GENDER MAINSTREAMING IN TECHNICAL AND VOCATIONAL EDUCATIONAL AND TRAINING INSTITUION: A CASE OF SIGALAGALA NATIONAL POLYTECHNIC, KAKAMEGA COUNTY

RUTH ATIENO OLOO

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DECLARATION

This project paper is my original work and has not been presented for examination in any other university.

Signature: _____ Date_____

Ruth Atieno Oloo
(N69/81365/2015)

The Project paper has been submitted for examination with my approval as the University Supervisor.

Signature: _____ Date _____

Dr. Stevie Nangendo

DEDICATION

First and foremost, I dedicate this paper to the Almighty God for the strength, the grace and the faith to pursue this degree. I also dedicate this paper to my loving family which has been my pillar of strength throughout this period. To my spouse Clayton Ng'ambwa and my children Gianna Jawara and Jabali Ng'ambwa may this work inspire you to pursue your dreams of acquiring knowledge, to the furthest that God will help you reach.

To my parents Mr. Michael Oloo and Mrs. Angeline Oloo, I am sure this achievement is a fulfillment of your dreams. Thanks for always praying for me. Clearly, the sky is not the limit. My siblings from the Oducha's clan, you are the strongest cheering squad that one could ever ask for, much appreciation.

To my mentors Madam Amina Mwitu of Madrassa Early Childhood Program-Kenya for the tons of advice and mentorship, May God bless you. Lastly, I dedicate this to the staff of Kenya Education for Employment Program and its local partners, thank you for stirring in me the flame to work in the TVET sector, I celebrate you.

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ACRONYMS AND ABBREVIATIONS

ECOSOC   United Nations Economic and Social Council

GIZ   Deutsche Gesellschaft für Internationale Zusammenarbeit

GPA   Grade Point Average

ILO   International Labor Organization

KESSP   Kenya Education Sector Support Programme

KCB   Kenya Commercial Bank

KNBS   Kenya National Bureau of Statistics

KUCCPS   Kenya Universities and Colleges Central Placement Service

NGEC   National Gender and Equality Commission

NITA   National Industrial Training Authority

ROK   Republic of Kenya

STEM   Science, Technology, Engineering and Mathematics

STEP   Skills and Training Enhancement Project

TTI   Technical Training Institutes

TVET   Technical and Vocational and Education Training

TVETA   Technical and Vocational Education and Training Authority

UNESCO   United Nations Educational, Scientific and Cultural Organization

UON   University of Nairobi

ABSTRACT

This was a descriptive study on the strategies to mainstreaming gender in Sigalagala Polytechnic in Ikolomani Sub-County, Kakamega County, Kenya. Several studies have demonstrated the importance of integrating gender in education sector, specifically technical training, which in turn is instrumental for economic growth in the wider scheme of things. Despite this, policies, projects and programs have ignored the need for integrating gender perspectives that will improve the rate of transition of boys and girls to secondary level and tertiary level. The study sought to explore the strategies to mainstreaming gender in Sigalagala Polytechnic by specifically analyzing the obstacles to gender mainstreaming in access, participation and benefit of male and female students and the strategies to address the obstacles and create an environment for female and male students to access, participate and benefit from Sigalagala National Polytechnic. Using a mixed methods approach, the study undertook to analyze secondary data from 1998 to 2017 to inform the research questions for the qualitative component. The qualitative component of the study involved data collection through purposively sampled key informants. Data from the KIIs were recorded, translated & transcribed verbatim. Transcripts were analysed thematically in line with study objectives.

Findings showed that the major obstacles to gender mainstreaming in technical and vocational education and training include reinforced imaging of gender inequality, disenabling training environment, gender composition of trainers as well as financial challenges. These obstacles can be countered through strengthened and sustained institutional and policy frameworks to inculcate gender agenda in technical and vocational education and training. Other strategies include a strong political willingness and supportive community. Technical and vocational education and training is thriving in Kenya and supported both by policy and institutional frameworks. These have ensured establishment for sufficient learning centres for technical and vocational education and training. However, this advancement does not match gender mainstreaming requirements. Essentially, there are various obstacles that limit full implementation of gender mainstreaming in technical and vocational education and training.

The study recommends that the capacity of the institutions involved in technical and vocational education and training be strengthened to accommodate gender inclusion. This is through a system that ensures equality and equity in the training institutions as well as monitoring and evaluation frameworks for gender tracking.

CHAPTER ONE: BACKGROUND TO THE STUDY

1.1 Introduction

Gender mainstreaming is a process than an event. It entails the assessment of the consequences for women and men in a given deliberate intervention. Such interventions can be experienced in different domains as policies and/or programmes and legislation. Mainstreaming happens in all fields and the subfields and sub disciplines. Gender mainstreaming is a stratagem for making visible the needs and experiences and concerns of women as well as of men an essential part of all phases of a program. These phases include design and conceptualization, resources mobilization, planning, implementation, monitoring and evaluation. This must be done in all sectors: political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality" (ECOSOC, 1997).

Gender equality and women empowerment are important pillars towards socio-economic development in any society and nation. The skilled and knowledgeable human capital that is produced when women and men go through training and acquire relevant skills at different levels of education, ultimately contributes to socio-economic development. Gender mainstreaming is a strategy that values the contribution, experiences, perspectives and primacies of both the women and men to the heart in the development field so as to influence program and policy design, planning and implementation.

In the 1980's, the term mainstreaming emerged, this was when the International Women's Movement realized that the resources that were going to 'women-specific' programmes were shrinking by day and that the women-specific programmes had not brought any significant change in the lives of the women. The women specific units at the different United Nation department were understaffed and underfunded that is when there was a re-thinking of strategy

on how women can be at the centre of any development program and as opposed to being a separate entity as it was.

The fourth Beijing Platform for Action Conference, held between September 4-15th 1995 in Beijing, China was the conference where development partners, women movements together with the United Nations reached a consensus and defined gender mainstreaming. Gender mainstreaming was conceptualized as an inclusive strategy that includes both women-focused programming and incorporation of the interests of women and wider gender matters into general programmes that are put in place. Substantive inclusion and equality among women and men in any planned action is key in socio-economic progress and poverty reduction (UNEVOC-UNESCO). Unfortunately, women in the TVET sector have been left out in the policies and programmes within the TVET eco-system.

In the last few years, the Government of Kenya has exerted remarkable efforts towards gender equality and equity in education. In Kenya today, boys and girls in primary schools are able to enjoy free education while those in day secondary schools can also enjoy the same. The young women and men that transition to tertiary education like in TVETs, are now able to enjoy capitation that gives them Kshs. 56,000 (Kshs. 26,000 from the government and Kshs. 30,000 annually upon application from Higher Education Loans Board) for school fees and upkeep. This notwithstanding, challenges and inequalities remain persistent.

There is notably low participation of girls and women in TVETs as compared to the men. In the education sector, the government recognizes education as a basic tool to achieve quality of life for every Kenyan as envisioned in Vision 2030. Vision 2030 as it marks 10 years in 2018 since it was launched, there is evident transformation of various sectors of the country into industrialization, with an increase in the middle class and generally providing high quality of life to the men and the women, boys and girls in a clean and secure environment.

Over a period of time, strategies have been employed and efforts put towards improving access, retention and transition especially at the primary education level which has yielded some fruits. The government still needs to develop and implement gender-sensitive strategies and targets that will improve the rate of transition to secondary level and tertiary level. Consequently, Kenya is still grappling with challenges related the girls' transition from primary to secondary level. There is a further decline in the proportion of girls enrolling for Post- secondary training, including in TVETs and other tertiary institutions.

The low number of girls transiting to tertiary level of education is reflecting in the manufacturing industry and generally at the workplace. According to United Nations Educational, Scientific and Cultural Organization (UNESCO) (2015), 73 million youth are currently unemployed. In Africa, unemployment affects the female youth more than the male, 6.4% of the population consists of the women while 5.7% of the male youth are unemployed (ILO, 2015). The barriers to the participation of women in the industry is partly due to socio, cultural and religious factors, beliefs and practices that bars men and women from transiting to the different levels of education.

In December 12, 2017, a new development plan was launched in Kenya. Dubbed as the 'Big Four Agenda', the plan gives guidance to the development program of Kenya between 2018-2022. The agendas that have been prioritised include universal health care, affordable and housing, food security and manufacturing for employment creation. The areas are envisioned to bring about a strong and a more inclusive economy that will tackle the unemployment problem (Republic of Kenya, 2017). Skill development is key in the achievement of the big four development plan. Technical vocational training and education are deemed as elements of education that allow for the gaining of applied attitudes (UNESCO and ILO, 2002:7).

Technical skills are indispensable ingredients to economic development (Gicharu, 2018). Technical Vocational, Education and Training institutions offer on-the-job training and apprenticeship in both the informal and formal segments. The institutions need to match up with the fast evolving world in terms of availing practical and innovative skills, so as to provide viable pathways of realising lifelong learning as described in Sustainable Development Goal four.

One of the target outcome under sustainable development goal four looks at eliminating gender inequalities in accessing education and providing equitable access to all education levels and technical training for the poor and vulnerable populations. The vulnerable groups, include persons living with disabilities, native peoples or aboriginals and orphans.

