THE GENDER REPORT

What is the State of Gender Relations Transformation in Our Basic Education?

Facts and figures for gender transformative education in Kenya and beyond!

1st Gender equality in and through education status report | 2024

USAWA AGENDA
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Usawa Agenda,
22 School Lane, Westlands,
P.O. Box 2907, 00606,
Nairobi.

Tel: +254 114 209 420;

Email: info@usawaagenda.org

Website: www.usawaagenda.org

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Foreword

Counting down the watershed decade for gender and education

Women, like men, must be educated with a view to action, or their studies cannot be called education." - Harriet Martineau

The words of American educator Stephen Covey, that "your most important work is always ahead of you, never behind you" are as inviting as are the study findings presented in this 1st Usawa Agenda's Gender Report. The findings in this report draw our attention to the chiming clock as we countdown to the stated 2030 global beacon in our quest to achieve SDGs 4 and 5, which is to: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"; and "Achieve gender equality and empower all women and girls" respectively. The pursuit of these two is symbiotic.

Education is the primary pillar upon which women's empowerment is built. At the same time, there is ample evidence that links empowerment of women to the promotion of education justice for all children.

This Gender Report comes at a momentous time for Kenya's education sector, with the ongoing implementation of curriculum reforms - transition to the Competency-Based Curriculum (CBC) at the mid-cycle. It is a good time to start checking how the new curriculum and the implementation processes are impacting the path to the desired realisation of Gender Transformative Education (GTE). Globally, it comes at

a time when GTE has become one of the main pillars of the global educational transformation agenda, highlighting the milestones so far achieved and the work that remains to be done.

One of the yawning gaps in the whole discourse around GTE is the paucity of evidence on the current status of gender equality in and through education, especially in developing countries and Africa in particular. This report, while limited in coverage to only Kenya, provides a case through which a sneak preview into the status of GTE across the continent can be undertaken.

The report presents the findings of the first independent analysis of the progress made on gender equality in and through the education agenda in the country. This report thus highlights a number of issues that could help advance various discourses: It offers insights into the gender-disaggregated access to school and learning achievement levels among children in primary and secondary school levels, to help centre gender in the debate around the ongoing curriculum reforms. Similarly, it offers us the opportunity to reflect on the road towards the achievement of SDGs 4 and 5 to which Kenya has subscribed. Its most important contribution, however, is filling in many data gaps for the country's SDGs' reporting needs. Finally, it offers a peek into what the future (post-2030) global gender equality in and through education development agenda could look like by shifting focus from inclusion to justice.

It is my expectation that everyone who reads this report, whether through the lenses of the national or global gender in education goals will find it worth dispassionate engagement with. The data upon which this report is based will also be shared in the coming weeks to the extent that complies with the data protection law of Kenya. Once shared, I encourage academics, graduate students, and other researchers to mine it for non-profit courses to generate further engagement and enhance its utility.

In the meantime, I welcome everyone to start using the evidence herein to inform their own positions on the ongoing debate in the education sector and contribute to shaping the national and global educational priorities as the agenda for gender equality in and through education gathers pace. Public and policy engagements aside, I invite you to circle back to us with feedback. Ask us the difficult questions through email, phone calls, and virtual and in-person meetings. We want to learn from you so that we can do better in contributing to the much-needed gender transformative education and the broader education justice agenda for the benefit of all children and societies in Kenya and beyond.

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Emmanuel Manyasa, PhD
Executive Director, Usawa Agenda

Acknowledgements

The completion of this report brings to fruition the dedicated efforts of a wide range of people and institutions. We acknowledge everyone who offered his or her time, expertise and resources to support the successful implementation of the two 2023 studies: Foundational Literacy and Numeracy Assessment (FLANA) and Secondary School Survey (SESS) in Kenya from which this report is drawn. Our sincere apologies in advance for not being able to mention everyone and/or institution by name. The following, however, stood out in their unique contributions to this report:

- **The Usawa Agenda founders,** Dr. Martin Ogola and Dr. Everline Wanzala, we cannot thank you enough for your steadfast support and stewardship;
- **The Usawa Agenda board members:** Mr. Henry Kilonzo (Chairman), Prof. Gituro Wainaina, Mr. Naman Owuor, Ms. Florence Syevuo, Dr. Wilson Wasike, Mrs. Esther Wairimu, and Ms. Ashina Mtsumi, thank you for being the anchor without which all our efforts would flounder;
- **The Usawa Agenda Secretariat:** Emmanuel Manyasa, Carol Onsomu, Brenda Onyango, Esther Gad, Stephene Maende, Boaz Ochi, Cycus Barasa, David Lutta, Catherine Peter, Faith Atieno and Fred Ogachi your unrivalled commitment is the power behind our success;
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- The **51 County Partners** who dedicated their time to working with village elders and volunteers to ensure that we reached all the selected primary schools, villages, households and the children, your partnership is highly appreciated;
- The **54 trainers** who committed their time and expertise to enhance the village coordinators, volunteers' and research assistants' capacities to conduct the surveys in the most credible way possible, we thank you;
- The over **2,220 volunteers** and **village coordinators** who walked from house to house and visited the many primary schools. You are Usawa Agenda's true heroes and heroines, and your contribution to promoting education justice is invaluable;
- The over **2,000 chiefs, assistant chiefs** and **village elders** who patiently walked us around

their villages, introducing us to the residents, without you, we would have been unwelcome strangers;

- The over **38,600 household heads** who opened their doors to us, disrupted their families' routines to respond to our many questions and permitted us to assess their children, we cannot thank you enough;
- The over **38,000 children** who diligently took the tests even when they proved difficult. We hope, and will continue working to ensure that your struggles lead to the transformation of education systems in ways that guarantee you and future generations, just access to quality education;
- The over **1,800 primary school headteachers** who welcomed us into your schools to conduct the surveys, took time to answer many questions, and walk us around your schools, you are the heroes of transforming education in Kenya;
- The over 1,038,000 pupils in the schools we visited who endured our prying presence as we observed every corner of your schools and the happenings there, thank you;
- The **58 research assistants** who sacrificed their time and comfort travelling to every corner of the country to ensure that we reached all the selected secondary schools, we thank you;
- The **1,317 secondary school principals** who welcomed us into your schools to conduct the surveys, we can't thank you enough for your sacrifices and support for this work;
- Mr. Lawrence Kirimi, formerly in the directorate of secondary education, thank you for your unique support that brought this work to fruition;
- **To our partners:** RELI Kenya, Zizi Afrique Foundation, PAL Network, National Parents Association (NPA), the SDGs Kenya Forum, the Teachers' Service Commission and the Teachers Unions, especially the Kenya National Union of Teachers (KNUT) and Kenya Union of Pre-Primary Education Teachers (KUNOPPET), our partnership truly heralds the future of education and gender research, and policy and practice influencing in Kenya and beyond;
- We sincerely thank the leadership of **the Ministry of Education** both at the **national** and **county levels** for the continued and unwavering support of Usawa Agenda activities. We thank the Kenya National Examinations Council (KNEC) and the Kenya Institute of Curriculum Development (KICD) for their support in developing and reviewing the tests. We appreciate support in sampling and access to Enumeration Area maps offered by the Kenya National Bureau of Statistics. We thank the Department of Family Health, Division of Adolescents and School Health at the Ministry of Health, represented by Dr. Beatrice Ochieng, for support in developing the school health components of the survey tools. We thank the National Commission for Science, Technology & Innovation (NACOSTI), for support in the timely authorisation of the surveys;
- We are indebted to the **47 County Commissioners** at whose offices we made our first stops in each of the counties, in some cases requiring security support to proceed with the surveys, and you all came through for us;
- Thank you, Dr. James Mbugua, for burning your midnight oil to ensure the data was analysed in time to produce the report and the editorial and design teams led by Robin Toskin and William Odidi respectively, for meticulously delivering this report, we thank you for your great efforts; and
- To **our development partners**, who continue to entrust us with their scarce resources for which many different needs, countries, regions and organisations compete, we would not be here without you. We are humbled by the trust you have in us and are committed to delivering full value for every cent we are entrusted with.
- It takes a massive, dedicated team to pull off the two surveys. To all those whose names we couldn't list here, accept our heartfelt gratitude and know that literally, we could not have done it without you. We continue to be inspired by all who unwaveringly work every day to secure the future of our children and that of the country and indeed the world, through education. We are inspired even more by those of you involved in small efforts in the villages, in hidden corners of the world and behind closed doors in isolated offices to get all children to school, especially girls and children with disabilities. You may not know, but you are changing the world in profound ways, and for that, we thank you!

