become pregnant while in school
- Gender parity-based recruitment and deployment of teachers and managers
- Engendering of the curriculum
- Capacity building for school managers, teachers and quality assurance officers on gender issues
- Gender sensitisation and advocacy
- Mainstreaming HIV and AIDS education in the primary and secondary curriculum.

The creation of gender responsive school environments, particularly in the ASALS, through expansion and improvement of classrooms, boarding facilities and water and sanitation facilities, has started to pay dividends in that the number of girls attending school has increased. However, a lot more will still need to be done, especially in North Eastern Province, before all children can access education.

Partnerships and Collaboration

Government partners in Gender in Education include United Nations (UN) agencies, development partners, other government ministries, local authorities, international and local NGOs, faith-based organisations, community-based organisations, local communities, parents, boys and girls.

Development Partners have played an important role in various areas that include:

- The establishment of centres of excellence in girls' education
- Promotion of gender-responsive pedagogy
- Improvement of school and classroom environments
- School sponsorship
- Establishment of girls' boarding schools
- Sensitisation and capacity building for school managements on gender issues, empowerment programmes for girls, advocacy and lobbying
- Community and resource mobilisation
- Anti-gender violence programmes
- Enhancing guidance and counselling
- Mainstreaming HIV/AIDS and life skills education programmes
- Monitoring and evaluation.

From the foregoing, it is clear that a lot has been done to address gender disparities in education at all levels. The impact, however, has not been as strong as desired. There are still glaring disparities that pose challenges to the attainment of gender equity and equality in education and other spheres of the Kenyan society.

The challenges to be addressed include:

- Improving the quality and relevance of education;
- Cultural traditional practices detrimental to creating environments that are conducive to the education of all children, especially girls; and,
- Continuous review, evaluation, adoption and adaptation of strategies that work in given situations.

Addressing these and other emerging challenges calls for a more comprehensive and holistic approach to policy and programme formulation, and hence the need for this Gender and Education Policy.

1.4 JUSTIFICATION FOR THE GENDER AND EDUCATION POLICY

In recognition of the need for a specific comprehensive gender and education policy, the Ministry of Education initiated the process and a draft was prepared in 2003, which was finalized in 2006. The policy is critical in creating an enabling environment for stakeholder participation.

Provision of education in Kenya is a collaborative effort between the Ministry of Education and a diverse group of partners and stakeholders, including private education providers, NGOs, local authorities, faith-based organizations, development partners,

local communities and parents. A comprehensive Gender and Education Policy framework is essential in order to guide the work of all these actors. A Gender and Education Policy is critical in the elimination of gender disparities and enhancement of gender equity and equality in education, and in the Kenyan society, through systematic programming of targeted interventions.

1.5 GOAL AND OBJECTIVES

GOAL

The overall goal of this policy is to promote gender equity and equality in education, training and research, to contribute to the economic growth and sustainable development of Kenya.

OBJECTIVES

The general objective of the Gender and Education Policy is to establish mechanisms to eliminate all gender disparities in education, training and research in relation to access, enrolment, retention, completion, performance, transition, quality and outcomes.

The specific objectives of the Gender and Education Policy are to:

1. Mainstream gender at all educational levels, institutions, policies, programmes and activities, planning, implementation and budgeting processes;
2. Ensure that curriculum design, development and implementation, pedagogy, and teacher training processes as well as curriculum materials are gender-responsive;
3. Increase participation of women in the governance and management of education;
4. Increase participation of disadvantaged girls and women, boys and men in education, including Orphans and Vulnerable Children (OVC), people living in Arid and Semi-arid Lands (ASALs), and the rural and urban poor;
5. Increase participation and ensure gender equity in the education of learners with special needs;
6. Increase participation of adults and out-of-school youth in gender equitable basic literacy and continuing adult education programmes;
7. Improve gender participation and improve performance in Science, Mathematics and Technology (SMT) subjects and SMT-based courses;
8. Ensure that institutional work environments are gender-responsive;
9. Eliminate sexual harassment and gender-based violence;
10. Empower girls and boys, women and men on gender issues;

11. Ensure that all stakeholders in education, training and research are gender responsive;
12. Promote gender-responsive management of sexual maturation;
13. Reduce HIV/AIDS infection rates and impact;
14. Enhance educational outcomes for girls and boys, women and men;
15. Promote gender-responsive research;
16. Establish new and strengthen existing partnerships and collaborations in gender and education; and,
17. Facilitate resource mobilisation to implement the policy.

1.6. SCOPE OF THE GENDER AND EDUCATION POLICY

The gender policy provisions will apply to all activities and programmes in education, training and research at all levels of education in Kenya, including Early Childhood Development and Education (ECDE), primary, secondary, special education, adult education and literacy, Non-formal Education (NFE), teacher education, Technical, Industrial and Vocational Entrepreneurship and Training (TIVET) and university. It will address access, equity, retention, transition, relevance and quality. It will also apply to financing, governance and management of education at all levels.

1.7. GUIDING PRINCIPLES

1. The Gender and Education Policy has the mandate to address gender inequalities whether these exist in favour of boys or girls, men or women.
2. The policy affirms the right to equitable, quality education for all: girls and boys, women and men.
3. The policy shall pay special attention to the needs of girls and women.
4. Affirmative action will be used as a corrective measure for gender imbalances.
5. All education stakeholders will use gender mainstreaming to enhance attainment of gender equity and equality.
6. Equal participation of girls and boys, women and men, especially in governance and management, will be ensured.
7. Empowerment of girls and boys, women and men will be used as the main strategy for the achievement of gender equity and equality in education.
8. Transparency, accountability and good governance will be upheld.
9. Gender responsiveness and inclusiveness will be upheld.
10. Partnership and collaboration in the realization of gender equity and equality will be maintained and reinforced.
11. Gender equity and equality will be enforced as a crosscutting theme in all programmes and activities.

CHAPTER TWO - POLICY PROVISIONS

2.0 INTRODUCTION

This chapter discusses the gender issues in the various levels and areas of education, and the strategies of addressing the issues raised. The levels and areas discussed include ECDE, Primary Education, Secondary Education, Special Needs Education, Teacher Education, TIVET, University Education, Non Formal, Adult and Continuing Education as well as twelve other themes considered critical to gender and education.

2.1 EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

Background

Enrolment in ECDE institutions remained below 50 per cent in the 1990s, but Gross Enrolment Ratio (GER) increased from 44.8 per cent in 2002 to 57.6 per cent in 2006. The number of ECD centres increased from 27,535 in 2002 to 31,879 in 2005 (both public and private). The national gross enrolment ratio revealed small but rising gender disparities in favour of boys between 1999 and 2003. Gender disparities differ with regions. In 2004, Nairobi province had the highest gender disparity of 19.7 per cent with more girls than boys being enrolled (Boys 119.3 per cent and Girls 139.7 per cent). North Eastern Province had the highest gender disparity in favour of boys at 6.5 per cent. On the other hand, the Net Enrolment Ratio (NER) increased from 31 per cent in 2002 to 32.9 per cent in 2005, and showed near gender parity at the national level, at 0.6 per cent in 2003 and 1 per cent in 2004. However, a critical gender inequity at this level is that only 12.6 per cent of the teachers were male in 2004.

Objective

To promote access, retention, transition and achievement in ECDE, particularly with regard to the girl child, and improve gender balance in the teaching force.

Issues and Constraints

Despite the rapid growth of Education in Kenya since independence, enrolments in ECDE and particularly in the ASALs and urban slum have been low. Male teacher representation at this level is equally low. There is a need to expand access to reach over 2.8 million children (68 %) who are not accessing ECDE services, majority of whom are girls.

Policy Statements

The Ministry is working with partners to:

1. Pursue policies to increase access for all children and improve the quality of education, by making ECDE part of primary education;

2. Develop modalities for reducing gender disparities in access in the challenged regions of the country, with a focus on girls and male teachers;
3. Intensify resource mobilization and partnership efforts for institutional and human resource capacity development and incorporate ECDE teachers in the Government;
4. Develop frameworks for increasing male teachers at the ECDE level; and,
5. Promote linkages and collaboration with stakeholders working in ECDE.

Strategies

To implement these policies, the Ministry will employ the following strategies:

1. Work with partners to develop gender responsive ECDE policy guidelines;
2. Implement affirmative action in admission of male teachers in ECDE teacher training institutions;
3. Design programmes for community mobilization and sensitisation for the benefit of the girl-child and girls with special needs;
4. Improve criteria, guidelines and procedures for registration and management of ECDE centres with a view to making them more gender responsive;
5. Review ECDE curriculum, teaching and learning materials to make it gender responsive;
6. Mount in-service training for teachers on gender responsive methodologies and research in ECDE;
7. Mobilize resources to establish ECDE centres in rural areas and urban informal settlements; and,
8. Promote linkages and collaboration in support of ECDE.

2.2 PRIMARY EDUCATION

Background

The introduction of FPE in January 2003 raised the national GER from 88.2 per cent in 2002 to 102.8 per cent (105.0 per cent for boys and 100.5 for girls) in 2003. By 2004, the national GER rose further to 104.8 per cent (108 per cent for boys and 101.6 per cent for girls). The introduction of FPE witnessed a widening of the gender gap in favour of boys. Thus, while in 2002, the GER gender disparity was 1.4 per cent, it rose to 6.4 per cent in 2004. However, there was relatively better enrolment for girls than for boys in 2002 when the NER gender disparity was 1.5 per cent in favour of girls. This changed in 2004 when there was a slight disparity of 0.2 per cent in favour of boys.

Regional gender disparities are evident in enrolment, completion, repetition, transition and performance in the Kenya Certificate of Primary Education. For instance, at the Coast, Western and North Eastern provinces, GER gender disparities are over 13 per

cent in favour of boys, while in Central, Eastern and Nairobi provinces between 1999 and 2003 there were slight gender disparities in favour of girls.

National primary completion rates for boys are higher than for girls. The gender disparity increased from 2.9 per cent in 1999 to 8.2 per cent in 2004. There are wide regional differences in primary completion where, for instance, in 2004, Nairobi had a rate of 3.3 per cent in favour of girls while North Eastern Province had 24.2 per cent and Coast Province 21.9 per cent in favour of boys.

It is important to note that the repetition rate at primary level declined from 13.2 per cent in 1999 to 9.8 in 2003 with more boys repeating than girls at 10.1 per cent and 9.4 per cent respectively in 2003. The drop out rate declined from 4.9 per cent in 1999 to 2.0 per cent in 2003. However, there are regional differences and gender disparity in repetition and drop out rates.

