



REPUBLIC OF KENYA

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

Education and Training Sector Gender Policy



REPUBLIC OF KENYA

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

EDUCATION AND TRAINING SECTOR GENDER POLICY

Second Edition 2015



Published by the Ministry of Education, Science and Technology (MoEST) with the Financial and Technical Support from the United Nations Educational, Scientific and Cultural Organization (UNESCO) in the context of the UN/GoK Joint Programme for Gender Equality and Women Empowerment (UN/GoK JPGEWE)

Email: info@education.co.ke
Website: www.education.go.ke



Design and Layout: Jennifer Odallo
Printing: UNON Publishing Services Section – ISO 14001:2004-certified

Job No.: 15-02038/2000 copies/jao

Foreword



Gender equity and equality in education is a major concern in many countries, because of its significance in socio-economic and political development.

Kenya has joined other countries in signing international conventions and agreements in an effort to address the negative impact of gender inequalities. These commitments include the Millennium Development Goals (MDGs), Education for All (EFA), the Convention on the Rights of the Child (CRC), among others.

Besides being a fundamental human right, education is an essential tool to ensure that all people realise their full potential. Investment in education for both boys and girls with a gender-based framework has been consistently acknowledged by the Government of Kenya as being a powerful vehicle for its citizens' advancement socially and economically.

According to the National EFA Review Report 2001-2010, enrolment, retention and completion rates for both boys and girls and women and men at all levels of education have improved greatly. Since the launch of the first Gender Policy in Education in 2007, there has been a wider and deeper understanding of the concept of gender as opposed to the perception that it is essentially a girls' and women's issue. In addition, the Government of Kenya has undertaken significant constitutional, legislative and policy transformation including the enactment of the Constitution of Kenya 2010, the Sessional Paper No. 14 of 2012 and the Basic Education Act No. 14 of 2013. These initiatives therefore necessitated the reviewed Gender Policy.

The policy pays attention to all citizens of different ages and emphasizes the use of all pathways that would enable the country to achieve gender equity and equality in education. It is my hope that the implementation of this Gender Policy will lead to fruition of the overall goal of the Education Sector – providing equitable quality education for all Kenyans.

A handwritten signature in black ink, appearing to read 'Jacob T. Kaimenyi'. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Prof. Jacob T. Kaimenyi, PhD, FICD, EBS
Cabinet Secretary
Ministry of Education, Science and Technology



Preface



Despite Government targeted interventions, gender disparities have been observed in education Performance Indicators are found at all levels of education and training, with the impact being seriously experienced in ASAL regions, many rural areas, urban informal settlements and other low potential areas. The Gender Policy in Education (2007) was developed to address these critical areas in the education and training sector.

The Constitution of Kenya 2010 ushered in a new legal framework that called for a review of the gender policy. The Bill of rights provides that every person has the right to education.

The review has therefore, been carried out with the purpose of focusing on equal rights for men and women, girls and boys and the realisation of Goal 3 of the Sessional Paper No. 14 of 2012 which is to 'Eliminate gender and regional disparities in Basic Education by 2017'.

The policy document is organised in eight chapters. Chapter One provides the background to the policy review and discusses the legal and policy context in which the document is grounded. It highlights international conventions, to which Kenya is a signatory, justifying the review of the policy. It also outlines the Goal, Objectives and Scope of the policy. Chapter two to chapter seven provide the six thematic areas namely access, equity, quality, safety, security and sexual and gender based violence, nurturing and mentoring as well as governance and management. Chapter eight presents the implementation framework for the policy document.

We call upon the entire Education sector fraternity to take full charge of implementing this policy to the letter as outlined in order to fulfil our goals and aspirations regarding equity and equality in education.

Dr. Belio R. Kipsang
Principal Secretary
State Department of
Education

Prof. Collette A. Suda, PhD, PKNAS, EBS
Principal Secretary
State Department of Science and
Technology

Acknowledgement



The Gender policy in Education is a product of the experiences, practice and contribution of various individuals and institutions. The policy review benefitted from the participation of TSC, KICD, CUE and NACOSTI among other stakeholders.

I appreciate the critical input of the MoEST senior management and all stakeholders in the education sector for their invaluable contributions in the policy review process. The crucial role played by the Acting Director of Policy and Partnerships & EACA was indeed invaluable.

The invaluable financial and technical support extended to the development of the policy by the UNESCO Regional Office for Eastern Africa is truly appreciated.

Finally, the leadership provided by the Cabinet Secretary, MOEST and his two Principal Secretaries, Dr. Belio Kipsang and Prof. Collete A. Suda was an inspiration in the review and finalization of the policy document.

May I urge all stakeholders in education to focus on the implementation of the policy so as to drive Education to the next level.

A handwritten signature in blue ink, appearing to be 'LKR', located below the main text of the acknowledgement.

Leah K. Rotich (Mrs.), MBS
Ag. Education Secretary

List of Abbreviations and Acronyms

APBET	Alternative Provision for Basic Education and Training
ASALs	Arid and Semi-Arid Lands
BOG	Board of Governors
BOM	Board of Management
CRC	Convention on the Rights of the Child
ECDE	Early Childhood Development and Education
EFA	Education For All
FGM	Female Genital Mutilation
FPE	Free Primary Education
GER	Gross Enrolment Rate
GoK	Government of Kenya
GPI	Gender Parity Index
IEC	Information, Education and Communication
ICT	Information and Communication Technology
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education
KISE	Kenya Institute of Special Education
KNEC	Kenya National Examinations Council
MDGs	Millennium Development Goals
MoEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
NFE	Non-Formal Education
NER	Net Enrolment Ratio
NESP	National Education Sector Plan
SAGAs	Semi-Autonomous Government Agencies
SGBV	Sexual and Gender-Based Violence
SMC	School Management Committee
SMT	Science, Mathematics and Technology
STEM	Science Technology Engineering and Mathematics
TVET	Technical, Vocational Education and Training
TSC	Teachers Service Commission
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Educational Fund

Definition of Terms

Affirmative Action	A policy or programme of intervention to increase representation or to support to address discrimination or bias through measures in education to enhance equity.
Gender Empowerment	A process through which men, women, boys and girls acquire knowledge and skills, and develop attitudes to critically analyse their situations and take appropriate action to improve their status in society.
Gender	Socially determined power relations, roles, responsibilities and entitlements for men and women; girls and boys.
Gender Analysis	The process of examining roles, responsibilities, or any other aspects, with regard to women and men; boys and girls, with a view to identifying gaps, raising concerns and addressing them.
Gender Discrimination	Unequal or preferential treatment to individuals or groups based on their gender that results in reduced access to or control of resources and opportunities.
Gender Equality	Equal treatment of women and men; boys and girls so that they can enjoy the benefits of development including equal access to and control of opportunities and resources.
Gender Equity	Practice of fairness and justice in the distribution, access to and control of resources, responsibilities, power, opportunities and services.
Gender Mainstreaming	Consistent integration of gender concerns into the design, implementation, monitoring and evaluation of policies, plans, programmes, activities and projects, at all levels.

