

**EVALUATION FRAMEWORKS FOR EDUCATION ACCESS AND
PERFORMANCE FOCUSSING ON GENDER AND EQUITY: CASE OF
SELECTED SECONDARY SCHOOLS IN SIAYA COUNTY, KENYA.**

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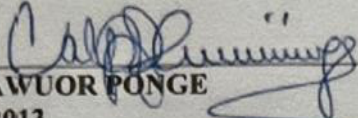
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**A THESIS SUBMITTED IN FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR
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KENYATTA UNIVERSITY.**

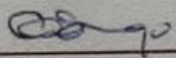
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Declaration

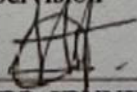
This thesis is my original work and has not been presented for a degree in any other University or any other award.

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Dedication

To those who yearn to leave this world a better place, to expand their knowledge,
to ensure gender equity in education, leaving no one behind.

Acknowledgment

I give thanks to the Almighty God, for making this happen. I also express my gratitude to my academic supervisors, Prof. Catherine Mwihaki Ndungo and Dr. Jennifer Mildred Lodiaga, for their professional guidance throughout my research. I acknowledge all the school principals, their deputies, all the education officials and administrators who took their time out from their busy schedules to respond to my interview. I also wish to acknowledge the support from the Chairperson of the Department, Dr. Pacificah Florence Okemwa; Prof. Fatuma Nyaguthii Chege, Prof. Grace Wamue-Ngare; Dr. Casper Masiga; and to all the Departmental colleagues who gave valuable inputs at the various stages during my presentations to the Department; and to the Departmental Administrator, Esther Wambui Ndua. And lastly, to the mother to my children, Sakina Achieng' Owuor; to my three lovely daughters: Aisha, Khadijah and Fatuma and to my son, Farouq.

To you all, I'm truly grateful.

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Abbreviations and Acronyms

AIDS	Acquired Immune Deficiency Syndrome
ASAL	Arid and Semi-Arid Lands
BOM	Board of Management
CATs	Continuous Assessment Tests
CBC	Competency Based Curriculum
CDE	County Director of Education
CDHHE	Centre for the Deaf and Hard of Hearing Education
DEB	District Education Boards
DOS	Director of Studies
DQAS	Directorate of Quality Assurance and Standards
DQASO	District Quality Assurance and Standards Officers
EARC	Education Assessment Resource Centre
ECDE	Early Childhood Development Education
EDPRS	Economic Development and Poverty Reduction Strategy
EFA	Education for All
ESDP	Education Sector Development Program
ESSP	Education Sector Strategic Plan
FGDs	Focus Group Discussions
FPE	Free Primary Education
GBV	Gender-Based Violence
GEF	Gender and Equity Focus

HIV	Human Immuno-deficiency Virus
HMIE	Her Majesty's Inspectorate of Education
HOD	Head of Departments
HOS	Heads of Subjects
ICT	Information and Communication Technology
IEP	Individualised Education Programme
INEE	Inter-Agency Network for Education in Emergencies
INTEM	International Technology Management Corporation
KICD	Kenya Institute of Curriculum Development
KIPPRA	Kenya Institute of Public Policy Research and Analysis
KNEC	Kenya National Examinations Council
KNUT	Kenya National Union of Teachers
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
NACOSTI	National Council for Science Technology and Innovation
NARC	National Alliance Rainbow Coalition
NEMIS	National Education Management Information System
NER	Net Enrolment Rate
NG-CDF	National Government Constituency Development Fund
NZQA	New Zealand Qualifications Authority
OECD	Organisation for Economic Cooperation and Development
OFSTED	Office for Standards in Education
PA	Parents' Association

QASO	Quality Assurance and Standards Offices
RATs	Random Assessment Tests
SABER	Systems Approach for Better Education Results
SCDE	Sub-County Directors of Education
SDGs	Sustainable Development Goals
SEAMEO Innotech	Solutions Evaluation and Adaptation Monitoring and Evaluation Office, Educational Research and Innovation Unit
SNSs	Special Needs Schools
SSE	Subsidised Secondary Education
TSC	Teachers Service Commission
TTCs	Teachers Training Colleges
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNGEI	United Nations Girls Education Initiative
UNICEF	United Nations Children's Education Fund
UNRISD	United Nations Research Institute for Social Development
UPE	Universal Primary Education

Operational Definition of Key Concepts

Assessment

This is the action or activity of collecting information from diverse sources to help in developing a deeper understanding of a process or experience.

Education Access

This refers to the right or opportunity to education that will bring benefits to an individual.

Education Evaluation Framework

This can be defined as a bird's eye view over the education evaluation system. It describes and explains the main components in an education evaluation system; the objectives of the system, the structural and organisational elements, as well as functions and processes for conducting the evaluation.

Educational Assessment

This is the plethora of methods used by educators to document academic readiness. It also refers to the mechanisms used to evaluate, measure, and determine the learning progress and trends, knowledge, skill acquisition, attitudes and beliefs of students.

Educational Performance

This measures the skills of the students' taking into consideration assigned tasks such as activities and exercises, and also the abilities of the students to solve educational problems.

Equity focused Evaluation

This refers to the quality of being fair and impartial in a evaluation setting. An Equity focused evaluation highlights what works and what does not work to reduce inequity, assessing both the intended and unintended results for worst-off group (such as excluded, disadvantaged, marginalized or vulnerable populations).

Evaluation

This refers to systematic procedures for making judgment about the value of an item or process or experience for purposes of improvement.

Evaluation Framework

A framework in this study refers to the laid down system of rules, which gives guidance on how evaluation should be conducted, outlining the specific objectives of the evaluation as well as the process.

Evaluation Strategy

This is a mechanism put in place to determine when to evaluate and what kind of value to pass to the function. The evaluation strategy refers to the actions that

managers take to attain the goals of the school or institution. It asks what the institution is doing and how well it is doing it.

Gender

This refers to the socially ascribed roles and behaviour of men and women by the society.

Gender Dimension

In this context, this is used to mean integrating sex and gender analysis into the research.

Gender Equality

This refers to the position that both men and women should receive similar treatment; that they should not be discriminated on the basis of sex. It refers to the right to access and participation in education to completion of the study cycle.

Gender Equity

It is the existence of fairness in the allocation and sharing of resources, programs, decision-making, opportunities and benefits by all persons irrespective of their distinction by sex.

Gender Inequality

This is the unequal treatment of an individual on the basis of sex.

Gender Perspective

It is about the different ways in which both men and women are able to interact and the opportunities available for them and their ability to access resources in their respective communities on the basis of their being a man or a woman.

Gender Responsiveness

Gender responsiveness is about addressing the circumstances and needs of boys and girls, men and women, which are different in many respects and require appropriate differentiation in evaluation. Educational evaluation must take into account the physical, behavioral, social and cultural differences between boys and girls, men and women, and how those differences should be reflected in evaluation.

Abstract

Studies have been conducted in Kenya in the area of gender and education, but few have focused on gender and equity in the evaluation of education access and performance. This study sought to establish the availability of education frameworks that outline how evaluation of secondary education in Kenya is done through a gender and equity focused angle. It sought to review the existing evaluation frameworks available for secondary education from a gender perspective; review how access and performance are evaluated in secondary schools from a gender perspective; and suggest ways of improving gender and equity focus in evaluation of education access and performance. The theoretical framework for this study is based on a framework developed by Beatrice d’Hombres that assesses the vertical dimensions of equity through information on admission and enrolment and the education learning outcomes. The d’Hombres framework was complemented by the Inter-Agency Network for Education in Emergencies (INEE) framework to ensure gender equity. This study employed a phenomenological research design using mixed methods of data collection – both qualitative and quantitative. Secondary data was analysed from available literature touching on education and gender equity, access of education and performance in examinations in Kenyan secondary schools. Primary data was collected from a sampled number of secondary schools in Siaya county and from local education offices and officials. This study covered secondary schools in Siaya county in the western Kenya region. The total population for the study was 226 secondary schools in the county, and 13 schools were sampled based on an inclusive criterion, representing the different categories or types of schools, ensuring that no school category-type was left behind. For secondary data, a review of the relevant literature was conducted, while for primary data, the tools used for data collection were the school survey questionnaire and the key informant interview guide. The data collected was analysed qualitatively through thematic identification and isolating emerging issues under the identified themes. For the quantitative data, analysis was done using SPSS software and exported to Excel, and results presented in tables that capture comparative data. This study concludes that the evaluation system as presently constituted does not recognise the varied abilities of learners. The current evaluation strategies are merely academic-centred and do not give room for consideration of extra-curricular activities. The system also does not recognise the individual socio-economic conditions as factors that can affect both education access and performance. The study recommends *inter alia*, for the development of a comprehensive education evaluation framework; evaluation based on competency of the students; inclusivity in evaluation processes; assessment based on language of instruction; enhancing ICT for evaluating inequity in education, involvement of teachers in evaluation processes; innovative approaches to evaluation processes and adoption of a schools’ self-assessment mechanism for evaluation. It contributes to knowledge in the area of evaluating education access and performance, given the emerging importance of equity focus in evaluation practice. For future studies, it recommends undertaking a study on the gender dynamics in enrollment patterns in schools.

CHAPTER 1: INTRODUCTION

1.1. Introduction

The first chapter gives a brief background to the study, highlighting the importance of education and the rationale for a gender perspective in education, including in evaluation of the education, particularly access and performance in this context. It reviews the major policy discussions on evaluation of education. The statement of the problem shows the progress made so far in enhancing access, retention and performance in education and the gap that needs filling in terms of knowledge generation to inform future decisions on education evaluation. The objectives as well as the research questions that guided the study are then presented, as well as the rationale for the study, from both an academic perspective as well as from a policy perspective. The chapter then addresses the scope and limitations of the study.

1.2. Background to the study

Secondary education plays a key role in the development of countries around the world, and it is for this reason that the policymakers and educators must address the main challenges in the education sector of increasing ‘access to’ and ‘quality and relevance of’ secondary education (World Bank, 2011). Education is one of the inalienable fundamental rights accepted universally for children, women and men. This is accepted worldwide in global governance processes and national

policies. Educational policies have been concerned with issues of equity in education with a striving for excellence (Subrahmanian, 2002; Van Avermaet, Van Houtte & Van den Branden, 2013). Despite the efforts that African countries have made to improve gender parity in education, statistics show that women's representation in terms of access to education and participation in decision-making structures and processes continue to be low compared to that of men (Mugenda *et al.*, 2010).

The rationale for a gender equality perspective in education implies a rights perspective as well as a development perspective. Education is a basic human right according to Article 26 in the Universal Declaration of Human Rights:

“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.” (United Nations, 1946).

According to the World Bank (2012), assessing learning is critical for determining what goes in the education process, specifically knowing who is learning, what is being learned. It also seeks to know what influences learning, for purposes of sharing best practices as well as making decisions that are based on evidence with a view to improve it. Support for student assessment is one of the key operations to include in the education sector, especially in educational evaluation. Social justice is encapsulated in the second Millennium Development Goal (MDG) and is considered measurable through access and outcomes monitoring (Lebeau, Ridley & Lane, 2011). The World Bank (2011)

justifies the promotion of equity arguments on the premise that it leads to strong economic efficiency argument.

Education despite being a means for achieving other goods is also a good in itself. Education for All (EFA) is grounded upon a vision of global equity. The premise of this is that the societies should be able to meet all the learning needs of all the children, the youth, and adults, male and female (UNESCO, 2003). According to Smeal (2007), women and girls still constitute the majority of the illiterate and unschooled population. Even UNESCO has recognised that the empowerment of women and girls through education is essential for democracy, sustainable development and meeting the Millennium Development Goals for developing countries (Smeal, 2007).

According to Nero (2006), the roots of evaluation in education are found in students testing and assessment. Public involvement in the practice and use of educational evaluation is characteristically strong since education is understood as a public good relevant to most members of a society. The role of teachers and their experience as evaluators (although mainly evaluators of students) cannot be ignored in designing and implementing educational evaluations that position teachers as evaluators, evaluation objects, and/or evaluation stakeholders (Nero, 2006), however it is important to stress that the emphasis of the foregoing study is on the formal educational contexts. Educational indicators cannot be adequately assessed independent of the cultural, social, economic, and political conditions of men and women in their respective countries. A question of

fundamental importance should be: How is the education system contributing to securing the benefits of gender equality in society (Stromquist, 2007).

Since Kenya attained political independence in 1963, there has been a development towards increased decentralization in the secondary education system. Data is key for oversight and decision making, but this also provides information for accountability, especially at the school level. A corporate scorecard developed by the World Bank recognises the progress made by the countries on educational assessment. Expectations of testing are on the rise because schools have been told to be accountable – to demonstrate publicly what they are accomplishing. Increasing educational costs and mounting frustration with social and political problems have brought higher education demands for answers to an important question: what value for money are we getting for our education investment? (Stake, 1973).

It is both conventional and convenient in policy discussions to concentrate on such readily observed and measured indicators as years of school attainment or enrollment rates in schools, because of ease of access. However, these have been found to be misleading in the policy debates (Hanushek & Woessmann, 2007). However, it is important to underscore the fact that monitoring enrolment rates is important in informing any evaluation of progress in education at all levels. What scholars and researchers need to ask themselves is how good the delivery of our education processes is. In terms of delivery of education – for access and performance, in the context of gender, the drivers will include inclusivity,

equality and fairness. In order to obtain the assurances of the public that higher education institutions are adding value to the society and fulfilling their mandate, quality assurance in the education setting becomes key. It has also been established that the overall output of a country's is reduced with low investment in female education (World Bank, 2000).

The importance of secondary education cannot be over-emphasised. It has grown considerably at the global level, especially in developing countries. This success in growth has variously been attributed to the success of Universal Primary Education (UPE). In the last few decades in Kenya, the government supported by the development partners and other private sector actors, have massively invested in and supported basic education, and this in turn has resulted in the expansion of secondary education in Kenya.

A review of the literature on the development of secondary education in Kenya indicates that there has been a large increase in the number of secondary schools. In 1990, there were only 2,678 secondary schools in Kenya. But this number shot up to 3,999 in 2003 (with 11.3% of the secondary schools being private). The enrollment also shot up from 0.870 million students in 2003 to 1.03 million students (10% in private schools) in 2006 and 1.7 million in 2010 (8% private). The total number of secondary schools in Kenya had increased to 4,215 (13% schools private) in 2006 (Republic of Kenya, 2012b). In the Kenyan education framework, the government admits that the current summative assessment at the end of secondary cycle does not adequately measure learners' abilities while

school-based assessment is not standardised (Republic of Kenya, 2012b). In essence, the earlier education system in Kenya (the 8-4-4 system of education) dictated that the teaching and learning process is geared towards examinations as opposed to the assessment of attainment of skills and competences (Republic of Kenya, 2012b), which however, are being addressed in the new Competency-Based Curriculum (CBC).

Earlier studies have assessed gender mainstreaming as a strategy in different sectors, including in education. In the literature reviewed, emphasis on evaluation in education is highlighted at the following levels: the vision of the school, the mission of the school, school infrastructure as well as utilities, and school management, especially the governance structure. Other considerations in evaluation in education have centered on school administration, curriculum development and implementation, especially the pedagogical practices, there has also been evaluation of both the co-curricular and extra-curricular activities. Others have been concerns with school uniforms, the transport system to and from school, the support mechanisms in place for the schools as well as issues of gender-based violence in the school setting (Mensch & Lloyd, 1998; Oketch & Rolleston, 2007; Lewin, 2007; Lewin, 2009). As can be clearly seen from the levels mentioned, there is a conspicuous absence of an attempt to highlight Gender responsiveness and equity focus at the level of evaluation of access or even performance. This is the concern of the present study. We now turn our attention to the statement of the problem based on the foregoing background.

There are notable regional disparities in accessing primary and secondary level of education in Kenya (Mugenda *et al.*, 2010; Unterhalter & North, 2011). This in effect means that education as a basic human right and one that influences participation of women in the development process at all levels is not accessible to all, equally (Mugenda *et al.*, 2010). According to an earlier study by Unterhalter (2005), gender inequality affects the institutional processes of decision-making, especially in terms of power dynamics. However, a later study by Chege and Arnot (2012), seems to challenge this earlier position by stating that gender equality is critical in the education setting and that this can be achieved by creating conducive environment through the education system and that this process in essence is linked to that of reducing poverty and creating sustainable development.

Despite the progress made over the 1990s and early 2000s in enhancing access, retention, quality completion rates and gender parity in education and training in Kenya, the sector continues to face major challenges. These challenges include in the areas of equal access to education and gender equality in the education sector (Republic of Kenya, 2007a, 2008); managing the challenges of special needs education (Republic of Kenya, 2009, 2011); financing for education including the implementation of the free day secondary education (FDSE) (Republic of Kenya, 2007b, 2011, 2012b; 2015c); infrastructure development for education (Republic of Kenya, 2012c, 2014a), information systems for education sector management and for teaching and learning (Republic of Kenya, 2011, 2015c, 2017); establishment of the national education management

information system (NEMIS) centres (Republic of Kenya, 2017); mainstreaming ECDE into basic education (Republic of Kenya, 2015c); technical and vocational education training (TVET) (Republic of Kenya, 2015c, 2017) as well as human resource capacity development for the education sector (Republic of Kenya, 2008; 2011, 2012b; 2014a; 2015c, 2017). The import of these challenges is that if they are not addressed at the policy level, then they are likely to have serious ramifications not only to the delivery of the education process, but also access and performance and on gender equality goals for the education sector.

There is scanty literature (Unterhalter, 2005; Unterhalter & North, 2011) showing that studies have been conducted, in the area of gender and equity focused evaluation of education access and performance. In the global context, concerns have been with equity in education and striving for excellence (Subrahmanian, 2002; Van Avermaet, Van Houtte & Van den Branden, 2013); assessing learning as social justice (World Bank, 2012); outcomes monitoring (Lebeau, Ridley & Lane, 2011) and economic efficiency argument (World Bank, 2011). In the Kenyan case, studies have addressed: access to education and participation in decision-making (Mugenda *et al.*, 2010); gender differences in schooling experiences (Mensch and Lloyd, 1998); education and empowerment of girls against GBV (Chege, 2007); using testing to support effective teaching (Buhere, 2016); gender equality in education (Subrahmanian, 2002, 2005; Sunderland-Addy, 2008; Chege & Parkes, 2010) and the gender, education and poverty nexus (Chege & Arnot, 2012). There is however, a lacuna in studies on evaluation of education access and performance, especially from a gender

perspective, looking at the multi-dimensionality of gender. This therefore necessitates the current study.

Chege *et al.*, (2013) observe that the conceptual essence of gender and the relational dimensions that it entail are not well emphasised on in the Kenya education sector support programme (Republic of Kenya, 2005). They argue that such an anomaly in conceptualisation may end up marginalising the boys even further given that more attention is directed to empowerment of the girls in enhancing the gender equality agenda. According to Vos (1996), the performance of an education system is measured by indicators of educational attainment and the identification of the availability of stock of 'human capital'.

A review of the literature (Republic of Kenya, 2003, 2007a; 2007b, 2008, 2012a, 2012b, 2012c, 2014a, 2015a, 2015b, 2015c) indicates that there is actually no specific policy on education evaluation in Kenya, even though there is a policy on education as well as a gender policy in education. Attention needs to be given to evaluation as it determines whether or not an intervention is having an impact, and the Government is already laying emphasis on evaluation.

The review of the literature indicates that Kenya does not have a specific policy on evaluation of education. The national education policy in Kenya emphasizes on key areas in the education process namely access, retention, quality and relevance. It lays emphasis on assessment and equity. It also emphasises on children with special needs and that they should be granted equal opportunities

in the provision of education (Republic of Kenya, 2015).

Although all stages of schooling are important for the formation of gender-related ideas and norms, the secondary stage of education is important in that it targets an age group, which is at a critical stage of formation of identity; it is also at this stage that the students begin to learn and develop decision-making skills. This is the stage that provides a link between childhood and adulthood, and so issues related to empowerment and relations can be addressed more effectively (Page & Jha, 2009). The promotion of women empowerment as expressed in the performance indicators of the Millennium Development Goal (MDG) 3 on promoting gender equality and empowering women, has a lot of bearing on the achievement of the other MDGs (Mugenda *et al.*, 2010). This is also given emphasis in the Sustainable Development Goals (SDGs) Number 5 on achieving gender equality and empowering all women and girls. This study seeks to make a contribution in this area of evaluation given the emerging importance of equity focus in evaluation practice, and most especially in the evaluation of the SDGs with its clarion call for “leaving no one behind”. It will be complementary to existing literature on access and performance but will set the pace for future studies on gender responsive and Equity focused evaluation in the education sector in Kenya and the World at large.

1.3. Statement of the problem

This study sought to assess the education evaluation frameworks that outline how evaluation of secondary education in Kenya is done through a gender responsive and equity focused angle. Globally, educational evaluation is increasingly becoming a part of educational policy. There has been tension between quality in higher education and productivity. What has been missing is the link between these two aspects. Since around the year 2000, there have been attempts at improvement in quality assurance in Kenya through evaluation, and this has led to the development of systematic procedures for the same. However, the critical issue is whether or not there is gender and equity focus in the evaluation. Emphasis has been on student performance; however, there is need to rely on a mix of process and input measures as well as outcome measures. Relying on performance only leads to the summation of education role as exclusively outcome-focused. If the evaluation of education access and performance is not conducted from a gender perspective, it would not be possible to measure who is accessing the education system and who is not, and what are the characteristics of those accessing education – whether boys or girls and of what special characteristics. Beyond this, it would also not be possible to measure the performance based on the multi-dimensional characteristics of the individual learners – specific to whether one is a boy or girl.

1.4. Objectives of the study

This study focused on the following objectives:

- (i) Review the existing evaluation frameworks available for secondary education in Kenya;
- (ii) Examine how education access is evaluated in secondary schools in Kenya from a gender perspective;
- (iii) Examine how education performance is evaluated in secondary schools in Kenya from a gender perspective; and
- (iv) Suggest ways of improving gender responsiveness and equity focus in evaluation of education access and performance.

1.5. Research questions

In attempt to address the specific objectives of this assignment, the study was guided by the following specific questions:

- (i) What are the existing evaluation frameworks available for secondary education in Kenya?
- (ii) How is education access evaluated in secondary schools in Kenya from a gender perspective?
- (iii) How is education performance evaluated in secondary schools in Kenya from a gender perspective?
- (iv) What are the possible ways of improving gender responsiveness and equity focus in evaluation of education access and performance?

1.6 Justification of the study

This study lays emphasis on secondary education because it is this level that determines the level of educational transition to the job market. If education is this serious in life, what policies should be there to guide its evaluation? The key issues that formed the core of this study were: What is going on in the evaluation of education – whether or not it is gender responsive. If it is not gender responsive and equity focused, what can be done about it? Are the tools for evaluation of education gender responsive? Those who are handling the evaluation tools, are they gender-aware? Are they trained in gender? And if they are not, how can they be conversant with impact of gender if they are not gender-aware. These are some of the key issues that make the present study incumbent.

From an academic perspective, this is a basic research, which will contribute to knowledge in the area of evaluating education access and performance at the secondary school level, given the emerging importance of gender and equity focus in evaluation practice. At the policy level, the study may inform policy decisions on what frameworks or strategies should be adopted for the evaluation of secondary education to ensure the input in education have an impact which can be measured, and which leaves no one behind in the process of evaluation. The level of evaluation that this study concerns itself with is that at the school level.

1.7 Scope of the study

This study covered secondary schools in Siaya county in the western Kenya region. The study obtained views from the school administrators, teachers and the local educational officials at the county level. The total population for the study was 226 secondary schools in the county, although 13 schools were sampled on an inclusive criterion that ensured no school category-type was left behind. It looked at the existing evaluation frameworks in each of the schools to see whether or not they are gender responsive and equity focused, with a view to establishing any missing links and determining how these could be addressed appropriately. Given that all the school category-types have been sampled, it is possible to generalise the findings to cover schools falling in a similar category.

1.8 Limitations of the study

The main limitation of this study was that each school is unique on its own accord and the factors affecting the evaluation of education access and performance in each school can be affected by these uniquenesses. For example, not all Schools have handicapped students, so how these schools evaluate their students *vis-à-vis* those with handicapped students is certainly not the same. To address this limitation, the study was able to get information from one special national school for the hearing impaired.

In summary, in chapter 1, I have given a brief introduction to the context of this study, highlighting the importance of education and the rationale for a gender perspective in education, including in evaluation of education, particularly access and performance in this context. It has addressed the challenges of 'access' and 'performance' and the relevance of secondary education for all young people. The chapter addresses the essence of assessing learning and how to improve it.

The chapter has looked at the earlier studies in gender and education in a bid to lay the groundwork for the study in earnest. The statement of the problem indicates that if gender and equity focus in evaluation is not addressed, then it would not be possible to measure who is accessing the education system and it would also not be possible to measure the performance of the learners. It highlights the objectives of the study as well as the guiding research questions. The justification of the study lays emphasis on secondary education because it is this level that determines the level of educational transition to the job market, as such we must address issues that guide its evaluation, from a gender and equity focus perspective. This chapter has also addressed the scope and limitation of the study.

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This Chapter presents a review of the literature relevant to the research problem. The literature is reviewed from a general global perspective on both education and evaluation. It also includes literature on the regional level and the national level. It reviews the existing evaluation strategies and whether or not they are gender responsive; how education access and performance are evaluated with an equity focus. It centers on the evaluation frameworks of education access and performance; and the implications of evaluation on gender at secondary school level. Subrahmanian (2002) emphasises that we cannot address the challenges of equity in education namely access, retention and performance, without understanding and analysing the power dynamics as well as the complexities in decision-making at the household levels occasioned by social and economic factors.

Studies that were included in the literature review had the following characteristics: identified specific evaluation frameworks for education evaluation; addressed global, regional and national issues on evaluation of education; addresses specific frameworks for evaluation of education access; and addressed specific frameworks for evaluation of education performance

Studies that were excluded from the review had the following characteristics: did not address the question of evaluation in education; did not address issues of evaluation of education access; and did not address issues of evaluation of education performance.

2.1.1 Evaluation frameworks for secondary education

Educational evaluation can be defined as providing information for decision-making, and the assessment of merit or worth of an educational process. It is a collection of information in a systematic way to determine the nature and process of education.

As a result of the global economic crisis, and the resultant inability of states to either provide for or regulate public services, there have been debate going round on the role of education in addressing poverty, promoting active citizenship, equity and inclusion as well as democracy (Lebeau, Ridley & Lane, 2011). Only in the mid-1960s and early 1970s, with the increased demand for educational program and project evaluations coming from Governmental organisations and other agencies, did educational evaluation expand beyond the classroom into the entire educational system (Nero, 2006). Educational objectives can be broadly classified into three domains namely cognitive, affective and psychomotor. The cognitive objective refers to the intellectual results of schooling; the affective objectives refer to emotional education; while the psychomotor objectives refer to the physical manipulative skills learnt at school. These three domains may be

described figuratively as belonging to the head (cognitive), the heart (affective) and the body (psychomotor). A comprehensive evaluation of the results of schooling should include examples from all these three domains (Nwana, 1979). Arnot (2002) writing on educational theory in the context of feminist politics, have noted that in many countries, within the education setting, gender differentiation remains one of the key principles that shapes evaluation of educational knowledge both for young men and women.

Gender patterns in education are central aspects of the relationship of education and society and transformation in society (Arnot, 2002). Great progress has been made in different sectors towards the realisation of gender goals in the Millennium Development Goals (MDGs), however, despite all this, progress has been slow and uneven in many areas in nearly all the developing countries; and gender inequality still persist, especially in terms of resources, rights and voice (World Bank, 2000). Schools have a role to play in furthering the moral development of children, especially given the fact that children spend quite a number of years in school.

The MDGs challenged all UN member states to eliminate gender disparity in primary and secondary education, preferably by 2005 (Sutherland-Addy, 2008). This goal was however, not achieved by 2005 as aspired, and not even by 2015 when the new global goals were launched in the name of the Sustainable Development Goals (SDGs). The MDGs have been accused of primarily addressing the issue of access to primary education, however, they did not have

any goal for education quality or outcome of the learning process, specifically literacy or numeracy (World Bank; 2006). Studies have identified causes underpinning the exclusion or inclusion of girls and boys in the education system and the constraints to education participation (Subrahmanian, 2002).

In Ghana, to achieve the goals of the education sector, the ministry of education is guided by the values of equity, management of resources in an efficient manner, quality of education, and transparency and accountability (Government of Ghana, 2003). There is a mention of equitable access to education, which centres on three key sub-sectors namely: girls' access to education, general access and participation in and through education and training; and pre-school education.

According to OFSTED (2015), a document on schools' inspection and evaluation in England, in order to improve on education, there must be an external evaluation conducted by an independent agency, with a view to diagnose its effectiveness and what can be done to make the improvements. It also sets out the code of conduct for the inspectors/evaluators. However, a review of the document does not give an indication of a concern with gender responsiveness or even equity focus in the whole inspection and evaluation process. It addresses only the issue of Schools inspection.

In the Ireland case, there is a broader performance evaluation framework representing a new approach within the Irish Higher Education Authority to the

presentation and organisation of data which is intended to support strategic planning at institutional and system levels. Within the context of the modernisation of Irish Higher Education over the decade 2000 – 2010, there have been a number of initiatives which advance the development of a performance evaluation framework (O’connor *et al.*, 2013). However, the concern has mainly been with the post-secondary institutions. Interestingly again, even in the case of Ireland also, there is no attempt at gender responsiveness and equity focus in the evaluation, but only a general concern with performance evaluation.

In Scotland, the documentation gives evidence of an education evaluation framework. However, this framework is mainly for the education authorities to self-evaluate their performance. The documentation details that for purposes of pursuing excellence and for quality maintenance, the self-evaluation process is key. It is this pursuit for excellence that has formed the foundation of reporting on standards and quality and improvements in planning based on some foundational information (HMIE, 2006).

In the case of New Zealand, in order to monitor the outcomes of education over time and assessing the general health of the education system, they have developed the Education Indicators Framework for purposes of assisting the decision-makers in the assessment and monitoring (NZQA, 1999; Ministry of Education, New Zealand, 2010). It is worth noting that in the New Zealand case, there is at least concern with demographic dimensions in terms of data

disaggregation by gender and ethnicity. This certainly can address the gender responsiveness and the equity focus which is the subject matter of this study.

The key principles that should be borne in mind in any evaluation should include *inter alia*: improvement of learning; promote a general understanding by the public of educational and learning goals that are relevant to the student's life, presently and in their future lives; ensure proper facilitation and reporting of progress in the main learning goals; and making sure that students are actively engaged in their learning and its environment (Gardner *et al.*, 2010). In the case of classroom assessment, one of the most complex issues is the ability of the teachers to have a comprehensive, fair and accurate assessment of their students. Such kind of an evaluation presupposes that the teachers clearly understand their students and that they will be unbiased in the assessment. According to York, Gibson and Rankin (2015), academic achievement must meet some assessment threshold. It should capture the ability of the student to meet some set criteria for performance. In this way, the grades awarded to the students are a proxy measure aimed at capturing whether there has been acquisition of some set skills and competencies as well as attainment of the objectives of the learning process.

In Kenya, since the year 2000, the country has made some good progress towards the attainment of education for all (EFA) and the MDGs. This has been made possible through some major innovations and reforms in the education sector that have included the provision of free primary schooling and free day secondary. It has also been made possible through the reform of subsidising

secondary education through implementation of the subsidised secondary education (SSE) (Republic of Kenya, 2012c). The focus for the education sector in Kenya in the recent past, has been on how to improve on the overall efficiency of the education sector. This has seen special focus on issues of relevance of the education system, quality of education and performance, access to education and retention, and equity.

The following specific targets were set in the Kenya Education Sector Framework of 2012 (Republic of Kenya, 2012c) with regard to access and equity:

- (i) A primary school Net Enrolment Rate (NER) of 100 % by 2015,
- (ii) A completion rate of 100 % by 2010
- (iii) Achievement of a transition rate of 70 % from primary to secondary school level from
- (iv) 47 %, paying special attention to girls' education by 2008;
- (v) A 50% Net Enrolment Rate (NER) in Early Childhood Education (ECDE) by 2010;
- (vi) Gender parity at primary and secondary by 2015.

These targets were actually set in 2008 during the start of the development of the framework, however, it remained in different draft stages until 2012 when it was published, making some of the earlier targets set, for example for (ii), (iv) and (v), as appearing to be retrogressive rather than futuristic. The explanation is in the date of process initiation vis-à-vis the date of publication. As can be seen from the targets, (i), (ii), (iii) and (v) are not gender responsive, neither are they

aimed at equity focus. Only (iv) and (vi) address gender concerns. It is also not clear how the targets mentioned are monitored and eventually evaluated at the Secondary School level. This constitutes the focus of this study.

