THE GENDER REPORT

What is the State of Gender Equality in Our Basic Education?

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

2nd Gender equality in and through education status report | May 2026

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Foreword

Counting down the watershed decade for gender and education

Women share this planet 50/50 and they are underrepresented – their potential astonishingly untapped. - ***Emma Watson***

The journey to gender equality has been expectedly long and winding. Many successes have been achieved prompting well-deserved celebration. Frequent setbacks have been painfully endured. Significant resources have gone into various endeavours to promote gender equality, often with less than commensurate impact. These initiatives include socio-economic empowerment programmes—to advance women's economic freedom, and education—to liberate decision-making and buttress the understanding that gender equality is a gain for all. Individually and collectively these initiatives have made a big difference. But gaps persist, calling for deeper introspection and reflection to power the last mile run to gender equality.

This year the World marked the 115th anniversary the International Women's Day (IWD)—a day dedicated to celebrating the social, economic, cultural and political achievements of women and reflecting on ways

to accelerate gender equality. This second Gender Equality in and through Education report invites us to reflect on the progress and the setbacks encountered on the road to gender equality.

As it reflects on education as the bedrock of sustainable gender equality this report underscores gains that require safeguarding and their inherent attendant risks. For instance, this report highlights the fact that there are more girls than boys enrolled in primary schools, and girls are outperforming boys in foundational literacy and numeracy in Kenya. Subsequently, there is a question as to whether the society has "overemphasised" girls' education at the expense of boys' education. This is a legitimate question, but it is laden with insidious patriarchal attempts to claw back the gains towards gender equality.

It is important to also underscore the fact that while girls perform better at primary school level, the story is different at higher levels of education. Secondly, the aggregate may mask dire realities for girls in marginalised, and culturally conservative communities across the world where girls as young as seven years are betrothed to older men and raised for marriage without access to formal education. Most importantly, however, this report highlights the fact that no child is more disadvantaged than a girl out of school: ***An out-of-school teenage girl is 12 times as likely to fall victim to early pregnancy as her in-school counterpart***. I invite you to reflect on this fact and what it means for not just the girl, but her family, community, country and the world and dispassionately engage with the full report.

In the meantime, I welcome everyone to start using the evidence herein to inform their own positions on 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, virtual and in-person meetings. We want to learn from you so that we can contribute better to the much-needed gender transformative education and the broader education justice agenda for the benefit of all children and societies in Kenya, Africa and globally.

Emmanuel Manyasa, PhD

Executive Director, Usawa Agenda

Acknowledgement

The completion of this report is the culmination of the dedicated efforts of a wide range of individuals and institutions, including Usawa Agenda staff, volunteers, consultants, and partners. We extend our deepest gratitude to everyone who generously gave their time, expertise, and resources to support the successful implementation of the 2025 Foundational Literacy and Numeracy Assessment (FLANA) and the 2025 Secondary School Survey (SESS) in Kenya, from which the Gender report is drawn. We sincerely apologise in advance for any omissions.

The following individuals and groups stand out for their exceptional contributions to the 2025 assessment and report production:

- **The Usawa Agenda Founders**, Dr. Martin Ogola and Dr. Everline Wanzala—thank you for your steadfast vision, guidance, and stewardship.
- **The Usawa Agenda Board Members:** Dr. Henry Kilonzo (Chairman), Prof. Gituro Wainaina, Mr. Naman Owuor, Ms. Florence Syevuo, Dr. Wilson Wasike, Mrs. Esther Wairimu, and Ms. Ashina Mtsumi—your commitment and sacrifice are truly extraordinary.
- **The Usawa Agenda Secretariat:** Emmanuel Manyasa, Zachary Kwena, Celina Mutie, Stephene Maende, Lucky Nzioki, Carol Onsomu, Robin Toskin, Claudia Lagat, Boaz Ochi, Cycus Barasa, Brenda Onyango, Esther Gad, David Lutta, Catherine Peter, Faith Atieno, Wilson Shiroya, Habil Ondiek, Edwin Kibet, Fred Ogachi, Vivian Akinyi, and Whitney Abonyo—keep going!
- **The Usawa Agenda Consultants:** Hellen Inyega, Peter Courtney, James Ciera, Moses Oyagi, William Odidi, and John Macharia—thank you for your invaluable expertise.

We are heavily indebted to the over **49,000 children** who diligently took the tests with resilience and determination. We hope, and will continue working to ensure that your struggles lead to transformation of education systems in ways that guarantee you and future generations just access to quality education.

We are especially grateful to Ms. Evelyn Owoko and Mr. Joseph Wambua from the Ministry of Education—Directorate of Quality Assurance and Standards, alongside the over 150 Quality Assurance and Standards Officers and Teacher Training College Tutors who conducted lesson observations across the country.

Our appreciation further goes to:

- **The FLANA 2025 Test Panellists** Grace Mwathe, Anthony Maina, Fredrick Maoga, Kennedy Kyeva, Vincent Oketch, Bancy Malandi, Agnes Kiteme, Punnet Igoki, and Catherine Kiyiapi for their critical role in test development.
- **The 49 County Partners** who worked tirelessly with local leaders and volunteers to ensure full coverage.

- **The 55 Trainers** who traversed the country strengthening the capacities of coordinators and volunteers.
- **Over 2,200 Volunteers and Village Coordinators**, the true heroes and heroines of this effort, whose commitment brought the FLANA assessment to life.
- **The 68 research assistants** who sacrificed their time and comfort travelling to every corner of the country to ensure that we reached all the selected senior schools.
- **Over 2,100 Chiefs, Assistant Chiefs**, and **Village Elders** who facilitated community entry and trust.
- **More** than **41,000 Household Heads** who opened their homes and participated with generosity.
- **Over 1,500 School Heads** who welcomed us into their primary and comprehensive schools.
- **The 1,194 senior school principals** who welcomed us into your schools to conduct the secondary school survey.
- **Over 1.5 million learners in primary, junior and senior schools** whose learning environments we observed with humility and respect.

We extend our sincere thanks to our partners—RELI Kenya, PAL Network, National Parents Association (NPA), Kenya Primary School Heads Association (KEPSHA), Kenya Secondary School Heads Association (KESSHA), and the teachers' unions, especially KNUT—whose collaboration continues to shape the future of education research, policy, and practice.

We are deeply grateful to the Ministry of Education (national and county levels), the Kenya National Examinations Council, and the Kenya Institute of Curriculum Development for their unwavering support. We particularly appreciate the Kenya National Bureau of Statistics for support in sampling and mapping, and the National Commission for Science, Technology and Innovation (NACOSTI) for the timely authorisation of the surveys.

Our gratitude extends to the 47 County Commissioners and their deputies for their administrative and security support, and to the Teachers Service Commission for their role in enabling this evidence to be generated and shared.

To our development partners, Echidna Giving, Imaginable Futures, Gates Foundation and Wellspring Philanthropic Fund, we are profoundly thankful for your trust and continued investment. We remain committed to ensuring that every resource entrusted to us delivers meaningful impact.

The 2025 FLANA survey was uniquely ambitious, incorporating new components such as large-scale lesson observations and, for the first time, learning assessments in refugee communities. We are especially grateful to the Gates Foundation and the International Rescue Committee for their partnership and support in making these possible.

Finally, to all those whose names are not listed here, please accept our heartfelt gratitude. Your contributions—whether visible or behind the scenes—are deeply valued. We remain inspired by all who work tirelessly, in big and small ways, to secure a better future for children through education. You are changing the world in profound and lasting ways.

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 second report on gender equality in and through education in Kenya. It builds on the inaugural report and responds to the continued need for evidence in this area, which remains under-researched despite its importance for education justice. While the first report established key benchmarks, this edition provides updated data and deeper analysis on the state of gender equality in education, highlighting progress, emerging challenges, and areas that require renewed policy attention.

The report is significant in several ways. First, it enables reflection on trends over time and helps assess whether commitments to gender equality are translating into measurable change. Second, it is produced within the framework of Usawa Agenda's current organisational strategy, which places education justice at the centre of our work and strengthens our evidence-based stakeholder engagement on equity and accountability. Third, it comes at a time when national education priorities are evolving, making it important to examine how gender equality is being addressed within ongoing reforms, policy implementation, and sector planning.

The report aims to stimulate informed dialogue on the implementation, achievements, and challenges of the Education and Training Sector Gender Policy. This policy was developed in line with the Constitution of Kenya Article 27(3–8), which guarantees equality and freedom from discrimination. It recognises persistent gender gaps affecting girls, boys, women, and men across the education system and reflects the Ministry of Education's commitment to addressing legal, institutional, and policy barriers.

The policy's overall goal is to promote equality in access, participation, retention, and achievement in education, while empowering all learners to contribute effectively to national development. Its objectives include eliminating gender disparities, creating gender-responsive learning and working environments, and strengthening gender-sensitive governance and management. This report examines how far these commitments have been realised, with a particular focus on basic education, and highlights the gaps between policy intentions and what is observed in practice.

The report also argues that the policy's mission—to promote gender-sensitive and gender-responsive education—remains limited in light of the global shift toward gender-transformative approaches. While the policy includes important measures to address inequality, it does not fully engage with the deeper structural changes needed to achieve true equality in and through education. Moving toward a gender-transformative approach is therefore essential for achieving equitable and inclusive education for all.

In this context, the report highlights four policy statements whose limitations are evident from a gender-transformative perspective and examines the gaps between intended and actual outcomes, based on the survey findings presented here.

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

Findings from the Foundational Literacy and Numeracy Assessment (FLANA), Junior School Survey (JSS) and Senior School Survey (SESS) reveal significant gender gaps in learning outcomes, school facilities, and participation in school leadership. Despite these challenges, the Education and Training Sector Gender Policy has remained in force beyond its recommended review period. The policy was intended to be reviewed every five years, or as needed, but this has not occurred. A review is now underway, making this report a timely contribution to the evidence base.

Drawing on data from households, primary schools, junior schools, and secondary schools, the report provides a valuable source of gender-disaggregated information. The limited availability of such data has often constrained sustained gender analysis in the education sector and weakened the use of evidence in policy formulation, planning, and monitoring. By addressing some of these gaps, this report strengthens accountability and supports the shift toward gender-transformative education in Kenya.

How we conducted the research

In June/July 2025 we went to all 47 counties in the country. We worked with 55 trainers, and 49 partner organisations to deploy over 2,058 volunteers, 2,058 village elders, 262 village coordinators, with the support of chiefs and assistant chiefs, to cover 2,056 enumeration areas. We visited 41,156 households spread across the country, reached 81,074 children and assessed 49,835 of them, who met the criteria (age 10-15 years, both in and out-of-school, and children in Grades 3 to 9, up to age 17 years). We visited 1,527 primary and comprehensive schools (a mix of public and private) and assessed their facilities, staffing, leadership, and enrolment levels. These schools had a combined learner population of 1,017,910, out of which 530,704 and 340,691 learners were enrolled in primary and junior school sections respectively, while 146,515 were enrolled in the early childhood development education (ECDE) section.

