

Kenya Country Study:

Gender Equality

in Educational Planning and Management

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Background: Gender in Education (Kenya)

- ❑ Until now, focus on girls' education – but continuing inattention to defining common & differentiated educational needs of both girls and boys
- ❑ Gender responsive curriculum and pedagogy difficult to achieve [link: performance gender gap]
- ❑ Calls for societal transformation
 - since post-election violence in 2007/8
 - & since new constitution 2010
 - new demands placed on education system: peace education, lifeskills (behavioural change, etc.), IT content, more relevant curriculum
- ❑ New opportunity for GE: Start with MOE itself

Rationale for the Inclusion of Women in Senior Management in Ministries of Education

- **Human rights**
 - no country has yet eliminated the gender gap
- **Democratic principles**
 - full representation in decision making organs
- **Efficiency**
 - current economic crisis: use total labour force strategically
- **Diversity**
 - research evidence: diverse decision making bodies more efficient

Literature Review - Kenya

- Social justice literature
- Gender in education literature: global + Africa + Kenya
- Women in employment
- Women in leadership – political, in the economy, in research, in the universities, in the public service, in ministries of education

Riria, 1986; Kiluva-Ndunda, 2001; Wanjama, 2002; Osumbah, 2011

Kenya Human Resource Development Sector Report (2011)

30% Affirmation Action for Women in recruitment and Promotion in the Public Service Report (2011)

Policy making – Who is involved?

- **Policy - decision making**
including directors & above,
& their deputies
- **Policy origination** – initiative of directors &
above, handed down....

2 – 3 or even 4 steps below directors
(Kenya: Job Groups Q to P or N)

FOR -

- **Policy formulation**
- **Policy shaping**

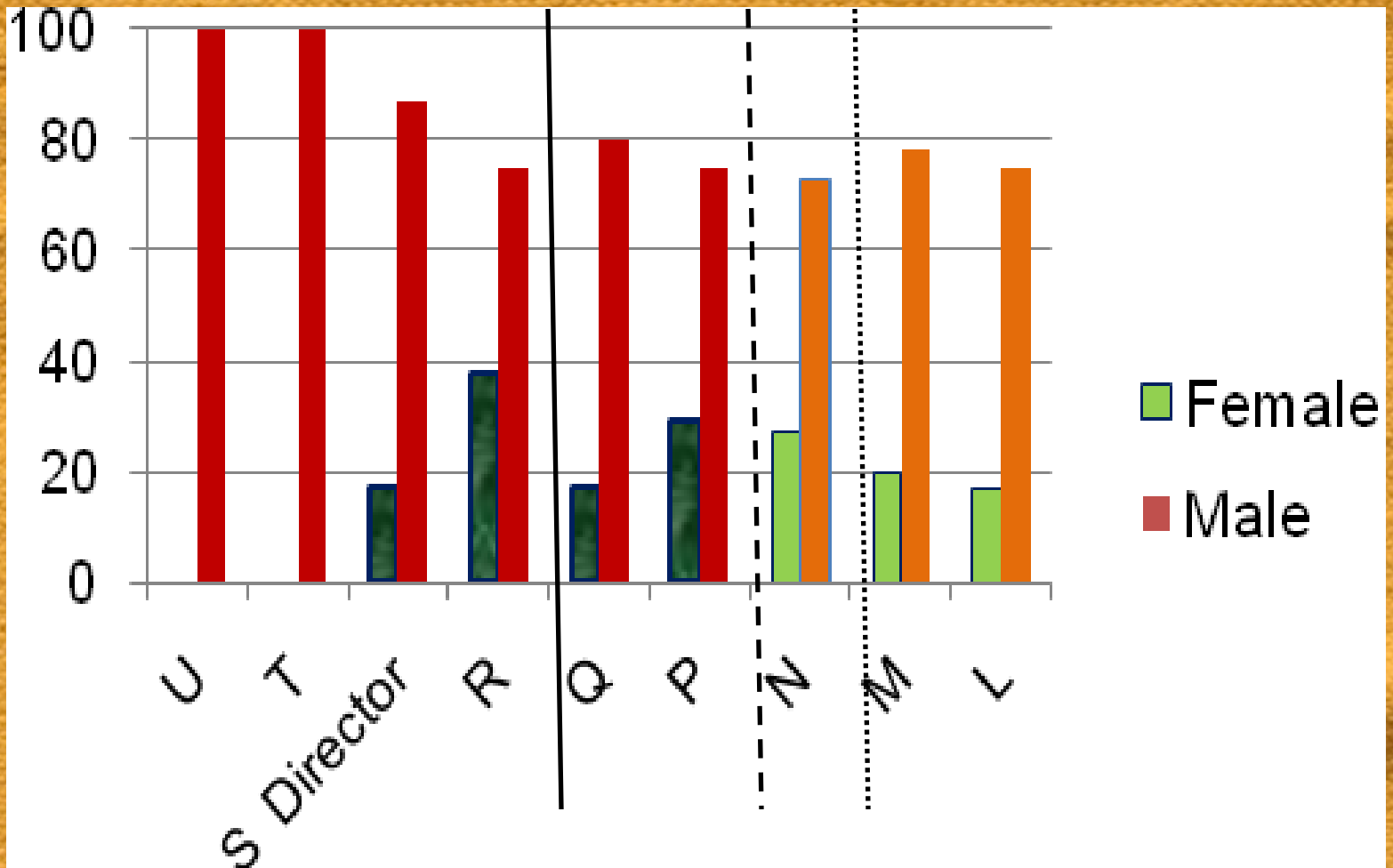
Table 2: MOE Education Professional Staff by Gender, August 2011

