

**GENDER EQUALITY AND EMPOWERMENT OF WOMEN IN POVERTY
REDUCTION: THE CASE OF THE LOCAL LINKS PROJECT IN KIBERA DIVISION,
NAIROBI, KENYA.**


BY

OMONDI CHARLES PAUL

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UNIVERSITY OF NAIROBI**

DECLARATION

This is my original work and has not been presented for the award of a degree in any other University.

Signature.....

Date.....1st November 2012.....

Name: Omondi Charles Paul

This research has been submitted with my approval as the University Supervisor

Signature.....

Date.....2/11/2012.....

Dr. Ben Nyanchoga

DEDICATION

This study is dedicated to my dear loving sister the late Mary-Linda Ngicho Omotto who was an advocate for gender equality and empowerment of women. Thursday, 10th May 2012 was a sad day, even though you are gone, the dream is still alive. I learnt from you that we can conquer in our humility. Rest in peace!

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LIST OF ABBREVIATIONS AND ACRONYMS

CARE	Cooperative for Assistance and Relief Everywhere
CBOs	Community Based Organizations
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CSOs	Civil Society Organizations
CMEPSP	Commission on the Measurement of Economic Performance and Social Progress
ECD	Early Childhood Development
FBOs	Faith Based Organizations
FGD	Focused Group Discussions
FGM	Female Genital Mutilation
FPE	Free Primary Education
GAD	Gender and Development
GDP	Gross Domestic Product
GNP	Gross National Product
HIV/AIDS	Human Immunodeficiency Virus
IGAs	Income Generating Activities
MDGs	Millennium Development Goals
OVCs	Orphans and Vulnerable Children
PLWHAs	People Living With HIV AIDs
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
WID	Women in Development

ABSTRACT

The study sought to explore the situation of Kibera informal settlement in regard to promoting gender equality and empowerment of women in poverty reduction. The study took the case of the Local Links Project in Kibera which was funded by the United States Agency for International Development (USAID) under the President's Emergency Plan for AIDS Relief.

The project was implemented by CARE Kenya in all the 13 villages in Kibera in partnership with 20 CBOs, 20 FBOs, 15 youth groups and 70 learning institutions. The aim was to improve the quality of the lives of OVCs and their families in the poor and marginalized informal settlement of Kibera.

The study was anchored on MDG Number Three which seeks to promote gender equality and empower women. The objectives of the study were; to examine the proportion of literacy levels between men and women within the age bracket of 15 to 24 years; to assess the role of economic empowerment in promoting gender equality in Kibera slums; to establish the influence of women leadership on promoting gender equality and empowering women and to determine the ratio of boys to girls enrolled in various levels of education in Kibera slums.

Literature review focused on works of various scholars and development agencies in the areas of gender and the MDG Number Three. A critical in depth analysis of previous studies was done and the discussion divided into the following sections; progress on MDG 3, ratio of girls to boys in institutions of learning and literacy levels, women in non-agricultural wage employment, women in political leadership and decision making, theoretical framework, conceptual framework and finally the researcher's analysis of the literature review is contained in the summary.

The study used cross-sectional survey research design. The target population included CBOs and youth groups under the Local Links Project in Kibera. Through the use of random stratified sample, the study ended up with a sample size of 30 respondents. 20 respondents interviewed were from CBOs and 10 were from youth groups.

Data was collected using various tools such as questionnaires, key informants guides as well as focused group discussion guide. Data was analyzed using statistical package for social science and analysis involved; cross tabulation and use of measures of central tendency.

The findings of the study revealed that Kibera slum is making a progress in regard to achieving MDG 3. Gender parity in school enrolment has been achieved and economic empowerment plays a big role in promoting gender equality. The influence of women leadership on promoting gender equality and empowering women is still being hindered by retrogressive cultural beliefs. Literacy level of the girl child is also low compared to that of the boy child.

The study recommends gender mainstreaming in programs, introduction of gender studies in lower levels of education and incorporation of men to champion women empowerment.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In September 2000, one hundred and eighty nine (189) countries including Kenya adopted the Millennium Declaration, whose objective was to define a common vision of development by 2015 (Millennium Development Goals Status Report for Kenya, 2007). The Millennium Declaration has eight broad goals commonly referred to as Millennium Development Goals (MDGs), with 18 time-bound targets and a set of 48 indicators (Gender and Development Group, World Bank, April 2003). These eight goals are; eradicating extreme poverty and hunger; universal primary education; promoting gender equality and empowering women; reducing child mortality; improving maternal health; combating HIV/AIDS, malaria, and other diseases; ensuring environmental sustainability and last but not least, developing a global partnership for development (Millennium Project, 2005).

The Millennium Project (2005) report projects how the world will look like in 2015 if the MDGs were achieved. It estimates that more than 500 million people will be rescued from extreme poverty. The report continues to state that more than 300 million people will no longer suffer from hunger. There will also be dramatic progress in child health, rather than death before reaching the fifth birthday, 30 million children will be saved and so will the lives of more than two million mothers. Safe drinking water will be available to 350 million people while 650 million people will benefit from basic sanitation. Hundreds of millions more women and girls will lead their lives in freedom with more security and more opportunity.

Millennium Campaign Team has shown strong linkages between promoting gender equality and empowering women as key to achieving all the Millennium Development Goals. This means that MDG number three is the fulcrum of all the MDGs and the success of all other MDGs largely depends on the achievement of this goal.

Gender issues are highly relevant in achieving all the MDGs, whether it is protecting the environment, achieving sustainable development or even enabling universal access to health care. This is because the MDGs are mutually reinforcing and progress towards one goal will

affect progress towards the others. Success in many of the goals will have positive impacts on gender equality, just as progress toward gender equality will help further other goals (Gender and Development Group, World Bank, April 2003).

Former United Nations Secretary, Kofi Annan is one of the proponents of MGD number three, who emphasized the role of this goal,

“In our work to reach those objectives, as the Millennium Declaration made clear, gender equality is not only a goal in its own right; it is critical to our ability to reach all the others. Study after study has shown that there is no effective development strategy in which women do not play a central role.” (Women International Network News 29-2 Spring, 2003).

Kofi Annan continues to state that there is confirmation that when greater equality exists between men and women, economies tend to grow faster, the poor move more quickly out of poverty, and the well being of men, women and children is enhanced. He contends that many studies also show that investing in women has clear policy payoffs, and repeatedly recognize gender awareness and gender equality as both essential means and an end of development.

Kofi Annan noted that so far, the tendency in the development debate has been to focus on women mainly as mothers, whereas women have been absent in other areas such as mainstream employment schemes and land reform programmes. He therefore argues that development strategies need to put greater emphasis on gender equality in the distribution of benefits and outcomes of development goals.

The interconnection between MDG number three and all the other MDGs presents a compelling case that calls for more studies on MDG number three and prioritizing MDG number three as a prerequisite for achieving all the other MDGs. For instance, eradicating extreme poverty and hunger, achieving universal primary education, reducing child mortality, improving maternal health, combating HIV/AIDs, malaria and other diseases will remain elusive if promoting gender equality and empowering women is not accorded the seriousness it deserves since women are at the centre of all these goals.

In seeking to explore the situation on promoting gender equality and empowerment of women in poverty reduction, the study highlights the status of each of the four indicators. They include the

ratio of girls to boys in primary, secondary and tertiary education, the ratio of literate women to men (15 to 24 years old), the share of women in wage employment in non-agricultural sector and the proportion of seats held by women in elective posts including the national parliament.

With barely three years to go before 2015, this study focused on the Kenyan situation in regard to promoting gender equality and empowering women. The study therefore, sought to explore the situation on promoting gender equality and empowerment of women in poverty reduction, taking the case of the Local Links Project in Kibera, Nairobi.

The Local Links Project was started in April 2004 with CARE Kenya and was funded by the United States Agency for International Development (USAID) under the President's Emergency Plan for AIDS Relief (PEPFAR). The project aimed at improving the quality of the lives of Orphans and Vulnerable Children (OVC) and their families in the poor and marginalized Kibera slums. CARE Kenya partnered with Community Based Organizations, Faith Based Organizations and Youth Groups in Kibera slums to implement this project (CARE Kenya, 2011).

The study took the case of The Local Links Project given that it had similarities with MDGs which also envisioned poverty reduction. The Local Links Project had two major components which addressed the issue of poverty reduction by empowering the care-givers economically to be able to take care of the OVCs and also ensuring that the OVCs access education.

1.2 Statement of the Problem

With less than five years to 2015, scholars and development workers are becoming less optimistic about the possibility of the world meeting the MDGs. The situation in Africa and particularly Sub-Saharan Africa is still below the expectations.

It is almost certain that the majority of developing countries will not meet many of the goals. And some regions, especially Sub-Saharan Africa, will miss them by a wide margin. (Sahn and Stifel, 2003). Sahn and Stifel argue that their study is not the first one to suggest that the MDGs will not be met. Fay et al; (2005) document that most of the goals are out of reach on current trends. White and Black (2004:16) point out that the goals suffer from diminished effectiveness because 'accountability for failing to meet them is diffuse. Maxwell (2003) indicates that MDGs

may reward oversimplified interventions because they overemphasize social indicators at the expense of economic growth.

Kabeer (2003) points that gender equality and women's empowerment is intrinsic rather than an instrumental goal, explicitly valued as an end itself rather than as an instrument for achieving other goals. Kabeer further argues that the translation of this goal into the target of eliminating gender disparities at all levels of education within a given time period is disappointingly narrow and the indicators to monitor progress in achieving the goal are somewhat more wide ranging.

In seeking to understand the present state of statistical information about the economy and the society, the president of the French Republic, Nicholas Sarkozy formed a commission in February 2008 known as the Commission on the Measurement of Economic Performance and Social Progress (CMEPSP). The Commission was headed by Joseph Stiglitz and the mandate of CMEPSP was to identify the limits of Gross Domestic Product (GDP) as an indicator of economic performance and social progress. The key unifying theme of the report by CMEPSP is that the measuring systems need to shift emphasis from measuring economic production to measuring people's well-being (Report by the Commission on the Measurement of Economic Performance and Social Progress, 2008).

This study, therefore, sought to focus on tracking progress of promoting gender equality and empowering women in Kibera informal settlement in Kenya, taking the case of Local Links Project in Kibera, Nairobi. This is a shift from traditional practice where studies done to track the progress of MDGs have generally focused on how each country is progressing and concentrated on giving a general picture of the situation in a country with little attempts to make a distinction between the urban area in relation to urban slums in the same country.

1.3 Purpose of the Study

The study aimed at reversing the tracking of the progress of MDGs from the traditional general perspective of the country to area specific perspective. The approach taken by the study is cognizant of the fact that the factors influencing the achievement of MDG number three in Kenya are not all cross-cutting issues, but could be different depending on whether the area in question is urban, rural or a slum. The case of the Local Links Project in Kibera, offers an

opportunity to mirror the urban informal settlement in Kenya in light of the achievement of MDG number three.

1.4 Objectives

1. To examine the proportion of literacy levels between men and women within the age bracket of 15 to 24 years in Kibera slums.
2. To assess the role of economic empowerment in promoting gender equality in Kibera slums.
3. To determine the ratio of male to female enrolled in various levels of education.
4. To establish the influence of women leadership on promoting gender equality and empowering women in Kibera slums.

1.5 Research Questions

1. Is there a significant difference between the literacy levels of women and that of men in Kibera slums?
2. To what extent does economic empowerment promote gender equality in Kibera slums?
3. To what extent has Kibera informal settlement achieved gender parity in school enrolment?
4. What is the influence of women leadership on promoting gender equality and empowering women in Kibera slums?

1.6 Significance of the Study

Whereas many studies have been conducted to assess the level of achievement of MDGs in different countries, there seems to be few studies done that focus on a specific country drawing distinct difference between the levels of achievement of MDGs in the urban areas in relation to the slum areas in the same country.

The findings of this study will help focus on the aspects that influence the achievement of MDG number three in Kibera slums in Kenya taking the case of the Local Links Project in Kibera.

This will assist stakeholders in development arena re-evaluate strategies and take necessary actions that will help expedite the achievement of Millennium Development Goals by 2015.

1.7 Delimitation of the Study

The presence of the four indicators in addition to target used to track MDG number three makes this study to have clear objectives and purpose driven. The objectives have been generated from the indicators and success of any study is measured by the extent to which the objectives are clear and researchable.

1.8 Limitation of the Study

This study faced several challenges, one major challenge is language barrier given that the study was designed in English language, yet not all residence of Kibera slums that were sampled had the ability to communicate in English. This challenge was mitigated by use of Kiswahili or even local language as deemed necessary by the interviewer especially in Focused Group Discussions.

The second challenge was security of the researcher while collecting data in the field. High incidences of crime have been reported in Kibera in the recent past. The inclusion of trained local Community Based Organizations (CBO) in data collection exercise helped mitigate the security concerns since they are well known in the community. The trained CBOs workers were under control and guidance of the researcher.

1.9 Assumptions of the Study

This study made an assumption that The Local Links Project in Kibera as a sample is representative of the entire population of Kibera, and further still, those sampled were a true representation of the entire population of Kibera.

The other assumption made is that the respondents would cooperate, be truthful and meticulous in answering the questions during data collection in the field.

1.10 Definitions of Significant Terms

Gender: Refers to the social differences between females and males throughout the life cycle that are learned, and though deeply rooted in every culture, are changeable over time and have wide variations both within and between cultures. Gender determines the roles, power and resources for females and males in any culture (Inter-Agency Standing Committee, 2006:1).

Gender is therefore used in this study to mean social differences between males and females.

Empowerment: Empowerment is to give somebody power or authority (Oxford Learners Dictionary 2005). Empowerment especially for women has been a subject tackled by numerous scholars and practitioners, namely: Haleh Ashfar (1998): Jo Rowlands (1997): Naila Kabeer (1994) and Srilatha Batliwala (1994) in Parpart, Rai and Staudt (2002). The term women empowerment is used in this study to mean a process in which women are given opportunities to acquire knowledge, funds and support so that they can address their needs.

Gender parity: In this study, the term is used to refer to equal number of girls and boys, men and women in their respective numbers of the population in regard to accessing education for the purpose of development.

Indicator: In this study, the term has been used frequently in reference to the four indicators that are used to track MDG number three. Whenever the term indicator will be used, it will mean a measure of change, progress or state (National Aids Control Council, November 2009).

Literacy: In this study, the term has been used to refer to the ability to read, write and count. If an adult cannot perform such functions then they are referred to us illiterate.

Employment: In this study it refers to meaningful and lawful engagements that earn an adult income either through self initiative or working under someone else establishment.

Affirmative Action: In this study, the term refers to the resolve by the government to avail equal opportunities to girl child or women who have been systematically marginalized over the years.

Gender Mainstreaming: In this study it refers to introducing the women agenda or the girl child agenda in all sectors as a measure to create awareness on the need to avail equal opportunities to the girls and women who are largely viewed as marginalized.

1.11 Organization of the Study

Chapter one sets the background of the study outlining the objectives and purpose of the study. The chapter also proposes the research questions, highlights the significance of the study and defines the significant terms used.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section contains a discussion and in depth analysis of the works of various scholars who have conducted different studies either in Millennium Development Goal 3 or Gender issues particularly those touching on gender equality and women empowerment. A critical review of the previous studies is opted for to bring into focus what exists in terms of the factors influencing the achievement of MDG 3 in informal settlements. The literature review is subdivided into sections as follows; progress on MDG 3, ratio of female to male in institutions of learning and literacy levels, women in non-agricultural wage employment, women in political leadership and decision making, theoretical framework, conceptual framework and finally the researcher's analysis of the literature review is contained in the summary.

2.1 Progress on MDG 3

This study reviews the four indicators associated with MDG 3 to track the progress. The first indicator is ratio of female to male enrolment in primary, secondary and tertiary education, while the second indicator is the ratio of literate females to males among 15 to 24 years old. The third indicator is the share of women in wage employment in the non-agricultural sector and the fourth indicator is the proportion of seats held by women in elective posts such as the national parliamentary positions and community representation forums.

Whereas many studies conducted by the Millennium Project seem to suggest that the progress of MDGs in so called developed countries are on track, the situation in Africa and particularly the Sub-Saharan Africa leaves a lot to be desired. Some studies such as those conducted by Sahn and Stifel (2003), Fay et al; (2005) and Kabeer (2003) have even ruled out the possibility of Sub-Saharan Africa achieving the MDGs by 2015.

The reasons for Sub-Saharan Africa not achieving the MDGs by 2015 however remains constable. The literature review seems to bring out two categories of scholars; the first category of scholars is composed of those of the view that MDGs are a master piece for global

development while the second category of scholars is composed of those of the view that MDGs are unrealistic, unachievable and fundamentally flawed.

The vocal proponents of the first category include those aligned to the institutions such as the United Nations, Millennium Development Campaign Team, World Bank, Millennium Project and the Millennium Development Task Force among others. On the other hand, the proponents of the second category include Maxwell (2003), Fay et al; (2005), White and Black (2003), Kabeer (2003), Sahn and Stifle (2003) among others.

The failure of some countries to achieve gender parity in primary school enrolment by 2005 as envisaged in MDG 3 strengthened the case built by the proponents of the second category. As 2015 draws near, anxiety seems to build up since it is becoming clear that most countries in Sub-Saharan Africa will miss out on achieving the MDGs.

The proponents of the first category have found comfort in the fact that many countries have made huge stride in achieving gender parity. They argue that there is shared understanding within the development community that policies and actions that fail to take gender inequality into account and fail to address disparities between men and women will have limited effectiveness and serious cost implications. In their study to establish the cost of missing the Millennium Development Goal in Gender Equity, Abu-Ghaida and Klasen (2002), maintain that a country failing to meet the gender education target would suffer a deficit in per capita income of 0.1-0.3 percentage points.