The FLANA 2025 survey (tools), which also covered Junior school assessed the ability of children to read and comprehend an English story and complete basic numeracy tasks set at a Grade 3 level. This report presents gender-disaggregated learning outcomes of learners in Grade 4, as well as Grade 6 learners, who were completing primary education. The report further highlights child, home and school factors that influence learning outcomes. It underscores observable inequalities and reckons with the underlying drivers of the observed learning outcomes and their distribution.

The report also presents gender-disaggregated findings of the senior school study based on a stratified random sample of 1,194 schools. Stratification was done at three levels: county, gender and category of schools. Six different categories of schools were sampled from: National (Cluster 1), Extra-county (Cluster 2), County (Cluster 3), Sub-county (Cluster 4), Private, and Special schools. Within these strata, there was further stratification into boy, girl and mixed schools. Survey tools were developed, pretested and piloted ahead of the survey. The primary respondents were principals of the selected schools. The findings presented in this report are weighted and therefore reflect the true representation of each school type and category in the country.

Key findings in the 2024 Gender report

1. The girls' enrolment rate in primary school was higher than the boys' enrolment rate.
2. Girls generally outperformed boys in basic literacy and numeracy assessment tests.
3. Teenage pregnancy remains a major handicap to girls' education as the national return to school policy flounders.
4. There was a significant learning resource-gap in favour of boys' schools at the secondary school level.
5. Women were overly under-represented in the management of schools (both primary and secondary [now senior]) in the headteacher and chairperson of Board of Management (BOM) ranks.

KEY FACTS ON STATUS OF GENDER EQUALITY IN EDUCATION IN 2026

FACT ONE: No child is more disadvantaged than a girl out of school — an out-of-school teenage girl is 12 times as likely as her in-school counterpart to suffer early pregnancy!

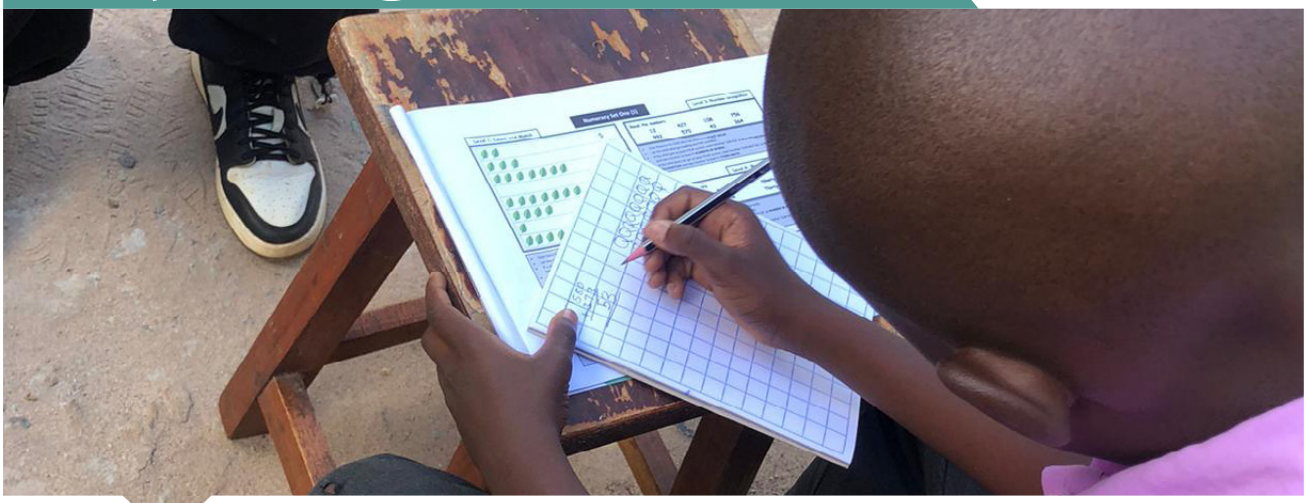
FACT TWO: Children in female-headed households are more likely to be out of school.

FACT THREE: The teaching profession becomes more male-dominated as one goes up the levels moving from 58% female in primary, 51% female in junior school to 43% female in senior school.

FACT FOUR: Science and mathematics subjects are dominated by male teachers across the different senior-school gender groups (boy, girl and mixed) schools.

FACT FIVE: Significant learning resource-gap in favour of boy schools persist at the senior school level.

Key Findings



Access to School

For children to learn, they must first be in school. Over the years, sustained efforts have improved access, reducing the proportion of out-of-school children to 4.7% in 2025 despite the COVID-19-related school closures in 2020. This section analyses gender gaps in school access and explores the factors contributing to these changes.

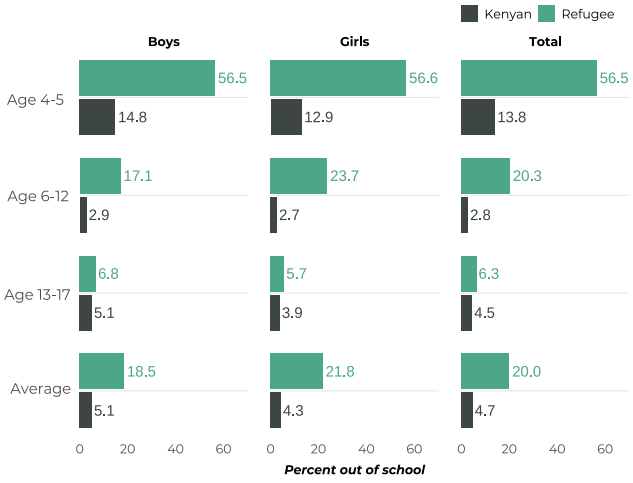


Fig 1: More boys than girls are out of school except among the refugee communities

- 14 in 100 children of pre-school age are out of school nationally, compared to 57 in 100 refugee children of the same age.
- 3 in 100 children of primary school age are out of school nationally, compared to 1 in 5 refugee children of the same age.
- 5 in 100 children of secondary school age are out of school nationally, compared to 6 in 100 refugee children of the same age.
- Overall, 5 in 100 children of school-going age are out of school nationally, compared to 1 in 5 refugee children of school-going age.
- More boys (5 in 100) than girls (4 in 100) of school-going age are out of school in Kenya.
- More girls (22 in 100) than boys (19 in 100) of school-going age are out of school among refugee children.

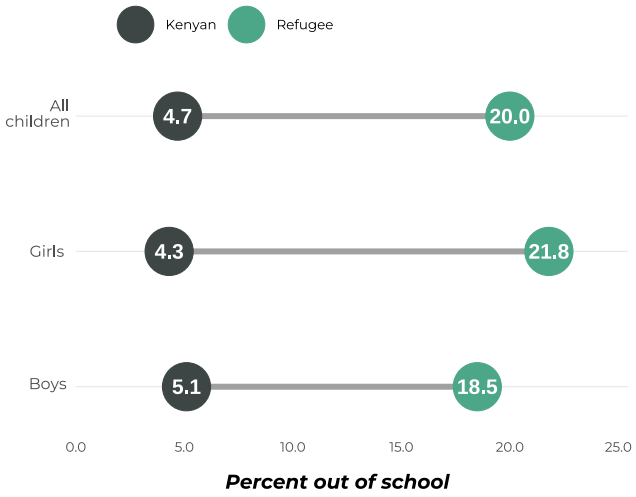


Fig 2: Gendered distribution of school-aged children out of school by residential status of the child

- More boys of school-age are likely to be out of school than girls nationally, while among refugee children, girls are more likely to be out of school than boys.
- The gender gap in out-of-school rate is 0.8% in favour of girls in Kenyan households and 3.3% in favour of boys in refugee households.

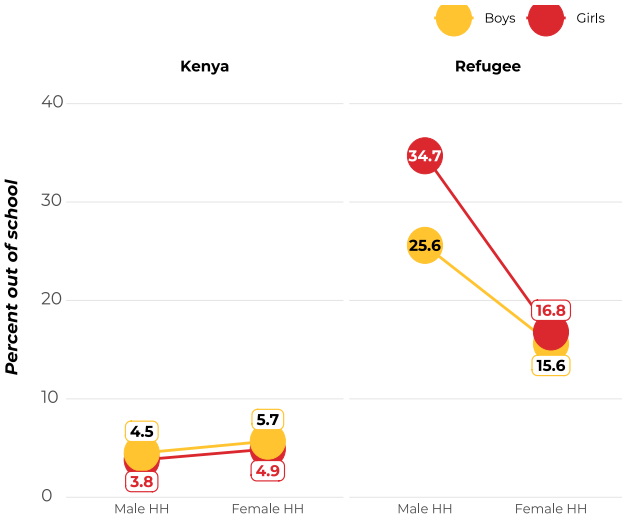


Fig 3: Gendered distribution of school-aged out-of-school children by gender of the household head

- Girls in female-headed households are more likely to be out of school (4.9%) than those in male-headed households (3.8%).
- In Kenyan households, boys are more likely to be out of school than girls both in female-headed households (5.7%) and male-headed ones (4.5%).
- In refugee households, girls are more likely to be out of school than boys both in female-headed households (16.8%) and male-headed ones (34.7%).
- In refugee households, the percentages of both boys and girls out of school is much higher in male-headed than female-headed households.
- A girl in a male-headed refugee household is more than twice as likely as her counterpart in a female-headed refugee household to be out of school.

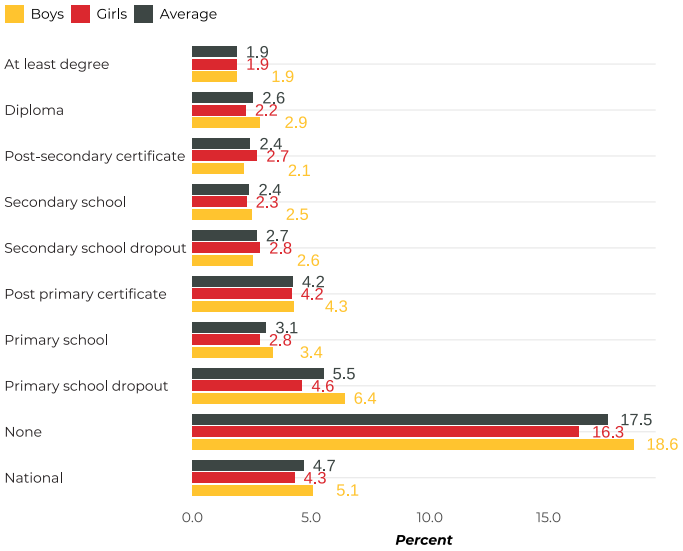


Fig 4: Distribution of out-of-school children by the education level of the household head and the gender of the child

- Generally, more boys than girls are out of school except in households headed by persons who hold a university degree, post-secondary certificate, or dropped out of secondary school.
- Boys and girls in households headed by holders of at least a university degree are highly and equally likely to be in school — only 1.9% of both boys and girls are out of school. A child in a household headed by an adult without formal education is almost 10 times as likely as his/her counterpart in a household headed by at least a degree holder.
- The widest gender gap in favour of girls' enrolment (2.3%), is in the households headed by persons without any formal education.
- The widest gender gap in favour of boys' enrolment (0.6%), is in the households headed by holders of post-secondary certificate.