Job Grp	Title	M	F	F %	Total	Cmlv F %
U	PS	1	0	0	1	
T	ES	1	0	0	1	
S	Director	5	1	17	6	
R	SDDE	5	3	38	8	25
Q	DDE	24	5	17	29	
P	SADDE	42	17	29	59	25
N	ADDE	149	56	27	205	27
M	SEO	684	168	20	852	
L	EO	205	41	17	246	
Total	9	1116	291	21	1407	21

Job Group O does not exist.

Source: MOE HRM, Data at 29.8.2011

Figure 1 : MOE Professional Education Staff by Gender, August 2011



Structural Challenges

- Male domination of personnel in MoE (79%)
- Recommenders generally male (75% from SDDE up; 83% from director up)
- Male domination of PSC appointment committee members – short listing mechanisms, etc.
- Male work culture in MoE (no flexi-time, work schedules unchanged, maternity leave just tolerated, mobility required for promotion)

Societal Constraints

- Wife/mother is sole household + childcare manager – NOT CHANGING
- CHANGING – new interest of -35 yrs fathers in parenting (not yet translated into labour in home)
- High technology unaffordable (high cost of electricity, to buy freezers, etc., to reduce shopping time; no home delivery services)
- Availability of affordable house/childcare help
- Unavailability of decent daycare centres for infants/pre-3s
- Continuing severe societal restrictions on female professional roles

Past	Present	Future Expectations
<ul style="list-style-type: none"> ▪ Recruitment not transparent ▪ Promotions depended disproportionately on unknown factors ▪ Applications were processed first by immediate boss; not always forwarded ▪ MoE skilled officers regularly by-passed by field officers 	<ul style="list-style-type: none"> ▪ Online recruitment process now inspiring confidence; applications seen to be received ▪ Promotion criteria better defined & known (minimum yrs in post, master's degree for JG N & above) ▪ MoE admin skills ▪ Stagnation irregularly reduced 	<ul style="list-style-type: none"> ▪ Schemes of Service to define even better the criteria for promotion ▪ MoE to create functional ministry career structure ▪ SoS to identify MoE admin skills as relevant for promotion ▪ Stagnation in post eliminated

Senior women in Post


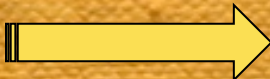

Perceivers	Perceived Attributes of Women in Management
<ul style="list-style-type: none">▪ Women in senior management▪ Men in senior management▪ Women in middle management▪ Men in middle management	<ul style="list-style-type: none">▪ Highly competent▪ Very competent▪ As competent as men, often more competent▪ Rarely competent

Conclusion

Ministries of education are expected to :

LEAD BY EXAMPLE

MoE's institutional educating role:

- Champion equity - be the most just and fair ministry
 50% women
- The change agent – be at the front line
 50% women
- Reflect demographics  50% women