Another study conducted by the United Nations Development Programme in the Arab world found out that low empowerment of women is one of the three deficits which have seriously hampered human development in the region over the last three decades. The study suggests that an approach to development that strives to increase gender equality has high payoffs for human well-being (Arab Human Development Report, 2002).

The proponents of Millennium Development Goals continue to argue that the goals of the Millennium Declaration are not new. They state that the goals are intended to advance progress on some of the 12 critical areas identified by the Beijing Platform for Action which was adopted by all 189 United Nations member countries at the Convention on the Elimination of all Forms

of Discrimination Against Women (CEDAW), adopted by the UN General Assembly in 1979 and ratified by 170 countries including other international conventions and treaties that guarantee the rights of women and girls. The proponents point out that what is new about MDGs is that they involve concrete, time-bound, quantitative targets for action (Gender and Development Group, World Bank, April 2003).

2.1.1 Ratio of Females to Males in Institutions of Learning and Literacy Levels

The two indicators discussed in this section are; the ratio of females to males enrolled in primary, secondary and tertiary institutions and the other indicator also discussed is the ratio of literate females to males among 15 to 24 years old.

The gender gap is narrowing in school enrolment in the developing world. The ratio of boys to girls in primary school is 95 girls for every 100 boys (Department of International Development, December 2008). Significant gender disparities remain a challenge particularly in West Asia, Oceania and Sub-Saharan Africa where 91, 89 and 89 girls respectively are enrolled in primary school for every 100 boys, and gender gaps increases with higher levels of education (UN MDG Progress Report, 2008).

Female literacy levels indicate that women make up around 64 percent of the estimated 774 million illiterate adults in the world. Globally 77 percent of adult women are said to be literate compared to 87 percent of men (UNESCO Education for All Global Monitoring Report, 2008).

Completion rates of girls in primary school are lower. In Sub-Saharan Africa, the figure is as low as 55 percent for girls and 65 percent for boys. Girls still account for 55 percent of out-of school population with girls in rural areas and from poorest households being less likely to enroll and stay in school. In Africa, children of mothers who have received 5 years of primary education are 40 percent more likely to live beyond the age of 5 (Department of International Development, December 2009).

In Kenya, the Children's Act (2001) provides for basic education as human right that every Kenyan child should enjoy. The Act stipulates that both girls and boys are entitled to equal educational opportunities and seeks provisions for addressing cultural, religious and other forms of biases particularly against girls.

The question of enrolment, retention, completion and progression rates for boys and girls at primary and secondary levels are almost equal in Kenya. Gross enrolment ratio at the secondary school level has been experiencing a steady rise from 27.4 percent in 2003 to 32.2 percent in 2006 and 36.8 percent in 2007 at the national level (Millennium Development Goals Status Report for Kenya, 2007). The report documents that the highest gross enrolment ratio in secondary education was recorded in Central Province at 42.7 percent in 2005 and 52.3 percent in 2007. Central Province was followed by Eastern Province with 33 percent in 2005 and 40.5 percent in 2007. The region with the lowest secondary gross enrolment ratio is North Eastern Province with only 4.9 percent in 2005, 6.3 percent in 2006 and 7.3 percent in 2007. Coast Province follows North Eastern Province as the region with lower gross enrolment ratio with 19.4 percent in 2005 and 25.9 percent in 2007.

Factors that keep the girl child out of school seem to be at play not only in Kenya but in most developing countries. Many scholars have tried to look into the factors that keep girls out of school in developing countries and studies have found those factors to be closely related to poverty, cultural believes and practices.

Gender and Development Group Report (2003) states that girls' enrolment and completion rates tend to be influenced by the time they need to dedicate to household maintenance and care activities. The report reveals that in Burkina Faso, Uganda and Zambia, girls could save hundreds of hours a year if walking time to sources of fuel and portable water were reduced to 30 minutes or less, thereby freeing up time for girls to attend school.

The situation observed in Kenya points that even where there is gender parity at lower classes in primary school, girls drop out, mainly due to the burden of household responsibilities (heavy domestic workload), negative cultural practices, limited infrastructure and amenities (especially water and sanitation in schools), early pregnancies and marriages, and gender-based violence within communities (Millennium Development Goals Status Report for Kenya, 2007:15).

The situation in universities in Kenya shows that enrolment in both public and private universities have increased from 91,541 out of which 57,991 were male students and 33,550 female students in 2004/05 to 112,229 in 2006/07 male students being 68,345 in number while

female students accounting for 43,884. The year 2007 recorded another increase totaling to 118,239 with the number of female students constituting 40 percent of the total enrolment (Millennium Development Goals Status Report for Kenya, 2007:15).

The numbers of enrolment can only make sense if they are compared to the total population over the years. In 1999, Kenyan population stood at 28,686,607 out of which 14,205,589 were male and 14,481,018 were female. Nairobi had a total population of 2,142,254, while Kibera slum was reported to have a total population of 286,739 accounting for 13.4 percent of the total population in Nairobi. The number of male in Kibera was 159,083 while that of female was 127,656 (Central Bureau of Statistics, 2001).

Central Bureau of Statistics (2001) gives age category disaggregated by gender in terms of those in school, left school and never attended school. Among those between the ages of 5-10 years 144,384 boys are in school, while 149,483 girls are in school, however, 12,279 boys in this age category left school, while 17,106 in the same age category left school. What is more worrying is the fact that 19,991 boys between the age of 5-10 years have either not started or never attended schooling, the number is higher for girls in the same age category, indicating that 22,366 girls have either not started or never attended school. Statistics show that 57,819 male between the age of 15-24 years are in school, while 54,860 female between the age of 15-24 years are also in school. Female seems to lead the number of those who left school between the age of 15-24 years old. 218,979 girls left school in this age category compared to 186,608 male counterparts. Perhaps what is more shocking is the fact that 12,558 male and 16,033 female between the ages of 15-24 years have never attended school (Central Bureau of Statistics, 2001).

Such statistics only points to the sad reality that at 15 to 24 years old, it is difficult for those who have never been to school to begin schooling. Meaning this is the population that constitutes illiterate adults in Kenya that is largely composed of female, negating the gains made in achieving MDG 3 that has one of the indicators as ratio of literate females to males between 15 to 24 years old.

The introduction of Free Primary Education (FPE) in Kenya marked a major increase in the enrolment of both boys and girls, the numbers went up immediately after the introduction of FPE

from 5.9 million to 7.4 million in 2004 with Western Province recording the highest enrolment in 2004, achieving enrolment of 99.3 percent of boys and 97.2 percent enrolment of girls (MDGs Status Report for Kenya, 2005). However, the same report indicates that Nairobi Province which is home to Kibera informal settlement only managed a dismal performance in terms of enrolment in the same year with only 35.9 percent of boys enrolled as a result of FPE and 41.1 percent of girls benefitting as newly enrolled pupils.

The statistics can only indicate two possibilities; one, it could be that Nairobi already had majority of pupils enrolled in primary schools long even before the introduction of FPE compared to Western Province and as such the introduction of FPE was not expected to have the number surge by huge proportions. The second possibility could be Nairobi's infrastructure is stretched to the maximum and therefore the introduction of FPE did little to absorb the swelling numbers of pupils who could not all be enrolled.

Although the FPE managed to have more pupils attend school, critics urge that the quality of education in primary school has been greatly compromised. The ratio of pupil to teacher is over stretched and personal attention to the pupil is no longer possible in most public schools in the country. While the situation in primary school indicates that boys and girls are almost at par when it comes to enrolment, the situation in secondary and tertiary education shows that girls are still lagging behind.

The question that a lot of researchers are to deal with is why such a decline in number of girls at the secondary and tertiary level? An in-depth study of 10 female headed households in Kibera slums reported that none of the 10 women interviewed had secondary education, seven were primary school leavers, while three were illiterate (Mitullah, 1997). Culture has been identified as overwhelmingly responsible for gender disparities experienced in girls' education.

Sweetman (2005) urge that where women's role in the society is defined purely in reproductive terms, education is seen in terms of equipping girls to be better wives and mothers, or increasing their chances of getting suitable husbands. Sweetman maintains that teachers in Africa have different attitudes towards male and female students on the basis that boys need careers and girls need husbands. The teachers tend to be dismissive and discouraging towards girls and give more

time to boys, who are usually more demanding and even when girls are encouraged to pursue a career, they are expected to opt for 'caring' professions, in other words teaching and nursing.

Girls and women have been major victims of harmful cultural practices such as female genital mutilation (FGM). Young girls have been forced to go through FGM and given into marriage at tender age at the expense of their education. Where young girls are perceived to be an economic liability, their marriage may form part of a family's survival strategy. More than two thirds of adolescent girls are married in Niger and Democratic Republic of Congo and more than half in Nigeria (UNFPA, 2005).

The reasons why girl's enrolment in secondary and tertiary level is lower than that of their male counterparts cannot be generalized. It is specific to every area and even culture is very particular to different groups of people and it differs from one group of people to another.

Buvinic and Morrison urge that perfect equality indicates the ratio of one to one, but this should not be construed to mean that when the ratio of men to women or boys to girls is one to one, then there are equal opportunities (World Bank, 2008). They point out that sometimes equality can be of deprivation rather than equality of opportunity. A case in point that supports Buvinic and Morrison position is the example of Haiti and Zimbabwe, countries that show parity between the sexes in secondary school enrolment, but at very low levels of enrolment for both boys and girls (World Bank, 2007).

MDG 3 has been blamed by scholars for being insensitive and unrealistic by selecting gender-blind targets and indicators. Goal three has been interpreted in the narrowest sense, with a focus on the target of educational access to the exclusion of other barriers to gender equality. Scholars argue that it fails to take into account the fact that in some countries, particularly in Latin America, gender parity in education has already been achieved, yet gender inequality is still a perpetual feature in these societies (Sweetman, 2005: 68).

2.1.2 Women in Non-Agricultural Wage Employment

Recent studies conducted by scholars seems to suggest that women's ability to participate in a meaningful manner in the labour market is greatly constrained, not only in Kenya, but also in Africa, some parts of Asia and in the Latin America.

In discussing the gender-aware to macroeconomic analysis, the World Bank (2001) conceptualized the approaches into three categories namely institutional and legal framework, the invisible women's work and the reproductive sector or the care economy and the engendered economic behaviour.

Some scholars have argued that the traditional macroeconomic analysis takes the legal and institutional structure of the economy as given, hence being gender-blind as opposed to gender-neutral. It therefore fails to take into consideration male biases in labour market legislation, property rights and ownership and inheritance laws- all these greatly hinder women's economic activity.

Social institutions are also blamed for bearing and transmitting gender biases, free markets for example, being socially constructed institutions reflect and reinforce gender inequalities. Social customs and norms in Kenya generally assign women the role of social reproduction and manual labour in the farm.

The adoption of an indicator that measures the number of women in non-agriculture wage employment as a reflection of women's role in economic development down plays the role played by women in the care economy. MDG 3 therefore has been blamed for ignoring the role played by women in the invisible economy like care whose contribution cannot be measured in the economy.

The unpaid care economy contributes to the welfare of individuals receiving care and contributes to the activities of both the productive or market economy by supplying human capital and maintaining the social capital (Economic Commission for Africa, 2002). The report shows the connection between care economy and the productive economy, it points out that if care economy is overburdened then it will impact negatively on productive economy.

Ignoring the care economy and agricultural sector means that the MDG assumes that these two sectors play minimum role in economic development. This is a mistaken view, given that agriculture in Kenya for instance is a major foreign exchange earner forming the backbone of Kenyan's economy.

Economic Commission for Africa (2002) concludes that the view to undermine care economy is rooted in the conventional macroeconomic theory which threatens the care economy as a sector. Domestic activities are therefore excluded from Gross National Product (GNP) and Gross Domestic

Product (GDP) as outlined in the UN systems of National Accounts. This explains why budgetary allocations at the national level fail to include women's work.

Women in Kenya are more likely to be unemployed than men and even when they are employed, chances are that they earn less than men on average (The Human Development Report for Kenya, 2001). This points out gender inequalities in the labour market and shows that economic power is skewed in favour of men.

A study commissioned by CARE Kenya on violation of rights of women, children and People Living With HIV AIDS (PLWHAs) in Kibera informal settlement in Nairobi found out that 50 per cent of the respondents said that they had experienced violation in the past two years. 61 per cent of these were women and the violations ranged from being denied national identity cards, police harassment, wage denial to denial of property rights by relatives (A Report on Violation of Rights of Women, Children and PLWHAs in Kibera Informal Settlement in Nairobi and Siaya District, Nyanza Province, 2007).

Land is the most important productive asset for households engaged in agricultural production, yet MDG 3 fails to appreciate the importance of agriculture and men have greatly dominated agricultural assets. In a set of Latin America countries, 70-90 per cent of titles to farmland are held exclusively by men. Similarly, in Sub-Saharan Africa, land holding is skewed in favour of men (The International Bank for Reconstruction and Development, 2008).

On average male labour force participation rates in the modern sector have remained higher than those for females and the gap has not changed much over the years (Millennium Development Goals Status Report, 2007). The report indicates that women constitute about 30 per cent of the modern sector labour force and has remained so for the last five years with only a marginal increase in 2006 and 2007.

It appears that women do not dominate the numbers of those who are formally employed in labour market in Kenya, however, studies show that they work 50 per cent more than men. When agricultural and non-agricultural tasks are put together, women work for 12.9 hours compared to 8.2 hours for men, yet they earn less than men given that most hours are not paid for Saito et al; (1994). Saito et al; (1994) continues to argue that the range of the farm is very broad. Past studies

have also shown that in some rural areas of Kenya, water collection consume up to 40 per cent of a woman's day, averaging from 3 to 5.25 hours (World Bank, 1993).

Results indicate that in Kenya, a 10 per cent increase in the family female labour input increases output by 2.4 per cent compared to 1.5 per cent for male family labour. Women's output is constrained by lack of access to inputs and female-headed households own less than half the farming equipment than male-headed households (Saito et al, 1992).

It is apparent that gender inequality limits economic growth, and that the number of women in non-agriculture wage as an indicator to measure the achievement of MDG 3 is myopic as it neglects the role played by women in informal labour market. Agricultural sector in Kenya is very vibrant and is one of the leading sectors in the economy with over 75 percent of the population in Kenya engaging in it and therefore, it should not be ruled out easily as it seems to be the case with MDG 3. If MDG 3 fails to appreciate the role played by agriculture in Kenya, it raises the question whether the MDGs are practical and if they considered the so called developing nations.

Given the uneven progress to date in achieving the MDGs, some are now questioning the role of the goals in global development efforts and their overall effectiveness. One of the primary issue raised in this context is the practicality of the goals, many argue that the MDGs provide unrealistic expectations for regions or countries, particularly those starting out at a lower economic threshold than others, such as Sub-Saharan Africa (Congressional Research Service Report for Congress, 2010).

One of the original designers of the MDGs recently protested that they were meant to apply only at the global level, not at the country or regional level (Vandemoortele, 2007). It is therefore safe to conclude that the indicator that measures women's wage in non-agriculture wage was not meant to apply to Kenya, a country that has over 75 per cent of its population engaged in agriculture with agriculture being one of the leading export earners and women forming a large number of those working in the agricultural sector.

Such a conclusion will only serve to weaken the position advanced by the proponents of MDGs and reinforces the argument advanced by the opponents of the MDGs that the goals are

fundamentally flawed and unrealistic. If MDGs only apply to global level and not at the country or regional level, then it means that the goals are not specific and hence unrealistic in this case.

2.1.3 Women in Political Leadership and Decision Making

A global trend characterized by the inclusion of women in political arena that was previously thought of as a man's domain raises some questions. Even though the numbers of women in political leadership particularly in Sub-Saharan Africa are not yet at par with men. (except for a country like Rwanda) scholars are conducting studies to explain this new phenomenon.

The increase in the share of women in national parliaments can be attributed to a large extent to the increasing global pressure for the inclusion of women in international politics (Paxton and Kunovich, 2003). MDGs particularly goal number three is associated with the campaign to empower women politically and make the woman's voice count.

Given the long history of exclusion of women in political leadership and decision making process in Africa, development organizations are concentrating on women empowerment as a way of achieving development among women. Such efforts have been met with a lot of handles given the deep rooted culture of subordination of women.

The ongoing global campaigns to empower women to take up decision making roles is viewed as a threat by some male chauvinists who are claiming that the boy child is now endangered as more opportunities are being availed to the girl child. The question that has become central theme in gender and development agenda is whether it is possible to improve the condition of women without hurting men.

Consequently, it has been possible even normal to improve the condition of women without hurting the condition of men or challenging the position of men. However, resistance occurs when there is action to achieve greater equity in the position of women, because it is more likely to mean changes in the position of men (Sweetman 2005: 57).

One can urge that even though the number of women in political leadership and key decision making areas are on the rise in Africa, the numbers are still very low to the extent that the voice

of a woman is still not audible in political arena and key decision making processes in most African countries.

Power to make decisions gives meaning and purpose to life as it provides opportunity to learn. Women in most African countries have been denied this opportunity to find meaning and purpose in life since most crucial decisions that impact them directly such as when to marry, who to marry and child bearing is not their call.

Decisions about education, health, nutrition, childbearing, political and economic participation are made within the family. Even with the best intentions, these decisions can undermine human rights and well-being of women and girls and limit their options and choices, thereby perpetuating poverty (UNFPA, 2005).