The training and vocational centres provide skills that are pertinent in the labour market and many of these centres are churning out competent and skilled technicians not only for the local industries but also for the global market place. A good number are also creating jobs through self-employment, thereby playing a visible role in reducing the unemployment rates among the youth.

Over the years, the Technical and Vocational Education and Training have been portrayed as male dominated institutions, since they offer technical courses that are perceived to require physical strength in order to move and operate them. They also offer traditionally 'male dominated courses' such as electronic and mechanical engineering which are still perceived by the society as a preserve for the men. In order to change the perception and to uproot the negative societal cultural practices that assign the women care roles and do not value their contribution as individuals, community members and citizens then conversations around gender equality should begin.

"Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance" (Kofi Annan, 2001).

In Technical and Vocational Education and Training, gender mainstreaming is a means to an end by which we can achieve gender equality within, communities and the labor market. The narrative around having fewer women in technology can only change if the conversations begin and a total mind shift of the place of the woman/girl changes and the need to give the boys and girls equal opportunities throughout their lives.

The Constitution of Kenya, 2010 in Article 27, Section 3, states that the women and men have the right to equal treatment, including the right to equal opportunities in political, economic, cultural and social spheres including the access, participation and benefiting from the Technical and Vocational Education and Training so that it becomes beneficial for both men and women which is currently not the case (Republic of Kenya, 2010). Women participation in TVET is low. This has been brought about by the obstacles in their access to education at all levels and job skill development and this culminates in the exclusion from formal technical and vocational educational and thereby minimal involvement and contribution to public life (World Bank, 2009).

Gender mainstreaming in TVETs goes beyond the number of men and women in Technical and Vocational Education and Training but also takes to consideration the inclusion of different groups' existing in both genders such as the marginalized groups, marital and socioeconomic status, age, vulnerability and disability (World Bank, 2017). Expanding female participation in Technical and Vocational Education and Training will greatly improve the chances of post-secondary level of education attainment by females and this more likely enhances their labour market participation and quality of employment.

Gender stereotypes around the uptake of technical courses that are being offered in the Technical and Vocational Education and Training is rife, since the technical courses like electrical engineering, mechanical engineering among others are considered as 'male courses' and this creates a gender gap. This is still alive among women who want to take up technical courses and the men who want to take up liberal studies. This is said to begin in their primary and secondary school levels and a chunk of it is carried over when they join the Technical and Vocational Education and Training. The participation barrier has adverse effects in the participation of women in the work environment and in the entire society (UNESCO, 2016).

1.2 Statement of the problem

In most African cultures, women are socialized to belong to the private sphere with procreation and care giving roles (Kabiru and Orpinas, 2008; Magadi and Olayo, 2011). The societal attitudes to women and girls have and are still creating vast differences when it comes to education and employment.

There is a general negative perception in the society on women who pursue the "male" dominated fields like engineering, computing and architecture. Little support and encouragement from parents and the institutions is offered to them. Most of these courses and careers are viewed as masculine and women who pursue such fields have to break the barriers that are created by such societal and cultural norms.

A majority of the technical courses are offered in technical and vocational education and training centres, which despite the institutions being hubs for developing skills, they are not appreciated by individuals, institutions and the government. According to the UNEVOC, despite seeing a shift in industry and the labour market appreciating and seeking for more hands- on graduates, the TVET sector remains a unattractive option for the youth as compared to pursuing university education. Our education system as a country and the same goes for

many developing countries have Technical and Vocational Education and Training placed as a secondary alternative for those who did not perform exemplary well (Ute *et al*., 2014)

The societal perceptions that are held by both the parents and students, play a major role in the access and enrolment of both male and female students into the Technical and Vocational Education and Training. Most parents prefer enrolling their children for higher education in the university or direct engagement into the labour market. The society's obsession with white-collar jobs has led to a sustained neglect of TVET institutions. Vocational training certificates are perceived to be of little worth as they do not confer a well-paying job and the resulting high status. These misplaced perceptions are driving a bias against these skills (Gicharu, 2018).

The unattractiveness of Technical and Vocational Education and Training has also been fuelled by many governments around the world which focus on funding and implementing policies that are related to higher education or basic and secondary education as opposed to Technical and Vocational Education and Training. (UNESCO-UNEVOC, 2012)

The TVET institutions equally have old and outdated machines, which their use does not reflect the needs of the current labour markets nor the gender debate. The old machines were being operated manually, spending a lot of energy which may be difficult for the women because of their built bodily characteristics which is different with that of the men (Gicharu, 2018).

Gender perceptions and stereotypes around women who want to venture into the institutions are far much worse. Technical and Vocational Education and Training are branded and presented as male dominated institutions that offer technical courses which the society perceive as domains for the men.

This proposal will, therefore, look at the gaps and obstacles that would inhibit female students from accessing, participating and benefitting from Sigalagala National polytechnic and how

gender mainstreaming at different levels within the institution would present equal opportunities for both genders.

The study sought to respond to the following research questions:-

i.   What are the obstacles to gender mainstreaming in access, participation and benefit of male and female students from Sigalagala National Polytechnic?

ii.   What strategies can address the obstacles and create an environment for female and male students to access, participate and benefit from Sigalagala National Polytechnic?

1.3 Objectives of the study
1.3.1 General objective
 To explore gender mainstreaming strategies in Sigalagala National Polytechnic

1.3.2 Specific Objectives

i.   To outline the obstacles of gender mainstreaming in access, participation and benefit in Sigalagala National Polytechnic among female and male students.

ii.   To deduce practical strategies of gender mainstreaming in Sigalagala National Polytechnic

1.4   Assumptions of the study
The following assumptions guided this study:

i.   Sigalagala National Polytechnic has gender based obstacles that bar female and male students from accessing, participating and benefitting from the institution.

ii.   There are practical strategies that could be used to address the gender based obstacles and create an environment where both the female and male benefit from the learning process at institution.

1.5   Justification of the study
There is a growing interest worldwide on industrialization and it is a notch higher in developing countries like Kenya where industrialization is a sector to recon in terms of national economic

growth. In 2018 the country's annual GDP per capita growth rate is projected to reach 5.4% which is an improvement from the 2017 GDP per capita rate which was at 4.9%. (World Bank, 2018)

Gender equality which means giving equal opportunities to the men and the women, is a basic right for each individual woman and also smart economics for families, communities and economies (World Bank, 2012). Gender equality and inclusion is a cross-cutting subject that the globe is working on strategies to ensure that the results can be tangible in every sector. For example, Sustainable Development Goal number 4 has 10 outcome targets that looks at various aspects of education with 4.3 specifically on the technical and vocational learning centres that highlights that there should be equal access to technical/vocational and higher education by 2030 (UNESCO, 2015).

Few papers have been published and limited research has been conducted on gender mainstreaming in the tertiary education. Omukhulu ,Ogbanicael and Kimamo wrote on gender mainstreaming in TVET institutions in Kenya ,the authors focussed on evaluating the implementation process of the Gender in Education policy and the perceptions of lectures towards gender mainstreaming. Additionally, other media reports, few studies have been conducted in Kenya (Onsongo 2002, 2005; Republic of Kenya 2010, and Omukhulu 2015). Because of the perceptions and the unattractiveness of Technical and Vocational Education and Training over the years, most of these studies focus on universities and government policies on gender mainstreaming. Findings from this study will be a built up to the findings of Omukhulu, 2015 which focussed more on the implementation of the Gender in Education Policy. This paper will further look at the financial and non-financial barriers to gender mainstreaming in the TVETs. The findings will inform education stakeholders and industry players on the progress and gaps towards gender mainstreaming in TVETs. The study will inform the government (national and county) and other non-state partners such as Non-

governmental organizations and other stakeholders including the industry players on the contextualized strategies they can employ for improved involvement and participation of women and men in their policies and programmes and in all sectors including the non-traditional sectors.

Additionally, the study will contribute to the body of knowledge since the study will have recent data on the state of gender integration in the TVET sector.

1.6 Scope and Limitation of the study

The study will focus on the barriers in the access, participation and benefit of female and male trainees and staff in policies, programmes and processes in Sigalagala National Polytechnic. The study will be based on the different reports and policies that have been written around the subject matter. Practical strategies will then be deduced and recommended for the same.

One of the limitations to this study is that the analysis will respond to the research questions but it will be limited to the different factors found in the reviewed literature.

Additionally, the data may be biased depending on the author, if it's from a source from someone / a body that is in authority like the government or a development partner, the data may not be representative to a wider audience but only to their main audience.

This study focused on obstacles and solutions to gender mainstreaming in the access, participation and benefit of female and male trainees who are in Sigalagala National Polytechnic. It employed descriptive research design and was guided by Liberal Feminism theory.

The study findings should to bring about a debate around the subject matter which is on gender mainstreaming in education sector. Discussions on gender have often been misconstrued to mean women and girls. Some informants who are considered knowledgeable about the topic had varied perceptions and opinions around gender and gender equality which was as a result of their cultural beliefs. The research overcome this limitation by expanding the discussion to

move beyond the cultural eye and employed the prisms of human right in order for the informants to be objective and discuss the subject matter from an equality point of view.

1.8 Definitions of terms

Affirmative action –putting up corrective temporal measures by to accommodate the women in positions of leadership and in distribution of resources.

