INFLUENCE OF GENDER BASED ORGANIZATIONS ON PROMOTION OF BOY-CHILD EDUCATION IN LURAMBI SUB-COUNTY, KAKAMEGA COUNTY, KENYA

BY

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DECLARATION

This research report is my original work and has not been submitted for a degree in any other university.

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This Research Report has been submitted for examination with my approval as the university supervisor

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DEDICATION

I dedicate this research project to my daughter, Joanne Namia and the departed loved ones in my life; my parents, Andrew and Ruth Kalume, my cousins, Ricky and Djibril Eshuchi and my grandmother, Joan Catherine Asiko.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACCES- African Canadian Continuing Education Society
CABDA- Community Asset Building and Development Action
CEO- Chief Executive Officer
CHES- Canadian Harambee Education Society
CSOs- Civil Society Organizations
CSR- Cooperate Social Responsibility
DFID- The Department for International Development
FAO- Food Agriculture Organization of the United Nations
FASI- Family Support Institute
FPE- Free Primary Education
GBOs- Gender Based Organizations
GBV- Gender Based Violence
GOK- Government of Kenya
IPA- Innovations for Poverty Action
IPPF/WHR- International Planned Parenthood Federation/World Health Report
KM- Kilometers
MDGs- Millennium Development Goals
MTTF- Mission to the Fatherless
NFE- Non-formal Education
NGOs- Non-governmental Organizations

OVC- Orphans and Vulnerable Children

PENH (PHNOM PENH) - The capital city of Cambodia

SIM- Serve International Ministries

SPSS- Statistical Package for Social Sciences

SQ- Squared

- **UNICEF** United Nations Children's Fund
- NACOSTI- National Commission for Science, Technology and Innovation
- UWI- Uwezo Women Initiative

VCH- Victorious Children's Home

ABSTRACT

Gender Based Organizations, over the years, have provided strategies to address problems that are related to gender issues in the society. However, the meaning of the word 'gender' has been misinterpreted as only female due to the constant campaigns that give attention to the needs of the girlchild, hence leaving the boy-child's needs unattended. This research therefore studied the influence of gender based organizations in promotion of boy-child education in Lurambi Sub-county of Kakamega County. The study focused on the following objectives; to determine the extent to which funding mechanisms of gender based organizations influence promotion of boy-child education in Kenya; to establish the extent to which the organizational policy of gender based organizations influence promotion of boy-child education in Kenya; to assess the extent to which community cultural aspects influence gender based organizations on promotion of boy-child education in Kenya and to examine the extent to which the operating environment of gender based organizations influence promotion of boychild education in Kenya. The target population for the study was 320 and the sample size 175. The study employed the descriptive type of research design and the data was collected using questionnaires and interview schedules. It was then analyzed using frequency percentages and cross tabulation by computer using the Statistical Package for Social Sciences (SPSS). 131 respondents participated in the study and their data was presented using tables. The study revealed that GBOs are key parties in ensuring that the promotion of boy-child education is felt in the community despite the financial and other challenges they face. Some of the findings drawn from the study include 87.8% of the GBOs stating that they support boy-child education, 52.7% alleging that their gender policy guides them in implementing their performance framework, 42.7% indicating that most families do not sponsor directly, their male children to school up to tertiary level of education due to high poverty levels and 29.8% providing information that most of their beneficiaries accessed their services through the application forms they distributed in the community. The study recommends that the GOK should enhance its involvement with GBOs to ensure that boy-child education is fully incorporated in its areas of planning and development and concludes that the boy-child needs should be equally addressed as the girl-child's.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Gender Based Organizations, internationally, have created much positive impact since their initiation in the earlier decades. The links between gender equality and effective sustainable development are clear in some areas, especially areas where both women's and men's roles are very visible, for example in health, education and agriculture (Moulder, 2000). However, According to Baggerman & Dekker (2009), since the 1990s, many responses from the male gender towards gender balance in the society collected views that projected their private agitation towards the "excess" attention accorded to the female gender as opposed to the opposite sex.

In the USA, GBOs are advocating for an educational practice such as social promotion is encouraged among the male students so as to retain them in school. Social promotion entails promoting students to the next grade regardless of their performance in the previous one. This as opposed to forcing a student to repeat a grade that he or she did not perform well encourages one to maintain the same peers in class in a bid to urge them to perform better at the new grade (Marcus & Sollors, 2009). Boys are presently lagging behind educationally, and at an alarming rate than girls. Boys get, in their majority, D's and F's in most of the American schools. Further, they create over 90% of problems that deal with disciplinary issues and when diagnosed, they are more likely to suffer from learning impairments as compared to the other sex. In addition, boys as compared to girls are currently forming over 80% of school dropouts. One of the reasons behind the statistics is that boys develop literacy skills much later than girls (Day, 2014).

In Australia, numeracy and literacy tests have evidence that girls outshine boys in the classroom. For example, average scale scores of English skills among female students, in 2011, were higher than the male. Subjects such as Mathematics where male students used to surpass the female have currently been conquered by the female students. One of the reasons owing to this effect is on the feminine nature of the current school structures in the country (Arthur, 2012). The fact that primary schools now employ fewer male teachers than the female have led to new-age methods of teaching that see teachers conducting open classrooms as facilitators more than authority figures. However, the education system in the country ensures that the material being taught in schools benefit both the girls and the boys. This is mainly done by the supervision of special bodies such as the Gender Equity Taskforce which is made up of various school systems representatives, education unions and parent organizations, and that advice the Ministerial Council of Education on developing school curriculums and policies that are friendly to both sexes (Rathvon, 2008).

In Ghana, human rights institutions and other gender specialists have been urged by influential parties to give equal opportunities to the boy-child as they give the girl-child. These development entities are also encouraged to invest heavily in boy-child empowerment as the boy-child is an equally important party in the society. It has also been observed that these advocacy campaigns on the rights of the girl-child are creating dangerous instances of neglect towards the boy-child (Obono, 2010). As a result of giving the girl-child favorable attention than the boy-child, the boys are increasingly losing interest in school thus creating a threat of increased trends of them dropping out of school in the near future. Boy-child education is currently promoted by governmental leaders and other policy makers addressing the public and gender institutions through the media and in public gatherings on the importance of addressing the academic needs and issues of the boy-child (Gyebi, 2013).

The situation in South Africa concerning boy-child education is similarly advocating the right of the boy-child to access equal opportunities as his counterpart. Gender initiatives in South Africa recognize the fact that for girls to effectively lead productive lives, boys also need to be given maximum support in order to play their roles towards the girls by protecting and supporting them, as well as equally participating in issues that involve their attention towards societal development (Sikainga & Alidou, 2006). The Republic of South Africa advocates for equal distribution of opportunities to both genders as they are both important in contributing towards the success of the nation. This is specifically done by mandating the Commission on Gender Equality whose role entails exposing any form of gender discrimination, be it by policies, practices or in laws to any male or female. This therefore encourages the promotion of equal educational rights to the boy-child in the region (UNICEF, 2013).

In Uganda, there have been rising cases of poverty that touch on both genders and in particular, the boychild. This has attracted various gender based initiatives that have influenced sponsorship from global parties and individuals who support boys from needy families to comfortably attend school. Through statistics that show low attendance and completion of Secondary level of education by boys than girls, the government of Uganda has offered much needed support to gender based programs in ensuring that there is adequate attention given to the boy-child as is directed to his counterpart (Ndulo & Grieco, 2009).

In Kenya, the rise in civilization and globalization has seen western countries organizing themselves to form various entities that advocate for the rights of the girl-child. These initiatives have in turn played an influential role in African countries and as a result, brought to the attention the need for including the girl-child in taking up leadership roles, accessing freely, basic care and attention in facilities in order to equally meet her needs as does the boy-child (Onsongo, 2011). In Kibera, one of the first areas where gender empowerment was felt, for example, social handicaps such as the HIV/AIDS epidemic, dysfunctional family backgrounds, drug and substance abuse and the emphasis on the rights of the girl-child at the expense of the boy-child leads to a high school drop-out of the boy-child. The situation is currently being addressed by gender based organizations creating awareness on the promotion of boy-child education through organizing sports tournaments and other entertaining social activities (Thirumurthy, Zivin, & Goldstein, 2007).

In Western Kenya, Lurambi sub-county contains quite a number of gender programs that focus on the girl-child. These initiatives have produced encouraging results that have led to immense improvement on the enrollment of girls in schools (Abdulkadir, 2009). Consequently, the region has experienced a significant number of boys dropping out from secondary schools. In a bid to curb the problem, some of the boys' schools in the region have developed key sections in their school departments to address the needs and issues of the boy-child. For example, the Kakamega High School Website offers advice on how to handle the unique cases that the boy-child experiences. Parents and guardians are urged to listen to their sons, be alert to any sexual offences and educate their sons on how to live positively towards the right direction to success (Kakamega School, 2011).

Although these gender based initiatives have proven successful over the years, the underlying concern lies in their impact on the boy-child. This leads to one questioning whether the boy-child has suffered recognizable neglect and overrated assumption in regard to the society viewing him as well taken care of and well heard. In the recent times, the family institution has suffered major conflicts and instability due to the rise of murder cases by the protectors of the homes-the fathers (Thirumurthy, Zivin, & Goldstein, 2007). This study therefore seeks to identify whether this challenge among others, that Lurambi Subcounty is experiencing has to do with the gender based organizations' influence as far as promoting boychild education in the community is concerned.

1.2 Statement of the Problem

In the resent years, Kakamega County has observed that most boys and young men who are involved in informal, quick-money generating jobs are school dropouts leading to less number of boys and young men in schools. Due to the rise of GBOs in advocating for the rights of the girl-child, girl-child education has been given head priority in the country. Consequently, the number of girls who have registered for the Kenya Certificate of Secondary School against the number of boys in the past year has been over 1,580 against an estimated 1,520. In primary schools, the girls who registered for the Kenya Certificate of Primary School were an estimated 2,720 as opposed to the estimated number of boys; 2,600. These statistics indicate that if no tangible action or attention is directed towards boy-child education, then sooner or later, the number of educated men in Lurambi sub-county will drop (Wachiye, 2011).

According to The Population Council (2008), neglecting the rights of the boy-child; including providing him with equal opportunities for his education as the girl-child, leads to societal imbalances that may lead to a rise in crime cases such as family murder or an increase in divorce cases, which is equally a setback in the African society. The boy-child acquires a significant position in the African society that cannot be effectively felt when he is not as fully empowered and equipped to occupy it. One of the ways to do so is through exercising his educational rights. This, of course, is not a reason to ignore the equally important role that the girl-child plays. However, over the years, GBOs have concentrated hugely on the needs of the girl-child and have forgotten that she also needs an equally empowered counterpart in order to effectively deliver her roles and fulfill other societal expectations.

GBOs play a significant role in promoting the needs of both the boy-child and the girl-child. When the educational rights of the boy-child are not availed to him, invariably the society's generational foundations are under the threat of diminishing. This research therefore studied the influence of gender based organizations with a focus on the following factors; funding mechanisms; organizational policy; cultural aspects; and the operating environment of GBOs

1.3 Purpose of the Study

This study sought to establish the influence of gender based organizations on promotion of boy-child education in Lurambi sub-county, Kakamega County.