The dominance of political scene coupled with gender stereotype on the concept of leadership is not only unique to Kenya. In Zambia, if a married woman stands as a candidate, voters are told that any decisions she takes are controlled by her husband, and that they are really voting for the husband. One woman who applied to stand as a candidate in the 1992 local government elections found that a delegation of male party officials visited her house to talk to her husband. He was asked if he had given permission for his wife to stand as a candidate, and whether he had his wife sufficiently 'under control.' (Oxfam, 2000).

Chances of women attaining political leadership are further limited by gender biases which are inherent in the institutions such as parliament or bureaucracies that control the world. Women's interests are therefore not fully represented since women voices are underrepresented. Women are forced to endure tough and ruthless political environment during election campaigns. This makes one wonder whether women will ever acquire the numbers in parliament without necessarily resulting to affirmative action which is largely viewed as granting women a token that they do not deserve.

Recent scholars have argued that achieving equal political representation between men and women is neither new nor impossible in Africa. Staudt and Agorsah are among the scholars who have stated that during pre-colonial period, most African women were fully engaged in both reproductive and productive activities.

Agorsah (1990) said that women in Ghana had total control of the proceeds from their trade sales, a factor that gave them relative autonomy from men. Mba (1982) also argued that well organized market networks often formed a strong basis for women's political activities. For example, in 1929, when Igbo and Ibibo women in Nigeria rose against the British colonial authority in famous 'Women's War', communication and co-ordination throughout the war was accomplished through marketing networks known as *mikiri*.

Okonjo (1976), describes how authority structures in Africa were distinctly separate in Africa. The writer further demonstrated how the dual sex system worked among the Igbo of Nigeria, where the functions of the *Obi* (male monarch) were parallel to, and complementary with those of the *Omu* (female monarch).

Scholars who studied African political structures have advanced the notion that colonial intrusion into Africa societies added new dimension to differentiation between sexes with a sole aim of subordinating women. This is said to have marked the genesis of gender disparities in Africa.

When Europeans colonized Africa, they transplanted their ideas of male-dominated politics, and ignored African women's political and economic activities. This created the conditions for denying adulthood to women, defining them as wards of men, by eroding most of the power and autonomy that African women had previously enjoyed, colonialism pushed them to the limits of subordination (Oxfam, 2000).

Okonjo (1976) strengthens the point that the colonialists were responsible for the introduction of exclusion of women in political issues in Africa. The writer illustrated how the British colonialists only recognized the male *Obi* in Negeria after they took power from Africans. Okonjo further argues that the colonialists only offered *Obi* a monthly salary while they completely ignored *Omu* (Okonjo, 1976: 58).

The trends are slowly changing in Kenya as women become aware of their rights and the campaigns such as MDG 3 which advocate for inclusion of women in parliament and decision making process continue to gain currency.

A comparison between 2003 and 2006 indicate that the number of female cabinet Ministers in Kenya declined from three to two against a total of 32; even though the number of Assistant

Ministers increased from four to six, still very low, at 13 per cent compared to male representation (Institute of Economic Affairs-Kenya, June 2008).

The report by Institute of Economic Affairs (2008) also noted that in other public service representations such as the level of provincial administrations, women were not represented at all by January, 2006 while at the District Commissioners administrative unit, the number of women actually reduced from three in 2003 to two in 2006 accounting for 2.8 per cent. however, despite the fact that females constitutes about 51 per cent of the population, they constituted 8 per cent of Members in National Assembly during the 9th parliament with 6 per cent of Ministers, 13 per cent of Assistant Ministers, 3 per cent of District Commissioners, 20 per cent of District Officers, 13 per cent of Councilors and 21 per cent of Deputy Secretaries.

In the hotly contested 2007 General Elections, there were 269 female candidates out of 2,548 total parliamentary candidates. This was an increase from 44 female aspirants out of 1,015 total legislative aspirants in 2002. However, only 15 female candidates made it to the 10 parliament (Institute of Economic Affairs-Kenya, June 2008).

The report continues to account for the distribution of the women in the current parliament as follows; six women accounting for 40 per cent of the elected women are from Rift Valley Province, three women each are from Nairobi and Eastern Provinces. Only one woman was elected from Central and Coast Provinces, while no woman was elected in Nyanza and Western Provinces.

Six women out of 15 women in the 10th parliament were nominated, in the 2008 coalition cabinet, there were only six female Ministers out of the total 40 Ministers. In 2006, there was no female judge in the Court of Appeal, about 20 per cent of High Court judges are women, while the highest representation of women (44 per cent) is among Resident Magistrates. In total women constitute 37 per cent of the judicial service establishments. In 2007, one Lady Justice was appointed to the Court of Appeal (Institute of Economic Affairs-Kenya, June 2008).

The Judiciary has the highest share of women in senior positions in Government. In 2007, there were 215 women serving as judges and magistrates constituting 37.3 per cent of the total personnel. Over half of these women were either District Magistrates or Resident Magistrates-

these are some of the lowest ranks in judiciary (Millennium Development Goals Status Report for Kenya, 2007).

The new constitution is cognizant of the systemic marginalization of women and proposes an affirmative action that will see a fixed number of seats reserved for women in parliament. The appointment of Lady Nancy Baraza to as the first woman to hold the position of Deputy Chief Justice in Kenya was also in the spirit of the new constitution of empowering women.

Politics and power goes hand in hand and as such, without power one cannot make a decision. The key question is whether the women elected or appointed to such positions of power represent the voice of a common woman in the village. A case in point given is the example of national women's movement in Kenya called *Maendeleo ya Wanawake* (Women's Progress). At the time of independence in 1963, the movement started by criticizing the Kenyan government. Soon after, its leaders were co-opted as wives and kin of male national leaders and with husbands, brothers and fathers occupying some of the most powerful positions in the country. *Maendeleo ya Wanawake* had nothing at stake to query certain practices, let alone taking action to oppose the power structure (Oxfam, 2000).

If this example is anything to go by, we can fault the presumption of MDG 3 and particularly, the indicator which presupposes that promoting gender equality and empowering women will be achieved merely by having more women in parliament and key decision making organs.

If women who are elected or appointed to such powerful positions are out of touch with the needs and the interests of the common woman in the village, then the numbers of women in parliament could be on the rise, but the reality is that these women who are elected to such positions may not necessarily be representing the interests and needs of the common woman.

Questioning the extent to which elected female legislators represent the interests of common woman is pertinent and presents a gap which is not addressed in this study, but needs to be researched on by other scholars.

A gender analysis study conducted by CARE International Kenya in Kibera urban informal settlement in Nairobi in 2010 revealed that men make most of the decisions and access resources more than women. The report also established that men hold major positions in the community

because women were seen to be weak, had inferiority complex, lacked good educational background and were constrained by cultural demands.

The report further points out that the respondents subscribes to patriarchy tendencies. This is at odds with feminism which sees patriarchy as an unjust social system that is oppressive to women. Carole Pateman argued that the patriarchal construction of the difference between masculinity and femininity is the political difference between freedom and subjection.

In feminist ideology, the concept of patriarchy often includes all the social mechanisms that reproduce and exert male dominance over women. Feminist theory typically characterizes patriarch as a social construction which can be overcome by revealing and critically analyzing its manifestations (A Gender Analysis Report by CARE-Kenya, 2010).

2.2 Theoretical Framework

Ornstein and Hunkins (1993) defined a theory as a device for interpreting, criticizing and unifying established laws, modifying them to fit data unanticipated in their formation, and guiding the enterprise of discovering new and more powerful generalizations.

This study is rooted in the theory of Gender and Development (GAD). The theory emerged in the 1950s and 1960s, the period in which 50 countries were freed from colonialism, and the women who had participated in the independence movements joined the men in nation building (Bhasin, 1993).

Bhasin (1993) continues to state that GAD approach is pegged on analytical approach which considers both women and men's roles and responsibilities within the community and their relationship to each other in order to ensure that women's concerns and needs are addressed in design and implementation of development programs. The approach is keen on lifting both men and women from poverty while contributing to and benefitting from development efforts.

The rationale for adopting GAD is anchored on the premise that earlier approaches such as Women in Development (WID) failed to appreciate the fact that improving the status of women is not only women's issue, but requires the active participation of both men and women.

The use of GAD approach has continued to gain popularity given that gender equality has become the focus of the GAD approach which is reflected in the Platform for Action of the 1995 Fourth World Conference on Women held in Beijing.

GAD approach is relevant to this study since the approach stresses the importance of inclusion of both men and women in development agenda and the study is about promoting gender equality and empowering women. The relationship between the GAD approach and this study is the recognition of both men and women in development and the acknowledgement that even though women have remained marginalized, promoting women's well-being cannot be done by excluding men.

2.3 Conceptual Framework

The various variables that are at play in this study are summarized in Figure 2. Dependent variable is promoting gender equality and empowering women, independent variables are; gender parity in institutions of learning, literacy levels, employment and leadership. Moderating variables include; government policies and institutional culture. Intervening variable is the operating environment.

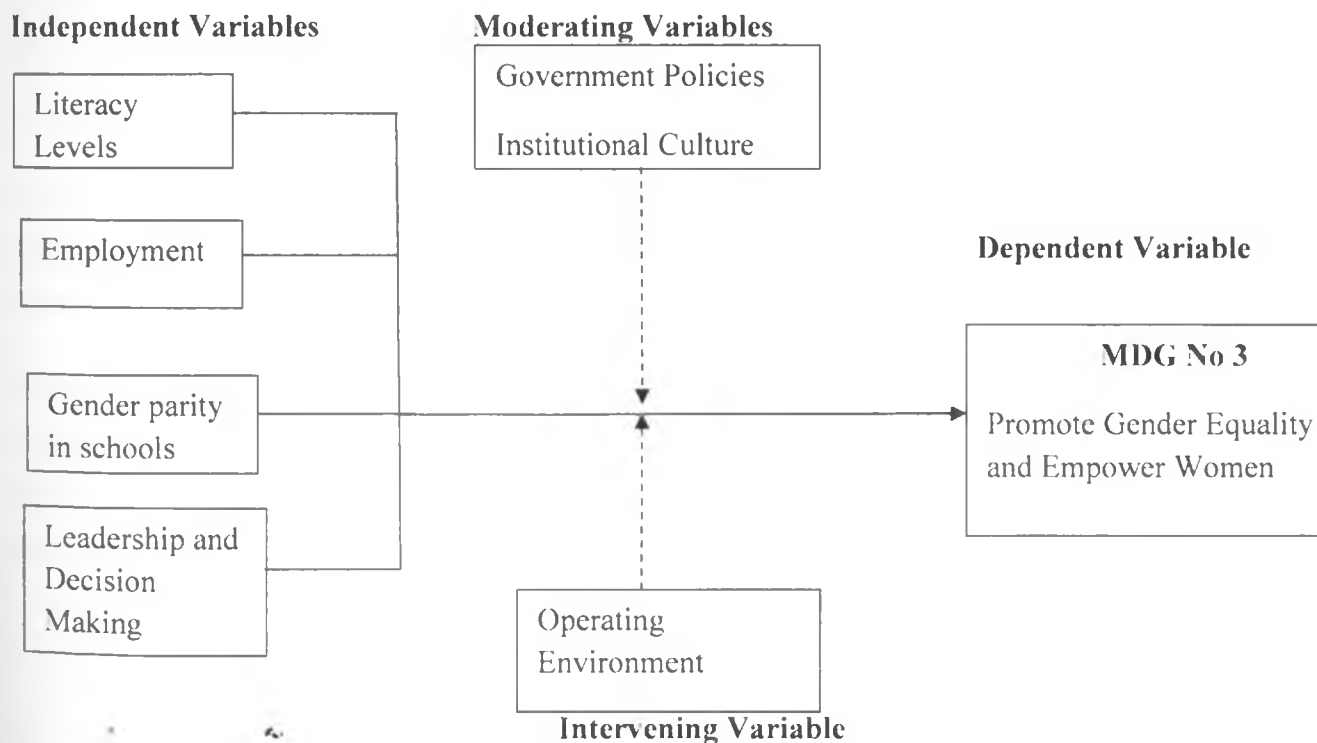


Figure 2 Conceptual Framework

The independent variables are those variables which have the capacity to cause changes in the dependent variable. This means that literacy, employment, gender parity and leadership have the capacity to determine whether gender equality and women empowerment will be achieved or not.

If women are less educated, unemployed and are unequally represented in institutions of learning as well as leadership then achieving gender equality and empowering women will remain an uphill task. The reverse is also true; if women are well educated, employed, are equally represented in institutions of learning and in leadership positions, then the result will be gender equality and empowerment of women.

The outcome of dependent variable is therefore pegged on the manipulation of the independent variables, while moderating variables are those variables that have significant effect on the relationship between the dependent variable and the independent variable. In this case, government policies and institutional culture can adversely affect the relationship between the dependent variable and the independent variables. For instance, if the government decides that each institution should have at least fifty per cent of women as employees, then promoting gender equality and empowering women can be made possible particularly if women were already under represented in many institutions.

Institutional culture can also act as moderating variable. Every institution has its own culture, some of these cultures may seek to promote either gender equality and empower women or may serve to perpetuate gender inequality hence disempowering women.

Intervening variable also can affect the relationship between the dependent and independent variable, but it is not too obvious and may be difficult to measure. For instance, it may be difficult to straightly jump into the conclusion that a particular operating environment or community is not or is in compliance with promoting gender equality and empowering women.

2.4 Summary

Chapter two presents a balanced critical analysis of MDG 3 bringing out the positive sides as advocated for by the proponents of MDG 3. It has also discussed the challenges as brought out by those scholars skeptical about MDGs.

Achieving gender equality and empowering women is not an exercise to be achieved at the expense of another gender. This means that empowering women should not in any way be construed to mean threatening the existence of men.

The only reasonable way to achieve gender equality and empower women is to involve both men and women in the process. The need to sensitize men and create awareness about the needs of women is a great step towards the achievement of MDG 3.

Achieving gender parity in institutions of learning particularly in primary school is not necessarily an accurate measure of gender equality and women empowerment. The indicator that focuses on the ratio of women in non agricultural wage presents an erroneous picture as it simply assumes that agricultural sector is poor compared to non agricultural sector in terms of pay.

Gender mainstreaming and affirmative action advocating for women in political leadership and decision making process is paradoxical. On one hand, such initiatives give power to the women and on the other hand creating a perception that women are less equal to men and deserve sympathy and as such, appointing them to position of leadership is merely granting them a token.

CHAPTER THREE

RESEARCH METHODOLOGY

3 Introduction

This chapter contains a description of the methodology used to carry out this study. The issues discussed include; research design, target population, sampling procedure, data collection methods or instrumentation, testing for validity and reliability of the instruments in addition to data analysis techniques used.

3.1 Research Design

The study employed cross-sectional survey which entailed the combination of both quantitative and qualitative approaches. The reason why this design was preferred is because it makes enough provisions for protection against bias and maximizes reliability (Kothari, 2004).

Cross-sectional survey involves observation of a representative subset at a defined time. Data was collected only once as opposed to other designs where data can be collected more than once at various intervals.

The design focused on objectives of the study, appropriate and relevant data collection procedures, pretesting data collection instruments and ensuring that the sample selected represented the entire population.

3.2 Target Population

This study considered institutions of learning in Kibera (Early Childhood Development Centres, ECDs, Primary and Secondary Schools) and the Community Based Organizations in Kibera that implemented Orphans and Vulnerable Children (OVC) funded by the United States Agency for International Development (USAID) under the President's Emergency Plan for AIDS Relief.

Kibera informal settlement is located in the outskirts of Kenya's capital city-Nairobi and occupies an area of five square kilometers. It is made up of 13 villages; Kisumu Ndogo, Siranga/Undugu, Soweto East, Kianda, Raila, Gatwekera, Makina, Lindi, Laini Saba, Mashimoni, Kambi Muru, Kichinjio and Darajani (The Local Links Project Report, 2011).

The 2009 Kenya Population and Housing Census results on Kibera was contrary to the popular believe that was believed by many researchers that the area has about 1,000,000 people.

The report indicates that Kibera has a population of 170,070 distributed among eight locations as follows; Lindi (35,158), Kianda (29,356), Laini Saba (28,182), Makina (25,242), Gatwekera (24,991), Siranga (17,363) and Kibera (9,786).

The category of people interviewed included; women groups engaged in income generating activities to provide for the OVCs and members of youth groups between 15 to 24 years under Local Links Project.

The area was preferred for the study because of its proximity to the city centre and thus ensured minimized cost of travel while conducting the research. CARE Kenya head Office in Nairobi provided a list and profiles of the organizations they partnered with to implement the Local Links Project in Kibera.

Table 3.1: Target Population

TARGET	NUMBER	INFORMATION
CBOs	20	Economic empowerment and leadership
ECDs and primary schools	70	Secondary data on School enrolment
Youth Groups	15	Literacy levels and leadership
Total	105	

(Source: Researcher, 2011)

3.3 Sampling Procedure

The study applied stratified random sampling technique which is also known as proportional random-sampling technique. The technique involved dividing the population into homogeneous

subgroups and then taking a simple random sample of each subgroup. Stratified random sampling aims at achieving desired representation from various subgroups in the population (Mugenda, 2003).

This method was found appropriate for this study since the sample was drawn from different partner organizations which formed subgroups as follows; Community Based Organizations (CBOs) and Youth Groups.

The population under study was not homogeneous, but the numbers under each subgroup was known. The researcher therefore, dealt with each homogeneous parts of the population as population in their own rights. Each homogenous part of the population is referred to as a stratum and simple random samples were taken from each stratum independently of each other. Sampling was done in a manner that reflects the population or ratio of all the sub groups being studied.