Gender Parity	Numerical concept referring to equal number of girls and women, boys and men relative to their respective numbers in the population.
Gender Responsiveness	Action taken to correct gender imbalances.
Gender Responsive Pedagogy/ Andragogy	Teaching and learning methodologies and classroom practices that take gender into consideration.
Gender Roles	Socially assigned roles and responsibilities as opposed to biologically determined functions.
Gender Sensitisation	Process of developing people’s awareness, knowledge and skills on gender issues.
Gender Stereotyping	Inaccurate, overly generalisations based upon gender. It is based on perceptions rather than on objective assessment.
Sex Disaggregated Data	Classification of data on the basis of sex; that is male or female.
Gender-Based Violence	Violence meted out to people belonging to a given gender.
Sexual Harassment	Unwelcome acts of a sexual nature that cause discomfort to the targeted person. These include words, persistent request for sexual favours, gestures, touch, suggestions, coerced sexual intercourse or rape.

Table of Contents

Foreword.....	iii
Preface.....	iv
Acknowledgement.....	v
List of Abbreviations and Acronyms.....	vi
Definition of Terms	vii

CHAPTER ONE

Introduction	1
1.1 Background.....	1
1.2 Legal and Policy Provisions on Gender.....	2
1.3 Status of Gender Equality Issues in the Sector	3
1.4 Rationale for a Gender Policy in the Ministry.....	5
1.5 Goal and Objectives.....	6
1.6. Scope of the Gender Policy.....	7
1.7 Guiding Principles.....	7

CHAPTER TWO

Access	9
2.1 Expand access to a gender sensitive and responsive quality education.	9
2.2 Make all educational institutions gender, age and disability-friendly.	10

CHAPTER THREE

Equity	11
3.1 Provide equitable resources, opportunities and participation for all learners regardless of age, gender, culture, and disability.	11
3.2 Ensure gender equitable provision of APBET and ACE opportunities.	12

CHAPTER FOUR

Quality Education	13
4.1 Institutionalize a gender responsive quality curriculum in the sector.	14
4.2 Institutionalize a gender responsive and inclusive quality curriculum for teacher education and development.....	14
4.3 Mainstream gender in teacher education and development.	14
4.4 Ensure a flexible gender responsive SNE curriculum.	15

CHAPTER FIVE

Safety, Security and Gender Based Violence	16
5.1 Background	16
5.2 Create a safe and protective learning and work environment to prevent sexual harassment and Gender Based Violence at all levels of the education and training sector	17
5.3 Provide a safe and secure environment for all learners.	17

5.4	Develop and implement policies that address SGBV at all levels of education and in the work place.	18
5.5	Establish modalities for dealing with Sexual Harassment and Gender Based Violence in the education sector.	18

CHAPTER SIX

Nurturing and Mentoring	19
6.1 Background	19
6.2 Integrate gender-responsive, nurturing and mentoring aspects in delivery of education.....	20
6.3 Provide mechanisms to enhance participation in STEM by all learners at all levels of education.....	20
6.4 Facilitate gender-balanced participation in STEM and Innovation in academic programmes.....	21
6.5 Institute mechanisms to ensure participation and retention in STEM and Innovation courses.....	21

CHAPTER SEVEN

Governance and Management	22
7.1 Background	22
7.2 Enhance gender equality and gender responsiveness in governance, management and research in the education sector.....	22
7.3 Establish structures for good governance practice and management that ensure gender equality at all levels of the education sector.	23
7.4 Collaborate and network with partners and stakeholders to promote awareness on gender sensitive and gender responsive education.	24
7.5 Streamline advocacy on gender equality and training programmes for gender mainstreaming.....	24
7.6 Ensure adequate and gender-balanced staffing in Special Needs Education (SNE) institutions.	25
7.7 Ensure gender empowerment through responsive budget allocation for provision of essential materials.....	25
7.8 Ensure gender balance in deployment of teachers and instructors at all levels.....	26
Strategies	26
7.9 Facilitate gender empowerment at all levels.	26
7.10 Improve the management of data and information to ensure gender sensitivity and disaggregation by age and sex at all levels.....	27

CHAPTER EIGHT

Implementation Framework	28
8.1 Implementation Structure.....	28
8.2 Roles and Responsibilities.....	29
8.3 Policy Implementation Strategies.....	30

REFERENCES	32
-------------------------	----

APPENDIX I	33
-------------------------	----

List of policy and Legal documents.....	33
---	----

APPENDIX II	34
--------------------------	----

Chapter 1: Introduction

1.1 Background

Education is a fundamental human right and is key to individual, social and national development. It offers the opportunity to realise the attainment of human rights and is an important vehicle for addressing inequality and marginalisation. The Education Sector Gender Policy is geared towards a human rights based approach, ensuring equal rights to education for boys and girls, men and women. The Ministry of Education, Science and Technology (MoEST) has undertaken the review of the Gender in Education Policy (2007), to incorporate emerging issues that have implications on gender equity and equality in the Education Sector.

The policy adopts a wide perspective of equality that includes girls and boys, women and men, rather than a focus on just girls and women. Within the constitutional and legal framework provisions, the gender policy advocates for more equal participation between women and men, girls and boys; and acknowledges that gender equality does not mean that women and girls are the same as men and boys, and vice versa, but that gender should not be used to determine access to education and educational outcomes.

Since independence Kenya has been pursuing policies towards the realisation of equal access to education of both boys and girls as demonstrated by being signatory to International Conventions and Agreements on human rights and gender equality. The Government has put in place several interventions such as introduction of Low Cost Boarding Schools and Mobile Schools in Arid and Semi-Arid Lands (ASALs), Free Primary Education (FPE) in 2003 and Free Day Secondary Education (FDSE) in 2008, a circular re- entry for girls who drop out of school as a result of pregnancy, affirmative action in the allocation of bursaries, admission of girls in universities and appointment of

qualified female education managers at schools and administrative levels as additional efforts to address gender disparities.

All these interventions have led to greater equality in representation of women and increased opportunities for boys and girls in schools and colleges. However, despite these interventions, the Government is still faced with challenges of addressing aspects of gender equality issues in the Education Sector, hence the need for a clear and comprehensive policy framework to guide the sector towards the achievement of equality. Through this policy, the Ministry re-affirms its commitment and determination to address legal and policy concerns in order to reduce gender equality gaps in the education of girls and women, boys and men.

