

**FACTORS INFLUENCING PARTICIPATION OF WOMEN IN COMMUNITY
BASED AGRICULTURAL PROJECTS IN NYAMIRA COUNTY; A CASE OF
AGRICULTURAL SECTOR DEVELOPMENT SUPPORT PROGRAMME (ASDSP)
IN NYAMIRA TOWNSHIP WARD.**

BY

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DECLARATION

This research project is my original work and that it has not been submitted for a degree award in any other university / Institution.

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

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DEDICATION

I dedicate this work to my parents Mr. Jamlack Gateru & Mrs. Esther Gateru for their relentless support and goodwill as I endeavor to pursue higher education to its highest peak.

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LIST OF ABBREVIATIONS AND ACRONYMS

GDP	Gross Domestic Product
FAO	Food Agriculture Organization
ASDSP	Agricultural Sector Development Support Programme
CAADP	Comprehensive African Agricultural Development Programme
MDGs	Millennium Development Goals
LAC	Latin America and Caribbean
CBA	Community Based Agriculture

ABSTRACT

The study investigated the factors influencing participation of women in community based agricultural projects in Nyamira Township Ward, Nyamira County. More specifically the study sought to evaluate the influence of training, socio culture and access to information to women in community based agriculture. Enhancing women's participation in development is essential not only for achieving social justice but also for reducing poverty. Worldwide experience shows that supporting a stronger role for women contributes to economic growth, improves child survival and overall family health. In short, investing in women is central to sustainable development. Descriptive research was used in the research. The target populations were the groups involved in community based agriculture in Nyamira Township. Primary data was collected using a questionnaire. A pilot test was conducted to establish the validity and reliability of the questionnaire. Data presentation was done using tables. The study found that indeed, the factors; training, socio culture and access to information did influence the participation of women in community based agriculture. Training gives the women a voice and a scope of influence in community based agriculture. A needs assessment of the resource gaps is imperative in the course of empowering women in community based agriculture. It is of great importance for the women to ensure that they understand their capacity inadequacies and room for growth. . Majority of the farmers were made aware of the ASDSP programme through the radio/ television media and the information travelled widely through the word of mouth within their constituent groups grapevine A majority of women in Nyamira Township have a passive role in decision making in the community based agriculture facet. Because they mostly are not owners of any capital assets such as land, they relied on the men in their lives to make pertinent decisions such as the type of value chain to engage in, the management of income earned and the access to credit facilities. From the findings, the study recommended; a more deliberate and organized pattern of information dissemination on the ASDSP program me to be sought so that farmers are able to share good practices both within and without their groups and information technology to be embraced. It was considered imperative to have frequent needs assessment exercises so as to be able to proactively and more often address the resource gaps facing the various groups thereby enhancing the capacity of the women engaging in community based agriculture. In addition, socio cultural practices baring women from successfully engaging in community-based agriculture should be eliminated empowering the women to have a saving culture and embracing asset acquisition attitude. This will make more women capital assets holders hence will be able to access credit services thereby leading to a positive improvement in their socio economic status. Additionally, the girl child should be encouraged to pursue higher education to enable her to be a decision maker by her own right.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Agriculture is the back bone of many developing countries. Women account for more than half of the work force by participating in different activities, either directly or indirectly. The gender division of labor varies from one society and culture to another, and within each culture external circumstances influence the level of activity (Nigist, 2004). The role that women play and their position in meeting the challenges of agricultural production and development are quite dominant and prominent (Yemisi e t. al,2009). Rural development in Africa cannot be imagined without the active participation of women. Women form an integral part of a farming household. They are involved in over half of the farm activities in many developing countries, bear most of responsibilities for household food security and contribute to household well-being through their income generating activities (Etenesh, 2005).

Women shoulder the primary responsibility for food security in Africa yet development agencies have devoted minimal resources to researching the impact of their agricultural policies and new techniques on the wellbeing of Africa's women farmers (Yemisi et. al,2009). But despite African women's role in the management of natural resources, their limited rights on property; especially land, has continued to escalate the cycle of poverty in which they are trapped. It is argued that without proper access to natural resources especially land and water, both rural women and men suffer due to the importance of both in food production which is the base of rural communities' livelihood in Africa. Lack of secure land rights translates into lack of or limited access to credit, rural organizations, and other services (FAO, 2008).

In the Latin America and Caribbean (LAC) Region, agriculture projects cover a variety of activities such as agricultural production, off-farm employment, access and management of water resources (irrigation), land tilling and land management, as well as access to markets and financial services. Women represent the majority of the rural poor, and increasing the economic productivity of the rural poor is largely about enabling women to realize their socioeconomic potential more fully and improve their own and their families' quality of life (Victoria e t al 2013).

In India, rural women are extensively involved in agricultural activities. However the nature and extent of their involvement differs with the variations in agro production systems. The mode of female participation in agricultural production varies with the landowning status of farm households. Their roles range from managers to landless laborers. In overall farm production, women average contribution is estimated at 55% to 66% of the total labor. In the Indian Himalayas a pair of bullocks works 1064 hours, a man 1212 hours and a woman 3485 hours in a year on a one hectare farm, a figure that illustrates womens' significant contribution to agricultural production (FAO,2009). An approach in women's socioeconomic empowerment in India based on a model of collective action assumes that when women are organized into collective groups, they are better able to overcome the gender-based inequalities and discrimination they face as individuals (Impact Learning , 2012).

In Nigeria, women have proved to be more than a mere "bench-warming" spectator, even in the midst of the male-dominated professional congregation. If given the opportunity, women can effectively participate in policy-making and governance (Yemisi et. al,2009). Damisa and Yohanna (2007) using Zaria in Kaduna State of Nigeria as their study area, examined the level of participation of rural women in the decision-making in different areas of agriculture in farm management and found that women's participation in decision making was quite minimal. The contribution made by rural women to agricultural production and rural development in Nigeria is grossly underappreciated in spite of the dominant role women play in the sector. That women compete more favorably with their men folks in terms of their over-participation in agricultural activities and contribution to household economy and food security would be an understatement (Yemisi et. al,2009).

In Kenya, researchers found that women could increase their crop yields by approximately 20 percent if given the same access to the same resources as men (Saito, Katrine, Hailu Mekonnen, & Daphne Spurling – 1994). Approximately 10 percent of Kenya's population, or 3.8 million people, live in a chronic state of food insecurity (USDA, 2009), the most vulnerable of whom include women and children (Kimani-Murage, et al., 2011).

Agriculture is the major economic activity in Nyamira County providing employment and income for a large majority of the people. It also provides raw materials to agro based industries and supports environmental sustainability through promotion of good agricultural practices and sustainable land use systems. However, factors militating against women in their participation in agricultural production are many, some of which are socio-cultural and

economic in nature. The task of surmounting such obstacles can be very daunting, even though women have largely succeeded in overcoming some of them (Yemisi et. al, 2009). In order to improve the capacity of African countries to meet their food demand, women's roles have to be recognized and they should be given equitable access to and control over the land, credit facilities, extension services and improved tools as well as membership in cooperatives and other rural benefits (Winrock, 2001). It's against this backdrop that the research is going to be done so as to critically evaluate the various factors serving as a motivation of womenfolk in Agriculture sector in Nyamira township ward in Nyamira County.

1.2 Statement of the Problem

Agriculture is a major component of rural incomes, especially in developing nations. Water, land, livestock, crops, and knowledge are essential for the livelihoods of most of the world's rural families. Access to, control over, and management of these resources determines which activities are pursued, which goods may be produced, and whether the lives of rural families are enhanced or diminished. Gender determines who has access to these resources and what kind of access they have. Although women work in the fields, the homes, outside of the farm, and at the markets, their male counterparts often dictate decisions over the household and its economy.

Women usually have limited accesses to resources and opportunities and their productivity remains low relative to their potential. Due to lack of awareness in our society women's role has not been recognized, (Lynda, 1991) noted that we live in a society in which there is substantial level of gender inequality. The inequality in the provision of education reflects the deep rooted tradition and values within the ideological, political, economic and sociocultural structure of societies (Kasente, cited in Takele, 2008). Although women constitute 75 percent of Kenya's agricultural labor force, gender inequalities undermine their productivity, including limited access to essential resources (agricultural technologies, extension services and marketing facilities) and institutionalized barriers to credit and land ownership (Institute for Development Studies, 2006).