Simple random process aided by a computer random selection was used to select samples under each of the following subgroups; CBOs and youth groups. There was a pool of 20 CBOs which had a total of 200 active members and 15 youth groups with a total number of 100 active members. The population size from the 20 CBOs and the 15 youth groups was 300.

The sample size was 30 respondents which represented 10 percent of the total population. A sample of 10 percent from the CBOs was picked meaning 20 respondents were picked and another 10 percent was picked from the youth groups meaning the number of youth respondents were 10. According to Mugenda and Mugenda (2003:42), a sample size of 10 percent of the target population is adequate for descriptive studies.

The rationale for selecting learning institutions is because the study was keen on establishing the enrolment ratio of boys to girls in institutions of learning and the data was obtained from secondary data source, the justification for selection of youth groups was informed by the fact that members of these groups are between 15 to 24 years, an age group that is crucial in determining the indicator of MDG 3 on literacy level.

Finally, CBOs were selected because they have women groups engaged in income generating activities which is key in determining the relationship between economic empowerment and promoting gender equality.

The study was keen on obtaining a representative sample that truly reflect Kibera's population and can be generalized. This was achieved since the Local Links Project covered all the 13 villages in Kibera.

Table 3.2: Sampling Matrix

Category	Number	Proportional Number Sampled under each Category	Respondents Sample Size
CBOs	20	200 x 10/100	20
Youth Groups	15	100 x 10/100	10
			30 respondents

(Source: Researcher, 2011)

3.4 Data Collection Methods/Instrumentation

The study embraced data collection methods which were suitable to capture both qualitative and quantitative information. Focused Group Discussion with sixteen participants (eight men and eight women in two separate sessions according to sex), interview guides for key informants and questionnaires were developed to gather the data needed for the study.

3.4.1 Focused Group Discussion (FGD)

FGD was organized to discuss issues of promoting gender equality and promoting women in the context of Kibera informal settlement. The discussions involved eight men and eight women and the researcher moderated the two sessions separately according to sex. The aim of the FGD was

to get feedback from the participants on what they think is the status in their locality in regard to promoting gender equality and promoting women empowerment.

3.4.2 Key Informant Interview Guides

The study preferred key informant interviews given that it provided deeper and detailed information as a result of further probing by the interviewer. The interviewer had the upper hand to control the session and hence saved on time as it enabled the respondent to focus on the topic and also gave the interview a lee -way to adjust to the language of the respondent.

3.4.3 Questionnaires

This study also preferred the use of a questionnaire especially in dealing with questions that were very personal. Personal interview may not yield much response in such instances as the respondent often shy away to answer or give answers that is not necessary correct just to protect their ego. This study adopted the use of a questionnaire in establishing the proportion of literate men to women between ages 15 to 24 years. The choice of questionnaire was informed by two issues; one, discussing literacy openly on a one to one interview may be difficult especially if the respondent is illiterate, it may put them in an awkward situation and two, if the goal is to establish literacy, then by having people complete the questionnaire was the natural way of telling those with the ability to read and write even without asking.

Table 3.3: Data Collection Tools

Research Instrument	Target Respondents	Type of data collected	Research Questions addressed
Survey Questionnaire	Administered to Youth Groups, those between the ages of 15-24 years	Primary qualitative data	Research questions 1 to 4
Key Informants Guide	Administered to care takers of the OVCs involved in income generating activities- both men and women	Primary qualitative data	Research questions 1 to 4
Focused Group Discussion	The participants were drawn from Kibera slums and are charged with the responsibility of providing for their family.	Primary qualitative data	Research question 1 to 4
Data Collection Tool in Institutions of Learning	The tool was designed to capture the ratio of boys to girls in institutions of learning in Kibera informal settlement. The tool was completed by the heads of the institutions with the help of teachers.	Secondary quantitative data	Research question 3

Source: Researcher, 2011

3.5 Validity and Reliability of Instruments

Validity in research is used to refer to the appropriateness, meaningfulness and usefulness of the inferences a researcher makes, while reliability is a measure of degree to which a research instrument yields consistent results or data after repeated trials (Mugenda, 2003).

In other words, validity looks at whether the research instruments truly measure that which it was intended to measure, while reliability looks at the extent to which results are consistent over time.

The tools developed were pre-tested with two CBOs in Kibera to ensure that the tools measure that which they are suppose to measure. After pre-testing, adjustments were done on the tools to make them appropriate before final data collection exercise begun.

Discussions with the supervisor helped the researcher develop data collection instruments that pass the test of content related validity, construct validity and criterion related validity. Content validity address issues of the content and format of the instrument, construct validity looks at the degree to which a given measure conforms to predicted correlations with other theoretical propositions while criterion related validity looks at the relationship between scores obtained using an instrument and scores obtained using one or more other instruments or measures.

Kuder-Richardson approach was used to determine internal consistency. The method involved the use of two formulas, the KR20 and KR 21. The use of KR20 formula called for three types of information; the number of items in the test, the mean and the standard deviation.

Mugenda (2003) states that in this approach, a score obtained in one item is correlated with scores obtained from other items in the instrument. Cronbach's coefficient Alpha is computed to determine how items correlate among themselves in a general form of the Kuder-Richardson (K-R) 20 formula stated as follows; $KR_{20} = \frac{(K) (S^2 - \sum s^2)}{(S^2) (K-1)}$

$$(S^2) (K-1)$$

Where KR_{20} = Reliability coefficient of internal consistency

K= Number of items used to measure the concept

S^2 = Variance of all scores

And s^2 = Variance of individual items

3.6 Data Analysis

Data was analyzed using Statistical Package for Social Science (SPSS). The reason why this particular package was chosen is because of its wide spread use among researcher and also its nature of being user friendly.

Analysis of data involved the following; measures of central tendency such as mean, mode and median, measures of dispersion such as the standard deviation.

3.7 Data Collection Procedure

The researcher sought clearance form obtained from District Development Officer and a research permit from the Ministry of Gender, Children and Social Services in addition to obtaining a letter to conduct research from the University of Nairobi department of distance education.

The researcher also sought endorsement by CARE-Kenya and all questionnaires sent to the respondents were accompanied by a letter of transmittal. The letter explained the purpose of the study, relevance and assured the respondents of confidentiality and committed to relay the findings of the study to the community.

3.8 Operationalization of Variables

Operationalization of variables is a framework that shows how objectives of the study ties in with the measurement, data collection and analysis.

Table 3.4: Operationalization of Variables

Objective	Variable	Indicator(s)	Measurement	Scale	Data Collection Method	Data Analysis
To examine the proportion of literacy levels between men and women within the age bracket of 15-24 years in Kibera slums.	Independent Variable Literacy levels	<ul style="list-style-type: none"> • Number of female between 15-24 years who are able to read, write and count. • No of male between 15-24 years who are able to read, write and count. 	<ul style="list-style-type: none"> • Verification in the field while conducting the study. • Verification in the field while conducting the study. 	Ratio	Interviews and questionnaires	Descriptive statistics

		<ul style="list-style-type: none"> No of women between 15-24 years with at least eight years of formal education. No of men between 15-24 years with at least eight years of formal education 	<ul style="list-style-type: none"> Certification by Kenya National Examination Council Certification by Kenya National Examination Council 			
To assess the role of economic empowerment in promoting gender equality	Independent Variable Employment	<ul style="list-style-type: none"> Number of women in employment vis-à-vis the number of 	<ul style="list-style-type: none"> Employment letters/offers/contract/agreement 	Ratio	Interview guide and questionnaires	Descriptive statistics

<p>in Kibera slums.</p>		<p>men employed</p> <ul style="list-style-type: none"> • Number of women who are bread winners in their families • Number of women running their own businesses 	<ul style="list-style-type: none"> • Amount of income/savings every month • Amount of income/savings every month 	<p>Ordinal</p>	<p>Interview guide and questionnaire</p>	
<p>To determine the ratio of boys to girls enrolled in ECDs and primary schools in Kibera slums.</p>	<p>Independent Variable Gender parity</p>	<ul style="list-style-type: none"> • Ratio of boys to girls in ECDs and primary schools 	<p>School registers Enrolment list</p>	<p>Ratio</p>	<p>Document analysis</p>	<p>Descriptive statistics</p>

<p>To establish the influence of women leadership on promoting gender equality and empowering women in Kibera slums.</p>	<p>Independent Variable</p> <p>Leadership and decision making</p>	<ul style="list-style-type: none"> • Number of women compared to that of men appointed or elected into positions of leadership in the community 	<ul style="list-style-type: none"> • Verification of lists of elected members in various institutions within the community 	<ul style="list-style-type: none"> • Ratio 	<ul style="list-style-type: none"> • Interviews and document analysis 	<ul style="list-style-type: none"> • Descriptive statistics
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3.9 Summary

Chapter three gives a summary of research design, target population, sampling procedure, data collection methods or instrumentation and testing for validity and reliability of the instruments in addition to data analysis techniques used.

The summary is captured in an operationalization table which highlights the objectives, indicator, measurements, scale, methodology of data collection and data analysis procedure.

DATA ANALYSIS AND PRESENTATION OF THE FINDINGS

4.1 Introduction

This chapter provides an analysis of data collected from the field. The results are presented in tables and bar charts highlighting the findings which are arranged into thematic headings according to the research questions of the study.

The research questions were formulated to contribute to the objectives of the study. The data collected was analyzed using Statistical Package for Social Science (SPSS Version 17). The raw data was coded followed by data entry into SPSS, cross-tabulation of various variables and the output was mainly depicted in frequencies, percentages and presented either in form of a table or a bar chart.

The research was conducted on a sample of 30 respondents categorized into 20 respondents from CBOs and 10 respondents from Youth Groups. Secondary data on school enrolment in ECDs and Primary schools in Kibera slums under the Local Links Project was also obtained from CARE Kenya report. The response rate was 100 percent this can be attributed to the fact that the researcher personally administered the questionnaire to the respondents and waited for them to complete the questionnaires and for those who could not complete on the spot, a follow up arrangement was made by the research assistants.

4.2 Demography of Respondents

The respondents from the CBOs who were mainly care givers and youths from the Youth Groups were asked to state their sex, age bracket, level of education and employment status.

Table 4.1 Gender

Gender	Frequency	Percentage
Male	12	40
Female	18	60
Total	30	100

Source: Author (2012)

Table 4.1 sought to establish the gender of the respondents, that is, how many male and female respondents filled the questionnaires.

From table 4.1, majority of the respondents were female who were 18 in number representing 60 per cent of the total respondents while male were 12 in number representing 40 per cent of the total respondents.

The numbers can further be divided into the two categories; respondents from CBOs who were mainly the care givers and respondents from the youth groups who were mainly youths.

The care-givers respondents were 20 in total. The women were 15 in number representing 75 per cent of the care givers while the men were 5 in number representing 25 per cent of the total care-givers interviewed.

The youths were 10 in total. Men were 7 representing 70 percent of the youths interviewed while the female were 3 in number representing 30 percent of the youths interviewed.

Table 4.2 Gender Parity in 47 Institutions

Gender	Frequency	Percentage
Boys	1971	49.15
Girls	2039	50.85
Total	4010	100

Source: CARE Kenya (2011)

Table 4.2 shows the results of data from the 47 schools to ascertain gender parity in school enrolment. The total number of pupils enrolled in 47 schools is 4010; boys account for 1971 representing 49.15 per cent of the total number of pupils enrolled, while girls are 2039 in number representing 50.85 per cent of the pupils enrolled in the 47 institutions.

Table 4.3 Age Bracket

Age Bracket	Frequency	Percent
15-24 years	12	40
25-30 years	3	10
31-35 years	7	23.33
36-40 years	5	16.67
41-45 years	1	3.33
46-50 years	2	6.67
Above 50 years	0	0
Total	30	100

Source: Author (2012)

Table 4.3 sought to establish the age of the respondents.

40 percent of the respondents were between the ages of 15 to 24 years, 10 percent between 25-30 years, 23.33 percent between the ages of 31-35, those between 36-40 years accounted for 16.67 percent, the age bracket of 41-45 years represented 3.33 percent of the total respondents while those between the ages of 46-50 represented 6.67 percent. No respondent was above 50 years.

Table 4.4 Age Bracket in 47 Institutions of Learning

Age Bracket	Frequency	Percent
Under 2 years	166	4.14
2-4 years	1868	46.58
5-15 years	1976	49.28
Total	4010	100

Source: CARE Kenya (2011)

Table 4.4 shows that 166 pupils were under the age of 2 years, this represents 4.14 percent of the total pupils in the 47 institutions. Those between the ages of 2 to 4 years were 1868 representing 46.58 of the total pupils while those between 5-15 years were 1976 representing 49.28 percent of the total number of pupils in the 47 schools.

Further analysis of age bracket of pupils in the 47 institutions shows that out of 166 pupils under the age of 2 years, 86 were boys while 80 were girls. The age bracket of 2-4 years has a total of 1868 pupils and out of this, 901 are boys while 967 are girls and the age bracket of 5-15 years has a total of 1976 pupils of which 984 are boys while 992 are girls.

Table 4.5 Level of Education

Level	Frequency	Percentage
Never Been to School	2	6.67
Primary Level	10	33.33
Secondary Level	13	43.33
College	5	16.67
Total	30	100

Source: Author (2012)

Table 4.5 shows that 2 of the respondents out of the 30 respondents have never been to school. This represents 6.67 percent of the respondents. Those whose level of education is up to primary level are 10 in number representing 33.33 percent of the total respondents. Secondary level recorded 13 respondents out of 30 respondents, this represent 43.33 percent of the total respondents. Only 5 respondents out of 30 have college level of education, representing 16.67 percent of the total respondents.

Table 4.6 Sex versus Level of Education of Caregivers

SEX Against EDUCATION LEVEL (Cross tabulation)

Count

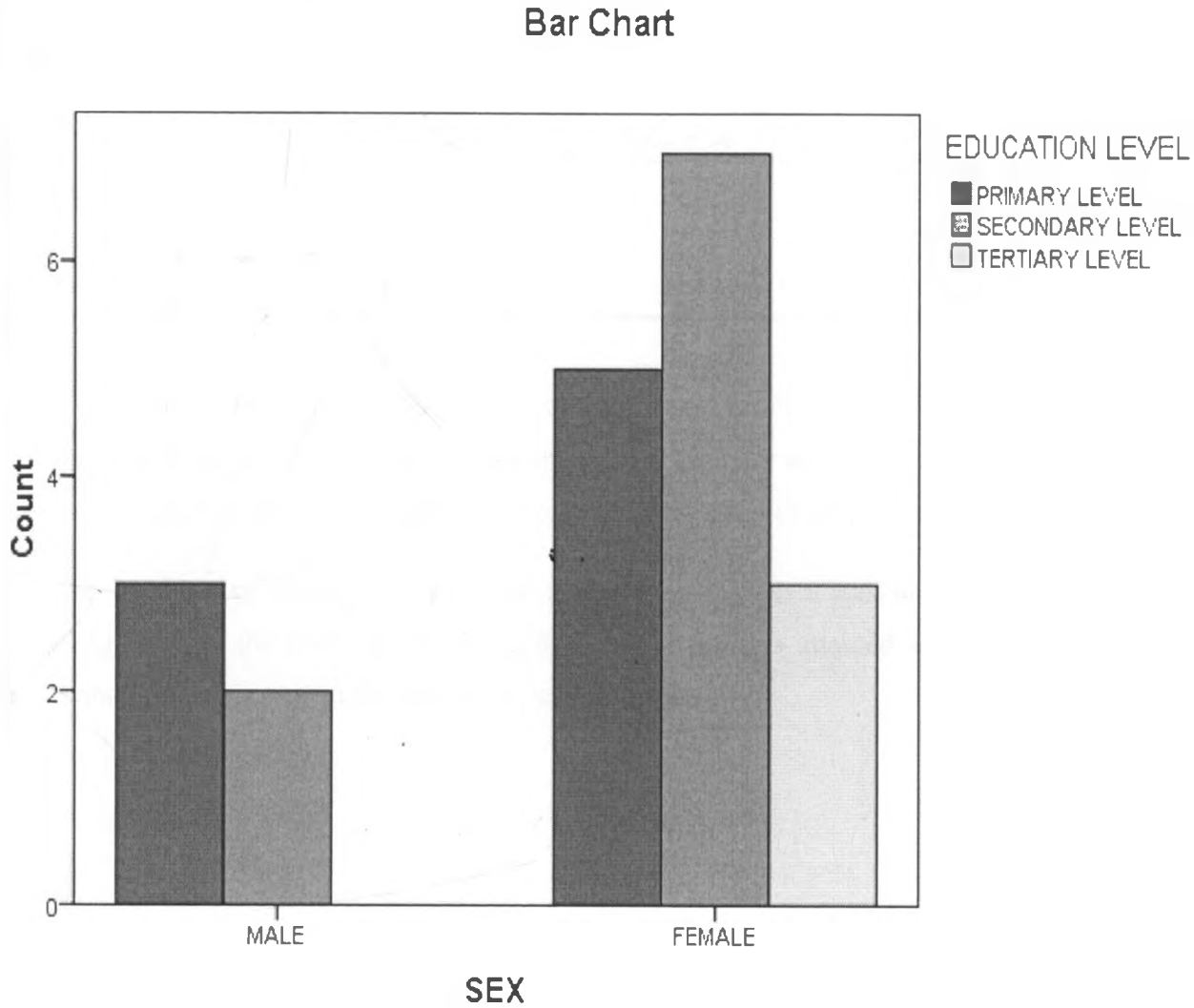
		EDUCATION LEVEL			Total
		PRIMARY LEVEL	SECONDARY LEVEL	TERTIARY LEVEL	
SEX	MALE	3	2	0	5
	FEMALE	5	7	3	15
Total		8	9	3	20

Source: Author (2012)

Table 4.6 illustrates care-givers level education by sex, it shows that 3 males out of a total 5 of males interviewed attained primary level of education, only 2 males attained secondary level of education.