1.4 Objectives of the Study

The objectives of this study were;

- To determine the funding mechanisms of gender based organizations' influence on promotion of boy-child education in Kenya.
- To establish the organizational policy of gender based organizations' influence on promotion of boy-child education in Kenya.
- iii. To assess the extent to which community cultural aspects influence gender based organizations' promotion of boy-child education in Kenya.
- To examine the operating environment of gender based organizations' influence on promotion of boy-child education in Kenya.

1.5 Research Questions

i. To what extent do the funding mechanisms of gender based organizations influence the promotion of boy-child education?

- ii. To what extent does the policy of gender based organizations influence the promotion of boychild education?
- iii. To what extent do community cultural aspects influence gender based organizations when promoting boy-child education?
- iv. To what extent does the operating environment of gender based organizations influence the promotion of boy-child education?

1.6 Limitations of the Study

The study encountered a number of limitations. One of them was that it did not receive enough and adequate collaboration from all the selected organizations and bodies for fear of incrimination and victimization. However, through the researcher accompanying every formal request to conduct research in a particular organization, with a copy of the research permit acquired from NACOSTI, most of them were willing to participate in the study. Another limitation that the study encountered was the absence of some of the CEOs who were interviewed. This was handled by the researcher interviewing the staff members who were next in the management line.

1.7 Delimitation of the Study

Although the gender subject is a matter that touches many counties in Kenya, this study was limited to Lurambi Sub-county of Kakamega County. The participants for the study were sampled from the 20 NGOs, 15 CBOs and over 5 registered Children Orphanages who are distributed across the County. Lurambi sub-county was selected for this study because it offered the potential to produce results that would effectively respond to the purpose of the research. It was also expected that from this geographical area, the findings will represent similar issues that other organizations face across the country.

1.8 Basic Assumptions of the Study

One assumption of the study was that all the respondents will contribute fully and honestly towards the study and give a true expression of the study subject at hand. Another assumption was that the GBOs will continue their full operation as the research is being carried out.

1.9 Definition of Significant Terms

- Gender based organizations- organizations that have been put in place by both public and private institutions with the aim of benefitting the boy-child and the girl-child. These are the NGOs, CBOs, Children Orphanages and religious institutions that the study seeks to approach
- Promotion of boy-child education- this entails advocating for, and facilitating the academic rights of the boy-child in order to contribute to his all-round development. It also emphasizes on enrollment and retention of the boy-child in school
- Funding mechanisms- these are regulations from donors that direct the utilization and accountability procedures of finances towards supporting full operation of gender based programs
- **Organizational policy-** this contains formal guidelines for various organizational departments that are fashioned around the mission of the organization. It advices and guides the implementation of gender-based activities with regards to the overall goal of the organization.

Cultural aspects- these are factors that are inherent in the host community of GBOs and that may influence or direct the areas of operation and implementation. They may affect the host community's response towards the operations of the GBO

Operating environment- these are the specific internal situations within organizations that may be different from one organization to another. They may determine the results that the GBO will generate in a particular time in their area of implementation

1.10 Organization of the Study

This study has five chapters. Chapter one comprises of introduction which gives information on the gender based organizations' influence on boy-child education, statement of the problem , purpose of the study, objectives of the study, research questions of the study, assumptions of the study, limitations of the study and definition of significant terms.

Chapter two contains relevant literature and empirical review of GBOs and their influence on boy-child education, a conceptual framework and a summary of the literature reviews.

Chapter three includes the methodology; which covers research design, target population, sample size, sampling procedures, data collection instrument, data collection procedures, reliability and validity, data collection procedures and data analysis techniques.

Chapter four represents the data analysis, presentations, interpretation and discussion of the research findings.

Chapter five consists of the summary of the research findings, discussions, conclusions and recommendations.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of literature based on the main themes that have been developed from the study objectives and sub-themes concerning gender based organizations and promotion of boy-child education. The themes discussed are: funding mechanisms of GBOs and promotion of boy-child education, cultural aspects influencing GBOs and promotion of boy-child education and lastly, the GBO's operating environment and promotion of boy-child education. The chapter also includes the conceptual framework on which the study is based. The conceptual framework summarizes and provides a connection between the study objectives, the research questions and the literature of the study.

2.2 Concept of Boy-child Education

Gender Based Organizations play a role in bridging gaps that affect different genders in terms of societal development in different states. However, Persistent campaign for the awareness of the girl-child's retention in school, despite bearing fruits has, in retrospect, caused the society to ignore the plight of the boy-child. The issue of the boy-child has not been adequately addressed by the parties concerned (Rofes, 2005). Extensive analysis of data in Kenya indicates that the boy-child is at a higher risk of dropping out of school than the girl-child. The trend of more boys dropping out of school started in a cohort comprising of 620,000 boys and 586,000 girls that joined standard one in 2005. By 2010, survival rate in the group had dropped to 558,000 boys and 562,000 girls. Never before had enrolment of girls in any primary school grade nationally had exceeded that of boys (Chang'ach, 2012).

Parental participation and cooperation in children's educational experiences is positively related to important student outcomes. It is becoming increasingly evident that context is a significant factor in understanding academic achievement, and the setting in which a child, family, and school is situated is among the salient contexts influencing performance. Although the family-school partnership research literature has increased over recent decades, it has been conducted primarily in urban and suburban settings (Alexander & Winne, 2012). Parents and schools, separately and together, represent significant influences on the potential sources of support for children's learning and development (Lascarides & Hinitz, 2011). Accordingly, children develop within multiple contexts, and development is optimal when effective connections and continuities among these major systems are created. Methods for creating connections are manifest in programs promoting family involvement and participation in education, and in discussions promoting collaboration and partnership among families and schools (Hudley & Gottfried, 2008).

The focus in programs addressing family involvement tends to be the engagement of families, targeting methods for increasing the actions among parents and other family members to play an active role in education (GOK, 1999). Family-school partnerships extend to the concept of family involvement to recognize shared roles and responsibilities among families and schools. Programs that promote partnerships involve collaboration and cooperation between individuals across home and school settings and articulate shared responsibilities (Hudley & Gottfried, 2008). Whereas family involvement is concerned primarily with unique roles for parents, family-school partnerships should be concerned with promoting constructive connections and relationships recognizing complementary roles among the systems. School-community partnerships should also go a step further and place an emphasis on engaging community resources to offer programs and services that support the academic success of the boy-child and his family (Kombian, 2008).

2.3 Funding Mechanisms and Boy-child Education

Over the years, development agencies and government institutions have regarded gender issues as top priority in policy formulation and development planning (Lytras & Roulstone, 2010). In recent international meetings, gender equity, that concerns access to resources and their allocation, including economic and social advancement opportunities, have been an essential item on the agendas of these meetings (UNICEF, 2013). One of the platforms is The World Summit for Social Development which was held in Copenhagen in 1995, had gender equity as the core strategy for economic and social development and environmental protection. In the forum, international organizations and governments were encouraged to support the promotion of the dissemination of information on gender issues and the aspects surrounding them. They were also urged to conduct surveys and disseminate statistical results that will inform program planning and evaluation of GBOs (FAO, 1995).

In Cambodia, boys and men programs emanate from women empowerment movements that aim at mitigating GBV. As these initiatives are being implemented, there are rising cases that showcase the need and importance of working with the male gender in order to realize gender equality in the society (PENH, 2009). This is because GBV is not a women's issue only and in order to eliminate it, men should also be involved in the process. Through the implementation experience, it was observed by these women-based organizations that men respond better to messages that come from other men. They also respond well to male counsellors who seek to address the underlying causes of them abusing the women (Terry & Hoare, 2007). Boys are encouraged to talk openly about the challenges that they face at home and in school. These talks mostly engages the boys in a more personal sharing about gender that gets them to reveal a level of care and emotion that usually, or normally, does not happen. However, there are economical gaps that need to be filled especially in the area of boy-child empowerment, so as

to equip these organizations with the needed knowledge, skills, personnel and equipment to address these gender issues (Khamsi, 2011).

In the United Kingdom, the Department for International Development Fund (DFID) invests in boychild programs and other CSOs because they play an essential role in improving the lives of the citizens found within their scope. CSOs also prioritize the delivery of services through empowering citizens to be more active in their own development projects (Hudley & Gottfried, 2008). They also ensure that policies are streamlined to the target population concerned. Some of the areas that gain support from DFID funding programs are such as; health and nutrition, education, child protection in fragile states, advocacy and campaigning and strengthening policy, practice and accountability for children in humanitarian responses, focusing on child rights at international and national level (Ledward & Trivedy, 2010).

The disbursement mechanism of DFID is performance based. This is done by performing a thorough assessment of the outcomes of CSOs through a robust monitoring and evaluation procedure (Leach & Mitchell, 2006). This strategy of gauging performance in terms of investing in CSOs normally leverages much greater impact than how the traditional way of funding projects was previously done. Thanks to funding programs such as DFID, Save the Children, UK, one of the CSOs being supported by DFID, have reported to have supported more than 2 million boys in their health and nutrition and education programs to date (Ledward & Trivedy, 2010).

According to Kotch (2013), the boy-child also suffers risk of being recruited as a child soldier especially in war stricken areas of the world. An estimated 300,000 children under the age of 18 are involved, recently in more than 30 conflicts worldwide. In 2002, the Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict was established. It outlaws the involvement of children under age 18 in hostilities. It also requires state government to raise the minimum age for voluntary recruitment beyond 15 (UNICEF, 2003).

Following this protocol, the UNICEF has been at the fore front in leading campaigns in Angola and Rwanda, which advocates for the demobilization and reintegration of ex-combatants. The UN body, together with UN agencies, donor governments and local reintegration program initiatives, work to build support for over 8, 000 children who were released from civil war military societies but did not undergo the demobilization and re-integration processes (UNICEF, 2006). Some of the support channeled to these ex-combatants includes providing them with health care and schooling. Other initiatives facilitated by international organizations similar to the UN include setting up child-friendly spaces in the demobilization camps, and providing psychosocial counselling and appropriate vocational training opportunities and education (Hudley & Gottfried, 2008).

According to the data analysis and conclusion drawn by (UNICEF, 2003), the project did not look at how their funding mechanisms cater for, on a long-term basis, the needs of the ex-combatants. In detail, do their funding programs fund local organizations in order to help track the beneficiaries of the initiative? How do they ensure that the ex-combatants are sufficiently clothed, their health catered for, their feeding while at school secured and their bursaries paid up to college level? Do they partner with learning institutions to ensure that their learning curriculum ensures that the ex-combantants stay in school and do not go back to the activities that led them to serve as under age soldiers? These gaps contribute to the reasons why this study on the promotion of boy-child education by GBVs should be done.

2.4 Organizational Policy and Boy-child Education

In Kenya, the government commits to the provision of equal education opportunities to all. They ensure that GBOs are equipped by much needed support to enhance public awareness and advocate for political will and dialogue that create the suitable environment to achieve this goal. The government of Kenya develops financial policies for all GBOs that provide the much needed trickledown effect that will cater for the needs of both the girl-child and the boy-child per household (GOK, 1998). The projects and programs, such as FPE that are initiated by the government of Kenya and its implementing partners are primarily geared towards the realization of the vision of quality education for the individual, societal and national development. Through partnerships, effective methods are put in place in order to improve and expand the provision of education to both the girl-child and the boy-child (Chang'ach, 2012). In order to maintain this mission, GBOs are urged by the government to develop their organizational policies towards Early Childhood Care and Development, Primary and Secondary Education, Training in other Essential Skills required by Youth, Special Education, Girl-child Education and NFE. All these areas ensure that there are opportunities for everyone in the state to acquire education regardless of gender, age or other factors (GOK, 1999).