Gender mainstreaming – looking at the sex disaggregated data, budgets, policies (gender policies, sexual harassment policies, Human resource policies), institutional management and infrastructural development and how thy take in the concerns and experience of the women and men with an aim of bridging the gender gaps and bringing about gender equality.

Technical Vocational, Education and Training centres (TVETs)- National polytechnics that offer hands-on / practical skills needed for the industry.

TVET Ecosystem- A group of actors working within the TVET sector. These includes the TVET institutions, institutional players – trainers, trainees, and the leadership team , government departments e.g. TVETA, industry, private sector etc

Perceptions: An opinion that is held by many people concerning an individual which simply reflects how the individual is regarded by people

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature relevant to the study and it's divided into three parts. Part one locates gender mainstreaming within the Technical and Vocational Education and Training. Part two explores the obstacles to gender mainstreaming and the strategies that can bring about gender equality due to gender mainstreaming. Part three discusses the theoretical framework underpinning this study, namely, liberal feminism.

2.2 Situational analysis of gender mainstreaming in Kenya

2.2.1 An overview

Gender mainstreaming was defined by the United Nations Economic and Social Council (ECOSOC) in the year 1997 as follows:

> A process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.

In 2006, in the Beijing International Conference on Women and Desertification, the late Kofi Annan, former secretary-General of the United Nations said that "Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance."

Gender mainstreaming calls for the identification of the existing loopholes in gender parity. This is through using gender–reflective and disaggregated data alongside coming up with strategies to seal those gaps; putting resources and expertise into implementing strategies for gender equality, monitoring, implementation, and holding individuals and institutions accountable for results (Karega and Bunwaree 2010:1).

According to Rai (2008:97), gender mainstreaming is further recognized as a perceptive administrative and structural process that needs changes in structural and organisational cultures and thought systems. It is also about structures, the goals, and allocation of resources by governments.

The concept of gender mainstreaming gained traction in Africa and dominated discussions continentally during the UN decade for women. In the Kenyan context, the concept came about during women's participation in the Beijing Declaration and Platform for Action in 1995. There was emphasis on women and men to work together towards a collective goal of reducing gender disparities. The declaration also highlighted the need to recognize that women are a heterogeneous group. It also emphasized the idea that it is important to place value on the diversity situations and conditions of women and cognizant that there are many challenges that women face in the course of empowerment and development (United Nations Organization, 1995).

The Constitution of Kenya (2010), as one among the legal and policy documents in Kenya, describes the Kenyan government's commitment to having gender equality. The Constitution of Kenya (2010) acknowledges the rights of everyone and entrenches gender equality as one of its core principles (Republic of Kenya, 2010). In Chapter 4, Article 27 (3), governing body cushions all people against discrimination based on gender and other attributes by recognizing that all human beings are equal and should be accorded rights and dignity in all development sectors (Republic of Kenya, 2010). This means that the women can enjoy full and equal treatment of rights and freedom regardless of their gender. Women and men need to be afforded equal opportunities and platforms to exercise their rights. Constitutionally, nothing should essentially bar a woman from pursuing any course in the Technical and Vocational Education and Training or pursuing any venture in life based on her gender, though this has not been the

case. Numerous barriers that emanate from our socialization process and other systemic barriers at the institutional level including the government have played a big part in reinforcing the narrative of women being a weaker gender and therefore are subjected to non-equal treatment compared to the men. Further, the patriarchy nature of Kenyan society is but one the stimulating factors towards impeding the integration of gender in all the sectors of the economy (Rai, 2007).

The concept of gender mainstreaming has not been successful in the different arms of government either including the county government. Its implementation has not been devoid of challenges among non-profit making organizations and this can be attributed to the weak monitoring and evaluation processes within the institutions (Republic of Kenya, 2009b).

Besides the constitution, there are some other policy documents that the government has laid out to indicate its commitment towards gender mainstreaming within the different projects. Some of these include the Economic Recovery Strategy (2003-2007), National Policy for Gender and Development (2003), Kenya Education Sector Support Programme [KESSP] (2005), National Development Plan (2002-2008), Sessional Paper no. 1 of 2005, Sessional Paper No. 2 of 2006 on Gender Equity and Development, Poverty Reduction Strategy Paper (2001), and (Republic of Kenya, 2007).

The Education and Training Gender policy (2015) looks at the different levels of education right from early childhood development education up until at the Technical and vocational education training. The policy looks at various strategies of gender mainstreaming including operationalizing TVET fund in the form of loans, scholarships and bursaries which learners from disadvantaged backgrounds can access.

The policy also looks at the aspect of affirmative action in admission to the institutions and of interest is in increasing the enrolment of women and girls to Science Technology Engineering

and Mathematics (STEM) oriented courses and lastly, instituting mentorship programmes that would encourage the participation of women into STEM (Republic of Kenya, 2015).

2.3 Gender mainstreaming in the TVETs

The participation of women in Technical and Vocational Education and Training in Kenya has improved from 2012 to 2017, as indicated by the recent Kenya Economic Survey (Republic of Kenya, 2018). Generally, the number of students enrolled in TVET institutions has increased by 58.6% from 127,691 students in 2012 to 202,556 students in 2016.

The number of women has also increased by 4.31% from 50,431(39.49%) female students in 2012 to 120,558(43.8%) female students in 2017. This increase in the number of female students in Technical and Vocational Education and Training may be as a result of the expansion of various colleges and the implementation of TVET Act 2013, which advocates for equality in access to TVET training regardless of gender, ethnicity and background (Republic of Kenya 2013).

Despite the numerals pronouncements and steps taken to integrate gender in the education sector, the current trends do not reflect the spirit and more so the attainment of the said equality. As such, the number of female students in Technical and Vocational Education and Training is still lower than those of male students with 39.49% in 2012, 40.51% in 2013, 39.27% in 2014, 39.79% in 2015, 43.74% in 2016 and 43.8% in 2017 as summarised in table 2.0 below.

Table 2.0: Proportion of Women Involvement in Technical and Vocational Education and Training

	2012	2013	2014	2015	2016	2017
Male	77260 (60.51%)	88064 (59.49%)	89765 (60.73%)	92309 (60.21%)	113963 (56.26%)	154,581 (56.1%)
Female	50431 (39.49%)	59945 (40.51%)	58056 (39.27%)	61005 (39.79%)	88593 (43.74%)	120,558 (43.8%)
Différence	26829	28119	31709	31304	25370	34023
Total	127691	148009	147821	153314	202556	275,139

Source: Republic of Kenya (2018)

The government of Kenya has rolled out a master plan to turn around TVET institutions, which includes setting up Technical Training Institutes (TTIs) in every constituency. With the increased number of such institutions opening up and being revamped across the country, there is a notable improvement in the enrolment of both the male and female students (Gicharu, 2018). The Economic Survey 2018 highlights that in 2017, 275,139 students enrolled in technical colleges, up from 202,556 in 2016, as 1,962 TVET colleges were registered, up from 1,300 the previous year, with a target of three million students, up from 180,000 (Republic of Kenya, 2017).

The gender gaps and misconceptions around Technical and Vocational Education and Training have been exacerbated by society's dichotomy that is pegged on gendered occupations and prestigious careers that are usually white - collar jobs. Such misconceptions have seen many young people and mostly the female gender being affected and locked out of numerous economic opportunities that would contribute to their wellbeing as individuals, members of a community and that of the nation (Omukhulu *et al.,* 2016).

There is a demonstrated impact of gender disparities in education. From an economic point of view, the society runs the risk of skewed development that is often not sustainable. Exclusion of certain groups in education leaves a gap in training and knowledge and therefore leading to

constrained workforce in technology, manufacturing and service industries (Klassen & Lamanna, 2009).

In Bangladesh, for instance, many strides have been made in changing the narrative around their national policies to create a conducive environment and conditions for women to access, participate and transit to the industry from technical training institutions smoothly. This has been coupled by numerous research and articles on mainstreaming gender in Technical and Vocational Education and Training and the significance of having gender sensitive policies in learning institutions including TVETs (World Bank 2017). The government of Bangladesh has taken deliberate efforts to promote the enrolment and participation of women in Technical and Vocational Education and Training. It has a Skills and Training Enhancement Project (STEP) where a stipend of USD 10 each month for the female from disadvantaged backgrounds who enrol in diploma programme. This is a continued support only when the students have at least a 75% attendance and maintain a G.P.A of 2.00 out of 4.00. The government of Bangladesh also has four public polytechnics for girls only in major divisions within the country as strategy towards achieving equality as well applying quota systems in public mixed polytechnics (World Bank 2017). All these efforts are employed so as to improve the women's and men's participation of at all levels in vocational and technical training and more so in the development field because of the improved agency of women compared to men.

In Kenya, the government and its different agencies are working towards making the technical and vocation training centres attractive for both female and male students. The Technical and Vocational Education Training Authority (TVETA) was established as a state corporation under the TVET Act 2013. The Authority has mandate to promote access and equity among other deliverables. The newly launched TVETA strategic plan (2018-2022) focuses on four strategic areas, which include: quality and relevance; access and equity; governance and

management; and funding and financing. The second strategic objective focuses on the promoting equal opportunities for all and more importantly, gender equality and equity and in TVET. The objective targets for a more balanced enrolment in TVET institutions and across programs. Some of the activities which will be implemented under the objective will include advocacy on gender balance across institutions and programmes; advocacy on gender mainstreaming in programmes; advocacy in the creation of gender friendly learning environments and to advocate policies for disadvantaged groups in TVET (Republic of Kenya, 2018).

