BRITISH COUNCIL

Leading Learning for Gender Equality (LL4GE)

Impact Report

2026



DIGNITAS

Contents

List of figures	2
List of tables	3
Abbreviations	3
Executive summary	5
1. Introduction	9
2. Study methodology	13
3. Results	17
3.1 Alignment with national education, gender, and development frameworks	17
3.2 Relevance and coherence of LL4GE within schools	18
3.3 Contribution of LL4GE across the schools	22
3.4 Limitations of the LL4GE intervention	37
3.5 Policy implications, scalability and sustainability	40
3.6 Scalability potential	43
3.7 Phased scalability requirements and sustainability framework	44
4. Conclusion and recommendations	49

List of figures

Figure 1: Institutional mechanisms supporting gender equality within schools	27
Figure 2: Teacher classroom practices promoting gender-responsive pedagogy	30
Figure 3: Learner-centred teaching methods	31
Figure 4: Learner involvement and communication during learning	32
Figure 5: Teacher classroom management	33
Figure 6: Appropriateness of teaching materials	34
Figure 7: Learner seating arrangement	35

List of tables

Table 1: Evidence sources and analytical objectives	14
Table 2: Key Informant Interviews by stakeholder category	15
Table 3: Percentage change across core domains of gender-responsive instructional leadership	22
Table 4: Percentage improvements across leadership domains	24
Table 5: Percentage changes in school-level governance structures, policies and operational procedures	26
Table 6: Teacher practices to promote gender-responsive pedagogy	29

Abbreviations

BoM	Board of Management
CBE	Competency-Based Education
CPD	Continuing Professional Development
CSO	Curriculum Support Officer
DHoI	Deputy Head of Institution
HoI	Head of Institution
KEMI	Kenya Education Management Institute
KICD	Kenya Institute of Curriculum Development
KII	Key Informant Interview
LL4GE	Leading Learning for Gender Equality
MoE	Ministry of Education
NESSP	National Education Sector Strategic Plan
PWPER	Presidential Working Party on Education Reform
TPAD	Teacher Performance Appraisal and Development
TSC	Teachers Service Commission



Executive summary

This impact assessment examined the contribution of the Leading Learning for Gender Equality (LL4GE) programme to strengthening gender-responsive instructional leadership and promoting equitable participation of girls and boys in classroom learning processes in Kenya. The programme, implemented by Dignitas in partnership and with support from the British Council, trained 316 Heads and Deputy Heads of Institutions from 158 public primary schools in Machakos and Homa Bay counties in 2024. The assessment, conducted across 12 schools, sought to document programme outcomes, analyse institutional changes within participating schools, and generate insights to inform policy-relevant dialogue on advancing gender equality in education. The assessment applied a mixed-methods approach, combining analysis of programme baseline and endline data with targeted evidence from classroom observations, interviews with school leaders and teachers, and consultations with county education officials. This approach generated insights into how leadership training translated into changes at different levels, including instructional supervision, classroom pedagogy, school governance practices, and broader institutional processes supporting gender equality in schools.

Findings indicate that the LL4GE programme contributed to substantial improvements in leadership awareness, instructional supervision, and institutional attention to gender equality within participating schools. School leaders reported increased confidence in identifying gender disparities in teaching and learning processes and in promoting inclusive classroom practices. Improvements were observed in core leadership functions associated with instructional quality, including classroom observation, teacher feedback, professional development coordination, and the use of data to inform school improvement planning. Evidence from classroom observations confirmed that these leadership shifts are beginning to influence teaching practices and learner participation patterns. Many teachers demonstrated gender-responsive instructional approaches such as mixed-gender group work, rotational questioning, balanced allocation of classroom responsibilities, and deliberate use of inclusive language during lessons. Teachers also reported increasing awareness of gender stereotypes in teaching materials and classroom interactions, and described efforts to encourage equitable participation, including in subjects traditionally associated with one gender.

The programme also contributed to shifts in school governance practices, with participating schools reporting increased integration of gender equality considerations within policy development, instructional supervision routines, staff appraisal processes and stakeholder engagement. Actions addressing inequality increased notably, alongside improvements in consultation with learners and communities, suggesting that gender equality is

increasingly embedded within routine leadership and management processes rather than remaining an isolated awareness initiative.

At the system level, the assessment indicates strong alignment between the LL4GE programme and Kenya's broader education reforms, including the implementation of Competency-Based Education (CBE), professional teaching standards administered by the Teachers Service Commission (TSC), and national commitments to gender equality in education. Interviews with Curriculum Support Officers indicate that the LL4GE programme complements existing teacher development initiatives by strengthening instructional leadership and reinforcing inclusive pedagogical practices introduced through national curriculum reforms. However, the assessment also highlights several systemic gaps that continue to constrain the consistent operationalisation of gender equality in schools, including limited integration of gender-responsive pedagogy into teacher professional development systems, the absence of structured monitoring tools to track gender indicators during supervision visits, weak peer learning among school leaders, and persistent sociocultural norms that influence classroom participation and community expectations around gender roles. While progress has been made in integrating gender equality into school leadership and planning processes, institutional accountability and reporting mechanisms remain underdeveloped and represent an important area for further strengthening.

The assessment findings suggest that while the LL4GE programme has strengthened leadership capacity and initiated changes within schools, sustaining and scaling these gains will require stronger integration of gender-responsive instructional leadership within existing education system structures. The evidence indicates that the programme is scalable because it strengthens mechanisms already mandated within national education policy, particularly instructional supervision, professional development and school leadership accountability. Scaling the model nationally would therefore not require new policy frameworks but rather institutional consolidation and system integration across key education actors. To support sustainable expansion, the assessment highlights the centrality of embedding gender equality priorities within School Improvement Plans and governance processes, integrating gender-responsive indicators within teacher appraisal and professional development frameworks, strengthening county-level supervision tools to monitor inclusive teaching practices, and institutionalising peer learning networks among school leaders to reinforce leadership capacity and reduce the risk of regression once programme support ends. Sustained engagement with parents/communities is essential to address broader sociocultural norms that influence gender equality in education.

Based on these findings, the assessment proposes:

1. Strengthening the operationalisation of gender equality policies at the MOE by integrating gender-responsive indicators within school improvement planning frameworks and strengthening monitoring systems within the national education data platforms.



2. Embedding gender-responsive instructional leadership and inclusive pedagogy within the TSC's accredited continuing professional development (CPD) programmes, and integrating gender equality indicators within the Teacher Performance Appraisal and Development (TPAD) system to reinforce accountability for inclusive teaching practices.

3. Strengthening gender-sensitive curriculum review and textbook evaluation processes at the Kenya Institute of Curriculum Development (KICD) to ensure that learning materials consistently promote balanced gender representation and avoid reinforcing stereotypes.

4. For curriculum support and quality assurance functions, the report recommends strengthening supervision tools and lesson observation frameworks to enable systematic monitoring of gender-responsive classroom practices during school visits.

5. Institutionalising gender-responsive school practices within instructional supervision routines, staff development programmes and school governance structures, while strengthening collaboration with teachers, learners and communities to address barriers to equitable participation. Notably, to address sociocultural norms that influence gender equality in education and to reinforce inclusive practices beyond the classroom, school–community engagement needs to be strengthened.

Overall, the findings demonstrate that the LL4GE programme provides a practical and scalable model for strengthening gender-responsive instructional leadership within Kenya's education system.



1. Introduction

Kenya has made substantial legal and policy commitments to gender equality in education, yet persistent gaps remain between policy intent and practice. The Constitution of Kenya (2010) guarantees equality and non-discrimination and recognises the right to basic education. Subsequent sectoral instruments, notably *The Basic Education Act*, the MoE *Education and Training Sector Gender Policy* (2015), the Competency-Based Education (CBE) framework and the Teachers Service Commission (TSC) professional teaching standards and Teacher Performance Appraisal and Development (TPAD), create a comprehensive policy environment that explicitly mandates gender mainstreaming, continuous instructional supervision, and the use of sex-disaggregated data for planning and accountability. National reform initiatives such as the *Presidential Working Party on Education Reform (PWPER)* (2023) further prioritise equity, instructional leadership and systems strengthening as core levers for improving learning outcomes.

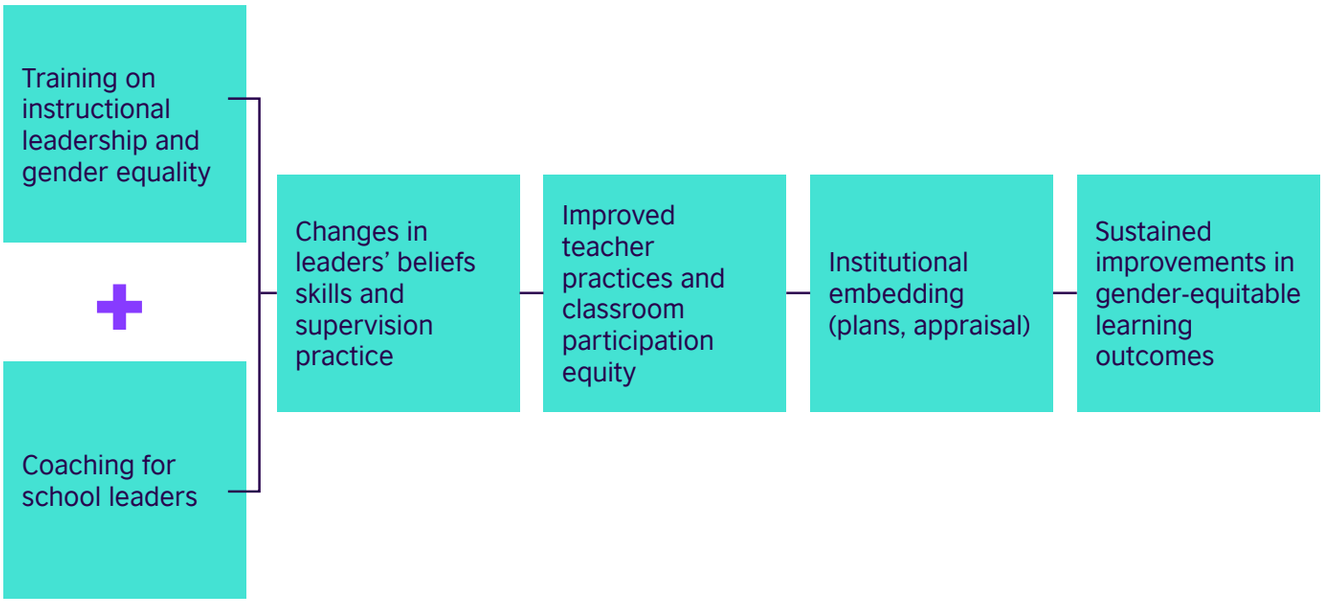
Despite this robust policy environment, implementation challenges persist at the school and sub-national levels. Empirical and programmatic reviews in Kenya and comparable contexts point to several recurring barriers:

- **Sociocultural norms:** Gender inequities are often reproduced through implicit norms and practices that lead to 'gender-blind' leadership and pedagogical habits that are difficult to shift through policy alone.
- **Translation gap from policy to pedagogy:** Policies articulate gender-responsive objectives, but school leaders and teachers frequently lack concrete, classroom-level strategies and supervision tools to translate those objectives into everyday practice.
- **Instructional leadership deficits:** While reforms emphasise the centrality of pedagogical supervision (rather than purely administrative leadership), many Heads and Deputy Heads of schools remain oriented toward compliance tasks and have limited capacity for formative classroom observation, feedback and data-driven instructional improvement.
- **Weak institutional embedding:** Even where awareness exists, gender objectives are not sufficiently integrated into routine governance instruments, school improvement plans, professional development, appraisal systems and county supervision tools.
- **School–community reinforcement gaps:** Gendered norms outside schools (household, community, cultural practices) weaken school-level efforts unless school leadership actively engages parents and community actors as part of reform strategies.

