

**FACTORS INFLUENCING WOMEN PARTICIPATION IN THE
IMPLEMENTATION OF PEACE BUILDING STRATEGIES: A
CASE OF UASIN GISHU COUNTY, KENYA**

BY

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DECLARATION

This research project report is my original work and has not been presented anywhere for any academic award in any other University.

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This research project report has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

This research project report is dedicated to my three children; Beryl Wambere Muriuki; Ernest Kaara Muriuki and Precious Wangechi Muriuki who cheered me on as we studied together during my course work. To my best friend Nderitu Mwangi whose prayers and moral support kept me grounded even when the going got tough.

My sincere gratitude to you all and God's blessings

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LIST OF ABBREVIATIONS & ACRONYMS

BP	Besieged Populations
CBO	Community Based Organizations
ECOWAS	European Union, African Union and Economic Community of West African States
IDPs	Internally Displaced Persons
KNAP	Kenya's National Action Plan
NGO	Non-Governmental Organization
NSC	National Steering Committee
PEV	Post-Election Violence
SALW	Small Arms and Light Weapons
SPSS	Statistical Package for Social Science
UN	United Nations
UNSC	United Nations Security Council
WAFF	Women Associated With Fighting Forces

ABSTRACT

Kenya has been prone to both internal and external threats to peace and security. Internally the country has been prone to intermittent ethnic clashes, particularly, among agro-pastoralist communities living in extreme deprivation in the marginal areas. In the past, Kenya has faced numerous threats to its national security and stability. These challenges have become increasingly sophisticated and complex with time. The resulting conflicts range from internal disputes between and within different groups, to cross border confrontations with groups from neighboring countries. The purpose of this study was to determine the factors influencing women participation in the implementation of peace building strategies in Uasin Gishu County in Kenya with a special focus to the United Nations Security Council 1325. A descriptive research was used to enable the researcher to meet the objectives of the study. This study targeted women groups, CBO's and NGOs working in Uasin Gishu County. Data was collected through questionnaires and interview schedule. The analysis involved the use of qualitative and quantitative data analysis techniques. The study revealed that lack of resources among women seriously undermines their peace efforts. Women's desire to participate in peace building is bedecked by slow entrenchment and lack of full implementation due to partly discriminatory practices in traditions, cultures and policies. Lack of education and access to information negatively affected women participation in sustainable peace building. Cultural practices such as women's role of bearing children; gender insensitive approaches to peace building, association of women with domestic spheres among others negated women involvement in sustainable peace building. The study concludes that women with high levels of education and those well positioned economically are more likely to participate in peace building strategies. Cultural practices such as women's role of bearing children, male chauvinism, domestic spheres among others impeded women involvement in sustainable peace building. The study recommends that social and economic development should be encouraged to secure the participation of women as equal partners with men in peace building. Literacy programs should also be offered for couples to encourage women's participation in building sphere. Women's organizations and civil societies should promote strong and sustainable peace networks at the rural and community level. Current women's networks predominantly operate in urban settings and greater efforts must be taken to access rural and community-based women organizations. Women organizations and civil society must develop the skills and technical expertise of women to operate in the peace and human security sectors and ensure that women's voices are not only heard but also incorporated into peace programs and policies that mandate gender mainstreaming within the peace and security structures in the society.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Kenya has been prone to both internal and external threats to peace and security. Internally the country has been prone to intermittent ethnic clashes, particularly, among agro-pastoralist communities living in extreme deprivation in the marginal areas. There has also been a “link between political affiliations” (Carole Ageng’o Nov 19, 2009). Kenya has also been prone to international terrorism. Due to the different gender roles, these conflicts have differential effects on men and women, girls and boys as well as the community as a whole.

In the past, Kenya has faced numerous threats to its national security and stability. These challenges have become increasingly sophisticated and complex with time. The resulting conflicts range from internal disputes between and within different groups, to cross border confrontations with groups from neighboring countries. These conflicts are either violent or nonviolent and are exacerbated by various factors. The spillover effects from the wider conflict in the Great lakes region and the Horn of Africa has, for instance, adversely affected neighboring communities, similarly complex and interrelated factors that include poor governance, poverty, competition for scarce resources and identity based rivalries have been recorded as push factors for conflict. The violent conflicts are further complicated by easy access to illegal small arms and light weapons (SALW). The proliferation of illicit SALW is felt in gun related crimes, particularly in urban centers and in pastoral conflicts (Carole Ageng’o Nov 19, 2009).

Following the December 2007 elections, Kenya experienced a spate of violent conflicts. This caused extensive damage to the life and property, and led to the displacement of populations either as refugees, internally displaced persons (IDPs) or besieged populations (BP). Beyond the material impact, the post-election violence (PEV) had psychological, physical and emotional repercussions mainly on women, children, youth and elderly. For a stable country like Kenya, this demonstrated that peace and security cannot be taken for granted. Human security is the foundation of good governance, individual and societal welfare and economic development.

The promulgation of Kenya's new constitution in August 2010 therefore marked an important turning point in the country's transition to democracy. Agenda 4 of the resulting peace agreement, which is still being implemented, requires that Kenya address the underlying root causes of violent conflict and outlines wide-ranging actions aimed at achieving democratic governance, equality, national cohesion, and peace. Currently, judicial and security sector reforms are underway. The promulgation of the 2010 Constitution of Kenya was accelerated by the National Reconciliation Act (2008). Following the 2013 general election, a new devolved government and administrative structure anchored on the 2010 constitution has been implemented.

Kenya has made other significant gains in the areas of women, peace and security mainly through the normative level where the country has positioned itself in the relevant legal frameworks and is an active participant in regional and international processes. However full enforcement and effective implementation of the frameworks has created a gap between policy and practice and in effect the existing mechanisms have not been fully effective at the community level where women constitute the largest population (Puechguirbal, 2010).

The role of peace and security in the development of a nation cannot be overstated. In the case of Kenya, how secure the country is, has a direct impact on key factors such as economic growth, tourism and foreign investment. It also ensures that the Government can fulfill its mandate of providing security for its citizens and securing its borders; that is state security. Expanding the traditional notion of 'state security' to include 'human security' means that considerations must be made to place the individual rather than the state at the center of security concerns. Here, socio-economic factors such as access to social services, justice and poverty are taken into consideration.

The United Nations Security Council Resolution 1325 of October 2000 seeks to increase representation of women at all levels in national, regional, international institutions and mechanisms for the prevention, management and resolution of conflicts. It reaffirms the important role that women play in prevention, management and resolution of conflicts and peace building processes. It stresses the need for the equal participation and full involvement of women in peace building and conflict management. The government of Kenya is committed to ensuring the implementation of this resolution. It's against this backdrop that the study sets out to establish factors

influencing the participation of women in conflict resolution strategies in Kenya (Esplen, 2012).

1.2 Statement of the Problem

In recent times a lot has been said, studied and written on women as victims of armed conflict, virtual perpetrators and on the urgent need for their participation in peace processes. The latter continues to be subject of debate, as many believe that women have not been given a meaningful chance to participate in the processes. Literature warns that the majority view of women as victims of violent conflict has obscured their role as active and crucial peace builders. In fact, Boulding (1988) states that for a long time women have been working for peace and picking up the pieces from the conflicts started mainly by men. As such many conflict affected communities have been rebuilt primarily through women's initiatives and labour (Shepherd, 2008).

Nevertheless, understanding and acknowledging women's current participation in peace building strategies is not enough. It's important to establish factors influencing active and effective participation in the implementation of peace building strategies in Uasin Gishu County in Kenya. Unfortunately, this aspect has largely remained unexplored in the research arena. In the case of Uasin Gishu county, specifically Burnt Forest for instance, there is no readily available empirical studies to establish women's participation in conflict resolution strategies. Thus, it's unclear whether women especially those involved in peace initiatives in Uasin Gishu have the skills, are economically empowered and can actively participate in conflict resolution strategies. In order to establish this, this study therefore sought to determine the influence of economic factors on women participation in implementation of peace building strategies. Understanding the nature of socio-cultural factors, skills and changing roles of women influence their participation in peace building strategies in Kenya.

1.3 Purpose of the Study

The purpose of this study was to determine the factors influencing women participation in the implementation of peace building strategies, with reference to the case of Uasin Gishu County in Kenya.

1.4 Objectives of the Study

The objectives of the study are:

1. To determine the influence of economic factors on women participation in implementation of peace building strategies in Uasin Gishu County, Kenya.
2. To establish how socio-cultural factors, influence participation of women in peace building strategies in Uasin Gishu County, Kenya.
3. To evaluate the influence of women skills in their participation in implementation of peace building strategies in Uasin Gishu County, Kenya.
4. To explore how the changing roles of women in peace making influence their participation in peace building strategies in Uasin Gishu County, Kenya.

1.5 Research Questions

The study was guided by the following research questions:

1. How do economic factors influence women participation in the implementation of peace building strategies in Uasin Gishu County?
2. Which socio and cultural conditions influence women participation in implementation of peace building strategies in Uasin Gishu County?
3. What is the influence of skills of women on their participation in implementation of peace building strategies in Uasin Gishu County?
4. How does the changing roles of women in peace making influence their participation in implementation of peace building strategies in Uasin Gishu County?

1.6 Significance of the Study

The study will be significant to the International and National organizations to develop appropriate programmes to respond to the identified needs for peace building strategies. The study would inform the agencies programming in terms of existing gaps and challenges that face women at the cultural, social and economic level hindering their effective participation in peace processes.

The study would also be significant to the Government through the Ministry of State for Provincial Administration and Internal Security in the Office of the President and specifically to the National Steering Committee (NSC). As a multi-agency organization, NSC is mandated with the coordination of all peace related activities in

Kenya. Women changing role in sustainable peace building process cannot be ignored. The study findings and recommendations were expected to inform effective policy changes in Kenya to ensure meaningful participation of women in conflict resolution strategies.

The study was significant in providing insights and laying the groundwork for future research on the inclusion of women in conflict resolution strategies.

1.7 Delimitation of the Study

The study was carried out in Uasin Gishu County. Uasin Gishu County was the most affected during the inter-ethnic violence that faced the country following the 1992 elections violence that erupted in the Burnt Forest. The study identified the role of women during and after the interethnic violence and their engagement in conflict resolution strategies.

1.8 Limitations of the Study

Kenya is due for the next elections in less than a year from now. There is a likelihood of communities and regions that experienced conflict in the past elections relocating ahead of the election for fear of similar attacks. This posed a great limitation to this study.

This period is also characterized by mistrust and this may render the targeted population withholding information for fear of the information being used against them.

1.9 Assumptions of the Study

It is a general assumption that the factors influencing women participation in the implementation of peace building strategies are similar and, thus, the results from the study area in Uasin Gishu County to be generalized for the rest of the country. The study also assumed that the research permits was granted in time, and that the respondents answered the questions honestly without fear or concern over personal safety and security and that there were no major security threat in the county.

1.10 Definition of Significant Terms Used In the Study

Women participation: This is the involvement of women in decision making during peace building through formation of peace groups by ensuring a reduction of the conflict at the family and community level.

Implementation of Peace-building: The implementation of measures to consolidate peaceful relations and create an environment which deters the emergence or escalation of tensions which may lead to conflict. Peace-building is used as ‘an umbrella concept that encompasses not only long-term transformative efforts associated with capacity building, reconciliation, and societal transformation, but also peacemaking and peacekeeping.

Changing roles of women: This is the change in the socially constructed roles in relation to women as having high tendency for social grouping, uniting different families as well as being mobilisers.

Social cultural factors: These are norms which consider women as subordinates and men as their superiors. Some cultural practices place women at a lower position to men and, many a time, should be represented by the man. Some religions also do not allow women to go out in public and they can only communicate through men.

Conflict cycle: The distinct phases a conflict that include pre-conflict, confrontation, crisis, crisis outcome and the post-conflict stage.

Conflict management: Refers to actions undertaken with the main objective of preventing escalation of existing violent conflicts.

Conflict prevention: Any structural or intercessory measures taken to keep intrastate or interstate tension and disputes from escalating. These measures serve to avert the escalation of conflict into violence.

Conflict resolution: A comprehensive term used in conflict management, to describe a state where the deep-rooted sources of conflict are addressed and resolved. This implies that the behaviour is no longer violent, attitudes are no longer hostile, and the structure of the conflict has been changed.

Conflict sensitivity: The understanding of the interaction between an intervention and context, with the aim of acting upon this interaction to avoid negative impacts and maximize positive impacts.

Gender: Socially constructed roles and responsibilities assigned to men and women in a given culture, location and the societal structures that support it. Gender is learned, dynamic and changes over time.

Gender Based Violence: Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women or, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or in private life.” Gender-based violence has become an umbrella term for any harm that is perpetrated against a person’s will, and that results from power inequalities that are based on gender roles. Around the world, gender-based violence almost always has a greater negative impact on women and girls.