Agriculture is the main economic activity in Nyamira County and the sector is predominantly a woman's domain in terms of labor, nonetheless In terms of ownership of property, the women have no equal right as men. In addition, the dominance of men in various income generating activities affects highly on the economic empowerment of women as they are left dependent on the men regardless of the effort they put in to propel their socio economic

advancement. Therefore this study sought to determine the factors influencing women's participation in community based agriculture sector in Nyamira County despite the major challenges the women face.

1.3 Purpose of the study

The purpose of this study was to investigate factors influencing participation of women in community based agricultural projects in Nyamira Township Ward, Nyamira County.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To evaluate how training influences the participation of women in community based agricultural projects in Nyamira County;
2. To assess the influence of socio cultural practices on the participation of women in community based agricultural projects in Nyamira County;
3. To examine how access to information influences participation of women in community based agriculture projects in Nyamira County.

1.5 Research questions

The study was guided by the following questions:

1. How does training influences the participation of women in community based agricultural projects in Nyamira County?
2. What are the socio cultural practices that influence the participation of women in community based agricultural projects in Nyamira County?
3. How does access to information influences participation of women in community based agriculture in Nyamira County?

1.6 Significance of the Study

Women account more than half of the total community and their contribution in securing their family food demand is of great importance. However, the society gives them less attention. Therefore, this study aimed at uncovering the role of women in agriculture and what factors motivate them to engage in community based agriculture activities.

The output of the study would be significant for decision makers in providing valuable information with regard to the role of women in agriculture and hence formulate gender

sensitive development projects. In addition it will create awareness among the society on the role played by women and give due respect to their contribution.

1.7 Basic Assumptions of the study

The basic assumptions of the study was that the sample collected provided the correct data that would give the reality of the situation on the ground, the data collection instrument used were valid and reliable and the respondents gave the information requested willingly and honestly.

1.8 Limitations of the study

Limitation of a study is those factors that may inhibit the effective collection of data needed to validate the study objectives under study. Financial constraint was a limitation to the study since data collection required extensive expenditure of resources and hence constrained the data collection process. Time constraint was another limitation to this study as it was a challenge to find ideal time for the respondents as they were farmers and were most times busy in their farm work. Nyamira county has tropical rains hence most afternoons are rainy and this limited the research, in addition some respondents were unwilling to share information with the researcher limiting the amount of data to be collected. To counteract the above mentioned limitations, the researcher ,well in advance had a financial plan and an activity schedule for the conducting the data collection exercise, scheduling most activities in the morning hours and endeared to extensively explain to the respondents' what the study was all about to gain their trust and confidence.

1.9 Delimitation of the study

The delimitation of a study is very much a function of the factors that the researcher has chosen to control or include in the study, given that there are very many extraneous factors that would intrude into any research process (Mugenda 2008). The variables of interest in this study include; training, socio culture and access to information.

The scope of the study is Agricultural Sector Development Support Programme – ASDSP project in Nyamira township ward, Nyamira County and the findings will be generalized for other wards within the county

1.10 Definition of significant terms as used in the study

Community:	a group of people living in the same place or having a particular characteristic in common.
Socio Culture	It relates to the interaction of both cultural and social elements
Training	the process of receiving systematic instruction from, an enlightening experience
Access to information	Individual's right and ability to obtain and use information collected or generated by others
Participation	The act of taking part or sharing in something
Agriculture	It is the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.

1.11 Organization of the study

This study consists of five chapters.

Chapter one of this study contained background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study and definition of significant terms used in the study.

Chapter two had literature review on training, socio culture and access to information. It also contained the theory of the study, the conceptual framework and a summary of the literature reviewed.

Chapter three was composed of research methodology which included research design, target population, sample size and sampling procedure, research instruments, piloting of research instruments, instrument validity, instrument reliability, data collection procedures, and data analysis techniques and operationalization of variables.

Chapter four had the presentation of data and results, while in chapter five we discussed the results and gave possible recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents relevant literature related to the study and compares the views of different authors on the same. Theoretical and empirical literature was used to develop this chapter. A conceptual framework was developed to guide the study.

2.2 Overview of women participation in CBA projects

Rural women's participation in the development process has been the focus of intensive debates by most international fora in the past years. Among fora that have recognized the plight of Third World's women's participation in the development process is the 1995 Nairobi Forward Looking Strategies for the Advancement of women held in Kenya, in 1995, The Beijing Declaration, and the United Nations Development Fund for Women (2000).

According to the declaration of these fora, each member state should promote women's economic independence, which includes the creation of employment, access to resources and credit, the eradication of the persistent and increasing burden of poverty, malnutrition, poor health and illiteracy on women. Although such declarations have been able to increase an awareness and understanding of the problems facing women and their needs, as such they have not yet resulted in significant development priorities for rural women (UNIFEM, 2000).

The Constitution of Kenya, 2010 , Article 27 (8) provides for affirmative action where the State is required to take legislative and other measures to ensure that not more than two - thirds of the members of elective or appointive bodies are of the same gender. Article 81 further reiterates that the same rule should be applicable in elective public bodies. In Kenyan public institutions, and in particular the National Assembly, gender balance is skewed against women, thus the gender rule generally tries to bring in women into the lime light

There are good reasons to focus on, and to emphasize rural women's participation in development. The most fundamental reason is that they play crucial roles in both subsistence and market food production in Africa. Not only are women the majority in rural areas in Africa, but they are responsible for more than 50% of all productive activities, even in those households where men are present (Burkley, 1993). Overlooking the plight of rural women will have negative impacts on the development of rural areas and that of the nation. To this

end, there is a need to reverse this negative approach to development by retrieving and revising the potential for participation by rural women. (Kongolo & Bamgose, 2002).

Participation of women in agricultural projects has been found to have positive impact on their incomes. Women who participate in projects earn more incomes and on regular basis compared to non-participants. Sabo (2006) found that rural women participation in Borno State Nigeria contributes to increased incomes compared to their fellow state mates who were non-participants. By women earning more they are able to create employment for other women in the rural areas hence enabling them uplift their living standards. In addition the increased income enables women to acquire assets such as farm machinery, build houses, land and buy cars.

Although according to Sabo (2006) participation in agriculture projects causes strain in gender relations especially between husbands and their wives. This is especially so when women earn more than their husbands. Once the women start earning more from agriculture, men tend to take control of production and the income that proceeds from the sale of agricultural products, hence causing domestic or gender struggles in the family; especially since land is owned by men and the women only have usufruct rights. Africa has been described as the region of female farming per excellence, with women, particularly in the rural areas regarded as the hidden productive force in the countryside. Although women's activities vary according to differences in rural setting and cultural background, they generally participate actively in agricultural work and income-generating activities which include food production and tending of livestock, making of pottery, handicraft, weaving of cloths and mat as well as in trading.

2.3 Training and women participation in CBA projects

Training and Education is one of the significant factors affecting the participation of women in agricultural development. (Rad et al 2010) agrees that education is one of the important factors that help development to be realized. The purpose of training (formal and informal) as stated by (Rad et al 2010) is to communicate accumulated wisdom and knowledge from one generation to the next. Secondly, education enhances active participation in innovation and the development of new knowledge. (Ani et al 2004) further argue that education enhances the ability to derive, decode and evaluate useful information for agricultural production.

The Food and Agricultural Organization/ United Nations Educational, Scientific and Cultural Organization (FAO/UNESCO, 2002) note that better education and training have become essential for sustainable development and for rural economies to survive. (Manuh 1998) is of the view that the lack of education and training has been identified as a key barrier to women's advancement in the society. She argues that in Africa, female illiteracy rates were over 60 percent in 1996 compared to 41 percent of men. Certain countries have extremely high rates of low education on women, Burkina Faso at 91 percent, Sierra Leone 88.7 percent, Chad at 82.1 percent and Guinea at 86.6 percent. In many African countries parents still prefer to send boys to school, seeing little need for sending girls. Hence, illiteracy is still evident in most African countries (Ravinder *et al* 2009). A study conducted by the Natural Resources Management and Environment Department (2010), reveals that, illiteracy is a major constraint facing women in development.

Women are unable to understand and utilize technical information because they lack basic formal education. Because of their illiteracy, women farmers are unable to read and understand the written material provided by extension programs that educate farmers. Penin (1999) supports the latter sentiment by arguing that, education has a relationship with farming progressiveness. The reason is that there is a positive correlation between education and farming. Through education, farmers are able to acquire new improved and effective written material. Educated farmers are able to acquire more information in the form of written material such as magazines, newsletters and farming instruction pamphlets, booklets and on packaged hybrid seeds, pesticides, fertilizers and many more (Penin, 1999).