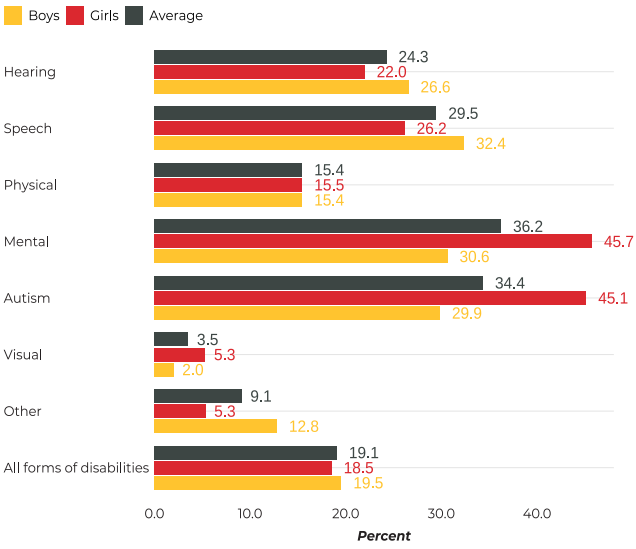


Fig 5: A child with mental disability is the most likely child to be out of school.

- A boy with any form of disability is marginally (1%) more likely to be out of school than a girl with any form of disability.
- 1 in 5 children with any form of disability is out of school.
- 36 in 100 children with mental disabilities are out of school.
- 46 in 100 girls compared to 31 in 100 boys with mental disabilities are out of school.
- 34 in 100 children with autism are out of school.
- 45 in 100 girls compared to 30 in 100 boys with autism are out of school.
- 32 in 100 boys compared to 26 in 100 girls with speech impairment are out of school.

School Factors and Learning Environment

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

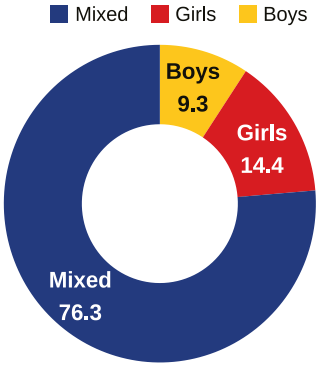


Fig 6: Gender distribution of senior schools in Kenya

- Most senior schools in Kenya are mixed at 76%, followed by girl schools at 14% and boy schools at 9%.

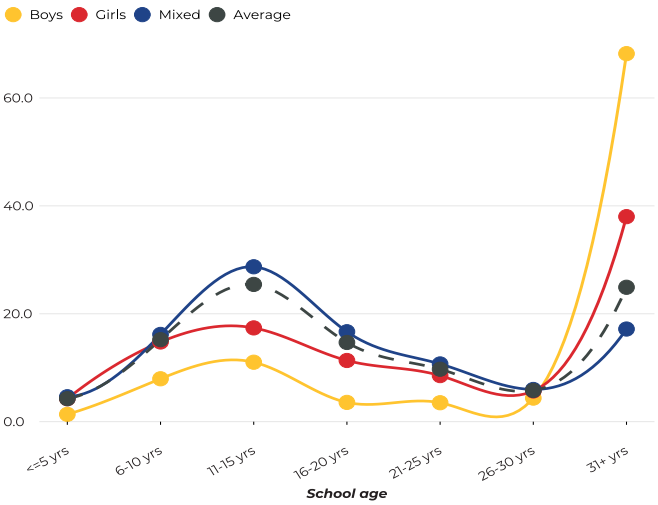


Fig 7: Distribution of senior schools by age and gender

- Senior boy schools are generally more established than senior girl schools, with 7 in 10 boy and only 3 in 10 girl schools having existed for more than 30 years.
- Less than 2 in 10 senior mixed schools have existed for more than 30 years.

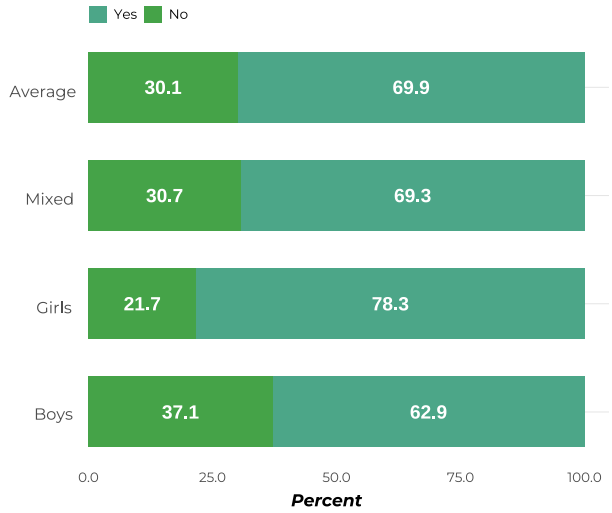


Fig 8: Distribution of public senior schools by gender and sponsorship status

- 7 in 10 senior schools are sponsored by religious institutions.
- 8 in 10 girl senior schools are sponsored by religious institutions.
- 6 in 10 boy senior schools are sponsored by religious institutions.
- 7 in 10 mixed senior schools are sponsored by religious institutions.

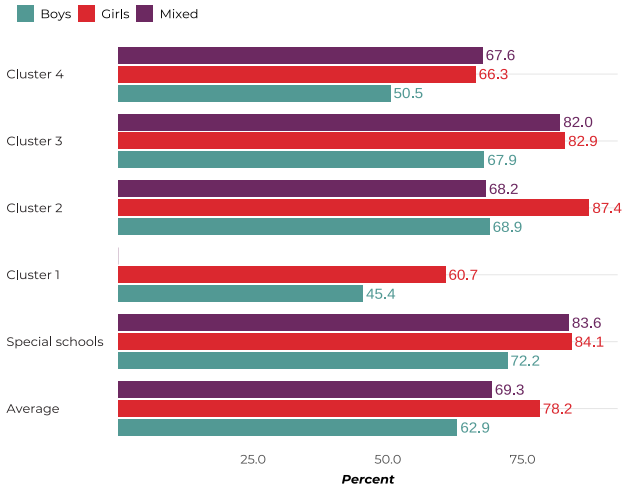


Fig 9: Distribution of sponsored public senior schools, by gender and school category

- Across all clusters of senior schools, more girl schools are sponsored by religious institutions than boy schools.
- Across school genders, cluster 1 schools have the least rate of sponsorship by religious institutions.

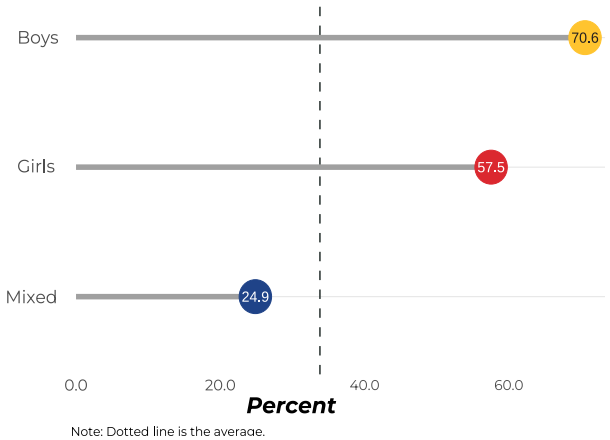


Fig 10: Percentage of senior schools offering computer lessons, by gender

- Boy senior schools are 13% more likely to offer computer lessons than girl senior schools.
- Boy senior schools are almost three times as likely as mixed senior schools to offer computer lessons.

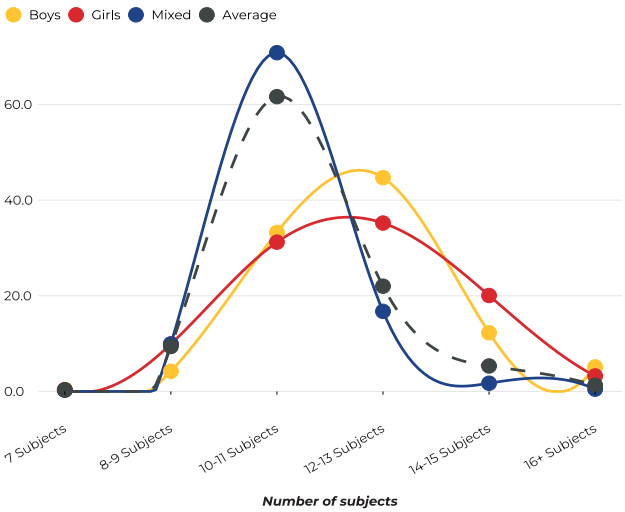
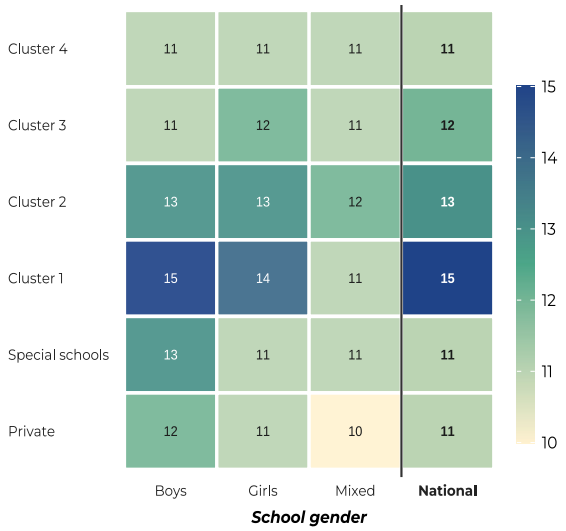


Fig 11: Distribution of senior schools by the number of subjects examined at KCSE level and gender

- Nearly two-thirds of the boy senior schools (62.1%) offered at least 12 examinable subjects compared to 58.5% of girl senior schools and 19.0% of mixed senior schools that offered the same.
- More examinable subjects mean more career options for learners attending a particular school.



Note: National column (bold) shows the national average across all categories.

Fig 12: The average number of subjects examined at KCSE level, by school category and gender

- Generally, boy senior schools offer more examinable subjects than girl senior schools across the different school categories except cluster 3.
- Cluster 1 schools offer the highest number of subjects, averaging 15 subjects, compared to 13 by cluster 2 schools, and 11–12 by clusters 3 and 4 schools.
- Mixed senior schools offer fewer subjects across most school categories, particularly among private schools where the average is 10 subjects compared to 12 and 11 offered by boy and girl private schools respectively.
- Schools offering more subjects provide learners with a wider range of academic and career pathways, highlighting disparities in opportunities across school type and gender categories.