Women are more targeted in the above intervention; this is as a result of the social stereotypes that have branded TVET as a preserve of men. From observation of print materials used in the TVET circles, there are training advertisements and publications that reinforce gender stereotypes and this can affect the enrolment and course selection for the women and men who wish to join the training and vocational institutions. Cultural stereotypes in regards to the kind of occupations that women should venture in continue to affect how industries recruit and how institutions promote their services/courses. This has seen quite a number of women responding to this situation by self-selecting into 'women traditional occupations', like hospitality industry, beauty and therapy among others' (Fawcett & Howden, 1998).

To improve quality in Technical and Vocational Education and Training, the concerned institutions should ensure that the needs of both males and females are met. Therefore, Technical and Vocational Education and Training should deal with gender matters in access, learning guidelines including the curricula, supervision and mentorship, pre- and in-service training or mentorship, equitable allocation of resource and policy frameworks effectively.

2.4 Obstacles to gender mainstreaming in Technical and Vocational Education and Training.

Gender mainstreaming in Technical and Vocational Education and Training is about ensuring that the male and female learners get equal opportunities in training and a gender responsive learning environment that would make them thrive. Additionally, it also entails putting the right strategies and policies in place for gender mainstreaming. Costing of the same is important right from the lower levels of education, this is the only way, for example, the girls will be able to transit to different levels of education and enrol at TVET.

Mainstreaming gender is a pathway to a desired goal, which is gender equality. While gender mainstreaming is the strategy, gender equality is the goal. The aim would to display this in Technical and Vocational Education and Training. "When there is anti-female bias in behaviour ... this reflects the hold of traditional masculinist values , what is needed is not just freedom of action but freedom of thought – the freedom to question and to scrutinize inherited beliefs and traditional priorities. Informed critical agency is important in combating inequality of every kind and gender inequality is no exception" (Sen, 2001).

The participation of women in the Technical and Vocational Education and Training has generally remained low and a number of reasons have been advanced by World Bank (2008) for this unfortunate situation.

Some of the obstacles that bar the female and male learners from enjoying equal opportunities in Technical and Vocational Education and Training from a broader viewpoint include: -

- The use of negative gender images and stereotypes that lead to gender inequality

- Financial constrains

- Inadequate provision of gender sensitive facilities

- Low number of role models

- Inadequate quality physical and sanitary facilities

2.4.1 Negative gender images that lead to gender inequality

Family and cultural based success models are determinants of the educational paths that individuals choose in life. This is mainly influenced by the society's ideas about a meaningful life, gender roles and the value of certain skills (Ute, 2014). Some structural factors are not just limited to high poverty levels, It also includes a tolerance cultural practice, lack of sufficient and effective community structures, detrimental practices and retrogressive traditional beliefs, inappropriate allocation and utilization of resources that define a patriarchal society. These underlying structural factors affect women and girls throughout their life cycle including the college and workplace (UNESCO, 2012).

One of the areas where lack of gender mainstreaming is apparent is in workforce and training. The continuity of stereotypic representation of masculinity and femininity that is displayed in Technical and Vocational Education and Training is an underlying factor that strengthens disparities and unequal power relations between men and women. Courses like sewing, tailoring and housekeeping are dominated by women and girls while technical courses such as mechanical engineering, welding, machine operation and other electronic courses are a preserve of the men.

Reinforcement of gender stereotypes exist within media representation when advertising for courses, in curricula and course content, in recruitment, marketing and publications among other aspects. This brings about unequal gender representation. When images of the male students are used for publications and they are displayed working on machines and the female are displayed as ushers in a conference as illustrated in the recently launched TVETA strategic plan (2017-2022) document or as chefs in their uniforms, such illustrations silently continue to perpetuate the stereotypes (Kenya Literature Bureau, 2018**).**

In a campaign carried out in Rwanda by female TVET graduates under the theme of "Girls are capable of technical and vocational professions." Robert Mukiza, the director of education in Karongi District, said technical and vocational education and training schools are instrumental in shaping people's skills. "They also transform society's mind set and to discard the traditional stereotypes that designated no-go areas for girls," (Tumwebaze, December 13, 2016).

Gender stereotypic segregation in the labour market has a way of defining the career paths and their earnings. Non-technical paths such as beauty therapy have lower earnings as compared to electrical engineering. When this happens, girls and women continue to suffer unduly from the consequences of gender imbalance. Traditionally, technical and engineering programs were limited to male participation as most programs led to manually demanding and often risky jobs in the industrial and service sector. However, new technologies accompanied by the evolution of sophisticated production processes have created a new demand for relevant knowledge, expertise, and skill set. The availability of these new technologies has contributed to gradual improvements in female participation in the institutions (UNESCO 2012).

2.4.2 Financial constrains

The discrimination of women begins at birth. The African society puts more value on the boy-child as opposed to the girl-child. The place of a woman is defined in the society with the different agents of socialization such as the family, school, religious institutions and the media defining her femininity. This is mostly through the socially constructed roles and responsibilities; these gendered roles usually define the girls' and the women's place is to stay at home and care for the family and thereby disadvantages them from accessing and benefiting from education. Financial investment of girls in our patriarchal society is viewed as unnecessary since the girl will be married off some day and it will not benefit the family (UNESCO, 2012).

Such disparities in the socio-economic situation between women and men, has a bearing in the low participation of women in TVET despite the interventions that have been tried before in Kenya and other countries. Women's low economic status where underprivileged families are more inclined to discontinue the education of girls in the household compared to that of boys when coping with income crisis, placing girls in a relatively disadvantaged position. In addition, financial constraints add an additional layer of vulnerability for low-income female students, making it challenging to complete their TVET programmes (UNESCO, 2010).

In a study done in Bangladesh in 2010, it was noted that as much as the government and other stakeholders are working hard towards lowering the school fees in Technical and Vocational Education and Training, the transport and housing costs remain to be a challenge among the female students and this affecting their attendance, performance and completion of TVET education. In such cases, the financial challenges show more as outcomes of the social mind sets rather than as a real economic barrier (UNESCO, 2010).

Several women targeted initiatives within the TVET sector have been set up by the government and other players and others are underway. With the low number of women enrolling for engineering courses in the vocational institutions, the government of Kenya though the National Industrial Training Authority (NITA) offers full scholarship to 25 female students from needy and marginal areas in the country who may want to study engineering at Crafts and Diploma level. Other players within the TVET ecosystem who are also offering support though not from a gender targeted perspective is the KCB Foundation's 2jiajiri programme and GIZ E4D/SOGA programme- Employment and Skills for Eastern Africa – Kenya Initiative through the Skills and Enterprise Development sponsors female and male students to the technical institutions, in order to increase their employability and income generation.

2.4.3 Inadequate provision of gender sensitive facilities (washrooms and accommodation)

The 2017 Economic Survey report shows that in 2016, at least 202,000 students were enrolled in over 1,200 TVET institutions (Republic of Kenya 2017). The government further plans to enrol one million youth who leave primary and secondary school into TVET programmes per year (Awiti, 2018). The expansion of TVET in Kenya is a good move towards tackling unemployment though there should be an in tandem, a review of the facilities that are available such as hostels, workshops and sex disaggregated washrooms etc.

In most institutions, boarding facilities are never adequate and most students are usually forced to look for accommodation off campus and this poses a certain level of security gaps. Security concerns cannot be overlooked when we think about development including access to education in Technical and Vocational Education and Training.

A majority of the technical institutions in Kenya are found in town centres, when female students who live out of town are not able to find safe accommodation, they are likely not to attend school because of the risks that present such as sexual violence like rape, muggings and house breakages. This reality is quite different for the male students who may not as vulnerable as their female counterparts. Safe and secure accommodation is essential in ensuring female participation in the Technical and Vocational Education and Training (UNESCO, 2012).

2.4.4 Low numbers of role models

The low number of female graduates in TVET, together with the criteria of recruiting teachers and promoting them are some of the major factors responsible for producing a lower number of female teachers for the sector. The outcome of the above can be vividly seen in our institutions. Much as affirmative action measures are seeing many women rising to the top, like the Principals of Kisumu, Kenya Coast and Sigalagala National Polytechnics being

women, there is still a limited number of female instructors and generally within the sector. Female students fundamentally lack persons they can look up to as pace setter and role model.

The limited number of female instructors in general and particularly in non-traditional sector is another explanation of not only gender disparities but also lack of role models in the technical and training institutions (ILO, 2010). The presence of female role models would contribute increase of female in enrolment and retention in Technical and Vocational Education and Training because they would be encouraged and female students would have female teachers who would assist in better communicating their problems and seeking help in academic and personal issues.

2.4.5 Inappropriate training environment

Many training institutions lack or have inadequate gender responsive strategies to support their students such as counselling services for both male and female students, maternity and day-care services, medical services and outreach programmes (UNESCO, 2012). The inability to provide such facilities to provide for the needs of the students poses a barrier to their access, attendance and completion of their education. Some challenges that may affect the female learners include policies that bar pregnant female students from getting accommodation in school hostels as detailed in the Kisumu National Polytechnic website. Such policies and practices can affect the learning outcome of the students, since transiting from being a boarding student to being a day scholar may have implications on security since most accommodation outside of the institutions compound, the schools have less control on the environment, security and other available amenities. The renting of accommodation off campus tends to be costlier than the institution hostels.