Internally displaced persons (IDPs): Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border.”

1.11 Organization of the Study

This study was organized in three chapters. Chapter one deals with the background of the study, statement of the problem, purpose of the study and objectives of the research. It also deals with research questions, significance of the study, assumptions of the study, limitations, delimitations and definition of the significant terms.

Chapter Two consists of literature review related to the factors influencing the implementation of peace building strategies; influence of economic factors, influence of social factors, influence of women skills and changed roles, theoretical and conceptual framework of the study.

Chapter Three includes research methodology which includes research design, target population, sample size, sampling technique, research instruments reliability and validity and procedures for data collection and analysis techniques.

Chapter Four discussed the results, data findings and presentation of the study. Finally chapter Five discussed the findings of the study, the analysis and interpretations of the outcome was discussed and compared to prior research. The chapter also concludes and gives recommendations on the research and suggestions for further study.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study variable. It entails literature on United Nation Security Council Resolution 1325, National Action Plan, Social Factors, Skills of Women, Economic Factors and Changing Role of Women effect on Peace Building Strategies. The section is divided into: empirical review, theoretical review and conceptual framework sections

2.2 United Nation Security Council Resolution 1325

The origins of 1325 lie in the UN world conferences on women and long-term lobbying by women's and civil society organizations concerned with gender, development and conflict. The issue of women, conflict and peace received intense debate at the Third World Conference on Women in Nairobi in 1985. It was, however, only once Boutros Ghali's Agenda for Peace in 1992 had introduced a bottom-up approach of peace building to mainstream conflict resolution (to complement the dominant state-centric, top-down approach of peace making) that women achieved a major breakthrough with the Beijing Platform for Action adopted at the Fourth World Conference on Women in 1995. The Platform emphasized the importance of a gender perspective and women's contributions for sustainable peace building and identified 'the effects of armed or other kinds of conflict on women, including those living under foreign occupation' as one of its twelve major areas of concern and urging governments, international organizations and civil society to take strategic actions (Willett, 2010).

A review of the implementation of the Beijing Platform for Action at the 23rd special session of the General Assembly on 'Women 2000: gender equality, development and peace for the twenty-first century' found that the critical area of concern 'Women and Armed Conflict' had not been sufficiently addressed, let alone implemented. It is from this platform that UNSCR 1325 was passed. UNSCR Resolution 1325 opens with 10 pre-ambular paragraphs referring to broad normative standards embraced by the international community through legal principles, human rights and humanitarian law, as well as previous UN resolutions, declarations and documents, such as the Beijing

Platform for Action, the United Nations Charter, the Windhoek Declaration and the Namibia Plan of Action (Siobhán, 2011).

The resolution covers three main themes. First, the resolution recognizes women's contribution to peace building and conflict resolution and calls for their increased participation at all decision-making levels in national, regional and international conflict prevention and resolution initiatives. Second, it highlights the gendered aspects of war and armed conflict demanding the protection of women's rights, including shielding women and girls from gender-based violence and other violations of international law. Finally, the resolution calls upon local actors, member states, but also the UN system itself, to adopt a gender perspective in peace operations, negotiations and agreements. In terms of its recognition of women's role in peace building and conflict resolution and women's differentiated experiences of war, 1325 appears to build on feminist scholarship and activism (Puechguirbal, 2010)

Action Plans were developed by activists and feminists as a way of gaining traction on SCR 1325 which was and still continues to be under-resourced, slow and ad hoc. They are important in advancing the implementation of women, peace and security concerns because they provide a practical tool through which civil society can hold the state to account on SCR resolutions. They also provide a comprehensive approach to implementation while raising awareness and enhancing ownership among the implementers. Denmark was among the first countries to begin the process in 2005 in Europe. The Cote d' Ivoire, Liberia (2009), Uganda (2008) had the earliest action plans developed in Africa (Pratt & Richter-Devroe, 2011)

Action Plans have been classified in different categories based on the 18 action plans that had been developed by 2009. There are national action plans developed by member states and institutional action plans by intergovernmental organizations such as UN and NATO. Three action plans developed by intergovernmental organizations (European Union, African Union and Economic Community of West African States(ECOWAS) by Barnes (2010), Diop (2010), and Ikpe (2010) respectively were compared to national action plans and the most effectively implemented were those where there was a United Nations Mission in the country such as Liberia (Ogege, 2010).

Kenya National Action Plan (KNAP) is in its final stages of completion and is expected to be launched at the end of 2016 once the host ministry is settled on. The KNAP draft has been developed through a consultative process with stakeholders who included: government ministries responsible for gender, defense and foreign affairs with academics and national and regional civil society groups. Several public debates on the importance of the action plan have been led by the new UN entity for gender equality and the empowerment of women; UN Women in partnership with local CSOs (Ombati, 2015).

Gender Commission supported by the UN Women and the Finnish Embassy in Kenya is currently searching for a ministry to host and resource the KNAP. The Kenyan NAP is unique in that it adopts a human security approach addressing social, economic, political issues around women, peace and security. It recognizes that the root causes of violence in Kenya are based on these political and socio-economic inequalities and not only elections. It is important that this NAP is interrogated during the implementation phase for any lessons that this kind of approach can provide. KNAP appreciates the multiple roles women in Kenya played during the Kenyan peace process known as the Kenya National Dialogue and Reconciliation Process and it seeks to coordinate different actors responsible for its implementation (Ombati, 2015).

2.3 Social Factors influencing participation of women in Peace Building Strategies

Corey Levine's (2011) analysis of women's participation in the Afghan peace process looked at the limited inclusion of women in newly established mechanisms for peace in Afghanistan, including the High Peace Council, the London Conference and the Consultative Peace Jirga. Women in Afghanistan have seen expanding rights on paper, including equality in the Constitution, the National Action Plan for the Women of Afghanistan, and protections under the Elimination of Violence Against Women law. Yet, their access to health and education is still extremely limited and women who are politically active, providing or pursuing an education are under constant threat of physical violence.

Legal set-backs have already occurred (e.g. the Shia Personal Status law and the 2010 Presidential Decree on the Electoral Code, whereby female quotas can be filled by males if no female candidate is available). Not surprisingly, the fear that women's

rights will be sacrificed in peace negotiations with the Taliban is wide-spread. To alleviate these concerns, the Afghan Women's Network has recommended a 25 per cent quota for women on all decision-making bodies related to the Afghan Peace and Reconciliation Program, a gender component to all projects under the program, the inclusion of the Ministry of Women's Affairs in the Joint Secretariat, separate registration of female beneficiaries, and rigorous, participatory monitoring of the process. This study has indicated how women in Afghanistan has advocated for 25% women representation which is an indication that women are actively involved in peace building by agitating for their rights. This study showed how local community women activists participate in peace building (Corey and Levine, 2011).

Patriarchal norms are one of the major obstacles to women participation in peace building strategies. They encourage the domination of women by men and creates hierarchical structures where people are ranked not only according to gender, ethnicity, age, education, and sexual orientation, but also according to their conformity to patriarchal norms (Ekvall 2015). As a result of patriarchal norms, men have continued to dominate the political and economic structures of power. Women's leadership in and influence on the formal and high levels of peace and security architecture have remained very limited and static. Within the local and national leadership, patriarchal norms are evident in the institutional setup of bodies that exclude women from influence and key decision-making roles in peace building efforts (Ekvall 2015).

Women have been confined and prevented from participating in public life, in conformity with dictates of tradition, culture and religion. This also extends to conflict resolution and peace building processes. This is because most conflict resolution and peace building processes occur far away from original abode of the women and sometimes last for weeks or even months. The peculiar function of women as mothers and home managers further jeopardize their involvement in conflict resolution and peace building process, as their reproductive role is used to undermine their productive roles. Women reconciliatory activities beginning from home manifests in peace and stability at both the family and societal levels. However, this is not considered as political issue as women are often seen as lacking the ability to exhibit much needed diplomacy associated with conflict resolution and peace building, hence their constant exclusion by the men folks (Muli, 2014).

As major contributors to food production and providers of food security for their families, women need agricultural livelihood assistance that is designed to reach them. Failure to address access constraints has adverse consequences for peace building: food security is critical not only to avoiding malnutrition, but also to ensuring social stability. Lack of health service is important in promoting the participation of women in peace building efforts at local level. This is crucial considering that women spend a great portion of their time in the upbringing of the family. Thus lack of health service simply reduce the time available for women to participate in peace building efforts since they will be spending time in seeking for this services. Lack of other social services such as location of water points, the provision of street lighting and the design of sanitary facilities are factors that when not addressed only serve to affect the implementation of UNSCR 1325 that is enshrined in giving women their basic rights and expressed in sustainable development goals, in particular peace building efforts at community level (Kamola, 2015).

In a study conducted by UNICEF (2006) in Gabon indicated that most women lack formal education. Research indicates that more boys attain higher levels of education than girls. Some of these girls get pregnant along the way and they are not encouraged to continue with their education after child birth. Where there is scarcity of resources, more boys are supported to go through school while the girls are made to stay out of school and support their parents to improve the economic situation of the family (UNICEF, 2006). These factors coupled with social discrimination tend to reduce their chances of acquiring the skills which will help them gain public decision-making positions and participate in political processes. Another study in Uganda by Ogege (2010) found out that grassroots women who mobilize at the local level also lack specific technical knowledge and skills which will help them to translate their local expertise into official peace negotiations and processes. Women need to demonstrate that they are knowledgeable about the peace process and mechanisms and are able to articulate the issues. In most cases, women do not have the requisite technical skills and it becomes difficult for them to operate on the international scene as mediators.

There are stereotypical assumptions about women's 'appropriate' roles in society, particularly, decision making and their areas of expertise. Women are perceived as 'passive' victims, who cannot contain the stress that is experienced during negotiation

processes. There are usually doubts about whether they can endure the 'rules of engagement' for achieving peace during conflict situations. This is because mediation is seen as a male-dominated area due to the sometimes dangerous occurrences during the peace process that make safety and security an issue. In mediating and participating in peace processes, people become targets of perpetrators of conflicts. Some participants are threatened during negotiations. People's homes are bombed, and their relatives could be jailed or killed or simply uncertain of whether or not they will live to see the next day (Brownell, 2011). These risks can deter women from participating at levels they would have preferred to.

Komen (2011) who did a study on the role of women in peace building in Kenya identified 'crab' mentality of women as another challenge (It is common knowledge that some women have the tendency to undermine fellow women). They castigate instead of encourage other women to take up leadership positions. Some women barely support one another when positions are being contested by both women and men; some women would rather put their weight behind the men. This tends to give men the chance to marginalize women. Moreover, when political activities are organized, few women actively participate. Sometimes when some of these women stand for elective positions, they usually do not get enough votes to win even though women form the majority of most populations (Brownell, 2011).

Lastly, during peace processes, the neutrality of women as peace brokers comes into question. Warring parties tend not to take women's advocacy programmes seriously because they are labeled as 'affiliates' to the 'enemy'. Also, the different factions tend to see women more as 'wives' than as full parties to the negotiations (Lavalie, 2011). In some of these cases, women have to expend a lot of energy to prove that they are pursuing a common goal, one which cuts across the 'fault lines' – ethnic, religious, cultural and political – so that the warring parties agree to ceasefire and peaceful resolution of the conflict through dialogue.

2. 4 Skills Factors influencing participation of women in Peace Building Strategies

In his 2005 report to the Security Council on UNSCR 1325, the then UNSG Kofi Annan recommended that enhanced inter-governmental oversight, monitoring and follow up on implementation of the Resolution 1325 was needed. In 2007 a reiteration by the then UNSG Ban Ki - Moon called for a central mechanism for tracking the

implementation of UNSCR 1325 structures that hold all actors to account in taking steps towards fulfilling their commitments to UNSCR 1325. This, according to Ki-Moon was urgently needed much as the inclusion of the participation of women in sustainable peace building. Amazingly, men and women alike are both energized by the goals of this resolution. The UNSCR 1325 document is a very relevant and welcomes a resolution in the pursuit for lasting peace and human security.

The resolution 1325 presents a very comprehensive framework to enhance the undermined role of women in peace making and peace building. It purposes to ensure that gender issues receive full attention in all UN programs in all societies emerging from conflict. Despite some very important baby steps since its inauguration, governments, international organizations, NGOs and the UN itself have failed to fully implement its provisions. This presents another gap since the resolution's key architects (the male folk) tend to undermine the academic capacities and skills of their female counterparts.

The UNSCR 1325 of 2000 takes into account the unrecognized, underutilized and undervalued potentials and contributions of women to preventing war, peace building and forging towards social justice (equal representation and respect for the rights of others as humans). Thus, the political support for the proper implementation of this document by member states, the international organizations and civil society is just as important as its everyday growth.