Table 1: Senior schools with the following laboratory types by school gender

Laboratory type	School Gender			Average (%)
	Boys (%)	Girls (%)	Mixed (%)	
Chemistry	61.8	48.2	21.8	**29.3**
Biology	53.4	40.4	14.6	**21.9**
Physics	58.7	40.4	15.4	**23.0**
Multi purpose	60.4	67.1	76.0	**73.2**
Mobile laboratory	1.5	2.7	1.9	**2.0**
Others	48.1	44.5	19.5	**25.7**

- Laboratory ownership among senior schools varies significantly by type of laboratory and school gender.
- On average, 29.3%, 21.9%, 23.0%, and 73.2% of senior schools own chemistry, biology, physics, and multipurpose laboratories respectively.
- A boy senior school is 13.6% more likely than a girl senior school, and almost three times as likely as a mixed senior school to own a chemistry laboratory.
- A boy senior school is 13% more likely than a girl senior school, and more than three times as likely as a mixed senior school to own a biology laboratory.
- A boy senior school is 18.3% more likely than a girl senior school, and more than three times as likely as a mixed senior school to own a physics laboratory.
- A mixed senior school is 8.9% and 15.6% more likely than a girl senior school, and a boy senior school respectively to own a multipurpose laboratory.
- Generally, boy schools are more likely to own science laboratories than girl and mixed schools.

Table 2: Senior schools providing the following learning facilities and services by school gender

School Facility/Service	School Gender			Average (%)
	Boys (%)	Girls (%)	Mixed (%)	
Enough text books	84.8	78.8	73.5	75.3
Administration block	89.3	89.3	77.0	79.9
Dining hall	78.7	71.0	31.6	41.7
Playground	95.7	85.0	72.7	76.6
Provide e-learning options	30.2	32.7	13.0	17.4
Offer computer lessons	70.6	57.5	24.9	33.8
Adequate dormitory space	84.1	79.8	86.8	84.5
Library	65.4	50.4	32.2	37.9
Library with online resources	21.4	30.1	12.7	17.4
Learners without the proper school uniform	58.4	42.8	70.8	65.6

- Learning conditions vary considerably across senior schools with boy schools generally better equipped than girl and mixed schools with several key facilities.
- Most schools reported having enough textbooks (75.3%) and administration blocks (79.9%), but fewer reported having dining halls (41.7%) and libraries (37.9%).

- Boy schools are more likely to have playgrounds (95.7%), and libraries (65.4%) compared to girl and mixed schools.
- Mixed schools generally have lower access to facilities particularly dining halls (31.6%), libraries (32.2%), and computer lessons (24.9%).
- More mixed senior schools (70.8%) than boy senior schools (58.4%) and girl senior schools (42.8%) have learners without proper school uniform.
- Generally, boy senior schools are better equipped with learning facilities than girl and mixed senior schools.

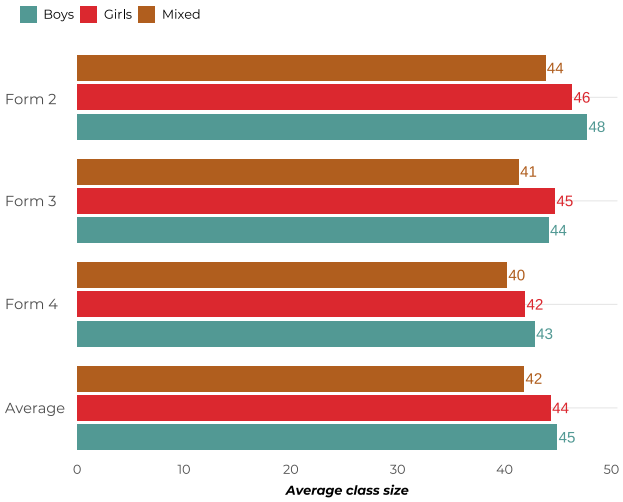


Fig 13: Average senior school class sizes by class and school gender

- Class sizes are generally larger in boy senior schools than in girl and mixed senior schools.
- Mixed senior schools have the smallest class sizes.

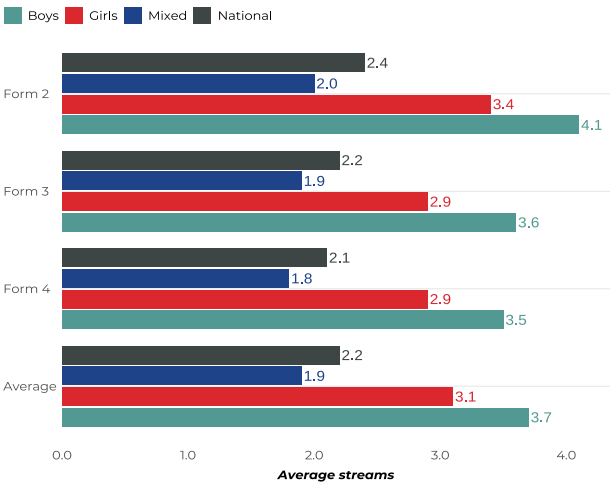


Fig 14: Average number of streams in senior schools, by class and school gender

- On average, boy schools have more streams per class (3.7) compared to girl schools (3.1) and mixed schools (1.9).

Teachers and School Leaders

The number, competency and motivation of teachers and school leaders 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 primary, junior and senior schools from a gender perspective.

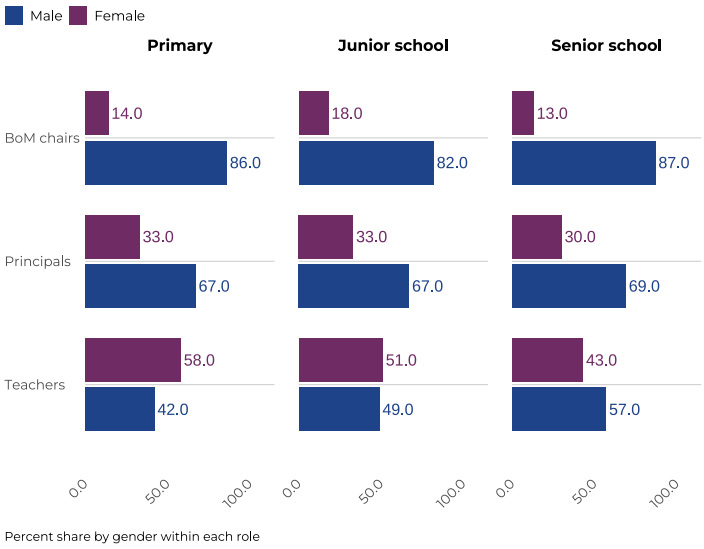


Fig 15: Distribution of public-school teachers, headteachers (HTs) and Boards of Management (BoM) chairpersons by gender and school level

- ***Women teach in the primary schools, but men lead the schools***.
- The gender of the teachers shifts in favour of men as one goes up the levels.
- 58 in 100 primary-school teachers are women but only 33 in 100 and 14 in 100 of the school heads and BoM chairpersons respectively are women.
- 51 in 100 junior-school teachers are women but only 33 in 100 and 18 in 100 school heads and BoM chairpersons respectively are women.
- 43 in 100 senior-school teachers are women but 3 in 10 and 13 in 100 school heads and BoM chairpersons respectively are women.

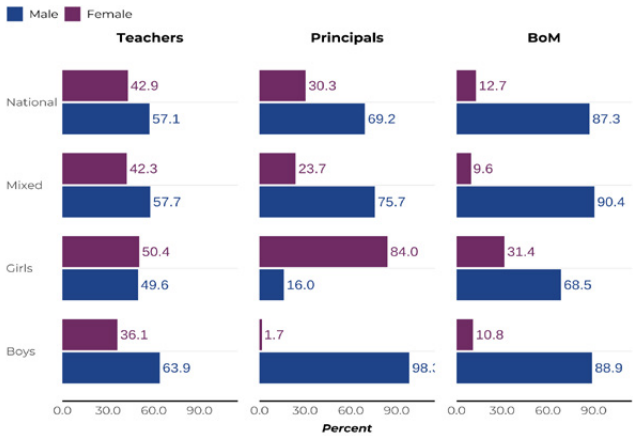


Fig 16: Distribution of public senior school teachers, principals and Boards of Management (BoM) chairpersons, by gender and school gender

- More men than women teach in senior schools.
- Women are under-represented in the leadership of senior schools, except for girl schools where women are 84% of the school heads.
- Even for girl schools, only 31 in 100 of their BoM chairpersons are women.

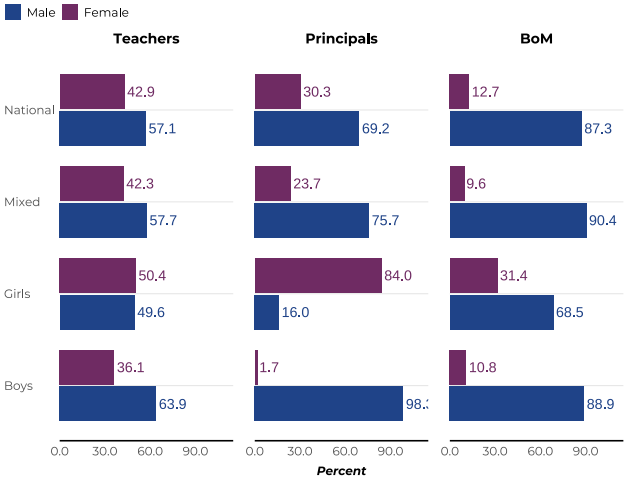


Fig 17: Distribution of sponsored public senior-school principals and Board of Management (BoM) chairpersons, by gender and school gender

- All principals of sponsored boy schools are men.
- 9 in 10 BoM chairpersons of sponsored boy schools are men.
- 3 in 4 principals of sponsored mixed schools are men.
- 9 in 10 BoM chairpersons of sponsored mixed schools are men.
- 9 in 10 principals sponsored girl schools are women.
- 2 in 3 BoM chairpersons of sponsored girl schools are men.

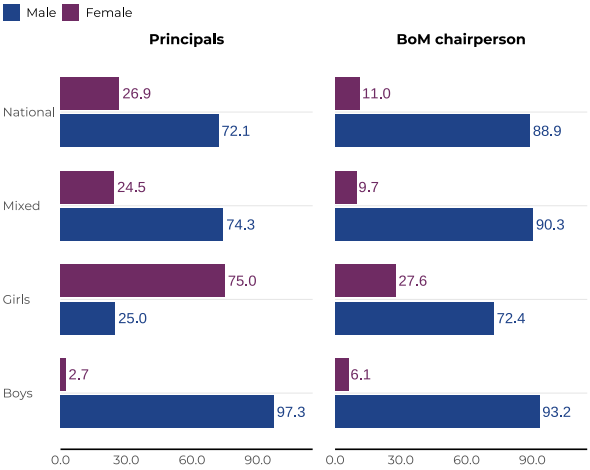
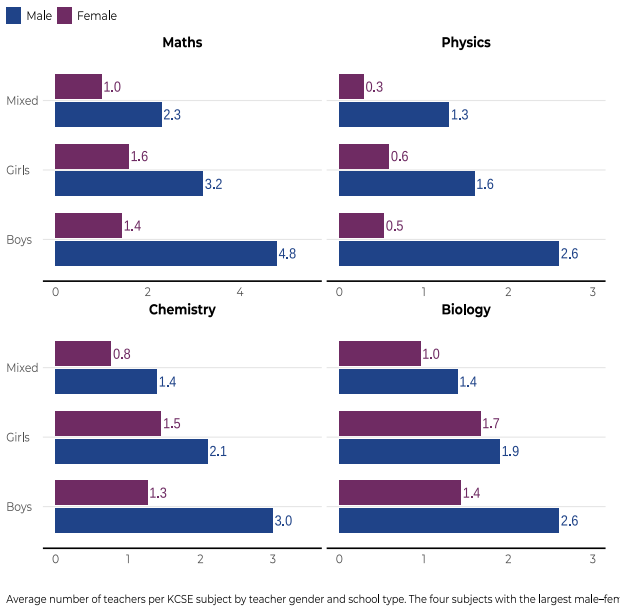


Fig 18: Distribution of non-sponsored public senior-school principals and Boards of Management (BoM) chairpersons by gender and school gender

- 97 in 100 principals of non-sponsored boy schools are men.
- 93 in 100 BoM chairpersons of non-sponsored boy schools are men.
- 3 in 4 principals of non-sponsored mixed schools are men.
- 9 in 10 BoM chairpersons of non-sponsored mixed schools are men.
- 3 in 4 principals non-sponsored girl schools are women.
- 72 in 100 BoM chairpersons of non-sponsored girl schools are men.



