

**FACTORS INFLUENCING WOMEN PARTICIPATION IN PROJECT
IMPLEMENTATION: THE CASE OF GENDER MAINSTREAMING PROJECT IN
SELECTED GOVERNMENT MINISTRIES IN NAIROBI COUNTY, KENYA.**

BY

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DECLARATION

This research project report is my original work and has not been presented for an award in any other institution of learning.

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DEDICATION

To my beloved mother Immaculate Malala, my brothers Marvin Akwanyi, Cyprian Kubania, and David Bwire, for their love, support and encouragement throughout my coursework and research period, and to my beloved country Kenya.

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ABBREVIATIONS AND ACRONYMS

AU	African Union
CEDAW	Convention on the Elimination of Discrimination against Women
CSW	Commission on the Status of Women
EAC	East African Community
GAD	Gender and Development
GM	Gender Mainstreaming
ILO	International Labor Organization
MCA	Member of County Assembly
MDG	Millennium Development Goals
PFA	Platform for Action
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
WID	Women in Development

ABSTRACT

The purpose of this study was to establish the factors influencing the participation of women in the implementation of county government projects, with a focus on gender mainstreaming county government projects which are aimed at bringing about gender equality. This study was conducted in Nairobi County and had the following objectives: to determine how the culture of patriarchal systems, resource mobilization, the 2010 Kenyan Constitution, and women leadership influence women's participation in the implementation of gender mainstreaming in Nairobi County. The target population of this study included the government employees of select ministries, the Ministry of Planning and Devolution and the Ministry of Labour, Social Security and Services, who are 1100. The sample population of 92 respondents was staff and department heads of different departments in the selected ministries. The research instrument used was interview guides for department heads and questionnaires for employees. Reliability was established through the split-half method and a pilot study conducted in the Ministry of Foreign Affairs among 11 samples. Qualitative data analysis was done through content analysis. Quantitative data was first coded then analyzed. After interpretation, findings were presented in tables using frequencies and percentages. The study established that the government did little to create awareness among its employees on gender issues. The increased number of women political leaders had little influence in ensuring integration of gender into decision-making and planning of gender-responsive projects. There were gaps in terms of resource mobilization especially the allocation of human resources towards gender mainstreaming. It was established that patriarchal culture established male dominance and gender roles in the ministries. The study further revealed that despite the existence of gender equality laws and policies, their functionality was still low in terms of gender mainstreaming. The study led to the conclusion that gender mainstreaming still faces major challenges and action should be taken to enhance gender equity. The following recommendations were made; community sensitization should be undertaken to change discriminatory cultural beliefs and practices, the government should ensure gender equality in recruitment and employment of staff and equip the staff with knowledge and skills on gender mainstreaming, adequate human and financial resources should be allocated to gender mainstreaming, the government should collaborate with other institutions and claim ownership of the gender mainstreaming process to ensure sustainable resource mobilization, and finally those in the policy and budgetary chain should be educated to ensure gender sensitivity. Further research work on factors influencing participation of women leaders in the implementation of gender-responsive county government projects and factors contributing to female marginalization in projects need to be done.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Institutionalization of gender issues in the country has been done through the National Development Agenda, the Kenyan constitution 2010, Vision 2030 Flagship projects, the Presidential Directive of 2006 on Affirmative Action in favor of women, Sessional Paper No.2 of 2006 in the National Gender Policy 2000 and the Millennium Development. Devolution, which came into effect from the Constitution of Kenya 2010, was to ensure that gender parity would be achieved through the various county governments. The hope of many Kenyans was revived after many years of inequality by previous governments. Devolution was considered the solution to the problems that most Kenyans faced as it promised to institute equality and eradicate impunity. County governments were a good development, as they would enable the devolution of power and resources. Additionally, one of the three pillars of Vision 2030 for the Government of Kenya, in the social pillar, is the sector on Gender, Children, and Social development. Under this sector, there are flagship projects among which is gender mainstreaming and Women Enterprise Fund. Where voters failed to elect women leaders into the county assemblies, the affirmative action (gender mainstreaming) of the law helped in ensuring that women were nominated to ensure gender parity in political leadership. The Constitution of Kenya 2010 states that the not more than two-thirds principle must apply in all elected and appointive positions of the county government.

This was an opportunity Kenyan women saw to rise from being voiceless, the unequal treatment and poverty to better standards of living, as this meant that projects and services were going to be brought closer to the people in the counties. In the past systems of government, the worst affected were the women as the proposed projects was not in their favor. Women were missing on leadership platforms where most decisions concerning the state affairs and project plans were made. This was because prioritizing the women's issues was not seen as necessary. The MDGs promote gender mainstreaming and the new Constitution has instituted devolution. This gives women a way to ensure that socio-economic and political development get to them very fast and can prioritize and implement gender-responsive projects within the county governments.

Political participation, representation, and leadership in women's movements and decision-making bodies are required to ensure that both sexes have equal access not only to the decision-making processes, but to the benefits from the outcomes too. Most functions were transferred from the Transition Authority to county assemblies and MCAs are to play the oversight role. Women MCAs are expected to influence the decision-making process to ensure a gender responsive budget process in project planning, and encourage participation of the people they represent, more so by empowering the women in the planning and implementation process. Gender mainstreaming seeks to improve both the quality and the effectiveness of the ordinary projects in a way that it meets the individual needs of men and women to a higher degree. It is a fact that both sexes benefit from different systems and their living experiences and conditions often determine that their needs are different. If the government projects are only seen in a gender-neutral perspective, the benefits will not suit each gender. Tailor-made projects/solutions for both sexes improve the outcomes.

Although most County governments are still grappling with the implementation of the two-thirds gender, this study seeks to look at some of the factors that influence the participation of women in implementation of gender mainstreaming project in Nairobi County. Enhanced women's representation at national level is expected to have a trickle-down effect on the counties. There are gains and spaces that this research will highlight. This study fits into project planning and management from a gender perspective; integrating gender equality in project implementation.

The independent variable is the factors that influence participation of women while the dependent variable is the implementation process of the gender-mainstreaming project. These factors are culture, education, and the Kenyan Constitution, 2010. The project implementation process of the GM project involves developing gender standards, creating a roster of Gender Experts for need analysis, and capacity building to build skills and knowledge on gender equality to include this in work. Additionally, it includes sex and age disaggregated data for better understanding of the real impacts of a crisis on different people, and partnership building between organizations/agencies and other actors with agreed upon goals.

1.2 Statement of the Problem

Women compose over 50 per cent of the world's population yet they continue to be under-represented in economic activities, as voters, as leaders, and even in implementation of government projects. This has resulted in women not having equal influence and benefits from government projects and policies. Women's participation in county government projects can influence social issues affecting their lives such as healthcare and education, local development and cultural growth, national development and economic growth, and global affairs. However, the problem is that in Kenya, with the gender mainstreaming flagship

project of Vision 2030 under the social pillar in place and having more women leaders, the women have not yet achieved equality which gender mainstreaming sought to address.

I have noted and experienced through personal observations and interactions with fellow Kenyans, the great gender differences, particularly the subordination of women and girls at all levels of Kenyan society, in official and in private relationships. Gender mainstreaming and empowerment are concepts that are often used in policies, documents and in discussions, on how to provide marginalized groups control and power over their lives. Why this concept is so difficult to achieve is an interesting issue to study.

The two sexes have different experiences and gender roles, and these not only affect their use of resources, but also their perception. Therefore, there is a need to uphold the GM principle in the implementation of government projects and the management of resources to enable and effective handling of their different concerns and needs. The GM principle ensures effective and equitable resource management. Appreciating the GM principle emphasizes the problem of this study, which focuses on factors influencing implementation of gender mainstreaming in the implementation of Nairobi County government projects.

There are 47 Counties in Kenya that were founded in 2013; Nairobi County is one of them. It is the largest and the capital city in Kenya. In 2011, the population was estimated to be about 3.36 million, women comprising about 49.9% of the estimated. Kenya has 44.35 million people. Omondi (2014) states that 33% the total heads of households are females, and just like other female household heads in developing countries, women in Kenya face a number of interrelated and crosscutting problems. These problems limit the accessibility of basic health services, productive resources, educational and employment opportunities to these

women. Hence, according to Sosena and Tsehai (2008) most women do not efficiently participate in implementation of government projects.

The Ministry of Gender, Children and Social Development is the national machinery assigned with the responsibility of implementing GM in planning, policy formulation, budgeting, monitoring and evaluation. According to their report in 2009 based on assessments undertaken in the past, GM is weak in the public, private, and NGO sectors, and continues to be a communal and national challenge despite government measures taken. This study seeks to find out the factors that influence participation of women in the project implementation process to realize gender mainstreaming in Kenya. Kenyan women have been at the forefront of the struggle for gender equality and increased women's leadership setting the agenda for women's liberation, yet small countries have overtaken Kenya.

Participation of women in leadership and gender mainstreaming projects can promote women's ability to negotiate and influence policy in favor of women's and possibly children's needs thus reducing poverty. Women form the largest population of citizens with low literacy levels, low-income levels, and least participants in political decision-making. Kenya is still way beyond meeting the gender threshold noting that currently political representation of Kenyan women currently stands at a mere 15% compared to Rwanda at 64%, South Africa at 42%, Tanzania at 36% and Uganda at 35%. This study therefore seeks to find out what factors influence the participation of women in the implementation of gender mainstreaming project in Nairobi County.

1.3 Purpose of the Study

The study sought to establish the factors that influence the participation of women in implementation of gender mainstreaming project in Nairobi County, looking at selected ministries.

1.4 Objective of the Study

1. To determine how the culture of patriarchal systems influences the participation of women in implementation of gender mainstreaming project in Nairobi County.
2. To establish how resource mobilization influences the participation of women in implementation of gender mainstreaming project in Nairobi County.
3. To find out how the Kenyan Constitution, 2010 influences the participation of women in implementation of gender mainstreaming project in Nairobi County.
4. To deduce how the women leadership influences the participation of women in implementation of gender mainstreaming project in Nairobi County.

1.5 Research Questions

The study sought to answer the following questions:

1. How does the culture of patriarchy systems influence the participation of women in implementation of gender mainstreaming project in Nairobi County?
2. How does resource mobilization influence the participation of women in implementation of gender mainstreaming project in Nairobi County?

3. How does the Kenyan Constitution, 2010, influence the participation of women in implementation of gender mainstreaming project in Nairobi County?
4. How does the women leadership influence the participation of women in implementation of gender mainstreaming project in Nairobi County?

1.6 Significance of the Study

The Kenya government has made great strides in promulgation of a new constitution that sought to ensure equal opportunities for both sexes to influence achievement of human rights through gender responsive projects, and effective and sustainable county government projects. Women participation in politics and economic development activities is evident in the two-thirds principle whereby more women are now in power. From these and more measures undertaken by the government, the study sought to look into factors influencing participation of women in gender mainstreaming project in select ministries in Nairobi County. Gender mainstreaming seeks to ensure county projects are gender responsive, effective and sustainable. It is hoped that this study is going to facilitate governments' and women in realizing the factors that influence their participation in the implementation of gender mainstreaming projects as a means to reducing poverty and enhancing gender equality in line with the millennium development Goal No. 1 and 3, Kenyan Constitution (2010) and Kenya's Vision 2030. It is hoped that this study is going to facilitate identification of better strategies for participation of women in implementing gender-mainstreaming project at the county level in order to achieve gender equality. This will not only be relevant to the Ministry of Devolution and Planning and the Ministry of Labour, Social Security and Services, but also to other ministries, in understanding various aspects in gender mainstreaming and how to ensure women effectively participate in the GM project. The study will be valuable to other

scholars and researchers in enhancing further research and as a reference material in related studies.

1.7 Delimitations of the Study

The study was delimited to Nairobi County, which was chosen as the best location owing to the high number and diversity of women leaders and operation of most women MCAs. The population of women (53%) is higher than that of men (47%) (Soft Kenya, 2012), hence, it was important to understand the women participation in decision making and influence in county government project planning and implementation considering sustained poverty levels among them and their dependents. Given the limited resources available to the researcher, the study could only be focused to ministry offices in Nairobi County, a smaller geographical area.

1.8 Limitations of the Study

Inadequate human, financial and time resources, leading to a limited geographical coverage of the study, limited the study. This limitation was covered by the researcher through effective time management with the political leaders who were informants to the study. The researcher had to work with the times that were convenient for the women leaders.

1.9 Basic Assumptions of the Study

The study assumed that the respondents would make time and be available to participate in the study, giving honest and objective responses to inform the study. Additionally, it assumed availability of resources for timely data collection and analysis. The study assumed a peaceful political environment giving the researcher an opportunity for completion of the study.

1.10 Definitions of Significant terms used in the Study

Gender Mainstreaming Projects: Projects that are implemented in consideration of gender analysis, with the different conditions the men and women are facing, to ensure that the outcomes of the projects aim to enhance gender equality.

Participation: It refers to taking part in governmental and other political processes and the use of participatory methodologies in economic development projects. It takes such forms as utilization, consultation, contributions, and other interactive forms of participation, according to its applicability.

Project implementation: This refers to the phase of a project cycle whereby the project is activated and operated. The arrangements to have the project started are made. This involves allocating and coordinating resources to make a project operational. Project inputs are transformed into outputs to achieve certain expected objectives. For value and maximum returns, the county beneficiaries organize to have the project properly managed and maintained regularly.

