Gender Analysis in Kenya’s Technical and Vocational Education and Training Sector

2019

ABRIDGED VERSION
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Technical and Vocational Education and Training (TVET) has been a vital part of Kenya’s growth and development in recent years. A strong TVET system can effectively prepare young women and men for meaningful and dignified work by strengthening their skills, employability, efficiency and capacity for innovation.

Across the globe, however, women are greatly under-represented in TVET programs, particularly in science, technology, engineering and mathematics (STEM) courses. The impact of this imbalance can be far reaching leading to low numbers of women in technical fields within industry, reinforcing a gender-biased labour market. As a result, many women often end up in jobs that have lower productivity and wages, slower career progression and lower status as compared to those of their male counterparts.

As part of education reforms, the Government of Kenya is working to make TVET institutions inclusive and accessible for all. This has included reducing the cost of training, increasing access and participation for women and men, and setting up bursaries to increase enrolment.

This report presents the findings of a flagship gender analysis that was undertaken as part of the Kenya Education for Employment Program (KEFEP), a program implemented by Colleges and Institutes Canada (CICan) and funded by the Government of Canada in collaboration with the Government Kenya. It draws on extensive consultations with stakeholders from different government departments, industry players, civil society organizations (CSOs), institutional representatives (principals, registrars, heads of departments, trainers and male and female trainees).

The report provides relevant and up-to-date information on the structural barriers to both female and male participation in TVET institutions in Kenya. It also provides practical recommendations on the best way forward in ensuring that gender equality and inclusion is achieved.

Following an evidence-based approach, the report helps improve our understanding of some key barriers young women and girls face as well as recommendations that will ultimately support their full participation in the economic and social development of their families and communities through TVET.

The government looks forward to collaborating with the many stakeholders in the TVET ecosystem to ensure the findings of this report inform their existing and future efforts, ensuring full access and participation of women and girls in TVET and employment leading to greater equity and social growth for all.

It is my hope that in a few years we shall begin to see more women taking up STEM courses, more female trainers facilitating technical courses and more women at all levels within industry.
The KEFEP gender analysis was generously supported by the Government of Canada in partnership with the Government of Kenya. Some of the key agencies involved included the Ministry of Education (MOE), State Department for Vocational and Technical Training (VTT), the Technical and Vocational Education and Training Authority (TVETA), the Technical and Vocational Education and Training Curriculum Development, Assessment and Certification Council (TVET- CDACC), the Kenya Universities and Colleges Central Placement Services (KUCCPS) and the Kenya Association of Technical Training Institutions (KATTI).

The support of the management, trainers, trainees of the 11 National Polytechnics, including the Kenya Technical Trainers College (KTTC) must be acknowledged for their immense contribution to the gender analysis exercise.

The wealth of information that was shared by the members of the National Assembly Education Committee and the Senate Education Committee and the valuable contributions from industry stakeholders, CSOs and, most importantly, Kenyan youth themselves is greatly appreciated.

Finally, much appreciation goes to those who conducted the gender analysis which was led by the CICAN-KEFEP team consisting of Ruth Oloo, Erick Kayere, Catherine Paquin, Moritz Schmidt, Namitha Philipose, Joshua Skinner, Stu Morrison, Madison Barton, Tom Tunney and Marilet Fideles and supported by Julie Helson and Louis-Pierre Michaud of Advisem.
The Kenya Education for Employment Program (KEFEP) is focused on improving the socio-economic well-being of youth, particularly women in Kenya, as well as strengthening the delivery of technical and vocational education and training (TVET) programs in key public institutions and increasing employability for TVET graduates. Key stakeholders in the program include Global Affairs Canada (GAC), Colleges and Institutes Canada (CICan), the Kenyan Ministry of Education (MOE) and the Kenyan National Polytechnics. This report presents the key findings and recommendations from a gender analysis that was conducted by CICan, aimed at providing a better understanding of barriers to access, retention and successful graduation from TVET to employment and how they affect women and men differently.

The report is anchored on three themes. The first addresses how a community’s social, cultural, and religious beliefs can be a barrier towards the participation of female and male youth in TVET. It dissects and considers the differences between male and female needs, historical challenges, discrimination, and unequal access and participation in TVET institutions.