Chege and Sifuna (2006) have attempted to diagnose the factors affecting participation in the education system, of girls and women as well as boys and men. This diagnostic gender analysis has been done using feminist and historical perspectives; and highlight the main reasons for the persistent gender gaps in education in Kenya. In their study, they conclude that economic development in Kenya has stagnated because of the gender inequalities in the education system occasioned by poor participation in education and training for girls and women. By extension, they hold the view that if girls and women participate effectively in education and training, then this has a direct impact on the improvement of the economy of the country (Chege & Sifuna, 2006). It is likely that this is one of the contributing factors to the development of the targets by the Government of Kenya, with specific reference to address the poor participation of girls and thus ensuring a 100% completion rate, paying special attention to the education of the girls as well as gender parity at both primary and secondary levels of education (Republic of Kenya, 2012c). It was anticipated that the realization of the targets specified in the Kenya Education Sector Framework would lead to the effective participation of girls and women in education and training and this would in turn have an economic spill-over effect.

Chege and Arnot (2012) have addressed how the nexus of gender-education-

poverty impact on education outcomes and concluding that in essence, this is a cyclical relationship: both gender and poverty have a direct impact on education outcomes, which then also shapes poverty and gender. These two studies analyse in perspective participation and gender concerns in education as well as the interlinkages between gender, education and poverty.

In this sub-section, the key issues that have been captured include the broader education performance frameworks; frameworks for evaluation of education authorities and self-evaluation of the same, determination of the health of the educational institutions; equitable access to education; the strategies that are used by the education sector against poverty; the causes and underpinning factors for inclusion and exclusion in educational processes as well as the institutional arrangements for educational management. The main gap identified from the literature is that the education institutions have not put-up mechanisms in place to ensure there are frameworks that specifically guide how educational evaluation is conducted and the actual existence of such frameworks in the different domains captured.

2.1.2 Evaluating education access in secondary schools

Gender inequality is a significant dimension of quality that was recognised by the MDGs. It has been an important factor that specifically affects access to education (UNESCO, 2003). Equally important is that the SDGs have also recognised in SDG 4 that inclusive and equitable quality education and

promoting life-long learning opportunities for all are important. Even as gender equality is a cross-cutting issue in the SDGs, the SDG 5 seeks to specifically achieve gender equality and empower all women and girls (United Nations, 2015). According to the World Bank (2000), women and girls bear the greatest brunt of gender inequalities, but ultimately, these costs are spread across the society, eventually causing harm to everyone in the society. The gender gaps and inequalities are mainly in the areas of access to economic opportunities, control of economic resources and power and voice in political decision-making.

The guiding principles of basic education in Kenya include *inter alia*: the right to education for all the children, the youth and adults; delivery of education services that are responsive to learners with special needs, the marginalised and the most vulnerable; equitable access to services for learners with special needs, learners with disabilities; a learning system that is responsive; and a learner-centered curriculum (Republic of Kenya, 2012b). Again, seen from the guiding principles, they are gender blind, even as they attempt to address the equity focus.

From the literature reviewed, it is emerging that gender balance in education is not only a matter of social justice but also of good economics (Mensch & Lloyd, 1998; Subrahmanian, 2002; Republic of Kenya, 2012c). Gender disparity in education lowers the potential well-being of the society given that education has direct effects on human development (Lewis, 2009). Education has a role in shaping a better and peaceful world we live in. This role can be enhanced by

education strengthening the students' respect for human rights and fundamental freedoms. Education can also help in achieving the goal through promoting tolerance, understanding and friendship among the students, which then spreads to the whole society (Mugenda *et al.*, 2010; Van Avermaet *et al.*, 2013). The World Bank (2012) has established a mechanism for strengthening education systems through what is known as Systems Approach for Better Education Results (SABER). This is a platform that helps education systems achieve learning for all, and it does this by making countries be able to assess their education policies and based on the evidence, to identify actionable priorities to achieve the goal. It achieves this through data collection, providing metrics to measure and monitor progress towards achieving learning for all and by promoting learning cross countries. Again, this is just but a mechanism for strengthening the education system but not a mechanism for evaluating access and performance.

According to Vos (1996), the three main concerns which are relevant to policy makers are education attainment, equity and efficiency. These are related to the performance of the education system, the return to investment in education, distribution of resources and benefits arising from education and how education impacts on productivity in general.

The performance of the lower levels of the educational system, namely the entry at primary education level, the retention and completion trends, coupled with the transition trends to lower secondary education, all have a role to play in

determining the gender differences that are evident at the higher levels of education starting with the secondary education (Sutherland-Addy, 2008).

Subrahmanian (2005) gives a definition of gender equality as the non-discrimination in terms of availing educational opportunities, and the rights of both men and women within education in aspects such as pedagogy, learning content, choice of subjects and modes of assessment. All these have an impact in the management of peer relations and the learning outcomes of the students as measured in terms of performance in examinations.

The World Bank (2011) lays emphasis on access to education as a critical cog in the wheel of development. It stresses on the need for inclusivity and equity, so as not to deny any student from a low-income family and who is talented, a chance to access education. Denying such a student access to education would be a huge loss of human capital, not only for the society as a whole, but also for the individual person. It is important to enhance fairness and efficiency in development interventions. To do this, we must be able to eliminate inequality. However, this study will not specifically address how to eliminate inequality, as it will be concerned with the evaluation component through a gender lens and for equity focus through the identified vulnerable groups.

There are key factors at the family level, that affect the ability of girls to access school and education in general. These factors include the income of the family, determined by occupation or income generating activities, the family size as well

as the family and society attitudes and practices in relation to schooling for boys and girls, there are also direct and indirect costs of schooling which affects the ability of the girls to access education. At the school level, the contributing factors affecting girls' access to and retention in school include: location of school; environmental quality; content and quality of curriculum and learning materials; and learning processes (UNESCO, 2005a).

In this sub-section, we have discussed the factors affecting access – whether cultural or school-contributing factors; we have discussed the significance of return-to-investment in education and how this affects access to education; we have appreciated the role played by the MDGs, with the recognition of their significance to the gender equality campaign, which certainly had an impact on education access. In the same breadth, we have laid emphasis on the SDG 4 on inclusive and equitable quality education as well as SDG 5 on achieving gender equality and empowering all women and girls. The main gap identified in this sub-section however, is that there is clearly no specific framework that addresses the issue of evaluation of education access, even though it is appreciated as an integral cog in the wheel that is education system.

2.1.3 Evaluating education performance in secondary schools

In the Philippines, the main concerns have been with quality assurance strategies through testing and assessment. A new student assessment scheme was introduced in the school year 2002-2003. This served as the basis for

implementing remedial measures within the school year. A second concern has been with sector-wide strategies to improve access, equity, quality and efficiency. Among the sector-wide strategies has been the provision of school resources, managing school operating expenses; purchasing instructional equipment and other materials which are essential in making teaching-learning more effective (INTEM, 2011; SEAMEO Innotech, 2014). These strategies ultimately aid in the improvement of access to educational opportunities and efficiency of the educational institutions. Interestingly even in the Philippines case, equity focus is just mentioned in passing, but there is no comprehensive framework for effecting this in the evaluation of secondary education.

In Jamaica, the education system is pursuing seven strategic objectives, with a view to ensuring that the national targets are met. The strategies include *inter alia*: supporting students' achievement; implementing systems of accountability and performance management and improving institutional performance. All these strategies have the ultimate goal of not only improving public confidence, but also establishing trust of the public in the education system – the process and outcomes (Government of Jamaica, 2009). A look at the results-based performance matrices at the national and sector levels, does not however indicate a concern for disaggregation of data by gender, neither do the results-based performance matrices give a mention of gender responsiveness and equity focus in the monitoring and evaluation of the education system.

In the South African case (Council on Higher Education, 2004), the strategic objectives included: to improve on the participation and graduation of both black students and women students, the government also seeks to improve the efficiency of the system with a view to increase the number of graduates, and ultimately to meet the demand for the higher-level skills by increasing the rate of participation.

According to the Council on Higher Education (2004), emphasises on equity in the monitoring system and this mainly is with a view to improve in the demographic representation of the marginalized categories namely the black population and the female students. However, there is no clear indication as to what this takes in the direction of gender disaggregation of data and also the evaluation of performance.

The education system in Ethiopia seeks to ensure that children, the youth and adults participate effectively in the economic, social and political development of the country. To achieve this, the government has put in place measures to improve on access to basic education. Special emphasis is on female students as they are a disadvantaged category. The strategy to achieve this goal has been laid out as through acquisition of the requisite competencies, values, skills and attitude to meet the market demands. To support this strategy, equitable access to quality secondary education must be sustained as this forms the link to transitioning to what the economy demands in the middle and higher-level human resource capacity needs (Federal Ministry of Education, 2010). Even in

the Ethiopian case, even though there is mention of special emphasis on the female students, it is clear that the strategies advanced and the language used in the Education Framework are gender blind.

In Rwanda, with regard to increasing access to all levels of education, the Education Sector Strategic Plan (ESSP) of 2013/14 to 2017/18 targets policies and strategies that seek to address issues of equity and inclusion in the education sector. Mention is made of the main bottlenecks to participation in the learning process for the most vulnerable children and adolescent girls. In the case of children, they are not viewed as a uniform whole, as there are children with disabilities, there are some from poor family backgrounds, and there are also children living with HIV and AIDS (Republic of Rwanda, 2013).

The Rwanda ESSP adopts strategies that are aligned to the Girls' Education Strategic Plan, with a view to support the education and training of the girls. The main strategies adopted include enhancing gender sensitive and learner-centred methodologies; and strengthening integration of girls' education into plans and budgets at all levels. However, it is under the outputs that we fail to find the gender or the equity focus in the evaluation of both education access and performance in Rwanda. No mention is made of attempting to evaluate performance.

In Kenya, the education sector has been faced with a number of challenges. Some of the main challenges have included the relevance and quality of the education

system, there have been challenges of access to education, equity and inclusion in the education process and also the efficient management of educational resources. After the transition of political power in Kenya in 2003, the ministry of education set on a path of reforms as the government had been elected on a reforms agenda platform. These were a series of reforms with the ultimate aim of achieving the education related Millennium Development Goals (MDGs) and Education for All (EFA). The Government organised a national conference on education and training and the deliberations and ultimate recommendations emanating from this conference informed the development of the Sessional Paper Number 1 of 2005. This policy paper outlined the sector targets, in the short-term, medium-term and long-term all driving towards the attainment of Universal Primary Education (UPE) and Education for All (EFA) by 2015 (Republic of Kenya, 2012c). According to the Republic of Kenya (2007b), one of the main challenges lies in improving the overall transition rates, particularly from secondary to tertiary levels. The strategy to be adopted then was to reform the education sector in order to respond to this challenge among others. This strategy would help the country to address gender imbalances and other challenges facing the vulnerable groups. Although the primary School enrollment rate increased from 70.4 per cent in 2002 to 83.7 per cent in 2005, there existed greater gender and regional disparities, with the Arid and Semi-Arid Lands (ASAL) areas being the worst affected (Republic of Kenya, 2007b).

Secondary school transition levels have also gone up even though this is limited by availability of facilities. In 2006, the secondary transition rate went up to 60

per cent up from 42 per cent in 2002 (Republic of Kenya, 2007b); in 2008, it still stood at 64.1 per cent, with reports that in some regions, girls do not have the same opportunities in accessing education at all levels as the boys (Republic of Kenya, 2008). The primary to secondary transition rate increased from 64.1 per cent in 2008 to 76.6 percent in 2012 (Republic of Kenya, 2014a), although this was still below the target that had been set by Republic of Kenya, (2008) at 90 per cent. The greatest increase in the gender equality ratio (GER) was recorded between 2008 and 2010 when it increased by an average of 2.7 percentage points. However, in the same period, the net enrollment ratio (NER) in secondary Schools increased from 28.9 per cent in 2008 to 35.8 percent in 2009. This however, declined to 32 percent in 2009, but picked up marginally to reach 33.1 per cent in 2012 (Republic of Kenya, 2014a).

There has been a general improvement in the GER and NER in Kenya, and this was especially noted in the period between 2009 and 2014. The GER increased from 41.9 percent in 2009 to 58.2 percent in 2014, an increase of 16.3 percentage points. Over the same period of time, the NER increased from 33.1 percent to 47.4 percent, an increase of 14.3 percentage points (Republic of Kenya, 2014b). The secondary GER increased from 63.3 percent (67.1% males and 59.6% females) in 2015 to 66.8 percent (68.9% males and 64.7% females) in 2016. The NER increased from 47.8 percent (49.7% male and 45.9% females) in 2015 to 49.5 percent (49.7% males and 49.4% females) in 2016. This increase again was mainly attributed to the successful implementation of the free day secondary education (FDSE) (Republic of Kenya, 2017).

In this sub-section, we have critically looked at some of the quality assurance strategies that have been used elsewhere, as well as the sector-wide approaches to improve access and performance. We have highlighted some strategies for implementation of systems of accountability and management of performance in the education system. We have looked at general strategies for improving education efficiencies as well as elements of participation in the education process and how this affects performance. We have also had a look at some of the strategies to improve performance, including but not limited to human resource capacity development. We have seen some of the policies that address barriers to participate and how these impact on performance. We have highlighted how efficiency affects performance and the challenge of improving overall transition rates from secondary level to other levels; and lastly, we have discussed the general transition trends in Kenya over time. From the foregoing, there appears to be a glaring gap on how performance has affected the transition trends and also how performance has been evaluated to determine what works and what does not work, for whom and under what circumstances.

2.1.4 Gender responsiveness in evaluation of education

Gender responsiveness as conceptualised in this study is to ensure that the education evaluation takes care of the needs of boys and girls. Equity focus is defined along two dimensions namely fairness and inclusion. Fairness is about individual and social circumstances not being an obstacle to an individual in

achieving their education potential. The social circumstances have further been broken down to include gender, social and economic status or one's ethnic origin. Inclusion on the other hand means that there should be a bare minimum set standard of education for all.

According to Ogola (2010), in the run-up to the 2002 general elections, the National Alliance Rainbow Coalition (NARC) Party during the elections campaign, pledged for free primary education (FPE) in its manifesto. And indeed, when they were elected on the platform of this reform agenda, the NARC government introduced FPE in January 2003.

FPE is the provision of primary education to all children of school going age (6-15 years) and adults (above 16 years) who never had the opportunity (Republic of Kenya, 2003). It was an assumption that with the introduction of FPE, the main challenges that had been experienced in the education sector would be addressed. These challenges include quality and relevance of the education system, equity and inclusion, and access to education. The rights for children to free and compulsory basic education is enshrined in the Constitution of Kenya 2010 (Republic of Kenya, 2010a) and also in the Children's Act (Republic of Kenya, 2012d). The other provisions target persons living with disabilities, who are entitled to ease of access to educational institutions and quality of educational services provided; and also access to education the marginalised and the minorities.

Chege (2007) explores teachers' lives as gendered beings and how this shapes the relationship between the teachers and the learners. It also explores how gender influences pedagogical practices. It is a demonstration of the disempowering experiences of gender-based violence among young people, especially for the girls as compared with their male counterparts in schools, in the African formal education settings.

There have been several targeted interventions by the government of Kenya, but even then, gender disparities are still being observed in nearly all the levels of education and training. The gender gap, in favour of males, widens as one goes higher up the education ladder (Republic of Kenya, 2015a). The Kenya Vision 2030 recognises the value of education and training of all Kenyans; the challenge, however, is in ensuring and enhancing access, equity and education quality standards especially for the marginalised regions and poor urban areas (Republic of Kenya, 2007b).

In this sub-section, we have dissected the dimensions of gender responsiveness as well as the dimensions of equity in the context of secondary education. We have seen how the policy of the NARC Government in Kenya on FPE has had an impact on equity in access to education. We have also talked about how pedagogical orientations and practices have disproportionate disempowering experiences for girls and boys. Lastly, we have seen the impact of targeted state interventions on gender disparities in education and training. The gap that is evident from the literature in this sub-section is the existence of frameworks that

assist in evaluation of education, but more so, the frameworks supposedly being gender responsive.

2.1.5 Equity focus in evaluation of education

To address the challenge of ensuring equity in education, especially in marginalised regions and deprived urban areas (Republic of Kenya, 2007b), the government of Kenya, through a policy framework for education (Republic of Kenya, 2012c) has come up with comprehensive strategies to address the challenge. Some of the strategies that have been proposed in the policy framework include efficient utilization of resources, both human and physical resources; secondary education integrated as part of basic education; equity and inclusion; adoption and implementation of a gender in education policy; access to secondary education for all children; equity of resourcing; and provision of free meals as part of the school-feeding in marginalised areas (Republic of Kenya, 2012c). There has been the realisation of the important role that special needs education plays in the development of human capital and also preparation of those who would otherwise be dependents to be self-reliant. Towards this end, the government recognises the right of persons with disabilities (PWDs), with a view to fully integrate them in the education system as well as in the job markets. The strategy for achieving this is through mainstreaming disability in the national education system (Republic of Kenya, 2015b).

According to a World Bank (2004), the recommendations from a study on

education in Kenya highlighted two major areas for quick action in attempt to strengthen the education institutional capacity. These two main areas for quick action are: the management and planning functions at the central level, and the implementation capacity at the school and district (county) levels. This study is analysed with a bias to its provisions on the monitoring and evaluation function, which are core to the subject matter of this study. The study looked at the central level and recommended that there is need for an enhanced capacity of the monitoring and evaluation function at this level, which would further require an improved national education management information system (NEMIS) and better research and development (R&D) functions.

The World Bank study (World Bank, 2004) further recommended that in order to effectively evaluate outcomes of the learning process in relation to the educational inputs, there is need to improve the education information system, so that it is capable of containing crucial data, for example on classroom conditions, family background, and individual student learning effort. This kind of data should then be linked to the schools in order to inform real-time evidence-informed decision-making at the school level. This information has not been captured in any of the literature reviewed in this context (The World Bank, 2004). This has however, already been established and NEMIS put in place. The only missing link in NEMIS is the evaluation component with an equity focus.

Studies have focused on the challenges of gender and equity in education settings. One of such study is Chege and Parkes (2010), who have focused on

power relations and how this perpetuates violence in the educational settings. They observe that acts of violence are always embedded within a social context and that gender violence against girls is a key player in pushing girls out of the formal education system compared with the boys (Chege & Parkes, 2010). In an earlier study, Chege (2007) had identified gender-based violence as one of the subtlest barriers to education, particularly of girls. In order to achieve the global goals of education, she concludes that schools and educational settings should be consciously and deliberately freed of violence.

In the Kenyan education frameworks (Republic of Kenya, 2012b; 2012c; 2015b), the emphasis of assessment has been a determination of movement to higher levels of education; and little emphasis on assessment as part of the teaching and learning process. The movement to higher levels is usually in decreasing numbers as there is limited availability of student places to accommodate at the higher levels, so assessment is used as a sieve. In essence, the system of summative assessment has made it incumbent upon schools to lay more emphasis on teaching geared towards passing examinations as opposed to learning in school. This kind of system and assessment ultimately creates failures and yet, it fails to identify potential in individual students through aptitudes, skills and competencies (Republic of Kenya, 2012c).

The Forum for African Women Educationists (FAWE) have addressed issues that should help the girls to overcome some constraints to their education that are gender-based. In this sense, they have addressed the needs for empowerment

of the girls with certain skills which would improve their levels of confidence in school, ability to speak-out when discriminated against and also be assertive in demanding for their rights. It also means they are to be involved actively in leadership positions, which improves not only their decision-making abilities but also their negotiation skills.

FAWE also advocates for a school management system that ensures gender equality, as well establishment and enforcement of national and school policies that are gender responsive, through effective structures that support a pedagogy that is equally responsive to the needs of both boys and girls in the school. It is to this end that they have gone a step further to establish an online course, specifically to equip the curriculum implementers with the requisite skills. In terms of evaluation, FAWE advocates for the establishment of an efficient tracking system for students' performance and welfare.

It is interesting to note that the evaluation anticipated in the Kenyan educational framework is that of the education system as a whole and is not specific to how access and performance can be evaluated. This therefore gives rise to a gap in this area, which this study fills, with regard to information on evaluation of access and performance from a gender and equity focus perspective.

In this sub-section, we have addressed the issue of equity in education in the marginalized and deprived regions; inclusive education for learners with special needs; improved education information management system; and power

relations and how these perpetuate violence in the context of education settings. However, the main gaps that are evident from this are: how to evaluate inclusive education; how to evaluate equitable education targeting the marginalised; and how education information systems capture the issues of equity focus in evaluation.

In summarising the main gaps identified in the literature review, we do note that on education evaluation frameworks for secondary schools, the gap identified is the lack of mechanisms in place or frameworks to guide educational evaluation in general. Under evaluating education access in secondary schools, the gap identified is that there is no specific framework that addresses the issue of evaluation of education access. On evaluating education performance in secondary schools, the gap is on how performance affects transition trends and how performance is evaluated. Under gender responsiveness in evaluation of education, the gap is the general non-existence of frameworks for evaluation of education, leave alone being gender responsive; and finally, on equity focus in evaluation of education, the gaps are on evaluation of inclusive education; evaluation of equitable education and on information technology and evaluation of equity. It is these gaps in the literature that justify the present study, with a view to adding knowledge that helps fill in the gaps.

2.2 Theoretical Framework

The theoretical framework for this study is based on a framework developed by d'Hombres (2010) that assesses the vertical dimensions of equity through information on admission and enrolment and the education learning outcomes. Whereas the framework developed by d'Hombres was for a tertiary education setting, it is still applicable to higher education settings and this prompts its utilisation in this context for the evaluation of access and performance in secondary school education in Kenya.

This framework discusses the quantification of disparities in education as well as examining the common metrics for benchmarking the inequity dimension of education systems. It focuses on disparities across social groups that exist. It mentions the possibility of defining the social groups on the basis of income groups. The metrics to be used must clearly define the equity groups. In terms of equity and access to education, d'Hombres (2010) mentions four equity target groups namely: individuals from the lower income groups; individuals from groups with a minority status defined on the basis of their ethnic, linguistic, religious, cultural or age characteristics; females and people with disabilities. She goes ahead to say that while it might be relevant to study ethnic, religious, or linguistic disparities in the access to tertiary education, this can come with its own challenges.

The d'Hombres framework is useful to this study in so far as it concerns itself with the vertical dimensions of equity through information on admission and enrolment and the education learning outcomes. However, it does not discuss the evaluation processes of the Schooling system that directly or indirectly affect education access and performance. For this reason, this framework has been complemented by the Inter-Agency Network for Education in Emergencies (INEE, 2010), ADAPT and ACT Collectively Framework to ensure gender equality. ADAPT is acronym for Analyse, Design, Access, Participate and Train; while ACT is acronym for Address, Collect and Target Collectively. The key provisions for each of these are:

- **Analyse** gender differences: A gender analysis report is prepared to inform education programme planning; and the Education Needs Assessment consults equal numbers of women and men.
- **Design** services to meet the needs of all: School sanitation facilities are provided for both girls and boys and male and female teachers.
- **Access** for women, girls, boys and men is provided equally: School attendance figures are analyzed for gender and other inclusion trends.
- **Participate equally** ensure gender balance: The community education committee consists of an equal number of women and men.
- **Train** women and men equally: Equal number of women and men are trained to facilitate in child friendly spaces.

Given that the indicators in the ADAPT framework do not effectively capture the evaluation data collection process and the multi-dimensional nature of

gender effects on education and evaluation, it becomes necessary to assess the level of confluence between the indicators and the actual process. This therefore leads us to the process, which can be summarised as “*ACT Collectively*”. Ideally, these are acronyms that describe the process as follows:

- **Address GBV** in education and humanitarian emergency efforts: A code of conduct for all teachers and other education personnel is developed in consultations with learners and community education committees.
- **Collect, analyse and report** sex- and age-disaggregated data: Sex- and age-disaggregated data on access to education opportunities are collected on a regular basis.
- **Target** actions based on a gender analysis: Provide appropriate clothing and sanitary supplies to girls so they can attend school and fully participate in class
- **Collectively** coordinate actions with all partners: Education Sector actors participate regularly in meetings to discuss gender issues; and the Education Sector routinely measures the work done by education actors against gender-specific indicators.

The ADAPT and ACT Collectively framework seeks to unravel the nuances that account for the various disparities in access to and performance in an education system. These nuances are key in understanding the key tenets that form the indicators for an evaluation of an education system for access and performance.

In applying this framework to this study, it is based on the understanding that

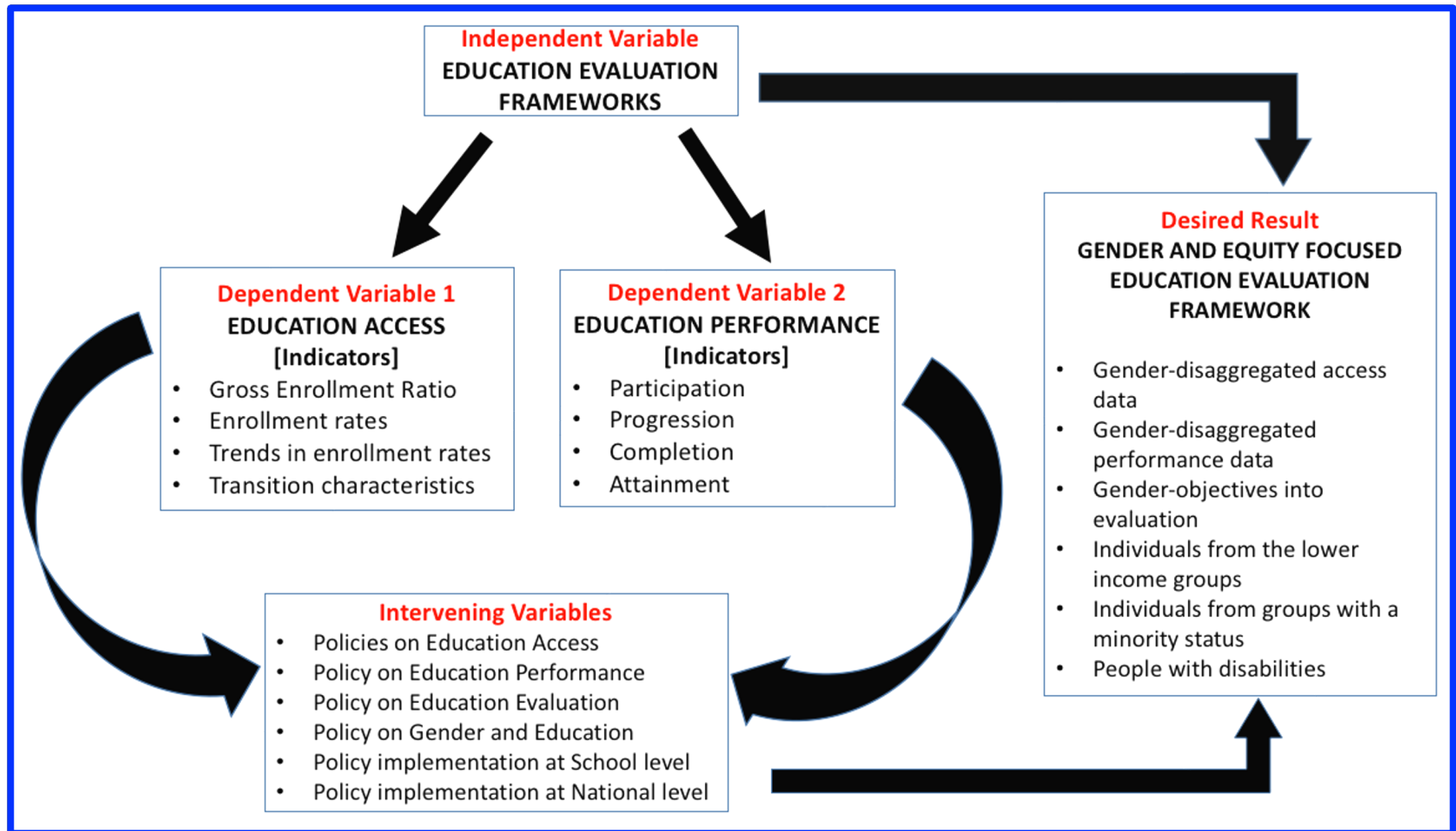
education assessment should collect data relevant for a gender analysis: this includes disaggregate data by sex, age, poverty, disability ethnicity, language and other socio-cultural factors, to assess how the situation affects different groups of learners and why they are or are not able to access education (INEE, 2010). The framework is also relevant for this study because it helps look at the distinct educational needs of women, girls, boys and men; understand the different risks that are faced by women or girls compared to boys and men; as well as the different roles, skills, and coping strategies of men, women, boys and girls.

2.3 Conceptual Framework

The conceptual framework presented in Figure 1, is based on the understanding that the independent variable, education evaluation is assessed from the standpoint of two dependent variables namely education access and education performance, each with its existing set of indicators. For education access, we have: gross enrollment ratio; enrollment rates; trends in enrollment rates; and transition characteristics. For education performance, the existing indicators are: participation; progression; completion and attainment. It is anticipated that the evaluation frameworks will be affected by the intervening variables, which in our particular case includes: policy on education access; policy on education performance; policy on education evaluation; policy on gender and education; policy implementation at school level; as well as policy implementation at the national level. The desired outcome is that the evaluation frameworks are both

gender responsive and equity focused, meaning that they should address the following key indicators namely: gender-disaggregated access data; gender-disaggregated performance data; gender-objectives into evaluation; individuals from the lower income groups; individuals from groups with a minority status; people with disabilities.

Figure 1: Conceptual Framework for the Study



Source: Author's own conceptualization.

2.4 Summary of literature review

In summary, the literature review has concentrated on discussions on the role of education in strategies against poverty and exclusion and in the promotion of active citizenship and democracy, and as to what a comprehensive evaluation of the results of schooling should include. It has addressed gender patterns in education and how they shape the relationship of education and society and transformation in society; efficient management of resources; accountability and transparency; and equity in the global context, African region and in Eastern Africa, giving specific example of the Rwanda case. It has looked at best practices on frameworks for self-evaluation of the performance of education authorities and why the process of self-evaluation is central to the maintenance of quality and the pursuit of excellence. It has also mentioned the major reforms and innovations in Kenya, since the year 2000.

The literature review identifies that the main focus has been on improving levels of access, retention, equity, quality, relevance, and the overall efficiency of the education sector. The review has also discussed the literature that analyses the participation of girls and women as well as boys and men in education by bringing to the fore the underlying reasons for the persistent gender gaps in education in Kenya; as well as laying special emphasis on the conceptualisation of the nexus between gender, education and poverty. It also mentions some of the mechanisms in place which can be used effectively for purposes of evaluation of education.

The review also discusses the nexus between gender equality and access to education; and the guiding principles of basic education in Kenya. From the literature reviewed, it is emerging that gender balance in education is not only a matter of social justice but also of good economics; and that gender disparity in education lowers the potential well-being of the society given that education has direct effects on human development.

Eliminating inequality is a development imperative for purposes of fairness and efficiency. The literature has explored teachers' lives as gendered beings and how this helps us understand how gender influences teacher-learner relationships and pedagogical practices. It focuses on studies that have addressed the challenges of gender and equity in education settings, and on power relations and how this perpetuates violence in the educational settings. The literature has also reviewed quality assurance strategies through testing and assessment as well as policies and strategies addressing barriers to participation and learning for the most vulnerable. It has also looked at the main issues facing the education sector in Kenya including: access, equity, quality, relevance and efficiency in the management of educational resources.

As can be seen from the foregoing review, the Government Reports (Republic of Kenya, 2007b; Republic of Kenya, 2008; Republic of Kenya, 2012c; Republic of Kenya, 2014a; Republic of Kenya, 2014b) have focused on access to education, improve institutional performance in secondary education, increase

the participation, improve access to quality basic education, promoting targeted strategies to support girls' education and training, the main issues facing the education sector in Kenya, and Secondary school transition levels. Even though there is concern with the gender responsiveness and equity focus in education access and performance, the evaluation component is not clear from the reviewed documentation. This therefore constitute the core of this study and the knowledge it seeks to add to the general body of knowledge on evaluation. Again, seen from the guiding principles as captured in the Kenya Education Framework, they are gender blind, even as they attempt to address the equity focus.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This section highlights the research designs adopted for the study, the unit of analysis as well as the variables for the study, the study site as well as population of the study and the sampling techniques. It goes ahead to the key research instruments used for data collection as well as validity and reliability of the tools. It ultimately addresses the issues of data collection, data analysis, management of data and ethical considerations, as well as presentation of the data in this thesis.

3.2 Research design

The research design refers to the overall strategy used to integrate the different components of the study in a coherent, logical and systematic way, thereby ensuring that the research problem is addressed effectively. The research design constitutes the blueprint for the collection, measurement, and analysis of data (Burns & Bush, 2006; Creswell, 2007; Robson, 2011). An appropriate research design is essential as it determines the type of data, data collection technique, the sampling methodology, the schedule and the budget (Hair, Bush & Ortinau, 2003).

This study was based on a phenomenological research design. A phenomenological design was adopted because of its flexibility in tracking the change process over time, adjusting to new ideas as they emerge and ability to contribute to new theories where necessary. The data is generated by means of induction from the perspectives of the actors. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013; Maxwell, 2013). The focus is on gaining insights and familiarity for later investigation or undertaken when research problems are in a preliminary stage of investigation (Cuthill, 2002; Creswell, 2003; Creswell, 2007; Creswell & Piano, 2007). This study sought to gain insights into the available evaluation frameworks and see how gender responsive they are and whether or not they focus on equity.