Average number of teachers per KCSE subject by teacher gender and school type. The four subjects with the largest male–fen

Fig 19: Average number of teachers per KCSE examined STEM subject, by senior school gender

- Generally, boy senior schools have higher average numbers of science teachers including mathematics, than girl and mixed senior schools.
- STEM subjects are dominated by male teachers across the different school gender groups.
- In girl senior schools, the gender ratios of mathematics and physics teachers are 2:1 and 3:1 respectively in favour of men.

School Health and Safety Matters

School health and safety are essential not only for children's learning but also for their overall well-being. The government has established standards in this area, and schools are making efforts to comply. However, gaps remain. This section highlights those gaps.

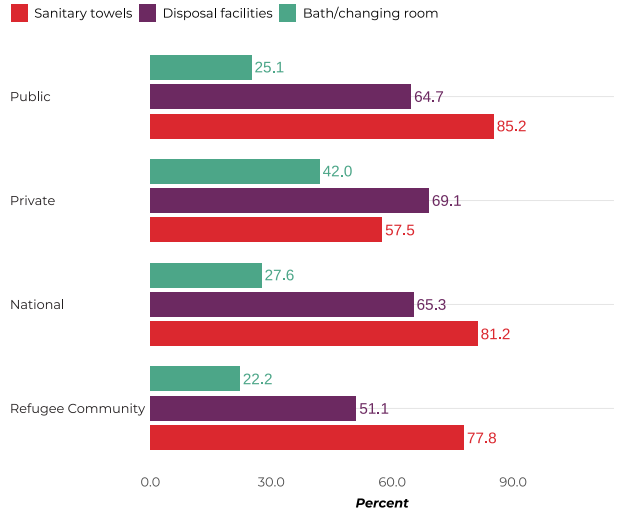


Fig 20: Primary schools provide sanitary towels but girls lack changing rooms

- 85.2% of public, 57.5% of private and 77.8% of refugee community primary schools provide girls with sanitary towels.
- 64.7% of public, 69.1% of private and 51.1% of refugee community primary schools provide girls with sanitary towels disposal facilities.
- Only 25.1% of public, 42.0% of private and 22.2% of refugee community primary schools provide girls with bath/changing room facilities.
- Nationally, 81.2%, 65.3% and 27.6% of primary schools provide girls with sanitary towels, disposal facilities, and bath/changing room facilities respectively.

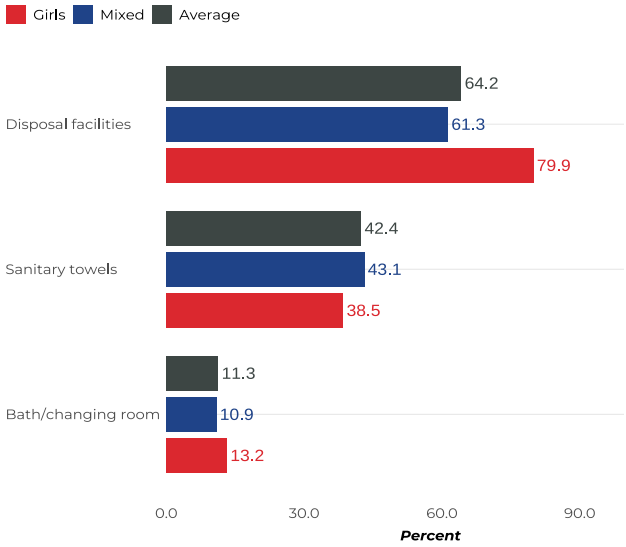


Fig 21: Few senior schools provide menstrual hygiene facilities/services

- 2 in 5 senior schools provide girls with sanitary towels.
- 3 in 5 senior schools provide sanitary towel disposal facilities.

- Only about 1 in 10 senior schools provide bath/ changing room facilities for girls.
- Girl schools are more likely than mixed schools to provide bath/changing rooms and disposal facilities, while mixed schools are more likely to provide sanitary towels.

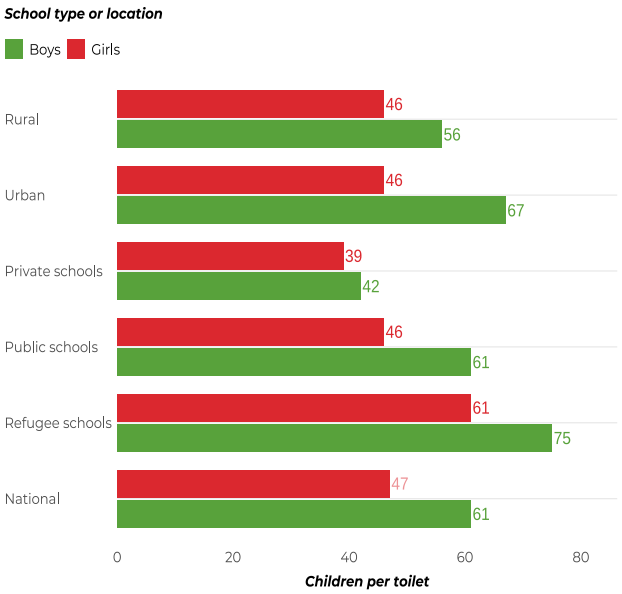


Fig 22: Number of primary school learners using one toilet, by gender, school type and location

- Nationally, 61 male learners use one toilet, while 47 girls use one toilet.
- 56 boys in rural schools and 67 boys in urban schools use one toilet.
- 46 girls in rural schools and 46 girls in urban schools use one toilet.
- 61 boys in public schools and 42 boys in private schools use one toilet.
- 46 girls in public schools and 39 girls in private schools use one toilet.
- 75 boys in refugee community schools and 61 girls in refugee community schools use one toilet.

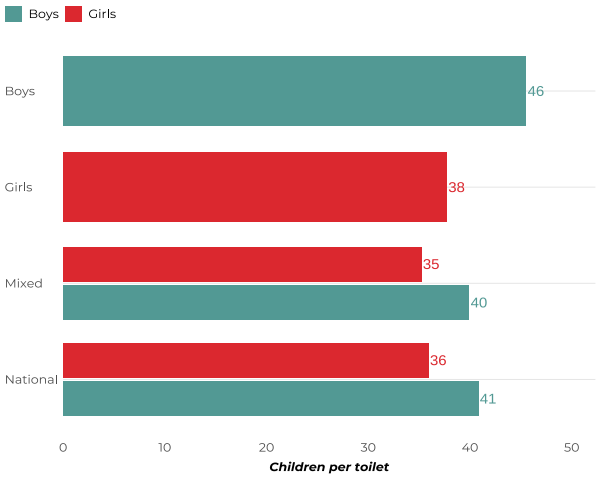


Fig 23: Number of senior school learners using one toilet, by gender and school gender

- Nationally, 41 boys use one toilet compared to 36 girls in senior schools.
- In boy schools, about 46 boys use one toilet while in girl schools about 38 girls use one toilet.
- In mixed schools, about 40 boys and 35 girls use one toilet respectively.
- Overall, senior boy and mixed schools tend to have more learners sharing a toilet than senior girl schools.

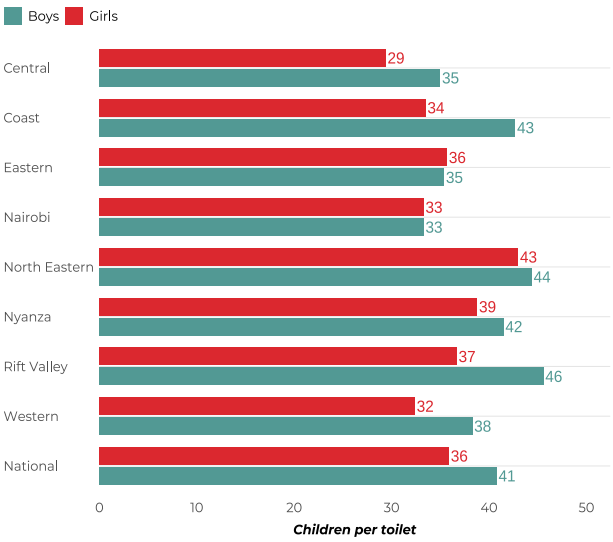
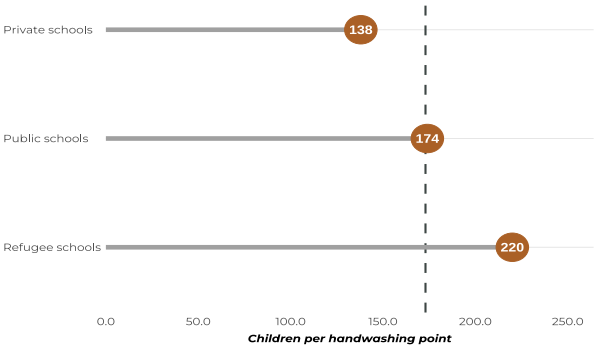


Fig 24: Number of senior school learners using one toilet, by gender and region

- Nationally, 41 boys share one toilet compared to 36 girls in senior schools.
- The highest number of learners per toilet is found in Rift Valley and North Eastern regions where the ratio is 46 boys per toilet and 43 girls per toilet.
- Central region has the lowest number of learners per toilet with 29 girls per toilet and 35 boys per toilet, while Nairobi has equal ratios for boys and girls at 33 learners per toilet.
- All regions don't meet the Ministry of Education and World health Organisation recommended ratios of 30 boys per toilet and 25 girls per toilet, but the Central region is close.



Note: The dashed line represents the national average (173).

Fig 25: Number of primary school learners using one handwashing point, by school type

- Nationally, 173 learners use one handwashing point.
- Private schools have generally fewer learners sharing a handwashing point than both public and refugee community schools.
- 138 learners use one handwashing point in private schools.
- 174 learners use one handwashing point in public schools.
- 220 learners use one handwashing point in refugee community schools.

ICTs in Schools

Expanding the use of ICT can enrich the learning environment, broaden learners' experiences, and enable more flexible and effective teaching practices. The government has been implementing the Digital Learning Programme since 2013, providing devices to public primary schools, establishing computer laboratories, and training teachers. The table below examines the extent to which these efforts have translated into practice and highlights the remaining gaps from a gender perspective.