On the other hand, 5 females out of a total of 15 females interviewed attained primary level of education, 7 females attained secondary education while 2 females went beyond secondary education to attain tertiary education.

Figure 4.1 Sex Versus Level of Education for Care-Givers



Source: Author (2012)

Figure 4.1 shows a graphical illustration of level of education of care givers segregated by sex.

Table 4.7 Sex versus Level of Education of Youth**Sex Against Level of Education (Cross tabulation)**

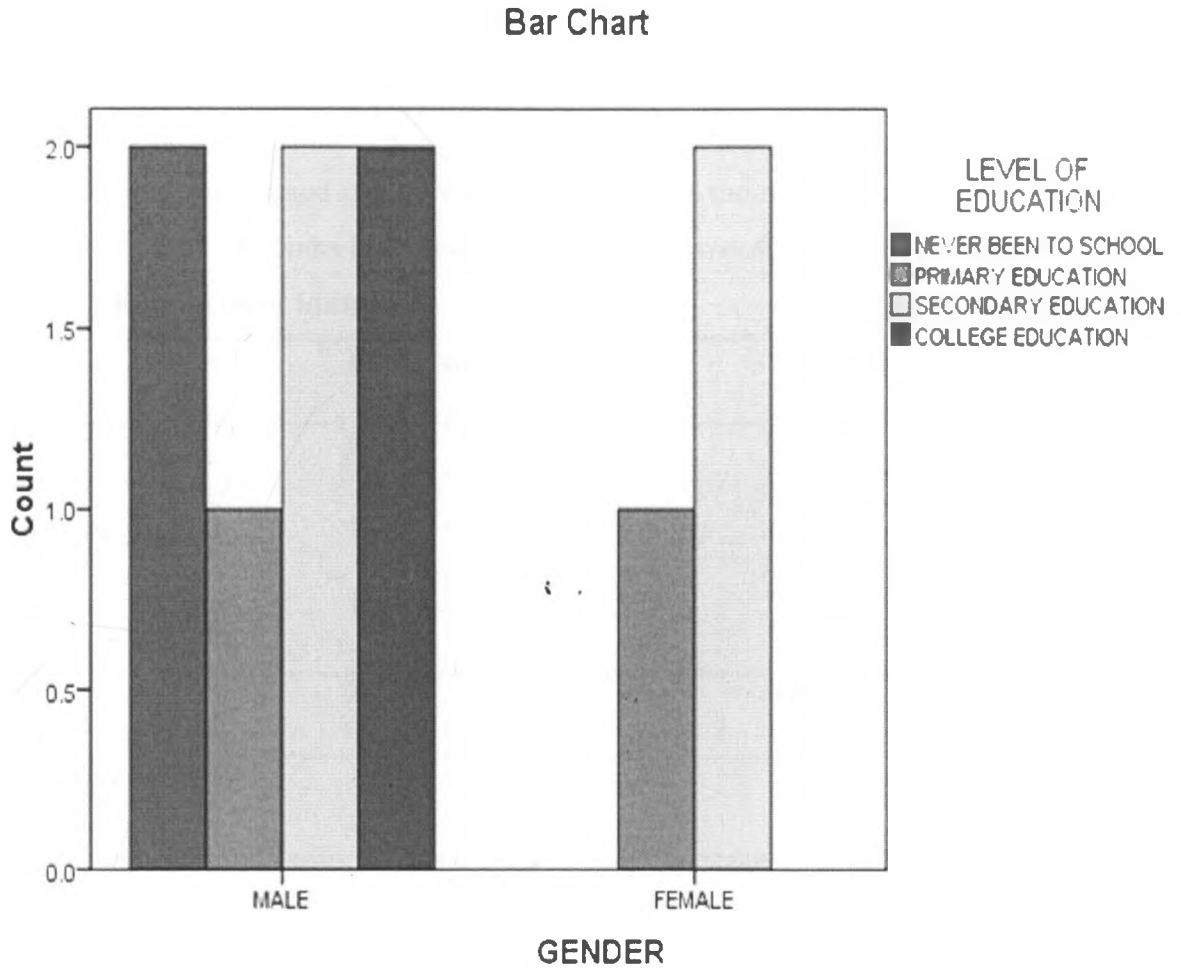
Count		WHAT IS YOUR LEVEL OF EDUCATION				Total
		NEVER BEEN TO SCHOOL	PRIMARY EDUCATION	SECONDARY EDUCATION	COLLEGE EDUCATION	
WHAT IS YOUR GENDER	MALE	2	1	2	2	
	FEMALE	0	1	2	0	
Total		2	2	4	2	1

Source: Author (2012)

Table 4.7 compares the level of education of youth by sex. Out of a total of 7 males, 2 males have never been to school, 1 male has attained the level of primary school, 2 males have attained the level of secondary school while 2 males have attained the level of college education.

On the other hand, out of the total 3 females interviewed, all of them at least have been to school, but one (1) attained the level of primary school and 2 females attained secondary level of education and none had attained the college education level.

Figure 4.2 Sex Versus Level of Education for Youth



Source: Author (2012)

Figure 4.2 gives a graphical illustration in form of a bar chart of the level of education of youth disaggregated by sex.

Table 4.8 Youth Still in School

Response	Frequency	Percentage
Yes	0	0
No	10	100
Total	10	100

Source: Author (2012)

Youths interviewed were asked if they were still in school, the response as shown on table 4.8 indicate that out of the 10 youths interviewed, none of them was still in school.

Table 4.9 Employment Status

Status	Frequency	Percentage
Employed	5	16.67
Self Employed	15	50
Unemployed	10	33.33
Total	30	100

Source: Author (2012)

Table 4.9 shows that only 5 respondents are employed, this represents 16.67 percent of the total respondents interviewed. Those who are self employed are 15 accounting for 50 percent of the total respondents, while those who have no employment are 10 representing 33.33 percent of the total respondents.

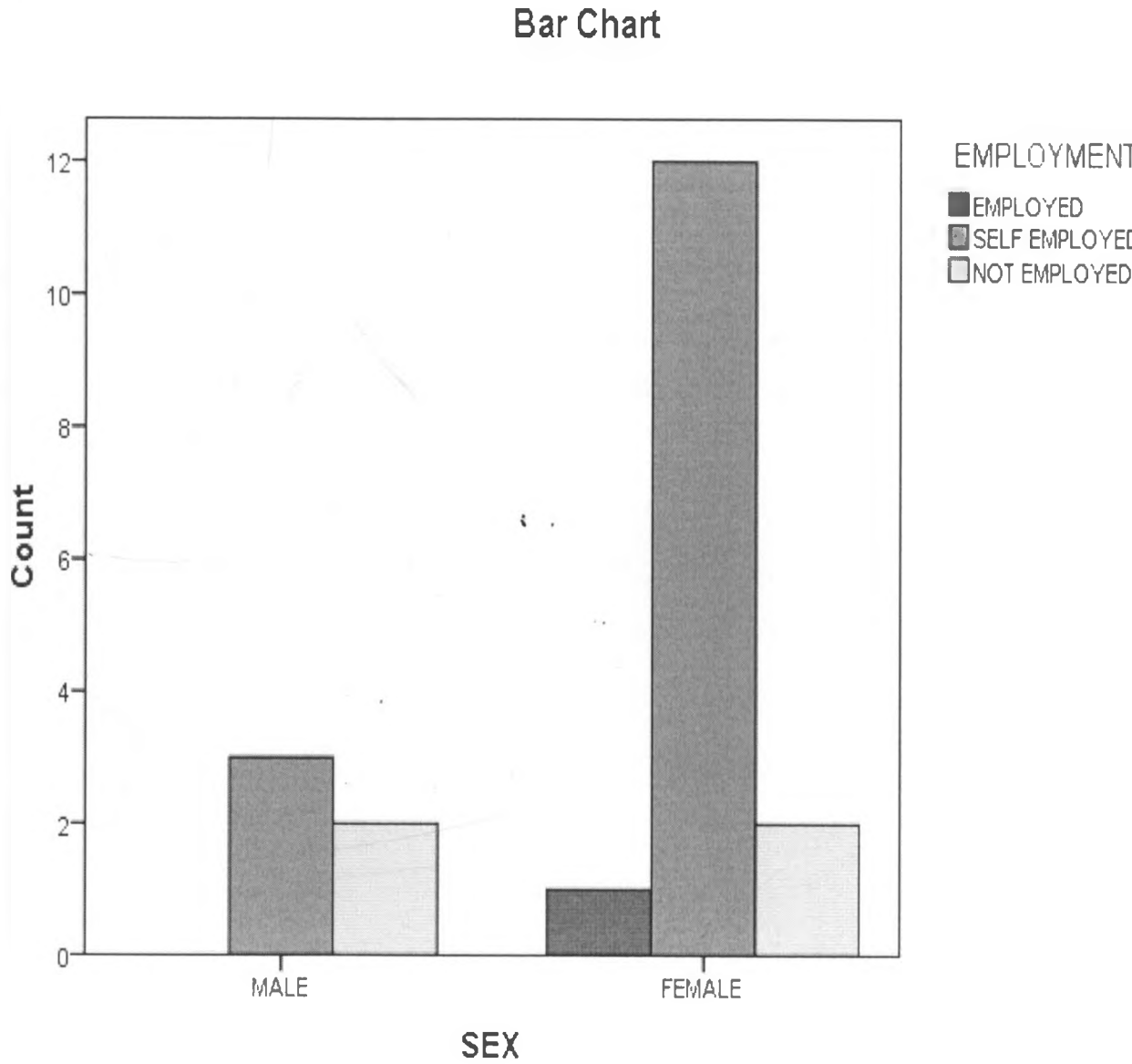
Table 4.10 Sex versus Employment Status for Care-Givers**SEX Against EMPLOYMENT Crosstabulation**

Count		EMPLOYMENT			Total
		EMPLOYED	SELF EMPLOYED	NOT EMPLOYED	
SEX	MALE	0	3	2	5
	FEMALE	1	12	2	15
Total		1	15	4	20

Source: Author (2012)

Table 4.10 shows sex versus employment status of the 20 care-givers interviewed. 3 out of 5 men are self employed while 2 men are not employed. On the other hand, 1 female is employed, 12 females are self employed and 2 females interviewed are not employed.

Figure 4.3 Sex Versus Employment Status for Care-Givers



Source: Author (2012)

Figure 4.3 shows an illustration summarizing employment status of care-givers disaggregated by sex.

Table 4.11 Sex versus Employment Status for Youth

WHAT IS YOUR GENDER * WHAT DO YOU DO FOR A LIVING Crosstabulation

Count

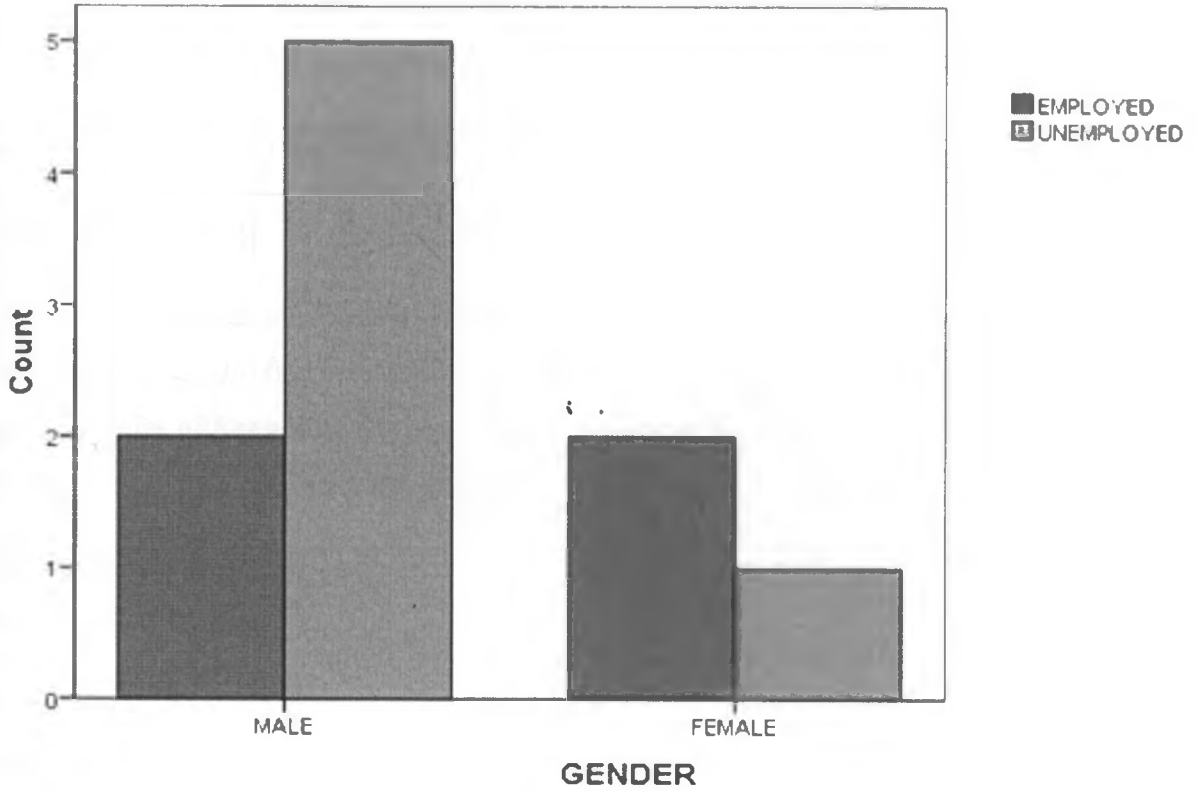
		WHAT DO YOU DO FOR A LIVING		Total
		EMPLOYED	UNEMPLOYE D	
WHAT IS YOUR GENDER	MALE	2	5	7
	FEMALE	2	1	3
Total		4	6	10

Source: Author (2012)

Table 4.11 shows that 5 out of 7 males are unemployed and only 2 are employed, while only 1 female out of 3 is unemployed, 2 females are employed. This is summarized in a graphical presentation on figure 4.4.

Figure 4.4 Sex Versus Employment Status for Youth

Bar Chart



Source: Author (2012)

4.3 Extent to which Economic Empowerment Promotes Gender Equality

The 20 caregivers from various CBOs were asked if economic empowerment has a role to play in promoting gender equality. The responses were as follows;

Table 4.12 Economic Empowerment and Gender Equality

Response	Frequency	Percentage
Yes	19	95
No	1	5
Total	20	100

Source: Author (2012)

19 (out of 20) respondents replied in affirmative representing 95 percent. Only 1 (representing 5 percent) respondent said that economic empowerment has no role in promoting gender equality.

Table 4.13 Roles of Economic Empowerment in Gender Equality

Roles	Frequency	Percentage
Improving Living Standards of both Men and Women	3	15
Economic Power to Women in Supporting their Families	6	30
Economic Freedom and Mutual Respect	2	10
Self Dependency	8	40
No response	1	5
Total	20	100

Source: Author (2012)

The caregivers were asked to list some of the roles played by economic empowerment in promoting gender equality and examples given were summarized in table 4.13.

3 out of 20 respondents (15 percent of the respondents) said that the role of economic empowerment in promoting gender equality is that it improves the living standards of both men and women. 6 out of 20 respondents (30 percent of the respondents) said that the role of economic empowerment in promoting gender equality is that it empowers women to support their families, 2 out of 20 respondents (10 percent of the respondents) cited economic freedom and mutual respect between men and women as the role played by economic empowerment in promoting gender equality, while 8 out of 20 respondents (40 percent of the respondents) think that self dependency is the role played by economic empowerment in promoting gender equality. One respondent did not respond to the question, this represents 5 percent of the respondents.

Table 4.14 Ways of Ensuring Equal Access to Economic Opportunities

Suggestion	Frequency	Percentage
Equal Consideration	13	65
Awareness Creation	2	10
Affirmative Action	1	5
Training Men and Women	1	5
Start Merry-go-rounds	3	15
Total	20	100

Source: Author (2012)

The respondents who were mainly caregivers involved in economic activities to provide for their families were asked to suggest ways of ensuring equal access to economic opportunities. Their responses were; 65 percent of the respondents (13 out of 20) suggested that there should be equal consideration of both men and women, 10 percent of the respondents (2 out of 20) proposed creation of awareness in the community, another 10 percent (2 out of 20) of the respondents saw affirmative action as a way of ensuring equal access to economic opportunities, 5 percent (1 out

of 20) suggested training of both men and women, while another 5 percent (1 out of 20) proposed the starting of merry-go-rounds as a way of ensuring equal access to economic opportunities.

Table 4.15 Monthly Income

Kenya Shillings	Frequency	Percentage
No Income	1	5
1,000-5,000	14	70
6,000-10,000	5	25
11,000-15000	0	0
16,000-20,000	0	0
Above 20,000	0	0
Total	20	100

Source: Author (2012)

The respondents were asked to state their monthly income. Monthly income of the caregivers was categorized in various income brackets. This was used as a measure of economic empowerment.

1 out of 20 respondents (representing 5 percent of the total respondents interviewed) had no source of income, 14 out of 20 (representing 70 percent of the respondents) have a monthly income of between Kenya Shillings 1,000 to 5,000 per monthly, 5 out of 20 respondents interviewed (representing 25 percent of the respondents) stated that they earn between Kenya Shillings 6,000 to 10,000 per month. No respondents claimed to be earning between Kenya Shillings 11,000 to 15,000, between Kenya Shillings 16,000 to 20,000 and above Kenya Shillings 20,000 per month.