Phenomenological research design considers that the true meaning of phenomena is to be explored through the lived experience by the individual. It is an inductive and descriptive research method and seeks to investigate a phenomenon, in this particular study, the evaluation in education. It is a rigorous, critical, systematic investigation of phenomena. The analysis in phenomenological research designs involves identifying the essence of the phenomenon under investigation based on the data obtained and how data are presented, allowing for identification of recurring themes and interrelationships (Brink & Wood 1998:20).

Phenomenological studies may make detailed analysis and comments about

individual unique cases and situations which, however, may not lead to direct generalisation, but all the same can offer guidance on the general behaviour. The phenomenological design was complemented with the descriptive research, which was used to obtain information concerning the current status of the phenomena under study by describing what exists with respect to variables or conditions in a situation. For the descriptive part of the study, the findings can be a useful tool in developing a more focused study, as well as lead to important recommendations in the practice of education evaluation.

3.3 Location and site description

The site of the study was in Siaya county in the western part of Kenya, bordering Kisumu county, Busia county, Vihiga county and Butere county. It covers the present Siaya, Bondo, Rarieda, Ugenya and Gem districts. It spreads across 30 administrative wards, spanning six sub-counties namely: Alego-Usonga; Bondo, Gem; Rarieda; Ugenya; and Ugunja. Siaya was chosen as a study site because of its unique characteristics with regard to gender inequity in education access as well as performance.

Only 15.7% of Siaya county residents have a secondary level of education or above. Two constituencies, Bondo and Rarieda, have the highest share of residents with a secondary level at 17.8% and 17.6% respectively. Ugenya has 12.9%; Ugunja – 15.0%; Alego-Usonga – 15.4% and Gem – 14.8%. A total of 64% of Siaya county residents have a primary level of education only, while

20% of Siaya county residents have no formal education (KNBS/SID, 2013e). Boys and girls in secondary school as at 2013 were 31,359 and 26,943 respectively giving a ratio of 1.16:1 (Siaya, 2013). At the national level there has been an upward trend for the gross enrolment ratio (GER) and the net enrolment rate (NER) having recorded 16.4 and 14.3 percentage points increase respectively between 2009 and 2014. The GER increased from 41.9% in 2009 to 58.2% in 2014 while the NER increased from 33.1% to 47.4% over the same period (Republic of Kenya, 2014b).

Regional disparities still exist at the secondary level with the latest county-specific studies indicating that a total of 27 counties recorded GER and NER above the national average (58.2% and 47.4% respectively) while 20 counties recorded rates below the national average. It is important to note that at this level of education there is high cross county provision of education. In this case students may be enrolled outside their home counties (Republic of Kenya, 2014b). Even though the Siaya GER at secondary school level stands at 70% while the NER stands at 62%, both slightly higher than the national averages (KNBS/SID, 2013a), the percentages of the population with secondary education is low. In Siaya county percentage of the population with secondary education stands at 15.7% (KNBS/SID, 2013e), compared to her neighbours Migori at 15.2% (KNBS/SID, 2013d); Homa Bay at 17.3% (KNBS/SID, 2013b) and Kisumu at 25.4% (KNBS/SID, 2013c). It is these gross differences that made it appropriate to select the study site. It is important also to mention that the transition to higher levels beyond secondary education in Siaya has equally been

low compared to neighbouring counties, thus prompting the study on performance as a variable in this study.

The choice of Siaya county was also prompted by the high levels of those without formal education standing at 20% (KNBS/SID, 2013e). Siaya county is indicated as one of the bottom ten counties in the country, with a 7.6 poverty gap as percentage of national poverty line. It is also mentioned as one of the bottom ten counties in terms of demographic indicators, with a sex ratio of 0.898 as compared to Homa Bay's 0.919 and Migori's 0.936, with all the three falling in the bottom ten (KNBS&SID, 2013a).

3.4 Study population and sampling

3.4.1 Study population

The population for this study was indeed the participants, namely the headteachers and other informants who were actually interviewed. For purposes of sampling, the total number of schools in the whole of Siaya county is 226 as indicated in Table 1. The respondents were of course to be drawn from the schools that were to be sampled and other education officials. Thirteen schools were sampled on an inclusive criterion that ensured that no school category or type was left behind, with the exception of boys' day school, which was not represented as there was none in the whole county. The study looked at the existing evaluation strategies and frameworks in each of the Schools to see

whether or not they were gender responsive and equity focused. Table 2 illustrates the sampling against each school category-type.

Each school category as listed in Table 1 was sampled except the boys' day school category, which is not represented in the county. The purposive sampling procedure for the study is illustrated in Table 2, showing the distribution of secondary schools in Siaya county and the sampling per school category based on the set criteria, and making sure that the diversity is captured. The criterion covers: schools by type or category; making sure that the rural as well as urban Schools were captured, as well as the national schools (including the special national schools) and the private schools. The distribution of the sampled schools per sub-county is as reflected in Table 2.

Apart from the purposive sampling, a deliberate multi-stage sampling was done to ensure that each school type or category was captured, that the status of the school was also put into consideration – whether county school or extra county, special schools, national as well as private schools. Attempt was also made at equitable sampling bearing in mind the secondary schools population in a sub-county and the number sampled. This is explicit in Table 2.

Table 1: Study population – secondary schools in Siaya county

No.	School Category/Sub-County	ALEGO- USONGA	BONDO	GEM	RARIEDA	UGENYA	UGUNJA	TOTAL
1	National Boys	0	1	0	0	0	0	1
2	National Girls	1	0	0	0	0	0	1
3	National Special Schools (Mixed Boarding)	0	2	0	0	0	0	2
4	Boys Day Schools	0	0	0	0	0	0	0
5	Boys Boarding Schools	1	2	2	2	2	1	10
6	Boys Day and Boarding Schools	1	3	2	0	0	1	7
7	Girls Day Schools	0	2	0	0	2	0	4
8	Girls Boarding Schools	3	3	3	3	1	1	14
9	Girls Day and Boarding Schools	1	1	1	0	0	1	4
10	Mixed Day School	39	17	35	29	20	16	156
11	Mixed Boarding School	0	0	0	0	0	0	0
12	Mixed Day and Boarding Schools	4	6	3	5	6	2	26
13	Private Schools/Academies	1	0	0	0	0	0	1
	TOTAL	51	37	46	39	31	22	226

Table 2: Distribution of sampled secondary school categories

No.	School Category/Sub-County	Total Number of Schools	ALEGO-USONGA	BONDO	GEM	RARIEDA	UGENYA	UGUNJA	TOTAL
1	National Boys	1	0	1	0	0	0	0	1
2	National Girls	1	1	0	0	0	0	0	1
3	National Special Schools	2	0	1	0	0	0	0	1
4	Boys Day Schools	0	0	0	0	0	0	0	0
5	Boys Boarding Schools	10	0	0	1	0	0	0	1
6	Boys Day and Boarding Schools	7	1	0	0	0	0	0	1
7	Girls Day Schools	4	0	0	0	0	1	0	1
8	Girls Boarding Schools	14	0	0	0	1	0	1	2
9	Girls Day and Boarding Schools	4	0	0	1	0	0	0	1
10	Mixed Day School	156	0	0	0	1	0	0	1
11	Mixed Boarding School ¹	0	0	0	0	0	0	0	0
12	Mixed Day and Boarding Schools	26	0	0	0	1	0	1	2
13	Private Schools/Academies	1	1	0	0	0	0	0	1
	Total Number Sampled	226	3	2	2	3	1	2	13

A total of 13 schools were purposively sampled based on the established criteria as captured in Section 3.4.1, with the total number of Schools sampled in each category highlighted.

¹ One mixed boarding school was sampled, but in this particular case, it fell under the national special school. There are two mixed boarding schools, but both fall under the special national schools – one for the visually impaired and the other for the hearing impaired.

3.4.2 Variables / categories and unit of analysis

The design of this study was such that it had an independent variable, two dependent variables and an intervening variable. The independent variable is education evaluation frameworks; while the two dependent variables are education access and education performance against which, a set of existing indicators for each was established. The intervening variable is a hypothetical internal state that is used to explain relationships between the observed variables, such as the independent and dependent variables (Creswell, 2007). Since these indicators are learner-centered, the unit of analysis is the learner as well as the individual framework of evaluation. The intervening variables in this particular case are the policies in place that the independent and dependent variables engage with, namely: policies on education access; policy on education performance; policy on education evaluation; policy on gender and education; policy implementation at the school level and policy implementation at the national level.

3.4.3 Sampling techniques and sample size

Crouch and McKenzie (2006) have observed that qualitative studies often use purposeful or criterion-based sampling, that is, a sample that has the characteristics relevant to the research question(s). According to Creswell (2013) that sample size depends on the qualitative design being used. This study adopted two sampling strategies. It used the criterion sampling by selecting all cases that meet some criterion and interviewing the cases for information related to aspects

of the process under investigation (Guest, Bunce, & Johnson, 2006). It also used the purposeful random sampling as a strategy to add credibility to the process (Camic, Rhodes, & Yardley, 2003).

Table 3: Category and status of sampled schools

No.	School Category	Sub-County	Status
1.	Boys Boarding	Gem	Extra County
2.	Boys Day + Boarding	Alego-Usonga	County
3.	Girls Boarding	Ugunja	Extra County
4.	Girls Boarding	Rarieda	Extra County
5.	Girls Day + Boarding	Gem	County
6.	Girls Special School	Ugenya	Special Girls
7.	Mixed Day	Rarieda	County
8.	Mixed Day + Boarding	Rarieda	County
9.	Mixed Day + Boarding	Ugunja	County
10.	National Boys	Bondo	Boys National
11.	National Girls	Alego-Usonga	Girls National
12.	National Special	Bondo	Mixed National
13.	Private /Academies	Alego-Usonga	Private

For phenomenological study designs, the sample size typically ranges from three to ten at the point of saturation. According to Charmaz (2006), you stop collecting data when the categories (or themes) are saturated, when gathering fresh data no longer sparks new insights or reveals new properties. Guest, Bunce, and Johnson (2006) propose that saturation often occurs around 12 participants in homogeneous groups. For Latham (2013), saturation occurs at around 11 participants. For phenomenological studies, Creswell (1998) recommends 5 – 25 and Morse (1994) suggests at least six. These recommendations can help a

researcher estimate how many participants they will need, but ultimately, the required number of participants should depend on when saturation is reached.

For this particular study, after point of saturation, one extra school was added to make the sample 13. The final list of the 13 categories and status of sampled schools is as shown in Table 3. This position is supported by Morse (1995) and Bowen (2008). Morse (1995) maintains that the quantity of data in a category is not theoretically important to the process of saturation. The richness of data is derived from detailed description, not the frequency of occurrence. The sampling was done in such a way that all the school categories represented in the county were sampled, as well as a consideration of the relative spread and number of schools in each of the sub-counties in the county.

The idea of saturation and small sample size in qualitative research is supported by Morse (1995), Gonzalez (2009) as well as Creswell (2011), especially in undertaking research using the phenomenological approach. The sample size is usually driven by the need to uncover all the main variants within the approach. What we yearn for in qualitative research is information richness (Patton, 2002). Morse *et al.* (2002) point to the purpose of data saturation as ensuring replication in categories; replication verifies and ensures comprehension and completeness of data.

3.5 Research Instruments and Validation

There were two tools used in this study namely:

- Survey questionnaire – Schools (Appendix 5).
- Key Informant interviews guide – School administration and local education officials (Appendix 6).

These two tools are provided in the Appendices.

3.5.1 The schools survey questionnaire

This tool mainly asked questions that sought to find out the specific details of education evaluation as carried out in the secondary schools and in what ways gender responsiveness and equity focus is reflected in the strategies. This tool was mostly filled by the deputy principals or designated senior staff, as the school principals were interviewed as key informants.

3.5.2 Key informant interviews guide

This tool addressed the key information that was sought from the person with the highest responsibility in the school (the school principals) as well as local education officials, with the sole aim of shedding light on any grey areas from the survey questionnaire and clarifying some qualitative information that the survey tool may not have captured effectively. The school principals were interviewed as key informants while the school deputy principals or career guidance teachers filled-in the survey tool. This was an effective quality control

mechanism as the answers to some of the questions clarified information contained in the survey questionnaire. This was for purposes of triangulation of data collected.

3.6 Piloting / Pre-test

A pre-test of the tools was conducted in one school, which ultimately was not included in the sampled schools. This was for purposes of ascertaining whether the suggested questions really captured the essence of the main study objective, and whether they could comprehensively guide the researcher in coming with answers to the study questions. Emerging issues from the administration of the pre-test were discussed with the supervisors, and appropriate revisions made to the tools, incorporating the new information with a view to producing relevant answers to the study questions and objectives.

Some of the emerging issues during the pre-test were questions which were generating the same answer. Examples are as follows:

- *What evaluation frameworks are provided by the Ministry of Education?*
- *Are there standards for evaluation of education access and performance? Who sets the standards and what do the standard involve?*

These questions actually generated the same answers during the pre-test, and were consequently adjusted and harmonised in the revised tool which was finally used for the data collection.

- *What are the underlying problems in educational evaluation in secondary schools?*

- *What are some of the challenges you face in evaluating education access and performance in your school?*

The two questions above, also generated the same answer during the pre-test, and after consultations with the supervisors, they were effectively harmonised and merged into one question.

3.7 Validity and reliability

3.7.1 Validity of the study

Validity is the best available approximation to the strength or truth of a given proposition, inference or conclusion (Creswell, 2007; Robson, 2011). According to Morse *et al* (2002), without rigor, research is worthless, becomes fiction, and loses its utility. Joppe (2000) on the other hand notes that validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are.

Guba and Lincoln (1981) stated that all research must have ‘truth value’, ‘applicability’, ‘consistency’, and ‘neutrality’ in order to be considered worthwhile. The foregoing is what has been variously referred to as rigor in quantitative research. For qualitative research, however, the concept of ‘rigor’ has been replaced with ‘trustworthiness’ (Guba, 1981). The criteria in the qualitative paradigm to ensure trustworthiness are credibility, fittingness, auditability, and confirmability (Guba & Lincoln, 1981). However, these criteria

have been refined to credibility of the data collection process, transferability of research findings, dependability on the data generated, and confirmability of the data (Lincoln & Guba, 1985; Lincoln, 1995). In this study, the researcher displayed the characteristic of being responsive and adaptable to changing circumstances, sensitivity, and ability for clarification and summarisation (Guba & Lincoln, 1981) as well as being able to confirm the credibility of the data generated through triangulation. Trustworthiness of the respondents also ensured that validity and reliability of the study was enhanced, so establishing a relationship of trust was critical for the researcher.

The strategies that the researcher used to increase the validity of responses included building trust with the informants and making sure the respondents clearly understood the context of the study and the relevance of the research study. The researcher also confirmed the findings and analysis with the informant from time to time, as well as keeping detailed field notes which guided the qualitative analysis and checking for variations in responses with the respondents, which were however, not noted in the course of the study. The researcher also ensured credibility and neutrality in engaging with the informants.

3.7.2 Reliability of the study

Reliability signals the stability or consistency with which we measure something (Creswell, 2007; Robson, 2011). Reliability is the extent to which results are consistent over time and an accurate representation of the total population under study (Joppe, 2000; Golafshani, 2003). The main verification strategy for reliability in this study was methodological coherence with the aim of ensuring congruence between the research question and the components of the method, and that the research question match the method, which matches the data and the analytic procedures (Morse *et al.*, 2002).

For purposes of quality assurance, as far as possible, data and findings were triangulated by combining different means of verification (document review and interviews and using various sources of documentation) as well as by independent review of the same data. In the field, random spot checks were conducted in the Schools to ascertain the authenticity of the information collected. This included request for some of the documents that were mentioned by the respondents. Random telephone follow-up calls were also conducted, especially to the key informants to corroborate some of the information that had been gathered in the field. The contacts of the key informants were recorded and during the transcription stage, random phone calls could be made to some respondents for purposes of clarifying some of the information that they had provided.

Reliability coefficients have the ability to impact how researchers interpret study results (Ritter, 2010). For purposes of determining the reliability of the tools used for this study, Cronbach's alpha test was used as a measure for internal consistency in the survey tool, thereby signifying the ability to be consistent in collecting data using the same tool over a period of time and still maintaining the internal consistency. Cronbach's alpha is an index of reliability associated with the variation accounted for by the true score of the "underlying construct." Construct is the hypothetical variable that is being measured (Hatcher, 1994; Santos, 1999). It is an indicator of consistency (Santos, 1999; Gliem & Gliem, 2003; Ritter, 2010), used to determine the internal consistency or average correlation of the items used in the survey instrument to gauge its reliability (Santos, 1999). It is a statistic commonly quoted by authors to demonstrate that tests and scales that have been constructed or adopted for research projects are fit for purpose (Taber, 2018).

Internal consistency coefficients was used in this particular study as it estimated the degree in which scores measured the same concept (Ritter, 2010), an indication that the concepts were well understood across board by the respondents, and that even if the same tool were to be used after a period of time, we would still obtain the same results; and also whether the same set of items would elicit the same responses if the same questions are recast and re-administered to the same respondents (Santos, 1999). It was not possible to use the Cronbach's coefficient for the pre-test as there was only one item sampled for the pre-test. Reliability is concerned with the ability of an instrument to

measure consistently. It should be noted that the reliability of an instrument is closely associated with its validity (Tavakol & Dennick, 2011).

The Cronbach's alpha test as a measure is computed as follows:

$$\alpha = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum_{i=1}^k \sigma_{y_i}^2}{\sigma_x^2}\right)$$

...where: k refers to the number of scale items

$\sigma_{y_i}^2$ refers to the variance associated with item i

σ_x^2 refers to the variance associated with the observed total scores

This computation is a correlation of the score for each of the items used in the scale of the survey tool, with the total score for responses for each individual in the survey. This is then compared to the variance for all individual item scores. In addition to the α -coefficient, SPSS also provided the number of valid observations used in the analysis as well as the number of scale items used for the survey tool.

The table below shows the case processing for the 13 responses to the survey tool, with deletions based on all the variables in the procedure.

Table 4: Case processing summary for Cronbach's alpha test

		N	%
Cases	Valid	13	100.0
	Excluded ^a	0	0.0
	Total	13	100.0

^a. Listwise deletion based on all variables in the procedure.

The table below shows the acceptability levels of the Cronbach's alpha test for each of the questions in the survey questionnaire:

Table 5: Item-total statistics – Cronbach's alpha test for each question

Question	Scale mean if item deleted	Scale variance if item deleted	Corrected item – total correlation	Cronbach's Alpha if item deleted
Quality of schools	223.38	18,336.92	.151	.826
Quality of teachers	223.08	18,357.08	.228	.826
Quality of curriculum	223.15	18,350.64	.257	.826
Quality of community involvement	224.08	18,266.41	.370	.825
Quality of the evaluation system	223.15	18,341.81	.180	.826
Evaluation consideration of gender	224.31	18,316.56	.193	.826
Evaluation promotes and uses sex disaggregated data and gender analysis	224.46	18,379.27	.008	.827
Data for gender differences that affect achievement of education objectives	224.38	18,491.92	-.317	.828

Question	Scale mean if item deleted	Scale variance if item deleted	Corrected item – total correlation	Cronbach's Alpha if item deleted
Gender is addressed in objectives / results / actions of the education evaluation	224.46	18,375.27	.022	.827
Aspects of the evaluation that will be affected by gender relations, roles, or identities	223.69	18,299.40	.346	.826
Evaluation addresses the needs of vulnerable population groups	224.62	18,441.42	-.134	.827
Evaluation considers how differences in participants' sex, age, socio-economic status and ethnicity	224.69	18,444.23	-.162	.827
Evaluation addresses gender-based constraints in access to secondary education	225.08	18,399.74	-.042	.827
Indicators disaggregated by sex, age, and socio-economic status	224.46	18,388.60	-.023	.827
Baseline data collected on boys and girls of different ages and socio-economic status	224.38	18,471.92	-.247	.828
There are specific indicators to measure changes in gender in relations, access to and performance in education	225.00	18,429.67	-.129	.827
Monitoring and evaluation framework data reveal gender inequities	224.54	18,401.94	-.057	.827
Gender-specific objectives link to the evaluation of education	224.62	18,454.92	-.181	.828
Addresses gender-based barriers to learning	216.31	12,040.56	.979	.783
Acknowledge gender as part of a learner's identity	216.31	12,030.73	.981	.782
Enables education structures, systems and methodologies to be sensitive to all	216.23	12,031.03	.983	.782
Gender parity is part of a wider strategy to advance gender equality	216.46	12,013.60	.982	.782
Continuously evolves to close gaps on gender disparity and	216.15	12,046.81	.981	.782

Question	Scale mean if item deleted	Scale variance if item deleted	Corrected item – total correlation	Cronbach's Alpha if item deleted
eradicate gender-based discrimination				
PERFORMANCE: Analyse gender differences	224.15	18,247.14	.334	.825
PERFORMANCE: The Education Needs Assessment consults equal numbers of women and men	224.08	18,253.91	.410	.825
ACCESS: Design services to meet the needs of all	223.62	18,298.42	.310	.826
ACCESS: Access for women, girls, boys and men is provided equally	224.38	18,318.76	.227	.826
ACCESS: Participate equally ensure gender balance	224.31	18,236.23	.453	.825
PERFORMANCE: Train women and men equally	224.38	18,229.92	.406	.825
ACCESS: Address GBV in education and humanitarian emergency efforts.	223.92	18,279.08	.323	.826
ACCESS: Collect, analyse and report sex- and age-disaggregated data	224.15	18,233.47	.383	.825
ACCESS: Target actions based on a gender analysis	223.77	18,291.19	.305	.826
PERFORMANCE: Collectively coordinate actions with all partners	224.62	18,205.92	.459	.825
Written End-term Examinations	222.92	18,378.91	.071	.827
Practical Examinations	223.54	18,400.60	-.055	.827
Continuous Assessment Tests (CATs)	222.92	18,375.91	.111	.827
Rapid Assessment Tests (RATs)	223.46	18,313.77	.296	.826
Homework	223.38	18,324.09	.193	.826
Allocation of students to sets or groups	224.00	18,433.67	-.147	.827
Deciding how to help individual students	223.23	18,424.36	-.293	.827

Question	Scale mean if item deleted	Scale variance if item deleted	Corrected item – total correlation	Cronbach's Alpha if item deleted
Reviewing departmental schemes of work	224.08	18,342.74	.113	.826
Reviewing students' progress overall as a means of assessing the effectiveness of departmental teaching	223.00	18,369.83	.141	.827
Giving students a clear indication of their progress in a year group	223.38	18,335.92	.268	.826
All stakeholders in education should be involved in evaluation	223.38	18,317.92	.214	.826
Private-public partnerships in educational evaluation	223.38	18,413.09	-.163	.827
Need for a guiding framework for gender evaluation in schools	223.23	18,359.53	.138	.826
Need for gender mainstreaming in the whole educational system	223.31	18,335.73	.201	.826
Develop national educational policies touching on gender	223.15	18,357.47	.155	.826

Table 6: Summary item statistics – Cronbach's alpha test

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.747	2.769	11.692	8.923	4.222	5.838	48
Inter-Item Correlations	.153	-.537	1.000	1.537	-1.861	.089	48

Table 7: Reliability statistics – Cronbach's alpha test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.826	.897	48

It should also be noted that while a high value for Cronbach's alpha indicates good internal consistency of the items in the scale, it does not mean that the scale

is unidimensional (Gliem, & Gliem, 2003). Reliability pertains to the consistency of scores (Ritter, 2010). In terms of analysis, a Cronbach's alpha of .70 and above is good, .80 and above is better, and .90 and above is best (Santos, 1999; Gliem & Gliem, 2003; Taber, 2018; Ritter, 2010; Tavakol & Dennick, 2011).

Based on the above analysis, for each of the questions, all of them have got a Cronbach alpha of minimum .782 and maximum .828, with an overall average of .826 as shown in Table 7 above, showing 'above good' level for internal consistency of the responses, making the survey tools very reliable.

3.8 Data collection procedures

Primary data was collected from respondents from the sampled number of respondents from the selected schools, which were 13 out of the 226 secondary schools in the county. The researcher personally conducted the data collection. The researcher administered the survey questionnaire to the school administrators, by having them fill them in for themselves. Each school administrator who filled-in the survey questionnaire had to sign and stamp the survey questionnaire to ascertain the authenticity and ownership of the information collected.

Secondary data was analysed from available literature touching on education and gender equity (Mensch & Lloyd, 1998; Subrahmanian, 2002, 2005; Chege &

Sifuna, 2006; Chege, 2007; Lewin, 2007; Smeal, 2007); access to education across gender (Stromquist, 2007; Lebeau *et al.*, 2011); and performance in examinations (Page & Jha, 2009; Republic of Kenya, 2012b, 2012c) with respect to secondary schools in Kenya.

Primary data was collected from the respondents from the sampled number of secondary schools in Siaya county and from local education offices and officials. Local education officials were also interviewed as key informants. In terms of sampling, the survey was conducted in the 13 Schools that were selected from the already available list of schools and representing the different categories of schools as indicated in the study population and sampling methodology.

This study focused on secondary schools in Siaya county to understand the intricate details that affect the evaluation of access to education with a gender lens, and how this ultimately affects the evaluation of performance. The survey generated quantitative data and was conducted through self-administered questionnaires in which the school administration (like career guidance teachers or deputy principals, who engaged with the day-to-day management of evaluation and assessment issues at School) answered for themselves a set of questions relating to the evaluation of education access and performance. The quantitative aspect was also concerned with the analysis of frequencies and descriptive statistics from the primary data collected.

As for the qualitative data, the study involved key informants interviews in which the school administrator with the highest responsibility (mostly the principals), were interviewed about critical issues affecting the monitoring and evaluation of education access and performance. Local ministry of education officials as key informants were also interviewed; particularly the ones who are in charge of monitoring and evaluation to see some of the tools they use in monitoring and evaluation and identify any gaps with regard to gender responsiveness and equity focus.

3.9 Management and Analysis of Data

3.9.1 Data Management

The completed questionnaires for the survey were sorted according to the different categories of respondents. They were given different numbers so as to protect the identity of the respondents. The data from the key informant interviews were transcribed separately. The transcriptions and the survey data were securely locked for safe keeping. The transcriptions were then coded and the data analysed qualitatively. The survey data were entered into a pre-coded SPSS data sheet as variables that represented different types of data. All the data files were backed up and stored electronically in different storage devices namely a computer external hard disk drive, a USB drive as well as in two different laptops and protected with passwords. To ensure the secure storage of personal data, personal security in the house was enhanced and also password-protected laptops could not allow access to unauthorised persons. All the

fieldwork notes after submission of final dissertation will be destroyed to protect privacy of respondents.

3.9.2 Analysis of Data

The data collected from the key informant interviews was analysed qualitatively using the Microsoft Word tabulation and coding through thematic identification and isolating emerging issues under the identified themes. The thematic coding approach involved codes with the same label being grouped together as a theme, with the themes serving as a basis for further data analysis and interpretation. As Robson (2011) observes, this can be used on a purely descriptive or exploratory basis, given the exploratory nature of the study design. For the quantitative data, analysis was done using Statistical Package for the Social Sciences (SPSS), which were then exported to Microsoft Excel, and results presented in the tables that captured comparative data through cross-tabulation (Robson, 2011).

The quantitative data was derived from the survey tool. The analysis generated comparative tables capturing the different components of the quantitative data. This data was complemented by the qualitative data so analysed. Table 8 shows the data analysis matrix that guided both the data collection as well as the data analysis phases of the study. It indicates each of the research questions, and for each, it gives the corresponding indicators, data sources (especially where the data was to come from), as well as the questions from both the survey questionnaire and the Key Informants Interview guide that was to contribute in

answering the said research question. It finally shows how each of the data so generated was analysed, contributing to the final report.

3.9.3 Data collection and analysis matrix

Table 8: Data collection and analysis matrix

Research Question	Indicators	Data Sources [Contributing Questions]	Method of Data Analysis
(i) <i>What are the existing evaluation frameworks available for secondary schools in Kenya?</i>	<ul style="list-style-type: none"> - Existing policy framework for gender and equity focus in evaluation of education at the national level - Name of the policy document - What the said document provides with regard to gender and equity focus - Goals of evaluation in secondary schools 	<p>Key Informant Interview (KII) Guide</p> <p>Question 1 – 3</p> <ul style="list-style-type: none"> • What evaluation frameworks are provided by the Ministry of Education? • Goals of evaluation in schools • What are the specific goals of evaluation of education access and performance in schools? • Are these goals usually achieved? • If YES, how are they achieved? • If NO, why are they not achieved? • What are the underlying problems in educational evaluation in secondary schools? <p>Survey Tool: Questions</p> <p>5, 6,</p>	<ul style="list-style-type: none"> - Qualitative analysis for the KIIs - Quantitative analysis for the Survey questions.
(ii) <i>How is education access evaluated in secondary schools from a gender perspective?</i>	<ul style="list-style-type: none"> - Factors to consider in establishing quality targets and indicators - Some of the strategies for evaluation of education access - School commitment to gender responsive and 	<p>KII Guide Question 4 – 8</p> <ul style="list-style-type: none"> • How do you choose indicators and methods for evaluation of education access? • What are some of the indicators of education access? • What do you, as teachers, administrators think about gender in educational evaluation? 	<ul style="list-style-type: none"> - Qualitative analysis for the KIIs - Quantitative analysis for the Survey questions.

Research Question	Indicators	Data Sources [Contributing Questions]	Method of Data Analysis
	equity focused evaluation of education - Ways through which schools ensure gender and equity focus in evaluation of education access	<ul style="list-style-type: none"> What are the responsibilities of the members of staff in evaluation of education access? Survey Tool: Questions 7, 8, 9, 10, 11, 12	
<i>(iii) How is education performance evaluated in secondary schools from a gender perspective?</i>	<ul style="list-style-type: none"> Some of the strategies for evaluation of education performance Ways through which Schools ensure gender and equity focus in evaluation of education performance. Some of the main methods of assessment in the school Uses of assessment records by the teachers in this school 	KII Guide Question 4 – 8 <ul style="list-style-type: none"> How do you choose indicators and methods for evaluation of education performance? What are some of the indicators of education performance? What do you, as teachers, administrators think about gender in educational evaluation? What are the responsibilities of the members of staff in evaluation of education performance? Do you have performance assessment procedures in school? How are they developed? Probe for: Standards for evaluation of educational performance. Who sets the standards? What do the standards involve? How the performance assessments tasks are scored. Survey Tool: Questions 7, 8, 9, 10, 11, 12	<ul style="list-style-type: none"> Qualitative analysis for the KIIs Quantitative analysis for the Survey questions.

Research Question	Indicators	Data Sources [Contributing Questions]	Method of Data Analysis
<p><i>(iv) What are the possible ways of improving gender and equity focus in evaluation of education access and performance?</i></p>	<ul style="list-style-type: none"> - Ways in which evaluation of education can be enhanced at the secondary level to incorporate gender and equity focus 	<p>KII Guide Question 9</p> <ul style="list-style-type: none"> • How can evaluation be improved to incorporate gender and equity focus? <p>Survey Tool: Questions 13</p>	<ul style="list-style-type: none"> - Qualitative analysis for the KIIs - Quantitative analysis for the Survey questions.

3.10 Ethical considerations

The research involved human participants, thereby justifying ethical considerations. Careful consideration was made of how information was used, who accessed the information and how the information was reported. The participants were drawn from school administrators; teachers; and local education officials. They were recruited through purposive sampling from the list of secondary schools in the county. The researcher got clearance from the provincial administration for security concerns before getting into the sub-counties for purposes of data collection. The researcher respected the dignity and human value in his interaction with participants in such a way that these people did not feel threatened or harmed physically or culturally or in their religious beliefs. This was through humility in self presentation as well as asking for the comfort and convenience of the respondents before settling down for the interview. The researcher was also sensitive to the time of the respondents amid various urgent responsibility matters, so he could from time to time wait passively as the respondent attended to urgent administrative matters or calls, or even to attend to other obligations, before coming back to resume the interview.

The researcher was given an authorisation from the department of gender and development studies after the supervisors signed the final accepted research proposal. Another authorisation was a letter from the graduate school to the student showing approval of the research proposal after incorporating the

changes based on recommendations from the graduate school and showing compliance with the academic requirements for conduct of doctoral research. The graduate school also presented a letter addressed to the director general of the National Council for Science, Technology and Innovation (NACOSTI). This was to request NACOSTI to authorise the researcher to proceed for data collection.

The researcher obtained a letter of introduction from the National Council for Science, Technology and Innovation (NACOSTI) addressed to the Education Officers at the County level. The county director of education then issued an authorisation letter to all the other key informants, especially the school administrators; teachers and the local educational officials. The researcher obtained the consent of participants first before starting the interviews, using an opt-in procedure, through a consent form, which was signed by the respondents. The respondents were informed of the option of opting out at any level during the research process. The researcher used the letter of introduction from the county director of education and also a paragraph in the consent form to inform the participants about what he was doing. He also explained to the respondents verbally the content of that consent form.