Women in Development: This concept advocates for the allocation of economic development resources to women to enhance their contribution and enhance economic efficiency. This concept argues that women can contribute to the economic development process and should not be tied to social and cultural roles only.

Women in leadership: Women who are in decision-making positions or administration jobs in government institutions, such as the MCAs.

Women's political participation: The participation of women in political activities including voting, resource mobilization and holding of political offices such as members of county assembly or county representatives.

Patriarchy: Male dominance over women.

1.11 Organization of the Study

The study is organized in five chapters. The first chapter has the background of the problem, the problem statement which gets in-depth into the nature of the problem and why it is worth investigation, the purpose of the study, the significance of the study, research objectives and research questions which define the various variables being investigated; and the definition of key terms. The second chapter focuses on the literature review, the theoretical framework and the conceptual framework of the study. Additionally, this chapter identifies the gaps that still exist in the available literature in the area of study. The third chapter has a detailed account of the Research Methodology including the study population, sample size, sampling procedure, research instruments, their validity and reliability, data collection methods, data presentation, interpretation, analysis and discussion and ethical issues in the study. The fourth chapter includes the study findings and discussions. Chapter five contains the summary, conclusions and recommendations from the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Participation of women in the implementation process of the gender-mainstreaming project exerts pressure on the government to implement gender responsive projects that benefit both genders equally. This chapter explores the implementation process of the gender-mainstreaming project in Nairobi County, previously researched factors that influence women participation in implementation of the gender-mainstreaming project and theories that are under consideration in this study. The objective of this literature review is to look into previous findings and ideas from other researchers, giving this research paper its background information. Additionally, it informs on the strategies, procedures, and measuring instruments that have been found useful in similar studies while preventing duplication of information. This will shed light on gaps in previous studies that this research paper can fill and explain why a new study in this field is necessary.

2.2 Women Participation in Project implementation

Project implementation or execution is the stage where plans are realized. This phase comes after evaluation, decision-making, visioning, planning and funding a project. This is the action/doing phase where the project takes shape and becomes visible to outsiders and results start being seen. Globally, this phase may include participation of women in the international implementation of projects aimed to enhance gender equality, such as Goal 3 of the Millennium Development Goals that were endorsed at the UN Millennium Summit in 2000. Gender equality and women's empowerment are central to the achievement of the MDGs. In Kenya, gender mainstreaming is factored in the MDGs and the Kenya Constitution 2010

through the two-thirds rule and devolution. This ensures that women are involved in planning of projects. To ensure this is achieved, certain capabilities such as nutrition, health and education, among others that are fundamental to individual well-being, should be in place. This allows accessibility by these individuals to other forms of well-being, such as the access to resources and opportunities. This allows application of basic capabilities through access to resources, economic assets and political opportunities. Without political and economic accessibility to resources and opportunities, women are unable to exploit their capabilities for their own well-being and their societies, nations or international system. Security should be enhanced through reduction of vulnerability to gender-based conflict or violence, allowing women to achieve their full potential.

On global, regional, and national levels, women participation is done through the following strategies. Guarantee of sexual and reproductive rights and health for women. Combat violence against females, with laws in place to safeguard against the same. Encourage and ensure post-primary education opportunities for females. Ensure that females` property and inheritance rights are guaranteed by their states, such as Kenya has done. This ensures both male and female children get an inheritance and can own property or access finances for economic development easily. There has been an increase at all levels in the women leadership in work places, local governmental bodies and national parliaments. There are laws in place, such as the two-thirds rule, which ensure increased gender equality in recruitment and employment. These are aimed at decreasing reliance on informal employment by women, female subordination to the males, and reducing gender gaps in economic earnings.

Evidence shows that GM was not a hard concept to adopt, but there is minimal evidence on following it up. This is a consistent problem that many institutions and organizations that have instituted GM face; translating the commitment and policies to operational action plans.

There is a problem of lack of sufficient training and support. GM implementation's issue was in budgeting gender analysis in projects, poor GM project supervision, insufficient gender analysis and development project planning skills, and no political commitment at the organization and country level. Gender Mainstreaming is accepted globally not as an end in itself but a means to achieving gender equality.

Activities in implementation of GM include; strategy and legislation development (including Anti-Female Genital Mutilation Act), develop gender standards, and recommendations for affirmative action, and the creation of a roster for gender experts on the ground to facilitate gender analysis. Additionally it includes training for gender officers, capacity building to build skills and knowledge on gender equality, and how this knowledge can be included in daily work, partnership building among different actors, and improvement of gender disaggregated data collection and analysis (Ministry of Gender, Children and Social Development, 2009). The gender-disaggregated data includes the establishment of recruitment, promotions and political appointments database on women serving in the Public Service in a bid to achieve the 30 per cent employment of women in the Public Service.

GM takes many approaches. In the top-down approach of project implementation, projects are mainly implemented by agencies from outside the county, with limited involvement by the beneficiaries, who are the citizens of Nairobi County. In the bottom-up project implementation approach, the project beneficiaries are in charge of implementing the project whereas outside agencies may simply provide the technical assistance or financial resources. In the collaborative participatory project implementation approach, both the bottom-up and top-down project implementation approaches are used in implementation of the project.

The Gender and Equality Commission had achieved the following GM measures by 2013 as stated in their annual report. It has ensured institutions and structures at the county, national, public and private levels are guided by laws observing the freedom from discrimination and equality. Legislation at all levels and sectors has been strengthened to achieve inclusiveness and gender equality. Additionally, it has ensured Kenya as a state complies with regional and international reporting obligations. Moreover, the Commission has enhanced the capacity of institutions to reduce, respond to, and manage any cases of sexual and gender based violence. The Commission also enhanced the machinery for mainstreaming gender issues in the development agenda at the county and national level (Gender and Equality Commission annual report, 2013).

For this study, the GM angle observed is the implementation of the one-third rule, where no ministry is supposed to exceed two thirds of one gender in its employees. This chapter shows the role that women play in the implementation of gender mainstreaming projects through the one-third rule in government ministries. The women`s primary responsibility is to ensure that their voice and needs are addressed in GM. They have to access and utilize government GM services/activities/opportunities. Women have to be part of the GM project, take up their rights by law, such as the two-thirds principle, and take up employment opportunities meant for women. They have a responsibility to influence laws and policies, as these are what make the work of the county government possible. They provide the desired end and make provisions of how to get there. Women leaders and the members of the County Assembly, have an oversight role in which they hold the power to check, approve and follow on every project/programme that is conducted in the county. MCAs check the powers of the governor, meaning that women leaders can push to ensure that GM is implemented in all agendas handled in the county assembly (Constitution of Kenya, 2010).

Women leaders and managers have to take this responsibility with the weight it deserves, but their capacity to handle this mandate stands in their way. This begs the question, how well do women political leaders understand their legislative and oversight role? What qualifications do women leaders bring to the table of decisions especially where complex matters of development are concerned? Women leaders should push to ensure project planning and implementation involves a need and gender analysis.

Table 2.1

Forms of participation

Types of participation	Some components and characteristics
Utilization	Clients are mobilized to improve the use of services which claimed to be of their right. Service centers are drawn near to the community to increase accessibility and easy contact between clients and officials.
Contributions	Beneficiaries are obliged to contribute in cash or in kind to the project expenses or implementation. This type of participation helps to exploit under-utilized labor and skills hence reduces project expenses.
Consultations	The community is consulted and professionals listen to their views. The beneficiaries give valid information that is considered in project planning and policy making to meet people's needs and for the community to own the projects. This ensures sustainability.
Interactive	Target group have a chance to analyze issues of their concern and determine which actions should be taken. People are empowered to use new institutions and structures or maintain and strengthen existing ones.
Passive participation	People are not involved in the decision-making, they are simply informed on what will happen or has already happened. Mainly a top down approach, information is shared by external professionals.

Note: As cited by Guimaraes (2009).

Many factors influence the participation of women in the GM project implementation. This study will focus on the major factors influencing the women participation; culture, education level, the Kenyan Constitution 2010, and women leadership.

2.3 Influence of the Culture of Patriarchal systems on the participation of women in the Implementation of GM government projects

The two sexes learn at a young age from the family and overall culture they grow up in what appropriate behavior and attitudes are. This means that the non-physical gender differences are adapted through socialization. According to the social role theory, the division of labor drives sex-differentiated behavior between men and women within a society. Gender roles created by division of labor lead to gendered social behavior (Eagly, 2007). Division of labor, according to social role theorists, is not narrowly defined as the difference between domestic activities and paid employment. As a concept, it includes all activities carried out in a society that are necessary for its sustainability and existence. This includes leadership and decision-making (Eagly, 2007).

The characteristics of activities carried out by the different sexes become the community's belief and perception of the dispositional attributes of men or women themselves. According to Gilbert (1998), division of labor led to gender stereotype. Women and men occupying certain positions are expected to behave according to particular attributes. The gender roles are considered hierarchical, with a male-advantaged gender hierarchy (Wood & Eagly, 2002). The men were involved in activities that provided them with more access and control of resources, hence decision making power. This made them superior and they had more authority and a higher status as society continued to progress (Gilbert, 1998). The consequence of these socially shared prescriptive and descriptive norms of stereotypes and gender roles is sex-typed social behavior. Gender roles are guides to normative behaviors that

are likely to be effective for each sex within certain social contexts. These gender roles also guide on ideal and therefore desirable behaviors for both sexes in certain social settings or activities. In other words, humans, as social beings, seek approval from their fellows and a sense of belonging to societies by conforming to the cultural and social norms within their society (Eagly, 2007). The culture of a society is what provides the framework within which its members operate and the standard to which they must explain values and ideology that form much of the content in which the socialization process shape occupational and social life. Depending on their social class, race and sex, specific type of the work are encouraged, tolerated or tabooed. Conforming to social norms leads to shaping of the pattern and maintenance of the existence of sex-typed social behavior (Eagly, 2007).

Kenyan culture is patriarchal, giving men dominance over women and it would expect women to be subordinates to men and not be too aggressive, especially in leadership roles and economic activities. Patriarchal systems have sets of opinions, beliefs, and behavior about masculinity and feminism. For instance, leadership was considered a masculine role. This system not only varies among cultures, but also varies over a certain culture over time (Jolly, 2002). With growing complexity in societies, roles played by men and women are not only determined by patriarchal beliefs but also by economic and socio-political factors such as socialization, gender roles, division of labor, power relations and institutions. Men`s work is valued differently to that performed by women. Men`s work is recognized and valued as work by status, payment, or political power, whereas work performed by women is viewed as natural and mostly is not given status or remunerated (Vlassoff and Moreno, 2002). The women are burdened with household responsibilities compared to men, and in most cases have no time to participate in planned development projects. Despite the being evidence of increased women leadership in the developed countries, there is persistence of biases toward

women in decision-making positions (Lopez-Zafra, Garcia-Retamero, & Eagly, 2009). Women do not have similar opportunities to men because of some deep-rooted socio-cultural traditions and beliefs that are discriminatory (Roomi & Parrott, 2008). Furthermore, culture fosters certain perceptions of leadership at different levels of analysis (Lord et al. (2001). One external constraint that affects people's perception of decision-making is culture (House and Aditya, 1997). In many Kenyan societies, there are cultural beliefs, institutions and practices that undermine women's autonomy, contributing to gender discrimination. Cultural barriers limit the economic growth for women and sustainability of GM government projects for this country. This factor inhibits strong participation of some women in the decision-making and project-implementation process as culture prohibits women's active participation in economic/administrative activities. Some religions too, like Islam, can derail women's participation in project implementation due to the emphasis on male dominance and women's submissiveness.

The UNESCO report (2000) states that it is now generally accepted that Africa's future will depend on the establishment of a new relationship between sexes in the overall political and economic process hence the concept of cultural adjustment. Cultural adjustment should apply to all socio-cultural values that govern the notions of relationships between men and women in society.

2.4 Influence of Resource mobilization on the participation of women in the Implementation of GM government projects

The capacity of human resources needs attention as there is shortage of human resource capital among women, which is necessary for successful integration of gender mainstreaming (Gumbo and Foster, 2005). To ensure gender equality through the gender mainstreaming initiatives, resources should be allocated at all levels for demand-responsive and democratic

approaches in development projects (Gumbo and Robinson, 2004). Professionals in development projects should be made aware of the necessary activities and appropriate resources needed in the development process and provided with skills on planning, designing, implementing and monitoring the development process.

Education is a basic human right, even to females, and is an essential element to enable maximum exploitation of all political, economic, social, and cultural rights. The Beijing Platform and the MDGs (2000), emphasize the importance of education in promoting the general advancement of women and gender equality. According to Lindsey, Homes, and McCall (1991), education was the main contribution to successful leadership development in people's lives. Without structural investments such as health systems and education facilities that cater even to the poor, the exploitation of women will only increase despite development projects that have been implemented for them. There is adequate evidence supporting the impact of education and training in enhancing women participation in development (Day, 2001; Reichard and Avolio, 2005).

All styles of training, whether directive, transformational, transactional or participative, have consistent impacts from developmental interventions. In Kenya's education sector, the level of education has been emphasized on the heads of institutions. The Sessional Paper No. 6 (1988), states that in view of the critical role the heads of institutions play, the government will ensure that those elected or appointed as decision makers have appropriate academic qualification ability, experience, integrity, competence, and initiative (TIQET 1999). Gender equality became the focus of the GAD approach, as evidenced in the Platform for Action of the 1995 Fourth World Conference on Women held in Beijing. It focuses on twelve critical areas; and education was number two in the list. Educational qualification and training of women is part of the solution towards increasing work opportunities and placement in

decision making positions. The higher the qualification in education, the higher the chances of being involved in decision making and the GM implementation process (ILO 1995).

