DEDICATION:

To

My lovely daughters, Annabel and Joan
And to all the Girls and Boys in School
Foreword
An essential component to the development of a nation is the education of its people. Education is critical to personal and national development. Yet the achievement of gender equity in education particularly in traditional societies and developing countries has been a very elusive goal. To achieve this, the Government of Kenya especially through the Ministry of Education, Science and Technology has continuously instituted various intervention measures to facilitate achieve gender equity in education.

Gender in education aims at achieving gender equity in education by creating an enabling environment to enable both girls and boys access and attend school, acquire quality education and complete school. It is imperative that education officials and inspectors of schools, principals of educational institutions, head teachers, teachers, the school management and other stakeholders in education adopt a gender approach to educational issues and concerns especially in administration and management. Gender issues and concerns must be clearly formulated, articulated and addressed right from normal classroom teaching and learning process to pre-service and in-service teacher training. Schools in particular and other educational institutions in general must integrate the gender aspects in education and a consistent gender action plan.

This area of concern is often neglected in schools and educational institutions. Teachers, for example, should adopt practices that inculcate all pupils / students in the learning process/es. Inspectors of schools and education officers for example would be expected to prepare comprehensive reports that should include the extent to which the gender aspects including gender responsiveness is incorporated in the school especially in the teaching and learning process. Consequently, teacher training programmes need to continuously evaluate the extent to which gender inequality in education is a direct
result of the in-school environment, and thus discuss and adapt ways and means through which access, attendance, attainment and achievement can be effectively accomplished.

Gender in educational institutions constitutes an important step in an effort to bridge the gap that exists between gender issues and concerns in education and what an institution, individual, and/or organization can do to enhance gender equity in education. It contains clear pointers to some of the major basic issues that are often taken for granted yet constitute important steps in the gender initiative. It is hoped that having been acquainted with the contents, head teachers, inspectors of schools, education officers, teacher trainers, classroom teachers, parents, the school administration and management, researchers and other stakeholders will have a better perspective of the gender issues that affect them and the education process/es. This will also enable them to conduct, implement, initiate and supervise activities in schools and other educational institutions more objectively and effectively as they pertain to gender in education in particular and the effective administration and management of schools and educational institutions in general.

**Methodology**

The methodology adopted in compiling this paper is majorly desk research, data collection and analysis and review of several documents. A summary of relevant issues is included. The review is not exhaustive. There are also a number of stakeholders in education and gender. Also, there is diversity of opinion on topical issues covered, and hence the paper is meant to highlight the main activities and challenges in gender and education. While every effort was made to present the latest available information on topics covered, some data sources may not have been readily available. There are challenges and gaps in gender and education, and some will be evident in the text. Due to the nature of education and gender and education, many authors' works were reviewed and they are acknowledged in the bibliography section.

**Acknowledgement**

I wish to register my utmost appreciation to all officers in the Ministry of Education, Science and Technology from whom I benefited largely from their insight and knowledge on education, gender and education. In particular, I wish to single out
officers in the Inspectorate Section from whom I gathered a lot of information on Education in Kenya. Special mention is made of Mrs. Shiphrah Gichaga, the Forum for African Women Educationalists (FAWE-Kenya) National Co-ordinator from whom I benefitted from her insight on gender issues, and Mrs. Salome Kirea whom I worked with in the Gender Education Section and learnt a lot of useful practical insight into gender issues in education. I cannot fail to mention Mr. Elijah Kariuki Mungai, Guidance and Counselling section, who introduced me to Guidance and Counselling in schools.

I have also benefited immensely from various Seminars, Conferences and Workshops on Gender, Guidance & Counselling, Education, Language, and the Rights of the child in Kenya and beyond. In particular, I am greatly indebted to the following from whom I gathered a lot of information: African Women Leaders in Agriculture and Environment (AWLAE) programme of Winrock International regional office; Forum for African Women Educationalist (FAWE) regional and Kenya (FAWEK) offices; Female Educationalists in Science and Mathematics in Africa (FEMSA); the Gender Advocacy Group (GAG) of Winrock International; and, World Food programme (WFP) and School Feeding Programme (SFP).

To these and others, I humbly appreciate your assistance. Thank you so much.

Geoffrey Wango  
Inspector of Schools  
Gender and Education  
Ministry of Education, Kenya
# TABLE OF CONTENTS

Dedication .......................................................................................................................... ii  
Foreword ............................................................................................................................. iii  
Methodology ....................................................................................................................... iv  
Acknowledgement ............................................................................................................... iv  
Table of Contents ............................................................................................................... vi  
List of Tables ....................................................................................................................... viii  
Acronyms ........................................................................................................................... ix  

Section 1 Sex and Gender: Background to Gender and Education in Kenya .................. 1  
1.1 ........ Gender and Education in Kenya ........................................................................ 1  
1.2 ........ Sex and Gender ................................................................................................. 3  

Section 2 Policy Framework for Gender and Education in Kenya ................................. 9  

Section 3 Staffing and School Management .................................................................... 18  

Section 4 Access, Attendance, Attainment and Achievement in Education ................... 21  

Section 5 Curriculum and Curriculum Management ...................................................... 28  

Section 6 Pupil-Teacher Interaction ............................................................................... 32  

Section 7 School Guidance and Counselling .................................................................. 36  

Section 8 Special Education Needs .................................................................................. 43  

Section 9 Gender and HIV/AIDS .................................................................................... 47  

Section 10 Schools Physical Facilities ............................................................................ 53  

Section 11 Gender Awareness, Advocacy and Training .................................................. 55  

Section 12 Summary and Conclusions: Gender and Education in Kenya .................... 58  

Glossary ............................................................................................................................. 68 - 71  

Bibliography ...................................................................................................................... 72 - 76  

Appendices ......................................................................................................................... 77 - 85  

Appendix I : Staff Returns – Teachers ............................................................................. 77  

Appendix II : Staff Returns – Education Officers ............................................................ 77  

Appendix III : Staff Returns – Support Staff ................................................................. 77  

Appendix IV : Class Attendance Register ....................................................................... 78  

Appendix V : Daily School Attendance Monitor ............................................................ 79
<table>
<thead>
<tr>
<th>Appendix VI</th>
<th>Pupil Attendance Monthly Returns</th>
<th>80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix VII:</td>
<td>Pupil Attendance Termly Returns</td>
<td>81</td>
</tr>
<tr>
<td>Appendix VIII:</td>
<td>Pupil Attendance Yearly Returns</td>
<td>82</td>
</tr>
<tr>
<td>Appendix IX:</td>
<td>Engendering Language</td>
<td>83</td>
</tr>
<tr>
<td>Appendix X</td>
<td>Gender in Education Training Programme</td>
<td>85</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 1.1: Pupils and Students Behavioural Tendencies in Class / School .......................... 6
Table 1.2: Similarities and Differences in Class work: Writing and Handwriting ............... 7
Table 4.1: Classroom Attendance and Participation ......................................................... 23
Table 4.2: Gender Disparity in K.C.S.E. Performance: 1999 and 2000 ......................... 25
Table 4.3: Candidates Performance by Subject at KCSE 1999 and 2000 ....................... 26
Table 5.1: KCSE examination analysis for a mixed school ............................................. 29
Table 5.2: KCSE examination Gender analysis for a mixed school ............................... 30
Table 6.1: Gender Responsive Lesson Planning, Teaching and Learning ....................... 34
Table 6.2: Gender Responsive Class Mark Record: Tests and Examinations................. 35
**ACRONYMS**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immunodeficiency Syndrome</td>
</tr>
<tr>
<td>ASAL</td>
<td>Arid and Semi Arid Lands</td>
</tr>
<tr>
<td>BOG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>ECDE</td>
<td>Early Childhood Development Education</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>FAWE</td>
<td>Forum for African Women Educationalists</td>
</tr>
<tr>
<td>FEMSA</td>
<td>Female Mathematics in Science and Africa</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>NDP</td>
<td>National Development Plan</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organisations</td>
</tr>
<tr>
<td>PA</td>
<td>Parent Association</td>
</tr>
<tr>
<td>PACT</td>
<td>Peer Approach Counselling by Teens</td>
</tr>
<tr>
<td>PRASUPE</td>
<td>Strengthening the teaching of Practical Subjects in Primary Education</td>
</tr>
<tr>
<td>PRISM</td>
<td>Primary School Management</td>
</tr>
<tr>
<td>PTA</td>
<td>Parent Teachers’ Association</td>
</tr>
<tr>
<td>SEN</td>
<td>Special Education Needs</td>
</tr>
<tr>
<td>SMASSE</td>
<td>Strengthening Mathematics Science Subjects in Secondary Education</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee</td>
</tr>
<tr>
<td>SMT</td>
<td>Science, Mathematics and Technical subjects</td>
</tr>
<tr>
<td>SPRED</td>
<td>Strengthening Primary Education</td>
</tr>
<tr>
<td>STIs</td>
<td>Sexually Transmitted Infections</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
</tbody>
</table>
GENDER IN EDUCATIONAL INSTITUTIONS

SECTION 1 SEX AND GENDER: BACKGROUND TO GENDER AND EDUCATION IN KENYA

1.1. Gender and Education in Kenya

Kenya is situated on the Equator on the East Coast of Africa. Indigenous African communities settled in the country as they migrated from various parts of the continent. European presence in East Africa was marked by the arrival of the Portuguese in 1498 when Vasco Da Gama’s arrived at the coast. The first German Christian Missionaries arrived in 1844. In 1888, Kenya became a British Sphere of Influence administered by the British East Africa Company. In 1920, it became a British Crown Colony. The missionaries introduced formal Western education. Two Christian Missionary Society (CMS) missionaries, Ludwig Kraft and John Rebmann, established the first Mission school in 1846 at Rabai near Mombasa. Missionary education was linked to Christianity and aimed to produce African priests to spread the world of God and western civilization. Schools generally taught pupils the rudiments of reading, writing and arithmetic (what came to be known as the three R’s) and prepared them for Christian baptism.

Traditional African education existed even before the colonization by the Europeans. It aimed at training individuals to fit into the society as useful and productive members of that society. Traditional education provided skills, knowledge and values relevant to society and socialized the individuals to participate adequately and positively in the development of society. The age group defined the system of education for that status in life while the homestead was the school. The system of education was concerned with the economies, religion and political aspects of life. It consisted of the language, oral literature, customs and traditions of the family and the people. Education was lifelong and began at birth and ended in death. But life began long before birth and there was life after death. The establishment of the formal schooling and a strong western tradition undermined most of the traditional practices. This meant that the school had to take in again most of the traditional roles and
reform to adopt the new status. Missionaries controlled and dominated the provision and administration of education up much later when the colonial government stepped in. On 12\textsuperscript{th} December 1963, Kenya became independent and in June 1964 it became a republic. As a sovereign state, education was placed in the hands of the government.

Most traditional societies are patriarchal and hence a lot of emphasis was placed on boys (males). Subsequently, many societies took the boys to schools and did not regard girls’ education as important. In many ways, the missionaries and later the colonial government was not as concerned since males were the ‘predominant; members of the society. This set the pace for gender inequalities in education in colonial Kenya and the trends that predominated even after independence. It must also be emphasized that many local people did not see the value of acquiring western education and their response to the education and school system was poor. In such instances, it was boys who were taken to school and not the girls. Pupils who attended mission schools demanded to be paid or were lured by gifts such as sugar and salt to take home. Parents were persuaded to take their children to school but often declined to take the girls who were going to be ‘married anyway’.

At an early age, education was associated and has been with several factors that have tended to influence schooling and education in Kenya:

(1) That education is free and provided by the government;
(2) That education has direct financial benefits accruing directly from that education;
(3) That males are the ‘leaders and bread winners’; and,
(4) The role of stakeholders in education especially missionaries, colonial government, parents and the local community was intricately associated with that education.

Such concepts and misconceptions have tended to influence education, including pupils and students, teachers as well as allocation of resources. In a patriarchal system, gender stereotypes in education influence and affect girls and women’s access, enrolment and achievement in education. Subsequently, several factors historical and cultural, geographic and social-economic have influenced the development of gender and education.
Commitment to education has been manifested at various but the priorities have often differed. The aim must be improved access to basic education in pursuit of Universal Primary Education (UPE) and the Education for All (EFA) initiatives.

1.2. **Sex and Gender**

Sex refers to the state, the quality of being male or female and to the biological and physiological features and/or differences that accompany being female and male. These features and/or differences are genetic, universal and constant. They are natural and cannot change. The two sexes are therefore mutually exclusive. While sex refers to the state, the quality of being male or female, gender refers to the social, cultural and psychological features that identify someone as male or female. Gender refers to the social relationship between boys and girls, females and males. For all purposes, there are two sexes, female and male. Nevertheless, race, ethnicity, class, economic circumstances and age influence what is considered appropriate for male and female and thus there are numerous versions and many characteristics of what it is to be female or male. Gender therefore refers to the social relationship, the differences between women and men that are socially determined and constructed.

Biologically, one has a sex category distinguished as male or female. Gender on the other hand is a social category based on the sex of the individual. Thus, while sex is natural, gender is nurture and while sex roles are biological, gender roles are social. At birth, one is explicitly categorised into female or male. They are taught appropriate behaviour and social roles according to their sex, social expectations and cultural and societal norms. This learnt behaviour is what makes gender identity and gender roles. Gender varies according to the social concepts and among different societies and social settings. In nearly all societies, females and males have different status and play different roles. There is men’s work and women’s work. Females and males may tend to behave differently as a result of socialization; they have different attitudes and interests and live somehow different lives. In many societies based on a patriarchal system, males dominate and thus have greater access and control over scarce resources, wealth and power. Females on their part are often
relegated to subordinate positions, often powerless and are dependent on the males. Contrary to traditionally held beliefs and societal attitudes, gender roles and status are not genetically determined; they are concepts that people have acquired during normal interaction with others in the socialisation process. Thus they vary. These concepts of the self and society are the individual and social identity. An understanding of the self concept is essential in positively reconstructing gender.

Gender conceptualisation begins at home and within the family. The parents choose different items for a child of a particular or different sex. The feelings about the newborn child, girl or boy are different just as the accompanying rituals may be slightly different. The young infant is taught and learns the expected ways of social conduct. She or he acts and conducts the self according to the expected norms of the particular sex. Different toys or playing objects (doll, ball, car, bicycle, aeroplane or piano) are bought and brought accordingly. The manner and attitude considered appropriate or inappropriate for a boy/girl in and within the society such as the manner of dressing, talking and general behavioural code is imparted and inculcated in the individual from an early age. In this way, child/ren learn the sex and gender roles acceptable to them. Girls learn to be feminine and boys learn to be masculine. Acceptable behaviour and values according to sex are enhanced, encouraged and admonished. It is here that a child is given a gender.

The school is an extension of the community of which it is a part, a microsm of the wider society. High value is placed in the school on attitudes, values and behaviour that are considered appropriate in the wider community and outer World. The school is also responsible for the cognitive development of the child. On entering school, children bring with them the gender self and the societal identities already acquired. These are further reinforced in the school and through the education system. The values and norms of the wider society are incorporated in the school culture and pupils / students intoxicated with it. Gender in education aims to achieve gender equity. This is by attending to gender issues and concerns that affect the teaching and learning processes of girls and boys, females and males. Gender in education must enhance and promote gender equity and equality and
practices that will lead to the empowerment of all persons especially girls and women and other disadvantaged groups in society such as children with special needs and persons who may be disadvantaged in one way or another.