The second MDG, which is on achieving universal primary education, ensures that, by 2015, children everywhere, boys and girls, will be able to complete a full course of primary schooling. Since 2003, the government of Kenya earmarked Ksh. 5.4 billion to support its implementation towards providing FPE. In order to meet the full expectations on all its citizens, the Kenyan Government provided funds for purchase of all teaching and learning materials and teachers' salaries. It also facilitated funds for capacity building programs for education managers to oversee program implementation. All levies and fees that were charged in primary schools were therefore abolished (Otach, 2008).

Since the 1990s, policymakers and development practitioners have highlighted the critical importance of gender in the implementation, evaluation, and effectiveness of programs across a range of social and economic sectors (Peterman, Behrman, & Quisumbing, 2010). Gender mainstreaming, which entails bringing the perceptions, experience, knowledge and interests of women as well as men to bear on policy-making, planning and decision-making, situates gender equality issues at the center of analyses and policy decisions, medium-term plans, program budgets, and institutional structures and processes. This requires explicit, systematic attention to relevant gender perspectives in all areas of work (IPPF/WHR, 2000).

GOK (1998), further adds that with an emphasis of Non-Formal Education (NFE), the Kenyan government has set up a coordination of an inter sectorial committee that comprises of members from the Ministries of Education and Human Resource Development, Home Affairs, National Heritage, Culture and Social Services, Research, Training and Technology, Local Authorities, Office of the President, NGOs, GBOs and Religious Organizations. This committee will spear head the running of the NFE program in the country. In terms of cost and financing the NFE, the GBOs and CSOs are encouraged to operate with minimal costs as supervised by the Ministry of Education and Human Resources Development budget.

While mainstreaming is clearly essential for securing human rights and social justice for women as well as men, it also increasingly recognized that incorporating gender perspectives in different areas of development ensures the effective achievement of other social and economic goals (Kotch, 2013). Mainstreaming can reveal a need for changes in goals, strategies and actions to ensure that both women and men can influence, participate in and benefit from development processes. This means that every organization should create organizational environments which are conducive to the promotion of gender equality (Leach & Mitchell, 2006). For example, in the United Nations, system policies on gender equality and strategies for implementing gender mainstreaming have been developed; research on gender perspectives in different areas of work of the United Nations has been documented; and important institutional measures have been adopted to increase the awareness, knowledge, and capacity of professional staff for implementing gender mainstreaming, including training programs and gender focal point systems (United Nations, 2002).

An important point, which should be raised in all discussions of gender mainstreaming, is that the strategy of gender mainstreaming does not in any way preclude the need for specific targeted interventions to address women's empowerment and gender equality (UNICEF, 2003). The Beijing Platform for Action calls for a dual strategy that entails gender mainstreaming complemented with inputs designed to address specific gaps or problems faced in the promotion of gender equality (United Nations, 2002). Similarly, gender mainstreaming does not do away with the need for gender experts or catalysts. On the contrary, improving the implementation of gender mainstreaming within gender based initiatives over the coming decade will require the inputs of such experts, working in a catalytic manner to deepen the awareness, knowledge, commitment and capacity of all professional staff. Additional, not fewer, resources will be required to support the important work of gender specialists, gender focal points and gender units throughout the system (Ndulo & Grieco, 2009).

UNICEF, as a financial guide to most GBOs, accompanies countries in policy making and formulation and therefore the financial policies of GBOs is not an exception. For countries who seek this help, the UN body provides sustained multi-sectorial support beyond funding (UNICEF, 2013). This is includes being actively involved in decision making of these financial policies of GBOs, without being obtrusive or trying to dictate terms, while respecting the vision that a country has set out for its own development and setting cooperation within wider development assistance frameworks (Khamsi, 2011). In the United Nations, a number of persistent constraints remain, however, to be addressed, including conceptual confusion, adequate understanding of the linkages between gender perspectives and different areas of the work of the organ and gaps in capacity to address gender perspectives once identified. Strategies have been put in place to address these constraints, including fact sheets on the concepts underlying gender mainstreaming, briefing notes on the linkages between gender and different sectors and competence development programs. The lack of understanding of "How" gender perspectives can be identified and addressed remains one of the most serious constraints (United Nations, 2002). Achieving greater equality between women and men will require changes at many levels, including changes in attitudes and relationships, changes in institutions and legal frameworks, changes in economic institutions, and changes in political decision-making structures (Lytras & Roulstone, 2010). Developing strategies on gender mainstreaming should target the policy development, policy analysis, program delivery or technical assistance activities of gender oriented organizations (Khamsi, 2011).

Drawing on the study conclusions and data analysis done by the United Nations (2002), the study does not clearly state which strategies the organization can employ in terms of building their capacity to incorporate perspectives of gender in their work. Further, it does not specify how differently each gender, e.g. the male gender's strategy should be handled from the female gender. This study seeks to establish how organizations structure their aim, monitoring and evaluation methods, funding policy and mobilization strategy to suit the needs of the boy-child in the promotion of his education.

2.4.1 Organizational Policy on the Girl-child

Educating the girl-child helps girls and women to have a positive impact on their families on better child care in terms of schooling and vaccination. This leads to a decrease in child mortality, better communication with other family members and the children (FAO, 1995). Statistics show that the decrease in child malnutrition between 1970 and 1995 is attributable to the tune of 44% to the improvement in female education. Education heightens women's awareness of the important role they play in the community and society to find solutions to problems that impede development and social stability (PENH, 2009). However, understanding the determinants of school participation, delayed school progression and drop-outs is tantamount in order to improve levels of human capital, and with school attendance being neither compulsory nor easily enforceable, the focus must center on the households as the most important decision makers. Households face a multitude of choices and constraints, and the school participation decision is shaped by these (Arokoyu, 2012).

Schooling involves both direct and indirect costs, and children being an important resource in a farmhousehold setting, their time and labor power is weighted against these costs (Westberg, 2009). Consequently, resource poverty may deter children's school participation and educational attainment. Preferences and the decision-making process may be affected by circumstances external to the household, with emphasis here on inheritance system and resident location (Arthur, 2012).

Firstly, dominant inheritance principles such as lineage of inheritance may influence parental perceptions, the gender focus supplanting itself to expected future returns of investment in children and their role within the household (Gyebi, 2013). Secondly, the gender focus within the dominant inheritance system may also affect parents' bargaining stance and threat points, whereby the one stronger positioned according to inheritance principles can take advantage of this in the decision-making process. Thirdly, residing in a village with proximity to one' relatives could strengthen the bargaining position of that parent (Otach, 2008). With the awareness of her role as a citizen of her individual country, an educated woman can play a more dynamic role in addressing the economic challenges faced by her country. She is also in a better position to address issues that arise in the areas of agricultural production, food-sufficiency, the fight against environmental degradation and the use and conservation

of water and energy. She is also in a better position to discern the social challenges that are faced by her community and generate mechanisms in which to address them together with other influential parties or individuals in her society (Leach & Mitchell, 2006).

Boys' school progression is negatively affected by residing locally within a predominantly matrilineal society, as opposed to a local residence within a patrilineal society (Westberg, 2009). This could indicate heterogeneous behavior based on behalf of the mother, whereby the basis for decision power, in this case land, results in different preferences and perceived returns in terms of investing in boys' education. Although boys have a less clear livelihood option, as they cannot expect to inherit land within the matrilineal society, they are not compensated with increased schooling (Arokoyu, 2012).

Interestingly, girls are only positively affected when residing locally within a matrilineal society, relative to a patrilineal society, which may indicate that fathers view children's education as a more necessary investment when they themselves face a more insecure future. The matrilineal society, which emerges after a number of causes; poverty, and more fathers taking a back seat to venturing in their responsibilities, harbors a potential problem of endogeneity when nothing is done to address it (Baggerman & Dekker, 2009). A children's schooling, as gender based organizations advocate for, is a long-term investment. Parents of both gender influence how the boy-child and the girl-child will participate in school. For instance, mothers' education has throughout a strong effect on annual school occupation, school progression and probability of continuing in primary school, indicating that better educated mothers bargain for more investment in their children's education (Westberg, 2009).

Better educated fathers, on the other hand, show mixed tendencies for how they choose to influence the school participation decision outcome (Alexander & Winne, 2012). On an annual basis there is weak support for fathers encouraging children's schooling, and the little evidence found indicates that this is

directed at girls. When widening the focus findings state that better educated fathers use their influence to get boys through school at the expected rate, showing tendencies for favoring children of their own sex in a similar manner as the mothers (Kotch, 2013).

The research study done by Westberg (2009) had findings that indicated that the participation of the boy-child or the girl-child in school is dependent on the educational background of both parents. This means that the level of education that a mother holds determines whether she'll encourage her children's schooling. The level of education of a father determines also how he will support his children to school, which in this case, the boy-girl benefits more than the girl-child. It is unclear from the literature review, whether Westberg gathered information on GBOs and their possible influence on getting fathers and mothers to educate their children whether of the same sex or not. African societies currently observe a tendency of GBOs influencing the attendance of both the girl-child and boy-child to school. This study therefore seeks to see how GBOs in favor of the girl-child, also have indirect benefits to the boy-child in terms of the budget allocated, time allocated, existing policies and delivery mode.

2.5 Cultural Aspects and Boy-child Education

According to IPPF/WHR (2000), concerns about culture are frequently raised in relation to initiatives for gender equality in development cooperation. In some cases, program officers or partners are concerned that promotion of gender equality would "interfere with local culture", and therefore feel that gender equality should be promoted for ethical reasons. In other cases, cultural values of a particular area are described as a major constraint on efforts for gender equality, and therefore action is considered difficult for practical reasons. New cultural definitions are formed through a process in which some segments of society promote change through advocacy and example, while others resist it (Akoulitch & Woodward, 2005). In other words, societies are not homogeneous and no assumptions can be made

about a consensus on "cultural values". Societies and cultures are not static. They are living entities that are continually being renewed and reshaped. As with culture more generally, gender definitions change over time. Change is shaped by many factors (Lytras & Roulstone, 2010).

Cultural change occurs as communities and households respond to social and economic shifts associated with globalization, new technologies, environmental pressures, armed conflict, development projects, etc. (Gyebi, 2013). Change also results from deliberate efforts to influence values through changes in the law or government policy, often due to pressure from civil society. There are many examples of efforts to influence attitudes about race relations, the rights of workers and the use of the environment, to name three areas in which cultural values shape behavior (Kilbride, Suda, & Njeru, 2000). Kabeer (1994), states that in Bangladesh, for example, changes in trade policies allowed for the growth of the garment industry, which drew large numbers of women into the urban labor force. This process has involved a reinterpretation of the norms of purdah (female seclusion) by the women entering this employment and by their families. The much greater visibility of women in cities such as Dhaka is also influencing public perceptions of possible female roles in the family and the workplace.

In the US, military operations increasingly require soldiers to interact with individuals and groups whose cultural context differs from their own. The army and other services have responded by increasing the availability of language and regional training. These efforts develop the knowledge and verbal communication skills needed to understand and interact with a particular population in a particular location. However, full-spectrum operations demand a broader cultural capability, whereby army leaders are able to adapt successfully to any cultural setting (Abbe, Gulick, & Herman, 2007). Meeting this capability, and many requirements by an organization which institute gender based programs will require the development of culture-general knowledge and skills as a necessary complement to language skills and regional knowledge. Whereas language and regional expertise provide the depth to operate in

a specific culture, cross-cultural competence provides leaders the breadth to operate in any culture (Lytras & Roulstone, 2010).

