CONTEXTUAL FACTORS AFFECTING GENDER MAINSTREAMING IN THE PUBLIC SECTOR: MINISTRY OF EDUCATION, EASTERN PROVINCE, KENYA

BY

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Contextual factors affecting gender
DECLARATION

I, the undersigned declare that this research thesis is my original work and has not been presented for a degree award in any other university.

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Date 9/8/2012

We confirm that the work reported in this thesis was carried out by the candidate under our guidance and supervision as university supervisors.

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DEDICATION

This work is dedicated to GOD for his strength and power that has continued to influence my destiny. He has been a present rock in whose shadow I have found comforting refuge even the many times I have felt weary.
ACKNOWLEDGEMENTS

Many people have contributed a great deal in different ways to this Thesis. This work represents the inputs of my committed supervisors Dr. Mary Namusonge and Prof. Catherine Ndungo. I am grateful for their outstanding scholarly, professional and experience, guidance and supervision, personal encouragement and great concern. Their profound insight into research continues to challenge me. My sincere thanks go to Dr. Mark Ogutu whom I started with as my supervisor for his invaluable support, encouragement and input. I owe a special debt of gratitude to Dr. Laban Ayiro, Dr. Stephen Muathe, Dr. Lodiaga and Dr. Nelson Wawire for sharing their in-depth ideas about ways to improve this research work. I am also in-debted to friends and colleagues who have really been a source of encouragement and great assistance. Thanks to Prof. Linus Gitonga my mentor and Timothy Nyaga for their great encouragement and motivation.

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TABLE OF CONTENTS

Declaration........................................................................................................................................... ii  
Dedication............................................................................................................................................ iii  
Acknowledgements............................................................................................................................... iv  
Table of contents.................................................................................................................................. v  
List of tables......................................................................................................................................... x  
List of figures......................................................................................................................................... xi  
Operational definition of terms........................................................................................................... xiii  
Abbreviations and acronyms................................................................................................................ xv  
Abstract............................................................................................................................................... xviii

CHAPTER ONE ..................................................................................................................................... 1  
INTRODUCTION ................................................................................................................................. 1  

1.1 Background of the study ............................................................................................................... 1  
1.1.1 Importance of gender mainstreaming in education................................................................. 5  
1.1.2 Gender mainstreaming in the education sector in Kenya......................................................... 7  
1.1.3 Education in Eastern province ................................................................................................. 11  
1.1.4 Gender mainstreaming and the public sector ......................................................................... 12  

1.2 Statement of the problem ............................................................................................................. 14

1.3 Objectives of the study ................................................................................................................. 16

1.4 Research questions ....................................................................................................................... 16

1.5 Significance of the study ............................................................................................................. 17

1.6 Scope and organisation of the study ............................................................................................ 17
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

2.2 Theoretical literature review

2.2.1 Broad-based participation consultation model

2.2.2 Expert's-bureaucratic model

2.2.3 Expert-democratic model

2.2.4 Alternate approach model

2.3 Justification for gender mainstreaming

2.4 Gender mainstreaming basic principles

2.5 Gender mainstreaming policy framework

2.6 Integrating gender into the policy making process

2.7 Gender mainstreaming actors

2.8 Gender mainstreaming tools

2.9 Relationship between business, industry and education

2.10 Factors affecting gender mainstreaming in many countries

2.10.1 External factors affecting gender mainstreaming implementation

2.10.2 Internal factors affecting gender mainstreaming implementation

2.11 Empirical literature
4.4.1 Length as head of the school .......................................................... 81
4.4.2 Heads being conversant with gender policy in education .................. 82
4.4.3 Secondary school gender policy ....................................................... 83
4.4.4 Gender policy in education and gender disparity ............................. 84
4.4.5 Policy balance between boys and girls .......................................... 85
4.4.6 Gender and education policy strategies ........................................ 86
4.4.7 Ranking of strategies achievements .............................................. 88
4.4.8 Ministry of education efforts and achievements ............................... 94
4.4.9 Strength of the strategies in enhancing gender equality ................... 95
4.4.10 Implementation of gender policy in schools .................................... 106
4.4.11 Adequacy of resources ............................................................... 108
4.4.12 Social-cultural factors ............................................................... 109
4.4.13 Government success in its Commitment ........................................ 110

4.5 Internal factors ................................................................................. 112
4.5.1 Preparedness for secondary schools heads ....................................... 112
4.5.2 Teachers, students and stakeholders understanding .......................... 113
4.5.3 Ministry of education sensitization to parents and communities ......... 115
4.5.4 Heads of schools support by the ministry of education ..................... 116
4.5.5 Teachers preparedness ................................................................. 118
4.5.6 Learners practising gender sensitive behaviour ................................ 119
4.5.7 Gender equality progress in education ........................................... 121
4.5.8 Constraints affecting gender mainstreaming in the education sector .. 122
4.6 Factor analysis ........................................................................................................ 124
4.7 Correlation results .................................................................................................. 129
4.8 Logistic regression results ....................................................................................... 130
4.9 Interview results ...................................................................................................... 131

CHAPTER FIVE ........................................................................................................... 135

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ........................................ 135

5.1 Introduction .............................................................................................................. 135
5.2 Summary of the study .............................................................................................. 135
5.3 Conclusions ............................................................................................................. 137
5.4 Recommendations ................................................................................................... 138
5.5 Contributions to knowledge ..................................................................................... 140
5.6 Suggestions for further research ............................................................................. 142

REFERENCES .............................................................................................................. 144

APPENDICES .............................................................................................................. 156

Appendix i: Cover letter ............................................................................................... 156
Appendix ii: Questionnaire for heads of public secondary schools ......................... 157
Appendix iii: Interview schedule for provincial and district gender unit coordinators. 167
Appendix iv: Map of Eastern province (Kenya) ............................................................ 170
Appendix v: Districts in Eastern province (Kenya) ...................................................... 171
Appendix vi: Public secondary schools in Eastern province (Kenya) used in the study 172
LIST OF TABLES

Table 3.1 : Target Population ................................................................. 71
Table 3.2 : Sample size ........................................................................... 71
Table 4.1 : Response Rate ...................................................................... 79
Table 4.2 : Response by Gender .............................................................. 80
Table 4.3 : Eigen Values, Percent of Variance, and Cumulative Percent of Variance .... 125
Table 4.4 : Loading for Varimax Rotated Factor Matrix of Two Factor Model ........ 128
Table 4.5 : The Coefficients .................................................................. 130
Table 4.6 : The Correlation of the Independent Variable and the Dependent Variables 129
LIST OF FIGURES

Figure 2.1: Conceptual framework ................................................................. 68
Figure 4.1: Duration of being Head of current school ........................................ 81
Figure 4.2: Heads being conversant with the Policy document .......................... 82
Figure 4.3: Outlined Policy for the secondary schools ...................................... 83
Figure 4.4: Gender Policy in education and gender disparities .......................... 84
Figure 4.5: Policy Balance between Boys and Girls ........................................ 85
Figure 4.6: Outlined secondary school strategies ............................................. 87
Figure 4.7: Creation of gender responsive environments .................................. 88
Figure 4.8: Sensitization against social cultural practices ................................ 90
Figure 4.9: Re-admissions of girls who drop out ............................................. 91
Figure 4.10: Gender capacity building for teachers ......................................... 92
Figure 4.11: Equal participation for boys and girls ......................................... 93
Figure 4.12: Ministry of Education efforts and achievements ............................ 94
Figure 4.13: In-service for teachers ............................................................... 96
Figure 4.14: Establishing centres of excellence .............................................. 97
Figure 4.15: Mobilising resources in Arid and Semi Arid areas ........................ 98
Figure 4.16: Provision of teaching / learning material .................................... 99
Figure 4.17: Engendering curriculum ............................................................ 101
Figure 4.18: Affirmative Action on bursaries and Infrastructure ....................... 103
Figure 4.19: Gender Balance in BOG, PTA and Headship ............................... 104
Figure 4.20: Enforcement of rules and regulations against sexual harassment .... 105
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal opportunity</td>
<td>refers to the principle of treating all people the same, and not being influenced by person’s sex, race, and religion.</td>
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<td>Gender</td>
<td>refers to the socially/culturally determined power relations, roles, responsibilities and entitlements for women and men; girls and boys.</td>
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<td>Gender equality</td>
<td>refers to equal treatment of women and men, boys and girls so that they can enjoy the benefits of development including equal access to, and of opportunities and resources.</td>
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<tr>
<td>Gender equity</td>
<td>refers to the practice of fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power and opportunities.</td>
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<td>Gender mainstreaming</td>
<td>refers to integration of gender concerns in policies in developmental areas in the government.</td>
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<td>Gender responsive</td>
<td>refers to action taken to correct gender imbalances.</td>
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<tr>
<td>Implementation</td>
<td>refers to a process which shapes the previously set objectives and strategies into activities.</td>
</tr>
<tr>
<td>Log-odds</td>
<td>refers to the natural logarithm of odds</td>
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<td><strong>Policy</strong></td>
<td>refers to a set of ideas or a plan of what to do in particular situation that has been agreed officially by a group of people, business organization or a government.</td>
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<tr>
<td><strong>Public sector</strong></td>
<td>refers to the government employment sector</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>ADB</td>
<td>African Development Bank</td>
</tr>
<tr>
<td>AU</td>
<td>African Union</td>
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<tr>
<td>ASALS</td>
<td>Arid and Semi-arid Lands</td>
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<tr>
<td>BOG</td>
<td>Board of Governors</td>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>DFID</td>
<td>Departmental of International Development (United Kingdom)</td>
</tr>
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<td>ECOSOC</td>
<td>United Nations Economic and Social Council</td>
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<td>EACEA</td>
<td>Education, Audiovisual and Culture Executive Agency</td>
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<td>EDC</td>
<td>Education Development Centre</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<td>FAO</td>
<td>Food and Agriculture Organization of United Nations</td>
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<td>FAWE</td>
<td>Forum for African Women Educationalists</td>
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<td>GAD</td>
<td>Gender and Development</td>
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<td>GM</td>
<td>Gender mainstreaming</td>
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<tr>
<td>GNP</td>
<td>Gross National Product</td>
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<td>GOK</td>
<td>Government of Kenya</td>
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<td>ILO</td>
<td>International Labour Organisation</td>
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<td>KESI</td>
<td>Kenya Education Staff Institute</td>
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<td>KESSP</td>
<td>Kenya Education Sector Support Program</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>KIE</td>
<td>Kenya Institute of Education</td>
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<td>KIPPRA</td>
<td>Kenya Institute for Public Policy, Research and Analysis</td>
</tr>
<tr>
<td>KISE</td>
<td>Kenya Institute of Special Education</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examinations Council</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>NARC</td>
<td>National Rainbow Coalition</td>
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<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<td>NWM</td>
<td>National Women’s Machinery</td>
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<tr>
<td>PDE</td>
<td>Provincial Director of Education</td>
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<tr>
<td>PTA</td>
<td>Parents’ Teachers’ Association</td>
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<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Fund</td>
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<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Education, Scientific and Cultural Organization</td>
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<tr>
<td>UNIFEW</td>
<td>United Nations Development Fund for Women</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<tr>
<td>SAGAs</td>
<td>Semi Autonomous Government Agencies</td>
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<td>WID</td>
<td>Women in Development</td>
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ABSTRACT

Gender mainstreaming as a key strategy for promoting equality was adopted as an international policy in the Fourth World Conference at Beijing, 1995. Many studies show that in the decade following Beijing, a great deal of energy and resources were put into gender mainstreaming implementation. Despite the tremendous progress in policy development and abundance of information available on gender mainstreaming, reviews and evaluations show a huge gap between policy commitments at Beijing and actual implementation. The purpose of the study was to establish the contextual factors affecting gender mainstreaming implementation in the public sector. A descriptive survey research design was used in the study. The target population consisted of the provincial and districts gender coordinators and the heads of public secondary schools in Eastern province. Eastern province was selected purposively among other provinces in Kenya because of low transition rate from primary to secondary schools. A total of 211 respondents were sampled through purposive and random sampling techniques. A questionnaire and an interview schedule were used to collect primary data. Descriptive statistics were used to summarize the properties of the mass data that were collected from the respondents. Factor analysis was used to determine the factors that were used in the study namely; strength of strategies, gender mainstreaming strategies, gender policy in education, gender disparities in education and understanding of the policy which were used in logistic regression analysis. Logit regression was used to determine the effect of the factors on gender mainstreaming. Among the five factors, only one factor (gender disparities in education) affected gender mainstreaming negatively. All other predictor variables: strength of strategies; gender mainstreaming strategies; gender policy in education and understanding of gender policy in education affected gender mainstreaming positively. From the findings, it is evident that Gender policy in education is not being implemented effectively in the public secondary schools and there are several external and internal factors affecting gender mainstreaming in the education sector which includes; inadequate commitment from top-down to the institution, lack of understanding of the gender concept, inadequate training and awareness for teachers, gender imbalance and inadequate training for Board of Governors and Parents Teachers Association, inadequate resources and socio-cultural factors. The study concluded that the school heads, teachers and management were ill-prepared for the policy implementation, there is inadequate support, training and awareness, poor system of monitoring and evaluation, and that the policies and strategies outlined for secondary schools are appropriate and satisfactory but requires balancing between boys and girls.
CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Gender mainstreaming is the current International approach for promoting equality between women and men. Mainstreaming is developed out of a historical background of efforts to advance equality for women (Commonwealth Secretariat, 1999). There has been a progressive evolution of perspectives, definitions and approaches to achieving equality for women since the Third UN World conference on women in Nairobi in 1985. Much of the concern was over women’s issues and women’s access and opportunity. Women in development (WID) approach emerged in the 1970s with a goal of how women could be integrated into existing development initiatives. It largely promoted women participation as beneficiaries, rather than agents of development. Since WID approach was perceived to be of relevance to women only, many social, economic, political and cultural issues were viewed either in isolation or as separate issues. This had the effect of marginalizing women in government decision making (Commonwealth Secretariat, 2001).

In 1980s, Gender and Development (GAD) approach was developed in response to perceived failings of WID approach. Rather than focusing exclusively on women, this approach was concerned with relation between men and women. It challenged unequal decision-making and power relations between not only men and women, but also between rich and poor. As a result of research and experience
with WID and GAD, it clearly showed that gender equality issues must be approached with a multidimensional understanding that reflected the complexities of people's lives, and which would allow a cross-section of people to contribute to change. To be effective, gender analysis should make a practical contribution towards explaining the differences in men's and women's lives and helping to produce policies and programmes that reduce inequalities. Therefore, gender mainstreaming incorporates a GAD perspective. It aims to look more comprehensively at the relationships between men and women in their access to and control over resources, decision-making benefits and rewards within a system which could be an organization, government or an entire society.

Gender mainstreaming was adopted as a major strategy for promoting gender equality at the Fourth World Conference of Women in 1995. It called for mainstreaming in all critical areas of concern which included poverty, human rights, economy, violence against women and armed conflict. In addition, the Beijing Platform of Action established that gender analysis should be undertaken on the respective situation and contributions of both women and men undertaking before development policies and programs (Rai, 2000). Gender mainstreaming is the reorganization, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages by the actors normally involved in policymaking (United Nations, 1997). It is a systematic integration of gender equality into all systems and structures, policies, programs, processes and projects into ways of seeing and doing, into cultures and their organizations (Rees, 2002).
Gender mainstreaming, therefore, is defined as the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated (United Nations, 1997). It is a principle that means bringing gender into the main stream and into all decision making and organisational work.

Gender mainstreaming means that women and men have equitable access to resources, including opportunities and rewards. It implies equal participation in influencing what is valued in shaping options within society, sharing equitably in the benefits of development, opportunity to influence who does what in society, who owns and can own, who has access to jobs and income, who controls the society's resources and institutions, who makes decisions and who sets priorities (Commonwealth Secretariat, 1999). It involves not restricting efforts to promote equality to the implementation of specific measures to help women, but mobilising all general policies and measures specifically for the purpose of achieving equality by actively and openly taking into account at the planning stage their possible effects on the respective situation of men and women (gender perspective). This means systematically examining measures and policies and taking into account such possible effects when defining and implementing them (Hannan, 2004; UNIFEM, 2009).
The countries attending the Fourth World Conference on women in Beijing in 1995 endorsed gender mainstreaming as a key strategy for promoting equality between women and men. The United Nations and other international organizations were called upon to implement the strategy in their work and to support the efforts of member countries. In 1997, the Economic and Social Council provided concrete guidance on how United Nations should work to incorporate gender perspective in its work programmes (Pahad, 2007; United Nations, 2007).

Since then, concerted efforts have been made by many countries as well as United Nations to develop the capacity to identify and address relevant gender perspective in all areas of work and all levels. Many organizations and countries have established institutional arrangements to support gender mainstreaming, such as gender units and gender focal point systems and capacity building initiatives. Gender perspectives are incorporated into procedures and process, such as planning, budgeting and reporting processes, and guidelines and other materials to support staff to ensure gender perspectives are taken into consideration in research, analysis, and support to legislative change, policy development, monitoring and evaluation (Rao & Kelleher, 2002; Moser & Moser, 2005). African governments also, have put in place a number of measures and activities aimed at promoting gender equity. These measures include development of gender policies, formulation of gender strategies, setting up gender focal points in key government ministries and increasing the budget allocated to gender activities and issues (ZAOU, 2008).
1.1.1 Importance of gender mainstreaming in education

Education is universally recognised as playing a key role in sustainable, social and economic development. Regardless of the ideology underlying approaches to development, education is always cited as a priority area for attention and the investment of resources. The benefits of education are well established: it improves the quality of life, promotes health, expands access to paid employment, increased productivity in the market and non-market work, and reduces poverty and increases political participation (Commonwealth Secretariat, 1999).

Such benefits, therefore, should be experienced by both women and men fairly and equitably. This shows that education has a critical role to play in addressing issues of gender equality and equity. Education institutions prepare and feed the employment sector with employees; therefore, issues of inequalities should be addressed and dealt with from elementary school throughout all levels of education. This would create equal opportunities for women and men in all aspects. The overall goal of education should be to provide equal opportunities for women and men in all aspects and equal access and participation for girls and boys, men and women in learning and management of education at all levels (Republic of Kenya, 2007).

The Beijing Platform for Action (1995) includes a section on education and training. Plan for Action on gender and development sets a strategic objective of member governments to take positive and/or affirmative action to provide equal opportunities in education institutions. The Plan for Action proposed a number of action points that governments may wish to consider adopting including; action on
human resource development-literacy, training and education, science and technology. The section outlines the important elements in the mainstreaming of gender in education as: making explicit the importance of gender along with race/ethnicity and social class as a factor for consideration in the process of education; ensure gender equity in access both generally and in relation to studies which lead to better careers and job opportunities; overcome structural barriers, whether they be legal, economical, political or cultural which may influence the access and or/participation of either sex in educational offerings; increase awareness of the active role which women can and do play in development; and increase the participation of women in decision-making in the management and implementation of education policies and programmes (Commonwealth Secretariat, 1999).

Education makes both women and men aware of the new opportunities for personal achievement that await them. Men and women can have access to higher levels of education and thus become better equipped for the labour market. Education reduces the wide range of biases in society and traditional perceptions. This would enable both men and women to have opportunities to attain financial security or to perform policy-making and senior management functions. Also, building capacities for equal access to trade, entrepreneurial development, credit and finance (Commonwealth Secretariat, 1999).

United Nations (2002) indicated that failing to invest in women’s education can lower the GNP. Everything else being equal, countries in which the ratio of female-to-male enrolment in primary or secondary is less than seventy five
percent can expect levels of GNP that are roughly twenty five percent lower than countries where there is less gender disparity in education. Further, elimination of gender inequality in the labour market in relation to occupation and pay could increase women’s income and contribute to national income. It also reveals that gender inequality reduces productivity of the next generation, constraints in growth and development, and hampers a positive supply response to structural adjustment. Therefore, gender equality means equal visibility, empowerment and participation of both sexes in all spheres of public and private life and the need for the individual’s economic independence. This can be achieved by education which is key to gender equality (Council of Europe, 1998).

1.1.2 Gender mainstreaming in the education sector in Kenya

Mainstreaming of gender into all activities of government has received endorsement at the highest political levels. It is the central strategy of both the 1995 Commonwealth Plan of Action and the 1995 Beijing declaration and platform for Action. Both of these documents include specific references to the education sector. The Beijing Platform for Action includes a section on the education and training of women. The strategic objectives identified in that section are: to ensure equal access to education; eradicate illiteracy among women; improve women access to vocational training, science and technology, and continuing education, develop non-discriminatory education and training; allocation of sufficient resources for and monitor the implementation for educational reforms; and promote lifelong education and training for girls and women (Commonwealth Secretariat, 1999).
Recognizing that non-discriminatory education contributes to more equal relationships between men and women, the Platform for Action identifies areas in which discrimination in education exists, including: customary attitudes; early marriage and pregnancies; lack of gender awareness on the part of educators; sexual harassments; girls domestic responsibilities and the reduced time they are allowed for education and discrimination in education resources. The Platform for Action recommended strategies specific to each and advocates use of other avenues for change, such as exploiting the potential of the powerful mass media as an educational tool, and specifically targeting the involvement of women in technological education (Commonwealth Secretariat, 1999).

Kenya is one among the one hundred and eighty nine (189) signatories for Platform for Action agreed at Beijing. The commitment of the government of Kenya to attain gender equality is underlined in various national and international legal and policy documents, for example, the Children’s Act (2001); NARC Manifesto (2003); Economic Recovery Strategy (2003-2007); National Development Plan (2002-2008); Sessional paper No.1 of 2005; Kenya Education Sector Program (2005) and Gender policy in education (2007).

The government is also a signatory to international protocols relating to education and human rights of women and girls, including the Universal Declaration on Human Rights (1948), Convention on the Elimination of all Discrimination Against Women (1979), Convention on the Right of the Child (1989), Jomtien World Conference (1990), Dakar framework of Action on EFA (2000), Millennium Development Goals as well as goals of the African union. All these
documents reiterate the need to eliminate all forms of discrimination, enhance the right to education, and promote gender equality particularly in education, and gender inclusion and empowerment. The documents also set goals and targets for achievements. Through this policy, the government re-affirms its commitment and determination to address legal and policy issues in order to facilitate attainment of equality in the education for girls and women (Onyando & Omondi, 2008). More so, the Kenyan government has addressed gender issues in the new constitution (Republic of Kenya, 2010). The constitution presents major gains towards gender equality and equity in Kenya.