Map of Kenya

Code	County	Headquarters /Capital	Code	County	Headquarters /Capital
001	Mombasa	Mombasa	025	Samburu	Maralal
002	Kwale	Kwale	026	Trans-Nzoia	Kitale
003	Kilifi	Kilifi	027	Uasin Gishu	Eldoret
004	Tana River	Hola	028	Elgeyo-Marakwet	Iten
005	Lamu	Lamu	029	Nandi	Kapsabet
006	Taita–Taveta	Mwatate	030	Baringo	Kabarnet
007	Garissa	Garissa	031	Laikipia	Rumuruti
008	Wajir	Wajir	032	Nakuru	Nakuru
009	Mandera	Mandera	033	Narok	Narok
010	Marsabit	Marsabit	034	Kajiado	Kajiado
011	Isiolo	Isiolo	035	Kericho	Kericho
012	Meru	Meru	036	Bomet	Bomet
013	Tharaka-Nithi	Kathwana	037	Kakamega	Kakamega
014	Embu	Embu	038	Vihiga	Mbale
015	Kitui	Kitui l o	039	Bungoma	Bungoma
016	Machakos	Machakos	040	Busia	Busia
017	Makueni	Wote	041	Siaya	Siaya
018	Nyandarua	Ol Ka u	042	Kisumu	Kisumu
019	Nyeri	Nyeri	043	Homa Bay	Homa Bay
020	Kirinyaga	Kerugoya	044	Migori	Migori
021	Murang'a	Murang'a	045	Kisii	Kisii
022	Kiambu	Kiambu	046	Nyamira	Nyamira
023	Turkana	Lodwar	047	Nairobi	Nairobi
024	West Pokot	Kapenguria			

Introduction

This is Usawa Agenda's first gender in education report for Kenya. It is motivated by the need to spotlight this under-researched area in our education system and contribute to the emerging debate on gender-transformative education. This is not just the first gender report by Usawa Agenda, but also the first in many respects given its timing. First, it is a groundbreaking gender in education report in Kenya. Its findings thus provide the benchmarks for future studies on this subject in the country, besides spotlighting a hitherto under-researched, policy-rich area. Secondly, it is the first gender in education report since we launched our current strategy that turned our organisational focus to advancing the course for education justice. Thirdly, it is the first survey report following the political transition that ushered in a new government with new and still shaping up priorities in its national development agenda in general and education in particular.

This report aims to lay the ground for a robust conversation around the status of implementation, achievements, and challenges of the education and training sector gender policy. The policy was developed in furtherance of Article 27(3-8) of the constitution, which emphasises equality and freedom from discrimination. It acknowledges the existence of gender equality gaps in the education of girls, women, boys, and men. It underscores the Ministry of Education's commitment and determination to address "legal and policy concerns to reduce" the equality gaps.

The gender policy's overall goal is to promote gender equality with regard to access, equity, and equality in the education sector, and to enhance empowerment for effective participation and contribution to national development by all. Its general objective is to eliminate all gender disparities and inequalities in education, create a gender-responsive learning and work environment, and enhance gender-sensitive and responsive governance and management in the education sector. This report scrutinises this particular commitment, highlighting wide gaps between the stated objective and the observed state of affairs in the management of schools. It paints a realistic picture of the state of affairs as far as the achievement of the stated goals of this policy is concerned with a specific focus on the basic education sub-sector.

It is argued in this report that the mission of the policy as stated: "To provide, promote and coordinate the delivery of a gender-sensitive and gender-responsive quality education, training and research that enhances the involvement of all learners in Science, Technology, and Innovation for sustainable development" is inadequate in the context of the shifting global focus to gender transformation and not gender-responsiveness. The policy statements outlined to address the various aspects of gender equality in education and the strategies outlined for pursuing the policy objective are limited to the gender-responsive framework, which ought to be transcended for true equality in and through education to be achieved.

This report spotlights four policy statements for their limitations in the context of gender transformative education and the gaps between the desired and achieved outcomes as per the findings of the surveys reported:

1. **Policy statement number 1.1:** Expand access to a gender sensitive and responsive quality education;
2. **Policy statement number 3.1:** Provide equitable resources, opportunities and participation for all learners regardless of age, gender, culture, and disability;
3. **Policy statement number 7.2:** Enhance gender equality and gender responsiveness in governance, management and research in the education sector; and
4. **Policy statement number 7.8:** Ensure gender balance in the deployment of teachers and instructors at all levels.

The findings of the Foundational Literacy and Numeracy Assessment (FLANA), and the Secondary School Survey (SESS) studies, revealed wide gender gaps in both learning outcomes, school facilities, and school leadership participation. Despite the challenges, the policy has lasted beyond its recommended review period. It was supposed to be reviewed every five years and/or when the need arose, but this has not happened. The review is, however, currently underway, making this report a timely addition to the available reference materials. The report, which is based on both secondary and primary school and household data provides an invaluable link to gender-disaggregated data whose limited availability has been blamed for the lack of the desired, continuous gender analysis by the Ministry of Education and the absence of its attendant policy and planning benefits.

How we conducted the research

In June/July 2023 we visited all the 47 counties in Kenya. We worked with 54 trainers, 51 partner organisations, and 51 county coordinators to deploy over 1,996 volunteers, 1,953 village elders, and 227 village coordinators, with the support of chiefs and assistant chiefs to cover 1,996 enumeration areas. We visited 38,634 households spread across the four counties, reached 59,201 children, and assessed 39,298 of them, who met the criteria (age 6-15 years). We visited 1,813 primary schools (a mix of public and private) and assessed their facilities, personnel, leadership, enrolment levels, and performance in the 2022 national examinations (KCPE). These schools had a combined learner population of 1,041,627 out of which 888,321 learners were enrolled in the primary and junior school sections, while 153,306 were enrolled in the Early childhood Development Education (ECDE) section.

However, this study also undertook stratified random sampling of secondary schools to obtain a nationally representative sample of 1,342 schools. Stratification was done at three levels: county, gender, and category of schools. Six different categories of schools were sampled: national, extra-county, county, sub-county, private, and special schools. Within these strata, there was further stratification into boys, girls, and mixed secondary schools. Survey tools were developed, pretested, and piloted ahead of the survey. The primary respondents were principals of the selected schools. The data analysis involved weighting the observations to make the findings reflect the true weight of the schools.

KEY FACTS ON THE LEARNING IN THE CBC-ERA KENYA IN 2023

FACT ONE: The girls' enrolment rate in primary school was higher than the boys' enrolment rate.

FACT TWO: Girls generally outperformed boys in basic literacy and numeracy assessment tests.

FACT THREE: Teenage pregnancy remains a major handicap to girls' education as the national return-to-school policy flounders.

FACT FOUR: There was a significant learning resources gap in favour of boys' schools at the secondary school level.

FACT FIVE: Women were overly under-represented in the management of schools (both primary and secondary) in the headteacher and chairperson of the Board of Management (BOM) ranks.

Key Findings

Access to School

For children to learn, first they need to be in school. Concerted efforts have been made in the past that got us to the point where in 2021, after COVID-19 enforced school closures, only 7.5% of school-aged children were out of school. This percentage increased to 9% in 2023. This section, therefore, presents an analysis of access to school and the factors behind the observed rates.