With regards to men, gender is an aspect of their social identity as well as to women. Just as there are cultural norms and expectations about women's roles, there are also cultural norms and expectations of men as leaders, husbands, sons and lovers that shape their behavior and opportunities (Baggerman & Dekker, 2009). To date, the struggle for increased equality between women and men has been led by women. Recent developments include the formation of men's networks for gender equality and the "white ribbon" campaigns initiated by men in Canada and other countries such as Nicaragua against domestic violence. These are promising signs as the achievement of gender equality will require the participation of men as well as women (Kombian, 2008).

Cross-cultural competence is conceptualized as a set of knowledge, effect, and skill components that develop in response to experience, training, and education. Evidence shows that culture-general competencies contribute more to intercultural effectiveness than do more specific skills and knowledge, including language proficiency, culture/region-specific knowledge, and prior international experience. Traits such as extraversion, conscientiousness, emotional stability, and self-monitoring are also associated with adjustment and performance in intercultural settings (Hudley & Gottfried, 2008).

Working effectively in intercultural settings relates to outcomes in three domains: personal, work, and interpersonal. The personal domain consists of psychological and physical adjustment, including health and well-being, and general adjustment to the day-to-day aspects of living in a foreign culture (Abbe, Gulick, & Herman, 2007). The work domain includes job performance and adjustment to work, as well as early termination vs. completion of the assignment. The interpersonal domain refers to one's ability to communicate effectively and build relationships with individuals from other cultures (Akoulitch &

Woodward, 2005). Development agencies are beginning to realize the importance of involving men in initiatives for gender equality. In some cases, this has been motivated by resistance from men when they were not informed of the wider benefits of women-specific initiatives (Ledward & Trivedy, 2010).

Other initiatives pursue the more ambitious objective of engaging men in promoting equality. Certain initiatives related to reproductive health have been particularly innovative in involving men in exploring the links between inequality and the well-being of families and communities (Leach & Mitchell, 2006). Some findings within the military institutions even suggest that differences at the organizational level, between military services and civilian organizations, may be more influential than differences at the national/societal level, between the militaries of different nations. Though 'intercultural' is generally assumed to mean 'international', it also includes inter-service, interagency settings, to the extent that differences can be attributed to the culture of those organizations (Abbe, Gulick, & Herman, 2007).

Although the findings from Abbe, Gulick and Herman (2007) were informative, the conceptual framework of the study drew gaps that this study seeks to address. The antecedent variables were dispositional, biographical and self-identity. The cross-cultural competence or the moderating variables were language, regional competence, knowledge and motivation skills while the dependent variable: intercultural effectiveness had job performance and work adjustment as well as personal adjustment and interpersonal relationships. The intervening variable was situational and organizational variables. The conceptual framework however, did not indicate how a culture from a certain host community may influence the operations of an organization that deals with gender programs especially, issues to do with promoting boy-child education. With this view therefore, this study seeks to establish how the attitude of parents, traditional beliefs, influence of family and family income influence gender based organizations in the promotion of boy-child education.

2.6 Operating Environment and Boy-child Education

Reproductive health programs operate within cultural context of a given society, including its manifestations of gender inequality (Yinger & Hardee, 2001). While these programs do not redress there imbalances at a macro-level, they can promote gender equality in areas within their manageable control (e.g., improve communication between providers and clients, allow men to access services). Indeed, reducing gender-related obstacles to improved reproductive health can work synergistically with other development activities to enhance gender equality (Robertson, 2010). Gender mainstreaming, in terms of the operating environment of organizations includes the development of operating methods, procedures and practices within the areas such as administration and projects, in order to ensure that these activities promote gender equality. This means that for gender mainstreaming to be effective, the planning, preparation, decision-making, implementation and assessment of activities should align to the gender equality requirements and the objectives of the organization. Taking the gender perspective into account means that the objectives and contents of activities can be developed to better meet the different needs of various groups (Wejnert, 2012).

IPPF/WHR(2000), indicate that for an organization that is gender-based and aims at eradicating gender inequality in all its operations, the following are the questions that guide its capacity to achieve its objectives to the maximum. One category of questions that the organization should ask is, is it free of gender bias in its managerial structure? Does the organization foster gender equity in its routine operations? The second category of questions should be; is the service delivery environment free of gender bias toward female and male clients? Does the health facility promote gender equality in the way it offers service? Are men encouraged to use services for their own health (e.g., HIV/AIDS, voluntary male circumcision, vasectomy, sexually transmitted infections)? Organizations should regard the above questions as indicators that will help monitor their services and progress on an ongoing basis. The

organizations should also set up an external evaluation of the organization based on these indicators, to be conducted by gender experts (Kotch, 2013). This evaluation should also be conducted on a regular basis for effective development to be felt. The indicators should also be used as a self-assessment tool for a special study for the organizations to systematically examine their own record on gender equity and sensitivity in the workplace (IPPF/WHR, 2000).

Abdulkadir (2009), states that while authorities and project actors must themselves engage in the development of work processes, development can be supported by means of training and consulting. Gender mainstreaming requires public authorities and project actors to be able to combine information on and insight into gender equality with their expertise and professional practices. This, in turn, requires clarification of gender equality issues related to work or project activities, and the motivation and skills to develop such activities on this basis (Abbe, Gulick, & Herman, 2007). In many cases, project planners may be under the false impression that projects should be gender neutral and that the gender neutrality promotes gender equality by taking conscious account of the significance of gender and the differences between the genders in terms of status, needs, life situation and expectations concerning the matter at hand. Projects therefore promote gender equality through gender mainstreaming in project objectives and activities (Kotch, 2013).

In the work place, professional development and gender-responsive working environment are key to ensuring that both female and male employees have equal opportunities to reach their full potential at work. Addressing gender equality in the workplace requires more than ensuring that women and men can participate at different levels of the organization. It also requires that, once they are recruited and hired, they receive equitable treatment and opportunities to perform their duties to the best of their ability (Akoulitch & Woodward, 2005). In a gender-responsive environment, all staff members,

regardless of sex or position, perceive themselves to be stakeholders in effectively implementing organizational objectives, with policies and programs that enhance their ability to do so (Arokoyu, 2012). These could include instituting paid parental leave (for both sexes), establishing zero-tolerance policies on sexual harassment and adopting gender-responsive language in official communications. For departments or organizations to take gender mainstreaming seriously, clear human resource plans and strategies must ensure that gender mainstreaming is fully integrated into work plans with the concrete human financial resources allocated to it (Moulder, 2000).

A gender-responsive environment as according to Ndulo & Grieco (2009), also considers the different roles men and women play when balancing the dual responsibilities of professional and personal life. Women often have less time to engage in professional duties due to domestic roles. Equitable, needs-based flexible models of work such as telecommuting and flexi time can increase the satisfaction and productivity of both women and men, creating a supportive work environment. This may also require policies that account for the specific needs of women and men such as breastfeeding or accommodating child-care facility hours (Westberg, 2009).

The study conducted by IPPF/WHR (2000), provides guidelines on how GBOs can create indicators that will structure them to perform their deliverables in a gender sensitive manner. However, the objectives of the study which mostly constituted empowering organizations to restructure their framework to suit different gender needs does not indicate how to ensure that the specific needs of the two genders are addressed through gender mainstreaming. In other terms, the study does not clearly state how the mode of delivery may be conducted. This therefore will seek to discuss how the accessibility of GBOs services to the community, the fringe benefits of the two genders and the constraints of the organizations influence the promotion of boy-child education.

2.7 Summary of Literature Review

Objectives	Author	Literature	Gaps Observed
To determine	UNICEF (2003)	UNICEF (2003), provided	The study did not
the extent to		details on how the United	indicate how it plans to
which funding		Nations organ funds programs	sustain the programs by
mechanisms		that rehabilitate ex-combatants	ensuring that the ex-
of gender		by supporting them to attend	combatants' educational
based		school and provide for their	support extends up to the
organizations		health needs	tertiary levels of
influence			education
promotion of			
boy-child			
education.			
To stabilish	The deal Nediana	United Netions (2002)	The stude did not clouder
To establish	United Nations	United Nations (2002), gave	The study did not clearly
the extent to	(2002)	insight on how organizations	state the specific
which the		can develop policies on gender	strategies that different
organizational		equality and on how to	organizations can employ
policy of		implement strategies that	in terms of building their
gender based		promote gender mainstreaming	capacity to effectively
organizations		within and without the	mainstream gender in
influence		organization	their operations
promotion of			The study also did not

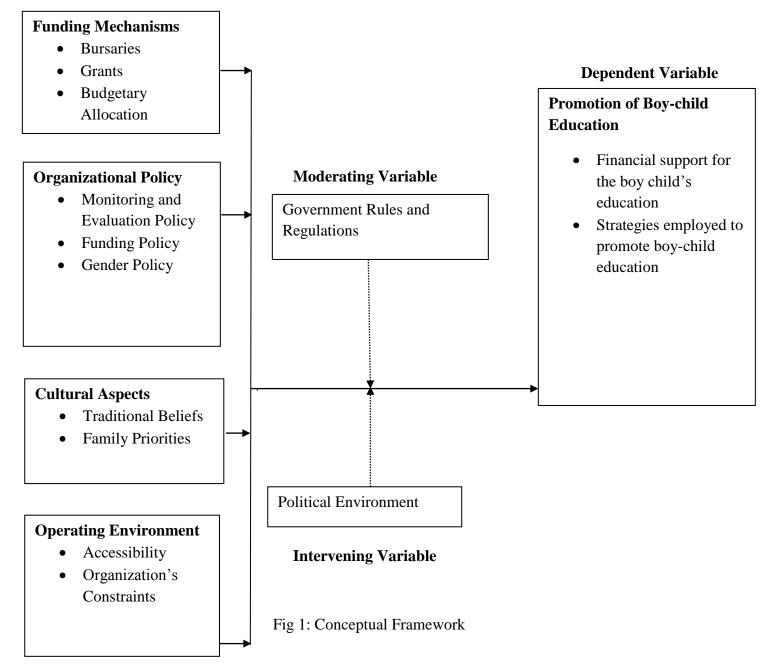
boy-child			indicate the differences
education.			between the two genders
			and how the male gender
			should be handled
			differently from the
			female gender in order
			for effective gender
			mainstreaming to be felt.
To assess the	Abbe, Gulick and	Abbe, Gulick, & Herman	The study did not handle
extent to	Herman (2007)	(2007), indicated how the US	some of the cultural
which cultural		military gets prepared to handle	differences that may
aspects that		different cultural aspects of the	arise from different
affect the		areas of their assignments. The	cultural settings and on
operations of		study recommended that	how to handle them in
gender based		cultural competencies should	order to create a
organizations,		be cultivated from within the	conducive environment
influence		organization towards its	for the fulfillment of
promotion of		environs.	goals and objectives
boy-child			
education.			
To examine	IPPF/WHR	The study, which is based on a	The study does not
the extent to	(2000)	medical health setting,	indicate how the GBOs
which the		provided guidelines on how	can structure different

operating	GBOs can develop indicators	modes of delivery in
environment	that will guide them to perform	order to ensure that their
of gender	their deliverables in a gender	objectives are met. It is
based	conscious manner (IPPF/WHR,	not suitable for any type
organizations	2000).	of organization that seeks
influence		to implement a gender
promotion of		based program in future
boy-child		
education.		

