

**FACTORS INFLUENCING WOMEN PARTICIPATION IN DONOR FUNDED  
PROJECTS IN KENYA. A CASE OF LIVELIHOOD PROJECTS IN MWINGI  
CENTRAL SUB-COUNTY, KITUI COUNTY.**

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**A Research Project Report Submitted in Partial Fulfillment of the Requirements for the  
Award of the Degree of Master of Arts in Project Planning and Management of the  
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## DECLARATION

This research project report is my original work and has not been submitted for any award in any other university, college or any institution for examination purposes.

Signature  Date <sup>TG</sup> 6 Sep 2020

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This research project report has been submitted for examination with my approval as university supervisor.

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## **DEDICATION**

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## **ABBREVIATIONS AND ACRONYMS**

|                |  |
|----------------|--|
| <b>ADRA</b>    | - Adventist Development and Relief Agency                    |
| <b>AIDs</b>    | - Acquired Immunodeficiency Syndrome                         |
| <b>AMREF</b>   | - African Medical and Research Foundation                    |
| <b>CDPs</b>    | - Community Development Projects                             |
| <b>CGAP</b>    | - Consultative Groups to Assist the Poorest                  |
| <b>DFPs</b>    | - Donor Funded Projects                                      |
| <b>EAC</b>     | - East African Community                                     |
| <b>GAD</b>     | - Gender and Development Theory                              |
| <b>GDA</b>     | - German Development Agency                                  |
| <b>HIV</b>     | - Human Immunodeficiency Virus                               |
| <b>IFIs</b>    | - International Financial Institutions                       |
| <b>JICA</b>    | - Japan International Cooperation Agency                     |
| <b>NACOSTI</b> | - National Commission for Science, Technology and Innovation |
| <b>NGOs</b>    | - Non-governmental Organizations                             |
| <b>SIDA</b>    | - Swedish International Development Cooperation Agency       |
| <b>SPSS</b>    | - Statistical Package for the Social Sciences                |
| <b>SSA</b>     | - Sub-Saharan Africa   |
| <b>UN</b>      | - United Nations   |
| <b>UNDP</b>    | - United Nations Development Program                         |
| <b>USA</b>     | - United States of America                                   |
| <b>USAID</b>   | - United States Agency for International Development         |
| <b>WFP</b>     | - World Food Programme                                       |
| <b>WID</b>     | - Women in Development Theory                                |
| <b>DFP</b>     | - Donor funded projects                                      |
| <b>WDP</b>     | - Women's Development Programme                              |
| <b>FGD</b>     | - Focus Group Discussion                                     |

## ABSTRACT

In Kenya, a few donor funded livelihood projects have either crumpled halfway or they have not profited the planned beneficiaries bringing up issues regarding whether or not non-participation of women in conceptualizing and executing the projects may be the reason. This study therefore along these lines assessed the factors that may influence the participation of women in donor funded livelihood projects a case of Mwingi Central Sub-County, Kitui County, Kenya. The objectives of the study were to assess how women leadership, reproductive roles, customary norms and women literacy levels may influence their participation in donor funded projects. The women in development (WID) theory, gender and development (GAD) theory and the empowerment approach formed the key theoretical underpinning of this study. The study utilized a descriptive study and the study's population involved the seventeen women donor funded livelihood projects in Mwingi Central Sub County with the unit of study being project managers, project supervisors and project chairpersons. The study carried out a census of the 17 women donor funded projects in the six wards in Mwingi Central Sub County. The study utilized primary data information collected through questionnaires which were dropped and picked from the purposefully targeted respondents after fourteen days. In this study, SPSS statistical software version 25 was used in analysis and presentation of the data. Out of the 51 questionnaires issued, only 49 were returned. This represented a response rate of 96 % which the study considered a reliable response rate for data analysis. The study further conducted an interview schedule to 49 beneficiaries across the 17 projects and analyzed their response on the the four study objectives. The study findings revealed that there is minimal participation of women in developmental activities particularly in productive resource ownership, decision making, leadership and access to education. Therefore, there is need for more sensitization to the relevant stakeholders on the importance of educating a woman and the need for women inclusiveness in developmental activities. The study further recommends for intensive advocacy by the relevant stakeholders on the need for women ownership of productive resources.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Women around the world are instrumental in playing a major role in poverty reduction by ensuring there are various diversified implementation of livelihood projects. (Jaka and Shava, 2018). However, women are majority hard hit by global financial constraints which limit their spending plans with majority of women living in extreme poverty. This is demonstrated by every family unit with statistics showing that the most vulnerable and the most powerless are women and young girls because of their long lasting hardship in education, health, insurance, cover, decision making, and access to assets and rights (Rashid et al 2008). Thus, in an attempt to achieve women empowerment and emancipation, Various donor organizations have put women empowerment plan with an objective of promoting gender equality (Yang, 2012).

Livelihood projects which are donor funded are viewed essential due to their financial and job creation opportunity and delivery of community public service (Okech and Lelegwe, 2016). In all regions of the world, Women empowerment and development is significantly influenced by donors especially in situations where there is limitation of state funds, fluidity in politics, rampant ethnic conflict and lastly the index of per capital income deters women from purchase of essential goods and services (Coe, 2009). Donor funding has been a prevalent strategy adopted by many third world countries in alleviating poverty among women over the past years (Akerkar, 2011).

Livelihood projects funded by donors are geared towards comprehensive activities and programs which are meant to raising the living standards of poor people at national and regional level. (Coe, 2009). Different component like International Financial Institutions (IFIs), United Nations (U.N) through the United Nations Development Program (UNDP), Consultative Groups to Assist the Poorest (CGAP) and other philanthropic foundations have been established to ensure donor funds trickle to the communities (Lelegwe, 2015). Donor funded projects aim at offering essential services to the communities which include value addition of agricultural products, transportation and access to markets. The projects also ensure that community members have within their reach safe water for household consumption and members undertake conservation of soil and water which ensures food security (Jaka & Shava, 2018).

In underdeveloped and developed world , women mostly worry about raising concern of high vicious cycle of poverty (Hoare and Gell, 2008). In Afghanistan for example, investment in women space in governmental issues and initiation of women led development projects is viewed as a strategy towards women empowerment.

However, various gender based challenges influence individual and household decisions around women's participation and the effect of this participation on donor funded projects (Fallavier, 2012). In Bangladeshi, predominant social and financial conditions, women are exposed to basic segregation, for example, access to and authority over assets, property rights, access to business opportunity and low representation in political circle (Tanjeela and Rutherford, 2018).

In Africa, Women remain marginalized due to their voluntary Labour for development which makes their socio economic contribution to be unrecognized. (Ndambiri, 2018 As per Azuh et al (2017) regardless of advancement made in eradication of women inequality, gender imbalances is inescapable in numerous elements of life especially in Sub-Saharan Africa (SSA). Zanza, (2015) places that numerous women, particularly those in poor provincial networks of Zimbabwe, don't effectively partake in network improvement extends because of gender roles associated with women , individual and social issues. In Nigeria, the female gender have been relegated and marginalized leading to misrepresentation of the women's right in all segments of society (Okumagba, 2016).

In Eastern Africa area, gender-based discrimination and inequalities are evident in Ethiopia, in spite of the endless role played by the ruling government towards mitigating such issues. Accordingly, low levels of empowerment of women and high gender gap inhibit improvement procedure of a nation (Bayeh, 2016). In Puntland, a part of state government in northeastern Somalia, women mostly support neighborhood committees and other dynamic fields in less important areas and their effort has always remained negligible. In the Somalian setting, there is imbalance among people regarding power sharing and access to assets and dynamic (Adam, Muturi and Samantar, 2018).

According to Sell and Minot (2018), Uganda is among East African Community (EAC) members states which has attained a 58% women empowerment scores by limiting the inhibitors which lead to women disempowerment like income status, workload, and decision making when it comes to credit availability. As per Abbott et al 2015 Rwandese women have little understanding

of their rights due to low access to education training. In Tanzania, Women are likewise powerless due to control by men who are key decision makers in budgetary decisions which different projects have tried to eliminate among the Tanzanian women and improve their financial conditions (Mujungu, 2015).

The phenomenon of gender empowerment and equality has an issue of concern in Kenya. However, Kenyan deep social and cultural conditions deter them from engaging in community development projects (Iddy & Kisimbii, 2018). Nonetheless, Kenya as a country has made great efforts to entrench gender equity policies in public management positions, but there have been challenges derailing operationalization of the gender policies (Wambu, 2017).

In Kenya, NGOs are basic to the accomplishment of women improvement ventures, in both their fore front work and through their campaigning activism. They have made remarkable commitments to changing and changing enactment, arrangement and open judgments. The push for women women rights to access to equal economic opportunities still remains a women prerogative (Magero and Muchelule, 2019). A large portion of projects in Kenyan which are donor funded deal with women related issues and social improvement attempts, which are generally executed by non-legislative associations (Shigoli, 2018). The NGOs funding women development as well as livelihood projects in Kenya are key actors in eliminating discrimination against women and promoting gender equality (Kisiangani, 2016; Adhola, 2016).

Non-Governmental Organizations in Kitui County are overseeing execution of projects with an objective of capacity building women so that they can navigate successfully in defending their rights when it comes to participation various key economic, social and political decisions. Non-governmental Organizations are implementing projects which are meant to capacity build women on various skills, promote their agribusiness acumen and encourage them to engage in income generative activities (Githinji, 2013). The major non-administrative associations, working in the region incorporate Catholic Relief Services, FarmAfrica, Red Cross, Action Aid, Child Fund among others. The respective and multi-horizontal associations incorporate USAID, DANIDA, AMREF, SIDA, World Vision, GDA, JICA, ADRA, USA Peace Corps, and World Food Program (WFP), Trocaire, Irish Aid Programme Funding, (County Government of Kitui, 2019).

In Mwingi central, there is low women representation in various positions and women are disadvantaged in education opportunities and land inheritance. As such, various small and big



donors have carried out different projects for various interventions to address various issues such as food security, HIV and AIDS, water and education among others. These interventions were meant to help the poor local communities, they have spent huge amounts of resources but significant impacts have not been realized since most of the projects closed up immediately after the donor withdrawal (Kitivi, 2014). However, despite various intervention by donors, religious organizations, NGOs and other organization, poverty levels and marginalization among women in Mwingi is considerably high which led to the research on investigating the factors that influence women participation in projects which are donor funded.

### **1.1.1 Concept of Participation in Donor Funded Livelihood Projects**

Participation includes different activities that resident's utilize in their endeavors to lobby policy decision and reallocate resources to the disadvantaged community members (Lelegwe, 2018). Women participation refers to the practice of assessing the repercussions of the role played by women in scheduled activities like lawmaking, policies, and programmes (Akerkar, 2011). Women participation means engaging women to realize their own abilities, be social on-screen characters, instead of latent subjects, decide, and control the decisions that influence their live (Jaka & Shava, 2018).

Donor funded livelihoods projects on the other hand encompass activities like productive investment with component and multispectral relations (Afande, 2013). Livelihood projects also denote project resources as well as projects activities undertaken to enhance living by women (Akerkar, 2011).

Rural women's donor funded livelihoods projects reduce poverty and encourage empowerment of women's economically since there is independence in income generation for livelihood sustainability. (Jaka & Shava, 2018). Self help groups, National government, NGO s and other financial institutions have empowered women to participate in development projects. (Lelelit et al 2017) Some of the donor funded livelihood projects in Mwingi Central Sub-County include; poultry enterprise, bee keeping, vegetable growing, livestock keeping and cash crop farming.

### **1.1.2 Concept of women leadership in donor funded livelihood projects**

Women participation in livelihood project is greatly handicapped by lack of leadership and initiative, the participation of project management is impeded by failure to take the leadership

mantle by women (Eneji, Mubi, Husain & Ogar, 2015). According to Minhas, Rizvi and Druza (2018) providing leadership skills and opportunities for women is effective in initiating social change. Additional activities such as social empowerment, capacity building with market linkages, and governance awareness proved to be successful for the empowerment of women, is there is a woman leader in the forefront. Jaka and Shava (2018) study on implementation of rural women's livelihoods towards economic empowerment of women in Zimbabwe through a case study approach revealed that women lacked effective leadership and project management skills.

### **1.1.3 Concept of reproductive roles in donor funded livelihood projects**

Women's responsibilities for domestic work as well as livelihood work means that they work for significantly longer hours compared to men. Care work which is also a social obligation, which takes time and effort and limits the participation of women and girls in other economic social, civil and political roles (Abbott, Mutesi & Norris, 2015). Women's roles are socially constructed through performing household duties which are frequently contrary to the demands of community projects, for example chicken rearing demands all day attention (Zanza, 2015). Women involvement in project management is also often considered time-consuming for women, which time could otherwise be used in household activity (Khandker, Gandhi & Johnson, 2020).

### **1.1.4 Concept of customary norms in donor funded livelihood projects**

Norms and values regulate and mediate women and girls' participation in the family, community and state as well as their access to livelihood opportunities. Women are held back by patriarchy and sexism embedded in traditional laws and customs which deny women their right to personhood, which in turn is a barrier to women being able to claim and exercise their rights (Abbott, Mutesi & Norris, 2015). Gender-related social norms dictate how men and women act in society, the roles they play and the behaviors they aspire towards. Social norms can be a barrier to women participating in economic activities and in agriculture innovations (Minhas, Rizvi & Druza, 2018).

### **1.1.5 Concept of literacy levels in donor funded livelihood projects**

Abbott, Mutesi and Norris (2015) notes that women's historic disadvantage in education also means that they have lower levels of literacy than men and are significantly less likely to have completed primary school. In addition, women's poor educational attainment and lack of skills is

a major barrier to their move into sustainable livelihoods and participation in governance; affecting abilities and confidence, and providing those who seek to challenge gender equality with ammunition for withholding, denying or not supporting women claiming and exercising their rights.