These challenges mean that legal and policy mandates, while necessary, are insufficient without targeted leadership interventions that simultaneously address normative, technical and systemic barriers.

1.1 Leading Learning for Gender Equality (LL4GE)

Leading Learning for Gender Equality (LL4GE) is a leadership-centred intervention that aims to strengthen gender-responsive instructional leadership in schools. The programme's objective is to enable Heads and Deputy Heads of institutions to operationalise gender equity through improved supervision, data-informed decision making, institutionalisation of inclusive practices and coordination with education officials at the sub-national and national levels. LL4GE frames school leaders as critical agents in translating national gender reforms into classroom practice. LL4GE's theory of change posits:



The model emphasises both cognitive change (mindset and bias reflection) and systems change (procedures, data use and accountability). The core components and implementation model of LL4GE include:

- intensive, practice-focused leadership training on gender-responsive instructional supervision
- on-site coaching and mentoring to reinforce reflective practice and application
- practical tools for classroom observation and gender-sensitive lesson coaching
- support to integrate gender indicators into school plans, professional development and appraisal processes.

LL4GE responds to the gaps in gender equality in education by:

- *strengthening instructional leadership* through reorienting leaders toward formative supervision
- *translating policy into pedagogy* through practical observation tools, coaching templates and concrete classroom strategies – LL4GE bridges the policy-to-practice gap.
- *institutional embedding* that links leadership learning to governance tools (school improvement plans, professional development and appraisal), producing early evidence of institutional change, for example, higher rates of policy revision, the integration of gender indicators into plans and revised appraisal practices. This addresses the implementation bottleneck in which policies exist but are not operationalised in day-to-day school practices.
- *disrupting normative blindness* through creating a structured space for leaders' reflexive practice, moving participants from 'gender-blind' to gender-transformative awareness and behaviour-oriented leadership
- *engaging the school–community interface* through community consultation and parent engagement, thus challenging sociocultural norms.

LL4GE therefore addresses an interrelated set of gaps, including normative, pedagogical, leadership and institutional practice gaps that together impede gender-equitable practice in Kenyan schools.



2. Study methodology

The impact assessment was conducted between February and March 2026 and used baseline data from 2024 for comparative purposes. The study adopted a systems-oriented and theory-informed methodology to analyse and synthesise evidence from the 2024 implementation of the LL4GE initiative. The methodology recognises that strengthening gender equality in education is not a linear process but a complex one. The methodology was designed to: examine how and why change occurred; assess the extent to which reported changes were sustained; identify institutional mechanisms that support or constrain reform; and translate implementation evidence into insights relevant to policy and practice-relevant dialogue.

Study's analytical lenses:

- Theory of Change focusing on how leadership influences institutional and learner outcomes
- Gender-transformative lens focusing on how norms, bias and power relations changed
- Systems lens focusing on how practices are embedded within schools
- Utilisation lens focusing on how evidence can strengthen policy implementation.

To strengthen analytical credibility and move beyond descriptive reporting, the study triangulated evidence across programme performance, observed classroom practice and system-level policy alignment.

Evidence nature	Source	Analytical purpose
Project evidence	Baseline and endline evaluation findings	Establish magnitude and direction of change (knowledge, supervision, policy reform, data use)
Observational evidence	Classroom observation, interviews with stakeholders	Validate whether reported leadership shifts translated into sustained institutional and classroom practice
Policy evidence	Legal and policy frameworks	Assess coherence with national mandates and determine scalability and system embedding potential

Table 1: Evidence sources and analytical objectives

The study began with structured consultations with three programme staff members (two female, one male) to validate the LL4GE Theory of Change. This process clarified the assumed causal pathway linking leadership development to classroom-level equity outcomes. The Change Pathway Model was summarised as:

Leadership training → Mindset shift → Instructional supervision reform → Institutional embedding → Classroom practice transformation → Improved learner equity

Follow-up Key Informant Interviews (KIIs) were conducted with Heads of Institutions (HoIs), Deputy Heads of Institutions (DHoIs), teachers, and Curriculum Support Officers (CSOs) to both validate institutionalisation, sustainability and system-level implications, and to test the project's underlying assumptions.

Category	Number	Purpose
Heads of Institutions	4 (2 female, 2 male)	Assessed sustained leadership and policy change
Deputy Heads	2 (2 female)	Cross-checked institutional embedding
Teachers (Instructional Champions)	4 (2 female, 2 male)	Validated classroom practice change
County Education Officials/TSC/ Sub-County Directors	2 (1 female, 1 male)	Examined scalability and systems alignment
Total	**12**	

Table 2: Key Informant Interviews by stakeholder category

Classroom observations of 48 lessons in 12 schools across the two counties assessed whether reported shifts in instructional leadership translated into visible changes in classroom practice and outcomes. The observations focused on teacher practices, including lesson organisation, content delivery, teaching methods, use of gender-responsive language and classroom management. The observations also examined boys' and girls' participation, seating arrangements, leadership among learners and the use of gender-responsive language.



3. Results

3.1 Alignment with national education, gender, and development frameworks

A review of relevant literature indicates that Kenya's education and gender reform agenda is anchored in a strong legal and policy framework that promotes equality, non-discrimination, and inclusive access to education. *The Constitution of Kenya, 2010* establishes equality before the law and guarantees the right to education for all children, while *The Basic Education Act* (2013, currently being amended) operationalises these constitutional guarantees by requiring access, retention, transition and completion of education without discrimination, and by assigning accountability for quality and learner welfare to school leadership and Boards of Management. *The Children Act* (2022) further reinforces the principle that the best interests of the child must guide all decisions affecting learners and emphasises the need to protect learners from discrimination and harmful practices.

These legal commitments are complemented by sector policies and strategic frameworks, including the *National Education Sector Strategic Plan (NESSP) 2023–2027* (MoE, 2024), the *National Policy on Gender and Development* (2019), and the Ministry of Education's *Education and Training Sector Gender Policy* (2015), all of which emphasise gender mainstreaming, institutional accountability and the use of sex-disaggregated data in education planning and decision making. In addition, Kenya's transition to Competency-Based Education (CBE), the Teachers Service Commission (TSC) professional teaching standards and the Teacher Performance Appraisal and Development (TPAD) framework highlight the role of instructional leadership, continuing professional development, and supervision in promoting inclusive and equitable learning environments. The *Presidential Working Party on Education Reform* (PWPER) (2023) further emphasises the need to address disparities in access, participation and achievement through stronger school leadership and accountability mechanisms.

Within this broader reform architecture, LL4GE aligns closely with national priorities by strengthening instructional leadership, integrating gender considerations into school planning and supervision processes, promoting the use of sex-disaggregated data and fostering inclusive classroom environments. In doing so, the programme helps translate national commitments, reflected in *Kenya Vision 2030* and global frameworks such as Sustainable Development Goals 4 and 5, into practical school-level actions to improve educational quality while advancing gender equality.

3.2 Relevance and coherence of LL4GE within schools

LL4GE responded to five critical system gaps: a) sociocultural norms; b) instructional practice; c) leadership capacity; d) institutional systems; and e) school-community engagement.

Sociocultural and normative gaps

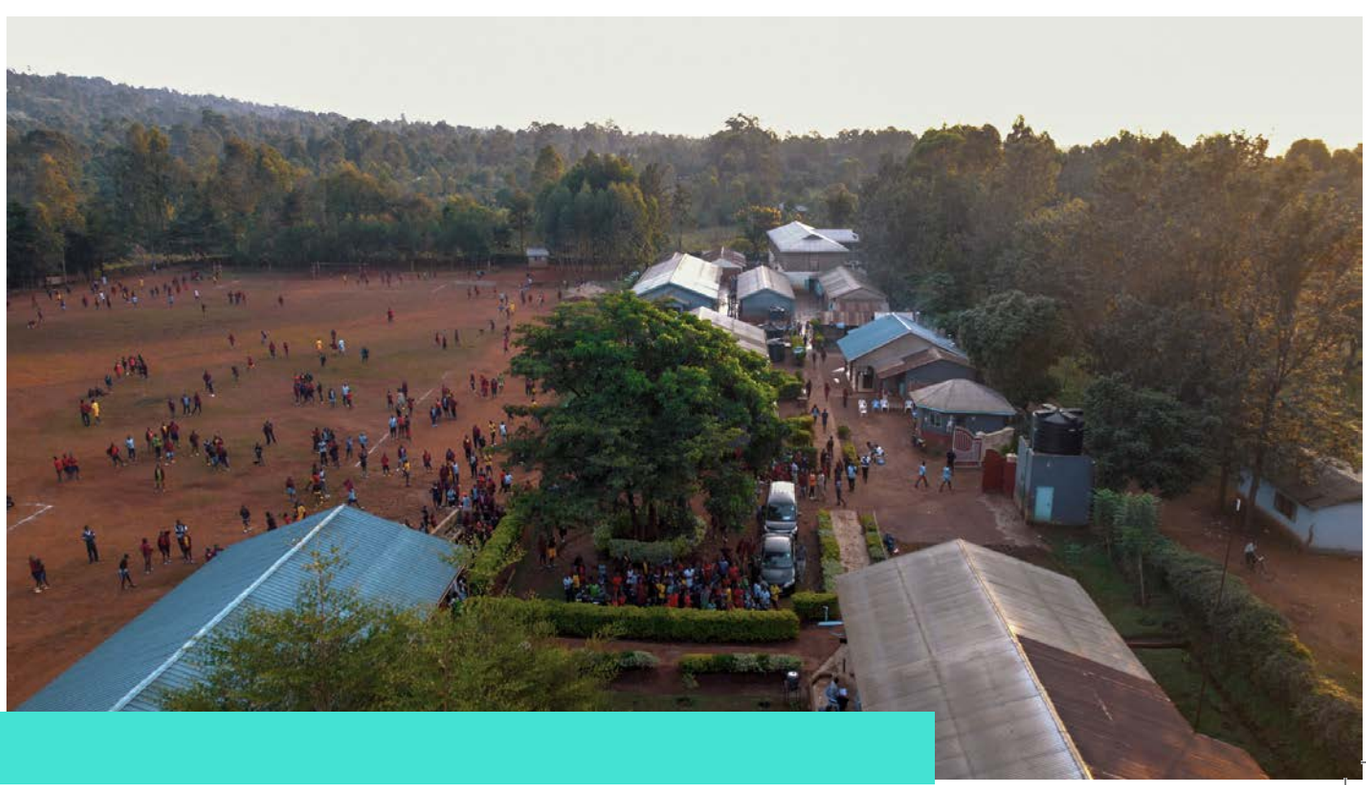
In interviews with Heads and Deputy Heads of Institutions, the school leaders acknowledged having joined the programme from a 'gender-blind' position. This meant gender bias existed but was unrecognised by the school leadership, who lacked the knowledge and frameworks to address it. The findings indicate that gender inequities were not necessarily intentional but embedded within institutional norms and unexamined practices.