2.9 Conceptual Framework

This conceptual framework shows the relationship of the dependent and independent variables. The independent variables are GBOs funding mechanisms, organizational policy, cultural aspects, girl-child programs and operating environment. The dependent variable is promotion of boy-child education.

Independent Variables



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents and discusses the research methodology that was used for the study. It also included the research design that was adopted according to the study target population. Types of data collected, sources of the data, the data collection procedures as well as the data analysis procedures that were employed in the study are also discussed. Sampling procedures, the sample size and the sampling frame were outlined along with ethical considerations that were made in the course of the research.

3.2 Research Design

The study employed a descriptive survey research design. This type of research design allowed for an accurate and adequate description of activities, objects and persons. This design type not only offered descriptions and explanations, but also identified and predicted relationships in and between the variables of the study (Creswell, 2009). The design suited the study because it was appropriate for the study location and the population. It also fitted into the limitations of time and financial resources of the study. The design chosen allowed for the formulation of important principles of knowledge and solutions to significant problems based on the results obtained.

3.3 Target Population

This study had a target population of 320. This comprised of staff members and C.E.Os of CBOs, NGOs, children orphanages and religious-based organizations who are running gender based programs. The number of these organizations termed GBOs for the sake of this study was 23. The C.E.Os of these organizations were interviewed and the questionnaires administered to the Program Manager, Program

Officer, M&E Officer, Field Coordinator/Supervisor and Finance Manager of each organization. The following was the sampling frame;

Table 3.1 Sampling Frame

Item	No.	No. of Staff Members	Total	
CBOs	12	10	120	
NGOs	9	20	180	
Children's Orphanages	2	10	20	
Total	23	40	320	

3.4. Sample Size and Sampling Procedure

This entailed a description of the sample size and how it was derived from the target population.

3.4.1 Sample Size

The sample for the study was 175. According to Mugenda and Mugenda (1999) advice; where time and resources allow, it is preferable to take as a big a sample as possible which assures that if another sample of the same size was to be selected, findings from both samples would be similar to a high degree. This ensured generalizability of the study results.

3.4.2 Sampling Procedure

The study adopted the stratified sampling method. The total population was stratified to identify the qualities of each respondent, and then the information was put on a sampling frame. The study then applied Krejcie and Morgan (1970) table to determine the sample size, based on the strength of each stratum. Therefore the population size 320 for yield a sample size of 175.

3.5 Research Instruments

The study collected data by administering questionnaires and conducted interviews using interview schedules.

The questionnaire was administered to the staff members of each target organization. They contained both open-ended and others closed-ended questions. It had two parts; the first one being an area for collection of the participants' demographic details such as age, gender, education level, position held in the organization and the duration of tenure. The second part had questions addressing issues pertaining to the study objectives. The responses were used to answer the research questions.

The researcher interviewed the C.E.Os of the organizations using a standard interview schedule. This tool of data collection had questions similar to the questionnaire but required in depth information regarding certain subject matters that were either too personal or too sensitive to be written on paper.

3.5.1 Pilot Testing of the Instruments

The questionnaires were pretested on a small portion of the sample picked. This meant that they were pretested on 10% of each cluster of the sample population. This determined whether the instruments were relevant to get an accurate representation of the situation on the ground and to the objectives of the study.

The pilot testing was done by the researcher and research assistants who also collected data during the final exercise. The instruments were pilot tested for a week, two weeks before the actual field work

3.5.2 Validity of the Instrument

Validating an instrument of data collection means determining if it has the capacity to measure what it is intended to measure in the study. The study applied content validity that determined whether the objectives of the study were captured in the research instrument. The researcher sought expert opinion, including the supervisor's to determine the validity of the research instruments.

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3.5.3 Reliability of the Instrument

Testing the reliability of a data collection instrument means to determine if the instrument can still be used to get the same results even after the study is carried out again after several years. During pilot testing, the instruments; the questionnaire and interview schedule were pre-tested in a field of a small selected sample. The number of cases in the pre-tested sample were 18 cases, which formed about 10% of the sample size of 175 cases. The bigger the sample size, the smaller the percentage used (Creswell, 2009). During pilot testing, the respondents were encouraged to give suggestions, comments or corrections concerning the instruments, ask for clarity of the questions asked and also their relevance (Mugenda & Mugenda, 1999). The data generated was tested to determine whether its co-efficiency is at or above 0.8 in order to ensure the reliability of the instruments.

3.6 Data Collection Methods

The data collection method was carried out in various phases. The first one was the introduction phase where, after acquiring a research permit from the NACOSTI, the interviewer met different stakeholders to brief them and introduce the project to them. These stakeholders were representatives of CBOs, NGOs, Children Orphanages and Religious-based Organizations dealing with gender issues. The second phase was the actual data collection phase where the before mentioned tools and techniques were used for data collection, compilation and analysis of the findings.

3.7 Data Analysis Techniques

Initially after collection of all the completed questionnaires, editing was done to check the data for accuracy and errors omitted. Clarity and legibility of all questions were established and questions with ambiguous responses eliminated. The questionnaires were numbered, categorized and the data collected coded to group the wide variety of items of information collected into a limited set of attributes determined by the variables in the objectives of the study. Non-numeric data was changed into categories with numerical codes. Specific responses to the structured questions were assigned a numerical code.

For the unstructured type of questions, all the responses were compiled according to common thematic areas. These themes were then assigned numbers which were later entered into a code sheet. The code sheet contained horizontal columns holding the variables derived from the questions in the questionnaire, and rows containing information collected from the respondents. This hastened the entry of data into the computer and enhanced accuracy. All the summarized information was analyzed by computer, using SPSS to generate frequency percentages and cross tabulation, and presented using tables.

3.8 Ethical Considerations

The study observed ethical considerations that ensured that the exercise is carried out within legal requirements. First, a research permit from NACOSTI was acquired before the research is carried out. The study participants were then asked to sign consent forms prior to the study and were allowed to leave the study anytime they felt obliged to. Thirdly, the participants were assured of confidentiality of the information they provided and no name disclosure. Lastly, the research assistants were trained on rapport and handling the participants and on how to collect the data according to the time schedule to ensure professionalism.

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3.9 Operationalization, Definition of Variables

Objectives	Variables	Indicator	Scale	Measurement	Data	Type of Data
					Collection	Analysis
					Method	
	Dependent	Awareness	Norminal	Is there	Questionnaires,	Descriptive,
	Variable:	Creation,		creation of	Interview	Frequency
	Promotion of	Financial		awareness on	Schedule,	percentages,
	boy-child	Support,		promotion of		Cross tabulation
	education	School		boy child		
		Enrolment and		education? Do		
		School		boy-child		
		Retention		programs		
		Levels		receive enough		
				financial		
				support? Do		
				schools report		
				high level of		
				enrolment and		
				retention levels		
				of male		
				students?		

То	Independent	Bursaries,	Norminal	Do the funding	Questionnaires,	Descriptive,
determine	variable:	Grants and		bodies of these	Interview	Frequency
the extent to	Funding	Budgetary		GBOs cater for	Schedule,	percentages,
which	mechanisms	Allocation of		bursaries?		Cross tabulation
funding	of GBOs	GBOs		Does funding		
mechanisms				support		
of gender				involves		
based				issuing of		
organization				grants? How		
s influence				are these funds		
promotion				budgeted		
of boy-child				towards the		
education.				promotion of		
				boy-child		
				education?		
To establish	Independent	Aim of the	Nominal	How does the	Questionnaires,	Descriptive,
the extent to	variable:	GBO,		aim of the	Interview	Frequency
which the	Organization	Monitoring		organization	Schedule,	percentages,
organization	al policy of	and Evaluation		influence the		Cross tabulation
al policy of	GBOs	Policy Funding		promotion of		
gender		Policy and		boy-child		
based		Policy on Girl-		education?		
organization		child Program		How do the		

s influence	of GBOs	Monitoring	
promotion		and Evaluation	
of boy-child		policy and	
education.		funding policy	
		ensure that	
		there is	
		promotion of	
		boy-child	
		education?	
		How does the	
		policy on the	
		girl-child	
		incorporate the	
		needs of the	
		boy-child?	

To assess	Independent	Attitude of	Norminal	How do the	Questionnaires,	Descriptive,
the extent to	variable:	Parents,		attitude of	Interview	Frequency
which	cultural	Traditional		parents and	Schedule,	percentages,
cultural	aspects that	Beliefs and		their traditional		Cross tabulation
aspects that	influence the	Family		beliefs		
affect the	operations of	Priorities		influence their		
operations	GBOs			support		
of gender				towards their		
based				male children?		
organization				How does the		
s, influence				family		
promotion				prioritize its		
of boy-child				investments?		
education.						
To examine	Independent	Mode of	Norminal	How do the	Questionnaires,	Descriptive,
the extent to	variable:	Operation,		GBOs conduct	-	Frequency
which the	operating	Accessibility		their operation	Schedule,	percentages,
operating	environment	and		in their host		Cross tabulation
environment	of GBOs	Organization's		communities?		
of gender		Constraints		How does the		
based				community		
organization				access their		
s influence				services? What		

promotion		constraints do	
of boy-child		the GBOs	
education.		face?	

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

The data obtained was analyzed, presented and interpreted in this chapter. It was analyzed using Statistical Package for Social Sciences (SPSS) version 20.0 and findings obtained and presented in frequency tables and percentages. The chapter presents and interprets the findings of the study based on the research objectives. The administration and collection of the research questionnaires and other relevant discussions and interviews which went into informing the study were conducted.

4.2 Questionnaire return rate

The researcher administered 175 questionnaires to the respondents in 11 organizations. From the 11 organizations drawn, 4 of them were NGOs, 4 CBOs, 2 Orphanages and 1 religious based organization. The questionnaires were filled after 2 weeks and were collected by the researcher and research assistants. They were then coded and analyzed using SPSS version 20. The returned questionnaires which were 131 in number yielded a return rate of 74.85%. According to Choung et al. (2013) a response rate of above 70% is desirable because it minimizes sampling bias. This is further illustrated in table 4.1

Organization	Sampled	Returned	% Returned Rate
ACCES	25	20	11.43
CABDA	20	16	9.14
CHES	20	16	9.14
FASI	15	14	8.0
IPA	15	18	10.29
MTTF	10	6	3.43
SIM	10	9	5.14
Shirere CBO	20	10	5.71
UWI	15	9	5.14
VCH	10	6	3.43
Waweza CBO	15	7	4.0
	175	131	74.85

 Table 4.1: Questionnaire Return Rate

4.3 Demographic information

This sought out to know the specific personal information of respondents. It was important to know the respondents' personal information in order to determine their distribution in the GBOs and whether this has an influence on the promotion of boy-child education.

4.3.1 Gender Distribution

This section sought to identify each specific GBO's gender distribution among the respondents

Table 4.2: Gender Distribution among GBOs

Gender	Frequency (f)	Percentage (%)
Male	68	51.9
Female	63	48.1
	131	100

As shown in Table 4.2, the ratio of male to female employees in the GBOs is almost 1:1. Out of the 11 Gender Based Organization involved in this study, majority of the respondents were males with 51.9% then females being the least with 48.1%. This shows that gender balance is less in these organizations by 3.8%, an encouraging factor that gender needs are being addressed among the staff members. Being gender based organizations, they've showcased that gender mainstreaming is an important component in their staff policy.