The second theme focuses on institutional barriers and how they propagate or inhibit gender equality. Examples include the existence and implementation of gender and sexual harassment and whether resources have been set aside to facilitate change. This theme also looks at institutional culture and staff relations, including how women are represented among staff. The analysis reveals numerous barriers that prevent women from accessing TVET institutions, especially technical courses. These include marketing that perpetuates gender stereotypes, minimal targeted scholarships and funding, and social/cultural influences such as traditional roles that are assigned to women. In regard to gender-responsive pedagogy and learning contexts, the analysis reveals that curricula, learning materials and learning environments still contain gender stereotypes, thus deepening the inequality between male and female trainees.

The findings from the third theme center on employment opportunities versus market readiness. This reveals that most employers do not offer job opportunities equally to women and men, often favouring male workers. Men are considered less expensive to employ since they are perceived as having fewer demands than women. Employers mentioned that career breaks taken by women to have children are costly to industry and while it is a woman’s right, the recognition and protection of the same is not done consistently.

Several key recommendations emerge from this analysis. At the heart is the need to create awareness of gender inequality and address root causes. Similarly, TVET institutions, their management, trainers, curricula, learning materials, classrooms and general institutional environment should deliberately challenge gender-biased stereotypes. In addition, gender-sensitive monitoring and evaluation frameworks should be developed/reviewed, and measurement of progress should be carried out regularly. Finally, there is a need to build capacity and for TVET institutions and agencies in the TVET ecosystem to work with employers to embrace gender equality, to change the dynamics of workplaces both to increase the number of women in technical and management positions and to improve the work environment. Mentorship and increasing visibility of women working in “non-traditional areas” is also critical in this respect.
INTRODUCTION

1.1 Key Thematic Areas in the Gender Analysis

The gender analysis was anchored on three main themes:

1. Social, cultural and religious norms linked to access to/control of resources, decision-making, and knowledge including social acceptability; opportunities for empowerment; access to resources; and legal and policy frameworks sustaining/constraining gender equality in education/employment.

2. Institutional capacity assessments including frameworks for the training institutions and government; supportive institutional policy frameworks; institutional-enabling environment; gender-sensitive pedagogical approaches; and gender balance/employment equity.

3. Employment opportunities and market readiness for women vs. men.
2.0 Methodology

2.1 Research Methods

The following research methods were used to collect data for the gender analysis:

1. A literature review was done to understand the degree to which gender equality has been achieved in Kenya, and more specifically in TVET. A review of current literature including Kenyan and international legislation, policies and conventions as well as data from a number of sources including the Government of Kenya and the United Nations was completed.

2. A key stakeholders’ analysis was done, different categories of stakeholders were identified, and their contribution to KEFEP and TVET in Kenya more broadly was highlighted. The stakeholders’ analysis also provided an assessment of relevant power dynamics between categories of stakeholders. Data was collected from youth, government officials, training institution trainers/administrators, civil society representatives and private sector/employer representatives.

3. A situational analysis was completed using purposive sampling where 351 (121 male/230 female) respondents were reached via 32 focus group discussions (FGDs) of 312 (96 male/216 female) respondents, and key informant interviews (KIIs) of 39 (25 male/4 female) respondents. A review of institutional policies and documents was also completed.
2.2 Gender-Sensitive Methodology

Gender equality principles were mainstreamed throughout the analysis methodology, including data collection and analysis. All primary data collected was sex-disaggregated where possible. Stakeholders were identified by sex and FGDs were held in sex-disaggregated groups whenever possible. The data collection team consisted of two males and two females – where the male team facilitated the FGDs with men and the female team facilitated the FGDs with women.

Furthermore, the stakeholder analysis conducted helped to determine power dynamics between stakeholders and their level of engagement around gender equality and women’s empowerment issues. CICan ensured that women were well represented among stakeholders and the data collection team made sure that women were able and comfortable to participate in KIIs and FDGs by choosing convenient times and comfortable locations, as well as female interviewers that encouraged sharing of information. Finally, all data collection tools were reviewed by Advisem and the KEFEP Gender Equality Specialist to ensure they did not have any gender biases and that they were easily usable for both women and men.

3.0 Analysis, Dissemination and Validation of Key Findings

The data that was gathered from the gender analysis exercise through the literature and desk review, key stakeholders’ analysis, and the FGDs and KIIs was organized according to three major themes and sub-themes. The key findings and recommendations were triangulated with diverse sources ensuring that conclusions reflected input from multiple sources. Unique experiences from particular TVET institutions and stakeholders were noted. The gender analysis also captured the voices and quotes from different respondents, and these have been used throughout the report to underscore some key findings.