These include issues such as:

- Why are there gender disparities in classroom, school and overall enrolment (in certain schools, region / zones and nationally)
- Why do less girls than boys complete school
- Why do girls perform more poorly than boys in Science, Mathematics and Technical (SMT) subjects
- Why do more boys than girls take to drugs and substances of abuse
- Why are school strikes associated more with boys than girls
- How can girl-boy relationship in school be more cordial and mutually complimentary to eliminate negative in school factors such as bullying and teenage pregnancy and instead promote positive relations such as peer (group) learning

There are people born intersexes, that is, they are biologically neither male nor female. This is difficult especially in the more traditional societies where sexuality is somehowly less understood or discussed. These children are a gendered, that is neither male or female. Some of them have biological characteristics that are both female and male. Children who are born intersex have a lot of difficulty particularly in our context of the school. This is because they are both bullied and ridiculed by other students. The child is also riddled with regular, uncomfortable visits to teachers and doctors to explain the improper (abnormal) behaviour. The child is also unsure what sexual organs should be developing, or why others appear. It is also acceptable that there are no universally accepted pronouns in the English language for a person who is not a man or a woman. This is because the sexes are assumed to be two, female and male, and to be mutually exclusive. Such children require to be understood and a lot of emotional support. With time, they will be at ease and gain confidence about their intersex status as growing can be hard, including playing with other children and use of physical facilities (toilets).
Pupils and students will exhibit certain characteristics in a classroom and in schools. Boys and girls have obvious similarities, just as there will be differences among them. Differences occur because of the family upbringing and socialisation processes. We are also unique in our own way according to our personality.

**Table 1.1: Pupils and Students Behavioural Tendencies in Class / School**

**Boys**
- Tend to be more outspoken, assertive and appear to be more confident
- Can be scornful to girls
- Interrupt each other, sometimes unnecessarily
- Don’t mind the front seats
- Boys may not mind taking science and technical subjects since they are always encouraged but discouraged from the social sciences
- Boys tend to be more disorganized in clothing and arrangement of books, beddings and general cleanliness

**Girls**
- Tend to pay closer attention and listen more than the boys who appear inattentive
- Respond to what has been said faster than the boys (boys tend to be more hesitant)
- Speak with need for approval and thus need more encouraging remarks
- Take longer than boys to be involved
- Girls may appear not to like sciences as a result of attitude inflicted by others

**Intersexual**
- The pupils and students tend to be isolated and reserved since they do not know who to identify with. They may also have been bullied and hence learnt the hard way to keep off others and stay alone.
- The pupil / student is likely to be shy due to low self esteem arising from a clear lack of identity.

Nonetheless, even in terms of gender we need to be careful so that we are not stereotypical even when we are making attempts to understand girls and boys, pupils and students in the
classroom and in the (typical) school. But even then, any trends in children should be noted and used to improve learning, for instance, writing and handwriting, interest in subjects and careers. This is because even small differences among the pupils (boys and girls, different levels, intelligence, practice or art of speaking and / or writing), may be perpetuated into stereotypes and in the end adversely affects either or both gender.

Table 1.2:  **Similarities and Differences in Class work: Writing and Handwriting**

<table>
<thead>
<tr>
<th>Boys</th>
<th>girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers often notice and argue that boys write poorly (untidy and disorganized writing).</td>
<td>Many teachers may prefer reading work written by girls because it is neat and tidy.</td>
</tr>
<tr>
<td>Boys may tend to be illegible</td>
<td>Girls tend to be more careful with their use of words and language. They are also more polite and tend to use less rude and arrogant language.</td>
</tr>
<tr>
<td>Boys tend to be shoddy in their use of language. Also, boys and males tend to use more abusive words than females.</td>
<td>Girls tend to be more careful in their use of words. They will be more keen and have better choice of words (language)</td>
</tr>
<tr>
<td>Some boys may not care if the sentences or grammar they construct make sense or not (careless or don’t care attitude) and they may use inappropriate words. This results in more errors.</td>
<td>Teachers may tend to be more keen in girls language (written and spoken) and thus girls may often tend to have more refined language than boys.</td>
</tr>
<tr>
<td>Some teachers may fail to bother or identify misspelling and other errors among boys since a rough handwriting may be seen as a sign of masculinity (it is how they write).</td>
<td>Also, the language among girls may be associated with their being kind and humble (unlike boys who may be perceived as masculine and tough)</td>
</tr>
</tbody>
</table>

In such instances, the teacher should:

- Motivate all pupils and students (both girls and boys)
- Insist that children (both boys and girls) write clearly (legibly)
- Provide pupils with proper modelling, that is, the teacher should write clearly on the board, in charts and diagrams.
- Assist the pupils /students to write better. For example, provide additional exercises.
- Read out well written pieces of writing to the class, by both boys and girls
- Introduce writing competitions and offer an award
• Provide writing topics that are of (immediate and future) interests to pupils/ students
• Provide enough writing practice
• Check pupils/ students books and give positive feedback

Insist that boys and girls use language correctly. Teachers tend to punish pupils and students and even inflict pain unnecessarily hence children including boys girls may be, or appear isolated and distant from the teacher. This is principally because males especially in traditional societies tend to be rough and harsh and children are likely to have been mistreated by their older siblings (girls bullied by boys) or parents. Females tend to be loving and motherly hence the tendency for children to find them more endearing. Additionally, this may explain the tendency to allocate Early Childhood Development Education (ECDE) and lower classes in primary schooling to female teachers who tend to be more tender and considerate than the males. In various instances, males are also reluctant to handle children at early stages since they argue that they do not know how to handle children. Most of these aspects arise out of a patriarchal socialization process.

Gender pedagogy must relate content (curriculum) and competency (the ability of the teacher to enhance learning). Essential fundamentals in learning are the content and the teacher. This includes the environment (school and class). Gender in educational institutions highlights major aspects of the educational process that have a direct impact on the gender initiative in educational administration, management and training. It affirms the need to accelerate the achievement and implementation of the Education for All (EFA) goals. Such commitment must be coupled by an enhanced understanding of gender issues as they relate to educational institutions and the education processes. All these procedures which increase access to education need to be simplified.
SECTION 2 POLICY FRAMEWORK FOR GENDER AND EDUCATION IN KENYA

Governments worldwide are challenged with the hard task of providing quality equitable education to an increasing population (Republic of Kenya, 1964a; 1964b; 1965; 1968a). The achievement of gender equity in education has been very elusive. At the World conference on Education for All (EFA) Jomtien 1990, Kenya together with the World community re-dedicated herself to achieving the goal of Universal Primary Education and providing basic education for all. International Development targets Universal Primary Education (UPE) by 2005, gender equity in the education for all (EFA) goal by 2015 and quality education standards as a priority (Republic of Kenya, 2001a). Kenya targets Industrialisation as a goal by the year 2020. To achieve these goals, knowledge and skills must be imparted on a greater majority and hence the emphasis on the Education for All (EFA) initiative. Access to basic education is a priority in this endeavour.

Kenya has numerous progressive laws intended to empower all persons, including children, girls and boys, women and men. However, implementation is rather difficult and several require fast-tracking in order to facilitate the social economic political empowerment of girls and women. Legislation is necessary to address the rights of girls and women in various situations including education. In addition, the effectiveness of laws, however progressive, is largely dependent on them being applied. Limited education for girls and women, persons with special needs and other vulnerable groups often denies their legal rights. Persons from disadvantaged home have limited financial means and capacity to enforce to access education. An accessible formal education system should be readily available and thus simplified and disseminated. Included is the sensitization and training of people on gender issues and concerns.

Every person in Kenya is entitled to the fundamental rights of the individual whatever the race, tribe, place of origin or residence or other local connexion, political opinions, colour or creed under the Constitution (Republic of Kenya, 1970). Education is a fundamental right.
The vision of the MOEST is:

**Quality Education for Development**

The Government of Kenya and the Education policy in particular has no gender bias. The Government is committed to providing equal educational opportunities to all citizens. As a result, there has been rapid development in education since independence to ensure that as many pupils/students enrol and complete school. The national goals of education are categorically and principally designed to further a sense of nationhood, promote national unity and develop the individual skills and knowledge to enable personal growth. The government is committed to the EFA goals and initiatives.

The Mission of the MOEST is:

**To Provide, Promote and Co-ordinate Life-long Education, Training and Research for Sustainable Development**

Education policies in Kenya are based on the constitution and the philosophy spelt out in Sessional paper No. 10 of 1965 on African Socialism and Its Application to Planning in Kenya (Republic of Kenya, 1965). This calls for political equality, human dignity, social justice and equal opportunities for all. Education is recognised as a basic human right. In this regard, the government has continued to pursue policies and practices aimed at expanding and strengthening educational programmes with particular reference to basic education and the education for all (EFA) goals (Republic of Kenya, 1998; 1999a; 2000a; 2001a).

The report of the Kenya education commission (Republic of Kenya, 1964a) recommended free primary education. The report however observed that primary education could only be free if it was universal. Community responsibility and involvement was emphasised in the provision of services. Further Government efforts were to be directed towards the ASAT areas where enrolment fell below expectations. As a way to strengthen girls’ education in
sparse areas, the report recommended that separate schools for girls be established in these areas. In 1974, school fees were abolished in Standard 1 - 4. This resulted in an overwhelming enrolment of over 1.8 million additional children in schools. School fees for standards 5 - 7 were abolished in 1979. The introduction of free milk in 1979 was also meant to intensify the feeding programme for school children especially in arid and semi-arid areas.

The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Republic of Kenya, 1988a) and the ensuring Sessional Paper No. 6 of 1988 (Republic of Kenya, 1988b) recommended that all parents who had children of school going age especially girls should be required to send them to school. This was to ensure that majority of children had access to education and were enrolled in school. Further, the report recommended that parents should be required to retain children in school for the whole duration of primary education. This would ensure attendance in schools and the attainment of basic education. Though the government accepted these recommendations, the report by the commission of inquiry into the education system of Kenya and a totally integrated quality education and training (TIQET) (Republic of Kenya 1999a:72) established that the recommendations were not implemented.

The report of the presidential working party on education and manpower training for the next decade and beyond, and the ensuring Sessional Paper No. 6 of 1988 (Republic of Kenya 1988a; 1988b) also recommended cost sharing in schools. The prohibitive fees and other levies charged by educational institutions have had a negative impact and reduced access to primary and secondary education. The cost of numerous textbooks has added to the cost since it was implemented following the World Bank reports (World Bank, 1986; 1988) cost sharing with the existing poverty has greatly contributed to the decline in enrolment and attendance in schools. Enrolment in pockets of poverty in both urban and rural areas and especially in Arid and Semi Arid Lands (ASAL) has been greatly affected. At times, parents simply cannot afford to pay the levies and/or fees.

In regard to Science, Mathematics and Technical subjects (SMT), the commission report
(Republic of Kenya, 1988a) recommended that more opportunities be created in secondary schools for girls and that facilities be provided to enable them study technical subjects. The government accepted this recommendation and it has been implemented with tremendous improvement. Facilities have been provided for girls’ schools through joint efforts by the government and communities to enable girls’ study science subjects and to provide boarding facilities. Science laboratories and Home science workshops have been built. However, this initiative is again greatly hampered by inadequate financing from both the government and communities in the provision of these facilities. In addition, girls’ are the first to suffer when parents cannot afford school levies and/or fees due to boy preference.

In 1994, the Ministry of Education introduced a policy of allowing girls who get pregnant while in school to continue with education. On gender and development, gender, education and literacy, the National Development Plan 1994 - 1996 (Republic of Kenya, 1994a:255) stated that the government would endeavour to among other things:

♦ Create comprehensive data on the situation of the girl child in Kenya with particular reference to poor urban, poor rural, nomadic, girl child, school drop outs and adolescent mothers and promotion of use of such data for appropriate learning.
♦ Start a programme for deliberate monitoring and follow up of school drop out with particular reference to adolescent mothers and immediate policy change towards facilitating their rehabilitation and re-entry into the education system.

It is estimated that 10,000 - 13,000 girls drop out of school every year due to teenage pregnancy (Division of Family Health, 1988; Okumu & Chege, 1994; Njau & Wamahiu, 1994; Wango, 2001). This policy was and is expected to facilitate and enable such teenage mother’s re-entry to the formal school system, curb drop out and push out and further increases attendance and participation rates for girls. In addition, functional and operational guidance and counselling services has been established and enhanced in primary and secondary schools and all educational institutions to assist and enable pupils and students especially girls to cope with life problems (see Section 7).
It is envisaged that the gross enrolment for girls in secondary schools that stood at 41% in 1986 and 46% in 1995 (Republic of Kenya, 1999a) will be maintained and improved upon. It is also expected that the services provided in schools and other educational institutions will equip the pupils and students with living values and life skills that are a prerequisite to life (Wango, 2001).

Recommendations to appoint a National Task Force on Gender Education and Training (NTFGET) and a Unit for Gender and Education (UGE) was made during a National symposium on the Education of Girls’ held in Machakos, Garden Hotel, 21st - 24th March, 1994. During the workshop, it was recommended that a Unit for Gender and Education (UGE) be established. In 1995, the UGE was established with members drawn from various departments and institutions of education. These included: Ministry of Research, Technical Training and Technology (MRTTT); Teachers Service Commission (TSC); Kenya National Examinations Council (KNEC); Family Life Education Project; and, sections of the Ministry of Education that included Planning, Primary, secondary and Teacher Education and non-formal education.

The functions of the Gender Unit were:

• To lay groundwork for the formation of the NTFGET and the formation of a national steering committee on gender and education.
• To act as a secretariat for the co-ordination of all activities in gender and education and to oversee the implementation of the recommendations of the NTFGET.
• To liaise with the women’s bureau and any other agencies or NGOs dealing with gender issues.
• To undertake relevant data collection and analysis.

The Minister for Education in September 1995 appointed members of the NTFGET and it was launched on 25th January, 1996. The Director of Education was to chair and the gender unit was the secretariat. The task force was expected to devise a mechanism to deal with and monitor gender-related factors that influence education in Kenya. It was to act as an advisory
body to the Government on issues related to gender and education. These included factors that affect access, attendance, retention and performance.

The commission of inquiry into the education system of Kenya (Republic of Kenya, 1999a:77 - 80) noted that all other education reports made reference to the need to accelerate girls’ education. It recognised the tremendous effort made by the Government to improve girls’ education including affirmative action in the expansion of facilities to study SMT subjects and the policy to allow girls who drop out of school due to pregnancy to continue ‘with education. The commission noted that this had yielded benefits with girls’ participation rate increasing from 41% in 1988 to 46% in 1995 at secondary level and that these efforts were commendable.

The report of the commission of inquiry into the education system of Kenya (Republic of Kenya, 1999a:77-78) however noted that gender inequity continues to persist in certain areas and that there were persistent constraints that continued to hinder girls from effective participation in education at all levels. Girls in ASAL areas and those with special education needs remained disadvantaged. In addition, drop out for girls were still higher than for boys in most areas. Girls’ poor performance at primary level continued to affect performance at secondary level while that at secondary level hindered their entry and effective participation in tertiary institutions. The attention of the commission was also drawn to gender stereotypes in the attitudes, behaviour and teaching practices that have a direct bearing on girls’ performance, persistence and achievement in education. The report (Republic of Kenya, 1999a:80) recommended among other things that pre-service and in-service teacher training programmes incorporate gender analysis and sensitisation, that female teachers be deployed evenly to ensure girls have appropriate role models and that the Ministry strengthens existing mechanisms to monitor participation and the impact of strategies for accelerating such growth.