International reports for example, the EFA Global Monitoring Report (UNESCO, 2002), indicates that at the national level, Kenya has virtually attained gender parity in enrolment at both primary and secondary education levels. Close scrutiny reveals that serious gender disparities in enrolment exist between regions in favour of males with regard to access, retention, completion, performance and transition. The gender gap widens as one goes higher up the education ladder. There are few women in technical professions and key governance and management positions, both in the wider society and in the education sector in particular (Republic of Kenya, 2005; Republic of Kenya, 2006; Republic of Kenya, 2007).

In recognition of the importance of gender equity and equality in education, the ministry of education in collaboration with its partners has developed gender policy to address critical issues related to gender and education. The purpose of this policy is to provide a road map for the MoE and stakeholders towards the achievement of gender parity. It aims at ensuring that both boys and girls, men
and women, participate equally in learning and management of education at all levels. There is consensus that girls and women’s empowerment in general has been seriously impeded by several factors, such as cultural and religious practices, inadequate policy guidelines, poverty and lack of community awareness. The policy provides a framework for the planning and implementation of gender responsive education, as well as research and training at all levels. It highlights concerns in education and persisting negative social-cultural practices and attitudes which inhibit the realization of equity (Republic of Kenya, 2005; Republic of Kenya, 2007). Strategies being pursued to address gender inequalities in the education sector include provision of school boarding facilities in ASALS, affirmative action in admission into public universities, bursary allocations, provision of resources, continuous curriculum review, capacity building for school managers and teachers, gender sensitization and advocacy, assessments and improvement of Pedagogy to address gender responsiveness and policies such as re-admission of school age girls who get pregnant while in school (Elimu Yetu, 2003; Republic of Kenya, 2005; Republic of Kenya, 2007).

All these strategies aim at reducing existing gender disparities in education and training. The overall goal of the policy is to promote gender equity and equality in education, training and research, to contribute to the economic growth and sustainable development of Kenya. Gender policy in education formalizes the rights and responsibilities of all people involved directly or indirectly in the education sector, and are further expected to contribute to elimination of disparities. The successful implementation of the policy hinges on unrelenting and concerted effort by all education service providers. Attainment of gender equity
and equality is, therefore, a core development issue and a goal in its own right (Republic of Kenya 2002; Witts and Associates, 2007; Republic of Kenya, 2007; Onyando & Omondi, 2008; Republic of Kenya, 2011).

1.1.3 Education in Eastern province

The national education system has been characterized by gender disparities at the national levels and between regions. Eastern province has a significant number of children enrolled in primary schools (45 percent of its population recorded as being below fifteen years). Eastern province has a poverty rate of fifty eight percent as per the (2007) national poverty statistics (Keriga, 2009). Long distances that separate schools and inadequate infrastructure are key factors that impact on school attendance within the region. Gender disparities are minimal in most districts with the exception of Marsabit, Moyale, Tharaka and Isiolo. Cultural value of education especially on girls is low, with gender differentials between male and female. Eastern province is marginalized in terms of access to development programmes, social amenities which has resulted in few schools and infrastructure development. In addition, insecurity that plagues some parts of the region impacts on enrolment and cultural factors which have more so afflicted female enrolments (Onsomu et al., 2006; Keriga, 2009).

Eastern province records low transition from primary to secondary school. Levels of school enrolment have improved minimally but fall far below recorded primary school enrolment after the introduction of free primary education in 2004. Despite structural conditions that affect enrolment in primary schools being key determinants in enrolment, poverty plays a key role in determining access to
education for residents across the provincial districts (Keriga, 2009). Enrolment of girls still lags behind and gender disparities in accessing basic education means fewer females can access higher education. Gender disparity is a real issue in Marsabit, Moyale and Isiolo. The challenges and obstacles in the region put them at a disadvantage of realising their full potential and realizing the right to education in Kenya (Mikkola, 2005; Keriga, 2009).

1.1.4 Gender mainstreaming and the public sector

Working to achieve equal employment opportunity has become an important social priority in the world today. There are many women and men in the workplaces with the same potential and abilities to compete for the same jobs. In a world of global competition, relevant skills are becoming scarce and no country, certainly, can afford to discriminate against its talented visible workforce. Gender mainstreaming in employment enhances equity and equality that brings equal employment opportunities to both men and women regardless of sex, ethnicity, disability, marital status or family responsibilities (Heintz, 2006). According to ILO, the primary goal is to promote opportunities for women and men to obtain decent and productive work in conditions of freedom, equality, security and human dignity.

This is why employment equity is a goal that many countries are working towards in both the private and the public sector. The public sector is a major source of employment and will continue to have a role to play. Employment is fundamental and, therefore, should be placed at the heart of economies and social policies. Employment equity enables skills and human resources to be diverted to where
their contribution will be maximized. Full participation in a global economy depends on the skills of both men and women. This is why equal opportunity must thus be at the centre of employment (Heintz, 2006).

The concept of equal opportunity is consistent with free enterprise philosophy because the most efficient combination of resources should result if those with the best ability and talents get the best economic opportunities - the best job and the best investment opportunities. Society is better off because people will end up in positions where their abilities can be utilized and those people who are unfit for those positions will have to find jobs elsewhere. The principle of equal opportunity helps to ensure that the best performers in the society, no matter where they were born, what they believe or what race or sex, have a chance to rise to the top based on their proven ability to use society’s resources efficiently and wisely (Booth, 2004).

This principle never holds that people would be of equal ability or that such free and open competition for existing opportunities would bring about equal results in terms of economic condition. Nor does equal opportunity raise questions about the results of the competitive process since it assumes that equal results are morally right and just. People with superior abilities will obviously get ahead and are morally justified in receiving a greater share of the rewards society offers and be free to compete equally on the basis of merit for the rewards society offers and be free to go as far as their abilities, interests, ambition and whatever else is relevant to performance will take them (UNESCO, 2002).
Equality of opportunity means that everyone in the society or workplace should be able to compete fairly and honestly for the rewards the society has to offer or chances of promotions and development in the workplace on the basis of merit. Equal opportunity aims at eliminating any kind of discrimination that would prevent employees from utilizing to the fullest the skills and abilities they already poses or from gaining experience and training that is necessary to become qualified for the better opportunities society has to offer (UNDP, 2005).

This then means that gender equality at all levels and stages of employment is vital. All human resources practices and activities in organisations should be sensitive to the gender needs and interests of both men and women or the organisation’s staff. The objectives should be full employment improving job quality and productivity that fits well with the needs of men and women (Murison, 2004; European Commission, 2005).

1.2 Statement of the problem

Gender mainstreaming as a strategy for promoting equality has been widely adopted by the international community (UN, 2007). In the decade following Beijing Platform for Action 1995, a great deal of energy and resources were put into gender mainstreaming (Daly, 2005). Kenya has taken concrete measures to address gender inequalities through the National Policy on Gender and Development (NPGD) which spells out a policy approach to gender equality and empowerment. The Sessional paper No.1 of 2005 provides a framework for the operationalization of gender mainstreaming policy, planning and programming in Kenya. More so, the Kenyan government has addressed gender issues in the new
constitution (Republic of Kenya, 2010). The constitution presents major gains towards gender equality and equity.

Despite the initiatives Kenya has made to address gender inequality, gender disparities still exists (Keriga, 2009). According to the World Bank African region report, applying a gender lens to analyse the economic and social disparities within Kenya makes the disparities more extreme (World Bank, 2005). Also, according to Kenya’s report to the United Nations in New York, although Kenya has made progress on gender equality gender disparities still remain a challenge (UNIFEM, 2009; UN, 2007). Equity in relation to education remains an issue in provision and access to education in Kenya. The Kenya’s national educational system has been characterised by gender disparities at the national level and between various regions. Gender disparities still remain high in relation to access to education even after the introduction of free primary education (Keriga, 2009; Republic of Kenya, 2007). In addition, Keriga (2009) noted that gender disparities existed in Eastern province in Kenya because it records low transition rates from primary to secondary schools.

The African Union gender progress report recognised that despite the significant progress made in advancing gender equality in Africa, gaps remain between policy and practice (AU Commission, 2010). The African Union report highlighted that there are critical gaps and areas of concern in terms of meeting commitments on gender equality and women’s empowerment. It is in this regard that the study sought to establish the contextual factors affecting gender
mainstreaming implementation in the Kenyan public sector with special focus on the ministry of education.

1.3 Objectives of the study

The general objective of the study was to establish the contextual factors affecting gender mainstreaming implementation in the public sector with focus on the ministry of education in Kenya. The specific objectives were to:

i) Establish whether gender mainstreaming was being implemented in the education sector with reference to Eastern province.

ii) Determine the external factors affecting gender mainstreaming in the education sector with reference to Eastern province.

iii) Determine the internal factors affecting gender mainstreaming in the education sector with reference to Eastern province.

iv) Determine the effect of the external and internal factors on gender mainstreaming in the education sector with reference to Eastern province.

1.4 Research questions

i) Is gender mainstreaming being implemented in the education sector, Eastern province?

ii) What are the external factors affecting gender mainstreaming in the education sector, Eastern province?

iii) What are the internal factors affecting gender mainstreaming in the education sector, Eastern province?
iv) What is the effect of the external and internal factors on gender mainstreaming in the education sector, Eastern province?

1.5 Significance of the study

The study will be significant in the following ways: Firstly, results of this study will be significant to the policy makers involved in education and gender mainstreaming implementation. The study creates awareness in matters pertaining to successful implementation. Secondly, the study sought to find out the factors affecting implementation in the public sector with special focus on the ministry of education. The study, therefore, sheds light that helps to address implementation issues identified by this study such as training and preparation of the implementers, creating awareness and sensitization of all the partners involved and provision of adequate resources. Thirdly, to scholarly research, the findings of this study will make valuable additions to the literature in the field of gender mainstreaming in the public sector and other developmental areas in Kenya.

1.6 Scope and organisation of the study

The scope of the study was limited to one ministry in the public sector namely; the ministry of education which was purposively selected because equal access of girls and boys to primary and secondary education is a starting point and key measure of progress towards gender equality (Republic of Kenya, 2005). Education is also universally recognised as playing a key role in sustainable social and economic development so it provides a good setting for study on gender mainstreaming. Education improves the quality of life, promotes health, expands
access to paid employment, increases productivity in market and non-market work, and facilitates social and political participation. Thus reduction of poverty and income inequalities (Commonwealth Secretariat, 1999). Therefore, it provides a good setting for studying gender mainstreaming.

The ministry of education like other ministries has a gender policy in education (Republic of Kenya, 2007). It outlines the policy statements and strategies at all levels and areas of Education. The ministry has put in the necessary structures and mechanisms for implementation. The study was conducted in Eastern province among the ministry of education officials in the provincial and district gender and education unit coordinators, and public secondary school heads who are accountable for the implementation of the gender policy in education at the school level according to the Gender policy in education implementation structure (Republic of Kenya, 2007).

1.7 Limitations of the study

Gender mainstreaming is a process that involves policy formulation, implementation, monitoring and evaluation of policies, plans and programmes. The study focused on the implementation aspect. The study was also limited by the scope in that it focused on one selected ministry in the public sector, that is, ministry of education and only one province in Kenya. This was not possible due to logistical and financial resources available for the research.

The ministry of education Gender policy covers all levels of education but the study was limited to public secondary schools because it is at secondary school
level that students can develop knowledge, skills and competencies associated with abstract reasoning, analysis, language and communication skills and the applications of science and technology essential to success in the job market and national competitiveness (Lewin, 2004). The study relied on self report by the provincial and district education gender coordinators. Todd and Taylor (1995) noted that self reporting might create self-generated validity and thus inflate causal linkage. Also there was no response by some respondents due to their busy schedule. Following Saunders et al., (2007) recommendation, this problem was tackled by administering the questionnaire to other informants in the same category at appropriate times when they were in a position to set aside time.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on gender mainstreaming and has been organized under the following sub-topics: theoretical framework, empirical literature and conceptual framework.

2.2 Theoretical literature review

This section provides theoretical models of gender mainstreaming that constitute the theoretical framework of the study. The following is a brief explanation of each.

2.2.1 Broad-based participation consultation model

Broad-based participation consultation model (Morison & McDonough, 2003) is about involving a range of individuals, community and organizations to accomplish gender mainstreaming. Gender mainstreaming is a collaborative activity, a process by which various actors previously outside the privileged policy arenas get to have a voice within them. Participation is just more than consultative and the establishment of partnership between different interests. Participation unites a real common interest. Participation brings not only responsibility to those who have been on the outside but also opportunity. More so, participation results in more appropriate and relevant services being delivered; it is the right of every citizen to be able to participate in decision making; ensures that local people are
well informed about what is happening; ensures development and decisions about development reflecting the needs and wishes of the people; provides a mechanism for resolution of conflict; gives sense of ownership in policy development and initiatives. In addition, Walby (2005) stated that with the increasing complexity in governance, there has been a growing recognition of the need for greater involvement of people in decision making. Rees (2002) emphasized that all partners needed to give their backing to gender equality even if one organization took the lead. Unity accelerates the implementation because all partners become players. This model is important in this study because it helps to understand that gender mainstreaming requires participation by all stakeholders and partners through consultation.

2.2.2 Expert's-bureaucratic model

Expert's-bureaucratic model (Rees, 2002) is grounded in the principle of involving primarily experts and specialist. This model emphasises that gender expertise is needed to lay out a cause of action. Specific-expertise can help the gender experts gain credibility with sector specialist and determine a strategic and practical cause of action or set of actions that are likely to yield the desired results. The critical role of gender experts during implementation is to provide technical assistance and monitoring. Expertise is also used to determine the kind of information and skills that project staff needs to implement gender specific activities. Pradhan (2004) added that gender specialists needed to be included in the assessment process. The model is vital in understanding that technical assistance by experts and specialists is core during the implementation. This
aspect is well discussed in this study that specific-experts helps gender mainstreaming actions to yield results.

2.2.3 Expert-democratic model

Expertise-democratic model was proposed by Walby (2005). The fundamental idea of this model is that gender mainstreaming lies in the middle of democracy and expertise. This is a process of developing a more inclusive democracy by improving gendered democratic practices and on the other hand, the process is represented as one of efficiency and expertise carried out by the normal policy actors with a specially developed toolkit. Walby (2005) conceptualized gender mainstreaming as a process of gender democratization, of including women and their own perceptions of their political interest and political projects into policy making processes. It is also seen as a process by which various actors get a voice with them. Once the political goal of mainstreaming gender equality has been set, the process can be effectively implemented by technocrats and bureaucrats within stated policy frameworks.

An alternative to polarising ‘expertise’ and ‘democracy’ is to see them as entwined in contemporary practice, for example, in gender budgeting, the process invokes “expertise” rather than one of “gendering democracy” but in practice the process usually involves both. Rai (2000) noted that accountability was a concept with the repertoire of the democratic practices. Rai (2000) further argued that gender national machineries should be accountable to civil society, NGO’s and women’s groups. Accountability implies flow of information into the public.
domain and a willingness to engage in dialogue with those outside the organization's boundary.

In sum, while expertise and democracy have sometimes been seen as rival sources of legitimacy in governance, the case of gender mainstreaming suggest a strong inter-relationship. Analysis of gender mainstreaming thus involves reconsideration of the nature of democracy, to consider not only the gender of the elected representatives, the institutionalization of gendered interests in gender machinery of the state and an active gendered civil society, but also the incorporation of expertise especially from academics. This model is important in this study because it clearly shows that gender mainstreaming requires both expertise and democracy to be successful.

2.2.4 Alternate approach model

The Alternate approach model (Gupta & Mehra, 2006) is grounded in the fundamental ideas that gender mainstreaming implementation requires new perspectives and the generation or new information and knowledge, new and different ways of looking at and employing current methodologies for the purpose of improving operations. This refers to refocusing gender mainstreaming in operations based on the experiences of implementation. Therefore, Gupta and Mehra's (2006) Alternate approach model advocates that gender mainstreaming can be successful if policies and strategies are re-examined.

To begin with, the Alternate approach model requires being very strategic at all stages of the development process. Initially, it requires being strategic in selecting
the development issue on which to work. It requires identifying and acting on strategic opportunities that are likely to yield tangible results to people "on the ground". It implies working on high priority development issues. A significant advantage of this approach is that the issue already has relevance. It does not have to be proved. It requires less effort "to convince" non-believers of its importance.

Another advantage of a strategic approach of this type is that it helps order priorities for gender-based input and intervention all along the development process or operation in order to achieve the broader development goals.

Once the issue has been selected, gender expertise is needed to lay out a course of action. Once again, it is not necessary to do "everything" or to act on all levels. Nor is it necessary for everyone involved in the project to have gender based knowledge and skills, just as it is not necessary for sector-specific technical experts to be knowledgeable about each other's expertise. It is helpful for gender experts also to have specialized sector or issue based knowledge. Such sector-specific expertise can help the gender expert gain credibility with sector specialists and determine a strategic and practical course of action or set of actions that are likely to yield the desired results. Succeeding also requires selecting the appropriate levels on which to act, not necessarily acting "on all levels". Thus, it may be necessary and possible to obtain the support and increase the understanding of the project director or task manager to mainstream gender but not as necessary at other levels. The important point is that who is to be influenced and what tasks have to be accomplished for successful mainstreaming will have to be empirical and context-specific. This greatly and helpfully narrows down the tasks (James-Sebro, 2005; Gupta & Mehra, 2006).
Once a course of action has been determined in line with the broader operational goals, gender expertise is needed to provide hands-on "technical assistance" on the "how to" of mainstreaming to project staff. Gender experts are also needed to design monitoring and evaluation systems and to document outcomes. Monitoring is important for ensuring mainstreaming and project implementation is on track and for "trouble-shooting" and if it is not offering solutions for mid-course corrections. Following project completion, gender expertise is needed for documenting results effectively and strategically. This type of documentation is vital for filling the current gap in knowledge of gender mainstreaming in operations. It is also important for building a body of knowledge in this area (James-Sebro, 2005).

In addition, allocation of appropriate financial resources is critical for success. Like any other project component, financing is needed to ensure that the necessary technical "back-stopping" described earlier occurs. More importantly, financing is needed to ensure that resources are available to fund activities and components deemed vital for the success of mainstreaming. Financial resources are also needed to ensure that the required gender expertise is available. As gender mainstreaming becomes more successful in an organization and shows results, demand for gender specialists is expected to grow, not diminish (Mitchell, 2004; Thomas & Sultan, 2005; Gupta & Mehra, 2006).

Further, accountability is vital to this approach. It is the means for determining whether or not mainstreaming has happened. It is only by examining outcomes
and results and assessing them relative to expectations (and/or baseline conditions) that will be possible to determine the extent to which gender and development goals have been met. This requires setting up a monitoring and evaluation system, preferably right at the start of a project. It would also require adopting indicators, and both process and outcome indicators would be necessary. Process indicators can help determine whether or not project implementation, including gender goals and activities are on track and for diagnosing problems and fixing them. They are also important for assessing, if relevant, the extent of community and women’s participation on the project. Outcome indicators are needed for assessing results—whether or not project goals were met and the extent at which the economic and social conditions and well-being of target populations improved. Most important is if intended goals and improvements did not occur, or were partially achieved, accountability would require determining the causes, learning from them and fixing them (NMFA, 2002; Hannan, 2004; Gupta & Mehra, 2006)

Moreover, understanding gender outcomes, and hence, the success of gender mainstreaming on a project, would require the adoption of gender-specific indicators. For instance, in a rural poverty reduction programme it would be important to know not only whether economic opportunities and incomes increased overall but also if opportunities for women improved and their incomes are higher, and that they had control over their earnings. Admittedly, in an improving economic environment, women’s incomes could improve without particular intention to gender. This would be a fortunate and happy outcome. Equally, women’s economic situation could also worsen even with improvements
in the overall economy and this would signal a need for gender analysis to understand the reasons why and to remedy the process. It is important to note, however, that accountability for gender mainstreaming may be difficult to implement precisely because overall project accountability mechanisms tend to be weak in many organizations. On the other hand, the need to determine accountability for mainstreaming offers one among many reasons for strengthening them. Development effectiveness overall would benefit from doing so (Gupta & Mehra, 2006).

Finally, in order to undertake something new like gender mainstreaming in organizations that have established ways of doing things and to garner the resources needed, requires leadership. Not only does the leadership has to have the will and commitment, it has to be open to innovations and, importantly, willing to allocate resources and to expect results. While the support of top leadership is invaluable, leadership may be needed from other levels as well and would have to be determined contextually for each project (Hannan, 2003; Gupta & Mehra, 2006).

This study borrows from the above models because they integrate all the elements necessary for effective gender mainstreaming. The above models are important to this study because they outline how to get the expected results. They were chosen because they provide a better framework for analyzing factors affecting gender mainstreaming in the education sector.
2.3 Justification for gender mainstreaming

The concept of gender provides an analytical framework that does not focus on women but on the process that recreates and reinforces inequalities between women and men. Inequalities between women and men are not only a cost to women but to society as a whole and must be regarded as societal issues rather than 'women's concerns'. It is not a matter of adding women into existing processes and programmes, but of reshaping them to reflect the vision, interests and needs of women to produce gender-equitable outcomes (United Nations, 1997). Gender mainstreaming is concerned with changing internal processes in order to achieve changes in organisation outputs with the objective of advancing the position of women and gender equality. A mainstreaming strategy starts from the policy making end of development by looking at the policies and practices of the government, the partners, country and civil society. The emphasis is placed on processes and policies as a way to achieve sustainable change in the situation of women and men.

In every society, the roles, responsibilities and influence of women and men are unequal although the nature and extent of inequality varies from society to society. Although there are exceptions, in most cases women are disadvantaged and men are privileged by the organisation of the gender roles in societies (Moser & Clark, 2001). Gender inequality prevents women and men, girls and boys from fully enjoying and exercising their human rights and represents a huge loss in human potential (Rivers & Aggleton, 1999). Gender equality thus must be at the centre of
work to eliminate poverty and promote human rights. Gender equality and equity are the conditions for the full and free enjoyment and realisation of human rights.