1.2 Legal and Policy Provisions on Gender

The Kenya Government is committed to providing equal opportunities and quality Education for all as enshrined in the various International, Regional and National legal and policy documents such as: Universal Declaration on Human Rights (1948), the Convention on the Elimination of all Discrimination Against Women [CEDAW] (1979), the Convention on the Rights of the Child (CRC) [1989], the Jomtien World Conference (1990), the Beijing Declaration and Platform for Action (1995), the Dakar Framework of Action on Education For All (Dakar 2000), the Millennium Development Goals (MDGs) (2000) and The Constitution of Kenya (2010).

The commitment of the Government of Kenya to attain gender equality is clearly spelt out in the Constitution, Article 27(3-8), on equality and freedom from discrimination. To align the education sector to the Constitution of Kenya 2010, various legislations have been enacted by Parliament to provide the necessary legal and regulatory framework for education reform. The Sessional Paper No. 14 of 2012, the attempts to align education to the constitution (2010), and lays foundation for Acts of Parliament in 2012 and 2013 (*Refer to Appendix*) which are key reference documents for the review of this policy.

Further, the National Gender Equality Commission was established by an Act of parliament in August 2011 with the overall goal to reduce gender inequalities and discrimination against all. This is a successor commission to the Kenya National Human Rights and Equality Commission pursuant

to Article 59 of the Constitution whose functions among others is 'to promote gender equality and equity generally and to coordinate and facilitate gender mainstreaming in national development.' It is on this basis that line Ministries and State Corporations draw their mandate to undertake gender responsive planning, implementation and evaluation of policies, programmes and projects. In order to undertake these tasks, the Ministry has established a gender in education unit to coordinate gender equality issues in education while the Ministry of Planning and Devolution deployed gender officers in all Ministries to mainstream gender activities at the workplace.

1.3 Status of Gender Equality Issues in the Sector

Achieving education for all goals is a global concern. According to the Global Monitoring Report 2014, lack of adequate financing was among the most significant obstacles to achieving the Education for All goals. Attention is turning to implementation mechanisms that will allow achievement of key education targets of the post-2015 sustainable development agenda. Analysis carried out as part of the 2015 EFA Global Monitoring Report shows that ensuring that all children complete lower secondary education by 2030 will remain beyond the grasp of the international community and even a challenge to achieve universal primary education by the new deadline. The outcome document of the Open Working Group on Sustainable Development Goals (SDGs), whose fourth goal is to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all', clearly emphasizes quantifiable targets.

Although Kenya has nearly attained national gender parity in enrolment at primary level, close scrutiny reveals that serious gender disparities in enrolment exist between regions with regard to access, retention, completion, performance and transition. The gender gap, in favour of males, widens as one goes higher up the education ladder. In addition, it is evident that gender disparities are particularly wide in access to and achievement in Science, Technology, Engineering and Mathematics (STEM) subjects, especially in higher education. Some of the key factors contributing to gender inequality in the sector include socio-cultural and religious beliefs, attitudes and practices, poverty, child labour, poor learning environment, lack of role models, HIV and AIDS, curriculum, pedagogy and learners' attitudes among others.

The regional gender disparities are more pronounced, particularly in the Arid and Semi-Arid Lands (ASAL) regions and urban informal settlements. Gender disparities are more accentuated in enrolment, completion and achievement as well as in transition in the ASALs.

In 2013 the enrolment of boys and girls shows an increase by 2.6 per cent and 0.7 per cent respectively, a slow growth for the girls despite free primary education. The enrolment in secondary schools by class and sex from 2009 to 2013 indicates that the total enrolment of boys rose by 10.7 per cent while that of girls increased by 9.0 per cent. The retention rate for girls was 88.0 per cent compared to the boys at 92.0 per cent. At university level, while the male student enrolment increased by 42.6 per cent, female student enrolment rose by 25.0 per cent in 2013/14, a clear indication of disparity in favour of males. While the overall university student enrolment has increased by 34.9 per cent from 240,551 in 2012/13 to 324,560 in 2013/14, male student enrolment increased by 42.6 per cent from 135,436 in the 2012/13 academic year to 193,185 in 2013/14. Female student enrolment rose by 25.0 per cent to 131,375 in 2013/14. Enrolment of women at university is mainly in the fields of social sciences, humanities, services and health related programmes.

According to Economic Survey 2014 women form the majority of the teaching force. In the Technical, Vocational Education and Training (TVET) more men 60.1% than women 39.9% enrolled for TVET courses in 2013. By the end of February 2015 the total number of teachers stood at 281,258 in both primary and secondary schools as well as Technical and Teacher training colleges. Out of this number, males were 149,379 while females were 131,879. In Non-Formal Education (NFE) centres from 2009 to 2013, the enrolment rose by 2.5 per cent in 2013 with enrolment for boys increasing by 3.7 per cent while that of girls increased by 1.4 per cent, during the same period. In 2013 the enrolment of adult learners increased by 0.5 per cent with more females (69.7 per cent) than males. This trend can be associated with the fact that the majority of illiterate adult Kenyans are women.

The Kenya Institute of Curriculum Development has made strides in addressing gender issues in the development of curriculum and curriculum support materials. However, more effort is required in the

education sector to address pedagogy, teaching/learning processes and the entire student-teacher interaction in school that reflect gender biases, stereotypes and insensitivity. These assist in perpetuating gender disparities and inequalities in the sector. A gender-sensitive working and learning environment includes the positive attitudes of key stakeholders in the school/institution, including management, teachers and students. In many instances, facilities in learning institutions do not take into consideration the special needs of teachers and learners with regard to gender, age and (dis)ability. This includes access to buildings, furniture as well as water and sanitation facilities. Gender-based violence (GBV) has emerged in the recent past as a serious threat to participation in education by both boys and girls at all levels.

Understanding gender inequalities and the underlying factors requires continuous and consistent gender analysis. However lack of reliable and up to-date sex and gender disaggregated data and information frustrates efforts to carry out analysis as well as proper planning of interventions that would adequately and effectively address gender equality issues.

The policy statements and strategies in this policy are premised on the following thematic issues:

- i. Access
- ii. Equity
- iii. Quality Education
- iv. Safety, Security and Gender Based Violence;
- v. Nurturing and mentoring
- vi. Governance and management

1.4 Rationale for a Gender Policy in the Ministry

In recognition of the need for a specific comprehensive Education Sector Gender Policy in the Ministry of Education, Science and Technology (MoEST), initiative to develop a sectoral policy in 2003 with a view to enhancing gender equity and equality in education was started. The draft was finalized in 2006. The policy is critical in providing directions towards creating an enabling environment for the provision of a gender responsive quality education in the country. More than five years since its development and finalisation, the need to review the gender in education policy (2007) became evident as a

result of implementation challenges and the need to align the policy to the new legal and policy frameworks in the country. These include the Constitution of Kenya 2010 and the Second Medium Term Plan (MTP II), the Sessional Paper No. 14 of 2012, the Basic Education of 2013, and the National Education Sector Plan (NESP) 2013-2018.