## **1.2 Statement of the Problem**

Women's voice is a crucial factor for highlighting women's concerns in livelihood and also in promoting women's interests both at the local level and within the national policy making processes (Nazneen, 2012). As such, women conference was organized by United Nations in Mexico to spearhead inclusion of women in major decision making process. Nonetheless, at national and local level women are unable to participate in decision making which makes it hard to get involved in development initiatives and policy formulation in many countries in the world (Adam, Muturi & Samantar, 2018). A UN report in 2015 indicated that 50% of world comprises of women however their economic, social and political status is low compared to that of men in developing countries (Mohajan, Uddin & Reyad, 2019). To date, unequal economic opportunities has made women to be ranked 70% of the world poorest gender (Bayeh, 2016). Furthermore, women involvement in utilization of resources at formal and informal remains insignificant (Okumagba, 2016).

Most of community development projects have been donor funded in Kenya for more than 35 years however; statistics indicate that despite operating for those years it is not clear whether the donor-funded projects benefit women (Ngatia & Kihara, 2018). Most women donor funded livelihood projects in Kenya have been faced by a number of challenges which are both external and internal leading to immature failure of the projects (Shigoli, 2018). Several women donor funded livelihood projects in Kenya have either collapsed midway or they have not benefited the intended beneficiaries raising questions as to whether low women participation in conceptualizing and executing the projects might be the cause (Ochieng, 2016). In Mwingi Central Sub County for instance, most donor-funded projects are faced with issues of record keeping, transparency, accounting and lack of enough time dedication thus most of the projects having little and non-substantial impact on women. Some of the livelihood projects have low women ownership levels and have not achieved the intended levels of sustainability despite the NGO and government

intervention on policy frameworks and sensitization initiatives towards participation of community projects. This necessitated a study on the factors that may influence the participation of women in donor funded livelihood projects in Mwingi Central Sub-County, Kitui, Kenya.

### **1.3 Purpose of the Study**

The purpose of this study is to assess the factors that influence the participation of women in donor funded livelihood projects by women in Mwingi Central Sub-County, Kitui, Kenya.

### **1.4 Objectives of the Study**

The study was guided by the following objectives:

- i. To determine the extent to which women leadership may influence their participation in donor funded livelihood projects in Mwingi Central.
- ii. To assess the extent to which reproductive roles may influence women participation in donor funded livelihood projects in Mwingi Central.
- iii. To establish the extent to which customary norms may influence women participation in donor funded livelihood projects in Mwingi Central.
- iv. To determine the extent to which women literacy levels may influence their participation in donor funded livelihood projects in Mwingi Central.

### **1.5 Research Questions**

The study seeks to answer the following research questions

- i. To what extent does women leadership influence their participation in donor funded livelihood projects in Mwingi Central?
- ii. To what extent do reproductive roles influence women participation in donor funded livelihood projects in Mwingi Central?
- iii. To what extent does customary norms influence women participation in donor funded livelihood projects in Mwingi Central?
- iv. To what extent does women literacy levels influence their participation donor funded livelihood projects in Mwingi Central?

## **1.6 Significance of the Study**

Findings are essential especially towards management of institutions involved overseeing the execution of projects that are funded by the donor both in Mwingi Sub County as well in all other parts in Kenya. The study has pointed out key obstacles that hinder women from effectively participating in projects which have been instituted by donors hence enabling them to develop strategic policies to address the various challenges based on the identified which are of essence in future project implementation.

Secondly, the results are of use to different stakeholders who are affected by the donor funded livelihood projects like the sub county administrators, women, the society as well as the people in charge of project execution. Stakeholders will use the conclusions and recommendation to develop strategies, which will ensure the effective and smooth women in the various projects.

## **1.7 Delimitation of the Study**

The research delimits itself to women leadership, reproductive roles and responsibilities, customary related norms and women literacy levels as key factors influencing women participation however this are not the only factors which might influence effective participation. The study area was Mwingi Central Sub-County a constituency located in Kitui county in Kenya. The study targets six wards in the sub county namely Kivou, Nguni, Nu, Mui, Waita, Mwingi and the unit of analysis was the total number of projects funded by donors. The targeted respondents included the project managers, supervisors and women leaders since they are the key individuals involved in the running and administration of livelihood projects which are donor funded.

## **1.8 Limitations of the Study**

Primary data whose collection was via a questionnaire to the targeted respondents was relied on thus absenteeism of some of key respondents during the set research period could have altered the results. This is because the targeted respondents being project managers, supervisors and women leaders some were busy while others were not available during the research time. To mitigate the issue, drop and pick method of issuing questionnaires was employed so that respondents could fill the questionnaires in their convenience and get back when they are through. In addition, the research continuously followed up with the respondent through call and text message to check on the progress. Some respondents failed to respond to some research questionnaires however, the

challenge was addressed by explaining the essence of the study and letting the respondents understand the questions clearly.

### **1.9 Basic Assumptions of the Study**

Assumption employed by the study includes women leadership, reproductive roles, customary related norms as well as women literacy levels affect involvement of women in donor livelihood projects in Mwingi central sub-county. Secondly, it was assumed that data collected from the respondents and an adequate response rate was achieved. Finally, it was assumed that the targeted population understands the administration of donor livelihood projects targeted at women as well as hindrances which limit women participation..

### **1.10 Definition of Significant Terms used in the Study**

**Reproductive roles:** Socially acquired activities associated with women that may influence management of donor funded livelihood projects through time utilization and Labour stereotyping.

**Leadership:** The execution of roles and duties by a person especially in an authority made to govern other institution members.

**Women literacy:** Skill to apply gained knowledge in the project work.

**Customary norms:** These refer to behaviors and attributes that define acceptable and appropriate actions for women and men in a given group or society.

**Livelihood projects:** refers to project resources as well as projects activities undertaken to enhance living by women . Such project include the poultry enterprise, bee keeping, vegetable growing, livestock keeping and cash crop farming.

**Donor funded projects:** Projects that are funded externally to assist in improving living standards of the less fortunate..

**Donor agencies:** are entities provide funding (aid) primarily to women in developing countries to support endeavors such as emergency relief, development.

**Project:** denotes a unique process of implementing an idea so as to realize the set target/results.

**Women participation:** Empowerment and involvement of women in key decisions that directly /indirectly affect their lives.

**Gender:** refers to a social paradigm and interactions between two opposite sexes in terms of their socially accepted roles

### **1.11 Organization of the Study**

The project is partitioned in three main segments.

Section one gives preliminary part of the study, which involves background of the study, problem statement, purpose of the study and the research questions. In addition, the chapter discusses the significance and assumptions of the study, limitations and delimitations of the study and lastly definition of terms.

Part two outlines past related studies which are essential to the study. Consequently, the section presents review of gender factors, literature on participation in donor funded livelihood projects and the empirical relations on women leadership, gender roles, gender related customary norms, women literacy skills on participation on donor-funded projects. The chapter also presents a conceptual framework, research gaps and finally a summary of literature review

Part three presents the approach which was utilized to do the study. The chapter presents the research design, the target population, sample size and sampling techniques. The chapter also presents the data collection instrument and procedures, data analysis techniques, ethical considerations and finally operationalization of the study variables.

Part four presents data analysis, findings and discussion of the study in line with research objective, while lastly chapter five presents the summary of findings, conclusion and recommendation.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This second chapter of the study undertakes a literature review on factors, participation in donor funded livelihood projects and its empirical links with leadership, reproductive roles, customary norms and women literacy skills. The section further brings out the theoretical review which comprises of the women in development (WID) theory, gender and development (GAD) theory and the empowerment approach, the conceptual framework, the identified research gaps and finally a summary of the review literature.

#### **2.2 Participation in Donor Funded Livelihood Projects**

Participation is viewed as a means by which the community members are allowed to express their opinions and also take part in issues that concern their day to day lives (Akerkar, 2011). Participation is also termed as ensuring that have a role in designing and implementing development intervention. The best way to define participation specifically is to taking part in decision-making process (Mohajan, Uddin & Reyad, 2019). Gender participation has a lens on how better women's issues are taken up in the political space and mechanisms that can be employed to increase women's involvement in the project work (Eneji et al ,2015).

Donor funded livelihood projects assume a key role towards the advancement of development that would take the legislature or its institution relatively longer time to create. The greater part of the livelihood projects is in both reducing food insecurity and agrarian advancement in African continent and globally as well. These project donation funds are more often than not, if not always, given by Western donation agencies (Lelegwe, 2015). Donor funded livelihood projects positively affects growth of projects with participatory and accountable systems and policies in Kenya (Ochieng, 2016). The major factor that influences responsibility and ownership for donor funded livelihood projects is beneficiaries participation levels (Akerkar, 2011).

Taking part in decision making process enables project beneficiaries to influence the donors decisions in greater and mensurable ways (Eneji et al, 2015). Participation is seen as developmental and makes sure that the the participants opinions are at the center of decision making process. The major assumptions of being fully involved in project activities is that the



beneficiaries will own the project and become supportive to all the initiatives and activities, and increasing the project sustainability and success at large, if the beneficiaries make inputs in the planning and decision making process (Iddy & Kisimbii, 2018).

Participation of women gender funded projects can promote the ability of women to lobby and influence policy in favor of their opinions hence reducing poverty (Afande, 2013). The lack of participation in donor funded of women inhibits gender equality and economic opportunities for women to grow financially. Increase in women participation by influencing policy frameworks in project management enhances the women utilization of productive resources (Khandker, Gandhi & Johnson, 2020).

In the 21<sup>st</sup> Century, women are no longer seen as just the end users of the project services, rather they are key stakeholders that have a key and crucial responsibility to perform so as to achieve development and service delivery in their respective areas (Adam, Muturi & Samantar, 2018). Okech and Lelegwe (2016) recommended that donor projects should initiate beneficiaries participation an involvement at design, planning, and execution; capacity building need to be done at the lowest community level as well as enhancing mindfulness techniques for the purpose of community responsibility and ownership of projects through sharpening discussions (Eneji et al ,2015). In addition, positive impacts have been recorded as major outputs including participation ,cooperation and commitment in project work, and some immediate results, for example, social capital and womens expanded confidence and certainty in theie doing (World Bank, 2017)

### **2.3 Women Leadership and their participation in Donor Funded Livelihood Projects**

Women's interest and representation in authority in dynamic forums at each level and in each division are consequently crucial to eliminate gender-based poverty. Not only is women's representation in leadership fundamental and essential in mitigation and handling gender-based imbalance, but its also a fundamental women right (Hoare and Gell, 2008). Providing focused and specific training to women who need to accept places of authority is a method among many of empowering more girls and women to impact dynamic project planning process (Abbott and Malunda, 2015).

Women investment in projects is enormously debilitated by lack of leadership and initiative, the participation of project management is impeded by failure to take the leadership mantle by women (Eneji et al, 2015). According to Minhas, Rizvi and Druzca (2018) providing leadership skills and opportunities for women is effective in initiating social change. Additional activities such as social empowerment, capacity building with market linkages, and governance awareness proved to be successful for the empowerment of women, is there is a woman leader in the forefront. Jaka and Shava (2018) study on execution of women projects towards the economic capacity strengthening of the women in Zimbabwe through a case study approach revealed that women lacked effective leadership and project management skills.

Hoare and Gell (2008) notes that despite different ways of advancing gender balance informal structures of leadership, women keep on being under-represented in every aspect of dynamic and face noteworthy hindrances to their full participation and organization in the institutions that oversee, and influence their day to day lives. A study by Eneji et al (2015) explored women participation constraints in utilization of natural resource management and documented that leadership skills, educational status as well as occupational status were significant determinants of women participation.

In Zambia, Lungo and Mavole (2017) explored the determinants of project levels of sustainability beyond donor funding by employing descriptive survey design and documented that project governance and leadership, undiversified households and poor understanding of governance led to poor participation. The study further observed that being a fundamental piece and parcel of each advancement in the society, women are the most uneducated and rarely undertake leadership positions in community projects. Adhola (2016) also explored the determinants of maintainability of the development projects funded by NGOs and further noted that beneficiary's participation, training on project management and leadership skills were key in beneficiary ownership of women development projects.

In Kigumo Division in Muranga County, Nderitu (2010) assessed the factors that affect implementation of effective women empowerment projects and documented that leadership and training in project and financial management greatly contribute greatly lead to implementation of effective women empowerment projects. Using a descriptive research approach, Ngatia and Kihara (2018) investigated the factors affecting ownership levels of community projects that are donor

funded in Garissa County leading to the conclusion beneficiaries participation in women development community projects is dependent on the projects leaders' vision, leadership and management skills and supervision.

#### **2.4 Reproductive Roles and women participation in Donor Funded Livelihood Projects**

Women's obligations regarding domestic work just as vocation work imply that they are involved in work for quite longer hours contrasted with male counterparts. Unpaid care work which is additionally a social commitment, which requires significant investment and exertion and inhibits the involvement of women and young ladies in other ventures including monetary social, civic and political space (Abbott, Mutesi and Norris, 2015). Women's reproductive roles are socially constructed by execution of family obligations which are as often as possible as opposed to the demands of the community livelihood projects, for instance, poultry enterprise which requires a throughout the day consideration (Zanza, 2015). Women's involvement and association in executives of the project management roles are additionally regularly considered tedious for women and time consuming, which time could some way or another be utilized in family unit action (Khandker, Gandhi and Johnson, 2020).

According to Abbott, et al (2015) the twofold weight of work and child bearing responsibility and the resultant time destitution is one of the best perceptible contrasts among people in Rwanda. Women do a significant part of the developing just as gathering wood and water, cooking cleaning, shopping and taking care of kids, leaving them scant time for different exercises – for example participation in governance and administration. Inside the family unit, women worry about the mind-boggling concern of unpaid regenerative work and care work, which influences women capacity to participate in political arenas and to impact economic advancements choices in the political space (Hoare and Gell, 2008).