There is increasing recognition that society is characterized by a bias, the male norm is taken as the norm for society which is used for reference in policies and structures. This plays a role in reproduction and institutionalizing the social construction of gender which contains an unequal relationship. Male domination and female subordination is found in most span of life, and the tasks, roles, functions and values attributed to men are usually highly valued than those associated with women. Men and women are different but those differences should not have a negative impact on their living conditions and should not discriminate against them. Such differences should systematically be factored into an equal sharing of power in the economy and policy-making processes. In order for gender equality to be there, measures should be taken so that both men and women have equal opportunities and enjoy the same rights, privileges and decision-making responsibilities in all of its aspects including religion, ethnicity, race or sexual orientations. This needs to be taken into account in the elaboration of sound public policy (Rivers & Aggleton, 1999). Gender mainstreaming is based on the knowledge and lessons learnt from the previous experiences. Gender equality policies addresses gender imbalances by taking into account the specific needs of women and men.

Gender mainstreaming also takes equality issues out of the isolation of gender equality machineries and involves more and new actors in building a balanced society. This accelerates and strengthens the process of transforming gender
relations in the direction of gender equality. Gender mainstreaming recognises that
gender equality issues exists at all levels, in all sectors, and involves all members
of society. It is an important aspect of good governance. It seeks to ensure that
institutions, policies and programs respond to the needs and interests of women as
well as men, and distribute benefits equitably between women and men. It
contributes to social, economic and cultural progress. It leads to greater fairness,
equity and justice for women and men, thus enhancing the accountability of
governments to achieve results for all citizens (UN, 1997; Rivers & Aggleton,
1999; Moser & Clark, 2001).

Gender mainstreaming involves challenging the status quo. It means changing
policies and institutions so that they actively promote gender equality. It involves
adjustments to the attitudes of individuals, organizations and systems. It is a
transformative process that involves rethinking social values and development
goals. In the end, the fairness, justice and intelligent use of resources inherent in
gender mainstreaming must permeate all aspects of a community if that
community is going to realize its full potential. Gender mainstreaming; therefore,
must be understood as a complex, multi-dimensional and long term process that
focuses on the needs of both women and men in order to achieve the optimal
development of the society (Commonwealth Secretariat, 1999).

2.4 Gender mainstreaming basic principles

The mainstreaming mandate within the United Nations is reinforced in three
important documents. Firstly, at the ECOSOC meeting in 1997 where overall
basic principles for mainstreaming a gender perspective in the United Nations
system were agreed upon. Responsibility for implementing the mainstreaming strategy is system wide, and rests at the highest levels within agencies, departments, funds and commissions and adequate accountability mechanisms for monitoring progress to be established. The initial definitions of issues/problems across all areas of activity should be done in such a manner that gender differences and disparities can be diagnosed-assumption that issues/problems are neutral from a gender equality perspective should never be made. Gender analysis should always be carried out separately or as part of existing analysis, clear political will and allocation of adequate resources for mainstreaming, including, if necessary additional financial and human resources are important for translation of the concept into reality. Gender mainstreaming requires that efforts are made to broaden women's equitable participation at all levels of decision-making. Mainstreaming does not replace the need for targeted women-specific policies and programmes, and positive legislation nor does it do away with the need for gender units or focal points.

Secondly, more concrete directives were provided by the UN secretary-general's communication (1997), with the following guidance to heads of departments, programmes and regional commissions; analytical reports should take gender differences and disparities fully into account, specific strategies should be formulated for gender mainstreaming, priorities should be established, systematic use of gender analysis, sex-disaggregation of data, and commissioning of sector-specific gender studies and survey is required, medium terms and budgets should be prepared in such a manner that gender perspectives and gender equality issues are explicit (Lombardo, 2003; Hannan, 2004).
Thirdly, the special session of the UN general assembly to follow up the first five years of implementation of the Platform for Action specifically requested the United Nations to ensure gender mainstreaming through; allocation of sufficient resources and maintenance of gender units and focal points, provision of training for all personnel at headquarters and in the field as well as appropriate follow-up, promotion of full participation of women at all levels in decision-making development activities and peace processes (Hannan, 2004).

2.5 **Gender mainstreaming policy framework**

The mandate to governments to incorporate a gender perspective into the design, implementation and monitoring of all policies and programmes was emphasized in the platform for action adopted at the Fourth World Conference on Women in 1995. Governments and the United Nations made commitments to consider the realities of women and men and the potential impact of planned activities on women respective men, before any decisions on goals, strategies, actions and resource allocations are made (United Nations, 1997).

The Beijing Platform for Action recognised that the primary institutional response for the promotion of the advancement of women had been the establishment of national machineries for women which by and large were hampered by unclear mandates, lack of adequate staff, training, data and inadequate support from the national political leadership. The Platform specifies the actions necessary to integrate gender perspectives in legislation, public policies, programmes, projects and the responsibilities of the national machineries (United Nations, 1997). These
include the facilitation and implementation of government policies on equality; the development of appropriate strategies and methodologies, the coordination and cooperation within the central government in order to ensure mainstreaming of a gender perspective in all policy-making processes (Commonwealth Secretariat, 1999; Mitchell, 2004).

Without formal policies in place at all levels such as the National strategy, the National Plan of Action for the advancement of women, Sectoral and local plans of action success will often be random or non-existent. There should be a policy on gender equality at all levels, mechanisms to achieve gender equality, specific resources allocated to efforts, and effective accountability, monitoring and evaluation frameworks. Gender advocates should make use of the international conventions and commitments as the basis of their efforts (United Nations, 1997).

2.6 Integrating gender into the policy making process

According to ECOSOC (2000), there are ten (10) steps for integrating gender into policy making process. Gender mainstreaming involves integrating a gender perspective and gender analysis into all stages of designing, implementing and evaluating projects, policies and programmes. Gender mainstreaming is not an isolated exercise, but an integral part of the project or policy (Naila 2008; UN, 2002).

The first step is ‘a mainstreaming approach to stakeholders -Who are the decision-makers?’ Gender mainstreaming means that gender stakeholders need to be identified and included throughout the policy or project cycle. Multiple
stakeholders bring greater accountability and a wider variety of options to the policy-making process. It also introduces a series of ‘checks’ and ‘balances’ against competing viewpoints. Negotiating these viewpoints will result in better policy-making.

The second step is ‘mainstreaming a gender agenda-What is the issue?’ During this step, is to identify the main development problem or issue at hand. Finding out the subject of the project or policy-making initiative. The subject needs to be examined from a gender perspective, in order to discern where, why and how specific gender mainstreaming initiatives may need to be applied. It is vital to find out whether the issue affects men and women in different ways. Gender analysis is an important part of clarifying the precise gender dimensions of the issue.

The third step is ‘moving towards gender equality-what is the goal?’ It is important to identify what is to be achieved. The policy or project goal should address any differences between men and women and seek to redress items. If men and women have different needs, then the goal should be to meet both the needs of women and the needs of men. If any is disadvantaged in the given situation then the policy goal should seek to redress this imbalance. These goals are thus ‘corrective’; they are about meeting the practical needs of both men and women. The policy or project goal should be examined in the light of gender equality more broadly.

The Fourth step is ‘mapping the situation-what information do we have?’ This is refining the policy interventions. Mapping the situation introduces efficiency into
the mainstreaming process. After mapping, a depth policy review of gender perspective is done and next is to evaluate the extent to which gender concerns are currently reflected in public policy and programmes.

The fifth step is ‘refining the issue-research and analysis?’ This is conducting research that will fill the gaps. This creates efficiency and effectiveness of any projects or policies that are developed. The sixth step is ‘formulating policy or project interventions from a gender perspective’. Once the data has been collected and analyzed, it has to be decided on the appropriate course of action to move towards the goal articulated in step three. Choosing the correct course for a policy or project intervention is rarely straight forward. It involves balancing a number of crucial considerations, including; efficiency (cost benefit analysis), effectiveness (the degree to which the goal will be met), and social justice including gender equality. The economic, social, equity, community, environmental and other types of impact of each option need to be assessed. To ensure a gender perspective a ‘gender impact assessment should be also conducted for each option’. The results of this assessment should be considered when weighing policy options. After weighing the factors carefully, interventions are then formulated. This entails preparing the actual policy or project document.

The seventh step is ‘arguing the case-gender matters’. Gender mainstreaming involves developing arguments for gender equality because experience has shown that decision-makers are sometimes reluctant to devote scarce resources to gender activities. Decision-makers especially those who control budgets need to be convinced that their investment in gender equality will pay off. Decision-makers
need to be presented with argument that highlight concretely and precisely why gender matters, illustrating what development problems gender equality contributes to solving and what specific benefits a gender-aware perspective will bring to the government, individuals—both men and women and the nation as a whole. Well defined arguments will increase chances of receiving financial and moral support for any planned interventions.

The eighth step is ‘monitoring—keeping a gender sensitive eye on things’. Monitoring is an indivisible aspect of gender mainstreaming. Three aspects of monitoring includes; monitoring progress towards fulfilling substantive goals and objectives, and monitoring the implementation process. Both require setting targets (goals) and developing indicators to measure progress towards meeting those targets. Plans for monitoring both substantive progress and the implementation process should be developed and included in the official document outlining the intervention; gender sensitive targets and indicators make goals concrete and, therefore, increase the possibility that they will be attained. Concrete targets also increase the possibility that concrete resources (human, finance) will be diverted in order to achieve those targets. Integrating a gender perspective means that effective targets are also gender sensitive, they consider the situation and needs of both women and men.

The ninth step is ‘evaluation—how did we do?’ This stage is vital for establishing good practices and lessons learned for the ultimate purpose of improving initiatives in the future. Evaluation is also a question of accountability for resources used. Evaluation has three levels; evaluation of outputs (whether
objectives have been met), evaluation of outcomes (the extent the development goal has been achieved) and evaluation of process (how the outputs and outcomes are delivered).

The tenth step is 'engendering communication'. Communication considerations need to be mainstreamed or integrated at all places of the project or policy cycle. Communication with other stakeholders from gender mainstreaming society to superior is necessary at all stages and all levels. Communication influences the success of the project. Designing and implementing effective communication strategies help to bridge information gap. Communication strategies should highlight the different ways in which men and women respond to different messages.

2.7 Gender mainstreaming actors

The principle is that redressing inequality is a shared responsibility by all government stakeholders and is not just the job of the Women’s union or the National machinery for the advancement of women. High-level leaders must be committed to and support the process of gender mainstreaming. Senior managers must provide clear messages about the priority assigned to gender equality and gender mainstreaming and make demands on the staff for information, analysis and update in progress when such demands are not made and when staff are not held accountable for action on issues of equality, there is little incentive for action.

All staff must take responsibility for understanding the different roles, responsibilities, experiences and inequalities between women and men in relation
to the issue being addressed, identify opportunities to actively involve women as well as men in the consultation process, act on women’s as well as men’s priority concerns, identify ways to promote benefits for women as well as men and identify strategies to reduce gender disparities and promote gender equality (United Nations, 1999).

2.8 Gender mainstreaming tools

There are a variety of tools for gender mainstreaming at different levels and at different times. Firstly, there are the ‘enabling tools’ that pave the way for the entrenchment of gender mainstreaming process with government and across society. This is a policy framework that gives the mandates for gender mainstreaming. The various policies, decrees and guidelines provide the institutional framework within which National Women’s Machinery (NWM) derive their legitimacy and can engage in their work within national bureaucracies.

A national women’s machinery recognized by a national government as a country’s primary body or system of bodies, dealing with the promotion of gender equality is important. It is the central policy coordinating unit inside government responsible for supporting government wide mainstreaming of a gender equality perspective in all policy areas (Beijing Platform for Action, 1995). National women’s machinery is the primary advocate and catalyst for gender mainstreaming across government agencies and sectors. These enabling tools help create the framework within which gender-responsive policy making; planning and implementation can take place (Commonwealth Secretariat, 2001).
Secondly, there are technical tools for gender mainstreaming. These include those employed for gender-responsive policy analysis, implementation, budgeting, monitoring and evaluation. These tools are designed to turn plans into action. For example, Gender analysis is the most important implement in the gender mainstreaming toolbox. Unless it can be proven that current policies have different impacts on men and women, and unless mechanisms are developed to predict what kind of gender equality impacts proposed new policies will have on one gender or the other, progress towards gender equality is likely to stall (Commonwealth Secretariat, 2001).

Gender analysis is the process that policy makers undertake to assess the different impact of proposed and/or existing policies, programs and legislation on women and men, and the effect gender roles and responsibilities have on development efforts. It recognises that the realities of women’s and men’s lives are different, and that equal opportunity does not necessary mean equal opportunity results. Gender analysis forms the basis of all tools for gender mainstreaming. There is sex-disaggregated data which is the backbone information for gender analysis. It is the evidence on which the case for gender mainstreaming rests. It is a vital foundation for policy planning and impact monitoring/evaluation. Without data separating information about women and men, it is impossible to demonstrate how policies and activities can affect each differently, leaving advocates with an unproven theory. Lack of differentiated data also makes it extremely difficult to measure the effects of mainstreaming efforts. The regular collection of baseline data on women should be made an integral part of the research process in all
sectors and agencies (European Commission, 2005; Commonwealth Secretariat, 2001).

Thirdly, there are budgeting tools. Sufficient resource allocation is clearly critical to the success of gender mainstreaming efforts. Assuming reliable financing requires that gender mainstreaming be built into the government’s budgeting process. Otherwise, any success is likely to depend on the rise and fall of the economy or day to day whims of politicians. Budgets need to be developed in close collaboration with government financial agencies. They should also be consistent with government’s resource allocation practices. More so, there are monitoring tools. This is capacity to effectively monitor and evaluate a government’s progress, accountability, efficiency and responsiveness. This requires an outgoing process of scrutiny and evaluation, as well as involvement in the creation of policies, plans and activities (European Commission, 2005).

2.9 Relationship between business, industry and education

Learning institutions equip the students to obtain education and training that prepares them well for life and a career of their choice. The businesses and industries hope is that the career choices benefit them. Businesses and industries great concern is qualified and educated workforce and that the workers they employ are highly motivated lifelong learners who are in a career that matches their talents and interests best. The schools to the world of work, expose learners to different professions that help them understand their choices and prepare them for a career (Muhlenberg, 2008).
Muhlenberg (2008) further pointed out that there is mutuality between the schools and the employers. Companies see better prepared job candidates an important benefit of school-firm relationship. The students obtain internship experience which increases their employability from the firms and the companies then get paid back through obtaining valuable employees. Education institutions meet a variety of business and industry's educational needs. They stand as service-providers in the following: credit or non-credit courses, including courses such as accounting and finance, English as a second language and basic skills training, dislocated worker training and job placement, employee recruiting, quality and competitiveness, employee assessment and environmental health and safety (Curran, 1996).

Businesses are, therefore, in a desire for a workforce with a solid foundation or core education. This core is the basic skills considered mandatory and the point from which other higher level training should commence. These basic skills include planning and decision making; workforce literacy, sensitivity to diverse cultures in the workplace, interpersonal and communication skills. This education foundation prepares workers to participate in training and education on more advanced concepts and complex tasks. Advanced training and education enables workers to maintain their employability in an ever changing global business market. Some of the critical areas of knowledge and ability are: management, supervision and leadership skills, total quality management, teamwork and group empowerment, hands-on-training and technical skills. Workforce prepared in these areas would enable the companies to be competitive in a global market-place...
and provide economic development and strength to the country (LaBonty, 1999; Lewin, 2004).

Anderson (1997) indicated that companies and workforce to be ready for future, there must be collaboration between business, industry, and education. Business and industry must be aware of services provided by the learning institutions. Learning institutions should gain specific insight into what industries need for training. This would enable to bridge the gaps between the workforce needs of business and industry and the ability of the educational system to meet those needs. It is the educational institutions that can keep the industry competitive. Global competition requires a skilled workforce capable of learning, growing and innovating.

### 2.10 Factors affecting gender mainstreaming in many countries

Several studies (UNDP, 2006; Moser and Moser, 2005; Pradhan, 2004; Mosesdott, 2004) showed that there was a sense that momentum had been lost since the Fourth World conference in Beijing in 1995. Despite the commitment and tremendous progress in policy development and the abundance of information available on gender mainstreaming, all players in the sector, including multilateral and bilateral agencies, consulting firms and non-government organisations are the first to say that translating gender mainstreaming policy objectives to true outcomes in the field is challenging.

According to Booth and Bennet (2002), Mitchel (2004), Hannan (2004) and Pahad (2007) in the decade following Beijing, a great deal of energy and resource went
into getting the implementation done but reviews and evaluations (MacDonald, 2003; Hannan, 2004; Moser & Moser, 2005) showed a huge gap between policy commitment made at Beijing and actual implementation. In fact, evaluations assert that policy commitments to gender mainstreaming 'evaporated' or became 'invisible' in planning and implementation. Other assessments discuss implementation as 'patchy and embryonic.' The gap is most pronounced in mainstreaming gender into operations.

Hannan (2004) noted that many countries had not even taken the first step of using gender analysis to form policies and programmes. Moser and Moser (2005) studied fourteen (14) international development agencies representing a mix of bilateral and multilateral donors, agencies and non-governmental organisations and found that gender mainstreaming was not reflected in the strategy documents since these documents form the basis for developing sector programmes and interventions. This shortcoming at the start of the process is reflected throughout planning, design, implementation, monitoring and evaluation processes. Another factor that contributes to the gap between gendered policies and their implementation is the decrease in attention by gender advocates once policies have been successfully created or altered. In some cases, there is a problem of prioritisation among activist who focus on policy design and muster little activism for the implementation of these policies (Verloo, 2001).

Hunt (2003) noted that working with gender mainstreaming was a ground breaking task that presents one of the most challenges facing many countries. Successful implementation results from a series of concrete activities that if not
accomplished lead to slow or no progress at all after the policy framework. Rees (2002) and Hunt (2003) continued to highlight that without formal policies in place at all levels, such as National strategy, the National plan of action for advancement of women, Sectoral and local plans of actions, success would always be random or non-existent. Policy on gender equality at all levels, identifying mechanisms to achieve gender equality, monitoring and evaluation framework is key to success.

However, evaluation of gender mainstreaming (Bustelo, 2003; UNDP, 2006) offer important reasons for speeding up the process of gender mainstreaming where it really counts in improving development effectiveness and the lives of people, both men and women. There are both external and internal factors that affect gender mainstreaming implementation.

2.10.1 External factors affecting gender mainstreaming implementation

Verloo (2001), Hannan (2001) and Woodward (2003), noted that effective implementation begins with the adoption of a gender policy. The value lay in spelling out the country’s and organisational commitment and as a reference point for action. The policy mandate must be accompanied with leadership, financial support and technical expertise. They too added that leadership or political will is critical for success. Political will and organisational level leadership from the top is necessary to get the ball rolling. Gender mainstreaming is dependent upon consistence and high profile political commitment. There is a consensus that high profile and sustained political support is perhaps, the single most important variable in the success and failure of mainstreaming. Mickey and Bilton (2000)
further said that formal acknowledgement from political leaders and senior management that gender equality was an essential component of sustainable development was a starting point. Political dialogue is a vital opportunity for promoting and implementing gender equality commitment given that it forms the basis for cooperation, agreement and programmes. Only political leaders and senior managers can properly oversee cross-cutting item which overlaps the various management structures and areas of an organisation.

More so, political commitment has to exist both within political directorate as well as with national machineries. The manifestations of political commitment would include the formulation of policy statements with respect to gender sensitivity, social and economic justice, clear institutional directives rather than discretionary guidelines for gender mainstreaming. The task for governments firstly is to articulate a philosophy of social equity in which gender equality is a necessary and integral component and secondly to ensure system wide responsibility for the attainment of clearly defined targets.

Mackey and Bilton (2003) also pointed out that allocation of resources was an essential element of gender mainstreaming success. Without sufficient allocation of resources, any official commitment would amount to much more than lip service. Resources must be allocated to support the structure and practices required for mainstreaming activities. Allocation of adequate funds is essential for translation of concept into reality. In addition, mainstreaming works best when its relevance is clear to all partners involved.
Squires (2003) observed that there should be clear roles and responsibilities for all the actors. Any tasks would more likely be successful if everyone knew and understood exactly what was expected of them in relation to the new task or how to do old task differently. Gender equality cannot be achieved by specific groups or few people working alone. It can only be achieved where there is a strong leadership, broad commitment and action by all sectors. It is essential that everyone know exactly what is expected of them in terms of working in a gender responsive manner. Roles and responsibilities in relation to gender mainstreaming must be specific, relevant and realistic. They must be included in staff’s performance plan reviewed regularly for achievements. Otherwise, it can become nobody’s responsibility.

More so, successful implementation may necessitate the provision of significant education input in the form of gender awareness geared towards changing established cultural norms and behaviours. Training should also reach beyond government institutions to involve all stakeholders-employers, religious organisations, NGO’s and community groups who have strong influence on the opinion, attitude and behaviour of persons in all communities.

Lombardo (2003) noted that adequate motivation should not be overlooked. Mainstreaming requires that individuals working within government sectors are not only given the opportunity to develop new skills and take on new responsibilities, but have the motivation to do so. There needs to be encouragement and incentives for both male and female government employee participating in the process. Also, civil society is vital in promoting and
implementing gender equality. Civil society has an important role to play in
monitoring government to fulfil its commitment to gender mainstreaming. This
includes professional groups within and outside, agencies internationally and
nationally, which have gender or the agenda to discuss implications in relation to
gender mainstreaming.

Pradhan (2004) noted that the starting point to gender mainstreaming was that
strategies needed to be increasingly integrated in all sectors. Technical specialists
should be provided with at least base-level training on gender mainstreaming
concepts and tools in the overall developing country and country-specific
contexts, consulting firms should be strongly encouraged to institutionalise gender
mainstreaming with their own organisational environment. Gender specialist need
to be included in the assessment process. The study also added that equality
indicators, that is, baseline statistics are needed against which performance targets
can be measured. The indicators are essential for bench marking purposes, as raw
data can be meaningless for making comparisons.