The participants expressed confidence and were not embarrassed as a result of this study, because the topic of study, that is gender and equity focus in evaluation of education, is an issue that has been in debate in the public domain, so it is not something new or sensitive – this was evidenced through the signing

of the consent forms and also non-withdrawal by all the respondents during the whole data collection process, even though it had been made clear to them that they were free to withdraw their consent to participate at any time during the interview. The researcher used a consent form, which clearly stipulated that and had the respondent's sign.

The respondents were also made aware of the option to opt out of the study at any time and also not to answer any question that they were not comfortable with. However, during the whole data collection process, no respondent withdrew from the interview midway, though there are some who opted out of some questions and such were not captured for them and did not make it to the analysis. The researcher did not go the extra mile to ask for reasons why the respondents opted out of the questions. To ensure that the information obtained from or about participants was protected, the researcher has herein anonymised the respondents by simply using general titles and also School categorisation.

CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter addresses the specific study objectives, which were captured by the following study questions: What are the existing evaluation frameworks available for secondary schools and how gender responsive and equity focused have they been? How is access evaluated in secondary schools from a gender perspective? How is performance evaluated in secondary schools from a gender perspective? What are the possible ways of improving gender responsiveness and equity focus in evaluation of education access and performance? In presentation of the study findings, this chapter highlights the key policy frameworks and evaluation strategies available for evaluation of secondary education. It goes ahead to assess whether the said frameworks are gender responsive or not, and whether they address equity issues in education access and performance. It looks at some of the factors that are considered in establishing indicators for evaluation of education, as well as what it is that makes these indicators gender responsive and equity focused. It then goes ahead to look at some of the strategies that have been used by Schools to make their evaluations gender responsive as well as equity focused.

The next section of this chapter looks at whether or not Schools are committed to gender responsive and equity focused evaluations, and how they ensure this is attained in their school setting. It also looks at the main assessment and

evaluation methods and the uses of such assessment records in the schools. The final section in this chapter looks at some of the recommendations from the respondents on the possible ways of improving gender responsiveness and equity focus in evaluation of education access and performance.

4.2 Evaluation frameworks for secondary schools

4.2.1 Existing strategies for education evaluation

It is important to indicate that in this section, we are dealing with evaluation strategies that are used in evaluation of education at secondary school level. There are instances where there is no specific framework existing for evaluation, but all the same, there is some evaluation taking place. In such instances, we shall be referring to these as mere strategies of evaluation and not framework.

A framework refers to the laid down system of rules, which gives guidance on how evaluation should be conducted, outlining the specific objectives of the evaluation as well as the process. Strategies on the other hand are more of the process. It is the plan of action and execution with an aim of achieving an overall goal.

It has emerged from the key informants that the kind of evaluation they conduct in schools is double prong. The schools assess skills as well as performance in the subjects. Assessment refers to the methods or tools that educators use to

evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Assessment techniques are designed to gauge the effectiveness of the teaching and the quality of the learning taking place. A skill is the ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. The skills students learn should reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society. Academic skills include: oral presentations, writing skills; critical thinking, self-initiative, group collaboration, as well as time management and technological literacy, and are essential to success in higher education. In non-academic skills, they assess the ability of the students in co-curricular activities. The ministry of education has a tool for assessment of co-curricular activities.

There is also a tool for assessment in examinations. Skills look at the learner's proficiency in sports, music and drama. The curriculum review process is already complete in Kenya, and the newly launched curriculum dubbed the Competency Based Curriculum (CBC) is going to orientate a learner based on their competencies. They need to help the learners attain their potentials to the maximum. The main tool for academic assessment is the grading system, which was developed by the Kenya National Examinations Council (KNEC), and it is the one that all schools use nationally.

There is an educational framework (Republic of Kenya, 2012b), but there is specifically no evaluation framework provided by the Ministry of Education, but just testing guidelines. However, there is also a gender disaggregated capture tool under the National Education Management Information System (NEMIS). This provides details of age, gender, enrollment in numbers per class (access). It gives information on pupils' family background for example how many are orphaned. It also looks at issues of sanitation facilities from a gender perspective whether these are available or not. The questionnaires are filled by the individual Schools on an annual basis. The sub-county directors of education (SCDE) summarises this and shares with the mainstream education stakeholders: parents' association (PA); the school board of management (BOM); development partners at the national level (UNICEF and others); the national government constituency development fund (NG-CDF) for purposes of bursary disbursement; NGOs and government departments. There are also health issues addressed in the questionnaire, including deworming – how many students have been dewormed, giving girls sanitary towels etc.

The SCDE does the analysis of overall participation of the students. These include issues like daily attendance – how many girls and boys are absent and reasons for being absent. They compute the completion rates, as well as do a gender-disaggregated dropout rates analysis. They then compile achievement rates based on National Examination results, which is a globally accepted norm by UNESCO. The National Education Management Information System (NEMIS) Questionnaires are brought once in a year under the school census

questionnaires. One filled-in questionnaire remains at the school level, one at the sub-county level and one goes to the national headquarters. There are also provisions of teaching-learning materials available for use by the learners. The SCDE enters the data at the sub-county level, while the headquarters do their analysis at the national level and do a report based on the NEMIS. The guiding policy says that Schools should come up with a learner-friendly testing policy.

The Policy Framework provides that:

“The delivery of the curriculum is assessed through school based and end of school cycle. The school-based examinations are both diagnostic and for placement to determine progression from one level to another. The national examinations at the end of cycle examinations are uniform throughout the country and are used to determine transition to next level.” (Republic of Kenya, 2012b)

Schools use many different kinds of tests to help identify the individual factors that may stand in the way of a child's successful learning. Academic-support strategies address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

There is provision for internal and external examinations. There is the position of director of studies in schools who are in charge of evaluations and assessments. There is a general consensus that there is no way you can rate people without giving them a ranking. Evaluation serves the purpose of ranking. Schools keep a record of assessments and this is usually under the custody of the head of departments (HODs). Every test that is given is recorded to assess the value-added progress. For example, what value has the student added since joining form 1? The schools keep checking the entry behaviour of students by

continually displaying the entry grade, this is the marks by which the student was admitted into the school. This gives a general picture whether the student was a high performing student at entry and whether or not there would be some improvement comparatively at the completion of the secondary education. When the schools are doing a district ranking, they have provisions for boys only, girls only and also comparative data. They do this, because it is only through this that they can determine the gender-specific needs, for example why do the boys and girls perform as they do in one subject and not the other, this can help inform the decisions they make with regard to teaching as well as assessment. Data needs to be disaggregated by gender, and the Schools have to do this. It is important to note that at this level, it is responsive to the needs and aspirations of both the boys and the girls.

When asked whether there is a policy framework for gender responsiveness and equity focus in evaluation of education at the national level, only 30.8% of the respondents answered in the affirmative. And out of these, there was an equal number of those mentioning the name of the said documents namely: The Gender and Education Policy of 2007 and the affirmative admission to universities.

The table that follows shows the responses with regard to whether there is a policy framework for gender responsive and equity focused evaluation. At least 9 out of 13 of the survey respondents clearly mentioned that there was no policy framework that was both gender responsive and equity focused with regard to

evaluation of education at the national level. Interestingly, the county level could not have such a framework because secondary education was not a devolved function and as such, all the policies emanate from the national level. The people who responded to these two questions were the school principals and in instances where they delegated, the responses were from the deputy principals in-charge of academic affairs. Actually, the target respondents for this survey tool were any responsible school administrators, who were well conversant with assessment and evaluation roles at the school.

The respondents were asked if there is a policy framework for gender responsiveness and equity focus in evaluation of education at the national level.

Their responses are captured in the table that follows:

Table 9: Is there a gender responsive policy framework?

	Percent
Yes	30.8% (4)
No	69.2% (9)
Total	100.0 (13)

It is interesting to note from Table 9, that 9 out of 13 respondents, they were not aware of any policy framework for gender responsive and equity focused evaluation of education. This is a clear picture that there was actually no overall guiding framework that was specific to evaluation of education. What was available was an overall policy framework for education and training (Republic of Kenya, 2012b), which only mentioned evaluation of education in passing. Out

of the 4 respondents who indicated that there was a policy framework, two each, named the only two documents available, which were a manifestation of existence of a policy framework that was both gender responsive as well as equity focused. What was did not come out from the respondents was whether the frameworks were for evaluation. It was however clear, that the frameworks were just for guidance on gender in the education setting. The percentages presented are for all the respondents interviewed meaning that in total again, only 4 out of the 13 survey respondents (accounting for 30.8% of the survey respondents) could name a policy framework document. These are captured in the table that follows. This was in response to the question: *What is the name of the document and what does it provide with regard to gender?* It is again telling that of the gender documents mentioned, the policy framework for education and training (Republic of Kenya, 2012b) did not feature at all. This gives a clear indication that the respondents were not aware of that document as addressing issues of gender in education, leave alone evaluation of education.

Table 10: Name of gender policy document

Document Name	Percent
Gender and Education Policy 2007	15.4% (2)
Affirmative admission to Universities	15.4% (2)
Total	30.8% (4)

Table 10 above captures the policy documents that were mentioned by the respondents. The respondents went ahead to mention the key provisions of the

documents that they named. For the Gender and Education Policy of 2007 (Republic of Kenya, 2007a) which had been revised in 2015 as the Education and Training Sector Gender Policy (Republic of Kenya, 2015a), the key provisions were to: expand access to a gender sensitive and responsive quality education, make all educational institutions gender, age and disability-friendly; provide equitable resources, opportunities and participation for all learners regardless of age, gender, culture, and disability; develop guidelines for gender responsive intervention to enhance participation, retention and gender equity in education of all learners including those with special needs, create a safe and protective learning and work environment to prevent sexual harassment and gender based violence at all levels of education and training sector; and develop and implement policies that address GBV at all levels of education and in the work place (Republic of Kenya, 2015a). While this is appreciated, the component of development of guidelines does not specifically address how evaluation of education access and performance will be carried out from a gender and equity focus.

The Government of Kenya, through the National Action Plan for EFA (2003), interpreted the essence of EFA Goal 5 and identified some of the following priorities in reaching gender equity and equality in education and training: increase enrolment of girls at all levels of the education system; increase retention and completion rates for girls; improve performance of girls in national examinations; improve performance of girls in mathematics and science in primary and secondary schools; improve awareness and support for girls'

education and provide gender responsive teaching and learning materials and resources. (Republic of Kenya, 2012a; 2012b). These provisions are clearly gender responsive as they provide for teaching and learning materials and resources that are gender responsive. This means that in the evaluation also, should factor in these gender concerns as captured by appropriate indicators.

According to the Government of Kenya (2015b), national examinations provide a means of assessing the attainment of broad and specific goals of education, thus allowing a summative evaluation of the curriculum at the end of the respective cycle of education. They provide a means of making selection decisions to facilitate assignment of successful candidates to institutions and courses in the succeeding level of education. The evaluation at the secondary school level lays the foundation for evaluation at subsequent education cycle, and according to the Commission on University Education (CUE, 2014), the nature of an academic programme is such that it shall facilitate a balanced learning process, ensuring that the students are able to acquire such cognitive, affective and psychomotor skills as are consistent with educational goals and aspirations of Kenyans. The guidelines provide that the design of an academic programme shall take into account the commission's standards and ensure that the programme: is relevant and contextualized; contributes to the overall national human resource development and requirements and higher education reforms; is broad-based, diversified and integrated; and is as much as possible practical-orientation. Nowhere does the guidelines provide that the nature of the gender responsive or addresses equity concerns.

With regard to evaluation, the Commission on University Education (CUE, 2014), provides that the procedures for evaluation of the courses of a given programme shall be clearly documented. The guidelines indicate that all aspects of a given course shall be evaluated. These include the: course content, instructional process, infrastructure and equipment for the delivery of the course, instructional and reference materials; and assessments. It also provides that feedback on course evaluation shall be utilized in decision-making with regard to the course in focus. In all this again, gender responsiveness is clearly missing, and it would be difficult to evaluate what is not expressly provided for in the guiding framework. While such a framework exists for university education, an equivalent of this does not exist for secondary education.

A majority of the key informants (10 out of 13), this is including the Education sector officials interviewed, mentioned that while gender is related to disadvantage in educational opportunities, other factors can compound disadvantage including: poverty or socio-economic status, ethnicity (which tribe a student belongs to), geographic location and conflict. The education system has been made in such a way that ethnicity is shunned, and no documentation is available in almost all the schools on ethnic origins of the students. This information is only available in national schools, and mainly for purposes of comparison and in ensuring they admit students from all the regions of the country.

In terms of access, all the schools use the registers to document attendance. The schools also use the Random Assessment Tests (RATs), the Continuous Assessment Tests (CATs) and End-of-term examinations for purposes of assessments. They have the National Education Management Information System (NEMIS), which provides data intake on an annual basis from each of the schools. The annual report is given by the BOM to evaluate various facets of performance and implementation of curriculum as well as financial reports.

Students' background affects access to education. Poor parents cannot maintain students in boarding schools. Disparity in parent's income also affects students' access. Another factor that affects education is visits to the learners in the schools – those who are not visited feel isolated and this affects performances of the students. There is also the egocentric society – where everything is left for the parent. This is the “*I don't care*” attitude of the community. Peer pressure also affects the students. Again, more than half of the respondents mentioned that most parents are keen on the results but they are not keen on the means to reach the end. This means that the parents are interested more in the outcome but not in the process. Parents move their children to schools based on the results of specific schools seen not to be performing well, while others are seen to be performing well.

It was noted from all the key informants that strong disparities exist in access and performance of the boys and the girls at the secondary level, especially in the mixed schools, skewed on the side of boys; however, it is also important to

note that the girls are catching up, slowly by slowly. It was also established from the key informants that gender disparity is greater at upper secondary education compared to lower secondary, even though it was beyond the scope of this study to attempt an explanation for this disparity at the upper secondary level.

It has been mentioned by the respondents that there are also cases of examination malpractices that start from primary school level all the way to secondary schools, a general feeling is that these are usually students from the academies.

One of the key informants says:

“Most parents are keen on the results and not on the means to reach the end. They are interested in the outcome and not in the process. Parents move their children to schools based on the results of a specific school. There are also cases of examination malpractices that start from primary school level all the way to secondary schools – usually these are for students from academies. We usually check the value addition of the school, which involves checking the performance of the students vis-à-vis the entry behaviour or marks at class 8.” [Principal, boys boarding school].

This statement shows the interest that parents have on the performance of their children that they would go the extra mile to ensure that their children only go to the schools that perform well in examinations. This is why the parents who are financially endowed, send their children to Academies, which comparatively perform better than the public schools. This therefore, is a case of the socio-economic status of the parents affect the performance of the students through school choice. The parents are interested more in the end product than in the process. All the same, the statement is an indication that the schools also have

mechanisms in place of evaluating the value add of the education process in the performance of the students.

Evaluators generally check the value addition of the school, which involves checking the performance of the students vis-à-vis the entry behaviour or marks at class 8. Another issue that affects the performance of the students is the strictness of the teachers and students' discipline. This makes the lazy students drop-out as they cannot cope. The competitive nature of the 8-4-4 system of education also makes the teachers concentrate so much on academics and forget about extra-curricular and co-curricular activities as well as hidden talents of the students.

More than half of the key informants (6 out of 10) reported that each and every school has got its own mechanisms of assessment of students. The national policy is that students must be assessed, but there are no clear guidelines on how this should be done, especially with regard to testing. Most schools have three cycles of examinations per term, with one cycle done every month. They also have CATs per subject based on teacher preferences.

One Principal had this to say:

"We have assessment of Mathematics every day at lunch time; Chemistry everyday between 6.00pm and 6.30pm; English everyday between 4.00pm and 4.30pm; Biology every Saturday and Physics every Sunday before the 9.00am mass. Mathematics and the science subjects are emphasised. There is a belief that these are difficult for the girl-child, given that our school is a girls' only school. These assessments are meant to give the

students hands-on-practice as continuous practice makes them remember the concepts very well. It also makes them know that these subjects are not difficult.” [Principal, girls’ only boarding school]

This statement is an appreciation of the extra activities that schools put in place to enhance the performance of the students. They seek to demystify the science subjects for the girls, and this has a corresponding impact in the performance of the students as they perform well in both the science subjects as well as the arts subjects or the humanities and languages. These regular assessments are used to make evaluation value judgments as the teachers are able to know areas of weaknesses and make appropriate adjustments.

Though there is an evaluation framework provided from the Ministry of Education (Republic of Kenya, 2012b), there are no specific guidelines on testing. This therefore means that each school has to come up with their individualised testing system. Secondary schools also have guidelines from the Teachers Service Commission (TSC). The one from the TSC is performance appraisal. Actually, the TSC one is for assessment of the Teachers. Generally, in assessment we are talking about what the testing policy is, with regard to the evaluation of the students, as well as keeping a progress record of the students. The testing policy talks about having CATs. But then it is up to the school to determine when and how to conduct the assessment and evaluation of the performance of the students. There is a general feeling from a majority of the key informants that students should not be subjected to end-term examinations. So most schools are moving towards using the averages of the CATs at the end

of the term. It is important to mention here that the concept of CATs is moving from the continuous assessment test to competence assessment tests, while retaining the acronym but bringing in the element of assessing core competency areas, and to align each to all specific levels within the basic and tertiary education cycle.

The study reveals that there is an evaluation document to be filled-in when the District Quality Assurance and Standards Officers (DQASO) come for assessment. The Directorate of Quality Assurance and Standards (DQAS) is responsible for: establishing, maintaining and improving standards in all basic and training institutions; quality assurance and standards assessment of basic educational and training institutions; developing of assessment standards; design, development and evaluation of the national curriculum among other responsibilities. The DQASO team does an evaluation of all aspects of the school. In terms of enrollment, they look at the boys' and girls' admissions. In terms of access to education, they look at issues like: how do we create access equitable access for boys and girls? How do we retain the students in schools, both boys and girls? What are the comparative completion rates for the boys vis-à-vis that of the girls? What is the quality of the education that is offered to the students? Have the schools been able to add any value to the students, both boys and girls? Schools look at the entry behaviour of the student – this is like the baseline. If the student enters with below average and leaves with above average, then it shows that the school has added value.

Increasingly, schools have begun to check which games the students take part in; which clubs they belong to, to find out what other skills students possess and whether or not they are producing all-rounded students. As one respondent mentioned:

There is also need to check the pastoral care of the students, and also the guidance and counselling department to ascertain how effective they are. This is mainly with a view to check on the character formation of the students. – [Principal, girls' boarding school]

However, it is equally important to mention that this position was reflected from a Catholic-church sponsored school, showing the importance the church-sponsored schools lay on guidance and counselling as well as pastoral care of students.

Findings from a synthesis of the key informant interviews show that schools normally give the annual NEMIS returns. At the county level, there are two documents – the NEMIS document and the annual returns document showing admissions and the constituency from which the student comes. The annual returns document is for the national schools and the extra-county schools only as they admit students from all over the country. The document shows the levels of absenteeism, retention and progression.

One Principal said:

“We have our own internal mock examinations for the Form 4s. We used to have joint examinations but we stopped because it was taking too much of the time of the staff who were also expected to teach other classes. The ministry provides that there should be CATs, but then this is dependent

on internal arrangement of the school because the students have to be assessed regularly.” [Principal, girls’ boarding school]

The main import of the above statement is that, the guidance at the national level from the ministry is that there should be continuous assessment of the students to help the teachers have an evaluative value judgment on the levels of understanding of the students. However, the guidance is just at that level and the schools are given a free cheque as to how the assessments can be conducted. This therefore means that the continuous assessment tests are not uniform across board and are specific to the internal arrangements of the respective schools.

Schools are guided by the Basic Education Act of 2013, which speaks of gender responsiveness in education access and performance. According to the Act, girls should not be denied access to education. The Act provides that:

“A school or person responsible for admission shall not discriminate against any child seeking admission on any ground, including ethnicity, gender, sex, religion, race, colour or social origin, age, disability, language or culture.” (Republic of Kenya, 2013a).

This in essence means that, even if a girl gets pregnant, they should not be denied access. The Act provides that girls remain in school until such a period that they are nearing delivery. Schools administrations have to speak to the girls to stick to finish the academic term. After delivery, schools give the girls time to make a decision to come back to school. There is actually a national policy on re-admission of pregnant girls to school once they have delivered. In most schools,

the students set for themselves the targets for each subject based on their performances, but they are guided by the teachers to realise their targets.

Concerns have been raised by a cross-section of the key informants, that the Ministry of Education is doing very little to track those out of school, and that there is no tool to track this. The respondents maintain that this is an equity concern that needs to be reflected in evaluation as there are different reasons as to why school-going children be out of school. This concern impacts not only on access, but equally performance of the students. The study reveals that there are some Non-Governmental Organisations (NGOs) that are following on those out of school, even though the ministry only focuses on those in school. One of the local NGO that focuses on out-of school children is IMPACT Research. This they do through their Dreams Project, which seeks to bring dropout children back to School. They also support those already in School. One respondent clarifying this position said:

“... But there are some Non-Governmental Organisations (NGOs) that are following on those out of school. The Ministry only focuses on those in school. One such NGO is IMPACT research through their “Dreams Project” of bringing dropout children back to school.” [Principal, private academy]

From a majority of the survey respondents (11 out of 13), the national policy is that students must be assessed, but each school has the flexibility to develop their own testing policy based on availability of resources. These are all guided by the national testing policy. The policy provides for regular CATs for students. These are meant to test the areas already covered of the syllabus. They test various

skills – cognitive, knowledge, memory, applications, and analysis among other areas. All special schools are categorised as national special secondary schools. This is a general principle that factors in equity of access to ensure that the special needs children do not miss out on school access, especially the ones that have specialised facilities to address their special concerns.

All the respondents indicated that educational evaluation is tied to the national goals of education. Evaluation is done to ensure education is for national unity; education is for personal growth and national development; for appreciation and preservation of culture; as well as education for international cooperation and integration. At every level of education, at least one or two goals of education are achieved in evaluation. For purposes of national unity, all the students sit for the same examination; this ensures some aspect of credibility because of uniformity.

Assessment is done to place a learner either internally or externally. Internally is usually with regard to class positioning, provision of index numbers as well as transition (although there is now a policy that ensures 100% transition, so no student repeats a class, even if they are at the bottom of the class).

There are also learners with special needs. For this category, care is taken of their interests by having examinations with large prints, especially for those with sight problem; and braille for those who are blind. The National Education Sector Planning (NESP) document indicates that there is need for ensuring

automatic progression and transition within and across basic education levels, and it also prioritises the establishment of sustainable Education Management Information System (NEMIS) and supporting micro-planning using Geographic Information System (GIS) tools (Republic of Kenya, 2015b), which will go a long way in improving the evaluation function in the education sector. There is also provision to give more time for examination for the learners with special needs. The learners with special needs are taken care of in the final grading at the National level. They are also accorded placement at a lower grade for example when they want to join Teachers Training Colleges (TTCs).

It has emerged from the study that the main goals of evaluation in secondary schools include *inter alia*: to determine factors that include: access to education; the learning environment, availability of teaching-learning resources, determine the adequacy of the human resource provision to implement the curriculum, administrative issues and factors, and the management of resources at the school level. The goal of evaluation includes to prepare students for KCSE examinations, to prepare the students for acceptance in the society, prepare them for employment, develop their skills and competencies in both curricular as well as co-curricular activities; and also to establish the norms and values of society.

There is a general consensus among the key informants that any educational initiative or intervention if not evaluated, then progress cannot be ascertained. Consequently, there is need to determine performance, and that is why we have

performance appraisals. This also helps in determining talent or skills. Effectively, therefore, evaluation can help to place people in appropriate careers.

One respondent had this to say:

“How can we be able to separate the mathematician from the musician? It is only evaluation that can help us do this. Evaluation also helps in establishing commitment in the students and the teachers alike. To some extent, the schools achieve these goals of evaluation. They are the ones who do the internal evaluation, and it is the students who have been performing well that end up also performing well in the national examinations.” [SCDE, Gem sub county education office].

Evaluation is conducted to get quality; to ensure that the education policy is followed, and also to maintain some level of standards in academics. Evaluation also helps for purposes of promotion based on performance; progression to the next level in class is usually based on students’ assessment. There are evaluations based on reports in the school, for example health status, academic status, general feeling of the stakeholders on the administrative staff and so on.

One Principal of a top performing girls’ school, said:

“It is important to get feedback on what we have been teaching. Did the students understand what was taught? The marks obtained will show the performance of the students, and this will show the teacher whether to go ahead or if there is need to go back on what has already been taught, if the students did not understand clearly. We also assess to know the ability of the students in various subjects usually the academic assessment. If the students are found to be below average, especially the slow-learners, the teachers find a way of making the students catch up with the fast-learners. The schools do achieve the goals of assessment. They get feedback and they have to re-teach and assess again. The assessments are also meant to prepare the students for KCSE examinations and for their future careers.” – [Principal, girls’ boarding school, extra-county]

From the foregoing, it is important to mention that in the girls' only schools, evaluations do not have gender-disaggregated data. This is also the case with boys only schools. The issue of gender-disaggregated data is only seen in mixed schools. However, all schools need to capture data on the socio-economic characteristics of all the students as this in one way or the other affects retention as well as performance of the students.

Evaluation is done to determine the performance of the students; for purposes of guidance and counselling; for ranking so that the best performing students and those performing poorly are known, thereby see if there is any improvement in the performance of the students. Evaluation is also done to determine the academic ability of the students, as well as to assist in placing the students in the various subjects for the Kenya Certificate of Secondary Education (KCSE). Evaluation is done to ensure compliance with the syllabus provisions and coverage and the impact of that coverage on the performance of the students. It helps in knowing the levels of performance of the students, and also to better plan for the future. The evaluations help to understand the capabilities of the students, as well as in giving feedback to the parents.

Evaluation in the case of the teaching and non-teaching staff is done for purposes of promotion and in the case of students, it is for purposes of progression, although the Government policy requires that each student continues to the end regardless of performance. Assessments are to prepare the students for the National examinations, and for the teachers to know which areas to concentrate

on more, depending on the performance of the students. Majority of the survey respondents (10 out of the 13 survey respondents) maintain that they cannot achieve all the goals of evaluation, however, they strive to achieve the maximum always. In stressing why evaluations are important in secondary school settings and why they are done, one of the respondents said:

“We do evaluations because we want to assess whether the curriculum is being implemented effectively. We want to find out if the school is implementing the policies of the ministry of education. We also want to establish if the physical facilities or provisions are conducive for learning; for example in terms of sanitation, the ration for boys should be 30 students per door, while for girls it should be 25 per door. We also need to have ramps for persons with disabilities. Evaluation also helps to ascertain whether the output of the teachers is up to the expected standard.” – [Female principal of a mixed day secondary school].

Evaluations are done to find out whether effective learning has taken place, to verify whether students understand what is being taught; whether what is being taught has been well conceptualised; whether the objectives of the curriculum have been implemented; as well as determine the relevance and significance of the curriculum to the learners. At the end of the four-year period, if students do well, the school can say that we have achieved the objectives. However, there are other things that students learn that are not examined.

On whether or not evaluation achieves the set goals, one of the respondents said:

“Evaluation is usually not done as it should be done. It takes so long for the evaluation to be done, so we don’t achieve our objectives. When it is done, it takes so long again to get feedback in form of a report. The report should be shared with the board of management for action plan. This is lacking at times if the board does not have the capacity.” – [Female principal of a mixed day secondary school].

In cases of poor performances by the students, the teachers are forced to repeat what they have taught in class so the students can understand better. They also create extra-time for coaching otherwise known as remedial classes. The teachers talk to the students to find out why they are not picking, and then give extra work in particular areas where a student is found to be weak. The teachers also identify individual areas of weakness and act on this.

Another respondent added:

“The tests are a means to achieve the national goals of education. Certainly, we have to achieve the goals of education assessment. Even the teaching in itself is geared towards the achievement of the goals of evaluation. We have to achieve the goals, only that the levels of achievement may differ from individual student to another.” – [Principal, special national school]

According to the Kenya education policy framework, the national goals of education and training for the department of education, include: to foster nationalism, patriotism and promote national unity; promote the socio-economic, technological and industrial skills for the country’s development; promote individual development and self-fulfillment; promote sound moral and religious values; promote social equality and responsibility; promote respect for and development of Kenya’s rich and varied cultures; promote international consciousness and foster positive attitudes towards other nations; and to promote positive attitudes towards good health and environmental protection (Republic of Kenya, 2012b). Even though the framework clearly outlines the goals of education and training, it is silent on the goals of evaluation for the same.

All the respondents indicated that assessment is a way of making sure that the students attend classes regularly, and also to keep the mental faculties of the students' alert. Through assessments, the teachers are able to know the performance of the students and monitor their progress. Those who miss examinations or attendance in classes may not proceed to the next level. The majority of the respondents are also in agreement that more testing a student is exposed to, the more ready they are for the final examinations. They are meant to prepare students for literacy careers and talent development. It is also meant to screen for the different areas the students will go to after School.

The study also reveals that registration of students and access to education depends on the catchment area of the school. This is a position held by 12 out of 13 survey respondents. Generally, there are more girls than boys doing class 8 examinations, and consequently, in the rural catchment areas, there are more girls than boys getting admission into form 1. This is the information that has emerged from a cross-section of the respondents, especially in the rural schools, away from the Town centres or major shopping centres. An explanation of this phenomenon is a perception from a majority of the respondents that there has been a lot of campaigns for the education of the girl-child and this is having a great impact in terms of girls' access to education. Another measure of access is how many students there are in each stream and the number of streams a school is registered for. A majority of the respondents also mentioned that boys are affected in that majority of them start fending for their orphaned families at tender age, and therefore do not give education a priority.

According to one key informant:

“The goals of evaluation in schools include determining whether teachers are doing the right thing. To identify the gaps that exist in a learning institution – challenges that exist in an institution. Reports are to be used as feedback mechanism or tools to be shared with the stakeholders. We also evaluate to be able to address any challenges noted.” - [DQASO]

The Quality Assurance and Standards Offices (QASO) are more interested in transition than evaluation or assessment. The officers explained that evaluation of access to education is generally beyond the capacity of the Quality Assurance and Standards Office (QASO). Access to education is generally under administration of education and that falls under the docket of the County Director of Education (CDE). However, the schools in the county have tried to open up more streams to increase access. There are a few special needs schools (SNSs), and they are trying to mainstream the disabled into the normal school system. But this can only be successful if the government provide funds and facilities. In the end, as a result of assessments, students get quality education and parents get value for the money they invest in education. [DQASO].

It has emerged from the key informants that the key gender concerns raised in the documents they mentioned are in policy planning, budgeting, curriculum development, the promotion of generation of gender disintegrated data to guide interventions, and promotion of women’s rights and economic empowerment.

Table 11 that follows shows the perception of the survey respondents on what issues they think are addressed by the key policy documents.

Table 11: Gender concerns in the policy documents

Responses	Frequency	% of Respondents
Policy planning	1	25.0%
Budgeting	1	25.0%
Curriculum development	1	25.0%
Promote generation of sex disintegrated data to guide interventions	1	25.0%
Promote women's rights and economic empowerment	1	25.0%

As can be seen from Table 11, there were only 4 out of 13 survey respondents who responded to this question. And out of the four, each respondent gave a different answer to each of the concerns that are addressed in the policy documents, except one respondent who mentioned two concerns. Actually, those who went ahead to mention the issues addressed by the policy framework were the four respondents who first mentioned that there is a gender responsive policy framework (Table 10); and went ahead to name the only two documents available namely: gender and education policy 2007 and the affirmative admission to universities.

In the foregoing discussion, it is important to note that the information given by the school principals is all about evaluation but not gender and equity aware evaluation. This is likely that the principals did not attach much attention to these two concepts in the process of conducting evaluation.

4.2.2 Challenges in educational evaluation in secondary schools

All the key informants were in agreement that because of the different categories of schools, there are resource challenges. The syllabus coverage is also different, so in reality, it becomes cumbersome to compare those who have completed the syllabus with those who have not completed the syllabus. The level of honesty is also lacking at the school level. There are students who cheat in examinations while others don't, so we cannot accurately compare these performances. Summative evaluation at the end of the four years of study is not a very accurate way to determine a student's ability. The one-off system of examination is not appropriate. In the curriculum review, there are proposals of a consolidated way of assessing performance from form one to form four, something akin to trend analysis. Through this mode of assessment, performance over time would contribute to the final assessment.

In more than half of the schools, the respondents indicated that there is inadequate teaching staff or human resource for evaluation at the school level. This position is supported by 8 out of 10 key informants who mentioned that in a good number of the schools, especially the county schools in the rural areas, there is also the shortage of curriculum implementers, the teaching-learning facilities, especially the infrastructure endowments – classrooms, laboratories, dormitories and so on. There is also the challenge of information and communication technology (ICT) or the digitisation of programmes as some schools do not have the necessary equipment. These greatly impact negatively

on evaluation of education, leave alone making the evaluation gender responsive and equity focused.