With regard to educational achievement, boys register better results than girls in the Kenya Certificate of Primary Education (KCPE) examination, with the exception of two papers in English and Kiswahili, in which girls obtained better results between 2000 and 2004. In the years 2000 to 2004, boys attained higher mean scores than girls in all the subjects, in all the provinces.

Objective

Increase participation and ensure gender equity in primary education.

Issue and Constraints

The implementation of FPE initiative increased the number of pupils in public primary schools from 5.9 million in December 2002 to 6.9 million in January 2003 and 7.2 million in 2004. Currently, there are 7.7 million children in primary schools. Despite this positive development, it is evident that FPE resulted in increased gender disparities in the gross enrolment rates.

At the same time, girls' retention and ability to proceed with their education beyond grade five, as well as their completion rates, have deteriorated while boys' participation is marked by higher repetition and drop out rates. FPE is also characterised by overcrowded classrooms and over-stretched facilities, particularly sanitation. This may not be conducive to the retention of girls in school, especially those from ASAL, and the urban and rural poor.

Lack of sufficient or appropriate gender responsive infrastructural facilities and equipment makes it difficult to mainstream gender in primary education. In addition, most teachers lack knowledge and skills in gender related matters.

Policy Statements

To address these challenges, the Ministry will work with partners to implement the following policies:

1. Continue to enhance resource mobilisation for infrastructure, equipment and supplies for girls' schools, particularly in ASAL and marginalized areas;
2. Improve policy, management and the learning environment to make them more gender friendly;
3. Continue to promote better stakeholder understanding of the importance of girls' education;
4. Strengthen the governance and management structures in schools, and improve modalities for stakeholder participation with regard to gender;
5. Continue to support the FPE policy and enhance its effectiveness in getting girls' access;
6. Work with communities to provide, rehabilitate and expand sanitation facilities, mid-day meals in the marginalized areas, and establish mechanisms for provision and distribution of sanitary materials as part of school equipment and supplies; and,
7. Ensure that the primary education curriculum development, implementation, supervision and assessment address gender issues.

Strategies

To implement these policies the Ministry will employ the following strategies:

1. Lobby parents and communities to support girls' education;
2. Mobilise resources to provide classrooms, houses for female teachers, and laboratories for girls' schools;
3. Support in-service training of teachers in gender-responsive methodologies;
4. Ensure appropriate teacher-pupil ratio and rationalize deployment in order to have more female teachers in rural and urban slums, arid and semi arid areas;
5. Ensure gender balancing in the composition of school management committees and administration of schools (head teacher and deputy head teacher);
6. Improve learning facilities and increase the number of boarding schools for girls and boys in ASALs, urban informal settlements and other low potential areas;
7. Enhance programmes for the prevention of child labour and promote re-entry to school;
8. Ensure the learning environment is gender responsive and enforce rules and regulations that prohibit sexual harassment in schools;
9. Implement girl-child empowerment programmes;
10. Work with communities and non governmental organisations to:

- a) establish mechanisms for the provision and distribution of sanitary materials as part of school equipment and supplies;
 - b) encourage girls participation and retention in school; and,
 - c) encourage communities to provide mid-day meals to improve access;
11. Improve the provision of water and sanitation facilities;
 12. Institute a Cleanliness Award for schools; and,
 13. Implement Adult, continuing, open and distance education programmes.

2.3 SECONDARY EDUCATION

Introduction

Enrolment at the secondary school education level has grown by 18.3 per cent from 882,390 students in 2003 to 1,043,467 in 2006. The number of secondary schools has increased from 4071 in 2003 to 4,506 KCSE examination centres in 2006. The GER in secondary schools has remained low at less than 30 per cent throughout the 1990s and in the early part of 2000. The NER was less than 20 per cent between 1999 and 2004. In 2004, the national GER was 31.7 per cent for boys and 27.3 per cent for girls. Regional differences persisted. For example, in 2004 the GER gender disparity was 0.4 per cent in favour of girls in Central Province, while Nairobi Province recorded a gender disparity of 11.2 per cent in favour of boys. On the other hand, between 1999 and 2004, the NER gender disparity at secondary school level was less than 1% and oscillated in favour of girls in 2003, then in favour of boys. The national completion rate in 2004 was 91.5 per cent for boys and 87.5 per cent for girls, registering a gap of 4% in favour of boys.

Performance at Kenya Certificate of Secondary Examination (KCSE) has improved steadily. For example, 1,265 (0.48%) of candidates obtained grade A in 2006 as compared to 611 (0.24%) in 2005. Boys often tend to perform generally better than that of girls in key subjects such as English, Mathematics, Biology, Physics and Chemistry. Although girls are generally regarded as more adept than boys in languages, this perception was debunked by the performance in KCSE English between 2000 and 2005 when boys' performance in the subject was superior to that of girls.

Gender disparities in transition from secondary to public universities have been wide. In the 1999/2000 academic year, only 35.4 per cent of those admitted into the public universities were female. This rose to 38 per cent in 2002/2003.

To address girls' lower participation, the Government has provided grants to some girls' schools and is currently implementing an affirmative component in award of bursaries to female students.

Issues and Constraints

The transition rate from primary to secondary level recorded an upward trend from the lowest rate of 43.3 per cent in 2000 to 50.5 per cent in 2004. The current transition rate (2007) stand at 60.0 up from 46% in 2003. The policy of the Government is to make secondary education part of basic education and achieve a transition rate of 70 per cent by 2008.

In spite of the above efforts, girls' participation, retention, transition and completion at secondary school education level are low.

Objective

To improve girls' participation, transition, completion and performance in secondary education.

Policy Statements

In order to address girls' challenges at secondary education level, the Ministry will implement the following policies:

1. Continue to develop and implement policies that create an enabling environment to enhance girls' retention and transition;
2. Implement affirmative strategies for the benefit of the girl-child education;
3. Develop modalities for open and distance learning, as well as non-formal education, to enable out-of-school girls access secondary education;
4. Support implementation of the Children's Act with regard to the child's right to education;
5. Develop modalities for enhancing performance and efficiency of day schools;
6. Create an enabling environment and co-ordinate stakeholder participation in provision of girls education; and,
7. Provide governance and management structures that facilitate establishment, rehabilitation, expansion and provision of sanitation facilities and materials for girls in school.

Strategies

To implement these policies, the Ministry will employ the following strategies:

1. Advocate for girls' education among parents and communities, sensitizing them against negative socio-cultural practices and facilitating re-entry of girls who drop out of school due to pregnancy and early marriage;
2. Enhance in-service of teachers in SMT subjects to encourage participation and improve performance of girls in these and related subjects;

3. Establish Centres of Excellence in each district (one for boys and one for girls) to serve as Model Schools;
4. Mobilise resources in ASALs to:
 - a) expand and increase the number of boarding schools to support girls education;
 - b) provision of houses for women teachers and laboratories for girls' schools; and,
 - c) enhance posting of female teachers in these areas.
5. Enforce rules and regulations against sexual harassment in schools;
6. Provide adequate and quality gender-responsive teaching and learning materials, and implement empowerment programmes to enhance girls' participation and performance in SMT subjects;
7. Undertake continuous review of the curriculum to ensure gender sensitivity;
8. Implement affirmative action on bursaries and support infrastructure improvement, particularly for girls schools and students from disadvantaged areas;
9. Ensure gender balance in Boards of Governors, PTAs and Headship of secondary schools; and,
10. Continue capacity building of teachers in gender-responsive pedagogy in SMT and other subjects.

2.4 EDUCATION FOR LEARNERS WITH SPECIAL NEEDS

Background

Enrolment of children with special needs is very low, and gender differences in favour of males are considerable. For example, in 2003, out of the 23,459 pupils with disability enrolled in primary education, only 10,106, or 43 per cent, were girls. At the secondary education level, there has been a decline in female enrolment, hence increasing the gender disparity in favour of boys. While girls constituted over 48 per cent of those enrolled in some years in the 1990s, their enrolment had dropped to 42.3 per cent in 2003.

To co-ordinate and streamline provision of education to children with special needs, the Ministry of Education established a Special Needs Education (SNE) section in 1975. In 1978, a special education inspector was appointed to be in charge of the SNE section at the Ministry of Education and one specialist was posted to the Kenya Institute of Education to guide SNE curriculum development. The introduction of Educational Assessment and Resource Services (EARS) in 1984 was to ensure early identification, assessment, intervention and placement of learners with special education needs, thereby greatly improving the growth and quality of SNE services. Currently, the Government, under FPE, has expanded budgetary allocation for SNE.

Issues and Constraints

Despite the rapid growth of education in Kenya since independence, the special education sub-sector has had limited expansion. For instance, there are only 479 special education programmes, which include 385 units and 94 schools, vocational and technical institutions. This clearly demonstrates that special education has not received adequate attention.

There are serious gaps in participation of girls with special needs at primary, secondary and tertiary levels. This could be due to the cultural disadvantage suffered by girls and societal stigmatisation of people with special needs. Girls with special needs who access education find themselves faced with the challenge of unsuitable physical infrastructure, such as stools that are too high in laboratories, doors too narrow for wheel chairs, grounds not suitable for the severely disadvantaged, and a curriculum that needs to be adapted to suit such learners. In addition, there are often negative attitude from the community and society.

Further, career stereotyping restricts girls with disabilities to traditional, skills oriented careers, discouraging them from venturing into more lucrative professional fields like engineering, architecture and medicine.

Participation in co-curricula activities for girls with disabilities is minimal. Often, girls with disabilities in integrated programmes and units in ordinary schools are left sitting in class during sports and physical education lessons.

In addition, most textbooks and other teaching and learning materials used in schools do not address the plight of learners with special needs, especially in illustrations and contextual representations. This has a net effect of not only making this category of learners feel excluded but also leaves them with no role models to emulate.

The teacher-student ratio in special units and schools that have adopted inclusive education is often high, while the drop out rate for girls with disabilities is high all because many teachers are not sensitive to the needs of these kind of learners.

Sometimes teachers and other staff within the school ignorantly use inappropriate language in reference to disability, which in the end erodes the self-esteem and sense of self-worth of pupils and students especially girls.

Girls with mental disabilities, Down's syndrome, and multiple disabilities are sometimes exploited and abused by members of their families, communities and teachers because they have limited mental capacities. Moreover, many people believe that girls with disabilities do not engage in social activities, including sex, and hence are often left out of sex education, HIV/AIDS and life skills education programmes.

Objective

To increase participation, retention and completion rates for girls and boys with special needs by providing an enabling environment through a flexible curriculum, trained personnel, equipment and facilities, at subsidized costs, and accommodative physical infrastructure.