Squires (2003) identified culture as a challenge. Mainstreaming gender equality
issue involves challenging the status quo—it means making changes to how we
think, relate and work, changing some of long-held belief about the role and value
of men and women. Change is usually challenging for most people. It is pleasantly
exciting and offering new opportunities, however, typically there is a strong
resistance to change. Many people think things are already fine as they are and do
not understand the need for change. Those who feel that they might ‘lose’ in the
change process might doubt that there are effective means to accomplish major
organisational change. Successful change must involve top management, a fact that has been proven repeatedly around the world and especially in relation to achieving gender equality. To achieve change, primary actors must be willing to acknowledge and speak about what needs change and how to do it, and must be firm in promoting change for gender equality.

Verloo (2001) and Woodward (2004) observed that gender equality units (National machineries) are underfunded and vulnerable to arbitrary budget cuts. This is indicative of the lack of priority given to gender issues in the bureaucracy, with a direct impact on staffing levels and quality, as well as the scope of activities. Without sufficient allocation of resources, any official commitment to gender mainstreaming as a strategy and gender equality as a goal will amount to much more than lip services. National budgeting bodies must allocate sufficient resources to enhance implementation. Budget need to take account of staff positions, organisational capacity building and gender initiatives, including research analysis and evaluations.

Mazey (2000) noted that other challenges facing implementation included sex-disaggregated data. Lack of this prevents people from understanding the gender impact of policy, designing programmes that respond to gender differentiated needs and monitoring process. It is not only lack of data but also inadequate use of existing data that will give people the impression that they do not know what they are working towards. Sometimes, existing data cannot be used for gender analytical information, for example, national census data.
2.10.2 Internal factors affecting gender mainstreaming implementation

Mitchell (2004) addressed some reasons for failure of gender mainstreaming implementation as lack of understanding gender as a concept. Lack of understanding brings the activity of mainstreaming into questions. If there is lack of understanding of gender as a concept, how can issues in the system plan be understood let alone implemented? Lack of staff capacity and confidence in this area derives from this confusion and is compounded by a lack of adequate gender analysis tools and key measurable outcomes for gender mainstreaming. More so, lack of an identified measure of outcome of gender mainstreaming and lack of senior management commitment to the concept across development stakeholders.

According to Menon-sen (2006), Bennet (2000) and Woodsworth (2008) a common understanding is that implementation involves changes in both internal organisations and external operation procedures. The former refers to changes needed within an organization to embrace the goals and values of gender mainstreaming and their systems and procedures to meet these goals. Changes may include staffing and personnel policies or more structural elements such as changing the culture of the organisation to make the work place egalitarian. The 'external' dimensions generally pertain to the step needed to mainstream gender into development operations. These steps may include influencing goals, strategies and resource allocation at the start and providing specialised gender technical assistance for the design, implementation and evaluation phases.

The above studies continued to note that changes were needed in gender infrastructure within organisations that is, putting in gender policies, gender units,
improving work environment and equalising power ratio within an organisation. Institutional changes refer to broader societal shifts needed to change embedded power relationship and gender roles and relationship throughout the social structure. In this view, gender mainstreaming involves the development and implementation of process capacities and techniques, as well as shifts in the structural and formative dimensions such as beliefs, norms and power. While it is true that achieving gender equality in society requires all these changes, this formation is missing a discrete focus on the development operations, the more immediate concern of development organisations.

Pradhan (2004) and Hojlund (2005) observed that evidence from experience was that most staff did not assume, let alone fulfil gender mainstreaming responsibilities. In most cases the tasks fell upon key individuals who were willing or appointed to take on the responsibility. Staff may be reluctant to take on additional work or they may feel they lack motivation because they may not see a connection between incorporating gender considerations and their work goals and plans. Along with the requirement for all staff to be responsible for the gender mainstreaming comes the expectation that they should be gender aware and responsive, conversant with gender issues and knowledge about them. This can be addressed via training and by the appointment for gender focal points.

Hunt (2004) noted that the role of gender focal points was to act as resource persons, complementing and supplementing the work of gender specialist, thereby extending more widely the outreach of a gender unit within an organisation. In many cases, however, gender focal points have not been successful. They often
take duties in addition to their outcome routine responsibilities and can experience difficulty managing their competing time demands and responsibilities.

Moser and Moser (2005) added that there was a need for an appropriate number of fulltime staff that is dedicated to the work of advising, coordinating and supporting the process of gender mainstreaming in an organisation. Ideally, the core gender staff will be relatively senior, have sufficient status and influence to have an impact, and have expertise in gender mainstreaming change management and strong advocacy skills.

Rao and Kelleher (2002) noted that gender mainstreaming was considered to be a transformative strategy whereby policy development was expanded to incorporate understanding of policy impact on men and women. Mainstreaming requires an ongoing process that is incorporated into the workings of the organisation. Training helps the staff to have the basic knowledge about gender mainstreaming and a plan is applied in their daily work. It gives the staff an opportunity to enhance knowledge on gendering pertinent emerging reforms. Trained human resources are essential for translation of concept into reality.

Hunt (2004) and Olena (2004) highlighted successful strategies most frequently noted in evaluation reports as: inclusion of gender equality objectives in overall program/project objectives, use of participatory strategies to involve both women and men in design and implementation, ensuring that gender strategies are practical and based on quality gender analysis which includes explicit responsibilities for implementing gender equality objectives and strategies into job
description, scope of services, documents and terms of reference for all personnel through every stage of the program/project cycle, provide in-country social and gender analysis expertise, collect adequate and relevant sex-disaggregated baseline information and use gender sensitive indicators and monitoring processes as a minimum standard for program/project design, implementation, monitoring and evaluation. In addition, gender impact assessments to assess in advance to show the impact of any proposed policy on men and women respectively. Visioning helps to seek to understand and address how existing practice and institutional arrangements, inadvertently, however, subconsciously, disadvantage more women than men. Visioning is at the heart of mainstreaming.

Paradhan (2004) continued to say monitoring, evaluation and auditing were essential because they help to tell if mainstreaming is delivering. It is legitimate to ask what proportions of public budgets are spent on men and women and indeed girls and boys respectively. It is essential to have that data as a management tool to ensure resources are directed strategically and equitably.

From the above discussion, the researcher has established numerous factors that affect gender mainstreaming as outlined by the above studies. The studies discusses what is happening in many countries, donor agencies, Non-governmental Organisations and other international and national players decade after the Beijing conference in 1995. However, A research carried out by the Zambian Open University (2008) on “Gender Mainstreaming in the public sector” in Common Wealth countries in Africa, showed that there is little or no information available in this area. In conclusion, the studies on external and
internal factors show that gender mainstreaming should be given the full attention it deserves as a strategy for improving effectiveness at the implementation stage. A common understanding of gender mainstreaming developed in an environment of mutual support and learning would promote its effective implementation.

2.11 Empirical literature

The empirical literature review is modelled on the previous studies on gender mainstreaming. There are several studies that have been conducted in this area. A study by Brautigam (1997) on mainstreaming a gender perspective in the work of the United Nations human rights treaty bodies revealed that while a strong and determined women-specific regime remains crucial for the achievement of gender equality, gender concerns need to become an integral part of the so-called mainstream. This is the processes and institutions that shape policies and decision-making. This applies only to the field of human rights but across the board to all key areas in the government.

Brautigam (1997) study emphasised on the importance of integrating gender considerations into the general human rights activities. This lies in the fact that human rights offer the framework for a clear break with a welfare-and-protection approach to the status and situation of women. A right based approach has the advantage of allowing for the construction of specific entitlements on the part of the right holders, and of related obligations on the part of the duty holder, primarily the state. By their very nature, rights-based entitlements, contrary to social welfare measures and safety nets, are to be secured through the availability of enforceable
remedies at the national level and sometimes at the international level, and are further guaranteed by international mechanisms of accountability.

The study by Brautigam (1997) was important because it brought out information on integrating gender into human rights. However, the study concentrated on integrating gender considerations into human rights activities without considering factors affecting the integration. The current study considered factors affecting gender mainstreaming. Also, the study was conducted in a developed country which does not have the same characteristics as developing countries like Kenya. A major weakness of the study (Brautigam, 1997) is that it was not clear how data was analysed to enable to make inferences. The current study applied logit regression analysis to determine the relationship between the variables affecting gender mainstreaming.

True and Mintron (2001) carried out a study on transnational networks and policy diffusion a case of gender mainstreaming. The study noted that the processes associated with increasing globalization are recognized as qualitatively altering the form and content of national politics and policy. Heightened transnational dialogue among international organisations and governmental and nongovernmental actors is raising awareness. Actors embedded in transnational networks are having a significant impact on domestic politics and policy including gender mainstreaming. Diffusion of gender mainstreaming is as a result of transnational networks among nonstate actors that link domestic institutional changes and international norms. Networking among women’s organisations,
governments and international organisations has provided the political momentum and societal pressure for meaningful institutional change at the domestic level.

The study pointed out that those transnational networks at the frontier of world politics appear to have been decisive in the adoption of gender mainstreaming institutions. They are the primary mechanisms transmitting emerging global gender norms to state and translating them into very different national lexicons. The study concluded that transnational networking of nonstate actors has been the primary force driving the diffusion of gender mainstreaming bureaucracies. The seriousness with which states take gender equality policy is influenced by the same factors and this only serves to underscore the role of transnational advocacy networks.

Although the study (True & Mintron (2001) concentrated on the impact of transnational network in gender mainstreaming, the study did not consider the factors that would affect the mainstreaming. The current study considers the factors affecting gender mainstreaming. One weakness is that it was not clear is where the study was conducted and the analysis applied to enable the inferences made in the study yet it is very important in the knowledge of gender mainstreaming. The current study was conducted in Kenya’s public sector focusing on the ministry of education. Descriptive and logistic analyses were applied to make inferences in the current study.

Howard’s (2002) study was on towards more effective gender mainstreaming through stakeholders participation. The emphasis was on involving women
beneficiaries as stakeholders in the planning process, regardless of the level at which planning occurs. This is needed to give a direct voice to and empower women. It is also a means to deal with ‘women’s diversity’ and to bring pressure to bear upon and raise consciousness among (male) planners and policy makers. Participation of the excluded in the process of policy design is not only critical to ensure policy goals which respond to their priorities but also a strategic means for overcoming social exclusion. Involving women at all levels of development thinking, planning and implementation will make a world of difference.

In stakeholders’ approaches, experts have knowledge to share but are one part of the equation—they have much to learn from other stakeholders as they have to learn from them. The expert’s role is to facilitate the process whereby the diverse stakeholders diagnose their problems and discover and negotiate their own solutions. The process of participation is as important as the outcome and that the outcome is innovative. Gender experts have promoted this approach at grassroots level but have been hesitant to try it as a strategy for gender planning. The study used questionnaire and interview to collect data.

The study by Howard (2002) was important because is true that stakeholders participation is vital to successful gender mainstreaming. However, the study did not consider other major factors such as adequate resources, training and awareness, political and leadership commitment, and understanding of gender mainstreaming concept. The major weakness of the study was its omission of how the data was analyzed. The strength of the current study is that it has indicated how data was collected and analyzed. Another weakness of the study was that it
did not indicate where it was conducted. The current study was conducted in Kenya focusing on the ministry of education.

Kusakabe (2005) studied gender mainstreaming in government offices in Thailand, Cambodia and Laos. The study examined the ways in which gender concerns had been ‘mainstreamed’ into government activities. The study focused on challenges of implementation at provincial and departmental levels. In the three countries studied, at the national level there is gender mainstreaming structures in place, including gender focal points, national machinery for the advancement of women, gender units and gender policy. The study, however, focused on gender mainstreaming processes at the departmental and provincial level which showed little attention on gender mainstreaming. The study revealed that the existence of national level policies and strategies for mainstreaming do not necessarily ensure implementation at the departmental and provincial level. The middle and lower level government officers are usually neglected and they are the ones who are directly in contact with the community. The study used semi-structured questionnaire to collect data.

The study (Kusakabe, 2005) has crucial information for the present study because it brought out factors affecting gender mainstreaming at the provincial and departmental levels. However, the study did not consider some important factors such as provision of adequate resource, training and sensitization, political and leadership commitment that were considered in the current study. One weakness with the study was that it is not clear where the study was conducted and also how the data collected using semi-structured questionnaire was analysed. The current
study used descriptive analysis to make inferences on the factors affecting gender mainstreaming in Kenya’s public sector focusing on the ministry of education.

A study by Wendoh and Wallace (2005) looked at re-thinking gender mainstreaming in African NGOs and communities. The study examined gender mainstreaming initiatives in four countries (Zambia, Rwanda, Uganda and Gambia) and the reasons for hostility towards gender equality in some African NGOs and those they worked with. Also, African perspectives on gender equality issues. These countries were found committed to the Beijing Platform of Action (1995) with creation of gender ministries, focal points and women concerns raised in governance and human rights.

However, the study revealed that at the implementation level people gave higher priority to other activities and graded gender issues at a lower level because of misconception(s). Hostility emanates from the perceived idea that gender equality as being ‘foreign’, ‘threatening’ and a plan to usurp men’s power. Such views are found inside government, even while the government espouse the need to work on gender inequalities. The study showed that the challenges to successful gender mainstreaming were multiple which included; the speed with which gender mainstreaming was being implemented, its blanket approach to complex realities on the ground, standardized and quick workshops intended to change attitudes and practices almost instantly, short projects time frames and approaches that have little impact because they ignore the processes required to change long-held beliefs and practices. Gender mainstreaming to be successful change should come from the communities because seed of change lies within the community. It is
enhanced when leaders support the process and encourage change. Donors, NGOs and governments should find ways to encourage positive change. The study used descriptive analysis to make inferences.

The study by Wendo and Wallace (2005) was conducted in four African countries which have similar characteristics has Kenya where the current study was conducted. The study brought out challenges affecting gender mainstreaming in these countries. However, the study did not bring out some important challenges such as lack of adequate resources, lack of training and understanding of the gender concept, and lack of political commitment which are considered by the present study. A major weakness with the study is that although descriptive analysis was used it is not clear how the analysis were done.

Rao and Kelleher (2005) carried out a study on whether there is life after gender mainstreaming. The study sought why change was not happening, what works and what is next. The study pointed out that while women have made gains in the last decade, policies that successfully promote women’s empowerment and gender equality are not institutionalized in the day-today routines of state. The study found out that gender mainstreaming is grounded in feminist theoretical frameworks. At a macro level, it’s operating in a policy environment which is increasingly hostility towards justice and equity. At a meso level of organisations gender mainstreaming has become a random collection of diverse strategies and activities. At this level there is active resistance to the value of women’s rights and gender equality goals.
There is a need for new approaches to address discrimination in employment, wages, food security and to support welfare services that structure opportunities for women, that hold systems accountable and allow learning on the part of women and men. To work towards gender equality needs to change inequitable social systems and institutions. Life after mainstreaming should be focused on institution transformation. This envisions changes not only in material conditions of women, but also changes in the formal and social structures which maintain inequality. Organisations must also be transformed, so that women’s empowerment and gender equality are firmly on the agenda, and are supported by skilled politically influential advocates, creation of enabling environments, mobilisation of women’s groups for rights and access to power and resources. Gender advocates within development organisations and feminist working in all kinds of spaces, need to come together to build politics of solidarity.

The study (Rao & Kelleher, 2005) was important because it brought out information crucial in whether there was life after gender mainstreaming. However, the study did not consider factors affecting gender mainstreaming in order to help to make conclusions which are included in the present study. One of the major weaknesses in the study is that it is not clear where the study was conducted and the methods applied to analyse data to enable to make inferences.

Kelkar (2005) studied development effectiveness through gender mainstreaming: gender equality and poverty reduction in South Asia. Gender mainstreaming is a process to achieve greater gender equality and overcome the cost of women’s
marginalisation. Unequal gender relations distribute the burden of poverty disproportionately on women. It can also be the cause of poverty among women and girls in non-poor families. These unequal relations, therefore, need to be addressed both as a cause and as a factor in the intensification of poverty. Empowerment of women has to go beyond mere instrumentalism and begin with first addressing questions of women’s agency, their well-being and self-esteem and then that of their families and communities. Policies and institutions do not realise that promoting women’s control over their incomes and resources would help boost growth and development. Access to capital can enable women to get control of land and other related productive assets. Without a collective and individual voice, the vulnerable will remain that way.

Women local institutions should be built in terms of building and strengthening grass root institutions. To see that women’s empowerment is effective and participatory approaches are not reduced to rituals, concerted efforts are to be made at enhancing women’s participation in the village institutions and decision making processes in the community and, redefining gender roles by addressing structural factors that influence women’s position of inferiority. Empowering women capability space and agency is vital. Education and knowledge increase the options of those who are displaced. Education and technical skills are the critical factor in expanding the capability space of individuals. Along with knowledge, unmediated or independent control and access can enable women, even those subject to violence in the home to take land and other productive assets on lease and use their knowledge and access to capital to build a new livelihood. These require greater emphasis on policy measures for empowering agency of
women as against the policy of protective dependency of women and awareness among men on the cost of gender inequality in the family and society. A local commitment to gender equality and to overcome inequality of women is critical to provide legitimacy to human development and global Millennium Development Goals.

The current study (Kelkar, 2005) was important because of its information that enhances the present study. However, the study concentrated on women empowerment while the present study considers factors affecting gender mainstreaming. The study was conducted in South Asia which may not have similar characteristics as Kenya. Also, the socio-economic as well as cultural issues in Kenya are different.

Hankivsky (2005) carried out a study on gender versus diversity mainstreaming examining the role and transformative potential of feminist theory. The study pointed out that one of the most overlooked impediments to gender mainstreaming growth and impact is its present disconnect with its feminist theoretical groundings. Contemporary feminist development in understanding gender and the interface between gender, race, class, nationality, ethnicity, sexuality and power are not adequately reflected in the concept of gender mainstreaming or the strategies and tools that have been developed to engender public policy. In its attempt to institute social justice, gender mainstreaming has not moved beyond the male-female dichotomy so prevalent in second-wave liberal feminist theorizing. As a result, gender mainstreaming has become a watered-down approach to challenging the status quo. This in turn affects how gender issues are constructed.
and leads to important issues being excluded or marginalized in the realm of policy. The study argued that the relationship of feminist theory and practice needs to be revisited if the mainstream is to be transformed.

The study clearly stipulated that applying the insights of recent feminist theorizing has no real possibilities to adequately improve or expand the gender mainstreaming framework. Gender mainstreaming is inherently limited and limiting because it always prioritizes gender as the axis of discrimination and moreover, the conceptualization of gender that gender mainstreaming rests upon is clearly outdated. What is required is a broader approach to mainstreaming, one that is able to consistently and systematically reflect a deeper understanding of intersectional ties—the combination of various oppressions that together produce something unique and distinct from any one form of discrimination standing alone. As a way to move beyond the current impasse in gender mainstreaming, the study proposed diversity mainstreaming framework and intersectionalities. Diversity mainstreaming provides a roadmap for policy with normative concerns for social justice. The study applied multiple regression to analysis to enable make inferences.

The study by Hankivisky (2005) was crucial because it brought out vital information on gender versus diversity mainstreaming. However, the study did not include information on factors affecting gender mainstreaming which are included in the current study. Although multiple regression was applied, it was not clear how the analysis was done. The current study applied logistic regression analysis to determine the effect of the factors affecting gender mainstreaming.
Webster (2006) discussed gender mainstreaming in Jamaica. Jamaica is firmly committed to the Beijing Platform for Action (1995) and the gender mainstreaming process. To streamline gender mainstreaming, initiatives were put in place and attempts to implement gender mainstreaming activities in operations. Jamaica is among the Caribbean countries that are most advanced in understanding and application of the gender mainstreaming process. However, there are problems facing gender mainstreaming in the country that persist up to the present time. These problems include; lack of coordination, systematic approach to gender mainstreaming process, lack of follow up, no government commitment, concept of gender mainstreaming is evidently not fully understood, technocrats and policy makers though trained do not see gender as something that should be integrated in their core job functions and seriously cash-strapped budget.

The study examined essential requirements for an effective and efficient gender mainstreaming process. This includes; commitment at all levels from political will downwards, systematic indicators to monitor and evaluate gender mainstreaming, capacity building including training of national machinery staff and technical officers in the public sector to carry out appropriate gender policy analysis, gender monitoring check list, a national policy on gender mainstreaming, gender mainstreaming manual, coordinated and structured approach to gender mainstreaming and a more responsive media and support from faith-based organisation and other groups. Webster (2006) applied descriptive and multiple regression analysis to establish the problems facing gender mainstreaming in Jamaica.
The study by Webster (2006) was important because it brought out problems facing gender mainstreaming in Jamaica that enhances the current study. However, the study was conducted in Jamaica and Caribbean countries which are more advanced in understanding and application of gender mainstreaming process. The current study was conducted in Kenya which is a developing country with different socio-economic as well as cultural differences. Although the study (Webster, 2006) applied descriptive and multiple regression analysis, it was not clear how the analysis was done. The current study applied descriptive and logistic analysis to determine the factors affecting gender mainstreaming in Kenya's public sector.

Prugl (2010) studied feminism and the post modern state mainstreaming in European rural development. The study found out that the European multilevel polity which is a postmodern state institutionalizes patriarchal rule in multiple forms and provides diverse points of entry for feminist politics and produces patriarchal resistance by deploying technologies of power in various sites. European mandate to mainstream gender met different forms of patriarchal rule institutionalizing the outcomes of previous gender struggles. The post-communist state entertained the possibility of gender mainstreaming whereas the traditional capitalist state worked to keep gender mainstreaming at bay. Technocrats gender mainstreaming cannot succeed on its own. It needs the flanking of agents working on behalf of feminism- this flanking in all state spaces, at all levels of politics and in all functional issue areas.
The study (Prugl, 2010) was important because it brought out challenges facing gender mainstreaming in Europe. However, the study did not include some challenges such as lack of leadership commitment, lack of adequate resources, lack of training and sensitization which are included in the current study. The study was conducted in a developed country which is different from a developing country like Kenya. A major weakness with the study was that it was not clear how data was collected and analyzed to enable to make inferences. The current study used questionnaire and interview to collect data and applied descriptive and logistic regression analysis.

The review of the relevant empirical literature has shown that none of the above cited studies has empirically tested contextual factors affecting gender mainstreaming in Kenya. The studies above differ in terms of scope and context. This study is greatly motivated by the gross absence of comprehensive empirical studies on contextual factors affecting gender mainstreaming in Africa and especially East Africa, more so in Kenya.