Table 3: Senior school possession of ICT resources by school gender

ICT resource	School gender			Average (%)
	Boys (%)	Girls (%)	Mixed (%)	
TV	97.6	86.0	60.4	67.5
Radio	54.8	49.6	21.1	28.4
LCD projector	85.3	76.1	47.3	55.0
Mobile phone	63.1	66.8	36.7	43.5
VCD	26.9	31.1	14.5	18.0
Tablets	10.7	11.0	8.1	8.7
Teacher digital devices	41.5	48.1	28.5	32.5
Operational computer lab	66.0	58.6	23.1	32.2

- A higher percentage of boy senior schools possess TVs, radio and LCD projects than girl and mixed senior schools.
- A higher percentage of girl senior schools possess mobile phones, VCD/DVD/Deck players than boy and mixed senior schools.
- A higher percentage of boy senior schools possess operational computer labs than girl and mixed senior schools.

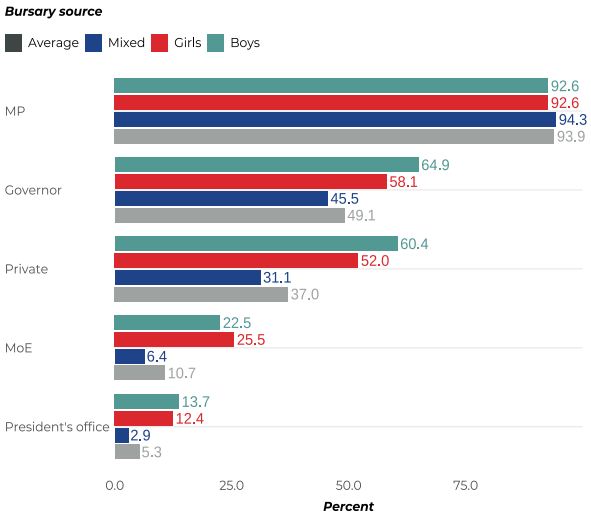


Fig 26: Percentage of senior schools with learners who received bursaries, by school gender and bursary source

- Across different bursary sources, more boy schools than girl and mixed schools have learners receiving bursary support except for the Ministry of Education, which favors girl schools.
- Overall, bursary from members of parliament is more widely spread across different schools (93.9%) than other sources of support.
- Bursary from the Office of the President reaches fewest schools across the different school gender categories (5.3%).

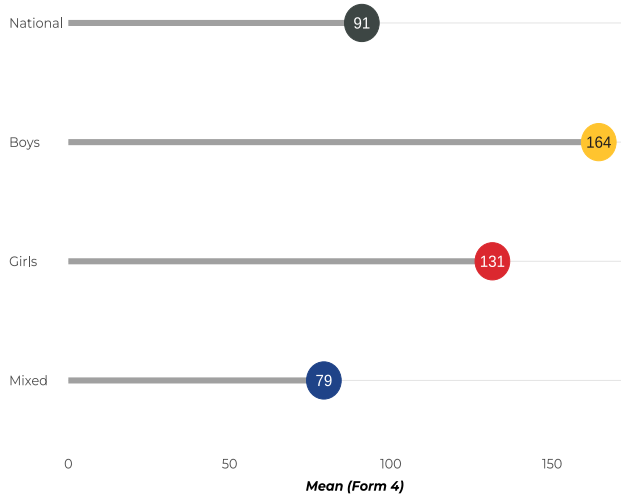


Fig 27: Average number of 2024 KCSE candidates, by school gender

- Boy schools had an average of 164 KCSE candidates compared to 131 candidates for girl schools.
- Boy schools had more than double the average number of 2024 KCSE candidates in mixed schools (79).
- The national average number of candidates was 91 per school.

Social Factors

Table 4: Teenage pregnancy rates for in-school and out-of-school girls in Kenya

Child's age (years)	In-school (%)	Out-of-school (%)	Total (%)
Age 13	0.6	2.4	0.7
Age 14	0.6	3.9	0.7
Age 15	1.2	6.4	1.5
Age 16	1.1	22.2	2.5
Age 17	2.3	14.9	4.0
Average	**1.0**	**12.2**	**1.5**

- An out-of-school teenage girl is more than 12 times as likely as her in-school counterpart to fall victim to teenage pregnancy.
- At age 13 years, 2 in 100 out-of-school girls are already victims of teenage pregnancy.
- Nearly a quarter of 16-year-old out-of-school girls fall victim to teenage pregnancy compared to 3 in 100 of their in-school counterparts.

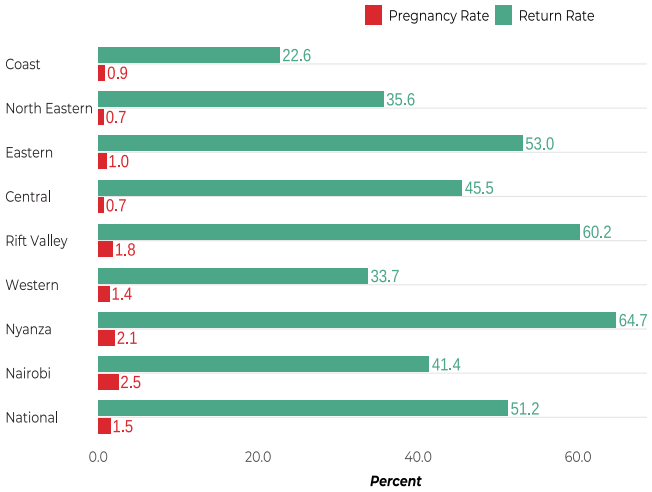


Fig 28: Reported cases of teenage pregnancy and school return rate, by region

- Nationally, 1.5% teenage girls were reported pregnant in the year preceding the study.
- Nairobi has the highest rate of reported pregnancy at 2.5% followed by Nyanza (2.1%) and Rift Valley (1.8) regions.
- Nyanza region has the highest return-to-school rate at 64.7% followed by Rift Valley (60.2%), and Eastern (53%).
- The rest of the regions have less than 50% return rate with Coast registering the lowest rate at 22.6%.
- Nationally, over half (51.2%) of the teenage girls who become pregnant while in school return to school after child birth.

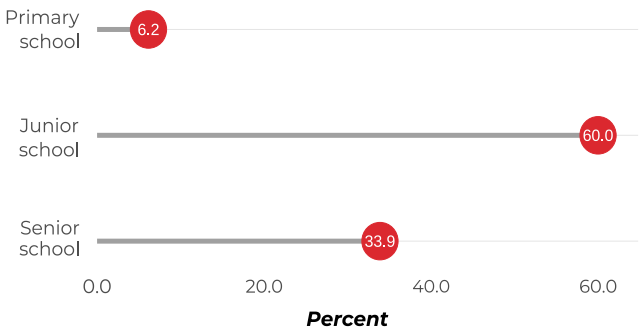


Fig 29: Percentage distribution of pregnant learners, by school level

- The majority of the learners affected by teenage pregnancy are in Junior School (60%).
- One third of the pregnant girls are in senior school. This number may be understated due to two factors: 1) the survey age restriction (age 17 years) excluded from coverage some of the girls in senior school; and 2) the survey was carried out during school term thus excluding many of the senior school girls in boarding schools.

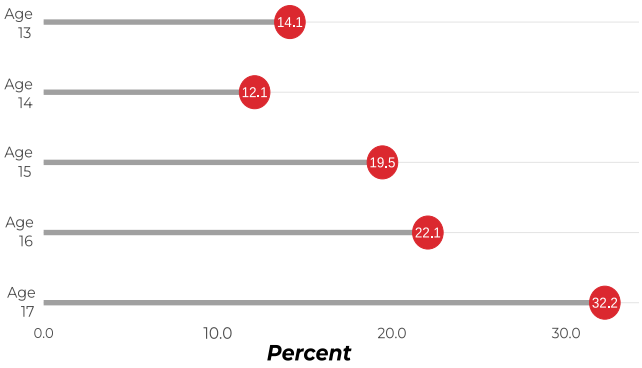


Fig 30: Distribution of pregnant learners, by age

- 32.2% of the victims of teenage pregnancy were 17 years old.
- 14.1% of the victims of teenage pregnancy were just 13 years old.

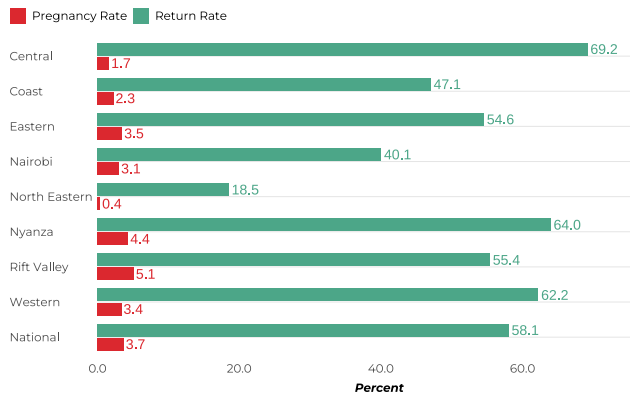


Fig 31: Reported pregnancy rates among senior school learners and school return rates, by region

- The national pregnancy rate in senior schools is higher than that reported at the household level (3.7%) and return to school rate after child birth is also higher (58.1%).
- Rift Valley region has the highest rate of pregnancy (5.1%) followed by Nyanza (4.4%), Eastern (3.5%), and Western (3.4%) with the lowest rates reported in North Eastern (0.4%).
- The highest return to school rates is reported by Central region (69.2%). Other regions with above 50% return to school rates after child birth are Nyanza (64%), Western (62.2%), Rift Valley (55.4%), and Eastern (54.6%).
- The lowest return rate is reported in North Eastern at 18.5%.

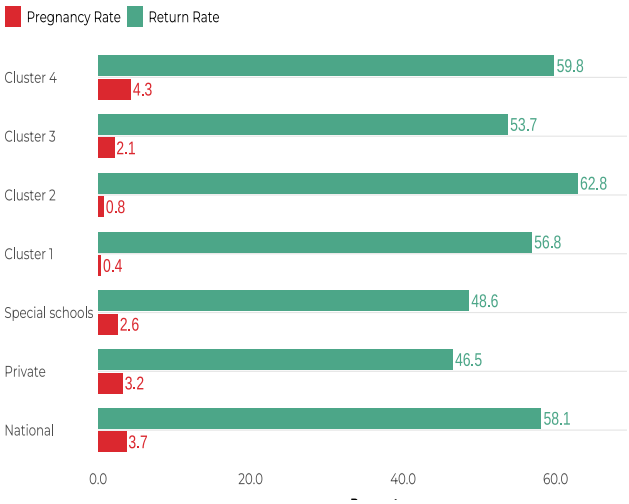


Fig 32: Teenage pregnancy and senior school return rates by school category

- Teenage pregnancy prevalence is highest among girls in cluster 4 schools (4.3%) followed by those in private schools (3.2%) and special schools (2.6%).
- Teenage pregnancy prevalence is lowest among girls in cluster 1 schools (0.4%) followed by those in cluster 2 schools (0.8%).
- Return to school after delivery is highest among girls in cluster 2 schools (62.8%) followed by those in cluster 4 (59.8%) and cluster 1 (56.8%).
- Return to school after delivery is lowest among girls in special schools (48.6%) and private schools (46.5%).