In addition, as noted by Anselm *et al* (2010), education plays a significant role in positively influencing the status of women in farm decision-making. He states that highly educated women are likely to make a higher contribution to farm decision making than uneducated ones. A study conducted by Ani *et al* (2004) on the relationship between socio-economic characteristics of rural women farmers and their adoption of technology in Nigeria showed that educated women farmers adopts farm technologies at a higher rate than less educated people who continue to use more rudimentary technology.

Therefore, the education of rural women is important for their progressive participation in sustainable development. A study conducted by Gundu (200) in a rural area of Zimbabwe called Chirau also reveals that one of the major factors that affect women in farming is

illiteracy. It was argued that this constrained one's access to needed farming information. Gundu (ibid), argues that even though there may be available reading material for farmers who want to improve themselves women in the village are ultimately limited by their illiteracy. Gundu (ibid) further observed that illiteracy among respondents seriously inhibited the respondents' ability to access and use agricultural information to achieve and sustain household food security.

Additionally, the illiteracy situation limits women's capacities to access agricultural training, credit, participation in economic activities and also access to information from other relevant organizations, not to mention the post-harvest and surplus management offered. The lack of education also affects the reception of services such as extension, as generally, adaptation and diffusion of innovations is often slow among the less literate populations in society.

Community Needs Assessments seek to gather accurate information as a representative of the needs of a community. Assessments are performed prior to taking action and are used to determine current situations and identify issues for action. Needs assessments establish the essential foundation vital to the planning process. However, as Reviere et al. (1996) note, "it is easier to make changes in a plan that is already in place than to start from scratch each time the unexpected happens." Change is the main reason to obtain accurate information regarding the needs of a community. All communities are in a continual state of change. As they experience natural growth and development, communities encounter fluctuating demographics.

Policies and programs that once may have been suitable are later viewed as inappropriate or obsolete for the area. Effective planning and action requires accurate and up-to-date information about the needs of the community.

2.5 Socio cultural practices and women participation in CBA projects

Socio-cultural factors are things that can affect our lifestyles as a society. They can have an influence on individual behaviors depending on one's' social values. Some of them could be religion, economic status, education, family, politics, cultural values etc. They are the facts and experiences that influence individuals' personality, attitudes and lifestyle. Socio- cultural factors involve both social and cultural elements of the society (Kottak, 2000) (Ember and Carol, 2004).

Women account for 70 percent of agricultural workers, 80 percent in food production and take up to 60 to 80 percent of marketing (Fabiya *et al*, 2007). Even though rural women contribute significantly to the socio-economic development of their countries through agriculture they continue to face major socio-cultural challenges, which differ from one community to another. Kabane (2010) asserts that tradition and cultural norms are the major challenges that limit the access of women to agricultural input, thereby leading to the invisibility of women in agricultural development. Azahari (2008) reveals that, there is evidence indicating that the elimination of barriers to women's access to productive resources can lead to the productive participation of women in agricultural development and women can earn recognition as important players in the development process.

Kabane (2010:14) argues that constraints which are faced by women farmers differ from country to country and culture to culture. In Nigeria, Afghanistan and other patriarchal societies for instance, women lack independent rights to land. Land rights are only allocated through men, either sons or husbands. The FAO (2009) agrees with the sentiment that women be allowed to access land either directly or indirectly, as the majority have limited or no access to or control over land. In addition to limited access to land, women face problems of access to their inputs, including credit (capital/money). This is because many credit associations and export crop market cooperatives limit membership to household heads in many African countries, thereby excluding married and single women (Manuh, 1998). Women face greater difficulties than men, particularly with regard to participation in rural cooperatives and access to credit, training and agricultural extension. These difficulties rarely flow from explicitly discriminatory norms, as legislation on these issues is in most cases gender neutral. Rather, they mainly arise from cultural practices and stereotypes (e.g. on women's role within the family and on interactions between persons of different sexes) and from socio-economic factors (e.g. as for access to credit, women's higher illiteracy rates, lack of information about available credit programmes, lack of land titles to be offered as collateral, more limited access to formal employment, and exclusion from credit cooperatives (FAO, 2005).

For Berger and Buvinic (1990), the lack of collateral security, illiteracy and mere gender discrimination can negatively influence women's access to credit. For example, the culture based idea that rural women are financially supported by males and that their only

responsibility is to maintain the household is the reason bankers refuse to give credit to rural women farmers.

Ravinder *et al* (2009) notes that, socio-cultural factors also play a role in hindering women from accessing and furthering their educational interests, they argue that, factors such as early marriage place a greater burden on household labor and acts as a barrier to girls' progress in education. It's further noted that the illiteracy situation limits women's capacities to access agricultural training, credit, participation in economic activities and also access to information from other relevant organizations, not to mention the post-harvest and surplus management trainings offered

2.6 Access to information and women participation in CBA projects

The word communication is abstract and possesses numerous meanings. According to Clevenger (1991), it is inconceivable that any person cannot communicate. The process of communication is fundamental to extension, training and passing on information. Thus learning processes, the dissemination of innovations or social change cannot be explained without reference to communication. Communication can be given a broad and inclusive or a restrictive definition. It can also be seen in the light of communication as linked to or not linked to intention and judgement. The most common division of communication is along the lines of the number of actors involved in the communication scenario (Littlejohn, 1999). In this case, communication can be intrapersonal (involving only one person), interpersonal (dealing with face-to-face, private settings), group (relating to interaction of people in small groups, sometimes in decision making settings), organizational (occurring in large cooperative networks) and mass (dealing with public communication, usually mediated).

Extension can be defined as an education that brings about improvement in a systematic way, through carefully planned and organized programmes, it's a kind of work that involves teaching rural people on how to raise their standard of living, but with the minimum of assistance from government, and by their own efforts, using their own resources (Saville, 1995). An informal out-of-school system of education designed to help rural people to satisfy their needs, interests and desires. It is a system of education which involves adult learners. As a comprehensive programme of services deliberately put in place for expanding, strengthening and empowering the capacity of the present and prospective farmers, farm families and other rural economic operators (Adedoyin, 2005).

Extension services are essentially communicative. The ultimate aim of an extension system is to effectively deliver information to end-users in a comprehensible and utilizable manner. Extension services bear great potentials for improving the productivity of natural resources and promoting the right attitudes among natural resource managers (Adebayo and Adedoyin, 2005).

The service is recognized as essential mechanism for delivering information and advice as input into modern natural resource management. The structures and institutions engaged in extension services encompass a diverse range of socially sanctioned and legitimate activities that seek to improve the ability of natural resource managers to adopt more appropriate and often new practices and to adjust to changing conditions and societal needs (Jones and Garforth, 1997).

In order to promote gender equity, the extension services need to be reorganized, with increased emphasis given to issues of concern to rural women and men in agricultural production. Field staffs need to be trained in gender analysis and gender-needs assessment. The extension service network which extends to village level should be the main focus for training in gender-role assessment and documentation. Extension workers, who are generally involved in the collection of information as enumerators, must understand the concept of gender-needs assessment if they are to carry out policy impact analysis in rural areas. It is also important for extension workers to be able to document gender roles at the village level by keeping records of different farming systems.

No blueprint exists for closing the gender gap, but some basic principles are universal: governments, the international community and civil society should work together to eliminate discrimination under the law, to promote equal access to information and opportunities, to ensure that agricultural policies and programmes are gender-aware, and to make women's voices heard as equal partners for sustainable development. Achieving gender equality and empowering women in agriculture is not only the right thing to do, it is crucial for agricultural development and food security. It is extremely important to recognize the role that rural women play and the contribution that they make in networks and cooperatives. Giving them the right information, greater political and financial support and involving them in the training and conducting of development programs that enhance women's role in agricultural production is crucial.