Despite some quarter of the peace-builders underestimate women's academic potentials and capacities, women have demonstrated quite unique strengths in academics, skills and forming coalitions across divides created during civil war. Hence, women should be viewed as a dependable and diverse group of social actors with differentiated backgrounds and capabilities that not only inform their own agendas but, remain fathomless and unexploited. Most women agendas articulate the needs of the society as a whole in addition to the specific interests of the female population.

The slow realization of women's educational prowess and multi-skills, the common association of women and the female gender with peace have further limited the contribution of women to peace building process. Many examples exist where women lack of capacity have limited the participation of women in peace building, countries

such as Nepal, Sri Lanka and Colombia to mention but a few. This then implies that empowered women have the capacity, the will and the power and therefore should not be undermined in an area where they definitely stand at a higher notch than their male counterparts. It is thus imperative to note that both women and men alike have the capacity, the will, skills, potentials for peacemaking and the responsibility to build and keep peace. Therefore, nobody should point an accusing finger at or the worst undermine women's educational potentials, skills and capabilities (Irvine, 2013).

Women with the required peace building knowledge and skills participate more than those without knowledge in peace building efforts. This is espoused in UNSCR 1325 that envision a world where the contribution of women could be experienced in peace building efforts as guided by the skill of women in such process. This is an argument advanced by Agbalajobi (2010) who asserts that the ECOWARN system of ECOWAS Peace and Security Architecture in West Africa is mainly male dominated due to women's lack of skills and know-how in the area. Rielly (2013) argues that this has affected the contribution of women to peace building process and thus will only change if women in both conflict and non-conflict settings are equipped with knowledge and skills in peace processes.

Important to note is that knowledge and skills are context-specific. Thus it can be seen that lack of skills specific to different geographical context has been a major barrier to women involvement in peace building efforts. This is a common challenge given that most of the existing peace building theories and methodologies are androgynous (Speake, 2013). For instance, many training methodologies used in Africa employ extremely technical language and models that are foreign to women in the region. Considering the high illiteracy rate of grassroots women in Africa, it is pertinent to simplify the training approach by adapting contents to suit their realities. Women also face inequalities accessing education, which makes them less literate, and this leads to their being considered to be insufficiently trained to participate in peace building. Social norms and attitudes support restrictive gender roles that traditionally complicate women's participation in education and capacity building programmes (Alaga, 2010).

A study by Kiruthu (1996) in Kenya on Education inequalities, low levels of literacy for women, was identified in many communities as significant barriers to participation. Across many countries, scholars have asserted the belief that women are

not knowledgeable enough to take part in decision-making. Limited education, as well as societal beliefs that they need formal education to participate in peace-building, is likely to make women feel unable to contribute, even when they have valuable insights about the impacts of conflict on local women. There exists lack of women who are sufficiently educated to take part in peace-building. Women may not need to be educated to know how war affects them, and to know what they want from peace.

Moran (2010) also found out that for women to participate in peace-building, programmes that support their education and literacy, as well as that tackle the barriers to girls' education can be important. These must, however, be accompanied by work with both men and women to raise awareness of the important insight that women's experiences of conflict, regardless of their level of education, can bring to peace and reconstruction planning.

2.5 Economic Factors influencing participation of women in Peace Building Strategies

Conflicts leave societies destroyed and dilapidated and post-conflict recovery requires a huge financial base and resources. The reconstruction process is long, slow, expensive and difficult to under-take. Presently, nearly 60 countries are in conflict or have just emerged out of conflict. Such conflicts are directed towards the government and justified by the demands for political or geographical autonomy, discrepancies between different communities for ethnic, religious or other reasons, and or the attempt to control the scarce resources available. Such conflicts are destructive to the economies of different communities, with women among the most affected (Gibbins, 2011)

Due to poverty and economic inequality women lack control over their household income, therefore, they undertake a double burden regarding their domestic roles and income-generation activities and this hinders women's involvement in peace building activities. Women's peace-building work often begins in the private sphere, and can be an important yet often unrecognized space for influence. Yet women's domestic roles can also be a barrier to participation in peace-building in the public sphere and this being for reason that the spend most of their energies are spent on fending for their families. The multiple burden of caring for children and households; contributing

to income generation, leave limited time for engagement in community activities and participation in public peace-building programmes (McWilliams & Kilmurray, 2015).

Poverty, and necessary prioritizing of income-generating activities, often a 'double burden' for women, is viewed as not only inhibiting involvement in peace-building activities but also the achievement of peace in families and communities. Lack of programmes that address women's economic empowerment, as a precondition for their participation in peace processes and decision-making, have exacerbated the absence of women in peace building programmes. The lack of adequate, targeted funding for peace building efforts is also a major economic barrier that has limited the participation of women at national and local levels. Programming at international, regional, national and grassroots levels has targeted some resources through to operationalization of UNSCR 1325, but much of this has been focused on the protection of women as victims rather than on strengthening women's participation and leadership in peace and security.

Women face inequalities accessing education, which makes them less literate, and this leads to their being considered to be insufficiently trained to participate in peace building. Social norms and attitudes support restrictive gender roles that traditionally complicate women's participation. There is violence against women in almost all societies and it intensifies during times of conflict and access to justice is a significant challenge for survivors of violence. This results in women feeling intimidated and threatened when they attempt to take active roles in their communities.

Most women lack access to financial resources (USIP, 2011). More women in the developing world work in the informal sector and their wages and earnings are significantly lower than earnings of men. It is estimated that women's earnings are 20 percent lower than men (UNICEF, 2006). In general, women control fewer assets and often have little say in the allocation of household incomes. In informal household settings in Ghana, for instance, incomes from farm products are virtually controlled by men. Where women engage in their own businesses or work in the formal sector, in some cases, their earnings are controlled by men. This leads to economic dependence of these women. Added to the limited access to resources is the marginalization of women. In some cultures, women lack ownership rights to properties.

A study done in Kenya by Joyce and Kristen, 2010 on Women and War found out that women do not have full rights to the ownership of family properties in most patriarchal societies. One consequence is that the standard of living of some women is reduced when they lose their husbands. This particular situation of some women does not encourage them to participate in political positions and in mediation processes. Women need to be financially independent in order to be able to make personal decisions about the levels at which they will engage in peace processes. Their dependence on men limits their options during peace negotiations.

2.6 Changing roles of women in peace making influence their participation in peace building strategies

According to Snyder (2012) analysis, life in exile on the Thai/Burmese border creates additional burdens and risks for Burmese women and narrows their life choices, but it also provides opportunities for empowerment by opening up new spaces for agency and leadership. Women become aware of gender relations as they become involved with women's NGOs, participate in various training workshops, become members of camp committees, assist at police stations and hospitals in incidents of gender-based violence, access formal education (for girls), and, in the case of the NGO leadership, network through the Women's League of Burma. Male and female roles change through workshops on women's rights and through skills development, which enhances self-confidence among women and men's confidence in women's abilities. This study indicated ways by which women take part in the peace building but has not clearly indicated how such ways enhance women participation in the peace building.

According to Accord (2013) women take part in peace building through ways such as translating existing capacities and expertise into political participation where women often influence formal political processes from the outside. Women's groups have campaigned for the inclusion of women's rights during negotiations, monitored policies and legislation and lobbied for women's rights in new constitutions. In Aceh, women's organization's promoted political education at the grassroots to ensure the general population was familiar with government policies. Those providing peace process supports can help connect capacities and expertise among women's groups and integrate them more directly into formal political processes. The NIWC demonstrates the possibility of transitioning from civil society to political party.

Women in the case studies identified a lack of resources and capacity to engage in institutional politics, including deficits in funding, organizational and advocacy skills, and knowledge of political practice. The NIWC initially struggled to finance the activities required of a political party and was forced to rely on donations. The consensus based approach many women's groups employ can involve lengthy consultations that take time. This study has also clearly shown how women participate in peace building but did not adequately cover all the factors that contribute to women participation in peace building within the community.

In a descriptive correlation study conducted with 65 adolescent minorities in Nigeria, significant findings included a positive relationship between family support and peace promotion practices (Mahat et al., 2002). These findings are consistent with research results in adult populations as well (Katapodi et al., 2002; McDonald et al., 2002; McNicholas, 2002). Descriptive research comparing family support and women adherence to peace building initiatives in South Africa (Katapodi et al., 2002). Another study by McNicholas (2002) in Malawi attempted to identify determinants women participation in peace building based on family support in middle-aged adults. Analysis of self-report surveys identified a significant correlation between family support and positive women participation in peace building.

Numerous recent studies in peace literature in Tanzania recognized a correlation between family support and women participation in peace building (Fraser & Spink, 2002). However none of the studies have identified the actual social factors influencing women participation in community peace building. In Kenya, Akifyewa (2011) stated that roles of women in home management and child training are crucial issues in society and national development hence peace building. Women, throughout the world have been playing important role in the development of their immediate environment. They play roles in various aspect of life as their male counterpart; function in the home, political arena and economic domain etc. this is to show that their contribution is not limited to one aspect of life but across boundaries (Akifyewa, 2011). Thus, accepting women proposals on peace and involving them in peace initiatives are among the major ways that family support influences women participation in peace building.

At a very basic level, Resolution 1325 makes three central arguments. The first is for the increased participation of women in various bodies, institutions and processes

related broadly to peace and security (such as peacekeeping missions and peace and security decision-making). The second is for the incorporation of a gender perspective into all these processes and institutions (through developing gender-sensitive training materials). 'Gender perspective' has a specific meaning: to 'recognize the special needs of women and girls' and to protect their human rights during and after a conflict. Central to taking this gender perspective is to also 'take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, and all other forms of violence in situations of armed conflict' and to consider their 'special needs' as women (in designing refugee camps, for instance). Integrating gender throughout these policies and programmes is referred to as 'gender mainstreaming' (Kenyaga, 2015).

In regards to the three principles there has been a lot of ease in the integration of the first two principles, all because the principles are concerned with increased participation of women in various bodies. This has been relatively easy for since 2000 there has been increase rise in women pursuing higher education and engaging in various work related activities (Lihamba, 2008). This has been occasioned by the breakdown in barriers that have been limiting women from engaging in careers that were male dominated. As much as this has been a plus for the women it has also presented a challenge for women participation in peace building. This is attributed to the reason that it has encouraged women to be viewed as competitors in peace building process thus impeding further their participation (McWilliams & Kilmurray, 2015).

The third central argument of Resolution 1325 is that there should be a mechanism through which the Security Council can take into account gender and the rights of women. This is accomplished through 'consultation with local and international women's groups' (United Nations Security Council [UNSC] 2000). The third central argument of UN resolution 1325 has also led to increased rise in women right agitation. This agitation has been championed by women with good amount of success. Such success has led to women been viewed with suspicion when championing for increased participation in peace process under the disguise of women rights. This has been a challenge in some local setting with women been seen as "selfish" in their change role of equality of right (Lihamba, 2008).

Women play a key role in peace building. They are activists for peace, and advocate for the end of violence; “women are among the first to speak out collectively against war and to try to prevent escalation. That is evident globally” (Anderlini 2007, 32). As peace builders, some women, for example, use the role of motherhood and base themselves on non-violent Gandian strategies in order to achieve their objectives. This works quite well because it is hard to attack a mother, and because it generates public awareness (Anderlini, 2007). Even more, women try to find a common ground for all parties in conflict.

Women also engage in nonviolent strategies in order to advocate for peace. “Both men and women join anti-war movements, but women are often more numerous than men, and sometimes they form separate organizations. Sometimes they do so because they find the male leadership style pre figurative of neither democracy nor violence” (Cockburn 2001, 23).

These non-violent strategies of conflict resolution require organization, strategizing, and women have proven their capacity to do this. Additionally, women care for victims, recover children from war and exert enormous efforts in to survive. “Because women normally have to bear greater responsibility than men for their children and elderly relatives, they are less able to flee and escape violence” (Bouta, Frerkrs, and Bannon 2005). Women also strategize to get attention from the international community in order to get more support for peace. This was done in Kenya during 2007 post-election violence, and is currently being done in other countries like South Sudan. Many women continue to advocate for peace, even when others might have lost their hope, as will be seen in the cases of South Sudan where women continue to fight for peace even when most of the country support the continuation of the war to achieve military victory. Others, help in the reconciliation processes, and aid communities in resolving their problems in order for there to be a smoother transition into peace. This was particularly evident during the post-election violence in Kenya, where women started a reconciliation process and aided in the reconciliation of men even before the conflict was over. Regardless of their input towards making peace, “their substantial work for peace is seldom recognized in seats at peace-making negotiations” (Cockburn 2001, 24)

2.7 Theoretical framework

This study was guided by the conflict theory and social feminist theory. These theories are discussed in the continuing sections.