4.3.2 Age of the Respondents

The study sought to establish the age of the respondents in order to understand their level of maturity in relation to their deliverables as far as promotion of boy-child education is concerned.

Frequency	Percentage
(f)	%
25	19.1
69	52.7
29	22.1
8	6.1
131	100.0
	(f) 25 69 29 8

Table 4.3: Age of Respondents

Table 4.3 shows that the highest percentage of respondents were between the age of 26-35 years which was 52.7%, followed by 36-45 years indicated by 22.1%, then 18-25 years with 19.1% and the least percentage of respondents were of the age of over 45 years with 6.1%. This implies that most employees in these GBOs who are between 26 to 35 years lie in an age bracket that is eligible and energetic to meet the needs of the boy-child in promoting his education in the community.

4.3.3 Level of Education

It was important for the study to establish the level of education of the respondents so as to establish whether they are well suited and skilled to tackle issues that relate to the promotion of boy-child education.

Table	4.4:]	Level	of	education
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Education level	Frequency	Percentage	
	(f)	%	
Secondary	10	7.6	
College	62	47.3	
University	59	45.1	
Total	131	100.0	

According to table 4.4, the highest percentage (47.3%) of respondents had attained college level of education, followed closely by university graduates by 45.1%. The percentage of respondents who reached secondary level of education was 7.6%. None of the respondents had their highest level of education at primary level of education. This implied that GBOs are keen to employ professionals to operate their programs.

4.3.4: Work Duration

It was important to establish the work duration of the respondents so as to establish whether GBOs may either be operating and/or employing staff on programs based or have been in operation in their host communities for a small or large duration of time. Another reason was to seek whether the staff members have gained enough experience during their tenure in order to provide accurate responses for the purposes of the study.

Frequency	Percentage	
(f)	%	
72	55.0	
48	36.6	
10	7.6	
1	0.8	
131	100.0	
	(f) 72 48 10 1	

Table 4.5: Work Duration

From table 4.5, the highest number of respondents who have worked for the GBO for 0-5 years is represented by 55%, followed by those who have worked for 6-10 years at 36.6% and then 11-15 years at 7.6%. Only one of the respondents had worked for over 15 years at 0.8%. This may indicate that most of the GBOs may either be operating and/or employing staff on programs based or have not been implementing activities in their current host communities for more than a decade. This may also indicate that the information that they provided is up to date with the current issues on gender and development.

4.3.5 Work Position

This was important to establish the technical skills the GBOs have in relation to providing services that support boy child education.

Table 4.6:	Work	position
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Work Position	Frequency	Percentage
	(f)	%
Program Manager	20	15.3
Program Officer	35	26.7
M&E Officer	14	10.7
Field Coordinator/Supervisor	40	30.5
Finance Manager	11	8.4
CEO	11	8.4
Total	131	100

From table 4.6 we can see that most of the respondents hold the work position of the Field Coordinator/Supervisor at 30.5%, 15.3% of respondents hold the position of the Program Manager. The least number of respondents are represented by 8.4% for both Finance Manager Position and CEO position. This is a factor that indicates that most of the key implementers for gender-based programs are field operators. These are the ones who directly are involved with issues relating to the promotion of boy-child education.

4.4 Funding Mechanisms on the Promotion of Boy-child Education

Funding mechanisms of GBOs pose a potential factor in influencing boy-child education. The study sought information from respondents by asking them to state the GBOs budgetary allocation, bursary procedures and grants utilization in promoting boy-child education. The results were as illustrated in the following tables;

allocation	of the beneficiaries)					
	Yes	NO	Total			
1-9%	6	3	9(6.7 %)			
10-19%	10	3	13(9.2%)			
20-29%	11	3	14(10%)			
30-39%	15	2	17(13.3%)			
40-49%	22	1	23(17.5%)			
50-59%	21	3	24(21.7%)			
60 and above	30	1	31(25.8%)			
Total	115(87.8%)	16(12.2%)	131(100%)			

Percentage of Budget Promotion of Boy child education (School enrolment

Table 4.7: Budgetary allocation on the Promotion of Boy-child Education

From Table 4.7, the high number of respondents alleged that their respective GBOs support boy-child education at 87.8%. The lower portion (12.2%), who stated "NO", gave reasons such as not reaching out to the boy-child as their prime target for their current programs. These findings are in line with the study done by UNICEF (2003) that support boy-child education.

The study did a further analysis by cross tabulating how specifically these organizations allocate funds to promote boy child-education as illustrated by Table 4.8

Percentage	tage How organizations motivate the boy child beneficiary					Total
of budget	Pay school	Buy	Distribute	OVC	Buy	(100%)
allocated	fees	Uniforms	funds to	Care	learning	
			schools		materials	
10%	8	4	1	0	3	16(12.2)
20%	12	3	0	4	1	20(15.3)
30%	15	1	5	3	0	24(18.3)
40%	11	3	1	2	2	19(14.5)
50%	13	5	1	9	4	32(24.4)
60%	6	2	1	6	5	20(15.3)
Total	65	18	9	24	15	131
	(49.6%)	(13.7%)	(6.9%)	(18.3%)	(11.5%)	(100%)

Table 4.8: Cross Tabulation of the Budgetary Allocation towards Supporting Boy-child Education

Table 4.8 indicates that much of the funds from the organization that had allocated funds for the boy child went into paying school fees (49.6%). It further illustrates that although some GBOs do not provide bursaries to support boy-child education, some opt to buy uniforms, distribute funds to school, take care of OVCs and/or buy learning materials. This is represented by 13.7%, 6.9%, 18.3% and 11.5% respectively. These findings are in line with the study done by UNICEF (2003).

	How organizations motivated boy child beneficiary						
	Pay school	Pay school Buy Distribute		OVC	Buy	- (%)	
	fees	Uniforms	fund to	Care	learning		
			schools		materials		
YES	56	13	6	12	12	99 (75.6)	
NO	16	9	2	4	1	32 (24.4)	
Total	72	22	8	16	13	131	
	(55.0%)	(16.8%)	(6.1%)	(12.2%)	(9.9%)	(100%)	

Table 4.9: Organizational Allocation on Bursaries on Promotion of Boy-child Education

According to table 4.9, 75.6% of the organizations do sponsor bursaries and 24.4% of the organizations do not. These GBOs in the community directly or indirectly promote boy-child education through paying school fees (55.0%), buying school uniforms (16.8%), distributing funds to schools (6.1%), caring for OVC (12.2%) and purchasing of learning materials (9.9%). These findings are in line with the study done by UNICEF (2003) that illustrated how UNICEF provides bursaries to support boy-child education.

Pay school fees					Total $\overline{\mathbf{mg}}(\%)$
	Duy Uniforms	fund	to Care	materials	ig (
		schools			
38	14	18	13	7	77(58.8)
20	7	2	6	6	54(41.2)
58	21	20	19	13	131
(44.3%)	(16.0%)	(15.3%)	(14.5%)	(9.9%)	(100%)
	Pay school fees 38 20 58	Pay school fees Buy Uniforms 38 14 20 7 58 21	Pay school feesBuyDistributeUniformsfundschools3814182072582120	Pay school feesBuyDistributeOVCUniformsfundto Careschoolsschools381418132072658212019	Uniforms fund schools to Care materials 38 14 18 13 7 20 7 2 6 6 58 21 20 19 13

Table 4.10: Organizations Grant Allocation on the Promotion of Boy-child Education

From table 4.10, 58.8% of the GBOs do receive grants and 41.2% of them do not receive grants but support boy-child education indirectly from contributions from well-wishers and financial savings from their various programs. This overall support from both parties has influenced gender based organizations to pay school fees (44.3%), buy uniforms (16.0%), distribute funds to schools (15.3%), OVC care (14.5%) and buy learning materials (9.9%). These findings are in line with the study done by UNICEF (2003).

4.5 Organizational Policy on Promotion of Boy-child Education

The policies of organization take a great part in influencing the promotion of boy-child education. Under this section, respondents were requested to give information on how their funding, monitoring and evaluation and gender policies contribute in boosting their work performance in promoting boy-child education. The responses under the monitoring and evaluation were related to the findings got from the funding and gender policies sections. The results are as illustrated in the following tables:

Funding	Pay school	l Buy	Distribute	OVC Care	Buy learning Total	
Policy	fees	Unifor	fund	to	materials	(%)
		ms	schools			
Giving	11	3	1	0	17	32(24.4)
feedback	11	5	1	0	17	32(24.4)
Allocate	14	7	7	2	2	24(26.0)
funds	14	7	7	3	3	34(26.0)
Equal share	10	5	4	11	1	31(23.6)
Ensure						
efficient	17	3	3	7	4	34(26.0)
utilization						
	52	18	15	21	25	13
Total	(39.7%)	(13.7%)) (11.5%)	(16.0%)	(19.1%)	(100%)

 Table 4.11: Funding policy and the Promotion of Boy Child Education

According to Table 4.11, 24.4% of the GBOs stated that the organization's funding policy guides them in giving feedback on various areas that their GBOs support boy-child education. 26% of the GBOs indicated that their funding policy guides them in allocating funds to various beneficiaries that are being supported directly or indirectly in their organizations, while 23.6% stated that the policy advocates for equal share of fund distribution to both the boy-child and the girl-child while another 26% stated that the policy ensures that there is efficient utilization of financial resources in the organization concerning the promotion of boy-child education. Further, responses under this section indicated that monitoring and

evaluation enhances accountability when implementing the funding policies of their GBOs. This study gives more insight than the study conducted by the United Nations (2002), on the role of the policies that GBOs implement in their organizations and the specific strategies employed under this policies that enable them to meet their deliverables.

Gender	Organization motivate boy child beneficiary						
Policy	Pay sc	hool Buy	Distribute	OVC Car	e Buy	_	
	fees	Uniforms	fund	to	learning		
			schools	schools			
					S		
Allocate funds	13	2	13	4	2	26(19.8)	
Gender Mainstreaming	20	10	1	2	5	36(27.5)	
Performance	23	11	5	13	7	69(52.7)	
Framework	23	11	5	15	7	07(32.7)	
Total	56	23	19	19	14	131	
	(42.7%)	(17.6)	(14.5%)	(14.5%)	(10.7%)	(100%)	

 Table 4.12: Gender Policy on the Promotion of Boy Child Education

According to Table 4.12, the gender policy of GBOs enable them to allocate funds to their target population (19.8%), mainstream gender in both their staffing and addressing the needs of their beneficiaries (27.5%) and implement their performance framework according to gender policy guidelines (52.7%). All this relates to providing intended financial support to the boy-child and his

counterpart-the girl-child according to the various programs that the GBOs are implementing. Through adhering to the gender policy guidelines, monitoring and evaluation is observed. This study gives more insight than the study conducted by the United Nations (2002), on the role of the policies that GBOs implement in their organizations and the specific strategies employed under this policies that enable them to meet their deliverables.