2.6.1 Agricultural Sector Development Support Programme (ASDSP) In Nyamira County

Agricultural Sector Development Support Programme (ASDSP) was initiated in 2012, is a sector-wide Programme implemented by the Government of Kenya in collaboration with Development Partners and other stakeholders in the agricultural sector. It is aligned to the Agricultural Sector Development Strategy (ASDS) and the Kenya Comprehensive African Agricultural Development Programme (CAADP) Kenya Compact. The Current 5 year phase (2012-2016) is prepared by the Government of Kenya with the assistance of the Government of Sweden through the Swedish International Development Agency (SIDA), (House hold Survey Report, 2014). The acreage under food crops and cash crops in Nyamira County is 58,394 ha and 48,543 ha respectively. The average farm size for cash crops and food crops per household is 2.4 ha. The major cash crops in the county include tea, coffee, pyrethrum and bananas while the main food crops are maize, beans, cassava, sweet potatoes, vegetables, millet and sorghum. There is high potential for horticultural production in the county. The main livestock enterprises in the county include: dairy cattle, beef cattle, pigs, goats, sheep, poultry, rabbits and bee keeping (CIDP, 2014). In Nyamira County, ASDSP programme has three value chains, namely the local vegetables, bananas and dairy with the purpose of increasing equitable income, employment and improved food security of male and female target groups by improving production and productivity in the rural smallholder farm and off-farm sectors . The value chains are organized in groups of 15 to 25 members.

2.7 Theoretical Framework

There are various development theories that focus directly on the issues the participation of women and development in rural communities. The feminist theory and a People centered approach theory were evaluated in this study. The approach mentioned above was chosen to guide the study because of their relation to the study topic.

2.7.1 Feminist Theory

Feminist theory is the extension of feminism into theoretical or philosophical discourse. It aims to understand the nature of gender inequality, and examines women's social roles, experiences, and interests. While generally providing a critique of social relations, much of feminist theory also focuses on analyzing gender inequality and the promotion of women's interests.

Feminist theory uses the conflict approach to examine the reinforcement of gender roles and inequalities. Conflict theory suggests that stratification is dysfunctional and harmful in society, with inequality perpetuated because it benefits the rich and powerful at the expense of the poor. Radical feminism, in particular, evaluates the role of the patriarchy in perpetuating male dominance. In patriarchal societies, the male's perspective and contributions are considered more valuable, resulting in the silencing and marginalization of the woman. Feminism focuses on the theory of patriarchy as a system of power that organizes society into a complex of relationships based on the assertion of male supremacy.

Cornwall (2005) defines feminism as women's engagement in demanding and creating an equitable society. He further states that feminism deals with the power of women that encompasses recognizing and respecting women. According to Moore (1988) feminism refers to the awareness of women's oppression and exploitation at work, in the home and in society as well as to the conscious political action taken by women to change this situation. The feminist perspective believes in the empowerment of women and the restoration of the dignity of women as members of society. The main argument of this perspective lies in the equal treatment of all members of the community, which includes equal rights and access to the necessary resources. The feminist theory concerns itself with the rights and interests of women and also the equal distribution to power among women and men in society or any other place. According to the feminist perspective, women, are the same as men, therefore, they have a right to equal treatment (Hughes 2002). Feminist theory encourages women to assume autonomy in their roles as daughters, wives and mothers. Through the feminist approach, the study will address the position of women in the society and also highlight the influence of tradition and culture in limiting women's participation in agricultural related activities, as the approach prescribes that all members' society be treated equally with respect and dignity, and that equal distribution of resources be practiced.

2.7.2 A Peoples- Centered Development Approach Theory

According to Davids *et al* (2005), people-centered development is defined as a process by which members of a society increase personal and institutional capacities to mobilize and manage resources to produce sustainable and justly distributed improvements in their quality of life. A "People - centered approach" is based on people's participation, sustainability, social learning and empowerment. Participation is a complex and ongoing process through which people are enabled to exercise varying degrees of influence over developmental related activities that affect their lives. The People- centered developmental approach is aimed at

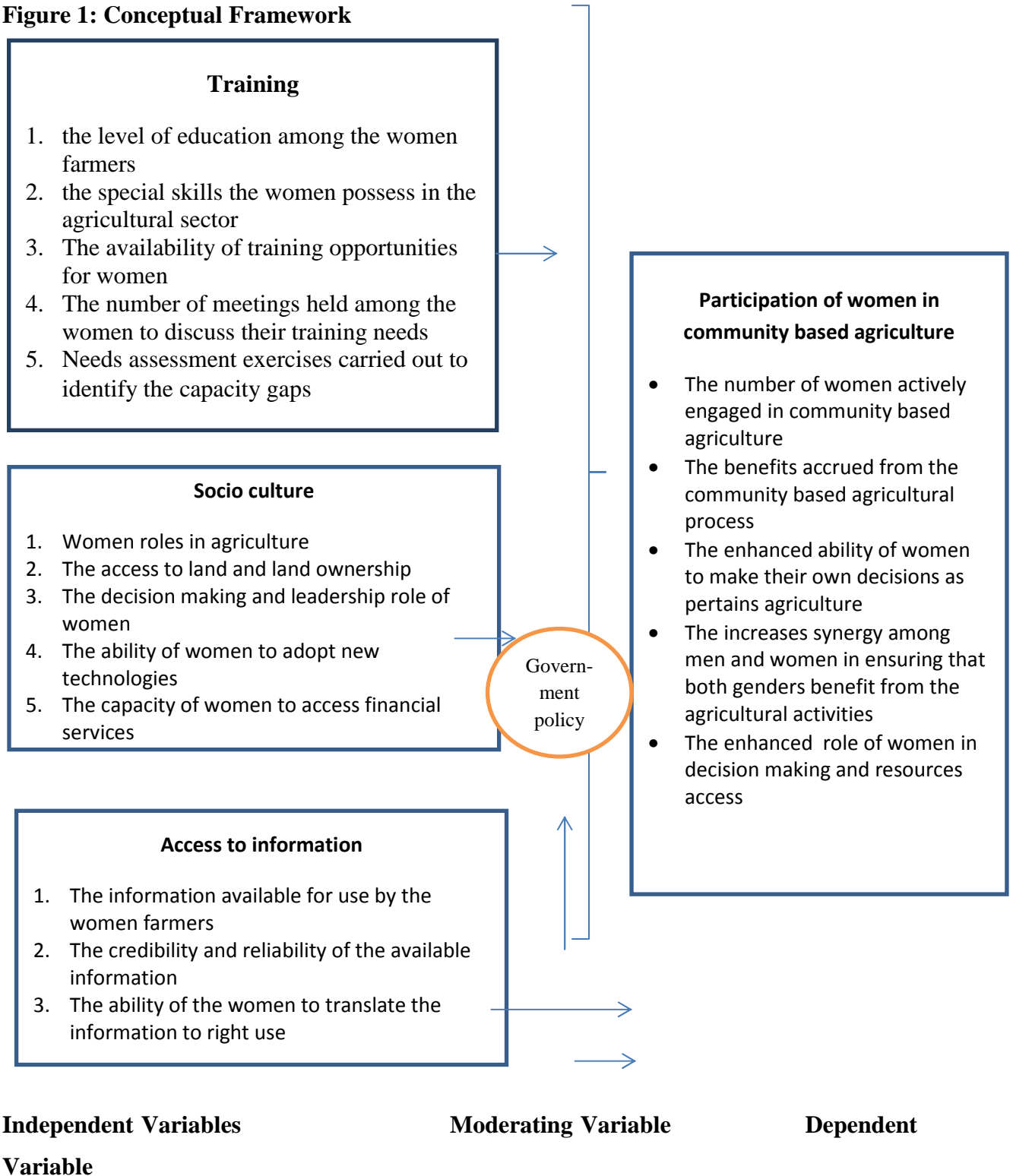
encouraging communities to be responsible for their own development, control their own resources, have access to relevant information, have the means to hold government officials accountable for the services they render within the community and participate in the development process (Coetzee and Graaff, 1996). The approach also strongly encourages small-scale community actions such as agricultural projects and community home gardening in order to enhance economic self-reliance and create reliable sources of income. Hence, the approach encourages the participation of the majority of the population, especially women, the youth and the illiterate in the process of development (Coetzee and Graaff, 1996).

The theoretical base that reinforces the study puts emphasis on people taking the initiative to participate in activities that will enhance their development. It encourages people, especially women, to make their own decisions and promotes access to development related resources that are needed to enhance their development activities. The participation of women in agriculture related activities at Nyamira Township will lead to personal enrichment, self-sustenance, independence and community and economic development. The People centered developmental approach encourages a hands-on approach to the people's developmental process.

2.8 Conceptual Framework

The conceptual framework is the schematic diagram which shows the variables included in the study (Urco 2009).