Schindler (2010) posits that women accomplish a greater amount of a wide range of domestic work than their male counter parts and men accomplish more paid work than women do. They additionally accomplish increasingly reproductive duties and are considerably not liable to take part in income generative activities than men do. Just as in the caring work of members from their own family unit, women frequently have older family members that they should take care of. Abbott, et al (2015) see that the time usage and allocation of women restrain the measure of time they can spend on different economic activities, including governance and administration. It

likewise negatively affects the accomplishments of studies by high school young ladies, as they are expected to have most of their hours at home helping their mothers.

By extension women work multiple times more hours on household errands, for example, cooking, cleaning, gathering wood, bringing water, and caring for youngsters than men do. Women work for 11 more hours every seven days than men do in the same period (Zanza, 2015). In rural Cameroon, Muluh, Kimengsi and Azibo (2019) surveyed the prospects and challenges of sustaining donor-funded projects documented the key factors size of the family, time allocation for project work, gender related roles and the beneficiary economic status.

In most African countries, women have little time for recreation exercises and unwinding because of their duties regarding kids, sick or more seasoned relatives, development and regularly valuable work. Men in most cases have enough time for recreation in the evening and at the ends of the week (Abbott, et al (2015). Lelelit, Macharia and Mburugu (2017) posit that family obligations additionally had an immediate bearing on their cooperation and involvement in project work by women in Kenya. A study on the determining factors that affect women involvement in execution of county government projects in Kenya by Kisiangani (2016) established that gender roles affected the levels of women participation.

## **2.5 Customary Norms and women participation in Donor Funded Livelihood Projects**

Norms and community practices control and intercede women and young ladies' investment in the family, livelihood project work, and political roles just as their entrance to vocation openings. Women are kept down by male-controlled society and sexism inserted in conventional laws and norms which inhibit women from achieving their entitlement to personhood, thus becoming an obstruction to women having the option to claim for their rights and their privileges (Abbott, et al (2015). Gender-related social norms dictate how men and women act in society, the roles they play and the behaviors they aspire towards. Social norms can inhibit women from participating in economic activities and in agriculture innovations (Minhas et al, 2018).

Conventional norms and society convictions about women's role in the public arena keep on prejudicing both men and women inclinations with respect to women's capacity to partake completely in economic activities. These standards incorporate generalizations that women are reliant, untalented, and irrational for the institutional strategic planning process (Hoare and Gell,

2008). Some social standards preclude their presence in certain get-together meetings or general participation, for example informal gatherings or ceremonies. A portion of the women have always been molded by social norms not to be heard in open particularly within the sight of their spouses in any event, even when they have well-thought ideas (Ndambiri, 2018).

Traditional gender related norms continue to direct and intervene women and young lady's support in the household, the society, and state just as it is with at their entrance to employment economic openings and as well as in administration space. These convictions incorporate the thoughts that women in most cases are said to be liable for the house, are normally more submissive than their male counterparts and ought to be submissive to the authority of men and male relatives (Abbott, et al (2015). Minhas, Rizvi and Drucza (2018) documented that considering existing gender related norms while implementing activities helps to increase women's participation. Culturally-tailored and gender responsive interventions such as adapting content to women's literacy levels; facilitating mobility by providing transport; organizing training at convenient venues and times for women; ensuring safety; and ensuring childcare are key strategies to enhance women's participation.

Mohajan, Uddin and Reyad (2019) posit that societal values and norms has core influence on women involvement in the local government in Bangladesh and in many societies women empowerment especially decision making in politics is heavily hampered by cultural norms.

In Kenya, there are various gender related norms furthermore, societal sanctions that sabotage women independence, adding to gender-based discrimination. customary norms among Kenyan communities inhibit the economic growth of women and inhibits the solid support to women in the project design, planning phase and execution process as the norms and culture forbids women investment in income generative activities. A few religions as well, similar to Islam, undermine women participation in political roles because of the accentuation on male strength and women submissiveness (Kisiangani, 2016).

## **2.6 Women Literacy Levels and women participation in Donor Funded Livelihood Projects**

Literacy levels and skills give women an opportunity to get involved in a setting that is formal and give them a chance to be able to access important information that can get them more involved in developmental activities. However, the education accessibility by women is very limited, moreso

within the ethnic groups and marginalized groups within the areas that are isolated (Vixathep, 2011). Literacy skills have been very common in women's life that is greatly associated with success in leadership development. According to Khandker, Gandhi and Johnson (2020) low levels of involvement by women in project management is occasionally driven by low literacy levels among women who are also in many cases alluded to be not having ability of contributing meaningfully due to their illiteracy, and lack of communication and negotiating skills.

Abbott, Mutesi and Norris (2015) noticed that women over the time have a disadvantage in education progress which implies that they have low chances of getting education opportunities like attending to school than their male counter parts and are altogether less inclined to having finished elementary school level. Moreover, women low educational fulfillment as well as absence of aptitudes is a significant boundary to their ability to get into economical occupations and investment in administration; influencing capacities and ability, and giving the individuals who try to challenge gender-based inequality with stronger ground for withholding, or not supporting women advocacy for their their privileges.

Eneji et al (2015) states that high paces of ignorance and low degrees of training within the women have always been key factors to compel the productivity of women and may influence their habit of receptivity of new strategies and abilities.

Kongolo (2009) after carrying out an investigation on the issues influencing women living in Southern Africa part of semi and rural areas limited involvement in development process observed that a good number of the women living in rural areas were illiterate thus resulting to non-participation in development projects. A study by Ochieng (2016) on factors that affect the implementation of projects funded by donor in Nairobi-Kenya Nairobi ascertained that adequacy of technical and literacy levels or lack of the two plays a key role in the development of appropriate results-based project implementation strategies.

Focusing on Puntland state in Somalia, Adam, Muturi and Samantar (2018) assessed the determinants of women participation in local councils and found a strong correlation between education and women's participation in local councils. The study however documented that educated women are not interested to vie for leadership positions despite having the necessary educational requirements. A study carried out on some of the major factors that explain women's strategies towards empowerment in Uganda by Sell and Minot (2018) concluded that the old age

and high level of education are associated with higher levels of empowerment, but also noted that the equality in the education levels between the married couples to be more important as compared to the average level of education.

A paper by Lelelit, Macharia and Mburugu (2017) on factors affecting women involvement in projects on wildlife conservation in Samburu County Kenya documented that the education levels had a great influence towards the participation of women in projects on wildlife conservation. The study alluded that women involvement in general community projects had a positive correlation with education levels and media factors.

## **2.7 Theoretical Framework**

According to Kothari (2012), a hypothesis is a combination of statements or standards conceived to clarify a set of realities, phenomena or facts particularly one that has over and over again been tried or is generally acknowledged and can be utilized to make forecasts about natural phenomena. Thus, the Women in Development (WID) theory, Gender and Development (GAD) theory and the empowerment approach formed key theoretical underpinning of this study.

### **2.7.1 Women in Development Theory.**

The women in development (WID) theory was conceptualized by Boserup in (1970) and was developed on the ideology that the societies in the traditional set up are dominated by men and authoritarian and that current social orders in the society are majority rule and populist. The supposition was that if society gets current, then the disparities will gradually decrease (Moser, 2012). WID perspective has a greater focus on productive spheres of life and underpinned on the women's need to access income generative activities. As indicated by the hypothesis, women association into aggregated groupings is much elevated so as to build women's bartering power in the predominant financial framework (Välilmaa, 2004). The WID approach advocates for increment of local women's inclusion in the market economy and project work (Jaquette, 2017).

The WID comprises of three sub approaches which are: the value approach; the counter destitution approach; and, the proficiency approach (Tasli, 2007). As indicated by the value approach, economic development has even negative effects on women. It in this way advocates the equivalent dispersion of the advantages of socioeconomic advancements among men and women. The value approach requests monetary as well as political and social value (Sarker, 2006). The approach

against poverty then again moves the concentration from financial and political value to destitution decrease for poor women. Finally, the capability approach reflects the concerns of the neoliberal strategies and consider women as available resource not often considered for the economy (Istratii, 2017).

The significant analysis of the methodology is that WID mirrors a restricted financial comprehension of improvement and is socially insensitive, put together for what it's worth with respect to Western culture standards and encounters. These components lead to a top-down methodology that outlines the women in third world countries as a homogenous group without basic resources or methods for tending to specialists from the advanced worlds (Brown, 2007). Furthermore, the WID point of view centers around disparities made by differences in gender and overlooks the auxiliary and socioeconomic factors that cause imbalances between sexes leading to gender equality (Välilmaa, 2004). Further, the WID approach centers only around the productive parts of women work and disregard the reproductive parts of their lives.

The WID speaks to a noteworthy acknowledgment that women and men matter so much in developed and that women are significant economic actors in manners distinctive to their male counterparts (Brown, 2007). The hypothesis demonstrates that women assume jobs in financial matters of their social orders as both reproductive and profitable actors (Zanza, 2015). Further, the WID considers women as a piece of the development procedure and along these lines, it is important to make an uncommon endeavor to involve and integrate them into the development process (Pannilage, 2017). The WID has been considered for this study as the methodology underpins the incorporation of women in already established development ventures and supports coming up with women-only projects and associations that come to address specific gender-related issues and interests.

### **2.7.2 Gender and Development Theory**

The Gender and Development (GAD) theory arose in the late 1980s and was conceptualized by Sen and Grown (1987) as a pre-Beijing viewpoint in light of the failure and gaps in women and developed (WID) way to deal with and change the lives of women and impact more extensive advancement plan (Azuh et al., 2017). GAD intends to take gender issues at the social relations and connections among women and men, and the unique circumstances and developments of masculinities and femininities (Sarker, 2006). GAD amends the presumption that women in third



world countries are a homogenous group and declares that women in all circumstances are partitioned by components of class, race, and faith, it centers around the strategies and mechanism that provided for ascending to women burdened position and opens the entryway for women as significant actors in political, economic and financial matters (Zanza, 2015).

The theory advocates for women's roles in development, gender mainstreaming methodologies, and gender issues consideration in development (Zanza, 2015). The GAD theory manages social, monetary, political, and social powers that decide how people take an interest in social roles, advantage from, and control productive assets and exercises in an unexpected way. Henceforth, the methodology moves the concentration from women as a homogeneous group to the socially decided relations among men and women (Azuh et al., 2017). The theory focal reason is that poor women must be supported and their perspectives must be considered in the decision-making process. The procedure for achieving these objectives is to encourage the improvement of third-world women associations (Brown, 2007).

The GAD has a perspective of women in the complexity of social relations of gender differences. As an all-encompassing methodology, it argues for key changes in economical and political structures. It considers women to be specialists in progress instead of aloof beneficiaries of improvement endeavors (Moser, 2012). The primary instrument of the GAD is the gender mainstreaming which targets incorporating interest of women in the structure, execution, and assessment of all economic and political approaches (Tasli, 2007). The significant analysis of the GAD idea concerns gender mainstreaming. Pundits contend that the serious issue with gender mainstreaming is that it is fairly hard to execute and the objective of coordinating women in all circles and at all levels of the general public is not a simple undertaking (Moser, 2012).

The theory through gender differences examination draws out the roles, obligations, assets and needs of women and men inside a particular setting, looking at the social, economic and natural factors that impact their jobs and dynamic limit (Mbogori, 2014). The GAD theory was considered for this study as the theory underlines on a more prominent consideration regarding women being in development approach and practice and features the need to incorporate women into the process of development by creating employment for them and improving their access to productive assets.

### **2.7.3 The Empowerment Approach**

The Empowerment approach radiated from Kabeer in (1986) as a moderately new methodology in women and development talk. The approach perceives the imbalance among people but also additionally underscores that women have a diversely subordinate position dependent on race, class, and frontier historic and economic circumstance of their nation (Välimaa, 2004). The theory assumes that it is essential to change the force balance in the general public so as to give more capacity to women and it isn't by dis-empowering men. The empowerment approach is a methodology that targets helping women to pick up the power they require for breaking the relations of reliance (Tasli, 2007). Women need to figure out how to confide in their own aptitudes and capacities to have the option to impact their own lives and their situation in the general public (Rahman, 2013).