2.12 Summary and knowledge gaps

This chapter reviewed both theoretical and empirical literature related to gender mainstreaming. The cited studies (Brautigam, 1997; Webster, 2006; Kusakabe, 2005; Wendo & Wallace, 2005; Howard, 2002; Kelkar, 2005; Hankivisky, 2005; Prugl, 2010; True & Mintron, 2001) discussed gender mainstreaming in different dimensions and in different countries. None of the above studies discussed gender mainstreaming in Kenya. Also, little was discussed about Africa by Wendo and Wallace (2005) on hostility towards gender equality in Africa. There was no study
on East Africa a gap that was filled by the current study. Further, only Kusakabe (2005) among the cited studies who attempted to look at gender mainstreaming in a specific area (provincial and departmental levels) in Thailand, Cambodia and Lagos. None of the cited studies considered a specific developmental area a gap that was filled by the current study by looking at gender mainstreaming in public sector. More so, cited studies failed to look at gender mainstreaming in the education sector. Therefore, to fill the gap, this study looked at the contextual factors affecting gender mainstreaming in Kenya’s public sector with focus on the ministry of education.

2.13 Conceptual framework

The conceptual framework draws insight from the theoretical and literature review. The Conceptual Framework is shown below in figure 2.1
The conceptual framework above shows the relationship between the variables. The independent variables indicated above (Figure 2.1) work together towards gender mainstreaming. The variables relate closely together towards effective implementation thus leading to gender equity and equality which is the expected outcome. The above measures of outcome are used to assess the progress towards achieving gender equity and equality in the education sector (FAO, 2009).
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the various research methods that were used to generate data in this study. This section discusses the research design, target population, sampling procedure and sample size, data collection procedures and data analysis.

3.2 Research design

Descriptive research design was employed in this study. It was found suitable because it provides information for persons, organisations, events, situations and phenomena. It enables a researcher to provide a systematic description of current phenomena that is factual and as accurate as possible. Data collected using this design can be used to suggest possible reasons for particular relationship between variables (Gay, 1981). Therefore, it was found more consistent with the general objective of the study which was contextual factors affecting gender mainstreaming in the education sector. In addition, Pinsonneaut et al., (1993) asserted that a descriptive research design is used to ascertain facts not to test theory and produces data in order to answer questions concerning current status of the subject of the study. Descriptive research involves gathering data that describes events and then organizes, tabulates, depicts and describes the data collection. Mugenda and Mugenda (2003), further asserted that a descriptive research design is used when the problem has been well designed and where the researcher can engage in a field survey by going to the population of interest for

69
the informants to explain certain features about the problem under study. It produces data that is holistic, contextual and rich in detail. More so, Mugenda and Mugenda (2003) noted that survey method is perceived as authoritative by researchers. It allows use of both descriptive and inferential statistics in data analysis.

3.3 Study area profile

Eastern province is among the eight provinces in Kenya as shown in the map on appendix iv. Its northern boundary is with Ethiopia; the North Eastern province and Coast province lie to the east and south; and the remainder of Kenya’s provinces, including central province run along its western border. In terms of area it is the second largest province (159,891 km sq). The national education system in Kenya has been characterized by gender disparities at the national level and between regions. Eastern province records low transition rates from primary to secondary school. Levels of school enrolment have improved minimally but still are far below recorded primary school enrolment after the introduction of free primary education in 2004. Despite structural conditions that affect enrolment in primary schools, gender disparities are also found in most districts in the region (Keriga, 2009).
3.4 Target population

Table 2.1: Target population

<table>
<thead>
<tr>
<th>Ministry of Education Gender officials</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial Gender Co-ordinator</td>
<td>1</td>
</tr>
<tr>
<td>District Gender Co-ordinators</td>
<td>29</td>
</tr>
<tr>
<td>Heads of Public Secondary Schools</td>
<td>669</td>
</tr>
</tbody>
</table>


The target population comprised the ministry of education officials in the provincial and district gender unit coordinators and heads of public secondary schools in Eastern province. This province was purposively selected among other provinces in Kenya because of proximity and also it records low transition rates from primary to secondary schools (Keriga, 2009). This gave a target population of six hundred and ninety nine (699).

3.5 Sampling design

Table 2.2: Sample size

<table>
<thead>
<tr>
<th>Ministry of Education Gender Officials</th>
<th>Total Population</th>
<th>Sample Number</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial Gender Co-ordinator</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>District Gender Co-ordinators</td>
<td>29</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>Heads of public Secondary School</td>
<td>669</td>
<td>201</td>
<td>30%</td>
</tr>
</tbody>
</table>

Source: Researcher (2010)
The sampling frame was drawn from the ministry of education and the Kenya education directory. These were the provincial and district gender unit coordinators, and heads of public secondary schools who are responsible and accountable for the gender policy at the school level (Service providers) according to the Gender policy in education implementation structure. Public secondary schools were chosen because Gender policy in education is supposed to be implemented in all public learning institutions (Republic of Kenya, 2007; Republic of Kenya, 2010).

Eastern province had twenty nine (29) districts and nine (9) districts were used in the study which was thirty per cent (30%) of the total districts. According to Gupta (2005), a sample size of 30% is appropriate for research. Also, Zachary and Craig (2006) asserted that a sample size of 30% is statistically significant. The nine districts were selected through simple random sampling techniques which mean that each and every district in the province was given an equal chance of selection.

There were six hundred and sixty nine (669) public schools in Eastern province and two hundred and one (201) public secondary schools were used in the study. The 201 public secondary schools were selected from the list of all the public secondary schools in Eastern province which represented 30% of all the public secondary schools in the province.
3.6 Pilot testing

Before collecting the data required for the study, the researcher carried out pilot testing. A pilot testing is a trial run conducted to detect weaknesses in research design and instrument of data collection. When the research proposal including the research instruments were approved by the university, a pilot testing was conducted with twenty (20) respondents randomly selected. The respondents did not participate in the main study. The pilot testing aimed at establishing whether questions were clearly phrased and wordings understood by the respondents, whether questions were arranged in a logical way and easy to follow the sequence, and whether there was a need to clarify some questions and relevance of the questions.

The pilot testing revealed that the questions on multiple choices were easy to answer while those with blanks requiring writing were found to be discouraging to the respondents and were time consuming. The questionnaire was, therefore, revised based on the responses obtained. To ascertain content validity, the researcher in collaboration with the professional staff in gender and business department of Kenyatta University examined the instrument and with their opinion adopted the research instrument.

To measure reliability for the questionnaire, Cronbach’s Alpha coefficient was used with the help of the SPSS program. According to Santos and Haubrich (1999) if the coefficient is more than 0.73 the data collection instrument is taken as reliable but if it is below, the instrument is treated unreliable. The research instrument was
justified to be used for collecting data because the Cronbach Alpha coefficient was 0.811 thus the data collection instrument was taken as reliable.

3.7 Data collection tools and procedure

Data collection tools used in this study was a questionnaire and an interview guide. The questionnaire was the main data collection tool and it was used to obtain data from the public secondary school heads who are responsible and accountable for the implementation of the Gender policy in education. The questionnaire was semi-structured which enabled the researcher to collect both quantitative and qualitative data. The instrument was chosen because of its credit for flexibility in asking probing questions. Mugenda and Mugenda (1999) noted that structured questions are appropriate for collecting data especially from large samples. The questions were structured in a five-point Likert rate scale which was meant to guide respondent's opinion, attitude and perception in regard to gender mainstreaming (Mugenda and Mugenda, 1999). The interview schedule was administered to the provincial and district gender coordinators. According to Mugenda and Mugenda (1999) interview schedule can be administered easily and can be used to obtain desired and reliable information. More so, face to face interview allowed the researcher to explore issues raised by informants which would not have been possible through the questionnaires (Kerlinger, 1986; Sekaran, 2000). The interview schedule comprised of the open format type which was able to give in-depth details.

Secondary data from government manuals and policies, reports and libraries formed part of the study. Specifically the data assisted in the determination of
trends in gender mainstreaming. To collect the data, the researcher was assisted by three (3) trained research assistants that had previous data collection experience. The research assistants distributed the questionnaire to the public secondary school heads and explained the purpose of the study and stressed confidentiality. To ensure efficiency and effectiveness, they agreed on the time to pick the questionnaire and also telephone follow up was done to remind the respondent. The interview guide was administered by the researcher alone who set appointments with respondents. This created consistency in data collection.

3.8 Data coding and preparation

The coded data was analyzed using the SPSS (Statistical Package for Social Science). This was done with individual case number identification as in aid of correcting errors. Raw data from the survey was coded and entered into a data file. The data analysis of the questionnaire responses proceeded through a series of steps to answer the research questions. Data preparation included coding the responses according to the various options in the questionnaire.

Data preparation also included handling of missing data and indentifying responses that appeared odd or were way outside the others which could affect the results inappropriately. Missing data is defined by Cooper and Schindler (2001) as cases where valid values on one or more variables are not available for analysis. Missing data was reduced by the research assistants who assisted the respondents to understand the questions and to ensure they filled the entire questionnaire at the time of data collection. Responses that were way outside the others otherwise known as the outliers were answers that appeared odd, did not match or form a
flowing pattern and since the sample size was large enough the effect of this vice was materially minimized. The outliers and missing data that arose were taken care of when the research adopted the valid percentage from the SPSS output.

3.9 Data analysis and presentation

Data was coded using the computer software the SPSS and descriptive statistical analysis was used to derive frequency distribution, percentages, tables and graphs. This analysed the first, second and third objectives of the study.

Factor analysis was used to analyse the fourth objective of the study. It is a multivariate statistical method that yields the general relationship between measured variables by showing multivariate patterns that help to classify the original data. It also enables the distribution of the resulting factors to be determined (Manly, 1994). Statistical Package for Social Sciences (SPSS) was used for all the analyses. Factor analysis using the principal component analysis was conducted to reduce the data and to develop the convergent validity of meaningful constructs. In order to determine the number of factors to be used the Eigen values criterion of greater than one was used. Finally, the varimax rotation was used for the segregation of the variables.

The study used logit regression model to analyze objective four of this study to establish the relationship between the dependent variable and the independent variables. In this study, the dependent variable (gender mainstreaming) was binary and hence the study opted to use logit regression analysis to find out the
relationship between gender mainstreaming and the predictor variables. The model was specified as follows:

\[ Y = \exp(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon) \]

Where \( X_1 \) – Strength of the strategies
\( X_2 \) – Gender mainstreaming strategies
\( X_3 \) - Gender Policy in education
\( X_4 \) – Gender Disparities in education
\( X_5 \) – Understanding of gender policy in education
\( \varepsilon \) is the error term
\( \beta_i \) are the parameters to be estimated
\( Y \) is the dependent variable, Gender Mainstreaming

The study used the standard level of significance which was 0.05 to test the statistical hypothesis. P-value was used to make the statistical decision whereby if the P-value was less than the level of significance (0.05) then the particular factor was considered to be significant.

3.10 Ethical considerations

Research clearance and research authorization permit was obtained from the Ministry of Education to conduct the research. A copy of research authorization was presented to the office of the provincial education office (Eastern) and district education office before commencing the data collection exercise.
Responsibility to the participants included voluntary participation and informed consent prior to participation. To ensure the participants were not prejudiced, simple language and statements were used to describe the aims of research and its procedures. Responsibility to the profession included accuracy in analysis, presentations and reporting the study findings. Anonymity and confidentiality of respondents’ responses was observed.

The results are reported in chapter four of this study, followed by conclusions and recommendations drawn from the findings in chapter five.
RESULTS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

This chapter contains the results, interpretations and discussions of the study results that attempt to answer the research questions as derived from the objectives. The order of presentations is as follows: descriptive, factor analysis, logistic regression analysis and the interview results.

4.2 Response rate

The results in table 4.1 shows the response rate of the respondents used in the study.

Table 4.1: Response rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Expected</th>
<th>Frequency</th>
<th>Valid Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial gender coordinator</td>
<td>1</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>District gender coordinators</td>
<td>9</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Heads of public secondary schools</td>
<td>201</td>
<td>194</td>
<td>97</td>
</tr>
<tr>
<td>Total</td>
<td>211</td>
<td>204</td>
<td>97</td>
</tr>
</tbody>
</table>

Out of 201 questionnaires distributed 194 were correctly filled and returned. In addition, the provincial and all the district gender coordinators were interviewed. Erdener et al., (2005) has argued that a response rate of 50 percent is adequate, a response rate of 60 percent is good and a response of 70 percent is very good. Therefore, the 97 percent response reported for this study formed an acceptable
basis for drawing conclusions. Table 4.1 shows the response rate of the respondents.

4.3 Response by gender

The proportion of the male and female respondents who participated in the study is shown below.

Table 4.2: Response by gender

<table>
<thead>
<tr>
<th>Respondent(s)</th>
<th>Gender</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial Gender Coordinator</td>
<td>Male</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>District Gender Coordinator</td>
<td>Male</td>
<td>5</td>
<td>55.5%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4</td>
<td>44.5%</td>
</tr>
<tr>
<td>Heads of Public Secondary Schools</td>
<td>Male</td>
<td>120</td>
<td>61.9%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>74</td>
<td>38.1%</td>
</tr>
</tbody>
</table>

The results in the above table 4.2 reveals that majority of the respondents were males while the minority were females. This shows gender disparity among gender unit coordinators and public secondary schools heads. Women are underrepresented in governance and management of education which is male dominated. Therefore, MoE should enhance equity and equality in governance and management in education in order to have successful and effective gender mainstreaming in schools.
4.4 External factors

The study identified the external factors affecting gender mainstreaming in the education sector through the following questions.

4.4.1 Length as head of the school

The respondents were asked to state the duration they had been head in their current school. Figure 4.1 indicates the responses.

![Bar chart](image)

**Figure 4.1 : Duration of being head of current school**

This figure 4.1 shows that 42.3% of the respondents had been head of their current schools for 1-5 years, 32.3% for 6-10 years, 24.9% for 11-15 years, while 0.5% had been head for 16-20 years. Most respondents (75.6%) according to the finding had adequate job experience as heads of schools. Gender policy in education was launched in 2007 when the majority of the respondents had been heads of schools. Therefore, the assumption is that there was gender implementation in schools.
4.4.2 Heads being conversant with gender policy in education

The respondents were asked whether the heads of public secondary schools were conversant with the gender education policy. Figure 4.2 indicates the responses.

![Bar chart showing responses]

**Figure 4.2: Heads being conversant with the policy document**

The results shows that 34% of the respondents said that they were conversant with the policy document, 32% remained neutral, 29% were not conversant with the document, and 4% were very unconversant, while 1% said very conversant. This supports the findings of Mitchell (2004) that some reasons for failure of gender mainstreaming was lack of understanding the gender concept. Lack of understanding the gender concept brings the whole activity of mainstreaming into question thus hindering implementation. It also agrees with the findings of Squires (2002) that mainstreaming works best when the relevance is clear to all partners involved. Heads of schools according to Gender policy in education (Republic of Kenya, 2007) are the implementers, therefore, need to understand and be conversant with the Policy. Gender in education implementation guidelines
(Republic of Kenya, 2011) outlines clearly the role of each of the partners in the implementation process.

### 4.4.3 Secondary school gender policy

The respondents were asked whether the outlined gender policy for secondary schools was appropriate and satisfactory. The responses are indicated in figure 4.3.

![Figure 4.3: Outlined policy for the secondary schools](image)

This figure 4.3 shows that 74.7% of the respondents agreed that the outlined gender mainstreaming policy for the secondary schools was appropriate and satisfactory, 14.4% remained neutral, and 8.6% indicated unsatisfactory. 1.1% said very satisfactory and 1.2% very unsatisfactory. The responses show that the policy was appropriate and satisfactory, therefore, can achieve gender equality. This finding is in agreement with that of Gupta and Mehra (2006) who found out that implementation required new perspective and the generation or new information.
and knowledge, new and different ways of looking at the implementation and employing current methodologies for the purpose of improving gender mainstreaming.

4.4.4 Gender policy in education and gender disparity

Respondents were asked to state if Gender policy in education was capable of bridging gender disparities in access, retention, completion, performance and transition. The responses are indicated in the figure 4.4.

![Figure 4.4: Gender policy in education and gender disparities](image)

The results on figure 4.4 shows that 65.4% of the 194 respondents remained neutral, 14.8% said much, 12.6% said little, 5.5% very much while 1.7% said very little. This finding shows that gender policy in education cannot alone bridge gender disparities in the Kenya's national education system. Efforts should be made by all the stakeholders. Gender mainstreaming is a corporate activity not a
one man's game but involves support and commitment by all actors. This is congruent with the findings of Squires (2002) that gender mainstreaming cannot be achieved by specific groups or few people working alone. It can only be achieved by broad commitment and action by all stakeholders. Gender policy in education (Republic of Kenya, 2007) also advocates that the government and other education stakeholders should take to redress the identified gender inequalities.

4.4.5 Policy balance between boys and girls

The respondents were asked whether secondary schools gender policy outlined in the Gender policy in education (Republic of Kenya, 2007) was balanced between boys and girls. The responses are indicated in Figure 4.5.

![Figure 4.5: Policy Balance between boys and girls](image)

Figure 4.5: Policy Balance between boys and girls
Figure 4.5 shows that 72% out of 194 respondents said that the policy was unbalanced for both boys and girls, 17% said that it was balanced, 7% opted to remain neutral while 2% said either that the policy was very unbalanced or very balanced. Gender policy in education (Republic of Kenya, 2007) outlines clearly that the overall goal of education is to provide equal access to education for both boys and girls; therefore, the policy should be balanced. The secondary schools policy statement addresses girls' challenges. This finding is congruent with UN (2007) that gender analysis must make a practical contribution towards explaining the differences in men's and women's, boy's and girl's lives helping to produce policies and programmes that reduce inequalities. More so, looking at the relationship between men and women in their access to and control over resources, decision-making and ensuring policies that guarantee equal access to education and elimination of gender disparities in education.

4.4.6 Gender and education policy strategies.

The respondents were asked whether the outlined strategies to achieve the policy namely; advocate for girls' education among parents and communities, sensitizing them against negative socio-cultural practices and facilitating re-entry of girls; enhance in-service for teachers to encourage participation and improve performance; establishing centres of excellence; mobilising resources in the ASALs; enforcing rules and regulations against sexual harassment in schools; provision of adequate and quality gender-responsive teaching and learning materials; undertaking continuous review of capacity building for teachers and ensuring gender balance in BOG, PTAs and headship of secondary schools
whether they were satisfactory for gender mainstreaming. Responses are indicated in Figure 4.6.

Figure 4.6: Outlined secondary school strategies

The above figure 4.6 reveals that 67.6% of the respondents said that the outlined strategies were satisfactory, 14.2% opted to remain neutral, 13.6% said that they were unsatisfactory and 3.4% said that they were very satisfactory while 1.2% said that they were very unsatisfactory. The finding shows that the strategies if well implemented were capable of achieving effective gender mainstreaming. This confirms the findings of Gupta and Mehra (2006) that gender mainstreaming can be successful if policies and strategies are re-examined. The findings emphasized on new and different ways of looking at and employing current methodologies for the purpose of improving operations. In addition, gender in education implementations guidelines (Republic of Kenya, 2011) outline how the strategies can be effective.
4.4.7 Ranking of strategies achievements

The respondents were asked to rank the achievements of Gender policy in education (Republic of Kenya, 2007) strategies towards achieving gender mainstreaming. The following Figures indicate the responses and the ranking.

4.4.7.1 Creation of gender responsive school environments

The respondents were asked to rank the strength of creating gender responsive school environments as a strategy of achieving gender mainstreaming. Figure 4.7 indicates the responses.

![Bar chart showing responses](image)

**Figure 4.7 : Creation of gender responsive environments**

Figure 4.7 shows that 34.1% of the respondents said that creation of gender responsive school environments would achieve gender mainstreaming, 29.2% said that it can highly achieve, 25.4% remained neutral, 8.6% said that it was a poor strategy while 2.7% said it was very poor. These responses show that a gender
responsive school environment is a good strategy for achieving gender mainstreaming. This finding agrees with the findings of the Council of Europe (2004) and FAWE (2006) that learning environment enables young people to prepare for adult life and to realise their potential as individuals and as citizens. It emphasizes that the school organization, the learning environment and individual experiences of each young person in school have a significant influence on achievements, choices and self esteem in the transition from childhood to adulthood. This also agrees with UNDP (2006) that gender issues are embedded in every part of a learning institution environment. All these factors contribute to the environment created in the learning institution which affect learners self esteem and behaviour as well as their safety.

4.4.7.2 Gender sensitization against social cultural practices

The respondents were asked to rank the strength of gender sensitization against social cultural activities such as early marriages and female genital mutilation as a strategy towards achieving gender mainstreaming. Figure 4.8 indicates the responses.
Figure 4.8: Sensitization against social cultural practices

The results on figure 4.8 shows that 33.2% respondents out of 194 said that it was a strong strategy, 32.6% said very strong, 21.7% remained neutral, and 8.2% said weak while 4.3% was very weak. The majority of the respondents showed that this was a strong strategy in achieving gender mainstreaming. This is in agreement with the findings of Squires (2003) that culture is a challenge. Mainstreaming gender equality involves challenging the status quo and change is challenging for most people. Gender sensitization creates awareness and helps to acknowledge thus enhancing gender mainstreaming. It also supports the findings of Witts and Associates (2007) that cultural beliefs are real and must be well understood because educational interventions often challenge deep convictions.
4.4.7.3 Re-admissions of girls who drop out due to pregnancy

The respondents were asked to rank the strength of re-admission of girls who get pregnancy as a strategy for achieving gender mainstreaming. Figure 4.9 indicates the responses.

![Bar chart showing re-admissions of girls who drop out](image)

**Figure 4.9 : Re-admissions of girls who drop out**

Figure 4.9 indicates that 35.3% respondents said it was strong, 34.2% said very strong, 17.4% remained neutral, 9.2% said weak and 3.9% said very weak. This shows that this is a strategy that can effectively achieve gender mainstreaming by enabling out-of-school girls access secondary education. This finding agrees with that of Onyando and Omondi (2008) that teenage pregnancy was a major hindrance to education and when girls are supported to return to school, they are able to complete school and get access to opportunities in life.
4.4.7.4 Gender capacity building for teachers

The respondents were asked to rank the strength of gender capacity building for teachers as a strategy for achieving gender mainstreaming. Responses are indicated in figure 4.10.