Figure 1: Conceptual Framework



The study adopted a conceptual framework (Figure 2.1) that had the following independent variables; training, socio culture and access to information. Women participation was the dependent Variable.

A conceptual framework expresses the relationship between variables considered important in a study. According to Mugenda (2003) a conceptual framework positions the researcher's perception about the study by presenting a relationship on how the researcher brings out the study subjects. The relationship between the research study dependent and independent variables have been presented on the figure 2.1 above. It indicates the independent, dependent and moderating variables. The independent variables have a direct influence on the dependent variables. In other words, the dependent variable is influenced by the independent variables and thus relies on them for its fruition.

2.9 Knowledge Gap

The important information gaps identified in the literature reviewed included:

Gender goes beyond “women’s studies” because it is impossible to fully understand the roles and level of involvement of women in different activities without considering them in relation to those of men. Russo et al. (1989) stated that gender is a socioeconomic variable analyzing roles, responsibilities, constraints and opportunities of the people, both men and women. Therefore,

Future research should focus on dichotomizing roles, responsibilities, constraints and opportunities of both sexes from the conceptualization stage of research studies. Once information in research and data reporting are presented along male- and female-headed household formats, it is believed that justice has been done to gender dimensions and this is not the case. This format of reporting disregards the specific roles, responsibilities and tasks carried out by different gender categories. Proactive action in educating the women folk of the opportunities for them in the agriculture sector has been overlooked, the past research has too much focus on the challenges inhibiting women and little has been done to find lasting solution to the existing quagmire. There is need to extensively document and collate available and future gender research in the various components covered in this literature review such that the studies are made available on a specific website where they can be easily accessible.

2.10 Summary of Literature Review

Access to new forms of resources is a key empowerment strategy that will reduce and consequently eliminate gender deprivation and discrimination of women in the agricultural sector. Policies that seek to address the gender dimensions of poverty and to tackle gender discrimination in society have an important role to play in this process of change as they can help to expand the range of possibilities available to women and men. Women have the potential of increasing agricultural production given the population involved in farming and the roles they play in the production process. However, to achieve this, women need to be empowered through education and the provision of appropriate technology that is gender sensitive. The need to strengthen women with appropriate technological support as well as a capital base for the establishment of cottage industries cannot be over emphasized.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the research design, target population, sample size, sampling procedure, data collection tools and their administration and procedure for data collection analysis procedure.

3.2 Research design

According to Mugenda and Mugenda (2003) a research design is the conceptual structure within which research is conducted. Descriptive survey research design was used to investigate the factors influencing participation of women in community based agricultural projects in Nyamira Township Ward, Nyamira County. According to Mugenda and Mugenda (2003) descriptive research determines and reports the way things are. Descriptive survey research design is restricted to fact finding and may result in the formulation of important principles of knowledge and solutions to significant problems. It is more than collection of data and it involves measure, classification, analysis and interpretation.(Kothari, 2008).

3,3 Target Population

Mugenda and Mugenda, (2003), explains that the population should have some observable characteristics which the researcher generalizes the results of the study. The population should fit a certain specification, which the researcher is studying and the population should be homogenous. The target population for this study was comprised of 102 groups of the registered womenfolk in the Agricultural Sector Development Support Programme – ASDSP engaged in community based agriculture in Nyamira Township ward. Each group consisted of 13 to 20 members. 30 groups were sampled of the total number of ASDSP groups in Nyamira Township population constituting of 404 respondents.

3.4.1 Sample size

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). It was however agreed that the larger the sample the smaller the sampling error. Mugenda and Mugenda (2003), recommends that a 10%-30% of the target population as adequate for educational research. Therefore, from the 102 groups of the target population 30 groups were selected representing a 30%. Using simple random sampling the respondents were selected.

3.4.2 Sampling Technique

Sampling is a procedure a researcher uses to gather the sample size. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). The sampling frame was drawn of registered women groups and selected government officials. Ngechu (2004) underscores the importance of selecting a representative sample through making a sampling frame. Kothari (1999) noted that an optimum sample is the one that fulfils the requirements of efficiency, representativeness, reliability and flexibility. Stratified sampling, Simple random sampling and Purposive sampling was used in sampling the participating groups. The researcher obtained a list of all the groups in Nyamira township ward under the ASDSP Programme. After getting the total number of groups that have participated with Agricultural Sector Development Support Programme – ASDSP, the researcher divided the group into three strata comprising of value chains under support within in the ward that included the dairy, banana and vegetables value chains and randomly selected groups in each stratum without replacement. The respondents were then picked from the members of the randomly selected strata from the target population. A purposive sample of three government officials from the Ministry of Agriculture and Agricultural Sector Development Support Programme – ASDSP in the county was carried out.

3.5 Data collection Instrument

This study used a structured questionnaire to gather data from the respondents. The questionnaire had both open – ended and close – ended questions. The questionnaire obtained vital information about how the group members engage with the ASDSP programme.

The questionnaire was divided into 4 sections. Section A sought to establish demographic information from the respondents, section B dealt with how trainings determined the success of community based agriculture in Nyamira township ward. Section C covered on socio cultural factors determined the participation of women in community based agriculture. Section D covered how education and hence literacy levels affected the performance in community based agriculture. Finally section E covered the purposefully selected government official overseeing the various community agricultural practices. Questionnaires are very important in gathering important information from a large number of people.

3.5.1 Validity of the instrument

Researchers Mugenda and Mugenda 2003) argue that validity is the degree to which results obtained from the analysis of data actually represent the phenomenon of study. Content validity was used to examine the validity of the questionnaire. This was done by getting an opinion from the supervisor on the content of the questionnaire, if the questionnaire was able to answer questions relating to all the variables in the study. A pilot test was conducted to test validity of the questionnaires. This enabled a researcher to test whether questions being posed will give the required responses and gauge on the choice of design of questions asked, finding out whether they were logical, clear and easy to understand. . In order to ensure that the questionnaire was effectively distributed, the researcher did a pilot test and from the feedback, the researcher was able to revise the questions. . The pilot study was carried out on a sampled 10% of the sampled respondents.

3.5.3 Reliability of the Instrument

Reliability refers to the consistency of the scores obtained. The reliability of the instrument was undertaken using the Test–retest method. The questionnaire was issued to the same respondents two times. After the first administrations of the questionnaire, the researcher waited for two weeks to elapse before administering the same questionnaire to the same respondents. The scores on the two sets of measures were correlated to obtain an estimated coefficient of reliability. The researcher calculated a reliability coefficient to indicate the relationship between the two sets of scores obtained.

3.6 Data collection procedure

The researcher sought permission from the National Commission of Science Technology and Innovation to conduct research. A self–developed questionnaire on the respondents and record any naturally available data was used in this study. The respondents consent was also sought, the research procedure explained, and confidentiality the questionnaires was verified and then assured. The researcher employed the services of two research assistants in the collection of data. The research assistants were trained on research and especially on ethical issues concerning research. The researcher ensured that the research assistants possess vital skills by retraining them. The questionnaires were collected from the respondents by both the researcher and the research assistants after they were filled.

3.7 Data Analysis Methods

The questionnaires were verified and screened for any discrepancies. Thereafter, the data to be collected was coded and edited for the purposes of ensuring comprehensiveness and accuracy of the filled questionnaires. The data was analyzed by the use of the Ms Excel software. Measures of central tendency; mean, median and mode was used during the analysis process.

3.8 Ethical considerations

Ethics has become a cornerstone for conducting effective and meaningful research. As such, the ethical behavior of individual researchers is under unprecedented scrutiny (Best & Kahn, 2006; Field & Behrman, 2004; Trimble & Fisher, 2006). The conducting of research requires not only expertise and diligence, but also honesty and integrity. This is done to recognize and protect the rights of human subjects. To render the study ethical, the rights to self-determination, anonymity, confidentiality and informed consent were observed. Written permission to conduct the research study was obtained from the University of Nairobi.

The subjects were informed of their rights to voluntarily consent or decline to participate, and to withdraw participation at any time without penalty. Subjects were informed about the purpose of the study, the procedures that were to be used to collect the data, and would be assured that there would be no potential risks or costs involved. Anonymity and confidentiality was maintained throughout the study. The researcher avoided any form of dishonesty by recording truthfully the answers of those subjects who could not read or write. The researcher acknowledged all additional sources of information from other scholars.