Dorsy (1989) found that women generally have low educational qualifications than men, which is the reason for poor representation in administration of women. This translates to men qualifying for more promotions than women do when promotions are done on merit. Most women have limited access to education that would let them join administration at high levels. Kenyan government has consistently pursued policies aimed at expanding and strengthening basic education programs since independence. Because of the different historical circumstances and situations facing Kenyan women, measures should be taken to ensure gender equality in accessibility of ongoing training opportunities in the work place, so as to upgrade skills and knowledge, to promote effective participation in planning government projects. Education is a factor that is hindering many women from participating in the GM project implementation process, but is also a solution to ensure effective women representation in the county assembly and decision-making bodies. Kenyan citizens, especially policy implementers, should be sensitized to be considerate to particular needs of socio-economically vulnerable groups such as children and women (Greed, 2005). Channeling resources towards gender mainstreaming targets capacity-building and creating awareness in people in order for them to overcome the obstacles to participation in the development projects. Capacity building can be done through enhanced understanding of the background, specific constraints and optimum benefits of development projects in different areas through the participation of both men and women (Gurung and Lama, 2003).

2.5 Influence of the Kenyan Constitution, 2010 on the participation of women in the Implementation of GM government projects

The new Constitution of Kenya that was enacted in 2010 provides for gender equality. There is a provision in Article 197 (1) of the new Constitution that states the principles that must govern devolved governments and provides the two thirds rule which states that not more than two-thirds of the members of any county assembly or county executive committee shall be from one gender. The same Constitution of Kenya 2010, instituted devolution, which aims to ensure that gender parity is achieved. The County Assemblies are the key institutions in the county that will represent, legislate and offer oversight in the running of the county. County governments came as a good thing because they would reduce poverty and impunity, while enabling devolvement of power and resources, with the county government (governor) accountable for the application of public resources. Additionally, the Constitution of Kenya 2010 provides that the two-thirds principle must apply in all elected and appointive positions of the county government. Hence, where voters failed to elect women into the county assemblies, the affirmative action of the law, ensured women would be nominated to ensure gender parity in political leadership.

Kenyan women saw this as an opportunity to rise from poverty to better standards of living as more women in power meant better representation of issues affecting women, inclusion of women in decision-making, projects would be gender responsive and services would be easier to access.

The issue arises when one has to look into the policy functionality. There may be policy implementation problems, which are not restricted to developing nations only, or to national spheres of government. There is bound to be an implementation problem when and where some crucial factors to policy implementation are missing (Davis, 2009). Most developing

countries have policy gaps arising from issues of corruption, improper implementation, ineffective governance, no co-ordination and the disparity between policy-making and practice (Sajid and Kahn, 2006). The policy implementation process is a complex network involving critical variables, which shape the path that implementation, may take. GM should be concerned with gender relations by rethinking policy formulation through a gender lens rather than just adding women into the development process (Morley, 2006). The government system should therefore create projects whose outcome will result in equality so as to balance the unequal starting points of women and men in Kenya. It is not right for the situation of gender equality to worsen yet there are policies to deal with such problems. People therefore need skills, information and knowledge on empowerment (Brynard, 2007).

2.6 Influence of Women leadership on the participation of women in the Implementation of GM government projects

Many functions were transferred from the Transition Authority to county assemblies. MCAs are tasked to play an oversight role. With more women in leadership positions than ever before in Kenya's history from the two-thirds principle, women MCAs are expected to influence the decision-making process to ensure a gender responsive budget process in project planning, and encourage participation of the people they represent, more so by empowering the women, in the budgeting process. However, most County governments are still grappling with the implementation of the two-thirds gender rule in committees that run business in the county assemblies. Almost all counties are yet to meet the gender threshold as stipulated in the Kenyan Constitution 2010. GM in programmes is still a big challenge that most county governments are facing despite the provision in Article 197 (1) of the new Constitution. The law is on women's side, and women leaders need to be vigilante and build their voices together with unity of purpose, to advocate for women's agenda and sustain the agenda so others can join women's bid to bridge inequalities in this country (Statistics;

Kenya, 2011). Nairobi County has the numbers in women leaders, but what capacity do these women leaders have to influence the GM project implementation and to empower the women? Most of the women leaders were nominated into power, not voted in, and may not have a strong voice in the County Assembly. The capacity of the women leaders to influence the government policies and projects impacts on the implementation of GM project.

2.7 Theoretical Framework

The following theories are used in the study.

2.7.1 Women in Development and Gender and Development

Tinker(1990), states this concept came from a Washington-based network of female development professionals in the early 1970s who argued that modernization had different impacts on the two sexes. Rather than improve women's economic status and rights, the development process was contributing to a deterioration of their position. WID as a theory focused on the productive roles played by women such as economic empowerment as a way to improve their living standards. In the welfare approach, women were identified almost entirely in their domestic functions as mothers and wives, and their policies were focused on social welfare concerns such as home economics. WID advocates stressed that women's subordination was within the economic framework and for them to be empowered and gender equality enhanced the women were to be empowered economically. On this note, the women's subordination to men is seen to have originated from their exclusion from the economic activities. The solution was for women to be integrated to the economic activities to improve their economic standing, be more capable of providing for their families, and enhancing their equality to men and households headed by men. Gender equality can be addressed through the mainstream development strategies. The WID movement led to

discussions, research, and institutionalization of gender equality strategies in government and non-governmental agencies. This was to include women in development efforts.

It is from this angle of WID that we see the rise of women in developmental roles, not only economically, but politically too. The focus was on the poor households that were mostly headed by females (Buvinic, 1983). WID demanded for productive employment and for other activities that would generate income for women. This was for poverty alleviation among women to enable them meet family needs. In 1970s, the concept WID changed to Gender and Development (GAD) to reduce the focus on women in isolation some development workers questioned the focus on women in isolation, which was the main aspect of the WID approach.

It is from WID and GAD that Gender analysis tool was introduced and this helps inform our study on some of the measures already in place to correct the gender inequality problem. *Gender analysis* refers to a distinguishing tool that development planners use to enhance efficient resource allocation. This tool identifies certain divisions, such as gender, in reproductive and productive work, and the differences in accessibility and control over resources based on gender (Sims Feldstein and Poats, 1989; Overholt et al., 1985). The tool considers what these divisions and differences would imply for project design and project outcomes. In short, the tool considers the constraints and benefits faced by the different genders and ensure that projects are tailor-made to address the different conditions and ensure the outcomes enhance gender equality.

2.7.2 Gender Mainstreaming

GM concept was first proposed in 1985 in Nairobi at the Third World Conference on Women. The idea has its origins in the UN development community and it featured at the Fourth World

Conference on Women in Beijing in 1995. UN declared 1975– 1985 the Decade for Women to focus on women's equality. GM makes the backgrounds and experiences of both sexes an important aspect in the planning and implementation of policies, projects, and programmes in all spheres so that both genders benefit equally. GM requires that both sexes participate equally in making decision and planning to influence agendas. Lombardo (2005) and Charlesworth (2005) are of the opinion that a few principles should be identified to enable one recognize GM. For instance, there should be a wholesome approach to gender policy as there are interconnected causes that lead to inequality between the men and women in all spheres of life, such as sexuality, economics, political participation, violence, and work places. Secondly, all policy areas should have reference to gender issues to ensure consideration of the political GM principle has been rethought in the means and outcomes from a gender perspective. GM responsibility rests at the highest levels and needs to be put into practice system-wide, with accountability for outcomes being monitored constantly. Thirdly, GM requires gender equality in decision-making bodies, like the county assembly. Women's participation in decision making should be increased. Lastly, gender equality objectives should be prioritized in terms of measures adopted, resources assigned, and policies of relevance to women framed.

The similarity of the above theories is that the focus on the economic arguments for easing accessibility of resources to women. Differentiating economic activities and resources based on gender is substantial in meeting the demand for a gender responsive project plan. The shortcoming is that it ignores how the powerful gender relations can subvert resources that are allocated to women. In failing to first question the uneven resource distribution between men and women, power asymmetry as a concern is ignored, leading to the assumption that easing resource accessibility for women means they are capable of controlling the use of

these resources without issue. There is evidence from previous studies that reveal the powerful social relations and gender ideologies that still leave the women in subordination to men. Women lack autonomy and do not retain control over resources allocated to them. This is the reason the study sought to find out how the culture of patriarchy systems influences women`s participation in county project implementation.

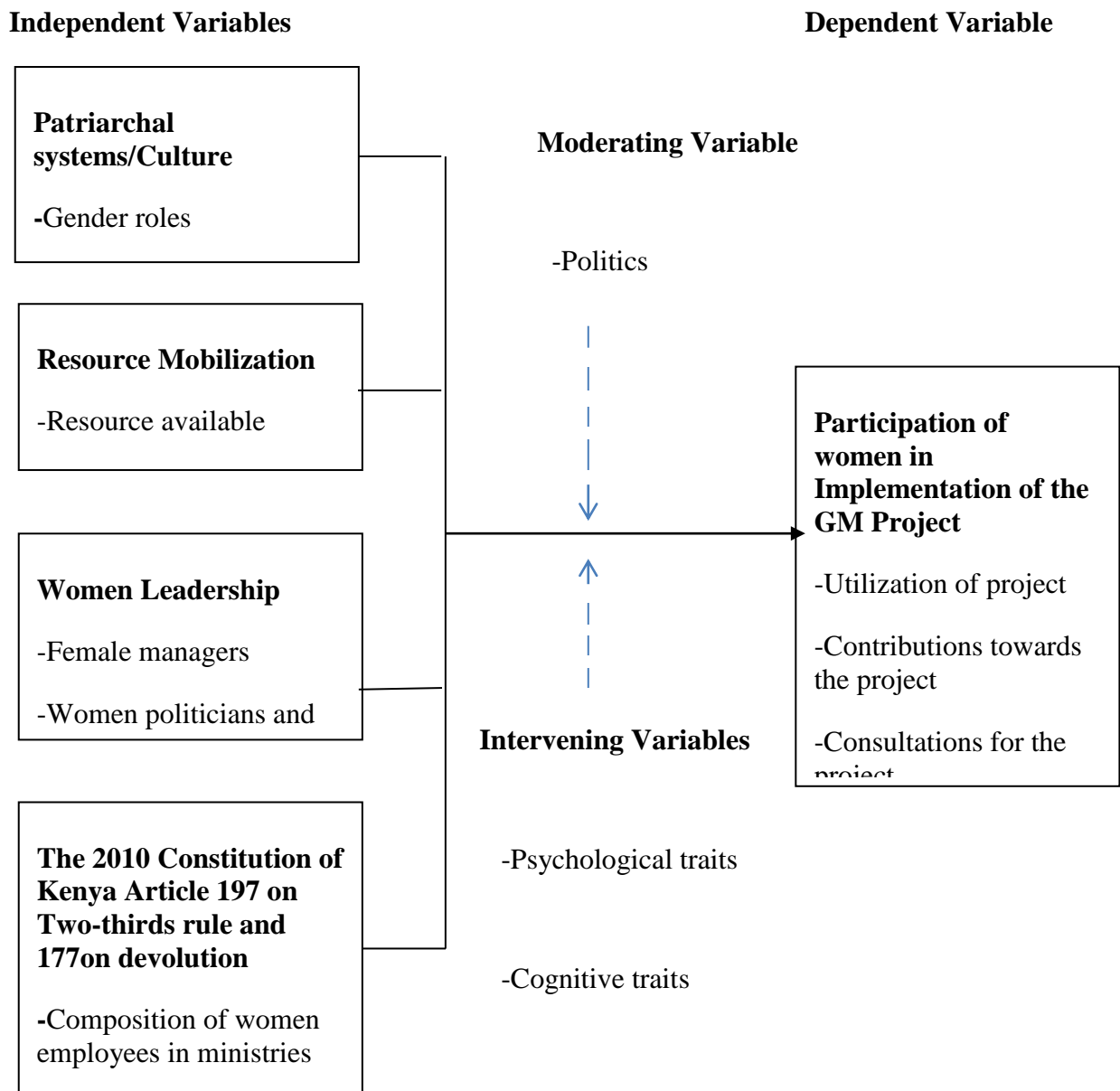
The two theories however differ because GM`s did not start from a prior assumption on women`s disadvantage, but after analyzing the development situation that revealed gender inequalities and different experiences, priorities, and needs of the two sexes. This means the GM level of intervention totally depends on the specific needs and priorities that a gender analysis reveals. This means that whatever gender is in a particularly disadvantageous position, there is a need for gender-specific affirmative action and activities and. Gender-specific interventions can aim for whichever gender exclusively, or both genders together, to enable both men and women to take part and benefit from development projects. These temporary measures are crucial and aim to offset consequences of past discrimination directly and indirectly. GM is not focused on women only. It deals with interests of both genders to feature in the development agenda. It may mean a change in actions, agenda, goals, and strategies, so that both sexes not only influence, but also participate and mutually benefit from development processes. The objective of GM is to transform unequal cultural, socio-economic and political structures for both sexes. In short, GM seeks to identify and bridge gaps in gender equality.

2.8 Conceptual Framework

A conceptual framework, according to Miles and Huberman (1994), explains in graphic and narrative form the main things under study, such as the key factors, constructs or variables,

and the presumed relationship among them. Below is the conceptual framework for this study.