Many female students, who get their babies in the course of their studies, find it difficult to resume back to their courses because of the added responsibility and cost of taking care of their

babies, which may need to have a nanny. None of the technical institutions within the country has day care facilities for such mothers. There is also poor accommodation of female trainees in the vocational and technical training institutions, including lack of gender sensitive structures that respond to strategic needs for women (ILO, 2010).

2.5 Strategies to Gender mainstreaming in Technical and Vocational Education and Training

Some of the above mentioned constrains are rooted in societal beliefs, perceptions and attitudes which may take quite a long time to correct them and attain the intended equilibrium between men and women. In the following section are some strategies that can bring about gender equality in Technical and Vocational Education and Training as a result of gender mainstreaming: -

2.5.1 Reviewing the Gender in Education Policy

There is no specific written policy on promoting gender parity in Technical and Vocational Education and Training. The Gender in Education Policy (2007) is more general and it aims to integrate emergent issues that have direct and indirect implications on gender equity and equality in the entire education area. The policy has outlined several strategies which can aid in achieving gender mainstreaming in Technical and Vocational Education and Training. Some of these strategies premised on various themes which include: Access, nurturing and mentorship, equity, quality education, governance and safety, security and Gender based violence.

The outlined thematic areas cut across all levels of education and more so at the TVET level. With the changing social dynamics in our society, the social context has changed over the 11 years that the policy has been in existence. Strides have been made on the above themes; for example the country now has a National gender based violence prevention and response policy (2015) which can be used to streamline the Gender in Education policy.

A few outlined strategies under the different thematic areas that would lead to gender mainstreaming in Technical and Vocational Education and Training as outlined in the Gender in education policy (2007) include:-

i. Provision of inclusive gender friendly physical facilities in all learning institutions, catering to gender, age and disability;

ii. Ensuring gender equity in awarding of tenders for provision of school equipment;

iii. Enhancing gender equity through grants, scholarships, loans and other awards;

iv. Enhancing gender equity through affirmative action for provision of grants, scholarships, loans and other awards

v. Provision of adequate and appropriate gender-responsive teaching and learning resources;

vi. Regular review curriculum, and teaching and learning materials with a view to making them more gender-responsive;

vii. Implementation of gender-responsive safety and security measures in all institutions of learning and training to minimize cases of GBV;

viii. Review and implementation of affirmative action programmes for equitable participation and retention in STEM courses;

ix. Mainstreaming gender equality at all levels, including in institutional programmes and budgeting processes in the education sector; (Republic of Kenya 2007 pp 7- 28).

2.5.2 Establishing a gender responsive environment with good support systems

Equality of opportunity and access for men and women to the Technical and Vocational Education and Training is the fundamental strategy of creating a gender responsive environment. Such a strategy is likely to bring about inclusion and thereby including the underrepresented group in TVET who are the women (ILO, 2012). When men and women are

given equivalent opportunities in relation to access to the learning institutions, participating equally in learning and hands on training and having gender responsive strategy for post-training opportunities e.g. internships, attachment and apprentice including providing support for women who wish to go into self-employment. This is likely to provide a shift in the industry in the number of women working in technology and industry.

2.5.3 Using different learning programmes

Flexible learning programmes which in the Kenyan context would mean, using different methods and convenient for learning other than the regular system. Regular system here refers to the scheduled time for students within the school calendar which accommodates a majority of the students and the students normally spend all day in class. Flexible learning programs include online classes, weekend classes, school holiday classes, short time crush courses among others.

In 2017, there was an increase of TVET institutions in response of the TVET Act, The number of registered institutions rose from 1300 in 2016 to 1962 in 2017 (Republic of Kenya 2018). Affirmative action approach can be used to encourage women trainees to enrol and participate in the technical institutions. Provision of scholarships for short courses for women who are working, those who stay at home, women living with disabilities could be a gender target/quota that would encourage women to the technical training centres. The numbers are set to go up in 2018/2019 with the new capitation that provides Ksh. 30,000 from the government for any students who enrol through the Kenya University and Colleges Central Placement Service (KUCCPS).

With the increased number of the vocational training centres makes it more assessable for the women to access the institutions and further their knowledge and skills for employment. The increase creates a more gender responsive environment which looks at various disadvantaged

groups like persons living with disability, older women who settled early in life and would like to go to TVET for training, the young mother who gets pregnant in the course of their studies and would like to return to school.

2.5.4 Linking TVET to the industry

TVET policy in Rwanda has been linked with employment and other sectors' development policies to address the gap that is there in the workforce and labour market. In enabling gender equality in Technical and Vocational Education and Training, women have been placed in special group category together with the marginalized groups, minorities, refugees, the elderly and people with disabilities who need special attention and enable them have access to Technical and Vocational Education and Training (Republic of Rwanda, 2008).

In Kenya, the National Industrial Training Authority (NITA) is working towards matching what happens in Rwanda. The authority's vision is to have a globally competitive and adequate workforce for industrial development. It also provides a number of services including providing industrial placement to students at the workplace to gain practical skills and appropriate work ethics.

2.6 Theoretical Framework
2.6.1 Theory of Liberal feminism

This study was guided by the liberal feminist theory. This theory was founded by John Stuart Mill (1806-1873), when he advocated for equal access and equal rights among men and women. The liberal feminist theory advocates for strategies and policies such as the political will, amendments of law to ensure equal rights and rule of law, affirmative action. These are inclined to address the barriers. The theory emphasises on the need for equal access to opportunities for women and men, it is concerned merit-based access to opportunities and resources rather than equality of outcomes. It rejects bias based on sex (Wolff, 2007).

Unlike other feminist theories like radical feminist theory, socialist feminist theory among others, liberal feminist theory focusses on bringing out change as caused by gender inequality. It focusses on using legislation, thus a good theory to use to bring about gender mainstreaming in Technical and Vocational Education and Training.

2.6.2 Relevance of the theory to the study

This theory is suitable for this study because it clearly blocks discrimination based on one's sex. The study on gender mainstreaming requires assessing any planned action to ensure that both the men and women have access, participation and benefit from the process. The liberal feminist theory is fit for this study as it puts emphasis on the need for equal opportunities to access education at whatever level including the TVET and also assess any course and career opportunities without biases, barriers and perceptions due to one's gender. Application of this theory to the study also means that the barriers that prohibit women from accessing technical courses and men from accessing Arts courses are removed through the use of policies and strategies that lay out a level ground for both genders.

2.7 Conceptual Framework

In this study, the determinants of the barriers of gender mainstreaming form the independent variable while gender mainstreaming is the dependent variable. These determinants, whether in isolation or combination will influence gender mainstreaming at Sigalagala National Polytechnic (Figure 2.1)
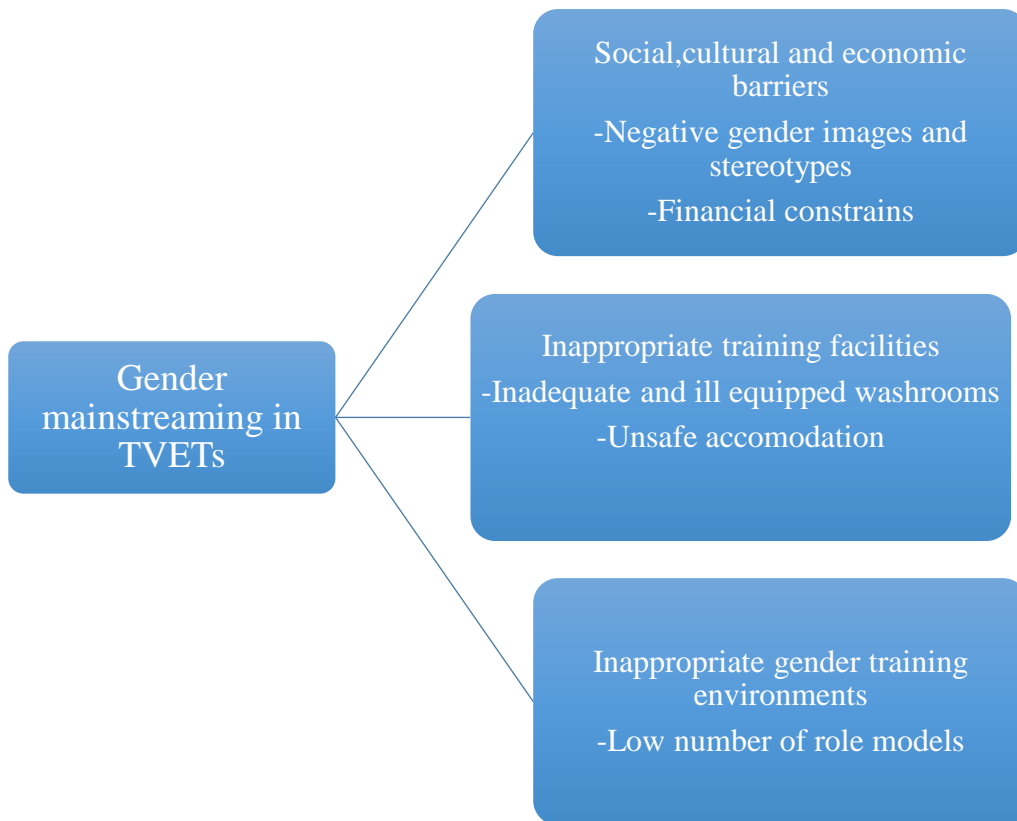
Figure 2.1: Conceptual Framework (Source: Author)

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter describes the study site, research design, study and sample population, sampling methods, data processing and analysis methods, and the ethical considerations of this study.