Figure 4.10 shows that 33.5% of the respondents said it was very strong, 29.2% said strong, 19.5% remained neutral, 10.8% said it was weak while 7.0% said very weak. This finding supports that of Rao and Kelleher (2002) that training helps the staff to have the basic knowledge and trained human resource is essential for translation of gender concept into reality. Training equips personnel with the understanding of the concept, knowledge, skills and tools necessary for gender mainstreaming. It also agrees with UNIFEM (2009), that training is an important means of increasing educator’s awareness about gender issues. It can also be used to help them learn the roles they can play in creating a healthy, safe and gender-sensitive school environment.
4.4.7.5 Equal participation for boys and girls

The respondents were asked to rank the strength of equal participation for boys and girls as a strategy for achieving gender mainstreaming. Figure 4.11 shows the responses.

Figure 4.11 shows that 36.2% out of 194 respondents said it was very strong, 33.0% said strong, 20.5% remained neutral, and 7.0% said weak while 3.3% said very weak. The finding shows that this is a very strong strategy for achieving gender mainstreaming. This agrees with the findings of EDC (2007) and Council of Europe (2004) that policies should guarantee equal access to education and elimination of gender disparities. Support in implementation of plans and programmes of action to ensure quality education and improved enrolment retention rates for boys and girls and the elimination of gender discrimination and gender stereotypes in education curricula, as well as in the process of education. It also agrees with FAWE (2002), Witts and Associates (2007), Antonowicz (2010)
that access to quality education is a fundamental right of all children and a prerequisite for socio-economic development and reduction of poverty. Teaching quality has a significant impact on academic access, retention and performance.

4.4.8 Ministry of education efforts and achievements

The respondents were asked to rate the ministry of education efforts and achievements as outlined in the Gender policy in education (Republic of Kenya, 2007). The responses are indicated in figure 4.12.

Figure 4.12: Ministry of education efforts and achievements

Figure 4.12 above shows that 69% of the respondents opted to remain neutral, 22% rated the ministry as good, 7% rated the ministry is poor while 1% either rated the ministry as very poor or excellent. The finding shows that the ministry of education's efforts and achievements in gender mainstreaming in schools require improvement since the respondents were heads of public secondary schools and
the majority were not sure, and then it is evident that gender mainstreaming in secondary schools is minimal. This finding supports that of Woodward (2003) that gender mainstreaming is dependent upon consistence and high profile commitment. The commitment to gender mainstreaming in schools must come from top to down. It also agrees with that of Paradhan (2004) that monitoring, evaluation and auditing are essential because they help to tell if mainstreaming is working or not. Gender in education implementation guidelines (Republic of Kenya, 2011) outlines the implementation guidelines by all partners and stakeholders which can effectively facilitate gender mainstreaming in schools.

4.4.9 **Strength of the strategies in enhancing gender equality**

The respondents were asked to rank the strategies in the Gender policy in education in order of their strengths in enhancing gender equality in secondary schools. The responses are as follows:

4.4.9.1 **In-service for teachers**

The respondents were asked to rank in-service for teachers as a strategy for enhancing gender equality. Figure 4.13 below indicates the responses.
Figure 4.13: In-service for teachers

Figure 4.13 shows that 39.2% of the respondents said that it was a strong strategy, 30.1% said very strong, 18.3% said weak, 5.9% opted to remain neutral and 6.5% said very weak. This shows that this is a strong strategy. This finding agrees with that of Woodsworth (2008) that without proper training gender mainstreaming implementation becomes difficult. Gender issues should be integrated into other training courses. It also confirms the findings of Squires (2002) that it is essential that everyone know exactly what is expected of them in terms of working in a gender responsive manner. Teacher training is a key area for promoting educational innovation; teachers and trainers are prime movers in gender mainstreaming. It also agrees with Wango (2001), (EDC, 2007) and FAWE (2009), that training is an important means of increasing educator’s awareness about gender issues. It can also be used to help them learn the roles they can play in creating a healthy, safe and gender-sensitive school environment. Training makes teachers to be more gender aware and equips them with skills to understand and address the specific learning needs of both sexes.
4.4.9.2 Establishing centres of excellence

The respondents were asked to rank the strength of establishing the centres of excellence to serve as model schools as a strategy for enhancing equality. Responses are indicated in figure 4.14 that follows.

Figure 4.14: Establishing centres of excellence

Figure 4.14 shows that 36.8% of the respondents rated this strategy as strong, 31.3% as very strong, 14.3% opted to remain neutral, 13.7% said it was weak and 4.1% said very weak. This shows that this is a strong strategy to enhance gender equality in secondary schools. This finding is in agreement with the findings of Council of Europe (2004) that centres of excellence demonstrates total commitment to gender equality issues and practice in the context of schooling-to challenge negative stereotyping of young people. This enhances a culture in the school and classroom where intellectual, cultural and aesthetic accomplishment by boys as well as girls is valued by all. Giving boys and girls a level field to access
opportunities. It is also congruent with FAWE (2006) and the findings of EDC (2007) that centres of excellence play an important part in teaching, modelling and reinforcing gender roles. Gender-responsive school or centre of excellence demonstrates that students thrive in a learning environment that is physically, socially and culturally gender-responsive.

4.4.9.3 Mobilizing resources in arid and semi-arid areas

The respondents were asked to rank the strength of mobilizing resources in arid and semi-arid area such as expanding and increasing the number of boarding schools to support girls’ education, provision of houses for women teachers and laboratories for girls’ schools and enhancing posting of female teachers in these areas as a strategy to enhance equality. Figure 4.15 indicates the responses.

![Figure 4.15: Mobilising resources in arid and semi-arid areas](image)

The results on figure 4.15 shows that 38.2% said that this was a very strong strategy for gender equality, 30.1% said it was strong, 13.4% remained neutral, 12.4% rated it as weak, and 5.9% rated it as very weak.
12.4% said weak and 5.9% said very weak. This shows that mobilizing resources in arid and semi-arid areas is an effective strategy for gender mainstreaming. This finding is congruent with that of Mackey and Bilton (2003) that allocation of resources is an essential element of gender mainstreaming success. Resources must be allocated to support the structure and practices required for mainstreaming activities. It also agrees with KESSP (Republic of Kenya, 2005) that mobilising resources, expansion and improvement of classrooms, boarding facilities, water and sanitation facilities creates a conducive and gender responsive environment that enable children to access education in these areas.

4.4.9.4 Provision of adequate gender responsive teaching/learning materials

The respondents were asked to rank the provision of teaching/learning materials as a strategy to enhance gender equality. Responses are shown in figure 4.16.

![Figure 4.16: Provision of teaching / learning material](image-url)
Figure 4.16 shows that 35.3% of the respondent advocated that this was a very strong strategy, 33.2% said it is strong, 11.8% opted to remain neutral, 16.0% weak and 3.7% very weak. Teaching and learning materials accessible to all students is the best way to change the attitude towards gender issues. This finding is in agreement with that of Eurydice (2009) that gender responsive teaching/learning materials (pictures, images, illustrations and examples) creates awareness of gender equality among students and teachers. This helps to change the cultural attitudes and builds self esteem especially to girls, reduces bias and stereotyped images of men and women. Developing non-sexist school books and regular evaluation of teaching materials could certainly be helpful in eliminating gender insensibilities. It is also congruent with FAWE (2006), EDC (2007), Witts and Associates (2007) in that quality of instruction as well as classroom materials is important. Gender bias in images and texts in books, posters, and other educational materials should be eliminated because gender issues are embedded throughout all aspects of a learning institution in order to attain full gender equality. Quality of materials is a high priority, not only regarding academic content, but also in terms of the images and values that are portrayed. Stereotyped images should be removed so that they do not encourage gender bias. Gender-responsive pedagogy calls for teachers to embrace an all encompassing gender approach in the process of lesson planning, teaching, classroom management, performance and evaluation.

4.4.9.5 Engendering curriculum

The respondents were asked to rank the strength of engendering curriculum as a strategy for gender equality. Figure 4.17 indicates the responses.
Figure 4.17: Engendering curriculum

Figure 4.17 reveals that 35.8% of the respondents said that engendering curriculum was a very strong strategy for gender equality, 27.3% said it was strong, 17.6% remained neutral, 15.0% said it was weak and 4.3% very weak. When the curriculum is gender balanced in all aspects it creates a level field for both boys and girls. This finding confirms that of Eurydice (2009) that gender perspective should permeate the whole curriculum and should be taken into consideration throughout all the subjects and areas. Gender should be dealt with often as a topic with subjects or cross-curricular themes or inter-disciplinary themes. It also agrees with EDC (2007) and KESSP (Republic of Kenya, 2005) in that curriculum is one of the aspects of a learning institution and gender issues are embedded in every part of a learning institution environment. To enable all learners to reach their full potential, it is essential to examine all aspects of a learning institution environment and determine where improvements need to be made to eliminate gender stereotypes and promote gender equality. Promoting a
gender sensitive curriculum is a way of creating a conducive learning environment.

This finding is also in agreement with Commonwealth Secretariat (1999) that gender considerations should be included in all educational and training curricula, thus providing a curriculum which in content, language and methodology meets the educational needs, provides access for girls to all areas of opportunities and establish the skills and confidence necessary to utilise this access. A curriculum which critically examines the gender distribution of work in families, households and paid work, and the relative values attributed to these different kinds of work by society. To ensure educational materials that is gender-sensitive as regards to the language, images and examples used there-in.

4.4.9.6 Affirmative action

The respondents were asked to rank the strength of affirmative action on bursaries and infrastructure as a strategy for gender equality. Responses are shown in figure 4.18 below.
Figure 4.18 shows that 39.3% of the respondents said that this was a very strong strategy for gender equality, 30.1% said it was strong, 16.7% said weak, 9.1% remained neutral and minority 4.8% said it was very weak. This finding is in agreement with that of Rao (2002) that gender infrastructure involves putting in place gender policies, gender units, increased female staff and managers, and additional resources for women’s programs. It is also congruent with EDC (2007), Witts and Associates (2007) that physical environment is part of learning institution environment and it encompasses all areas of the learning institutions which includes; buildings, ground and routes to and from the learning institution because they all affect the access to schools, and the quality of the educational experiences which affect girls and boys differently. Bursaries enhance enrolment, retention and achievement for both boys and girls. This is among incentive strategies that addresses barriers related to poverty and alleviate economic hardship on families. Kane (2004) states that the disparity between richer and poorer children in terms of education on participation is greater than disparities
between urban and rural children, or between boys and girls, although these, too, are considerable. Poverty is among the largest barrier to girls participation in education.

4.4.9.7 Gender balance in school management

The respondents were asked to rank the strength of gender balance among B.O.G, P.T.A and heads as a strategy for enhancing gender equality. Figure 4.19 indicates the responses.

Figure 4.19: Gender balance in BOG, PTA and headship

Figure 4.19 reveals that 41.1% respondents said that it was very strong, 36.7% said strong, 13.5% remained neutral, 7.6% said weak and 1.1% said very weak. From this finding gender balance in BOG, P.T.A and headship of schools is important for gender equality in schools. This finding supports the findings of Eurydice (2009) and Council of Europe (2004) that the support of parents and school management is vital to the promotion of gender equality in schools.
Although they play an important role in promoting gender equality, government initiatives that aim to inform and educate them about gender equality issues are rare. This is also in agreement with KESSP (Republic of Kenya, 2005) that emphasises gender parity-based recruitment and deployment in management and decision making positions to enhance gender mainstreaming.

4.4.9.8 Enforcement of rules and regulations

The respondents were asked to rank the strength of enforcing rules and regulations as a strategy for enhancing gender equality. The responses are indicated in figure 4.20 below.

![Bar chart showing the enforcement of rules and regulations against sexual harassment](image)

**Figure 4.20**: Enforcement of rules and regulations against sexual harassment

Figure 4.20 shows that 40.0% of respondents said that it was a very strong strategy for gender equality, 34.6% said strong, 14.6% remained neutral, 8.6% said it was weak and the minority 2.2% said it was very weak. This finding shows that enforcement of rules and regulations against sexual harassment in schools
would create a good gender responsive environment, reduce intimidation and fear instilled especially on both girls and boys. This would create a conducive learning environment for all. This is in agreement with the findings of Eurydice (2009) that one priority of gender equality policies in education is to combat gender based violence and harassment in schools. An education system is an appropriate context where attitudes and values can be fostered with the intention of preventing violence and encourages peaceful conflict resolution; therefore, prevention of violence and harassment should be a general principle of education system.

This is also congruent with the findings of EDC (2007), Witts and Associates (2007), Wango (2009) and Antoniwicz (2010), that sexual harassment is a key challenge to girls education. Gender based violence in schools leads to loss of educational opportunity, stagnation of girls' schools completion rates, and loss of national productivity. Effective prohibition of violence against children in and around schools requires that it is explicitly prohibited on national statutory law. Institutional measures at school level play a critical role in creating an enabling environment to prevent school-based violence, to protect children and to combat impunity for perpetrators. Enforcement of rules and regulations will forbid all forms of violence, promote non-discrimination and the respect of one's identity and integrity.

4.4.10 Implementation of gender policy in schools

Respondents were asked whether Gender policy in education was being implemented in secondary schools. The responses are indicated in figure 4.21.
Figure 4.21 shows that 40% of the respondents remained neutral, 38% said little, 10% said much, 7% very much, while 5% said that very little gender mainstreaming. This clearly shows that there was very little implementation in secondary schools due to lack of awareness, training and workshops for teachers and clear understanding of education gender policy. This finding is congruent with the findings of Paradhan (2004) and Klansen (2006) that there should be appointed gender established accountability mechanisms to assess the progress. Monitoring, evaluation and auditing are essential because they help to tell if mainstreaming is delivering. It also agrees with that of Paradhan (2004) and Lombardo (2003) that staff may feel lack of motivation because they may not see the connection between incorporating gender considerations and their work goals and plans. Along is the requirement for all partners to be responsible for gender mainstreaming that comes with the expectation that they should be gender aware and responsive, conversant with gender issues and knowledge about it. Mainstreaming requires that individuals working are not given new
responsibilities but have the motivation to do so. There is need for encouragement and incentives for all the employees participating in the process.

4.4.11 Adequacy of resources

The respondents were asked whether resources (financial, human and material) for effective and efficient implementation of gender policy in education were adequate. The responses are indicated in figure 4.22.

![Figure 4.22: Adequate resources](image)

The above figure 4.22 reveals that 49.5% out of 194 respondents said that the resources were inadequate, 28.2% said very inadequate, 11.7% remained neutral, and 8.5% said that the resources were adequate while 2.1% said very adequate.

This finding shows that resources such as finances, trained personnel and gender materials for enhancing implementation were inadequate. Ministry of education, therefore, should re-look into this area of resources to facilitate the
implementation. This finding agrees with that of Mackey and Bilton (2003) and Commonwealth Secretariat (1999), Witts and Associates (2007) that allocation of resources is an essential element to support the structure and practices required for mainstreaming activities and enhances official commitment. The ministry of education should have the resources to implement the recommendations and polices. The resources need to be available to carry out and integrate gender in learning. Gender in education policy and planning should be made a priority where resources are limited.

4.4.12 Social-cultural factors

The respondents were asked to rate how socio-cultural factors such as early marriage, domestic labour and female genital mutilation affect gender mainstreaming in the education sector. Responses are indicated in figure 4.23.

Figure 4.23 : Socio-Cultural factors
Figure 4.23 shows that 50.3% of the respondents said its effect was very much, 31.1% said much, 15.8% remained neutral, 1.7% said little while 1.1% said very little. This clearly shows that socio-cultural factors affect gender mainstreaming. This supports the findings of Eurydice (2009) that the key factors that hinder attempts to reduce and eventually eliminate gender disparities include social, cultural, religious beliefs, attitudes and practices. Change is challenging and typically there is a strong resistance to change. Successful change must involve top management, involvement of all the stakeholders including the parents and community. It also agrees with the findings of Witts and Associates (2007), ElimuYetu Coalition (2005), Kane (2004), that cultural beliefs and practices are evident and they interfere with schooling, either interrupting it temporarily or preventing it where married girls cannot attend school. Cultural beliefs are real and must be well understood because educational interventions often challenge deeply held convictions. Either the culture will win out, or unintended consequences will emerge from forced cultural change. This complex relationship may present as barriers to educational policy and priorities or they may be useful in serving educational goals. A deeper understanding of these dynamics is necessary.

4.4.13 Government success in its Commitment.

The respondents were asked whether the government will succeed in its commitment to enhance gender equity and equality in education. Figure 4.24 shows the responses.
Figure 4.24: Government success in its commitment

The above figure 4.24 shows that 74.4% of the respondents remained neutral, 9.8% said little, 9.3% said much, and 3.8% said very much while 2.7% said very little. This indicates the government’s commitment to gender equality requires to be re-looked at. This finding supports the finding of Verloo (2001) and Woodward (2003) that government’s commitment begins with the adoption of a gender policy and then clearly spelling out the country’s commitment as a reference point for action. The policy mandate should be accompanied with leadership, financial support and technical expertise. The leadership and political will is critical for success to get the ball rolling. Gender mainstreaming is dependent upon consistence, sustained support and high political commitment which is the single most important variable in the success or failure of mainstreaming. This also agrees with the findings of Mackey and Bilton (2003) that acknowledgement from political leaders and senior management that gender equality is an essential component of sustainable development is a starting point.
4.5 Internal factors

The study identified internal factors through the following items.

4.5.1 Preparedness for secondary schools heads.

Heads of secondary schools are responsible for the implementation of gender education policy at the school level (Republic of Kenya, 2007). The respondents were asked whether they were prepared and equipped for the implementation of gender policy in education. Figure 4.25 indicates the responses.

Figure 4.25: Preparedness of secondary schools heads

The result on figure 4.25 shows that 45.1% of the respondents were unprepared, 21.7% said very unprepared, 25.0% remained neutral, 7.6% said they were prepared while 0.6% said very prepared. This clearly indicates that gender mainstreaming implementers at school level are not prepared. This finding is congruent with that of the Council of Europe (2004) that the school management needs seminars, training to be equipped with all the necessary skills and materials for implementation. This also supports the findings of Mitchell (2004) that lack of
understanding of the whole activity of mainstreaming gender concept, and lack of staff capacity, gender analysis tools and key measurable outcomes for gender mainstreaming hinders the implementation. For all staff to be responsible for gender mainstreaming come the expectations that they should be gender aware and responsive, conversant with gender issues and knowledgeable about them.

4.5.2 Teachers, students and stakeholders understanding

The respondents were asked whether teachers, students and the stakeholders who are supposed to participate in the Gender policy in education understood the policy. The responses are indicated in figure 4.26.

Figure 4.26 reveals that 58% of the respondents said very little, 28% said little, and 11% remained neutral, 2% said very little and 1% said very much. This finding shows that stakeholders, teachers and students understand very little about the policy due to inadequate of awareness and training. This is in agreement with
the findings of the Council of Europe (2004) that all members of staff, school management and stakeholders should receive gender awareness of the policy and its implementation training. Success of mainstreaming necessitates a solid commitment from the administration, teachers, students, apprentices and from parents and guardians and support by all the participants. This helps them to participate in the implementation. It also supports the findings of Moser and Moser (2005), Commonwealth Secretariat (1999) that a sector and hands-on sector-specific and project-specific training builds capacity to integrate gender into specific types of operation. School management must understand the concept, how to implement it and how to monitor outcomes. Engendering school management enables them to be sensitive to gender needs.

This finding also confirms the findings of EDC (2007) and Witts and Associates (2007) that through advocacy, the participants can get actively involved in creating change related to equality and safety in learning institutions. Advocating for government policy is when the participants engage with the government. Training increases awareness about gender issues and the role they can play in creating a gender-sensitive school environment. This finding further agrees with the findings of Wango (2001) that gender advocacy creates awareness at different levels on gender issues. It brings understanding, change in attitude and behaviour on gender issues and concerns. It culminates in educating, sensitising, and informing all participants on gender issues.
4.5.3 Ministry of education sensitization to parents and communities

The respondents were asked whether the ministry of education was sensitizing the parents and the communities on gender equality in schools. Responses are indicated in figure 4.27 that follows.

Figure 4.27: Sensitization of parents and communities

Figure 4.27 shows that 46.2% of the respondents said very little, 36.0% said little, 12.9% remained neutral, 3.8% said much while 1.1% said very much. The findings reveal that sensitization was barely done to parents and communities. The parents and communities are part of the stakeholders who have strong influence in both schools and communities. This finding agrees with the findings of Squires (2002) that gender mainstreaming is a corporate activity which cannot be achieved by specific groups or few people working alone. It can be achieved where there is a strong broad commitment and action by all sectors and stakeholders. Gender mainstreaming can be effectively achieved from the bottom-line starting with the parents and communities through their leaders. It also confirms the findings of Council of Europe (2004) and Eurydice (2009) and that schools exist within
communities and are responsible for the education of children. Through that role they can influence those communities. To influence the broader aspirations of the whole community, schools then must ensure that their mission, aims, objectives and policies are known and that the active participation of the members of the community is sought in assisting in the implementation of those policies. Support of the parents is vital in the promotion of gender equality but despite their important role, government’s projects and initiatives that aim to inform and educate them about gender issues are rare and attempts to involve parents more closely in promoting gender equality initiatives in schools are even more limited.

This finding is further congruent with Commonwealth Secretariat (1999) and Witts and Associates (2007) that mothers, fathers, village heads, religious leaders, local NGO’s and community organizations all have some influence on who attends school and for how long, and how beliefs and local life conditions influence school experiences. For that reason, community involvement is necessary if local conditions are to influence gender patterns in school more equitably. This helps to have a strong influence on the opinions, attitudes and behaviours of persons in communities. Community involvement in school management counters the sometimes hostile environments that learners especially girls encounter.

4.5.4 Heads of schools support by the ministry of education

The respondents were asked whether the ministry of education gave heads of schools support (financial, materials, human, training) in gender equality implementation. Responses are indicated in figure 4.28.