Figure.1 Conceptual framework



In the study, it is conceptualized that the independent variables will influence the dependent variable. The conceptual framework shows the factors that are presumed to influence the participation of women in implementation of the GM government project. These factors;

culture, education, The Kenyan Constitution 2010, and women leadership, have affected the implementation of the GM project. The moderating variable, political socialization, has a significant contributory effect on the relationship between the dependent and independent variable. The intervening variable psychological and cognitive traits, may affect the relationship but they are difficult to measure or see the nature of their influence.

2.6 Summary

From the above discussed concepts and theories of participation, there are crisscrossing factors influencing the participation of women in GM project implementation at the county government level. Some factors may encourage participation of women in project implementation while others may hinder their participation. Some factors identified as hindrances include gender stereotypes and female discrimination, culturally prescribed domestic roles, personal obstacles such as lack of confidence and lack of capacity to participate, women's inaccessibility to financial capital, gender roles, and insufficient educational levels. The legal system (the constitution) and the political goals for Kenya are pull factors that support gender mainstreaming and women active participation in project implementation. There has been a strong international rights-based framework in existence, advocating for GM, but progress has been uneven and slow.

Women's increased representation politically institutions may be crucial though slowly rising, it does not guarantee that women will have more participation in the GM project implementation or that women's rights and gender equality are addressed in government policies and programs. This should go beyond increased numbers to more outcomes that are positive for women. Such as empowering women and ensuring that services, policies, and projects address the needs and interests of both genders. Both genders can fulfill their responsibilities when they have ease to equal accessibility and control to resources. Women

and men should be able to fully participate, allowing them to influence the outcome of decision-making processes and to play a substantive role in deciding on local government priority projects and the allocation of public funds in order to reflect the needs and aspirations of both women and men.

In conclusion, gender integration in the development process is the only way to build a just, sustainable and developed society. In planning developmental projects, they should be gender responsive. This ensures that advancement of gender equality is a matter of human rights and a matter of social justice. It should not be viewed as an issue for women only. Gender equality and women empowerment are necessary for the attainment of development and security among all Kenyans. Gender equality will only be achieved through a change of the beliefs and practices of both sexes, in planning and implementing projects that consider gender. The following are suggestions on how to ensure women`s participation in the project implementation process.

To ensure the participation of women in the county GM project implementation process will require that both the national laws and international frameworks relating to women`s rights are amended. There should be a review of the existing regulatory, constitutional, and political frameworks for clauses that may hinder gender equality. Gender parity should be sought in decision-making bodies setting targets for increasing women`s representation in specified timeframes. ICT training for women should be used as a tool to overcome the digital divide of the sexes, enhancing equal access to information. Political parties should set measures to ensure gender equality in decision-making positions to achieve gender parity.

2.7 Research Gaps

There are gaps that need to be looked into. How equipped are the women and women leaders to carry out their mandates or get involved in the GM project? Do they have the expertise or access to expertise to ensure their effectiveness? Is work done by women valued equally to the work done by men? These questions raise gaps that a different study could inform.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a general framework for the procedures and techniques used in data collection and analysis, with a detailed description of the research methodology, target population, sample size and selection, research instruments, an analysis of their validity and reliability, data collection procedure, data analysis techniques, and ethical considerations in this study.

3.2 Research Design

The type research design used in this study is descriptive design, and is designed to depict the participants in an accurate way. It is a true experiment that is carried out on subjects in natural and unchanged environments.

3.3 Target Population

Study population refers to the collection of elements from which the study sample is selected. The target population of this study included employees and department heads of the selected government ministries. The target was the Ministry of Devolution and Planning, and the Ministry of Labour, Social Security and Services in Nairobi County. The Ministry of Labour, Social Security and Services was formed in May, 2013, after the re-organization of Government, combining the former Ministry of Labour and part of the former Ministry of Gender, Children and Social Development. The two ministries have 1100 employees (Ministry of Devolution and Planning 450 employees and Ministry of Labour, Social Security and Services 650 employees).

3.4 Sample size and sampling procedure

To carry out this study to assess factors that influence women`s participation in GM project implementation, not only women employees were interviewed, but men employees too. From this total population, Probability Proportion to Size (PPS) was used, and 92 respondents were selected as the sample size (38 and 54 respectively). In PPS, the selection probability for each element is set to be proportional to its size measure, up to a maximum of 1.

The formula for calculating sample size according to Lohr (2010) is;

$$\frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N}\right)}$$

Where N is Population size, e is Margin of error (as a Decimal), z is Confidence level (as a z-score), and p is Percentage value (as a Decimal)

To select a sample from target population, the stratified random sampling technique, which uses both probability and non-probability sampling methods, was used. The stratified (purposive and non-probability) sampling has been used as a technique to include both men and women from every department in the ministries to gain their different experiences and perspectives. This stratified sampling method was selected in order to ensure inclusion of managers and to gain relevant information regarding all available data on the factors influencing women participation in GM project implementation. The random (probability) sampling method was selected to avoid biasness and allow for generalization of data from respondents. This avoids an error from sampling.

3.5 Data Collection instruments

To achieve the purpose of this study, primary and secondary data were applied using various instruments. The primary data collection method employed to this study is survey method. The Primary data were gathered using interview guide and questionnaires from sample respondents selected from the target population using stratified random sampling. The strata for each department were male, female, managers and regular employees. A respondent was selected from each subgroup. Questionnaires and interview schedule were used to collect data from the employees and department heads respectively.

3.6 Reliability of Research instruments

Reliability of a research instrument is the extent to which it is consistent; producing homogenous results over time, if the study was to be redone at a different time using the same methodology it would give homogenous, and gives an accurate representation of the total target population (Joppe, 2000). The researcher used split-half method to test reliability, focusing on internal consistency. In this method, the researcher divides all the items that measure the same construct randomly into two sets. The entire instrument is then administered to a sample of people and the total score for each set is calculated separately. The two sets of the test are then compared to see if the scores are similar. The split-half reliability estimate is the correlation between the two total scores of the sets. The reliability is high when the scores are similar upon being broken down. The statistical test consists of looking at the correlation coefficient, usually done using the Spearman-Brown formula. Upon calculation, the correlation coefficient, r was 0.6889. This was high and therefore the questionnaire was considered to be reliable. This method was preferable since the research cannot easily be taken more than once.

3.7 Validity of Research instruments

Validity of a research instrument, according to Joppe (2000), is the extent to which the instrument measures what it was actually intended to measure. The validity of an instrument is determined by whether the measurement methods guarantee quality, are rigorous, trustworthy and accurate (Golafshani, 2003). The content validity of the instrument was determined through assessment of the instruments by the research supervisor from the University of Nairobi and other experts.

3.8 Data Collection procedures

The researcher acquired a letter of authority from the University of Nairobi after examination and approval of the research project proposal. The letter was presented to the National Commission for Science, Technology and Innovation (NACOSTI) who issued a letter of authority and research permit for data collection, allowing the researcher to conduct the research. The research instrument was pre-tested using 10% of the sample population. Reliability of the research instruments was determined in the Ministry of Foreign Affairs, a separate population from the sample population. This helped the researcher correct the research instruments based on the reality on the ground, as well as prepare for the research based on the working environment at that time.

A research assistant was then identified to aid in data collection. The research assistant was trained on research ethics such as informed consent of the respondent, non-disclosure of research information outside the research confines, confidentiality, and sharing of information with the 92 respondents about how the study findings would affect them. The research assistant was trained on interview techniques such as procedures for the pilot data collection, probing, and actual data collection processes. Questionnaires were administered to all the selected respondents. Data collection was done within one week.

3.9 Data Analysis techniques

The researcher adopted both qualitative and quantitative data analysis techniques. This research is of descriptive type. Qualitative data from responses were coded for ease of recording responses. The data collected was edited to ensure accuracy, uniformity and relevance to the research questions. Editing helped to check for inconsistencies, mistakes, lack of uniformity illegibility, and blank or missing responses that were disregarded. Accordingly, for successful accomplishment and actual realization of the study objectives, data collected were recorded, edited, organized, analyzed, interpreted and presented according to the research questions. For data collected through interview, description of finding was done, while for data collected through questionnaires, descriptive statistical tools were used, for this case tables and percentages. Data was then compressed and displayed through text, and conclusion was drawn with confirmation from the data.

3.10 Operationalization of Variables

Table 3.2

Objective	Variable	Indicators	Measurement	Measurement scale	Data collection tool/ analysis tool
To determine factors influencing the participation of women in GM project implementation in selected ministries in Nairobi County	Dependent Variable: Implementation of GM in selected ministries	-Gender sensitivity	-Gender composition	-Nominal	Questionnaires and interview
		-Resources adequacy	-Resource availability	-Ordinal	
		-Gender equality	-Gender integration	-Ordinal	
		-Policy functionality	-Policy Implementation	-Ordinal	
To determine how culture influences the participation of women in implementation of gender mainstreaming project in Nairobi County.	Independent variables: -Culture -Patriarchy systems -Religion	-Gender roles	-Biases in roles and attitudes	-Ordinal	Questionnaires and interview
		-Male domination	-Male attitudes towards women -Effort to discourage patriarchy	-Ordinal -Ordinal	
		-Religious factors	-Religious beliefs	-Nominal	
To determine how the Kenyan Constitution, 2010 influences the participation of women in implementation of gender mainstreaming project in Nairobi County.	-The 2010 Constitution of Kenya Article 197 on Two-thirds rule -The 2010 Constitution of Kenya Article 177 on Devolution	-Composition of women employees in the ministries	-Ratio of men to women employed in government institutions	-Ratio	Questionnaires and interview
		-Existence of policies and practices on GM	-Extent of functionality of policies and gender integration -Incorporation of women in devolution	-Ordinal -Ordinal	

Objective	Variable	Indicators	Measurement	Measure ment scale	Data collection tool/ analysis tool
To determine how women leadership influences the participation of women in implementation of gender mainstreaming project in Nairobi County.	-Women leaders in power	-Women MCAs and representatives -women managers in ministries -Participation of women leaders in leadership role	-Gender composition -Role women leaders play in GM implementation process	-Ratio -Nominal	Questionnaires and interview
To determine how the education/resource mobilization influences the participation of women in implementation of gender mainstreaming project in Nairobi County.	-Education -Capacity building -Trainings -Financial, material, human resources directed at gender mainstreaming	-Educational level/attainment -Training of women at work -Gender integration in matters	-Educational level attainment -Gender composition in schools -Gender integration in education system -Gender trainings and integration in work matters	-Nominal -Ratio -Ordinal -Ordinal	Questionnaires and interview

3.11 Ethical Considerations

Research ethics is in relation to the rights of the informants and the research work itself. It refers to the appropriate behavior of the researcher. Ethics emerge from the conflict of values that may be expressed differently: confidentiality versus openness, the undesirability of manipulation versus respondents' right to privacy, future welfare versus immediate relief, among others (Trochim, 2006). In this study, voluntary participation was ensured through informed consent from the interviewees of the pros and cons of the study and its results. Research assistants were trained to strictly observe this principle in order to ensure that respondents were not coerced or deceived into participating in the study. The researcher was respectful. All respondents remained anonymous throughout the study and data gained from respondents was not disclosed to any other party. The identity of those respondents

participating in the test and retest procedures were coded for this purpose. To ensure that these ethical considerations were observed, the proposal was tabled and validated by the University of Nairobi panel of experts in research and other thematic subjects.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis and interpretation of the findings based on the objectives of the study.

4.2 Questionnaire Return Rate

This study targeted a sample of ninety-two employees from the two ministries. It was necessary to establish the return rate so as to know the number of questionnaires that were valid for analysis. 84 out of the 92 questionnaires that were issued were returned. This is a 91% response rate, which according to Mugenda is a reliable response rate for data analysis. Any response above 60% is adequate for analysis (Mugenda and Mugenda, 2003).

4.3 Demographic Information

For the general information, the respondents were requested to indicate their age, marital status, gender, education level and years of service in their respective ministries. This information shed light on the characteristics of the respondents.

4.3.1 Respondents' Gender

Inquiring about gender was necessary in determining whether there was gender balance in the government. The findings are presented in Table 4.1.

Table 4.1

Gender

Variable	Frequency	Percentage
Male	55	65
Female	29	35
Total	84	100

According to the findings, 35% of the respondents were female while 65% were male. This was an indication that there was gender disparity in the employment since the number of males exceeded that of females by far. This situation triggered the study to establish whether it would pose a challenge to gender mainstreaming in the ministries.

4.3.2 Respondents' Age

The age was important in revealing the level of experience in dealing with the challenges of gender mainstreaming that the staff had. Table 4.2 shows the age distribution of the respondents.

Table 4.2

Age in years

Variable	Frequency	Percentage
Below 18	-	-
19-25	4	5
26-30	15	18
31-40	21	25
41-45	33	39
Above 45	11	13
Total	84	100

The results indicate that 5% of the respondents were 19-25 years, 18% of the respondents were between the ages of 26-30 years while 25% of the respondents were between the ages of 31-40 years. 39% were in the age bracket of 41-45 years whereas 13% of the respondents were above 45 years. These findings reveal the respondents aged between 41-45 years were the majority. This suggests that they were able to understand the concept of GM and acknowledge it.

4.3.3 Respondents' Marital Status

The marital status of the respondents served to establish whether it had a positive or negative influence on their attitude and perception towards gender mainstreaming. The findings are shown in Table 4.3.

