EVIDENCE FOR GENDER AND EDUCATION RESOURCE

BRITISH COUNCIL MILESTONES REPORT

POPULATION COUNCIL KENYA (PC Kenya) seeks to improve the well-being and health of current and future generations and to help achieve a humane, equitable, and sustainable balance between people and resources. We develop sustainable programme solutions that respond to girls' educational needs and build their social, economic, and health assets; improve sexual and reproductive health and rights; reduce HIV transmission; prevent and respond to sexual and gender-based violence (SGBV); assess various service-integration models; and strengthen evidence for programmes related to unintended pregnancy. Since 1993, we have given voice and visibility to the most vulnerable by increasing awareness of the problems they face and offering evidence-based solutions and innovations that respond to local social context. PC Kenya is a locally registered entity and is an affiliate of Population Council, Inc., a global leader in high-quality programme-relevant research.

Background

As the Kenyan education community pursues the attainment of Sustainable Development Goal (SDG) number four that focuses on ensuring inclusive and equitable quality education for all, there is a growing need to ensure that high quality evidence is being used to inform the development of effective policies and programs. The Evidence for Gender and Education Resource (EGER), developed by Population Council, is an online platform that helps partners working in gender and education make informed decisions in their programming and investments. Specifically, the EGER resource has three components: 1) Evidence generation and synthesis, 2) Evidence translation, and 3) Partnership building. The broad objective of EGER is to conduct rigorous, multi-disciplinary and multisectoral research to understand existing gender related challenges in education, identify what works to address those challenges and influence decision-makers with evidence to drive smarter investments. By 2023, EGER hosted about 600 profiles of organizations that implement programs, conduct research, advocate, network and fund efforts in the gender and education space in more than 100 low– and middle-income countries. It also contains details on more than 700 current gender and education projects. Population Council-Kenya is currently working to adapt the global online resource to the Kenyan context.

EGER's Needs Evidence and Practice Framework

The following questions are addressed:

How do needs, practice and evidence align in adolescents work?

Needs – *What are the current needs in girls' education?*

What does the data say about gender gaps in school enrollment and completion? What are the gender related barriers to education?

Evidence – *What works in girls' and boys' education and where?*

What solutions have been tested and evaluated and seen to be working in addressing gender related barriers?

Practice – *What are organizations doing to improve girls' education?*

Who is doing what, where, and how can we ensure that limited resources are invested in the most effective solutions to achieve gender equality in education.

EGER Kenya Objectives

Since 2021, PC-Kenya have worked closely with the Ministry of Education to understand the gender and education evidence, policies, and programs, both at the national and county levels.

To achieve this goal; we addressed the following goals:

1. **To understand and identify gender and education evidence, policies, and programs at national and county level.**

Kenya hosts a robust network of education actors, including the government, private sector, civil society, and development partners, who are driving initiatives to address gender disparities in education. However, despite the substantial allocation of resources in programming and notable achievements in enhanced access, retention, quality, and completion rates, the sector still faces gender and regional disparities among other challenges. Understanding where programs are being implemented, which interventions they focus on, and what outcomes they aim to achieve is important in ensuring that limited resources are invested in the most effective solutions to achieve gender equality in education.

PC-Kenya conducted a national and county-level mapping of educational organizations and programs in Kenya between late 2021 to early 2023. In total, 342 organizations and 486 programs operating in Kenya were identified and added to the EGER database. Initial mapping of these county-level programs was undertaken in 2022 in four counties (Homa Bay, Kilifi, Narok, Turkana). In 2023, the British Council, Kenya supported mapping for an additional four peri-urban counties (Machakos, Kericho, Laikipia, Kisumu) to offer broader regional representation of Kenya's gender and education practice. The mapping highlights where programs are being implemented, which interventions they are focusing on, and what outcomes they are aiming to achieve. By better understanding who is doing what, where, and how, we can ensure that limited resources are invested in the most effective solutions to achieve gender equality in education and avoid duplication of efforts.