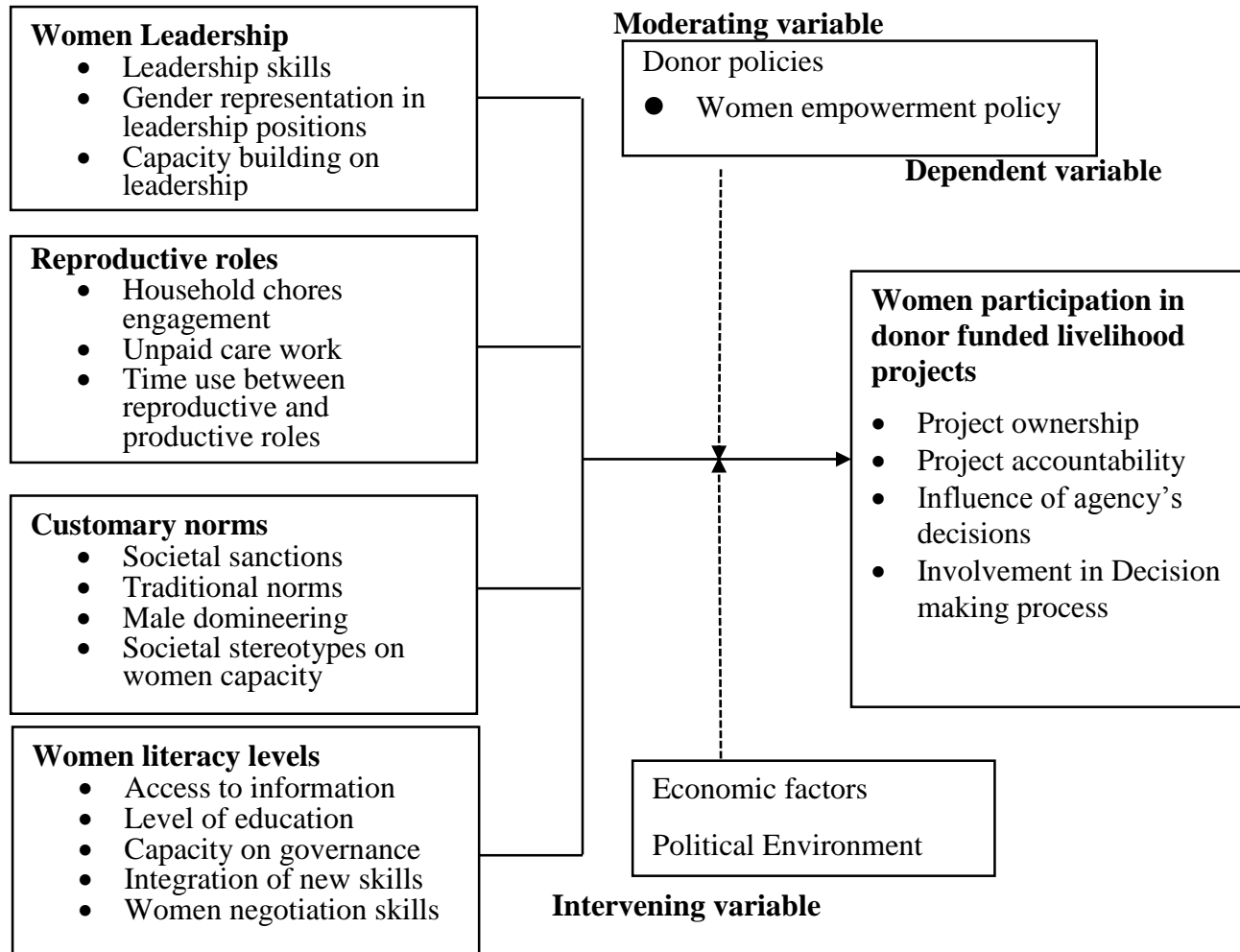
As per the approach, participation and empowerment are seen as consolidated system in battling poverty especially in underdeveloped nations. It is viewed as a powerful methodology in elevating the economy status. As an approach, participation and empowerment is accepted to assume a significant job in deciding fruitful economic development (Ani et al., 2018). The hypothesis expresses that through investment, network individuals acquire information and aptitude to permit them to decide, assemble and oversee assets and improve communication and solidification (Istratii, 2017). Moreover, dynamic participation in projects can assemble humankind, otherworldliness, acknowledgment, harmony, reliability, and responsibility among individuals towards economic achievement (Ani et al., 2018).

The theory underpins that capacity building women and enhancing their economic opportunities make them assume responsibility for their own lives, set their own plan, compose to help one another and set expectations for the state for help and on the general public itself for change.

### **2.8 Conceptual Framework**

The conceptual framework for the study comprises of leadership, customary norms, reproductive roles and women literacy levels as the independent variables while participation in livelihood projects that are donor funded is the dependent variable. The study also incorporates donor policies and economic factors as the as the intervening and moderating variables respectively. Figure 2.1 illustrates the conceptual diagram.

**Independent variables**



**Figure 2.1: Conceptual Framework**

## 2.10 Research Gaps

A number of empirical studies by various authors were reviewed and various gaps in literature were documented. Table 3.1 shows a summary of the documented research gaps

**Table 2.1: Research Gaps**

| Author(s)/year                      | Topic/Area  | Methodology                         | Findings   | Gaps  |
|-------------------------------------|---|-------------------------------------|--|---|
| Jaka and Shava (2018)               | Implementation of women's livelihoods projects in the rural towards enhancing economic empowerment of the women in Zimbabwe | Case Study                          | Women lacked effective leadership and project management skills.   | Methodological gap as the study was a case study. The study also focused on empowerment |
| (Eneji, Mubi, Husain & Ogar, 2015). | Constraints of Gender participation in exploitation utilization of natural resources in Nigeria                             | Correlation and regression analysis | Leadership skills, education and occupational status significantly affect women participation.   | The study context was forest resources as opposed to donor funded livelihood projects   |
| Adhola (2016)                       | Factors affecting sustainability of the development projects that are funded by NGOs in Kenya                               | Descriptive statistics              | Beneficiary's involvement, capacity building on project execution and management and leadership skills were key in ownership and sustainability of WDPs. | The study focused on sustainability of WDP and not participation in DFPs.               |
| Muluh, Kimengsi and Azibo (2019)    | Prospects and challenges of ownership and sustaining donor-funded projects in Cameroon.                                     | Binary logistic regression          | Family size, gender productive roles and the status of the beneficiary affected sustainability of DFPs.  | The study focused more on sustainability as opposed to participation in DFPs.           |
| Kisiangani (2016)                   | Factors that affect women participation in execution of county government projects in Kenya                                 | Case study                          | Gender related roles affected the levels of women participation.   | The study's context was projects by Kenyan County governments and not DFPs              |
| Boateng and Kendie (2015)           | Determinants of levels of participation by women in rural water supply projects in Ghana.                                   | Descriptive statistics              | Societal norms inhibit women to participate actively in planning process of a project live cycle.  | The study's context was projects by rural water supply projects and not DFPs            |
| Vixathep (2011)                     | Women's participation in community development projects in New Zealand.   | Descriptive statistics              | Women literacy skills and experience are key barriers to participation in project activities.  | The study's context was CDPs and not DFPs.  |

|                                  |   |                      |  |   |
|----------------------------------|---|----------------------|--|---|
| Adam, Muturi and Samantar (2018) | Determinants of women participation in local councils                                       | Correlation analysis | Strong correlation between education and women's participation in local councils | The context of the study was local councils and not DFPs. |
| Ndambiri (2018)                  | Factors that influence women involvement in community funded development projects in Kenya. | Correlation analysis | Women involvement in community projects was directly related to education levels | The study's context was CDPs and not DFPs.                |

**2.11 Summary of Literature Review**

The second chapter focused on a critical review of theoretical and empirical literature on factors that influence women participation and involvement in donor-funded projects. Theoretically, the WID theory, the GAD theory and the empowerment approach support that women participation and empowerment is critical and enhances both economic, social and political empowerment of women in both third world and developed countries. However, empirical studies provide conflicting results and the various factors that affect women participation in DFDs. Additionally, most of the review studies focus more on the general economic, legal, political and social determinants that affect women involvement in DFPs and have failed to zero in on the specific factors that affect women involvement. Further, most of the available literature focus more on community development programs specifically conservation and water supply projects. The reviewed studies further employ different research methodologies and the context of the study are varying making it difficult to easily make a substantive conclusion the previous findings to the Kenyan context. This study thus seeks to assess the factors that influence the level of women participation in donor funded livelihood projects in Mwingi Central Sub-County, Kitui, Kenya.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter incorporates design research, population to be targeted, study sample size and methods of sampling to be employed, instrument of research. Further, the strength and reliability of the research tools, procedure of analyzing data, ethical considerations and operationalization factors have been discussed under this chapter.

#### **3.2 Research design**

Research design entails an outlines of data gathering, analysis and explains criteria for answering research together with sources which data is collected (Kumar, 2011). Descriptive analysis was employed since it can be used to gather information on nature of existing condition as well to gathering population data which is essential in forecasting the current population status in regard to other variables under study. Various attributes like human attitude, characteristics and behavior can only be determined by using descriptive research tools (Saunders et al 2009) .

#### **3.3 Target Population**

Population study comprised total number of women funded donor livelihood projects in Mwingi Central Sub County with unit of analysis being project managers, project supervisors and project chairpersons. According to the County Government of Kitui (2019), there are 17 women funded donor livelihood projects within the 6 wards in Mwingi Central Sub County which mostly focus on education funding, bursary to needy girls, capacity building programmes, agribusiness, healthcare training, humanitarian assistance among others.

#### **3.4 Sample Size and Sampling Technique**

Sampling signifies an orderly procedure of distinguishing individual for a study to represent the bigger populace from which they are chosen while a sample is a small group got from the open population (Kumar, 2011). This study concentrated on the 17 women funded donor livelihood projects in the six wards in Mwingi Central Sub County. The study used the methodology of purposive sampling by selecting the three respondents from each project comprising of project managers, project supervisors and project chairpersons thus making up a sample of 51 respondents

as indicated under table 3.1. The respondents were purposely selected as they are engaged with everyday administration of the projects and they understand the operations and also the administration of the donor funded projects. Purposive sampling technique for the participants entailed the intentional choice of a participant due to the qualities the participant possesses. A purposive sampling includes selecting people or groups of people that are capable and very much informed of a phenomenon's interests (Cooper & Schindler (2007)). The study further selected and engaged project beneficiaries per project in a scheduled interview. The members of the beneficiaries engaged in the interview were selected using a random sampling technique across the 17 projects.

**Table 3.1: Sample frame**

| <b>Ward</b>  | <b>No of projects</b> | <b>Total Project administrators</b> | <b>Sample size for project administrators</b> | <b>Sample size for schedule interviews to beneficiaries</b> |
|--------------|-----------------------|-------------------------------------|---|---|
| Kivou        | 2                     | 6                                   | 6   | 6   |
| Nguni        | 4                     | 12                                  | 12  | 12  |
| Nuu          | 3                     | 9                                   | 9   | 9   |
| Mui          | 2                     | 6                                   | 6   | 6   |
| Waita        | 2                     | 6                                   | 6   | 6   |
| Mwingi       | 4                     | 12                                  | 12  | 12  |
| <b>Total</b> | <b>17</b>             | <b>51</b>                           | <b>51</b>                                     | <b>51</b>   |

### **3.5 Research Instrument**

This study used a questionnaire for data collection which was formulated by the researcher and was based on the study objectives. The questions were structured in nature in so as to ascertain the collection of all numerical data and consistency of data elicitation from the selected targeted community members and comprised of sections divided into two. The initial section collected data on respondents profile while the second section contained a likert scale based questions and collected data on the study variables. A questionnaire is an effective method to collect a wide range of data from a big sample size and, in general and it is easy to analyze. The questionnaires are popular because the information can be obtained quite easily and the answers can be easily coded (Saunders, Lewis & Thornhill, 2009). The study considered the use of questionnaires since they

are more easier to administer, analyze and also economical in data collection when it comes to time and money.

### **3.5.1 Pilot Testing of Instruments**

The researcher conducted a pilot study to determine instruments dependability, accuracy and adequacy. Pre-testing of a research instrument is of great significance in every survey and conducting a pilot study helps the analyst to engage members for criticism on the poll and furthermore eliminate the bias from the author. For this study, 10% of the respondents were selected for piloting thus seven questionnaires were admitted to five respondents from the study population. The results of the pilot study that were done were not be used as part of the final results however the questions were reconsidered to guarantee that they are not questionable, confounding, or having offensive language to the respondents.

### **3.5.2 Validity of Instruments**

Validity is an evaluation of appropriateness, precision, and nature of the strategies that have been considerably used to gain answers to the assessment questions (Kumar, 2011). To set up validity, the instrument was issued to several experts including the project supervisors and other faculty lecturers to assess the pertinence of every item in the instrument to the destined objective and rate every item on the size of exceptionally relevant, very relevant, fairly relevant and not significant. Thereafter suggestions and recommendations were captured in the research instrument to increase the level of validity. In addition, the questionnaires questions was drafted in line with the research objectives and research questions.

### **3.5.3 Reliability of Instruments**

Reliability alludes to the capacity of the research instrument to create steady estimation when utilized over and over and that the reserach instrument catches issues of consistency, soundness and consistency (Kumar, 2011). Reliability test looks at how well the research instruments can give precise results repeatedly. For this study, the Cronbach alpha test was carried out to measure the internal consistency and reliability of the instrument to be use to collect data instruments where an alpha coefficient of 0.7 or more was considered an indication of reliability.



### 3.6 Data Collection Procedures

This research entirely used primary data which was gathered through a questionnaire as its main data collection instrument. Before administration of the questionnaires, relevant authorization and permissions were processed from National Commission for Science, Technology and Innovation (NACOSTI) as well as a letter of authorization from the university. The researcher used the drop and pick questionnaire after two weeks to the sampled respondents. The researcher also made a follow up by calling the respondents before picking the questionnaires. The drop and pick method was suitable since it gave the respondents adequate time to discuss, understand and give response to the questions therein.

### 3.7 Data Analysis Technique

In this research, descriptive and inferential statistical tools were used for analysis of the collected data using SPSS statistical software. In descriptive statistics, central measures, such as average, maximum, minimum, and standard deviation, are used to organize and summarize collected data in a meaningful way. Inferential statistics entailed correlation and multiple regression analysis, which shall be employed to assess the link between the dependent, and explanatory variables and the analyzed data was presented in tables. Regression analysis was done to establish correlation between the independent and the dependent variables.

The study used a multiple linear regression based on the regression model below:

$$Y_s = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \text{Error term}$$

Where:

$Y_s$  = Factors influencing women participation in donor funded projects

$\beta_0$  = Constant (coefficient of intercept)

$X_1$  = Leadership

$X_2$  = Productive roles

$X_3$  = Customary norms

$X_4$  = Women literacy levels

### **3.8 Ethical Considerations**

The principles of research ethics which are crucial for a study was taken into considered before and after data collection, report writing and dissemination of the results. Before administering the questionnaires, the respondents were informed about the study's purpose and the period it would take. In addition, the respondents consent was sought after which the respondents confidentially was maintained. The respondents were not requested to write their names and other personal details like identification card on the questionnaire. Furthermore, the respondents were informed about them having a right to stop answering the questionnaire if they do not wish to do so. After data collection, all information that shall be provided by the engaged respondents were secured with confidentially and would not be at any time shared to third parties without the participants consent, and were entirely used for academic purposes. Finally, all cited literature was also fully acknowledged and any funding source acknowledged as well as adhering to the university's plagiarism regulations.