Table 4.3

Marital status

Variable	Frequency	Percentage
Divorced	5	6
Separated	9	11
Married	50	60
Single	20	23

Total	84	100
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The findings indicate that 6% of the respondents were single, 60% of the respondents were married and 11% of the respondents were separated while 6% of the respondents were divorced. This shows that the married respondents were the majority and they were the people who were more likely to understand gender issues.

4.3.4 Respondents' Level of Education

Establishing the education level helped in assessing how educated the respondents were and how well the respondents understood and interpreted the questions. None of the respondents were below secondary level of education. The findings of this variable are shown in Table 4.4.

Table 4.4

Level of education

Variable	Frequency	Percentage
Primary	-	-
Secondary	12	14
College	26	31
University	46	55
Total	84	100

However, 55% of the respondents were university graduates, 31% of the respondents were of college level and 14% of the respondents were of secondary level. Since majority of the respondents (55%) had university qualifications, it was assumed that a large percentage of the respondents are well-educated and that this is a requirement to work in some offices. It also showed that they would be in a position to understand and answer the questions appropriately.

4.3.5 Respondents' Work Experience

This question aimed at shading light on how experienced the respondents were in their work/role and in dealing with gender issues with regard to the number of years they had served in the ministries. The findings are shown in Table 4.5.

Table 4.5

Respondents' work experience

Variable	Frequency	Percentage
Less than 3 years	5	6
3-5 years	11	13
6-10 years	23	26
Over 10 years	45	55

Total	84	100
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According to the findings, 13% of the respondents had served for a period of between 3-5 years, 26% of the respondents had served a period of between 6-10 years while 55% of the respondents had served for over 10 years. Only 6% of the respondents had served less than 3 years. The majority of the department heads had more than 10 years of experience. It was concluded that majority of the respondents had served in the government long enough to understand issues to do with gender mainstreaming.

4.4 Influence of Patriarchal Systems Culture on the Participation of women in project implementation.

Under this section, it was of great value to establish the influence the Kenyan culture which is of patriarchal systems on the implementation of gender mainstreaming given the fact that government employees are from diverse cultural backgrounds. The measures for this variable included hierarchical value of masculinity or feminism, cultural determination of role, recognition and value of men`s work among others as presented in the following sub-sections.

4.4.1 Cultural Roles

The first measure of patriarchy systems was whether culture determined the role played by men and women. Table 4.6 presents the findings.

Table 4.6

Gender role

Variable	Frequency	Percentage
Yes	63	75
No	21	25
Total	84	100

75% of the respondents indicated that culture determined the role played by men and women while 25% of the respondents disagreed with the assertion that culture determined the roles assigned to women or men. The study concluded that culture determined the role played by men and women to a large extent.

4.4.2 Hierarchical Value of Masculinity or Feminism

Respondents were asked to state whether masculinity or femininity gave more hierarchical value at the workplace or not. Table 4.7 shows their responses.

Table 4.7

Hierarchical value of masculinity

Variable	Frequency	Percentage
Yes	68	81
No	10	12
Not Sure	6	7

Total	84	100
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81% of the respondents agreed that masculinity was given hierarchical value while 12% of the respondents stated that it did not give hierarchical value at the workplace. 7% of the respondents were undecided on this issue. The reason why there were more males than females could be due to the fact that masculinity was given more hierarchical value.

4.4.3 Recognition and Value of Men’s Work

When asked whether men`s work was recognized and valued in terms of payment, status or political power as compared to that of women, 61% of the respondents reported that men`s work was recognized and valued while 39% of the respondents found no favoring when it came to the recognition of men`s work in regard to payment, status or political power. This could be the explanation for women lagging behind in the process of gender mainstreaming as indicated by majority of the respondents. These findings are shown in Table 4.8.

Table 4.8

Recognition and value of men's work

Variable	Frequency	Percentage
Yes	51	61
No	33	39
Total	84	100

4.4.4 Discrimination on Gender Basis

The respondents were asked whether women had ever been discriminated at the work place on the basis of their gender. Table 4.9 presents the results of the responses.

Table 4.9

Discrimination on gender basis

Variable	Frequency	Percentage
Never	8	10
Rarely	38	45
Sometimes	25	30
Always	13	15
Total	84	100

According to the results, 10% of the respondents were of the opinion that women were never discriminated, 45% of the respondents said they were rarely discriminated and 30%

of them said they were sometimes discriminated. A further 15% of the respondents (a minority) reported that women were always discriminated at the workplace. This led to the conclusion that gender discrimination was not so rampant at the workplace.

4.4.5 Expressions of Stereotypes and Inequality

Views of the respondents on whether the government did enough to discourage expressions of stereotypes and inequality within its ministries are as shown in Table 4.10.

Table 4.10

Expressions of inequality and stereotypes

Variable	Frequency	Percentage
Nothing	14	17
Not Enough	55	65
Enough	10	12
More Than Enough	5	6
Total	84	100

Majority of the respondents (65%) said that not enough had been done to discourage stereotyping and inequalities at the government workplace. 12% of the respondents said enough had been done, while 6% indicated that more than enough had been done. However, 17% of the respondents observed that nothing had been done to stop stereotyping and inequalities within the government. It was interpreted that there was little effort to discourage stereotypes and inequality and it was not felt by most respondents.

4.4.6 Respectful Relations

The respondents were also queried to establish whether there were efforts to ensure that there were respectful relations among employees. Table 4.11 presents the findings on this variable.

Table 4.11

Respectful relations

Variable	Frequency	Percentage
Nothing	7	8
Not Enough	25	30
Enough	42	50
More Than Enough	10	12

Total	84	100
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Half of the respondents, 50%, reported that the government was doing enough to ensure respectful relations existed among its employees with 12% more of the respondents making similar suggestions that more than enough effort were being put to ensure respectful relations. 30% of the respondents disagreed with the assertion that the government was doing enough to ensure respectful relations existed with another 8% of them arguing that nothing was being done to ensure that respectful relations existed among employees. It was worth questioning why most respondents felt the government had not done enough to discourage stereotypes and inequality yet majority felt the same government had done enough to promote respectful relations.

4.4.7 Special Needs

Respondents were also asked to report on the extent to which female staff had their needs fully catered for within the Ministries. These needs included maternity leave and other special needs. The analysis is shown in Table 4.12.

Table 4.12

Special needs

Variable	Frequency	Percentage
No Extent	3	4
Small Extent	12	14
Large Extent	52	62
Very Large Extent	17	20
Total	84	100

62% of the respondents indicated that the needs of women were being fully taken into account and a further 20% of the respondents supporting the view that the needs were considered to a very large extent. 14% of the respondents reported that these needs were considered to a small extent while 4% of the respondents were of the view that the needs were not being considered at all. It was also worth questioning why the government took into account the needs of women but training opportunities were not given to female employees to help them enhance their competence and improve their abilities to assume senior positions. The study assumed that despite the fact that the government was sensitive to the needs of women, a conducive environment was not provided for them to progress like their male counterparts.

4.4.8 Planning and Decision-making

Another patriarchy system measure was in planning and decision-making to determine the importance granted to the voice of women in all the planning and decision-making processes. The findings on this measure are presented in Table 4.13.

Table 4.13

Planning and decision-making

Variable	Frequency	Percentage
No Extent	4	5
Small Extent	51	61
Large Extent	19	22
Very Large Extent	10	12

Total	84	100
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The findings show that 5% of the respondents indicated no importance was given to the voice of women in planning and decision-making processes. 61% of the respondents reported that women's voices were considered critical to a small extent while 22% of the respondents reported a large extent. Another 12% of the respondents reported that women's voices were being considered in all planning and decision-making processes to a very large extent. From the analysis it was concluded that women's voices were disregarded and their contribution to decisions were not considered to have any impact.

4.4.9 Awareness on the Objectives of Gender Equality

The study sought to establish whether awareness was created among male staff about the objectives of gender equality. The results were as indicated in table 4.14.

Table 4.14

Awareness on the objectives of gender equality

Variable	Frequency	Percentage
No Extent	9	13
Small Extent	49	56
Large Extent	20	17
Very Large Extent	6	14
Total	84	100

13% of the respondents were of the view that awareness was not created among male employees on the objectives of gender mainstreaming, 56% of the respondents indicated awareness was created among male employees to a large extent, a further 17% of the respondents disagreed that awareness was created while 14% of them supported the view that awareness was created to a very large extent. This could be an indication that the society assumes that creating awareness for men on gender issues was not necessary.

4.5 Influence of Resource Mobilization on the Participation of women in project implementation.

This section addressed the respondents' answers on the objective which sought to examine the influence of resource mobilization on gender mainstreaming. It was necessary so as to establish whether the government was putting in adequate effort in terms of resource allocation and whether the staff could feel the impact of this effort. The following sub-sections seek to inform on the availability and adequacy of government resources in the

implementation of gender mainstreaming. From the check on level of education, most of the employees had tertiary education, both men and women. The majority also supported that the government was investing in the education systems and had put measures in place to ensure that all children attended school. The government even offered free primary education to encourage all children to go to school. However, this effort was not adequate as there were not enough teachers for the students.

The sub sections below further look into resource mobilization; availability and adequacy.

4.5.1 Gender Awareness Training

The respondents were asked the extent to which gender awareness trainings were continuously provided to all staff to encourage knowledge and adoption of correct knowledge and attitude. Their responses were as shown in Table 4.15.

Table 4.15

Gender awareness training

Variable	Frequency	Percentage
No Extent	9	11
Small Extent	60	71
Large Extent	12	14
Very Large Extent	3	4
Total	84	100

11% of the respondents indicated that no gender awareness trainings were provided to encourage gender mainstreaming knowledge and development of correct attitude, 71% of the respondents indicated that it was a small extent. 14% of the respondents indicated that it was

a large extent to which gender awareness trainings were provided. The analysis led to the conclusion that this situation could have affected the level of awareness since the staff was not equipped with the necessary knowledge and skills required to implement gender mainstreaming according to the views of the department heads.

4.5.2 Gender Integration Skills

Table 4.16 presents the findings of analysis on the extent to which employees were equipped with skills necessary for gender integration in their respective departments.

Table 4.16

Gender integration skills

Variable	Frequency	Percentage
No Extent	19	22
Small Extent	51	61
Large Extent	8	10
Very Large Extent	6	7
Total	84	100

The analysis indicates that 22% of the respondents felt government employees were not equipped with the appropriate skills necessary for gender integration in their respective departments. 61% of the respondents indicated that the extent to which employees were equipped with skills was small while 10% of the respondents indicated a large extent. The minority, at only 7%, indicated a very large extent. This analysis was interpreted to imply that the employees did not have adequate skills to influence the implementation process of gender mainstreaming.

4.5.3 Dialogue Facilitation

Table 4.17 presents the results of analysis on the extent to which dialogue on gender issues was facilitated among male staff through seminars and workshops, in order to develop and instill positive attitude towards women.

Table 4.17

Dialogue facilitation

Variable	Frequency	Percentage
No Extent	20	24
Small Extent	61	73
Large Extent	2	2
Very Large Extent	1	1

Total	84	100
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The analysis indicates that 24% of the respondents said that dialogue on gender issues was not facilitated among male staff. 73% of the respondents indicated that dialogue among male staff was facilitated to a small extent. However, only 2% and 1% of the respondents concurred with the statement to a large extent and to a very large extent respectively. This failure to facilitate dialogue among male staff could imply that the males could not understand the challenges faced by their female colleagues.

4.5.4 Staff Orientation Process

This sub section was regarding whether gender issues were included in staff orientation processes, the respondents' responses were as tabulated in Table 4.18.

Table 4.18***Staff orientation process***

Variable	Frequency	Percentage
Yes	15	3
No	69	97
Total	84	100

Almost all (97%) of the respondents were of the view that gender issues were not included in staff orientation processes, and only 3% of the respondents felt that gender issues were included in staff orientation processes. This was an indication that the government employees applied their beliefs and perceptions on gender issues without limits or restrictions.

4.5.5 Capacity Building Opportunities

This question aimed at establishing whether capacity building opportunities were offered by the government in order to strengthen knowledge on gender issues. The respondents had mixed views as indicated in Table 4.19.

Table 4.19***Capacity building opportunities***

Variable	Frequency	Percentage
Yes	14	17
No	70	83
Total	84	100

These findings indicate that 83%, the majority of the respondents disagreed that capacity building opportunities were offered while 17% of the respondents concurred with the statement. Those who concurred had probably undergone capacity building at one point or another.

4.5.6 Gender Achievements and Challenges

Respondents were asked whether or not as part of their work they were supposed to report on gender related achievements and challenges, for example in status updates or in reports. The findings are as presented in Table 4.20.

Table 4.20

Gender achievements and challenges

Variable	Frequency	Percentage
Yes	33	39
No	51	61
Total	84	100

The analysis revealed that 61% of the respondents said they were not required to report on gender related challenges and achievements while 39% said they reported on gender related challenges and achievements. The difference in responses was attributed to the nature of their tasks.

4.5.7 Knowledge on Gender Mainstreaming

This sub section provided a basis of rating the respondents' need for more knowledge on gender mainstreaming or not. The results of their opinions are as shown in Table 4.21.

Table 4.21***Knowledge on gender mainstreaming***

Variable	Frequency	Percentage
Yes	52	62
No	18	21
Not Sure	14	17
Total	84	100

The findings reveal that 62% of the respondents, the majority, were of the view that they needed more knowledge on gender mainstreaming. 27% of the respondents needed no further knowledge while 11% of the respondents were undecided on whether they needed more knowledge or not. The study concluded that indeed there was knowledge gap in the process of gender mainstreaming.