We mapped gender and education policies, laws and plans that have been adopted and implemented in Kenya since 1990 to enhance the understanding of gender and education policy landscape and how it has evolved over time, inform future gender and education policy development, implementation, monitoring, and evaluation processes, and enhance understanding of perennial gaps and opportunities for further development of effective gender and education policies.

In addition, we conducted secondary data analysis using available nationally representative data such as the 2019 Kenya Population and Housing Census, Kenya Demographic Health Survey (KDHS) and Monitoring learner achievement to understand the gender gaps in education and conducted a literature review of what works in education and gender in Kenya and the East African region.

2. **To integrate gender into education policy and practice forums and conversations.**

In collaboration with the Ministry of Education (MOE), PC-Kenya is co-leading the review of the 2015 Education and Training Sector Gender policy. The policy review process included capacity building on gender mainstreaming and use of evidence in policy making for the MOE which was led by our partner Forum for African Women Educationists (FAWE)-Kenya through an EGER sub-award.

Through EGER, PC-Kenya in collaboration with MOE, and with support from the British Council convened a consultative workshop between 30th January and 3rd February 2023, with a wide range of stakeholders to review existing evidence on gender and education from the various education sectors such as early and childhood development education, primary, secondary, university, Technical and Vocational Education and Training (TVET), refugee education and special education. The evidence generated through EGER and from stakeholders working in the education and gender space has majorly been used to inform the review of Kenya's 2015 Education and Training Sector Gender policy. Together with other stakeholders we hope to finalize the development of the revised Education and Gender policy by the end of 2023. Given this achievement, the MOE has requested that PC-Kenya lead in the development of an implementation framework and progressive monitoring of the policy over the next five years.

By bringing together diverse stakeholders working to improve education for girls, EGER is bridging the divide between research and practice to ensure that evidence is more easily and more consistently integrated into decision making in the education field.

3. **To disseminate gender and education evidence in communities of policy and practice**

EGER Kenya has worked to promote dialogue on gender and education evidence and practice with a view to reduce gaps and misalignment and enhance collaboration. Progressive dissemination of the EGER findings has been done through collaborative discussions and engagements with the Regional Education Learning Initiative (RELI), webinars, donor and partner meetings and conference presentations. The EGER project also supports the Education Evidence for Action (EE4A) conference which is conducted after every two years.

EGER – BRITISH COUNCIL SUPPORT

The British Council awarded PC-Kenya a grant for the purposes of expanding county level mapping in peri-urban regions to understand the gender and education practice in these contexts, to build on strong policy engagement in the Kenyan Ministry of Education and translate policies into actions that can reverse the compromising practices and barriers to girls' education. This is aligned with British Council's Kenya's Schools Connect Program mandate of taking the gender agenda to scale and sits centrally within the recent British Council's strategy 2025.

The Project Objectives

1) To further the EGER stakeholder mapping work by conducting a county- level mapping in four peri-urban counties.

2) To conduct evidence synthesis on what works in education and gender in the early learning sector and collate evidence from partners on the needs, gaps and what works in education and gender in other education sectors in Kenya.

3) To fund one workshop in collaboration with PC-Kenya on the presentation and validation of policy evaluation findings, and what works evidence.

4) To conduct at least one policy round table discussion with education leaders and stakeholders to disseminate and validate evidence generated from the county mapping.

ACHIEVEMENTS/MILESTONES

1) **Assessment of success in meeting objective one:** *To further the EGER stakeholder mapping work by conducting a county level mapping in four peri- urban counties.*

Since its launch in April 2020, EGER has gathered information on over 629 organizations and 786 programs working in the gender & education landscape in over 100+ Low- and middle-income countries (LMICs). In Kenya specifically, EGER has conducted ecosystem mappings at both the national- and county-levels. Initial county-level mappings were conducted in March 2022 in Homa Bay, Kilifi, Narok, and Turkana. With the funding from British Council, four additional counties (Machakos, Kisumu, Laikipia, Kericho) were mapped in January/February 2023.