3.1 Dissemination and Validation of Key Findings

CICan conducted dissemination and validation sessions with key stakeholders at each of the 11 national polytechnics between May and June 2019. The objective of the exercise was to engage with key stakeholders, to disseminate and validate key findings from the gender analysis and to allow them to further contribute. This gave stakeholders a greater sense of ownership of the process and uptake of the research findings. Several different stakeholders from the national polytechnics (including male and female trainees), representatives from selected vocational training centers, county and national government representatives, civil society organizations, religious leaders, local industry representatives, community-based organizations and youth representatives, participated in the sessions.
A representative from Kisumu National Polytechnic gives a speech before the Gender findings Dissemination and Validation workshop began at the institution in June 2019.

Picture 1: Participants including trainees, trainers, management, industry, government and CICan leadership at the Gender Analysis Dissemination and Validation Workshop in Kabete National Polytechnic in June 2019.

Picture 2: A representative from Kisumu National Polytechnic gives a speech before the Gender findings Dissemination and Validation workshop began at the institution in June 2019.
This section examines the results from the study and offers key discussions of the findings on the multi-dimensional factors contributing to female and male participation in the TVET ecosystem. It provides an overview of the situational analysis of the TVET ecosystem, giving a glimpse into the structural and systemic gendered barriers to access and participation at the TVET institutions and transition to the labour market.
4.1 Theme 1: Social, Cultural and Religious Norms Linked to Access to/Control of Resources, Decision Making and Knowledge

There has been an improvement in the enrolment of women and girls at all levels of education, however, social, cultural and/or religious norms that discourage or prohibit women or men from participating in TVET still exist.

Division of labour at the societal and family level

The family as the first agent of socialization still plays a big role in providing an inhibitive environment for boys and girls to thrive in their education. In most communities, there is male preference and girls are faced with numerous barriers as they move up the educational ladder.

“I completed my secondary education in 2013 but joined Kisii National Polytechnic in 2018. My parents preferred taking my younger brother through secondary school and the university as I stayed at home and helped out with household chores despite having qualified to join a TVET institution.” (FGD - Female trainee at Kisii National Polytechnic)

Society differentiates women from men in the roles that they assign. Women and girls are assigned the role of childcare and other domestic chores, while men and boys are given the role of providing for the family. However, the role of provider for boys begins at a later stage in life, thereby creating unequal conditions and opportunities between boys and girls at all levels of education. This kind of socialization affects their choice of courses at the tertiary level. Consequently, women who enroll in TVET tend to choose courses that are “female-dominated” such as Hospitality, Beauty and Therapy, Fashion and Design.

“During our September 2018 intake, I had to intervene and convince a father to allow the daughter to take up Automotive Engineering course which she is passionate about and had qualified for. The father wanted her to take Food and Beverage so that besides getting the right knowledge for the industry, she can also make a good wife in future.” (FGD - Female trainer at The Eldoret National Polytechnic)

Traditionally, men have had better access to education than women though at a certain age, some communities expect men to start providing for their immediate and extended families. This has had a major effect on male trainees in various TVET institutions since they have to work and provide for their families, school fees and upkeep. Their attendance, participation and level of completion is dwindling. There are limited options for them to take up flexible programs like online classes, evening and weekend classes, school based programmes etc.

“I have a number of male students who work as boda boda (motorbike) riders and others as night watchmen. This definitely affects their attendance and participation in class. At times they miss out on class because of fatigue, at times because duty calls.” (Trainer –Kisumu National Polytechnic)

Infrastructural barriers

Infrastructural related barriers affect male and female trainees differently. With increased enrolment in the national polytechnics, more trainees are forced to look for accommodation
This becomes one of the key reasons as to why most parents would not let their children, especially girls, join institutions that are far away from home as they are not assured of safe accommodation within campus.

In most off-campus environments, getting affordable and safe housing for trainees is difficult. Most trainees are therefore forced to look for cheap accommodation a few kilometres away from their institutions. The cost of transportation is high and at times the trainees are forced to walk from their residences to school. Female trainees are more at risk because of the off-campus environment which at times has dark and lonely walkways that become a threat to those who commute from home to school on a daily basis. A majority miss out on early morning classes and do not stay for group discussions in the evening due to the security concerns in their surroundings. This in the long run becomes a major barrier to their participation and performance.