### 3.9 Operationalization of Variables

Table 3.1 shows the study's variables operationalization

| Objective  | Variable  | Indicators  | Scale   | Tools of analysis  | Type of analysis                                 |
|--|---|---|---------|--|--|
| To assess how gender leadership influences the participation in donor funded livelihood projects by women                  | Gender leadership                                 | <ul style="list-style-type: none"> <li>• Leadership skills</li> <li>• Leadership type</li> <li>• Women leaders</li> </ul>   | Ordinal | Frequencies<br>Percentages<br>Mean<br>Standard deviation | Descriptive statistics<br>Inferential statistics |
| To determine how gender roles influence the participation in donor funded livelihood projects by women                     | Gender roles                                      | <ul style="list-style-type: none"> <li>• Household chores</li> <li>• Reproductive roles</li> <li>• Care giving</li> </ul>   | Ordinal | Frequencies<br>Percentages<br>Mean<br>Standard deviation | Descriptive statistics<br>Inferential statistics |
| To establish how gender related norms influence the participation in donor funded livelihood projects by women             | Gender related norms                              | <ul style="list-style-type: none"> <li>• Women relations</li> <li>• Societal sanctions</li> <li>• Traditions</li> </ul>   | Ordinal | Frequencies<br>Percentages<br>Mean<br>Standard deviation | Descriptive statistics<br>Inferential statistics |
| To determine how women literacy skills influence the participation in donor funded livelihood projects by women            | Women literacy skills                             | <ul style="list-style-type: none"> <li>• Level of education</li> <li>• Training and awareness</li> <li>• Communication skills</li> </ul>                              | Ordinal | Frequencies<br>Percentages<br>Mean<br>Standard deviation | Descriptive statistics<br>Inferential statistics |
| To identify the extent of participation in livelihood projects that are donor funded by women in Mwingi central sub county | Participation in donor funded livelihood projects | <ul style="list-style-type: none"> <li>• Project utilization</li> <li>• Project consultations</li> <li>• Initiating actions</li> <li>• Technology adoption</li> </ul> | Ordinal | Frequencies<br>Percentages<br>Mean<br>Standard deviation | Descriptive statistics<br>Inferential statistics |

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1: Introduction**

The chapter presents data analysis, findings and discussion of the study in line with the research objective. The general objective of the study was to assess the factors influencing participation of women in donor funded livelihood projects in Kenya, case of Mwingi Central constituency. To achieve the general objective the research used a number of specific objectives as follows: to determine the extent to which women leadership may influence their participation in the implementation of donor funded livelihood projects, to assess the extent to which reproductive roles influence women participation in the implementation of donor funded livelihood projects, to establish the extent to which customary norms influence women participation in the implementation of donor funded livelihood projects and to determine the extent to which women literacy levels influence their participation in the implementation of donor funded livelihood projects in Mwingi Central.

#### **4.2: Characteristics of the respondents**

A total of 51 questionnaires were issued out to project managers. The completed questionnaires were edited for completeness and consistency, of the 51 questionnaires issued, only 49 were returned. This represented a response rate of 96 % which according to Mugenda is a reliable response rate for data analysis hence the study adopted it as adequate for analysis. Any response above 60% is adequate for analysis (Mugenda and Mugenda, 2003). The study further conducted an interview schedule to 49 beneficiaries to get their response on the the four study objectives.

#### **4.3: Demographic and respondents' profile information**

The demographic information considered in this study for the respondents included the gender of the respondents, ward, level of education and the number of years that the respondents have worked with the livelihood projects.

##### **4.3.1: Ward from which the respondents came from**

The respondents were spread across the six wards in Mwingi central constituency and therefore giving a reliable result whose conclusion cuts across the target areas. For the project administrators,

12.2% came from Kivou, 20.5% from Nguni, 18.4% from Nuu while 12.2% came from Mui wards. 12.2% and 24.5% of the respondents came from Waita and Mwingi Central wards respectively. For the project beneficiaries engaged in interviews 12.2% came from Kivou, 24.5% from Nguni, 18.4% from Nuu while 12.2% came from Mui wards. 12.2% and 20.5% of the respondents came from Waita and Mwingi Central wards respectively.

**Table 4.1 Respondents distribution per ward.**

| <b>Ward</b>    | <b>No of projects reached</b> | <b>Frequency of Project administrators</b> | <b>Percentage</b> | <b>Frequency of project beneficiaries</b> | <b>Percentage</b> |
|----------------|-------------------------------|--|-------------------|---|-------------------|
| Kivou          | 2                             | 6  | 12.2              | 6   | 12.2              |
| Nguni          | 4                             | 10   | 20.5              | 12  | 24.5              |
| Nuu            | 3                             | 9  | 18.4              | 9   | 18.4              |
| Mui            | 2                             | 6  | 12.2              | 6   | 12.2              |
| Waita          | 2                             | 6  | 12.2              | 6   | 12.2              |
| Mwingi Central | 4                             | 12   | 24.5              | 10  | 20.5              |
| <b>Total</b>   | <b>17</b>                     | <b>49</b>                                  | <b>100</b>        | <b>49</b>                                 | <b>100</b>        |

#### **4.3.2: Gender of the respondents**

As can be observed, in table 4.2, the project administrators respondents were made up of 12.5 % male and 87.5% female . The project beneficiaries engaged in the interview included 85.7% female and 14.3% male. While the study targeted women livelihood projects, it was evident that the beneficiaries compositions in most of the projects was not just exclusively for women but also had a proponent number of male counterparts .The male respondent were involved in the study in order to seek their views on women participation in the donor funded livelihood projects while also some women respondent spoke through their male counterparts as their tradition recognizes the male as the head of the family and thus were the ones speaking on their behalf.

**Table 4.2: Gender of the respondents**

| <b>Sex</b>   | <b>Frequency of administrators</b> | <b>Percentage</b> | <b>Frequency of beneficiaries</b> | <b>Percentage</b> |
|--------------|------------------------------------|-------------------|-----------------------------------|-------------------|
| Male         | 6                                  | 12.5              | 7                                 | 14.3              |
| Female       | 43                                 | 87.5              | 42                                | 85.7              |
| <b>Total</b> | <b>49</b>                          | <b>100</b>        | <b>49</b>                         | <b>100</b>        |

**4.3.3: Years of engagement in the project participation of the responded**

The study sought to understand the experience of the respondents both the administrators and the beneficiaries in the implementation of the livelihood projects in Mwingi central constituency by understanding the levels of acquaintance to the project work. From the analysis, 31.3% or the respondents have been managing the targeted projects for about 6- 10 years while 49.5% have worked with the projects for 11- 15 years with only 8.1% having participated in less than 5years both the beneficiaries and the project administrators . This indicates good levels of experience of the targeted respondents thus reliable for this study in-terms of providing data to the research questions. The response also shows the targeted respondents had participated enough in the livelihood projects to understand the factors that affect women participation.

**Table 4.3 Respondents years of engagement**

| <b>Years</b>      | <b>frequency</b> | <b>Percentage</b> |
|-------------------|------------------|-------------------|
| Less than 5 years | 8                | 8.1               |
| 6 – 10 years      | 31               | 31.3              |
| 11- 15 years      | 49               | 49.5              |
| Over 16 years     | 11               | 11.1              |
| <b>Total</b>      | <b>98</b>        | <b>100</b>        |

**Table 4.3.4: Highest Educational level of the responded**

Study findings on highest level of education attained by category presented in table 4.5 shows that 89.8% of administrators respondents participating in the study had attained Secondary school education as their highest level of education while 8.2% had attained their university degree with only 2.0% having attained post graduate education. From the engage beneficiaries 79.6% and 20.4% had attained primary and secondary level education respectively. The respondents had basic

education hence no hindrance to respond to the questions. Further, the study revealed that the project administrators had the ability to translate the project design grant agreements to practicality hence to have been fully carrying out the implementation as per the donor requirements. The respondents therefore gave a reliable measure of the exact design and implementation of donor funded livelihood projects in the target area.

**Table 4.4 Respondents level of education**

| <b>Level of education</b> | <b>Frequency of project administrators</b> | <b>Percentage</b> | <b>Frequency of project beneficiaries</b> | <b>Percentage</b> |
|---------------------------|--|-------------------|---|-------------------|
| Primary                   | 0  | 0                 | 39  | 79.6              |
| Secondary                 | 4  | 8.2               | 10  | 20.4              |
| Graduate                  | 44   | 89.8              | 1   | 0                 |
| Postgraduate              | 1  | 2.0               | 0   | 0                 |
| <b>Total</b>              | <b>49</b>                                  | <b>100</b>        | <b>49</b>                                 | <b>100</b>        |

#### **4.4 Women Leadership and participation of Donor Funded Livelihood Projects**

Women leadership involves taking the policy influencing positions in the project governance structure. The highest ranks provide a forum for decision making an implementation the views and interest of the beneficiaries of a project.

##### **4.4.1: Women leadership is an essential prerequisite for tackling gender inequality in project participation.**

The response on the extent to which women leadership is a prerequisite for tackling gender inequality in the participation of livelihood projects had 43.8% respondents strongly in agreement. Other responses included 29.2% - Agree, 12.5% Neutral, 10.4% -Disagree and 4.1% Strongly disagree. As such the respondents allude to an understanding that women leadership gives a better forum for enhancing gender equality in terms of allocation of tools, mobilization of meetings and other project support aimed at alleviating poverty.

**Table 4.5 Women leadership is prerequisite to tackling inequality**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 21               | 43.8              |
| Agree [A]              | 14               | 29.2              |
| Neutral [N]            | 6                | 12.5              |
| Disagree [D]           | 5                | 10.4              |
| Strongly Disagree [SD] | 2                | 4.1               |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.4.2: Lack of leadership skills inhibits women participation**

63% of the project managers involved in this study strongly agreed that lack of leadership skills among women inhibits their participation at the project decision making process. Other responses included ; 12.2% -Agree, 6.1%- Neutral , 12.2%- Disagree and 6.1%- Strongly Disagree. Lack of leadership skills makes women an inferior gender and unable to seek for leadership position in the various projects

**Table 4.6 Lack of leadership skills inhibits women participation**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 31               | 63.4              |
| Agree [A]              | 6                | 12.2              |
| Neutral [N]            | 3                | 6.1               |
| Disagree [D]           | 6                | 12.2              |
| Strongly Disagree [SD] | 3                | 6.1               |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.4.3: Failure to take the leadership mantle by women impedes project participation and management**

The response on whether the failure to take the leadership mantle by women impedes the participation did not have a wide range of percentage between the agreeing and disagreeing respondents. 22.4% were strongly disagreeing with the statement while 24.5% agreed with the statement. Some of the women projects were headed by men who clearly understood the broad goal of the project - supporting women empowerment - and executed all the project undertaking in line with the goal. In such case, the women did not necessary want to take the leadership mantle



but rather to have their opinions factored in the leadership decision making process. However the 24.5% of respondents were of the view that it was necessary for women to take up leadership mantle so to easily adopt the women views and interests in the project work.

**Table 4.7 Failure to take the leadership mantle by women impedes project work**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 9                | 18.4              |
| Agree [A]              | 12               | 24.5              |
| Neutral [N]            | 8                | 16.3              |
| Disagree [D]           | 9                | 18.4              |
| Strongly Disagree [SD] | 11               | 22.4              |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.4.4: Women leadership capacity building leads successful project activities execution**

The study sought to understand whether leadership capacity building has influence on women participation. 67.4% of the responded strongly agreed on the statement with only 2.0% strongly disagreeing. Other responses included 6.1% for agree, 16.3% for neutral and 8.2% for disagree. Women capacity building sharpens their leadership skills and hence better decision making process that are inclusive of all relevant stakeholders and well informed too.

**Table 4.8 Women leadership capacity building leads successful project work**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 33               | 67.4              |
| Agree [A]              | 3                | 6.1               |
| Neutral [N]            | 8                | 16.3              |
| Disagree [D]           | 4                | 8.2               |
| Strongly Disagree [SD] | 1                | 2.0               |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.4.5: Poor understanding of governance among women lead to lower levels of women participation.**

The targeted respondents showed a small extend to which understanding of governance directly influence women level of participation in Mwingi central constituency. 34.7% strongly disagreed

with 26.5% disagreeing on the statement. As such, understanding the system and structures of governance has little to do with participation of women as shown in table 4.9

**Table 4.9 Poor understanding of governance among women lead to lower levels of women participation**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 7                | 14.3              |
| Agree [A]              | 3                | 6.1               |
| Neutral [N]            | 9                | 18.4              |
| Disagree [D]           | 13               | 26.5              |
| Strongly Disagree [SD] | 17               | 34.7              |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.4.6 Statistical summary on women leadership and participation in donor funded livelihood projects**

Table 4. 10 is a presentation of the feeling on impact of women leadership on participance in donor funded livelihood projects. The mean depicts the opinion of the respondents as referenced on likert scale data which 5- Strongly agree, 4 - Agree, 3- Not sure,2 - Disagree 1 - Strongly disagree

**Table 4.10 Women leadership and participation.**

| <b>Women Leadership and participation of Donor Funded Livelihood Projects</b>                       | <b>Mean</b> | <b>SD</b> |
|---|-------------|-----------|
| a) Women in leadership positions are more likely to participate in donor funded livelihood projects | 3.8         | 0.71      |
| b) Failure to take the leadership mantle by women impedes project participation and management      | 3.0         | 0.65      |
| c) Women leadership capacity building boost the success of project activities execution             | 4.2         | 0.88      |
| d) Poor understanding of governance among women has lowered the levels of women participation.      | 2.4         | 0.76      |

The respondent's reports show that women in leadership positions are more likely to participate in donor funded livelihood projects as given by an arithmetic mean of 3.8 and a small standard

deviation of 0.71. Failure by many women to participate in donor funded projects revealed strong impact in limiting women participation in donor funded projects as given by arithmetic mean of 3.0. The take of many respondent was that many donor funded women projects headed by men fared well suggesting that as long as women suggestions were factored in project management, they many were not interested in leadership positions .Participation in capacity building by women has led to greater number of women participating in donor funded projects in the sampled sub county. A mean of 2.4 and standard deviation of 0.76 depicts that poor understanding of governance has lowered participation of women in the projects funded by donor in the sampled sub county.