The review of the policy was also necessitated by the findings of an assessment of its implementation which highlighted lack of awareness on the existence of 2007 the policy among stakeholders as a result of inadequate dissemination and the continued existence of gender disparities and inequalities that needed more strategic and targeted interventions. It is in this context that the Ministry embarked on the review of the gender in education policy of 2007.

1.5 Goal and Objectives

Goal

The overall goal of this policy is to promote gender equality issues in regard to access, equity and equality in the education sector and to enhance empowerment for effective participation and contribution in national development by all. Ultimately this policy will work towards ensuring inclusiveness in issues of gender, empowerment and mainstreaming of needs and concerns of women, men, girls and boys in the sector.

Objectives

The general objective of the Gender Policy 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. Specifically, the policy aims to:

1. Reduce gender inequalities in access, participation and achievement at all levels of education.
2. Support equal participation of women and men as decision-makers in shaping the educational policies and practices for sustainable development.
3. Increase participation in education for disadvantaged girls and women, boys and men including Orphans and Vulnerable Children (OVC), people with special needs, people living in Arid and Semi-arid Lands (ASALs), and the rural and urban poor;

4. Ensure a gender responsive curriculum design, development and implementation;
5. Improve participation in research, SMT subjects and STEM courses through provision of mentoring programmes to all learners in the education sector.
6. Ensure a safe and secure learning and work environment that is free of any form of sexual harassment and gender based violence.

Vision

A globally competitive gender responsive and transformative education, training, research and innovation system for a secure and sustainable future for all.

Mission

To provide, promote and coordinate the delivery of a gender sensitive and gender responsive quality education, training and research that enhances involvement of all learners in Science, Technology and Innovation for sustainable development.

1.6 Scope of the Gender Policy

The gender policy provisions will apply to all activities and programmes in education, training and research at all levels of education in Kenya, including Early childhood Development and Education (ECDE), Primary, Secondary, Special education, Adult and Continuing Education, Alternative Provision of Basic Education and Training (APBET) institutions, Teacher Education and Development, Technical and Vocational Training as well as University Education and Research. It will address issues of access, retention, transition, relevance, equity, quality, safety and security in education. The policy will also apply to financing, governance and management coordination of education at all levels within the sector.

1.7 Guiding Principles

The principles that guide this policy are in accordance with the International Conventions and Agreements. National laws and policy guidelines that take cognisance of basic human right that are universal and apply to all. The principles include:

Access to education

Every person has a right to education irrespective of sex, colour, creed, gender and culture.

Equality

In education, each gender has equal rights, opportunities and responsibilities and is protected from any form of discrimination in education matters.

Diversity

The policy acknowledges and respects cultural diversity to gender participation in education and that, diversity is not a barrier.

Equity

The policy pays special attention to systems and mechanisms that ensure equity towards the achievement of equality.

Non-discrimination

In line with the Constitution, the policy advocates for non-discrimination and equal participation of girls and boys, women and men.

Inclusion

Every person has a right to education irrespective of sex, colour, creed, gender and culture.

Empowerment

Empowerment of girls and boys, women and men should be used as an important strategy for the achievement of equality in education.

Transparency, accountability and good governance

The policy upholds the values of transparency, accountability and good governance.

Partnership

Implementation of the policy will embrace and ensure working in partnership with all stakeholders, in particular those undertaking gender related activities at all levels, as an important strategy for the realisation of gender equity and equality.

Chapter 2: Access

Goal: To increase participation of all learners including those who are out-of-school in gender-responsive education programmes.

Background

The country's education sector has been persistently faced with unsatisfactory access to education at all levels due to many factors that include the high cost of education and inhibitive socio-cultural practices. In order to reduce the cost burden of primary and secondary education to parents, the Government re-introduced Free Primary Education (FPE) as well as Free Day Secondary Education (FDSE). Despite the introduction of the free primary education, the Global Monitoring Report (UNESCO, 2012) estimates that one million children are still out of school. Enhancing access, equity and equality through provision of one year free compulsory Early Childhood Care and Education is part of priorities in the post 2015 Sustainable Development Goals' Agenda.

Policy Statement

2.1 Expand access to a gender sensitive and responsive quality education

Strategies

1. Collaborate with partners and community members to enhance literacy and numeracy programmes in order to reduce gender disparities;
2. Encourage and facilitate the use of ICT in all education programmes;
3. Mobilize resources to facilitate the design and implementation of gender-responsive ACE and APBET programmes;
4. Ensure implementation of re-entry circular for school girls who become pregnant and boys/girls who are adversely affected by socio-economic and cultural factors;

5. Design programmes for community mobilization and awareness on the importance and benefits of ECDE for all boys and girls, ACE and APBET programmes, and including those with special needs;
6. Provide inclusive physical facilities in all learning institutions, catering for gender, age and (dis)ability; Institute and implement a gender responsive programme to track and support children who have dropped out of school;
7. Encourage communities to provide mid-day meals to improve pupils' transition and retention.

Policy Statement

2.2 Make all educational institutions gender, age and disability-friendly

Strategies

1. Mandate institutions to provide adequate gender, age and disability friendly physical infrastructure in all learning institutions;
2. Mandate institutions to implement education sector guidelines on the provision of gender responsive sanitary facilities;
3. Ensure that age appropriate and gender responsive community learning resource centres are established in appropriate places and venues;
4. Increase budgetary allocation and mobilize resources for gender-sensitive special needs education;
5. Ensure provision of inclusive gender friendly physical facilities in all learning institutions, catering to gender, age and disability;
6. Ensure provision of gender-responsive education, recreation and sports facilities, learning materials and equipment for learners with diverse special needs.

Chapter 3: Equity

Goal: To enhance gender equity at all levels of education.

Background

Equity in education implies fairness in both inputs and outputs in education on a comparable basis between gender and regions. Gender equity in education is the goal that ensures that all children regardless of sex or gender receive a minimum education to attain their full potential in the society. Attaining this goal is an uphill task due to persisting gender disparities in attainment of education tilting negatively against the female gender (EFA/EDA Report, 2001-2010), although in certain regions the boy child is also marginalised.

Policy Statement

3.1 Provide equitable resources, opportunities and participation for all learners regardless of age, gender, culture, and disability

Strategies

- i. Ensure gender equity in awarding of tenders for provision of school equipment;
- ii. Enhance gender equity through grants, scholarships, loans and other awards;
- iii. Improve learning facilities and increase the number of boarding schools for girls and boys in ASALs, urban informal settlements and other low-potential areas;
- iv. Enforce implementation of the guidelines on provision of sanitary facilities on the basis of the different gender needs.