Table 4.16 Sex Versus Monthly Income for Care-Givers

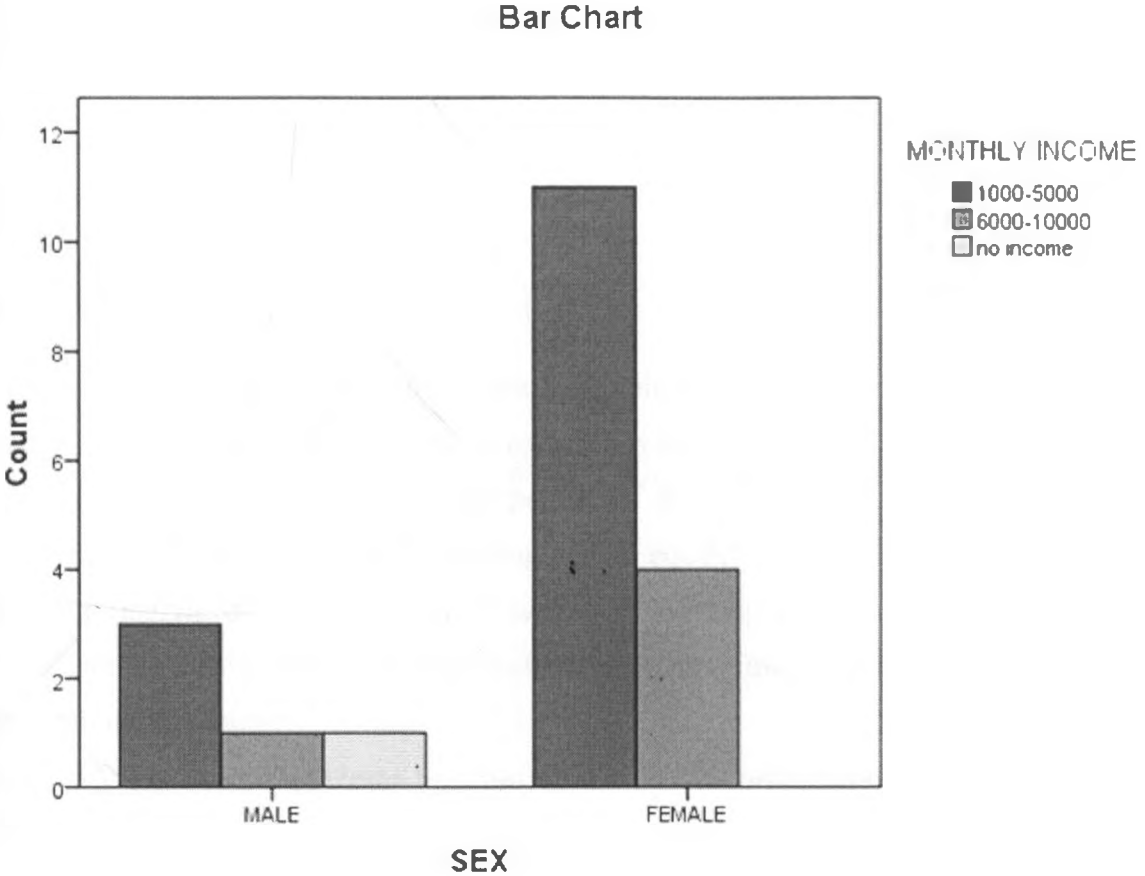
Count

		WHAT IS YOUR MONTHLY INCOME			Total
		1000-5000	6000-10000	no income	
SEX	MALE	3	1	1	5
	FEMALE	11	4	0	15
Total		14	5	1	20

Source: Author (2012)

Table 4.16 shows that 14 out of 20 respondents interviewed earn between Kenya Shillings 1,000 to 5,000 per month, this is further disaggregated by sex to show that 3 males and 11 females are in this bracket. The bracket of Kenya Shillings 6,000 to 10,000 per month has 5 respondents; 1 male and 4 females while no income bracket had only 1 male.

Figure 4.5 Sex Versus Monthly Income for Care-Givers



Source: Author (2012)

Figure 4.5 shows an illustration of monthly income disaggregated by sex. The dominant income bracket for male is the bracket that earns between Kenya Shillings 1,000 to 5,000 per month, this is same for female. The bracket of 6,000 to 10,000 is at par with no income for male, while no female falls under the bracket of no income.

Table 4.17 Income Contributing to Promoting Gender Equality

Response	Frequency	Percentage
Yes	18	90
No	2	10
Total	20	100

Source: Author (2012)

The caregivers were asked if they think that their ability to earn an income has contributed to promoting gender equality in their home or community and the results are presented in table 4.17. 18 respondents out of 20 respondents (90 percent of the respondents) said that their ability to earn an income has contributed to promoting gender equality in their home, while 2 out of 20 respondents interviewed (representing 10 percent of the respondents) did not think that their ability to earn an income has in any way contributed to promoting gender equality either in their homes or in the community.

Table 4.18 Ways in which Income has contributed to Promoting Gender Equality

Response	Frequency	Percentage
Sharing Responsibilities Equally	9	45
Women are Respected and Included in Development	6	30
Equal Participation in Financial Decisions at home	3	15
No Response	2	10
Total	20	100

Source: Author (2012)

The caregivers were asked to state how income has promoted gender equality and the findings were as follows; 45 percent of the total respondents stated that income has contributed to promoting gender equality because it has encouraged sharing of responsibilities equally, 30 percent of the respondents agree that income has contributed to promoting gender equality since women are now respected and included in development initiatives, 15 percent of the respondents said that income has contributed to promoting gender equality because there is evidence of equal participation in financial decisions at home. However, 10 percent of the respondents did not give a response because they do not believe that the ability to earn an income can contribute to promoting gender equality.

4.4 Influence of Leadership on Promoting Gender Equality and Women Empowerment

The preference of youths who constitute more than 50 percent of the registered voters in Kenya was explored. The aim was to find out if women or men are likely to be elected into positions of leadership. The caregivers were also asked if they think there are equal opportunities for men and women and also challenges of achieving economic empowerment.

Table 4.19 Leadership and Decision Making

Elect	Frequency	Percentage
Man	7	70
Woman	3	30
Total	10	100

Source: Author (2012)

The youth were asked who they were likely to elect (between man and woman) into position of leadership in the community and their response was as follows;70 percent of the respondents interviewed said that they would rather elect a man into position of leadership, while 30 percent would rather consider a woman rather than a man.

4.5 Women Leadership versus Men Leadership

Those who opted for a man were asked the reason for their choice and they were also asked why they did not consider a woman. The same case applied to those who opted for women leadership,

they were asked to explain their choice and give reasons as to why they were reluctant to elect a man.

Table 4.20 Reasons for Opting for Men Leadership

Reason	Frequency	Percentage
Men are naturally leaders	4	57.14
Men are powerful	3	42.86
Total	7	100

Source: Author (2012)

The proponents of men leadership gave the following reasons; 57.14 percent of those who would elect a man said that they reason why they would consider a man is because men are naturally leaders, while 42.86 percent of those who opted to elect a man stated that their choice was informed by the notion that men are powerful.

Table 4.21 Hesitant to Elect a Woman

Reason	Frequency	Percent
Few Women Express Interest in Leadership Positions	2	28.57
Gender Bias	5	71.43
Total	7	100

Source: Author (2012)

Those who would rather elect a man rather than a woman were asked why they were hesitant to elect a woman and they gave the following reasons; 28.57 percent of those who were hesitant to elect a woman said that there choice was formed by the realization that very few women express interest in leadership positions, while 71.43 percent of those who were hesitant to elect a woman cited gender bias as the motivating factor.

Table 4.22 Reasons for Opting for Women Leadership

Reason	Frequency	Percentage
Gender Bias	2	66.67
Spirit of Affirmative Action	1	33.33
Total	3	100

Source: Author (2012)

The respondents who opted for women leadership were 30 percent and they gave the following reasons for their choice; 66.67 percent of those who preferred to elect a woman would do so because of gender bias, while 33.33 percent of those who would prefer to elect a woman would do it in the spirit of affirmative action.

Table 4.23 Hesitant to Elect a Man

Reason	Frequency	Percentage
Men are Irresponsible	3	100
Others	0	0
Total	3	100

Source: Author (2012)

100 percent of the respondents who would hesitate to elect a man have only one common reason why they would not consider a man. They claim that men are irresponsible.

Table 4.24 Equal Opportunities for both Men and Women

Response	Frequency	Percentage
Yes	16	80
No	4	20
Total	20	100

Source: Author (2012)

The caregivers were asked if they think that there is equal opportunity for both men and women to engage in business and their responses are captured in table 4.24.

80 percent of the respondents interviewed agreed that there are equal opportunities for both men and women to engage in business, while only 20 percent of the respondents disagreed.

Table 4.25 Who is Disadvantaged in terms of Gender Equality?

Response	Frequency	Percentage
Women	14	70
Men	6	30
Total	20	100

Source: Author (2012)

The caregivers were asked to give their opinion in regard to which sex was disadvantaged when it comes to gender equality and their responses were as follows; 14 out of 20 respondents (representing 70 percent of the respondents) thought that women were disadvantaged when it comes to promoting gender equality, while 6 out of 20 respondents (representing 30 percent of the respondents) were of the opinion that men were the ones who were disadvantaged when it comes to promoting gender equality.

Table 4.26 Reasons why that Particular Sex is Disadvantaged in Gender Equality

Reasons	Frequency	Percentage
Gender Bias	4	20
Cultural Beliefs and Practices	9	45
Poverty	1	5
Irresponsibility	6	30
Total	20	100

Source: Author (2012)

The caregivers were asked why they think that particular sex is disadvantaged in gender equality and the responses given were as follows; 20 percent of the respondents (4 out of 20) suggested that the reason why that particular sex is disadvantaged when it comes to gender equality is because of gender bias, 45 percent (9 out of 20) thought that the reason contributing to gender equality was cultural beliefs and practices, 5 percent (1 out of 20) cited poverty as the reason of gender equality while 30 percent of the respondents (6 out of 20) were of the opinion that irresponsibility was the main reason why that particular sex was disadvantaged when it comes to gender equality.

4.6 Descriptive Data Presentation as per Research Questions

This section analyses the descriptive data obtained and presents it under the respective themes.

This section utilized a likert scale of 1=Strongly agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly disagree. Data was presented in mean and standard deviation.

4.6.1 Literacy

The study sort to establish sought to establish the ratio of literate females to males between the age brackets of 15 to 24 years old. This age group (15 to 24 years) is forms the indicator of MDG number 3 for literacy.

The youths (15-24 years) were asked to give their responses to statements that depicted their literacy and results are shown in table 4.27

Table 4.27 Literacy

Descriptive Statistics			
	N	Mean	Std. Deviation
I have the ability to write in English without any difficulty.	10	2.30	1.059
I am very fluent in reading any material written in English.	10	2.10	.994
I have the ability to count and solve simple arithmetic sums with ease.	10	2.10	.994
I consider myself a literate Kenyan.	10	2.50	1.354
Many of the youth in my area are literate	10	2.50	1.080
Valid N (listwise)	10		

Source: Author (2012)

Table 4.27 shows how the respondents (the youth) answered the questions gauging their literacy. The table has the various questions asked with the mean score and standard deviation calculated to show the deviation from the mean.

The mean for the question on the ability to write in English without any difficulty was 2.30 with a standard deviation of 1.059. The question on fluency in reading any material written in English recorded a mean score of 2.10 with a standard deviation of 0.994.

When it came to answering the question about the ability to count and solve simple arithmetic sums with ease, the mean score was 2.10 with a standard deviation of 0.994. When it came to

giving a statement on literacy, a mean of 2.50 was recorded with a deviation from the mean of 1.354. Finally, expressing opinion of literacy in the community recorded a mean of 2.50 with 1.080 as the deviation from the mean.

Table 4.28 Sex versus Ability to Write in English

WHAT IS YOUR GENDER * I HAVE THE ABILITY TO WRITE IN ENGLISH WITHOUT ANY DIFFICULTY Crosstabulation

Count

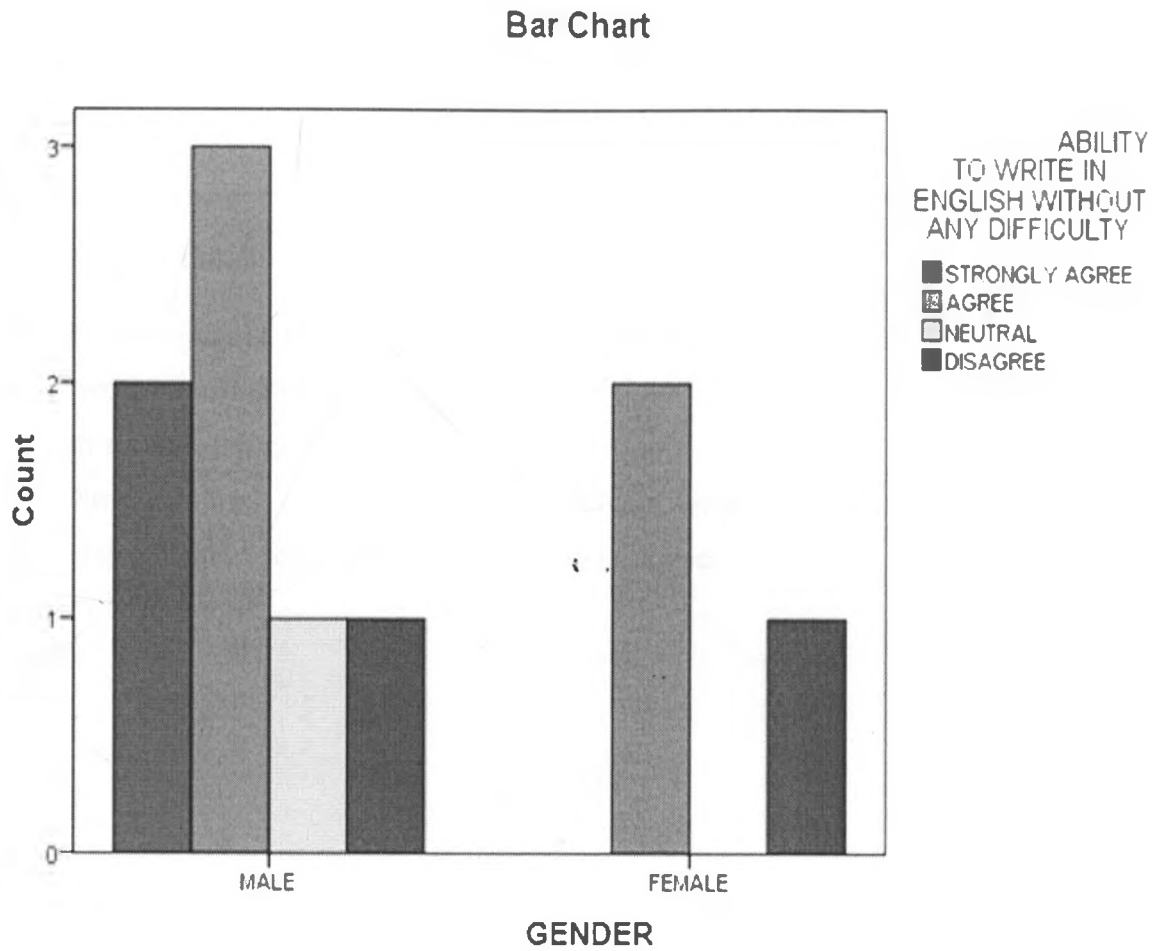
		I HAVE THE ABILITY TO WRITE IN ENGLISH WITHOUT ANY DIFFICULTY				Total
		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	
WHAT IS YOUR GENDER	MALE	2	3	1	1	7
	FEMALE	0	2	0	1	3
Total		2	5	1	2	10

Source: Author (2012)

Table 4.28 shows the disaggregation by sex of the respondents. 2 males out of 7 males Strongly Agreed that they have the ability to write in English, 3 males (out of 7 males) Agreed, 1 male (out of 7 males) was neutral and 1 male (out of 7 males) disagreed.

On the other hand, no female Strongly Agree, 2 females out of 3 females Agree, no female was neutral and 1 female (out of 3 females) Disagree.

Figure 4.6 Sex Versus Ability to Write in English



Source: Author (2012)

Figure 4.6 shows a graphical presentation of the response by sex.