4.5.8 Type of Capacity Building

To establish the area of gender mainstreaming that employees require capacity building on, the respondents indicated only one area as tabulated in Table 4.22.

Table 4.22***Type of capacity building***

Variable	Frequency	Percentage
Basic Concepts on; Gender, Sex, Mainstreaming	22	26
Collection and Analysis of Gender Data	17	20
Gender Budgeting	13	16
Monitoring, Evaluation and Reporting	32	38
Total	84	100

According to this analysis, 26% of the respondents said they needed capacity building on basic concepts like gender, sex and mainstreaming. 20% of the respondents said the area that they needed capacity building on was collection and analysis of gender data. 16% of the respondents indicated gender budgeting as the area they needed more knowledge on. Finally, 38% of the respondents indicated monitoring, evaluation and reporting as the area of need. Being the majority, the study assumed that monitoring and evaluation systems in the government were not efficient.

4.5.9 Internal Tracking Capacity

The respondents were asked whether the government had an internal tracking (monitoring) capacity in case of budgetary allocation. Table 4.23 tabulates the responses.

Table 4.23

Internal tracking capacity

Variable	Frequency	Percentage
Yes	45	54
No	15	18
Not Sure	24	28
Total	84	100

Based on the findings, 54% of the respondents indicated that indeed the government had an internal tracking capacity while 18% of the respondents stated that the government did not have that capacity. 28% of the respondents were undecided on this matter. Based on the fact that most respondents indicated that the government had an internal tracking and monitoring capacity for budgetary allocation, it was expected that this capacity would be extended to

gender mainstreaming. The two department heads also agreed that the government had an internal tracking capacity although little was allocated towards gender mainstreaming.

4.5.10 Other Sources for Funds

This sub section sought to establish whether the government obtained resources or grant for gender mainstreaming from other bodies. Table 4.24 presents the results of the findings.

Table 4.24

Other sources for funds

Variable	Frequency	Percentage
Yes	48	57
No	8	10
Not Sure	28	33
Total	84	100

According to this analysis, 57% of the respondents indicated that the government obtained resources such as grants from other bodies, 10% of the respondents stated that the government did not have other sources of funds, while 33% of the respondents were not sure whether or not the government obtained resources and grants from other bodies. From the analysis, it was expected that since resources were obtained from other sources, the process would be very efficient. Those who were not sure were probably not concerned about the issue.

4.5.11 External Expertise

On enquiry about the use of external expertise in terms of gender consultations or technical support, the respondents' indications were as in Table 4.25.

Table 4.25

External expertise

Variable	Frequency	Percentage
Always	10	12
Sometimes	19	23
Rarely	41	48
Never	14	17

Total	84	100
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12% of the respondents said they always utilized external expertise, 17% of the respondents said they never made use of external expertise while 23% of the respondents indicated that they sometimes made use of it. 48% of the respondents, the majority said they rarely made use of it. It would be enlightening to question the reason why the government was reluctant to utilize external expertise.

4.5.12 Gender Representation

The respondents were also asked to agree or disagree on the extent to which there was equal gender representation in interview panels. The majority, 65% of the respondents, disagreed with this statement as indicated in Table 4.26.

Table 4.26

Gender representation

Variable	Frequency	Percentage
Strongly Agree	8	9
Agree	22	26
Disagree	54	65
Total	84	100

26% of the respondents agreed that interview panels had equal gender representation while 9% of the respondents strongly agreed with the statement. Interview panels not having equal gender representation could have led to the gender biases when hiring human resources.

4.5.13 Training Opportunities

On additional study on whether training opportunities were available to female staff to enhance their competence and improve their abilities to assume senior positions, the responses were as contained in Table 4.27.

Table 4.27

Training opportunities

Variable	Frequency	Percentage
Strongly Agree	9	11
Agree	29	34
Disagree	46	55
Total	84	100

Analysis of the results indicate that 55% of the respondents disagreed that training opportunities were provided, 34% of the respondents agreed, while 11% of the respondents strongly agreed that trainings were provided to female staff. It was assumed that those who agreed and strongly agreed had gotten the chance to undergo such trainings while those who disagreed had never gotten such an opportunity. It was assumed that female employees were neglected.

4.5.14 Terms and Conditions for Women

To check on whether the government had flexible terms, conditions and benefits for women building their education and careers, the respondents had the views that are presented in Table 4.28.

Table 4.28

Terms and conditions for women

Variable	Frequency	Percentage
Strongly Agree	11	13
Agree	22	26
Disagree	51	61
Total	84	100

The majority of the respondents, 61%, disagreed with the statement that the government had flexible terms, conditions and benefits for women building their careers. This could be an indication that women were not supported in their efforts to achieve gender equality and their situations ignored.

4.5.15 Types of Resources

The study also sought to determine the type of resources allocated towards gender mainstreaming. The resources were financial, human, material and technological resources.

Table 4.29 presents the findings.

Table 4.29

Type of resources

Variable	Frequency	Percentage
Financial Resources	18	21
Human Resources	15	18
Material Resources	43	51
Technological Resources	8	10

Total	84	100
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The results show that 10% of the respondents felt that technological resources were allocated towards gender mainstreaming, 21% of the respondents indicated financial resources, 18% of the respondents indicated human resources while 51% of the respondents indicated material resources. It was assumed that more material resources were allocated towards gender mainstreaming as compared to any other resources. This brings to light the fact that human resources were inadequate addressed.

4.5.16 Achievement of Resource Mobilization

Views of the respondents were sought on whether the effectiveness of resource mobilization had been achieved. Their responses were as shown in Table 4.30.

Table 4.30

Achievement of resource mobilization

Variable	Frequency	Percentage
Yes	10	12
No	55	65
Not Sure	19	28
Total	84	100

The majority, 65% of the respondents said the government had not achieved resource mobilization in gender mainstreaming while 12% of the respondents thought the government had achieved this. 28% of the respondents were undecided on the issue. The study concluded that the process of resource mobilization was not efficient.

4.6 Influence of Kenya Constitution, 2010

The objective which sought to determine the influence of the Kenyan Constitution, 2010, on the implementation of gender mainstreaming is important since gender mainstreaming is fundamentally about the organization, improvement, development and evaluation of policy processes. The study also aimed at analyzing how knowledgeable the respondents were on gender policies, gender equality, laws to promote gender equality among others as presented in the following sub-sections.

4.6.1 Knowledge of Gender Policies

The first measure was on knowledge of gender policies. This was to determine whether the respondents had knowledge of any gender related policies or laws for example those relating to hiring or project planning and management. The findings are contained in Table 4.31.

Table 4.31

Knowledge of gender policies

Variable	Frequency	Percentage
Yes	73	87
No	11	13

Total	84	100
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The findings reveal that 87% of the respondents had knowledge of gender policies while 13% of the respondents said they did not have any knowledge. This was an indication that most employees had knowledge on the existence of policies.

4.6.2 Gender Equality

On enquiry on whether the government had policies that promoted gender equality, 92% of the respondents reported that the government had policies in place that promoted gender equality at the workplace. 8% of the respondents, however, said that such policies did not exist. The findings show that the minority were probably ignorant of the existence of such policies. These findings are presented in Table 4.32.

Table 4.32***Gender equality and respect for diversity***

Variable	Frequency	Percentage
Yes	77	92
No	7	8
Total	84	100

4.6.3 Gender Mainstreaming in Policies and Projects

Respondents were asked about the government considering gender mainstreaming to be important in policies and programmes. The findings were as presented in Table 4.33.

Table 4.33***Gender mainstreaming in policies and programmes***

Variable	Frequency	Percentage
Not Important	-	-
Limited Importance	13	15
Important	41	49
Very Important	30	36
Total	84	100

No respondent was of the opinion the government did not consider gender mainstreaming to be an important aspect in its policies and programmes. 15% of the respondents indicated that the government considered gender mainstreaming to be of little importance. 49% (majority)

of the respondents said it was important while 36% of the respondents thought the government considered gender mainstreaming to be very important. It was interpreted that the government considered its policies to be important and the employees were well aware of this.

4.6.4 Design and Funding of Projects

This measure intended to determine the extent to which the government designed and funded gender responsive projects that consider and address the problems of women. Table 4.34 shows the results of the findings on this measure.

Table 4.34

Design and funding of projects

Variable	Frequency	Percentage
Not Extent	3	4
Small Extent	8	10
Large Extent	48	57
Very Large Extent	25	29
Total	84	100

4% of the respondents felt that the government had not designed and funded any gender responsive projects to address the specific problems of women. 10% of the respondents were of the view that to a small extent, the government had such projects. 57% of the respondents argued that to a large extent the government had designed and funded projects specifically to address the problems of women while a further 29% argued that to a very large extent the government had such projects. It was worth questioning the reason why women lagged

behind in the process of gender mainstreaming despite the fact that the government had designed and funded gender projects.

4.6.5 Amendments to Legislation

This question aimed to measure whether the government revised policies and procedures.

Table 4.35 shows the analysis on this variable.

Table 4.35

Amendments to legislation

Variable	Frequency	Percentage
Not Extent	5	6
Small Extent	20	23
Large Extent	50	60
Very Large Extent	9	11
Total	84	100

23% of the respondents indicated that the government revised policies and procedures in accordance with gender policies to a small extent. 60% of the respondents indicated that policies and procedures were revised to a large extent and a further 11% of the respondents supported the view to a very large extent. 6% of the respondents indicated that the government did not revise policies and procedures in accordance with gender policies. This could be interpreted to mean that the government amended legislation due to the fact that gender issues were dynamic.

4.6.6 Internal Gender Auditing

Analysis of the respondents' views on whether internal gender audits were conducted to identify gaps was done and the findings are in Table 4.36.

Table 4.36

Internal gender auditing

Variable	Frequency	Percentage
No Extent	28	32
Small Extent	54	58
Large Extent	5	6
Very Large Extent	3	4

Total	84	100
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The indication is that 32% of the respondents are of the opinion internal gender audits were not conducted. 58% of the respondents said they were conducted to a small extent. Only 6% of the respondents said gender audits were conducted to a large extent and a further 4% of the respondents indicating that audits were conducted to a very large extent. Most of the respondents disagreed with the statement, indicating a gap in the state of accountability in the government.

4.6.7 Annual surveys

The respondents were asked whether the government conducted annual surveys to monitor attitude change among staff and take action. The findings are indicated in Table 4.37.

Table 4.37***Annual surveys***

Variable	Frequency	Percentage
Not Extent	20	24
Small Extent	52	62
Large Extent	7	8
Very Large Extent	5	6
Total	84	100

24% of the respondents said annual surveys were not conducted to monitor staff attitudes, 62% of the respondents said they were conducted to a small extent, while 8% of the respondents said they were conducted to a large extent. 6% of the respondents indicated a very large extent to which annual surveys were conducted. It was interpreted that a failure to conduct annual surveys that the government was not aware of staff attitudes for action to be taken where necessary in line with Gender Mainstreaming.

4.6.8 Operational Plan for GM policy implementation

Another indicator for policy functionality was on operational planning for the GM project. This indicator sought to determine whether the government maintained an operational plan for gender policy implementation within its ministries. The findings are as tabulated in Table 4.38.

Table 4.38

Operational plan

Variable	Frequency	Percentage
No Extent	3	4
Small Extent	49	58
Large Extent	20	24
Very Large Extent	12	14

Total	84	100
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The findings revealed 58% of the respondents felt that to a small extent, the government had operational plans developed to ensure proper implementation of gender policy while 24% of the respondents felt it was to a large extent, 14% of the respondents said it was to a very large extent. 4% of the respondents however felt that operational plans were nonexistent. Lack of an operational plan would derail the implementation of gender mainstreaming. This could have been an indication that policies were on paper but the implementation was poor.

4.7 Influence of Women leadership

This section basically needed to assess the influence that women the increased number of women leaders has had on the implementation of gender mainstreaming. It was important in providing a clear understanding of the impact that the women leaders have in influencing the respondents to embrace gender mainstreaming. The indicators for this variable were the women members of County Assembly and women representatives, and participation of women leaders in leadership and advocacy roles.

4.7.1 Gender Mainstreaming Strategy

The respondents were asked whether women leaders had influenced the adoption of gender mainstreaming strategy in their respective departments or not. Their views are indicated in Table 4.39.

Table 4.39

Institution of a gender mainstreaming strategy

Variable	Frequency	Percentage
Yes	50	63
No	34	37

Total	84	100
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The findings indicate that 63% of the respondents were of the opinion that their departments had adopted a gender mainstreaming strategy while 37% of the respondents felt that the government had not adopted a gender mainstreaming strategy. However, majority felt the women leaders had not influenced the government to adopt a gender mainstreaming strategy. This they attributed to the Kenyan Constitution, 2010. This situation was attributed to women leaders having many issues to deal with at hand and a lack of oversight by the government to some point.

4.7.2 Gender Perspective in Decision-making

Additionally, the study sought to determine whether women leaders enhanced a gender perspective in decision-making processes by the Kenyan leaders. Table 4.40 presents the results of the findings.

Table 4.40

Gender perspective in decision-making

Variable	Frequency	Percentage
Yes	19	23
No	55	65
Not Sure	10	12

Total	84	100
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The analysis reveals that majority of the respondents, at 65% indicated that there was no gender perspective in decision-making processes contrary to what the department heads said. 23% of the respondents stated that there was a gender perspective in decision making by the leaders. 12% of the respondents were undecided on this matter. According to these findings, it was interpreted that most decisions did not consider enhancing gender equity and that the women leaders were having little impact on influencing gender mainstreaming.