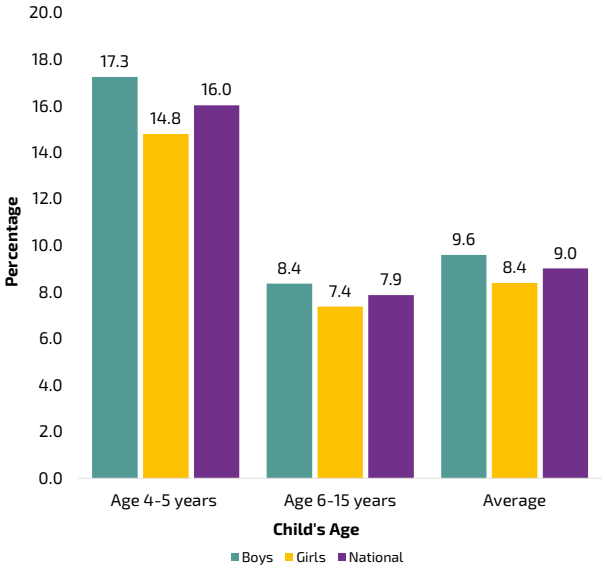

Fig. 1: Out of school children by age and gender

- 16% of children of pre-school age were out of school.
- 7.9% of children of primary school age were out of school.
- Generally, more boys of school-going age were out of school than girls, but the gender gap is narrower for primary school-aged children than the pre-school-aged cohort.

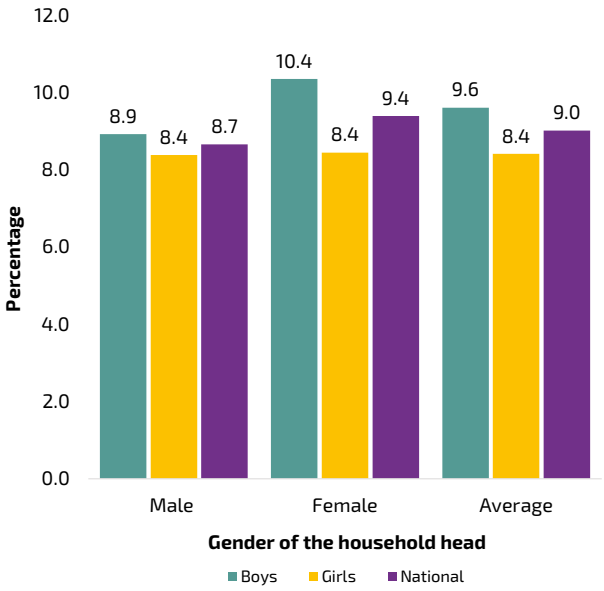

Fig. 2: School-aged children out of school by gender of the household head and the child

- Children of school-age in female-headed households were 0.7% more likely to be out of school than their counterparts in male-headed households.
- On average, school-age boys were 1.2% more likely to be out of school than school-age girls..
- The percentage of girls out of school was the same in both male and female-headed households, while in female-headed households the percentage of boys out of school was much higher (10.4%) than in the male-headed ones (8.7%).

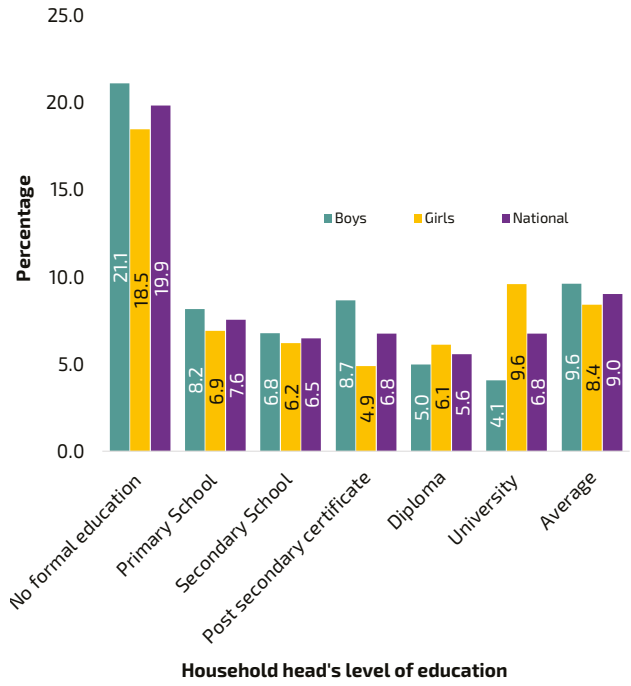

Fig. 3: School-aged children out of school by the education level of the household head and the gender of the child

- 19.9% of school-aged children in households headed by adults without formal education were out of school—more than double the national average.
- Generally, there are more boys than girls out of school except in households headed by persons who hold a diploma or university degree, where the percentage of girls out of school is higher than that of boys. This point is worth more interrogation.

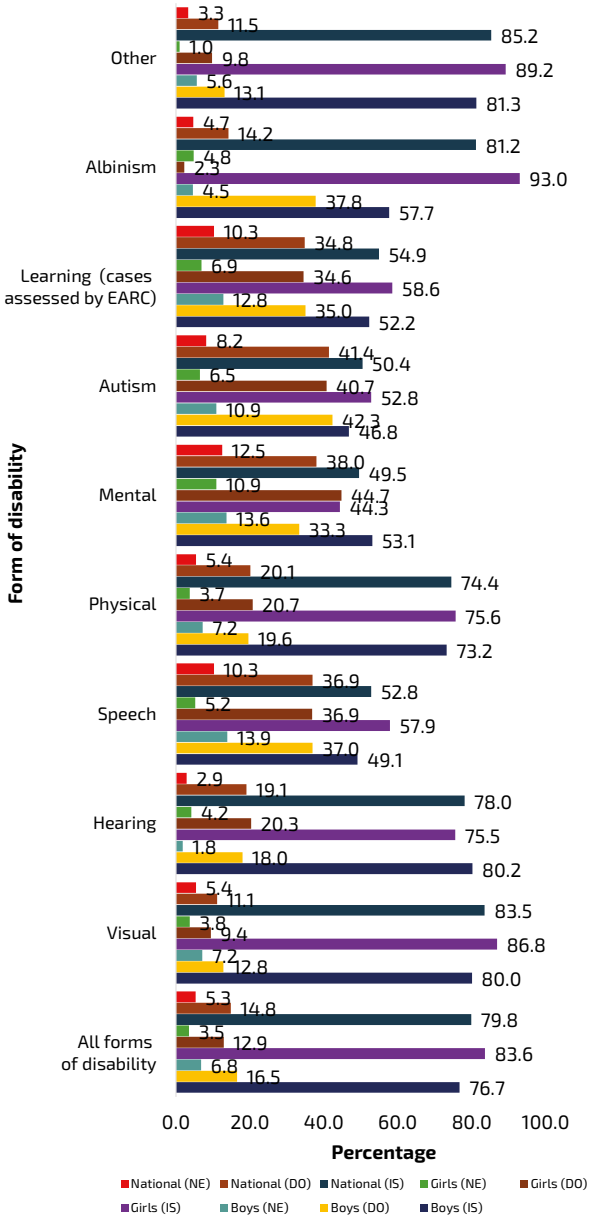

Fig. 4: Schooling status of children with disabilities by gender and form of disability

NOTE: IS = in school; DO = dropped out; and NE = never enrolled.

- 20.2% of children with any form of disability were out of school.
- 14.8% of children with any form of disability had enrolled but dropped out of school.
- 5.3% of children with any form of disability had never enrolled in school.
- Girls with mental health challenges were the most likely to drop out of school than boys.
- Boys with albinism were more likely to drop out of school than girls with albinism.

School Factors and Learning Environment

A variety of school-level factors affect learning outcomes. In this survey, we visited primary and secondary schools both private and public and assessed a range of factors about them including leadership, staffing, learner population, and sanitation facilities among others. This section presents highlights of the findings from a gender perspective.

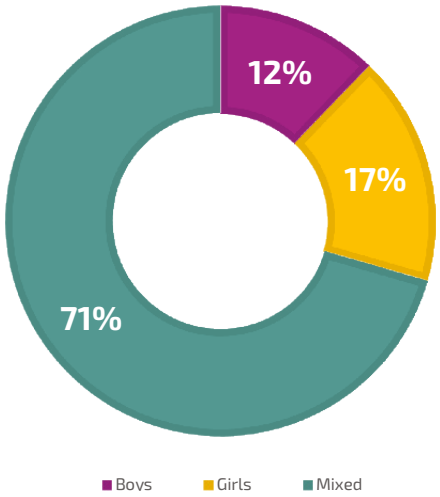

Fig. 5: Percentage distribution of surveyed secondary schools by gender

- Majority of the surveyed secondary schools were mixed at 71%, followed by girls' schools at 17% and boys' schools at 12%.