Policy Statement

3.2 Ensure gender equitable provision of APBET and ACE opportunities

Strategies

- i. Develop gender-appropriate policy guidelines for APBET and ACE learning institutions;
- ii. Enhance gender equity through affirmative action for provision of grants, scholarships, loans and other awards;
- iii. Develop guidelines for gender-responsive intervention to enhance participation, retention and gender equity in education of all learners including those with special needs.

Chapter 4: Quality Education

Goal: Eliminate gender inequalities through the provision of quality education and training.

Background

Kenya is doing relatively well in terms of the level of access to basic education. However, concerns continue to be raised about the quality of education, particularly as we focus on post 2015 and set new education agenda. The National level educational attainment is not true in most counties, especially among those situated in the arid and semi-arid lands. For instance, female literacy rates were below 10 percent in Mandera, Turkana and Wajir districts. Female literacy is a critical dimension that will require policy intervention. Education quality requires a deeper questioning of the gender biased nature of schooling at classrooms level to move beyond fairness of distribution of resources and to consider the nature of educational experience for boys and girls. It also indicates that education quality demands an analysis of gender dynamics in the wider social context of the lives of boys and girls.

Policy Statement

4.1 Institutionalize a gender responsive quality curriculum in the sector

Strategies

- i. Build capacity of teachers and instructors for mastery of content, subject, and gender-responsive pedagogy and andragogy;
- ii. Provide adequate and appropriate gender-responsive teaching and learning resources;
- iii. Regularly review curriculum, and teaching and learning materials with a view to making them more gender-responsive;
- iv. Develop and regularly review APBET and ACE curriculum, as well as teaching and learning materials, with a view to making them more gender responsive;

- v. Regularly review primary curriculum, teaching and learning materials to include Science, Technology, Engineering and Mathematics (STEM) concepts and to make them gender-responsive.
- vi. Regularly review curriculum, teaching and learning materials and ensure approaches that ensure gender-responsive pedagogy at this level;

Policy Statement

4.2 Institutionalize a gender responsive and inclusive quality curriculum for teacher education and development

Strategies

- i. Provide adequate and appropriate age and gender-responsive teaching and learning resources;
- ii. Regularly review all teacher training curricula, including teaching and learning materials with a view to providing a gender-responsive teacher education at all levels;
- iii. Integrate gender-responsive methodologies and research into pre-service and in-service training for all teachers and instructors;
- iv. Establish structures to track the participation of males and females in teacher education and development;
- v. Establish and strengthen Gender Desks in teacher training institutions;
- vi. Build the capacity of all teacher trainers on established standards and sensitize them on gender mainstreaming and gender responsive pedagogy.
- vii. Develop content on gender equality training for all levels of education;

Policy Statement

4.3 Mainstream gender in teacher education and development

Strategies

- i. Develop and roll out advocacy programmes on gender equality in teacher training institutions;
- ii. Establish/strengthen Gender Desks in teacher training institutions;

- iii. Integrate gender-responsive pedagogy in teachers' pre-service and in-service training;
- iv. Review teacher education training curricula to include examinable content on gender dimensions in education appropriate to all levels of education;
- v. Develop engendered standards, curricula and examinations for teacher training institutions;
- vi. Ensure that primary teacher trainers are trained on established standards and sensitized on gender mainstreaming.
- vii. Ensure that Trainers of Trainers for APBET and ACE institutions are trained on established standards and sensitised on gender mainstreaming.

Policy statement

4.4 Ensure a flexible gender responsive SNE curriculum

Strategies

- i. Develop content on gender training for all levels of SNE;
- ii. Promote equitable participation in STEM for learners with special needs;
- ii. Develop teaching and learning materials that are gender-responsive in SNE.

Chapter 5: Safety, Security and Gender-Based Violence

Goal: A safe, secure and conducive learning and work environment for all in the sector.

5.1 Background

Appropriate security and safety measures are needed to create a safe and secure learning and work environment for learners and staff in the sector as well as to protect institutional property. Any violence in the learning environment is a serious and complex safety and health matter. It disrupts teaching and learning and has an impact on learners, workers/teachers/instructors, parents/care givers and the entire community.

A violence-free learning environment is one of the fundamental human rights of children. The UN Convention on the Rights of the Child in several articles require Governments to ensure that Children grow up, learn, complete the education cycle and develop in a violent free environment. Specifically, Article 19 mandates Governments to ensure that children are protected from all forms of violence; while Articles 34 and 37 require States Parties to protect all children from all forms of sexual exploitation and sexual abuse and mandates Governments to ensure that no child is subjected to torture or other cruel, inhuman or degrading treatment or punishment. Gender Based Violence (GBV), is a serious global health, security, human rights and development issue which is a symptom of underlying gender inequalities and power imbalances. Although GBV affects women, girls, men and boys alike, women and girls are found to be disproportionately more affected by GBV. Gender Based Violence particularly against women and children, is on the rise in Kenya, according to latest reports. In 2012, Gender Violence Recovery Centre showed that of all the cases reported, 2,532 were sexual and 422 physical violence. Addressing

sexual harassment and Gender Based Violence is key in enhancing gender equality within the sector.

Policy Statement

5.2 Create a safe and protective learning and work environment to prevent sexual harassment and Gender Based Violence at all levels of education and training sector

Strategies

- i. Ensure implementation of gender-responsive safety and security measures in all institutions of learning and training to minimize cases of GBV;
- ii. Provide support services, gender responsive health facilities and safety nets for GBV cases at all levels of the education sector;
- iii. Enforce legal redress mechanisms for cases of GBV in education institutions;
- iv. Liaise with owners of media houses and the Communication Authority of Kenya to control production and advertisement of inappropriate content.

Policy Statement

5.3 Provide a safe and secure environment for all learners

Strategies

- i. Strengthen teaching of Life Skills Education to effectively handle GBV;
- ii. Strengthen protection systems for learners in special needs institutions to curb GBV;
- iii. Strengthen learner protection systems including learners with special needs and provisions in learning institutions;
- iv. Institute Monitoring and Evaluation (M&E) mechanisms for progress and impact assessment on GBV and gender equality programmes;
- v. Strengthen gender and guidance and counselling units at all levels to effectively handle GBV issues;
- vi. Promote Linkages and partnerships with rescue and referral centres for GBV cases.

Policy Statements

5.4 Develop and implement policies that address GBV at all levels of education and in the work place.

Strategies

- i. Ensure institutions develop and implement institutional GBV policies;
- ii. Develop national education re-entry guidelines for all learners that will ensure learners who drop out will be given a second chance. This will include:
 - Girls who get pregnant while in school will be allowed to continue with learning;
 - After delivery, they will be re-enrolled back to their school or placed in other appropriate school and institutions.
- iii. No girl will be allowed to attend school with the baby;
- iv. Institute gender-responsive research mechanisms on GBV.