Policy Statements

To address these challenges, the Ministry will:

1. Continue to encourage mainstreaming of boys and girls with disabilities in the national educational system;
2. Develop guidelines for gender-responsive intervention to enhance participation and gender equity in the education of learners with special needs;
3. Increase human and institutional capacity in the area of special needs, particularly in support of girls and women;
4. Develop modalities for stakeholder participation in educating girls and women with special needs; and,
5. Strengthen mechanisms, such as EARCs, for identifying school age going children with special needs, especially girls.

Strategies

To implement the above policies, the Ministry will employ the following strategies:

1. Design and implement appropriate and flexible gender-responsive core and co-curricula activities, sex education, life skills, ICT and assessment, particularly in teacher education;
2. Develop capacity building programmes for teachers and managers in special needs education, and on gender issues;
3. Sensitise and mobilize communities and parents to appreciate the rights of children with special needs and the need to enrol them in school, especially girls;
4. Ensure provision of gender-responsive education, recreation and sports facilities, and equipment for learners with diverse special needs, including the mentally and physically challenged, the visually and hearing impaired, and the exceptionally gifted;
5. Undertake research to understand the gender and education issues for persons with special needs to enable the Government and other stakeholders address the dynamic and emerging issues in the education of learners with special needs, particularly women and girls;

6. Expand, strengthen and engender assessment processes, including ensuring gender balance in the staff of Educational Assessment and Resource Centres (EARCs);
7. Provide gender-responsive guidance and counselling for learners with special needs;
8. Institute affirmative action for admission of learners with special needs in secondary and tertiary institutions, including universities, with a view to increasing enrolment and enhancing gender equity and equality;
9. Increase budgetary allocation and mobilize resources for gender-sensitive special needs education;
10. Institutionalise monitoring, evaluation and accountability mechanisms and processes for feedback, and progress and impact assessment; and,
11. Develop a conducive physical environment for learners with special education needs.

2.5 ADULT AND CONTINUING EDUCATION

Background

Adult and continuing education offers opportunities to learners outside of the formal school system. It aims at providing such learners with opportunities for education and training, and acquisition of life skills. Adult and Continuing Education has an added benefit because literate parents value the education of their children.

Currently, the Government is selectively providing teachers to some adult and continuing education schools. It has also developed an accelerated post-literacy curriculum for those wishing to re-enter the formal education system.

Issues and Constraints

Kenya has achieved a literacy level of 61.5 per cent. However, according to the recent National Adult Literacy Survey, 7.8 million adults are still illiterate. Enrolment in adult education programmes declined sharply, from 415,074 in 1979 to 100,029 in 2005. Enrolment rates for women have, however, remained above 70 per cent of the total enrolment. In addition, women constitute the majority (58 per cent)³ of illiterate adult Kenyans.

The low access and participation in adult education programmes is attributed to inadequate number of teachers, lack of teaching / learning materials, gender-inappropriate teaching methods, and poverty-related concerns.

³ UNESCO (2005)

The major challenge in adult education is increasing enrolment of men and out of school youth. Further, evidence shows that the adult education curriculum does not meet functional literacy needs of both men and women.

The Government and other actors provide adult and non-formal education. However, due to lack of a policy framework, provision of education by the various actors is uncoordinated.

Objective

To increase participation of illiterate adults, especially women, and out of school youth, in gender equitable basic literacy and continuing adult education programmes.

Policy Statements

To achieve the above objective the Ministry will:

1. Strengthen structures, institutions and departments, such as universities and the Adult Education Department in the Ministry of Gender, Sports, Culture and Social Services, to enable them to discharge their functions effectively;
2. Finalise the National Qualifications Framework to facilitate upward mobility and certification of learners, particularly women and girls;
3. Collaborate with partner ministries and key stakeholders for integrated gender-responsive policy planning; and,
4. Develop a national policy on Open and Distance Learning with a view to creating opportunities for adult learners, especially women.

Strategies

To implement the above policies, the Ministry will employ the following strategies:

1. Build capacity of adult and continuing education teachers in knowledge of content, subject, and gender responsive pedagogy;
2. Develop modalities for recruitment of qualified retired teachers to join adult education programmes in order to enhance quality;
3. Develop and implement gender-appropriate adult, basic and continuing education policy guidelines;
4. Regularly review adult basic literacy and continuing adult education curriculum and teaching-learning materials with a view to incorporating emerging issues and mainstreaming gender issues;
5. Increase the number of adult and continuing education teachers and other personnel working in the sector, while at the same time ensuring gender balance;
6. Increase male learners and youth participation in adult and continuing education;

7. Mobilize resources to facilitate design and implementation of gender-responsive adult and continuing education programmes, particularly for disadvantaged groups and communities;
8. Conduct gender-responsive literacy surveys on a regular basis using appropriate methodologies; and,
9. Institute gender-responsive monitoring, evaluation and accountability mechanisms for adult education programmes improvement and impact assessment.

2.6 NON-FORMAL EDUCATION

Background

Despite the introduction of FPE, many school-age children (especially girls) in urban slums, among the rural and urban poor, and in ASALs, are still unable to access education, mainly due to socio-economic reasons. Various Government departments, NGOs, religious organizations and donor agencies are involved in the provision of NFE to out-of-school children. After the introduction of FPE, the Street Families Rehabilitation Trust Fund (SERTF) was set up under the Office of the Vice President. The SERTF comprises various ministries currently involved in providing basic services, including education, to this vulnerable group. A survey conducted in 2003, showed a gender disparity in favour of males in NFE enrolment. Female learners constituted only 45 per cent of the total enrolment.

Issues and Constraints

The Ministry of Education, through FPE, is currently supporting some Non-Formal Education centres through capitation for training and provision of teaching materials. There are plans to eventually extend the support to all NFE centres. In spite of these interventions, access and equity in the NFE sub-sector is still characterized by low participation rates and regional disparities.

There are many service providers in this sub-sector but their activities are not coordinated. The sub-sector also lacks quality assurance services.

Objective

To increase participation of adults and out-of-school youth and children in gender equitable basic literacy and other education programmes.

Policy Statements

To achieve the above objective, the Ministry will:

1. Develop, review, and disseminate gender appropriate NFE policy guidelines;
2. Devise mechanisms to enhance participation of out-of-school youth in gender-equitable basic literacy and education programmes;

3. Collaborate with partners and community members to enhance literacy programmes and improve linkages for boys and girls, women and men with a view to reducing the gender disparities;
4. Develop a national qualifications framework with a view to creating opportunities for NFE learners, to re-enter or complete the non-formal system of education;
5. Collaborate with partners to mobilize resources and strengthen structures for non-formal education;
6. Develop modalities for remuneration and recruitment of retired teachers for NFE programmes in order to enhance equity and quality; and,
7. Develop a gender-enabling learning and training environment for non-formal education.

Strategies

To implement the above policies, the Ministry will employ the following strategies:

1. Develop and regularly review non-formal education curriculum, as well as teaching and learning materials, with a view to incorporating emerging issues and mainstreaming gender issues;
2. Build capacity of non-formal education teachers in subject content knowledge and gender-responsive pedagogy;
3. Increase the number of NFE teachers and other personnel working in the sector, while at the same time ensuring gender balance;
4. Increase male learners participation in non-formal education;
5. Develop, disseminate and implement a gender-responsive non-formal education guidelines from time to time;
6. Mobilize resources to facilitate design and implementation of gender-responsive NFE programmes, particularly for disadvantaged groups and communities;
7. Conduct gender-responsive literacy surveys on a regular basis using appropriate methodologies; and,
8. Institute monitoring, evaluation and accountability mechanisms for non-formal education programmes, improvement and impact assessment.

2.7 TEACHER EDUCATION

Background

Gender disparities in enrolment in teacher education are highest in secondary school teacher education programmes. Between 1999 and 2003, the average enrolment

of females was 49.6 per cent in primary teacher training colleges, 44.3 per cent in secondary teacher training colleges and 53.10 per cent in special education teacher training programmes⁴. At the university level, enrolment in teacher education degree programmes reveals wide gender disparities in favour of males. In the 2002/2003 to 2004/2005 academic years, of those enrolled in teacher education degree programmes in public universities, only 39.8 per cent were female.⁵

Issues and Constraints

Historical imbalance in the intake of student teachers in the pre-service certificate and diploma training institutions, as well as lower performance of girls in secondary school, are the main causes of gender inequality in teacher education. Of concern also is the current imbalance that has women teachers over-represented in many urban areas and under-represented in remote rural areas where their presence can encourage girls' education.

Objective

To ensure gender balance in intake of student teachers in pre-service teacher training of certificate and diploma institutions, as well as the deployment of teachers in a manner that addresses the low representation of women at all levels.

Policy Statements

To achieve the above objective, the Ministry will:

1. Ensure gender-balanced entry into teacher education and employment;
2. Engender management structures, such as College Boards;
3. Ensure gender considerations in infrastructure development; and,
4. Strengthen educational structures related to curriculum development, implementation, supervision and assessment and make them gender responsive.

Strategies

To eliminate gender disparities in enrolment in teacher education, the Government will implement the following strategies:

1. Provide budgetary provisions for curriculum development and review, and enhancement of pedagogy and training delivery mechanisms;
2. Develop gender-responsive teaching and learning materials that promote human rights education, guidance and counselling, and gender-sensitive media education;

⁴Ministry of Education (2003)

⁵ Nge'the, N. McCormic, D. Ngome, C. Bunyi, G. and Kiiru, S. (2005)

3. Set guidelines to support re-entry of student-teachers who become pregnant;
4. Make deliberate efforts to deploy female teachers to rural areas and ASALs to be role models for girls;
5. Institute pre-service and in-service training programmes for all teachers, teacher trainers, head teachers and teachers on child-centred and gender-responsive pedagogy;
6. Expand awareness among communities on the need to create gender-responsive learning environments in order to enhance women's participation, access, progression and achievement, especially in ASALs;
7. Sensitise curriculum developers and ensure gender balance in the training, employment and representation in curriculum development panels;
8. Institutionalise gender expertise in curriculum design, development, and learning assessment processes in KIE, TSC, Quality Assurance and Standards, KNEC and in higher education; and,
9. Establish monitoring, evaluation and accountability processes and use the information arising from the processes to make curriculum, teaching and learning assessment, and quality assurance more gender responsive.