A majority of the respondents (8 out of 10 key informants), have mentioned that a major challenge of assessment or evaluation is that they have always been known to be exam-oriented in the Kenyan system. While the ideal evaluation system should be all-rounded and take into cognizance also the co-curricular activities. Another underlying problem of evaluation is assessment done when some students are not in school because they have been sent home for fees; the schools also need sufficient funds to prepare for the evaluation. There were concerns raised by the respondents about the likelihood of some students not performing well because they come from poor family backgrounds and are always sent home for fees when other students are learning. One of the respondents mentioned that:

“Some bright students are at times not able to raise funds for fees and this greatly affect their performances. There are also some unscrupulous teachers who don’t mark the CATs and RATs, but end up just giving marks arbitrarily, just for the sake of beating deadlines. This therefore does not give a clear picture of the performance of the students.”
[Principal, mixed day and boarding secondary school].

Some students also miss CATs and RATs, so it is not easy to make a general evaluation of the students based on the final examination including the continuous assessments.

There is the problem of school administrators viewing evaluation as being investigative. Assessment is usually viewed from a quality assurance

perspective; while evaluation is mainly from an academic performance perspective. One key informant had this to say:

“Many school administrators view assessment as being investigative. They look at it from a fault-finding perspective... The selection of students is usually done at the national level and is computerised. However, not all students admitted to a school are able to report for various reasons. Those who fail to report are usually replaced by other students. Retention in schools is usually based on the choice of the student. What we need to ask ourselves is whether or not the child is comfortable in the school.... We calculate the numbers that get into school and the numbers that get out. We also look at the transition rates, as well as access and retention rates. In terms of performance, we usually look at the value addition.” [Principal, boys’ boarding school]

Some schools have gotten into the habit of encouraging other people (usually external actors) to set the examinations and then they use these to gauge how their students perform. They usually buy the examinations from professional examination setters, and also engaging in joint mock examinations. However, these habits are increasingly fading fast with the restructuring in the education sector.

There are those who perform well and there are those students who perform below standards due to various reasons. This therefore means that the teachers have to schedule remedial lessons in the afternoons or in the mornings, depending on whether the schools are day or boarding. The teachers identify the slow-learners who are to benefit from these remedial lessons; however, in the extra-county schools, the remedial classes are for everyone, and in most cases, there are no payments for remedial lessons, while in the small rural county and sub-county schools, there is some payment for remedial lessons, and this as well

brings in equity issues as it disadvantages those from the poor backgrounds and ultimately impacts on their performance.

There are also cases of cheating by the students in examinations; student fear examinations and because of this, others absent themselves from the school on examination days. Some teachers also don't set examinations to the ability of the students – they simply get already set examinations, which normally are not tailored to what the teachers have taught. As a result of these externally set examinations, students get discouraged when examinations test what they have not been taught.

Most survey respondents (9 out of 13 respondents) maintain that the curriculum is very heavy and the time for coverage is short, so at times the teachers don't give tests as much as they would have wished to do. There are however concerns with the special schools that they don't have any preferential treatment when it comes to assessments. One of the respondents coming from such a school says:

“This is a special school giving the girls an opportunity to access education. However, there is no special consideration in admission, as the general criteria is that it is a girls school and must admit students as such. However, because of the catchment area, which is small in size, the administration looks for even girls who could have dropped out of school to come back for studies. The school has established a baby-care just across the school fence where the babies of the girl-students could be taken care of, but during break-time and lunch-time, the mothers could go across and breast-feed their babies. The administration has hired someone to take care of the babies. This really gave the school a good reputation, and those girls who had dropped-out started coming back for admission. The school counsels the girls to accept their situation. There are also cases of young wives in school – these are the young girls who had dropped-out of school and got married. However, there is not so much issue with their attending school, as the husbands are not worried

about possible cases of infidelity, given that this is a girls' only school."
 – [Principal, special girls' day school – experimental].

This kind of admission for students, especially the young wives in school, has a great impact on the performance of the students, as they have divided attention of attending to school academic work while also responding to domestic responsibilities as parents. Though, it also does not come without challenges. The main challenges include the mothers taking children to the clinic therefore missing School days, also taking care of the babies at night does not give the mothers ample time to do revision work at home or even homework. This is what makes it mandatory for the school to have all the form four students become boarders, to provide them with a conducive environment for their learning. Other students can also board, but for the Form four students it is compulsory.

Some students don't take assessments seriously. There are cases of students scoring lower than their abilities because of lack of concentration. There is also the challenge of resources for example, producing the examination papers. The funds given from the national government for subsidised secondary education (SSE) is usually delayed and is not always enough.

More than half of the survey respondents (7 out of 13) also mentioned other challenges to the evaluation process for example factors beyond the control of the School administration:

"There is also external interference with the school operations, for example the shortening of the third term while the schools had programmed to do say 2 CATs and an end-term examination. So, the

school ended up only doing one examination. There is a shortage of teachers, and sometimes marking takes a very long time.” – [Principal, mixed day secondary school].

Some schools have only one teacher handling a subject from form one to form four. This is a big challenge when it comes to testing as marking becomes a big problem, thereby affecting the frequency of testing, and with it effective assessment of performance. There are cases of performance of girls being very bright in forms 1 and 2, but when they reach form 3, their performances start to deteriorate, although these are exceptional cases. The main cause of this trend can be attributed to the changes in the social life of the girl-students, especially the biological changes in their bodies and the awareness of their ‘grown-up’ status, where they start to engage in romantic relationships with boys either in school or outside.

There is also the challenge of lack of learning materials. In some day schools students have to share textbooks, and not all get access to the reading materials equitably. There is pressure on the students to perform from both the parents and the school. There is so much expectation and this forces some students to be dishonest by resorting to unscrupulous means of passing examinations. Some schools don’t even have sufficient resources for purposes of assessment.

There are also individual differences among the learners. The education system does not take care of slow-learners. This phenomenon, coupled with the earlier mentioned lack of facilities for evaluation or even the manpower is a major

challenge for evaluation. There is limited time for individualised attention because of the large numbers of students admitted by the schools. The performance of orphaned students is usually affected by their levels of poverty or their economic conditions: others are sent home for fees while others are sick and are either in hospital or remain at home during assessment times. This generally affects both their access as well as performance in examinations. In the assessments, students are treated as if they were all present during the term dates, yet some were not there. Evaluation is time-consuming as there is no specific provision for the evaluation in terms of time allocation. There is no special time provision for evaluation, so at times, the schools are forced to administer examinations at night, so it does not take too much of the teaching time during the day.

Another challenge of assessment is that students who are weak in class might get demoralised if they persistently perform poorly in examinations. So some Schools decide not to put on notice boards the results of the students. Some schools don't have cut-off marks as this demoralises the students. One of the respondents in backing this claim says:

“... However, the school adopts different grading for the Languages and the Sciences, depending on the academic levels of students. We raise or lower the grading marks based on performance. If the performance is low, we also reduce the cut-off points, for the sake of motivating the students. Motivation is one of the key provisions of the education policy and we do this at the school level by adjusting the grading system. This encourages the students to work even harder to maintain the high grade, and in this process, the grades improve.” [Principal, private academy]

More than half of the key informants [8 out of 10] observed that it is not possible to assess all the students at the same time because not all students are present at the same time. Some are sick or some have been sent home for fees. All the same, schools have adopted different strategies to address these eventualities with regard to students' personal conditions as well as socio-economic conditions.

“Because of this high enrollment of students, individualised attention will not be easy to give to the students. So the lazy students will continue being lazy because they do not get personalised attention. Our general admission requirement into form 1 is 400 and above marks; while in special cases, we admit students with a minimum of 370 points. There are different approaches used by the instructors. We have 6 streams and different teachers handling different subjects. The attitude of the teacher is also a challenge. They do the very minimal basic. This means that the slow-learners do not catch-up easily.” – [Principal, boys national school].

Some respondents (15 out of 23) have indicated that one of the challenges with assessment is that some students are very lazy and unwilling to work unless pushed. Other challenges include the teacher's level of experience in the profession. The high teacher turnover in most of the schools, also affects student's assessment. Parental support is also crucial. Most of the respondents say that there are parents who do not support academic progress of their students. They do not take positively the invitation to discuss their students' progress at school. There are also students who are burdened by home or family issues – orphans, parental separations, deaths, illnesses and so on. There are also a few cases of indisciplined students, and this affects their performance.

For the special category of students in the special national schools, the education system itself is a challenge. It does not take into cognizance other talents and skills. The education policies assume the special child. The education system is not tailored or domesticated to the special child. Even the current curriculum content is not sensitive to the students with hearing impairment. The examination system is designed to be oral through the written form, while the hearing-impaired students use visual language to communicate. This case is so discriminatory that made one respondent to remark:

“There is also an assumption that all the students see. The practical examinations are set without due consideration for this. The Kenya Institute of Curriculum Development (KICD) has a policy that a student should be tested in their language of instruction. We instruct our students using the sign language, but when it comes to testing, they are tested in English. The Kenya National Examinations Council (KNEC) is not open to training teachers for special examinations setting and marking. Books and other learning materials have not been adapted to the students with special needs.” – [Principal, special national school].

There is the challenge of free access to education for the children with special needs. Whereas in principal they are free to access education, in reality, there are so many challenges that make the parents not be able to take their children with special needs to school. There is increase in the numbers of pupils with the introduction of the Free Primary Education (FPE) policy at primary level. With this comes an increase in the transition rates. There is a shortage of teaching staff to handle the huge students’ population that transition to the secondary level. It is emerging from the field data that there is also no budgetary allocation for evaluation or assessment from the national government, and parents are not willing to chip in because they believe the government is providing everything.

Interviews with the District Quality Assurance and Standards Officers reveal that due to the congested school programmes, assessments have to be structured within the term, yet there are already too many meetings and programmes running during the term. At the DQASO level, there are also challenges of finance, where the officer in-charge has to get extra funding to take care of the extra assessment staff. One of the DQASOs had this to say:

“A lot of our schools are under-staffed. all schools are ranked together yet there are some schools that picked the best students in KCPE. This should not be the case.” – [DQASO].

In summary, the main strategies that exist in Kenya on education access are: the administrative records held in the State educational data system, mainly through NEMIS, records compiled at the School level, survey data by county education officers as well as school registers and class registers at the school level. There is however, a major challenge with evaluating education access in that getting uniform measures is not easy especially because of the diversity in classroom sizes, school characteristics, county location, age of the students as well as the developmental stage of the students.

With regard to the strategies on evaluation of education performance, the main ones are: school transcripts, the class transition data, information from the national examination bodies like the Kenya national examinations council as well as the school examination office data, curriculum development agencies data like the Kenya Institute of Curriculum Development (KICD), and lastly the

school-specific instructional factors and how this affects the performance of the students.

4.3 Evaluating education access from a gender perspective

4.3.1 Trend of monitoring progress in education access

In determining how education access is evaluated in secondary schools in line with the second objective of the study, the following areas were assessed: how school administrators choose indicators and methods for evaluation of education access; some of the indicators used by the schools for measuring education access; and the responsibilities of the members of staff in evaluation of education access.

All the respondents were in agreement that the schools have a general trend of monitoring progress from form 1 to form 4. Transition rates determine whether there have been an increase or reduction in form 4 access as measured with the baseline. Schools, especially the mixed schools, have gender-disaggregated data. Even in their own examinations analysis, they have comparison of results based on the sexes. This is usually true of mixed schools. Some normal schools have had cases of students with disabilities; however, they have not had specific guidelines on how to assess them differently from the other normal students. The classrooms, laboratories and administration blocks are in most cases compliant

with regard to access for the disabled persons, especially the physically challenged. One key informant said:

“Our standards are set by the Directorate of Quality Assurance and Standards. Other standards include from the Public Health Act, which sets their own indicators for health assessment; and the lands ministry, which sets indicators for land sizes for school and facilities, as congestion can have an impact on students’ performance.” – [DQASO].

The foregoing statement shows that the issue of access for secondary education is a multi-sectoral issue and different government ministries each have their own specific guidelines on ensuring access to education. What has emerged from the study, however, is that these agencies do not have any evaluation framework on ensuring compliance with the said guidelines, and only the education docket is left to find out how schools comply with the said ministerial guidelines. It has to be appreciated that these provisions by the health and lands ministries have an impact on education access.

However, as much as all these standards are provided by the respective ministries, there is no indication that these have been factored in evaluation at the school level, neither is there an indication of their gender responsiveness or equity focus.

4.3.2 Indicators for evaluation of education access

Some of the indicators for the evaluation of education access include: physical enrolment; register of records of attendance of students; levels of cohort

retention; completion rate as well as transition rates; number of students admitted in a school; the population growth of the whole School.

In terms of access, all the respondents indicated that the schools use the registration details, especially the numbers of the students at admission. They also look at the transition rates as well as the completion rates. Some students drop out, usually in form 1 because of the inability to cope with the environment, while some schools don't have special meals for students and this scares away those from well of families.

“In terms of education access, we use enrolment and check for increase or decrease in enrolment figures. We also look at the retention rates, although in our special school, the retention rate has been almost 100% between form 1 and form 4. students love school and some even insist on coming even against the wishes of their parents, as long as they have sponsors. However, this also comes with a challenge as the parents expect that all responsibility now revert to the sponsors, including even sending fare for transport back home when school closes. With regard to performance, we are increasingly getting higher achievers in examinations. Students are more and more getting concerned about course delivery and teacher presence. The students are appreciating the importance of internal testing. There are also lots of motivation for bettering the results from the students, and the students are always looking forward to the next testing period.” – [Principal, special national mixed boarding secondary school].

The above quotation stresses on the challenges faced by the students from the special schools and these reflect the challenges that all the special needs school face in evaluating education access. There is reliance on sponsors to fund the education and this impacts greatly on whether or not the differently abled students are able to access school. What is more, there are no mechanisms in place to conduct an evaluation of who among the hearing-impaired or visually-

impaired students is accessing education and who is not. They only rely on information of those who are registered.

One of the education officials had this to say:

“Some of the indicators for access include the enrollment trends for the past say five years, drop-out rates and discipline – the deputy principals are usually in-charge of discipline in schools, and they have to work to prevent cases of indiscipline in schools, which also affects students access to education.” – [DQASO].

The education official seems to be stressing on some of the indicators for education access, the trends in enrollment as well as what affects the transition rates. Discipline is also seen here as one of the factors affecting education access, as it accounts for drop-out rates.

From all the administrators at the county level interviewed, it is clear that assessing access to education is about conducting a trend analysis over time to determine who get into the school system and who gets out. It is also about the factors that may affect the same performance, including social as well as economic factors. As can be seen from the school principal above, capacity to retain the students as well as their transition rates greatly matter in evaluation.

4.3.3 Strategies for evaluation of education access

The respondents were given a list of some of the strategies for evaluation of education access from a gender responsive and equity focused lens (cf. INEE, 2010). They were then asked the extent to which they agreed with them as

relating to evaluation in their respective schools. Their responses are captured in Table 12 that follows.

Table 12: Strategies for evaluation of education access

Strategies / Response [N=13]	Totally Disagree %	Disagree %	Neutral %	Agree %	Totally Agree %	Total²
There are aspects of the evaluation that will be affected by gender relations, roles, or identities	0	7.7 (1)	7.7 (1)	46.2 (6)	38.5 (5)	84.6 (11)
Data collected on boys and girls of different ages and socio-economic status	7.7 (1)	23.1 (3)	7.7 (1)	38.5 (5)	23.1 (3)	61.5 (8)
Gender-specific objectives link to the evaluation of education access	15.4 (2)	23.1 (2)	7.7 (1)	30.8 (4)	23.1 (3)	53.8 (7)
Evaluation addresses the needs of vulnerable population groups including boys and girls of different ages, ethnic groups, and socio-economic status	15.4 (2)	30.8 (4)	7.7 (1)	7.7 (1)	38.5 (5)	46.2 (6)
Evaluation promotes and uses sex disaggregated data and gender analysis for education access	7.7 (1)	23.1 (3)	23.1 (3)	15.4 (2)	30.8 (4)	46.2 (6)
Evaluation considers differences in participants' sex, age, socio-economic status, and ethnicity in education access	7.7 (1)	38.5 (5)	7.7 (1)	23.1 (3)	23.1 (3)	46.2 (6)
Evaluation addresses gender-based constraints in access to secondary education	23.1 (3)	38.5 (5)	0	15.4 (2)	23.1 (3)	38.5 (5)

As can be seen from Table 12, for the development of the strategies for evaluation, 84.6% of the survey respondents (11 out of 13 of the survey respondents) are in agreement that for the evaluation to be gender responsive, it

² This total refers to the percentage of those who agreed and those who totally agreed with the statement.

must be informed by a clear understanding of the gender relations, roles and identities. The other strategy that was supported by a great number of the respondents (by 8 out of 13 of the survey respondents) was that data should be collected on boys and girls of different ages and socio-economic status as this affects performance. The other strategy that was equally favoured by slightly more than half of the respondents (by 7 out of 13 of the survey respondents) was that gender-specific objectives should be linked to the evaluation access. All the remaining strategies were favoured by less than half of the respondents.

From the foregoing presentation, it is clear that the survey respondents are aware of what a gender responsive and equity focused education evaluation framework should entail but from the key informant interviews, it emerged that being aware of the rubrics did not amount to practicing the same as there were no specific guidelines on conducting the same. These were just strategies without a formal framework in place.

4.4 Evaluating education performance from a gender perspective

In determining how education performance is evaluated in secondary schools in line with the third objective of the study, the following areas were assessed: how school administrators choose indicators and methods for evaluation of education performance; some of the indicators used by the schools for assessing education performance; the perceptions of the teachers and administrators about gender and equity focus (GEF) in educational evaluation; the responsibilities of the

members of staff in evaluation of education performance; and whether the schools have performance assessment procedures and how are they developed. Of critical concern here was whether there were standards for evaluation of educational performance, who sets the standards, what the standards involve, and how the performance assessment tasks are scored.

4.4.1 Choosing indicators for GEF evaluation of education

This section deals with how to choose indicators, as well as the methods for gender responsive and equity focused evaluations. The indicators for evaluation are developed at the national level. The Kenya Institute for Curriculum Development (KICD) develops the curriculum, which sets out the objectives for the learners at every level; and develop, review and approve programmes, curricula and curriculum support materials that meet international standards (Republic of Kenya, 2013b; KICD, 2015). This is like the indicators have already been set through the objectives. The teachers are taken through training in educational psychology, which gives the teachers skills in evaluation. The objectives of evaluation and directions for assessment are therefore, already defined by the curriculum objectives.

There are standard ways of ranking students' performances and making comparisons with previous performances at admission into secondary school (Republic of Kenya, 2012b). This is usually done by comparing the entry behaviour of the students (*the marks by which they were admitted into the school*

from the primary level cycle) vis-à-vis the current results (what they obtain at the present level of examination at the secondary school level). This helps in determining whether learning is taking place or not. The selection of students is usually done at the national level and is computerised. However, not all students admitted to a school are able to report for various reasons. The students who fail to report to the school where they were admitted, are usually replaced by other students. Retention in schools is based on the choice of the student (Republic of Kenya, 2015c). What we need to ask ourselves is whether or not the child is comfortable in the school. In most instances, when a child is not comfortable in a school, they prevail upon their parents to transfer them to other schools. In the event that they are not transferred, it means they are studying in an environment they do not like and this lack of psychological preparedness can have an impact on their performances.

Another criterion in determining what to use as indicators for assessing the students is the syllabus coverage. The guidance from the ministry is usually domesticated to suit the specific school context (Republic of Kenya, 2012b; 2015b). The ministry advises on the mean score and on performances per subject. There is also the quality assurance and standards office, which looks at these issues. They check on whether the curriculum is being implemented appropriately; and also check on how much coverage has been done of the syllabus.

Schools use the mean score method of ranking, which is the general criteria used also by the Kenya National Examinations Council (KNEC). They use the class mean, subject mean and also the trend analysis over time to determine value addition.

The KNEC grading system usually varies with performance of the students. The grading for sciences is lower than that of the humanities/arts, as there is a general feeling that students do better in the arts than in the sciences. The national government uses the examinations to assess performance, and so do the schools.

4.4.2 Establishing quality targets and indicators

The survey respondents were provided with a list of some of the factors to consider in establishing quality targets and indicators for gender responsive and equity focused evaluation in secondary schools. They were then asked the extent to which they agreed with them as relating to evaluation in their respective schools. The responses are captured in Table 13 that follows.

Table 13: Establishing quality targets and indicators

Response [N=13]	Totally Disagree %	Disagree %	Neutral %	Agree %	Totally Agree %	Total³
Type of school	0	0	0	23.1 (3)	76.9 (10)	100.0 (13)
Teachers level of training	0	0	0	30.8 (4)	69.2 (9)	100.0 (13)
Curriculum coverage	0	7.7 (1)	0	7.7 (1)	84.6 (11)	92.3 (12)
Community involvement	7.7 (1)	0	0	23.1 (3)	69.2 (9)	92.3 (12)
Education system	0	15.4 (2)	30.8 (4)	15.4 (2)	38.5 (5)	53.8 (7)

As can be seen from Table 13, the most important indicators for establishing quality targets and indicators are the type of school and the level of teachers training. For these two responses, all the survey responses (100%) were either in agreement or in total agreement. These indicate that if the teachers are professionally well-trained and child-centred, they are likely to be responsive to the gender concerns in the school, including assessment of the students. In terms of curriculum quality, if the curriculum is relevant for the age and grade of the students, then it easily eliminates any potential biases related to gender as well as other social considerations. The other two most important indicators as per the responses are quality of the education system and the quality of the School, each drawing responses of either agreement or total agreement from 12 out of the 13 survey respondents (representing 92.3% of the survey respondents). It is interesting to note that the quality of community involvement is not a great determinant in determining the targets and indicators. Only slightly more than

³ This total refers to the percentage of those who agree and those who totally agree with the statement.

half of the respondents (53.8%) either agree or totally agree with this as an indicator. It therefore means that whether the community is well informed or not, and their inclusion in decision-making at the School level, does not really have a great impact when determining the evaluation indicators.

4.4.3 Indicators of education performance

One of the measurements of performance is examination having standards. Questions are categorised to ensure they capture tests on recall, comprehension, discussion and synthesis. This system applies for both the humanities and the sciences.

Among the indicators of education performance include: ranking of students, grading, comparison with primary school results, a look at the periodic performance of the students in the mock examinations and Continuous Assessment Tests (CATs), performance in co-curricular activities; issuance of certificates of performance or certificates of merit, and national examinations; as well as the schools coming up with learner-friendly testing policies; the numbers of students admitted to the universities.

“We calculate the numbers that get into school and the numbers that get out. We also look at the transition rates, as well as access and retention rates. In terms of performance, we usually look at the value addition. In this, we are concerned more with the grade at entry and grade at exit. A mean grade of say 370 at entry is equivalent to ‘B+’. If the school gets a mean grade of 350 at exit, which is equivalent to ‘B’, this means that there is no value addition in the four years of study. We compute the mean grade at entry and that at exit and find out the difference to ascertain any value addition. If the difference is positive, it shows there is value addition. However, if the difference is negative, it shows there is

no value addition.” – [Principal, extra county, boys boarding secondary school].

The statement above stresses on the essence of transition trends as well as the retention rates. There is also the element of the evaluation of the value addition of the school system by comparing the mean grade at entry with the exit grade. This kind of evaluation is supposed to help the teachers to make decisions on what is working well and what is not working well, with a view to make corrective action.

In terms of performance, this is measured through improvements in the cycle examinations, using the mean scores per subject per class. Schools also use the results of the internal mock examinations and the schools joint examinations as the county-wide mocks have already been banned. Positive deviations in results indicate that there is an improvement in performance. The teachers discuss the results with the students and see areas for improvement.

“The indicator for performance is the mean grade. The KCPE marks can be used as the entry behaviour of the student. If for example a student got 400 marks, this is divided by 5 subjects to get an average of 80, which is an ‘A’ Grade. If a student got 200 marks, this is again divided by 5 to give an average of 40, which is equivalent to a grade of ‘D+’. These grades are then used as a benchmark, to determine value addition of the student by the school, based on what the student gets in KCSE and the total school mean score. This system is based on the mean score for grades. In terms of access, the indicator used is the transition rate. For our school, this has been a bit low. The number of students we get in form one may not be the number that leaves form four. However, there are also cases of improvements in admission numbers. The numbers go up even in form 2 and 3.” – [Principal, mixed day school].

As can be seen from the above quotation, evaluation is done to see if performance of the students over time has improved or not. Evaluation also looks at student population to see if it has increased or not. Examination results on the other hand shows whether or not a school is making progress. Another indicator of performance is the numbers of students joining the universities. If the numbers are high, it shows that the school is performing well, but if the numbers are small, it shows that the performance is not very good. But this is usually comparative depending on the enrolment figures for the school.

4.4.4 Strategies for evaluation of education performance

The survey respondents were given a list of some of the strategies for evaluation of education performance from a gender responsive and equity focused lens. They were then asked to what extent they agreed with them as relating to evaluation in their respective schools. Their responses are captured in Table 14 that follows:

Table 14: Strategies for evaluation of education performance

Strategies / Response [N=13]	Totally Disagree %	Disagree %	Neutral %	Agree %	Totally Agree %	Total⁴
Evaluation consideration of gender as a social determinant of education access	7.7 (1)	15.4 (2)	15.4 (2)	38.5 (5)	23.1 (3)	61.5 (8)
There is data for gender differences that may affect achievement of education objectives	7.7 (1)	15.4 (2)	23.1 (3)	30.8 (4)	23.1 (3)	53.8 (7)

⁴ This total refers to the percentage of those who agreed and those who totally agreed with the statement. The numbers in brackets refer to the absolute numbers.

Strategies / Response [N=13]	Totally Disagree %	Disagree %	Neutral %	Agree %	Totally Agree %	Total⁴
Monitoring and evaluation framework includes what to do when monitoring and evaluation (M&E) data reveal gender inequities	7.7 (1)	23.1 (3)	15.4 (2)	38.5 (5)	15.4 (2)	53.8 (7)
Gender is addressed in objectives / results / actions of the education evaluation	7.7 (1)	15.4 (2)	30.8 (4)	23.1 (3)	23.1 (3)	46.2 (6)
There are specific indicators to measure changes in gender relation to performance in education	15.4 (2)	38.5 (5)	0	38.5 (5)	7.7 (1)	46.2 (6)
Indicators of performance are disaggregated by sex, age, and socio-economic status	0	7.7 (1)	53.8 (7)	30.8 (4)	7.7 (1)	38.5 (5)

As can be seen from Table 14 above, for evaluation to be seen as both gender responsive and equity focused with regard to performance in examinations, there is need for consideration of gender as a social determinant of education performance, this was favoured by 8 out of 13 survey respondents (61.5%). The other strategies that were equally favoured by slightly more than half of the respondents were that for the strategies to be gender responsive, there is need to capture data for gender differences that may affect achievement of education objectives, favoured by 7 out of 13 survey respondents (53.8%). Monitoring and evaluation frameworks should include what to do when monitoring and evaluation (M&E) data reveal gender inequities. This was favoured by 7 out of 13 survey respondents (53.8%). For all the other strategies, they were not given much preference as less than half the respondents were in agreement with them.

4.4.5 Perceptions about gender in educational evaluation

It was a general perception among the respondents, that gender should always be considered as an issue of equity in evaluation of education access and performance. Different categories of learners need to be treated differently, taking care of their special needs. The girls are a disadvantaged lot, as they mature faster and are affected by issues like pregnancy. Culture plays a role in determining who should be taken to school. Poverty levels also determine who is taken to school. Students with special needs have real challenges and consequently very little access to schools. This is because of stigma associated with disability. There are also minimal facilities for the students with special needs.

In the whole of Siaya county, there are only two secondary schools for students with special needs. There are also no special provisions for assessment of the students with special needs. There is also an Education Assessment Resource Centre (EARC). This is the special body that assesses special needs. However, there is only one EARC office in Siaya county, and there is a voicing of the concern to have this devolved to the sub-county levels. According to the policy framework on special needs education (SNE) in Kenya, the primary purpose of EARCs is to ensure early identification, assessment, intervention and placement of learners with special needs and disabilities. EARCs aim to improve the growth and quality of SNE services by placing emphasis on assessment and early intervention (Republic of Kenya, 2009).

There are certainly variations in the performances between boys and girls. Some of the factors that affect access for the girls is when they are attending their monthly periods, and because of the mood swings that accompany this biological phenomenon, it even affects the performances of the girls during such times, in case examinations are administered during such times. This will therefore show a variation in the performance of the affected girls during such times.

“It is interesting to note that in forms 1 and 2, girls perform so well in examinations. I have never understood why the performance of the girls goes down when they reach form 3, while that of boys goes up. It is also important to note that some students perform so well in the CATs but not in the final examination. So when we use only the final examination for evaluation, then this can disadvantage the students.” – [Principal, mixed day and boarding secondary school].

The statement above is an emphasis on the need for factoring-in the regular assessments as part of the final examination. It points to the fact that there are various factors that may influence the performance of a student during the final examination, and that even the top performing students may be affected in the final examination. It also point to a very interesting scenario of the performance of girls going down as they go up the higher levels from form 2 to 3 and 4; while that of the boys go up. An attempt at explanation of this scenario was made by another key informant who observed:

“We have noted that performance of girls is good in forms 1 and 2, but when they get to form 3 and 4, the social relationships or developments in their social life distract them and affect their concentration and performance. This is usually a case of concern in the mixed schools. However, for a girls’ only school, they have nothing to distract their concentration.” [Principal, mixed day and boarding secondary school].

It emerged from a cross-section of the key informants that there is usually a tendency of students from poor family backgrounds performing better than the students from well-off families. Although this claim is not backed by evidence from school records, it should certainly be an area of concern for future studies. All the same, education is viewed as a common denominator. In spite of one's poverty, the students sit for the same examination. It is not easy or possible to attain equality in education. Issues of equity need to be addressed in the preliminary stages of education access and transition, as the examination are generally meant to be an equaliser. Those with disabilities should be given a different set of examinations and even more time to sit for the same. However, this has not been the case.

The examinations are based on the syllabus. The syllabus unifies or harmonises the students regardless of the differences. However, a majority of the respondents interviewed admitted that there are challenges in terms of technology and infrastructure for evaluation at the secondary school level. There are also children who are more exposed than the others. This therefore brings in the disconnect in the process of evaluation as these are assessed in the same way. There is the challenge of students from rural settings to be in a class with children from the affluent society. It is also important to note that careers are changing, and even the courses once meant for the boys only, are now done by the girls. This shows that there is really no major gender difference with regard to performance when considering admissions to the various courses at the

university, even though there is an affirmative action in the general university admission criteria.

There are however different types or categories of schools such as: national schools; extra-county schools [based on performance and admitting students from all over the country]; county schools and sub-county schools. For single sex schools, they need to be categorised in the same way. However, it is not appropriate to categorise the special school for the disabled in the same way that it is done for the normal schools. The disabled students take a long time to go through the school system, and the disability can either be mental or physical.

4.4.6 Evidence of schools' commitment to GEF evaluation

In an attempt to determine the commitment of the schools to gender responsive and equity focused evaluation, the respondents were asked the question: "*How can you say that this school is committed to gender responsive and equity focused evaluation of education?*" The responses are as captured in Table 15.

Table 15: Evidence of schools' commitment to GEF evaluation

Strategies / Response	Totally Disagree %	Neutral %	Agree %	Totally Agree %	N/A %	TOTAL⁵
Addresses gender-based barriers so that all girls and boys, women and men can learn without any hitches	7.7 (1)	0	38.5 (5)	46.2 (6)	7.7 (1)	84.7 (11)
Respects differences based on gender and acknowledges gender, together with age, disability, and Religion are all part of a learner's identity	7.7 (1)	0	38.5 (5)	46.2 (6)	7.7 (1)	84.7 (11)
Enables education structures, systems and methodologies to be sensitive to all girls and boys, women and men	0	7.7 (1)	46.2 (6)	38.5 (5)	7.7 (1)	84.7 (11)
Continuously evolves to close gaps on gender disparity and eradicate gender-based discrimination	0	15.4 (2)	23.1 (3)	53.8 (7)	7.7 (1)	76.9 (10)
Ensures gender parity in education is part of a wider strategy to advance gender equality in society	7.7 (1)	23.1 (3)	7.7 (1)	53.8 (7)	7.7 (1)	61.5 (8)

From Table 15 above, it is evident that for three factors, there is show of commitment by 11 out of 13 survey respondents (accounting for over 80% by the survey respondents). These factors are: that the schools evaluation processes address gender-based barriers so that all girls and boys, women and men can learn without any hitches; it respects differences based on gender and acknowledges gender, together with age, disability, and religion are all part of a learner's identity; and that it enables education structures, systems and

⁵ This total refers to the percentage of those who agree and those who totally agree with the statement.

methodologies to be sensitive to all girls and boys, women and men. Only two factors were not seen as greatly showing commitment of the schools to GEF evaluations. These were: that school evaluations continuously evolve to close gaps on gender disparity and eradicate gender-based discrimination; and that it ensures gender parity in education is part of a wider strategy to advance gender equality in society. But even then, they also supported by a good number of the survey respondents, 10 out of 13 (76.9%) and 8 out of 13 (61.5%) respectively.