A national machinery to coordinate gender mainstreaming was set up, the Division of Gender within the Ministry of Gender, Sports, Culture and Social Services (MGSC&SS).
The National Policy on Gender and Development 2000 (Republic of Kenya, 2000b) provides the framework to address gender imbalances and inequality. The National Gender and Development Policy framework guides different sectors and agencies. The policy guidelines address the following critical areas: (i) the economy; (ii) poverty and sustainable livelihoods; (iii) law; (iv) political participation and decision-making; (v) education and training; (vi) health and population; (vii) the media; and, (viii) policy implementation and resource mobilization. It is aimed at reducing gender imbalance and inequality. The policy mandates the Government to address gender inequalities strategically through established institutional frameworks. The policy framework captures and re-iterates Kenya’s commitment to the Beijing Platform for Action (BPFA) and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

In 2001, corporal punishment was abolished through Gazette Notice No. 56 of 13th March, 2001 signed by the Minister for Education. This form of punishment was seen as one way that discouraged children from attending school due to the fear instilled by this form of punishment. In particular, pupils and students were punished for petty offences, failing to do their homework and for failing in a subject. This particularly affected the girls who have to do numerous chores at home and in school. It is expected that the new school environment will ensure greater and more enhanced pupil teacher interaction and improve positively and constructively the teacher pupil relationship to enhance effective learning.

The Government has also encouraged the need to strengthen meaningful and purposeful extra-curricular activities including games in schools. The Kenya education commission (Republic of Kenya, 1964a) recommended education authorities to do everything possible to support the 4-K Clubs. In addition, the government continues to encourage the establishment of clubs and societies in school especially the establishment of subject-based clubs to enhance learning in particular subjects. One of the emerging major issues of concern has been pupil teacher relationship especially when this leads to professional misconduct. A teacher is a surrogate parent. Teachers wield a lot of power, authority and influence over the pupils/students under their care. They are expected to mould, guide, chide and counsel these
children especially in that delicate adolescent age. If this authority is misused, it can be disastrous and traumatising.

The TSC code of regulation (Republic of Kenya, 1967) is very clear on the need for teachers to conduct themselves in a professional manner that befits their profession. Unhealthy relationship with a pupil/student can lead to interdiction, suspension, and dismissal and/or deregistration as a teacher depending on the intensity of the case. These cases are more common in the rural rather than urban areas (Daily Nation, November 6th, 2000 BlackBoard). The TSC is very firm on this and action is indeed taken against such errant teachers with casualties (Daily Nation, November 6th, 2000 BlackBoard). It is very encouraging to note that the Kenya National Union of Teachers (KNUT) disassociates itself from such teachers and does not represent them (Daily Nation, November 6th, 2000). Teachers must desist from such practice that puts their reputation and the whole profession in repute.

It is very important that education officials and heads of schools are acquainted with the TSC code of regulation and other requirements to enable them handle such cases expeditiously. Such cases should be well built up based on the merit and uniqueness of each case. For example, it is not enough for an education official to interdict a teacher on charges of rape, indecent assault or defilement because the legal technicalities involved would require that the teacher be convicted of such charge. Rather, the charge should be specific and in line with the professional conduct of a teacher that puts his or her conduct in repute. A teacher can be convicted of professional misconduct, which is within the mandate and confines of the TSC regulations. It is also very important that education officials and heads of educational institutions be well acquainted with other basic procedures regarding sexual abuse and child molestation. The pupil/student should write a free statement in the presence of one or two members of staff. This should not be written under duress. The teacher/s involved including the culprit and the head teacher of the school should write separate statements. Other important persons including pupils/students and teacher/s who are well acquainted with the facts of the case should write statements.
The relevant school management (Parent Association / Parent Teacher Association / School Management Committee / Board of Governors) must be involved. They must deliberate on the issue and minutes clearly recorded of their deliberations. The teacher/s concerned must be invited in writing to appear before the management and if the teacher/s decline, this should be captured in the report. The minutes of the school management must be forwarded to the relevant authorities. The person/s reporting on the case must be clear, precise and objective. This enhances the decision making process and subsequent action.
SECTION 3  STAFFING AND SCHOOL MANAGEMENT

Data on staffing and management in an institution (schools, colleges and universities) should be recorded by gender. These includes education officials, inspectors of schools, head teacher, deputy head teacher, senior teacher/s, heads of departments, teachers and support staff including their job description and those in administration and management such as members of the School Management Committee (SMC) / Board of Governors (BOG) / Parent Association (PA) / Parents Teachers Association (PTA).

The particulars should include such details as follows (see Appendix I, II and III):

- Name
- Age
- Sex
- TSC No. /Personal File (PF) No.
- Job group/Grade
- Position / function of responsibility / leadership / job description including confirmed appointment and acting capacity if any
- Teaching/Work load
- Highest qualification
- Teaching / Working experience (as a whole and in present post / station)
- Teaching Subjects (Science/ Languages / Arts / Technical)
- Names of persons in the School Administration and Management by gender. This should include the Head teacher, Deputy head teacher, Senior teacher/s, HODs, Subject Heads, Chairperson and members of the School management (PA / PTA / BOG / SMC)

All this information should be gender disaggregated.

Equally, schools should be clearly categorised according to school type to enable purposeful analysis. Primary schools can be categorised into public and private, day or
boarding. Secondary schools should be categorised into public (National, Provincial and District schools) and private, day or boarding.

The following categories should emerge:

- GD - Girls Day
- BD - Boys Day
- MD - Mixed Day
- GB - Girls Boarding
- BB - Boys Boarding
- MB - Mixed Boarding

This administrative standpoint will be useful to monitor and access data on enrolment, attendance, repetition, drop out and push out and performance internally and in national examinations. This will also be useful for future planning purposes.

By analysing the above data, it is possible for education officers, inspectors of schools, school administration and management to identify gender gaps in the staff establishment and management (Appendix I, II, III). For example, in a mixed school it is commendable to have the head and the deputy of separate sexes so as to complement each other. This is also true for committees set up in the school such as the guidance and counselling or boarding committee. Whether the school is single sex or mixed, it is always advisable to have committees made up of both male and female members. Heads of department and their assistants such as boarding masters and mistresses (housekeepers) and guidance and counselling teachers should be of mixed sex regardless of whether the school is mixed or single sex so that they can complement each other.

In school, it is possible to establish the allocation of teachers in all the subjects especially in the various departments and more so in SMT subjects. This is because girls tend to perform poorly in these subjects. In primary schools for example, the school administration should adopt a gender oriented model in which all subjects are taught by
both female and male teachers to allow the girls acquire role models among the teachers. In teacher training institutions and public universities, the gender gap in pre-service teacher training among teacher trainees in these and other subjects can be clearly identified and affirmative action taken in this regard.

For women to be empowered, they must be given roles, duties and responsibilities. In school for example, both girls and boys must be selected, appointed or elected in positions of leadership and responsibility as prefects and/or class monitors. In case of a mixed school, there should be a head girl and head boy so that none of the sexes is suppressed. Additionally, women must be encouraged as members of the management (PA / PTA / BOG / SMC) and to participate actively in parent meetings and other forum. In particular, they should be encouraged to seek appointment and election in school administration and management (Wango, 2000).
SECTION 4 ACCESS, ATTENDANCE, ATTAINMENT AND ACHIEVEMENT IN EDUCATION

Education constitutes three processes: input, process and output. These can be combined with the 4-As incentive system as contained in the Comprehensive Education Sector Analysis (CESA). These are: access, attendance, attainment and achievement in education.

Input – Access > Input
- Attendance > Process
- Attainment > Output
- Achievement > Output

The 4-As is fundamental parameters for gauging the impact of education and the characteristics of an educational institution.

(A) Input: Access

The community must be sensitised on the need to send children, both boys and girls, to school. Education is a basic human right and essential to their well being. Pupils and students enrolment should be broken down by gender. It is often recommended that the names be written separately so as to enable the teacher analyse the attendance records (see Appendix IV, V, VI and VIII). This way, the teacher will be able to tell who is absent and monitor the trends. However, the names should be continuously rewritten so that a particular pupil/student is and are not always the first or last to be called in the register. This is because studies reveal that such students who are always last are psychologically suppressed and discouraged. They are made to feel they are low achievers and achieve little in school and in life due to the self-fulfilling prophecy. The reverse is true, as the pupils/students who are always first feel superior and encouraged.
Educational institutions must be accessible to all pupils/students. For example, fees and other levies charged must and should be within the reach of the parent/s. The school administration and management must charge a reasonable fee and prioritize development projects. These projects must be within the school development plan. They must be target oriented and impact on access and attainment in education. In addition, teachers and resource facilities in the school should be adequate, available and put into proper use.

(B) Process: Attendance and Participation in class

Class registers are very important official documents. It is therefore advisable that school administrators and teachers ensure that they are clearly filled and recorded. They should be analysed accordingly every day (morning and afternoon), weekly, monthly, termly and at the end of the year. This analysis should be gender disaggregated so as to reveal the attendance, absenteeism, drop out and push out and new admissions if any (see Appendix IV, V, VI and VIII). The class register has a comments page at the end for this purpose and should be made use of.

Attendance and registration documents should be closely monitored and further analysed for each individual student so as to reveal his or her attendance in school (see Appendix IV, V, VI, VI and VIII). This should include participation in class and school activities. Children learn a lot when they interact with others in a child-centred learning situation.

The level of class participation by gender can be determined using participation charts as illustrated below. The teacher can prepare a list of names of the pupils / students in class and include columns showing the days of the week. The teacher can then tick (✓) to indicate the level of participation against each day.

From such a chart, the teacher can easily find out:

- Who are the pupils / students who participate (and participated) in class and classroom activities
- Pupils / students with problems in participation (Analysis is in terms of gender)
- If the boys and girls were comfortable with the group tasks
The ticks can be as follows:

- Good participation √
- Fair participation /
- Poor participation X

**Table 4.1. Classroom Attendance and Participation**

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Sex</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sarah</td>
<td>F</td>
<td>/</td>
<td>X</td>
<td>/</td>
<td>X</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>Salim</td>
<td>M</td>
<td>X</td>
<td>\</td>
<td>\</td>
<td>X</td>
<td>|</td>
</tr>
<tr>
<td>3</td>
<td>Peter</td>
<td>M</td>
<td>\</td>
<td>√</td>
<td>/</td>
<td>√</td>
<td>/</td>
</tr>
<tr>
<td>4</td>
<td>Patricia</td>
<td>F</td>
<td>\</td>
<td>X</td>
<td>\</td>
<td>\</td>
<td>√</td>
</tr>
</tbody>
</table>

In general boys and girls are similar, just as they may have their differences. Pupils/students may have specific gender issues. The teacher should try to find out the causes and work out practical remedies.

During the examination analysis, this information should enable the teacher to identify pupils/students who failed certain concepts tested as a result of failure to attend school as different from those who did not grasp the concepts. In addition, the teacher, the school administration and management and the overall ministry is able to access the attendance and dropout rates.

In addition to pupil/student school attendance, teachers and the school administration must analyse reasons for absence especially where attendance is consistently poor and where patterns of absence affect particular pupils/students. Non-participation in class activities must be treated as partial attendance and absence. Teachers and pupils must attend school. Pupils/students must be effectively involved in the teaching learning process. Teachers must also examine the pupils’/students’ entry behaviour to establish the entry point. Such analysis will establish the value that learning has bestowed on the pupil/student, the value added progress (VAP), as a result of an educational process. Background information on the pupil/student and mark books are very essential in this regard.
Educational institutions must also distinguish between drop out and push out. Although the two are often lumped together, a distinction must clearly be made so as to establish the number and rate of pupils/students who voluntarily decide to quit school (drop outs) as compared to those who are forced out of the school system by factors beyond their own control (push out). This information must be used to deal with those factors that affect these two groups.

Such relevant information should be made available to the relevant school authorities, the school management (SMC, BOG, PA, PTA) and parents so as to monitor the attendance, participation by pupils/students, drop out and push out. Information regarding student absenteeism or failure to attend school should be continuously made available to the parent or guardian through the pupil’s diary, report form, parent / class meetings or personal letter to the individual parent/guardian.

(C) Output: Attainment and Achievement in School

Pupils and students must attain a score in relation to national standards and expectations including national targets highlighting any significant issues and/or variations in attainment among pupils, schools, region, subject/s or gender. Pupils and students are evaluated at the end of every class or stage and they must achieve highly for promotion to the next stage or class. They must therefore attain and achieve in school.

Some of the reasons that make pupils and student fail to attain and achieve in school and in education is frequent absenteeism from school or when they drop out of school. Absenteeism affects pupils/student participation and the entire teaching learning process. It ultimately affects the general performance and eventual achievement in life. Drop out is most intense when pupils/students do not transfer from one school to another but cease to attend school altogether. Data disaggregated records and analysis should break down all information on pupils and students enrolment. This would enable school administrators, education officials, the school management and teachers to identify gender gaps in access, attendance and hence drop out. This will lead to the need to identify the cause of this absenteeism and/or drop out and work out possible strategies and remedies to alleviate the
problem at that level, be it school, zone, district or provincial level.

Table 4.2: Gender Disparity in K.C.S.E. Performance: 1999 and 2000

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>1999 Female</th>
<th>1999 Male</th>
<th>2000 Female</th>
<th>2000 Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Sat</td>
<td>Mean</td>
<td>Number Sat</td>
<td>Mean</td>
</tr>
<tr>
<td>English</td>
<td>79,413</td>
<td>62.97</td>
<td>93,499</td>
<td>62.45</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>79,408</td>
<td>82.04</td>
<td>93,501</td>
<td>80.47</td>
</tr>
<tr>
<td>Mathematics</td>
<td>79,245</td>
<td>19.96</td>
<td>93,277</td>
<td>28.28</td>
</tr>
<tr>
<td>Biology</td>
<td>41,130</td>
<td>47.22</td>
<td>52,274</td>
<td>51.85</td>
</tr>
<tr>
<td>Physics</td>
<td>9,942</td>
<td>39.29</td>
<td>25,889</td>
<td>44.47</td>
</tr>
<tr>
<td>Chemistry</td>
<td>41,577</td>
<td>37.55</td>
<td>56,620</td>
<td>42.64</td>
</tr>
<tr>
<td>Physical science</td>
<td>36,665</td>
<td>28.42</td>
<td>34,874</td>
<td>32.53</td>
</tr>
<tr>
<td>Biological science</td>
<td>36,728</td>
<td>25.31</td>
<td>34,984</td>
<td>30.22</td>
</tr>
<tr>
<td>History &amp; Government</td>
<td>38,782</td>
<td>83.04</td>
<td>48,334</td>
<td>94.96</td>
</tr>
<tr>
<td>Geography</td>
<td>51,573</td>
<td>71.39</td>
<td>64,963</td>
<td>83.33</td>
</tr>
<tr>
<td>Christian Religious Education</td>
<td>37,374</td>
<td>97.34</td>
<td>28,767</td>
<td>97.83</td>
</tr>
<tr>
<td>Islamic Religious Education</td>
<td>1,249</td>
<td>113.84</td>
<td>2,233</td>
<td>119.95</td>
</tr>
<tr>
<td>Hindu Religious Education</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Education &amp; Ethics</td>
<td>20,553</td>
<td>92.16</td>
<td>24,947</td>
<td>97.57</td>
</tr>
<tr>
<td>Home Science</td>
<td>10,934</td>
<td>106.87</td>
<td>650</td>
<td>94.50</td>
</tr>
<tr>
<td>Art &amp; Craft</td>
<td>607</td>
<td>44.79</td>
<td>837</td>
<td>46.00</td>
</tr>
<tr>
<td>Agriculture</td>
<td>45,378</td>
<td>72.40</td>
<td>54,705</td>
<td>77.65</td>
</tr>
<tr>
<td>Woodwork</td>
<td>29</td>
<td>50.20</td>
<td>1,527</td>
<td>52.41</td>
</tr>
<tr>
<td>Metalwork</td>
<td>1</td>
<td>28.00</td>
<td>509</td>
<td>51.02</td>
</tr>
<tr>
<td>Building Construction</td>
<td>28</td>
<td>36.67</td>
<td>871</td>
<td>45.95</td>
</tr>
<tr>
<td>Power Mechanics</td>
<td>4</td>
<td>53.25</td>
<td>369</td>
<td>55.16</td>
</tr>
<tr>
<td>Electricity</td>
<td>25</td>
<td>44.84</td>
<td>610</td>
<td>45.90</td>
</tr>
<tr>
<td>Drawing &amp; Design</td>
<td>145</td>
<td>23.89</td>
<td>2,160</td>
<td>39.21</td>
</tr>
<tr>
<td>Aviation Technology</td>
<td>-</td>
<td>-</td>
<td>35</td>
<td>56.88</td>
</tr>
<tr>
<td>Computer Studies</td>
<td>49</td>
<td>48.95</td>
<td>57</td>
<td>58.03</td>
</tr>
<tr>
<td>French</td>
<td>1,114</td>
<td>28.37</td>
<td>659</td>
<td>40.41</td>
</tr>
<tr>
<td>German</td>
<td>216</td>
<td>61.28</td>
<td>79</td>
<td>62.87</td>
</tr>
<tr>
<td>Arabic</td>
<td>90</td>
<td>62.40</td>
<td>239</td>
<td>63.82</td>
</tr>
<tr>
<td>Music</td>
<td>1,531</td>
<td>96.47</td>
<td>955</td>
<td>95.47</td>
</tr>
<tr>
<td>Accounting</td>
<td>3,261</td>
<td>99.58</td>
<td>6,758</td>
<td>100.51</td>
</tr>
<tr>
<td>Commerce</td>
<td>44,580</td>
<td>78.75</td>
<td>52,516</td>
<td>85.71</td>
</tr>
<tr>
<td>Economics</td>
<td>522</td>
<td>80.70</td>
<td>1,584</td>
<td>84.71</td>
</tr>
<tr>
<td>Typing With Office Practice</td>
<td>1,181</td>
<td>100.08</td>
<td>63</td>
<td>98.80</td>
</tr>
</tbody>
</table>

Source: KNEC

From the table, it is evident that:
Girls performed poorer than boys in 27 subjects in 1999 and in 26 subjects in 2000 out of the 33 subjects offered at KCSE.