2.7.1 Conflict Theory

Conflict theory suggests that human behaviour in social contexts results from conflicts between competing groups. Conflict theory originated with the work of Karl Marx in the mid-1800s. This thinking also inspired Max Weber who agreed in the importance of wealth but argued that power and status were of equal importance. Both saw different groups in conflict over social scarcities.

Conflict theory emphasizes the role that a person or groups ability has to exercise influence and control over others in producing social order. It states that a society or organization functions so that each individual participant and its groups struggle to maximize their benefits, which inevitably contributes to social change such as changes in politics and revolutions. Conflict theory emphasizes the role that a person or groups ability has to exercise influence and control over others in producing social order. The struggle that occurs does not always involve physical violence; it can point to an underlying struggle for each group or individual within a society to maximize its own benefits. The moderate version of the conflict theory allows Functionalism as an equally acceptable theory, since it would accept that even negative social institutions play a part in society's self-perpetuation (Kaldor, 1999).

The essence of conflict theory is best epitomized by the classic 'pyramid structure' in which an elite dictates terms to the larger masses. All major institutions, laws, and traditions in the society are created to support those who have traditionally been in power, or the groups that are perceived to be superior in the society according to this theory. In summary, conflict theory seeks to catalogue the ways in which those in power seek to stay in power. The conflict theory basically states that all problems are caused by different groups and their status and how they compete for the necessities in life (Colin, 2006).

Conflict theory seeks to scientifically explain the general contours of conflict in society: how conflict starts and varies, and the effects it brings. The central concerns of conflict theory is the unequal distribution of scarce resources and power which gives some people leverage than others. The theory major argument is that the

unequal distribution of resources is determined by culture, norms and belief in any society. Hence this theory was used here to shed light on how social factor and economic factors have impacted on the participation of women in peace building efforts in Uasin Gishu County.

2.7.2 Social Feminist Theory

The concepts of the study are mainly based on the feminist theory and which attempt to improve the role of women in peace building activities. This study will be guided by the social feminist ideology. Adamson, Briskin and Mephail (1988), contend that social feminists recognized that the exploitations, discrimination, marginalization and oppression of women are deeply rooted in the social structures such as patriarchal capitalism. In most peace building initiatives men are ironically presented as “people” or the “doers while women are seen as “others, passive or innocent victims.” The social feminists believe that sexualism is so deeply seated in the social relationships of patriarchal capitalism that a fundamental transformation is necessary to bring about social transformation (In this case, gender equality). Given that women constitute half the population in post-conflict societies, then, there is need to include women in peace building efforts, policy and decision-making process if sustainable peace building is anything to go by. The theoretical framework for the present research thus adopted the feminist ideology in an attempt to explore the factors that influence women’s participation in peace building in the Uasin Gishu County.

2.8 Conceptual framework

The conceptual framework illustrates the interaction and the relationships between dependent variable(s) in the stated problem and the moderating variable. The model illustrates how the dependent variable (women’s participation in peace building) is affected by various independent variables. Accordingly, peace building is influenced by economic factors, social factors, skills, and women changing role. Despite, government structures and policies greatly affect the relationship between the independent and dependent variables. This is because the government of the day has the final word and the mandate on what affects its citizens, policy formulation and guidelines as well as their implementation.

Independent Variables

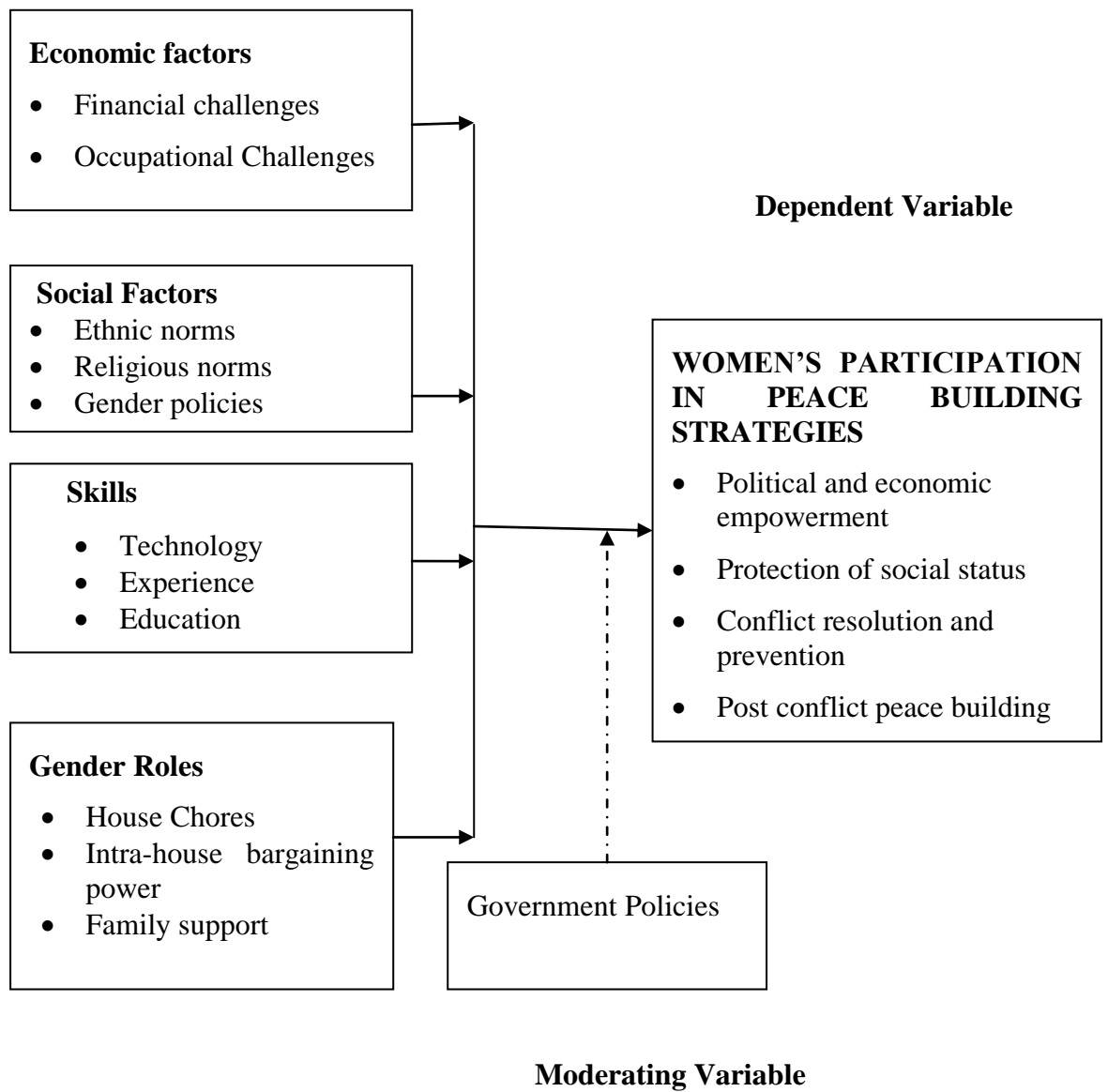


Figure 1 Conceptual Framework

Table 2.1: Summery Of the Literature

Year of Publication	Author	Research Work	Findings	Knowledge Gap
2014	Evangelista de Carvalho Filho	Cost of education and gender parity	The study found out that social, cultural factors hinders gender parity	The study did not focus on other family based and individual factors which are key social factors that affect gender parity in schools. The current study fills this gap
2015	Goetz & Jenkins	Promoting women participation in peace building	The study found out social, cultural and economic barriers have limited the participation of women in peace building efforts	This study focused on only two factor social and economic factors. The current study fills this gap
2015	Kamola	The study focused on contribution of women to peace building efforts in Kenya	The study found out that there are a number of social, economic and institutional barriers that limit the contribution to women in peace building efforts	Though the study was carried out in Kenya. It was carried out in urban setting and not rural setting. The current study fills this gap
2014	Muli, 2014	Factors affecting the participation of women in peace building challenges	The study concluded that social factors, economic factors and education are major barriers to women participation in peace building programmes.	The study did not explore the factor of changed gender role. The current study fills this gap
2011	Siobhán, M	Implementation challenges of UNSCR 1325 in Pakistan	The study established that cultural practices are the major barriers to women participation in peace building	This study only focused on socio-cultural challenges and did not focus on other challenges. The current study fills this gap

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedure that was followed in conducting the study. It included the following sections: Research design, population, sampling techniques and sample size. Data collection, reliability, validity, data analysis and ethical considerations

3.2 Research Design

Churchill and Iacobucci (2009) present a research design as a plan detailing how the researcher collected relevant and valid data. The research design for this study was a descriptive research study. A descriptive research seeks to describe a unit (a case) in detail, in context and holistically. A descriptive study is concerned with determining the frequency with which something occurs (Bryman and Bell, 2003). This design was used for the reason that it helped in collection of data that enabled the researcher to meet the objectives of the study.

Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Castillo, 2009). According to Mugenda (2008), a descriptive study is concerned with finding out the what, where and how of a phenomenon. This approach enabled this study achieve its objectives. It also allowed the researcher to integrate literature, in-depth interviews and the actual survey as main procedures to gather data. The design also enabled the collection of quantitative data and allow the researcher to identify patterns of association among the variables in order to confirm the overall interpretation of the relationships between the study variables.

3.3 Target population

Target population is the complete set of individual's cases or objects with some common characteristics to which the research wants to generate the results of the study (Kothari, 2004). This study targeted women groups, CBO's and NGOs working in Uasin Gishu County. This is based on their roles in peace building within the society compared to individual women whose opinion would be disintegrated and locating would be improbable.

Unit of analysis is the major entity that is being analysed in a study comprising the 'what' or 'who' being studied. Research describes and explain social groups and behaviours by analysing and aggregating the behaviours of individual groups (Castillo, 2009). The unit of analysis of the study were the women in groups, leaders of CBOs and NGOs in the county. The unit of analysis were individual women who are above 18 years of age and women who have been in leadership position in CBO and NGOs for a period of not less than 1 year. There are 877 registered self-help groups out of which 349 are for women while 301 are youth groups. The groups are mostly engaged in farming and small-scale businesses (Uasin Gishu Integrated Development Plan, 2014). The target population is as tabulated in the Table 3.1

Table 3.2: Study population and Unit of Analysis

Target Group	Target Population
Registered Self-Help Groups (Women)	349
NGOS and CBOs	12
Total	361

3.4 Sample size and sampling procedure

The study used Mugenda & Mugenda (2003) formula to calculate the sample size of the study. According to the Mugenda and Mugenda sampling size of a study should be between 10-30% of the population. From the population, a sample size of 10% was applied to 349 thus giving a sampling population of 35 women group spread across the county. In each women group a sampling size of 5 women was included bringing the total sampling size to 175. In addition, a sample of 6 organizations was also included in the study and targeted both NGO's and CBOs in the county, 5 respondents were selected in each organization bringing the total sample size to 30 respondents from CBO and 30 respondents from NGO from the two levels of organizations. Thus the total sample size of the study was 215.

3.4.1 Sampling Procedure

Purposive sampling was used to select the participating group and organizations in the study. It was used to select the participating members in the study. This was used

because it allowed the researcher to select groups with history of participating in peace building activities. It also allows the researcher to select respondents who are easily available and have good knowledge on group activities. The sample size was tabulated in the Table 3.2

Table 3.3: Sample size and sampling procedure

The Groups	Target population	Sample Size	Percentage	No. of respondents	Total respondents
Registered Self-Help Groups (Women)	349	35 (groups)	10%	5 (per group)	175 respondents
NGOS and CBOs	6	6	100%	5	30 respondents
	6	6	100%	5	30 respondents
Total					215

3.5 Data Collection Instruments

The researcher used the following research instruments in collecting the necessary information. These included questionnaire and interview schedules.

3.5.1 Questionnaire

The study used questionnaire to collect data from the women group. Gall, Borg and Gall (1996) points out that, questionnaires are appropriate for the study since they collect information that is not directly observable as they inquire about feelings, motivations, attitudes, accomplishments as well as experiences of individuals. The questionnaires have the added advantage of being less costly and using less time as instruments of data collection (Castillo, 2009). The questionnaire was semi-structured (have both open and close-ended questions). While the close-ended questions guided the respondents' answers within the choices given, the open-ended ones were useful in obtaining a more detailed response essentially in cases where the researcher has no pre-determined options. It was modelled on the objectives of the study and included section on the socio-demographic characteristics of the respondents.

3.5.2 Interview Schedule

Interview schedule was used in the study to collect data from key informants of CBO's and NGO's. The administering of interview schedules were done using semi-structured interview guides. This involved the use of some structured questions combined with some open-ended questions. The interviewers asked the questions during interviews. This made it possible for the researcher to obtain data required to meet the specific objectives of the study. The Interview schedules were standardized so that interviewers could ask the same questions in the same manner.