“Classes begin at 7.00 am and at times end at 6.00 pm in the evening with most group discussions taking place after classes. I often miss out on such and also on early morning classes because the walk from my residential area to school is not so safe as the streets are dark; many incidents have been reported by students.” (Female trainee from Meru National Polytechnic)

Furthermore, equipment in the institutions, especially in technical courses, is often outdated and can require a lot of physical strength to use, which may discourage some women from taking up such courses.

Generally, across the institutions most female and male trainees felt that the classrooms and workshops were comfortable enough, although there were no sex-disaggregated change rooms in the workshops. Washrooms were also often not in good working condition, lacked water, did not have proper sanitary disposal facilities, and had broken parts which discouraged women from using them.

**Institutional marketing**

Many discriminatory practices that discourage women and men from participating in TVET can be attributed to marketing. Mass media and advertising often highlight the roles of women and men in traditional gender-stereotyped roles rather than emphasizing alternatives, thus perpetuating inequality.

**Religious barriers**

Religious barriers to women’s participation in TVET are especially rife in areas that are predominantly Muslim. For example, at Kenya Coast National Polytechnic and North Eastern National Polytechnic, there are very few or no female trainees taking up STEM courses, citing the dress code as one of the barriers to their participation.

“My religion does not allow me to wear clothes that pertain to the opposite sex. As much as I would want to take up a course in Engineering, the overalls worn during practical sessions would be my greatest barrier. Secondly, a woman is expected to be soft and tender. I think the technical courses make a woman masculine. Who will marry a female engineer?” (FGD - Female trainee, North Eastern National Polytechnic)

**Different learning needs**

Additionally, most trainers have limited knowledge and skills on understanding and
addressing the different learning needs of female and male trainees. Their teaching practice and curricula tend to give differential treatment between trainees in and out of the classroom and this affects each sex differently. This is mostly experienced when either female or male trainees are taking non-traditional courses. Teaching quality has a significant impact on the trainees’ academic access, retention and performance.

4.2 Theme 2: Institutional capacity assessments

4.2.1 Institutional Frameworks and Supporting Documents

Gender-responsive policies at the institutions

Most of the national polytechnics have an existing gender policy which usually has a section on sexual harassment prevention and response guidelines. These are developed based on existing national policies, such as the Constitution of Kenya, among others, and are customized to fit into the context of the various institutional documents and policies. The policies that are in place are, however, not based on any gender assessment or situational analysis.

Every institution is required by the Government of Kenya as part of their performance contracting to have a gender policy and a gender committee in place to steer the implementation of these policies, but there is minimal expertise and low capacity among institutional staff committees for their implementation. Furthermore, a majority of the institutions do not have clear gender equality targets embedded in their work plans and results frameworks.

Gender-responsive budgeting

Resources at the national polytechnics are being allocated depending on set priorities within institutional budgets, which are usually largely gender-blind/neutral. The reason gender-sensitive budgeting and resource allocation is not being practiced at the national polytechnics is that there is minimal expertise/knowledge by administrators on how to do this.

Awareness around gender-related issues

There is a general lack of knowledge around gender equality among TVET trainers and administrators which makes the integration of gender in the curriculum and lesson delivery slow. Gender integration in programming, such as having a gender-responsive budget in place among other activities, becomes an ‘add-on’ and is given low priority throughout the project.

2: Gender-responsive budgeting is a process of ensuring that the collection and allocation of public resources is effective and is equally responsive to the needs and priorities of the men and boys and women and girls respectively and leads to the promotion of women empowerment and gender equality.
implementation cycle, including budgeting and resourcing for the implementation of gender policies.

**Sexual harassment awareness and redress**

Awareness creation regarding sexual harassment and discrimination at the institution and in the workplace is mostly done by the gender equality committee and/or the guidance and counselling department. However, there is complacency in conversations and discussing matters of gender equality and sexual harassment. In some institutions, sexual harassment and other forms of gender-based violence have been normalized because of low levels of awareness and lack of clear and confidential reporting and redress structures.

