



# Leading Learning for Gender Equality (LL4GE) Impact Report

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## Executive Summary

This impact assessment examined the contribution of the Leading Learning for Gender Equality (LL4GE) programme to strengthening gender-responsive instructional leadership and promoting equitable participation of girls and boys in classroom learning processes in Kenya. The programme, implemented by Dignitas in partnership with the British Council, trained 316 Heads and Deputy Heads of Institutions from 158 public primary schools in Machakos and Homa Bay counties in 2024. The assessment sought to document programme outcomes, analyse institutional changes within schools, and generate insights to inform system-level dialogue on advancing gender equality in education.

The assessment applied a mixed-methods approach, combining analysis of programme baseline and endline data with targeted evidence from classroom observations, interviews with school leaders and teachers, and consultations with county education officials. This approach enabled the assessment to examine how leadership training translated into changes in instructional supervision, classroom pedagogy, school leadership practices, and broader institutional processes supporting gender equality in schools.

Overall, the findings indicate that LL4GE contributed to substantial improvements in leadership awareness, instructional supervision, and institutional attention to gender equality within participating schools. At the foundational level, there was a significant shift in leadership awareness and orientation.

- Gender awareness: increased from 18% → 54%, indicating a stronger understanding of gender equality issues among school leaders.
- Data use for instructional improvement: increased from 21% → 56%, reflecting improved capacity to analyse participation and performance patterns and apply evidence in decision-making.
- Ability to recognise and address inequalities: increased from 15% → 50%, suggesting deeper awareness of the social, cultural, and economic factors affecting learner outcomes.

**Transforming school leadership from gender-blind to gender-conscious.**



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These changes reflect a transition from largely gender-blind leadership toward more conscious, reflective, and gender-responsive leadership practice. This foundational shift translated into strengthened instructional leadership. Core competencies improved substantially, including:

- Classroom observation: increased from 26% → 56%, indicating greater engagement in monitoring teaching and learning processes.
- Monitoring of teaching practice: increased from 23% → 55%, reflecting stronger oversight of instructional quality and learner participation.
- Organisation of continuous professional development (CPD): increased from 22% → 51%, indicating improved capacity to support teacher learning and align CPD with identified needs.



These gains indicate a repositioning of school leadership from predominantly administrative roles toward active pedagogical supervision and instructional improvement. Importantly, these changes extended beyond individual leadership capacity to institutional embedding within school systems. Key leadership and management functions showed notable improvement, including:

- Curriculum planning to address inequality: increased from 13% → 41%, demonstrating the integration of equity considerations into school planning processes.
- Teaching observation as a structured practice: increased from 15% → 51%, indicating that classroom supervision is becoming routine and institutionalised.
- Staff appraisal systems: increased from 16% → 49%, reflecting alignment of performance management with gender-responsive practices.
- Consultation with parents and communities: increased from 17% → 45%, highlighting strengthened engagement with stakeholders to address socio-cultural barriers.

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This demonstrates a shift from isolated behavioural change toward the integration of gender equality within school policies, planning processes, and accountability mechanisms. Overall, these findings show that LL4GE not only enhanced individual competencies but also strengthened the institutional conditions necessary for sustaining gender-responsive practices. School leaders reported increased confidence in identifying gender disparities in teaching and learning processes and in promoting inclusive classroom practices. Improvements were observed across core leadership functions associated with instructional quality, including classroom observation, teacher feedback, professional development coordination, and the use of data to inform school improvement planning.

At the system level, the assessment indicates strong alignment between LL4GE and Kenya's broader education reform architecture, including the implementation of Competency-Based Education, teacher professional standards administered by the Teachers Service Commission, and national commitments to gender equality in education. Interviews with Curriculum Support Officers indicate that LL4GE complements existing teacher development initiatives by strengthening instructional leadership and reinforcing inclusive pedagogical practices introduced through national curriculum reforms. However, the assessment highlights several systemic gaps that continue to constrain the consistent operationalisation of gender equality in schools. These include:

- Limited integration of gender-responsive pedagogy within teacher professional development plans.
- Absence of structured monitoring tools for tracking gender indicators during supervision visits by CSOs.
- Weak peer learning mechanisms among school leaders.
- Persistent socio-cultural norms that influence classroom participation and community expectations around gender roles.

**LL4GE is scalable because it strengthens mechanisms already mandated within national education policy, particularly instructional supervision, professional development, and school leadership accountability**

While progress has been made in integrating gender equality into school leadership and planning processes, institutional accountability and reporting mechanisms remain underdeveloped and represent an important area for further strengthening. These findings suggest that while LL4GE has successfully strengthened leadership capacity and initiated institutional change within schools, sustaining and scaling these gains will require stronger integration of gender-responsive instructional leadership within existing education system structures. The evidence indicates that LL4GE is structurally scalable because it strengthens mechanisms already mandated within national education policy, particularly instructional supervision, professional development, and school leadership accountability. Scaling the model nationally would therefore not require new policy frameworks but rather institutional consolidation and system integration across key education actors.

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To support sustainable expansion, the assessment identifies several sustainability safeguards. These include embedding gender equality priorities within School Improvement Plans and governance processes, integrating gender-responsive indicators within teacher appraisal and professional development frameworks, strengthening county-level supervision tools to monitor inclusive teaching practices, and institutionalising peer learning networks among school leaders to reinforce leadership capacity and reduce the risk of regression once programme support concludes. Sustained engagement with communities will also be essential to address broader socio-cultural norms that influence gender equality in education.

Based on these findings, the assessment proposes a system-level approach to scaling gender-responsive instructional leadership, with coordinated actions across multiple education stakeholders.

1. For the Ministry of Education, the report recommends strengthening the operationalisation of gender equality policies by integrating gender-responsive indicators within school improvement planning frameworks and strengthening monitoring systems within national education data platforms.
2. For the Teachers Service Commission, the report recommends embedding gender-responsive instructional leadership and inclusive pedagogy in accredited Continuous Professional Development programmes and integrating gender equality indicators into the Teacher Performance Appraisal and Development (TPAD) system to reinforce accountability for inclusive teaching practices.
3. For the Kenya Institute of Curriculum Development, the report recommends strengthening gender-sensitive curriculum review and textbook evaluation processes to ensure that learning materials consistently promote balanced gender representation and avoid reinforcing stereotypes.
4. For county education authorities, including Curriculum Support Officers and Quality Assurance Officers, the report recommends strengthening supervision tools and lesson observation frameworks to enable systematic monitoring of gender-responsive classroom practices during school visits.
5. For school leadership, the report recommends institutionalising gender-responsive practices within instructional supervision routines, staff development programmes, and school leadership structures, while strengthening collaboration with teachers, learners, and communities to address barriers to equitable participation.
6. Finally, the report recommends strengthening school-community engagement mechanisms to address sociocultural norms that influence gender equality in education and to reinforce inclusive practices beyond the classroom

LL4GE provides a practical and scalable model for strengthening gender-responsive instructional leadership within Kenya's education system. By reinforcing leadership capacity, strengthening supervision mechanisms, and embedding gender equality within institutional leadership, the programme helped translate national gender equality commitments into tangible improvements in classroom participation and learning environments for both girls and boys.