3.2 Study site

This study was conducted in Sigalagala National Polytechnic, which is located along Sigalagala-Butere highway in Ikolomani Sub-county, Kakamega county. The institution was selected for this study because it is listed by the TVET Authority as one of the ten national polytechnic in Kenya). According to the institution's website, (https://www.sigalagalapoly.ac.ke/about/history/) Sigalagala National Polytechnic was started in 1950 after Kabete and Machakos vocational training institutions which are the oldest. In 1950, it was called the Nyanza Technical and Trade school and was the only institution that offered technical and trade courses in the entire former Western region which today has nine counties and two national polytechnics namely Kisii National Polytechnic and Kisumu National Polytechnic and a number of technical training institutions.

In 1986, the institution began offering post-secondary training and it upgraded to become a technical training institute with revamped structures and increased enrolment. In the same year it changed its name to Sigalagala Technical Training Institute.

Today, it offers a variety of courses namely: Institutional Management, Information Communication and Technology, Applied sciences, Mechanical and Automotive engineering, Business studies, Building and Civil Engineering, Electrical and electronics, Library and Information Science, and Entrepreneurship and Human development.

3.3 Research design

This study used a cross-sectional descriptive design on gender mainstreaming in Sigalagala Polytechnic. It particularly used descriptive design which looks at existing practices, attitudes, knowledge, and norms. Descriptive research designs also focus on the effect of previous practices and how current conditions are affected (Best, 1970). This was appropriate in that the study was conducted within a short period with the aim of capturing a snapshot of the level of gender mainstreaming in the institution.

This study used mainly qualitative review of secondary sources. This comprised of a review of the existing literature on the conditions of technical and vocational education and training in Kenya. The choice of the method was guided by the consideration of the existing literature in the topic. A variety of documents exists in print in relation to the technical and vocational education and training at local and regional levels. Government releases, news articles, journal articles and other briefs have extensively covered technical and vocational education and training. Thus, the study sought these materials for identifying the obstacles to gender mainstreaming in access, participation and benefit of male and female students from Sigalagala National Polytechnic. The secondary materials were also sought to answer the question of the strategies that can address the obstacles and create an environment for female and male students to access, participate and benefit.

In order to augment the secondary sources, however, the study used key informant interviews. These helped clarify issues arising from the literature and provide details pertinent to the gender dimension in technical and vocational education and training.

The qualitative data collected from the key informants were recorded, transcribed, checked for clarity and then analysed thematically in line with the study objectives. Verbatim quotes have been used alongside presentation of the findings to project the voices of the informants.

3.5 Sample size and sampling procedure

The study used purposive sampling technique to identify both the secondary materials and the key informants. The technique involved identifying materials only relevant to the study and answered one or all research questions. For the key informants, only those who were knowledgeable and had extensive insights on technical and vocational education and training were interviewed. More than 100 secondary sources from journal articles, books, internet, periodical, government releases and briefs were selected and analysed. The selected materials had to meet a set of criteria: be accessible online, authored not earlier than year 2000, and show relevance to the study and study objectives in terms of addressing technical and vocational education and training, barriers to gender mainstreaming and the feasible strategies.

The selection of the secondary sources followed a procedure. They were screened for relevance and general congruence with the criteria of inclusion. The secondary materials that met all the criteria were included in the sample size.

3.6 Data Collection Methods

3.6.1 Secondary data

Data for this study was obtained from the secondary analysis of secondary data provided results for the study. Annual reports by ILO, World Bank reports, Gender in Education policy and Technical and Vocational Education Training were the key documents reviewed as secondary sources of quantitative data. Key measures were: Demographics; nature of gender imaging; the gender sensitive nature of the facilities; the nature of the training environment; the motivations of students; the link between TVET and the applied setting and strategies for mainstreaming at the institution among others. This analysis provided the recorded knowledge and attitudes of informants over the time period and whether they have been any changes over the years in terms of attempts to integrate gender perspectives in Sigalagala Polytechnic and the factors

standing out as obstacles to the implementation and realization of a gender sensitive institution of learning.

3.6.2 Key informant interviews

These interviews were carried out among people who had first-hand knowledge on the information that was required. These interviews were conducted with ten (10) key informants. They included three (3) school administrator, two (2) Instructors/trainers, two (2) community representatives, one (2) Head of department , one (1) two Gender committee members, as well as one (1) Gender Committee Chairperson. The key informants were selected on the basis of their knowledge on the subject matter to explore the link between gender mainstreaming and technical education in order to give a deeper understanding of the obstacles that impede integration of gender perspectives in Sigalagala Polytechnic and the possible contextual strategies that can aid realization of a gender sensitive institution. A key informant interview guide (appendix 2) was used to collect data.

3.7 Data processing and analysis

The screened secondary sources were subjected to the process of data extraction. This involved extracting data from the secondary sources, systematically, based on the study objectives. Further, based on study objectives, extracted data were read in content and thematically grouped into categories. This allowed for the identification of the themes that addressed the research questions and objectives. Thus, the data on barriers were grouped together from all sources. Data on the strategies concerning technical and vocational education and training were also categorized together. Quantitative findings were triangulated with qualitative data. Direct quotes from the informants have been used to present information based on the study objectives and to amply the voices of the respondents.

3.8 Ethical considerations

Attention was paid to acknowledging the sources where data were obtained from.

Before administering the research instruments, a thorough explanation on the details of the research was shared and room given for clarify on any grey areas. An informed consent was sought, and for this study, verbal consent from the key informants was viewed as a go ahead to carry on with the exercise. A participant's refusal to participate in the study and their withdrawal in the course of study would be respected. Additionally, anonymity was guaranteed to all participants. To hide identities of participants, pseudonyms have used in the event that names were not mentioned. Participants were also assured of privacy and confidentiality in that their personal, sensitive or potentially threatening information were not revealed and information was only used for academic purposes which is the development of this work. Findings on the study would be availed and disseminated to the relevant stakeholders and information obtained from the study will be availed through copies of published papers and the final thesis availed at the University of Nairobi library.

CHAPTER FOUR: GENDER MAINSTREAMING IN TECHNICAL AND VOCATIONAL EDUCATION TRAINING

4.1 Introduction

This chapter presents the research findings on gender mainstreaming strategies in Technical Vocational and Education Training (TVET). The section is on presentation of the study findings based on the research objectives. The first and second sections are on presentation of findings on the obstacles and strategies to mainstreaming gender in TVET.

4.2 Obstacles to gender mainstreaming

The project study sought to do a gender analysis and look at the barriers /obstacles and the workable strategies to gender mainstreaming in the technical institution.

The findings show that gender inequality as a serious violation of human right has and still persists in education sector and other realms of development in Kenya. Recognizing the gender differences, the National government through its various agencies is working to towards achieving a gender sensitive Technical and Vocational Education and Training. The goal here is to make these institutions attractive and accommodative to the dichotomous gender categories by promoting access and equality in vocational education. As result, TVETA which is a state corporation mandated to oversee the realization of these aspirations, which borders on some the key pillars of the Sustainable Development Goals (SDGs), has focused on women and girls to deconstruct the dominant narrative of TVET being seen a preoccupation of men. The integration of gender in Sigalagala National Polytechnic has not been realized as much although the government has conducted numerous trainings and socialization on how achieve a gender responsive institution. From the findings, reinforced gender inequality, institutional/administrative barriers, misunderstanding of the concept of gender, financial challenges, composition of instructors/trainers and training environment are some of the main obstacles derailing the realization of a gender sensitive institution.

One key informant corroborated the types of obstacles by noting this:

> "You know gender mainstreaming is seen as an issue of women. I mean people don't really understand what gender is in the first place. So with this lack of understanding affects everything else. The environment in this institutions, the gender of the people training, financial issues and even the way we advertise for the courses taken at this institution doesn't encourage women to enrol. So it is an issue that needs commitment from all the stakeholders in vocational educational training" (KII 5, Head of Department).

4.2.1 Misunderstanding of the concept of gender

Findings show that gender mainstreaming itself is crippled with misunderstanding or lack of understanding of gender as a concept by the same individuals who are meant to implement it. Gender as a social construct attracts varied perspectives in approach. Some people conceptualize gender to be synonymous with women and therefore is a struggle of a certain percentage of the population. Gender mainstreaming as means to an end goal which is gender equality that should be aim of TVETs presupposes that all human beings are free to develop their personal abilities and are free to make choices without the implications set by stereotypes and prejudices about gender roles and characteristics of women and men. this calls for consideration of the different behaviours, aspirations and needs of women and men in all levels of policy, legislation and development.