3.6 Pilot Testing of Research Instruments

Cooper and Schindler (2003) indicated that a pilot test is conducted to detect weaknesses in design and instrumentation and to provide proxy data for selection of a probability sample. The pilot testing was conducted using the questionnaire on 10 staff in the same institution. The rule of thumb is that 10% of the sample should constitute the pilot test (Cooper & Schilder, 2003). The proposed pilot test is within the recommendation. The pilot testing group will be selected through random sampling. The purpose of the pilot testing was to establish the validity and reliability of the research instruments and hence enhance face validity (Joppe, 2000).

3.6.1 Validity of the Research Instruments

Instrument validity refers to accuracy meaningfulness and technical soundness of the research instrument (Kothari, 2004). It is the degree to which a test measures what it intends to measure. To this effect questionnaire or interview guide are said to be valid when they actually measure the intended parameters (Borg & Gall 1989). To enhance the instrument validity, the research instruments were appraised by the supervisor to evaluate the applicability and appropriateness of the content, clarity and adequacy of the construction of the instruments from a research perspective. Content validity index was also be used to measure the validity of instrument in the study. This included subjecting one instrument to a content validity index (total number of valid items/total number of items. The instrument that gave a score of above 0.7 was be deemed valid for the study.

3.6.2 Reliability of the Research instruments

Reliability refers to extent to which instruments yield measurements that are consistent each time if it is administered to same people (Amin, 2005). For the purpose of determining the reliability of the questionnaire, a pre-test was carried. Reliability analysis was used to assess internal consistency among the variables of study. The reliability of the study measures was assessed by computing Cronbach's Alpha coefficient for all items in the questionnaire and the overall assessment was given (Sekaran & Bougie, 2010). A construct composite reliability co-efficient (Cronbach alpha) of 0.7 or above, for all the constructs, is considered to be adequate. A questionnaire with a good internal consistency should have high alpha coefficients; all items that return a Cronbach's alpha coefficient of 0.7 or more are considered reliable. Individual items in an instrument measuring a single construct should give highly correlated results which would reflect the homogeneity of the items. This can be tested using the Chronbach's alpha, which tests all possible split halves. A correlation coefficient greater or equal to 0.7 was accepted.

3.6.3 Reliability Results

In this study the reliability of the instruments was tested using cronbach alpha. Crobanch alpha value is used in the research to verify the reliability of the construct. The pilot study involved the sample respondents. Reliability analysis was subsequently done using Cronbach's Alpha which measured the internal consistency by establishing if certain item within a scale measures the same construct. Gliem and Gliem (2003) established the Alpha value threshold at 0.7, thus forming the study's benchmark. Cronbach alpha was established for every objective which formed a scale

Table 3.4: Reliability Analysis

Variable	Cronbach Alpha coefficient score	No. Of Items	Comments
Economic factors	.730	5	Reliable
Social cultural factors	.850	9	Reliable
Skill possessed by the women	.732	5	Reliable
Gender roles	.889	10	Reliable

The Table 3.3 shows that gender roles had the highest reliability ($\alpha= 0.889$), followed by social cultural factors ($\alpha=0.850$), skill possessed by the women ($\alpha=0.732$) and finally the economic factors ($\alpha=0.730$). This illustrates that all the variables were reliable as their reliability values exceeded the prescribed threshold of 0.7.

3.7 Data Collection Procedure

To generate data for this research study, the researcher obtained a letter of introduction from the University of Nairobi and thereafter took the letter to the county government for further authorization to collect data. The researcher also sought a permit from the National Commission of Science, Technology and Innovation (NACOSTI) to carry out the study. The researcher then visited the groups, CBO's and NGO's on different days to collect data. The Researcher used self-administered method to collect information from respondents. This reduced the cost of data collection and increased the collection rate of properly filled questionnaire. To get a favorable response rate, the respondents were given two weeks to fill-in the questionnaires owing to their busy work schedule and the need to obtain objective and unhurried response. In addition, the researcher made phone calls and personal visits where possible to remind the respondents to fill-in and return the questionnaires; the respondents were promised a copy of the findings. Data collection ethics was ensured during gathering of data in interviews which included informed consent and not harming the interviewer.

3.8 Data Analysis Technique

The analysis involved the use of qualitative and quantitative data analysis techniques. The data generated from structured questions were coded, numbered and classified under different variables for easy identification and then summarized in answer summary sheet. Entries were made into Statistical Package for Social Science (SPSS version 22). Similarly, responses from unstructured questions on opinion testing was written in a separate sheet and organized in themes. Quantitative data was analyzed using descriptive statistics and correlation analysis through SPSS. Descriptive statistics such as means, standard deviation, frequency distribution, percentages and cross-tabulation was used to present the data results. Content analysis was used to analyze the data from the key informants with data presented through themes and categories.

To test the relationship between the various factors (economic, socio-cultural, skill, and gender-roles) and women involvement in peace building, inferential statistics through Chi-square test was used. Chi-square tests whether there is an association between the rows and columns in a contingency Table; independent and dependent variables. The chi-square test was conducted at 95% confidence level. The results of the analysis was organized, summarized and presented using simple APA Tables.

3.9 Ethical Considerations

Permission to undertake this research was obtained from National Commission for Science, Technology and Innovation and the county administration as well as the University of Nairobi. In achieving high ethical standards, a high level of integrity was observed and the research was not done for personal gain but for academic purposes. Any information or data obtained from the respondents and the informants remained anonymous and their identity will not be disclosed to a third party. Before obtaining information, consent was obtained from the respondents and they was made aware of purpose of the study and any possible dangers, if any, that may arise in the process of the study for them to take precautionary measures.

The researcher also observed cultural norms and other regulations which govern any group in the society where the information was being sourced. The study also avoided engaging in plagiarism or misusing of privileges and opportunities accorded during the study time. In general, a social science ethical standard was observed to ensure that the study does not raise unethical issues.

3.10 Operationalization of Variables

Operationalization is the process of strictly defining variables into measurable factors. It involves finding a measurable, quantifiable, and valid index for the variables (both independent and dependent variables) in such a way that fuzzy concepts are defined allowing them to be measured, empirically and quantitatively (Shuttleworth, 2008).

Table 3.5: Operational Definition of Variables

Variable	Type	Indicators	Measurement	Measuring Scale	Type of Analysis	Tool of Analysis
Role of Women in Peace Building	Dependent Variable	Advocacy Media civic education Conflict resolution Support of peace keepers	Participation in peace building activities Engagements in conflict resolutions Writing of policies for peace sustenance Cooking and supporting peace keepers Level of participation Engaging in media civic education	Interval	Descriptive Inferential	Frequencies Mean Regression Correlation
Economic Factors	Independent Variable	Women economic activities Acquisition of resources	Resources for peace building activities Access to media for peace efforts Fund-raising activities unlike their male counterparts	Interval	Descriptive Inferential	Frequencies Mean Regression Correlation
Socio-Cultural Factors	Independent Variable	Male chauvinism Preference of male leaders Despise of women	Society view of women as inferior Women lack ideological frameworks Women being restricted to limited task in peace negotiations patriarchal culture view women as objects Effect of conflict on women	Interval	Descriptive Inferential	Frequencies Mean Regression Correlation
Women Skills Factors	Independent Variable	Education Peace negotiation skills Knowledge on UNSC 1325	Level of women education Level of knowledge of UNSC 1325 Women negotiation skill on conflict resolution Adequacy of lobbying/advocacy techniques Presence of proper peace strategy	Interval	Descriptive Inferential	Frequencies Mean Regression Correlation

			Lack monitoring and reporting mechanisms			
Gender Changing Roles Factors	Independent Variable	Women role as family keepers Social structure Gendered leadership	View of peace building as a man's role Women involvement in home-making Involvement inhibited by traditional patriarchal structures and mindsets Women in leadership positions Men undermining decisions made by women Peace building is related to socially constructed gender role	Interval	Descriptive Inferential	Frequencies Mean Regression Correlation

CHAPTER FOUR

RESEARCH FINDINGS AND PRESENTATIONS

4.1 Introduction

The chapter dealt with the analysis of the data. Specifically, the data analysis was in line with specific objectives where patterns were investigated, interpreted and implications drawn on them. This chapter represents the empirical findings and results of the application of the variables using descriptive, qualitative and quantitative research designs.

4.1.1 Response Rate

The study targeted a sample size of 215 respondents from which 185 filled in and returned the questionnaires making a response rate of 86.05%. This response rate was satisfactory to make conclusions for the study as it acted as a representative. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting, a rate of 60% is good and a response rate of 70% and over is excellent. Based on the assertion, the response rate was excellent.

Table 4.6: Response Rate

Cluster		Targeted A Sample Size	Response	Percentage	Composite Percentage
Registered Help (Women)	Self- Groups	175	163	93.1%	86.05%
NGOS and CBOs		30	22	73.3%	
Total		215	185		

4.2 Background Information

The study sought to establish the demographic data of the respondents'. The researcher begun by the general analysis on the demographic data got from the respondents which included: age category, gender of the respondent, marital status, occupation, level of education and how long the respondent had been involved in peace building initiatives.

4.2.1 Respondents Distribution by Age

Respondents were requested to indicate their age category. This was sought in the understanding that different age sets hold various opinions relating to different issues. Results are analyzed in Table 4.2

Table 4.7 Age distribution

Age	Frequency	Percentage
18-29yrs	27	16.6
30-39yrs	72	44.2
40-49yrs	36	22.1
50-59yrs	23	14.1
60yrs and above	5	3.1
Total	163	100.0

From the research findings, most of the respondents as shown by 44.2% were aged between 30 to 39 years, 22.1% of the respondents were aged between 40 to 49 years, and 16.6% of the respondents were aged between 18 to 29 years whereas 3.1% of the respondents were aged between 60 years and above. This shows that various age groups were equitably engaged in this research.

4.2.2 Respondents Distribution by Marital status

The background of family to some extent was perceived to influence women participation in peace building operations. Based on this hypothesis; respondents were requested to indicate their marital status. Results are analysed in Table 4.3

Table 4.8: Respondents Distribution by Marital status

Marital status	Frequency	Percentage
Married	102	62.6
Single	45	27.6
Widow/Divorced/Separated	16	9.8
Total	163	100.0

The study results obtained showed that majority as shown by were 62.6% of the respondents were married, 27.6% of the respondents were single while 9.8% of the respondents were either widow or widower or separated. This implies that majority of the respondent involved were married family men and women.

4.2.3 Occupation Status

The occupational status of the respondents was perceived to influence individual participation in peace building operations. Therefore respondents were requested to indicate their occupational status. Results are analysed in Table 4.4 in the next page

Table 4.9: Occupational status

	Frequency	Percentage
Self Employed	67	41.1
Employed	11	6.7
House Wife	10	6.1
Unemployed	75	46.0
Total	163	100.0

The study results obtained showed that majority of the respondents as shown by 46.0% were unemployed; 41.1% of the respondents were in self-employed, and 6.7% of the respondents were employed while 6.1% of the respondents were house wives. This implies that majority of the respondents were unemployed.

4.2.4 Level of Education Attained

Individual level of education is highly associated with problem solving ability and approach to challenges. In this essence, the study requested the respondent to indicate the highest level of education attained. This was made to determine the respondent's level of comfort-ability in answering to research questions. Results are analyzed in Table 4.5.

Table 4.10: Level of education

	Frequency	Percentage
Primary school	38	23.3
Secondary school	60	36.8
College	48	29.4
University	17	10.4
Total	163	100.0

From the research findings, the study noted that 36.8% of the respondents held secondary school education, 29.4 % of the respondents held college level of education, 23.3% of the respondents held primary school education whereas 10.4% of the respondents held university education. This implies that majority of the respondents were literate and thus they were in a position to respond to research questions comfortably.

4.2.5 Period in Peace Building Operations

The period of involvement in job course is associated with individual level of understanding on the same based on experience through on learning process. Results are analyzed in Table 4.6.

Table 4.11: Period in peace building operations

Period	Frequency	Percentage
1- 3 years	11	6.7
3-6 years	41	25.2
6- 9 years	44	27.0
9- 12years	47	28.8
12 years and above	20	12.3
Total	163	100.0

From the analysis, most of the respondents as show by 28.8% indicate that they had been in peace building operations for a period of 9 to12 years, 27.0% of the respondents indicated those 6 to 9 years, 25.2% of the respondents indicated 3 to 6 years 12.3% of the respondents indicated 12 years and above whereas 6.7 % of the respondents indicated 1 to 3 years. This implies that majority of the respondents had been in peace building operations for a considerable period of time which implies that they were in a position to give reliable information relating to this research based on their vast experience in peace building operations.