Policy statement

5.5 Establish modalities for dealing with Sexual harassment and Gender Based Violence in the education sector

Strategy

- i. Institute and strengthen the child protection mechanisms and provisions in schools and institutions.

Chapter 6: Nurturing and Mentoring

Goal: Develop gender responsive mentorship and role modelling programmes for all learners.

6.1 Background

The Constitution 2010 prescribes national values that need to be inculcated in the minds of all Kenyans. Education is an enabler to realizing sustainable development and has been identified as a national value under Article 10(2) d. The Sessional Paper No.14 of 2012: *Reforming Education and training Sectors in Kenya*, provides for mentoring, moulding and nurturing of national values. This is in view of the contemporary and emerging issues that affect the delivery of quality education to provide an avenue through which life-skills, principles and values for personal, social and economic development are propagated. Learners particularly girls and women, are faced with numerous personal challenges that require specific life skills and values in order to facilitate decision making and problem solving.

Policy Statements

6.2 Integrate gender-responsive, nurturing and mentoring aspects in delivery of education

Strategies

- i. Ensure curricula that enables all learners to acquire skills, attitudes and knowledge that enhances appreciation of individual diversity and potential;
- ii. Provide curricula that creates learning environments that are socially and culturally appropriate, supportive and physically comfortable for all learners;
- iii. Ensure curricula is designed to advocate for attitudes and behaviour that promote social responsibility, empathy, gender sensitivity and equal and non-violent relationships.

- iv. Develop programmes for role modelling and mentorship for boys and men, girls and women in learning institutions;
- v. Develop advocacy, sensitization and empowerment programmes on gender equality in education for stakeholders and communities;
- vi. Develop and implement tailor-made empowerment programmes for all (in particular SNE) learners within the education sector;
- vii. Enhance collaboration and linkages with media to promote balanced and non-stereotyped portrayal of gender roles;
- viii. Develop modalities for collecting up-to-date information on issues of gender empowerment.

Policy Statement

6.3 Provide mechanisms to enhance participation in STEM by all learners at all levels of education

Strategies

- i. Institute mentorship programmes to enhance participation in STEM courses and research for skills acquisition at all levels of education;
- ii. Establish a system to enhance participation of all learners in STEM courses;
- iii. Advocate for operationalization of TVET fund to provide bursaries; loans and scholarships for disadvantaged groups;
- iv. Implement affirmative action in admissions to TVET institutions to increase participation of girls and women in STEM;
- v. Institute mechanisms for adherence to the National Qualifications Framework (NQF) to provide alternative pathways for TVET graduates, to access higher education.

Policy Statement

6.4 Facilitate gender-balanced participation in STEM and Innovation in academic programmes

Strategies

- i. Ensure at least one third of the students enrolled in STEM-related academic programmes are females;
- ii. Develop gender-based mentorship programmes and role modelling in STEM and Innovation;
- iii. Strengthen and streamline gender responsive linkages with industry and community stakeholders to facilitate student attachments and internships;

- iv. Provide incentives and create an enabling environment for students, particularly females, to participate in research and STEM courses;
- v. Strengthen public-private-partnerships to develop gender friendly Science, Technology and Innovation centres to encourage female students' participation ;
- vi. Disseminate gender-friendly information on STEM degree programmes and innovation, careers, job creation and employability to learning institutions.

Policy Statement

6.5 Institute mechanisms to ensure participation and retention in STEM and Innovation courses

Strategies

- i. Review and implement affirmative Action programmes for equitable participation and retention in STEM courses;
- ii. Review and revise teacher-training programmes in STEM courses to incorporate gender dimensions and improve performance;
- iii. Empower teachers, learners and communities to critique stereotypical practices that impede equitable participation in STEM;
- iv. Carry out capacity building of teachers in gender-responsive pedagogy in STEM;
- v. Provide mentorship and role modelling in STEM to encourage learners' participation and retention in school.

Chapter 7: Governance and Management

Goal: To establish structures for good governance practice and management that ensure gender responsiveness at all levels of education.

7.1 Background

Governance entails a set of processes that include goal setting and steering mechanism through institutional rules and regulations. Governance in education is structured at different levels cascading from the national level, county level, sub-county level and finally at institutional level. The guiding principle for governance is participation by all stakeholders. In the composition of the structures of governance in the Education Sector, care is taken to consider the gender rule. The structures of governance in the sector include the Cabinet Secretary, the Principal Secretaries, the Education Secretaries, and Directorates/Chief Executive Officers/Secretaries heading Constitutional Bodies, Semi-Autonomous Agencies, the county education boards, sub-county committees, the boards of management, the school committees and the parents associations.

Policy Statement

7.2 Enhance gender equality and gender responsiveness in governance, management and research in the education sector

Strategies

- i. Establish continuous leadership development programmes to ensure gender equity in the education sector;
- ii. Institute gender-responsive management and governance structures in the education sector;
- iii. Establish a gender-responsive support system within the education sector that caters for all levels of education;
- iv. Ensure gender balancing in the composition of BoMs, Councils, and administration of educational institutions;

- v. Improve empowerment and affirmative action programmes on management of education institutions to ensure equity and implementation of the 2/3 gender rule representation;
- vi. Mobilize resources and advocate for budgetary allocation for gender-responsive research;
- vii. Finance and promote research on gender equality issues within the education sector;
- viii. Promote participation in local and international gender and education research networks and fora to share findings and facilitate peer evaluation of research;
- ix. Institute gender-responsive monitoring, evaluation and accountability mechanisms for ACE improvement and impact assessment.
- x. Streamline research co-ordination mechanisms within the education sector to avoid duplications;
- xi. Conduct gender-responsive literacy surveys on a regular basis using appropriate methodologies.

Policy Statement

7.3 Establish structures for good governance practice and management that ensure gender equality at all levels of the education sector

Strategies

- i. Mainstream gender equality at all levels, including in institutional programmes and budgeting processes in the education sector;
- ii. Develop and disseminate gender responsive policy guidelines and provide direction to enhance gender mainstreaming in the education sector;
- iii. Undertake gender analyses, audit and research for continued identification of gender equality issues and the underlying causes;
- iv. Establish and strengthen gender units at institutional level to enhance capacity on gender equality issues within the sector;
- v. Enhance capacity in gender-responsive research in institutions of higher learning;
- vi. Encourage and promote gender equity in decision-making on matters of staff and students' welfare;
- vii. Strengthen Educational Assessment and Resource Centre (EARCs) and other interventions as appropriate, for early identi-

- fication of children with special needs especially girls for proper placement;
- viii. Strengthen gender units to institute development of gender and special needs-friendly policies at all levels of education;
 - ix. Institute affirmative action for admission of learners with special needs in secondary and tertiary level institutions, including universities, with a view to increasing enrolment and enhancing gender equity and equality.
 - x. Establish partnerships and co-ordinate with stakeholders in the education sector for the promotion of gender mainstreaming.