Information was collected directly from organizations and the programs they run, or through desk-review whenever organizations or programs were unreachable. To be included in this landscaping analysis, organizations must have gender and education programs that are active as of July 1, 2018 and must also focus on at least one of three gender and education dimensions: girls' education specifically, gender and education activities that focus on structural barriers such as child marriage, and/or general education programs for girls and boys (provided they have improvement in girls' education as an outcome). Programs that ended prior to July 1, 2018, were still included if data dissemination of their programmatic efforts was continuing at the time of data collection. As many of the counties mapped in this study are in ASAL (Arid and Semi-Arid Lands) regions, the program sample is biased towards these regions and towards county-level programming.

Desk Research

EGER desktop review began on 16th January 2023 for 5 days. The aim was to identify organizations working in gender and education from four counties (Machakos, Kericho, Laikipia, Kisumu). Social media sites, news stories, articles, blogs, the NGO (non-governmental organizations) coordination
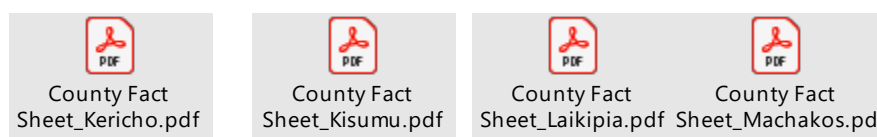
board directory, guide start, global giving website among other sites were used to identify organizations or programs that worked in the gender and education space. Snowballing was also used to contact these kinds of organizations. Actors in the gender and education space including International and National NGOs and CBOs (Community Based Organizations) conducting advocacy, funding, implementing, researching, policy making or networking in education and gender were mapped. Programs mapped fell under the following four categories: (1) Gender Education (2) Gender Lens (3) General education and (4) Structural barriers. The team mapped 144 organizations based in the four counties of interest from the desktop review.

Field data collection

A team of data collectors travelled to the counties to directly collect information from the organizations and programs. Prior to the data collection, a two-day training was conducted between 18th – 19th January 2023. The field team consisted of 16 research assistants, four team leaders, one data manager, one study coordinator and one intern. The training was mainly in person with one hybrid session that was carried out online. The in-person training was conducted by two PC-Kenya staff members while the online training session was conducted by EGER New York team members. The training sessions included an overview of the EGER global program, an introduction to EGER Kenya objectives and activities, an overview of tools, program inclusion criteria, a review of the data entry process, data management and submission of data and field logistics.

The data collection exercise lasted eight days between 23rd January 2023 and 1st February 2023. Four teams consisting of local- based research assistants and led by a Nairobi based team leader were dispatched to each of the study regions. The team leaders visited the County Director of Education and Gender ahead of the data collection to get prior authorization for the data collection and to also get a list of organizations that are involved in the gender and education space at the county levels. The Social Services offices at the county also provided a list of Community Based Organizations (CBOs) that are involved in issues of women and girls some of which had been mapped through the desk review. The Sub County Gender and Education Officers and some Chief's and their assistants also helped in reaching out to organizations working in their areas of operations. Face-to-face interviews were conducted with program managers/coordinators to gain more in-depth information about the organizations and the programs they were implementing regarding gender and education. The teams mapped a total of 135 organizations and CBOs and 172 programs from the four counties.

The tentative drafts of the EGER evidence products (in form of policy briefs) were developed through a writing workshop held between 21st and 23rd March 2023. The writing workshop was attended by PC, MOE, and British Council officials. The county fact sheets from the four counties have been finalized. However, the EGER team has held off publishing the county fact sheets as we aim to make updates based on the recent Kenya Demographic Health Survey (KDHS 2022) data once it is available. Attached below are the four county fact sheets.

| PDF County Fact Sheet_Kericho.pdf | PDF County Fact Sheet_Kisumu.pdf | PDF County Fact Sheet_Laikipia.pdf | PDF County Fact Sheet_Machakos.pd |