Girls performed better than boys in six subjects in 1999 and 2000. These are the two major languages: English and Kiswahili; Home Science, Music and Typing with Office Practice. Girls performed better than boys in Hindu Religious Education in 1999 and in Electricity in 2000.

No girls were enrolled in Aviation Technology in 1999 while only one was enrolled in 2000.


Further analysis can be made in candidate performance by subject.

**Table 4.3: Candidates Performance by Subject at KCSE 1999 and 2000**

<table>
<thead>
<tr>
<th>Improved Performance</th>
<th>No change in performance</th>
<th>Decline in Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1999</strong></td>
<td><strong>2000</strong></td>
<td><strong>1999</strong></td>
</tr>
<tr>
<td>Biology</td>
<td>English</td>
<td>H.R.E.</td>
</tr>
<tr>
<td>Physics</td>
<td>Kiswahili</td>
<td>Aviation</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Mathematics</td>
<td>Technology</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Biological</td>
<td>C.R.E</td>
</tr>
<tr>
<td>Biological Science</td>
<td>Sciences</td>
<td>I. R.E</td>
</tr>
<tr>
<td>History &amp; Govt.</td>
<td>Home Science</td>
<td>French</td>
</tr>
<tr>
<td>C.R.E</td>
<td>Art &amp; Design</td>
<td>Commerce</td>
</tr>
<tr>
<td>I.R.E</td>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td>S.E.E</td>
<td>Metal wok</td>
<td></td>
</tr>
<tr>
<td>Home Science</td>
<td>Building Const.</td>
<td></td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>Power Mechanics</td>
<td></td>
</tr>
<tr>
<td>Woodwork</td>
<td>Electricity</td>
<td></td>
</tr>
<tr>
<td>Metalwork</td>
<td>Drawing &amp; Design</td>
<td></td>
</tr>
<tr>
<td>Power Mechanics</td>
<td>Aviation Tech.</td>
<td></td>
</tr>
<tr>
<td>Computer Studies</td>
<td>Computer Studies</td>
<td>Computer Studies</td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 20 | 14 | 2 | 6 | 11 | 13 |

Source: KNEC
From the table, it is evident that:

- Overall candidates performance was as follows:
  - Improved in 20 subjects in 1999 and 14 subjects in 2000
  - Declined in 11 subjects in 1999 and 13 subjects in 2000
  - Did not significantly change in 2 subjects in 1999 and 6 subjects in 2000

- Candidate performance declined in the compulsory subjects (English, Kiswahili and Mathematics) in 1999 but improved in 2000.

- Candidates performance improved in all the Group 4 subjects (Vocational subjects) except Woodwork which declined in performance in 2000.

- Performance declined in all the Group 3 and 5 subjects except in C.R.E., I.R.E., French and Commerce which has no change in 2000.

- Performance in Science subjects improved in all the sciences in 1999. However, in 2000 it improved only in Biological Sciences but there was no change in Physics and Chemistry. It also declined in Biology and Physical Science.

A close look at performance in national examinations reveals a persistent under performance by girls in most of the subjects at both levels, that is, primary and secondary school.

Gender disparities in education are intensified by failure to attain in education occasioned by many factors. These include poverty, school fees and/or levies, HIV/AIDS, sexual harassment, child labour, early marriages or insecurity.

These could be specific to a particular gender in a region or area. Girls are often more affected than boys especially because most parents prefer to send the boys to school. Also, girls are often forced to remain at home to look after the young siblings. Parents must be sensitised on the need to send children to school. In particular, the school administration and management should make a conscious effort to promote girl’s education by ensuring that parents and the girls are mentored and the girl’s attendance is monitored. Effective guidance especially on living values and life skills must be accorded all pupils/students especially the girls.
SECTION 5  CURRICULUM AND CURRICULUM MANAGEMENT

More than ever, it has become imperative that education officers, curriculum developers, publishers and teachers study the syllabus being used in schools. In so doing, they should be gender sensitive and responsive. Where gender stereotypes are detected, education officers and inspectors of schools should be able to advise teachers accordingly. For example, does the school offer languages, arts, sciences and technical subjects as optional subjects and are girls especially encouraged to study and choose the sciences especially physics. Curriculum developers and book publishers on their part should be able to ensure that the curriculum developed and the books being used are gender responsive without gender bias (Kabira and Masheti, 1997; Obura, 1991; Wango, 1998a; 1998b; 1999, 2000, 2001).

Teaching and learning materials should be learner centred. They should be purposeful to ensure that effective learning takes place (Gergen and Davis, 1997; Wango, 1999). It is important for educational institutions, schools and teachers to scrutinise and pay close attention to the teaching and learning materials. This will enable teachers and teacher trainers to identify those that are not gender sensitive and respond to them appropriately. In addition, pupils/students and the teachers can prepare teaching and learning materials that are gender friendly locally.

Another major area of concern in schools is the laboratory. A laboratory is very essential. It is a prerequisite to the effective teaching and learning of the sciences. In order for any country to develop, particular emphasis must be made to the teaching and learning of SMT subjects. Hence the need for a well-equipped laboratory. Parents, the school administration and management (SMC / PA / PTA / BOG) must ensure that laboratory and other technical rooms are available to all pupils/students, both girls and boys. School administrators and field officers must ensure that laboratories in schools are well equipped and made used of. Often, the only chance students ever get to perform an experiment on their own is during examinations. Teachers should put the laboratory equipment into purposeful use to enhance learning.

In addition, school administrators and field officers should look keenly at the equipping of male and female schools especially in terms of laboratory and other equipment. Often, it is only the
Home Science room in girls’ school that is well equipped neglecting the sciences (Physics, Chemistry and Biology). Rarely is there a Physics laboratory and most girls are forced by various circumstances to drop Physics in form two. The contrary is true of boys’ schools where there is no home science room and the laboratories are well or adequately equipped. It is common to find many girls schools lacking basic laboratory equipment. This adversely affects the performance of girls in these subjects. School administrators, field officers and the school management (BOG / PTA) must ensure that the necessary equipment is installed.

Curriculum offered in schools and subject choices by both girls and boys are areas that require close scrutiny. Quite often, girls’ schools will offer subjects that are commonly perceived to be for girls and with so called traditional women related careers while boys will be offered subjects that are perceived to be for male oriented careers. It is important for all to understand that careers are not gender specific and the choice of a career should solely depend on the talents and the choice made by the individual and not on the sex of the individual. Schools should diversify their curriculum in conformity with present trends and students’ needs to enable the schools offer the students wide career choices.

Examinations must also be closely monitored. This applies to both internal and national examinations. Quite often, many papers are not moderated to make them gender responsive especially in the wording and portray gender stereotypes. School examination analysis is often general even in mixed schools where it should be more acute, accurate and purposeful to impact on learning. For example, below is the KCSE examination analysis for a mixed school extending five years (1995 - 2000).

**Table 5.1: KCSE examination analysis for a mixed school**

<table>
<thead>
<tr>
<th>Year</th>
<th>No</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C-</th>
<th>D+</th>
<th>D-</th>
<th>E</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>42</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>14</td>
<td>14</td>
<td>-</td>
</tr>
<tr>
<td>1997</td>
<td>70</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>19</td>
<td>19</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>1998</td>
<td>77</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>6</td>
<td>9</td>
<td>21</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>1999</td>
<td>77</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>29</td>
<td>29</td>
<td>9</td>
</tr>
<tr>
<td>2000</td>
<td>83</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>28</td>
<td>26</td>
<td>14</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>
The analysis reveals that:

- Most of the students had attained lower grades especially D+ and below in 1996 - 1999 but this had improved in 2000.

However, the analysis does not reveal the actual student performance by gender. Further analysis can be done according to gender as follows:

**Table 5.2: KCSE examination Gender analysis for a mixed school**

<table>
<thead>
<tr>
<th>Year</th>
<th>sex</th>
<th>No.</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C-</th>
<th>D+</th>
<th>D-</th>
<th>E</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>M</td>
<td>18</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>24</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>9</td>
<td>8</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>42</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>14</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>1997</td>
<td>M</td>
<td>34</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>11</td>
<td>9</td>
<td>10</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>36</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>70</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>19</td>
<td>19</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>1998</td>
<td>M</td>
<td>34</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>43</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>13</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>77</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>6</td>
<td>9</td>
<td>21</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>1999</td>
<td>M</td>
<td>36</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>2</td>
<td>15</td>
<td>12</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>41</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>14</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>77</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>29</td>
<td>29</td>
<td>9</td>
</tr>
<tr>
<td>2000</td>
<td>M</td>
<td>47</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>14</td>
<td>15</td>
<td>6</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>36</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>14</td>
<td>11</td>
<td>8</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>83</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>28</td>
<td>26</td>
<td>14</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

This analysis reveals that:

- Overall performance for both males and females declined in 1997 and 1999 but had improved in 1998 and 2000.
- Male enrolment at KCSE had been increasing over the years from 18 students in 1996 to
47 in 2000. However, female enrolment had increased from 24 in 1996 to 36 in 1997 and 43 in 1998 but declined to 41 in 1999 and 36 in 2000.

Males continued to perform better than females in the higher grades while females attained most of the lower grades. For example, while 10 males had B- and above in 2000, only 3 females had a B-. In addition, 20 of the 24 females had a D+ and below in 1996 while 25 of the 43 females had D+ and below in 1998. This compares sharply with the performance of males in that 6 of the 18 males had C- and above in 1996 while 20 of the 34 males had C- and above in 1998.

Examination analysis must therefore be purposeful and used to enhance the teaching and learning process. It must commence at the level of the class and school.

As a whole, textbooks also play a very big role in the teaching and learning process. Examples given in the textbooks are often read or seen by the learners themselves. Teachers use them in the teaching and learning process. But analysis of most textbooks reveals that many textbooks being used in schools are gender insensitive and often in favour of the males (Obura, 1991). This is especially so in the Language used and in the pictures, drawings and illustrations (Kabira & Masheti, 1997). In the Sciences, the scientific world tends to be male dominated. In Literature and Fasihi, the hero is often the male rather than a heroine (Wango, 2000). Teachers need to be sensitive in the use of these textbooks and in the use of examples. They should correct this imbalance in the course of their teaching especially in the choice of words (Appendix IX).
SECTION 6  PUPIL – TEACHER INTERACTION

The way teachers interact with pupils/students in a classroom situation to a large extent determines how much the pupils/students will learn. It is therefore important that pupil teacher interaction is perfected in schools to improve on the teaching and learning process. Behaviour of some teachers can be contradictory and at times can consciously or unconsciously discourage pupils of certain gender from actively being involved in the learning process. For example, the language use in the classroom is very crucial (Wango, 2000). These include such comments as Accounting and Economics are difficult for girls. Again, subjects are not gender specific.

Another factor that teachers need to pay special attention is in the answering of questions in class. Teachers often tend to ignore the slow learners and concentrate on the fast learners. Although majority of teachers have no gender preference for teaching girls or boys, majority of teachers, both male and female would prefer to teach boys (MOE, Population Council, 1997). Indeed, it appears that teachers, both female and male, interact slightly more often and more positively with boys than girls (MOE, Population Council, 1997). Other teachers unfortunately tend to ignore the girls especially in the SMT subjects. Teachers must involve all pupils/students in all class activities including asking and answering of questions.

Learning rather than teaching must be emphasised. Learning must be learner centred. Teachers, education officials and researchers need to ask four basic questions that are the prerequisite to effective and reflective teaching and learning.

These are:

♦ Is the child learning?
♦ What is the child learning?
♦ How is the child learning?
♦ How do you know?

There is an utmost need therefore for gender in education training programme that empowers
and enables the teacher to identify gender stereotypes in education and demystify them. Such a programme must effectively equip the teacher adequately (See Appendix X).

Teachers must also adopt various strategies of involving all children (boys and girls) in classroom activities.

The following are suggested:

- In the classroom, girls may tend to be shy, keep away from school or classroom, fail to volunteer answers or come forward when requested. The teacher needs to prompt answers and encourage them.
- Set classroom rules and regulations that are child friendly and so that no one interrupts unnecessarily when someone is speaking and nobody ridicules another.
- Neither boys nor girls should be neglected. Let each discover the value of the other in their discussions.
- You can organize a debate on the role of women and men, girls and boys in society in an English or Kiswahili lessons. In the end, assist deal with stereotypes.
- Encourage child/ren to be open minded and not prejudiced or scorning one another.
- You should provide / give examples of successful women and men in society.
- Groups should consist of boys and girls. Encourage them to work together and encourage turn taking to impart on respect for one another.
- Encourage both boys and girls to perform well in your subject and in school.
- Motivate boys and girls to read. Reading is important as it enhances other skills. Expose boys and girls to reading early in life.
- Ensure reading materials cater for the interests of both boys and girls, women and men. This includes drawing, pictures and other illustrations. Ensure there is ample reading time so that those who are slow can pick up.
- Guide and Counsel boys and girls on societal / career stereotypes.
- Provide books with positive role models.

One of the factors that cause poor conceptualisation of aspects is absenteeism. Girls, for example, are often asked to look after their young siblings and to perform other chores at home.
Eventually, these girl pupils/students would seem like slow learners. Yet the problem stems from the fact that they missed the concept. It is imperative that teachers focus their attention on all learners both of high and low achievement and those with special needs.