4.3 Economic Factors

This sub section investigates the effect economic factors on women participation in peace building in Kenya

4.3.1 Extent to which economic factors affect women participation in peace building

The research sought to determine the extent to which economic factors influence women participation in peace building in Kenya. Results are analyzed in Table 4.9. in the next page

Table 4.12: Extent to which economic factors affect women participation in peace building

Extent	Frequency	Percentage
Moderately	17	10.4
High Extent	81	49.7
Very High Extent	65	39.9
Total	163	100

From the research findings, majority of the respondents as shown by 49.7% were of the opinion that economic factors influence women participation in peace building to a high extent, 39.9% of the respondents indicated to a very high extent, while 10.4% indicated to a moderate extent. This implies that economic factors highly influence women participation in peace building

4.3.2 Economic factors and women participation in peace building exercise

The research sought to determine the extent to which respondents agreed with the following statements investigating the effect of economic factors on women participation in peace building.

Table 4.13: Economic factors and women participation in peace building exercise

Statement	Mean	Std deviation
Women are limited by resources (financial) for peace building activities or conflict resolutions	4.25	0.76
Many women lack enough resources that will allow them support their course situations	4.36	0.55
Women cannot access the media to boost their peace efforts because they lack resources	4.28	0.88
Women are not involved in fund-raising activities unlike their male counterparts	4.41	0.50
Many women work voluntarily on the ground and use their own resources to support peace-building processes	4.39	0.57

From the research findings as shown in Table 4.8, majority of the respondents agreed that; women are not involved in fund-raising activities unlike their male counterparts as shown by a mean of 4.41, many women work voluntarily on the ground and use their own resources to

support peace-building processes as shown by a mean of 3.39 and that many women lack enough resources that will allow them support their course situations as shown by a mean of 4.36. The findings are in line with the research by Aolain (2009) that lack of resources among women and in access thereto, seriously undermines their peace efforts. Parry (2004) notes that women need their fair share economically to meaningfully play their role in building lasting peace.

Further the study established women cannot access the media to boost their peace efforts because they lack resources as shown by a mean of 4.28, that women are limited by resources (financial) for peace building activities or conflict resolutions as shown by a mean of 4.25. The findings are in line with the research by Rotberg (2002) who avers that peace building is a process which requires financial resources to initiate and be sustained.

4.4 Socio-Cultural Factors

This sub section investigates the effect social cultural factors on women participation in peace building in Kenya.

4.4.1 Extent to which socio-cultural factors affect women participation in peace building exercise

The study sought to determine the extent to which socio-cultural factors influence women participation in peace building in Kenya. Results are analyzed in Table 4.9

Table 4.14: Extent to which socio-cultural factors affect women participation in peace building exercise

Extent	Frequency	Percentage
Moderately	22	13.5
High Extent	76	46.6
Very High Extent	65	39.9
Total	163	100.0

From the research findings, most of the respondents as shown by 46.6% were of the opinion that socio-cultural factors influence women participation in peace building to a high extent, 39.9% of the respondents indicated to a very high extent, while 13.5% indicated to a moderate extent. This implies that socio-cultural factors highly influence women participation in peace building.

4.4.2 Socio-cultural factors on women participation in peace building exercise

The research sought to determine the extent to which respondents agreed with the following statements investigating the effect of economic factors on women participation in peace building.

Table 4.15: Influence of socio-cultural factors on women participation in peace building exercise

Statement	Mean	Std deviation
Women lack moral frameworks that would give them a strong say in peace matters	4.44	0.80
Peace building activities connected to women are restricted to the sideline of official in peace talks.	4.40	0.49
When women get involved in peace building, they do not get an opportunity to contribute in a formal way	4.33	0.47
Representation of women does not mean active participation when making decisions in peace agreements	4.39	0.49
The patriarchal culture view women as objects to be seen and not heard	4.31	0.46
Women are not perceived as leader in the society	4.40	0.49
Conflicts disadvantage women more than men hindering their participation in peace process	4.34	0.48
Political and legal frameworks have favoured men roles in peace processes	4.37	0.48
Lack of collaborative efforts needed in preventing and fighting sexual violence against women	4.33	0.47

From the research findings as shown in Table 4.10, majority of the respondents agreed that; women lack moral frameworks that would give them a strong say in peace matters as shown by a mean of 4.44, women are not perceived as leader in the society, peace building activities connected to women are restricted to the side-lines of official in peace talks as shown by a mean of 4.40 in each case, representation of women does not mean active participation when making decisions in peace agreements as shown by a mean of 4.39, and that conflicts disadvantage women more than men hindering their participation in peace process. The

findings are in support of the literature by Chart and Baksh (2005) observe that women’s desire to participate in peace building is bedecked by slow entrenchment and lack of full implementation due to partly discriminatory practices in traditions, cultures and policies.

Further the study revealed that political and legal frameworks have favoured men roles in peace processes as shown by a mean of 4.37, when women get involved in peace building, they do not get an opportunity to contribute in a formal way, lack of collaborative efforts needed in preventing and fighting sexual violence against women as shown by a mean of 4.33 in each case and that the patriarchal culture view women as objects to be seen and not heard as shown by a mean of 4.31. Mir and Alison (2007) confirmed the study’s findings when he stated that collective rape functions as an assertion of masculinity and strengthen a sense of loyalty within male fighters which prolongs conflicts and negates peace. Respondents also reported that states that women’s emotional strength transcends pain and suffering and that their predisposition to peace provides them with greater potentials for peacemaking and nurturing a peace culture than their male peers.

4.5 Relationship between level of skills and Women Participation in Peace Building programmes

This sub section investigates the influence of literacy or illiteracy on women participation in peace building in Kenya

4.5.1 Extent to which the level of skills affect women participation in peace building exercise

The study sought to determine the extent to which the level of skills influences women participation in peace building in Kenya. Results are analyzed in Table 4.11

Table 4.16: Extent to which level of skills affect women participation in peace building exercise

Extent	Frequency	Percentage
Moderately	16	9.8
High Extent	97	59.5
Very High Extent	50	30.7
Total	163	100.0

From the research findings, majority of the respondents as shown by 59.5% were of the opinion that the level of skills influence women participation in peace building to a high

extent, 30.7% of the respondents indicated to a very high extent, while 9.8% indicated to a moderate extent. This implies that the level of skills highly influence women participation in peace building.

4.5.2 Skills and women participation in peace building exercise

The research sought to determine the extent to which respondents agreed with the following statements investigating the influence of skills factors on level of women participation in peace building. Kindly indicate your level of agreement with statement.

Table 4.17: Influence of skills factors on women participation in peace building exercise

Statement	Mean	Std deviation
Lack of enough skills in lobbying techniques	4.43	0.56
Conflict resolutions are a political activity that requires a proper strategy that women lack	4.47	0.50
Many women are constrained by lack of education	4.44	0.56
Lack of technical support for women’s organizations in peace building and conflict resolution	4.40	0.50
Women lack monitoring and reporting mechanisms and practices in peace resolutions	4.42	0.50

From the research findings as shown in Table 4.12, majority of the respondents agreed that; conflict resolutions are a political activity that requires a proper strategy that women lack as shown by a mean of 4.47, many women are constrained by lack of education as shown by a mean of 4.44 and that lack of enough skills in lobbying techniques as shown by a mean of 4.43. The findings are in support of the literature by UNSCR 1325 of (2000) that slow realization of women’s educational prowess and multi-skills; (the common association of women and the female gender with peace) have further limited the contribution of women to peace building process

The research also revealed that women lack monitoring and reporting mechanisms and practices in peace resolutions as shown by a mean of 4.42, and lack of technical support for women’s organizations in peace building and conflict resolution as shown by a mean of 4.40. The findings are in line with the research findings by Irvine, (2013) that undermining women’s level of education and training influence their participation in sustainable peace building in any way

4.6 Gender Roles

This sub section investigates the influence of gender roles or cultural structure on women participation in peace building in Kenya

4.6.1 Extent to which gender roles affect women participation in peace building exercise

The study sought to determine the extent to which gender roles influence women participation in peace building in Kenya. Results are analyzed in Table 4.13

Table 4.18: Extent to which gender roles affect women participation in peace building exercise

Extent	Frequency	Percentage
Moderately	22	13.5
High Extent	86	52.8
Very High Extent	55	33.7
Total	163	100.0

From the research findings, majority of the respondents as shown by 52.8% were of the opinion that gender roles influence women participation in peace building to a high extent, 33.7% of the respondents indicated to a very high extent, while 33.7% indicated to a moderate extent. This implies that gender roles highly influence women participation in peace building

4.6.2 Influence of gender roles that affect women participation in peace building exercise

The research sought to determine the extent to which respondents agreed with the following statements investigating the influence of gender roles on women participation in peace building.

Table 4.19: Effect of gender roles on women participation in peace building exercise

Statement	Mean	Std deviation
Participation in peace building is still regarded as a man's role	4.43	0.50
Women are regarded as home makers and find little time for peace building activities	4.26	0.78
Women's role in public decision-making and politics is inhibited by traditional patriarchal structures and mindsets	4.23	0.83
Women unlike men are the most affected by conflicts	4.15	0.86
Women are lacking in leadership positions	4.33	0.83
Women face stereotyping, negative attitudes and lack of recognition and respect	4.20	0.97
Men are reported to reject decisions made by women considering them to be inferior	4.36	0.82
Participation in peace building is related to socially constructed gender role	4.35	0.74
Once peace-building process has ended, many women revert to their normal activities, thus losing their public presence	4.39	0.65
Sexual and gender-based violence makes it hard for women to get involved in conflict resolution	4.48	0.50

From the research findings as shown in Table 4.14, majority of the respondents agreed that; sexual and gender-based violence makes it hard for women to get involved in conflict resolution as shown by a mean of 4.48, participation in peace building is still regarded as a man's role as shown by a mean of 4.43, once peace-building process has ended, many women revert to their normal activities, thus losing their public presence as shown by a mean of 4.39, and men are reported to reject decisions made by women considering them to be inferior as shown by a mean of 4.36. The findings are in support of the literature by Haleh (2008) that Cultural practices such as women's role of bearing children; gender insensitive approaches to peace building, association of women with domestic spheres among others negated women involvement in sustainable peace building.

The study also established that participation in peace building is related to socially constructed gender role as shown by a mean of 4.35, women are lacking in leadership positions as shown by a mean of 4.33, women are regarded as home makers and find little time for peace building activities as shown by a mean of 4.26, women's role in public decision-making and politics is inhibited by traditional patriarchal structures and mindsets as shown by a mean of 4.23, women face stereotyping, negative attitudes and lack of recognition and respect as shown by a mean of 4.20 and that women unlike men are the most affected by conflicts as shown by a mean of 4.15, The findings concur with the research findings by Corey and Levine, (2011) social feminists recognized that the exploitations, discrimination, marginalization and oppression of women are deeply rooted in the social structures such as patriarchal capitalism

4.7 Pearson Correlation Analysis

After the descriptive analysis, the study conducted Pearson correlation analysis to indicate a linear association between the predicted and explanatory variables or among the latter. It, thus, help in determining the strengths of association in the model, that is, which variable best explained the relationship between economic factors, socio-cultural factors, and women skills gender roles and women participation in peace building strategies in Kenya.

Table 4.20: Correlations

		Women participation in peace building strategies	Economic factors	Socio-cultural factors	Women skills	Gender Roles
Women participation in peace building strategies	Pearson Correlation	1	0.779**	-0.332**	0.687**	-0.264**
	Sig. (2-tailed)		0.000	0.000	0.000	0.005
	N	163	163	163	163	163
Economic factors	Pearson Correlation	0.779**	1	0.609**	.553**	0.003
	Sig. (2-tailed)	0.000		0.000	0.000	0.975
	N	163	163	163	163	163
Socio-cultural factors	Pearson Correlation	-0.332**	0.609**	1	0.550**	0.130
	Sig. (2-tailed)	0.000	0.000		0.000	0.175
	N	163	163	163	163	163
Women skills	Pearson Correlation	0.687**	.553**	.550**	1	0.406**
	Sig. (2-tailed)	0.000	0.000	0.000		0.000
	N	163	163	163	163	163
Gender roles	Pearson Correlation	-0.264**	0.003	0.1300	.406**	1
	Sig. (2-tailed)	0.005	0.975	0.175	0.000	
	N	163	163	163	163	163

** . Correlation is significant at the 0.01 level (2-tailed).

On the correlation of the study variable, the researcher conducted a Pearson moment correlation. From the finding in the Table 4.17, the study found a strong positive correlation between corporate women participation in peace building strategies and economic factors as shown by correlation factor of 0.779, this strong relationship was found to be statistically significant as the significant value was 0.000 which is less than 0.05, the study also found

weak negative correlation between women participation in peace building strategies and socio-cultural factors as shown by correlation coefficient of -0.332, this too was also found to be significant at 0.000 level. The study also found strong positive correlation between women participation in peace building strategies and women skills as shown by correlation coefficient of 0.687, this too was also found to be significant at 0.000 level. The study also found a weak negative correlation between women participation in peace building strategies and gender roles as shown by correlation coefficient of -.264 at 0.005 level of confidence

4.8 Regression Analysis

In this study, a multiple regression analysis was conducted to test the influence among predictor variables. The research used statistical package for social sciences (SPSS V 21.0) to code, enter and compute the measurements of the multiple regressions. The model summary are presented in the Table 4.16

Table 4.21: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.882 ^a	0.778	0.770	0.57241

a. Predictors: (Constant), economic factors, socio-cultural factors, women skills, gender roles

From the value of the adjusted R^2 , also called the coefficient of multiple determinations, is the percent of the variance in the dependent explained uniquely or jointly by the independent variables. The model had an average coefficient of determination (adjusted R^2) of 0.770 and which implied that 77.0% of the variations in Women participation in peace building strategies in Uasin Gishu County are caused by the independent variables understudy (economic factors, socio-cultural factors, women skills and gender roles).