4.7.3 Gender Integration

The study additionally sought to determine the extent to which a gender perspective was integrated into on-going and future government programmes. Table 4.41 shows the results of the analysis.

Table 4.41***Gender integration***

Variable	Frequency	Percentage
No Extent	16	19
Small Extent	62	74
Large Extent	4	5
Very Large Extent	2	2

Total	84	100
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The analysis shows that 19% of the respondents said gender perspective was not integrated into programmes. The majority at 74% of the respondents said gender perspective was integrated to a small extent. The rest of the respondents who constituted a very small number said the extent to which gender perspective was integrated was large and very large. This comprised 5% and 2% of the respondents respectively. The representation by majority of the respondents implies that despite the fact that the government had more women leaders in place, in their planning and implementation of projects and programmes, no sensitivity was granted to gender integration which in one way or another could have affected the outcome of the programmes. This means that the projects and programmes being implemented are not gender-responsive.

4.8 Regression Analysis

Regression analysis was conducted to determine the relationship between the four variables and the implementation of gender mainstreaming as indicated in Table 4.42.

Table 4.42***Regression coefficient***

Variable	Unstandardized coefficients		Standardized		coefficients
	B	Std. Error	Beta	t	Sig.
	1	1.308	1.297	1.623	0.357
Women Leadership Resource Mobilization Culture of Patriarchy Systems Policy Functionality	0.547	0.352	0.162	4.243	.0267
	0.777	0.313	0.077	3.425	.0236
	0.619	0.241	0.144	3.451	.0215
	0.735	0.147	0.219	3.479	.0281

According to the analysis, the equation ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$) becomes:

$$Y = 1.308 + 0.547X_1 + 0.777X_2 + 0.619X_3 + 0.735X_4$$

The regression equation indicates that taking all the four variables constant at zero, implementation of gender mainstreaming was 1.308. The findings also indicate that taking all other independent variables at zero, a unit increase in women leadership led to a 0.547 efficiency in the implementation of gender mainstreaming. Additionally, an increase in resource mobilization led to a 0.777 efficiency of gender mainstreaming. While a decrease in the culture of patriarchal systems led to a 0.619 efficiency. An increase in policy functionality led to a 0.735 efficiency. At 5% level of significance and 95% level of confidence, women

leadership had a beta value of 0.0267 at 5% level of significance; resource mobilization had a beta value of 0.0215 at the same 5% level of significance. Patriarchy systems produced a beta value of 0.0236 at 5% level of significance and policy functionality had a beta value of 0.0281 at the same level of significance. According to the findings, all the four variables were significant ($p < 0.04$) with patriarchy systems being the least significant and policy functionality being the most significant. The study therefore concluded that all the four variables had an influence on the implementation of gender mainstreaming in selected government ministries.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS
AND RECOMMENDATIONS

5.1. Introduction

This chapter is a summary of the findings, discussions, conclusions and recommendations. Additionally, it outlines the contribution of the study to the body of knowledge and suggestions for further research.

5.2 Summary of Findings

In this section a summary of the findings of the study is presented. In reference to demographic characteristic, the study sought to establish the respondents` level of understanding and acknowledgement of gender mainstreaming. The findings indicate that there were more men than women in government ministries as evidenced by 65% of male respondents and 35% of female respondents and an enquiry to the Human Resource office on the ration of the numbers. Majority of the respondents (39%) were aged between 41-45 years. None was below the age of 18 years. On marital status, it was established that the majority at 60% of the respondents, were married, with 55% of the informants being university graduates, while 55% had more than 10 years of experience working in the government. Only 6% of the respondents had worked less than 3 years.

5.2.1 Influence of the culture of Patriarchal systems

Based on objective one which sought to establish the influence of the culture of patriarchy systems on gender mainstreaming, these were the findings. 81% of the respondents reported that masculinity or feminism gave more hierarchical value, 75% of the respondents

reported that culture determined the role played by men and women, while 61% of the respondents said that more value was given to men's work as compared to women. When asked about discrimination due to gender, 30% said it happened sometimes while 45% of the informants said it was rare. What came out was that the government did not put in enough effort to discourage stereotypes as reported by 65% of the respondents. This is despite the efforts in place to encourage respectful relations as reported by 50% of the respondents.

Additionally, the extent to which women's voice was given due importance in planning and decision-making as indicated by 61% of the respondents, was small. Similarly, a small extent was reported on the extent to which awareness was created among male employees on the objectives of gender equality. 62% indicated that female staff had their needs catered for in terms of special needs such as maternity leave to a large extent. Furthermore, 50% reported that the government put enough effort to ensure respectful relations existed among employees while

5.2.2 Influence of resource mobilization

Regarding objective two which sought to establish the influence of resource mobilization on gender mainstreaming, the findings revealed that resource mobilization had not been achieved by the government as reported by the majority (65%) of the respondents. This was supported by 48% of the respondents who reported that the government utilized external expertise rarely in terms of gender consultations. 65% of the respondents reported that interview panels did not have equal representation in the process of hiring. 55% were of the opinion that training opportunities were not offered to female employees to improve their abilities to assume senior positions. 61% reported that the government has not instituted flexible terms, conditions and benefits for women to encourage building of their careers. 51%

of the respondents reported that material resources were the ones that were mostly allocated towards gender mainstreaming with technological resources being least allocated, at 10%.

54% of the respondents reported that the government had an internal monitoring capacity in terms of budgetary allocation and 57% of the respondents reported that the government acquired resources from other bodies to support the gender-mainstreaming project. Further, 70% of the informants reported that material resources were readily available. With 71% of the respondents of the opinion that gender trainings were provided to a small extent, this small extent also applied to a majority (74%) of the respondents who reported that a gender perspective had not been integrated into government projects or programmes. Based on whether dialogue was facilitated among male employees, 73%, a majority of the respondents reported that it was to a very small extent. 97%, almost all of the respondents reported that gender issues were not included in the staff orientation process and 83% reported that capacity building was not offered to employees to strengthen their knowledge on gender mainstreaming. 61% of the respondents were not required to report on gender achievements and challenges. On enquiring about the need for more knowledge on gender mainstreaming, 62% of the informants said they needed knowledge on gender mainstreaming. 38% reported that they needed more knowledge on monitoring, evaluation and reporting in gender mainstreaming.

5.2.3 Influence of the Constitution of Kenya, 2010

Regarding the third objective that sought to determine the influence of policy functionality of the 2010 Constitution of Kenya on gender mainstreaming, 87% of the respondents reported that they had knowledge of gender related policies and 92% reported that the government had policies that promoted gender equality in the work place. 49% of the informants reported that the government considered gender mainstreaming policies and projects/programmes to be

important and no one contradicted with this statement. More so, 57% of the respondents reported that the government designed and funded projects that are gender-responsive and address the problems women face. 60% of the respondents indicated that policies and procedures were revised to a large extent and a further 11% of the respondents supported the view to a very large extent. It was reported by 62% of the respondents that annual surveys were conducted to a small extent. Furthermore, 58% of the respondents reported that the government maintained an operational plan for gender policy implementation only to a small extent.

5.2.4 Influence of women leadership

Lastly, in line with objective four that sought to assess the influence of women leadership on the implementation of gender mainstreaming, considering the increased numbers of women leaders. The findings indicate that 63% of the respondents were of the opinion that their departments had adopted a gender mainstreaming strategy while 37% of the respondents felt that the government had not adopted a gender mainstreaming strategy. However, majority felt the women leaders had not influenced the government to adopt a gender mainstreaming strategy. This they attributed to the Kenyan Constitution, 2010. 65% of the respondents also reported that there was no gender perspective in decision-making.

5.3 Discussion of the findings

According to the findings of this study, the process of gender mainstreaming in the government faces quite a number of challenges in terms of the culture of patriarchal systems, low influence from the increased women leadership, resource mobilization, and policy functionality. From the demographic characteristics of the respondents, the number of men exceeded that of women, yet from the census men and women are to the ratio 51:49. This may imply that women do not have equal opportunities to men. It is important for people to

respect gender equality concerning benefits, rights, obligations and opportunities. According to Aufhauser and Hafner (2002), gender studies argue that in gender equality women would be enabled to compete on equal terms with men. Based on the demographic information, Moser and Moser (2005) argue that gender mainstreaming means that differences between men and women should never be used as a reason for discrimination, but as partnerships to ensure that both genders participate equally.

In reference to the influence of the culture of patriarchal systems on gender mainstreaming, most respondents disagreed with the assertion that culture determined the roles assigned to the different genders. This is a contradiction to Moser and Moser (2005) views. They were of the opinion that gender is characterized by a set of arrangements of cultural attributes and roles that men and women play in their daily lives. These sets of arrangements are indicated by structural relationships of inequalities between men and women manifested through roles and responsibilities and different value attachment to the work performed by women and men. Most respondents reported that more hierarchical value was given based on masculinity or feminism. This supports views by Vlassoff and Moreno (2002) who agree that the work performed by men is valued differently to that performed by women.

D'Haese and Kirsten (2006) explain that gender roles are constructed by society and advocated for as proper roles, for example in behavior, whereby what is associated with men is masculinity and with women is feminism, with the former given more hierarchical value. Most respondents further reported that they were rarely discriminated at the work place, which was in accordance with the views of Moser and Moser (2005). The argument is that gender mainstreaming means that differences between the genders may never be used as a ground for discrimination. The informants said that men's work was valued and more recognized compared to that of women. This situation is elaborated by Tsikata (2007)

explaining that patriarchal factors influence the process of gender mainstreaming negatively in areas such as recruitment, employment, and promotion. Additionally, this limits organizational efficiency, harm individuals at personal levels and wastes the potential skills of people.

Women's voice not being given due importance in planning and decision-making can be explained by Thomson's views (2005) who says that various scholars started assessing the oppressive situation of women as the result of traditional societies which are characterized by male-dominance and authoritarianism. The women's special needs being catered for according to Manase and Makoni (2003) explain a large extent as the differences that exist in the lives of the two different sexes; needs, conditions, priorities and experiences. This establishes a willingness in society to establish a balanced distribution of responsibilities between the two sexes. The respondents reported that the government did enough to promote respectful relations between employees, as supported by Meer and Porter (2005). They explain that the manner in which men and women relate has an influence on gender mainstreaming. Patriarchy needs to be challenged and efforts directed towards liberating women.

Regarding objective two on the influence of education and resource mobilization on gender mainstreaming, the informants reported that they rarely utilize external expertise in terms of technical support or consultations. Singh (2006) says that people may demand to be involved in consultations and decision-making of programmes with the acquisition of basic knowledge and skills. It was established that there was scarce human resources allocated towards gender mainstreaming. According to Macdonald (2003), human resources form an integral part of implementing gender mainstreaming. Scarcity and lack of proper allocation negatively

influence gender mainstreaming because at the end, results will not represent the real situation on the ground.

It was reported there were no training opportunities available to female staff to improve their abilities and develop their competence so they can assume senior positions. Walby (2005) explains that professionals in development projects should be made aware of the necessary resources needed in the development process. The respondents reported that material resources were adequate, and according to the views of Macdonald (2003), human and material resources form a crucial part of implementing gender mainstreaming. Scarcity and poor allocation has a negative impact at the end as results will not represent the real situation on the ground. . The respondents had reported that the extent to which they were provided with skills necessary for gender integration was small. Walby (2005) explains that professionals in development projects and programmes need to have their skills enhanced to assist them on how to plan, design, implement and monitor the development process.

In reference to objective three, which sought to ascertain the level of policy functionality of the Kenyan Constitution, 2010 in gender mainstreaming, the findings indicated that most respondents reported they are aware of gender policies and the designing and funding of gender-responsive projects to address specific conditions of women. Rosette (2008) says it is not fair for the situation of gender inequality to worsen despite the fact that there are policies and laws to deal with such problems. Furthermore, she says that policies and laws should seek to enhance gender equality and not only respond to the gender differences. Rosette recommended that the changed policy environment needs to be responded to. The findings of this study contradict these assertions since it was indicated that the extent to which the government amended legislation was very small.

According to Verloo and Roggeband (2003), gender mainstreaming requires a reorganization of policy processes as the ones in existence are often blind or biased to gender. This contradicts the finding of the study based on fact that it was reported that amendment to legislation was only to a small extent. These authors explain that several times, it has been proven that differences in gender are not recognized in regular policies, with assumptions biased in favor of the existing gender inequality situation. It is a definite example of policy adaptation, which is promoted by the need to respond to a changed policy environment and the need to deal with the shortcomings of existing policies.

Lastly, regarding the influence of increased women leadership on the implementation of gender mainstreaming, most informants reported that the government had not adopted a gender mainstreaming strategy even with the increased number of women leaders. This is a contradiction to the statement by Brynard (2007) who says it is the role of government to create conditions whose outcomes will result in gender equality in order to balance the current unequal status quo of women and men within communities. The increased numbers of women leaders should not be the only factor advancing gender mainstreaming and gender equality but all political leaders should push for gender mainstreaming. He recommends for people to be equipped with skills, information and knowledge on empowerment.