There is a perception among the key informants, especially the teachers and administrators that schools should be ranked according to their categories because they have different facilities; the type of students they admit and their entry behaviour; and also the national schools should not be ranked alongside the other schools, given the privileges that come with the status of the school as a national school. It is good to give a clear picture of the performances of the girls and the boys and get the reasons for the performances and act on this. The schools also should get a clear picture of access of the boys and the girls. What the students are being taught in the various schools is not the same, even though there is a syllabus to give guidelines. The teachers assess to find out the challenges of the boys and girls and find out possible means of making them at par.

From a synthesis of the qualitative data, it is emerging that the teachers and the administrators are in agreement that it is very necessary to give gender considerations in assessment as this can enable the government to allocate

resources where there are disparities. More resources are taken to areas with disparities. Girls have a lot of challenges as compared to the boys. A boy can stay in a day school up to 8pm at night studying; but a girl can't go beyond 7pm. The girls cannot leave school late in the evening lest they be attacked by rogue boys in the vicinity of the school.

The distinctions between the urban and the rural students affect the performances of the students. Some schools also have disabled students (physically), but they are just treated normally just like the other students.

4.5 Improving gender responsiveness and equity focus in evaluation

A synthesis of the findings from the key informants reveal that the ministry of education has tried an affirmative action policy by lowering the entry point for girls at the university level. In special girls schools like Ralak, the kind of girls that they admit are not like the other girls in other schools, because of their 'special challenge' of child-rearing, so they should not be ranked at par with the other schools.

In the current assessment strategies, all of them are just academic centered. But we have cases of students who are not good in academics. We need to have a way of assessing the students based on their abilities or skills for example drama, music, football etc. Assessment that does not take care of skills and talents is not the best form of assessment. Ranking of schools should be based on categories,

though this is not enough. We also need to look at the facilities that the Schools have as well as the co-curricular activities.

In many schools, the day-scholars are a disadvantaged lot in terms of time and concentration. There is need to look at these differences by say giving the day-scholars a mark or two below the boarding students, when considering them for university admission, given the challenges that they face as day scholars. Again, we find that schools with good facilities are more advantaged than the others. The ranking of schools needs to be done at the sub-county; county and national levels. There is also need to look at the individual student's needs when addressing the issue of performance assessment. Learning institutions should not count so much on the final examination, but it would be appropriate to have at least a uniform examination at the end of each year, which should count in the final examination. The education system needs to address issues of gender vis-à-vis the teaching personnel as this impact on pedagogy and performance of the students. National policy provides for the need to institute gender-responsive management and governance structures in the education sector as well as strengthening the modalities for gender-balanced appointment of head teachers and deputy head teachers (Republic of Kenya, 2007a; 2015a). It emerged from the field that all the principals of girls' schools were women while those of boys' schools were men. It is also worth noting that in girls' only schools, there are more female teachers than male teachers, as noted by the key informants. This position seems to be supported by the gender in education policy in Kenya, which provides as follows:

“Use affirmative action as a strategy to enhance gender equity and equality in recruitment, training, deployment and promotion, particularly in appointment of head teachers and deputy head teachers such that if the head teacher is male, the deputy is a female and vice versa” (Republic of Kenya, 2007a).

There are disparities in performance. Performances are great at Form 1 and 2. However from Form 3 and 4, the girls begin to mature and are concerned more about themselves – they give so much attention to themselves. The government has not put enough infrastructure in schools for guidance and counselling, save for the church-sponsored schools. The government should allow institutions to identify well trained guidance and counselling persons and then they pay. For schools with more than 1, 000 students, the catholic-sponsored school usually attach a priest in-charge of guidance and counselling. In these instances, they are able to identify the needy students who are then taken care of by the school.

4.5.1 School strategies in evaluation

The respondents were given a list of some of the ways through which schools ensure gender responsiveness and equity focus in their evaluation of education access and performance, and they were asked the extent to which they agreed with them as relating to evaluation in their respective schools. Their responses are captured in Table 16 and Table 17.

Table 16: School strategies in evaluation of education access

Strategies / Response [N=13]	Totally Disagree %	Disagree %	Neutral %	Agree %	Totally Agree %	TOTAL⁶
Design services to meet the needs of all	0	7.7 (1)	15.4 (2)	23.1 (3)	53.8 (7)	76.9 (10)
Address GBV in education and humanitarian emergency efforts	7.7 (1)	0	23.1 (3)	30.8 (4)	38.5 (5)	69.3 (9)
Target actions based on a gender analysis	0	7.7 (1)	30.8 (4)	7.7 (1)	53.8 (7)	61.5 (8)
Access for women, girls, boys and men is provided equally	0	23.1 (3)	23.1 (3)	38.5 (5)	15.4 (2)	53.8 (7)
Participate equally ensure gender balance	0	23.1 (3)	30.8 (4)	15.4 (2)	30.8 (4)	46.2 (6)
Collect, analyse and report sex- and age-disaggregated data	7.7 (1)	23.1 (3)	30.8 (4)	38.5 (5)	0	38.5 (5)

As can be seen from Table 16, for education access, the popular perception among the survey respondents was that: the evaluation design services should meet the needs of all, supported by 10 out of 13 of the survey respondents (76.9%), that it should address GBV in education, supported by 9 out of 13 of the survey respondents (69.3%) and that the target actions should be based on a gender analysis, supported by 8 out of 13 of the survey respondents (61.5%). Another important consideration is that the school attendance register figures are analysed for gender and other inclusion trends, supported by 7 out of 13 of the survey respondents (53.8%). The other strategies are not given prominence by less than half of the survey respondents. These are composition of community

⁶ This total refers to the percentage of those who agree and those who totally agree with the statement.

education committee, supported by 6 out of 13 of the survey respondents (46.2%) and sex and age disaggregated data, supported by 5 out of 13 of the survey respondents (38.5%).

Table 17: School strategies in evaluation of education performance

Strategies / Response [N=13]	Totally Disagree %	Disagree %	Neutral %	Agree %	Totally Agree %	TOTAL⁷
The education needs assessment consults equal numbers of women and men	0	23.1 (3)	7.7 (1)	38.5 (5)	30.8 (4)	69.3 (9)
Analyse gender differences	7.7 (1)	23.1 (3)	7.7 (1)	15.4 (2)	46.2 (6)	61.5 (8)
Train women and men equally	0	38.5 (5)	15.4 (2)	7.7 (1)	38.5 (5)	46.2 (6)
Collectively coordinate actions with all partners	7.7 (1)	30.8 (4)	23.1 (2)	7.7 (1)	30.8 (4)	38.5 (5)

Table 17 would best be understood in the context of Republic of Kenya (2012b), which held that:

The current summative assessment at the end of primary and secondary cycle does not adequately measure learners' abilities while school-based assessment is not standardised. It dictates the teaching/learning process towards examinations as opposed to assessment of attainment of skills and competences.

As can be seen from Table 17, in terms of strategies that are used for evaluating education performance in the schools, the most popular perceptions from the survey respondents are that education needs assessment needs to consult equal

⁷ This total refers to the percentage of those who agree and those who totally agree with the statement.

numbers of women and men, supported by 9 out of the 13 survey respondents (69.3%) and the need for analysing gender differences also being critical, supported by 8 out of the 13 survey respondents (61.5%).

Half of the key informants (5 out of 10) including both the school administration and the education officials, there is a perception that in terms of ranking, there is need to have different ranking system for the boys and the girls. There is need for affirmative action. Girls generally have a negative attitude towards the science subjects, and family background also greatly affects the performance of the students. However, as is evident from a relatively small number of the key informants (3 out of 10 of the key informants), the girls are even more affected by these family background issues. This scenario was revealed mostly in the mixed schools and in the girls' only schools. In day schools, some challenges include students not even having paraffin at home because of the poverty levels of the parents, and this means that even if they were given some assignments or homework, they are unable to do this at home.

Responses from the special school sampled indicate that the physically challenged students are concerned about open discrimination, which they feel is stigmatising. They want to be allowed to operate like any other students. They don't want to be stigmatised. There is a perception from both the school administrators and education officials, that schools should not be ranked in the same way because there are some which don't even have the necessary learning facilities, especially the special schools, even given that they are categorised as

special national schools. And the normal schools are not any better when it comes to facilities. An example is a school which does not have even a Science laboratory, and they have to go to other schools for their practical sessions. It is therefore very difficult to compare incomparables.

Both the school administrators and the education officials have a perception that the national schools should be ranked on their own, and the county schools can also be ranked on their own. The girls' schools want to compete with the boys' schools. One respondent said:

“An example of girls' schools competing at equal level with the boys' schools is Rang'ala girls which has been competing well with us very well. Generally, girls do poorly in a mixed school setting, while in a single sex girls' school, they do so well. Girls have generally been doing so well, so we need to continue ranking them alongside the boys.” – [Principal, national boys boarding secondary school].

In terms of rural-urban schools dichotomy, attempt at disaggregation should not even be the case. This is for the simple reason that the origins of the students cannot be ascertained. There are national schools and extra county schools that get students from all over the country.

There is an indication of preferential treatment and assessment in some of the special schools, even though it is at an individualised level. However, this is not the case with the integrated school systems. A respondent from one of the special national schools pointed out:

“We have the Individualised Education Programme (IEP). This is the system that we use here in school to assist the students who are weak. We break our annual school objectives to capture the boy-child

specifically, and also set targets for the girl-child specifically. This then gives us the class target. We also have individualised targets according to the ability of each of the students. At the national level, there is not much we can do, save for the affirmative action of being sponsored by the Joint Admissions board at C+ and above, relatively lower than the mean entry grade for the other students. Our students also get to a P1 College with a grade of C- while the others go to such colleges with a grade of C+ [This was before the examination reforms, which now make all C+ students join the universities]. Other than these, the examination paper, timing, and even ranking is done in the same way that it is done for the other students.” – [Principal, special national mixed boarding secondary school]

The perception among the respondents is that gender equity should be given consideration in assessment, and that the different categories of students should not be compared or evaluated equally. On stressing on the need for gender equity, a key stakeholder had this to say:

“Gender consideration is important for purposes of knowing whether the boys and girls are doing well or whether only one gender performs well. We usually get the analysis of results disaggregated by gender.”
[DQASO].

The statement above is important in so far as it stresses on the need for gender considerations in evaluation, so as to know what is working and what is not working for whom and under what circumstances.

4.5.2 Responsibilities of education staff in evaluation of education

All schools have an academic master, who are in-charge of evaluation or assessment in the schools. The responsibilities include coordinating the setting of examinations; analysis of examination results and giving out the reports. All students are treated equally, so the gender aspect is not very evident in the

analysis of results. The member of staff is also in-charge of examination time-tabling.

There are examination council representatives and course panels. These are usually in-charge of the evaluations. They ensure that the curriculum delivery is done; check on the syllabus coverage; ensure that teachers are able to set the examinations internally. They also organise for invigilation and supervision of examinations. They come out with the results, analyse the results based on individual subject performances.

In confirming the roles and responsibilities of the member of staff in-charge of education assessment, one respondent said:

“We have a member of staff charged with evaluation in school. Among the responsibilities of this member of staff include: determination of whether standard examinations are set by the teachers; entrusted with tracking each and every child in terms of performance; ensures that several assessment examinations are done. As a school, we do at least three assessment tests in a term. The member of staff liaises with the parents. He invites them to school to discuss students’ academic ability and performance; ensures that students participate in co-curricular activities; ensures that students who don’t perform well are helped to the next assessment level. They also offer career guidance for students to establish their goals in life.” – [Principal, private mixed day and boarding secondary school]

In some of the schools, especially this was the case with national schools and the extra-county schools, the member of staff in charge of evaluation in schools is the director of studies. The key responsibilities of the members of staff in charge of evaluation include: quality assurance, assessment, examination preparations, administration, marking and analysis of results. The duties of the director of

studies also include coordinating both internal as well as external examinations, drawing examination time-tables; setting of examinations and supervision of the same; arranging for pool marking of examinations and analysis of results. The director of studies also organises career talks – sometimes inviting teachers/national speakers to talks to the students. They also organise for motivational speakers to come and talk to the students.

The director of studies (DOS) is responsible for the mass production of the examinations; keeps them safe and release the examinations to the teachers when they are due. The DOS ensures that examinations are set from each of the departments; ensure the departments beat deadlines in submission of examinations and also in marking and submission of results. The DOS has a team to support him/her, and they are all supported by the heads of departments (HOD) as well as the heads of subjects (HOS). They ensure that examinations are done in the right atmosphere. They administer the examinations or supervise the administration of the same; arrange for the marking; receive the results and analyse them; finally release the results and do a follow-up for purposes of revision.

There is also the quality assurance and standards officer in some of the schools, who are charged with the responsibility of ensuring attendance of classes by both the teachers and the students alike, ensure syllabus coverage, quality of the papers set, standardisation of the papers, as well as quality of academic work being put by the teachers.

Some schools have academic assessment committees with an office. They look at the performance of the students; give timetables for the assessments; give deadlines for the end of marking; supervise the administration of the examinations; and analyse the results per subject and per class (stream). The head of the academic committee is usually the deputy principal in-charge of academic affairs and is assisted by a senior master.

In the national and extra-county schools, the academic assessment committees are chaired by the director of studies, or the one in-charge of curriculum implementation. Their key responsibilities include being in-charge of admissions; they write the admission letters; develop academic workplan for the term; analyse academic performance – trend of performance for each continuous assessment test (CAT) and final examination done. They lay out the strategies for improved performance; oversee the implementation of the strategies; and present the academic performance to the board of management (BOM) periodically – they prepare a report to be tabled to the board. They also organise academic trips for students to motivate them – for example taking them to universities to expose them to life at the university.

“After analysis of results, they also give feedback to students while also sharing the information with the parents as a key stakeholder, and even calling the parents to discuss the performance of their sons and daughters.” [DQASO].

The situation is slightly different in the special national schools. the principal of one of the schools had this to say:

“In our special School, we have a head of specialist subjects. This member of staff teaches the special subjects like the Kenya sign language and also does the audiological tests. This helps in determination of the levels of perception of sound using an Audiometer. This will then lead him to know the threshold of hearing of each of the students, thereby know who can benefit from the hearing aids, and those who can't. The teacher helps in speech insurance for those who are able to talk. He also does counselling to the students so that they accept their situation and also so that they are able to accept a better tomorrow. This member of staff advises teachers on placement in classes according to the level of disability of the students and hearing levels. They place to the left hand side of the class, students who are not hearing well with the right ears; those whose left ears are not hearing well are placed to the right hand side of the classroom; while those whose ears can hear better are placed in the middle of the classroom. This member of staff refers the students for further intervention based on the level of disability. He also monitors the progress of the students and checks and adjusts their hearing devices.” – [Principal, special national school].

For the special schools for the hearing impaired, it is imperative that the personnel administering evaluation tools must be able to communicate in the student's native language or mode of communication. An assessment should provide necessary information regarding the nature and degree of hearing, the child's auditory perception skills and abilities, use and benefit from amplification and assistive technology, and specifics related to their auditory and listening performance in the typical classroom (CDHHE, 2015).

4.5.3 Performance assessment procedures and standards

The normal evaluation procedure is followed in all schools in assessment of students. At the county level, there is assessment conducted at the sub-county level. Each of the sub-counties coordinates and analyses results and present them in a report, to be shared with the county director of education. The examination

panel or course panel in each of the schools, work out the logistics and coordinate the evaluation. At the sub-county director of education (SCDE) office level, they are charged with the responsibility of regular monitoring. They ensure that examinations are set to standard; the administration of the examination is not compromised, and that there is centralised marking of the examination, what other schools call ‘pool-marking’. Academic standards are usually set at the national level, and these are replicated at the county level and trickles down to the sub-county level.

Generally, examinations are used to gauge general academic performance standards, through internal examination systems as well as national examination systems. For purposes of regular assessments, schools use the government policy of RATs, CATs and end-term examinations. One of the key informants also indicated that they have assessments at topical levels after every topic.

“We have laid down procedures of assessment. We have a staff meeting at the start of every term, where we draw calendar of activities for the whole term – this includes academic, co-curricular, guidance and counselling activities as well as stakeholders consultations. We agree on how many examinations to administer and when, including how they will be administered. The examinations are then coordinated by the subject heads, who coordinate supervision, marking of examinations as well as written analysis of the performance of the students.” – [Principal, extra county boys’ boarding school].

The schools are guided by the national testing policy, which provides for continuous assessment tests. However, the schools have tailored this to their context. Some schools also have subject contests on a weekly basis. This helps them with their revision work.

“We set the examinations; the examination papers are produced, we administer the examinations, marking and recording of the marks is then done, we compile the list of marks showing the positions of each of the students, we then do an analysis of the results, and release the results. If they are CATs, we release the results without a report. For other examinations, results are always accompanied with a report. Occasionally, we invite parents to be with us, so we share the results with them and talk about the progress of their children. We organise an academic day, where we discuss on a one-on-one with the parents about the performance of their students. For end-term examinations, we give reports (progress records) which students take with them home. After the release of examinations, we usually do revision of the examinations. This is usually to help the students to identify the mistakes and correct them.”
 – [Principal, mixed day secondary school].

This shows the different strategies that have been adopted by the individual schools in terms of administration of examination as a mechanism of evaluating students’ performance. It also shows the mechanisms in place to address any challenges with regard to students’ performance, including discussion of the examination scores with the parents or guardians of the students.

The KCSE require gender-disaggregated results. However, most schools surveyed, don’t do this for internal examinations. The class teachers usually discuss with their classes and agree on targets per class per subject. They then share this with the whole staff what the target was and determine the reasons for not being able to meet the target. They usually set realistic targets, normally something within the range of the students. And in most cases the targets are usually simple, measurable, achievable, realistic and timely (SMART).

“We have entry examinations just at the beginning of the term. We usually give assignments to the students when they are going home for holidays. We also have mid-term examinations, as well as the final examinations at the end of the term. The teachers also set topical RATs. The school conducts series or revision questions, which are done every

evening. Subjects are allocated dates. However, these revision series are only for sciences and subjects with practicals.” – [Principal, national girls’ boarding secondary school].

The above quotation highlights some of the extra mechanisms that have been put in place by the school administration to enhance the performance of the students, as well as how they conduct the evaluation of the same. There is also an appreciation that the special mechanisms are only in place to improve on performance in the science subjects.

Most of the school have adopted a reward and motivation scheme. Through this, they conduct trends analyses and a small token of appreciation is usually given to the top students in each class. The improved cases are noted and appreciated in parade during the closing ceremony. The poor performances are also called in parade and told to work harder in the following term, so they are not called again in the assembly as poor-performers. They keep track of the performance of the students and in cases where they are dropping; they call in their parents to discuss performance. The schools also look at the entry behaviour from the Kenya Certificate of Primary Education (KCPE) grades and track the performance of such students to determine value addition, if any. Some of the schools have also adopted a reward scheme for the teachers as a way of motivating them. This is usually to the teachers whose subjects have the best performances or improvements.

“With regard to our internal assessment procedures, we alert the students in advance about the examinations. We give the students the term dates and when the examinations will be done. Students go home with the dates in mind to help them for purposes of revision. The CATs

only set up to what has been covered within the timeframe. The end-term examination covers all that has been taught up to that level. The marking scheme has to be coordinated. We adopt a pool-marking strategy, where one teacher marks only one question and this process is usually coordinated by the head of department (HOD).” – [Principal, national boys’ boarding secondary school].

The schools have guiding instructions laid down by the ministry of education. There is a standard grading criteria or grading format, which dictates who gets what grade depending on what marks, for example: grade ‘A’ is from 80 – 100%. The schools are supposed to adopt the same grading system. However, from the key informant interviews, it emerged that most of the school adopt different grading for the languages and the sciences, depending on the academic levels of students. They either raise or lower the grading marks based on performance. If the performance is low, they also reduce the cut-off points, for the sake of motivating the students. Motivation is one of the key provisions of the education policy and this is done at the school level by adjusting the grading system. This encourages the students to work even harder to maintain the high grades, and in this process, improving their own personal grades as well as the School mean grade.

“In our special school setting, we set a standard examination that covers all the areas of the syllabus. We conduct our assessment on a monthly basis and we call them simply monthly tests. The last examination of the term covers all that has been covered from Form 1. This accounts for 70% of the total score. The monthly tests account for 30% of the total score. We usually get the average and use this as term marks. We usually release the results one week after the examinations. The analysed results include the most improved student and cases of dropped students. Those who have dropped are usually referred to teachers for advice, while those who have excelled are given rewards. In the second term, we usually have an education open day, where we share all the progress reports with the parents.” – [Principal, special national mixed boarding school]

From this statement, we are able to see some of the strategies that the special schools use for conducting evaluation of performance of the students. The final results are usually a combination of the monthly tests or continuous assessment tests and a final test. The element of motivation of students through rewards is also evident. It is through these regular tests that the schools are able to evaluate the progress of students to see what is working and what is not working with a view to making corrective action. In this particular case, it is through evaluation that they are able to see the most improved students as well as the ones who have dropped, who are then referred to the concerned teachers for advice.

According to one of the education stakeholders:

“The procedures involved in the analysis of examination results are elaborate. The director of studies has a team that helps in the analysis of results. There is the use of IT to do the analysis and grading. There is the calculation of the mean scores per gender and also the standards deviations. The assessment time-frame determines the pace of the procedures of evaluation. This is usually followed by dissemination of results to different stakeholders, and the recognition and awarding of presents to the best performing students.” [DQASO]

In the foregoing, an appreciation of the role of information technology in analysis of results is evident. Through this, the schools are able to determine the scores per gender as well as the deviations in terms of performance. This is with a view to making corrective action and motivation of best performing students through awarding of presents.

It is also appreciated that gender is a critical factor in evaluation and assessment in the schools, and for this reason, schools adopt different ranking methodologies, even as they are guided by the same national ranking or assessment standards. Some schools rank according to class while others rank according to gender.

“The ranking according to class would be more to evaluate the teachers, since it will be able to show which class is performing better than the other, and which teacher was responsible for the teaching of which class.” [DQASO].

The respondents were given a list of some of the main methods of assessment used in schools. They were then asked through the survey tool, the extent to which they agreed with each as applicable to their school setting. Their responses are captured in the Table 18 below.

Table 18: Main methods of assessment in schools

Response [N=13]	Totally Disagree %	Neutral %	Agree %	Totally Agree %	TOTAL⁸
Continuous assessment tests (CATs)	0	0	7.7 (1)	92.3 (12)	100.0 (13)
Written end-term examinations	-	-	7.7 (1)	92.3 (12)	100.0 (13)
Homework	7.7 (1)	0	23.1 (3)	69.2 (9)	92.3 (12)
Practical examinations	7.7 (1)	7.7 (1)	23.1 (3)	61.5 (8)	84.6 (11)
Rapid assessment tests (RATs)	0	23.1 (3)	15.4 (2)	61.5 (8)	76.9 (10)

⁸ This total refers to the percentage of those who agree and those who totally agree with the statement.

The most common methods used in assessment in the schools as can be seen from Table 18 above are the continuous assessment tests (CATs) as well as written end-term examinations, which are common to all the schools sampled. Homework is also an effective assessment method, and this was mainly mentioned by the schools which have day scholars. 9 out of 13 of the survey respondents (69.2%) totally agreed with homework as an effective method of assessment, while 3 out of 13 of the survey respondents (23.1%) only agreed with it as an assessment method. One respondent totally disagreed with homework as an effective assessment method. This implies that the boarding only schools could give assessment to be done by students beyond the normal school hours, but then they did not actually see this as 'homework' as it was done in the school compound. This was a strategy that was used mainly by the schools, which did not want to disrupt the normal school teaching hours, so all their tests were done during the preps time at night.

Practical examinations were also used as reported by 11 out of the 13 survey respondents (accounting for 84.6% of the survey respondents), but these were not common across board. This could possibly account for some of the schools, which did not have laboratories for science practical examinations or agricultural demonstration farms for students doing agriculture. Another method not so common to all the schools was rapid assessment tests (RATs) with 8 out of the 13 survey respondents (accounting for 61.5% of the survey respondents) agreeing totally that they use the method, while 2 out of the 13 survey respondents (accounting for 15.4% of the survey respondents) only agreed

mildly. 3 out of the 13 survey respondents (accounting for 21.3% of the survey respondents) were neutral with regard to RATs.

The respondents were also asked about some of the uses of assessment records by the teachers in their schools. The responses are as captured in the table that follows, Table 19.

Table 19: Uses of assessment records by teachers in schools

Response [N=13]	Totally Disagree %	Disagree %	Neutral %	Agree %	Totally Agree %	TOTAL⁹
Reviewing students progress overall as a means of assessing the effectiveness of departmental teaching	0	0	0	15.4 (2)	84.6 (11)	100.0 (13)
Deciding how to help individual students	0	0	0	38.5 (5)	61.5 (8)	100.0 (13)
Giving students a clear indication of their progress in a year group	0	0	7.7 (1)	38.5 (5)	53.8 (7)	92.3 (12)
Reviewing departmental schemes of work	7.7 (1)	15.4 (2)	0	46.2 (6)	30.8 (4)	77.0 (10)
Allocation of students to sets or groups	7.7 (1)	7.7 (1)	15.4 (2)	30.8 (4)	38.5 (5)	69.3 (9)

According to Table 19 above, the school administrators have mentioned two main uses of assessment records in evaluation, which appear universal to all the schools. These are: reviewing students' progress overall as a means of evaluating the effectiveness of departmental teaching (13 out of 13 survey respondents) and deciding how to help individual students (13 out of 13 survey respondents). The

⁹ This total refers to the percentage of those who agree and those who totally agree with the statement.

other uses are not universally applicable to the cases of all the Schools, but it still shows that they are used to a great deal. These are: giving students a clear indication of their progress in a year group (12 out of 13 survey respondents); used to review departmental schemes of work (10 out of 13 survey respondents) and for the allocation of students to sets or groups (9 out of 13 survey respondents). It therefore goes a long way to show that assessments as elements of evaluation are very useful in school settings, and must be enhanced, including finding ways of making them gender-responsive and equity focused.

The schools survey tool asked the respondents a question with regard to ways of enhancing evaluation of education. The respondents were asked some of the ways in which evaluation of education can be enhanced at the secondary level to incorporate gender responsiveness and equity focus. Their responses are captured in the Table 20 that follows.

Table 20: Ways of enhancing evaluation of education

Response [N=13]	Totally Disagree %	Disagree %	Neutral %	Agree %	Totally Agree %	TOTAL¹⁰ %
All stakeholders in education should be involved in evaluation	7.7 (1)	0	0	23.1 (3)	69.2 (9)	92.3 (12)
Private-public partnerships in educational evaluation	0	0	7.7 (1)	38.5 (5)	53.8 (7)	92.3 (12)
Need for a guiding framework for gender evaluation in Schools	0	0	7.7 (1)	23.1 (3)	69.2 (9)	92.3 (12)
Need for gender mainstreaming in the whole educational system	0	7.7 (1)	0	23.1 (3)	69.2 (9)	92.3 (12)
Develop national educational policies touching on gender	0	0	7.7 (1)	15.4 (2)	76.9 (10)	92.3 (12)

As can be seen from Table 20, from 12 out of 13 of the survey respondents, that is nearly all the schools sampled; the administrators were of the opinion that some of the ways in which evaluation of education can be enhanced at the secondary school level to incorporate gender and equity focus include: that all stakeholders in education should be involved in evaluation; private-public partnerships in educational evaluation is critical; there is need for a guiding framework for gender evaluation in schools; emphasis on the need for gender mainstreaming in the whole educational system; and the need to develop national educational policies touching on gender.

¹⁰ This total refers to the percentage of those who agree and those who totally agree with the statement.

In summary, Chapter 4 has addressed the key issues of the objectives of the study, with regard to the study findings. It has highlighted some of the existing strategies used by the different schools for evaluation; it has looked at the evaluation frameworks available for evaluation, the key provisions of the policy documents and whether or not they are gender responsive and equity focused. This section has also analysed information on some of the underlying problems facing educational evaluation in secondary schools. In analysis the data on evaluating education access and performance from a gender perspective, the chapter has addressed how schools choose indicators and methods for evaluation, the factors that they consider in establishing quality targets as well as indicators; it has gone ahead to mention the said indicators as well as the strategies for evaluation. The chapter has also addressed the perceptions of the school administrators as well as education officials on whether or not their evaluation strategies are gender responsive and equity focused; it has also looked at the evidence adduced by the respondents on their commitment to GEF evaluations. The chapter has addressed the concerns with regard to evaluation strategies that are specific to access as well as those that are specific to performance. In the conclusion of the chapter, it has highlighted some of the responsibilities of the education staff in charge of evaluation in Schools; the performance assessment procedures and standards, including the methods as well as utilisation. Finally, it mentions some of the perceptions of the School administrators on what they think should be done to make evaluation both gender responsive as well as equity focused.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the main findings of the study and then goes ahead to make conclusions arising from these findings. After the summary of the main findings and conclusions therefrom, this chapter makes recommendations drawing from the conclusions of the study. The recommendations are split into two sets for various actors, namely the ministry of education and the school internal administrative mechanisms.

5.2 Summary of the findings

This study had set out to investigate whether or not there are evaluation frameworks in Kenya that are used to evaluate education. It also sought to find out whether these frameworks addressed how education access and performance are evaluated based on the existing frameworks. Ultimately, it sought to find out whether the said frameworks were gender responsive and equity focused or not.

5.2.1 Objective 1: Evaluation frameworks for secondary education

The main finding for objective 1 is that there is an educational framework, however, there is specifically no evaluation framework provided by the ministry of education, but just testing guidelines. The study finds that there is an evaluation document to be filled-in by the District Quality Assurance and

Standards Officers (DQASOs), however, it is still not possible to capture equity concerns in this evaluation document. Under the National Education Management Information System (NEMIS), there is a gender disaggregated capture tool. The Policy Framework for education provides for national examinations at the end of cycle examinations which are uniform throughout the country and are used to determine transition to next level.

It has emerged from the study that there are strategies for evaluation of education access, but there is no framework that guides the evaluation of education access. There are also strategies for evaluation of education performance, but there is no framework that guides the evaluation of education performance. Schools also have mechanisms in place of evaluating the value add of the education process in the performance of the students.

The national policy is that students must be assessed, but there are no clear guidelines on how this should be done, especially with regard to testing. Gender is related to disadvantage in educational opportunities and is compounded by poverty or socio-economic status and ethnicity. It is also clear that ethnicity is shunned and as such no documentation is available in almost all the schools on ethnic origins of the students. Majority of the survey respondents as well as key informants were not aware of any policy framework for gender responsive and equity focused evaluation of education access. The same were not aware of any policy framework for gender responsive and equity focused evaluation of education performance.

5.2.2 Objective 2: Evaluating education access from a gender perspective

The main finding for objective 2 is that in terms of evaluation of education access, all the schools use the registers to document attendance. Schools have a general trend of monitoring progress from form 1 to form 4. transition rates determine whether there have been an increase or reduction in form 4 access as measured with the baseline. Some normal schools have had cases of students with disabilities; however, they have not had specific guidelines on how to assess and evaluate them differently from the other normal students. Schools use the registration details, especially the numbers of the students at admission. They also look at the transition rates as well as the completion rates.

5.2.3 Objective 3: Evaluating education performance from a gender perspective

For objective 3, the main finding is that the testing policy provides for having CATs, but then it is up to the school to determine when and how to conduct the assessment and evaluation of the performance of the students. The concept of CATs is moving from the continuous assessment test to competence assessment tests, while retaining the acronym but bringing in the element of assessing core competency areas, and to align each to all specific levels within the basic and tertiary education cycle.

It has emerged that if the teachers are professionally well-trained and child-centred, they are likely to be responsive to the gender concerns in the school, including assessment of the students and evaluation of their performance. It emerged from a cross-section of the respondents that there is usually a tendency of students from poor family backgrounds performing better than the students from well-off families. However, there are challenges in terms of technology and infrastructure for evaluation at the secondary school level.

Another interesting finding is that the disabled students take a long time to go through the school system, and the disability can either be mental or physical, consequently, there is acknowledgment that gender, together with age, disability, and religion are all part of a learner's identity; and that it enables education structures, systems and methodologies to be sensitive to all girls and boys, women and men.

5.2.4 Objective 4: Improving gender responsiveness and equity focus in evaluation

For objective 4, the main finding is on the skills and responsibilities of education evaluation staff. Some schools have academic assessment committees with an office. These are in charge of evaluating the performance of the students and general administration of the examinations. Though not all schools have this kind of staff. It is also emerging that most of these education staff are not trained in evaluation as well as being gender responsive.

Schools have strategies for evaluation of education performance. Examinations are used to gauge general academic performance standards, through internal examination systems as well as national examination systems. Stress is made on the education needs assessment which needs to consult equal numbers of women and men; and also the need to analyse gender differences. The schools are guided by the national testing policy, which provides for continuous assessment tests, but the final testing is the national examination, which does not take care of the CAT scores.

Different strategies have been adopted by the individual schools in terms of administration of examination as a mechanism of evaluating students' performance. Schools have guiding instructions laid down by the ministry of education. There is a standard grading criteria or grading format. The KCSE require gender-disaggregated results. However, most schools don't do this for internal examinations, especially the single-sex schools. The final results are usually a combination of the monthly tests or continuous assessment tests and a final test. The element of motivation of students through rewards is also evident.