Table 4.22: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	122.028	4	30.507	93.108	0.000 ^b
	Residual	51.824	158	0.328		
	Total	173.852	162			

F critical = 2.79

From the ANOVA statistics, the study established the regression model had a significance level of 0.3% which is an indication that the data was ideal for making a conclusion on the population parameters as the value of significance (p-value) was less than 5%. The calculated value was greater than the critical value (93.108 >2.79) an indication that economic factors, socio-cultural factors, women skills and gender roles all have a significant effects on Women participation in peace building strategies in Uasin Gishu County. The significance value was less than 0.05 indicating that the model was significant.

Table 4.23: Table of Coefficients

Table 4.18 gives the coefficients which helps in establishing the regression line

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.496	0.240		-2.065	0.041
Economic factors	0.397	0.055	0.442	7.234	0.000
1 Socio-cultural factors	-0.381	0.071	-0.328	-5.375	0.000
Women skills	0.247	0.063	0.233	3.941	0.000
Gender roles	-0.109	0.035	-0.145	-3.090	0.003

The established regression equation was

$$Y = -0.496 + 0.397 X_1 + (-0.381 X_2) + 0.247 X_3 + (- 0.109X_4)$$

The study revealed that a unit increase in economic factors would promote women participation in peace building strategies by a factor of 0.397, unit increase in socio-cultural factors would cause a decrease in levels of women participation in peace building strategies by a factor of (- 0.381) and vice versa, a unit increase in women skills would promote women participation in peace building strategies by a factor of 0.247 and that a unit increase in gender roles would cause decrease in women participation in peace building strategies by a factor of (- 0.109)and vice versa,

The analysis was undertaken at 5% significance level. The criteria for comparing whether the predictor variables were significant in the model was through comparing the obtained probability value and $\alpha=0.05$. If the probability value was less than α , then the predictor

variable was significant otherwise it wasn't. All the predictor variables were significant in the model as their probability values were less than $\alpha=0.05$

4.9 Response from Interviewees

4.9.1 Objective of the of the organisation in peace building

The interviewees reported that the main objective of the of the organisation in peace building was to promote local peace support initiatives, by ensuring that all voices by the stakeholder are heard and taken into key consideration, promoting inclusive engagement through policy to action, capacity building to the community and promoting the role of young people in peace-building activities that contribute to living together in dignity and dialogue through a network of specifically trained young people who strengthen the presence and promote the positive values in conflict-affected areas and communities in Kenya.

4.9.2 Organisation policies, goals and achievements in peace building

The interviewees reported that the organisation had strong policies that promoted dispute resolution through equal engagement from all stakeholders, the organisation strongly stood by its mission (promoting peace and unity to foster peaceful intercommunity coexistence) that carried along the organizational goal. Interviewees further reported the organisation had made significant progress in promoting peaceful coexistence between communities.

4.9.3 Role of women in conflict resolutions and peace building situations in Kenya

On the role of women in conflict resolutions and peace building situations in Kenya, interviewees reported that women played a critical part in promoting peaceful coexistence between communities in that women more unlikely to send their children out to kill other people's children unlike their male counterparts. Others added that women's emotional strength transcends pain and suffering and that their predisposition to peace provides them with greater potentials for peacemaking and nurturing a peace culture than their male peers

4.9.4 Women's ability to participate in conflicts

On the women's ability to participate in conflicts, interviewees reported that women are most likely flee conflict, and take on other responsibilities such as primary carers and providers for dependants, which makes participation in conflicts difficult, cultural pressures against women putting themselves forward pressure women to refrain from conflicts, and that lack of resources such as a lack of access to employment opportunities and to productive assets such

as land, capital, health services, training and education also refrain them from participating in conflicts.

4.9.5 Measures that the organization used gain access to formal peace negotiations

The study revealed that in view of gaining access to formal peace negotiations, the organisation had established an advisory group and appointed a dedicated gender adviser as a facilitator or mediator to enhance attention to the different needs and priorities of men and women, the organisation encouraged and helped to create opportunities for women's and other civil, society organizations ensure continual dialogue with negotiators and decision makers that guarantee equal funding to negotiators, mediators, and observers

4.9.6 Interviewees understanding on the content of SCR 1325

Interviewees reported explained that. Resolution 1325 urges all actors to increase the participation of women and incorporate gender perspectives in all United Nations peace and security efforts. It also calls on all parties to conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, in situations of armed conflict. The resolution provides a number of important operational mandates, with implications for Member States and the entities of the United Nations system.

4.9.7 How the organization related to UN 1325 resolutions, conventions and other guiding frameworks

Interviewees reported that the organization relates to UN 1325 resolutions, conventions or other guiding frameworks through increased participation and representation of women at all levels of decision-making, giving specific protection needs of women and girls in conflict, Ensuring Gender perspective in post-conflict processes, ensuring Gender perspective in peace programming, reporting, and in all organizational missions.

4.9.8 Whether the NGO or CBO consider UN 1325 resolutions important in peace building work

On Whether the NGO or CBO consider UN 1325 resolutions important in peace building work, interviewees from NGO and CBO reported that resolution 1325 provides viable dispute resolution mechanisms. UNSCR 1325 addresses not only the inordinate impact of war on women, but also the pivotal role women should and do play in conflict management, conflict

resolution, and sustainable peace, this zips the gap in which women continue to be excluded from participation in peace processes.

4.9.9 Factors influence women role in the implementation of SCR 1325

The interviewees reported that women are critical in designing successful conflict management and peace building programmes.

4.9.10 Influence of SCR 1325 adoption on peace building exercise

The interviewees reported that adoption of SCR 1325 had brought about some significant changes in peace building exercise, which include increased participation and representation of women at all levels of decision-making in peace building process. SCR 1325 Identifies strategic entry points for women's inclusion at the beginning of the process can increase their access to negotiations, SCR 1325 Introduces positive incentives for including women among negotiating teams can encourage their selection and that SCR 1325 promotes gender-awareness training for male and female negotiators to enhance awareness of and attention to the varied priorities and needs of men and women.

4.9.11 Main obstacles for the implementation of SCR 1325

The interviewees reported that the following challenges impeded the implementation of SCR 1325. lack of coordination and corporation, lack of accountability mechanisms, women and gender issues still not seen as central to peace and security policy, poor engagement leaders in leadership positions, little coordination and cooperation between different institutions and lack of clarity on women and gender issues

4.9.12 Measures that the government had done to enhance women participation in peace building in line with SCR 1325

The interviewees reported that the government has laid strategies that support and strengthen women's organisations in their peace building efforts by providing adequate and sustained financial and technical support. Interviewees reported that the government has Strengthen the protection and representation of women by paying special attention to their health, rehabilitation and training needs. The government strives to End impunity and ensure redress of crimes committed against women in violent conflict and enforce and bring to justice culprits involved in crime and the government has established mechanisms for enforcing and

monitoring international instruments for the protection of women's rights in conflict situations.

4.9.13 Major Obstacles that impede women participation in peace negotiations and methods used by the organization (try to) overcome the obstacle

Interviewees reported that government structures and policies, men chauvinism mainly affected participation in sustainable peace building. The Interviewees reported that in view of men chauvinism, poor government structures and policies. The organization promotes capacity building through civic education that aims to promote recognition of girl child and female gender in the society, the organization engaged strong consultations with the government in view of streamlining policies that seemed to be the genesis of the inter community conflicts.

CHAPTER FIVE

SUMMARY OF FINDINGS DISCUSSIONS CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

From the analysis and data collected, the following summary conclusion and recommendations were made. The responses were based on the objectives of the study. The study sought to determine influence of economic factors on women participation in implementation of peace building strategies in Uasin Gishu County, Kenya, to establish how socio-cultural factors, influence participation of women in peace building strategies in Uasin Gishu County, Kenya, to evaluate the influence of women skills in their participation in implementation of peace building strategies in Uasin Gishu County, Kenya and to explore how changing roles of women in peace making influence their participation in peace building strategies in Uasin Gishu County, Kenya

5.2 Summary of the Findings

Influence of economic factors on women participation in peace building strategies

The research revealed that economic factors highly influence women participation in peace building, women are not involved in fund-raising activities unlike their male counterparts, many women work voluntarily on the ground and use their own resources to support peace-building processes and that many women lack enough resources that will allow them support their course situations. The findings are in line with the research by Aolain (2009) that lack of resources among women seriously undermines their peace efforts. Parry (2004) notes that women need their fair share economically to meaningfully play their role in building lasting peace.

Influence of social factors on women participation in peace building strategies

The research revealed that social cultural factors negatively affected women participation in sustainable peace building, gender imbalances in politics, lack of social power, exclusion of women in formal peace processes and peace building, and gender-blind approaches to conflict prevention and management. Cultural practices such as women's role of bearing children, gender insensitive approaches to peace building, association of women with

domestic spheres among others impeded women involvement in sustainable peace building. The findings are in support of the literature by Chart and Baksh (2005) observation that women's desire to participate in peace building is bedecked by slow entrenchment and lack of full implementation due to partly discriminatory practices in traditions, cultures and policies.

Influence of skills level on women participation peace in building strategies

The research revealed that the level of skills highly influences women participation in peace building; conflict resolutions are a political activity that requires a proper strategy that women lack; many women are constrained by lack of education skills in lobbying techniques. The findings are in support of the literature by UNSCR 1325 of (2000) that slow realization of women's educational prowess and multi-skills; (the common association of women and the female gender with peace) have further limited the contribution of women to peace building process. The study revealed that lack of education and access to information impedes women participation in implementation of peace building strategies in Uasin Gishu County, Kenya. Lack of confidence and courage also contributed to women's under-representation in implementation of peace building strategies and that majority of the women in Uasin Gishu lack monitoring and reporting mechanisms and practices in peace resolutions

Influence of gender roles on women participation in peace building strategies

From the research findings revealed that gender roles highly influence women participation in peace building in Uasin Gishu county, sexual and gender-based violence makes it hard for women in Uasin Gishu county to get involved in conflict resolution, participation in peace building is still regarded as a man's role, once peace-building process has ended, many women in Uasin Gishu county revert to their normal activities, thus losing their public presence, and men are reported to reject decisions made by women considering them to be inferior. The findings are in support of the literature by Haleh (2008) that Cultural practices such as women's role of bearing children; gender insensitive approaches to peace building, association of women with domestic spheres among others negated women involvement in sustainable peace building.

5.3 Discussion of the Findings

Influence of economic factors on women participation in peace building strategies

The research revealed that economic factors highly influence women participation in peace building, women are not involved in fund-raising activities unlike their male counterparts, many women work voluntarily on the ground and use their own resources to support peace-building processes and that many women lack enough resources that will allow them support their course situations. The findings are in line with the research by Aolain (2009) that lack of resources among women seriously undermines their peace efforts. Parry (2004) notes that women need their fair share economically to meaningfully play their role in building lasting peace.

Further the study established women cannot access the media to boost their peace efforts because they lack resources, that women are limited by resources (financial) for peace building activities or conflict resolutions. Interviewees reported that government structures and policies, men chauvinism mainly affected participation in sustainable peace building. The Interviewees repowered that in view of men chauvinism, poor government structures and policies. The findings are in line with the research by Rotberg (2002) who avers that peace building is a process which requires financial resources to initiate and sustain

Influence of social factors on women participation in peace building strategies

The study revealed that socio-cultural factors highly influence women participation in peace building, women lack moral frameworks that would give them a strong say in peace matters, women are not perceived as leader in the society, peace building activities connected to women are restricted to the sideline of official in peace talks, representation of women does not mean active participation when making decisions in peace agreements, and that conflicts disadvantage women more than men hindering their participation in peace process. The findings are in support of the literature by Chart and Baksh (2005) observe that women's desire to participate in peace building is bedecked by slow entrenchment and lack of full implementation due to partly discriminatory practices in traditions, cultures and policies.