116
Figure 4.28 reveals that 41.2% respondents said that there is little support, 26.4% remained neutral, 22.0% said very little, 7.1% said much and 3.3% said very much. This finding shows that the heads of schools got little support from the MoE. This indicates that without full support in all aspects such as training, resources to support structure and practices required for mainstreaming activities then gender mainstreaming in secondary schools will not be achieved. This finding is in agreement with the findings of Squires (2003) that successful mainstreaming must involve top management support and commitment. The commitment forms the basis for cooperation, agreement and programmes. It also supports the findings of the Council of Europe (2004) that the authorities are responsible for the education policy. The ministry should support the authorities involved in education system in order to ensure that gender equality is taken into account at all levels.
4.5.5 Teachers preparedness

The respondents were asked whether teachers were well equipped and prepared to ensure that classroom and a general school environment was gender-responsive. Responses are indicated in figure 4.29 that follows.

Figure 4.29: Preparedness of the teachers

Figure 4.29 shows that 42.2% of the respondent said very unprepared, 28.3% unprepared, 21.9% remained neutral, and 6.4% said prepared while only 1.2% said very prepared. According to Gender policy in education (Republic of Kenya, 2007) teachers are the key curriculum implementers inside and outside the classroom expected to apply gender methodologies in teaching and assessment of learners and ensuring the classroom and the general school environment is gender-responsive with conducive learning for both sexes. This can be achieved by the ministry of education ensuring that teachers receive appropriate training and
knowledge on gender mainstreaming concepts and tools. Teachers need to understand the connection between incorporating gender consideration and their work goals and plans. This finding is congruent with that of Mazey (2000) that mainstreaming requires to be incorporated into the workings of the organization. Training helps the staff to have basic knowledge about gender mainstreaming and a plan is applied in their daily work. It gives the staff an opportunity to mainstream. Trained human resources are essential for translation of concept into reality.

This finding also supports the findings of ECD (2007) that advocacy enables the players to be strong in engaging with the learning institution and the government to make changes that contribute to the development of a healthy, safe learning institution environment for both learners and the educators. Training increases educator’s awareness on gender issues and learns the roles they can play in creating a healthy gender learning environment.

4.5.6 Learners practising gender sensitive behaviour

According to the Gender policy in education (Republic of Kenya, 2007), learners are the main beneficiaries of the policy and are supposed to work with teachers and strive to learn and practice gender-sensitive behaviour. Therefore, the researcher sought to establish whether this was happening in the schools.
The above figure 4.30 shows that 50.3% of the respondents said very little, 19.2% said little, 17.5% remained neutral, and 10.2% said much while 2.8% said very much. The majority (50.3%) of the respondents observed that teachers had not been trained and gender education policy was not clearly understood. When the heads and teachers do not have the basic knowledge about gender mainstreaming and how it is applied in their daily work then students who are the beneficiaries would not be able to practise gender sensitive behaviour. This finding supports the findings of the Council of Europe (2004) and ECD (2007) that teacher training and awareness of gender issues is crucial to the achievement of the schools aims and objectives and is critical in relation to the question of gender equality. Teachers exact a major influence on the behaviour, attitudes and aspirations of students. When teachers are fully engaged they have an opportunity as well as the responsibility to influence attitudes and approaches to gender equality. By doing so, they seek to establish an infrastructure in learners which will reinforce, rather than potentially contradict progress towards more equal opportunities for learners.
Learning institutions are places where prevailing gender roles are challenged and reframed so that learners can have more freedom to shape their own identities and determine how they want to play out their own gender roles. As a result, teachers are in a strong position to challenge the prevailing roles and promote healthy gender roles, identities and conducive learning environments.

4.5.7 Gender equality progress in education

The respondents were asked about the progress of achieving gender equality in education in Kenya. The responses are indicated in figure 4.31.

![Figure 4.31: Gender equality progress](image)

Figure 4.31 reveals that 73% respondents remained neutral, 14% said there was little progress, 8% said much, 3% said very much and the minority 2% said very little. This showed that the progress was not clearly known because 73% of the respondents remained neutral. This finding supports the findings of Paradhan.
(2004) and Council of Europe (2004) that monitoring, evaluation and auditing are essential because they help to tell if gender mainstreaming is delivering. Progress reports should be presented to various stakeholders in-order to keep them informed of the progress. Gender impact assessment should be made a corporate activity involving all the implementers to help them to be in a clear picture.

4.5.8 Constraints affecting gender mainstreaming in the education sector

The respondents were asked whether there were constraints/barriers hindering effective gender mainstreaming in the education sector. Figure 4.32 indicates the responses.
Figure 4.32: Constraints affecting mainstreaming in the education sector

Figure 4.32 above shows that 60.0% respondents acknowledged that there were many barriers (constraints), 22.4% said very many, 12.4% remained neutral, 4.7% said few and the minority 0.5% said very few. Barriers outlined were lack of resources (finance, human and material), lack of awareness, sensitization and training, socio-cultural factors, attitude and opinions, lack of commitment, monitoring process and evaluation. To overcome these barriers the ministry of education should work corporately with all the partners and stakeholders. Gender mainstreaming is not a one man’s show but a campaign from all groups. This finding agrees with that of Verloo (2001), Woodward (2003), Mackey and Bilton (2003) that effective gender mainstreaming begins with the adoption of gender policy and mandate accompanied with financial support and commitment by all stakeholders from top to bottom. Allocation of resources is an essential element because without sufficient allocation of resources any official commitment will amount to much more than lip service. Training and awareness to all the partners enhances gender mainstreaming implementation because of the corporate support
from the partners involved. Culture is a challenge because it involves challenging a status quo. Successful change should involve top management especially in relation to gender mainstreaming.

4.6 Factor analysis

Factor analysis was used to analyse objectives two and three of this study namely; to identify the external and internal factors affecting gender mainstreaming in the education sector, Eastern province. Twenty one items in the questionnaire were considered in this study (Table 4.3). Factor analysis using Principal Component Analysis (PCA) was conducted to reduce the data and to develop the convergent validity of meaningful constructs. In order to determine the number of factors to be used, the variances and co-variances of the variables were computed. Then, the Eigen value and Eigen vectors were evaluated for the covariance matrix and the data was transformed into factors. Table 4.3 presents the Eigen value and percentages of variances associated with each factor. These values are also summed up to express as a cumulative Eigen value and percentage of variance.
Kaiser (1958) proposed that only the factors with Eigen values exceeding one should be used. Therefore, for the purpose of describing the underlying factor structure, the Eigen value criteria of more than one was used to determine the number of components to be extracted for further analyses. The factor analysis...
extracted five factors namely; strength of the strategies, gender mainstreaming strategies, gender policy in education, gender disparities in education and understanding of gender policy in education based on the above criteria (Table 4.3). Further, SPSS software was able to provide a scree plot for choosing the appropriate number of factors to retain.

The result in scree plot in figure 4.33 also suggested five meaningful factors and hence five factors were retained. From Table 4.3 above, factor 1 (Strength of strategies) accounted for approximately 47 per cent, factor 2 (Gender mainstreaming strategies) accounted for 7.716 per cent, factor 3 (Gender policy in education) accounted for 7.134 and factor 4 (Gender disparities in education) accounted for 6.013 per cent while factor 5 (Understanding of gender policy in education) accounted for 4.929 per cent of the total variance. These five factors accounted for 72.79 per cent of the total variance.
Moreover, Kaiser Varimax rotation scheme was implemented to evaluate factor loadings that correlate the factors and the variables. The rotated factor matrix of the five factor model was created as shown in Table 4.4. The factor loadings were used to group the internal and external factors that affect gender mainstreaming and represent the most important information for interpreting the data.

Figure 4.33: Scree Plot for the Eigen Value against the Factor number
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<th>Factor 2</th>
<th>Factor 3</th>
<th>Factor 4</th>
<th>Factor 5</th>
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<tr>
<td>q9d</td>
<td>.378</td>
<td>.835</td>
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<td>&lt;0.300</td>
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<tr>
<td>q9e</td>
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<td>.730</td>
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<tr>
<td>q11a</td>
<td>.661</td>
<td>.318</td>
<td>.408</td>
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<tr>
<td>q11b</td>
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<td>.338</td>
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<tr>
<td>q11c</td>
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<tr>
<td>q11e</td>
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<td>.375</td>
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<tr>
<td>q11f</td>
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<td>.317</td>
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<tr>
<td>q11h</td>
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<td>&lt;0.300</td>
<td>&lt;0.300</td>
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<td>q11i</td>
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<td>q14</td>
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<td>.380</td>
<td>.546</td>
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<td>&lt;0.300</td>
<td>.483</td>
<td>&lt;0.300</td>
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</tbody>
</table>

Source Field Data (2010)

The factor analysis extracted five factors based on Eigen value criteria more than one as indicated in Table 4.3. Based on the factor loadings of the individual variable from Table 4.4 each factor was given a descriptive name, as follows: Factor 1 (Strength of the strategies), Factor 2 (Gender mainstreaming strategies), Factor 3 (Gender policy in education), Factor 4 (Gender disparities in education) and Factor 5 (Understanding of gender policy in education).
4.7 Correlation results

Table 4.5: The Correlation of the independent variable and the dependent variables

<table>
<thead>
<tr>
<th>Factor</th>
<th>Pearson Correlation Coefficient</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength of strategies</td>
<td>0.275</td>
<td>0.020</td>
</tr>
<tr>
<td>Gender mainstreaming Strategies</td>
<td>0.304</td>
<td>0.010</td>
</tr>
<tr>
<td>Gender policy in education</td>
<td>0.186</td>
<td>0.040</td>
</tr>
<tr>
<td>Gender disparities in education</td>
<td>-0.083</td>
<td>0.362</td>
</tr>
<tr>
<td>Understanding of gender policy in education</td>
<td>0.409</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Note: α=0.05

The results in Table 4.6 indicates that among the five factors, only factor 4 (Gender disparities in education) had a negative correlation with the dependent variable, gender mainstreaming; moreover, the correlation was not significant (p =-0.083, P > 0.05). However, all the other factors had a positive correlation: factor 1 (Strength of the strategies) had significant correlation (p = 0.275, P < 0.05), factor 2 (Gender mainstreaming strategies) also had a significant correlation (p = 0.304, P < 0.05), factor 3 (Gender policy in education) had a significant correlation with the dependent variable, gender mainstreaming (p = 0.186, P < 0.05). Finally, factor 5 (Understanding of gender policy in education) was the highest correlated with the dependent variable, gender mainstreaming and the correlation was significant (p = 0.049, P < 0.05).
4.8 Logistic regression results

The general framework for this study was the application of the standard logistic regression model to study the variability of the gender mainstreaming (which was the dependent variable), by employing the factors scores as the independent. The table 4.6 presents the results of the logistic regression model.

Table 4.6: Logit results

<table>
<thead>
<tr>
<th></th>
<th>β</th>
<th>SE (β)</th>
<th>P-Value</th>
<th>exp(β)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>1.35</td>
<td>0.09</td>
<td>0.000</td>
<td>3.86</td>
</tr>
<tr>
<td>Strength of strategies</td>
<td>1.18</td>
<td>0.04</td>
<td>0.001</td>
<td>3.25</td>
</tr>
<tr>
<td>Gender mainstreaming Strategies</td>
<td>1.09</td>
<td>0.05</td>
<td>0.000</td>
<td>2.97</td>
</tr>
<tr>
<td>Gender policy in education</td>
<td>1.22</td>
<td>0.08</td>
<td>0.002</td>
<td>3.39</td>
</tr>
<tr>
<td>Gender disparities in education</td>
<td>-0.08</td>
<td>0.01</td>
<td>0.139</td>
<td>0.92</td>
</tr>
<tr>
<td>Understanding of gender policy in education</td>
<td>1.05</td>
<td>0.02</td>
<td>0.000</td>
<td>2.86</td>
</tr>
</tbody>
</table>

Note: α=0.05

According to the above results, increase in the scores of strength of strategies would lead to an increase in the log-odds of gender mainstreaming by 1.18. This relationship was also found to be significant at 5% level of significance (p = 0.001). In addition, increase in the scores of gender mainstreaming strategies would lead to an increase in the log-odds of gender mainstreaming by 1.09 when all the other variables are held constant. This relationship was found to be significant at 5% level of significance (p = 0.000). The results of the study also showed that an increase in the scores of gender policy in education would increase the log-odds of gender mainstreaming by 1.22 when all the other variables are held constant.
held constant. This relationship was found to be significant at 0.05 level of significance ($p = 0.002$).

In addition, the study established that an increase in the scores of gender disparities in education would decrease the log-odds of gender mainstreaming by -0.08 when all the other variables are held constant. However, this relationship was found to be insignificant at 5% level of significance ($p = 0.139$). Finally, the results of the study showed that increase in the scores of understanding gender policy in education would lead to an increase in the log-odds of gender mainstreaming by 1.05 when all the other variables are held constant. This relationship was also found to be significant at 5% level of significance ($p = 0.000$).

4.9 Interview results

The respondents said that all secondary schools in Kenya did not have Gender policy in education document. This should be ensured because it is the starting point of implementation. Heads of schools according to the Gender policy in education (Republic of Kenya, 2007) are the implementers, therefore, needs to have the policy document, understand and be conversant with it. This is in agreement with Verloo (2001) that effective gender mainstreaming begins with the adoption of a gender policy.

In addition, on the existing secondary schools outlined gender policy, the respondents revealed that the outlined secondary schools gender policy was good and appropriate to strengthen the girl child if well implemented. It requires
commitment and effective implementation strategies. This is in congruent with Woodward (2003) that gender mainstreaming is dependent upon consistence and high commitment of all stakeholders. The commitment forms the basis for cooperation, agreement and success. The issue on whether Gender policy in education was balanced, the respondents said that the secondary schools gender policy considers the girls more than boys. Gender policy in education (Republic of Kenya, 2007) outlines clearly that the overall goal of education is to provide equal access to education for both girls and boys; therefore, the policy should be balanced.

The respondents suggested reforms and ways that can be used to improve gender policy in education implementation which includes; opening gender offices in schools, creating gender lessons in the school’s curriculum, training and creating awareness among the stakeholders, involving the community and adequate provision of resources. This is in agreement with Rao and Kelleher (2002) that mainstreaming requires an on-going process that is incorporated into the workings of the organisations. Training helps the staff to have the basic knowledge about gender mainstreaming and a plan is applied in their daily work. Also, Council of Europe (2004) noted that support of parents is vital to the promotion of gender equality in schools.

About the progress of gender mainstreaming in the ministry of education, the respondents said a lot still needed to be done in order to have full adoption of the policy in schools. This is in agreement with Paradhan (2004) that monitoring, evaluation and auditing are essential to tell if gender mainstreaming was working.
Progress reports should be presented to various stakeholders in order to keep them informed of the progress and to help them to be in a clear picture. More so, the respondents said that gender mainstreaming in the education sector was challenged by gender disparities in Kenya. According to the gender policy (Republic of Kenya, 2007) the national education system has been characterized by gender disparities at the national level and between various regions. To overcome this, efforts should be made by all stakeholders. Gender mainstreaming is a corporate activity not a one man’s game but involves support and commitment by all actors. This is congruent with Squires (2003) that gender mainstreaming cannot be achieved by specific groups or few people working alone. It can only be achieved by broad commitment and action by all stakeholders.

The respondents said that culture is one of the major factors affecting gender mainstreaming. Kane (2004) noted that cultural beliefs and practices are evident and they interfere with schooling. Cultural beliefs are real and must be well understood because educational interventions often challenge the deeply held convictions. Witts and Associates (2007) noted that change is challenging and typically there is strong resistance to change. Successful change must involve top management, stakeholders including parents and community. Further, the respondents pointed out that some of the mechanisms the MoE had put in place included: engendering the curriculum, distribution of sanitary towels in girls schools in collaboration with other partners, offering bursaries, loans and scholarships, and sensitization during the heads of schools annual conferences. According to Moser and Moser (2005) success of gender mainstreaming necessitates a solid commitment by all stakeholders.
About the training of gender coordinators and other personnel dealing with gender mainstreaming in the education sector, the respondents acknowledged they were not well trained. According to Rao and Kelleher (2002) training helps the staff to have the basic knowledge and trained human resource is essential for translating gender concept into reality. It helps the respondents to know the roles and responsibility they are supposed to play. Moreover, the respondents identified the challenges affecting gender mainstreaming as; culture, attitude, resources, communication, lack of commitment, lack of evaluation and monitoring, inadequate infrastructure, lack of experts and religion. To overcome the challenges the ministry of education should work corporately with all partners and stakeholders. Squires (2003) noted that successful mainstreaming involves support and commitment by all stakeholders and partners.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study, conclusions, contributions to knowledge, recommendations and areas for further study.

5.2 Summary of the study

Gender mainstreaming as a strategy for promoting equality has been adopted by the international community. However, the study reveals that gaps remain between policy and practice. Kenya has made initiatives to address gender inequality but gender issues still remain a challenge. The main purpose of this study was to establish the contextual factors affecting gender mainstreaming in the public sector with focus on the ministry of education, Eastern province in Kenya. The first objective aimed to establish gender mainstreaming in the education sector while the second objective and the third objective aimed to determine the external and internal factors affecting gender mainstreaming in the education sector. The fourth objective was used to determine the effect of external and internal factors on gender mainstreaming.

Descriptive research design was used in the study because it was consistent with the general objective of the study and explained the relationship between the variables of the study. Target population consisted of the provincial and district gender coordinators and heads of public secondary schools in Eastern province.
Two hundred and eleven (211) respondents were sampled through purposive and random sampling techniques. The data was collected using a questionnaire and an interview schedule. The questionnaire was semi-structured which enabled collect both qualitative and quantitative data. The interview schedule was used to obtain the desired and reliable information.

Descriptive statistics were used to analyze the data and results were presented using graphs, tables and the percentages in the study. Factor analysis was used to reduce the factors in order to determine the number of variables that were appropriate for the study. Factor analysis extracted five factors namely: strength of the strategies, gender mainstreaming strategies, gender policy in education, gender disparities in education and understanding of gender policy in education. Logit regression was used to find out the relationship between gender mainstreaming and the explanatory variables.

The study findings revealed that the majority of the respondents were not conversant with gender policy in education, therefore, gender mainstreaming implementation was minimal in schools. The heads, board of governors and parents teachers association are responsible and accountable for the implementation of the policy at the school level. The study's findings show that they were not well prepared. More so, the teachers, students and stakeholders understood very little about the policy.

The study findings showed that gender policy for secondary schools was appropriate and can achieve gender equality but require balancing both boys and
girls. The resources required for gender mainstreaming are inadequate. Engendered teaching and learning materials would enhance gender equality, more so, mobilising resources in the semi-arid areas. Mobilising resources in the semi-arid areas is an effective strategy for gender equality. The findings also revealed that building capacity for the implementers through training, awareness and sensitization was a strong strategy for gender equality.

In addition, the study found out that learners are the main beneficiaries of the policy and are supposed to work with teachers and strive to learn and practise gender-sensitive behaviour in schools but there was little gender practise in secondary schools. Also, the study found out that there were several hindrances to gender mainstreaming such as social cultural factors, attitude and opinions, inadequate support and commitment, monitoring process and evaluation.

The findings from logit regression indicated that an increase in the strength of strategies scores, gender mainstreaming strategies, gender policy in education and understanding gender policy in education would increase gender mainstreaming. However, an increase in gender disparities in education scores would decrease gender mainstreaming.

5.3 Conclusions

Based on this study several conclusions were made. To begin with, the existing Gender policy in education is not being implemented effectively in the public secondary schools. More so, gender mainstreaming in secondary schools has not received adequate support of resources (financial, human and material) from the
ministry of education. Also, the heads of secondary schools who are the implementers of the policy at school level are not well prepared and trained.

In addition, the study concludes that the teachers, BOG and PTA who are supposed to be implementers of the policy are not well prepared and trained. Further, the study concluded that there is lack of a systematic way of monitoring, evaluation and auditing of gender mainstreaming in the education sector. Also, the outlined secondary school policy and strategies in the Gender policy in education (Republic of Kenya, 2007) are appropriate and satisfactory for gender mainstreaming. However, the study concluded that the secondary school policy lacks balance between boys and girls.

The study further concluded that gender awareness and sensitization has not been done effectively to the parents and communities. Finally, the study concluded that gender mainstreaming in the education sector is constrained by several factors such as lack of commitment from top down to the schools, inadequate training and awareness, inadequate resources and social-cultural factors.

5.4 Recommendations

Government should strengthen commitment and continuous support to gender mainstreaming in the education sector. This would facilitate gender mainstreaming because it is dependent upon consistence and high profile political commitment: MoE should fully support the implementation of gender policy in education by building the capacity of the heads and teachers on gender mainstreaming; provide additional training for heads of schools and staff on a
continuous basis since gender mainstreaming is a continuous process; MoE should provide adequate resources and support to public secondary schools for gender mainstreaming activities.

In addition, all members of the schools management (BOG, PTA) should receive training in gender equality. The commitment to gender mainstreaming in schools must come from the top down to the schools. School management must understand the concept, how to implement it and how to monitor outcomes; the MoE should involve all the stakeholders and partners more in gender mainstreaming. Commitment and participation by all partners would help to reduce the factors affecting gender mainstreaming in education; the MoE should develop a systematic monitoring, evaluation and auditing system. This helps to know if gender mainstreaming is delivering or not. More so, MoE should be presenting progress reports to stakeholders and partners in order to keep them abreast with the progress; MoE should make gender impact assessment a corporate activity involving all implementers to help them to be in a clear picture about gender mainstreaming progress.

MoE should carry sensitization and awareness forums to parents and communities on gender education policy. The engagement of parents and communities is crucial to the achievements of the schools aim and objectives and is critical to the question of gender equality. Parents exert a major influence on the behaviour, attitude and aspirations of their children. Schools can influence as well as be influenced by the wider environment. This is why they need to be both appropriately supported and suitably connected to have the structures and process
to enable effective practice and ensure desirable outcome. The result from commitment to gender mainstreaming by all stakeholders is vital for the success.