2.8 TECHNICAL, INDUSTRIAL, VOCATIONAL AND ENTREPRENEURSHIP TRAINING

Background

Enrolment in public TIVET institutions increased from 40,622 in 1999 to over 66,500 in 2004, with females constituting 49.1 per cent of the total enrolment. However, female students' enrolment has been highest in youth polytechnics and lowest in national polytechnics. Between 1999 and 2004, female enrolment in youth polytechnics was over 50 per cent of the total number of students enrolled. The highest female enrolment in technical training institutes was 45.7 per cent in 2004. However, female enrolment in national polytechnics has not surpassed 39 per cent between 1999 and 2004. Further, female enrolment in SMT-related courses in TIVET institutions is extremely low. In 1998, it stood at only 1.4 percent in mechanical engineering, 4.4 per cent in electrical and electronic engineering, and 5.0 per cent in building and civil engineering.⁶

Issues and Constraints

Enrolment within TIVET has grown by 17 per cent from 28,870 in 2005 to 34,903 in 2006 and this is a major achievement given the stagnation of the sub sector. Although the Government has been sensitising management, staff and other stakeholders on

⁶ MOEST (2003)

addressing gender representation of teachers and students' course entries in their respective institutions, participation of women in technical courses remains low. Majority of females in TIVET institutions are enrolled in secretarial and institutional management courses.

Objective

To increase enrolment, retention, transition and achievement in TIVET, especially for girls and women.

Policy Statements

To achieve the above objective, the Ministry will:

1. Ensure that management structures, boards and human resources for TIVET institutions are engendered;
2. Provide a framework to ensure more opportunities and infrastructure support for improved womens' and girls' participation in TIVET;
3. Involve all relevant stakeholders in the development of a national skills training strategy, which takes gender issues into account;
4. Provide mechanisms to enhance participation of females in SMT- based courses; and,
5. Develop a national qualifications framework to provide alternative paths for TIVET graduates, especially girls and women, to access higher education.

Strategies

To implement the above policies, the Ministry will employ the following strategies:

1. Build capacity of management and staff to address gender issues;
2. Where possible provide bursaries, loans and scholarships to school leavers, especially marginalized groups such as girls, children with special needs and persons from ASALs, to study technical courses where they are under-represented;
3. Implement affirmative action in polytechnic admissions for science related courses;
4. Encourage rehabilitation of sanitary facilities, learning facilities and physical infrastructure in public TIVET institutions to ensure that they are gender friendly in order to create a gender-responsive environment;
5. Develop women role model programmes in TIVET institutions and provide technical knowledge and vocational skills, as well as promote attitudes necessary for development;
6. Involve relevant stakeholders to ensure that the Comprehensive National Skills Policy is gender-responsive;

7. Develop bridging programmes for students from disadvantaged backgrounds, especially girls and women, between secondary and TIVET institutions, especially in SMT-related courses;
8. Collaborate with stakeholders to create necessary linkages and credit transfers between tertiary institutions and universities for the benefit of women and other disadvantaged groups; and
9. Collaborate with partners to provide seed money to TIVET institutions to promote Income Generating Activities (IGA) to establish endowment funds for student bursaries.

2.9 UNIVERSITY EDUCATION

Background

In Kenya, enrolment in public university education is characterised by wide gender disparities in favour of males. In 2004, female students made up only 36.2 per cent of the total enrolment. Further, female enrolment in SMT-related degree courses is very low. For example, at the University of Nairobi, for the academic years 2002/2003 to 2004/2005, females constituted only 16.1 and 26.3 per cent of those enrolled in the Bachelor of Architecture and Bachelor of Computer Science degree programmes respectively. Further, enrolment of female students from the disadvantaged areas, such as ASALs, has been extremely low. At the University of Nairobi, in the academic years 1999/2000 to 2004/2005, out of a total of 2,400 females admitted into the university, only 11 female students or 0.6 per cent, of the total enrolment, were from the arid districts and only 388 or 16.2 per cent, of the total enrolment, were from the semi-arid districts.

The situation of female enrolment in accredited private universities is different from that of the public universities. Since the 2000/2001 academic year, enrolment of females has been higher than that of males and reached 53.1 per cent⁷ of the total enrolment in the 2004/2005 academic year.

Issues and Constraints

While the number of students qualifying to join universities is growing rapidly, available places remain generally stagnant. For example in 2005, 68,000 candidates qualified for admission but the Joint Admission Board was only able to admit 10,000 students, while private universities admitted another 5,000 leaving over 53,000 students. A low enrolment rate of girls and women is still a challenge in university education. This is despite the affirmative action that allows girls to be admitted at the State Universities with one point lower than the boys. The low performance of girls in mathematics, science and technical subjects in KCSE hinders

⁷ Commission for Higher Education (2005).

them from joining the world of science at the university level. This limits their opportunity to join lucrative professional fields. In addition, low participation of women in lecturing, research, governance, management and administrative responsibilities at the universities is another setback.

Objective

To increase participation and ensure gender equity in teaching, learning, governance, management and administration of university education and research.

Policy Statements

The Government will work with partners and university education providers to:

1. Provide policy guidelines and a legal framework to ensure gender-responsive management and administration of universities and equity in university education;
2. Continue to co-ordinate stakeholders' and partners' efforts to enhance human and institutional capacity of universities to respond to gender and other cross-cutting issues;
3. Develop modalities to ensure participation in university education of marginalized groups, including orphans, women and girls, especially from ASALs and rural and urban slum areas; and,
4. Develop and implement policy on Open and Distance Education.

Strategies

To attain increased participation and gender equity in teaching, learning, governance, management and administration of university education and research, the Ministry will implement the following strategies:

1. Encourage gender-responsive teaching and learning environment at universities in order to promote participation of girls and women, and the vulnerable groups in university education;
2. Encourage and disseminate gender-responsive research;
3. Mainstream gender in university policies and programmes;
4. Implement affirmative action in admission of girls, particularly those from ASALs and marginalized areas;
5. Enforce policies against sexual harassment and GBV;
6. Implement affirmative action in the provision of grants and loans;
7. Implement women empowerment programmes such as affirmative action to ensure female representation in management;
8. Implement sensitisation and behaviour change programmes on HIV/AIDS;

9. Institutionalise gender-responsiveness in appointment of chief executive officers and other leadership positions in universities; and,
10. Encourage and promote women participation in decision-making levels.

2.10 GENDER IN GOVERNANCE AND MANAGEMENT

Background

Women are grossly under-represented in governance of public affairs in Kenya. For example, in 2006 there were only two women cabinet ministers, and only 5 assistant ministers. Out of 210 elected Members of Parliament, only 4 per cent were women and only 50 per cent of the 12 nominated parliamentarians were women. Appointments into Public Service leadership positions also reveal glaring gender disparities. Among the eight Provincial Commissioners, for example, none is a woman. At the district level, only 2.8 per cent of the District Commissioners are women⁸.

Governance and management of education is equally male-dominated. With only one-woman assistant minister, men occupy four of the five top decision making positions (Minister, Assistant Ministers, Permanent Secretary and Education Secretary). Between the 1980s and 1990s, women representation in governance and management of education in Kenya was limited to two women - an Assistant Minister of Education and a Permanent Secretary. Within the current structure of the MoE, out of the five directors of education, only one is a women. Out of the eight Provincial Directors of Education, only two, or 25 per cent, are women. At the district level, less than 20 per cent of the DEOs are women. Furthermore, women make up only 25 per cent of the chief executives of the MoE Semi Autonomous Government Agencies (SAGAS).

At the universities, gender gaps in governance and management are glaring. In the six public universities, there is only one female chancellor recruited recently by Kenyatta University. In addition, there is no female university council chairperson.

Top-level governance and management of private universities is more gender responsive. Daystar University has a female chancellor, while African Nazarene University, Keriri University and United States International University (USIU) have female vice chancellors.

Student leadership at university level is also male dominated. In Kenyatta University (KU), for example, since the 1998/1999 academic year, female students have held only second order positions such as assistant organising secretary / secretary / treasurer or vice chairperson of Students Association (KUSA). In the 2003/2004 academic year however, a female student held the powerful position of Secretary General.

⁸ Daily Nation, Monday, January 9, 2006

The management of primary and secondary schools, including appointment of head teachers, deputy head teachers, senior teachers and heads of departments, shows a trend of male dominance. The Boards of Governors and School Management Committees composition and leadership indicate inequalities in gender representation in favour of men.

Issues and Constraints

Although the Government has put in place policies to address some of these challenges and continues to engage with stakeholders to gain their consensus on modalities of addressing gender issues in this area, it is apparent that underlying causes and factors militate against the achievement of gender equity and equality in education. There is, therefore, urgent need to plan and implement strategies and programmes that address these concerns.

Objective

To enhance gender equity and equality in governance and management of education.

Policy Statements

To achieve the above objective, the Ministry will:

1. Provide policy direction and guidelines that ensure gender equity and equality in the education sector;
2. Ensure gender equality in appointment of senior officers in the education sector;
3. Institute gender-responsive management and governance structures in the education sector, including University Councils, Boards of Governors for colleges and secondary schools, and in appointment of School Committees;
4. Strengthen modalities for gender-balanced appointment of head teachers and deputy head teachers; and,
5. Design a framework for support of women's development and participation, particularly in leadership positions, politics, science and economics.

Strategies

The Government will achieve gender equity and equality in governance and management of education through implementation of the following strategies:

1. Sensitise top decision makers' and secure their commitment and support for gender mainstreaming;
2. Enhance stakeholder sensitisation and capacity building to support women leadership in education, particularly through mentorship and support programmes for women;
3. Use affirmative action as a strategy to enhance gender equity and equality in recruitment, training, deployment and promotion, particularly in

appointment of head teachers and deputy head teachers such that if the head teacher is male, the deputy is a female and vice versa;

4. Ensure gender balance in appointments to governance and leadership positions in University Councils, Vice Chancellors, Heads of Schools, BOGs, PTAs and SMCs;
5. Institute programmes for actors in gender mainstreaming, including educational planners, governors, managers, researchers, teachers and other professionals, and deliberately involve males in girls' and women's empowerment;
6. Enhance implementation of affirmative action in admitting girls from ASALs into university, technical colleges and national secondary schools;
7. Implement affirmative action and gender balance in Constituency Bursary Funds (CBF) allocation and Constituency Development Fund (CDF) management committees;
8. Implement affirmative action in provision of scholarships for higher education;
9. Ensure gender balance in leadership of educational unions and professional bodies; and,
10. Institute monitoring and evaluation mechanisms for progress and impact assessment.

2.11 GENDER INSTITUTIONAL CAPACITY

Background

Gender is a fairly new concept in Kenya, hence not a lot of studies have been conducted in the area. To date, no public university in Kenya offers a degree course in gender studies. Gender issues are studied as Units in other courses. Nevertheless, there is considerable gender-in-education expertise in the Ministry of Education, universities, NGOs and private consultants.

The Government is committed to achieving social equality, especially gender equality and equity. The establishment of institutional structures, such as the Gender Commission, a National Task Force for Gender and Education, a Ministerial Task Force on Girls' Education, and a Gender Desk at the Ministry of Education is an indicator of that commitment. These structures are, however, have not been very effective.