4.2.2 Reinforced imaging of gender inequality

Quantitative findings indicate that print materials used in the TVET spaces such as training advertisements, training modules and publications reinforce gender stereotypes and serve to deprive women using these messages. This negates the anticipated benefits which affects the enrolment and course selection for the women as well as men in the institution. The dominance of men in vocational education has an overall effect on the access and participation of both men and women in such institutions. Men's cultural construction of who a woman should be in regards to the kind of occupations that women should venture in continue to affect how industries recruit and how institutions promote their services/courses. This has seen quite a

number of women responding to this situation by self-selecting into 'women traditional occupations', like hospitality industry, beauty and therapy among others and shying away from the TVET courses.

The quantitative findings were corroborated by qualitative findings on gender mainstreaming in TVET. The following voices exemplified the situation as perceived:

> "It is about branding. If you look at the way the courses are advertised you wonder if they are only targeting men or they are also interested in attracting women into these programmes" (KII 6, Community Member).

> "Well the thing is we normally get it wrong right from the design of these courses. Even if you look around, you will see that the drawings and the pictures are dominated by men. So that is what we are communicating to the community and the Nation out there that these are courses done by men" (KII 2, Institution Administrator).

Another key informant pointed out that focus on meeting the needs of both men and women for them to even improve on quality.

> "To improve quality in Technical and Vocational Education and Training institutions, they should ensure that the needs of both males and females are met. Therefore, Technical and Vocational Education and Training should deal with gender issues in advertisement, access, curricula, pre- and in-service training or mentorship, supervision and support, resource allocation and policy frameworks effectively. Otherwise we don't need to talk about equality in other domains if we can't implement it in basic areas like education".(KII Gender Committee Chair)

Women's participation in the Technical and Vocational Education and Training has generally remained low and a number of reasons have been advanced by World Bank (2008) for this unfortunate situation.

Family and cultural based success models are determinants of the educational paths that individuals choose in life. This is mainly influenced by the society's ideas about a meaningful life, gender roles and the value of certain skills (Ute, 2014). Structural factors that are just not limited to poverty but also include a culture of acceptance, lack of effective community structures, harmful practices and retrogressive traditional beliefs, inappropriate allocation and utilization of resources that define a patriarchal society. These underlying structural factors

affect women and girls throughout their life cycle including the college and workplace (UNESCO, 2012).

Occupational segregation by sex is a social reality in Kenya. The continuity of stereotypic representation of masculinity and femininity that is displayed in Technical and Vocational Education and Training is an underling factor that reinforces unequal power relations between women and men. Courses like sewing, tailoring and housekeeping are dominated by women and girls while technical courses such as mechanical engineering, welding, machine operation and other electronic courses are a preserve of the men.

Reinforcement of gender stereotypes exist within media representation when advertising for courses, in curricula and course content, in recruitment, marketing and publications among other aspects. This brings about unequal gender representation. When images of the male students are used for publications and they are displayed working on machines and the female are displayed as ushers in a conference as illustrated in the recently launched TVETA strategic plan (2017-2022) document or as chefs in their uniforms, such illustrations silently continue to perpetuate the stereotypes (Kenya Literature Bureau, 2018**).**

In a campaign carried out in Rwanda by female TVET graduates under the theme of "Girls are capable of technical and vocational professions." Robert Mukiza, the director of education in Karongi District, said technical and vocational education and training schools are instrumental in shaping people's skills. "They also transform society's mind set and to discard the traditional stereotypes that designated no-go areas for girls," (Tumwebaze, December 13, 2016). Occupation segregation in the labour market has a way of defining the career paths and their earnings. Non-technical paths such as beauty therapy have lower earnings as compared to electrical engineering. When this happens, women and girls continue to suffer disproportionately from the impact of gender inequality. Traditionally, technical and

engineering programs were limited to male participation as most programs led to manually demanding and often risky jobs in the industrial and service sector. However, new technologies accompanied by the evolution of sophisticated production processes have created a demand for new skills and expertise. The availability of these new technologies has contributed to gradual improvements in female participation in the institutions (UNESCO 2012).

4.2.3 Training environment

The study findings indicate that a number of students are enrolled yearly to this institution transitioning from secondary school. The National government even plans to increase the enrolment capacity of Sigalagala as a strategy to reducing the high unemployment rate in the country as well as increasing productivity of the youth. The environment, which constitutes the workshops, hostels, washrooms and recreational areas, are key issues in ensuring men and women stay at the facility respects their human rights. Findings show that most of the washrooms are not properly constructed to meet the needs of both men and women. Despite the segregation of male and female washrooms, the distance between them poses a threat to the female students. This therefore can be a potential threat to the females in the institutions and can be a cause for sexual violence.

One key informant puts this into perspective:

> "That is something that has been worrying this institution for quiet sometime. We know that they normally wake up early or even at night to go to the washrooms. Women become targets and we have had very bad cases of women being preyed on by their male counterparts. We realized that just having the writings on the door indicating the designated gender does not do much to making these spaces safe for women" (KII 1, Institution Administrator).

In most institutions, boarding facilities are never adequate and most students are usually forced to look for accommodation off campus and this poses a certain level of security gaps. Security concerns cannot be overlooked when we think about development including access to education in Technical and Vocational Education and Training.

A majority of the technical institutions in Kenya are found in town centres, when female students who live out of town are not able to find safe accommodation, they are likely not to attend school because of the risks that present such as sexual violence like rape, muggings and house breakages. This reality is quite different for the male students who may not as vulnerable as their female counterparts. Safe and secure accommodation is essential in ensuring female participation in the technical and vocational training.

Many training institutions lack or have inadequate gender responsive strategies to support their students such as counselling services for both male and female students, maternity and day-care services, medical services and outreach programmes (UNESCO, 2012). The inability to provide such facilities to cater for the needs of the students poses a serious barrier to their access, attendance and completion of their education. Some challenges that may affect the female learners include policies that bar pregnant female students from getting accommodation in school hostels as detailed in the Kisumu National Polytechnic website. Such policies and practices can affect the learning outcome of the students, since transiting from being a boarding student to being a day scholar may have implications on security since most accommodation outside of the institutions compound the schools have less control on the environment, security and other available amenities. The renting of accommodation off campus tends to be costlier than the institution hostels.

Many female students, who get their babies in the course of their studies, find it difficult to resume back to their courses because of the added responsibility and cost of taking care of their babies, which may need to have a nanny. None of the technical institutions within the country has day care facilities for such mothers. Lack of provisions and facilities to cater to the needs of female students pose a serious barrier to female participants, this includes absence of separate rooms for baby care and nursing (ILO, 2010).

4.2.4 Composition of trainers

The low number of female graduates in TVET, together with the criteria of recruiting teachers and promoting them are some of the major factors responsible for producing a lower number of female teachers for the sector. The outcome of the above can be vividly seen in our institutions. Much as affirmative action measures are seeing many women rising to the top, like the Principals of Kisumu, Kenya Coast and Sigalagala National Polytechnics being women, there is still a limited number of female instructors and generally within the sector, this is another reason that female students fail to find role models for their prospective careers. The Limited number of female instructors in general and particularly in non-traditional sector also another reason that female participants fail to find role models for their prospective careers (ILO, 2010). The presence of female role models would contribute increase of female in enrolment and retention in Technical and Vocational Education and Training because they would be encouraged and female students would have female teachers who would assist in better communicating their problems and seeking help in academic and personal issues.

4.2.5 Financial Challenges

The discrimination of women begins at birth. The African society puts more value on the boy-child as opposed to the girl-child. The place of a woman is defined in the society with the different agents of socialization such as the family, school, religious institutions and the media defining her femininity. This is mostly through the socially constructed roles and responsibilities; these gendered roles usually define the girls' and the women's place is to stay at home and care for the family and thereby disadvantages them from accessing and benefiting from education. Financial investment of girls in our patriarchal society is viewed as unnecessary since the girl will be married off some day and it will not benefit the family (UNESCO, 2012).

Such disparities in the socio-economic situation between men and women, has a bearing in the low participation of women in TVET despite the interventions that have been tried before in Kenya and other countries. Women's low economic status where underprivileged families are more inclined to discontinue the education of girls in the household compared to that of boys when coping with income crisis, placing girls in a relatively disadvantaged position. In addition, financial constraints add an additional layer of vulnerability for low-income female students, making it challenging to complete their TVET programmes (UNESCO, 2010).

In a study done in Bangladesh in 2010, it was noted that as much as the government and other stakeholders are working hard towards lowering the school fees in Technical and Vocational Education and Training, the transport and housing costs remain to be a challenge among the female students and this affecting their attendance, performance and completion of TVET education. In such cases the financial constraints present more as outcomes of the social mind sets rather than as a real economic barrier (UNESCO, 2010).

Several women targeted initiatives within the TVET sector have been set up by the government and other players and others are underway. With the low number of women enrolling for engineering courses in the vocational institutions, the government of Kenya though the National Industrial Training Authority (NITA) offers full scholarship to 25 female students from needy and marginal areas in the country who may want to study engineering at Crafts and Diploma level. Other players within the TVET ecosystem who are also offering support though not from a gender targeted perspective is the KCB Foundation's 2jiajiri programme and GIZ E4D/SOGA programme- Employment and Skills for Eastern Africa – Kenya Initiative through the Skills and Enterprise Development sponsors female and male students to the technical institutions, in order to increase their employability and income generation.