3.9 Operationalization Table

Table 3.1: Operationalization Table

VARIABLES	INDICATORS	INSTRUMENT	MEASUREMENT	DATA ANALYSIS
Influence of Training	<ol style="list-style-type: none"> 1. the level of education among the women farmers 2. the special skills the women possess in the agricultural sector 3. The availability of training opportunities for women 4. The number of meetings held among the women to discuss their training needs 	Questionnaire	<p>Nominal</p> <p>Ordinal</p>	<p>Quantitative</p> <p>Qualitative</p> <p>Descriptive</p>
Influence of Information access	<ol style="list-style-type: none"> 1. The information available for use by the women farmers 2. The credibility and reliability of the available information 3. The ability of the women to translate the information to right use 	<p>Questionnaires</p> <p>Interviews</p>	<p>Nominal</p> <p>ordinal</p>	<p>Qualitative</p> <p>Quantitative</p>
Influence of socio culture	<ol style="list-style-type: none"> 1. Women roles in agriculture 2. The access to land and 	<p>Questionnaire</p> <p>Interviews</p>	<p>Nominal</p> <p>Ordinal</p>	<p>Quantitative</p> <p>Qualitative</p>

	land ownership 3. The decision making and leadership role of women 4. The ability of women to adopt new technologies 5. The capacity of women to access financial services			Descriptive
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Operationalization of the variables is a technique that helps in establishing relationship that exist between study variables and indicating how such relationships can be measured (Holmann, 2011).

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter is a descriptive analysis of the data that was collected from the targeted respondents comprising of the women groups engaging in community-based agriculture in Nyamira Township Ward. Descriptive technique was used to organize, summarize and interpret quantitative information. Data was presented in form of frequency tables. This presentation is based on the questionnaire that was administered.

4.2 Questionnaire Return Rates

The study targeted 404 members from 30 community groups spread out in Nyamira township ward. However out of the 404 respondents targeted 390 responded which represented a 96% response rate. There is no standard for an acceptable response rate, but published opinion indicates that below 80%, bias is likely to occur and a response rate below 60 is “barely unacceptable” this means a high return rate was acceptable. It was also possible to obtain high response rate by personally presenting most of the questionnaires to the respondents.

4.3 Demographics of the Respondents

This section looked at the personal information of the respondents which included their gender, education level, length of period in groups and the age group of the respondents.

4.3.1 Gender of the Respondents

The first item of the questionnaire was to determine the gender of the respondents. The sampled respondents were asked to indicate their gender and data was analyzed and tabulated as in Table

Table 4. 2: Gender of Respondents

Gender	Frequency	Percent
MALE	90	26
FEMALE	300	74
Total	390	100

The results indicated in Table 4.1 showed that most of the respondents 300 (74%) were females while the male respondents were 90 (26 %.). Most of the groups comprised of more females than males but also there were some groups which were predominantly female. This implied that in community based farming where people have to work together females was more inclined to enhance their socio economic power in a collective venture than the males.

4.3.2 Level of Education of Respondents

The researcher was interested in knowing the level of education of the sampled group members so that general information on the level of education of group members would be determined. Respondents were asked to indicate their education level and the results were as tabulated in

Table4. 3: Distribution of education level of respondents

Education level of respondents	Frequency	Percent
Primary	74	18
Secondary	180	46
College	120	32
Graduate	20	5
Total	390	100

From the results indicated in table 4.2 the majority of the respondents 330 (82%) of the respondents had achieved secondary education and above, 46 % indicated having reached up to secondary level, 31% college level while 5% indicated having achieved university education. Only 18% of the respondents had studied up to primary level.

4.3.3 Period of Time as a Group Member

The researcher intended to know respondents who had more than one year in their respective groups since they were able to have sufficient information about the ASDSP program me. Respondents were therefore told to indicate the period of time they had been members of their groups and the findings were as indicated in Table 4.3.

Table 4.4: Distribution of time of respondent as a member of youth group

Duration as a group member	Frequency	Percent
Less than 1 Year	60	15
1 -3Years	240	60
More Than 3 Years	90	25
Total	390	100

From the results indicated in Table 4.3 most of the respondents 330 (85%) of the total respondents indicated that they had been members of their youth group for a period of more than 1 year, only 60 (15%) had been together for a period of less than 1 year. The period of time that the group had been together was necessary since it would be easy to find out whether ASDSP programmes had any influence on the community based agriculture activities. These findings meant that the researcher would be targeting the right and intended group of respondents.

4.3.4 Value chain option of the respondents

Among the three value chains consisting of banana, local vegetables and dairy; 234 respondent (62 %) engaged in local vegetables while the rest, 78 respondents (20%) engaged in banana and the remaining 78 respondents (18%) engaged in Dairy farming value chain.

Table 4.5: Value chain of the respondents

Value chain	Frequency	Percent
Local vegetables	234	62
Banana	78	20
Dairy	70	18
Total	390	100

4.3.5 Age Group of the Respondents.

This is where researcher wanted to know the majority age group of the respondents. This was necessary since farm work requires lots of physical energy and its pertinent to find out the

age bracket of the group members as it would also influence the success of the agricultural activities being carried out. The respondents indicated their age groups and the results were as analyzed in Table 4.4.

Table 4.6: Age distribution of respondents

Age group of respondents	Frequency	Percent
Less Than 18 Years	24	5
18 - 35 Years	325	83
Above 35 years	45	12
Total	390	100

From the results indicated in Table 4.4 it showed that the majority of the respondents 325(83 %) of the respondents were between 18 and 35 years age group. The researcher targeted this age group since they are at the peak of their productivity. However 45 (12%) were above 35years.

4.3.6 Beneficiary of ASDSP programmes

Over three quarters (82.0%) were beneficiaries of the ASDSP programmes in terms of training, value addition exercise and marketing of their products. 18% were yet to directly benefit from the programmes as they had recently joined the groups.

4.4 Training

This study sought to establish whether the performance of the community based agriculture influenced by various skills acquired during the trainings offered by the ASDSP programmes and other partners in Nyamira Township ward, Nyamira North Sub County. Trainings were measured in various ways. First, was the preferred training packages engaged by the groups, professional training of the respondents and the training frequency.

4.4.1 Preferred training package of the respondents

The researcher wanted to know of the most appropriate training package to the targeted respondents that they preferred and the results are indicated in the Table 4.5

Table 4.7: Preferred training package

Training package	Frequency	Percentage
Formal	50	14
Informal	30	7
Experience	10	3
Seminars	225	57
Others	75	19
Total	390	100

A greater majority 57% preferred seminars this was mostly attributed to the allowances that accompany these trainings and the change of environment, 19% of the respondents preferred other forms of training mostly extension service majorly due to the age factor.

4.4.3 Training frequency of the respondents

The researcher sought to know the training frequency of the groups and how it might influence performance of community based agriculture in Nyamira Township; the results are as shown in the table 8;

Table 4.8: Training frequency of respondents

Training frequency	Frequency	Percentage
Very frequently	85	21
Frequently	190	50
Less frequently	115	29
Total	390	100

Respondents said that ASDSP officers thus benefiting from the programme offered them training frequently 50% and other supportive activities. This engaged them and in turn helped

them sharpen their skills and gain knowledge on the ever changing factors of production and business orientations. In addition, most training took between one to three days intimating it was intensive and well detailed.

4.4.4 Rating of groups strength and capacity as a resource

Table 4.9: Ratings of group strength and capacity as a resource

Options	Frequency	percentage
Very high	27	7
High	152	39
Fair	199	51
Low	12	3
Very low	0	0
Total	390	100

Half of the respondents felt that the capacity of the group was a resource that was of fair strength implying a lot needed to be done as far as enhancing their capacity was concerned. Only a meager 3% felt the group strength was very low. The respondents' ability to score against the various options rating the group strength and capacity was a clear indication of their perception of resource gaps. 85% of the respondents', 332 in total, felt that the groups are very much aware of the resource gap.

Through the ASDSP, a need assessment exercise has been conducted which focused on the group needs and was carried out in one meeting for all the members under all the value chains. 32% of the respondents' were land owners, being mainly of the male gender while the remaining 68 % were farming on family land that wasn't under their name. The group member had not solicited for any additional support of monetary nature or capacity building from any other organization a factor attributed to lack of information of any other existing organization that has the farmers interests as part of their objectives.

The respondents were of the opinion that addressing the resource gaps that would include creating trade links, conflict resolution, negotiation skills among others would enhance the performance of community based agriculture.