Policy Statement

7.4 Collaborate and network with partners and stakeholders to promote awareness on gender sensitive and gender responsive education

Strategies

- i. Mobilize resources to facilitate the design and implementation of gender-responsive education programmes;
- ii. Engage communities and stakeholders in advocacy fora in order to raise levels of awareness, understanding and acceptance of gender in education amongst policy makers, providers and the general public;
- iii. Encourage airing of gender related programmes in education using different channels of mass media to reach a wider population of learners;
- iv. Strengthen public-private-partnerships and linkages with development partners locally, regionally and internationally to promote engendered TVET programmes.

Policy Statement

7.5 Streamline advocacy on gender equality and training programmes for gender mainstreaming

Strategies

- i. Enhance the capacity of education management and staff to address gender equality issues;
- ii. Run sensitisation programmes for students and staff at all levels on gender mainstreaming;

- iii. Mobilize resources to facilitate the development of gender sensitive advocacy and training programmes;
- iv. Develop programmes to transform behaviour and attitudes pertaining to gender relations;
- v. Run national publicity campaigns to encourage male and female learners to enroll in APBET and ACE;
- vi. Sensitize and mobilize communities, parents, and local authorities and administration to appreciate the rights of all learners especially those with special needs and the need to enroll them in learning institutions.
- vii. Promote partnerships and linkages against gender stereotyping.

Policy Statement

7.6 Ensure adequate and gender-balanced staffing in Special Needs Education (SNE) institutions

Strategies

- i. Develop gender responsive capacity-building programmes for teachers and managers in special needs education;
- ii. Develop mechanisms to attract, train and retain gender-balanced staff for SNE institutions;
- iii. Provide SNE teachers with pre-service and in-service training on life-skills education;
- iv. Train SNE teachers to recognize and be responsive to the emotional needs of adolescents with special needs.

Policy Statement

7.7 Ensure gender empowerment through responsive budget allocation for provision of essential materials

Strategies

- i. Increase financing to scale up provision of sanitary towels as part of school equipment and supplies;
- ii. Establish environment friendly mechanism for sanitary material disposal for the education sector.
- iii. Develop and implement sexual maturation programmes.
- iv. Enhance sensitisation of communities on Sexuality education

Policy statement

7.8 Ensure gender balance in deployment of teachers and instructors at all levels

Strategies

- i. Ensure compliance in upholding the two-thirds principle in teacher and instructors' deployment as expressed in the 2010 constitution;
- ii. Establish gender-responsive monitoring, evaluation and accountability processes at all stages of teacher and instructors deployment;
- iii. Ensure equity in recruitment, staff development and promotion at all levels of education;

Policy Statement

7.9 Facilitate gender empowerment at all levels

Strategies

- i. Establish structures and fora for gender empowerment of boys and girls; women and men within the education sector;
- ii. Assess and identify talents, skills and gifts of pupils at an early age;
- iii. Strengthen the implementation of programmes promoting social competences such as Life Skills Education, Education for Sustainable Development, Peace Education, Guidance & Counselling and HIV and AIDS at all levels;
- iv. Enhance career guidance and placement services for all trainees in TVET institutions to support them in career planning;
- v. Develop gender responsive credit transfer mechanisms, linking tertiary institutions and universities;
- vi. Use public fora to sensitize parents and communities on gender empowerment;
- vii. Build capacity of school management and teachers to equip them with knowledge and skills for empowering girls and boys;
- viii. Mobilize resources for gender empowerment programmes at all levels of education.

Policy Statement

7.10 Improve the management of data and information to ensure gender sensitivity and disaggregation by age and sex at all levels

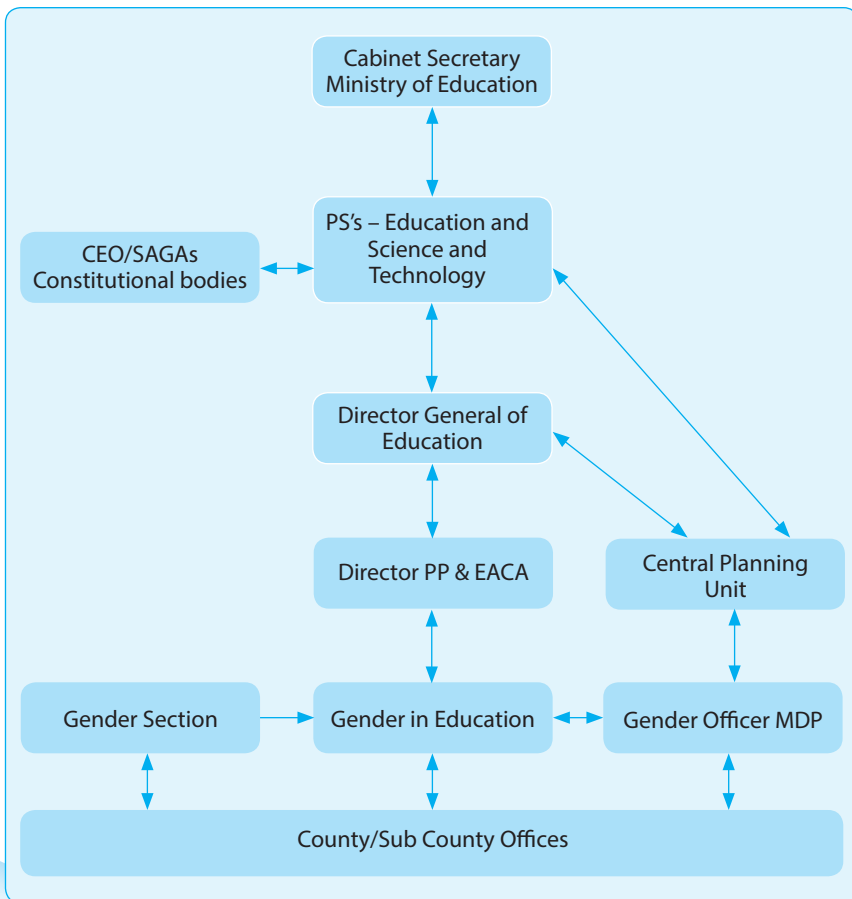
Strategies:

- i. Develop mechanisms to ensure that all data collected is gender sensitive and disaggregated by age and sex at all levels;
- ii. Strengthen Education Management and Information Systems (EMIS) to effectively manage gender sensitive sex disaggregated data for information and strategic planning in the education sector;
- iii. Build the capacity of personnel within the education sector to develop tools for the collection, analysis, interpretation and presentation of gender sensitive and sex disaggregated data;
- iv. Harmonise data collection, analysis and dissemination and ensure data linkages at all levels of education;
- v. Establish a gender-responsive monitoring, evaluation and accountability mechanism for measuring progress and assessing impact.