#### **4.5 Reproductive Roles and participation of donor funded livelihood projects**

Reproductive roles include the care work that is mostly executed at the household level and involves unpaid work. Reproductive roles are Socially acquired activities associated with women that may influence management of donor funded livelihood projects through time utilization and Labour stereotyping.

##### **4.5.1: Care work limitation to the women participation in economic roles of a livelihood project**

Care work which involves cooking and taking care of children takes much of women time and make them not fully participate in the project work. 79.6% of the respondents strongly agreed on this statement with only 2.0% percent strongly disagreeing as shown in table 4.10

**Table 4.11 Care work limits women participation**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 39               | 79.6              |
| Agree [A]              | 4                | 8.2               |
| Neutral [N]            | 3                | 6.1               |
| Disagree [D]           | 2                | 4.1               |
| Strongly Disagree [SD] | 1                | 2.0               |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.5.2: Household duties negate the ability of women to participate and meet the demands of donor funded projects.**

The ideology of women to be considered as domestic workers has hampered their participation in project participation. Household duties like cooking and cleaning which are traditionally meant to be work for women take up much of their time that is required to participate fully in the project work. This is supported by the response of 44.9% and 22.4% of the total respondents who strongly agreed and agreed respectively with only 2.0% strongly disagreeing. Other response were 12.2% - Neutral and 18.5% for Disagree as shown in table 4.11

**Table 4.12 Household duties negate ability of women to participate**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 22               | 44.9              |
| Agree [A]              | 11               | 22.4              |
| Neutral [N]            | 6                | 12.2              |
| Disagree [D]           | 9                | 18.5              |
| Strongly Disagree [SD] | 1                | 2.0               |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.5.3: Women consider involvement in project activities time consuming and would rather use that time to household duties**

The study sought to understand whether or not women had a preference to dedicate much of their time to household duties than in project work. 30.6% strongly disagreed while 16.3% disagreed with only 18.4 strongly agreeing on the statement on the statement. Women, if given opportunity would dedicated most of their time in project work and thus considers household duties to be an hindrance factor to their full participation in the economic activities of the project.

**Table 4.13 Women consider project work more consuming**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 9                | 18.4              |
| Agree [A]              | 8                | 16.3              |
| Neutral [N]            | 9                | 18.4              |
| Disagree [D]           | 8                | 16.3              |
| Strongly Disagree [SD] | 15               | 30.6              |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.5.4: Women spend better part of their day on unpaid care work in a normal 24hr day than in project work.**

34.7% of respondents were in strong agreement and 16.3% agreed that to a bigger extend women spend better part of their day on unpaid work. Women daily calendar in a typical day is composed of much of unpaid work as shown in the response that had only 8.2% strongly disagreeing. Traditionally, women responsibilities are reproductive duties in nature which makes them have little time to engage in the productive work like in the value chain enterprises promoted by most of the livelihood donor funded projects.

**Table 4.14 Women spend 24 hours mostly on care work**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 17               | 34.7              |
| Agree [A]              | 8                | 16.3              |
| Neutral [N]            | 12               | 24.5              |
| Disagree [D]           | 8                | 16.3              |
| Strongly Disagree [SD] | 4                | 8.2               |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.5.5 Statistical evaluation on reproductive roles and women participation in donor funded livelihood projects**

Table 4. 15 is a statistical presentation of the extent to which reproductive roles has affected implementation of donor funded livelihood projects. The average reveals the opinion of the respondents as referenced on likert scale data which 5- Strongly agree, 4 - Agree, 3- Not sure,2 - Disagree 1 - Strongly disagree

**Table 4.15 Women Reproductive roles and participation.**

| <b>Reproductive roles and participation of donor funded livelihood projects</b>                                | Mean | SD   |
|--|------|------|
| a) Care work takes a lot of time and limits the women participation in economic roles of a livelihood project. | 4.5  | 0.81 |
| b) Household duties negate the ability of women to participate and meet the demands of donor funded projects.  | 3.8  | 0.79 |
| c) Women spend better part of their day on unpaid care work in a normal 24hr day.                              | 3.5  | 0.68 |

The average of 4.5 and a standard deviation of 0.81 depicts the larger part of sample was in strong agreement that a lot of time is taken doing the care work which reduces the chances of women participating economic activities involved in livelihood projects. Majority of the respondents were in agreement that household chores held up women inhibiting their participation in the surveyed projects as represented by a mean of 3.8 and small standard deviation of 0.79. Larger sample of the respondents reports an average of 3.5 and a standard deviation of 0.68 revealing that women spends better part of the day doing unpaid care work.

#### **4.6 Customary Norms and women participation of donor funded livelihood projects**

These refer to behaviors and attributes that define acceptable and appropriate actions for women and men in a given group or society.

##### **4.6.1 Patriarchy entrenched in traditional laws hold back women from participating in project activities.**

The study revealed existence of a patriarchal system in the community that the respondents acknowledged to have been holding back women from participating such as believes on women non-ownership of land. Such traditional laws deny women the very productive resources that are key to the implementation of donor funded projects. 51.1% and 20.4% of the responded responded with a strong agreement and agreed to the statement as shown in the table 4.14 with only 12.2% responding with strongly disagree.

**Table 4.16 Patriarchy hold back women**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 25               | 51.1              |
| Agree [A]              | 10               | 20.4              |
| Neutral [N]            | 1                | 2.0               |
| Disagree [D]           | 7                | 14.3              |
| Strongly Disagree [SD] | 6                | 12.2              |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.6.2 Social norms act as a barriers to women participation in economic activities in donor funded livelihood projects.**

In an effort to reveal the extend to which social norms act as a barrier to women participation in project work, the study identified the strong relationship between the two variables with the respondents responses being 63.3% - strongly agree, 18.4 - agree, 2.0% - Neutral, 12.2% - Disagree and 4.1% - Strongly disagree. Social norms that are entrenched in the society make women less represented in most of the economic activities promoted by the donor funded livelihood.

**Table 4.17 Social norms inhibit women participation**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 31               | 63.3              |
| Agree [A]              | 9                | 18.4              |
| Neutral [N]            | 1                | 2.0               |
| Disagree [D]           | 6                | 12.2              |
| Strongly Disagree [SD] | 2                | 4.1               |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.6.3 Stereotypes about women roles prejudice Women’s ability to participate fully in livelihood projects.**

The study sought to understand the extent to which stereotypes about women roles prejudice their ability to participate in the livelihood projects. From the responses it was evident that women are prejudiced by the societal sanctions that associate them with certain less valued duties and roles and devalue their productive work. Such societal sanctions inhibit their full participation to the

project work. The response were 44.9% - strongly agree, 20.4 - agree, 18.4% - Neutral, 6.1% - Disagree and 10.2 % - Strongly disagree.

**Table 4.18 Stereotype about women prejudice their ability to participate in project work**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 22               | 44.9              |
| Agree [A]              | 10               | 20.4              |
| Neutral [N]            | 9                | 18.4              |
| Disagree [D]           | 3                | 6.1               |
| Strongly Disagree [SD] | 5                | 10.2              |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.6.4 Gender balanced interventions enhance women’s participation in project activities.**

Project interventions that are gender balanced and that don’t have bias on either gender at the expense of the other enhances favourable opportunities for women participating in livelihood projects. As such equal opportunities that are gender aware and transformative encourage women participation. The contrary statement is true that the interventions that promote gender inequality in the society discourage women from participating in the livelihood projects. The response to the statement were 34.7% - strongly agree, 38.8 - agree, 6.1% - Neutral, 12.2% - Disagree and 8.2 % - Strongly disagree.

**Table 4.19 Gender balanced approaches enhance participation**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 17               | 34.7              |
| Agree [A]              | 19               | 38.8              |
| Neutral [N]            | 3                | 6.1               |
| Disagree [D]           | 6                | 12.2              |
| Strongly Disagree [SD] | 4                | 8.2               |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.6.5 Male domineering inhibit women to participate actively in decision-making and project management**

From the responses that were obtained in this study, 42.9% and 44.9% responded with a strongly agree and agree respectively to the statement that male domineering inhibit women participation with only 6.1% strongly disagreeing. The study establishes that male domineering in the decision



making processes and control over resources makes women discouraged to fully participate and invest in the livelihood projects.

**Table 4.20 Male domineering inhibit women to participate actively**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 21               | 42.9              |
| Agree [A]              | 22               | 44.9              |
| Neutral [N]            | 1                | 2.0               |
| Disagree [D]           | 2                | 4.1               |
| Strongly Disagree [SD] | 3                | 6.1               |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.6.6 Statistical evaluation on customary norms and women participation of donor funded livelihood projects**

Table 4. 21 is a statistical presentation of how customary norms has affected the implementation of donor funded livelihood projects. The mean depicts the opinion of the majority of the respondents as referenced on likert scale data which 5- Strongly agree, 4 - Agree, 3- Not sure,2 - Disagree 1 - Strongly disagree

**Table 4.21 Customary norms and and participation of women in livelihood projects**

| <b>Customary Norms and participation of women in donor funded livelihood projects</b>                               | <b>Mean</b> | <b>SD</b> |
|---|-------------|-----------|
| a) Patriarchy entrenched in traditional laws hold back women from participating in project activities               | 3.3         | 0.73      |
| b) Social norms act as a barriers to women participation in economic activities in donor funded livelihood projects | 4.2         | 0.83      |
| c) Stereotypes roles prejudice women’s ability to participate fully in livelihood projects                          | 3.8         | 0.75      |
| d) Gender sensitive interventions enhance women’s participation in project activities                               | 3.7         | 0.88      |

The patriarchal index was high in the sampled Sub County as many respondents attested the traditional systems hold back women from participating in project activities as confirmed by a mean of 3.83 and a small standard deviation of 0.73. The larger sample of the respondents was in agreement that societal norms impeded women participation in donor funded projects in the

studied area. Statistically the opinions of the majority was represented by a mean 3.8 and a standard deviation of 0.75. Stereotypes and gender sensitivity had a mean of 3.8 and 3.7 respectively.

#### **4.7: Women Literacy Levels and participation of donor livelihood projects**

Women literacy in this study refers to the ability to apply gained knowledge in the project work.

##### **4.7.1 Literacy provide the opportunity to access information and participate in project activities**

Participation in donor funded projects largely relies on access to information to build the capacity of the participants and enable them fully engage in the projects work. Literacy among women provide an opportunity to access information as evidenced by the response in this study where 67.4% of the respondents strongly agreed to the statement with only 2.0% strongly disagreeing. Other responses included 16.3% -agree , 12.3% -neutral and 2.0% - Disagree.

**Table 4.22 Literacy provide the opportunity to access information and participate in project activities**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 33               | 67.4              |
| Agree [A]              | 8                | 16.3              |
| Neutral [N]            | 6                | 12.3              |
| Disagree [D]           | 1                | 2.0               |
| Strongly Disagree [SD] | 1                | 2.0               |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

##### **4.7.2 Low involvement of women in project management is often driven by low level of education**

Education level is key in comprehending the knowledge transfer and applicability of the same .30.6% and 16.3% of the respondents in this study responded with strongly agree and agree to the statement of relationship between participation and education level. Thus the response from the study shows low level of education among women impedes their involvement in the project management and execution of the technologies. However 22.5% of the responded were of the view that the education level is not a factor in project involvement concluding that the donor funded

projects target beneficiaries according to their capacity and qualification to execute the activities and therefore that needed based targeting puts the education level in the targeting criteria to make sure that the assigned activities are by themselves within the education level of the beneficiary.

**Table 4.23 Low level of education inhibit women participation**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 15               | 30.6              |
| Agree [A]              | 8                | 16.3              |
| Neutral [N]            | 7                | 14.3              |
| Disagree [D]           | 8                | 16.3              |
| Strongly Disagree [SD] | 11               | 22.5              |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.7.3 Women are perceived incapable of making meaningful contributions due to lack negotiating skills**

33.3% of the respondents in the study strongly agreed while 23.5% agreed that women fail in making meaningful contribution because they are believed to lack negotiation skills. Project implementation process is characterized by inputs and views from members on how best to tailor the project intervention to respond to the immediate needs, women participation in project is therefore impeded by their inability to hold strong negotiation skills. Other responses on the study included 9.8% -neutral , 17.6% -disagree and 15.7% - strongly Disagree.