Issues and Constraints

Through socialization, girls and women learn and internalise subservient beliefs, values and attitudes against women. Many men and boys have negative perceptions of girls' and women's abilities.

Gender studies and gender issues have sometimes been confused with women activism and even feminism. These perceptions still pervade all social strata, including top-level decision makers. Further, there is insufficient commitment to gender mainstreaming, even when decision makers understand and appreciate gender issues.

To counter this, the Government, through the implementation of the NARC Manifesto, has put a minimum of 33% representation of women in all sectors and particularly in decision-making positions. It is envisaged that full equality will be eventually achieved as stipulated in international goals, protocols and conventions.

In spite of these noble initiatives and goals, pervasive marginalization of women in higher education, leadership and access to national resources persists. In Education, access of women to decision-making positions is minimal, so is representation of women.

Objective

To build and strengthen institutional capacity to mainstream gender equity and equality in all institutions, policies, programmes and activities, planning, implementation and budgeting processes in the education sector.

Policy Statements

To achieve the above objective, the Ministry will:

1. Develop and disseminate policy guidelines and provide direction for gender equity and equality attainment;
2. Strengthen gender structures, such as gender task forces, advisory bodies, gender units, courses and gender studies departments in universities to enhance gender capacity within the sector;
3. Collaborate with and co-ordinate stakeholders working within gender capacity development area; and,
4. Develop modalities for strengthening educational institutions, organs and stakeholders to address gender issues.

Strategies

To implement the above policies, the Ministry will employ the following strategies:

1. Ensure political will and commitment to achieve gender equity and equality at the highest levels of decision making;
2. Undertake gender analysis, audit and research to reveal the gender imbalances, underlying causes and the educational needs for girls and boys, women and men;
3. Develop a plan on how to enhance capacity to address gender issues within the education sector;

4. Identify institutions responsible for development of national programmes to ensure that recommendations from this Policy are mainstreamed appropriately;
5. Strengthen existing institutional structures and create new structures for gender mainstreaming, including making available necessary resources and assigning responsibility and accountability;
6. Ensure the mainstreaming of gender in all aspects of school and working environment within the education sector;
7. Participate in the formulation of national development programmes and projects to ensure gender responsiveness;
8. Provide trained personnel at all levels of education to facilitate gender mainstreaming in the education sector;
9. Network and liaise with relevant government ministries and departments, and exercise supervision to ensure implementation of this Policy; and,
10. Mobilize resources for gender mainstreaming and supporting enactment of laws, policies, regulations, and analysis of MoE and national budgets for gender responsiveness.

2.12 GENDER EQUITY AND MARGINALISED GROUPS, INCLUDING OVCs, PEOPLE LIVING IN THE ASALS AND THE RURAL AND URBAN POOR

Background

The low enrolment rates and high gender disparities among disadvantaged groups, such as OVC, children in ASALs, refugees and internally displaced learners, and children living in urban slums and on the streets, is a major educational challenge in Kenya.

Issues and Constraints

Although participation in education by the marginalized groups is generally low, girls and women are more marginalized, especially because of their gender roles, and inadequate access to and control of resources. Among the marginalized groups, particularly women and girls, education is not a priority. They provide labour in the plantations and households to subsidize the meagre resources of the family.

Objective

To increase participation and attain gender equity and equality in the education of disadvantaged groups, including OVC, PLWHA, learners with special needs, people living in ASALs, rural areas and the urban poor.

Policy Statements

In order to eliminate gender disparities in access, retention, transition and performance of marginalized groups, the Government will:

1. Develop a policy on Open and Distance Education to give marginalized groups a second chance in education;
2. Establish monitoring and follow up mechanisms for school dropouts and design appropriate measures to address their needs to re-route them to school;
3. Develop modalities for registration, resource provision and strengthening of NFE and other similar centres;
4. Adopt an integrative affirmative framework for different educational levels and types, and develop linkages and equivalencies so that learners attending NFE, adult education and TIVET can enter and re-enter the formal education system at various levels and vice versa, particularly for girls and OVC;
5. Strengthen co-ordination, collaboration and partnership frameworks for the diverse stakeholder involvement at this level; and,
6. Improve capacity for collection, analysis, storage and dissemination of gender-disaggregated data by category of marginalized groups so that action will be based on comprehensive information.

Strategies

To implement the above policies, the Ministry will employ the following strategies:

1. Adopt diverse, flexible and gender-responsive modes of education provision, including boarding and day schools, mobile schools, feeder schools close to communities, single-sex and co-education schools, multi-shift and multi-grade teaching, NFE, adult education, and open and distance learning;
2. Sustain and enforce free and compulsory primary education by minimizing the cost of education for poor households with a view to reducing gender disparities by rationalizing fees and levies, enforcing fees guidelines and expanding school feeding programmes for the needy to address emerging gender disparities;
3. Mainstream gender-responsive ECDE and eventually make it free and compulsory;
4. Establish new institutions where necessary for all types of education and levels, including ECDE, primary, secondary tertiary, NFE and adult basic literacy with a view to increasing access and eliminating gender disparities;
5. Improve the school learning environment and infrastructure to ensure the availability and appropriate location of gender-responsive facilities, such as

separate toilets with privacy for girls, water and sanitation as well sanitary towels and sanitary towels disposal facilities;

6. Enhance partnership and collaboration with relevant ministries and agencies to ensure adequate and gender-responsive care, provision of integrated gender-responsive education programmes that include health, HIV/AIDS education and care, guidance and counselling, and programmes that address adolescence issues, early marriages and school feeding for OVC;
7. Institute region-specific advocacy and gender sensitisation programmes for communities as a way of reducing the impact of socio-cultural practices, such as circumcision for boys and female genital mutilation (FGM) that impede on education, especially of girls, the right of children to inclusive education and enforcement of laws and policies against child labour, including commercial sex work and child-trafficking;
8. Strengthen the role of SMCs, PTAs and BOGs, communities, families and households in care of OVC and education of girls;
9. Make gender-responsive education an integral part of emergency response and disaster management processes;
10. Budget for engendering the education of disadvantaged groups; and,
11. Institute gender-responsive monitoring, evaluation and accountability mechanisms for feedback, progress and impact assessment.

2.13 GENDER EQUITY IN PARTICIPATION AND PERFORMANCE IN SMT SUBJECTS AND COURSES

Background

Science, Mathematics and Technology (SMT) are considered a prerequisite for industrialization and economic development. Research studies indicate that in Kenya there is poor participation and performance in SMT subjects and courses by both males and females. However, females' participation and performance is worse than that of males at all educational levels.

A study of the historical development of education reveals that girls were encouraged to study humanities and subjects that would prepare them for their care roles in the family. Consequently, little was done to provide girls' schools with SMT-related infrastructure such as laboratories and other equipment, or facilities for learning science and technology subjects.

Issues and Constraints

Participation of women in technical courses is very low. This is mainly due to the historical impediments on infrastructure support in girls' schools. Cultural perceptions and stereotyped thinking by key stakeholders, including science teachers, managers and communities, have contributed largely to maintenance of the status quo.

The Government has been instrumental in redressing these historical disadvantages through provision of grants for construction of laboratories and supply of equipment to girls' schools. Curriculum review is on going as is capacity building of teachers to equip them with pedagogical skills that emphasize use of participatory and interactive teaching methods. These methods tend to support girl learners in science subjects. In spite of these interventions, disparities are still evident and pervasive, thus requiring continuous and deliberate policy engagement, programmes and targeted interventions.

Objective

To improve participation, performance and gender equity in SMT subjects and SMT-related courses and professions.

Policy Statements

To achieve the above objective, the Ministry will:

1. Provide policy guidelines to support curriculum review, teacher in-service on use of gender responsive pedagogy, and improvement of assessment and learning environment on SMT;
2. Implement modalities and mechanisms to facilitate survival, and enhance participation and performance of girls and women in SMT and technical subjects and professions;
3. Develop a framework for a wide stakeholder participation and consensus on gender-responsive SMT enhancement;
4. Promote systems of best practices in the teaching of SMT; and,
5. Enhance efforts for infrastructure development of gender-responsive SMT and centres of excellence.

Strategies

To implement the above policies, the Ministry will employ the following strategies:

1. Provide opportunities, especially for girls, for enhancement of knowledge and skills in all fields, including Information and Communication Technology (ICT);
2. Build capacity of SMT teachers in subject content knowledge and use of gender-responsive pedagogy;
3. Sensitise girls and boys, parents, communities, teachers, PTAs, SMCs, BOGs and educational managers, so as to change beliefs and attitudes about females' ability in SMT;
4. Engender the SMT curriculum and increase access to gender-responsive SMT facilities, equipment and text books, especially for girls;

5. Build girls' confidence in SMT through implementation of programmes, such as mentorship, role modelling, science camps / clinics and career guidance;
6. Implement affirmative action for qualified females in admissions to SMT-based TIVET and university programmes by instituting gender-responsive, subsidized bridging courses/pre-tertiary SMT programmes to enable girls and boys meet admission requirements, and provide scholarships and bursaries for needy students, particularly girls pursuing SMT-based programmes;
7. Lobby for increased recognition and reward of women scientists and technologists by society and the labour market;
8. Mobilize resources for SMT programmes and research with special focus on gender issues in SMT; and
9. Institutionalise gender-responsive monitoring, evaluation and accountability mechanisms for SMT programmes improvement, progress and impact assessment.

2.14 GENDER-RESPONSIVE LEARNING AND WORK ENVIRONMENTS

Background

School and work environments impact on girls and boys, women and men differently. The critical gender issues in the school environment exist in the physical, academic, and social dimensions of the school. Research studies indicate that girls are more affected by poorly equipped learning environments.

Issues and Constraints

Provision of adequate, appropriate and gender-sensitive infrastructure is a major constraint to many school communities. In many schools, the problem results mainly from scarcity of resources and insensitivity to the needs of girls and women. This problem requires urgent attention as it affects the quality of the education. In addition, if the working environment is not conducive, the workers' morale will be low and they will not deliver efficiently.

Objective

To ensure that school and work environments are well equipped and gender-responsive.

Policy Statements

The Government will work with the communities and other stakeholders to:

1. Pursue policies geared towards providing adequate, appropriate and gender-responsive infrastructure that will promote conducive working and learning environments;

2. Develop modalities to support the work of key partners in providing schools with the needed infrastructure; and
3. Strengthen frameworks for proper planning and allocation of resources to enhance a quality, gender-responsive learning environment.