4.5 Access to information

Here the research sought to know how the group members got information on the existence of ASDSP and the impact and level of awareness enabled through the functions of the government sponsored programme.

4.5.1 Preferred medium of information dissemination

Here the research sought to know how the group members got information on the existence of ASDSP, how the groups keep minutes and monitor spending do decision making within the group. The researcher was also interested in knowing what impact and level of awareness enabled the functioning of the government sponsored programmes. The respondents were asked to indicate their medium of information. This is indicated in Table 4.8

Table4. 10: Medium of awareness by the respondents

Medium	Frequency	percentage
Newspapers	47	12
TV/ Radio	249	64
Social media	66	17
Others	28	7
Total	390	100

Most of the group members heard about the government programs through radio and TV (64%) followed by those who first heard through social media (17%), newspapers (12%) and 7% through others respectively.

Majority of the respondents, 327 in number of a percentage of 84% had sort services from the ASDSP offices while the rest, 63 respondents', (16%) were yet to access the office premises of the ASDSP mainly due to ignorance and having no pressing need to be attended to. This in turn informed the level of satisfaction where majority of the members were satisfied or neutral with regards to excitement of having the programme within their radius of reach as the frequency of access was a feasible option to most of the respondents, if and when need arose.

4.5.2 Information distribution within the group

Here the research sought to know how the group members got information on the existence of ASDSP services and events around the group members. The respondents were asked to indicate as follows in table 10;

Table 4.11: Information distribution within group

Option	Frequency	percentage
Select committee	47	12
General group	343	88
Email	0	0
Total	390	100

As evidenced by the findings the groups were still very informal and most information went round the group members through the general groups' communication conduits. The committees were inexistence among the groups but were not as active in most groups. It was apparent that technology is not embraced among the groups as no information was distributed through emails a factor that could be attributed to the literacy levels of the group members and the access to computers.

The respondents alluded to the age old saying of the fact that information is power and it was imperative to their efforts to enhance their farming practices in the value chains identified and facilitated by the ASDSP. This summed up a majority of their opinions on access to available information.

4.6 Socio Culture

This study sought to establish whether the performance of the groups is influenced by the existing socio culture practices in existence. This was measured by the respondents' perception of existing practices on whether they serve as a thrust or a pullback factor to development of the community based agriculture. Factors such as decision making and access to credit were assessed.

4.6.1 Ratings for decision making role in a household level concerning community based agriculture practice

Table 4.12: Ratings of decision making role

Option	Frequency	percentage
Satisfied	102	26
Neutral	167	43
Not satisfied	121	31
Total	390	100

The findings from the research showed that most respondents' were neutral in as far as decision making was concerned but a substantial 31%, 121 of the respondents were not satisfied. Majority of who were women. 26% were satisfied with their decision-making role.

61 % of the respondents were of the opinion that participation in decision making has an influence in the levels of performance in community based agriculture since as they would have a role in not only deciding of the farm product but also on the management of the farm output.

4.7.2 Ratings for access of credits for farming activity

Option	Frequency	percentage
Easy	121	31
Difficult	242	62
Not sure	27	7
Total	390	100

The findings from the research showed that most respondents' described the access to credit conditions as difficult since most money lending institutions' demanded for collateral such as land before processing the credits requested for. Other cited the rigorous procedure of being vetted worthy of a access to credit that involved valuation of ones property as intrusive and

cumbersome. Most women respondents cited the fact that most of them are not registered land owners prove to be the almost insurmountable hurdle in accessing credit facilities. Nonetheless a significant 31% were of the opinion that the conditions of accessing credits for farming was easy a fact that was attributed to their educational levels and a majority were land owners. 7% of the respondents' were not sure of the conditions, and in as much as this figure can be viewed in negative light and blame their ignorance, it's worth noting the number is a small percentage of the sampled target population meaning most of the respondents' were enlightened on credit services. Some members of the groups had been excluded from accessing credits due to factors such as lack of collateral, bad precedence of paying back loans and the long process of applying for credit that was riddled with lots of paper work.

To empower the woman to promote community based agriculture, the respondents were of the opinion that the women needed to be trained more on various forms of profitable agriculture and have a change in mindset that alludes to the fact that the aim of farming is to feed ones household. There is need for training to sharpen their business and negotiation skills to get the best bargain for their products. They felt their business linkages were limited and would wish to access more local and the regional markets as well.

The women need to be empowered to develop a saving culture that will do away with the bottleneck of not having collateral when in need for credit service.

4.7. Government Officials

The officials sampled here were the Environment and social liaison officer - ASDSP, Sub county agricultural officer and the ward extension officer, Nyamira Town ship. They were all males and had relevant university education and training according to job and designation.

From their response, majority of the women are in the local vegetables and banana value chain, with few women engaging in the dairy value chain. In total there are approximately 780 women in the existing groups who directly benefit from the ASDSP.

Although the programme has been highly successful in the county, no success stories are documented from Nyamira township ward as yet. The biggest challenge women engaging in community based agriculture face was identified as access to credit services that was deemed as a very tedious process with stringent terms of offer. This has led to most women having fear of accessing credit even when it's openly available for offer.

The programme endears in enhancing the capacity of women to increase their numbers in the value chain groups and promote socio economic development. This is done by providing various trainings through extension services aimed at giving the farmers the most productive options of farming to engage in. In addition they give quality seedlings to the women farmers and conduct continuous monitoring on the same. Additionally, before the programme commenced a baseline survey was conducted to ascertain the status quo of the farming household and in case of any impediments once the programme kick starts a needs assessment is done to identify the impediments and formulate a way forward. Of worthy note was that the programme adopted a value chain approach that seeks to make a thorough follow up of the programme activities from the initial stages to the consumption stage.

The programme has adopted information technology by having E- extension software that links all information for easy access by the field extension officers. The officers are provided with laptops, modems and smartphones. Although the same technology is yet to reach the farmers, it's a positive step towards embracing information technology among the farming folks.

To enhance the decision making of women in CBA, the programme provides credible information and training to the women. They also offer advice on the way forward in cases where it's a challenge to convince the men, who are the prime decision makers in homesteads on which are the right communication channels and offer linkages to other pertinent offices to be visited.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of findings, conclusions drawn from the study and the recommendations for policy and practice as well as recommendations for further research.

5.2 Summary of findings

The research found that the factors researched upon influenced women participation in community based agriculture thus the general objective of the study was realized.

5.2.1 Objective one: Training and the participation of women in CBA

The study established that training influences women participation in community based agriculture. Exposure to new ways of operation and management gives the farming groups an edge in matters farming. Additionally, once the women are trained their skills are enhanced and more importantly their confidence in self and their inherent potential is harnessed. In a patriarchal community like that of Nyamira Township, the women are not vocal in decision making; they remain passive parties to the decisions made by the men on their behalf. Few women are owners of land hence indifference in the decision making process. This study confirms the theoretical framework approach reviewed of Feminist theory whereby radical feminism of perpetuating male dominance is in existence making the male's perspective and contributions to be considered more valuable, resulting in the silencing and marginalization of the woman. Training gives the women a voice and a scope of influence in community based agriculture. A needs assessment of the resource gaps that groups have is imperative to its advancement at all levels. In the course of empowering women in community based agriculture is of great importance to ensure that they understand their current capacities and can be able to decipher their weak points that need improvement. Access to credible information and the ability of women farmers to be asset holders were identified as key components to resource mobilization. In Nyamira township a significant high number of women do not own land thereby limiting their ability to access credit facilities and be part of the decision making team. This serve as a demerit in attaining adequate resources needed to enhance participation of women in community based agriculture.

5.2.2 Objective two: Socio cultural practices and participation of women in CBA projects

The study established that socio culture influences the participation of women in community-based agriculture. A majority of women in Nyamira Township have a passive role in decision making in the community based agriculture facet. Because they mostly are not owners of any capital assets such as land, they rely on the men in their lives to make pertinent decisions such as the type of value chain to engage in, the management of income earned and the access to credit facilities. In addition the level of education had a significant influence on the ability of the woman to be able to over pass the cultural bottlenecks and make credible decisions pertaining community based agriculture.

5.2.3 Objective three: Access to information and participation of women in CBA projects

The study established that access to information has an influence on the participation of women in community based agricultural projects in Nyamira County. Majority of the farmers were made aware of the ASDSP programme through the radio/ television media and the information travelled widely through the word of mouth within their constituent groups grapevine. It is through the shared information that the women and other group members of the opposite gender are able to base their decisions upon, hence the need for credible and timely dissemination of information.