4.6 Cultural Influence on Promotion of Boy-child Education

In each cultural setting, there are unique aspects that influence the operations of GBOs when promoting boy-child education, whether directly or indirectly. Respondents under this section were asked to give their views on the cultural aspects that influence the promotion of boy-child education. The results centered on family prioritization and their cultural influence on promoting boy-child education. The results were also related to providing financial support to boy-child education. This is as illustrated below;

Family	Specific A	Specific Area the Priority is Centered On							
prioritiza	Pay sch	nool Buy	Distribute	OVC Care	e Buy learn	ing			
tion	fees	Uniforms	fund	to	Materials				
			schools						
Yes	35	16	0	6	27	75 (57.3)			
No	23	9	0	12	3	56 (42.7)			
Total	58	25		18	30	131			
	(44.3%)	(19.1%)	0	(13.7%)	(22.9%)	(100%)			

 Table 4.13: Family Prioritization and Promotion of Boy-child Education

According to table 4.13, 57.3% of the respondents from the GBOs indicated that their families do prioritize promoting the boy-child to be supported in school. The reasons they gave on supporting their answers were that the families are either financially able to support their male children or are empowered with skills on how to get support from insurances, and other sponsorship-centered entities. Respondents who gave the "no" response at 42.7% indicated that most families do not directly sponsor the enrolment and retention of the boy-child up to tertiary level. They further implied that due to their financial challenges most of their male children are supported by either other family members, well-wishers, the GOK or the GBOs. However, these families may provide other educational support such as buying learning materials, school uniforms and others as illustrated in the table. According to the illustration, no family contributes financially to schools to support the promotion of boy-child education. These findings respond to the gap that emerged after the study done by Abbe, Gulick, & Herman (2007) which did not illustrate external cultural factors that are outside the control of the GBOs.

4.7 The Operating Environment of GBOs in Promoting Boy-child Education

The operating environment of GBOs is essential to determine they have on the promotion of boy-child education in the community. Under this section, respondents were asked to answer questions on accessibility of services, and the constraints that the face when promoting boy-child education. The results were as illustrated in the tables below;

Beneficiary Access to	Access Services Through these GBOs Components					Total
GBO services	Pay	Buy	Distribute	OVC	Buy	(100%)
	school	Uniforms	funds to	o Care	learning	
	fees		schools		Materials	
Feeding Programs	27	10	1	15	0	53(40.4)
Application Forms	16	4	8	8	3	39(29.8)
Regular Talk Forums	18	2	2	9	8	39(29.8)
Total	61	16	11	32	11	131
	(46.6%)	(12.2%)	(8.4%)	(24.4)	(8.4%)	(100%)

Table 4.14: Access to GBOs services and Promotion of Boy-child education

According to table 4.14, 40.4% of the beneficiaries access the GBOs services through the feeding Programs that the GBOs sponsor. 29.8% access the services of the GBOs through the application forms they distribute to the schools through the various areas that they support boy-child education as illustrated. Finally, another 29.8% of the respondents indicated that beneficiaries access their services through the regular talk forums that they organize in schools. This responds to the gap that emerged through the study done by IPPF/WHR (2000) which did not illustrate specific modes of delivery that GBOs can adapt in order to facilitate the realization of their objectives.

	Frequency	Percentage
Constraint	(f)	%
Funding constraint	103	78.6
Government Policies	15	11.5
Neglect of boy child	5	3.8
Others	8	6.1
Total	131	100

 Table 4.15: Organizational Constraints when Promoting Boy-child Education

According to Table 4.15, 78.6% of the respondents identified funding as the major constraint they are facing in the promotion of boy child education. They further elaborated that this funding constraint may be due to financial priority given to the girl-child by donor organizations. 11.5% of the respondents stated that some of the government policies are not very community –friendly to assist the community in getting educational support for their male children while other reasons based on the restrictions set out by the GOK that prevent them to operate within a wider scope in order to reach out to a wider population. 3.8% of the responses stated that there is not much awareness creation towards supporting boy-child education. The girl-child is given top most priority by the GBOs who in turn influence the family institution to pay more attention to the girl-child. Consequently, the boy-child feels neglected and ends up dropping out of school to do manual jobs that offers fast but short-term support to the family. Lastly, the "others" section that was represented by 6.1% stated that they have not much capacity for resource mobilization or thoroughly implementing the boy-child program since it is yet an untapped matter. These findings indicate that GBOs lack enough support to perform their deliverables in ensuring

that their indicators to support boy-child education are measurable and achievable as the study done by IPPF/WHR (2000) illustrates.

4.8 Promotion of Boy-child Education

The promotion of boy-child education as the dependent variable of this study was looked at in relation to the modes of delivery the GBOs utilize to create awareness on the needs of the boy-child. Respondents were therefore asked to give answers on how they create awareness on their existing programs. The results were illustrated in the following tables;

Frequency	Percentage
(f)	%
101	77.1
30	22.9
131	100.0
	(f) 101 30

 Table 4.16: GBO Mobilization of Stakeholders

According to the data in table 4.16, 77.1% of the GBOs mobilize its purpose and activities through organizing stakeholders' forums and 22.9% of the GBOs do not mobilize its purpose and activities through the stakeholder's forums.

Table 4.17: GBO Mobilization of Media

	Frequency	Percentage
Media mobilization	(f)	%
Yes	34	26
No	97	74
Total	131	100

According to table 4.17, the highest percentage which is 74% of the GBOs do not mobilize its purpose and activities through the media while 26% engage the media in its operations.

Table 4.18: GBO Mobilization of the Community

y Percentage	Frequency		
%	(f)	Community mobilization	
95.4	125	Yes	
4.6	6	No (Blanks)	
100.0	131	Total	
	131	Total	

Table 4.18 illustrates that 95.4% of the respondents indicated that their GBOs mobilize the community on their programs through reaching out to them in local administration meetings, in schools and other social forums. The rest had not indicated any answer on the question.

Table 4.19: GBO Mobilization of IEC Material

	Frequency	Percentage	
IEC Material mobilization	(f)	%	
Yes	44	33.6	
No	87	66.4	
Total	131	100.0	

In table 4.19, the highest percentage of GBOs which is at 66.4% do not mobilize its purpose and activities through IEC materials but the remaining 33.6% create awareness through IEC materials.

4.9 Challenges Hindering Effective Enrollment and Retention of the Boy-child

This open ended question provided a myriad of answers as regarding to the actual issues that might be hampering the effective enrollment and retention of the boy child in school as shown in table 4.20. Participants were asked to respond to this section in order to get any additional information concerning the subject matter of promoting boy-child education. The results are as illustrated in the following tables.

	Frequency	Percentage
Challenges	(f)	%
Funding	72	55.0
Neglect of boy child	41	31.3
Illiteracy	7	5.3
Community Capacity Building	5	3.8
Others	6	4.6
Total	131	100.0

Table 4.20: Challenges Hindering Effective Enrollment and Retention

Majority of the respondents (55.0%) in Table 4.20 saw the biggest challenge when promoting boy-child education to be inadequate funding. 31.3% of the respondents alluded to over concentration on the girl child education to be the cause of declining enrollment and retention of the boy child. 5.3% alleged that the illiteracy levels in the community are still very high causing families not to understand the importance of supporting the enrolment and retention of the boy-child to attend up to tertiary level of education. The next challenge is on lack of adequate community capacity-building by the GOK and other implementing partners at 3.8%. This in turn causes much ignorance to the importance of upholding the educational needs of the boy-child. At the "others" section at 4.6%, some of the respondents indicated parental irresponsibility to be a challenge when supporting the enrollment and retention of the social challenging behaviors such as drug and substance abuse, early marriages and other forms of crime due to peer pressure or financial setbacks. This renders the promotion of boy-child education challenging especially in terms of encouraging the boy-child to stay in school and complete his education.

4.9.1 Recommendations towards Addressing the Challenges

The respondents came up with different recommendations that they thought would be instrumental in curbing the challenges that hinder the enrollment and retention of the boy child in school as shown in table 4.21.

	Frequency	Percentage
Recommendations	(f)	%
Funding Opportunities	78	59.5
Equal attention	33	25.2
Legislation	7	5.4
Awareness Creation	5	3.8
Others	8	6.1
Total	131	100.0

Table 4.21: Recommendations for the Challenges

As expected in Table 4.21, the creation of more funding opportunities stood out as the main recommendation at 59.5%. 25.2% of the respondents recommended that there should be equal attention accorded to both male and females while 5.4% of the respondents proposed that legislation would be the right way to go. They further noted that the GOK and other NGO consortiums should collaborate in developing regulations that are flexible to accommodate each implementing partner as well as encourage them to expound their boundaries. 3.8% recommended that there should be the creation of more awareness on the needs of the boy-child in order to address the psychological challenges that he may be facing that lead him to be involved in irresponsible behavior. Lastly, 6.9% represented other

recommendations that the respondents came up with. These other recommendations included the community's knowledge capacity on education be supported and encouraged in order for the boy-child needs to be effectively met.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study and highlights the conclusions made from the findings. It also gives an overview of the findings and makes recommendations based on the objectives of the study. In addition, the chapter also contains suggestions on several lines of research that will further make the research more meaningful and relevant for years to come.

5.2 Summary of the Findings

5.2.1: Funding Mechanisms on the Promotion of Boy-child Education

The study sought to determine the funding mechanisms of GBOs that promote boy-child education. From the findings, the promotion of boy-child education depends to a greater degree on the financial support that is channeled towards it. The study further revealed that although not all organizations sponsor bursaries directly to their beneficiaries, they provide other alternatives in supporting their education. This is shown by buying school uniforms (16.8%), distributing funds to schools (6.1%), caring for OVC (12.2%) and purchasing of learning materials (9.9%).

On grants allocation, 58.8% of the GBOs do receive grants and 41.2% of them do not receive grants but support boy-child education indirectly from contributions from well-wishers and financial savings from their various programs. This overall support from both parties has influenced gender based organizations to pay school fees (44.3%), buy uniforms (16.0%), distribute funds to schools (15.3%), OVC care (14.5%) and buy learning materials (9.9%). There is therefore a significant influence of budgetary allocation towards promoting boy-child education by providing financial support.

5.2.2: Organizational Policy on Promotion of Boy-child Education

The study sought to determine how the policies of GBOs influence the promotion of boy-child education. The findings observed that 26% of the GBOs' funding policy guides them in allocating funds to various beneficiaries that are being supported directly or indirectly in their organizations, while 23.6% stated that the policy advocates for equal share of fund distribution to both the boy-child and the girl-child while another 26% stated that the policy ensures that there is efficient utilization of financial resources in the organization concerning the promotion of boy-child education.

The gender policy of GBOs enable them to allocate funds to their target population (19.8%), mainstream gender in both their staffing and addressing the needs of their beneficiaries (27.5%) and implement their performance framework according to gender policy guidelines (52.7%). All this relates to providing intended financial support to the boy-child and his counterpart-the girl-child according to the various programs that the GBOs are implementing. Through adhering to the gender policy guidelines, monitoring and evaluation is observed.

5.2.3: Cultural Aspects on Promotion of Boy-child Education

The study sought to determine the cultural factors outside the GBOs control that influence the promotion of boy-child education. From the findings, 57.3% of the respondents from the GBOs indicated that their families do prioritize promoting the boy-child to be supported in school while 42.7% indicated that most families do not directly sponsor the enrolment and retention of the boy-child up to tertiary level. One of the reasons given was that most of their male children are supported by either other family members, well-wishers, the GOK or the GBOs. However, these families may provide other educational support such as buying learning materials, school uniforms and others as illustrated in the table.

The OVC section generated a number of responses that geared towards the community or other implementing partners not giving male OVC adequate support in ensuring that they enroll in school and complete their education. At 13.7%, the family may be willing to give support to the OVC but are not well equipped and skilled to do so. This can be a cultural factor that affects both the family institution and the society as a whole.