**Table 4.24 Women are perceived incapable of making meaningful contributions**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 17               | 33.3              |
| Agree [A]              | 12               | 23.5              |
| Neutral [N]            | 5                | 9.8               |
| Disagree [D]           | 9                | 17.6              |
| Strongly Disagree [SD] | 8                | 15.7              |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.7.4 Illiteracy among women constrain their capacity to integrate new techniques and skills**

Illiteracy among women constrain their capacity to adopt new technologies in the donor funded projects. Most of the donor funded projects have technology adoption as a key strategy to poverty alleviation. Inability to integrate these technologies hinder women involvement in project implementation as revealed by 73.5% of the respondents who strongly agreed on this statement with only 6.1% of the respondents strongly disagreeing. 14.3% agreed to the statement too as shown in the table 4.22

**Table 4.25 Illiteracy among women constrain their capacity to integrate new techniques and skills**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 36               | 73.5              |
| Agree [A]              | 7                | 14.3              |
| Neutral [N]            | 2                | 4.1               |
| Disagree [D]           | 1                | 2.0               |
| Strongly Disagree [SD] | 3                | 6.1               |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### **4.7.5 Statistical Summary on Women Literacy Levels and participation of donor livelihood projects**

Table 4.26 is a representation on how on literacy in women has affected their participation in donor funded livelihood projects. The mean depicts the opinion of the respondents as referenced on likert scale data which 5- Strongly agree, 4 - Agree, 3- Not sure,2 - Disagree 1 - Strongly disagree

**Table 4.26 Women Literacy and participation in donor funded livelihood projects**

| <b>Women Literacy Levels and participation of donor livelihood projects</b>                           | <b>Mean</b> | <b>SD</b> |
|---|-------------|-----------|
| a) Literacy provide the opportunity to access information and participate in project activities       | 4.4         | 0.83      |
| b) Low involvement of women in project management is often driven by low level of education           | 3.1         | 0.62      |
| c) c) Women are perceived incapable of making meaningful contributions due to lack negotiating skills | 3.5         | 0.71      |
| d) Illiteracy among women constrain their capacity to integrate new techniques and skills             | 4.5         | 0.88      |

#### **4.8 Women Participation in Donor Funded Livelihood Projects**

Participation involves the actual execution of the project activities from the design stage to completion stage. It involves influencing the agency decisions and bring at the center of the policy decision making process so as to be part and parcel of the achievement of project goals.

##### **4.8.1 Women participation leads to ownership of donor funded projects**

The study sought to understand whether or not women ownership depends on their participation of the donor funded projects. 59.1% strongly agreed to the statement while 18.4% agreed with only 8.2% disagreeing . As such women increased level of participation in the projects will consequently increase their level of ownership and therefore investment of their time ,labour and other inputs required for the effective implementation of project work.

**Table 4.27 Women participation leads to ownership of donor funded projects**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 29               | 59.1              |
| Agree [A]              | 9                | 18.4              |
| Neutral [N]            | 5                | 10.2              |
| Disagree [D]           | 2                | 4.1               |
| Strongly Disagree [SD] | 4                | 8.2               |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### 4.8.2 Women participation in donor funded livelihood projects enhances accountability

As indicted in the above statement whether women participation enhances accountability , 69.4% of the respondents strongly agreed with 14.3% being in agreement. Women have an obligation to be accountable to day to day project activities and responsibilities in project work when there is increased levels of participation.

**Table 4.28 Women participation in donor funded livelihood projects enhances accountability**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 34               | 69.4              |
| Agree [A]              | 7                | 14.3              |
| Neutral [N]            | 1                | 2.0               |
| Disagree [D]           | 2                | 4.1               |
| Strongly Disagree [SD] | 5                | 10.2              |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### 4.8.3 Participation enables women individually and in groups to influence agency's decisions in a representative manner.

Decisions that are need based are always influenced by the beneficiaries of a certain intervention. From the study, it was revealed that increased level of women participation encourages influence of agency decisions for effectiveness of the project work. This was confirmed by responses of 77.6 -Strongly Agree, 10.2% agree, 2.0%-Neutral , 4.1%- Disagree and 6.1% - Strongly disagree.

**Table 4.29 Participation enables women to influence decisions**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 38               | 77.6              |
| Agree [A]              | 5                | 10.2              |
| Neutral [N]            | 1                | 2.0               |
| Disagree [D]           | 2                | 4.1               |
| Strongly Disagree [SD] | 3                | 6.1               |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### 4.8.4 Women participation in the donor projects has been vital in the achieving the project results.

Donor interventions have a broad goal or project result of increasing the livelihood of the beneficiaries and improving their income generation among other objectives. This study revealed that women participation is a prerequisite to achieving the project results as shown by the responses of of 73.5 -Strongly Agree, 14.3% agree, 4.1%-Neutral , 2.0%- Disagree and 6.1% - Strongly agree.

**Table 4.30 Women participation in the donor projects has been vital in the achieving the project results.**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 32               | 73.5              |
| Agree [A]              | 7                | 14.3              |
| Neutral [N]            | 3                | 4.1               |
| Disagree [D]           | 2                | 2.0               |
| Strongly Disagree [SD] | 5                | 6.1               |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### 4.8.5 Lack of participation in donor funded of women inhibits empowerment approaches

Empowerment approaches such as initiation of value chain enterprises and livelihood diversification approaches are inhibited by poor participation of women in the livelihood projects. This was confirmed in the study where out of the respondents engaged 83.7% confirmed in a strong agreement with only 8.2% and 2.0% being in disagreement and total disagree.

**Table 4.31 Lack of participation in donor funded of women inhibits empowerment approaches**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 41               | 83.7              |
| Agree [A]              | 2                | 4.1               |
| Neutral [N]            | 1                | 2.0               |
| Disagree [D]           | 4                | 8.2               |
| Strongly Disagree [SD] | 1                | 2.0               |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### 4.9 Interview schedule questions

From the interview schedule the following findings were revealed as discussed below.

##### 4.9.1: Women leadership skills influence on participation

The study sought to understand the extent to which women leadership skills influence their participation. 69.4% of the respondents gave a response of strong agreement , 12.2% agreed, 2.0% were neutral on the idea with only 8.2% strongly disagreeing with the idea. Thus the study determines that women leadership skills have a direct influence on their participation.

**Table 4.32 Women leadership skills influence on participation**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 34               | 69.5              |
| Agree [A]              | 6                | 12.3              |
| Neutral [N]            | 1                | 2.0               |
| Disagree [D]           | 1                | 2.0               |
| Strongly Disagree [SD] | 4                | 8.2               |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

##### 4.9.2: Cultural norms hinders women participation

The study revealed that cultural norms have been and hindrance factor towards the full participation of women in the project work. Such norms include the women non-ownership of land which deny them the rights to utilize the productive resource hence inhibiting their participation. This was attributed to the responses of 49.0% Strongly agree, 28.5% agree, 8.2% of neutral to the statement, 4.1% Disagree and 10.2 Strongly Disagree.

**Table 4.33 Cultural norms hinders women participation**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 24               | 49.0              |
| Agree [A]              | 14               | 28.5              |
| Neutral [N]            | 4                | 8.2               |
| Disagree [D]           | 2                | 4.1               |
| Strongly Disagree [SD] | 5                | 10.2              |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |



#### 4.9.3: Reproductive work inhibit women participation

The study revealed that the engagement of women on the reproductive roles which majorly involves the care work at home inhibits their full participation in the project work. This understanding was attributed to the responses of 53.1.0% Strongly agree, 18.4% agree, 2.0% of neutral to the statement, 4.1% Disagree and 22.2 Strongly Disagree.

**Table 4.34 Reproductive work inhibit women participation**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 26               | 53.1              |
| Agree [A]              | 9                | 18.4              |
| Neutral [N]            | 1                | 2.0               |
| Disagree [D]           | 2                | 4.1               |
| Strongly Disagree [SD] | 11               | 22.4              |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

#### 4.9.4: Women literacy levels influence their participation in donor funded projects.

From the responses collected, the study established that there is a great extent of reduced levels of participation due to low literacy level among the women in the project work. 38.9% gave a response of Strongly agree, 12.2% agree, 22.4% were neutral to the statement, 12.2% Disagree and 14.3 Strongly Disagree.

**Table 4.35 Women literacy levels influence their participation in donor funded projects.**

| <b>Opinion</b>         | <b>frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Strongly Agree [SA]    | 19               | 38.9              |
| Agree [A]              | 6                | 12.2              |
| Neutral [N]            | 11               | 22.4              |
| Disagree [D]           | 6                | 12.2              |
| Strongly Disagree [SD] | 7                | 14.3              |
| <b>Total</b>           | <b>49</b>        | <b>100</b>        |

Illiteracy among women is an obstacle to proper knowledge transfer from the training conducted to practicability of the training.

#### 4.10 Regression and Correlation Analysis

Regression was done with the four independent variables (women leadership, reproductive roles, customary norms, and women literacy levels) against the dependent variable, women participation and implementation of donor funded projects. The following were the results;

**Table 4.36 Model Summary**

| Model | R     | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1     | .668a | 0.446    | 0.395             | 0.59395                    |

a Predictors: (Constant), Women Literacy Levels, Customary Norms, Women Leadership, Reproductive Roles

It was observed that the model was significant, and that the four independent variables of Women Literacy Levels, Customary Norms, Women Leadership, and Reproductive Roles led to 44.6% change in dependent variable, women participation in implementation of donor funded projects. This further indicates that the four independent variables were associated with a variance of 44.6% in women participation in implementation of projects.

**Table 4.37 ANOVA Summary**

| Model |            | Sum of Squares | df | Mean Square | F     | Sig.  |
|-------|------------|----------------|----|-------------|-------|-------|
| 1     | Regression | 12.478         | 4  | 3.119       | 8.843 | .000b |
|       | Residual   | 15.522         | 44 | 0.353       |       |       |
|       | Total      | 28             | 48 |             |       |       |

a Dependent Variable: Implementation of donor funded project  
b Predictors: (Constant), Women Literacy Levels, Customary Norms, Women Leadership, Reproductive Roles

The ANOVA summary produced a p-value of 0.000 (significance value) which when compared to alpha level of 0.05, it is very small. Since the p-value is very small, it was concluded that the independent variables (Women Literacy Levels, Customary Norms, Women Leadership, Reproductive Roles) in this model had significant relationship/influence on the dependent variable,

which was women participation in implementing donor funded projects. This further means that the independent variables can be reliably used to predict the dependent variable, women participation in donor projects.

**Table 4.38 Regression Coefficients <sup>a</sup>**

| Model |                            | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig.  |
|-------|----------------------------|-----------------------------|------------|---------------------------|--------|-------|
|       |                            | B                           | Std. Error | Beta                      |        |       |
| 1     | (Constant)                 | -0.006                      | 0.816      |                           | -0.007 | 0.995 |
|       | Women Leadership (X1)      | 0.385                       | 0.131      | 0.241                     | 2.753  | 0.008 |
|       | Reproductive Roles (X2)    | 0.104                       | 0.253      | 0.058                     | 0.41   | 0.684 |
|       | Customary Norms (X3)       | 0.05                        | 0.157      | 0.042                     | 0.32   | 0.751 |
|       | Women Literacy Levels (X4) | 0.449                       | 0.126      | 0.48                      | 3.566  | 0.001 |

<sup>a</sup> Dependent Variable: Implementation of donor funded project

There were two variables, women leadership and women literacy levels, that were significant predictors of implementation of donor funded projects. This is because they had significance values of below the alpha level of 0.05 as shown on table 4.33. Reproductive roles and customary norms were found not to influence implementation of donor funded projects as their significance (p) values were greater than the alpha value of 0.05, at Customary Norms (0.751) and Reproductive Roles (0.684).

In substituting the equation,

$$Y_s = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \text{Error term}$$

$$\text{Women participation} = -0.006 + 0.385 * X_1 + 0.104 * X_2 + 0.05 * X_3 + 0.449 X_4 + \text{Error term}$$

Since only women leadership (X1) and Women literacy levels (X4) were significant, this could be interpreted as follows; for every unit increase in women leadership, a 0.385 times positive change would be seen in women participation in implementing donor funded projects. Similarly, a unit increase in women literacy levels (X4) would see a positive change/increase of 0.449 in women participation in implementing such donor funded projects.

## **CHAPTER FIVE**

### **DISCUSSIONS OF FINDINGS, CONCLUSIONS AND RECOMENDATIONS**

#### **5.1 Introduction**

This fifth chapter presents the summary of the findings and also gives conclusions and recommendations of the study based on the objectives of the study. The chapter also presents discussions of the key findings, conclusions drawn based on the such findings and recommendations on what can be done to enhance women participation in implementation of donor funded livelihood projects.

#### **5.2 Summary of the findings as per the objectives**

The objective of the study was to asses some of the factors influencing participation of women in donor funded livelihood projects in Kenya,case of Mwingi Central constituency. To achieve the general objective, the researcher used quite a number of specific objectives as follows: to determine the extent to which women leadership influence their participation in the implementation of donor funded livelihood projects, to assess the extent to which reproductive roles influence women participation in the implementation of donor funded livelihood projects ,to establish the extent to which customary norms influence women participation in the implementation of donor funded livelihood projects and to determine the extent to which women literacy levels influence their participation in the implementation of donor funded livelihood projects in Mwingi Central.

##### **5.2.1 Women leadership influence on project participation**

The study reveals that women leadership is a prerequisite for tackling gender equality in the implementation of donor funded projects as it gives the women better forum for enhancing gender equality in terms of allocation of tools , mobilization of meetings and other project support aimed at alleviating poverty. To support this 43.8% of the respondents were in strong agreement with the statement from the engaged respondents with only 10.4% disagreeing to the statement. Leadership opportunities also makes sure that the women get a forum to push for their interests and views in the project governance and deliver . 63.4 % of the project managers involved in this study strongly agreed that lack of leadership skills among women inhibits their participation at the project decision making process. Lack of leadership skills makes women an inferior gender and unable to

seek for leadership position in the various projects. 67.4% of the responded strongly agreed on the statement with only 2.0% strongly disagreeing

### **5.2.2 Influence of reproductive roles on project participation**

Care work which involves cooking and taking care of children takes much of women time and make them not fully participate in the project work. 79.6% of the respondents strongly agreed on this statement with only 2.0% percent strongly disagreeing.