Table 4.29 Sex versus Fluency in Reading Material Written in English

WHAT IS YOUR GENDER * I AM VERY FLUENT IN READING ANY MATERIAL WRITTEN IN ENGLISH Crosstabulation

Count

		I AM VERY FLUENT IN READING ANY MATERIAL WRITTEN IN ENGLISH				Total
		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	
WHAT IS YOUR GENDER	MALE	2	4	1	0	7
	FEMALE	1	0	1	1	3
Total		3	4	2	1	10

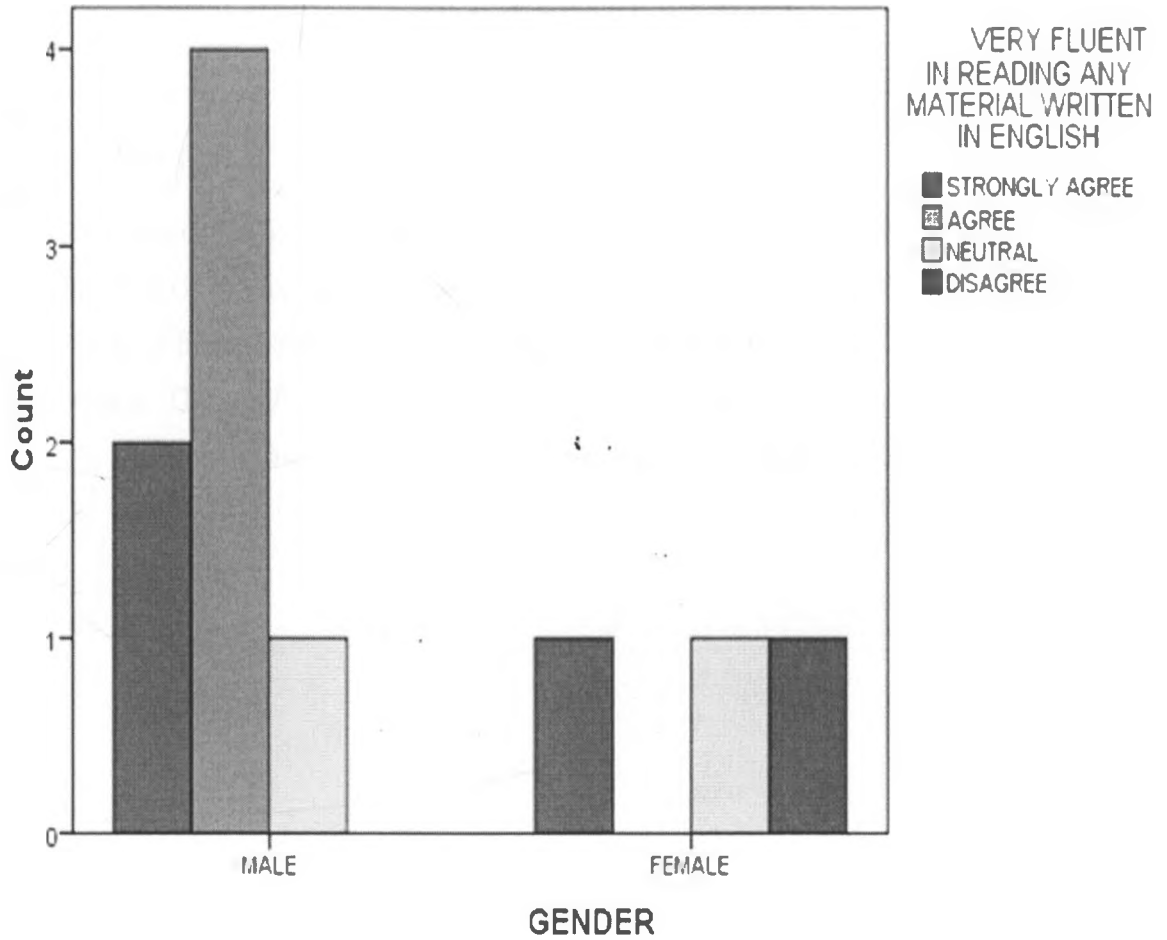
Source: Author (2012)

Table 4.29 shows that 2 males (out of 7 males) Strongly Agree that they are fluent in reading materials written in English, 4 males Agree (out of 7 males) with 1 male (out of 7 males) being neutral and no male Disagree.

1 female Strongly Agree (out of 3 females), no female Agree, 1 female (out of 3 females) chose to remain Neutral and 1 female (out of 3 females) Disagree.

Figure 4.7 Sex Versus Fluency in Reading Material Written in English

Bar Chart



Source: Author (2012)

Figure 4.7 gives a graphical summary of the findings.

Table 4.30 Sex Versus Ability to Count and Solve Simple Arithmetic with Ease

WHAT IS YOUR GENDER * I HAVE THE ABILITY TO COUNT AND SOLVE SIMPLE ARITHMETIC SUMS WITH EASE
Crosstabulation

Count		I HAVE THE ABILITY TO COUNT AND SOLVE SIMPLE ARITHMETIC SUMS WITH EASE				Total
		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	
WHAT IS YOUR GENDER	MALE	3	3	1	0	7
	FEMALE	0	1	1	1	3
Total		3	4	2	1	10

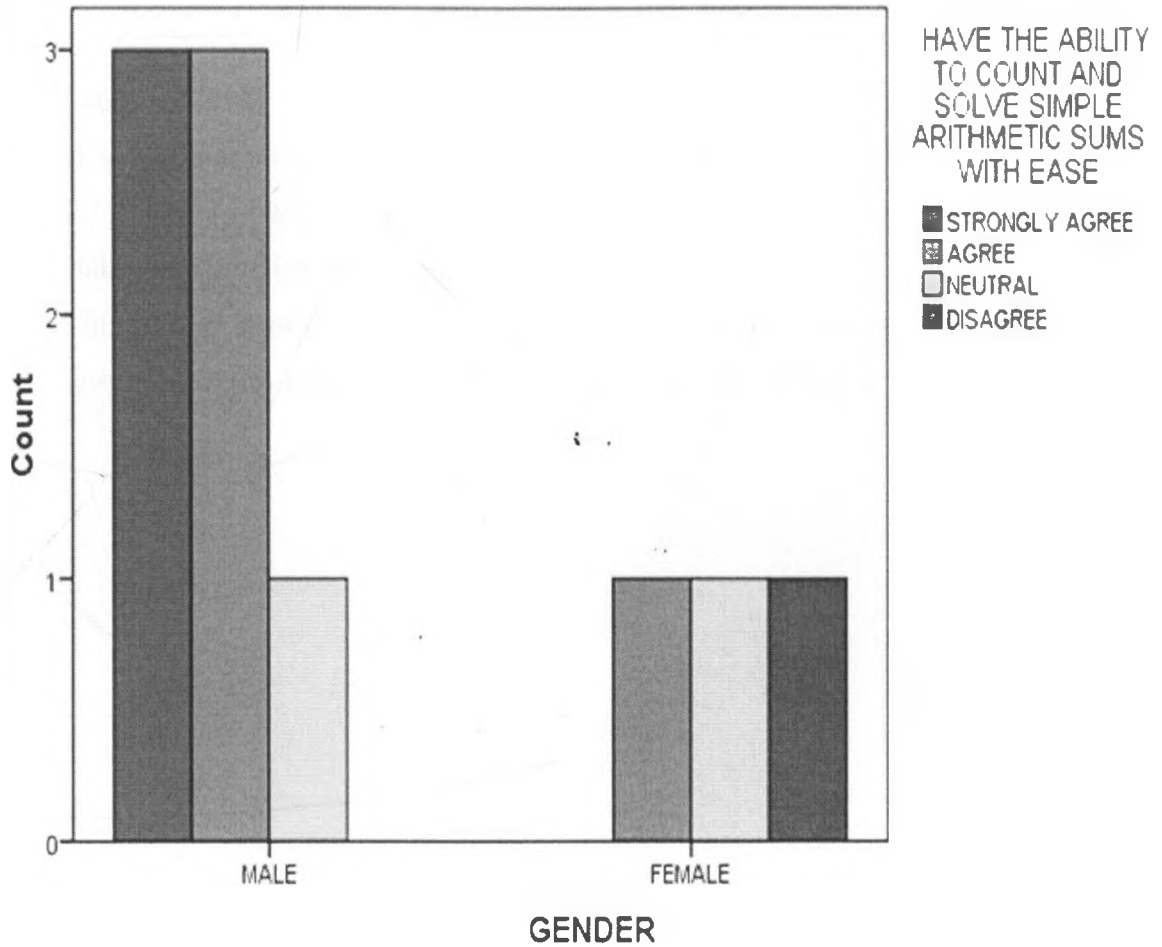
Source: Author (2012)

Table 4.30 captures the responses of the respondents on the issue of ability to count and solve simple arithmetic with ease. The responses are disaggregated by sex.

3 males out of 7 males Strongly Agree, 3 males Agree (out of 7) and 1 male(out of 7) chose to remain Neutral. The total number of females who were interviewed were 3 and they responded as follows; No female Strongly Agree, 1 female Agree, 1 female remain neutral and 1 female Disagree.

Figure 4.8 Sex Versus Ability to Count and Solve Simple Arithmetic with Ease

Bar Chart



Source: Author (2012)

Figure 4.8 shows a graphical presentation of the response disaggregated by sex.

Table 4.31 Sex versus I consider Myself a Literate Kenyan

WHAT IS YOUR GENDER * I CONSIDER MYSELF A LITERATE KENYAN Crosstabulation

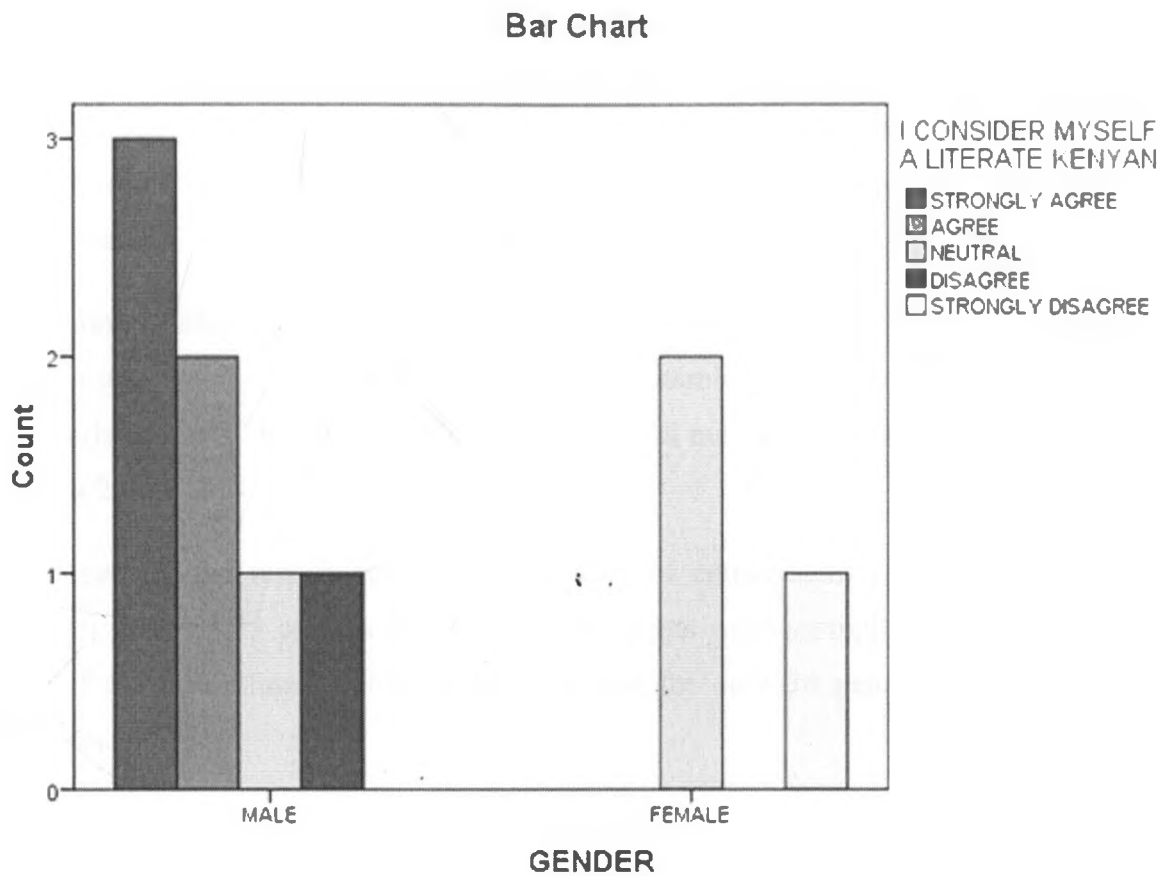
Count		I CONSIDER MYSELF A LITERATE KENYAN					Total
		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
WHAT IS YOUR GENDER	MALE	3	2	1	1	0	7
	FEMALE	0	0	2	0	1	3
Total		3	2	3	1	1	10

Source: Author (2012)

Table 4.31 shows that 3 males out of 7 males Strongly Agree that they are literate, 2 males (out of 7 males) Agree, 1 male (out of 7 males) remained Neutral, 1 male (out of 7 males) Disagree with no Male Strongly Disagree with the position.

The total number of females interviewed responded as follows; No female Strong Agree, No female Agree, 2 females chose to remain Neutral, no female Disagree with 1 Female Strongly Disagree.

Figure 4.9 Sex versus I consider Myself a Literate Kenyan



Source: Author (2012)

Figure 4.9 gives a summary in graphical form with respondents disaggregated by sex.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes findings of the study in relation the major issues raised with respect to the objectives of the study. This chapter contains the introduction, major findings of the study, recommendations, conclusions and suggestions for further studies.

5.2 Summary of Findings

Enrolment data obtained from the 47 institutions of learning in Kibera shows that the ratio of boys to girls is almost at (1:1) one to one with the total number of boys being 1971 and that of girls being 2039.

66.67 percent of the respondents were in a form of employment (either employed or self employed), while 33.33 percent to the total respondents were unemployed. Men constitute 70 percent of the unemployed, while women account for only 30 percent of the unemployed respondents.

On the issue of whether economic empowerment promotes gender equality, 95 percent of the caregivers interviewed stated categorically that economic empowerment indeed does promote gender equality. Only 5 percent of the respondents interviewed did not think that economic empowerment has a role in promoting gender equality.

The study further revealed that the top three roles played by economic empowerment in promoting gender equality as stated by the respondents are; promoting self dependency, providing economic power to women in supporting their families and improving living standards of both men and women, with the scores being 40 percent, 30 percent and 15 percent respectively.

Despite the fact that women account for 30 percent of the unemployed, when it came to the question of stating the monthly income bracket, no woman fell in the bracket of no income, unlike men.

90 percent of the respondents stated that their ability to earn an income has promoted gender equality. The top three ways in which the ability to earn an income has contributed to promoting gender equality as stated by the respondents include; sharing responsibilities equally, women being respected and included in development and equal participation in financial decisions at home. The responses recorded scores of 45 percent, 30 percent and 15 percent respectively.

Concerning leadership and decision making, 70 percent of the youths are likely to elect a man in position of leadership, while 30 percent are likely to elect a woman.

Those who preferred to elect a man were asked to give reasons for their choice and it was established that 57.14 percent of them would do so because they believe that men are naturally leaders, while 42.86 percent would rather vote for a man because men are powerful.

Those who would rather elect a man were further asked why they were hesitant to elect a woman and 71.43 percent of them would not elect a woman because of gender bias while 28.57 percent complained that very few women express interest in leadership positions.

The 30 percent of the respondents who would rather elect a woman in position of leadership were also asked to give reasons for their choice. 66.67 percent of them would do so because of gender bias while 33.33 percent would do so because they believe in the spirit of affirmative action. The same group was asked why they were hesitant to elect a man and 100 percent of them stated that they would not do so because men are irresponsible.

The study also sort to established who was disadvantaged in terms of gender equality and 70 percent of the respondents were of the view that women were disadvantaged, while 30 percent stated that men were the ones who were disadvantaged when it comes to gender equality.

The study also found out that cultural beliefs and practices was ranked top with 45 percent as the reason for gender inequality, irresponsibility came in second with a score of 30 percent, gender bias was ranked third while poverty was ranked fourth with a score of 20 percent and 5 percent respectively.

The study findings reveal that females do not consider themselves as literate Kenyans. 66.67 percent of females were neutral in their response to the question while 33.33 percent strongly

disagreed that they are literate. This was unlike their male counterparts, who had 42.86 percent strongly agreeing that they consider themselves literate, 28.57 percent agreeing, 14.29 opting to remain neutral and only 14.29 disagreed that they were literate.

5.3 Discussions of Findings

Enrolment rate of schools in Kibera is in favour of girls. A total of 166 pupils under the age of 2 years were enrolled in ECD, 86 were boys while 80 were girls. The age bracket of 2-4 years has a total of 1868 pupils enrolled in ECD and out of this, 901 are boys while 967 are girls.

If the enrolment rate trend in ECD was to maintain the same progression in Primary and Secondary School, it means that girls would be more compared to boys. The data obtained from the 47 learning institutions in Kibera of Primary school age going age shows that the trend is maintained the age bracket of 5-15 years has a total of 1976 pupils of which 984 are boys while 992 are girls.

This means that gender parity in ECD and Primary school enrolment has been achieved. The findings show that the ratio of boys to girls is almost at par (1:1). The number of boys enrolled is 1971 compared to 2039 girls enrolled in ECD and Primary school.

The study established that men constituted 70 percent of the unemployed compared to their female counterparts who accounted for 30 percent of the unemployed. The perception of men about employment was captured in FGD session when they were asked what can be done differently to promote gender equality. They were all in concurrence that Non Governmental Organizations and the Government have focused on *"making the women more equal than men by providing more opportunities to women at the expense of men."* They went ahead to quote the women's fund and said that men had no funds to borrow to start business. *"We do not have employment, we just do small odd jobs to get along."*

Men's perception about employment was in contrast with women's perception about employment. The question of what can be done differently to promote gender equality, women who were involved in FGD said *"as women, we do not just stay at home and wait for our husband's to bring food home, we look at the things we can do to put food on the table even if it*

means doing house-hold tasks like washing clothes for other people.” They went on to conclude, *“gender equality at home can only be there if both men and women are providing for their family, if it is the man who only provides, then he will look down upon you as a woman.”*

Women’s resolve to provide for their family came out strongly. The women were willing to do odd jobs (and consider them as employment) just to provide for their family, unlike men, who did not seem to consider odd jobs as employment. Despite the fact that 30 percent of the women and 70 percent of the men interviewed were unemployed, when it came to stating the income no woman was in the no income bracket, unlike men who had 50 percent (1 out of 2) of those unemployed falling within the no income bracket.

95 percent of the caregivers interviewed stated categorically that economic empowerment indeed does promote gender equality. This means that there is a direct relationship between the two variables (economic empowerment and promoting gender equality), such that when economic empowerment increases, promotion of gender equality also increases.