Further the study revealed that political and legal frameworks have favoured men roles in peace processes, when women get involved in peace building, they do not get an opportunity to contribute in a formal way, lack of collaborative efforts needed in preventing and fighting sexual violence against women and that the patriarchal culture view women as objects to be

seen and not heard. Mir and Alison (2007) confirmed the study's findings when he stated that collective rape functions as an assertion of masculinity and strengthen a sense of loyalty within male fighters which prolongs conflicts and negates peace. Interviewees also reported that women's emotional strength transcends pain and suffering and that their predisposition to peace provides them with greater potentials for peacemaking and nurturing a peace culture than their male peers.

The research revealed that social cultural factors negatively affected women participation in sustainable peace building, gender imbalances in politics, lack of social power, exclusion of women in formal peace processes and peace building, and gender-blind approaches to conflict prevention and management. Cultural practices such as women's role of bearing children, gender insensitive approaches to peace building, association of women with domestic spheres among others impeded women involvement in sustainable peace building

Influence of skills level on women participation peace in building strategies

The research revealed that the level of skills highly influences women participation in peace building, conflict resolutions are a political activity that requires a proper strategy that women lack, many women are constrained by lack of education and that lack of enough skills in lobbying techniques. The findings are in support of the literature by UNSCR 1325 of (2000) that slow realization of women's educational prowess and multi-skills; (the common association of women and the female gender with peace) have further limited the contribution of women to peace building process.

The research also revealed that women lack monitoring and reporting mechanisms and practices in peace resolutions, and lack of technical support for women's organizations in peace building and conflict resolution. The findings are in line with the research findings by Irvine, (2013) that undermining women's level of education and training influence their participation in sustainable peace building in any way.

The study revealed that lack of education and access to information impedes women participation in implementation of peace building strategies in Uasin Gishu County, Kenya. Lack of confidence and courage also contributed to women's under-representation in implementation of peace building strategies and that majority of the women in Uasin Gishu lack monitoring and reporting mechanisms and practices in peace resolutions

Influence of gender roles on women participation in peace building strategies

From the research findings revealed that gender roles highly influence women participation in peace building in Uasin Gishu county, sexual and gender-based violence makes it had for women in Uasin Gishu county to get involved in conflict resolution, participation in peace building is still regarded as a man's role, once peace-building process has ended, many women in Uasin Gishu county revert to their normal activities, thus losing their public presence, and men are reported to reject decisions made by women considering them to be inferior. The findings are in support of the literature by Haleh (2008) that Cultural practices such as women's role of bearing children; gender insensitive approaches to peace building, association of women with domestic spheres among others negated women involvement in sustainable peace building.

The study also established that participation in peace building is related to socially constructed gender role, women in Uasin Gishu county are lacking in leadership positions, women are regarded as home makers and find little time for peace building activities , women's role in public decision-making and politics is inhibited by traditional patriarchal structures and mindsets, women in Uasin Gishu county face stereotyping, negative attitudes and lack of recognition and respect and that women unlike men are the most affected by conflicts, The findings concur with the research findings by Corey and Levine, (2011) social feminists recognized that the exploitations, discrimination, marginalization and oppression of women are deeply rooted in the social structures such as patriarchal capitalism

5.4 Conclusions

The study concludes that economic factors influenced women participation in implementation of peace building strategies in Uasin Gishu County, Kenya. Lean external financial support, delays in financial support, chronic under-funding, poor training on areas of financial and group management were some of the bottle-necks cited as adversely affecting the women groups and women involved in sustainable peace building processes in the Uasin Gishu County.

The research concludes that social cultural factors negatively affected women participation in sustainable peace building, gender imbalances in politics, lack of social power, exclusion of women in formal peace processes and peace building, and gender-blind approaches to conflict prevention and management. Cultural practices such as women's role of bearing

children, gender insensitive approaches to peace building, association of women with domestic spheres among others impeded women involvement in sustainable peace building.

The study concludes that lack of education and access to information impedes women participation in implementation of peace building strategies in Uasin Gishu County, Kenya. Lack of confidence and courage also contributed to women's under-representation in implementation of peace building strategies and that majority of the women in Uasin Gishu lack monitoring and reporting mechanisms and practices in peace resolutions.

The study concludes that gender roles assigned to female gender prohibit their participation in peace building strategies in Uasin Gishu County, Kenya. Gender norms persist as a barrier to women's freedom in participation in conflict resolution and decision-making. The study further concludes that women are generally excluded from public space and decision-making an attribute that impedes their participation in peace building strategies in Uasin Gishu County.

5.5 Recommendations

Social and economic development should be encouraged to secure the participation of women as equal partners with men in peace building. Literacy programs should also be offered for couples to encourage women's participation in and to expand the pool of female in leadership and peace building sphere.

There is great potential in achieving women's full participation in peace building. Harnessing this potential requires enhancing commitment, leadership and accountability, improving institutional capacity and increasing the financial and human resources of formal and informal peace & security sector.

Gender perspectives need to be mainstreamed in all policy processes, to make sure that peace building activities do not disadvantage women.

Women's organizations and civil society must develop the skills and technical expertise of women to operate in the peace and human security sectors and ensure that women's voices are not only heard but also incorporated into peace programs and policies that mandate gender mainstreaming within the peace and security structures in the society.

Governments should sign national level peace contracts and commitments. This could include National Peace Action Plans with specified time lines to guarantee and to ensure support for women's full participation in positions of leadership and the peace process. These

commitments should be fully resourced, they should be developed and implemented in collaboration with civil society, be systematic, inclusive and also should embrace regular reviews and evaluation.

Women's organizations and civil society should promote strong and sustainable peace networks at the rural and community level. Current women's networks predominantly operate in urban settings and greater efforts must be taken to access rural and community-based women's organizations.

5.6 Suggestions for Further Studies

The purpose of this study was to determine the factors influencing women participation in the implementation of peace building strategies in Uasin Gishu County in Kenya with a special focus to the United Nations Security Council 1325. Other studies may focus on effectiveness of peace committee in peace building and conflict management in Uasin Gishu County in Kenya, involvement of youth in peace building initiatives in Uasin Gishu County in Kenya and local measures in place to prevent recurrence of ethnic conflict in Uasin Gishu County in Kenya.

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APPENDICES

Appendix 1: Consent Form

Loise Njeri Kamau

P.o Box 68172, 00200

Nairobi

Ref: Factors Influencing Women Participation in the Implementation of Peace Building Strategies in Uasin Gishu County, Kenya

Dear Participant,

My name is Loise Njeri Kamau, a student at University of Nairobi undertaking Degree of Master of Arts in Project Planning and Management.

I kindly invite you to participate in this study. **Factors Influencing Women Participation in the Implementation of Peace Building Strategies in Uasin Gishu County, Kenya**

Your participation in the study is voluntary and any information given will be private and confidential. You are not required to write your name on the questionnaire. There are no risks involved for you or for the patients in the study. You have the right to choose whether to give or not to give information.

The data obtained will be for research purposes only.

In case of any clarification, you may contact me on mobile phone number, 0711180821 or email me on loisekamau04@yahoo.com Thank you.

Participant's consent;

I have read and understood the above details pertaining to the study and I hereby voluntarily agree to participate in it.

Participant's sign: _____ Date: _____

Researcher's sign: _____ Date: _____

Appendix II: Questionnaire

I am a Master of Arts student in Project Planning and Management at the University of Nairobi. As a requirement, I am carrying a research project on Factors Influencing Women Participation in the Implementation of Peace Building Strategies in Kenya: The Case of United Nations Security Council 1325. Your maximum co-operation and objective response will go a long way in ensuring that I meet my objective. I promise that your identity would remain confidential; the findings will be treated with uttermost propriety and that this study would be used solely for academic purposes.

Instructions: (Please read the instructions given and answer the questions as appropriately as possible). It is advisable you answer or fill in each section as provided. Make an attempt to answer every question fully and correctly

Date		Questionnaire number	
Name of Research Assistant		Name of the location	

PART A: DEMOGRAPHIC

1. Age (Tick as appropriate)

- a) 18-29yrs b) 30-39yrs
 c) 40-49yrs d) 50-59yrs
 e) 60yrs and above

2. Sex

- a) Male b) Female

3. Marital Status

- a) Married b) Single
 c) Widow/Divorced/Separated

4. Occupation

- a) Self Employed b) Employed
 c) House Wife d) Unemployed

5. Level of education

- a) None b) Primary school
 c) Secondary school d) College
 e) University

6. How long you been in peace building operations

- a) 1- 3 years [] b) 3-6 years []
 c) 6- 9 years [] d) 9- 12years []
 e) 12 years and above []

PART B: ECONOMIC FACTORS

1) To what extent does economic factors affect women participation in peace building in Kenya?

- Not at all [] Low Extent []
 Moderately [] High Extent []
 Very High Extent []

2) Below are statements on economic factors that affect women participation in peace building. Kindly indicate your level of agreement with statement

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Women are limited by resources (financial) for peace building activities or conflict resolutions					
Many women lack enough resources that will allow them support their course situations					
Women cannot access the media to boost their peace efforts because they lack resources					
Women are not involved in fund-raising activities unlike their male counterparts					
Many women work voluntarily on the ground and use their own resources to support peace-building processes					

PART C: SOCIO-CULTURAL FACTORS

3) To what extent does socio-cultural factors affect women participation in peace building in Kenya?

- Not at all [] Low Extent []
- Moderately [] High Extent []
- Very High Extent []

Below are statements on socio-cultural factors that affect women participation in peace building. Kindly indicate your level of agreement with statement

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Women lack moral frameworks that would give them a strong say in peace matters					
Peace building activities connected to women are restricted to the sideline of official in peace talks					
When women get involved in peace building, they do not get an opportunity to contribute in a formal way					
Representation of women does not mean active participation when making decisions in peace agreements					
The patriarchal culture view women as objects to be seen and not heard					
Women are not perceived as leader in					

the society					
Conflicts disadvantage women more than men hindering their participation in peace process					
Political and legal frameworks have favoured men roles in peace processes					
Lack of collaborative efforts needed in preventing and fighting sexual violence against women					

PART D: SKILLS

4) To what extent does skills factors affect women participation in peace building in Kenya?

Not at all Low Extent

Moderately High Extent

Very High Extent

Below are statements on skills factors that affect women participation in peace building. Kindly indicate your level of agreement with statement

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Lack of enough skills in lobbying techniques					
Conflict resolutions are a political activity that requires a proper strategy that women lack					
Many women are constrained by lack					

of education					
Lack of technical support for women's organizations in peace building and conflict resolution					
Women lack monitoring and reporting mechanisms and practices in peace resolutions					

PART E: GENDER ROLES

5) To what extent does changing gender roles influence women participation in peace building in Kenya?

- Not at all [] Low Extent []
 Moderately [] High Extent []
 Very High Extent []

6) Below are statements on gender roles that affect women participation in peace building. Kindly indicate your level of agreement with statement

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Participation in peace building is still regarded as a man's role					
Women are regarded as home makers and find little time for peace building activities					
Women's role in public decision-making and politics is inhibited by traditional patriarchal structures and mindsets					
Women unlike men are the most affected by conflicts					

Women are lacking in leadership positions					
Women face stereotyping, negative attitudes and lack of recognition and respect					
Men are reported to reject decisions made by women considering them to be inferior					
Participation in peace building is related to socially constructed gender role					
Once peace-building process has ended, many women revert to their normal activities, thus losing their public presence					
Sexual and gender-based violence makes it hard for women to get involved in conflict resolution					

7) What would you consider to be your biggest obstacle in peace building? How do you think you can overcome this obstacle?

.....

Thank You for Participating

Appendix III: Interview Guide

- 1) Kindly describe your organisation/ your work and what your main objections are in peace building?
- 2) How do you define your organisation in terms of policies, goals and achievements in peace building?
- 3) How do women relate to the conflict resolutions and peace building situations in Kenya?
- 4) What is your opinion on women's ability to participate in conflicts? In small-scale contexts/ in political contexts/ in conflict resolution and peacebuilding?
- 5) How do you/your organization gain access to formal peace negotiations? Describe the nature of that access
- 6) How do you (if familiar with the resolution) understand the content of SCR 1325?
- 7) Do does your organization relate to UN 1325 resolutions, conventions or other guiding frameworks? If so, how?
- 8) Do you consider this UN document important in your peace building work? If so, why?
- 9) What factors influence women role in the implementation of SCR 1325?
- 10) Have you experienced any changes in your work since the adoption of SCR 1325?
- 11) Have you experienced any changes towards women role in peace building since the adoption (attitudes, ability to be heard etc.)?
- 12) What do you consider the main obstacles for the implementation of SCR 1325?
- 13) What has the government done to enhance women participation in peace building in line with SCR 1325?
- 14) What would you consider to be women's biggest obstacle in trying to gain access to peace negotiations? How does your organization (try to) overcome this obstacle?