> **Initially, I was gender biased; gender-blind, but through the training, I am gender transformed. I have moved from a gender-blind state of self. It has helped me to be better equipped to address the gaps in regard to gender disparity in school leadership and learning opportunities.**
>
> – HoI, Machakos, Male

Pedagogical and instructional practice gaps

The Ministry's *Education and Training Sector Gender Policy* (2015) requires integration of gender concerns in planning, teaching, assessment and institutional governance. While school leaders and teachers expressed support for equality, some reported lacking the pedagogical tools to interrogate participation patterns, allocate roles equitably or address subtle gendered dynamics within classroom interaction; a gap that the LL4GE initiative filled. School leaders acknowledged that, prior to participation in LL4GE, they had limited knowledge of gender-responsive pedagogy, emphasising that the programme equipped them with practical tools to apply gender equity principles.

> **Now I am able to apply gender-sensitive pedagogy but also influence other teachers and stakeholders. I can apply instructional leadership in school and understand gender equality issues. I can now articulate, promote, and safeguard gender equality in and out of school.**
>
> – Hol, Homabay, Male



Leadership and capacity gaps

Literature on school improvement consistently identifies instructional leadership as a critical determinant of learning quality and equity. While teachers directly shape classroom interaction, school leaders influence teaching and learning through supervision systems, performance appraisal and institutional culture. In Kenya's education reform trajectory, particularly under Competency-Based Education (CBE), the Teachers Service Commission (TSC) professional teaching standards, and the *Presidential Working Party on Education Reform (PWPER)* (2023), instructional supervision and pedagogical leadership have been positioned as central to system transformation. School leaders are increasingly expected to conduct classroom observations, provide formative instructional feedback and use data to guide improvement.

LL4GE responded to a structural need by strengthening pedagogical leadership to influence change at the classroom level. The programme targeted the school's pedagogical core, strengthening leaders' ability to embed gender considerations into supervision routines, integrate equity into teacher appraisal and feedback, and align gender-responsive goals with school improvement plans. By enhancing leaders' supervisory capacity, the programme positions gender equality not as an add-on initiative but as an integral component of pedagogical governance. In this sense, LL4GE functions as a leadership systems intervention that strengthens the institutional architecture through which equity objectives are translated into daily practices within the school.

> **Equipped with relevant knowledge and leadership skills to uplift my school on gender issues.**
>
> – HoI, Machakos, Male

Institutional policy reform

A critical indicator of the necessity and relevance of any institutional reform intervention is the extent to which participants demonstrate commitment beyond the structured support period. In Kenya's education reform literature, sustainability is closely linked to internal ownership rather than external compliance. The endline evaluation of LL4GE identified high levels of commitment among Heads and Deputy Heads of Institutions to continue implementing gender-responsive practices beyond the formal training period. The interviewed institutional leaders expressed commitment to the continued implementation of gender-responsive practices even beyond training. This is significant for two reasons: a) it indicates ownership rather than compliance; b) it suggests that leaders perceive the relevance of the initiative. High levels of commitment further reinforce the conclusion that LL4GE responded to a genuine institutional need.

School–community interface gaps

Gender norms affecting participation in education are not confined to schools but are often shaped by broader social expectations within communities. Prior to the intervention, engagement between schools and communities on gender equality issues was relatively limited. The endline findings indicate an increase in consultations with parents and communities (from 17 per cent to 45 per cent). This strengthens the relevance argument in two ways: gender norms are socially embedded, not only school-based; community alignment is essential for sustained norm shifts. By enhancing consultation and dialogue, LL4GE addressed a systemic dimension of gender inequality, the interface between school and community. By addressing these interrelated dimensions simultaneously, the programme strengthened the conditions necessary for translating national gender equality commitments into practical changes within schools. In this sense, LL4GE can be understood as a systems-oriented intervention that targets the leadership, pedagogical and institutional mechanisms through which gender equality is operationalised within education systems.

3.3 Contribution of LL4GE across the schools

This assessment has identified changes at multiple levels attributable to LL4GE. These include movement beyond awareness-raising towards change in practices within schools.

Sensitisation and foundational capacity building

The evidence demonstrates that LL4GE produced foundational shifts in school leaders' understanding of gender equality and the role that instructional leadership and school governance play in addressing inequity. This shift represents the first and necessary stage in the programme's theory of change: movement from 'gender-blind' and 'gender biased' leadership toward conscious, reflective and gender-transformative practice. The table below illustrates change across core domains of gender-responsive instructional leadership between baseline and endline assessments of the school leaders.

	Baseline	Endline
Collecting and using data for instructional improvement	21%	56%
Identifying local gender awareness issues	18%	54%
Recognising and addressing economic, social and cultural inequalities	15%	50%
Understanding accountability for gender equality	17%	47%
Understanding gender awareness planning	15%	51%
Understanding gender equality practice in schools	20%	56%
Understanding practice and attitudinal change to gender equality	17%	51%
Understanding the meaning of culture	21%	54%
Developing distributed leadership	21%	50%
Using goals and rewards	23%	52%

Table 3: Percentage change across core domains of gender-responsive instructional leadership

Sensitisation extended beyond personal reflection to deliberate awareness-raising within schools. Heads and Deputy Heads emphasised the need for collaborative efforts in cascading understanding of unconscious bias to teachers, learners, parents and Boards of Management. School leaders also highlighted an understanding of the importance of inclusive language and the need to challenge gender stereotypes, and ensure equal opportunities and treatment for boys and girls across all aspects of school life. Thus, the programme both provided technical tools and created space for critical self-assessment, a key prerequisite for institutional reform in contexts where bias is often implicit. The endline evaluation findings further reveal high levels of fulfilment, with 98 per cent of school leaders indicating that their expectations were met upon participating in LL4GE.

> **Ensure that both boys and girls are given equal opportunities in school activities.**
>
> – HoI, Homabay, Female

Instructional leadership shift

The LL4GE initiative strengthened instructional leadership capacity among Heads and Deputy Heads of Institutions by ensuring that school leaders attended to not only administrative oversight but also pedagogical supervision and equity-driven governance practices. Specifically, the endline data demonstrates substantial improvements across leadership domains, suggesting a holistic change.



	Baseline	Endline
Developing a vision and mission for the school	25%	51%
Collecting and using data	21%	50%
Human resource approaches to leading individuals	17%	49%
Organising and evaluating continuing professional development	22%	51%
Stressing both teaching and learning	26%	53%
Understanding accountability	20%	51%
Understanding leadership styles	23%	55%
Understanding the monitoring of classroom practice	23%	55%
Understanding results-driven change	20%	48%
Understanding the practice of classroom observation	26%	56%

Table 4: Percentage improvements across leadership domains

At baseline, the understanding of core instructional leadership competencies ranged from 17 per cent to 26 per cent among school leaders, indicating that many leaders lacked a fully developed competency in pedagogical supervision. By endline, more than 48 per cent of school leaders met all domains, with most reaching or surpassing 50 per cent. The improvements in monitoring classroom practice (23 per cent → 55 per cent) and classroom observation (26 per cent → 56 per cent) are particularly significant.

These improvements indicate changes in practices, especially the embrace of structured pedagogical supervision beyond administrative leadership, a core expectation under the Competency-Based Education (CBE) and the Teachers Service Commission (TSC) professional teaching

> **We carry out lesson observation and watch teachers also in outdoor activities like PE and assess how much they engage both boys and girls. We use a checklist that has indicators that sometimes award marks based on engagement of both boys and girls.**
>
> – HoI, Machakos, Male



standards, which emphasise instructional leadership as a primary driver of quality and equity. The simultaneous improvement across vision-setting, accountability, data use, CPD organisation, classroom monitoring and results-driven change reflects a shift into integrated leadership. Fundamentally, the LL4GE initiative did not create parallel practices outside the national education reforms; rather, it translated policy expectations into actionable leadership competencies at the school level by influencing multiple domains within schools – linking supervision, teacher development, strategy and equity monitoring into a coherent instructional leadership framework.

Shifts in school policies and practices

The evaluation findings indicate that LL4GE contributed to measurable changes in school-level governance structures, policies and operational procedures, beyond nurturing individuals' skills and competencies. At baseline, school-level policy reform and structured governance practices related to equity were limited, with most indicators reported by only nine to 17 per cent of school leaders. This suggests that gender equality was not systemically integrated into planning and accountability mechanisms. By endline, all indicators more than doubled, with several exceeding 45 per cent, indicating widespread institutional support and implementation.



	Baseline	Endline
Addressing inequality	9%	43%
Consultation with parents and community	17%	45%
Consultation with learners	16%	47%
Curriculum planning to address inequality	13%	41%
Enhanced awareness of personal development needs	14%	42%
Enhanced emphasis on individual staff development	13%	40%
Enhancing girls' education policy and practice	13%	46%
Learning improvement	13%	49%
Planning procedures	13%	36%
Policy development	14%	41%
Policy for teaching approaches	16%	47%
Revised CPD content and arrangements	13%	38%
Revised mission	11%	32%
Revised vision	12%	31%
Staff appraisal	16%	49%
Staff welfare policies	17%	45%
Student progress monitoring	17%	47%
Teaching observation	15%	51%
Using data to evaluate practice	16%	45%

Table 5: Percentage changes in school-level governance structures, policies and operational procedures

The improvements in governance, supervision, curriculum planning, stakeholder consultation and appraisal systems indicate that LL4GE likely contributed to changes in institutional practice. The results show consistent gains across multiple governance domains, with the shifts aligned with LL4GE's training focus (instructional leadership, data use, gender equity). Qualitative evidence from interviews with school leaders further illustrates how gender equality considerations are embedded within school governance and management processes. While other reform drivers, such as the CBE implementation, TSC supervision reforms, and county oversight, may arguably have influenced these trends, the alignment between LL4GE's focus areas and the domains showing the strongest growth strengthens the plausibility of its contribution. The evidence demonstrates that LL4GE moved beyond awareness-raising and individual leadership enhancement to influence school-level governance systems towards more gender-responsive practices and structures.