5.2.4: Operating Environment of GBOs on the Promotion of Boy-child Education This study objective sought to determine the operating environment of GBOs and how they influence the promotion of boy-child education. The findings under this section observed that 40.4% of the beneficiaries access the GBO services through the feeding Programs that the GBOs sponsor. 29.8% access the services of the GBOs through the application forms they distribute to the schools through the various areas that they support boy-child education as illustrated. Finally, another 29.8% of the respondents indicated that beneficiaries access their services through the regular talk forums that they organize in schools.

The section also discussed some of the constraints that the organizations face during their operations when promoting boy-child education where 78.6% of the respondents identified funding as the major constraint they are facing, 11.5% of the respondents stated that some of the government policies are not very community –friendly to assist the community in getting educational support for their male children while 3.8% of the responses stated that there is not much awareness creation towards supporting boy-child education, top-most priority is given to the girl-child. Lastly, 6.1% stated that they have not much capacity for resource mobilization or thoroughly implementing the boy-child program since it is yet an untapped matter.

5.3 Recommendations

From the findings illustrated, the study draws the following recommendations under each thematic objective in order to help facilitate the promotion of boy-child education in the society;

5.3.1 Funding Mechanisms and Promotion of Boy-child Education

From the findings extracted from the study, the GBOs are working at ensuring that funds are located towards promoting the needs of the boy-child. However, most of them are not in a position to directly sponsor bursaries to facilitate in enrolling and retaining most male children in school. From the interviews conducted, about 2 organizations from the study support boy-child education through health programs but not directly through education. Through these programs they are able to provide other educational support. They would however wish to extend their support through sponsoring bursaries to the boy-child but have financial constraints. It is therefore worth recommending that donor programs and other grant bodies should consider creating policies that will sustainably support the community through these GBOs

5.3.2 Organizational Policy and Promotion of Boy-child Education

From the observations drawn from the study, it is recommendable that continuous lobbying and advocacy, and training to mainstream gender equity in the entire education system should be conducted. It should not be assumed that the boy-child's family is exclusively taking care of his needs. This will draw concerns that the boy-child may one day be forgotten in the background. It is known how

economic vulnerability of the boy-child's family background is often a precursor to social delinquency that eventually leads to drop-outs from school, and subsequently in life.

5.3.3 Cultural Aspects and Promotion of Boy-child Education

From the study findings, the CEOs stated that although cultural practices are not a dominant reason that hinders effective enrolment and retention of the boy-child in school, the family is mostly to be blamed for it. One of the recommendations that were given by the CEOs is that the government should develop community-friendly services that make it easier for the illiterate and semi-illiterate to apply for bursaries to take their male children to school. The government should also find a balance between GBOs that are girl-child based and GBOs that also offer support to the boy-child so that both of them may get equal opportunities to discover their full academic potential for the overall all round development of the society.

5.3.4 Operating Environment of GBOs and the Promotion of Boy-child Education

The GBOs, from the study are well equipped and conversant to the needs of the boy-child. However, they are not getting maximum support from the government and other international donors who are yet to pay their full attention to the potential crisis of the boy-child being almost non-functional in the society. It is indeed worth noting that both genders play a significant role in ensuring effective sustainability of the society. Therefore, the government should instill laws that cover both genders to enable them stay empowered and equipped to exercise their full potential.

It was observed also that most of the responses, (30.5%), of this study were generated from field coordinators or supervisors who work directly on the ground. These staff members are assumed to be the ones dealing head on with the needs of the community members. It is important to recommend therefore that much support to be channeled towards building their capacity in order for them to perform their deliverables effectively as they act as links between the GBOs and the community.

Religious-based organizations and the local administration should be involved with the operations of the GBOs in promoting boy-child education. This is because these institutions have a heavy influence on the decisions that the community members, particularly, the family institution make concerning enrollment and retention of the boy-child up to tertiary level of education. the GBOs should also consider utilizing the media and partnering with them in ensuring that their messages are heard and responded to concerning promoting boy-child education.

5.4 Conclusion

5.4.1 Funding Mechanisms and Promotion of Boy-child Education

The study observed that currently, a lot of resources, time and attention need to be deliberately devoted by government and those non-governmental organizations (NGOs) towards the empowerment of the boy child through education. Further, the findings from the OVCs indicated that most of the organizations acknowledge the needs that they face but they do not get a lot of encouragement and financial support for this vulnerable group. It is therefore worth noting that, if care is not taken, a time would come when those advocating for girls empowerment would have to start doing the same for the boys, who were earlier relegated to the background.

5.4.2 Organizational Policy and Promotion of Boy-child Education

The study observed that although most organizations implement their gender and funding policies, there is no standard M&E policy being observed and implemented. The organizations only incorporate M&E in the activities according to the tools and measuring indicators under each department. Therefore GBOs should consider having an M&E department that will ensure effective monitoring and evaluation of all organizational processes, using not only donor-given tools but also tools that are generated by the organization. In this manner, issues that emerge through promoting boy-child education can be specifically identified and effectively addressed.

5.4.3 Cultural Aspects and Promotion of Boy-child Education

This study was conducted to mainly seek the attention of the country towards the growing plight of the boy-child. There is an urgent need to spread word on the importance of promoting the complete education of the boy-child. This is because most of the family backgrounds are either poor, not conversant or well experienced with matters to do with education therefore do not see the need for the boy-child to be educated past secondary level or even in some cases, secondary level. This is a factor that is causing families to force their male children out of school to seek manual jobs that would bring extra cash to the home.

5.4.4 Operating Environment of GBOs and the Promotion of Boy-child Education

A society that is well equipped and resourced like Kenya's should work hard in ensuring that the boychild not only fulfills his fullest potential, but is not afraid to exercise his rights. Gender equality should not only concern the girl-child but also her counterpart. While it is not appropriate to ignore the excellent work that gender-based organizations have done and are continuing to do towards the girlchild, it is useful to acknowledge that the time has come to give the boy-child an equal share of this victorious cake. This can be done by GBOs working with religious organizations and the local administration to produce community friendly services that are accessible and sustainable.

5.5 Suggestions for Further Research

The study suggests further research to be conducted that covers a wider scope than Lurambi Sub-County so as to compare findings. The study suggested should in turn do a longitudinal analysis to establish how many boy-child students receive support from these GBOs and the impact generated. Finally, the study should also engage implementing partners and gather views from the rest of the community members on the sustainable mechanisms that the GBOs can employ to further support the promotion of boy-child education.

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APPENDICES

Appendix 1: Letter of Transmittal

Rebecca Nazi Kalume P.O Box 1667 Kakamega Tel: 0723727244

The County Commissioner Kakamega County Kakamega

RE: Research Study

I am a student of the University of Nairobi, pursuing a Master of Arts Degree in Project Planning and Management. I am currently in the process of undertaking research on the influence of gender-based organizations on the promotion of boy-child education in Lurambi sub-county.

The study will entail interactions with NGOs, CBOs, religious based organizations and children orphanages in Lurambi sub-county.

I therefore request to be granted permission to carry out this research in the focused area.

Yours faithfully,

Rebecca Kalume

Appendix 2: Questionnaire (For Staff Members)

This questionnaire seeks to establish the various aspects that govern and direct Gender Based Organizations and how they influence boy-child education. The questionnaire contains open-ended and close-ended questions based on the variables of the study. The first set of questions seeks personal information from respondents.

You are not required to fill in your names. All information given will be treated with utmost confidentiality.

Please fill in the blanks or tick or answer questions truthfully

1. What is your age;

2.

3.

i.	18-25 years	()
ii.	26-35 years	()
iii.	36-45 years	()
iv.	Over 45 years	()
Gend	er		
i.	Female	()
ii.	Male	()
What	is your level of education?		
i.	Primary School	()
ii.	Secondary	()
iii.	College	()
iv.	University	()

4. How long have you worked for the GBO?

	i.	0 to 5 years	()
	ii.	6 to 10 years	()
	iii.	11 to 15 years	()
	iv.	Over 15 years	()
5.	Which	is your position in the organization?		
	i.	Program Manager	()
	ii.	Program Officer	()
	iii.	M&E Officer	()
	iv.	Field Coordinator/Supervisor	()
	v.	Finance Manager	()
6	a) Doe	es your organization sponsor bursaries?		
0.		Jour organization sponsor oursuites.		
0.		s your organization sponsor oursuites.		
0.		at level does it sponsor?		
0.				
0.	b) Wh	at level does it sponsor?		
0.	b) Wh	at level does it sponsor? Primary Level		
	b) Wh i. ii. iii.	at level does it sponsor? Primary Level Secondary Level		
	b) Wh i. ii. iii.) Does	at level does it sponsor? Primary Level Secondary Level Tertiary Level		
	b) Wh i. ii. iii.) Does	at level does it sponsor? Primary Level Secondary Level Tertiary Level your organization receive grants?		
	b) Wh i. ii. iii.) Does b) On	at level does it sponsor? Primary Level Secondary Level Tertiary Level your organization receive grants? average, how long does this support last?		
	b) Wh i. ii. iii.) Does b) On i.	at level does it sponsor? Primary Level Secondary Level Tertiary Level your organization receive grants? average, how long does this support last? Below 5 years	(

9. How does the aim of the organization motivate you to perform your deliverables towards the boy-child beneficiary?

10. How does the monitoring and evaluation policy of the organization ensure that boy-child education is promoted?

11. How does your funding policy cater for the needs of the boy-child in promoting his education?

12. a) How does the gender policy incorporate the promotion of boy child education?

- b) What percentage of the budget is located towards the girl child program?
- 13. What cultural challenges do you face in your host community when promoting boy child education?

14. a) In your opinion does the family prioritize promoting the boy-child to enroll in school and complete his education?

b) Give reasons

15. How does the organization deliver its services to the community in promoting boy-child education?

16. How does the beneficiary access these services in the organization?

17. What constraints are you facing in your department when promoting boy-child education?

- 18. How does your GBO mobilize its purpose and activities towards promoting boy-child education in the community? (You may select more than one)
 - i. Through stakeholder forums ()
 - ii. Through the media ()

- iii. Through organizing external community meetings ()
- iv. Through IEC materials ()
- v. Others (Please Specify)
- 19. In your opinion, what challenges hinder the effective enrolment and retention of the boy-child in school?

20. What recommendations can you offer towards addressing these challenges?

Appendix 3: Interview Schedule for C.E.Os/Executive Directors

- 1. Name of GBO: _____
- 2. Approximately how many of the boy-child beneficiaries are you supporting?
- 3. Does your organization fund bursaries?
- 4. How else do you fund the boy-child program?
- 5. What percentage of the budget is allocated towards the boy-child's education?
- 6. How is monitoring and evaluation conducted to ensure that the GBO performs its deliverables towards promoting boy-child education?
- 7. How does the gender policy incorporate the needs of the boy-child?
- 8. In your opinion, how does the family institution influence the support of boy-child education up to tertiary level?
- 9. In your opinion, what cultural constraints affect the enrollment and retention of the boy-child in school?
- 10. What other constraints does your organization face, that hinder effective implementation of promoting boy-child education?
- 11. In your opinion, what do you think would promote boy-child education in the community?

Appendix 4: Krejcie and Morgan (1970) Table for Determining Sample Size

Table for Determining Sample Size for a Given Population									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384
Note: "N" is population size "S" is sample size.									
Source: K	rejcie & M	organ, 197()						

Appendix 5: Research Permit from NACOSTI