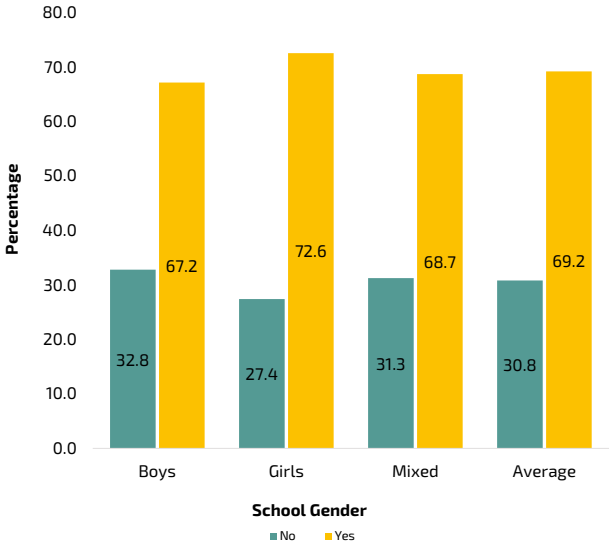

Fig. 7: Percentage distribution of surveyed secondary schools by gender and sponsorship status

- More girls' secondary schools are affiliated with religious institutions (72.6%) than boys' secondary schools (67.2%) and mixed secondary schools (68.7%).

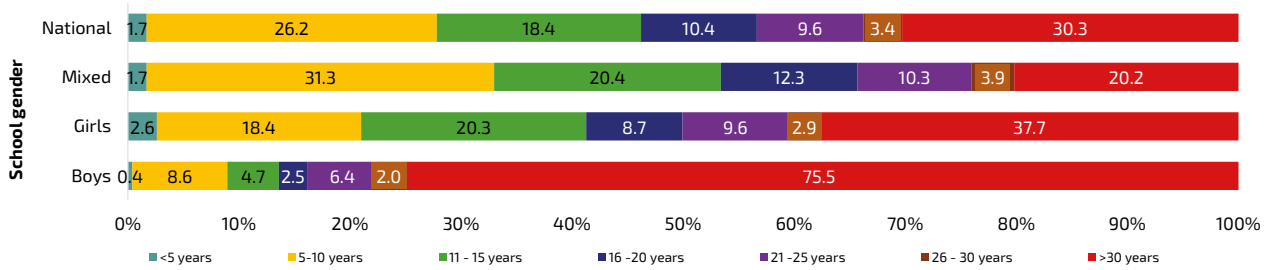

Fig. 6: Percentage distribution of surveyed secondary schools by age and gender

- 75.5% of the surveyed boys' secondary schools were over 30 years old, while only 37.7% of the surveyed girls' secondary schools were over 30 years old.

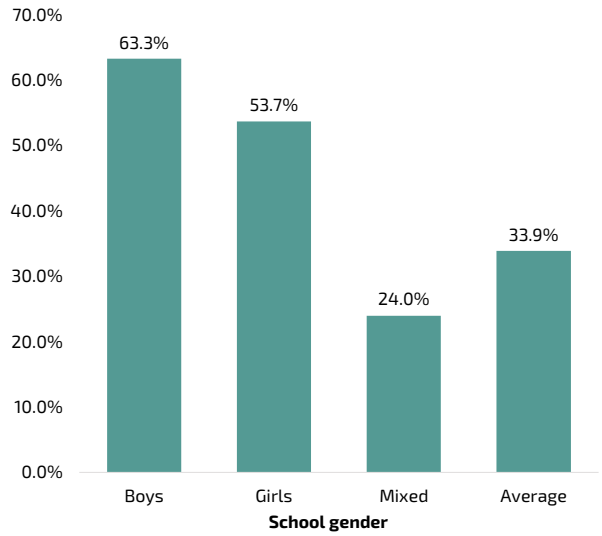

Fig. 8: Percentage of secondary schools offering computer lessons by gender

- Boys' secondary schools were almost 10% more likely to be offering computer lessons than girls' secondary schools.
- Boys' secondary schools were almost three times as likely as mixed secondary schools to be offering computer lessons.

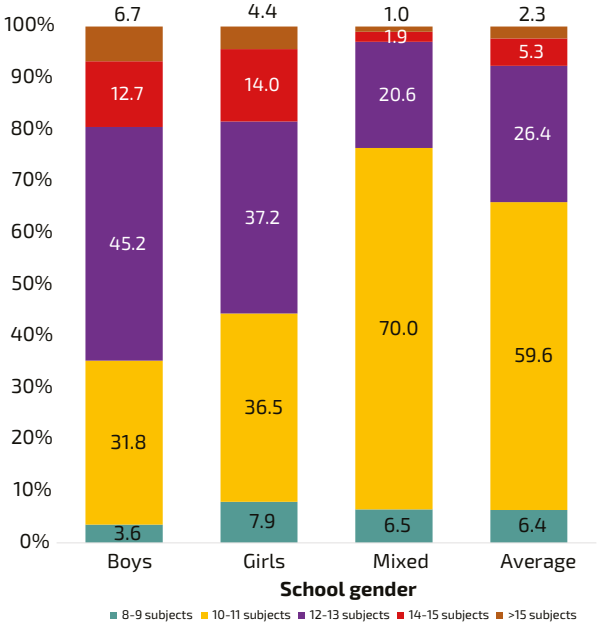

Fig. 9: Percentage distribution of secondary schools by the number of subjects taught and examined at KCSE level and gender

- Almost two-thirds of the boys' secondary schools (64.6%) offered at least 12 examinable subjects compared to 55.6% of girls' secondary schools and 23.5% of mixed secondary schools that offered the same.
- **More examinable subjects mean more career options for learners attending a particular school**.

Table 1: Percentage of secondary schools with the following laboratories by gender

Laboratoy	School gender			
	Boys	Girls	Mixed	Average
Chemistry	61.5	42.0	20.6	29.3
Biology	51.3	35.7	12.3	21.1
Physics	58.6	33.1	15.9	24.0
Agriculture	5.2	4.9	3.1	3.7
Shared/multipurpose	65.0	73.6	75.9	74.2
Others	26.7	25.8	10.4	15.0

- Laboratory ownership among secondary schools varies significantly by type of laboratory and school gender.
- On average, 29.3%, 21.1%, 24%, 3.7% and 74.2% of secondary schools own chemistry, biology, physics, agriculture and multipurpose laboratories respectively.
- 61.5% of boys' schools, 42% of girls' schools, and 20.6% of mixed schools own chemistry laboratories.
- 51.3% of boys' schools, 35.7% of girls' schools, and 12.3% of mixed schools own biology laboratories.
- 58.6% of boys' schools, 33.1% of girls' schools, and 15.9% of mixed schools own physics laboratories.
- 65% of boys' schools, 73.6% of girls' schools, and 75.9% of mixed schools own multipurpose laboratories.
- Generally, boys' schools were more likely to own a laboratory than girls' and mixed schools.

Table 2: Percentage of secondary schools reporting the following learning conditions by school gender

Incident	School Gender			National
	Boys	Girls	Mixed	
Schools with at least one incident of children learning in the open	3.5	7.9	7.0	6.8
Schools with at least one incident of a shared classroom	5.7	4.9	7.3	6.7
Schools with an administration building/block	92.1	90.9	76.4	80.8
Schools with a playing field for children in school	78.8	56.6	53.0	56.7
Schools with a library	63.5	46.6	25.6	33.8
Schools with a library linked to online resources	23.2	31.4	10.1	18.2
Schools fully fenced	80.1	84.5	66.4	71.2

- A higher percentage of boys' secondary schools (63.5%) had functional libraries compared to girls' secondary schools (46.6%) and mixed secondary schools (25.6%).
- A higher percentage of girls' secondary schools (31.4%) had libraries linked to online resources compared to boys' secondary schools (23.2%) and mixed secondary schools (10.1%).
- 7.9% of the surveyed girls' schools had at least one incident of children learning in the open, which was more than twice the percentage of boys' schools (3.5%) with similar incidences.
- 78.8% of boys' secondary schools had adequate space for a playing field compared to 56.6% of girls' schools.

Table 3: Average secondary school class sizes by school gender

School Gender	Boys	Girls	Mixed	Average
Form 1	48.8	49.7	44.8	46.6
Form 2	47.6	49.1	44.6	46.1
Form 3	45.8	47.0	44.0	44.9
Form 4	42.9	44.9	42.4	43.0
National	**46.4**	**47.8**	**44.0**	**45.2**

- Class sizes are consistently smaller in boys' secondary schools compared to girls' schools.