School observations provided evidence of emerging institutional mechanisms supporting gender equality within schools. For example, following LL4GE

implementation, 60 per cent of schools had student leadership structures that reflected gender balance, indicating that gender considerations are increasingly integrated into student governance systems. In addition, 35 per cent of schools had evidence of gender equality integrated into school plans, suggesting that equity considerations are beginning to influence formal planning processes. Visibility of gender equality messages within school environments was also observed through classroom posters and learning materials in 13 per cent of schools, while eight per cent of schools had reporting or safeguarding mechanisms, such as suggestion boxes or designated focal points to support the reporting of gender-related concerns.

> **We sat with teachers and the board [to talk] about gender equality in the strategic plans.**
>
> – HoI, Machakos, Male

Observations made within the school

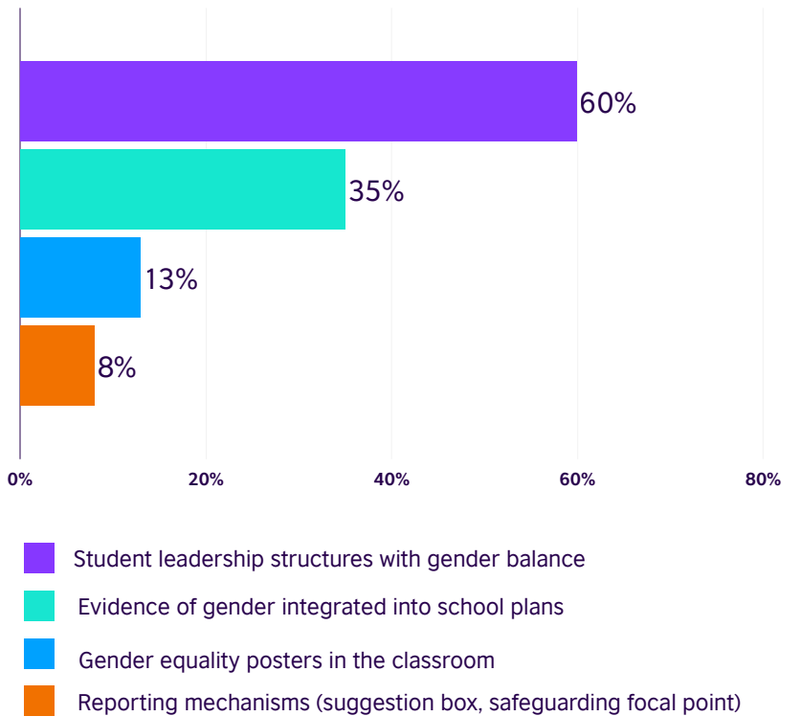


Figure 1: Institutional mechanisms supporting gender equality within schools

These observations suggest that while important progress has been made in embedding gender equality within school leadership and planning structures, reporting and safeguarding mechanisms warrant further strengthening.

Shifts in teacher practices: evidence from classroom observations

To complement the endline survey findings and validate how leadership practices translated into positive classroom-level practices, follow-up classroom observations were conducted across 48 classrooms in 12 participating schools. A comparison could not be made because no similar data was collected at baseline.

Key insights

1. **Lesson planning:** data-informed lesson planning and reflection by teachers.
2. **Content delivery:** teachers used inclusive language and avoided reinforcing gender stereotypes.
3. **Teaching methods and techniques:** learner-centred approaches such as group discussions and collaborative tasks were used.
4. **Learner involvement and participation:** balanced participation (between boys and girls) and teachers actively encourage learner participation.
5. **Classroom management:** respectful classroom environment maintained by both learners and teachers.
6. **Teaching materials:** teaching materials largely reflected balanced gender representation or actively promoted equity narratives.
7. **Learner engagement and learner-to-learner interactions:** interactions promote inclusive participation and collaboration between learners of different genders.

1. Lesson organisation

Gender-responsive pedagogy requires teachers not only to facilitate inclusive classroom interactions but also to plan lessons that recognise and address disparities in participation and learning outcomes between boys and girls. Findings from classroom observations indicate that in 67 per cent of the observed lessons, the teacher demonstrated some level of data-informed planning and reflection on gender participation. In these lessons, teachers drew on the learners' participation patterns and performance trends to inform lesson planning.

Introduction and lesson organisation: Lesson is planned using learner data and includes reflection on teacher's own gender biases with clear actions to promote equity.	**%**
Advanced: Planning is consistently data-informed; teacher critically analyses gender disparities; lesson includes deliberate strategies to equalise participation and leadership roles and improve equity outcomes.	4%
Established: Learner data informs planning (e.g. participation gaps, performance trends); teacher reflects on own gender biases and plans actions to promote equitable participation of boys and girls.	42%
Emerging: Some learner data used; limited awareness of gender bias; teacher identifies gender imbalance, but actions are unclear or inconsistent.	21%
Limited: No use of learner data; no reflection on gender bias; lesson planning does not consider participation gaps or gender-related disparities.	21%
Not observed during the lesson	12%
Total	**100%**

Table 6: Teacher practices to promote gender-responsive pedagogy

2. Content delivery

Gender-responsive pedagogy emphasises teaching approaches that challenge gender stereotypes and create learning environments where both girls and boys feel equally valued and encouraged to contribute. Within classroom instruction, teachers used inclusive language and teaching examples that reflected diverse roles and capabilities for both genders, avoiding the reinforcement of traditional stereotypes that may limit learners' confidence or participation in certain subjects or activities. In 85 per cent of the lessons observed, teachers used inclusive language and avoided reinforcing gender stereotypes while addressing the observed participation imbalances.

Content delivery: Teacher uses inclusive language, avoids stereotypes, and responds promptly to gender imbalance during instruction.

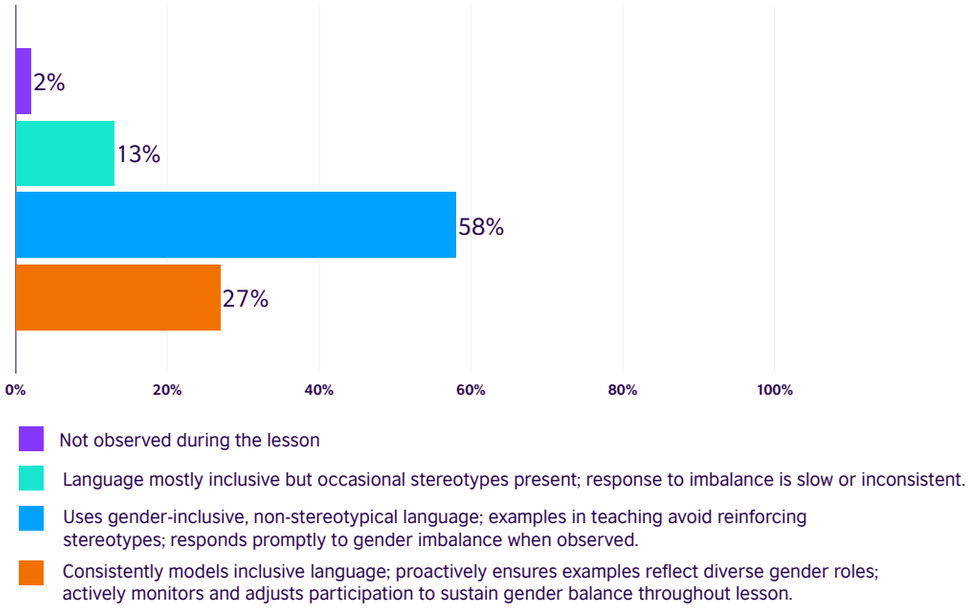


Figure 2: Teacher classroom practices promoting gender-responsive pedagogy

Teacher interviews provided additional insights into how they address gender stereotypes during instruction. Some teachers reported actively using classroom discussions to challenge any stereotypes that may be present in textbooks, visual aids or other teaching materials.

> **When teaching materials have stereotypical examples, we emphasise to learners that those are just examples and not reality. We explain that both boys and girls should participate equally in life.**
>
> – Teacher, Homa Bay, Female

3. Teaching methods and techniques

Instructional methods play a critical role in shaping learner participation, collaboration and engagement in the classroom. In 79 per cent of observed lessons, teachers used learner-centred approaches such as group discussions and collaborative tasks. In these classrooms, teachers distributed leadership roles, including presenters and group leaders, between boys and girls to ensure balanced participation.

Teaching methods and techniques: Teaching methods, differentiation and grouping ensure equitable learning opportunities and equal allocation of roles.

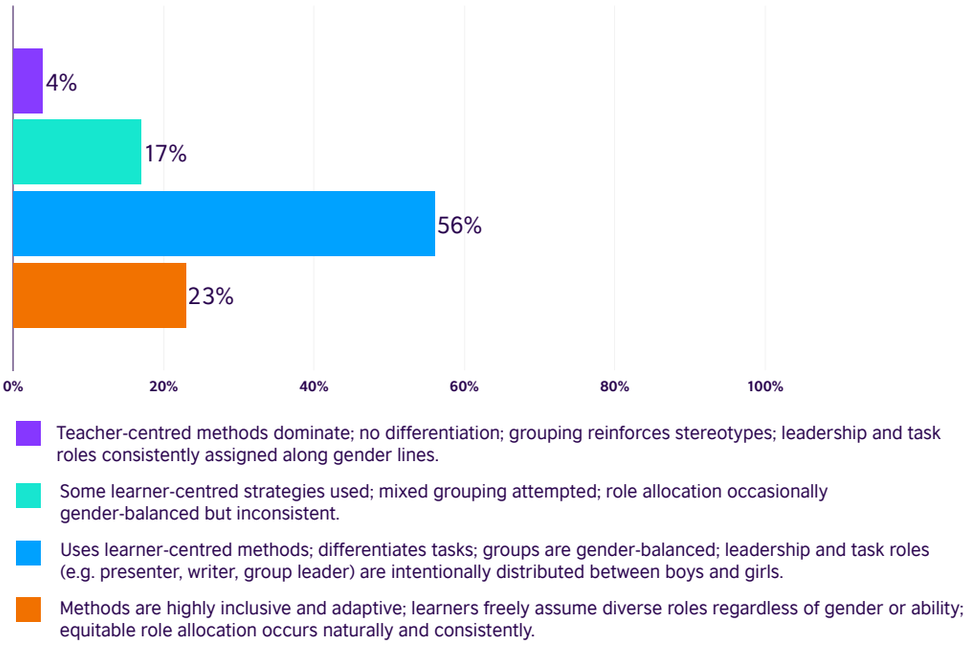


Figure 3: Learner-centred teaching methods

In qualitative interviews, teachers also described how classroom responsibilities that were traditionally associated with one gender are increasingly shared among all learners. For example, one teacher noted that boys are now participating in activities such as classroom cleaning that were previously performed mainly by girls. These practices have helped to challenge traditional gender stereotypes.