**Table 6.1: Gender Responsive Lesson Planning, Teaching and Learning**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Suggestion / Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and learning materials</td>
<td>They should not favour any gender nor portray gender stereotypes (such as all heroes being men).</td>
</tr>
<tr>
<td>Teaching Methodology</td>
<td>Methods should ensure equal participation of boys and girls</td>
</tr>
<tr>
<td>Classroom management and organization and activities, Class set up and Pupil Teacher interaction</td>
<td>The class should be properly arranged. In addition, arrangement should be in such a way that it allows the teacher full interaction with all pupils/students.</td>
</tr>
<tr>
<td>Create time to deal with other gender constraints</td>
<td>These include children (girls who have missed school due to menses, boys absenteeism and withdrawing from school to truancy and work).</td>
</tr>
<tr>
<td>Feedback and assessment, tests and examinations</td>
<td>Create time for feedback from the boys and girls on their understanding of the lesson</td>
</tr>
</tbody>
</table>

Teacher pupil interaction is highly significant, including the teacher expectations. This is because (1) the teacher may have different expectations; and (2) the teacher may have different perceptions of pupils and students, particularly according to their gender. This in turn will influence and affect both the teachers and the pupils / students, including their motivation. This is underpinned by girls and boys gaining more of the higher attainment in certain subjects or classes (levels). Further, this may be directed in particular subjects and careers. Thus, a pattern of classroom management may in turn influence performance.

Pupil / student analysis must include performance in tests and examination. This is because the teacher or school may realise that one gender performs better than the other in different subjects, or diverse aspects in the same subjects, for example, reading and writing, poetry and drama. The teacher would need to closely study the scores achieved by learners in the classroom tests and examinations, in order to establish the actual performance and work out strategies for improvement. The teacher can use a class mark record to monitor performance of girls and boys in tests and examinations.
Table 6.2:  Gender Responsive Class Mark Record: Tests and Examinations

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
<th>Subject English</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grammar Out of 40</td>
<td>Composition Out of 30</td>
</tr>
<tr>
<td>1</td>
<td>Asha</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Hussein</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Carol</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Agnes</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Paul</td>
<td>M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6.2:  Gender Responsive Class Mark Record: Tests and Examinations

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
<th>Subject Literature</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poetry Out of 30</td>
<td>Drama Out of 30</td>
</tr>
<tr>
<td>1</td>
<td>Asha</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Hussein</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Carol</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Agnes</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Paul</td>
<td>M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Ministry of Education has been particularly concerned about girls' enrolment in Physics and Chemistry where they were considered as under-performers and encouraged to take the social sciences such as History and Religious studies, while boys are considered weak in Languages. Such perceptions will inherently influence the teacher pupil / student interactions and affect performance (see Tables 4.2 and 4.3). Teachers’ attitudes, stereotypes and expectations (low or high) will also influence the career and overall achievement of boys and girls. It is imperative that gender studies be extended and brought to the extent and nature of the attention of teachers, trainers and education officers.
SECTION 7  SCHOOL GUIDANCE AND COUNSELLING

Guidance and counselling is the logistic approach to life issues and challenges. Guidance and counselling, clinical psychology and psychiatry, psychology and psychotherapy, pastoral counselling and chaplaincy, social work and other helping services have become more apparent with the ever growing complexity of society. This is because there are several social issues and concerns such as drug abuse, HIV /AIDS and other life challenges. The rapid expansion in technological development, information and other sectors places heavy demands particularly on life and families, education and career. Subsequently, the school and other educational institutions are an important social institution, and have to adapt to changing patterns hence a growing demand for guidance and counselling, mentoring and coaching services. This is because counselling can assist pupils and students develop several capacities. These include intellectual, social, physical and moral capacities.

Traditional communities had a more communal guidance and counselling, mentoring and coaching. These roles were accepted and respected by all members of the society. Parents, relatives, older siblings, elders, leaders and the traditional healers were a valuable source for guidance and counselling for the community members. They provided information on social life including values, daily living and were a vital link between the children and the community, the ancestors and the present generation. They acted as a clear direction in the day-to-day affairs of the society. This link was further strengthened by the rituals, ceremonies and taboos. Young people were guided and counselled during rituals and ceremonies. This is because the rites of passage were also aimed at preparation for adulthood and various roles in society. In addition, the extended family, the clan, and the village brought together members of the society. They were also a source of support. In this way, there was no individual but society brought people together without alienating anyone, except in exceptional cases when the individual failed to conform to social norms. Guidance and counselling, mentorship and coaching was therefore readily available, sought and provided. Each of these elements is important and were comprehensively used to inculcate the individual into the society in which they were a part, the one-ness or communal living.
In traditional African societies, advice and counsel was given in various forms. This included beliefs and values, storytelling, proverbs and riddles, songs and dance. The most common was giving information, advice and sharing wisdom. Information was important since the society needed to inculcate values and virtues. Giving advice was a common way of providing help for people in various circumstances, particularly young people. The advice offered was frequently instrumental in helping people, particularly the young, to learn about the community and aspects of their future.

Guidance and counselling is one of the core functions of the MOEST. The Kenya education commission (Republic of Kenya, 1964a) in regard to guidance & counselling recommended that children should be given courses of education and training best fitted to their needs and provided with advice on careers and openings for employment. In 1971, the Ministry of Education established a Unit / Section of guidance & counselling. The National Development Plan, 1974 - 1976 (Republic of Kenya, 1974) recognised that the Section dealing with guidance & counselling at the Ministry of Education was carrying out work as diverse as dealing with problems of psychological maladjustment of pupils/students and running seminars on vocational guidance. It was hoped that head teachers would arrange timetables in such a way that members of staff responsible for guidance & counselling would have ample time to deal with inquiries directed to pupils’ career and personal problems.

The National Development Plan 1979 - 1983 (Republic of Kenya, 1979) recognised that there was need to make guidance & counselling in primary and secondary schools more effective by: strengthening the guidance & counselling unit at the Ministry through appointment of professionally qualified officers responsible for co-ordinating and organising workshops for teacher counsellors; and, guidance & counselling should form a part of teacher training curriculum in all Teacher Training Colleges and at the University.

The national committee on educational objectives and policies (Republic of Kenya, 1976) noted that guidance & counselling of pupils/students when properly done plays an important role in enhancing the individual adaptability, as does academic schooling. However, it was confined to career guidance. Furthermore, it was dependent on voluntary efforts by some teachers who felt
motivated to do it. The committee recommend that all teachers be trained in guidance &
counselling and be required to do it as one of their normal duties. In this respect, the committee
recommended that:

- All teachers should take a compulsory course on guidance & counselling as part of their
teaching.
- In-service courses on guidance & counselling should be conducted for practising
teachers.
- All teachers should participate in guidance & counselling as one of their normal duties.
- Guidance & counselling should be integrated with other topics such as careers, ethics,
human relations, family life and sex education.
- Parents and other competent members of the community should be involved in the
provision of guidance & counselling services.

The Presidential Working Party on Education and Manpower Training for the Next Decade and
Beyond (Republic of Kenya, 1988a; 1988b) emphasised that guidance & counselling was useful
in helping individuals face the realities of life, identify talents, interests, needs and aptitude. It
pointed out that some teachers had received in-service training on guidance & counselling and
further suggested that teacher counsellors should be trained. Each school was to have a mature
and responsible teacher to co-ordinate the guidance & counselling programmes in the school.
Further, the report proposed that guidance & counselling services be decentralised to provinces
and districts so as to enhance the provision of better services and close co-ordination of these
services. There is an officer responsible for co-ordinating guidance & counselling services in
the province/district.

The commission of inquiry into the education system of Kenya (Republic of Kenya, 1999a:61-
62, 79) noted that the guidance & counselling unit in the Ministry provided very effective
services to secondary schools and teacher training colleges as well as being able to conduct in-
service courses for primary school head teachers in various districts. In addition, the unit
developed a very useful career guidance booklet (Career Information Booklet, Republic of
Kenya, 1999/2000) for use by secondary school students when filling in career application
forms. However, the Commission noted with concern (Republic of Kenya, 1999a:61) that the "once vibrant unit" was no longer as effective as it was used to be. Since most of the professionally trained personnel in the unit had retired or deployed to other sections, institutional and field staff had nowhere to seek the necessary advice to help them carry out guidance & counselling duties effectively. The Report (Republic of Kenya, 1999a:79) further noted that guidance & counselling remained “a very weak component at all levels of the education system” and that even where it existed, “it is undertaken in a haphazard manner because the teachers identified for this purpose have not been trained, and so have no professional competence in guidance and counselling”.

But the commission of inquiry into the education system of Kenya (Republic of Kenya, 1999a:61) did observe that a large number of learners in education and training institutions “were in dire need of guidance & counselling services.” It singled out learners infected and/or affected by HIV/AIDS who require professional guidance & counselling services not only for themselves but also members of the immediate families. The commission pointed out that in view of the increase in anti-social behaviour, there is an urgent need to have adequate and professionally trained staff to handle guidance & counselling in education and training institutions throughout the country. The commission recommended that a national programme is instituted for the professional training of teachers to handle guidance & counselling in education and training and that guidance & counselling be offered by professionally trained and mature staff.

The commission of inquiry into the education system of Kenya (Republic of Kenya, 1999a:68) aware of the Peer Approach Counselling by Teens (PACT) in other countries also noted the need to institute peer counselling services in education and training institutions throughout the country. These peer counsellors or teens can be entrusted with the task of disseminating the knowledge, skills and attitude they have learnt and acquired to their peers in the school and the community. The Commission highlighted the need to take cognisance of the successful stages of physical, emotional and mental development of these particular counsellors and that peer counselling should combine drama, music, Information Education and Communication (IEC) materials and counselling. The commission recommended that peer counselling services be
established in all education and training institutions especially to combat HIV/AIDS.

The Ministry therefore recognises guidance & counselling as an essential and necessary service that must be offered to every learner. All primary and secondary schools are expected to establish and sustain viable guidance & counselling programmes. In this regard, there is a teacher appointed to coordinate guidance & counselling programmes in school. These are designated as Head of department (HOD), guidance & counselling and are appointed by the TSC or internally appointed by the head teacher. These teacher counsellors co-ordinate the guidance & counselling programmes assisted by a guidance & counselling team / committee and ensure that this essential service is made available and accessible to pupils/students.

A number of in-service guidance & counselling courses have been held for teacher counsellors. These are organised by the Ministry, Provincial and District Education offices and other organisations/stakeholders in education. Despite these, functional and operational guidance & counselling practices lack in many schools and educational institutions especially in primary schools. It is also essential that schools and educational institutions establish strong gender responsive guidance & counselling practices. A good gender responsive guidance & counselling strategy is an integral strategy that formulates action plans and policies on access, attendance, attainment and achievement of both girls and boys in the school and in education.

Teacher counsellors who are not trained in guidance & counselling should aspire for such training to enhance their knowledge, skills and attitude in the provision of this essential service. A workable gender and education training programme should incorporate several aspects of the school environment (see Appendix X). One of the areas of concerns that the guidance & counselling school programme addresses is career guidance. The guidance & counselling programme should include a career guide / policy in which all students are encouraged to study the prerequisite subjects at every level without discrimination or otherwise based on gender. Subsequent choices at other levels should be based on the pupils/students individual abilities and capabilities (Republic of Kenya, 1999/2000).

Peer counselling is very important to allow pupils/students be reach by their peers (Peer
Approach Counselling by Teens. PACT). If well trained, peer counsellors offer very special services in the school. In a mixed school, peer counsellors should be of mixed sexes at every level. In addition, a clear distinction should be made between the peer counsellors and the prefects so as to avoid conflicting roles. Peer counsellors are not spies for the school administrations. In addition, the teacher counsellor should ensure that peer counsellors are established at every class level to avoid mothers and fathers in the upper classes who can intimidate the younger students to the detriment of their well-being.

Other pertinent issues that the guidance and counselling committee should address include students’ welfare. One of the issues that should be addressed here is the need to guide and counsel both males and females on irresponsible sexual behaviour and HIV/AIDS. In particular, both boys and girls must be guided and counselled on responsible sexual behaviour and teenage pregnancy. This is principally because sexual activity among adolescents in Kenya is high especially among school going pupils / students (Division of Family Health, 1988; Okumu & Chege, 1994; Njau & Wamahi, 1994; Illinigumugabo, Njau & Rogo, 1994). Girls as young as 11 years get pregnant while 40% of women aged 19 years have already begun child bearing (Kenya Demographic and Health Survey, 1993). A study of adolescent girls in secondary schools found that 7% of the sexually active girls had previously been pregnant at least once while 11% were pregnant at the time of the study (Okumu & Chege, 1994).

It is estimated that 10,000 - 13,000 teenage girls drop out of school due to teenage pregnancy (Division of Family Health, 1988; Okumu & Chege, 1994; Njau & Wamahi, 1994; Wango, 2001). Dropout rates are estimated to be slightly higher in Harambee, day and private schools than in government boarding schools. According to the 1988 Division of Family Health report, nearly 80% of girls who dropped out of school did so due to pregnancy. Majorities of the girls do not resume school. 42 % of adolescents interviewed in a study of 1058 adolescents first got pregnant while in school and all of them had to quit school as a consequence (Illinigumugabo, Njau & Rogo, 1994).

Guidance and counselling services must therefore be enhanced to curb irresponsible sexual behaviour and teenage pregnancy. The guidance & counselling training programme must
adequately prepare and equip the teacher with knowledge and skills to offer such services. The teacher counsellor in turn must prepare a comprehensive, workable and result-based guidance and counselling school programme that is meant to enhance the well being of pupils/students, both girls and boys.

Teenage pregnancy must be prevented rather than cured. Boys and girls must be informed of the changes taking place in their bodies and the implications. Boys in particular must be made to understand that it is not fair for a girl to be denied schooling as a result of their own actions. They must be made to understand that a no means exactly that and true love waits. Girls on their part must be carefully guided on their sexuality. They must be equipped with living values and life skills including general safety procedures and such other values like assertiveness, communication, integrity and building personality (Wango, 2001).

In the event that a girl becomes pregnant while in school, she should be counselled appropriately. The parent/s of the girl should also be guided and counselled before the girl is sent home. In particular, the need to continue with schooling after the pregnancy must be clearly emphasized. As much as possible, little time tune should be wasted outside school before and after the pregnancy. In all, both boys and girls must be made to feel proud of their bodies. Virginity should be a virtue and if the individual person has lost the original virginity, they must be encouraged to preserve the secondary virginity by waiting for the mature and ripe age to engage in sex relations as mature adults.
SECTION 8  SPECIAL EDUCATION NEEDS

Children with Special Education Needs (SEN) are often neglected and denied schooling. In traditional societies, communities had a difficulty accepting people who were somehow different, and this included a child or children with disability or with special needs. In certain communities, twins and children with special needs such as albinos were killed or abandoned in the forest to be eaten by wild animals. This was largely because they were perceived to be a bad omen, or the parents were seen to have annoyed the gods. The nature and extent of their disability disadvantage many children and denied them numerous opportunities, including schooling.

The foundation of special educational programmes dates back to 1968 when the Government published Sessional Paper No. 5 on Special Education (Republic of Kenya, 1968b). This laid out a public policy framework that set up the special education framework consisting of a Special Education Unit at the MOE and a Special Education Curriculum Development Unit at the Kenya Institute of Education (KIE). Since the late 1960s, the special education programme has been growing steadily, for example, total enrolment in special schools in 1990 was 6,115 pupils (Republic of Kenya, 2001a).

The report of the presidential working party on education and manpower training for the next decade and beyond (Republic of Kenya, 1988a) and the ensuring Sessional Paper No. 6 (Republic of Kenya, 1988b) recommended the integration of children with disabilities into regular formal schools in order to enhance their enrolment and participation in formal schooling. An integration policy was introduced in 1990 to allow these children to be integrated with normal children. This policy was all encompassing and aimed at reaching all children with special needs throughout the country. Subsequently, special classes or units were to be opened up in regular primary schools. By 1998, enrolment had risen to 11,000 pupils (Republic of Kenya, 2001a). Secondary schools had an enrolment of 1,093 students made up of 528 girls and 565 boys. (Republic of Kenya, 2001a:37).