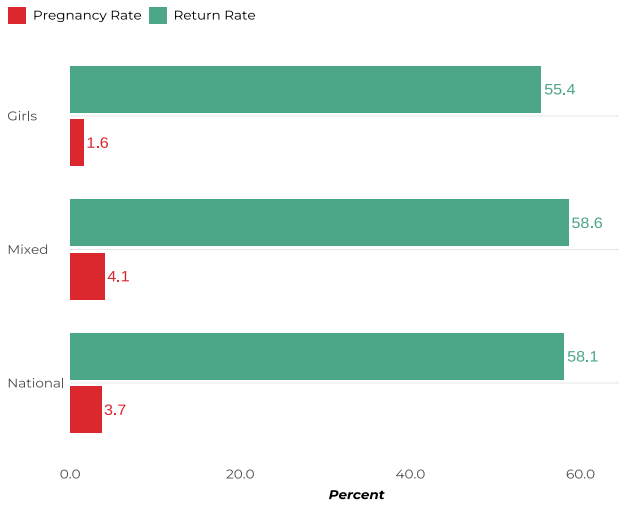


Fig 33: Teenage pregnancy and senior school return rates by school gender

- A girl in a mixed senior school is more than twice (4.1%) as likely as a girl in a girl senior school (1.6%) to fall victim to teenage pregnancy.
- Mixed senior schools report slightly higher return to school rates after delivery (58.6%) than girl schools (55.4%).

Table 5: Why victims of teenage pregnancy struggle with returning to school

Challenge	Percent
She has to fend for the baby/Overwhelmed by parental responsibilities	29.6
Stigma	45.2
Lack of support by parents to take her back to school	15.2
Nearby schools not willing to admit her	1.1
Parents unwilling to let her return to school	5.1
Lack of a caregiver for the baby	13.6
Teenage mother wants to nurse her baby	18.4
Other	7.6

- Stigma is still the main obstacle to many victims of teenage pregnancy returning to school (45.2%).
- Parental responsibilities associated with fending for the baby is the second major obstacle (29.6%).

Table 6: Why senior school victims of teenage pregnancy find return to school difficult, by school category

Challenge	School category (%)						Average (%)
	Cluster 4	Cluster 3	Cluster 2	Cluster 1	Special schools	Private	
Poverty (she has to fend for the baby)	13.2	7.1	18.4	0.0	14.1	14.4	12.5
Stigma (fear of being laughed at)	35.5	33.9	30.6	40.8	36.4	27.0	34.5
Lack of fees	3.1	1.0	3.0	8.9	5.1	1.1	2.7
School policy does not allow	0.0	0.0	0.0	0.0	0.0	0.9	0.1
Parents of other children won't allow	2.2	0.7	0.7	2.3	0.0	3.4	2.0
Parents unwilling to let her return to school	7.0	11.9	0.5	21.6	0.0	13.7	7.9
Overwhelmed by parental responsibilities	7.2	6.7	3.3	0.0	10.6	9.7	7.1
Lack of a caregiver for the baby	15.5	17.5	8.8	2.3	26.9	7.2	14.9
Other	16.4	21.3	34.7	24.1	6.9	22.5	18.2

- Overall, stigma is the most critical obstacle to senior school victims of teenage pregnancy returning to school (34.5%).
- Stigma is most significant among cluster 1 school learners (40.8%) and least among private school learners (27%).
- Poverty and the associated parental responsibilities are not factors among cluster 1 learners.
- Parental apathy to return to school is highest among parents of cluster 1 learners (21.6%) and least among parents of special school learners.
- Lack of a caregiver for the baby is most significant among special school learners (26.9%) and least among cluster 1 school learners (2.3%).

Table 7: Challenges faced by senior school management in supporting teenage pregnancy victims to remain in school, by school category

Challenge	School category (%)						Average (%)
	Cluster 4	Cluster 3	Cluster 2	Cluster 1	Special schools	Private	
Unsupportive parents	40.0	28.4	27.1	23.3	15.2	31.6	36.9
Unsupportive community	6.6	7.8	2.9	1.7	0.0	11.4	6.8
Stigma	27.6	39.7	35.6	58.8	36.5	34.2	30.3
Negative attitude	8.6	9.5	2.9	3.3	31.6	5.3	8.6
Other	17.2	14.7	31.6	13.0	16.7	17.5	17.5

- Overall lack of support by parents is the biggest challenge a senior school management has to overcome to keep a victim of teenage pregnancy in school (36.9%) followed by stigma (30.3%).
- Lack of parental support is most severe for principals of cluster 4 schools (40%) and least principals of special schools (15.2%).
- Stigma is the biggest challenge for principals of cluster 1 schools (58.8%) and least for principals of cluster 4 schools (27.6%).

Table 8: Challenges faced by senior school management in supporting teenage pregnancy victims to remain in school, by school gender

Challenge	School gender (%)		Average (%)
	Girls	Mixed	
Unsupportive parents	30.1	38.2	36.9
Unsupportive community	3.1	7.5	6.8
Stigma	39.1	28.6	30.3
Negative attitude	6.5	8.9	8.6
Other	21.2	16.8	17.5

- Overall, lack of parental support is the biggest challenge facing principals of senior schools who wish to support victims of teenage pregnancy to continue with their education.
- Stigma is the biggest challenge for principals of girl schools (39.1%) while lack of parental support is the biggest challenge for principals of mixed schools (38.2%).
- The least challenge for principals of both gender of schools is lack of community support at 3.1% for girl schools and 7.5% for mixed schools.

Table 9: Measures instituted by primary schools to support learning continuity for victims of teenage pregnancy

Measure	Percentage
Counselling	42.8
Provide remedial classes	3.9
Admit them back to school	43.4
Provide time to attend to the baby	6.4
Other	3.5

- In primary schools, the most common measures instituted to support victims of teenage pregnancy are admitting them back to school (43.4%) and providing them with counselling (42.8%).
- Other measures are providing time for the learners to attend to their babies (6.4%) and providing remedial lessons (3.9%).

Table 10: Measures instituted by senior schools to support learning continuity for victims of teenage pregnancy, by school category (%)

Measure	School Category						National
	Cluster 4	Cluster 3	Cluster 2	Cluster 1	Special	Private	
Counselling	55.7	43.4	67.9	49.6	31.0	57.7	**54.4**
Remedial classes	0.6	2.4	0.0	1.7	1.0	0.8	**0.8**
Admit them back to school	31.0	32.0	22.0	40.7	60.6	34.6	**31.5**
Provide time to attend to the baby	5.2	14.3	0.0	0.0	0.0	4.3	**5.9**
Other	7.5	8.0	10.1	8.0	7.5	2.6	**7.4**

- Across all categories of senior schools except special schools, the most common measures instituted to support victims of teenage pregnancy are counselling followed by admitting them back to school.
- For special schools, the most common measures are admitting the learners back to school (60.6%) and counselling (31.0%).
- Nationally, counselling is the most popular measure used by 54.4% of schools and re-admission used by 31.5% of the schools.
- Only 0.8% of the schools provide returning learners with remedial lessons.

Table 11: Measures instituted by senior schools to support learning continuity of victims of teenage pregnancy, by school gender

Measure	School gender (%)		National (%)
	Girls	Mixed	
Counselling	55.3	54.2	54.4
Remedial classes	0.7	0.8	0.8
Admit them back to school	32.4	31.3	31.5
Provide time to attend to the baby	3.2	6.5	5.9
Other	8.4	7.2	7.4

- Both girl and mixed senior schools use counselling as their preferred mode of support to victims of teenage pregnancy returning to school.
- Mixed schools are twice as likely as the girl schools to provide teenage mothers time to attend to their children.

Learning Outcomes

This section highlights gender-disaggregated findings of the learning assessment of all children enrolled in Grades 4, and 6, and those aged 10-17 years but are out of school. It also highlights the gender-disaggregated achievement of the 2024 high-school leavers and the drivers of learning outcomes at primary, junior and senior schools.

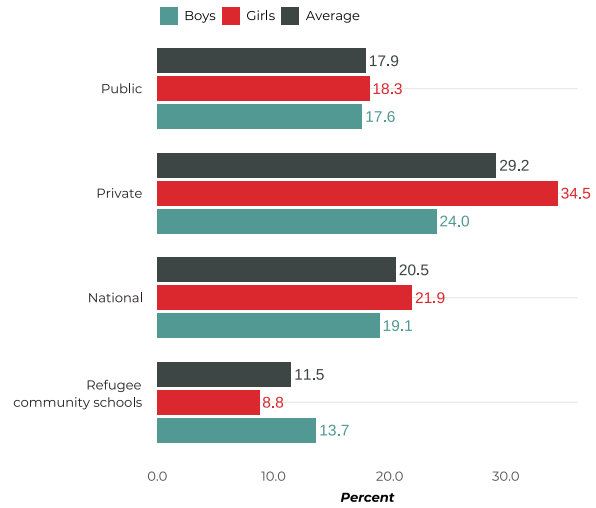


Fig 34: Gender-disaggregated analysis of Grade 4 learners' ability to both solve a Grade 3 appropriate numeracy problem and read for comprehension a Grade 3 appropriate English story by type of school attended

- 19 in 100 Grade 4 boys and 22 in 100 Grade 4 girls are able to read for comprehension a Grade 3 English story and solve a Grade 3 numeracy problem.
- Girls in private primary schools outperform boys by a larger margin than in public primary schools.
- In refugee communities, 14 in 100 boys and 9 in 100 girls are able to read for comprehension a Grade 3 English story and solve a Grade 3 numeracy problem contrary to the picture in non-refugee schools where girls performed better than boys.

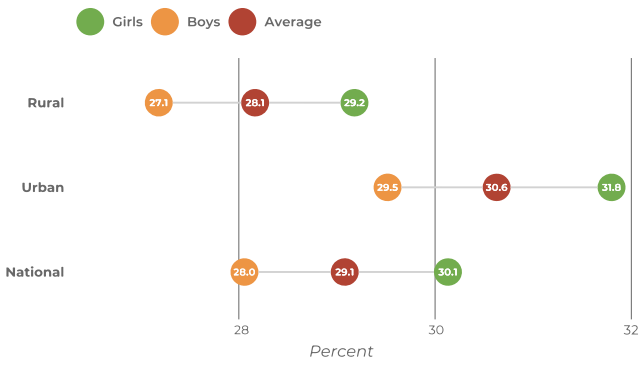


Fig 35: Gender-disaggregated analysis of Grade 4 learners' ability to both solve a Grade 3 appropriate numeracy problem and read for Comprehension a Grade 3 appropriate English story by location of residence

- 31 in 100 urban Grade 4 learners can both read and comprehend a Grade 3 appropriate English story and solve a Grade 3 appropriate numeracy problem.
- 28 in 100 rural Grade 4 learners can both read and comprehend a Grade 3 appropriate English story and solve a Grade 3 appropriate numeracy problem.
- Grade 4 girls outperform their male counterparts across both geographies in English and Mathematics proficiency.