> **Boys are now taking up roles like cleaning the classroom and even cooking roles in Home Science, which were traditionally only taken up by the girls.**
>
> – Teacher, Machakos, Female

4. Learner involvement and communication

Equitable participation in classroom discussions ensures that both girls and boys have equal opportunities to express their ideas, build confidence and develop critical thinking skills. When teachers actively manage classroom communication, they help prevent situations where certain learners, often along gender lines, dominate classroom dialogue. In 82 per cent of observed lessons, participation was balanced: 65 per cent of teachers deliberately called on both boys and girls and used questioning strategies to encourage participation, while in 17 per cent of classrooms, participation was naturally balanced, with learners themselves maintaining equitable speaking opportunities.

Learner involvement and communication: Teacher ensures active, equitable participation and balanced voice for girls and boys.

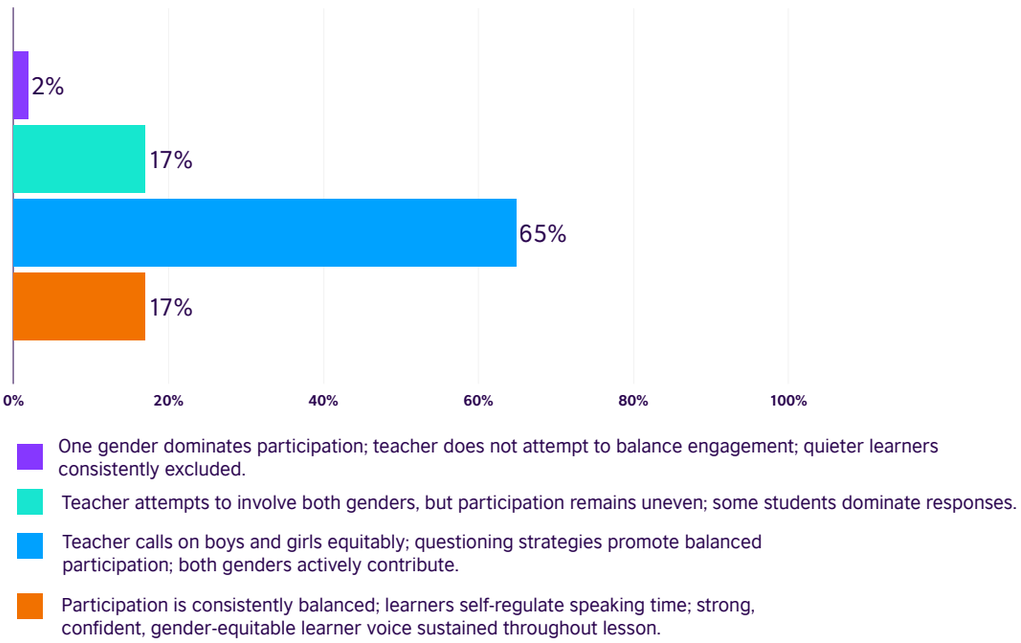


Figure 4: Learner involvement and communication during learning

Insights from interviews with teachers further show deliberate efforts to challenge traditional gender roles and promote equitable participation in classroom activities. Historically, some subjects were perceived as associated with particular genders; for example, girls performed better in languages, while boys were more confident in mathematics. Teachers are now actively working to challenge these perceptions by encouraging active learner involvement across subjects. To support equitable classroom participation, teachers described introducing structured strategies such as rotational leadership roles and deliberate questioning techniques, which ensured that both boys and girls had opportunities to contribute during lessons and to take on leadership responsibilities in group activities.

> **We now assign leadership roles on a rotational basis and also rotate the learners we ask questions so that both boys and girls have equal opportunities to participate.**
>
> – Teacher, Machakos, Male

5. Classroom management

Findings from classroom observations indicate that the classroom environments supported respectful and inclusive interactions among learners. In 27 per cent of observed classrooms, learners actively upheld inclusive norms and demonstrated awareness of gender equality principles during classroom interactions. In these classrooms, learners exhibited respectful behaviour and equitable treatment, contributing to a positive and supportive learning environment. In a further 48 per cent of lessons, teachers played an active role in maintaining respectful classroom environments by addressing gendered remarks, reinforcing inclusive behaviour, and ensuring that both boys and girls were treated equitably in disciplinary and feedback processes. These practices indicate that teachers are actively reinforcing classroom norms that support gender equality and respectful engagement among learners.

Classroom management: Classroom environment is safe, respectful, and promotes gender-inclusive norms.

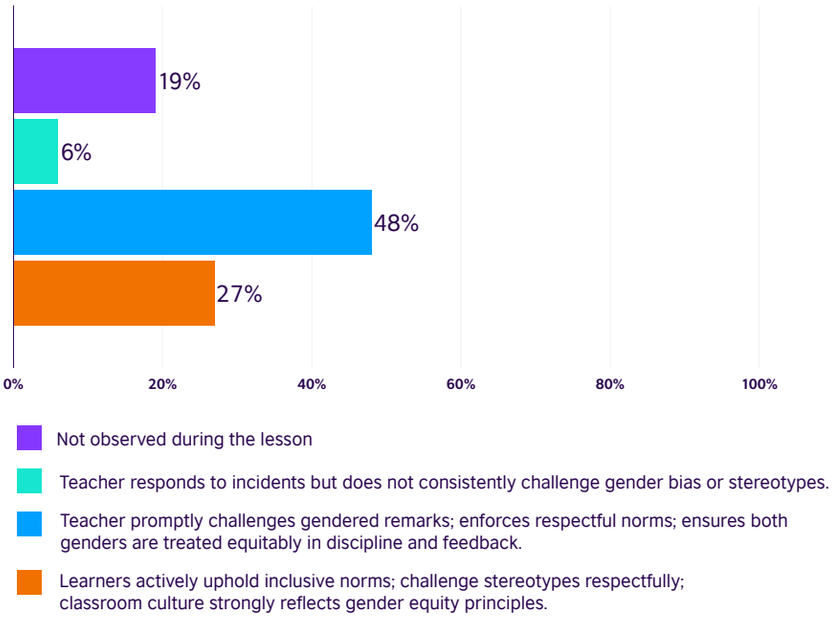


Figure 5: Teacher classroom management

Teachers reported that girls have become more confident in participating in lessons and that traditional perceptions about subject preferences are beginning to shift. Teachers also observed growing interest and improved performance among girls in subjects traditionally perceived as male-dominated, particularly mathematics.

> **Initially, only boys were raising their hands in class to answer questions, but now both boys and girls answer questions. Girls are no longer shy when answering questions, and boys are no longer looking down upon girls.**
>
> –Teacher, Homa Bay, Female

6. Teaching materials

In Kenya, curriculum reforms under CBE and oversight by the Kenya Institute of Curriculum Development (KICD) have strengthened the review of textbooks and instructional materials to ensure alignment with national education standards, including gender equality principles. Evidence from classroom observation indicates that only a small proportion of observed lessons (ten per cent) intentionally used teaching materials that actively challenged traditional gender stereotypes and promoted diverse gender roles. In 39 per cent of lessons, teaching materials reflected balanced gender representation or actively promoted equity narratives, while in 23 per cent of lessons, they used gender-neutral materials. As classroom observations were not conducted during the baseline study, direct comparison over time is not possible. These findings assess the extent to which gender-responsive teaching materials were evident at the time of the impact assessment. Qualitative interviews with teachers corroborate these findings and found that newer learning materials reflect more balanced gender representation than earlier textbooks. However, the findings indicate that there remains considerable scope for improvement. In more than one-third of the observed lessons (35 per cent), teaching materials or visual aids could not be assessed because they were either not used or not visible during instruction. These findings suggest that opportunities remain to strengthen teachers' capacity to select, adapt and use instructional materials more deliberately to promote gender equality during classroom instruction.

Teaching materials: Teaching materials and visual aids reflect gender balance and avoid reinforcing stereotypes.

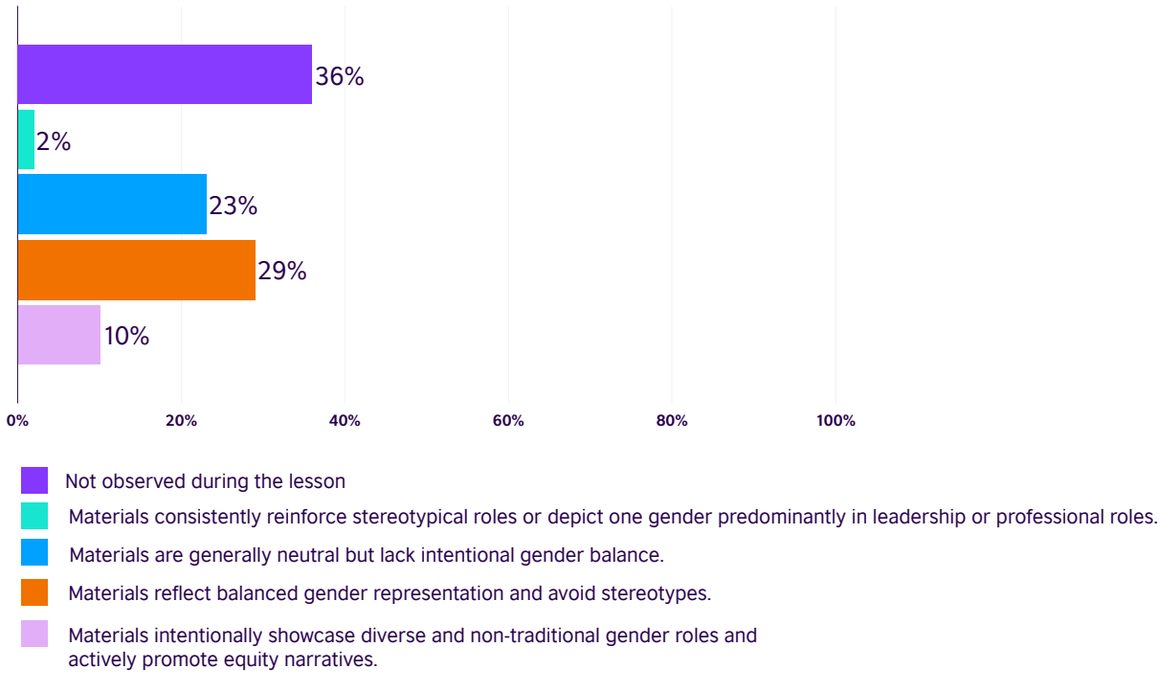
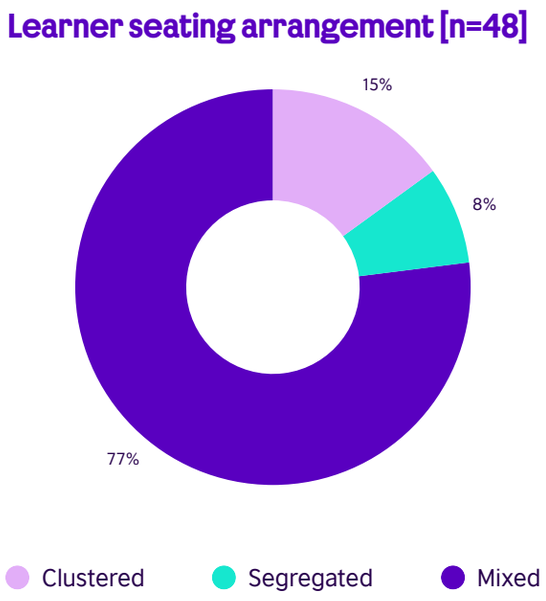