There is an appreciation of the role of information technology in analysis of results. Through this, the schools are able to determine the scores per gender as well as the deviations in terms of performance. The most common methods used in assessment in the schools are the continuous assessment tests (CATs) as well as written end-term examinations, which were common to all the schools

sampled. Assessment records are mainly used for evaluation, and this appears universal to all the schools, through reviewing students' progress overall as a means of evaluating the effectiveness of departmental teaching and also in deciding how to help individual students. It is clear from the findings, that the stakeholders are not involved in the evaluation of the education system, especially touching on the areas of access and performance.

5.3 Conclusions of the study

In this concluding section, we shall address the concerns on what evaluation frameworks were identified, and whether they address gender and equity focused. Lastly, we conclude on how evaluation can be improved to incorporate gender responsiveness and equity focus.

5.3.1 Objective 1: Evaluation frameworks for secondary education

This study concludes that there is no evaluation framework for evaluating education for secondary schools in Kenya. In section 5.2.1 on the findings, we find that what we have are mere strategies for evaluation. The findings reveal that there is some form of evaluation taking place in the secondary schools, however, it is not a conscious and deliberate exercise as there is no guiding framework either at the national level or the county level. Assessment is mainly conducted as a way of testing what the students have learned and there are guiding instructions on how the testing is to be conducted. Even in the final

examinations, the testing is summative and no evaluation follows this to discern why the students performed the way they did and what can be done about it. The guidance on how to conduct evaluations in secondary schools, is mainly with regard to evaluation of teachers.

5.3.2 Objective 2: Evaluating education access from a gender perspective

This study concludes that there is actually no clearly defined evaluation framework for evaluating education access. And without a framework for evaluating education access, there is certainly no consideration for gender or equity focus. In section 5.2.2, the findings reveal that the only means of assessing whether students are accessing education or not, is through the use of class attendance registers. This only has sex disaggregated data on attendance but does not go the extra mile to identify who is accessing education and who is not, especially among the marginalised categories and the minorities in the School. This therefore makes it difficult to know why a category is not accessing education. Even though there is a clear education policy framework, this study concludes that the evaluation component of education access is missing, complete with outcomes as well as indicators for evaluating progress. Apart from the mention of gender-disaggregation of data, there is no clear link with the overall ranking of schools and students. Therefore, education access is not evaluated from a gender perspective, neither does it address issues of equity. The study also concludes that there are no specific guidelines on how to evaluate students with disabilities on how they access education.

5.3.3 Objective 3: Evaluating education performance from a gender perspective

The study also concludes that education performance is not evaluated from a gender perspective due to the fact that there is no framework complete with objectives for evaluation as well as indicators for measuring progress. In section 5.2.3, the findings of this study reveal that for evaluation of education performance, there are no specific guidelines other than the regular tests and national examinations at the end of the school cycle. And even for these, there is only mention of the gender disaggregation of data but no consideration for the other equity categories like the disabled, the marginalized categories and those from poor families. The study also concludes that failure to factor-in continuous assessment test results in the final examinations make it not possible to give an objective evaluation of the performance of the students. The study also concludes that assessment and evaluation strategies are just academic centered. But we have cases of students who are not good in academics. We need to have a way of assessing the students based on their abilities or skills for example drama, music, football etc. Assessment and evaluation that does not take care of skills and talents is not the best form of assessment. Ranking of schools should be based on categories, though this is not enough. We also need to look at the facilities that the schools have as well as the co-curricular activities. The study also concludes that special national schools are not tested in their language of instruction.

5.3.4 Objective 4: Improving gender responsiveness and equity focus in evaluation

The study concludes that capacity development is critical for enhancing gender responsiveness and equity focus. It also concludes that the use of information technology would go a long way in improving evaluation. It also concludes that schools do not have mechanisms for internally assessing themselves to determine whether or not they are evaluating education access and performance from a gender and equity focus. There are also disadvantages that arise as a result of gender as well as socio-economic circumstances. The nature and status of the school also affects the performance of the students. This conclusion draws from section 5.2.4 of the findings, which provide that there is a serious lacuna with regard to evaluation capacity at the secondary school level. The only training that the teachers have had is with regard to general education evaluation at the theoretical level, but they have not been exposed to the practical aspects of evaluation. They need hands-on capacity development on how to conduct evaluations and more so, with a gender and equity focus. Schools in most cases lack resource base to address staffing, infrastructure, teaching-learning equipment and tools, machines/ICT. The findings of the study also revealed the challenge of capacity building of the human resource in charge of evaluation in schools and also that teachers are not actively involved in the evaluation process. However, the good news is that by the time of completion of this study, the government of Kenya has already rolled out a pilot phase of the Competency

Based Curriculum (CBC), which seeks to address the main challenges identified in the study as constituting challenges in evaluation of both education access as well as performance.

5.4 Recommendations for the Ministry of Education

Based on the conclusions of this study, this study makes recommendations mainly to two actors directly involved in the management of the education system, especially at the secondary school level, namely: the ministry of education and the school administration.

The recommendations for the ministry of education include: developing a comprehensive education evaluation framework; reforming the education evaluation system; ranking of schools based on school categories; evaluation based on competency of the students; inclusivity in evaluation processes; assessment based on language of instruction; and enhancing ICT for evaluating inequity in education.

5.4.1 Developing a comprehensive education evaluation framework

Drawing from the conclusion in section 5.3.1 that there is no evaluation framework for evaluating education for secondary schools in Kenya, this study recommends that the ministry of education needs to develop a comprehensive education evaluation framework with objectives and strategies for

implementation as well as mechanisms for monitoring and evaluating the system.

5.4.2 Reforming the education evaluation system

Based on the conclusion in section 5.3.3 that failure to factor-in continuous assessment test results in the final examinations make it not possible to give an objective evaluation of the performance of the students, this study recommends that the examination system should be formative and not only summative. Records should be kept for continuous assessment. This position is supported by the fact that learners can be good in the course of the study, but get sick towards the examination time, which affects their performances. The system should be such that it is able to capture all the various examinations and ensure that for example CATs, RATs are accepted in the final examination. One examination is not a proof of one's capabilities. The system should allow the CATs, and at least some percentage of the CATs and RATs (say 10% or 20%) to be used in the final assessment.

5.4.3 Ranking of schools based on school categories

This recommendation draws from conclusion in section 5.3.4, which shows that there are disadvantages that arise as a result of gender as well as socio-economic circumstances. This study recommends that the ranking of the schools should be done according to their respective categories. These include: national schools;

extra-county schools; county schools as well as sub-county schools. The evaluation system should not rank national schools and sub-county schools in the same way. The system should compare schools based on entry behaviour – that is, based on the entry marks at KCPE used for purposes of admitting the students. In line with the UNESCO guidelines for inclusion, for purposes of monitoring and evaluation, and to ensure that the evaluation process is both gender responsive and equity focused. The girls' schools can also be ranked separately. The nature and status of the school also affects the performance of the students. In mixed schools, the school mean score can be very high, but it may end up that only the boys are performing exceptionally well while the girls are not performing. By looking only at the school mean, we may not be able to realise there is an issue to be addressed with the girls and this may go un-noticed and un-acted upon, thereby perpetuating poor performance of the girls.

5.4.4 Evaluation based on competency of the students

Drawing from the conclusion in section 5.3.3 that assessment and evaluation strategies are just academic centered, this study recommends that the ministry of education needs to adopt an affirmative action in terms of assessment of students. The ministry could bring in a unique way of testing students to bring out their talents and then empower them based on the same talents. The government needs to come up with a provision to assist such talented students to earn a living through such talents. As it is now, the Ministry only recognises the top performers but belittle the poor performers. The Ministry should institute

a process of recognising talent and experience, so long as it helps add value to the life of students. The cabinet secretary for education can push for this as a policy issue. The good news is that this is already being rolled out, at the pilot stage of the Competency Based Curriculum (CBC). There is an urgent need to develop talent schools as this can allow students to be assessed in the areas where they have skills – sports, drama and music, among others.

5.4.5 Inclusivity in evaluation processes

Based on the conclusion in section 5.3.2 that there are no specific guidelines on how to evaluate students with disabilities on how they access education, this study recommends that when setting the objectives for evaluation, they should be all-inclusive. They should include the multi-dimensionality of gender. As we rank the physically-abled students/schools, let us also rank the physically-challenged students/Schools. Let them compete at their own level or category. The mean grade for the physically-challenged should be lower than that of the others. The KNEC already has data on disabled students. Special features need to be put in place for the integrated programme for the disabled students as well as the examination time to be adjusted to cater for the disabilities – there are slow thinkers as well as those with mental challenges.

5.4.6 Assessment based on language of instruction

Based on the conclusion in section 5.3.3 that special national schools are not tested in their language of instruction; this study recommends that students should be assessed based on language of instruction. For example, for the hearing-impaired students, the KNEC should set the examinations in video form, let the students answer the questions in video form, and this can be easily transcribed into English for the markers. For example, the visually impaired use the braille – but someone with knowledge of braille transcribes this into English for the markers. The national policy is clear that students should be tested in the language of instruction. Since students in the schools for the hearing impaired are instructed in sign-language, they need to be tested in the sign-language.

5.4.7 Enhancing ICT for evaluating inequity in education

Drawing on the conclusion in section 5.3.4 that schools in most cases lack resource base to address staffing, infrastructure, teaching-learning equipment and tools, machines and information and communication technology, this study recommends that an appropriate ICT system should be utilised for evaluating inequity in education. The government of Kenya has already laid down mechanisms for monitoring inequities in the education system. It mentions that inequities in the school system will be monitored by disaggregating NEMIS data by gender and counties where possible. A comprehensive NEMIS should be developed that will capture not only the gender concerns but also address equity

issues in the evaluation. This study recommends that the evaluation system should include family background and individual student characteristics that may impact on performance of the student.

5.5 Recommendations for the school administration

The recommendations for the school administration include: involvement of teachers in evaluation processes; innovative approaches to evaluation processes; and adoption of a self-assessment mechanism for evaluation. The recommendations also come with a draft schools' self-assessment and ranking criteria for gender responsive and equity focused evaluation.

5.5.1 Involvement of teachers in evaluation processes

Drawing on the conclusion in section 5.3.4, that teachers are not actively involved in the evaluation process, this study recommends that as a way of enhancing evaluation of education, all stakeholders in education should be involved in the evaluation process; private-public partnerships in educational evaluation is critical; there is need for a guiding framework for gender evaluation in schools; emphasis on the need for gender mainstreaming in the whole educational system; and the need to develop national educational policies touching on gender.

5.5.2 Innovative approaches to evaluation processes

Drawing from conclusion in section 5.3.3 that assessment and evaluation strategies are just academic-centered and do not take care of skills and talents of the students, this study recommends that students should be all-rounded. Rote-learning is killing scholarship among the students and as such, there is need to give practical work as part of the testing of the students – this would be more holistic rather than just relying on the paper works. At the school level, the study recommends the cycle system and getting the averages at the end of the term. This can be replicated at the national level. There is the need to adopt a system where the results of the students from form one to form four count in the final grading of the student. The government needs to look into the entry behaviour of students while doing ranking. But they also need to ensure the schools have proper facilities for example laboratories that can make the students compete effectively with others elsewhere in a similar subject. At the end of form 4, schools could be asked to provide a list of skills in drama, music, games and leadership as exhibited by the students. These could then be captured somewhere so as to motivate the students. Ranking should be there, however, the special schools should sit for their own set of examinations and have their own special ranking system.

5.5.3 Adoption of a self-assessment mechanism for evaluation

Drawing from the conclusion in section 5.3.4 that schools do not have mechanisms for internally assessing themselves to determine whether or not they are evaluating education access and performance from a gender and equity focus, this study recommends that it is appropriate that the schools adopt a self-assessment mechanism to ascertain whether their evaluations are gender responsiveness or equity focused, and whether they have the capacity for such kind of evaluation. This will inform their capacity development needs as well as development of an evaluation framework that responds to the needs of the students both boys and girls.

A proposed schools self-assessment and ranking criteria for gender and equity focused evaluation is included in the Tables 21, Table 22, Table 23 and Table 24 included in the appendix. The assessment criteria should help the schools to know whether they are on track in evaluating education access and performance with gender and equity focus in mind. The overall scoring as entered in the scoring sheet for schools self-assessment (Table 25), should show the level at which a school is and initiative corrective mechanisms appropriately. Based on the overall ranking for the four self-assessment rubrics, a final total is shown as overall ranking scheme in Table 26 in the appendix.

5.6 Suggestions for further studies

The study concludes with two main suggestions for further study namely: undertaking a study on the gender dynamics in enrollment patterns in schools; and evaluation of performance among the different equity groups.

5.6.1 Gender dynamics in enrollment patterns in schools

There is need for a major study to provide insights into the determinants of the enrollment pattern in schools and the gender and equity dynamics. It should seek to find out why evaluation of education access and performance have not been able to capture these dynamics, and what can be done about it to improve on evaluation.

5.6.2 Evaluation of performance among the different equity groups

A study should be undertaken taking into account educational differences between the different equity groups [marginalisation, disability, location and poverty levels] and to produce an index of dispersion in which the educational performance is related to the equity group of the individual student. This would also give the direction of the correlation, whether positive or negative, between the educational status (access as well as performance) of the individual student and the equity group to which the family of the individual student belongs.

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APPENDICES

Appendix 1: KU Letter of Approval of Research Proposal



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Website: www.ku.ac.ke

Internal Memo

FROM: Dean, Graduate School

DATE: 26th August 2016

TO: Cannon Awuor Ponge
C/o Gender & Development Studies Department.
Kenyatta University

REF: C82/25825/13

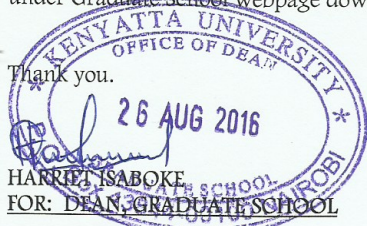
SUBJECT: APPROVAL OF RESEARCH PROPOSAL
=====

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 27th July 2016 entitled "Gender-Responsiveness and Equity Focus in Evaluation of Education Access and Performance in Selected Secondary Schools in Kenya".

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.


HARRIET ISABOKE
FOR: DEAN, GRADUATE SCHOOL

CC. Chairman, Gender & Development Studies Department

Supervisors:

1. Prof. Catherine Ndungo
C/o Gender & Development Studies Department
Kenyatta University
2. Dr. Mildred Lodiaga
C/o Gender & Development Studies
Kenyatta University

HI/nn

Appendix 2: KU Letter of Research Authorisation to NACOSTI

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

OUR REF: C82/25825/13

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Date: 25th August, 2016

The Director General,
National Commission for Science, Technology & Innovation,
P.O. Box 30623,
NAIROBI

Dear Sir/Madam,


RE: RESEARCH AUTHORIZATION FOR Mr. CANNON A. PONGE REG. NO. C82/25825/13

I write to introduce **Mr. Ponge** who is a Postgraduate Student of this University. He is registered for Ph.D. Degree programme in the Department of Gender & Development Studies in the School of Humanities & Social Sciences.

Mr. Ponge intends to conduct research for a Ph.D. thesis entitled, "Gender-Responsiveness and Equity Focus in Evaluation of Education Access and Performance in Selected Secondary Schools in Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

26 AUG 2016

MRS. LUCY N. MBAABU

FOR: DEAN, GRADUATE SCHOOL

HI/nn

Appendix 3: Letters of Research Authorisation

Appendix 3a: NACOSTI Research Authorisation



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/60624/13532**

Date:

6th September, 2016


Cannon Awuor Ponge
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Gender-responsiveness and equity-focus in evaluation of education access and performance in selected secondary schools in Kenya*,” I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for the period ending **6th September, 2017**.

You are advised to report to **the County Commissioner and the County Director of Education, Siaya County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Siaya County.

The County Director of Education
Siaya County.

Appendix 3b: NACOSTI Research Clearance Permit

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation
RESEARCH CLEARANCE PERMIT

Serial No.A **10828**

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MR. CANNON AWUOR PONGE
of KENYATTA UNIVERSITY, 0-100
Nairobi, has been permitted to conduct
research in Siaya County

Permit No : NACOSTI/P/16/60624/13532
Date Of Issue : 6th September, 2016
Fee Received :Ksh 2000.

on the topic:
GENDER-RESPONSIVENESS AND
EQUITY-FOCUS IN EVALUATION OF
EDUCATION ACCESS AND PERFORMANCE
IN SELECTED SECONDARY SCHOOLS IN
KENYA.

for the period ending:
6th September, 2017



[Handwritten Signature]
Applicant's
Signature

[Handwritten Signature]
Director General
National Commission for Science,
Technology & Innovation

Appendix 3c: County Commissioner Authorisation

REPUBLIC OF KENYA



THE PRESIDENCY

MINISTRY OF INTERIOR & CO-ORDINATION OF NATIONAL GOVERNMENT

E-Mail cc.siaya@yahoo.com
When replying please quote

Office of the
County Commissioner
SIAYA COUNTY
P O Box 83
SIAYA

CC/SC/A.31/(85)

8th September, 2016

All Deputy County Commissioners
SIAYA COUNTY

RE: RESEARCH AUTHORIZATION – CANNON AWUOR PONGE

The person referred to above from Kenyatta University has been authorized by the Director-General/CEO, National Commission for Science, Technology and Innovation to carry out research on *“Gender responsiveness and equity-focus in evaluation of education access and performance in selected secondary schools in Kenya”* The research period ends on 6th September, 2017.

The purpose of this letter therefore is to ask that you accord him the necessary support as he carries out the research in your Sub Counties.

ONINGOI OLE SOSIO

ONINGOI OLE SOSIO
COUNTY COMMISSIONER
SIAYA COUNTY

Copy to: County Director of Education, Siaya

✓ Cannon Awuor Ponge

Appendix 3d: County Director of Education Authorisation



REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
State Department of Education

Telephone:
Fax:

COUNTY DIRECTOR OF EDUCATION
SIAYA COUNTY
P.O. BOX 564
SIAYA

When replying please quote

Ref. SCA/10/VOL I

Thursday, September 8, 2016

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION: CANNON AWUOR PONGE

The above mentioned has been mandated to carry out research in Siaya County vide an authorization letter from National Commission for Science, Technology and Innovation Ref. No. NACOSTI/P/16/60624/13532 dated 6TH September, 2016

The research title is "*Gender responsiveness and equity-focus in evaluation of education access and performance in selected secondary schools in Kenya*"

Kindly accord him the necessary assistance.



EZRA ODONDI
FOR: COUNTY DIRECTOR OF EDUCATION
SIAYA COUNTY

Appendix 4: Consent Forms

Appendix 4a: Blank Consent Form

Assessment of Gender responsiveness and Equity focus in Evaluation of Education Access and Performance in Selected Kenyan Secondary Schools.

Date of interview	
Place of interview	

Personal Introduction and Consent of Respondent

1. Hello [*to potential respondent*]!
My name is **Ponge C. Awuor**, a Doctoral Candidate in the Department of Gender and Development Studies at Kenyatta University. I'm trying to get your views on "**Assessment of Gender responsiveness and Equity focus in Evaluation of Education Access and Performance in Selected Secondary Schools in Kenya.**"
2. You have been chosen because of your knowledge about education and evaluation in general and gender in particular [*If the person does not give clear affirmative agreement to participate, the researcher should not continue with the person*]. I also wish to thank you so much for taking time from your busy schedule to respond to my interview.
3. Is it okay to take pictures as we talk? The pictures will not be made public and will not appear in the dissertation report.
4. If you want to stop at any time, just tell me, you don't need to say why. [*If the person says to stop, the interview is stopped*]. It is okay, you don't have to answer all the questions.
5. Do you have any questions before we start? [*Questions will be answered clearly*].

At the end...

6. Finally, before we close, is there any question that you think I have not asked?
7. How did you find the interview?

Thank you so much for taking your time to participate in this study.

Respondent.....

Date: _____

Researcher.....

Date: _____

Appendix 4b: DQASO Officer

Consent Form

CONFIDENTIAL Interview

**Assessment of Gender-responsiveness and Equity-Focus
in Evaluation of Education Access and Performance in
Kenyan Secondary Schools.**



Date of interview	12 October 2016
Place of interview	Siaya County DQASO office.

Personal Introduction and Consent of Respondent

1. Hello [to potential respondent]!

My name is **Ponge C. Awuor**, a Doctoral Candidate in the Department of Gender and Development Studies at Kenyatta University. I'm trying to learn about what people like you think and feel about "**Assessment of Gender-responsiveness and Equity-Focus in Evaluation of Education Access and Performance in Kenyan Secondary Schools.**"

2. Can we talk with you a little about this? You have been particularly chosen because of your knowledge about education and evaluation gender in general and gender in particular [If the person does not give clear affirmative agreement to participate, the researcher should not continue with the person]. I also wish to thank you so much for taking time from your busy schedule to respond to my interview.
3. Is it ok to record what we talk about? Is it okay to take pictures as we talk? It is only the researchers who will listen to the recording and we will not mention your names when we write up the study. The pictures will not be made public and will not appear in the dissertation report. You can also stop me at anytime if you don't want me to record, and I will turn-off the recorder.
4. If you want to stop at any time, just tell me, you don't need to say why. [If the person says to stop, the interview is stopped]. It is okay, you don't have to answer all the questions.
5. Do you have any questions before we start? [Questions will be answered clearly].

At the end...

6. Finally, before we close, is there any question that you think I have not asked?
7. How did you find the interview?

Thank you so much for taking your time to participate in this study.

Erin Odindi

Respondent

[Signature]

Date: 12-10-16

Calvin Awuor

Researcher

Date: 12 October 2016



Appendix 4c: Principal Boys School

Consent Form

CONFIDENTIAL Interview

**Assessment of Gender-responsiveness and Equity-Focus
in Evaluation of Education Access and Performance in
Kenyan Secondary Schools.**



Date of interview	19 October 2016
Place of interview	ST. MARY'S SCHOOL, YALA

Personal Introduction and Consent of Respondent

1. Hello [*to potential respondent*]!

My name is **Ponge C. Awuor**, a Doctoral Candidate in the Department of Gender and Development Studies at Kenyatta University. I'm trying to learn about what people like you think and feel about "**Assessment of Gender-responsiveness and Equity-Focus in Evaluation of Education Access and Performance in Kenyan Secondary Schools.**"

2. Can we talk with you a little about this? You have been particularly chosen because of your knowledge about education and evaluation gender in general and gender in particular [*If the person does not give clear affirmative agreement to participate, the researcher should not continue with the person*]. I also wish to thank you so much for taking time from your busy schedule to respond to my interview.

3. Is it ok to record what we talk about? Is it okay to take pictures as we talk? It is only the researchers who will listen to the recording and we will not mention your names when we write up the study. The pictures will not be made public and will not appear in the dissertation report. You can also stop me at anytime if you don't want me to record, and I will turn-off the recorder.

4. If you want to stop at any time, just tell me, you don't need to say why. [*If the person says to stop, the interview is stopped*]. It is okay, you don't have to answer all the questions.

5. Do you have any questions before we start? [*Questions will be answered clearly*].

At the end...

6. Finally, before we close, is there any question that you think I have not asked?

7. How did you find the interview?

Thank you so much for taking your time to participate in this study.

Dillando

Respondent

Date:

19/10/2016

Calvin O. Omondi

Researcher

Date:

19 October 2016

<p>PRINCIPAL ST. MARY'S SCHOOL, YALA. PRIVATE BAG - 40610, YALA.</p> <p>19 OCT 2016</p> <p>TEL: 020 - 3530021</p> <p>SIGN:.....</p>

Appendix 4d: Principal Girls School

Consent Form

CONFIDENTIAL Interview

**Assessment of Gender-responsiveness and Equity-Focus
in Evaluation of Education Access and Performance in
Kenyan Secondary Schools.**



Date of interview	25 October 2016
Place of interview	LWAK GIRLS' SCHOOL

Personal Introduction and Consent of Respondent

1. Hello [to potential respondent]!

My name is **Ponge C. Awuor**, a Doctoral Candidate in the Department of Gender and Development Studies at Kenyatta University. I'm trying to learn about what people like you think and feel about "**Assessment of Gender-responsiveness and Equity-Focus in Evaluation of Education Access and Performance in Kenyan Secondary Schools.**"

2. Can we talk with you a little about this? You have been particularly chosen because of your knowledge about education and evaluation gender in general and gender in particular [If the person does not give clear affirmative agreement to participate, the researcher should not continue with the person]. I also wish to thank you so much for taking time from your busy schedule to respond to my interview.

3. Is it ok to record what we talk about? Is it okay to take pictures as we talk? It is only the researchers who will listen to the recording and we will not mention your names when we write up the study. The pictures will not be made public and will not appear in the dissertation report. You can also stop me at anytime if you don't want me to record, and I will turn-off the recorder.

4. If you want to stop at any time, just tell me, you don't need to say why. [If the person says to stop, the interview is stopped]. It is okay, you don't have to answer all the questions.

5. Do you have any questions before we start? [Questions will be answered clearly].

At the end...

6. Finally, before we close, is there any question that you think I have not asked?

7. How did you find the interview?

Thank you so much for taking your time to participate in this study.

Respondent

Researcher

Date: 25-10-2016

Date: 25 October 2016



Appendix 4e: Principal Special National School

Consent Form

CONFIDENTIAL Interview

Assessment of Gender-responsiveness and Equity-Focus in Evaluation of Education Access and Performance in Kenyan Secondary Schools.



Date of interview	1 November 2016
Place of interview	FR. OUDERAA SEC. SCHOOL

Personal Introduction and Consent of Respondent

1. Hello [to potential respondent]!

My name is **Ponge C. Awuor**, a Doctoral Candidate in the Department of Gender and Development Studies at Kenyatta University. I'm trying to learn about what people like you think and feel about "**Assessment of Gender-responsiveness and Equity-Focus in Evaluation of Education Access and Performance in Kenyan Secondary Schools.**"

2. Can we talk with you a little about this? You have been particularly chosen because of your knowledge about education and evaluation gender in general and gender in particular [If the person does not give clear affirmative agreement to participate, the researcher should not continue with the person]. I also wish to thank you so much for taking time from your busy schedule to respond to my interview.

3. Is it ok to record what we talk about? Is it okay to take pictures as we talk? It is only the researchers who will listen to the recording and we will not mention your names when we write up the study. The pictures will not be made public and will not appear in the dissertation report. You can also stop me at anytime if you don't want me to record, and I will turn-off the recorder.

4. If you want to stop at any time, just tell me, you don't need to say why. [If the person says to stop, the interview is stopped]. It is okay, you don't have to answer all the questions.

5. Do you have any questions before we start? [Questions will be answered clearly].

At the end...

6. Finally, before we close, is there any question that you think I have not asked?

7. How did you find the interview?

Thank you so much for taking your time to participate in this study.

Domba
Respondent

Calph Plummer
Researcher

Date: 1 November 2016

PRINCIPAL
FR. OUDERAA SEC.
SCHOOL FOR H. I. - NYANGO'MA

01 NOV 2016

P O BOX 131 - BONDO

Date: 1 November 2016

Appendix 5: Survey Questionnaire – Schools

School Details

Name of school.....

Address of School.....

Contact of Respondent.....

1.	Please tick the type of school for your School
1	National School Girls
2	National School Boys
3	Mixed Boarding School
4	Mixed Day School
5	Mixed Day and Boarding
6	Girls Boarding School
7	Girls Day School
8	Girls Day and Boarding
9	Boys Boarding School
10	Boys Day School
11	Boys Day and Boarding
0	Other (Please specify)

2.	Total Number of Staff	
1	Men	
2	Women	

3.	Is there a member of staff designated as coordinator of assessment/evaluation?
1	YES
2	NO

4.	What is the gender of the member of staff?
1	Man
2	Woman
3	Other (Name)

5.	Is there a Policy Framework for Gender and equity focus in evaluation of education at the National level?
1	YES
2	NO

6.	If YES to 5, what is the name of the document and what does it provide with regard to gender?
Name	
Provisions	1. 2. 3.

7.	The following are some of the factors to consider in establishing quality targets and indicators for gender and equity focused evaluation in secondary Schools. To what extent do you agree with them as relating to evaluation in this School?					
		1	2	3	4	5
		Totally Disagree	Disagree	Neutral	Agree	Totally Agree
7.1	Type of school					
7.2	Teachers level of training					
7.3	Curriculum coverage					
7.4	Community involvement					
7.5	Education system					

8.	The following are some of the strategies for evaluation of education access and performance from a gender and equity focused lens. To what extent do you agree with them as relating to evaluation in this School?					
		1	2	3	4	5
		Totally Disagree	Disagree	Neutral	Agree	Totally Agree
8.1	Evaluation consideration of gender as a social determinant of education.					
8.2	Evaluation promotes and uses sex disaggregated data and gender analysis.					
8.3	There is data for gender differences that may affect achievement of education objectives?					
8.4	Gender is addressed in objectives / results / actions of the education evaluation.					
8.5	There aspects of the evaluation that will be affected by gender relations, roles, or identities.					

8.6	Evaluation addresses the needs of vulnerable population groups including boys and girls of different ages, ethnic groups, and socio-economic status.					
8.7	Evaluation considers how differences in participants' sex, age, socio-economic status, and ethnicity					
8.8	Evaluation addresses gender-based constraints in access to secondary education.					
8.9	Indicators disaggregated by sex, age, and socio-economic status.					
8.10	Data collected on boys and girls of different ages and socio-economic status.					
8.11	There are specific indicators to measure changes in gender relations, access to and performance in education?					
8.12	Monitoring and evaluation framework data reveal gender inequities.					
8.13	Gender-specific objectives link to the evaluation of education.					

9.	How can you say that this School is committed to Gender and Equity focused evaluation of education?					
		1	2	3	4	5
		Totally Disagree	Disagree	Neutral	Agree	Totally Agree
9.1	Addresses gender-based barriers so that all					
9.2	Acknowledges gender as part of a learner's identity.					
9.3	Enables education structures, systems and methodologies to be sensitive to all					
9.4	Ensures gender parity is part of a wider strategy to advance gender equality					

9.5	Continuously evolves to close gaps on gender disparity and eradicate gender-based discrimination.					
-----	---	--	--	--	--	--

10.		The following are ways through which Schools ensure Gender and equity focus in evaluation of education access. To what extent do you agree with them as relating to evaluation in your School?				
		1	2	3	4	5
		Totally Disagree	Disagree	Neutral	Agree	Totally Agree
10.1	Design services to meet the needs of all women, girls, boys and men					
10.2	Access for women, girls, boys and men is provided equally					
10.3	Participate equally ensure gender balance					
10.4	Address GBV in education and humanitarian emergency efforts					
10.5	Collect, analyse and report sex- and age-disaggregated data					
10.6	Target actions based on a gender analysis					

11.		The following are ways through which Schools ensure Gender and equity focus in evaluation of education performance. To what extent do you agree with them as relating to evaluation in your School?				
		1	2	3	4	5
		Totally Disagree	Disagree	Neutral	Agree	Totally Agree
11.1	The Education Needs Assessment consults equal numbers of women and men.					
11.2	Analyse gender differences					
11.3	Train women and men equally					
11.4	Collectively coordinate actions with all partners					

12.	The following are some of the main methods of assessment in the School. To what extent do you agree with each as applicable to your School setting?
-----	--

		1	2	3	4	5
		Totally Disagree	Disagree	Neutral	Agree	Totally Agree
12.1	Written End-term Examinations.					
12.2	Practical Examinations.					
12.3	Continuous Assessment Tests (CATs).					
12.4	Rapid Assessment Tests (RATs).					
12.5	Homework.					

13. What are the uses of assessment records by the teachers in this School?						
		1	2	3	4	5
		Totally Disagree	Disagree	Neutral	Agree	Totally Agree
13.1	Allocation of students to sets or groups.					
13.2	Deciding how to help individual students.					
13.3	Reviewing departmental schemes of work.					
13.4	Reviewing students' progress overall as a means of assessing the effectiveness of departmental teaching.					
13.5	Giving students a clear indication of their progress in a year group.					

14. The following are some of the ways in which evaluation of education can be enhanced at the secondary level to incorporate Gender and equity focus. To what extent do you agree with each?						
		1	2	3	4	5
		Totally Disagree	Disagree	Neutral	Agree	Totally Agree
14.1	All stakeholders in education should be involved in evaluation.					
14.2	Private-public partnerships in educational evaluation.					
14.3	Need for a guiding framework for gender evaluation in Schools.					

14.4	Need for gender mainstreaming in the whole educational system.					
14.5	Develop National educational policies touching on gender.					