“In our institution, sexual harassment cases are reported at the complaint’s office where an occurrence book number is issued to the complainant. There is no confidentiality. The moment you report, the next time you become the talk of the institution.” (FGD - Female trainers)

4.2.2 Institutional Culture and Staff Relationships

**Women in leadership**

Despite efforts to hire more women at the national polytechnics, there are still more men than women employed. The underrepresentation of women in technical fields and in decision-making positions is largely structural and is created through social institutions and the segregated labour market that continues to perpetuate these stereotypes. Consequently, existing stereotypes associated with gender-determined roles in the workplace pose a challenge to women being employed in decision-making positions as well as technical training jobs. There is also a shortage of women who have studied technical courses which is reflected in the labour market. A majority of the female staff at the institutions are concentrated in administrative work instead of leadership positions and most female trainers teach Institutional Management, Business, and Hospitality courses.

At the time of the analysis, the top position of Principal/Chief Principal was held by only 4 women out of 11 national polytechnics. These positions are appointed at the national level.

**Access to information**

Respondents noted that knowledge and information on policies and procedures is readily and freely available to both female and male employees. In most institutions, written policies and other documents can be accessed online through the Heads of Departments and also through the library. However, there are very few face-to-face knowledge exchange sessions.

4.2.3 Recruiting Women for Training

**Targeted marketing to recruit women**

A majority of the national polytechnics carry out some limited targeted marketing directed at girls in secondary schools. They also take their marketing caravans to local markets and local churches where the majority of patrons are women. That being said, there is no clear government or institutional strategy for recruiting women into TVET institutions. Furthermore, the Kenya University and Colleges Central...
Placement Services (KUCCPS), a semi-autonomous government institution, does not actively target women when they are recruiting and placing trainees in higher learning institutions, including TVET institutions.

Female trainees pay attention during the GE Validation exercise conducted in June 2019 at The Eldoret National Polytechnic.

Some institutions host trainees through funding from other entities such as development banks and foundations, which in some cases have gender preferences as part of their criteria. For example, the National Industrial Training Authority (NITA)\(^3\) sponsors 25 female trainees annually to pursue Engineering courses at craft and diploma levels. An inclusive selection is done with marginalization and poverty being some of the parameters they focus on. The expected outcome of the sponsorship is to ultimately reduce gender disparity in technical fields both at the institutions and in the labour market.

4.2.4 Barriers Against Female Participation in TVET Institutions

Although no formal institutional gender assessment has been done, female and male trainees identified a number of barriers that prohibit female participation in TVET. Some of the barriers cited include:

**Preference to educate male youth**

There is a preference to educate male trainees compared to the female trainees. Some female trainees had to stay out of school for two to three years before joining TVET institutions, since their education was not a priority to their family or community.

A male trainee from North Eastern National Polytechnic attentive during the dissemination of the gender analysis findings at the institution in May 2019.

**Transportation**

A majority of female trainees who commute from home to school on a daily basis miss early morning classes and/or evening group discussions as they must be home to complete domestic chores.

**Negative attitude and stereotypes from parents, peers and teachers**

Parents, peers and trainers have a great influence on trainees. They influence their choice of courses because of the power dynamics that come to play as a result of the decision-making positions they hold either as providers, friends or teachers. These categories of people can perpetuate gender stereotypes depending on their socialization and level of awareness and appreciation of gender equality.

3: NITA, Sponsorship for needy female to study engineering
Burden of care

Caring for children, siblings and sick relatives affects the participation of female trainees in TVET institutions. When a close family member is unwell, female trainees miss school because they must offer care and support to community members.

Lack of flexible programmes

There is a clear lack of flexible courses at the institutions. Flexible courses, generally offered to meet the need of both industry and the learner, are not as expensive as regular courses, and are offered in different modes such as online, weekend, short courses, open and distance learning, etc. Such flexible courses are vital for female trainees, especially those who must care for family members in addition to attending class. Lack of such courses can affect the number of the women who enroll, attend and complete TVET studies.

Religious barriers

At Kenya Coast National Polytechnic and North Eastern National Polytechnic, there are very few female trainees taking up STEM courses. They cited the dress code (overalls worn during Engineering courses) as one of the barriers to their participation.

Accommodation

The availability of accommodation in the school hostels is limited. Institutions like Kitale, Kisii, Kisumu, among others have entered into partnerships with private developers to provide off-campus accommodations. A majority of the female trainees cited lack of accommodation or expensive and/or insecure off-campus accommodation as a barrier to their participation in TVET.