Teachers and School Managers

The numbers, competency, and motivation of teachers and school managers are critical factors for the performance of schools in national examinations and for the learning of the children who attend those schools. This section presents an analysis of these factors in both primary and secondary schools from a gender perspective.

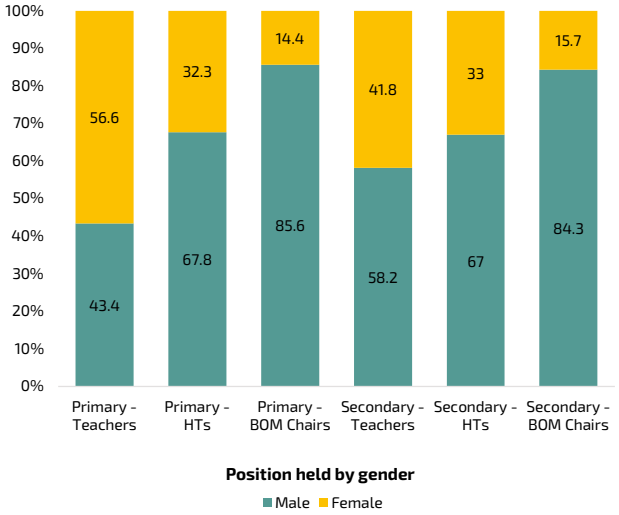

Fig. 10: Percentage distribution of teachers, headteachers (HTs) and Boards of Management (BOM) chairpersons by gender and school level

- ***Women teach in the primary schools, but men manage the schools***
- 56.6% of primary school teachers were women but only 32.3% and 14.4% of the school heads and BOM chairpersons were women respectively.
- 41.8% of secondary school teachers were women, but 33% and 15.7% of the school heads and BOM chairpersons were women respectively.

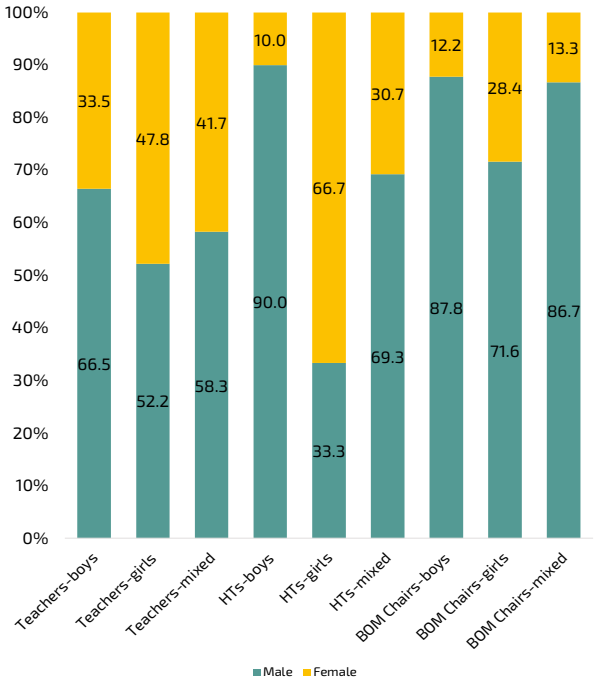

Fig. 11: Percentage distribution of secondary school teachers, headteachers (HTs) and Boards of Management (BOM) chairpersons by gender and gender of the school

- More men than women teach in secondary schools.
- Women were under-represented in the management of secondary schools, except for girl schools where women were 66.7% of the school heads were women.
- Even for girls' schools, only 28.4% of their BOM chairpersons were women.

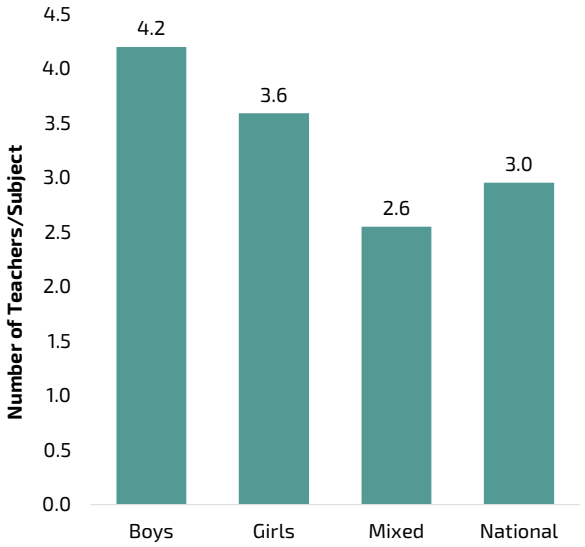

Fig. 12: Average number of teachers per KCSE examined subject by gender

- Boys' secondary schools had a higher average number of teachers per examined subject (4.2) compared to girls' (3.6) and mixed secondary schools (2.6) respectively.

School Health and Safety Matters

School health and safety are critical for not just the learning of children, but also for their safety which is of paramount importance. Standards have been set by the government and schools make an effort to comply. This section highlights the gaps.

Table 4: Percentage of secondary schools that provide the following health services by gender of school

Service	Boys	Girls	Mixed	Average
Peer counselling services for teachers	60.7	52.1	42.6	46.4
Teacher-led peer counselling for learners	91.6	91.8	83.2	85.7
Guidance and counselling office	88.6	81.9	72.2	75.9
Sick bay/clinic	41.5	50.3	9.5	20.4
Medical personnel in school clinic	85.3	55.6	52.8	61.9
School had other staff trained in first aid	57.2	50.9	34.8	40.3
School linked to a health facility	91.9	96.1	90.4	91.6

- 60.7% of boys' secondary schools had peer counselling services for teachers compared to 52.1% of girls and 42.6% of mixed secondary schools respectively.
- More boys' secondary schools (85.3%) had medical personnel than girls' secondary schools (55.6%).
- More boys' secondary schools (57.2%) had other staff trained in first aid than girls' secondary schools (50.9%).
- More girls' secondary schools (50.3%) had sick bay/clinic than boys' secondary schools (41.5%).

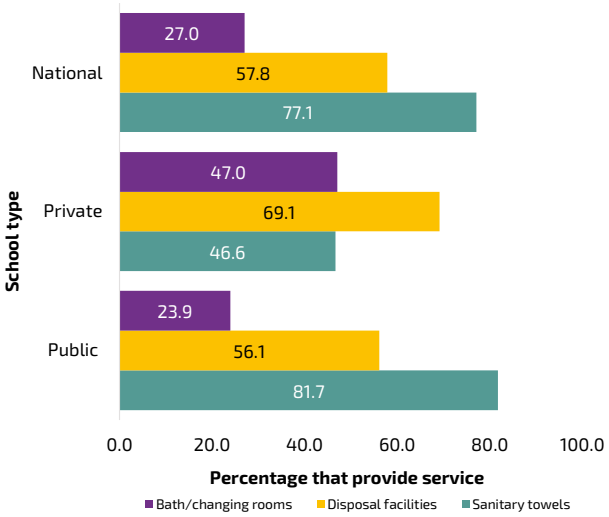

Fig. 13: Percentage of primary schools providing menstrual hygiene services by school category

- 81.7% of public and 46.6% of private primary schools provide girls with sanitary towels.
- 56.1% of public and 69.1% of private primary schools provide girls with sanitary towels disposal facilities.
- Only 23.9% of public and 47% of private primary schools provide girls with bath/changing room facilities.
- Nationally, 77.1%, 57.8% and 27% of primary schools provide girls with sanitary towels, disposal facilities and bath/changing room facilities respectively.