5.3 Conclusions of the study

The study concludes that the factors (training, socio culture and access to information) influence women participation in community based agriculture in Nyamira township ward. The socio cultural practices fairly hinder progressive development of women in the agriculture sector as they limit their scope of influence by denying them a role in decision making and resulting the women to be a complacent lot about their predicaments. They become passive parties in addressing issues that directly affect them in their scope of work to not only feed their households but sustain their livelihoods.

Women have a limited access to the capital assets such as land thereby making it an almost insurmountable task to access credit facilities that require collateral. This inhibits development and makes women who ironically provide most labor to be dependent of the owners of the assets. Information of the various opportunities' for development in community

based agriculture offered by ASDSP is paramount to empowering the women and enhancing their role in food security and socio economic development.

The capacity of women to grasp the information shared and translate it into profits is a resource that should not be underappreciated. The education levels of the women involved in community based agriculture is a determinant on their level of influence on decisions made. ASDSP has brought a wave of change in the farming sector in Nyamira Township ward by introducing the three value chains namely; banana, local vegetables and dairy farming that are transforming the livelihoods of both men and women in the County. The study has a special focus on women since it sought to understand their challenges and their motivations to keep going in the face of the impediments they face. Women ought to be empowered to proactively participate in community based agriculture not as merely labor providers but as active participants in identifying and addressing the hurdles they face while engaging in community based agriculture and engage ASDSP in further making their agricultural ventures more productive and fulfilling.

Government need not only to advocate but also to legislate and demonstrate gender mainstreaming in national and local governance. Government action should ensure that legislation does not discriminate against women in areas such as decision making, wages and property ownership.

5.4 Recommendations of the study

The study recommends the following based on the findings and conclusions;

A more deliberate and organized pattern of information dissemination on the ASDSP program should be sought so that farmers are able to share good practices both within and without their groups. Information technology ought to be embraced in managing and disseminating information among the groups and more the women as it will create a wider scope of reach especially by use of mobile phones.

Meetings, workshops, open forums, seminars should be used as avenues of transferring knowledge and information because it is in these avenues that knowledge can be shared to many people at the shortest time possible. It is imperative that officers use of technology in such meetings instant recording and distribution of information that emerges from such sessions.

The needs assessment exercises ought to be conducted more often to be able to proactively and more often address the resource gaps the various groups face hence be create the capacity among the women engaging in community-based agriculture to be able to address the identified gaps in collaboration with the ASDSP team.

Socio cultural practices that act as barriers for women to be able to engage in community based agriculture should be eliminated by educating the women and enhancing their capacity to make key decisions in their agricultural ventures. This is only possible through circumventing bottlenecks such as land ownership by cultivating a saving culture and embracing asset acquisition. Additionally, the girl child should be encouraged to pursue higher education to enable her to be a decision maker by her own right.

5.5 Suggestions for Further Study

This work may serve as a basis for further studied in women participation in community based agriculture. The study focused on various factors influencing women, further studies can be done on the role of men in promoting participation of women in community based agriculture and the level influence such a move would have in community based agriculture. Moreover, the study was limited to trainings, socio culture and access to information influence on community based agriculture. More variables can be incorporated in the model.

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APPENDICES

APPENDIX I: TRANSMITTAL LETTER

THE RESPONDENTS

NYAMIRA TOWNSHIP WARD
P.O. BOX 23 - 40500
NYAMIRA COUNTY
KENYA

Dear Sir/Madam

REF: COLLECTION OF DATA

I am student at the University of Nairobi pursuing a Master's Degree course in Project Planning and Management. I'm currently undertaking a research project on **FACTORS INFLUENCING PARTICIPATION OF WOMEN IN COMMUNITY BASED AGRICULTURAL PROJECTS IN NYAMIRA COUNTY; A CASE STUDY OF AGRICULTURAL SECTOR DEVELOPMENT SUPPORT PROGRAMME – ASDSP PROJECT IN NYAMIRA TOWNSHIP WARD**, which is a requirement so that I can be awarded my master's degree. You have been selected to participate in this study, as your views are considered important to this survey. Participation in this survey is voluntary and the information provided will be treated with utmost confidentiality and will only be used for the purpose of this survey only.

I am therefore seeking your assistance in filling the questionnaire attached; please give as honest an answer as possible and all the information will only be used for academic purposes only.

Thanks in advance

Yours faithfully

Anne Gateru

APPENDIX II: QUESTIONNAIRE

SECTION A: PERSONAL INFORMATION

1.1 Name of Respondent:
(Optional).....

1.2 Gender of Respondent Male [] Female []

1.4 What is your highest level of education?

Primary [] Secondary [] College/Institute Training [] Graduate []

Others
(Specify).....

1.5 How long have you been a group member?

Less than 1 year [] 1-3 years [] More than 3 years []

1.5 What value chain do you engage in?

Banana [] Local Vegetables [] Dairy []

1.6 Age of Respondents

Below 18 years [] Between 18- 35 years [] Above 35years []

1.8 a) Has your group benefitted from Agricultural Sector Development Support Programme ?

Yes [] No []

b) If yes, how?
.....
.....
.....

SECTION B: TRAINING

2.0 What is your position in the group?

Chairperson [] Secretary [] Treasury [] Member []

2.1 How frequently is your group trained to keep up with the changing market?

Very frequently [] Frequently [] less frequently []

Others

specify.....
.....
.....
.....
.....

2.3 What would be your preferred form of training package?

Formal [] Informal [] Experience [] Workshops and seminars []

Others

specify.....

2.4 In your own opinion explain the influence of training on community based agriculture

.....
.....
.....
.....
.....

2.5. How do you rate the group strength and capacity as a resource?

Very high [] High [] Fair [] Low [] Very low []

2.6. To what extent do you think the group is aware of their resource gaps?

Very high [] High [] Low [] Very Low []

2.7. Have you ever been visited by any official the ASDSP programme to carry out any needs assessment on the group?

Yes [] No []

2.8. If yes, how many times per year?

Once [] Twice [] more than thrice [] Not at all []

2.9. Are you a Land owner?

Yes [] No []

SECTION C: ACCESS TO INFORMATION

3.0 How did you become aware of Agricultural Sector Development Support Programme?

Newspaper [] Television /Radio [] Social media []

Others.....
.....
.....
.....

3. 1 How many times have you sort services from Agricultural Sector Development Support Programme?

Once [] more than once [] Never []

3.2 How do you rate the level of satisfaction of the group activities with the Agricultural Sector Development Support Programme?

Very Satisfied [] Satisfied [] Neutral [] Dissatisfied [] Very Dissatisfied []

3.3 How do you distribute information accessed within the group?

Select committee [] General group [] Email []

Others.....
.....
.....

3.4 In your own opinion how does access to information influence the performance of the community based agriculture?

.....
.....
.....
.....

SECTION D: SOCIO CULTURE

4.0. Are you satisfied by the level of decision making you have in your house hold as concerns the community based agriculture?

Satisfied [] Neutral [] Not satisfied []

4.1 In your opinion, do you think your participation in decision making influences the performance of community based agriculture?

Yes [] No []

If YES how?

.....
.....
.....

4.4 Describe the conditions for accessing credit for your farming activities

Easy [] Difficult [] Not sure []

4.5 Have you or a member of the group been excluded from accessing credit services for farming activities?

YES [] NO []

4.6 What challenges did they encounter?

- (i)
- (ii).....
- (iii)

4.7 What would you like to be improved to empower the woman to promote community based agriculture?

- (i)
- (ii)
- (iii)

SECTION E: Questionnaires for government officers enhancing community based agriculture in Nyamira Township ward, Nyamira County.

1. Name of official.....
2. Designation/title.....
3. Gender respondent male [] female []
4. Highest level of education.....
5. Professional training
6. How many women participate in community based agriculture and is a part of your groups?
7. How many success stories do you have in community based agriculture practice that has enhanced women empowerment in Nyamira township ward.....
.....
8. What challenges do the women face in carrying out community based agriculture?.....
9. Do you enhance the capacity of women to promote community based agriculture?
YES [] NO []
10. Have you embraced any information technology measures in disseminating information to the farmers?
11. What are the legislative measures that have been put by the government in empowering women in community based agriculture?
12. According to your opinion, what can be done to enhance the role of women in decision making as far as community based agriculture is concerned?.....
.....
.....

Thank you for your cooperation