Figure 6: Appropriateness of teaching materials

7. Learner engagement and learner-to-learner interactions

Qualitative feedback from interviews with school leaders indicates that they are encouraging practices that promote balanced engagement and participation by boys and girls in classroom activities. These include mixed-gender seating arrangements, equal distribution of classroom responsibilities, and deliberate efforts to ensure that both girls and boys are actively involved in learning processes.

Evidence from classroom observations showed that in 77 per cent of observed classrooms, there was a mixed-gender seating arrangement, indicating efforts to promote inclusive participation and collaboration between boys and girls.



> **Lesson observation tools we are using include areas on methodology and learner involvement where we expect teachers to engage all learners fairly and give a chance to everyone.**
>
> – CSO, Homa Bay, Male

Figure 7: Learner seating arrangement

Insights from Curriculum Support Officers (CSOs) highlighted the importance of system-level support in sustaining these changes. A CSO in Homa Bay noted that during school visits, supervision processes already emphasise teaching methodology and learner involvement, with teachers expected to ensure fair participation by all learners. Notably, interviews with teachers confirmed that deliberate seating arrangements are part of broader efforts to create inclusive learning environments and promote learner-to-learner interactions. Teachers reported introducing practices such as rotational questioning and leadership roles among learners as strategies to ensure that both girls and boys had equal opportunities to contribute during lessons.

County-level institutional support for gender-responsive leadership

Insights from qualitative interviews with CSOs provide important perspectives on how the LL4GE initiative aligns with existing county-level education structures and practices. CSOs indicated that the programme aligns well with ongoing teacher professional development and retooling initiatives associated with CBE. The CSOs highlighted that while teachers had previously received CBE training, LL4GE support was useful in reinforcing key pedagogical practices related to inclusive teaching, learner engagement and equitable classroom participation. The CSOs confirmed that the existing lesson observation tools used during supervision covered areas such as teaching methodology and learner involvement, which provide entry points for reinforcing gender-responsive instructional practices. Notably, the CSOs highlighted that the current guidelines broadly emphasise fairness, inclusion and equal participation, which align with the principles promoted by LL4GE.

> **LL4GE aligns well with teacher retooling. Through LL4GE and retooling, teachers are becoming better teachers compared to others.**
>
> – CSO1, Homa Bay, Male

> **The lesson observation tools we are using include areas on methodology and learner involvement, where we expect to see how teachers engage learners and ensure fairness so that all learners are given a chance to participate.**
>
> – CSO2, Homa Bay, Male

3.4 Limitations of the LL4GE intervention

While the findings indicate that LL4GE contributed to important improvements in instructional leadership and gender-responsive practices within participating schools, specific limitations emerged that may affect institutional uptake and sustainability of the interventions.

Limited system ownership: One of the key limitations identified in this assessment relates to the perception of LL4GE as a donor-driven programme. Although the intervention aligns with national education priorities and policy frameworks on gender equality, some stakeholders perceived it primarily as an externally supported project rather than a programme embedded in the formal education system. This perception has implications for both sustainability and scalability. When programmes are viewed as externally initiated, school leaders and education officers may consider them supplementary rather than integral to their institutional responsibilities. Interviews with county education officials highlighted the importance of integrating LL4GE more directly within the structures of the Ministry of Education and the Teachers Service Commission to ensure broader ownership and compliance. This observation suggests that while LL4GE addresses critical gaps in gender-responsive instructional leadership, stronger integration with national education structures, particularly teacher professional development frameworks, leadership training programmes and supervision systems, would strengthen institutional ownership and support broader adoption across schools.

> **It was viewed as a donor programme, not from the Ministry of Education or TSC. Through the Ministry of Education, it can be integrated so that it becomes system-owned, so that it becomes compulsory or mandatory and that every teacher complies, and it gets to all schools, since the current tools from the Ministry do not sufficiently cover gender responsiveness in schools.**
>
> – CSO, Homa Bay, Male

Limited peer learning and knowledge sharing mechanisms: While Heads and Deputy Heads of Institutions demonstrated increased confidence and commitment to implementing gender-responsive practices within their schools, the assessment did not find evidence of opportunities or platforms for school leaders to exchange experiences, share lessons or collectively address implementation challenges across schools. Peer learning mechanisms are widely recognised in education reform literature as important drivers of sustained institutional change. Platforms such as communities of practice (CoPs) and cross-school learning networks enable school leaders to reinforce new practices, support one another in addressing contextual barriers, and facilitate the diffusion of innovative, best and promising practices across schools.

Limited community-level engagement: While LL4GE focused primarily on strengthening instructional leadership and school-level practices, the findings suggest that community-level engagement around gender equality remained relatively limited. Gender norms that influence participation, leadership roles and expectations for boys and girls often extend beyond the school environment and are shaped by broader social and cultural beliefs within families and communities. Qualitative insights from this assessment further highlight the influence of community norms on the implementation of gender-responsive practices. Some school leaders reported encountering resistance from parents when schools introduced practices that challenged traditional gender roles. For example, one Head of Institution noted that parents initially questioned why boys were being assigned responsibilities traditionally associated with girls.

> **Initially, we had resistance from parents who felt some roles assigned, like telling a boy to clean the office, were the role of girls. Learners would report to their parents, who would complain.**
>
> – HoI, Machakos, Male

Standardised indicators: Interviews with CSOs established limited use of standardised indicators to monitor gender-responsive practices within existing supervision systems. While education officers regularly conduct school visits and lesson observations, these tools primarily assess teaching methodology and learner engagement and do not consistently include explicit indicators for gender equality. As a result, monitoring of gender-responsive practices often occurs informally rather than through structured templates or reporting frameworks. This suggests that, while supervision mechanisms exist, the absence of clearly defined gender-responsive monitoring indicators limits education authorities' ability to systematically track progress on gender equality and to reinforce inclusive practices through routine supervision processes.

> **Officers would need templates to help monitor some of the indicators to prove that officers are monitoring gender issues.**
>
> – CSO, Machakos, Female

3.5 Policy implications, scalability and sustainability

The key policy implication emerging from this study is the need to strengthen implementation mechanisms that enable schools to operationalise existing policy mandates.

Supervision mandate vs practice gap

Kenya's education policy framework places a strong emphasis on instructional supervision as a mechanism to improve teaching quality and learner outcomes. However, LL4GE's baseline findings revealed that the operationalisation of gender-equality supervision practices in schools was limited. Classroom observation among school leaders stood at only 26 per cent, while the proportion of schools that had institutionalised teaching observation as a formal policy was only at 15 per cent. Following the implementation of LL4GE, these indicators improved substantially. Uptake of classroom observation by school leaders increased to 56 per cent, while the use of teaching observation as a formal institutional practice rose to 50 per cent across programme schools. These improvements demonstrate that strengthening leadership capacity can significantly narrow the implementation gap between supervision mandates and actual school practices. Importantly, this confirms that scaling LL4GE would not require new supervision policies; rather, it would require expanding leadership development efforts that enable school leaders to operationalise existing mandates more effectively. The Teachers Service Commission (TSC) plays a central role in strengthening instructional supervision through professional teaching standards, appraisal systems and continuing professional development. The Ministry of Education (MoE) and county education authorities, including CSOs and Quality Assurance Officers, also play an important role in reinforcing supervision practices during school monitoring visits. Interviews with CSOs indicated that lesson observation frameworks already include components related to teaching methodology and learner engagement, providing entry points for monitoring gender-responsive practices. However, officers noted the need for clearer monitoring tools and templates to track gender indicators during supervision.

Gender policy mandate vs institutional embedding gap

Kenya's *Education and Training Sector Gender Policy* (2015) requires the mainstreaming of gender considerations within education planning, monitoring, and evaluation processes, including the use of sex-disaggregated data in decision making. However, baseline findings revealed that these policy commitments had not been systematically embedded within school leadership practices. At baseline, only 15 per cent of schools





demonstrated gender-aware planning, while 16 per cent reported using data to evaluate teaching practices. Following the implementation of LL4GE, these indicators increased significantly, with more than 40 per cent of school leaders in programme schools practising most of the governance and planning. These improvements suggest that the primary constraint was not the absence of gender policy frameworks, but rather the absence of structured leadership tools and competencies needed to translate policy into operational practice. The findings highlight the importance of strengthening institutional mechanisms, particularly leadership capacity and monitoring systems, to ensure that gender equality policies are effectively implemented at the school level. The Ministry of Education plays a critical role in ensuring that gender equality principles are systematically integrated within school improvement planning frameworks and monitoring systems. At the same time, the Kenya Institute of Curriculum Development (KICD) plays a key role in shaping how gender equality is represented within curriculum and instructional materials. Teachers interviewed during the evaluation noted that newer textbooks and learning materials appear to reflect more balanced gender representation. These perceptions align with curriculum reforms introduced under CBE, where instructional materials are reviewed and approved by KICD to ensure alignment with curriculum standards and inclusive pedagogical approaches. However, teachers also noted that some teaching materials still contain examples that reflect traditional gender roles. Strengthening gender review processes within curriculum development and textbook approval systems will therefore be important for reinforcing gender-sensitive pedagogy.