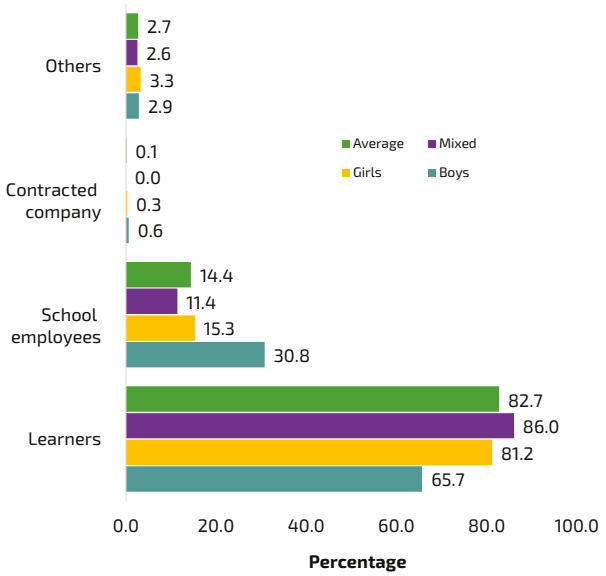

Fig. 14: Percentage distribution of secondary schools by cleaners and school gender

- On average, 82.7% of the secondary schools were cleaned by learners.
- More girls' (81.2%) than boys' (65.7%) in secondary schools were cleaned by learners.
- 30.8% of boys' schools were cleaned by school employees, which is more than twice the percentage of girls' schools (15.3%) cleaned by school employees.

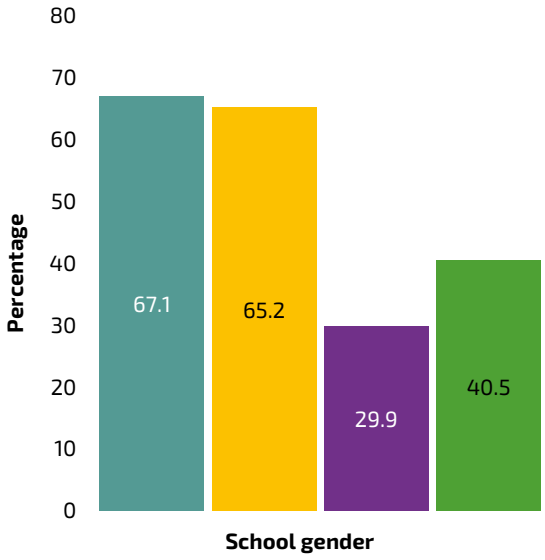

Fig. 15: Percentage of boarding schools that adhere to the safety guidelines on spacing of students' beds in the dormitories by school gender

- 40.5% of the surveyed boarding secondary schools reported adhering to the safety guidelines on spacing students' beds in their dormitories.
- The greatest non-compliance is in mixed secondary schools where only 29.9% of the schools reported adhering to the safety guidelines on spacing students' beds in their dormitories.
- Nationally, boys' schools had the highest level of adherence to the guidelines at 67.1%.

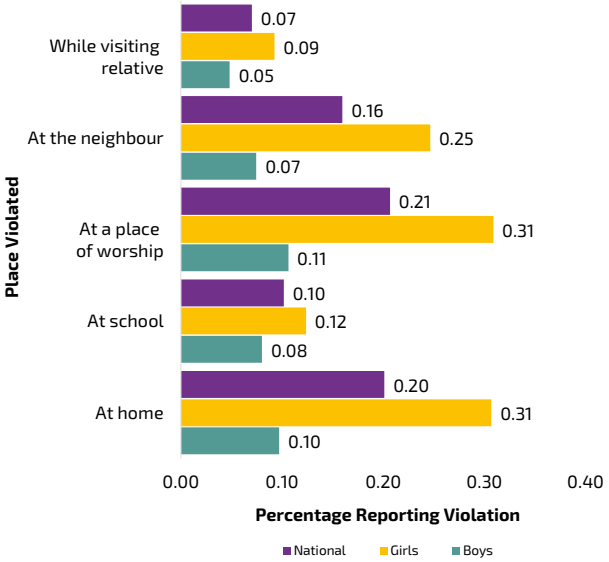

Fig. 16: Percentage of children aged 4 – 15 years that reported sexual violation by gender and place of violation

- Generally, a girl child was more likely to be sexually violated than a boy child.
- A girl child was 3 times more likely to be sexually violated at home and at a place of worship than a boy.
- The highest risk of sexual violation for all children was at home, place of worship and at the neighbours' home in that order.
- For boys, however, the risk was highest at a place of worship.

ICTs in Schools

Schools are yet to fully make use of ICT in learning. The hardware installation is still low across the country. The uptake of ICT in education is seen as diversifying the learning environment, increasing school experiences, liberalising learning and allowing teachers to adopt and adapt teaching practices that accelerate learning. The government has been implementing the Digital Learning Programme since 2013, supplying digital learning devices to public primary schools, setting up computer laboratories and training the teachers. The table below highlights the extent to which these efforts have borne fruit and the gaps that remain from a gender perspective.

Table 5: Percentage of secondary schools that reported ownership of the following ICT resources by school gender

Equipment	School Gender			
	Boys	Girls	Mixed	Average
TV	97.0%	86.4%	57.8%	67.5%
Radio	69.7%	48.7%	24.7%	34.3%
LCD projector	83.7%	75.3%	48.8%	57.6%
Mobile phone	73.5%	71.1%	41.5%	50.5%
VCD/DVD/Deck players	43.0%	35.5%	20.0%	25.5%
Teacher digital devices	51.9%	40.4%	29.1%	33.8%
Operational computer lab	75.0%	57.3%	28.8%	40.0%

- Boys' secondary schools were consistently better equipped with ICT resources than girls' and mixed secondary schools.

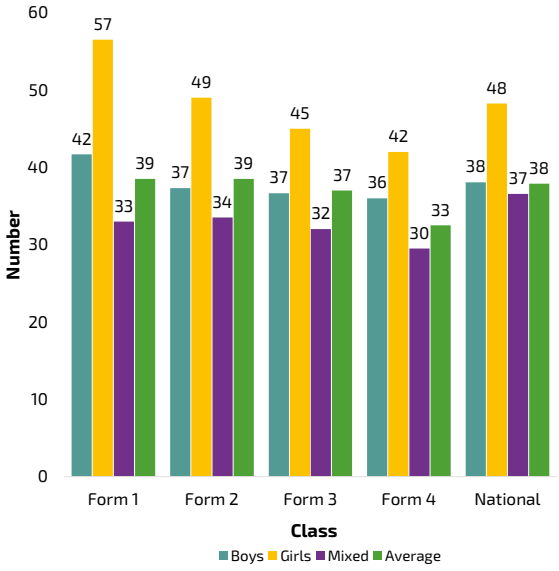

Fig. 17: The median number of learners by school gender and class

- A median class size in a girls' secondary school had 48 learners, which is 10 more than a median class size in a boys' secondary school.
- All categories of secondary schools show a systematic decline in the number of enrolled students from Form 1 to Form 4, implying either growth in enrolment over the years or dropout along the course of the four years or a mix of both.

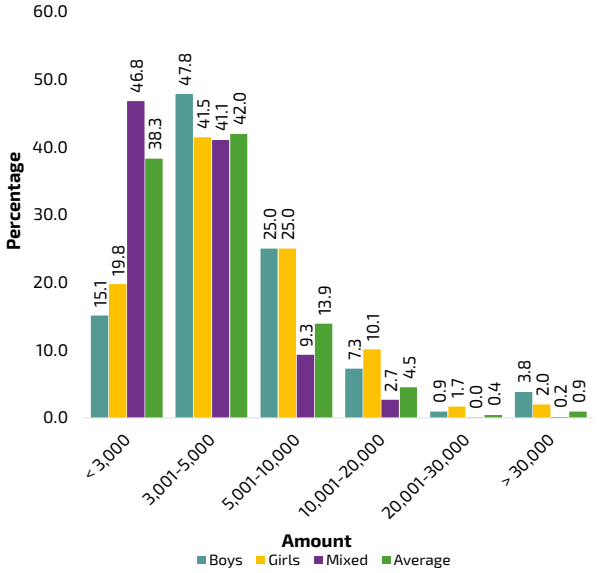

Fig. 18: Average amounts received in scholarships/ bursaries per child in a year by school gender

- Nationally, 42% of students received between 3,001 and 5,000 Kenya shillings in bursaries and/or scholarships from the different arms of government.
- Only 1.3% of students received more than 30,000 Kenya shillings in bursaries and/ or scholarships from the different arms of government.
- 4.7% of student beneficiaries in boys' secondary schools received more than 30,000 Kenya shillings compared to 3.7% of student beneficiaries in girls' secondary schools who received more than 30,000 Kenya shillings.