The commission of inquiry into the education system of Kenya (Republic of Kenya, 1999a:83)
was informed that only 1% of such children was in school and that fewer girls than boys were enrolled. This is because parents are timid about these children. Regular children also tend to isolate them. Many regular teachers are not adequately trained to assist children with special needs, including the gifted.

The commission (Republic of Kenya, 1999a:97) noted significantly that the rapid growth in education had not been reflected in special education. It noted that there were only 479 special education programmes made up of 385 units and 94 schools including vocational and technical institutions. Out of the 90,452 estimated physically handicapped children, only 3,003 were in special education programmes while only 2,208 children of the 220,000 visually impaired were enrolled. The Commission came up with 145 recommendations (Recommendation 8.1 - 8.145) on education and training for learners with special needs (Republic of Kenya, 1999a:97-137). Teachers should be able to identify and assist these children. Learning should be learner centred and the teacher should be aware of the needs of each individual child in the class especially when preparing the teaching and learning activities. It is crucial that these children are integrated with others. This is especially so for girls who are often completely ignored.

Special needs are categorised in various grouping:

1) **Visually handicapped children**: These are children who are either blind, partially blind or have sight problems. Some of these children wear prescribed glasses. Others whose sight cannot be improved by the use of glasses are blind. In the developing countries, most sight problems are hereditary, accidental, caused by diseases and lack of effective treatment and follow up. Educationalists and teachers must be able to recognise these children and assist them as appropriate. They must ensure that other children assist them where appropriate and learn to appreciate them but not ridicule them.

2) **Physically handicapped children**: These are children with a broad range of disabilities including functionalism such as mobility or use of the hand/s, medical or additional handicaps associated with emotional, social or educational needs. These children are sometimes inappropriately referred to as ‘cripples’ – indeed most ethnic languages have a word that translates to crippled, and this has a negative connotation. Children who are
physically impaired are the easiest to identify by observing them in class and assisting them in learning and classroom activities.

3) **Mentally handicapped children:** Children with a mental handicap may have sub-average general intellectual functioning. Such child/ren score below average in class work and they also fail to meet standards of independence and social responsibility expected of their age. Mentally handicapped children are classified into three categories: children with mild mental handicap, children with moderate mental handicap; and, children with severe and profound mental handicap.

4) **Hearing impaired children:** These are children who have problems with their sense of hearing. Some do not hear clearly while others are completely deaf. Major causes of hearing impairment are infections, accidents, prematurity, hereditary and complications during pregnancy. Some of the children require assistance with use of sign language for enhanced communication.

5) **Communication disordered children:** These are pupils/students who have problems in speaking or their speech or language deviates from what is expected. Communication disorders are in two categories: speech disorders which involves abnormalities in sound production; and, language disorders which involves the inability to use speech appropriately.

6) **Children with multiple handicaps:** These are children with several handicaps.

7) **Children with specific learning difficulties:** These children look absolutely normal and it is quite difficult to pick them out from the crowd. These pupils have the ability to perform learning activities yet they do not perform what is expected of them. Their achievement is low compared to their ability Gifted and talented children: These are pupils/students who perform well above their peers in virtually all areas. They are identified to perform highly in intellect, creativity, academics or leadership abilities. These children may require services or activities that are not ordinarily provided by the school and they are often overlooked and frustrated. Teachers should be able to identify them and design appropriate educational programmes for them.

8) **Behaviour disordered children:** These are children whose behaviour deviates from that of other children of the same class or age. These include behavioural and emotionally
disordered children and socially maladjusted children. A child with behaviour disorder behaves in an unacceptable way towards the self and society. These are truants and they are often punished severely by teachers. It is worthwhile to note that such children can be taught to improve on their behaviour. The school and teachers should be able to identify and understand them and assist them come to terms with society norms. Common behavioural problems include: stealing, truancy, cheating, smoking and alcohol, sex offences/harassment, fighting, rudeness and lateness. These are more common with boys/males than girls/females.

There are those children whose individual needs are categorised according to their ability. These are children with specific learning difficulties and those that require remedial teaching in a particular subject/s and/or topic/s.
Acquired Immunodeficiency Syndrome (AIDS) is a virus disease caused by the Human Immunodeficiency Virus (HIV). HIV / AIDS is transmitted through an exchange of body fluids namely blood, vaginal secretions and semen. The HIV virus attacks the white blood cells that protect the body from infections thus weakening the human body defence mechanism (immunity). As a result, a person is unable to fight other diseases and is thus susceptible to typhoid, common cold, tuberculosis, thrush, diarrhoea and other common diseases. AIDS is one of the Sexually Transmitted Infections (STIs).

Over 18.8 million people have died of AIDS in the World while an estimated 34.3 million people have HIV/AIDS. It is estimated that 11,000-16,000 people contact HIV/AIDS daily. A half of these are women. Medical evidence suggests that transmission of HIV/AIDS and other STIs from men to women is two to six times greater than from women to men. Approximately 46% of the 34 million people living with HIV/AIDS are girls and women. A third of the people infected with HIV/AIDS are young people aged 14-24 years. Within the age group of 15-19 years, the ratio of male to female infection is 1:6. This invariably means that adolescent girls are six times more likely to be infected with HIV/AIDS.

In Sub-Saharan Africa, the estimated adult and children death due to HIV/AIDS between 1984 -1998 was 11.5 million people. Sub Saharan Africa has 68%, two thirds of the World’s HIV positive infections and 74% of all AIDS cases. 80% of women with HIV/AIDS are in sub-Saharan Africa. Majority of new cases occurs among young people especially women age 15-24 years. This is the fastest growing group with AIDS in the Sub-Saharan Africa and accounts for nearly 30% of all female infections in the region.

In Kenya, the first case of HIV infection occurred among communities living around Lake Victoria in 1978. In 1984, the Ministry of Health reported the first AIDS case officially. In 1999, AIDS was declared a national disaster. With over 2 million Kenyans infected with HIV, it’s obvious the number of affected and infected children, youth and adults including school pupils
and students is even more. Indeed, AIDS threatens to undo all the gains made in education. Presently, Kenya has 800,000 children and adolescents who have lost both or one of the parents as a direct result of AIDS. Furthermore, the number of AIDS orphans is expected to increase to 1.5 million in the next five years. This will directly affect the provision of education in the country. Unfortunately, girls from AIDS afflicted households are less likely to be enrolled in schools than are the boys. Often, girls other than boys are withdrawn from schools to substitute adult health careers in the family and due to cultural factors (boy preference). However, both boys and girls are eventually withdrawn from school due to poverty.

HIV/AIDS in Kenya is almost a sexually transmitted infection. Data shows that 98% of all infections are through sexual contact. STIs among teenage girls are five times higher than for boys of the same age. This is because often girls are coerced or forced into sexual intercourse especially the first time. This increases their vulnerability to AIDS. Additionally, over 50% of the Kenyan population are less than 16 years of age and almost a third of the Kenyan population fall into the teenage adolescence category of 13-19 years. The average age at marriage for males and females has increased steadily over the years from approximately 16 years (1950), 18 (1960), 19 (1970), 20 (1980), 21 (1990) to 22 years (2000) while the average age at debut (first sexual intercourse) has not changed significantly and remains at 16 - 17 years. This increases the number of sexually active people. In addition, one in every five Kenyan girl has reported the first intercourse to have been coerced or forced.

Research reveals that a large proportion of Kenyan teenagers are sexually active. Most teenagers report very early sexual debut. Majorities have sexual intercourse by age’s 15/16 and over 90% by age 20 years. Most sexual intercourse among teenagers is unprotected. Young teenagers are less likely to be protected from the consequences of sexual intercourse. This is largely because they are ignorant of the ways in which STIs, accidental pregnancy and HIV/AIDS can be prevented. This sexual intercourse is commonly with multiple sexual partners, sometimes even older persons. Boys are often seven times more promiscuous than girls. Most teenagers especially girls are ignorant and are unaware of the sexual history of their partners. This further increases their vulnerability to HIV/AIDS.
It is estimated that in the next 5-6 years, the percentage of new infections among the adolescent population will have increased as follows: 40% of all new male infections will occur to those under 20 and 60% of all new female infections will occur to those under 20. There are many traditional and cultural practices in Kenya due to the diverse ethnic groups. Some of the cultural practices help spread the HIV/AIDS venom. These include: circumcision (males and females); ear piercing; scarification; teeth removal; traditional assisted birth; treatment by quacks especially involving cutting; shaving of hair during burial; blood brotherhood; tattooing; wife inheritance; and polygamy.

Research has established that women, girls and children are increasingly becoming more susceptible to HIV/AIDS. Children and girls in particular are forced out of school in unprecedented numbers. The catastrophe has a devastating effect on education and the education of girls. For example, 46% of the people living with HIV/AIDS are girls and women. Over 3.8 million children Worldwide have been infected with HIV/AIDS since the epidemic began. It is estimated that over two thirds of them have died. Within the age group of 15 - 19 years, the ratio of male to female infection is 1:6. Girls and women displaced from home or in refugee camps are six times more likely to get HIV/AIDS infection than the general population simply because they are likely to be sexually exploited and/or to seek alternative means of living as commercial sexual workers. This increases young girls and women vulnerability to HIV and AIDS.

Girls most vulnerable and susceptible to AIDS include the following:

- Girls who are at a sexually active age of 12-15 years
- Girls from poor households
- Homeless and orphaned girls
- Street girls
- Girls who are victims of child abuse and rape
- Girls who drop out of school prematurely
- Girls from single parents
- Girls whose parents live promiscuous lives especially daughters of prostitutes
Girls who have multiple partners due to ignorance
- Girls who move with older men (sugar daddies)
- Girls in refugee camps

The disparity in women and young girls being infected with HIV/AIDS is catastrophic. It is significant to note that this results from a combination of factors (Wango, 2001).

These include:
- Medical evidence shows that transmission of HIV/AIDS and other STIs from men to women is two to six times greater than from women to men. This is due to the physiological characteristics of the female genitalia. It has a greater exposed surface area. This affects lacerations during sex that facilitate transmission of the virus.
- Because of their age, young boys and girls are more likely not to have been exposed to any form of sexual education especially if she or he has been disadvantaged by not being in school. Although adolescents may know about causes and consequences of the AIDS epidemic, most are largely ignorant about how to avoid or prevent infection or means of protection.
- The HIV virus is found in much higher concentrations in semen (male) thus increasing the HIV infection in female.
- Young girls are infected by older men, who take advantage of the girls’ inexperience, immaturity, poverty and other related factors to solicit or demand for sexual favours.
- Girls will give in to the demands of their boyfriends for fear of losing them to more willing girls.
- Once a girl is initiated, it is difficult for her to revert to abstinence. This is because men find her mature for sex and eventual marriage.
- Young people lack appreciation of the concept of monogamy. For example, sexually active young people of 14 - 19 years engage in unprotected sex and sexual behaviour often with multiple sexual partners. Each additional partner increases the risk of infection.
- Most people even with information on HIV/AIDS and protective methods such as the use
of condoms are at risk because a significant number do not use preventive methods consistently. They find them embarrassing. Coupled with improper use, this increases the risk of infection. Young people, for example, find solace in the assumption that their peers cannot be infected. Girls for instance will give in to their boyfriends even if they are aware of their promiscuous behaviour for fear of losing them to more willing colleagues.

- Violence, rape and other forms of sexual abuse are linked to the spread of HIV/AIDS. Many women and girls are victims of sexual coercion by male relatives, colleagues, classmates or people in the community. They are subjected to painful ordeals thus increasing the risk of infection.

- Wife inheritance is a deeply entrenched traditional practice. Underlying this is the fact that most women and girls are forced into the practice.
• Myths and peer influence plays an important part. Most girls and boys have their first sexual experience as a result of peer pressure or out of curiosity. Once sexual activity initiated, caution is thrown to the wind and sensible behaviour such as abstinence and other preventive measures are unattainable.

• Women and girls vulnerability to HIV / AIDS is also rooted in the male dominance (prominent in a patriarchal setting) and women’s subordinate position. Women and girls fear being jilted, they are not assertive as far as preventive measures are concerned and are often economically dependent on the men.

The significance of the HIV/AIDS menace to girl is twofold: one, girls who are infected with HIV/AIDS will ultimately leave school. Secondly, girls whose parents are infected are often forced to withdraw from school to care for ailing family members. Others are left to cater for the young siblings while yet others are forced to seek employment to supplement family income. In all cases, girls are often the first to skip school either to cater for the ailing family members, because of lack of school fees or to supplement the meagre earnings.

Therefore, it is significant that young people are provided with life skills and promotion of positive moral behaviour (Wango, 2001). Children especially girls must be taken to school. Family Life Education must be enhanced and young people guided and counselled on STI’s especially HIV/AIDS. Cultural and social practices such as female genital mutilation and teenage coupling with multiple sexual partners must be discouraged and halted.
SECTION 10  SCHOOL PHYSICAL FACILITIES

The Ministry of Education provides relevant guidelines and continuously reviews the Health and Safety standards in all educational institutions.

Physical facilities provided in a school should be gender responsive. Desks in the classroom especially should be gender responsive and allow the girls to get into their seats without being unnecessarily embarrassed.

This should be applicable in several ways even to the school uniform. For example, during the Physical Education (PE) lessons, girls should be encouraged to wear shorts and comfortable sportswear to avoid undue embarrassment.

Toilets and other sanitary facilities should be clearly demarcated for males and females. Toilets have a differential effect especially on girls because of the need for them to manage menstruation hygiene while attending school. Overall, toilets and bathrooms should be clean, functional and
observe and preserve the personal privacy of the person. Girls and boys toilets should be clearly separated and marked accordingly. Where a secondary school has been curved out of the primary school, separate and clearly demarcated toilets must be constructed for the secondary students clearly separate and afar from the primary school sanitation. In primary schools, sanitary facilities for lower and upper classes should be separated if possible.

Boarding schools offer a big challenge. Dormitories should be clearly separated and demarcated and whether the school is mixed or not, the girls’ dormitory should be clearly fenced. Head teachers should reside in the school and as many teachers as possible to allow adequate parenting of the pupils/students of both sexes. Unless in very exceptional circumstances the school matron and nurse should reside in the school compound to assist in case of an emergency. They should not reside inside the pupils’ / students’ dormitory of whatever sex for any reason. Under no circumstances should the sharing of beds be allowed. This is because this can lead to and promotes homosexuality and lesbianism in the school.

Basic safety procedures should be ensured. Most schools tend to lock the dormitories especially the girl’s dormitory from the outside for security purposes. This is very dangerous and pupils/students especially girls should never be locked from the outside of their dormitory.
SECTION 11       GENDER AWARENESS, ADVOCACY AND TRAINING

Advocacy is a deliberate action aimed at bringing about change in policies, programmes and attitudes in institutions and communities. It entails awareness created at different levels by speaking out on important issues. This is to draw attention to issues at hand and seeking the active participation of people in discussing the issue/s and arriving at a solution that emerges from within that community or people and that they can own up and identify with. Thus, advocacy is about people participating in the decision making process/es that affect their lives.

Advocacy involves creating awareness, sensitising, informing and education on an issue. Participants are enlisted in ensuring discussions. Advocacy aims at empowering people to take charge of their lives by making their own decisions. It therefore aims at lobbying for change in attitudes, policy formulation and programmes at national and/or local levels and the mobilisation of people to bring about desirable positive change in attitude, beliefs, and values in a/their society. Education officers, school administration and management, head teachers, teachers and community leaders must be able to identify various issues on gender and advocate accordingly.

The gender advocacy process aims at creating awareness at different levels on gender issues. It involves speaking to interest groups and to those in authority to promote ideas through persuasion to bring about change in attitude and behaviour on gender issues and concerns. It culminates in educating people on gender issues and empowering girls and women in particular. Stakeholders in education must be involved in this process.