The extent to which economic empowerment promotes gender equality in Kibera was captured in the role played by economic empowerment in promoting equality and the two main roles identified were self dependency and providing economic power to women in supporting their families.

Economic empowerment was mainly measured by the ability of the respondents to earn an income. 90 percent of the respondents interviewed believed that their ability to earn an income has contributed to promoting gender equality.

Leadership and decision making is still dominated by men and the factors that aggravate the situation include cultural beliefs and practices that are biased towards women. Women were also identified as a barrier to their eligibility to being elected into positions of leadership because of their lack of interest in offering themselves for positions of leadership.

In a society that is so inclined to elect men in positions of leadership simply because they believe that men are either naturally leaders or simply because they view men as more powerful than women, it is highly unlikely that women will be interested in offering themselves for leadership.

Only 30 percent of the respondent would be willing to elect a woman in leadership position. The decision of not electing a man for position of leadership was unilateral; they all stated that they would be hesitant to elect a man because men are irresponsible.

FGD session with women offered more insight to the claim that men are irresponsible. The women urged, *"men need to be responsible enough to take care of their family for them to promote gender equality. they should not be seen to be drunk and falling in the drenches urinating on themselves, otherwise, women will not respect them and they will feel that there is no gender equality."*

Responsibility seems to be a key factor especially for women in determining who to elect. If men are perceived to be irresponsible, then they may be affected negatively when it comes to promoting gender equality.

Decision making of women is boosted by economic empowerment (measured by ability to earn an income). Women being respected and included in development and equal participation in financial decisions at home was ranked as top three key results associated with economic empowerment and promotion of gender equality.

Literacy level of females was found to be low compared to that of males. It was established that despite the fact that 33.33 percent of the female youths (between 15-24 years) interviewed attained primary level of education and the remaining 66.67 percent have secondary level of education, yet when it came to the question concerning literacy (asking the respondents whether they consider themselves literate) 66.67 percent of the females chose to remain neutral. One can only infer that their decision to remain neutral is a strong indication that they were not sure, and if they are not sure then chances are high that they are illiterate. The other 33.33 percent of the female youths interviewed strongly disagreed with the statement, "I consider myself a literate Kenyan."

Literacy level of female youths (15-24 years) shows a worrying trend, if two thirds of the female youths interviewed attained secondary education, then it should follow that at least two thirds of them would have either strongly agreed that they are literate or simply agree that they are

literate, but none of them responded as expected, instead, two thirds chose to remain neutral (not sure) and a third strongly disagreed with the statement. "I consider myself a literate Kenyan."

This worrying trend puts the quality of education in question. This study did not focus on the subject of quality education, but it would be an interesting area to find out why students who have attained secondary education still do not consider themselves literate.

5.4 Conclusions

Promotion of gender equality and empowerment of women has made significance progress. The indicators used to measure this goal have performed fairly well in Kibera, for instance the gender parity in ECD and primary schools are almost at par with the numbers being in favour of girls. More women seems to have been empowered economically given that they are involved in income generation activities enabling them to be included in decision making both at the family level and the community level.

The indicator on literacy level shows that females between the age bracket of 15 to 24 years are have low literacy levels compared to their male counterparts and leadership and decision making is still dominated by men.

5.5 Recommendations

The following key recommendations are made in view of the research findings;

1. The Ministry of Education and other stakeholders in Kibera involved in education should put special emphasis on enhancing the quality of education. Even though 66.67 percent of the female interviewed had attained secondary level of education, they seem not to consider themselves literate.
2. The NGOs involved in development should mainstream gender in their programs and projects.
3. There is need for all development partners in Kibera to come up with mobilization and sensitization strategies targeting men to enable them be champions of promotion of gender equality and empowering women, since this is a goal that cannot be achieved at the exclusion of men.

4. The Ministry of education needs to incorporate gender and development studies in their curriculum at an early age to demystify the notion that gender is about women and deal with the stereotypes that have continued to stifle the gains being made in promotion of gender equality and empowerment of women.

5.6 Suggestions for Further Study

In view of the findings of this study, further research on the following areas is recommended;

1. There is need to further research on the quality of education being offered at primary and secondary schools in Kibera.
2. There is also need to further research on retention and drop out rate of pupils transitioning into secondary school.

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APPENDICES

APPENDIX 1: LETTER OF TRANSMITTAL

OMONDI C. PAUL

UNIVERSITY OF NAIROBI,

P.O BOX 30197-00100

NAIROBI-KENYA

CARE INTERNATIONAL IN KENYA

P.O BOX 43864-00100

NAIROBI-KENYA

30TH JULY 2011

Dear Sir/Madam,

RE: REQUEST TO CARRY OUT A SURVEY IN YOUR ORGANIZATION

This letter is send to you to explain the purpose of the research and kindly request you to allow me visit and interview some of the organizations that you partnered with in implementing the Local Links Project in Kibera.

I am a post graduate student at the University of Nairobi enrolled for Masters of Project Planning and Management course. I am carrying out a study on Gender Equality and Empowerment of Women in Poverty Reduction which is based on Millennium Development Goal Number Three.

Millennium Development Goal Number Three seeks to promote gender equality and empower women. The Local Links Project is ideal for this study given that is a project within the slum and one of its goals was to empower the care givers in Kibera to be able to take care of orphans and vulnerable children.

I will appreciate if the permission to conduct this study is granted and looking forward to hear from you at your earliest convenience.

Yours Sincerely,


Omondi C. Paul

APPENDIX 2: TRANSMITTAL LETTER

OMONDI C. PAUL
UNIVERSITY OF NAIROBI,
P.O BOX 30197-00100
NAIROBI-KENYA

30TH JULY 2011

Dear Sir/Madam,

RE: RESEARCH

I am a Masters student at the University of Nairobi undertaking Masters of Arts Degree in Project Planning and Management. I am conducting a study on "Gender Equality and Women Empowerment in Poverty Reduction; the case of Local Links Project in Kibera."

As part of the research, I will be visiting your organization to conduct some interviews. I will appreciate if you and your beneficiaries will answer all the questions asked by the interviewing team to the best of your knowledge.

Our research team will maintain high level of confidentiality and the findings of this research will be shared with you as soon as the study is completed. It is our hope that the findings of this study will offer insights on how to strengthen your work as an organization and also the respondents will appreciate the need to promote gender equality and empower women.

Thank you in advance. Please do not hesitate to ask any questions, I will be glad to answer any questions that you may have in regard to this exercise.

Yours Sincerely,



Omondi C. Paul

APPENDIX 3: SURVEY QUESTIONNAIRE

(To be administered to Youth Groups to those between the ages of 15-24 years)

Thank you very much for sparing time to complete this questionnaire. Your input is valuable and will offer insight on the situation of Millennium Development Goal Number Three in Kibera. Goal Number Three seeks to promote gender equality and empower women.

Your identity will be protected and you do not have to write your name anywhere on this paper. The information you give will be treated with the highest level of confidentiality.

SECTION A (General Information)

(Please complete this section by ticking the correct answer).

Q1. What is your gender? Male () Female ()

Q2. What is your age bracket?

a) 15-17 years ()

b) 18-20 years ()

c) 21-24 years ()

Q3. What is the level of your education?

a) Never been to school ()

b) Nursery school ()

c) Primary education ()

d) Secondary education ()

e) College ()

Economic Empowerment

Q4. What do you do for a living?

a) Student ()

b) Employed ()

c) Unemployed ()

Q5a. Are you adequately equipped with skills and knowledge to make a living?

Yes No

Q5b. If **Yes**, please elaborate how you have been equipped _____

Q5c. If **No**, please explain _____

SECTION B (School Enrolment)

(Kindly respond to the questions on this section by checking the appropriate response and offering an explanation for your answer if required to do so).

Q6a. Are you still in school? Yes No

Q6b. If the answer to Q4a is YES, check the level of education you are currently pursuing

- a) Primary
- b) Secondary
- c) College
- d) Vocational training

Q7a. If given an opportunity to go back to school, will you go back? Yes No

Q7b. If YES, Why would you what to go back? _____

Q7c. If NO, why would you not be willing to go back? _____

Leadership and Decision Making

Q8. Who are you more likely to appoint or elect to position of leadership in the community?

A man A woman

Q9. If your answer to the above question is a man,

- a. Why are you likely to elect a man? _____
- b. Why are you hesitant to elect a woman? _____

Q10. If your answer to Q10 is a woman,

- a. Why are you likely to elect a woman? _____
- b. Why are you hesitant to elect a man? _____

SECTION C (Literacy Level)

(In this section, you are required to tick the statement that best describes the way you feel about the issue. Please tick one-You choose **Strongly Agree (SA)** when the statement truly reflect the situation, you choose **Agree (A)** if the statement depicts what you consider to have some elements of truth, please choose **Neutral (N)** if you think you do not have a definite opinion on the issue and you choose **Disagree (D)** if you think the statement does not reflect the way you feel about a given issue and last but not least, please choose **Strongly Disagree (SD)** if the statement contradicts how you feel or believe).

QUESTIONS	SA	A	N	D	SD
11. I have the ability to write in English without any difficulty					
12. I am very fluent in reading any material written in English					
13. I have the ability to count and solve simple arithmetic sums with ease					
14. I consider myself a literate Kenyan					
15. Many of the youths in my area are literate					

Thank you once again for taking your time to complete this questionnaire!

-The End-

APPENDIX 4: KEY INFORMANTS GUIDE

(To be administered to care takers of the orphans and vulnerable children involved in income generating activities- both men and women).

We will appreciate if you take a few minutes to help us conduct an interview with you. Your contribution is valuable and will offer insight on the situation of Millennium Development Goal Number Three in Kibera. Goal Number Three seeks to promote gender equality and empower women.

Your identity will be protected and the interviewer has no mandate to give your personal details without your consent. The information you give will be treated with the highest level of confidentiality.

SECTION A

General Information

Q1. Gender () Male () Female

Q2. How old are you?

() 15- 24 years

() 25-30 years

() 31-35 years

() 36-40 years

() 41-45 years

() 46-50 years

() 51 years and above

(Economic Empowerment)

Q3. What do you do for a living?

() Employed () Self employed () Not employed

Q4. How many Children are under your care?

() 1-2 children () 3-4 children () 5-6 children () more than 7 children

Q5. Does your business or employment generate income that enables you to provide for your family? () Yes () No

Literacy Level

Q5. What is your education level?

() Never been to school () Primary level () Secondary level () Tertiary level

Q6. Are you able to read, write and count in English?

() Yes () No

SECTION B

Role of Economic Empowerment in Promoting Gender Equality

Q7. Has economic empowerment played a role in promoting gender equality? Yes () No ()

Q8. If YES, what are some of the roles played by economic empowerment in promoting gender equality? _____

Q9. If NO, please state why economic empowerment has no role to play in promoting gender equality? _____

Q10. What is your monthly income?

() Between Kenya Shillings 1,000 to 5,000

() Between Kenya Shillings 6,000 to 10,000

() Between Kenya Shillings 11,000 to 15,000

() Between Kenya Shillings 16,000 to 20,000

() Above Kenya Shillings 20,000

Leadership and Decision Making

Q11. Your ability to earn an income has contributed to promoting gender equality in your home or community? Yes () No ()

Q12. If YES, in what ways? _____

Q13. If NO, why? _____

Q14. How have you been able to use the money you earn? _____

Gender Equality

Q15. There are equal opportunities for both men and women to engage in business?

Yes () No ()

Q16. If YES, why? _____

Q17. If No, why? _____

Q18. What are some of the reasons why achieving economic empowerment may not be easy? _____

Q19. If you were given an opportunity to suggest ways of ensuring that both men and women have equal access to economic opportunities, what would you suggest? _____

Q20. Comparing men and women, who are disadvantaged when it comes to promoting gender equality? _____ and why? _____

Thank you very much for your input. We appreciate the time you took to talk to us.

-END-

APPENDIX 5: FOCUSED GROUP DISCUSSION GUIDE

This tool will be administered to a group of eight male participants and eight female participants in separate groups according to gender. The participants will be drawn from Kibera slums and are charged with the responsibility of providing for their family.

Each session is expected to last for a minimum of 30 minutes and a maximum of 45 minutes. The role of the research will be to moderate the session and ensure that the participants stick to the topic of discussion and that each participant gets equal opportunity to air their views. A note taker will be responsible for taking notes during the discussions.

The seating arrangement will be circular to create an atmosphere of active engagement of all participants as equals or peers. Participants will be encouraged to air their views without fear of ridicule since confidentiality will be maintained and there are no wrong answers.

Gender Equality

Q1. What is the perception of Kibera slums residence in regard to promoting gender equality? _____

Q2. What can be done differently to promote gender equality? _____

Q3. In your opinion, what is the role of women in regard to promoting gender equality? _____

Q4. In your opinion, what is the role of men in regard to promoting gender equality? _____

Empowerment

Q5. In what ways can you say that women in Kibera slums are empowered? _____

Q6. Does the government have any role in promoting gender equality and empowering women in Kibera? Yes () No ()

Q7. If YES, please list the roles _____

Q8. If NO, please explain _____

Q9. What are some of the factors affecting empowerment of women in Kibera slums? _____

Leadership and Decision Making

Q10. What is the community's view on electing or appointing women to positions of leadership? _____

Literacy Levels

Q11. How would you compare the literacy levels between men and women in Kibera? _____

School Enrolment

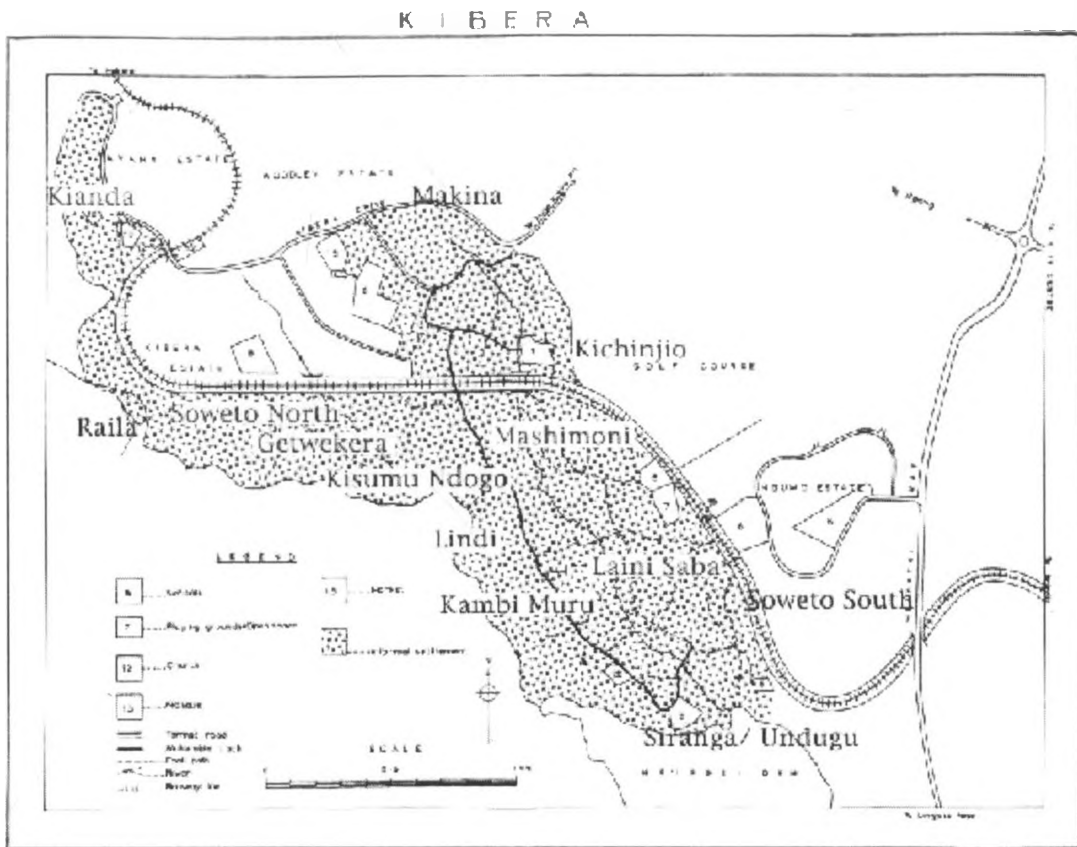
Q12. How has Free Primary Education impacted on school enrolment in informal schools in Kibera? _____

-END-

APPENDIX 6: LIST OF CONTACT PERSONS IN CBOS/YOUTH GROUPS

CBO name	Contact person	Tel. numbers
1. Haki Self Help Group	(Charles)	0721469200
2. Baraka Za Ibrahim	(Praxedes)	0724957132
3. Institute of Development and Welfare Services (Judith)		0725717212
4. Kibera Slum Education Program (Saada)		0722373376
5. Youth Development Forum (Kitavi)		0721556239
6. Kenya Organization of People Living with HIV&AIDS (Kassim)		0723569057
7. Strategic Community Development Initiatives (Julia Amayo)		0722764421
8. Kibera Community Self-Help Group (Ann Owiti)		0722834919
9. Kibera Post Tests Clubs Network (Chweya)		0724008227
10. Ghetto Arts Promotions (James Bundi)		0729430451
11. Pillars of Kibera (Wanja)		0714459459
12. Kenya AIDS Ambassadors (Caroline Makaya)		0724013484

APPENDIX 7: MAP OF KIBERA INFORMAL SETTLEMENT



Source: CARE International in Kenya (2011), *The Local Links Project for Orphans and Vulnerable Children Support: Transforming Lives in Kibera Informal Settlement, Nairobi, Kenya*.