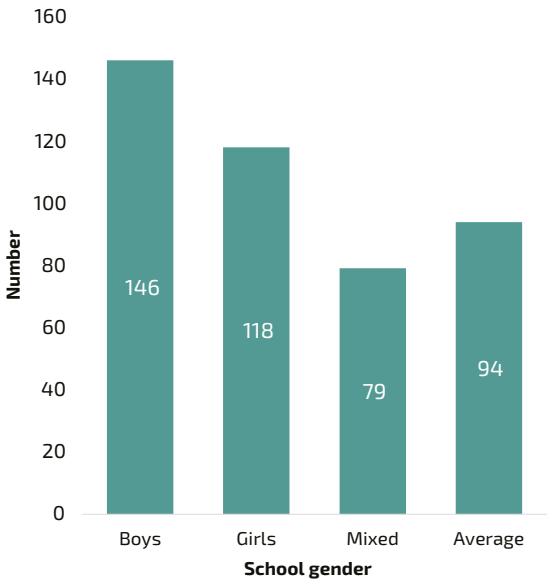

Fig. 19: Average number of KCSE candidates in 2022 by school gender

- Boys' schools had an average of 146 KCSE candidates compared to 118 candidates for girls' schools.
- Boys' schools had almost twice the average of KCSE candidates in mixed schools (79).
- The national average number of candidates was 94 per school.

Social Factors

Table 6: Reported teenage pregnancy cases and school return rate by region

Region	Cases of pregancies reported	Contribution to national burden	Pregnant girls return to school after delivery	Percentage returned
Coast	1,600	8.3%	899	56.2%
North Eastern	13	0.07%	13	100.0%
Eastern	2,203	11.5%	605	27.5%
Central	324	1.7%	117	36.0%
Rift Valley	6,888	35.8%	2,690	39.1%
Western	2,164	11.3%	1,010	46.7%
Nyanza	4,117	21.4%	2,160	52.5%
Nairobi	1,922	10%	676	35.2%
National	**19,230**	**100%**	**8,168**	**42.5%**

- An estimated 19,230 teenage girls were reported pregnant in the year of the study whose findings are reported here.
- The Rift Valley region contributed the most to the national teenage pregnancy burden at 35.8%, while North Eastern region contributed the least at 0.07%.
- The North Eastern region also recorded a 100% return rate, while the Eastern region recorded the lowest return to school rate of 27.5% of the reported pregnancy cases.
- Nationally, less than half of the girls who were reported pregnant (42.5%) returned to school after delivery.

Table 7: Main challenges management of primary schools face in supporting pregnant girls/ teenage mothers back in school

Region	Unsupportive community	Unsupportive government	Stigma	Unsupportive school community	Other
Coast	43.4	4.7	33.3	6.4	12.2
North Eastern	0.0	0.0	100.0	0.0	0.0
Eastern	51.1	3.8	29.7	8.4	7.0
Central	11.6	0.0	44.5	14.6	29.4
Rift Valley	43.1	4.9	31.1	6.4	14.5
Western	51.2	2.5	21.6	14.6	10.3
Nyanza	31.7	14.7	39.3	3.9	10.5
Nairobi	51.5	0.0	23.2	14.2	11.1
National	**42.8**	**5.7**	**31.5**	**9.4**	**10.6**

- Majority of primary school heads (42.8%) cited unsupportive community as the main challenge in supporting teenage mothers who return to school followed by stigma at 31.5%.
- The extent to which school heads considered a particular issue an obstacle to their effort to support teenage mothers to return to school varied across the different regions.

Learning Outcomes

This section highlights findings of the learning assessment of all the children, those enrolled in grade 4, those completing primary (Grade 6) and those out of school. A distinction is made between girls and boys, those attending public and private schools, among other criteria. It also highlights the drivers of learning outcomes at both primary and secondary school levels.

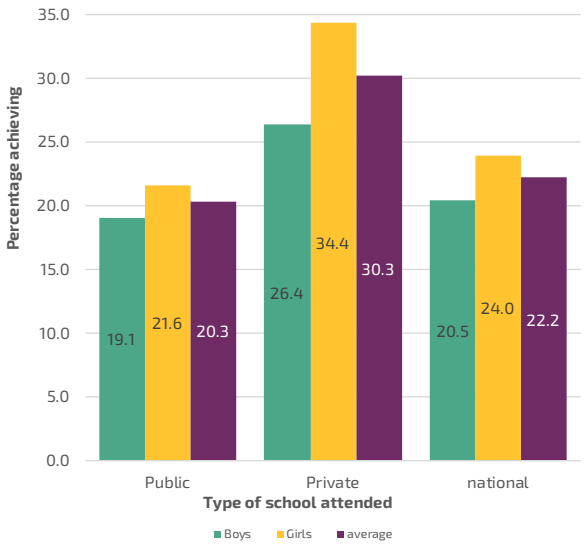

Fig. 20: Percentage of grade 4 learners who at least met expectations in both solving a grade 3 appropriate numeracy problem and reading a grade 3 appropriate English story by gender and school type

- 20.5% of grade 4 boys and 24% of grade 4 girls at least met expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- Overall, 22.2% of grade 4 learners at least met expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- Grade 4 learners in private schools outperformed their public-school counterparts in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- Across both categories of schools, grade 4 girls outperformed boys in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.

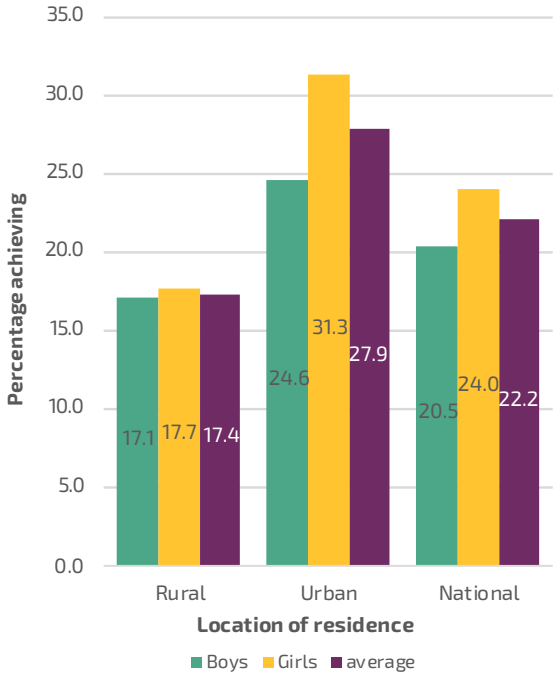

Fig. 21: Distribution Percentage of grade 4 learners who at least met expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem by location of residence and gender

- Grade 4 learners in urban areas outperformed their rural-area counterparts in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.
- A grade 4 learner in an urban area was one and half times as likely to at least meet expectations in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem as his/her counterpart in a rural area.
- Across both geographies, grade 4 girls outperformed boys in both reading a grade 3 appropriate English story and solving a grade 3 appropriate numeracy problem.

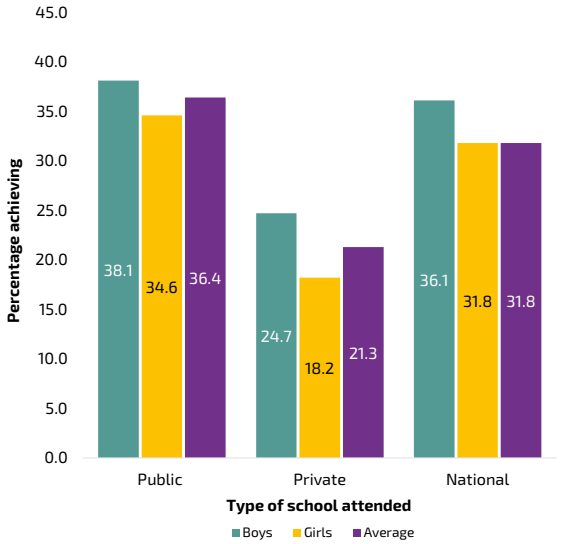

Fig. 22: Percentage of grade 6 learners who did not meet expectations in reading a grade 3 appropriate English story by gender and type of school attended

- More grade 6 boys (36.1%) than grade 6 girls (31.8%) did not meet expectations in reading a grade 3 appropriate English story.
- More grade 6 learners in public primary schools (36.4%) than grade 6 learners in private primary schools (21.3%) did not meet expectations in reading a grade 3 appropriate English story.
- Across both categories of schools, the percentage of grade 6 girls who could not read a grade 3 appropriate English story was lower than the percentage of grade 6 boys who could not read a grade 3 appropriate English story.