There are eight elements of advocacy. These are:

* **Goal.** There must be a goal and specific objectives that advocacy hopes to attain.

* **Data.** There must be a need for advocacy. This must be clearly evident through a baseline survey, research, interview, or other established and credible sources of information and/or data. This information or data must be used as the basis, rationale, evidence or justification for the proposed advocacy.
* **Audience.** The targeted audience for advocacy must be clearly established and identified. This must be coupled by a means of identification of the means to reach the targeted audience.

* **Message/s.** There must be specific message/s for the level of audience.

* **Presentation.** The means of presenting/delivering the intended message to the targeted audience must be clearly identified.

* **Coalition.** For advocacy to have the desired effect it is important to identify or form networks with other would be interested partners. Also, any hindrances to the advocacy must be identified. This will help identify the best means of advocacy and also who to work and collaborate with and who to circumvent.

* **Funding.** Advocacy is expensive. The source of funding must be identified and the funds procured.

* **Assessment / Evaluation.** Monitoring and evaluation are crucial in every undertaking. The advocacy process must be monitored and evaluated so as to achieve the desired effect/s, objectives and the ultimate goal.

The advocacy process has five major steps. These are:

* **Step 1: Identification**

  *This is the agenda setting stage. The problem, issue or agenda that needs action must be clearly identified and prioritised. For example, school dropout, push out, teenage pregnancy, performance in SMT or children with special education needs (SEN). It is at this stage that a goal must be set and specific objectives drawn. The major tenets of the problem are highlighted and the issue/s of concern established.*

* **Step 2: Intervention Strategies**

  *At the second stage of the advocacy process, solutions to the problem are proposed, interrogated and developed. The proposed targeted audience for the advocacy process is singled out. The advocacy process to be carried out is also established. The proposed*
intervention strategy must have acceptance over a wide audience, that is it must be politically, economically and socially viable.

The advocacy strategy is based on:
- What you want
- Why you want to achieve it
- How you want to achieve it
- Who will make the actual change
- The extent of the intended change

* Step 3: Networking

This is the centrepiece of advocacy. It entails identification of other interested groups and stakeholders and building consensus and support. Awareness of the programme must be created at this stage with policy and decision-makers. Information must also be disseminated on the intended programme.

* Step 4: Advocacy

Materials must be developed and the advocacy carried out. Advocacy messages must be suited to the audience. Various methods include: posters, slogans, radio programmes, plays/drama, films, books, public rallies and others. The type of advocacy message adopted depends on the targeted audience, the type of message, available resources and the perceived impact on the audience.

* Step 5: Evaluation

The advocacy process must be monitored, assessed and the impact of the process evaluated. New goals based on the experience and knowledge gained must be set.
SECTION 12 SUMMARY AND CONCLUSIONS: GENDER AND EDUCATION IN KENYA

Great achievements have been made in education in Kenya since 1963. School enrolment has increased steadily coupled by increased enrolment in national examinations. However, it must be acceptable that there are serious gender concerns in education as it relates to girls and women in Kenya as in other the developing countries. But gender is a concern in other aspects as well such as crime among young people (juveniles), school absenteeism, truancy, and drug and substance abuse. This is because though there are marked differences in enrolment and performance of boys and girls at school and in national examinations, other issues are of concern as well. For instance, the disadvantages experienced by girls in schools in the developing countries include insecurity, cost of living and poverty, HIV/AIDS, lack of tuition fees and quality of education. Thus, many of these factors will inevitably affect boys. Indeed, the apparent under-achievement of boys in various aspects will be a focus of attention (if not as immediately). Education issues will therefore affect girls and boys, males and females at all levels.

Research demonstrates that in many parts of Kenya, particularly in the Arid and Semi Arid Lands (ASAL) and in urban informal settlements (slums), girls face a multitude of challenges that include insecurity, gender violence and domestic work overload. Almost all of the 42 ethnic groups in Kenya are patriarchal societies and this has various implications. For instance, Girls are considered as helpers even at minor age, they are often forced early marriage, a parent is likely to pay (tuition) fees for the boys first and the girl much later, and girls and women subjected to other customs and attitudes such as female genital mutilation. These concerns need to be addressed on a number of levels, particularly as education can assist in liberating the girls and women. In addition, there is need for gender awareness, including advocacy that includes boys and men to highlight human right issues. There must also be additional incentives for girls and women to go to school and continue with their education in a child and girl friendly environment. That is classroom, teacher and school. In Africa for instance various programmes such as the Forum for African Women Educationalists (FAWE) projects and the Primary School Management (PRISM)
programme in Kenya aimed to improve the school environment for girls. They have also demonstrated that change is possible, and that it is promising to have had positive effects on girls’ and women’ education and achievement. It is important that the initiative be replicated and rolled out.

The present status of girls’ education is as follows:

- The present system of 8 - 4 - 4 curriculum is gender sensitive in that both boys and girls are offered all subjects including SMT subjects.
- Few girls enrol in SMT subjects including Physics, Woodwork, Metalwork, Building Construction, Electricity, Drawing & Design, Aviation, Technology Computer Studies and Accounting at KCSE which affects career enrolment in related subjects at Tertiary and University levels.
- Girls continue to perform poorer than boys at KCSE. For example, out of the 33 subjects offered at KCSE, girls performed better than boys in only 6 subjects in 1999 and 2000 (Tables 4.1. and 4.2).
- Girls have largely benefited from the Schools Bursary Enrolment, but participation of girls particularly in primary and secondary levels has remained low especially as compared to the boys.
- A major persistent issue that poses a big challenge to education is the need to ensure that pupils/students especially girls are retained till the completion of their study at every level of the school system.
- Operational and functional Guidance and Counselling services have been introduced and enhanced in all educational institutions especially primary and secondary schools and Teacher Training Colleges. In addition, guidance and counselling co-ordinators have been identified at Provincial and District education offices.

Gender and education is a concern. The gender gap:

- Has been almost bridged at Primary level with enrolment of 49.4% and 50.6 % for girls and boys respectively in the year 2000. Gross enrolment stood at 87.1% and 88.1 % for
girls and boys respectively (total 87.6%). However, there are regional disparities with gross enrolment rates in North Eastern Province at 12.3% and 22.5% for girls and boys respectively (total 17.8%). Net enrolment stood at 68% and 67.2% for girls and boys respectively (total 67.6%). Regional disparities were noted in North Eastern province with net enrolment of 9.8% and 16.5% for girls and boys respectively (total 13.4%).

- At secondary school level, enrolment in the year 2000 stood at 47% and 53% for girls and boys respectively. Gross enrolment stood at 20.9% and 23.5% for girls and boys respectively (total 22.2%). This indicates the acute wastage at the transitional stage from primary to secondary. Participation of female students at KCSE increased from 69,873 (45.1%) in 1996 to 84,016 (46.2%) in 2000 while that of male students increased from 85,146 (54.9%) in 1996 to 97,968 (53.8%) in 2000.

- At the University level, female enrolment in public Universities increased from 10,590 (26.5%) in the 1995/1996 academic year to 13,481 (31.7%) in the 2000/2001 academic year. Admission in accredited private universities will have increased from 2,127 (52%) in the 1995/1996 academic year to 3,700 (52.8%) in the 2000/2001 academic year. It is notable that though female admission in public universities has increased over the years, it remains at 31%. However, admission in accredited private universities has been in favour of females while female admission in other private universities other than the accredited one will increase from 161 (22.6%) in the 1995/1996 academic year to 401 (33%) in the 2000/2001 academic year. Indeed, the majority of female admissions in these universities are enrolled in the Arts and Social Sciences other than in the ‘pure’ Sciences and Technical fields.

Major problems and challenges include:

- Although the present system of education, the 8-4-4 curriculum is gender sensitive in that both girls and boys are offered all subjects including SMT subjects, it has been found that girls’ performance and enrolment in these subjects has been consistently lower than that of boys. This affects their entrance and performance in science and technology based courses at secondary and tertiary levels.

- Most girls continue to enrol in such courses as tailoring, secretarial and business
education. Few females enrol in building, electrical and mechanical courses. Even fewer females lecturers form part of the teaching staff in SMT subjects especially carpentry, mechanical engineering and building technology at tertiary levels.

- A major persistent issue at all levels is the need to ensure that pupils/ in school especially girls are retained till the completion of their study and that they achieve the objectives of that education.
- The high cost of education makes drop out and push out almost inevitable.
- HIV/AIDS is a major obstacle and threatens the very gains made in education especially due to the prevalence of AIDS orphans. Adolescents and girls are especially at risk (Wango, 2001).
- The limited places in secondary and tertiary institutions makes drop out at the transitional stages inevitable.

As already highlighted, most communities in Kenya are largely patriarchal. Unfortunately, this is a major impediment to girls’ and women education. Thus, other up-and-coming issues tend to hinder girls’ enrolment, participation, retention, performance and achievement in education.

Factors that affect girls’ education and schooling include the following:

- Long distance to schools especially in ASAL. This is because of lack of schools and insecurity especially since girls may not travel alone (unaccompanied).
- Schooling is in competition with basic survival needs, for example, basic physiological need and hence schooling may not be a priority.
- Children, particularly girls continue to be an important source of wealth and labour.
- Most parents are unable to meet the high direct cost of education and hence prefer to send the boys to school (boy preference).
- Boy preference continues to seriously inhibit the education of girls, even when the circumstances are such that the parents/family can take all the children to school.
- Teenage pregnancy and early marriages make drop out inevitable (push out). This is because of stigmatization and discrimination by teachers, parents, fellow students and the
immediate society/community. Many girls are forced to discontinue attending school.

- Curriculum is over-emphatic on formal academic achievements rather than functional skills. This tends to delink schooling and education from life issues.
- Teachers’ attitude towards girls especially in SMT subjects is still wanting.
- Females are often denied leadership and managerial positions and roles.
- Poor school facilities makes learning difficult especially in girls schools as they tend to be lowly endowed with resources (read boy preference).
- Lack of, and failure to make use of teaching learning resources makes learning difficult.
- Shortage of teachers especially females who act as role models inhibits girls learning. This is critical in distant and insecure areas.
- Lack of functional and operational guidance and counselling in schools.
- Female Genital Mutilation and its consequences such as early marriages.
- Sexual and physical harassment in and out of schools.
- Pupil teacher classroom interaction is still wanting. This is also important because of stereotyping of girls as only fit for marriage/housewife.

Emerging issues that affect boys’ education include:

- Child labour is still rampant. Children especially boys are a source of revenue in low income homes. Also, boys are often persuaded to seek source of revenue so that they can also be like others, that is with money and seemingly independent.
- Drugs and substances of abuse, particularly smoking and alcohol and trafficking of drugs
- Lack of functional and effective guidance and counselling services in school
- Truancy and general indiscipline
- Frequent school riots and strikes
- Bullying of students, particularly Form Ones
- Poverty and inherent issues
- General lack of interest in school (truancy)
- Male parents failure to guide and counsel male children
- Lack of male modelling and mentorship
Various intervention strategies have been put in place. Kenya has organized and participated in various national and international workshops, seminars and conferences that address girls’ and women issues in general and education in particular.

These include:

- The World Conference on Education for all (EFA) held in Jomtien, Thailand, 1990.
- The International Conference on Population and Development held in Cairo, Egypt, 1994.
- The World Summit for Social Development held in Copenhagen, Denmark, 1995.
- The Fourth World Conference on Women held in Beijing, China, 1995.
- The Mid-Decade meeting of the International Consultative Forum on Education for all held in Amman, Jordan, 1996.
- A gender education unit has been established in the Ministry to co-ordinate and mainstream gender concerns.
- The Girls Education and Education for All follow up project, a joint venture by the Ministry of Education, Science and Technology and UNICEF KCO aims to bridge the gender gap in education and promotes the EFA ideals. It redresses the social, cultural and economic constraints faced by the girl child in her pursuit for education and to promote advocacy on behalf of the girl child so that her special needs are widely appreciated.
- Gender sensitisation seminars have been held for most officers in the MOE and for head teachers and teachers in both primary and secondary schools.
- Gender sensitisation workshops and seminars have been held and continue to be held for
other stakeholders in education. These include: parents, parents and teachers associations, school management and community leaders.

- The Government has affirmed and continues to stress that girls who drop out of school due to pregnancy should be allowed to continue with schooling. This is incorporated in the 1994 – 1997 National Development Plan (Republic of Kenya, 1994a). This will enhance the completion rates of girls.

- The Ministry has established a bursary scheme for needy children. This amounted to 536 million in the 2000-2001 Government year and 600 million in the 2001/2002 budget.

- The Government continues to intervene through the provincial administration on cases of early pregnancies, forced marriages, child defilement and child labour.

- A National Task Force on Gender Education and Training (NTFGET) was set up in the Ministry of Education in 1996. This was to advice the Ministry on matters affecting the education of girls.

- Government continues to provide textbooks and other materials especially in acute areas.

- The Pan African Conference on the Education of Girls (Ougadougou, Faso. 1993) in collaboration with other partners has supported the programme ‘Promoting Girls’ and ‘Women’s Education in Africa’. This programme was initiated by African Ministers of Education and is managed through a Board of Governors. It aims at the development and institutionalization of guidance and counselling services with special attention to the issues of girls.

The training modules are:

1. Guidance
2. Counselling
3. Social Work
4. Behaviour Modification
5. Gender Sensitivity
6. Workshop Administration and Conduct Guidelines
7. Adolescent Reproductive Health
8. Guidance & Counselling Programme Development
• In-service courses have been organised for teachers for capacity building and approve on their competency and to enable them use gender response teaching methods.

• The Government through the Ministry of Health launched a National Action Plan for the Elimination of Female Genital Mutilation in Kenya in June, 1999. This plan is spread over twenty years, that is, 1999 - 2019 (Republic of Kenya, 1999b).

• Gender disaggregated data in the Ministry has been collected and continues to be collected for full analysis of the education status. Data is collected at all levels regarding information on enrolment, participation, repetition, dropout, and achievement in education.

• All projects and programmes in the Ministry have a gender component. These include:
  - Primary School Management (PRISM, 1996 - 2000).
  - Strengthening the teaching of Practical Subjects in Primary Education (PRASUPE).
  - Strengthening Primary Education (SPRED).
  - Strengthening Mathematics and Science Subjects in Secondary Education (SMASSE).

• Guidance and counselling has been established in primary schools. In addition, effective and functional guidance and counselling services are been encouraged and enforced in schools.

• Guidance and counselling training and seminars have been held for education officers at all levels and for head teachers and teachers’ counsellors in primary and secondary schools.

• The reduction of entry points for female students joining post-secondary institutions is an indication of the goodwill on the part of the Government to enable more females to join these institutions.

• The Government has established and encourages the establishment of boarding schools in ASAL areas. Security has been enhanced especially in schools.

• The Government has put in place school feeding programmes, which serve as important focal points to attract and retain children especially girls in schools in ASAL and other disadvantaged areas.

• Linkages have been established with other Government Ministries and nongovernmental organizations (NGOS) such as: UNICEF; Forum for African Women Educationalists.
(FAWE); African Women Leaders in Agriculture and Environment (AWLAE) of Winrock International; World Food Programmes (WFP); and, Female Mathematics in Science and Africa (FEMSA).


Challenges in gender and education include:

- There is an acute need for educational officers, heads of educational institutions, partners and stakeholders to understand and conceptualise various intervention strategies in place and to implement them at their level. They need to be well informed and to comprehend government policies and concerns on education and on gender.

- There is need to address poor performance in SMT subjects and to improve the teaching and learning of SMT subjects. In particular, there is a clear and ultimate need to identify local materials, design and development of effective teaching and learning resources.

- Use must be made of appropriate and alternative assessment and evaluation techniques in all subjects.