Access to childcare

None of the institutions have a policy and/or a facility where mothers (trainee/staff) can leave their children as they attend class or work. The institutions are also not implementing the Breastfeeding Bill 2017 (Section 4) that compels employers to provide space and facilities for mothers to breastfeed or express milk for their young ones. This causes most mothers to miss school or work since they have to care for their children.

Lack of structured flexible working hours

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There is a lack of awareness and sensitization on the importance of women and girls’ empowerment at TVET institutions across Kenya, as well as negative gender perceptions and

“Most of the time when I am in class, my heart and mind are at home. I am always thinking of the safety of my three-year old daughter whom I leave with the neighbours. A few weeks ago, she got lost. That was the most stressful time of my life. My husband and I spent a lot of time worrying about her whereabouts. Her father has a flexible business in Garissa town but as a mother, it is my responsibility to take care of my child. Many times I am torn between accessing training and taking care of my child. I wish the institution had evening programmes. This could have worked well for me since my husband does not work in the evening and he is willing to look after the baby.” (FGD - Female trainee, North Eastern National Polytechnic)
stereotypes. This combined with a lack of expertise and awareness on how to conduct gender analyses, how to set gender targets, and how to allocate resources contributes to the barriers listed above.

What about the males?

During the validation exercise, it was noted that male trainees also face unique barriers, including:

**Family role**

Most of the communities assume that it is the role of the man to provide for his relatives and himself. Across the national polytechnics, it was reported that most of the self-sponsored trainees are male. These trainees risk missing classes and dropping out of school because of the delicate balance between providing for their families and making enough money to pay their tuition fees and other personal expenses like transportation, rent, etc.

**Peer pressure**

Male trainees also report facing peer pressure that leads them to drug and substance abuse which affects their ability to attend and perform well in classes.

> “Some male students not only use the drugs but also peddle the drugs to their fellow students.” (Trainer)

4.2.5 Pedagogy and Learning Context

**Course curricula**

Seven curricula related to KEFEP were reviewed during the KEFEP Baseline Study (2017) and it was determined that most of the course materials still reinforced gender biases, gender roles and stereotypes. Of the curricula assessed, none of them took into consideration the specific needs and interests of women and men including different learning styles and preferences. This demonstrates a lack of expertise and training among trainers on gender-responsive pedagogy and gender-sensitive curricula.

These courses have since been reviewed and updated for gender responsiveness through the KEFEP project.

**Staff relations**

There were mixed opinions at the national polytechnics about how comfortable women and men feel when expressing their opinions. Most respondents indicated that they felt comfortable expressing their opinions. However, some women expressed that they did not feel comfortable doing so because they felt they were not appreciated as much as those of their male colleagues. In contrast, some male staff members indicated that they did not feel comfortable sharing their opinions because they felt that whenever their opinions were contrary to those of women, especially women in leadership, it was misconstrued as men looking down on women.

At some of the institutions, staff expressed that there was a belief by both men and women that any woman who was in a leadership position must have provided sexual favours to have been promoted to that position. This naturally created a tense and uncomfortable environment when one was promoted. There was also mention of isolated sexual harassment cases, but they were not reported due to lack of clear and confidential reporting mechanisms.
Access to mentors

Female and male trainees across the national polytechnics mentioned that they have access to mentorship, but mostly those within their departments. In some departments, especially in STEM courses, female trainers are few and at times not there at all. As a result, female trainees often feel disadvantaged in terms of opportunities for mentorship from female trainers from their respective departments.

Kenya Coast National Polytechnic and Meru National Polytechnic run a platform known as Women in Technical Education and Development (WITED). This group exposes female trainees who are taking STEM courses to internal and external mentors. WITED members also carry out outreach sessions in girls’ secondary schools to market STEM courses and to carry out campaigns to demystify myths and stereotypes around women in technical fields.

Access to adequate and responsive infrastructure and protective gear

In terms of the physical space itself, female and male trainees felt that classrooms and workshops were comfortable enough, although there were no sex-disaggregated change rooms in the workshops, and there were generally few change rooms across the institutions.

Furthermore, in most institutions, washrooms were not sex-disaggregated, so men and women were required to share. Washrooms were also often not in good working condition, lacked water, did not have proper sanitary disposal facilities, and had broken parts which discouraged women from using them.