Strategies

To implement the above policies, the Government will employ the following strategies:

1. Provide budgetary allocation and resource mobilization for provision of gender-responsive learning environments, including supply of adequate and gender-responsive infrastructure, furniture, equipment and guidance and counselling services for girls' schools;
2. Ensure availability and proper usage of water, appropriate toilets and sanitary materials, disposal facilities, gender-sensitive recreation facilities and equipment, particularly at the ECDE and lower primary levels, and for SNE learners;
3. Mount gender-awareness programmes among SMCs, PTAs and BOGs;
4. Train teachers and teacher-trainees on gender-responsive pedagogy;
5. Promote gender-respectful social interactions among girls and boys, girls and male teachers, boys and female teachers and male teachers and female teachers;
6. Establish centres of excellence for boys and girls as models for gender responsive education;
7. Ensure gender sensitisation and community mobilization for the education of girls and boys according to region-specific gender needs for girls and boys; and
8. Institute gender-responsive monitoring and evaluation, and accountability for progress and impact assessment.

2.15 GENDER-BASED VIOLENCE AND SEXUAL HARASSMENT

Background

Currently, there is an increase in the number of cases reported by the media that touch on Gender Based Violence (GBV). Research has shown that although girls and boys, men and women suffer acts of sexual and gender-based violence, girls and women suffer the most. Recent reports indicate that women and girls are in the first line of violence. Women are in most cases dependent on men and therefore, despite being subjected to GBV, they find it difficult to manage the situation or to escape the violence.

Issues and Constraints

Efforts to address the increasing cases of GBV have largely been uncoordinated. In addition, many cases are not reported due to cultural inhibitions and women's acceptance of GBV as part of their life. Most women depend on men for finances, which gives men undue advantage over women. Many Kenyan communities still adhere to traditional beliefs and practices rooted in patriarchy that still militate against women and girls' rights. As a result of socialization, both boys and girls tend to acquire gender-stereotyped roles, attitudes, values and norms, which propagate the status quo.

Objective

To eliminate sexual harassment and gender-based violence.

Policy Statements

To achieve the above objective, the Government will work with partners to:

1. Mainstream policies that address GBV at all education levels;
2. Establish modalities for dealing with Sexual and Gender-Based Violence (SGBV), including sexual harassment;
3. Develop a framework for co-ordination of stakeholders involved in efforts of providing a safe learning and teaching environment; and,
4. Develop and implement clear anti-sexual harassment and anti-gender-based violence policies at all levels in the MoE and all educational institutions.

Strategies

To implement the above policies, the Ministry will employ the following strategies:

1. Revise the teacher training and school curriculum as well as provide in-service training of teachers in gender-responsive pedagogy with a view to curbing GBV;
2. Establish mechanisms and capacity building of education managers to establish and support anti-gender-violence programmes;
3. Implement gender-responsive safety and security measures and advocate for stringent action against production of sexually-provocative literature and films;
4. Integrate and infuse gender-sensitive sexual maturation and Reproductive Health (RH) issues in the curriculum and co-curricular activities, sensitising the youth on gender issues, equipping them with knowledge and skills on RH and sexuality using a human rights-based approach;
5. Train teachers and health providers to recognize and be responsive to the emotional and psychological needs of female and male learners especially adolescents;

6. Institute empowerment programmes for girls and boys including developing Information, Education and Communication (IEC) materials on gender, sexual maturation and management of the menstruation process;
7. Provide the youth with gender-friendly RH facilities and services;
8. Establish and strengthen guidance and counselling departments at all levels in the education sector;
9. Ensure implementation of re-entry policy for school-girl-mothers and boys adversely affected by socio-cultural factors, and provide accelerated learning opportunities for them;
10. Sensitise SMCs, PTAs, and BOGs on their role in the provision of appropriate and adequate sanitary facilities for learners and teachers;
11. Institute follow-up programmes on girls and boys who drop out of school or are adversely affected by pregnancy, forms of SGBV and other socio-cultural barriers;
12. Mobilize resources for development, procurement and provision of special reusable and affordable sanitary pads, especially for girls with disabilities, particularly the blind; and,
13. Institute monitoring, evaluation and accountability measures for progress and impact assessment.

2.16 GENDER EMPOWERMENT

Introduction

Through socialization, girls learn and internalise subservient beliefs, values and attitudes against themselves and therefore lack empowerment. Lack of empowerment for boys and men is a serious barrier to equitable gender relations.

Issues and Constraints

Major challenges for gender empowerment include misconceptions surrounding the concept of gender and lack of appreciation of what gender is all about. The deeply embedded culture, based on patriarchal systems, make people believe that superiority of men and the low status of women are natural and cannot be changed.

Objective

To ensure that girls and boys women and men are empowered to overcome gender misconceptions that translate into inequities and inequalities.

Policy Statements

To achieve the above objective, the Government will work with partners to:

1. Develop and implement policy guidelines for mainstreaming gender and

- development, life skills and human rights, with a special focus on women rights for all types and levels of education;
2. Create structures and forums for women empowerment, including support groups, clubs, public discourse, experience sharing and exchange programmes within and without the country; and
 3. Develop modalities for regular provision of adequate, relevant and up-to-date information and education on women and girls, boys and men to make them appreciate the need for empowerment.

Strategies

To implement the above policies, the Ministry will employ the following strategies:

1. Develop and implement gender-sensitisation programmes for parents, communities, girls' forums, children's rights clubs, mentorship, drama, excursions and competitions;
2. Implement empowerment programmes for boys and men to live, work, collaborate and change their negative beliefs and attitudes towards empowered girls and women;
3. Develop programmes for male role models and mentors for positive gender relations;
4. Build capacity of school managements and teachers to deal with empowered girls and boys;
5. Review statutes, policies and practices at the tertiary level, with a view to making them gender-responsive;
6. Advocate against gender-stereotyping in the media;
7. Budget for gender empowerment programmes;
8. Mobilize resources for gender empowerment programmes; and
9. Establish a gender-responsive monitoring, evaluation and accountability mechanism for progress and impact assessment.

2.17 GENDER-RESPONSIVE MANAGEMENT OF THE SEXUAL MATURATION PROCESS

Background

Although the sexual maturation process can have a negative impact on the education of both boys and girls, the impact on girls is more severe. Research studies show that sexual maturation has a negative impact on girls' attendance and performance if not properly managed. It is important that appropriate strategies are employed to eliminate the negative impact of the sexual maturation process. Currently, there is a re-entry policy for school-girl-mothers and boys adversely affected by socio-cultural factors.

Issues and Constraints

Many boys and girls reach adolescence without adequate knowledge and skills to deal with sexual maturation. Schools have tended to leave issues of maturation to parents and vice versa. Challenges related to maturation contribute to school girl pregnancy, poor attendance and low performance. There is urgent need to reform the school environment, particularly infrastructural development, to enhance participation of girls.

Objective

To make the school learning environment gender responsive to sexual maturation.

Policy Statements

To achieve the above objective, the Government will work with partners to:

1. Develop and implement policies on institutional support to sexual maturation, including infrastructure and capacity-building of shareholders;
2. Co-ordinate partnerships and facilitate stakeholder participation in the management of sexual maturation; and,
3. Develop modalities for provision of sanitation materials as part of learning materials.

Strategies

To implement the above policies, the Ministry will employ the following strategies:

1. Incorporate gender-sensitive sexual maturation and Reproductive Health (RH) issues in the curriculum and co-curricular activities to ensure that girls and boys are well prepared and supported to deal with their different sexual maturation challenges and needs positively;
2. Train teachers to recognize and be responsive to the emotional and psychological needs of female and male learners, especially adolescents;
3. Develop Information, Education and Communication (IEC) materials on gender, sexual maturation and management of the menstruation process;
4. Institute empowerment programmes for girls and boys for positive management of sexual maturation;
5. Mobilize resources to provide the youth with gender-friendly RH facilities, procurement of sanitary towels, improvement of sanitary facilities and sexual maturation management programmes and services;
6. Ensure implementation of the re-entry policy for school-girl-mothers and provide accelerated learning opportunities for school-girl-mothers and boys adversely affected by socio-cultural factors;

7. Establish and strengthen guidance and counselling departments at all levels in the education sector; and
8. Establish monitoring, evaluation and accountability mechanisms for progress and impact assessment.

2.18 GENDER, EDUCATION AND HIV/AIDS

Background

HIV and AIDS continues to be a major challenge to our social-economic development. Since the first case was diagnosed in Kenya in 1984, it is estimated that over 1.5 million people have died due to AIDS related illness, resulting in 1.8 million children left as orphans. There was a noted decline in HIV prevalence from a peak of 14 per cent in 2000 which has fallen to 7 per cent in 2004, due to successful multicultural responses. It is also estimated that 1.4 million people in the country are living with HIV today.

HIV and AIDS affects women and men differently due to their biological, socio-cultural and economic circumstances. Due to both biological and socio-cultural factors, including gender-based violence, girls and women are more vulnerable to HIV infection than men and boys. In addition, girls are more affected by the HIV/AIDS pandemic since they are often called upon to provide care for their sick parents or relatives, as well as looking after their siblings. Both girls and boys lack life skills and thus are not well prepared to protect themselves from the ravages of HIV/AIDS.

There are many and diverse challenges that face efforts to address HIV, gender and education issues. Consequently, there is need to develop a clear and comprehensive policy framework to address these challenges.

Issues and Constraints

Despite the progress in HIV and AIDS campaigns, enormous challenges remain. The rate of infections is still unacceptably high particularly among vulnerable groups including young girls, and the negative impact that HIV and AIDS inflicts on society as evidenced by the cumulative number of orphans and other vulnerable children. Girls and women are more vulnerable to HIV infection and carry the burden of care of the infected and affected at the family and community level. Elderly women now head most households, and in most cases girls are the first to drop out of school when the family economy is strained. In addition, a majority of the infected are women who live below the poverty line.

In the education sector the HIV/AIDS pandemic impacts on access, retention and completion. Most children who are born HIV positive do not live to enrol in school; orphans are on the increase in schools and many of them, especially girls, continue to drop out; and children, especially girls, are forced to remain at home to take care of ailing parents. In summary, therefore, HIV/AIDS threatens to undermine the gains that have been made in education, while at the same time increasing the dropout rates, the number of illiterate children and those engaged in child labour.

Objective

To reduce HIV/AIDS infection rates and its impact on education, particularly the education of girls and women.

Policy Statements

To achieve the above objective, the Ministry will work with partners to:

1. Continue implementing the existing HIV and AIDS Education Policy;
2. Implement modalities for mitigation of the negative impacts of HIV and AIDS, especially for females, at individual and institutional level; and
3. Enhance the potential strengths of the education sector to undertake preventive education.