- The SMT of the classroom must link with that outside the school.

- Teachers should have mastery of content, read widely, make reference, consult and prepare adequately.

- In-servicing of teachers must be enforced to equip the teacher/s.

- There are weaknesses at every stage in the continuum: curriculum, syllabus, teaching and learning process, preparation and lack of innovative delivery systems. These must be enhanced.

The provision of education and training is fundamental to social economic political development. This has been enhanced by the Childrens’ Act (Republic of Kenya, 2001b). Kenya’s population
for instance is characterized by low and declining life expectancy, increasing fertility rates, high infant mortality and death rates, leading to declining population growth rates.

It is recommended that:

- Organisations and individuals that support girls’ education must monitor their progress, mentor them and offer them the necessary guidance including financial support when the need is acute.
- Education must be aligned to the Childrens’ Act (Republic of Kenya, 2001b).
- There is need for a gender policy in education to guide in implementation of gender and education strategies. This should include children with special needs.
- More women need to be appointed in positions of leadership and responsibility especially in education to act as role models for the girls’.
- There is need to incorporate more men in the gender initiative.
- Provision of leadership and career guidance for girls should be prioritised.
- HIV/AIDS poses a serious threat to girls’ education (Wango, 2001). It must be addressed as a matter of urgency especially in education.
- All leaders especially women must foster the need to promote girls’ education at every opportunity and further efforts towards promoting girls’ and women. This includes highlighting the benefits of children rights (Republic of Kenya, 2001b).
- The dismal performance by pupils /students (girls) in national examinations especially in SMT subjects should be clearly attend to as a matter of urgent concern.

Gender mainstreaming in school and education administration and management is essential. Among the major issues is gender-violence and cultural inhibiting factors and hence gender awareness and advocacies are imperative strategies. Overall, the education and other policy framework including legislation must be strengthened in order to create policies and programmes that have the potential as mutually supporting processes for the advancement of gender equality.
### GLOSSARY

**Compulsory**
Compulsory education are the number of years or the age-span during which child/ren and young people are legally obliged to attend school. Compulsory subjects are obligatory. In terms of policy implementation, this would enhance girls and boys access to schooling and education and improved learning. This is because girls would also take up science subjects (particularly biology, physics and chemistry – they can choose any one or two) rather than opting out because they perceive them as difficult.

**Drop out and push out**
Drop out often refers to a voluntary reaction in which a pupil/student leaves the formal education system. Push out on the other hand is involuntary and refers to the process in which a pupil/student is forced out of the school system due to factors / circumstances outside the individual. In the Kenyan education system, the two are often lumped together and recorded as drop out. In gender terms, circumstances affecting girls’ education will often lead to push out, while boys may perennially drop out of the system.

**Duration**
Number of grades (years) in a given level or system of education.

**Empowerment**
This is a process through which females and males in disadvantaged positions increase access to knowledge, resources and decision making and raise awareness of their recognition and effective participation in the community.

**Enrolment**
Enrolment refers to the number of pupils / students officially enrolled in a given grade or level of education, regardless of age. Typically, these data are collected at the beginning of the school-year though it is continuous. In many instances, data is not gender disaggregated.

**Entrance age**
This is the age at which pupils or students would enter a given programme or level of education. Girls may enter a class or level at the same age with the boys, but they are likely to be pushed out by the system.
<table>
<thead>
<tr>
<th><strong>Gender</strong></th>
<th>This refers to differences between males and females that is socially and culturally constructed.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender Analysis</strong></td>
<td>This is an examination of the social factors and/or process/es that influence and affect females/males.</td>
</tr>
<tr>
<td><strong>Gender Awareness</strong></td>
<td>This is the recognition and perception that life experiences, expectations and needs of males and females though similar may be somehow different in certain perspectives and appreciating them.</td>
</tr>
<tr>
<td><strong>Gender Balance</strong></td>
<td>This refers to the goal of having the same number of females and males in different levels of the organisational structure.</td>
</tr>
<tr>
<td><strong>Gender Bias</strong></td>
<td>This refers to actions against females or males based on the perception their sex status.</td>
</tr>
<tr>
<td><strong>Gender Concern</strong></td>
<td>This is a reaction to a gender issue.</td>
</tr>
<tr>
<td><strong>Gender Disparity</strong></td>
<td>Differences in males and females status, access to services and resources often institutionalised through social customs.</td>
</tr>
<tr>
<td><strong>Gross Enrolment Ratio (GER)</strong></td>
<td>This is the number of pupils or students enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.</td>
</tr>
<tr>
<td><strong>Gender Equality</strong></td>
<td>This refers to equal sharing of power and status between males and females.</td>
</tr>
<tr>
<td><strong>Gender Equity</strong></td>
<td>This refers to fair distribution of resources and benefits between females and males.</td>
</tr>
<tr>
<td><strong>Gender Issue</strong></td>
<td>This is an issue that arises from a critical thinking of gender and gender roles.</td>
</tr>
<tr>
<td><strong>Gender Mainstreaming</strong></td>
<td>Refers to process in which the gender dimension is incorporated in all policies and development planning programmes and processes.</td>
</tr>
<tr>
<td><strong>Gender Parity Index (GPI)</strong></td>
<td>Ratio of the female-to-male values of a given indicator. A GPI of 1 indicates parity between sexes.</td>
</tr>
<tr>
<td><strong>Gender Roles</strong></td>
<td>Socially determined behaviours, tasks, roles, duties and responsibilities based on socially determined differences that define males and females. It refers to society’s prescription of, and attitude</td>
</tr>
</tbody>
</table>
to behaviour as masculine or feminine.

**Gender Training**

Activity aimed at developing and inculcating common understanding of gender relations, policies and concepts. In the developing counties, it is important that gender training is conducted in schools and education institutions to enhance gender awareness.

**Gross Enrolment**

This refers to the proportion of pupils/students currently enrolled at a specific level.

**Indicator**

A measure specifying the expected performance at that level.

**Monitoring**

An ongoing activity undertaken to keep track of progress made in meeting laid down objectives and to improve accordingly.

**Net Enrolment**

This refers to the number of children enrolled in school as compared to the population that should be enrolled at a specific level.

**Objective**

Specific and operational statement that describes the intended accomplishment. They must be SMART:

- **S** Systematic / Specific
- **M** Measurable / Manageable
- **A** Attainable / Achievable
- **R** Reliable / Reasonable
- **T** Tenable / Time Frame

In terms of gender, the teacher must be systematic in approach, effectively assess the pupils/students, achieve the class goals, reasonable and achieve the set goals in a given period of time.

**Pupil / Student**

A person enrolled in an educational programme. In the Kenyan education system, children in primary school are referred to as pupils while those in secondary school and other levels are students.

**Repetition**

This refers to all pupils/students who in a given year remain in the same class as the previous year.

**Sex**

Sex refers to the biological characteristics that distinguish between males and females, as opposed to gender which is a social category that groups people into girls and boys, men and women.
| **Sex Role** | A function or role which a female or male assumes because of the sex. It is biologically/physiologically determined, unlike gender which is often socially prescribed and thus dependent on cultural perspectives and orientation. |
| **Target** | Unit (Individual, family, Community, group) to which project, programme or intervention is intended. |
| **Wastage** | This is a term used to describe the combined effect of repetition, drop out and push out on enrolment in the progression of pupils/students through the education system. In many instances, a lot of monitoring and assessment is conducted on formal education since it is the mainstream leaving out the informal section which is an important component of the overall education structure. |
BIBLIOGRAPHY


## APPENDIX I: STAFF RETURNS – TEACHERS

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>TSC No.</th>
<th>Sex</th>
<th>Age</th>
<th>Job Group</th>
<th>Designation</th>
<th>Teaching Subjects</th>
<th>Highest Qualif.</th>
<th>Working Experience</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>As a whole</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Present Station</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## APPENDIX II: STAFF RETURNS – EDUCATION OFFICERS

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>PF. No.</th>
<th>Sex</th>
<th>Age</th>
<th>Grade</th>
<th>Position/designation</th>
<th>Highest Qualification</th>
<th>Working Experience</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>As a Whole</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Present Station</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## APPENDIX III: STAFF RETURNS – SUPPORT STAFF

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>PF. No.</th>
<th>Sex</th>
<th>Age</th>
<th>Grade</th>
<th>Position/designation</th>
<th>Highest Qualification</th>
<th>Working Experience</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>As a Whole</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Present Station</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX IV: CLASS ATTENDANCE REGISTER

SCHOOL ___________________________ YEAR __________ TERM ______
CLASSTEACHER ______________________ CLASS _______________
ENROLMENT: M__________F___________T________

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M  T  W  T  F  T</td>
<td>M  T  W  T  F  T</td>
<td>M  T  W  T  F  T</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Morning
Afternoon
Total

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M  T  W  T  F  T</td>
<td>M  T  W  T  F  T</td>
<td>M  T  W  T  F  T</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Morning
Afternoon
Total

Grand Total Morning
Afternoon
Total

Remarks: / indicates a pupil present in the morning session / and \ in the afternoon. X is a pupil present for both sessions. /0 is a pupil present in the morning but absent in the afternoon while 0/ is a pupil absent in the morning but present in the afternoon. The weekly total should therefore be out of 10 as there are two sessions in a day. Both boys and girls should be alternated as first in the register but separated. A clear system should be used to write the sequence of names.
APPENDIX V: DAILY SCHOOL ATTENDANCE MONITOR

DATE __________________________

SCHOOL ______________________________

DISTRICT _______________ DIVISION____________________

ZONE ______________________________

HEADTEACHER _____________________ GENDER __________

ENROLMENT  MALE _____ FEMALE _____ TOTAL _____

ATTENDANCE  MALE _____ FEMALE _____ TOTAL _____

<table>
<thead>
<tr>
<th>CLASS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX VI  PUPIL ATTENDANCE MONTHLY RETURNS

SCHOOL________________________________________________________

DISTRICT___________________________DIVISION_____________________

ZONE ______________________________

YEAR _____________________________ TERM__________ MONTH__________

CLASS ______________________________

ENROLMENT: MALE________FEMALE____________________TOTAL________

ATTENDANCE   PRESENT MALE_____FEMALE_____TOTAL________

           ABSENT MALE_____FEMALE_____TOTAL________

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Pupil/ Student</th>
<th>Sex</th>
<th>Age</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Present</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Absent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>
APPENDIX VII:  PUPIL ATTENDANCE TERMLY RETURNS

SCHOOL________________________________________________________
DISTRICT___________________________DIVISION___________________
ZONE ________________________________
YEAR ______________________ TERM_______ MONTH__________
CLASS __________________________________
ENROLMENT: MALE_____FEMALE________TOTAL________
ATTENDANCE: PRESENT MALE_____ FEMALE_______ TOTAL________
             ABSENT MALE_________ FEMALE______ TOTAL________

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Pupil/ Student</th>
<th>Sex</th>
<th>Age</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Present</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Absent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>
APPENDIX VIII:  PUPIL ATTENDANCE YEARLY RETURNS

SCHOOL________________________________________________________

YEAR ______________________ TERM________ MONTH________

ENROLMENT: MALE_________FEMALE_________________TOTAL________

ATTENDANCE: PRESENT MALE_______ FEMALE_______ TOTAL________

ABSENT : MALE_________ FEMALE_______ TOTAL________

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Pupil/ Student</th>
<th>Sex</th>
<th>Age</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Present</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Absent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>
# APPENDIX IX: ENGENDERING LANGUAGE

<table>
<thead>
<tr>
<th>Masculine / Feminine</th>
<th>Gender Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding Master/ Mistress</td>
<td>House keeper</td>
</tr>
<tr>
<td>Business man/ woman</td>
<td>Business person/ Executive</td>
</tr>
<tr>
<td>Business men/ Women</td>
<td>Business people/ Community</td>
</tr>
<tr>
<td>Camera man/ woman</td>
<td>Camera Operator</td>
</tr>
<tr>
<td>Chairman/Chairlady</td>
<td>Chairperson/ Chair</td>
</tr>
<tr>
<td>Club master/ Mistress</td>
<td>Club Patron</td>
</tr>
<tr>
<td>Delivery boy</td>
<td>Messenger</td>
</tr>
<tr>
<td>Draftsman</td>
<td>Draft technician/ Drafter</td>
</tr>
<tr>
<td>Father/ Mother</td>
<td>Parent/ Guardian</td>
</tr>
<tr>
<td>Fireman</td>
<td>Fire fighter</td>
</tr>
<tr>
<td>Girlfriend/Boyfriend</td>
<td>Friend/ Fiancée</td>
</tr>
<tr>
<td>Girl/Boy</td>
<td>Child/Pupil/Student</td>
</tr>
<tr>
<td>Grounds man</td>
<td>Compound Cleaner</td>
</tr>
<tr>
<td>He</td>
<td>Person</td>
</tr>
<tr>
<td>Himself/ Herself</td>
<td>The self</td>
</tr>
<tr>
<td>Headmaster/ Mistress</td>
<td>Head teacher/ Principal</td>
</tr>
<tr>
<td>House girl/ boy</td>
<td>House maker</td>
</tr>
<tr>
<td>Husband/ Wife</td>
<td>Spouse</td>
</tr>
<tr>
<td>Maid</td>
<td>House help/ Housekeeper</td>
</tr>
<tr>
<td>Mailman</td>
<td>Mail/ Letter career</td>
</tr>
<tr>
<td>Man</td>
<td>Person/ People</td>
</tr>
<tr>
<td>Man’s discovery/ achievement</td>
<td>Human discovery/ achievement</td>
</tr>
<tr>
<td>Manager/ Manageress</td>
<td>Management</td>
</tr>
<tr>
<td>Manhours</td>
<td>Labour/ Work hours</td>
</tr>
<tr>
<td>Mankind</td>
<td>Humanity/ Humankind</td>
</tr>
<tr>
<td>Man made</td>
<td>Synthetic/ Artificial</td>
</tr>
<tr>
<td>Manpower</td>
<td>Personnel/ Workforce</td>
</tr>
<tr>
<td>Man/ Husband &amp; Wife</td>
<td>Couple</td>
</tr>
<tr>
<td>Role</td>
<td>Equivalents</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Master/mistress</td>
<td>Teacher</td>
</tr>
<tr>
<td>Master/Mistress on duty</td>
<td>Teacher on duty</td>
</tr>
<tr>
<td>Men</td>
<td>People/Everybody</td>
</tr>
<tr>
<td>Office girl/boy</td>
<td>Office assistant</td>
</tr>
<tr>
<td>Policeman/Police woman</td>
<td>Police officer</td>
</tr>
<tr>
<td><em>Shamba</em> (farm) boy</td>
<td>Gardener</td>
</tr>
<tr>
<td>Spokesman</td>
<td>Spokesperson / Representative / Public Relations Officer / Speaker</td>
</tr>
<tr>
<td>Stewardess</td>
<td>Flight attendant/Cabin crew</td>
</tr>
<tr>
<td>Waiter/waitress</td>
<td>Server</td>
</tr>
<tr>
<td>Watchman</td>
<td>Security / Security guard</td>
</tr>
<tr>
<td>Workman’s compensation</td>
<td>Compensation</td>
</tr>
</tbody>
</table>
APPENDIX X    GENDER IN EDUCATION TRAINING PROGRAMME

- Sex and Gender
- Sex and Gender Socialization Process
- Gender Issues in Education
- Gender Issues in Education in Kenya
- HIV/ AIDS
- The vulnerability of Girls and Women to HIV/AIDS
- Integration and infusion of HIV/AIDS in the Curriculum
- Living values and life skills
- Career guidance
- Performance in Science, Mathematics and Technical (SMT) subjects.
- Mentoring and Coaching
- Gender Advocacy
- Adolescent Reproductive Health
- Guidance and Counselling of Pupils and Students