2) **Assessment of success in meeting objective two:** *To conduct evidence synthesis on what works in education and gender in the early learning sector and collate evidence from partners on the needs, gaps and what works in education and gender in other education sectors in Kenya.*

A consultant was hired to support collating and synthesizing evidence from various education sectors. This would be used to provide backing on areas of review for the 2015 education and training sector gender policy. The consultant collated the evidence synthesis report from the proceedings conducted at the gender and education evidence synthesis workshop that was held in early February of 2023. Attached is the draft report that the consultant collated. The preliminary report was shared

with the gender and education technical working (TWG) group members for their feedback, which were incorporated. The draft report was shared with the Directorate of Policy and Partnership for their review. See the draft report attached below:

Report of the
Evidence Synthesis W

3) **Assessment of success in meeting objective three:** *To fund one workshop in collaboration with Population Council-Kenya on the presentation and validation of policy evaluation findings, and what works evidence.*

Under the leadership of the MOE and in collaboration with relevant stakeholders in the gender and education space, an evidence workshop for the education and training sector gender policy 2015 was conducted between 30th January and 3rd February 2023 at Airport 67 Hotel. The main objective of the workshop was to collate and synthesize evidence on gender in education to inform the review of the 2015 Education and Training Sector Gender policy. The workshop was hosted by the Ministry of Education in collaboration with PC-Kenya, British Council, and Innovations for Poverty Action (IPA).

The workshop was attended by representatives from various MOE departments and the development sector as shown below:

Government:
1. MOE- Directorate of Policy, partnership, and East African Affairs
2. MOE- Directorate of special needs education
3. MOE- Directorate of Primary education
4. MOE- Directorate of Secondary education
5. MOE- Directorate of higher education and research
6. MOE- Directorate of quality assurance
7. MOE- Directorate of field coordination and co-curricular activities
8. MOE- Directorate of projects coordination and delivery
9. MOE- Directorate of Early Childhood Development Education
10. MOE- Technical and Vocational Education Training (TVET)
11. Teacher Service Commission (TSC)
12. National Council for Nomadic Education in Kenya (NACONEC)
13. National Equality and Gender Commission (NGEC)
14. State Department for Gender and affirmative action
15. Kenyatta University
16. KICD- Kenya Institute of Curriculum Development

Development Partners
1. Population Council
2. Innovations for poverty action
3. Forum for African Women Educationalists (FAWE) Kenya
4. APHRC
5. United Nations Educational, Scientific and Cultural Organization (UNESCO)
6. British Council
7. Dignitas
8. Life skill promoters
9. Jesuit Hakimani Ecological Network
10. Zizi Afrique

11. VALI Network
12. Well-made strategy
13. Plan International
14. World Vision
15. World University Services Canada

The evidence synthesis workshop report is embedded in the previous section.

4) **Assessment of success in meeting objective four:** *To conduct at least one policy round table discussion with education leaders and stakeholders to disseminate and validate evidence generated from the county mapping.*

A policy round table meeting was held on 17th April 2023 at Four points hotel in Hurligham. The objectives of the round table meeting were: 1) To disseminate findings from the EGER study including the county mapping evidence 2) To explore with policy makers how the findings could be used to inform the education and training sector gender policy and other adolescent related policies and programs at the county and national levels. 3) To review highlights from the 2015 education and training sector gender policy evaluation and evidence synthesis reports

The workshop aimed to reach directors of education or their representatives from the various education departments who would be present at the education and gender policy writing workshop. This purposive selection of attendees was aimed at ensuring that the EGER findings were utilized in the development of the education and gender policy which was taking place from 18th – 21st April 2023.