4.3 Strategies for gender mainstreaming

Findings from the review of literature show that the prevailing obstacles in technical, vocational education and training gender mainstreaming can be addressed using various strategies. In different combinations, the strategies can collectively be used as remedies to the barriers on gender mainstreaming in this level of education and training. These include community support, institutional advocacy and political willingness.

4.3.1 Community support

Findings from the study show that the community around the tertiary and vocational learning institutions is fundamental in the sustainability and performance of the institutions. Firstly, the local communities provide the immediate environment where learners come from. Community advocacy for the inclusion of gender agenda in the training colleges was found significant in gender mainstreaming. Studies show that in gender conscious communities, institutions for vocational education and training thrive better and this is attributable to the sustainability that comes with gender inclusion. Gender awareness in communities was shown to be a significant factor in the inclusion of both men and women in the vocational learning institutions.

Key informant interviews also yielded pertinent data on the importance of community support in the phase of obstacles to gender mainstreaming in technical and vocational education and training.

> These institutions (technical and vocational education and training) do not operate on a vacuum. They are supported by the local communities. Thus, if the communities do not encourage education of either gender, you see that will be a barrier. However. If they are gender conscious in education, then that can seal the gap, obviously (KII 5, County Official Department of Education).

The importance of community support is thus manifested in sustainability of vocational training and education through gender inclusion.

4.3.2 Institutional and policy Frameworks for advocacy

Gender mainstreaming in education is at the heart of institutional and legal or policy frameworks. Findings show that this is a major strategy to gender mainstreaming in vocational and technical education and training. The enactment of policies on gender inclusion in education, targeting the vocation and tertiary institutions is part of the wide scheme to inculcate gender agenda in education. Institutions for gender mainstreaming were found to bear important significance in TVET gender mainstreaming. Institutional and policy frameworks TVETA to continue to encourage and publish guidelines to gender mainstreaming.

The National Gender and Equality Commission (NGEC) for instance is a constitutionally formed body the mandate of addressing gender inequalities as well as pursuing gender discourse by ensuring end of discrimination against individuals and groups. The Technical and Vocational Education and Training Authority can also stretch education mandate to formulate policy and guidelines on the inclusion of both men and women in technical and vocation training and education through pursuing equity and equality. In this view, the institution continue to provide guidelines for gender inclusion in technical and vocational training. In addition, the institutions help in monitoring the course of gender mainstreaming in these vocational training colleges.

4.3.3 Political willingness

Findings showed that for the success of the institutional and policy frameworks, there must be political willingness. Essentially many decisions, including on gender mainstreaming strategies, are made at political front. One of the strategies identified in gender mainstreaming in the context of technical and vocational education and training is advocacy from governance and administrative level.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, the conclusion and the recommendations for policy action. The chapter ends with suggested areas for further research.

5.2 Summary

The study focused on gender mainstreaming in technical and vocational education training. Specifically, it targeted investigating the barriers to gender mainstreaming in access, participation and benefit of male and female students. It also sought to identify the strategies can address the obstacles and create an environment for female and male students to access, participate and benefit. This was done through careful analysis of the available literature as well as the analysis of data from persons knowledgeable in the area and key stakeholders in Technical and Vocational Education and Training.

The findings show that technical and vocational education and training in Kenya is an area that the government and development partners have invested in extensively. There is demonstrated effort by the concerned authorities, including the technical and vocational education and training authority and the Ministry of Education (MoE), to promote vocational and tertiary education in Kenya. In recent times, the government has shifted from cost-sharing and subsidies in technical and vocational education and training to full sponsorship of the programmes. This has been compounded by the expansion of the institutions providing technical and vocational education and training in Kenya. The policy shift is mainly focused on increasing the number of Kenyans with technical skills to narrow the unemployment gap especially among the young people. It is also a way of easing the pressure and skill or knowledge gap among the professions. Investment in technical and vocational education and training is also in line with various goals targeting community and national development.

However, the question of gender in education has narrowed to these technical and vocational

training institutions. Apparently, gender balance and representation in TVET is key especially at the national scale. The study investigated the barriers to gender mainstreaming at this level of education and training. Study findings show that there is general misunderstanding of the concept of gender and forms the starting point for skewed gender mainstreaming in technical and vocational education and training. This invokes the idea of gender blind and gender neutral institutions. Under this barrier, the candidates in the institutions are seen generally as students rather than through gender specific lens. The tension is that this might run against gender mainstreaming principles of inclusion, equality and equity since the needs of one gender might be overlooked.

Findings show that technical and vocational education and training is riddled with other obstacles that warrant imminent response if gender mainstreaming in education was to be achieved. The technical and vocational education and training faces the problem of traditional gender inequalities that serve to promote and justify socio-economic inequalities such as in education. The inequalities affect the access to education opportunities. Traditionally, women have been on the receiving side. However, men also face the risk of discrimination in access to education opportunities, specifically technical and vocation education and training. Based on the prevailing traditional reinforced imaging of gender inequality, gender mainstreaming remains a hurdle to skip.

The environment in the training institutions also disfavours gender mainstreaming in technical and vocational training. Lack of women mentors and teachers does not accommodate especially female students. Lack of gender balance in the staff sets bad precedent for the women aspiring to join the institutions. The training environment is further riddled with the general capacity to fully accommodate the strategic needs of both men and women.

Finally, financial constraints affect gender mainstreaming in technical and vocational

education and training. This is in relation to the economic capacities of the students. Women particularly suffer from general economic disadvantages. The authorities have however subsided the cost of technical and vocational education and training. Although the government provides technical and vocational education and training free of charge, there are other embedded financial challenges woven in competing financial needs that men and women have to contend with.

The challenges can nevertheless be addressed through gender mainstreaming strategies. The study has identified political willingness, enhanced community support and enactment as well as implementation of institutional and policy frameworks for advocacy. The institutional and policy frameworks promise to inculcate the gender agenda by nurturing the environment for gender quality, equality and responsibility.

5.3 Conclusion

Technical and vocational education and training is thriving in Kenya and supported both by policy and institutional framework. These have ensured establishment for sufficient learning centres for technical and vocational education and training. However, this advancement does not match gender mainstreaming requirements. Essentially, there are various obstacles that limit full implementation of gender mainstreaming in technical and vocational education and training.

There exists feasible strategies that can help seal gaps in gender mainstreaming in technical and vocational education and training. Affirmative action in the spirit of political willingness and gender mainstreaming can help fix the gaps. The community also provides another lifeline for gender mainstreaming in technical and vocational education and training. Essentially, partnership with local communities and community empowerment for gender consciousness van help address the gender gaps.

5.4 Recommendations

The pursuit of technical and vocational training should be augmented by gender consideration where the gender agenda should guide the implementation of TVET programmes. The study recommends that the capacity of the institutions involved in technical and vocational education and training be strengthened to accommodate gender inclusion. This is through a system that ensures equality and equity in the training institutions as well as monitoring and evaluation frameworks for gender tracking. They also need to be strengthened for gender responsive policies that aim at mainstreaming gender in the education and training. The strengthening can be done by providing technical gender support for continued gender analysis and mapping in the technical and vocational education and training.

5.5 Suggestions for further research

This study covered only Sigalagala National Polytechnic in Western Kenya with focus on secondary data. Similar and more elaborate study should therefore be conducted in all the National Polytechnics in the Country and expand the scope by including other stakeholders and more qualitative methodologies.

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APPENDICES

Appendix I: Respondent's Consent Form

Introduction

I am Ruth Oloo a master's student from the Institute of Anthropology, Gender and African Studies, University of Nairobi. I am conducting a study on the "**Strategies for Gender Mainstreaming in Sigalagala National Polytechnic in Ikolomani Sub-County, Kakamega County".**

Purpose

The study seeks to establish the obstacles and strategies to mainstreaming gender in Sigalagala National Polytechnic in Ikolomani Sub-County, Kakamega County

Risks/Discomfort

There is no risk in participating in this study. Your participation is voluntary.

Benefits

The study will help in establishing the obstacles or barriers to gender mainstreaming which is essential in informing gender and educational policy.

Confidentiality

Your confidentiality will be maintained at all times. There shall be no mention of names or identifiers in the report or publications which may arise from the study.

7

Persons to contact

If you have any questions regarding the study, you can contact me through telephone number 0722665112 or email on atieno.oloo@gmail.com

Your participation in the study will be highly appreciated.

If you agree to participate you can sign here:

Signature_____Date_____

Signature of

Reseacher/Assistant_____Date_____

Appendix II: Key Informant Interview guide

1. How long have you been in this area/institution/position?

    …………………………………………………………………………………………

2. What is your understanding of the link between education and gender?

    …………………………………………………………………………………………

3. What are factors that serve as obstacles to gender mainstreaming in this Sigalagala

    TVET institutions?

    …………………………………………………………………………………………

4. What are the reasons for the mentioned obstacles?

    …………………………………………………………………………………………

5. What obstacles are institutional and cultural based?

    …………………………………………………………………………………………

6. How the situation be corrected to achieve equality in the institution?

    …………………………………………………………………………………………

7. Do have any question or other comment you which to share?

Thank you for participating