The ideology of women to be considered as domestic workers has hampered their participation in project participation. Household duties like cooking and cleaning which are traditionally meant to be work for women take up much of their time that is required to participate fully in the project work. This is supported by the response of 44.9% and 22.4% of the total respondents who strongly agreed and agreed respectively with only 2.0% strongly disagreeing.

The study sought to understand whether or not women had a preference to dedicate much of their time to household duties than in project work. 30.6% strongly disagreed while 16.3% disagreed with only 18.4 strongly agreeing on the statement on the statement. Women, if given opportunity would dedicate most of their time in project work and thus women considers household duties to be an hindrance factor to their full participation in the economic activities of the project.

### **5.2.3 Influence of customary roles on project participation**

The study revealed existence of a patriarchal system in the community that the respondents acknowledged to have been holding back women from participating such as believes on women non-ownership of land. Such traditional laws deny women the very productive resources that are key to the implementation of donor funded projects. 51.1% and 20.4% of the responded responded with a strong agreement and agreed to the statement.

Social norms that are entrenched in the society make women less represented in most of the economic activities promoted by the donor funded livelihood. In an effort to reveal the extend to which social norms act as a barrier to women participation in project work, the study identified the

strong relationship between the two variables with the respondents responses being 63.3% - strongly agree, 18.4% - agree, 2.0% - Neutral, 12.2% - Disagree and 4.1% - Strongly disagree.

The study identified that women are prejudiced by the societal sanctions that associate them with certain less valued duties and roles and devalue their productive work. Such societal sanctions inhibit their full participation to the project work.

#### **5.2.4 Influence of women literacy level on project participation**

Literacy among women provide an opportunity to access information as evidenced by the response in this study where 67.4% of the respondents were in strongly agreement to the statement with only 2.0% strongly disagreeing. Illiteracy therefore was found to be an hindrance to women participation in the donor funded livelihood projects.

Participation in donor funded projects largely relies on access to information to build the capacity of the participants and enable them fully engage in the projects work and therefore lack of the required education becomes a stumbling block to beneficiaries knowledge transfer and practicability of the knowledge.

### **5.3 Conclusions**

From the research work findings and the answers given to the research questions, some possible conclusions can be made about the study. From the study it can be concluded that women leadership, reproductive roles , customary norms and lack of literacy among women contribute directly to low participation by women in livelihood donor funded projects. This is supported by the fact that the significance of the model showed 44.6% change in the dependent variable which is caused by the independent variables under study in table 4.36% .

The study was premised on among other theories the women empowerment theory. The theory is based on the premises that there should be equal importance of the reproduction work, the production of commodities and even participation in community development projects. It also assumes that women are discriminated against and that it why they don't have much involvement in the income generative activities. This theory was also appropriate in examining factors affecting women participation in community based development projects.

This theory stipulates that the women are supposed to participate in development projects equally with men. This is very important since women are the majority and considering their number they can be able to mobilize resources which can assist in community livelihood projects.

The findings from this study have revealed that the community does not have a high regard towards women participation in the project work. These study findings further noted that the women in the community are sidelined. This is in support of social feminist theory which argue that the class and women's subordination were both of equal importance and had to be continuously challenged simultaneously (Mitchell 1983). Further, community under study acknowledge the fact that the women ideas in most cases are not all taken into consideration during the project implementation.

#### **5.4 Recommendation**

In view of the above conclusions made, this study hereby arrives at the following recommendation which are relating to policies programs and future research work regarding examining factors influencing women participation in donor funded livelihood projects. While much effort and resources have been put into the donor funded livelihood project work, some community ideologies and norms have been retrogressive might deny women the full potential to benefit from the livelihood project work. This explains the high levels of poverty in the communities that have been benefiting from donor funded livelihood projects. For sustainable livelihoods, the project design should be mainstreaming gender and should have affirmative actions that correct the existing gender bias in the community. Such actions should include compulsory creation of some leadership positions that are specifically ring fenced to make sure that women take the leadership mantle and able to push for women agenda in the leadership decision making process. The projects should initiate household dialogues to have men assisting women with household chores and thus let the women have enough time to attend to the project work. Correct empowerment approaches should not overburden one gender, for this study women and give the other gender enough time to attend to economic activities. The study does not however advocate for sharing of duties in a 50/50 basis but rather making sure that every gender has an equal opportunity to participate in the reproductive, productive and community roles.

Generally, there is minimal participation of women in developmental activities particularly in land ownership, livestock ownership, credit service accessibility, decision making, leadership and access to education. Therefore, there is need for more sensitization of the community on the

importance of educating a woman and the need for women inclusiveness in developmental activities.

The study identified that women are prejudiced by the societal sanctions that associate them with certain less valued duties and roles and devalue their productive work. Such societal sanctions inhibit their full participation to the project work.

In order to ensure that there is equal and meaningful participation of the women, a combination of both empowerment and capacity development measures have to be put in place with gender equality to bring to fruition the potential of development of women in the rural areas.

### **5.5 Areas for further Research**

The subject matter of women meaningful participation in donor funded livelihood project has in the past attracted limited research work attention especially in the study area.

Further there is a great need to compare community based developmental project in which women are actively participating and the ones which they less participate and don't take part at all. This will show case whether or not there is variation between these two groups as far as livelihood project management is concerned.

Another area where there is limited research is on the role of women during project design and whether the designing is need based or only seeks to push an agenda of the donor.

The other area which may need to be further studied is the advantageous part of women participating in donor funded projects to understand the extend to which the community livelihood can be improved.



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**APPENDICES**

**APPENDIX I : LETTER OF TRANSMITTAL**

Dear Respondent,

**RE: DATA COLLECTION**

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I am a student from the University of Nairobi pursuing Masters Degree in Project Planning and Management. As part of the University requirement, I am undertaking a research project on *factors influencing participation of women in donor funded projects in Kenya. A case of livelihood projects in Mwingi Central Sub-County in Kitui County.*

You are one of the selected participants for this study and I am humbly requesting your consent and assistance in data collection by filling the questionnaire which will enable me to gather information relating to my study. Your response will be treated with high confidentiality and will only be used to help the researcher in achieving the project work objective.

Thank you for your participation.

Yours faithfully,

.....

Kelvin Muthui Kitonga



## APPENDIX II: RESEARCH QUESTIONNAIRE FOR PROJECT MANAGERS

**Dear Respondent,**

The aim of this questionnaire is to gather data on factors influencing participation in donor funded livelihood projects by women in Mwingi Central Sub-County, Kitui, Kenya. The study is educational in nature and aims to meet the requirements for obtaining a Master of Arts in Project Planning and Management degree at the University of Nairobi. Therefore, I kindly ask you to take part voluntarily in the research by responding to the listed questions. The provided data will remain confidential and shall only be used for the envisioned initiative. Your support will be significantly appreciated.

### Instructions

- i. Please do not write your name and contacts
- ii. Fill or tick where applicable

### Section I: Respondents Profile

- 1) Indicate your ward \_\_\_\_\_
- 2) Indicate your gender  
Male                                    [   ]                                    Female                                    [   ]
- 3) Indicate the number of years you have worked with donor organizations  
Less than 5 years [   ]    6- 10 years [   ]    11 – 15 years [   ]    Over 16 years [   ]
- 4) Indicate your education levels  
Primary                                    [   ]  
Secondary                                    [   ]  
Graduate                                    [   ]  
Postgraduate                                    [   ]  
Others (specify) \_\_\_\_\_

## Section II:

### Part A: Women Leadership and their participation of Donor Funded Livelihood Projects

Indicate the extent to which you agree with the following statements

Strongly Agree [SA] =5; Agree [A] = 4; Neutral [N] = 3; Disagree [D] =2; Strongly Disagree [SD] =1

| Statement   | 5[SA] | 4[A] | 3[N] | 2[D] | 1[SD] |
|---|-------|------|------|------|-------|
| a) Women leadership is an essential prerequisite for tackling gender inequality in project participation                        |       |      |      |      |       |
| b) Lack of leadership skills inhibits women participation in project planning and management.                                   |       |      |      |      |       |
| c) Failure to take the leadership mantle by women impedes project participation and management                                  |       |      |      |      |       |
| d) Women leadership capacity building leads successful project implementation   |       |      |      |      |       |
| e) Poor understanding of governance among women lead to lower levels of women participation in donor funded livelihood projects |       |      |      |      |       |

### Part B: Reproductive Roles and women participation of donor funded livelihood projects

Indicate the extent you agree with the following statements.

Strongly Agree [SA] =5; Agree [A] = 4; Neutral [N] = 3; Disagree [D] =2; Strongly Disagree [SD] =1

| Statement  | 5[SA] | 4[A] | 3[N] | 2[D] | 1[SD] |
|--|-------|------|------|------|-------|
| d) Care work takes a lot of time and limits the women participation in economic roles of a livelihood project.         |       |      |      |      |       |
| e) Household duties negate the ability of women to participate and meet the demands of donor funded projects.          |       |      |      |      |       |
| f) Women consider involvement in project activities time consuming and would rather use that time to household duties. |       |      |      |      |       |
| g) Women spend better part of their day on unpaid care work in a normal 24hr day.                                      |       |      |      |      |       |

### Part C: Customary Norms and women participation in donor funded livelihood projects

Indicate the extent you agree with the following statements

Strongly Agree [SA] =5; Agree [A] = 4; Neutral [N] = 3; Disagree [D] =2; Strongly Disagree [SD] =1

| Statement   | 5[SA] | 4[A] | 3[N] | 2[D] | 1[SD] |
|---|-------|------|------|------|-------|
| e) Patriarchy entrenched in traditional laws hold back women from participating in project activities               |       |      |      |      |       |
| f) Social norms act as a barriers to women participation in economic activities in donor funded livelihood projects |       |      |      |      |       |
| g) Stereotypes roles prejudice women's ability to participate fully in livelihood projects                          |       |      |      |      |       |
| h) Gender sensitive interventions enhance women's participation in project activities                               |       |      |      |      |       |
| i) Male domineering inhibit women to participate actively in decision-making and project management                 |       |      |      |      |       |

#### **Part D: Women Literacy Levels and women participation in donor livelihood projects**

Indicate the extent you agree with the following statements

Strongly Agree [SA] =5; Agree [A] = 4; Neutral [N] = 3; Disagree [D] =2; Strongly Disagree [SD] =1

| Statement  | 5[SA] | 4[A] | 3[N] | 2[D] | 1[SD] |
|--|-------|------|------|------|-------|
| a) Literacy provide the opportunity to access information and participate in project activities    |       |      |      |      |       |
| b) Low involvement of women in project management is often driven by low level of education        |       |      |      |      |       |
| c) Women are perceived incapable of making meaningful contributions due to lack negotiating skills |       |      |      |      |       |
| d) Illiteracy among women constrain their capacity to integrate new techniques and skills          |       |      |      |      |       |

#### **Part E: Women participation in Donor Funded Livelihood Projects**

Indicate the extent you agree with the following statements

Strongly Agree [SA] =5; Agree [A] = 4; Neutral [N] = 3; Disagree [D] =2; Strongly Disagree [SD] =1

| <b>Statement</b>  | <b>5[SA]</b> | <b>4[A]</b> | <b>3[N]</b> | <b>2[D]</b> | <b>1[SD]</b> |
|---|--------------|-------------|-------------|-------------|--------------|
| a) Women ownership of donor funded projects depends on women participation  |              |             |             |             |              |
| b) Women participation in donor funded livelihood projects enhances accountability                                    |              |             |             |             |              |
| c) Participation enables women individually and in groups to influence agency's decisions in a representative manner. |              |             |             |             |              |
| d) Women participation in the donor projects has been vital in the achieving the project results.                     |              |             |             |             |              |
| e) Lack of participation in donor funded of women inhibits empowerment approaches.                                    |              |             |             |             |              |

**Thank you**

## **APPENDIX III: INTERVIEW SCHEDULE FOR THE SELECTED PROJECT BENEFECIRIES**

### **Dear Respondent,**

The aim of this questionnaire is to gather data on factors influencing participation in donor funded livelihood projects by women in Mwingi Central Sub-County, Kitui, Kenya. The study is educational in nature and aims to meet the requirements for obtaining a Master of Arts in Project Planning and Management degree at the University of Nairobi. Therefore, I kindly ask you to take part voluntarily in the research by responding to the listed questions. The provided data will remain confidential and shall only be used for the envisioned initiative. Your support will be significantly appreciated.

### **Instructions**

- i. Please do not write your names and contacts
- ii. Fill or tick where applicable

### **Section I: Respondents Profile**

1. Indicate your ward \_\_\_\_\_

2. Indicate your gender

Male [ ] Female [ ]

3. Indicate the number of years you have worked with donor organizations

Less than 5 years [ ] 6- 10 years [ ] 11 – 15 years [ ] Over 16 years [ ]

4. Indicate your education levels

Primary [ ]

Secondary [ ]

Graduate [ ]

Postgraduate [ ]

Others (specify) \_\_\_\_\_

**PART II: SPECIFIC QUESTIONS:**

1. Indicate the extent you agree with the following statements

Strongly Agree [SA] =5; Agree [A] = 4; Neutral [N] = 3; Disagree [D] =2; Strongly Disagree [SD]

=1

| <b>Statement</b>   | <b>5[SA]</b> | <b>4[A]</b> | <b>3[N]</b> | <b>2[D]</b> | <b>1[SD]</b> |
|--|--------------|-------------|-------------|-------------|--------------|
| The women in community livelihood projects leadership have the right skills and knowledge to execute leadership roles. |              |             |             |             |              |
| The culture in this community prevents women from playing active role in my community livelihood development projects  |              |             |             |             |              |
| Women spend most of their time in on reproductive work than they do on project activities .                            |              |             |             |             |              |
| Women illiteracy results to non-participation in project activities  |              |             |             |             |              |

**Thank you for your assistance and cooperation.**