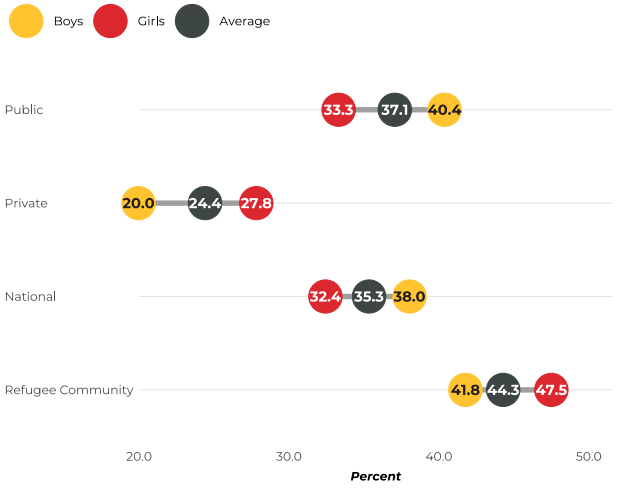


Fig 36: Gender-disaggregated analysis of Grade 6 learners' ability to read for comprehension a Grade 3 appropriate English story, by type of school attended

- More Grade 6 boys than girls are unable to read for comprehension a Grade 3 appropriate English story.
- Fewer Grade 6 boys than girls attending both private and refugee community primary schools are unable to read for comprehension a Grade 3 appropriate English story.
- More Grade 6 boys than girls attending public primary schools are unable to read for comprehension a Grade 3 appropriate English story.
- In refugee community schools, nearly half of Grade 6 girls are unable to read for comprehension a Grade 3 appropriate English story.

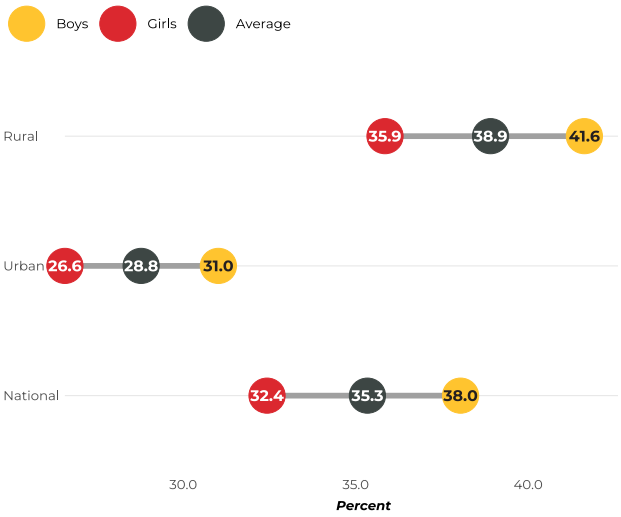


Fig 37: Gender-disaggregated analysis of Grade 6 learners' ability to read for comprehension a Grade 3 appropriate English story, by location of residence

- Across both urban and rural geographies, more Grade 6 boys than girls are unable to read for comprehension a Grade 3 appropriate English story.
- The achievement gap in favor of Grade 6 girls compared to their male counterparts is greater in rural areas.

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 achievement of SDG 4.

This section presents the findings of three regression models: two logistic models of child-level learning outcomes (English and Numeracy tests scores) on child, household and attended primary school characteristics; and a linear regression model of learner-level KCSE examination results on learner and attended senior school characteristics.

Table 12: Regression results of child-level learning outcomes on household factors

		Maths				English			
Factors		**Odds Ratio**	**p < 0.05**	**[95% CI]**		**Odds Ratio**	**p < 0.05**	**[95% CI]**	
Child Age		1.13	0.01	1.10	1.16	1.07	0.01	1.04	1.10
Child Gender (Ref: Boys)									
	Girls	1.28	0.01	1.18	1.37	1.25	0.01	1.16	1.34
Child Grade (Ref: Early years)									
	Middle years	2.55	0.01	2.18	2.97	2.14	0.01	1.86	2.46
	Junior school	6.06	0.01	4.99	7.37	4.32	0.01	3.56	5.24
School Type (Ref: Public)									
	Private	1.40	0.01	1.21	1.62	1.49	0.01	1.28	1.74
Pre-primary Attendance (Ref: No)									
	Yes	1.56	0.01	1.25	1.96	1.37	0.01	1.07	1.73
Household Head Education (Ref: Primary & below)									
	At least Degree	1.33	0.05	1.00	1.77	1.27	0.25	0.85	1.89
	Diploma	1.44	0.01	1.19	1.73	1.40	0.01	1.14	1.72
	Post-secondary Certificate	1.36	0.01	1.10	1.68	1.26	0.04	1.02	1.57
	Secondary	1.20	0.00	1.07	1.35	1.23	0.01	1.10	1.37
	Post-primary Certificate	1.32	0.02	1.05	1.65	1.13	0.29	0.90	1.41
Mother Education (Ref: Primary & below)									
	Degree & above	2.92	0.01	1.96	4.35	2.31	0.01	1.50	3.56
	Diploma	1.59	0.01	1.30	1.94	1.67	0.01	1.33	2.11
	Post-secondary Certificate	1.25	0.05	1.00	1.57	1.52	0.01	1.21	1.92
	Secondary	1.30	0.01	1.16	1.45	1.37	0.01	1.22	1.53
	Post-primary Certificate	1.14	0.29	0.89	1.46	1.25	0.08	0.98	1.59
Household Size	Number of children (of age 4–17 years)	0.93	0.01	0.90	0.97	0.91	0.01	0.88	0.95
Household Wealth (Ref: Poor)									
	Middle	1.16	0.02	1.03	1.32	1.19	0.01	1.05	1.34
	Rich	1.38	0.01	1.18	1.61	1.47	0.01	1.23	1.76

Table 12 presents findings of two logistic regression models fitting the learning outcomes (in English and Numeracy) of children aged 10-15 years (in and out of school), and those enrolled in Grades 3 to 9, up to age 17 years using household-level data. The gender-relevant results from the analysis are highlighted as follows:

- The children's odds of achieving better learning outcomes in numeracy and in English literacy increase by 13% and 7% respectively for each additional year of age.
- A girl's odds of achieving better learning outcomes in numeracy and English literacy are 28% and 25% respectively higher than a boy's.
- A child attending a private school has 40% and 49% odds of achieving better learning outcomes in numeracy and English literacy respectively than his/her public-school counterpart.
- A child who attended pre-primary school has 56% and 37% odds of achieving better learning outcomes in numeracy and English literacy respectively than his/her counterpart who did not.
- Education of the household head shows mixed effects. Higher education levels of the household head are generally associated with better learning outcomes, although the effect is not statistically significant at all levels for English.
- A child whose mother has a university degree or higher has more than double the odds of achieving better learning outcomes in numeracy and English literacy than his/her counterpart whose mother has at most primary education.
- Household size is negatively associated with learning outcomes. Each additional household member reduced the odds of a child achieving better learning outcomes by 7% in numeracy and 9% in English literacy.
- Compared to a child from a poor household, a child from a middle-income household has 16% and 19% odds of achieving better learning outcomes in numeracy and English literacy **respectively**, while a child from a rich household has **38% and 47%** odds of achieving better learning outcomes in **numeracy** and **English literacy** respectively.

Conclusion

- Gender disparities in education remain evident in access, learning outcomes, school resources, and leadership. Children facing multiple vulnerabilities, such as girls with disabilities, experience the greatest barriers to participation.
- Inequalities in learning environments persist across schools. Boys' senior schools are generally better resourced than girls' and mixed schools, which may contribute to unequal achievement and future opportunities.
- Women make up the majority of teachers at the lower levels of basic education, but their representation declines at higher levels of the education system.
- School health, sanitation, and menstrual hygiene facilities remain inadequate in many schools, limiting girls' participation, safety, and dignity, particularly in public, rural, and refugee-community schools.
- Teenage pregnancy continues to disrupt girls' education despite the existence of a return-to-school policy.
- The main challenges preventing girls affected by teenage pregnancy from continuing their education are stigma, poverty and related economic hardships, and inadequate community support.

Overall, the findings show that while Kenya's education system has made progress in expanding access, it has not yet achieved gender-transformative education. Persistent inequalities in resources, leadership, school environments, and broader social conditions continue to limit the system's ability to provide just, equitable, and empowering education for all learners.

Appendix

Appendix 1: Usawa Agenda Sub-National Partners

County	Partner(s)
Mombasa	Tubonge Youth Initiative Ccommunity Based Organisation
Kwale	Kwale Youth and Governance Consortium
Kilifi	Wezesha Jamii Community Based Organisation
Tana River	Delta Voices Youth Group
Lamu	Muslim Women Advancement of Right and Protection
Taita/Taveta	Taveta Children Assistant
Garissa	Women Education and Health for Development
Wajir	Jalalaqa Self Help Group
Mandera	Humanitarian International Voluntary Association
Marsabit	Pastoralist Education Smart Adaptation Programme
	Pastoralist Action for Development
Isiolo	Girl Concern Community Based Organisation
Meru	Meru Peace Initiative
Tharaka-Nithi	Chuka Youth Information Centre
Embu	Partners in Art & Contemporary Development
Kitui	Kitui Network for Sustainable Development
Machakos	Tuboreshe Pamoja Community Based Organisation
Makueni	Makueni Youth Network
Nyandarua	Initiative for Cares and Empowerment Support
Nyeri	Inspire Children and Youth Organisation
Kirinyaga	Sagana Disabled People Self Help Group
Murang'a	Go Economic Empowernment Programme
Kiambu	Kijabe Environment Volunteers (KENVO)
Turkana	Alemun Pastoralists Empowerment Programme
	Asegis Community Network

County	Partner(s)
West Pokot	Yangat Community Development Programme
Samburu	Samburu Women Empowerment Integrated Programme
Trans Nzoia	Save Africa Community Based Organisation
Uasin Gishu	Read and Run Community Based Organisation
Elgeyo Marakwet	Logogo Youth Group
Nandi	Kapsoogaa Self Help Group
Baringo	Central Rift Community Development
Laikipia	Pioneer Child Development Programme
Nakuru	Central Rift Community Development
Narok	Enkishon Sidai Africa
Kajiado	Dupoto Emaa Olkejuado Pastoralists Development Organisation
Kericho	Rays of Hope Kenya
Bomet	Kapletundo Community Organisation
Kakamega	Kakamega County Women Empowerment Programme
Vihiga	Magharibi Community Based Organisation
Bungoma	Forum for Art in Community Development
Busia	Butula Neighbours Keeper Education Trust
Siaya	Siaya Muungano Network
Kisumu	Magunga Footsteps Child Support Group
Homa Bay	Victoria Agricultural & Environmental Organisation
Migori	Komotobo Mission Station
Kisii	Vines Kenya
Nyamira	Vines Kenya
Nairobi City	Sifa Children Welfare Association
	Youth Initiative Kenya
	Vision Empowerment Trust

Notes

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