Strategies

To implement the above policies, the Ministry will employ the following strategies:

1. Provide girls and boys, women and men with knowledge and skills for the prevention of HIV/AIDS and other Sexually Transmitted Infections (STIs) with a view to reducing HIV/AIDS infection rates and differential impact on men and women, boys and girls;
2. Teach gender issues in HIV/AIDS and Reproductive Health (RH) at all levels of education;
3. Mobilize resources and ensure budgetary provisions for HIV/AIDS prevention and care programmes, with an emphasis on the role of men in prevention;
4. Build teachers' capacity to teach HIV/AIDS and Life Skills Education;
5. Empower girls and women to protect themselves from SGBV as a cause and consequence of HIV infection;
6. Ensure gender sensitisation on gender roles with regard to the care of the infected and affected, using a human rights-based approach;
7. Provide support and gender-responsive counselling for learners infected and affected by HIV/AIDS, especially girls;
8. Conduct gender-responsive research on HIV/AIDS and education and use the findings to inform policy and practice; and
9. Establish a gender-responsive monitoring, evaluation and accountability mechanism for progress and impact assessment.

2.19 GENDER-RESPONSIVE RESEARCH

Background

Gender in education issues are diverse, dynamic and very complex. Designing effective programmes for their elimination requires that gender-responsive research, using various research methods, is conducted on a continuous basis to gain new knowledge about emerging issues.

Issues and Constraints

A lot of research on gender and education originates from Western Countries. There is, therefore, need for more studies from the Africa region, and Kenya in particular, and conducted by local researchers. Secondly, most gender research relates to women and girls with little attention to issues of men and boys.

Objective

To conduct gender-responsive research with a view to designing effective research for informing gender equity and equality interventions

Policy statement

The Government will provide an enabling environment for research studies and undertake empirically-based policy decision making on the needs of men and women, boys and girls.

Strategies

To implement the above policy, the Ministry will employ the following strategies:

1. Increase gender-responsive research capacity at all levels and institutions;
2. Train teachers to conduct gender-responsive action research in their own schools and classrooms to enhance development of local solutions to local gender issues;
3. Establish centres of excellence in gender research;
4. Adopt different research methodologies and dissemination styles, including drama, role play, poetry, puppetry, IEC materials, seminars, workshops, research journals, to enhance comprehensive understanding of the issues by the different stakeholders, such as policy makers, education professionals, local communities, a girls and boys;
5. Conduct research on gender issues relating to boys and men;
6. Establish research co-ordination mechanisms to avoid duplication;
7. Promote participation in local and international gender research networks and forums for sharing and peer evaluation of research;

8. Implement viable recommendations from gender-responsive research;
9. Mobilize resources and advocate for budgetary allocation for gender-responsive research; and,
10. Institutionalise monitoring, evaluation and accountability mechanisms for gender research.

2.20 PARTNERSHIPS AND COLLABORATION IN GENDER AND EDUCATION

Background

To address the diverse gender in education issues effectively, collaboration and partnerships between the Ministry of Education and a variety of stakeholders in education, including other line ministries/departments, communities, parents, NGOs and faith-based organizations is necessary.

Government partners in gender and education include United Nations (UN) agencies, development partners, international and local NGOs, faith-led organizations, community-based organizations and local communities. The Ministry of Education will make a deliberate and systematic effort to form, manage and sustain partnerships for the benefit of education and training from within and outside the sector, and develop a management information system to monitor and coordinate partnership agreements and activities.

Issues and Constraints

Lack of clear policies and co-ordination mechanisms where each partner has been working in their corner on isolated interventions, in addition to inadequate financing, are some of the key constraints in this area. Poor management of resources, inappropriate targeting and inequity, also inhibit sustainability of partnerships and networks. There is need to strengthen linkages, collaboration and networking to help improve the delivery of quality services at all levels, and enhance effective and efficient resource utilization using a sector-wide approach.

Objective

To establish new and strengthen existing partnerships and collaborations in gender and education.

Policy Statements

To achieve the above objective, the Ministry will work with partners to:

1. Continue providing an enabling environment for partner participation, through development of appropriate policies;
2. Establish mechanisms and forums to facilitate regular broad-based consultation and joint monitoring and evaluation;

3. Establish new and strengthen existing partnerships and collaborations in gender and education;
4. Establish co-ordination mechanisms and structures, and provide adequate human and other resources for gender and education programmes implementation at the field and institutional levels; and
5. Ratify and domesticate gender-related international protocols to which the Government is signatory.

Strategies

To implement the above policies, the Government will employ the following strategies:

1. identify key partners in gender and education;
2. Sensitise partners, such as parents and communities, and enlist their support for capital and infrastructure development, and school-feeding programmes;
3. Build and strengthen gender and education capacity of partners;
4. Empower communities to ensure appropriate allocation of community development funds such as Constituency Development Funds (CDF) to bursaries and scholarships, especially for girls;
5. Advocate and lobby for enactment of gender-responsive laws and policies, including amendment of the Constitution to remove the claw-back provisions that allow discrimination, among others;
6. Empower partners to own up to their responsibilities to gender and education; and,
7. Mobilize resources for gender and education programmes.

2.21 GENDER, EDUCATION AND INFORMATION AND COMMUNICATION TECHNOLOGIES

Background

Over the years, ICT has grown into a vibrant sector. The electronic media, through radio and television, is increasingly becoming competitive, particularly with the recent licensing of several radio stations. Other channels of the media, such as films and theatres are expanding slowly. The print and electronic media are powerful tools for shaping opinions, educating and entertaining people. The role of ICT is, therefore, critical in educating people on priority issues like democracy, health, human rights and sustainable development. It is also a prerequisite for economic and industrial growth and development.

Studies have shown that ICT plays an important role in the country's development and social transformation. Currently, a gender digital divide at international and national levels exists. Small numbers of women and girls in IT classes, especially in the universities, is a cause for concern.

Issues and Constraints

Compared to men and boys, women and girls lag behind in training and exposure to the ICT world. There is an urgent need to encourage participation and influence of women in the media, information, communication and technology sector, and to contribute to gender-responsive portrayal of women and men, girls and boys.

Objective

To promote gender balance in access to ICT education and training, reduce negative reporting and portrayal of women and girls, and address under-representation of women at all levels of ICT, especially in decision-making.

Policy Statements

To achieve the above objective, the Government will:

1. Continue to work with its ICT partners to increase ICT services to educational institutions, particularly for girls and women.
2. Establish mechanisms to ensure women and girls venture into technical training in ICT; and,
3. Develop modalities for participation of women in the development of professional guidelines and codes of conduct or other appropriate self-regulatory mechanisms to promote balanced and non-stereotyped portrayal of women and men, boys and girls in the media.

Strategies

To implement the above policies, the Government will employ the following strategies:

1. Conduct a situational analysis of ICT to document the status of girls and women in ICT, and develop programmes to implement the findings;
2. Advocate against gender stereotyping and negative portrayal of women in the media;
3. Promote research and encourage Information Education and Communication programmes aimed at balanced portrayal of women and girls and their multiple roles;
4. Advocate for reduction of duties, taxes and other levies on equipment used in ICT to enhance access, especially for women and girls;
5. Provide incentives to public and private ICT owners, and other media outlets, universities, research institutions and libraries to encourage gender balance and realistic coverage of developmental issues and concerns; and,
6. Encourage the media and advertising agencies to develop specific programs aimed at raising awareness on the various instruments relating to the rights and advancement of women.

CHAPTER THREE – IMPLEMENTATION OF GE POLICY

3.0 INTRODUCTION

The implementation of the Gender and Education Policy will be a collaborative effort between the Ministry of Education and other line ministries (Water; Health; Gender, Sports, Culture and Social Services, and Office of the President), SAGAs, private education providers, Civil Society Organizations implementing education programmes, faith-led organizations, development partners, associations and organisation representing head teachers and teachers, communities and parents. However, the primary responsibility and accountability over its success rests with the Ministry of Education.

3.1 THE IMPLEMENTATION STRUCTURE AND HUMAN RESOURCE REQUIREMENT

Effective implementation of the Gender and Education Policy and co-ordination of gender and education programmes nationally, will be achieved through two organs: a Gender and Education Unit and a Gender and Education Advisory Board.

3.1.1 The Gender and Education Unit

The Ministry of Education will create a Gender and Education Unit under the Directorate of Planning and Policy.

The role of the Unit will be to:

- Provide the physical presence and be the secretariat for coordination and implementation of the Gender and Education Policy;
- Co-ordinate partners and stakeholders in education implementing gender and education programmes and projects; and,
- Provide institutional capacity for the implementation of all gender and education activities as outlined in the Gender and Education Policy.

Terms of Reference for the Gender and Education Unit

1. Coordinating all gender activities related to education, training and research.
2. Mainstreaming gender issues in all education and training policies, programmes, activities and processes.
3. Mobilising resources to support gender activities within the education sector.
4. Advocating for gender and education.
5. Initiating research, gender analysis and audit, and ensuring implementation of key recommendations.

6. Documenting and managing information on gender and education.
7. Scaling up and mainstreaming best practices in gender and education.
8. Building capacity of stakeholders in gender and education.
9. Championing appropriate and necessary affirmative action interventions.
10. Advising the MoE on gender and education issues.
11. Undertaking public relations, communication and rapid response to emerging issues.
12. Promoting partnerships and collaboration with gender and education stakeholders.
13. Linking international developments on gender to national efforts to promote gender and education.
14. Developing monitoring, evaluation and accountability systems.
15. Undertaking monitoring and evaluation of gender in education programmes.

Structure of the Gender and Education Unit

A Coordinator, who will be recruited at the level of KESSP Investment Programme Manager (IPM), will head the Gender and Education Unit. The Unit will have three other professional members of staff:

1. A Deputy IPM who will be second in hierarchical terms to the Unit Coordinator,
2. Two (2) Programmes Officers;
 - i) Programme Officer in charge of Resource Mobilization, and
 - ii) Programme Officer in charge of Monitoring and Evaluation.

A gender focal person will be appointed in each Directorate to work with the Gender Unit and the other gender units established and staffed in each SAGA. Gender and Education officers will also be appointed at provincial and district levels.