Chapter 8: Implementation Framework

The policy will be implemented within the existing administrative framework of the Ministry of Education, Science and Technology.

8.1 Implementation Structure



8.2 Roles and Responsibilities

a) **Cabinet Secretary**

The Cabinet Secretary shall ensure that the policy is adopted by all stakeholders.

b) **Principal Secretary**

The Principal Secretary will oversee budgetary allocation; provide leadership in facilitating the implementation and the review of the policy in liaison with both state/ non- state actors in education.

c) **Director General**

The Director General will oversee the implementation of the policy.

d) **Director Policy, partnerships and EAC Affairs**

The head will mobilise resources to support gender programmes and activities in the policy. The head will also coordinate the implementation of the policy with other line Ministries, directorates, SAGAs, Constitutional Bodies, Development Partners and other stakeholders.

e) **Semi-Autonomous Agencies and Constitutional Bodies**

f) **The Commission, Councils and SAGAs** shall provide leadership, support and guidance for effective implementation of the policy.

g) **Gender in Education officer**

The officer in charge will be responsible for the coordination of the implementation of Gender programmes and activities in basic education institutions and training. The gender in education officer will be responsible for collating all reports in relation to the implementation of the policy.

h) **Gender officer**

The officer will be responsible for Gender mainstreaming at the workplace at the national, county and sub county levels. The officer shall also be responsible for collating all reports in relation to gender mainstreaming in the national, county and sub county levels.

i) **County/ Sub County Offices**

The officers will be responsible for providing leadership in the formulation of institutional gender policies, coordination and implementation of Gender programmes and activities in their areas of jurisdiction.

8.3 Policy Implementation Strategies

The following strategies shall be utilised to facilitate the effective implementation of this policy

Capacity development

For effective implementation of the gender policy, capacity development of staff will be effected through training and mentoring, to incorporate gender into all programmes and in the work place. Gender-sensitive content will be incorporated into training at all levels and institutions.

Advocacy

A communication and advocacy strategy will be developed to ensure that appropriate messages are communicated to promote gender equality and eliminate gender biases and stereotypes.

Accountability

To ensure accountability, an M&E system will be put in place to monitor the implementation of the gender in education policy. A reporting system on the mainstreaming of gender at all levels of the education sector will also be established and operationalized.

Gender Analysis

Gender analysis will be part of all planning, implementation and monitoring and evaluation of education policies and programmes, to address gender inequalities.

Partnerships

Build strong and sustainable partnerships with the Ministry of Planning and Devolution, the constitutional offices, Semi-Autonomous Government Agencies, private sector, non-governmental organizations, individuals and key stake holders to achieve the policy goals and objectives.

Sustainability

The sustainability of this policy is anchored on the MOEST performance contract.

Monitoring and Evaluation

Monitoring and Evaluation will be critical to the effective and efficient implementation of this Policy. This will entail collection, analysis and utilisation of data to determine the progress with a view of the appropriate institutional intervention measures. The overall implementation of the policy will be monitored and evaluated by the Directorate of Policy, Partnership and EAC Affairs in collaboration with the Gender in Education office.

Policy Review

This policy will be reviewed every five years and/or when the need arises in order to incorporate emerging issues and trends within the educational sector.

References

- African Development Bank: *Kenya Country Gender Profile*, 2007
- Republic of Kenya: *Economic Survey*, 2014.
- Republic of Kenya: *Gender Policy in Education*, 2007
- Republic of Kenya: *Ministry of Gender, Children and Social Development Gender Policy*, 2011
- Republic of Kenya: *Ministry of Gender, Sports, Culture and Social Services Plan of Action (2008–2012) to Implement the National Policy on Gender and Development*, 2008
- Republic of Kenya: *National Policy for Prevention and Response to Gender Based Violence*, 2014.
- Republic of Uganda: *Reporting, Tracking, Referral and Response (RTRR): Guidelines on Violence Against Children in Schools*, 2014.
- Ministry of Education, Science and Technology: *National Education Sector Plan Vol. One Basic Education Rationale and Approach 2013–2018*, Unpublished
- Ministry of Devolution and Planning: *Government Initiatives on Violence against Women*, 2014
- National Gender and Equality Commission, *National Monitoring and Evaluation Framework towards the Prevention of and Response to Sexual and Gender Based Violence in Kenya*, 2014
- Taylor and Francis: Conceptualising gender equality in research on education quality: *Journal of: Researching Education Quality in Low-Income Countries: Politics, Processes and Practice [online]* – Special Issue Volume 47, Issue, 2011
- UNESCO: *EFA Global Monitoring Report*, 2015
- Kenya's Submission to the United Nations Framework Convention Climate Change (UNFCCC) on *Gender Balance Decision 23/CP.18* (Article 6 of UNFCCC)

Appendix I

List of policy and Legal documents

1. The Basic Education Act 2013
2. The Universities Act 2012
3. The Teachers Service Commission Act 2012
4. The Science, Technology and Innovation Act 2013
5. The Technical and Vocational Education and Training Act 2013
6. The Kenya Institute for Curriculum Development Act (2013)
7. The Kenya National Examinations Council Act 2012
8. The Kenya National Commission for UNESCO Act (2013)

Appendix II

List of Technical Working Committee that participated in the review of the Education and Training Sector Gender Policy

Name	Organisation
1. Onesmus Kiminza	MoEST - Policy, Partnerships & EAC Affairs
2. Martina Muoki	MoEST - Policy, Partnerships & EAC Affairs
3. Elias Wanjala	MoEST - Policy, Partnerships & EAC Affairs
4. Darius Mogaka	MoEST - Policy, Partnerships & EAC Affairs
5. Lynette Kisaka	Commission for University Education
6. Polycarp Otieno	MoEST - Central Planning Unit
7. Jane Kiarie	MoEST - Basic Education
8. Magdalene Okoth	MoEST - Secondary & Tertiary Institutions
9. Kenneth Marangu	Teachers Service Commission
10. Martin Kagiri	Kenya Institute of Curriculum Development
11. Elijah Koske	Kenya Institute of Special Education
12. Alice Ochanda	UNESCO
13. Yayoi Segi-Vltchek	UNESCO
14. Michela Pagano	UNESCO
15. Katelyn Knapp	UNESCO
16. Bibiana Chege	MoEST
17. Komen Chepkonga	NACOSTI
18. Jasper Wambua	Teachers Service Commission
19. Peris Njoroge	Kenya Institute of Curriculum Development
20. Janet Rotich	MoEST - Adult and Continuing Education
21. Solomon Wambua	MoEST - Youth and Training
22. Richard Otini	MoEST - Policy, Partnerships & EAC Affairs
23. Warue Kariuki	Consultant



Review Supported by:
United Nations Educational, Scientific
and Cultural Organization