Inadequate knowledge on gender and gender-responsive pedagogy

The gender analysis confirms that there is a lack of awareness and expertise on gender programming in the institutions and lack of training on gender-responsive pedagogy and gender-sensitive curricula development. As a result, teaching styles do not differentiate based on the needs of male and female trainees and training at the national polytechnics does not take into consideration skills or knowledge gaps that are specific to women or men. Furthermore, very few trainers in the institutions have been trained on gender mainstreaming and very few government and industry representatives have been trained on gender which creates a knowledge gap on how best they can deliberately support women through policy and curriculum development/review and implementation.

Low level of awareness on sexual harassment prevention and response

The Teachers Service Commission (TSC) Code of Conduct does not allow sex discrimination of trainees or staff. All national polytechnics, apart from North Eastern National Polytechnic, have a sexual harassment policy, but the level of awareness and their implementation is minimal with sexual harassment cases being numerous, especially between female trainees and male staff. Administrators, staff and trainees have not been properly sensitized on sexual harassment. In addition, reporting of such sexual harassment cases is very low as the reporting mechanisms in place are not deemed confidential. Appropriate disciplinary actions for sexual harassment/gender-based violence among trainees and staff are also not consistently enforced. Furthermore, discussions around sex and power dynamics are considered taboo, which has led to normalizing gender-based violence.
4.3 Theme 3: Employment Opportunities vs Market Readiness

The labour market plays a critical role towards building the TVET sector. It is therefore of importance for government to collaborate and demonstrate the political will to convince employers of the necessity of striving to ensure gender equality. The labour market and especially employers that embrace women at the workplace, particularly in non-traditional fields.

A majority of the industry stakeholders interviewed mentioned that they prefer employing men as opposed to women. This is as a result of socio-cultural perceptions, namely stereotypes of what women and men can and cannot do is present among employers and in the positions in which men and women are employed. For example, in the Hospitality/Hotel Management sector, there are more women as servers and in room management as they are perceived to be neater and pay more attention to detail. Male counterparts are in the kitchen and in other roles that are perceived to require more strength.

The KEFEP Baseline Report (2018) indicated that over a period of 12 months, of 166 persons that were employed, only 52 were women vs. 114 men. Reasons given include employers seeming to prefer men where manual labour was involved. They also mentioned that the talent pool from where they can draw women in technical fields is limited. Furthermore, employers stated that they preferred men to women as they were since they were perceived as not having as many demands (e.g. childcare, home/societal responsibilities, etc.) as women that would hold them back from fully participating in the workplace. Consequently, generally across all the departments/positions there are fewer women as employees. The employers mentioned that the career breaks taken by women to have children are costly to the industry and as much as it is a woman’s right. The recognition and protection of the same is not done consistently.

While TVET institutions offer a mandatory Entrepreneurship course for trainees, more could be done to support young women in entrepreneurship. TVET institutions are currently working with the private sector to organize attachments and internships. However, it is important to note that there is no current structured approach to supporting the integration of young women into the labour market. This may be because employers generally do not have gender policies in place, and there are very few case studies showing that when women are actively engaged industry, they contribute to more sustainable and inclusive results.

5: KEFEP Baseline Data Report Final January 2018
The gender analysis report deepens the understanding of TVET stakeholders of key gender equality issues to help affect systemic change. Based on these findings, the following calls to action are being proposed for CICan, government institutions, TVET institutions, industry, and other stakeholders. Together, these and other stakeholders can work together to promote gender equality to the greatest extent possible and to fully implement gender equality policies and best practices.

CALLS TO ACTION
**CICan and KEFEP**

- Provide training for partner institutions and government entities on gender programming in an effort to ensure that gender is mainstreamed in policy and practice.
- Provide continuous capacity building on gender-responsive pedagogy to trainers and support the review of existing curricula for gender responsiveness.
- Support institutional gender committees in capacity building and equipping them with skills for effective gender integration at the institutional level.
- Support institutions to develop/review their gender and sexual harassment policies with a clear implementation strategy.
- Provide training and support the institutions to establish structured mentorship programmes targeting female and male trainees separately.
- Support the establishment of mentorship programs and groups for women in STEM.
- Train partner institutions on capturing and reporting gender-related changes as they happen as part of a gender-responsive monitoring, evaluation, and learning plan.
- Support and equip institutions with modern equipment that respond to the needs of industry and are appropriate for use by both male and female trainees.
- Train industry players on gender responsiveness and advocate for increased number of female graduates hired from technical courses.
- Support government entities in reviewing their policies for gender responsiveness.