Gender studies suggest that for sustainable development in to take place, both genders should have knowledge of gender issues and the impact on their lives (Mama 2007). Most respondents had reported that they needed more knowledge in various areas of gender mainstreaming. The respondents reported a low extent to which dialogue was facilitated among male staff to encourage positive attitudes towards women. Eveline and Bacchi (2005) say the accent in gender mainstreaming is on gender, not only on women as a target group but also on men. Based on the fact that some respondents reported that they needed knowledge

on collection and analysis of gender data, Rosette (2008) says that gender mainstreaming can be termed as an approach that considers why gender analysis is crucial to policies, laws and programmes. Gender awareness and competence should be integrated into development as an issue for both genders, while recognizing that development activities may affect men and women differently due to sexual differences and historic circumstances (Kwesiga and Ssendiwala, 2006).

5.4 Conclusion of the study

The factors influencing the implementation of gender mainstreaming call for serious concern. There was no gender balance, a contributing factor to some of the challenges facing the implementation of gender mainstreaming. Most respondents had adequate education and working experience to understand the implication of gender issues. Based on objective one, the study concluded that the culture of patriarchal systems interfered with the implementation of gender mainstreaming despite efforts by the government. Culture still determined the role played by women and men and masculinity was given more hierarchical value. The government put in efforts to promote respectful relations, but expressions of stereotypes were still rampant, leading to the conclusion that the government was not doing enough in terms of dealing with patriarchal systems all round. The government was not keen on the women's progress given the inequalities they face and the voice of women was not considered important in decision-making processes. Awareness was not created among male staff on the objectives and benefits of gender equality, as the government may not have seen the need.

Regarding the second objective, the study concluded that the government had the capacity to access and mobilize resources, but the process was ineffective in the implementation of gender mainstreaming. The government had an internal monitoring capacity and funds were obtained from other bodies for gender mainstreaming. Resource materials were adequate but

female government employees did not receive training opportunities to enhance their competence. There are no flexible terms, conditions and benefits for women who wanted to build their careers. The readily available resources, such as material resources, were not fully utilized. There was failure to organize human resources, reflected in the fact that external expertise was utilized rarely in terms of consultations. Furthermore, there was no gender balance in interview panels and there was no check of gender knowledge during interviews. The study thus concluded that the government did little to ensure that the right personnel to further gender mainstreaming were hired or even checked on the need for gender training upon employing new staff. The study pointed out that human resources were integral for the implementation of gender mainstreaming project.

On objective three, it was concluded that despite the existence of gender policies and laws as reported by the respondents, their functionality and implementation in gender mainstreaming was still poor. In support of this conclusion was the fact that the government considered GM to be an important aspect in its policies and programmes, and specific gender-responsive projects were designed and funded to address women's problems. Despite this, there was minor amendment to legislation, annual surveys and internal gender audits were not conducted and operational plans were not functional. Lastly, on objective four, the study concluded that the level of influence from the increased number of female leaders was low and hence did not further the women participation in project implementation. This was evident in failure of the government to adopt a gender mainstreaming strategy that may have been as a result of lack of oversight by the government. There was a low level of awareness that was linked to the lack of capacity building and gender awareness training which meant that the employees were not equipped with necessary skills and knowledge to facilitate the implementation of gender mainstreaming. Furthermore, the fact that dialogue was not facilitated among male employees and gender issues were not included in staff orientation

processes could also have contributed to the low level of support from both genders. This gap was further widened by the fact that most respondents reported that they did not have the confidence to introduce gender issues at the workplace.

5.5 Recommendations of the Study

The findings of this study revealed that the challenges facing the implementation of gender mainstreaming are poor resource mobilization, culture of patriarchal systems, lack of influence from the increased numbers of women leaders and nonfunctional policies. To eradicate these challenges, the study recommended that;

1. On the patriarchal system of culture, advocacy should be conducted among traditional community leaders and authorities, leaders of both sexes should integrate gender issues in their work.
2. Community sensitization should be undertaken by the government to change gender roles and discriminatory cultural practices. This will address all known cultural and political issues that hinder the implementation of gender mainstreaming.
3. On the resource mobilization factor, capacity building; education and gender integration strategies should be adopted in government ministries.
4. Additionally, adequate financial and human resources should be allocated to all ministries for the implementation of gender mainstreaming to yield a meaningful result.
5. On the Kenyan Constitution 2010 and its functionality, it is recommended that the government and other institutions should claim ownership of the gender mainstreaming project to ensure gender equality, sustainable development and sustainable resource mobilization.

6. For those handling policy and budgetary chain, they should be educated to consider gender matters to ensure gender-responsive policies and projects.
7. The government should strengthen collaborations between gender mechanisms and those responsible for implementation of gender policies.
8. On women leadership, it is recommended that both genders should have capacity building and trainings to create gender awareness as GM is an issue affecting both genders. The women leaders should undergo capacity building to gain the confidence and knowledge to ensure their voices are heard at decision-making.

5.6 Suggestions for Further Research

A study should be conducted on the impact of human resource allocation on gender mainstreaming. Another study suggested that research should be conducted on factors influencing participation of women leaders in gender mainstreaming as well as factors contributing to female marginalization in projects.

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APPENDICES

Appendix 1: Letter of Introduction

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P.O. Box 30197

Nairobi.

23rd June, 2015.

Dear Sir/Madam,

**RE: RESEARCH ON THE FACTORS INFLUENCING THE PARTICIPATION OF
WOMEN IN THE IMPLEMENTATION PROCESS OF
COUNTY GOVERNMENT PROJECTS: CASE OF NAIROBI CITY COUNTY,
KENYA.**

I am postgraduate student at the University of Nairobi, Nairobi Main Campus. I am interested in carrying out a research on the above topic and I have sampled the employees and department heads of two selected ministries, the Ministry of Devolution and Planning and the Ministry of Labour, Social Security and Services to help me get necessary data. Information gathered will be used for academic purpose and not any other purpose. All personal information disclosed to me in the process of conducting this research will remain known by only me the researcher and will not be disclosed to any other person. I am kindly asking for your cooperation to allow me collect information from your county. Thank you for your cooperation.

Yours faithfully,

Gloria O. Kisiang`ani.

Appendix 2: Questionnaire for employees of the selected Ministries

INTRODUCTION

Hallo, my name is Gloria Kisiang`ani and I am student at the University of Nairobi. I am conducting a research in order to understand the factors that influence the participation of women in the government gender-mainstreaming project implementation process, Case of Nairobi County. The information that you share will only be used for purposes of this research, and is not expected to cause you, your family, or constituents any harm or discomfort. The results of this study will be shared with the University of Nairobi and other stakeholders in governance as our contribution to improvement of governance in Nairobi and Kenya as a whole. If you feel uncomfortable with certain questions, you can choose not to answer them. However, I hope you will be able to participate in answering all the questions since your views are important.

The main objective of this study is to establish the factors influencing the participation of women in the implementation of gender mainstreaming in the Ministry of Devolution and Planning and the Ministry of Labour, Social Security and Services. Instructions for completion are;

- i. This questionnaire is aimed at understanding the issues pertaining participation of women in the gender-mainstreaming project in selected ministries.
- ii. Do not write your name on the questionnaire.
- iii. Please answer the questions as objectively and honestly as possible.
- iv. Place a mark in the spaces provided after each question to reflect your answer the most accurately.

SECTION A: Background Information

1. **Gender:** Male [] Female []
2. **Age:** Below 18 years [] 19 – 25 years [] 26– 30 years []
31 – 40 years [] 41-45 years [] Above 45 years []
3. **Marital status:** Married [] Single [] Divorced [] Separated []
4. **Level of education:** Primary education [] Secondary education []
College [] University []
5. **Years of service in the ministry:** Less than 3 years [] 3 – 5 years []
6 – 10 years [] Over 10 years []

SECTION B: Women Leadership and influence on Gender Mainstreaming

6. Has your department adopted any gender mainstreaming strategies since the increase in the number of women leaders in the county?

Yes [] No []

7. Is there a gender perspective in the decisions you make influenced by an impact from women leaders?

Yes [] No [] Not sure []

8. The following are some practices in gender mainstreaming. Please indicate the extent

1 Strongly Disagree 2 Disagree 3 Strongly Agree 4 Agree

Statement	1	2	3	4
You undergo continuous gender awareness trainings to encourage the development of correct attitude.				
You are well equipped with the appropriate skills necessary for gender integration in your department.				
Gender perspective is integrated into on-going and future programs.				
Dialogue on gender issues is facilitated among male staff through workshops and seminars, in order to encourage a positive attitude towards women empowerment.				

9. Are gender issues included in the staff orientation processes?

Yes []

No []

10. Does the government offer capacity building opportunities to strengthen your knowledge on gender issues?

Yes []

No []

1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree

Statement	1	2	3	4
Interview panels formed have equal gender representation.				
Interviews include gender-related questions to assess candidate's knowledge, ideas and attitudes regarding gender issues.				
Training exposures and other opportunities are provided to female staff in order to enhance their competence and improve their abilities to assume senior Positions				
The government has flexible terms, conditions and other benefits to encourage women to join and build their careers				

20. What kind of resources do you have access to in your department?

Financial resources []

Human resources []

Material resources []

Technological resources []

None []

21. Do you think resource mobilization for gender mainstreaming has been fully achieved by the government?

Yes [] No [] Not sure []

SECTION D: Culture of Patriarchal Systems (Male Dominance) in the Implementation of Gender Mainstreaming

22. Does culture determines the role played by men and women in your department?

Yes [] No [] Not sure []

23. Do you think masculinity or feminism gives more hierarchical value?

Yes [] No [] Not sure []

24. Is men's work recognized and valued as work by payment, status or political power as compared to women?

Yes [] No [] Not sure []

25. Are women discriminated at the work place on the basis of gender?

Never [] Rarely [] Sometimes [] Always []

26. Does the government do enough to discourage expressions of stereotypes and inequalities?

Nothing at all [] Not enough [] Enough [] More than enough []

27. How much attention does the government pay in ensuring respectful relations between men and women at the work place?

Not at all [] Not enough [] Enough [] More than enough []

28. Please indicate the extent to which each of the following practices is practiced in your department.

1 No Extent 2 Small Extent 3 Large Extent 4 Very Large Extent

Statement	1	2	3	4
Special needs of female staff such as maternity leave, flexibility during pregnancy; post-partum and lactation period and issues related to travel time and work hours are fully considered.				
Due importance is given to the voice of women in all planning and decision making processes.				
Awareness is created among male staff about the objectives of gender equality.				
Supervisors encourage staff to incorporate the concept of gender mainstreaming in all activities ranging from staff appraisals, promotion and transfer.				

SECTION E: The Kenyan Constitution, 2010 and Policy Functionality in the Implementation of Gender Mainstreaming

29. Are you aware of any gender related policies (for example in terms of hiring staff or project development)?

Yes [] No []

30. Does the government have any policies that promote gender equality and respect of diversity?

Yes [] No []

31. How important do you think the government considers gender mainstreaming in its Policies and programs?

Not important [] Limited importance [] Important [] Very important []

32. The following are some indications of policy functionality. Please indicate to what extent they are functional in your department.

1 No Extent 2 Small Extent 3 Large Extent 4 Very Large Extent

Statement	1	2	3	4
Specific projects are designed and funded to address problems of women.				
Legislation is amended in accordance to gender policies.				
Internal gender audits are conducted in departments in order to identify gaps and take necessary action.				
Annual surveys are conducted to monitor attitude change among				

staff and take action according to findings.				
Operational plans are developed to ensure proper implementation of the gender policy in which monitoring indicators are established.				

Thank you for your time and cooperation

Appendix 3: Interview Schedule for Department Heads

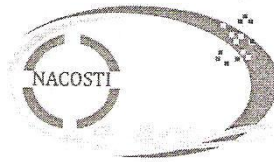
Dear respondent, these interview questions are meant to collect information on a study that is being conducted in your ministry on the topic of factors influencing the participation of women in the implementation of gender mainstreaming project in Nairobi County, looking at select ministries in partial fulfillment of my Masters of Arts degree in Project Planning and Management. Kindly answer the questions truthfully. The information given will be treated with confidentiality.

1. For how long have you served as a professional in the government?
2. What is your level of education?
3. Has the government adopted a gender mainstreaming strategy?
4. Is there a gender perspective in all decision-making processes?
5. Is gender awareness training continuously being provided to all staff?
6. Is there funding to ensure proper implementation of gender mainstreaming policy?
7. Are human resource allocated to gender mainstreaming?
8. Does the government have an internal tracking (monitoring) capacity in case of budgetary allocation?

9. Does the government obtain resources or grants, needed for gender mainstreaming from other organizations?
10. Which resources are channeled towards gender mainstreaming?
11. Do patriarch systems have an impact on gender mainstreaming in the government?
12. Do you think culture influences the implementation gender mainstreaming strategies?
13. Does the government consider gender mainstreaming in its policies?
14. Does the government amend legislation?
15. Is there funding to ensure proper implementation of gender mainstreaming policies?
16. What ways of improving the implementation of gender mainstreaming would you recommend?

Thank you for your time and cooperation

Appendix 4: Research Authorization Letter from National Commission For Science, Technology and Innovation



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
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Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:

14th December, 2015

NACOSTI/P/15/96564/8648

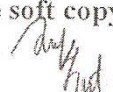
Gloria Oduori Kisiangani
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing the participation of women in the implementation of gender responsive county government projects. The case of gender mainstreaming in select government ministries,*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **11th December, 2016**.

You are advised to report to **the Principal Secretaries of selected Ministries, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The Principal Secretaries
Selected Ministries.

The County Commissioner
Nairobi County.

The County Director of Education

Nairobi County