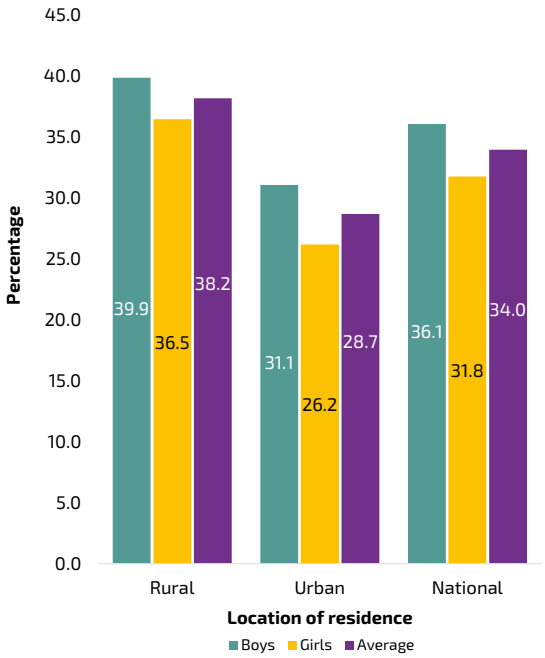

Fig. 23: Percentage of grade 6 learners who did not meet expectations in reading a grade 3 appropriate English story by gender and location of residence

- 36.5% of grade 6 girls in rural areas did not meet expectations in reading a grade 3 appropriate English story compared to 39.9% of grade 6 boys in rural areas who did not meet expectations in reading a grade 3 appropriate English story.
- In urban areas, the percentage of grade 6 girls who did not meet expectations in reading a grade 3 appropriate English story was lower (26.2%) than that of grade 6 boys (31.1%) who did not meet expectations in reading a grade 3 appropriate English story.
- Overall, more grade 6 learners in rural areas (38.2%) did not meet expectations in reading a grade 3 appropriate English story compared to their urban areas' counterparts (28.7%).

Inequalities and their Gender-Relevant Markers

The global education agenda for 2030, SDG 4, seeks to give every child an equitable opportunity for quality education and lifelong learning, while the gender agenda, SDG 5, seeks to achieve gender equality and empower women and girls, both of which heavily depend on the achievement of SDG 4. This study fitted two regression models: two models of child-level learning outcomes (English and Numeracy tests) on household data (table 6).

Table 8: Regression results of child-level learning outcomes on household factors

		Maths				English			
Factor		**Odds ratio**	**P>z**	**[95% CI]**		**Odds ratio**	**P>z**	**[95% CI]**	
Child Age		1.10	0.000	1.08	1.12	1.09	0.000	1.07	1.11
Child Gender (Ref: Boys)									
	Girls	1.04	0.103	0.99	1.10	1.16	0.000	1.10	1.22
Grade		1.54	0.000	1.51	1.58	1.61	0.000	1.58	1.65
School Type (Ref: public)									
	Private	1.28	0.000	1.18	1.39	1.45	0.000	1.34	1.57
Preschool attendance (Ref: No)									
	Yes	0.84	0.000	0.76	0.92	1.06	0.248	0.96	1.17
Household head Age		1.00	0.633	1.00	1.00	1.00	0.308	1.00	1.00
Household head gender (Ref: Male)									
1	**Female**	0.94	0.020	0.89	0.99	0.95	0.060	0.90	1.00
Household head education (Ref: Primary & below)									
	Secondary	1.14	0.001	1.05	1.24	1.14	0.001	1.06	1.24
	Tertiary	1.22	0.001	1.09	1.37	1.12	0.052	1.00	1.25
Mother's education (Ref: Primary & below)									
1	**Secondary**	1.24	0.000	1.14	1.35	1.28	0.000	1.18	1.39
2	**Tertiary**	1.47	0.000	1.28	1.68	1.68	0.000	1.48	1.91
Number of HH members with income		1.00	0.878	0.97	1.03	1.05	0.002	1.02	1.08
Number of chidren between 6 months & 15 years		0.93	0.000	0.91	0.95	0.94	0.000	0.92	0.96
Household wealth (Ref: Low)									
	Middle	1.18	0.000	1.10	1.26	1.27	0.000	1.19	1.36
	Rich	1.42	0.000	1.31	1.53	1.50	0.000	1.39	1.62
Residence (Ref: Rural)									
	Urban	1.13	0.000	1.07	1.20	1.24	0.000	1.17	1.32

Table 6 presents the findings of two logistic regression models fitting the learning outcomes (in English and Numeracy) of all children aged 6 – 15 years and enrolled in school on the household data. The results relevant to the gender analysis are highlighted as follows:

- The odds of having better learning outcomes in English for girls were 16% higher than for boys.
- Mother's education plays a significant role in the learning outcomes of a child. The odds for a learner whose mother had tertiary education to have better learning outcomes in English and numeracy were 68% and 47% respectively higher than those of a learner whose mother had at most primary level of education.
- The odds of children living in female-headed households to have better learning outcomes in English and numeracy were 5% and 6% respectively lower than those of their counterparts in male-headed households.

Table 9: Regression results of candidates' KCSE performance on school factors and entry scores

Factor		Coefficient	P-Value	[95% Conf.	Interval]
KCSE Grade					
KCPE entry marks		0.03	0.000	0.03	0.03
Gender of the school (Ref: Mixed)					
	Boy	1.13	0.000	-1.27	-1.00
	Girl	0.56	0.000	-0.73	-0.39
School residence (Ref: Day & Boarding)					
	Day	-0.89	0.000	-1.06	-0.73
	Boarding	0.16	0.014	0.03	0.29
School category (Ref: Sub-county)					
	County	1.29	0.000	1.16	1.43
	Extra-county	1.37	0.000	1.23	1.51
	National	1.66	0.000	1.47	1.85
	Private	1.10	0.000	0.95	1.26
	Special	-0.86	0.000	-1.16	-0.55
Principal's Education Level (Ref: Bachelor's)					
	Masters and PhD	-0.29	0.000	-0.35	-0.22
Principal has management training (Ref: No)					
	Yes	0.50	0.000	0.43	0.58
Number of teachers trained in counselling		0.00	0.953	-0.01	0.01
School has a medical personnel (Ref: No)					
	Yes	0.38	0.000	0.30	0.45
Number of fully equipped First Aid kits		0.05	0.000	0.04	0.06
Source of water (Ref: Rain, River & others)					
	Piped & Borehole	0.85	0.000	0.77	0.94

A weighted Ordinary Least Squares (OLS) regression model was fitted on the data with the KCSE points scored by candidates in the 2022 national examinations from the selected schools as the dependent variable and a host of regressors as indicated in table 7. The results with relevance to the gender analysis are highlighted as follows:

- For boys, attending a boys' school was associated with scoring 1.13 points more in KCSE examinations than a fellow boy who attended a mixed school.
- For girls, attending a girls' school was associated with scoring 0.56 points more in KCSE examinations than a fellow girl who attended a mixed school.

Conclusion

Several conclusions can be drawn from the analysis in this report:

- At the secondary school level, boys outperform girls, yet at the primary school level girls outperform boys, necessitating the question: what changes along the way?
- For both girls and boys, attending a single-gender school offers a better opportunity to excel than attending a mixed-gender school.
- Women are under-represented in the management of schools both as school heads and boards of management chairpersons by a huge margin at both primary and secondary school levels.
- **There is a differential investment in girls' and boys' schools in favour of boys' schools at higher levels which could explain the achievement gaps in favour of boys. This highlights the wide gap between what our education system offers to the majority of children, and the desired gender transformative education feeding into the ideal of a just education, where the nation secures educationally for every child what a wise parent desires for his/her children!**

Notes

Notes

Contacts

Usawa Agenda,
22 School Lane, Westlands,
P.O. Box 2907-00606,
Nairobi.

Tel: +254 114 209 420
Email: info@usawaagenda.org
Website: www.usawaagenda.org