Teacher professional development and appraisal gap

The Teachers Service Commission (TSC) mandates structured professional development and teacher appraisal through frameworks such as the Teacher Performance Appraisal and Development (TPAD) system. However, LL4GE's baseline findings at the onset indicated that gender responsiveness was not adequately integrated into these mechanisms. Integration of gender equality considerations into staff appraisal reform was reported by only 16 per cent of school leaders, suggesting that appraisal systems were not widely used to monitor inclusive teaching practices. Following the intervention, the proportion of schools reporting gender equality considerations in staff appraisal reforms increased to 49 per cent, and schools also reported improvements in the organisation and evaluation of continuing professional development (CPD) initiatives. These findings indicate that leadership development initiatives, such as LL4GE, can strengthen the integration of gender-responsive pedagogy into teacher development processes.

School–community engagement gap

Gender norms and attitudes toward education extend beyond the classroom and are often shaped by broader

community contexts. Baseline findings revealed limited engagement between schools and communities regarding gender equality in education. Consultation with parents and community members by school leaders stood at 17 per cent, indicating weak school–community dialogue regarding educational practices and learner participation. Following the implementation of LL4GE, consultation levels increased to 45 per cent, suggesting that LL4GE helped strengthen horizontal accountability and engagement between schools and communities. However, the gap remains significant, underscoring the need to incorporate structured community engagement strategies into future scaling efforts.

3.6 Scalability potential

The findings demonstrate that LL4GE addresses clear implementation gaps in Kenya's existing education reforms and that the model has potential for scaling.

Why is the LL4GE initiative scalable?

1. **Policy coherence:** Policy coherence across national frameworks, including the Constitution, Basic Education Act, CBE reforms, TSC standards, and the Education Gender Policy, creates a supportive policy environment for scaling gender-responsive instructional leadership.
2. **Leadership as a high-leverage entry point:** By targeting Heads and Deputy Heads of Institutions, LL4GE operates at a critical system node with multiplier effects. Leadership practices influence teacher supervision, CPD priorities, staff appraisal systems and school culture. As a result, strengthening leadership capacity can generate cascading improvements across multiple dimensions of school functioning, making leadership development a highly efficient entry point for systemic reform.
3. **Evidence of institutional uptake:** Observed increases in school policy reforms, supervision routines and appraisal adjustments suggest early-stage institutionalisation of gender-responsive leadership practices. These shifts provide an important foundation for scaling the model within the broader education system.
4. **Cross-county consistency:** High expectation-fulfilment rates (97–99 per cent) among school leadership across participating counties indicate that the challenges addressed by LL4GE are not confined to specific locations, but reflect broader systemic implementation gaps within the education system. This consistency strengthens the case for national expansion of the approach.

Fundamentally, scaling LL4GE would require embedding its leadership development mechanisms within existing professional development, supervision, and accountability systems for alignment and sustainability.

3.7 Phased scalability requirements and sustainability framework

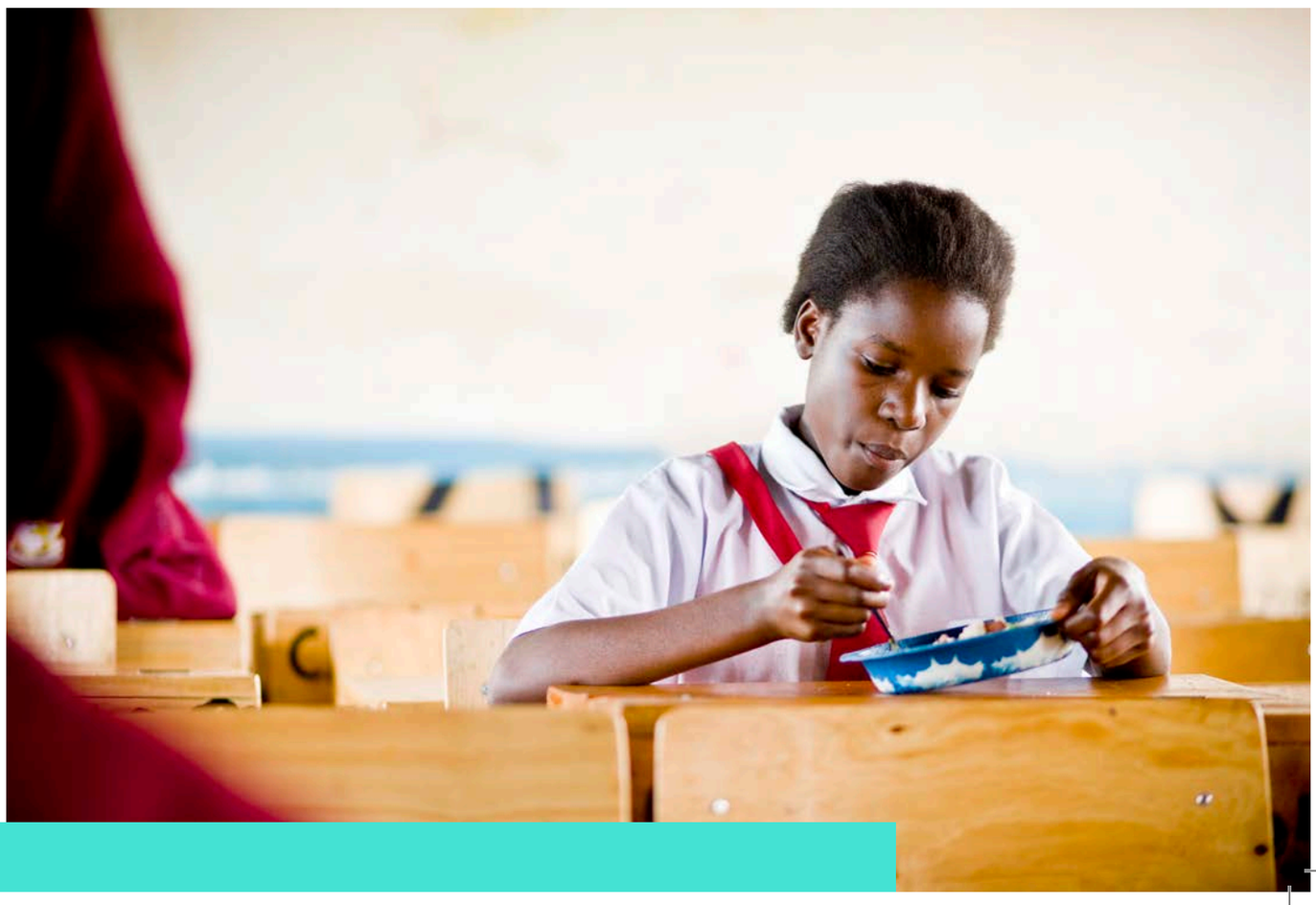
Although the findings demonstrate that the LL4GE initiative has delivered knowledge and practice changes, scaling and sustaining the initiative beyond the participating schools would require embedding the efforts within existing education system structures and responsibilities across multiple stakeholders.

Short- to medium-term strategies: System alignment and quick wins

Given the complexity of working within established education systems and the time required to shift institutional practices, the next phase of LL4GE should prioritise a focused set of high-feasibility actions that can be implemented within existing structures while laying the foundation for longer-term reform. These priorities may include:

- **Strengthening county-level supervision and monitoring systems:** County education structures are critical to scaling gender-responsive instructional practices. CSOs and Quality Assurance Officers are responsible for supervising schools and monitoring teaching practices during school visits. Interviews with CSOs indicated that existing lesson observation frameworks include components related to learner engagement and teaching methodology, offering entry points to reinforce gender-responsive pedagogy. Developing gender-responsive supervision templates and integrating them into county-level quality assurance frameworks would enable education officers to systematically monitor classroom participation patterns, inclusive teaching practices and gender-responsive leadership actions.
- **Integrate gender-responsive indicators into existing supervision tools:** A key immediate priority is integrating gender-responsive indicators into existing supervision and lesson observation frameworks. Rather than developing entirely new monitoring systems, there is strong potential to build on tools already used by Curriculum Support Officers and Quality Assurance Officers. Co-developing a practical, concise set of indicators that can be embedded in current supervision templates would enable education officers to begin systematically assessing gender-responsive teaching and leadership practices during routine school visits. This approach is both feasible and scalable, as it aligns with existing structures and mandates.

- **Establish low-cost peer learning platforms (communities of practice):** LL4GE strengthened instructional leadership competencies among Heads and Deputy Heads of Institutions, but maintaining these gains will require ongoing opportunities for peer learning and knowledge exchange. Establishing communities of practice among school leaders would support continuous dialogue and knowledge exchange and reduce the risk of regression after the programme ends.
- **Strengthen targeted community engagement through existing platforms:** Since schools already engage with parents and community stakeholders through meetings, Boards of Management and local administrative structures such as chiefs' *barazas*, discussions on gender equality within these forums can help begin to address sociocultural norms that influence learner participation and retention. Working through familiar and trusted community channels increases the likelihood of acceptance and reduces resistance, particularly in more conservative contexts.
- **Leverage existing teacher CPD and retooling platforms:** Since teachers are already participating in CPD programmes aligned with Competency-Based Education reforms, providing an entry point to integrate gender-responsive content can be a strategic move. Embedding reflective exercises and classroom-based examples within these existing platforms would enable gradual yet sustained capacity building without placing additional demands on the system.



- **Integration within school leadership development programmes:** Integrating gender-responsive instructional leadership modules into leadership development programmes offered by the Kenya Education Management Institute (KEMI) would be an important mechanism for scaling the approach. The goal is to incorporate the LL4GE principles within pre-service and in-service leadership training curricula to ensure that new and existing school leaders are equipped with the skills required to promote gender equality in teaching and learning environments.
- **Strengthening school-level governance and planning processes:** Ensuring that gender equality considerations are embedded within School Improvement Plans, instructional supervision routines and internal monitoring processes can help institutionalise these practices in schools. School Boards of Management (BoM) can play a pivotal role in supporting gender-responsive policies and reinforcing inclusive learning environments.
- **Pilot structured monitoring and feedback loops:** Introducing simple and structured mechanisms, such as brief supervision checklists aligned with gender-responsive indicators, regular reflection sessions among teachers and school leaders, and basic reporting channels between schools and county education offices, can help strengthen feedback loops and build a culture of accountability, learning and evidence use.

Long-term strategies: System strengthening and sustainability

Sustained impact will require moving beyond programme-based approaches toward deeper institutionalisation within national policy, systems and practice.

- **Strengthen pre-service teacher training:** While LL4GE has demonstrated strong results through in-service training and coaching, embedding gender-responsive pedagogy in teacher training colleges and university education programmes would ensure that new teachers enter the profession with the skills, awareness and competencies needed to promote equitable learning environments.
- **Strengthening curriculum and learning material review processes:** The Kenya Institute of Curriculum Development (KICD) plays an important role in ensuring that curriculum content and instructional materials promote gender equality. Scaling gender-responsive education practices requires continued strengthening of gender-sensitive curriculum development and textbook review processes to ensure that instructional materials avoid reinforcing stereotypes and promote equitable representation of boys and girls in learning content.
- **Engaging communities and local stakeholders (sustained and systemic engagement):** The findings demonstrate that sociocultural norms

continue to influence learner participation and engagement, and that school-level efforts alone are insufficient to address these dynamics. Long-term strategies should therefore focus on institutionalising structured, community-driven engagement mechanisms that enable parents, local leaders and other stakeholders to co-create and support gender-responsive practices. Such approaches are more likely to foster local ownership and sustain change over time.