**Government Institutions**

Government institutions such as MOE, TVETA, TVET - CDACC, KUCCPS, Public Service Commission (PSC) and National Gender and Equality Commission (NGEC) and others across the education sector:

- Review existing policies and plans for gender responsiveness.
- Equip institutions with resources for gender equality advancement, such as refurbishing structures (e.g. sex disaggregated washrooms and change rooms, lighting pavements and paths, creating awareness on gender-related issues in campus, etc.).
- Reconsider capturing gender-related outcomes as part of institutional performance contracts.
- Build capacity of institutional gender committee members and administrators rather than just monitor implementation.
- Promote and monitor the implementation of gender policies in the institutions and at the policy level.
- Run intense government-led campaigns on how to encourage youth, especially female youth, to join TVET.
- Utilize social media as a valuable tool to promote female TVET participation.
- Increase visibility of women who are working in “non-traditional” areas.
- Engender employment policies to encourage the employment of women.
- Promote self-employment for women through Entrepreneurship (e.g. link women enterprise...
funds and other affirmative action funds with the TVET sector).

• Establish technical working committees (with TVET stakeholders) at the county level for coordination at this level.

• Introduce a working program with private entities that employs women especially in technical fields and also provide incentives to such companies.

• Strengthen institutional capacity on gender-responsive pedagogy and gender equality programming to equip trainers and administrators in implementing gender-sensitive processes. This should be done for in-service and pre-service staff.

**TVET Institutions**

• Carry out frequent awareness, raising sessions for different groups including trainees, trainers, management and support staff on gender and gender equality.

• Carry out regular gender assessments at their institutions to ensure that the gender-related gaps are identified and addressed.

• Review and align institutional budgets to be gender-responsive.

• Ensure that the budget committee is gender-balanced and has obtained training on gender-responsive budgeting.

• The Guidance and Counselling department should be fully resourced with professional counsellors on board with the centre running throughout the day. Sexual harassment issues should also be talked about frequently and a clear and confidential reporting mechanism established.

• Hold separate mentorship sessions for male and female trainees.

• Establish gender-friendly structures (e.g. sex disaggregated washrooms, changing rooms, breastfeeding areas, and safe and secure environments).

• Promote/introduce affirmative action and deliberate steps to increase the number of women at the institutions (management, trainers and trainees), especially in technical courses.
• Hold awareness-raising sessions with trainees, staff and community members on gender issues, betting, and drug and substance abuse as these are the most common areas affecting the trainees.

• Disseminate the gender and sexual harassment policy and set aside resources for its implementation.

• Exemplify gender balance within the governing council, trainee council, heads of departments, among other leadership posts.

• Increase visibility of women who are working/studying in “non-traditional” areas.

• Develop a structured mentorship/career guidance program for both male and female trainees.

• Identify gender champions among the trainees and staff as advocates of gender equality at the institutions.

• Introduce trainee work-study programs as a way of providing partial scholarships to marginalized trainees, including women and young mothers.

• Establish/strengthen WITED clubs in all institutions.

• Develop public-private partnerships with individuals and companies to support various programs (e.g. construction of trainee hostels).

• Engage with the local community and local businesses/industry in the creation of awareness on access, participation and transition into self-employment/employment of male and female trainees.

Industry Players

• Partner with TVET stakeholders, including TVET institutions, to develop/review curricula, and to offer internships and job placements.

• Create quotas for women to be employed in substantive positions.

• Review/create gender-friendly working conditions that cater to the needs of both men and women (e.g. breastfeeding centres, favourable working hours, sex-disaggregated washrooms etc.).

• Increase visibility of women who are working in “non-traditional” areas.

• Engender internal policies (e.g. human resource policies to ensure women get employed and can progress along the career ladder).

• Create awareness among staff on gender and gender equality.

• Establish a clear and confidential reporting mechanism for sexual harassment and gender-based violence.

• Offer targeted attachments and job placements for female trainees from the TVET institutions.
Other Stakeholders

• Deliberately integrate gender in their sector.

• Develop/review and implement gender and inclusion policies.

• Establish/refurbish structures to cater to the needs of women and men (e.g. sex disaggregated washrooms, change rooms, prayer rooms, breastfeeding areas, etc.).