Representatives from British Council and Population Council attended the meeting as well as MOE deputy and assistant directors from the following directorates/departments:

1. Directorate of Policy, Partnerships, and East African Affairs
2. Directorate of quality assurance
3. Directorate of special needs education
4. Directorate of primary education
5. Directorate of secondary education
6. Directorate of early learning and childhood development
7. Directorate of TVET
8. Directorate of University and higher learning
9. Teachers Service Commission
10. Kenya Institute of curriculum development
11. University of Nairobi
12. Youth and Gender Mainstreaming Unit

Key take aways from the policy round table meeting

1. Kenya has made great progress to attaining gender parity in school enrollments especially at primary and secondary school levels. However, a deeper focus on counties shows that some counties, especially those in ASAL regions and other pockets of marginalized settings including urban informal settlements and other rural poor settings have major gaps. Near universal access is seen for younger ages (6-17). However, the greatest gender gaps are observed from ages 18-22 years across all the counties in Kenya.
2. Efforts towards attaining gender parity in education should therefore be focused on places and stages where gender gaps in enrollment and completion persist.

3. Given Kenya's relatively high enrollment levels, resources should shift to focus more on improving learning outcomes, including literacy rates, for girls in Kenya.
4. Evaluations of multicomponent programs should be conducted to allow researchers and policymakers to isolate the direct effects of individual components on educational outcomes.
5. More research needs to be conducted on specific gender-related barriers to education that are prevalent in Kenya and East Africa.
6. The findings collected through EGER would inform the development of the revised Education and Gender policy particularly, in the following thematic areas; (1) Access (2) Equity (3) Quality (4) Safety, security, and gender-based violence (5) Nurturing and mentorship.
7. Evidence on what interventions work would be used to inform the policy interventions and recommendations in the revised education and gender policy.
8. The evidence synthesis report would be used to lay out the situational analysis chapter of the new policy.
9. Other specific policies that could be informed by the EGER findings would include: 1) 100% school transition policy 2) School re-entry policy 3) Science Technology Engineering and Mathematics (STEM) policy 4) School Feeding Program Policy 5) Kenya National Education Sector Strategic Plan, and 6) Mentorship policy and guidelines.

See attached below, draft practice and evidence briefs presented at the policy round table meeting. The EGER team decided to hold off publishing the briefs to allow opportunity to update the evidence using the KDHS 2022 data when it becomes available. Once updated, the brief will be published under the EGER global website as well as other websites, including the Ministry of Education website. The attached draft versions of the practice and evidence briefs are for internal use only and cannot be shared publicly.

PDF	**PDF**
Overlap Brief_Final_1stJune2	Practice Brief_V2.pdf
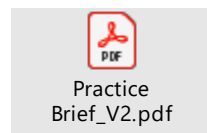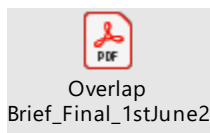
Utilization of the EGER findings to inform current policies and strategies.
1. Beyond the 2015 Education and Training Sector Gender policy review, the evidence from EGER will be shared by the Directorate of Policy and Partnership to inform the Kenya National Education Strategic Sector Plan 2023-2027
2. Evidence from EGER will also be disseminated at the newly formulated multi-agency national technical working group for coordination and collaboration of girls' education.

CHALLENGES AND LESSONS LEARNT
1. Some organizations that had been identified through desk review were no longer operational. They were therefore not mapped/included in EGER database as they did not have any active gender and education programs.
2. Some contacts collected through the desk mapping were not functional. However, through the guidance of the county level administrators, the teams were able to reach and map most of them.
3. A few organizations were reluctant to give their information and required long bureaucratic processes of authorization to be able to give information regarding their gender and education programs. This took the team a longer time than anticipated to receive the information required. We therefore designated one study team member to continue following up with these organizations for up to one month post the study timelines.
4. Moving evidence to policy is time consuming, does not follow a linear projection, and requires concerted efforts with both government and partners. Through working together with

partners through the education and gender technical working group, we have been able to achieve more and have developed the first draft of the revised policy.

Together with other stakeholders we hope to progress to subsequent stages of the policy development process and deliver a revised education and gender policy by the end of 2023. At the request of MOE PC-Kenya will lead in the development of an implementation framework and progressive monitoring of the policy over the next 5 years.

POPULATION COUNCIL KENYA
Ideas. Evidence. Impact.