- **Build a robust national gender-responsive data system:** The findings further highlight the need for a more robust, integrated data system to support gender-responsive planning and decision making. Strengthening national education management information systems, including KEMIS, to capture more comprehensive and meaningful gender-disaggregated data will be critical. This includes not only enrolment and performance data but also indicators of participation, leadership and learner engagement.
- **Institutionalise gender-responsive monitoring frameworks:** Current monitoring practices are often inconsistent and limited in scope. Developing and embedding standardised, comprehensive indicators within school inspection, lesson observation and supervision processes would strengthen accountability and ensure that gender equality is systematically assessed as part of routine education oversight.
- **Embed gender equality within school financing and planning:** Embedding gender-responsive budgeting within School Improvement Plans and county-level education planning would help ensure that resources are allocated to support inclusive practices, including addressing barriers to participation, retention and well-being.
- **Develop a national community of practice (CoP) ecosystem:** Establish structured communities of practice at both the county and national levels, supported by digital platforms, to enable school leaders and teachers to share experiences and best practices, reinforce effective practices and adapt to emerging challenges.
- **Integrate technology for scale and cost efficiency:** Digital platforms can support teacher professional development through online training and webinars, enhance data collection and monitoring processes, and enable real-time feedback and learning across the system. Leveraging technology in this way can offer a cost-effective approach to scaling gender-responsive practices.


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4. Conclusion and recommendations

This assessment sought to examine how LL4GE contributed to strengthening gender-responsive instructional leadership and promoting more equitable participation of girls and boys in classroom learning processes. The findings indicate that the programme has generated change at multiple levels within the supported schools, including school leadership practices, classroom pedagogy, institutional governance and county-level education supervision processes. The programme has contributed to strengthening leadership awareness and capacity to address gender inequalities in schools. School leaders reported substantial improvements in their understanding of gender equality concepts and in their ability to apply gender-responsive leadership practices within school management and instructional supervision. Increased confidence among Heads and Deputy Heads of Institutions in identifying gender disparities and providing instructional feedback confirms that leadership capacity has improved in ways that support more inclusive teaching practices and learning environments. Based on the presented evidence, the following recommendations are suggested:

The Ministry of Education (MoE)

1. **Integrate gender-responsive instructional leadership into national leadership development frameworks:** The Ministry of Education should incorporate gender-responsive instructional leadership principles into existing leadership development programmes for school leaders. Embedding these competencies within national training frameworks will help ensure that school leaders are equipped to systematically monitor gender disparities in teaching practices, learner participation and school governance processes.
2. **Strengthen gender monitoring within education quality assurance systems:** Existing supervision frameworks offer entry points for assessing equitable learner participation; however, clearer indicators and tools are needed to consistently monitor gender-responsive practices. The Ministry should integrate gender equality indicators into lesson observation tools, school supervision guidelines and school performance monitoring systems.

3. **Promote gender-responsive pedagogy within teacher professional development programmes:** Teacher professional development initiatives should include structured training in inclusive teaching practices, equitable learner engagement, and strategies to address unconscious bias in classrooms. Integrating these competencies within teacher retooling programmes linked to CBE reforms would reinforce gender equality as a core dimension of teaching quality.

Teachers Service Commission (TSC)

4. **Embed gender-responsive pedagogy within teacher professional development and appraisal systems:** The TSC should incorporate gender-responsive teaching practices within teacher appraisal frameworks and CPD programmes. This would ensure that equitable participation of learners and inclusive teaching approaches become recognised elements of effective teaching practice.

5. **Strengthen instructional supervision for gender equity:** Supervisory structures should support school leaders in monitoring classroom participation patterns, encouraging equitable questioning techniques and promoting inclusive classroom environments. Providing practical tools and guidance for teachers will help translate gender equality principles into daily instructional practices.

Kenya Education Management Institute (KEMI)

6. **Institutionalise gender-responsive instructional leadership within leadership training programmes:** KEMI should integrate LL4GE learning into pre-service and in-service training programmes for Heads and Deputy Heads of Institutions. This would support the institutionalisation of gender-responsive leadership competencies within school management training systems.

7. **Develop practical leadership tools for monitoring gender equity in schools:** Leadership training programmes should equip school leaders with practical tools to analyse participation patterns, monitor gender disparities in academic performance, and support teachers in implementing inclusive pedagogical practices.

County Education Officers and CSOs

8. **Strengthen monitoring of gender-responsive instructional practices during school supervision:** County education officers and CSOs play a critical role in reinforcing inclusive teaching practices during school visits. Integrating gender-responsive indicators into supervision checklists and lesson observation tools would support more consistent monitoring of equitable learner participation.

9. **Promote cross-school learning and peer exchange:** County education offices should facilitate platforms for trained school leaders to share experiences and practical strategies to promote gender equality in schools. Peer learning networks can help disseminate good practices beyond the initial programme schools.

School leadership (Heads and Deputy Heads of Institutions)

10. **Embed gender equality within school governance systems:** School leaders should continue integrating gender equality principles into school policies, strategic plans and operational procedures. This includes strengthening practices such as mixed-gender leadership roles among learners, equitable allocation of classroom responsibilities and inclusive participation in school activities.

11. **Strengthen institutional accountability and reporting mechanisms within schools,** such as safeguarding focal points, suggestion boxes, and formal reporting channels, to support more systematic monitoring and response to gender-related concerns.

12. **Strengthen instructional supervision and teacher support:** School leaders should regularly observe classroom practices and provide teachers with feedback on equitable participation, inclusive language and gender-responsive teaching strategies. This will help sustain improvements in classroom practice.

Teachers

13. **Promote inclusive classroom practices that encourage balanced participation:** Teachers should continue to adopt instructional approaches that promote equitable participation by boys and girls, including rotational questioning, mixed-gender group work and balanced leadership roles in classroom activities.

14. **Challenge gender stereotypes in teaching materials and classroom discussions:** Teachers should critically engage with instructional materials and actively address stereotypes when they arise during lessons. This helps learners develop more inclusive perspectives on gender roles and academic potential.

Parents and communities

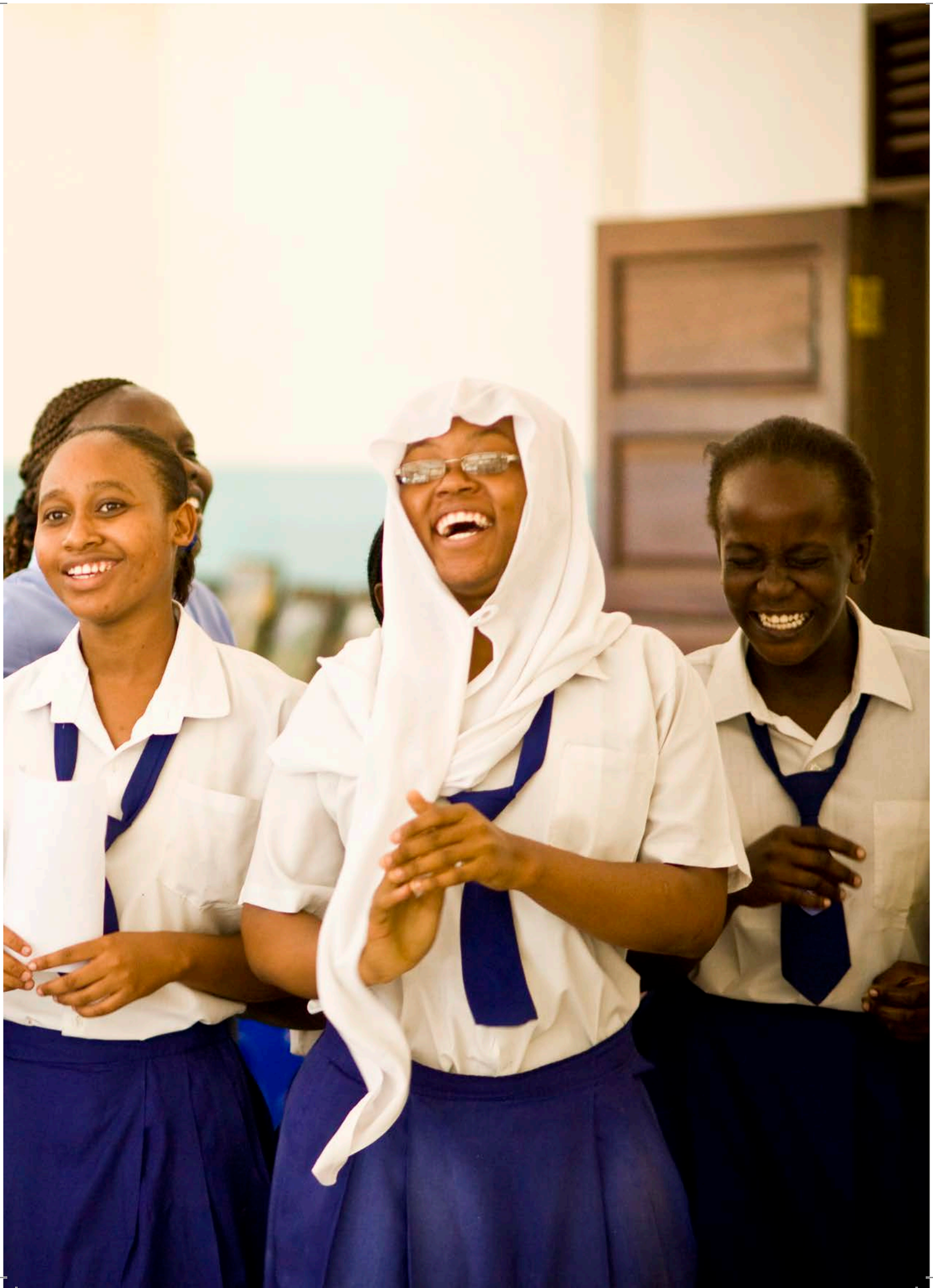
15. **Strengthen community awareness of the value of gender equality in education:** Community engagement initiatives should continue to address cultural norms and attitudes that may limit girls' participation in education. Schools and education authorities should work with parents and community leaders to promote supportive environments for both girls' and boys' education.

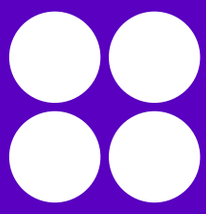
16. **Encourage parental support for equitable learning opportunities:** Parents should be encouraged to support both girls and boys equally in their education, including participation in all subjects and school activities.











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