Appendix 6: Key informant interviews guide

School administration and education officials

1. What evaluation frameworks are provided by the Ministry of Education?
2. Goals of Evaluation of education access in secondary Schools
 - (a) What are the specific goals of evaluation of education access in secondary Schools?
 - (b) Are these goals usually achieved?
 - (c) If YES, how are they achieved?
 - (d) If NO, why are they not achieved?
3. Goals of Evaluation of education performance in secondary Schools
 - (a) What are the specific goals of evaluation of education performance in secondary Schools?
 - (b) Are these goals usually achieved?
 - (c) If YES, how are they achieved?
 - (d) If NO, why are they not achieved?
4. What are the underlying problems in educational evaluation in secondary Schools?
5. How do you choose indicators and methods for evaluation of education access and performance?
6. What are some of the indicators of education access and performance?
7. What do you, as teachers, administrators think about gender in educational evaluation?
8. What are the responsibilities of the members of staff in evaluation of education access and performance?

9. What are some of the challenges you face in evaluating of education access and performance in your school?
10. How do you address these challenges?
11. Are there standards for evaluation of Educational access and performance?
 - (a) Who sets the standards?
 - (b) What do the standards involve?
12. Do you have performance assessment procedures in school? How are they developed?
13. How are performance assessments tasks scored?
14. How can evaluation be improved to incorporate Gender responsiveness and equity focus?

Appendix 7: Final list of sampled schools

No.	School Category	School	Sub-County	Status
1	Boys Boarding	ST. MARY'S SCHOOL, YALA	Gem	Extra County
2	Boys Day + Boarding	MWER HIGH SCHOOL	Alego-Usonga	County
3	Girls Boarding	ST. FRANCIS RANG'ALA GIRLS	Ugunja	Extra County
4	Girls Boarding	ST. MARY'S LWAK GIRLS SCHOOL	Rarieda	Extra County
5	Girls Day + Boarding	MUTUMBU GIRLS SCHOOL	Gem	County
6	Girls Special School (Day)	RALAK GIRLS SCHOOL	Ugenya	Special Girls
7	Mixed Day	OKELA SECONDARY SCHOOL	Rarieda	County
8	Mixed Day + Boarding	NYAGOKO SECONDARY SCHOOL	Rarieda	County
9	Mixed Day + Boarding	SIGOMRE SECONDARY SCHOOL	Ugunja	County
10	National Boys	MARANDA BOYS NATIONAL	Bondo	Boys National
11	National Girls	NGIYA GIRLS' SCHOOL NATIONAL	Alego-Usonga	Girls National
12	National Special Schools (Mixed Boarding)	FR. OUDERAA SPECIAL NATIONAL	Bondo	Special National
13	Private Schools/Academies	HOPEWELL SECONDARY SCHOOL	Alego-Usonga	Private

Appendix 8: List of all secondary schools in Siaya county

**DEPARTMENT OF SOCIOLOGY, GENDER
AND DEVELOPMENT STUDIES
SECONDARY SCHOOLS SAMPLING – SIAYA COUNTY**

**EVALUATION FRAMEWORKS FOR EDUCATION ACCESS AND
PERFORMANCE FOCUSSING ON GENDER AND EQUITY: CASE OF
SELECTED SECONDARY SCHOOLS IN SIAYA COUNTY, KENYA.**

In the tables below, the Schools that were sampled are highlighted.

Secondary School in Alego-Usonga Sub-County

S/NO	NAME OF SCHOOL	STATUS
1	BARDING'	Boys Boarding
2	MWER	Boys Day + Boarding
3	BISHOP OKOTH MBAGA	Girls Boarding
4	HAWINGA	Girls Boarding
5	NGIYA GIRLS	Girls Boarding
6	ST. JULIANS ACADEMY	Girls Boarding [Closed]
7	FR. GULIK GIRLS	Girls Day + Boarding
8	AMBROSE ADEYA ADONGO	Mixed Day
9	AGORO OYOMBE	Mixed Day
10	BAR OLENGO	Mixed Day
11	DIBUORO	Mixed Day
12	DIRK ALLISON	Mixed Day
13	GOT OYENGA	Mixed Day
14	HOLY CROSS	Mixed Day
15	KABURA	Mixed Day
16	KALKADA	Mixed Day
17	KARAPUL	Mixed Day
18	KOWET	Mixed Day
19	MAHERO	Mixed Day
20	MAHOLA	Mixed Day
21	MALOMBA	Mixed Day
22	MATERA	Mixed Day
23	MBAGA MIXED	Mixed Day
24	MULAHA	Mixed Day
25	NDURU	Mixed Day

S/NO	NAME OF SCHOOL	STATUS
26	NGIYA MIXED	Mixed Day
27	NYADHI	Mixed Day
28	NYAJUOK	Mixed Day
29	NYALULA	Mixed Day
30	NYAMBARE	Mixed Day
31	NYASITA	Mixed Day
32	OBAMBO	Mixed Day
33	OJWANDO	Mixed Day
34	RAMBO	Mixed Day
35	SEGERE	Mixed Day
36	SIAYA TOWNSHIP	Mixed Day
37	SIDOK	Mixed Day
38	SIRINDE	Mixed Day
39	ST. CHRISTOPHER PAL PAL	Mixed Day
40	ST. PETER'S UPANDA	Mixed Day
41	ST. STEPHEN'S USINGO	Mixed Day
42	ULAFU	Mixed Day
43	UNYOLO	Mixed Day
44	USULA	Mixed Day
45	UWASI	Mixed Day
46	UYOMA KOBARE	Mixed Day
47	BORO	Mixed Day + Boarding
48	CHRISTIAN	Mixed Day + Boarding
49	HONO	Mixed Day + Boarding
50	HOPEWELL ACADEMY	Mixed Day + Boarding
51	SENATOR OBAMA	Mixed Day + Boarding

Secondary School in Ugenya Sub-County

S/NO	NAME OF SCHOOL	STATUS
1	UGENYA HIGH SCHOOL.	Boys Boarding
2	UKWALA BOYS	Boys Boarding
3	ST. ANNE SEGA GIRLS	Girls Boarding
4	LIFUNGA GIRLS SEC.	Girls Day
5	RALAK GIRLS	Girls Day
6	ANYIKO SEC.	Mixed Day
7	GOT NANGA SEC.	Mixed Day
8	GOT ODIMA MIXED	Mixed Day
9	KAGONYA MIXED	Mixed Day

S/NO	NAME OF SCHOOL	STATUS
10	KOGERE	Mixed Day
11	LWANDA KATHIENO	Mixed Day
12	MIYARE MIXED	Mixed Day
13	RAMUNDE SEC.	Mixed Day
14	SEGA TOWNSHIP SEC.	Mixed Day
15	SIFUYO SEC.	Mixed Day
16	SIGWENG' KARUOTH	Mixed Day
17	SIRANGA SEC.	Mixed Day
18	SIWAR	Mixed Day
19	ST. BENEDICT KONYA	Mixed Day
20	ST. CHARLES HUMWEND	Mixed Day
21	ST. EDWARD MASAMRA	Mixed Day
22	ST. JOSEPH UYUNDO	Mixed Day
23	ST. NICHOLAS HAFUMBRE	Mixed Day
24	UDIRA KAMREMBO	Mixed Day
25	USINDA	Mixed Day
26	INUNGO MIXED.	Mixed Day + Boarding
27	JERA MIXED	Mixed Day + Boarding
28	NDENGA SEC.	Mixed Day + Boarding
29	SIHAY MIXED	Mixed Day + Boarding
30	ST. STEPHENS SIGINGA	Mixed Day + Boarding
31	YENGA MIXED	Mixed Day + Boarding

Secondary School in Ugunja Sub-County

S/NO	NAME OF SCHOOL	STATUS
1	AMBIRA BOYS	Boys Boarding
2	RANG'ALA BOYS	Boys Day + Boarding
3	ST. FRANCIS RANG'ALA	Girls Boarding
4	GOT OSIMBO GIRLS	Girls Day + Boarding
5	BAR-ATHENG SEC.	Mixed Day
6	GOSPEL MISSION	Mixed Day
7	KONJRA SEC	Mixed Day
8	MADUNGU SEC.	Mixed Day
9	MBOBOSIE SEC.	Mixed Day
10	MUDHIERO SEC.	Mixed Day
11	NGUNYA SEC.	Mixed Day
12	NYASANDA COMM.	Mixed Day

S/NO	NAME OF SCHOOL	STATUS
13	RAMBULA SEC	Mixed Day
14	SIDINDI SEC	Mixed Day
15	SIMENYA SEC	Mixed Day
16	ST. ANTONY ULUTHE	Mixed Day
17	ST. AUGUSTINE OGEDA	Mixed Day
18	TINGARE SEC.	Mixed Day
19	ULWANI SEC	Mixed Day
20	UMINA SEC.	Mixed Day
21	MOI SECONDARY ULOMA	Mixed Day + Boarding
22	SIGOMRE SEC.	Mixed Day + Boarding

Secondary School in Gem Sub-County

S/NO	NAME OF SCHOOL	STATUS
1	SAWAGONGO	Boys Boarding
2	ST. MARY'S SCHOOL, YALA	Boys Boarding
3	KAMBARE SEC	Boys Day + Boarding
4	MALIERA BOYS	Boys Day + Boarding
5	ALUOR GIRLS	Girls Boarding
6	NYAWARA GIRLS	Girls Boarding
7	SINAGA GIRLS	Girls Boarding
8	MUTUMBU GIRLS	Girls Day + Boarding
9	ALUOR MIXED	Mixed Day
10	APUOYO SEC	Mixed Day
11	B.A OHANGA	Mixed Day
12	BAR SAURI	Mixed Day
13	DHENE SEC	Mixed Day
14	DIENYA SEC	Mixed Day
15	GONGO WAROM MIXED	Mixed Day
16	HORACE ONGILI	Mixed Day
17	KAUDHA	Mixed Day
18	LIHANDA MIXED	Mixed Day
19	LUNDHA MIXED	Mixed Day
20	LURI SEC	Mixed Day
21	MALELE SEC	Mixed Day
22	MALUNGA SEC	Mixed Day
23	NDEGWE SEC	Mixed Day
24	NDERE MIXED	Mixed Day
25	NDORI SEC	Mixed Day

S/NO	NAME OF SCHOOL	STATUS
26	NYABEDA	Mixed Day
27	NYALUNYA SEC	Mixed Day
28	NYAMNINIA	Mixed Day
29	NYANGULU	Mixed Day
30	NYASIDHI SEC	Mixed Day
31	OJOLA SEC	Mixed Day
32	ONDING' MIXED	Mixed Day
33	RAMULA MIXED	Mixed Day
34	SAGAM	Mixed Day
35	SIRIWO MIXED	Mixed Day
36	ST. BARNABAS ANYIKO	Mixed Day
37	ST. MARKS KAGILO	Mixed Day
38	ST. PAUL JINA	Mixed Day
39	ST. PETER'S WAGAI MIXED	Mixed Day
40	ULUMBI	Mixed Day
41	URANGA	Mixed Day
42	WAGWER MIXED	Mixed Day
43	YALA TOWNSHIP	Mixed Day
44	ARGWINGS KODHEK	Mixed Day + Boarding
45	NYAGONDO MIXED	Mixed Day + Boarding
46	SIREMBE MIXED	Mixed Day + Boarding

Secondary School in Bondo Sub-County

S/NO	NAME OF SCHOOL	STATUS
1	MARANDA BOYS	Boys Boarding
2	NYANGOMA BOYS	Boys Boarding
3	USENGE BOYS	Boys Boarding
4	BAR KANYANGO BOYS	Boys Day + Boarding
5	GOT AGULU	Boys Day + Boarding
6	MAJIWA BOYS	Boys Day + Boarding
7	NYAMIRA GIRLS	Girls Boarding
8	ST. AUGUSTINE NYAMONYE	Girls Boarding
9	WAMBASA GIRLS	Girls Boarding
10	MBEKA GIRLS' DAY	Girls Day
11	ULOWA GIRLS' DAY SEC.	Girls Day
12	BARCHANDO GIRLS	Girls Day + Boarding
13	FR. OUDERAA NATIONAL	Mixed Boarding

S/NO	NAME OF SCHOOL	STATUS
14	NICO HAUSE SPECIAL SCH.	Mixed Boarding
15	AGWARA MIXED	Mixed Day
16	BONDO T/SHIP MIXED	Mixed Day
17	JARAMOGI MIXED	Mixed Day
18	JOAKIM OWANG MAGETA	Mixed Day
19	JUSA MIXED	Mixed Day
20	KAMNARA MIXED	Mixed Day
21	KAPIYO MIXED	Mixed Day
22	NDIRA MIXED	Mixed Day
23	NYAGUDA MIXED	Mixed Day
24	NYAWITA MIXED	Mixed Day
25	RAMOGI ACADEMY	Mixed Day
26	SERAWONGO MIXED	Mixed Day
27	ST. MARY MARANYONA	Mixed Day
28	ST. MONICA MAGO MIXED	Mixed Day
29	ST. PAUL MITIRO MIXED	Mixed Day
30	USIRE MIXED DAY	Mixed Day
31	UYAWI MIXED	Mixed Day
32	AKOKO MIXED	Mixed Day + Boarding
33	BARKOWINO MIXED	Mixed Day + Boarding
34	GOBEI MIXED	Mixed Day + Boarding
35	GOT ABIERO	Mixed Day + Boarding
36	MAJENGO	Mixed Day + Boarding
37	ST. PIUS GOT MATAR	Mixed Day + Boarding

Secondary School in Rarieda Sub-County

S/NO	NAME OF SCHOOL	STATUS
1	CHIANDA HIGH	Boys Boarding
2	RAMBA BOYS	Boys Boarding
3	NYAKONGO SEC.	Girls Boarding
4	ST. MARY'S LWAK GIRLS'	Girls Boarding
5	ST. SYLVESTER GIRLS	Girls Boarding
6	GAGRA SEC.	Mixed Day
7	KITAMBO SEC.	Mixed Day
8	KOKISE SEC.	Mixed Day
9	LIETA SEC	Mixed Day
10	MAHAYA SEC.	Mixed Day

S/NO	NAME OF SCHOOL	STATUS
11	MAJANGO SEC.	Mixed Day
12	MASALA SEC.	Mixed Day
13	MEMBA SEC.	Mixed Day
14	MIGOWA MIXED	Mixed Day
15	MIRANDO SEC.	Mixed Day
16	NAYA SEC.	Mixed Day
17	NYABERA MIXED	Mixed Day
18	NYAMASORE SEC.	Mixed Day
19	NYAMOR SEC.	Mixed Day
20	OKELA SECONDARY	Mixed Day
21	RACHAR MIXED	Mixed Day
22	RAMOGI A. ONEKO	Mixed Day
23	RARIEDA SECONDARY	Mixed Day
24	SIGER SECONDARY	Mixed Day
25	ST, MATHEWS SARADIDI	Mixed Day
26	ST. JOANES KAWUONDI	Mixed Day
27	ST. JOHNS OBOCH	Mixed Day
28	ST. MARK'S WAYAGA	Mixed Day
29	ST. MARY'S POWO	Mixed Day
30	ST. MATHEWS OCHIENG'A	Mixed Day
31	ST. PHILIP WERA	Mixed Day
32	TANGA MIXED	Mixed Day
33	TUJU SECONDARY	Mixed Day
34	WANGAROT	Mixed Day
35	MAKASEMBO	Mixed Day + Boarding
36	NDIGWA SEC	Mixed Day + Boarding
37	NYAGOKO SECONDARY	Mixed Day + Boarding
38	RALIEW SECONDARY	Mixed Day + Boarding
39	ST. MATHEWS KANDARIA	Mixed Day + Boarding

Appendix 9: Sample evaluation forms

Appendix 9a: School terminal report sample

TERMINAL REPORT
WAGAI MIXED SECONDARY SCHOOL
P. O. BOX. 68-40612 SAWAGONGO

NAME:		FORM: 2	
GENDER:	TERM:2	YEAR: 2017	ADM NO.

SUBJECT	MARKS				Position per Subject.	Grade	Points	REMARKS	INITIAL
	TERM'S EXAMS			AVERAGE					
	CAT1/ 100	CAT2/ 100	CAT3/ 100	%					
English									
Kiswahili									
Mathematics									
Biology									
Physics									
Chemistry									
History & Govt.									
Geography									
C. R. E									
Agriculture									
Business studies									

Next term will start on 28th August 2017 at 7.00A.M

THIS TERM POSITION out of 119 MARKS POINTS GRADE													
PERFORMANCE TREND													
	KCPE	F1T1	F1T2	F1T3	F2T1	F2T2	F2T3	F3T1	F3T2	F3T3	F4T1	F4T2	F4T3
MARKS													
POINTS													
GRADE													
POSITION													
REMARKS													
HOUSE TEACHER													
CLASS TEACHER													
PRINCIPAL													

Report seen by _____ Fees balance _____
(Parent / Guardian)

This report was issued without any erasure or alteration whatsoever

Appendix 9b: NEMIS – School data entry for students – Sample 1

ARYA BOYS SECONDARY SCHOOL

To, _____ Form _____ Ad. No. _____
The parent of _____

N E M I S
(National Education Management Information System)

As per the Ministry of Education directive, hereafter every learner in Kenya will have a Unique Personal Identifier (UPI) in their entire life time. This UPI will be used at every stage of the learner's education. In order to generate this UPI, the Ministry requires the following information. Kindly fill all the information required in the table below and return it back to school on or before 12th March 2018.

Details of the student	
1. Full name	
2. Birth certificate No. (Top right on certificate)	
3. Birth certificate entry No. (2 nd column 1 st row on certificate)	
4. Date of birth	
5. Medical condition (If you suffer from any of these conditions put a tick)	Asthma, Convulsions, Diabetes, Epilepsy, None.
1. Home details	
1. Home County	
2. Home Sub county	
3. Postal address	
4. E-mail address	
5. Mobile No.	
6. Physical address-	
> Road	
> Estate	
> House No.	
2. Parents' details	
1. Name of Father	
2. National ID No.	
3. E-mail address	
4. Mobile No.	
5. Name of Mother	
6. National ID No.	
7. E-mail address	
8. Mobile No.	
3. Guardian's details	
1. Name of Guardian	
2. National ID no.	
3. Mobile No.	

Appendix 9c: NEMIS – School data entry for students – Sample 2

..... SCHOOL- NEMIS STUDENT DATA ENTRY

<p>STUDENT DETAILS:</p> <p>NAME OF STUDENT:</p> <p>CLASS:</p> <p>MEDICAL CONDITION: (TICK)</p> <p>Anemia: Asthma: Convulsions: Diabetes:</p> <p>Epilepsy: None:</p> <p>Special needs: Yes/No:</p>	<p>BIRTH CERTIFICATE DETAILS:</p> <p>BIRTH CERTIFICATE NO:</p> <p>(top right on certificate)</p> <p>BIRTH CERTIFICATE ENTRY NO:</p> <p>(2nd column- 1st row on certificate)</p> <p>BIRTH DATE:</p>
<p>HOME DETAILS:</p> <p>HOME COUNTY:</p> <p>HOME SUBCOUNTY:</p> <p>POSTAL ADDRESS:</p> <p>EMAIL ADDRESS:</p> <p>MOBILE NO:</p>	<p>PHYSICAL ADDRESS:</p> <p>ROAD</p> <p>NAME:</p> <p>HOUSE NO:</p>
<p>PARENT DETAILS:</p> <p>MOTHER'S DETAILS:</p> <p>NAME OF MOTHER:</p> <p>ID. NO:</p> <p>EMAIL:</p> <p>MOBILE NO:</p>	<p>FATHER'S DETAILS:</p> <p>NAME OF FATHER:</p> <p>ID. NO:</p> <p>EMAIL:</p> <p>MOBILE NO:</p>
<p>GUARDIAN DETAILS:</p> <p>GUARDIAN'S NAME:</p> <p>GUARDIAN'S ID NO:</p> <p>GUARDIAN'S MOBILE NO:</p>	

PHOTO STUDENT
RECENTLY TAKEN.

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Appendix 10: Proposed schools' self-assessment and ranking criteria

Following are the proposed schools' self-assessment and ranking criteria for gender and equity focused evaluation

Table 21: Strategies for evaluation of education access

Rubric / Score	3 (Fully met) Strong/Desired	2 (Mostly met) Acceptable	1 (Partly met) Needs Improvement	0 (Not met) Unsatisfactory/ Undesired	Score
A1. Strategies for evaluation of education access					
1. Evaluation consideration of gender as a social determinant of education access	Gender is the main determinant for education access in the School	Gender is one of the determinants considered for education access in the School	Gender is not considered at all in education access	No criteria for education access for the School	
2. Evaluation promotes and uses sex disaggregated data and gender analysis.	There is sex disaggregated data which is used for analysis and evaluation	There is sex disaggregated data used for analysis but not for evaluation	There is sex disaggregated data but is neither used for analysis or evaluation	There is no sex disaggregated data for use in analysis or evaluation	
3. Evaluation addresses gender-based constraints in access to secondary education.	Evaluation identifies and addresses gender-based constraints in access to secondary education	Evaluation identifies but does not addresses gender-based constraints in access to secondary education	Evaluation does not identify neither does it addresses gender-based constraints in access to secondary education	There is no evaluation conducted at all	

Rubric / Score	3 (Fully met) Strong/Desired	2 (Mostly met) Acceptable	1 (Partly met) Needs Improvement	0 (Not met) Unsatisfactory/ Undesired	Score
4, There is data for gender differences that may affect access to education	There is comprehensive data for gender differences in education access	There is data for gender differences in education access, but it is not comprehensive	There is data for gender differences, but they are not linked to education access	There is completely no data on gender differences or access to education	
5. Gender is addressed in objectives of the education evaluation	Gender is clearly addressed in objectives of education evaluation	Gender is addressed but not clearly in the objectives of evaluation	Gender is completely not addressed in evaluation objectives	There are no objectives for conducting education evaluation	
6. Aspects of the evaluation will be affected by gender relations, roles, or identities.	It is clear who will conduct the evaluation in the School and has been trained on the same.	It is clear who will conduct the evaluation in the School but has not been trained on the same.	It is not clear who will conduct the evaluation in the School, but an evaluation will be done all the same.	It is not clear who will conduct the evaluation in the School, and an evaluation will not be done.	
7. Evaluation addresses the needs of vulnerable population groups including boys and girls of different ages, ethnic groups, and socio-economic status.	Evaluation data clearly addresses the needs of all vulnerable population groups including boys and girls of different ages,	Evaluation data addresses the needs of some vulnerable population groups including boys and girls of different ages, ethnic	Evaluation data does not address the needs of vulnerable population groups including boys and girls of different	There is completely no Evaluation data to address vulnerable populations	

Rubric / Score	3 (Fully met) Strong/Desired	2 (Mostly met) Acceptable	1 (Partly met) Needs Improvement	0 (Not met) Unsatisfactory/ Undesired	Score
	ethnic groups, and socio-economic status.	groups, and socio-economic status.	ages, ethnic groups, and socio-economic status.		
8. Evaluation considers how differences in sex, age, socio-economic status and ethnicity affect access to education	Evaluation always considers how differences in sex, age, socio-economic status and ethnicity affect access to education	Evaluation most of the times considers how differences in sex, age, socio-economic status and ethnicity affect access to education	Evaluation occasionally considers how differences in sex, age, socio-economic status and ethnicity affect access to education	Evaluation does not consider how differences in sex, age, socio-economic status and ethnicity affect access to education	

Scoring and ranking for A1. Strategies for evaluation of education access

No.	Scoring Range	Comment
1	20 – 24	Excellent
2	15 – 19	Good
3	10 – 14	Average
4	0 – 9	Below average

Table 22: Strategies for evaluation of education performance

Rubric / Score	3 (Fully met) Strong/Desired	2 (Mostly met) Acceptable	1 (Partly met) Needs Improvement	0 (Not met) Unsatisfactory/ Undesired	Score
A2. Strategies for evaluation of education performance					
1. Evaluation addresses gender-based constraints in performance in secondary education	Evaluation identifies and addresses gender-based constraints in performance in secondary education	Evaluation identifies but does not address gender-based constraints in performance in secondary education	Evaluation does not identify neither does it address gender-based constraints in performance in secondary education	There is no evaluation conducted at all	
2. There is data for gender differences that may affect performance in education	There is clear data for gender differences that affect performance in education, and it is used for decision-making	There is clear data for gender differences that affect performance in education, but it is not used for decision-making	There is data for gender differences that affect performance in education, but it is not very reliable data	There is no data for gender differences that affect performance in education	
3. Performance Indicators disaggregated by sex, age, and socio-economic status	Performance Indicators are always disaggregated by sex, age, and socio-economic status	Performance Indicators are most of the time disaggregated by sex, age, and socio-economic status	Performance Indicators are occasionally disaggregated by sex, age, and socio-economic status	There are no performance indicators at all	
4. Data collected on performance of boys and girls of different	Data always collected on performance of boys and girls of different ages and socio-economic status	Data most of the time collected on performance of boys and girls of different	Data occasionally collected on performance of boys and girls of different	Data not collected at all on performance of boys and girls of	

Rubric / Score	3 (Fully met) Strong/Desired	2 (Mostly met) Acceptable	1 (Partly met) Needs Improvement	0 (Not met) Unsatisfactory/ Undesired	Score
ages and socio-economic status		ages and socio-economic status	ages and socio-economic status	different ages and socio-economic status	
5. There are specific indicators to measure changes in gender and performance in education	There are specific, clear and reliable indicators to measure changes in gender and performance in education	There are specific indicators to measure changes in gender and performance in education, but they are not very clear and reliable	There are indicators to measure changes in gender and performance in education, but they are not specific or reliable	There are no indicators to measure changes in gender and performance in education	
6. Evaluation framework includes what to do when evaluation data reveal gender inequities in performance	Evaluation framework always includes what to do when evaluation data reveal gender inequities in performance	Evaluation framework most of the time includes what to do when evaluation data reveal gender inequities in performance	Evaluation framework occasionally includes what to do when evaluation data reveal gender inequities in performance	Evaluation framework does not include what to do when evaluation data reveal gender inequities in performance	
7. Gender-specific objectives link to the evaluation of education performance	There is always a gender-specific objective linked to the evaluation of education performance	Most of the time, there is a gender-specific objective linked to the evaluation of education performance	Occasionally, there is a gender-specific objectives linked to the evaluation of education performance	There are no gender objectives linked to the evaluation of education performance	

Rubric / Score	3 (Fully met) Strong/Desired	2 (Mostly met) Acceptable	1 (Partly met) Needs Improvement	0 (Not met) Unsatisfactory/ Undesired	Score
8. Evaluation considers how differences in participants' sex, age, socio-economic status, and ethnicity might affect their performance in education	Evaluation always considers how differences in sex, age, socio-economic status and ethnicity affect performance in education	Evaluation most of the times considers how differences in sex, age, socio-economic status and ethnicity affect performance in education	Evaluation occasionally considers how differences in sex, age, socio-economic status and ethnicity affect performance in education	Evaluation does not consider how differences in sex, age, socio-economic status and ethnicity affect performance in education	

Scoring and ranking for A2. Strategies for evaluation of education performance

No.	Scoring Range	Comment
1	20 – 24	Excellent
2	15 – 19	Good
3	10 – 14	Average
4	0 – 9	Below average

Table 23: Ensuring GEF in evaluation of education access

Rubric / Score	3 (Fully met) Strong/Desired	2 (Mostly met) Acceptable	1 (Partly met) Needs Improvement	0 (Not met) Unsatisfactory/ Undesired	Score
A3. Ensuring gender and equity focus in evaluation of education access					
1. Evaluation data shows that services are designed to meet the needs of all women, girls, boys and men	Evaluation data shows that design services always meets the needs of all women, girls, boys and men	Evaluation data shows that design services do not meet the needs of all women, girls, boys and men	There is evaluation data, but it does not show any gender disaggregation in design of services	There is completely no evaluation data on design of services	
2. Evaluation data shows that access for women, girls, boys and men is provided equally	Evaluation data shows that access for women, girls, boys and men is provided equally	Evaluation data shows that access for women, girls, boys and men is not provided equally	There is Evaluation data, but it does not show any gender disaggregation	There is completely no Evaluation data on education access	
3. Participate equally in evaluation to ensure gender balance in access	Men and Women participate fully in evaluation to ensure gender balance in access	Men and Women participate in most instances in evaluation to ensure gender balance in access	Men and Women participate occasionally in evaluation to ensure gender balance in access	There is completely no participation of men and women in evaluation of education access	
4. Address GBV in education and how it affects access to education	Evaluation data always shows how GBV is addressed in regard to education access	Evaluation data sometimes shows how GBV is addressed in regard to education access	Evaluation data does not show how GBV is addressed in regard to education access	There is completely no evaluation data on GBV in education access	

Rubric / Score	3 (Fully met) Strong/Desired	2 (Mostly met) Acceptable	1 (Partly met) Needs Improvement	0 (Not met) Unsatisfactory/ Undesired	Score
5. Collect, analyse and report sex- and age-disaggregated data	School collects, analyses and reports sex- and age-disaggregated data always	School collects, analyses and reports sex- and age-disaggregated data most of the time	School collects, analyses and reports sex- and age-disaggregated data once in a while	School does not collect, analyse or report sex- and age-disaggregated data at all	
6. Target actions based on a gender analysis	Evaluation data targets actions based on a gender analysis always	Evaluation data targets actions based on a gender analysis most of the time	Evaluation data targets actions based on a gender analysis once in a while	Evaluation data does not target actions based on a gender analysis at all	
7. There is data on gross enrolment ratios	There is clear data on gross enrolment ratios, and they are used to make decisions on access	There is clear data on gross enrolment ratios, but they are not used to make decisions on access	There is data on gross enrolment ratios, but it is not very reliable	There is completely no data on gross enrolment ratios	
8. There is data on enrolment rates	There is clear data on enrolment rates, and they are used to make decisions on access	There is clear data on enrolment rates, but they are not used to make decisions on access	There is data on enrolment rates, but it is not very reliable	There is completely no data on enrolment rates	
9. There is data on trends in enrolment rates	There is clear data on trends in enrolment rates and they are used to make decisions on access	There is clear data on trends in enrolment rates, but they are not used to	There is data on trends in enrolment rates, but it is not very reliable	There is completely no data on trends in enrolment rates	

Rubric / Score	3 (Fully met) Strong/Desired	2 (Mostly met) Acceptable	1 (Partly met) Needs Improvement	0 (Not met) Unsatisfactory/ Undesired	Score
		make decisions on access			
10. There is data on transition characteristics	There is clear data on transition characteristics, and they are used to make decisions on access	There is clear data on transition characteristics, but they are not used to make decisions on access	There is data on transition characteristics, but it is not very reliable	There is completely no data on transition characteristics	

Scoring and ranking for A3. Ensuring gender responsiveness and equity focus in evaluation of education access

No.	Scoring Range	Comment
1	25 – 30	Excellent
2	15 – 24	Good
3	10 – 14	Average
4	0 – 9	Below average

Table 24: Ensuring GEF in evaluation of education performance

Rubric / Score	3 (Fully met) Strong/Desired	2 (Mostly met) Acceptable	1 (Partly met) Needs Improvement	0 (Not met) Unsatisfactory/ Undesired	Score
A4. Ensuring gender and equity focus in evaluation of education performance					
1. The Education Needs Assessment consults both women and men	There is an educational needs assessment which consults both women and men	There is an educational needs assessment but does not consults both women and men	There is an educational needs assessment but it is not structured at all and is done haphazardly	There is no educational needs assessment conducted at all	
2. Analyse gender differences and equity in performance	Performance is analysed taking into consideration gender as well as focus on equity	Performance is analysed taking into consideration gender but no focus on equity	Performance is analysed but takes into consideration neither gender nor focus on equity	There is no analysis of performance at all	
3. Train women and men equally in evaluation of performance	Performance evaluation training targets men or women equally	Performance evaluation training targets either men or women only	Performance evaluation training is not structured and is done for convenience only	There is completely no performance evaluation training conducted	
4. Evaluation of performance collectively coordinate actions with all partners	Evaluation of performance collectively coordinates actions with all the partners	Evaluation of performance coordinates actions with most of the partners	Evaluation of performance coordinates actions with very few of the partners	Evaluation of performance does not coordinate any actions with any of the partners	

Scoring and ranking for A4. Ensuring gender responsiveness and equity focus in evaluation of education performance

No.	Scoring Range	Comment
1	10 – 12	Excellent
2	6 – 9	Good
3	3 – 5	Average
4	0 – 2	Below average

Table 25: Scoring sheet for schools' self-assessment

No.	Rubric	Score	Comment	Total Score	
A1.	Strategies for Evaluation of Education Access	20 – 24	Excellent		
		15 – 24	Good		
		10 – 14	Average		
		0 – 9	Below Average		
A2.	Strategies for Evaluation of Education Performance	20 – 24	Excellent		
		15 – 24	Good		
		10 – 14	Average		
		0 – 9	Below Average		
A3.	Ensuring Gender Responsiveness and Equity Focus in Evaluation of Education Access	20 – 24	Excellent		
		15 – 24	Good		
		10 – 14	Average		
		0 – 9	Below Average		
A4.	Ensuring Gender Responsiveness and Equity Focus in Evaluation of Education Performance	10 – 12	Excellent		
		6 – 9	Good		
		3 – 5	Average		
		0 – 2	Below Average		
		TOTAL			

Table 26: Overall ranking scheme

No.	Score	Comment
1.	66 – 84	Excellent
2.	51 – 65	Good
3.	33 – 50	Average
4.	0 – 32	Below average