Qualifications of the Gender Unit Coordinator

A competent and highly qualified gender and education specialist will head the Gender Unit with demonstrated experience in a similar or related position. The specific qualifications will be:

- i. A post graduate degree in education, with specialization in gender studies
- ii. Five (5) years experience in education and gender-related work
- iii. Good research and gender analysis skills
- iv. Good ICT skills

- v. Knowledge of operations of Government systems, especially in the Ministry of Education
- vi. Knowledge of NGOs gender and education-related work
- vii. Resource mobilization skills
- viii. Capacity building and training skills

3.1.2. The Gender and Education Advisory Board

The Gender and Education Board's role will be to advise the Minister for Education on issues related to gender and education. It will be composed of policy makers, experts and representatives of civil society organisations, faith-based organizations and partners as follows:

• The Permanent Secretary	Chairperson
• Education Secretary	Vice Chairperson
• Director of Policy and Planning	2nd Vice Chairperson
• Gender Unit Coordinator	Secretary
• Heads of Departments	Members
• Vice Chancellors	Members
• Representative from FAWEK	Member
• Representatives from other Ministries	Members
• 2 Representatives of CSOs	Members
• 3 Representatives of FBOs	Members
• Education Partners Coordinating Group representative	Member

Terms of Reference for the Gender and Education Advisory Board

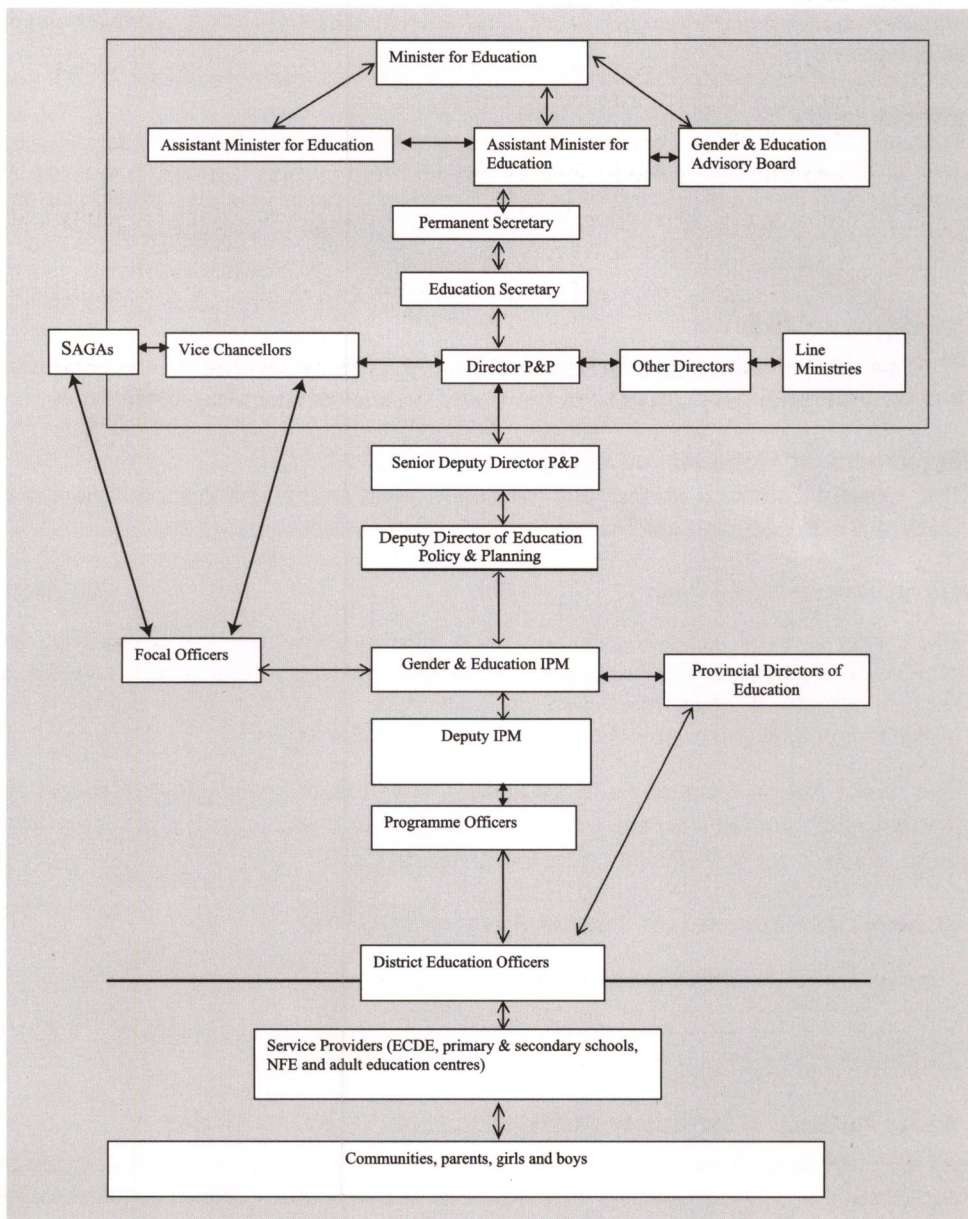
The terms of reference for the Gender and Education Advisory Board will be:

1. To facilitate effective interpretation and implementation of the Gender and Education Policy.
2. To initiate laws, policies and programmes that promote gender equity and equality in education.
3. To lobby for laws, policies, regulations and programmes that promote gender equity and equality.
4. To promote public relations, communication and rapid response to emerging issues.
5. To ensure gender equity and equality in governance and management of education, training and research.
6. To mobilise resources for gender and education activities.

7. To support gender sensitisation programmes at all levels of education and in the wider society.
8. To establish linkages for gender and education, and to strengthen existing partnerships and collaborations.
9. To advise the Ministry of Education on all matters of gender and education, training and research.
10. To ensure gender is mainstreamed in all education and training policies, programmes, activities and processes.
11. To strengthen organizational / institutional capacity of groups and associations involved in gender and education work.
12. To promote and support local efforts aimed at increasing gender equity and equality in education, training and research.
13. To ensure scaling up and mainstreaming of best practices in gender and education.
14. To initiate research, gender analysis and audit, and ensure implementation of findings to strengthen gender and education initiatives.

The implementation structure of the Gender and Education Policy is shown in Figure 1.

Figure 1: The Gender and Education Policy Implementation Structure



The implementation structure will consist of several structures and agencies to allow the effective implementation. These include:

a) Education Committees, Directorates and Departments

Implementation of the Gender and Education Policy will call for action at all levels of operation of the Ministry of Education, and other gender and education stakeholders as indicated below.

Parliamentary Education Committee

The Parliamentary Education Committee will be expected to play an advocacy role in parliament to ensure legislation of laws that have an impact on gender and education. The Minister and Assistant Ministers for Education will liaise with the Committee on behalf of the Ministry.

Ministry of Education

The Permanent Secretary and the Education Secretary will oversee resource mobilization and the professional aspects of the Gender and Education Policy implementation.

Directorate of Planning and Policy

The Gender Unit and gender and education programme will operate under the Directorate of Planning and Policy.

Directorates of Education

The Directorates of Basic, Higher Education, Quality Assurance and Standards, and other MoE Departments will be responsible for undertaking in-depth gender analysis in their directorates or departments so as to identify specific areas of focus and the types of interventions required to redress any identified gender gaps.

The Kenya National Commission for UNESCO will continue to inform Kenyans of international developments and Kenya's progress towards attainment of gender-related targets as spelt out in the Millennium Development Goals.

b) Semi Autonomous Government Agencies (SAGAs)

Teachers Service Commission (TSC)

The Teachers Service Commission (TSC) will ensure gender-responsive teacher distribution and motivation.

Kenya Institute of Education (KIE)

As the curriculum development organ of the Ministry of Education, KIE will design and develop a gender-responsive curriculum. It will also ensure gender-responsiveness in all curriculum support materials.

Kenya National Examinations Council (KNEC)

KNEC will ensure that the administration and management processes of national examinations are gender-responsive.

Kenya Staff Education Institute (KESI)

KESI will train education leaders and managers, for all levels of education, on gender issues in the running of institutions.

Kenya Institute of Special Education (KISE)

KISE will undertake research to identify the unique needs of girls and boys, women and men with special needs, and incorporate the research findings in its training programmes in order to produce gender-sensitive teachers for learners with special needs.

c) University Vice Chancellors

The university vice chancellors will be responsible for undertaking in-depth analysis to identify specific areas of focus and the types of interventions required to address identified gender gaps at the different levels of university education.

d) Provincial Directors of Education and District Education Officers

The Provincial Directors of Education (PDE) and District Education Officers (DEOs) will provide leadership for implementation of the Gender and Education Policy in their respective areas of jurisdiction.

e) Line Ministries

Relevant departments in the line ministries will be responsible for undertaking in-depth analysis to identify specific areas of focus and types of interventions required to address the identified gender gaps in their respective ministries.

The Local Authorities, on the other hand, will continue to play their role in the provision of education in their areas of jurisdiction, while at the same time mainstreaming the Gender and Education Policy.

f) Community-Based Organizations (CBOs), Non-Governmental Organizations (NGOs) and Faith-Based Organizations (FBOs)

As providers of, and partners in education at various levels, CBOs, NGOs, FBOs, and private providers of education will have the mandate to develop and implement programmes in line with the provisions in the Gender and Education Policy.

g) Development Partners

A great deal of resources (financial, human and material) will be required for the effective and efficient implementation of the Gender and Education Policy. Development partners will assist in mobilization of these resources.

h) Stakeholders and Beneficiaries

Local communities will play a key role in mobilizing local resources, and in monitoring and evaluating the implementation process of the Gender and Education Policy.

School head teachers, SMCs, BOGs, PTAs and similar organizations will be responsible and accountable for implementation of the Gender and Education Policy at the school level.

As the key curriculum implementers, inside and outside the classroom, teachers will be expected to apply gender-responsive methodologies in teaching and assessment of learners, as well as play the important role of ensuring that the classroom and the general school environment is gender-responsive and conducive to learning for both sexes.

As the main socialization agents at the family and community level, parents will be expected to socialize their sons and daughters in a way that does not perpetuate traditional gender-specific roles that have hitherto led to discriminative practices.

Students and pupils, who are the main beneficiaries of this Policy, will work with teachers and strive to learn and practise gender-sensitive behaviour at all times.

3.2 MONITORING AND EVALUATION

Monitoring will be cardinal to the effective and efficient implementation of the Gender and Education Policy. This entails the collection, analysis and use of the data and information to determine the progress of implementation. Additionally, periodic evaluation of programme processes with a view to using the findings for programme improvement and planning, and impact assessment will be an integral part of the design, development and implementation of the Policy. Consequently, gender-responsive monitoring and evaluation mechanisms will be instituted. Activities in this area will include identification of gender-responsive indicators and targets, training of implementing personnel on monitoring and evaluation concepts and procedures, conducting the monitoring and evaluation, and using the findings for planning interventions.

3.3 REVIEW OF POLICY

The Gender and Education Policy will be reviewed every (5) five years to take into account emerging issues and trends.

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