Ministry of education should ensure that the secondary schools policy caters for both girls and boys; MoE should work out to achieve the outlined strategies in the Gender education policy (Republic of Kenya, 2007) because they are capable of achieving gender equality in education effectively; the ministry of education should analyze the present situation of gender differences in all areas of educational institutions and develop a continuous way of collecting the relevant data to monitor the impact of the strategies and their measures.

5.5 Contributions to knowledge

This study makes contributions to knowledge in gender mainstreaming. A lot of literature on gender mainstreaming has been based mainly on the general factors that cause success or failure of gender mainstreaming in many countries. This study has, therefore, attempted to bridge this gap by focusing on gender mainstreaming in a specific development area, public sector, in Kenya.

Many studies emphasize on implementing gender mainstreaming in all developmental areas and incorporating gender in work performance, in procedures and processes and establishment of institutional arrangements (Pahad, 2007, United Nations, 2007, Moser and Moser, 2005). This study has attempted to fill this gap by focusing on the public sector in Kenya and specifically the ministry of education. This study has revealed various contextual factors affecting gender
mainstreaming in Kenya’s educational sector which should be addressed to enhance gender mainstreaming in the educational sector.

In addition, this study has shown that gender mainstreaming in the education sector requires re-focusing based on the conclusions of this study if the national economic goals contained in Vision 2030 are to be achieved. Kenya’s Vision 2030 aims to transform Kenya into a new industrializing, middle-income country providing a high quality life to all citizens. The vision is based on three ‘pillars’; the economic, the social and the political. The second pillar seeks to build a just and cohesive society with social equity in a clear and secure environment.

As the country makes progress to achieve this vision, it is expected to have met its Millennium Development Goals (MDGs) whose deadline is 2015. These are eight internationally agreed goals for social-economic development. The third (3) goal is to eliminate gender disparity in primary and secondary education. This goal is set to promote gender equity and can only be achieved if the findings identified in this study are re-approached skilfully and decisively more especially in the education sector in Kenya. In addition, the African Women’s Decade (2010-2020) is meant to accelerate the implementation and attainment of the goals stated in various declarations, protocols and conventions on gender equality and women’s empowerment that the African Union has adopted. The ten (10) year campaign presents a period for African governments to strengthen their national women’s machineries and legal frameworks to strengthen gender mainstreaming and adhere to the principle of affirmative action (African Union Commission, 2010).
Addressing gender mainstreaming in education is one sure way of encouraging gender equity in all other areas because education is the backbone.

This empirical study carried out in Eastern province (Kenya), provides information usable in gender mainstreaming in the education sector. The Government of Kenya National Policy on gender and Development (NPGD, 2000) exemplifies the importance of gender equality and empowerment. The Sessional paper No.5 of 2005 provides a framework for operationalizing gender mainstreaming in policy, planning and programming in Kenya. Gender policy in education (Republic of Kenya, 2007) also outlines the importance of gender equity and equality. Therefore, this research reveals crucial information to the ministry of education.

5.6 Suggestions for further research

Emanating from this study, the following research is suggested:

i. Further research on other provinces in Kenya in order to compare gender mainstreaming in all the secondary schools in Kenya.

ii. Research on gender mainstreaming in other levels of education; University, Primary, Adult and Continuing education, Non-formal education, Teacher education and Technical, Industrial, Vocational and Entrepreneurship training, Early childhood and Learners with special needs.

iii. Research on curriculum and gender. This will address how gender issues are integrated in the curriculum thus helping to reveal gaps.
iv. Research on gender mainstreaming monitoring and evaluation mechanisms and systems in the MoE. This will address the methods used and their effectiveness.

v. A study to establish gender mainstreaming implementation in other ministries in the Kenyan public sector.

vi. Research on gender mainstreaming in the private sector. This will help to compare the public sector and the private sector.
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149


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153


APPENDIX I: COVER LETTER

LUCY KARIMI KIRIMA,

DEPARTMENT OF BUSINESS ADMINISTRATION,

SCHOOL OF BUSINESS, KENYATTA UNIVERSITY,

P.O. BOX 43844-00100, NAIROBI-KENYA.

Email: lucymukatha@yahoo.com

Dear respondents,

I am currently conducting a study on “Contextual constraints affecting gender mainstreaming in the public sector” with a focus on the ministry of education. This information is useful in future towards successful gender mainstreaming implementation in all the government development areas.

Please be free to complete the questionnaire and to make additional notes where necessary. All information will be treated confidentially and the responses will only be treated as group data in the final report.

Your time in completing this questionnaire will be greatly appreciated.

Thank you.

Yours faithfully,

LUCY KARIMI (ADM. No. D86/15760/2005)

Mobile: 0733 294 881/ 0720627460
APPENDIX II: QUESTIONNAIRE FOR HEADS OF PUBLIC SECONDARY SCHOOLS

The purpose of this questionnaire is to collect data on the factors affecting gender mainstreaming implementation in the public sector focusing on the ministry of education. Please be honest and thoughtful as possible in your responses. All responses will be kept strictly confidential. The questionnaire consists of two sections. Thank you in advance for your cooperation.

General Information

Name of the school: .................................................................

Name of the District: ...............................................................  

Tick the type of school: Boys () Girls () Mixed ()

Gender of the respondent: Male ( ) Female ( )

Section A: External factors.

1. How many years have you been a Head of this school?
   1) 1-5 year ( ) 2) 6-10yrs ( ) 3) 11-15yrs ( ) 4) 16-20yrs ( ) 5) Over 20 years ( )

2. Do you have a copy of the Gender policy in education your school?
   1) Yes ( ) 2) No ( )

3. How conversant are you with the content in the policy document?
   1) Very unconversant ( ) 2) Unconversant ( ) 3) Neutral ( ) 4) Conversant ( ) 5) Very Conversant ( )
4. Do you think the gender policy outlined for the secondary schools is satisfactory?
   1) Very unsatisfactory ( ) 2) Unsatisfactory ( ) 3) Neutral ( )
   4) Satisfactory ( ) 5) Very Satisfactory ( )
   Explain your answer. .................................................................
   ..............................................................................................

5. The Kenyan national education system has been characterized by gender disparities in all levels (access, retention, completion, transition, performance).
   Do you think the Gender policy in education is capable of bridging this gap?
   1) Very Little ( ) 2) Little ( ) 3) Neutral ( ) 4) Much ( )
   5) Very much ( )
   Explain your answer. .................................................................
   ..............................................................................................

6. Do you think the policy is well balanced for boys and girls?
   1) Very unbalanced ( ) 2) Unbalanced ( ) 3) Neutral ( )
   4) Balanced ( ) 5) Very balanced ( )
7. Highlight the strengths and weaknesses of the Gender policy in education Kenya.

8. The gender policy in education has outlined the strategies to achieve the policy in secondary schools. Do you think these strategies are satisfactory for effective gender mainstreaming?

   1) Very unsatisfactory ( ) 2) Unsatisfactory ( ) 3) Neutral ( )
   4) Satisfactory ( ) 5) Very satisfactory ( )

   Explain your answer.................................................................
   .............................................................................................
   .............................................................................................

9. Rank the strength of the achievements of the following strategies towards achieving gender mainstreaming.

   1) Very weak  2) Weak  3) Moderate  4) Strong  5) Very Strong

   Creation of gender responsive school environments .......................... 1 2 3 4 5
   Gender sensitization against negative social cultural practices/advocacy 1 2 3 4 5
   Re-admissions of girl who get pregnancy ........................................ 1 2 3 4 5
Gender capacity building for teachers 1 2 3 4 5
Equal participation for boys and girls 1 2 3 4 5

9. In a scale of 1-5, rate the ministry of education efforts and achievements in gender mainstreaming implementation in schools.

(1) Very poor ( ) (2) poor ( ) (3) Neutral ( ) (4) Good ( ) (5) Excellent ( )

(a) Rank the following strategies in order of their strength in enhancing gender equality in schools.

(1) Very Weak (2) weak (3) Neutral (4) Strong (5) Very Strong

In service for teachers 1 2 3 4 5
Establishing centre of excellence 1 2 3 4 5
Mobilise resources in arid and semi-arid areas 1 2 3 4 5
Provide adequate/quality gender responsive teaching/learning materials. 1 2 3 4 5
Continuous review of curriculum/engendering the curriculum 1 2 3 4 5
Affirmative Action on bursaries and infrastructure 1 2 3 4 5
Ensure gender balance in B.O.G, P.T.A and headship in secondary schools 1 2 3 4 5
Enforce rules and regulations against sexual harassment in schools. 1 2 3 4 5
(b) Mention other strategies that can enhance effective gender mainstreaming implementation in the education sector.

10. Are you implementing gender policy in your school?
   1) Very Little ( )  2) Little ( )  3) Neutral ( )  4) Much ( )
   5) Very much ( )
   Explain your answer.

11. Do you think there are adequate resources (financial, human and material) for effective and efficient implementation of Gender policy in education in the ministry of education and schools?
   1) Very inadequate ( )  2) Inadequate ( )  3) Neutral ( )  4) Adequate ( )
   5) Very adequate ( )
   Explain your answer.

12. In a scale of 1-5 rate the effect of socio-cultural among the factors (rites, early marriage, domestic labour and FGM) affecting gender mainstreaming in the education sector.
   1) Very little ( )  2) Little ( )  3) Neutral ( )  4) Much ( )  5) Very much ( )
13. Do you think that the government will succeed in its commitment to enhance equity and equality in education
1) Very Little ( ) 2) Little ( ) 3) Neutral ( ) 4) Much ( )
5) Very much ( )
Explain your answer..............................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Section B: Internal factors

14. The school head teachers are responsible for the implementation of the gender education policy at the school level. Are the Kenyan secondary heads well equipped and prepared for this task?
1) Very unprepared ( ) 2) Unprepared ( ) 3) Neutral ( )
4) Prepared ( ) 5) Very prepared ( )
Explain your answer..............................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

15. Creating awareness helps the stakeholders and beneficiaries to embrace and participate on the implementation. Do you think the teachers, students and Stakeholders understand gender education policy?
16. Is the ministry of education sensitizing the parents and the communities on gender equality in schools?

1) Very little ( ) 2) Little ( ) 3) Neutral ( ) 4) Much ( ) 5) Very Much ( )

Explain your answer........................................................................................................
.................................................................................................................................
.................................................................................................................................

(b) Mention some of the things you are doing in your school to enhance gender policy in education.
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

17. Is the government (MoE) giving the heads of schools full support to enhance gender equality in schools?

1) Very Little ( ) 2) Little ( ) 3) Neutral ( ) 4) Much ( ) 5) Very much ( )

Explain your answer........................................................................................................
.................................................................................................................................
18. Teachers are the key curriculum implementers inside and outside the classroom expected to apply gender methodologies in teaching and assessment of learners ensuring the classroom and general school environment is gender-responsive and conducive learning for both sexes. Are teachers well equipped and prepared for this task?
1) Very Unprepared ( ) 2) Unprepared ( ) 3) Neutral ( ) 4) Prepared ( ) 5) Very prepared ( )
Give reasons for your answer .................................................................
..............................................................................................................

19. Training of personnel is one aspect that enhances gender mainstreaming. Do you think the teachers, BOG and PTA are well trained for the gender policy in education implementation?
1) Very untrained ( ) 2) Untrained ( ) 3) Neutral ( ) 4) trained ( ) 5) Very Trained ( )
Explain your answer ................................................................................
..............................................................................................................

20. Highlight what the MoE can do to ensure the stakeholders and beneficiaries are equipped with the knowledge and skills to implement the Gender policy.
(b) Mention the mechanisms you think are appropriate and effective for gender mainstreaming implementation in schools.

21. Do you think there is good progress towards achieving gender equality in education in Kenya?
   1) Very little (  )  2) Little (  )  3) Neutral (  )  4) Much (  )  5) Very Much (  )
   Explain your answer ........................................................................................................

(c) List the factors that have led to successful gender mainstreaming implementation in the ministry of education.

22. Do you think there are constraints or barriers hindering effective gender mainstreaming in education sector?
1) Very few ( ) 2) Few ( ) 3) Neutral ( ) 4) Many ( ) 5) Very many ( )
List them down...

24 Suggest the reforms and ways that the ministry of education can make Gender policy in education a reality.

(b) Make suggestions that can enhance successful gender mainstreaming implementation in the public sector.
APPENDIX III: INTERVIEW SCHEDULE FOR PROVINCIAL AND DISTRICT GENDER UNIT COORDINATORS.

The purpose of this interview schedule is to collect data on "the contextual factors affecting gender mainstreaming implementation in ministry of education". The interview schedule consists of two (2) sections.

General Information

Gender: Male ( ) Female ( )

Name of the district: ....................

Section A. External Factors.

1. How long have you been working in the department of gender?
   (1) 1-3 (2) 4-6 (3) 7-9 (4) 10-12 (5) Over 12 years

2. Do all the schools in Kenya have a copy of the Gender policy in education?

3. Being the organ that is responsible for effective implementation of Gender policy in education in secondary schools, comment about the existing secondary schools policy.

4. Is the Gender policy in education gender balanced? Explain the answer.

5. Suggest the reforms and ways that can be used to improve the implementation of Gender policy in education to make it more efficient and effective.

6. Comment on the current progress of gender mainstreaming in the MoE.

7. A great deal of resources (financial, human and material) is required for effective implementation. Comment about this.

8. To what extent is gender mainstreaming implementation in the education sector. Comment on the current progress.
9. Do you think the government commitment to gender mainstreaming in the education sector will become a reality?

Explain your answer.

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

10. Do you think culture is one of the major factors affecting the implementation?

Give other factors.


Section B: Internal factors

11. What mechanisms have you put in place to ensure that the policy and how to operationalize it in your area is done?

12. Are these mechanisms appropriate and satisfactory?

13. Mention the current activities you are carrying out to ensure there is effective implementation.

14. Do you think the officials and other personnel dealing with gender policy in education are well trained? Explain your answer.

15. Highlight the factors that have contributed to successful gender mainstreaming implementation in the education sector.

16. What are the challenges or constraints that are and have been faced in the implementation of the Gender policy in education in Kenya? Suggest ways of overcoming these challenges.

17. Kenya is one of the countries committed in the international conventions towards gender mainstreaming in all areas of development. What comments can you make to other ministries in the public sector as they implement gender mainstreaming.
18. Do you think the government of Kenya will achieve its goals on gender mainstreaming in other ministries?

19. What are the general success factors and barriers towards gender mainstreaming implementation in Kenya that are likely to be experienced in the public sector?

20. What suggestions can you give to enable the public sector to implement gender mainstreaming successfully?

21. What can you say about Kenya as a country in the area of gender mainstreaming implementation since the Beijing conference in 1995?
APPENDIX IV: MAP OF EASTERN PROVINCE (KENYA)
APPENDIX V: DISRICTS IN EASTERN PROVINCE (KENYA)

Eastern Province of Kenya includes the Chalbi Desert, Mount Kenya, and the eastern half of Lake Turkana. Below is the list of the nine (9) districts used in the study.

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>CAPITAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makueni</td>
<td>Wote</td>
</tr>
<tr>
<td>Embu</td>
<td>Embu</td>
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<tr>
<td>Kitui</td>
<td>Kitui</td>
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<tr>
<td>Machakos</td>
<td>Machakos</td>
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<tr>
<td>Nithi</td>
<td>Chuka</td>
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<tr>
<td>Meru Central</td>
<td>Meru</td>
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<td>Isiolo</td>
<td>Isiolo</td>
</tr>
<tr>
<td>Tharaka</td>
<td>Marimanti</td>
</tr>
<tr>
<td>Marsabit</td>
<td>Marsabit</td>
</tr>
</tbody>
</table>

Source:
### APPENDIX VI: PUBLIC SECONDARY SCHOOLS IN EASTERN PROVINCE (KENYA) USED IN THE STUDY

<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.I.C Kyome Boys Secondary School</td>
<td>Box 6, Kitui 90200</td>
<td>Tel: 044-22230, Migwani</td>
</tr>
<tr>
<td>Abuthuguchi Boy's High School, Abuthuguchi Market</td>
<td>P.O. Box 172, Meru 60200</td>
<td>Tel: 064-31534</td>
</tr>
<tr>
<td>Akirang’ondu Secondary School, Meru-Maua Road</td>
<td>P.O. Box 238, Meru 60200</td>
<td>Tel: 064-21578</td>
</tr>
<tr>
<td>Akithii Secondary School, Kianjai Area</td>
<td>P.O. Box 87-60100</td>
<td>Tel: 064-66142</td>
</tr>
<tr>
<td>Bishop Ndingi High School, P.O. Box 35, Siathani</td>
<td>Tel: 064-90102, Mwala</td>
<td></td>
</tr>
<tr>
<td>Burieruri Secondary School, P.O. Box 21, Maua 60600</td>
<td>Tel: 064-21031</td>
<td></td>
</tr>
<tr>
<td>Carmel Girls Secondary School, Mbiuni via Kangundo Road P.O. Box 60, Mbiuni 60110</td>
<td>Tel: 3 Mbiuni</td>
<td></td>
</tr>
<tr>
<td>Chiakariga Secondary, Chiakariga Village P.O. Box 25, Chiakariga</td>
<td>60409 Tel: 8 Chiakariga</td>
<td></td>
</tr>
<tr>
<td>Chief Mbogori Secondary, off Chuka-Nkubu Road P.O. Box 32, Chogoria 60401</td>
<td>Tel: 064-22025</td>
<td></td>
</tr>
<tr>
<td>Chogoria Boys High School, Chogoria Town P.O. Box 52, Chogoria 60401</td>
<td>Tel: 064-22012.</td>
<td></td>
</tr>
<tr>
<td>Chogoria Girls High School, Chogoria P.O. Box 76/Chogoria 60401</td>
<td>Tel: 064-22008/9</td>
<td></td>
</tr>
<tr>
<td>Chugu High School, along Meru-Chungu Road P.O. Box 565, Meru 60402</td>
<td>Tel: 064-20899</td>
<td></td>
</tr>
<tr>
<td>Chuka Boys High School, Off Nkubu-Thuchi Road P.O. Box 20, Chuka 60400</td>
<td>Tel: 064-630001/630228</td>
<td></td>
</tr>
<tr>
<td>Chuka Girls Secondary School, Chuka Town</td>
<td>Karingani Location P.O. Box 3, Chuka 60400</td>
<td>Tel: 064-630011</td>
</tr>
<tr>
<td>Chuluni Girls Secondary School, P.O. Box 155, Kitui 90200</td>
<td>Tel: 044-22867</td>
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<tr>
<td>Darajani Secondary School, P.O. Box 20, Ngwata 90129</td>
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<tr>
<td>Enguli Secondary School</td>
<td>P.O. Box 10, Sultan Hamud 90132</td>
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</tr>
<tr>
<td>Etikoni Secondary School, P.O. Box 93, Mbiuni 90110</td>
<td>Tel: 24 Mbiioni, 0733-392460</td>
<td></td>
</tr>
<tr>
<td>Gatunga Secondary School, off Nkubu-Meru Road P.O. Box 709, Meru 60200</td>
<td>Tel: 064-20610, 30959</td>
<td></td>
</tr>
<tr>
<td>Gikumene Girls High School, Nkubu-Meru Road P.O. Box 479, Meru 60200</td>
<td>Tel: 064-46009</td>
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<tr>
<td>Gigiri Lions Girls Sec. School, P.O. Box 93, Matiliku 90140</td>
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<tr>
<td>Githongo Mixed Secondary School, Githongo Market</td>
<td>P.O. Box 370, Meru 60200</td>
<td>Tel: 064-46009</td>
</tr>
<tr>
<td>Igandene Secondary School, P.O. Box 339, Nkubu 60202</td>
<td>Tel: 064-67519</td>
<td></td>
</tr>
<tr>
<td>Igembe High School, Maua-Kanuni Road P.O. Box 51, Maua 60600</td>
<td>Tel: 064-5 1029</td>
<td></td>
</tr>
<tr>
<td>Igwaniau Secondary School, P.O. Box 10, Chogoria 60401</td>
<td>Tel: 064-22217, 0734-724077</td>
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</tr>
<tr>
<td>Ikutha Boys Secondary School, P.O. Box 47, Mutomo 90201</td>
<td></td>
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<tr>
<td>Ikutha Girls Secondary School, P.O. Box 132, Mutomo 90201</td>
<td></td>
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</tr>
<tr>
<td>Ikuu Boys High School, Ikuu Township P.O. Box 40, Chuka 60400</td>
<td>Tel: 064-250026</td>
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<tr>
<td>Ikuu Girls Secondary School, Off Embu-Chuka Road P.O. Box 84, Chuka 60400</td>
<td>Tel: 064-630160</td>
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<tr>
<td>Inyokoni Secondary School, P.O. Box 112, Nunguni 90130</td>
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<td>ItetaniSecondary School, P.O. Box 54, Tawa 90133</td>
<td>Tel: 33</td>
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<td>Ititu Secondary School, P.O. Box 78, Kalawa90126</td>
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<tr>
<td>Joana Chase Secondary School, Mtito Andei P.O. Box 21, Mtito Andei 90128</td>
<td>Tel: 043-30472</td>
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<tr>
<td>Kaaga Boys Secondary School, Meru-Maua Road P.O. Box 278, Meru 60200</td>
<td>Tel: 064-31327, 0722-352310</td>
<td></td>
</tr>
</tbody>
</table>
Kilungu Day High School, P.O. Box 7002, Nunguni 90130 Tel: 10

Kimangao Girls Secondary School, P.O. Box 81, Mwingi 90400 Tel: 36, Kyuso

Kinjo Girls Secondary School, P.O. Box 2096, Meru 60200 Tel: 064-46097

Kinyui Boys Secondary School, Kinyui Market P.O. Box 142 Tala 90131 Tel: 14 Kinyui, 0733-587223

Kinyui Girls Secondary School, Kinyui Market P.O. Box 85, Tala 90131 Tel: 17 Kinyui

Kiongwani Secondary School, P.O. Box 71, Sultan Hamud 90132.

Kiriani Boy's High School, Chuka-Chogoria Road P.O. Box 69, Chogoria 60401

Kirimari Secondary School, Blue Valley-Embu Opp. A.P. Lines P.O. Box 1639, Embu 60100 Tel: 068-30305

Kisasi Secondary School, P.O. Box 3, Kisasi 90204 Tel: 8 Kisasi

Kisau Girls Secondary School, P.O. Box 5, Mbumbuni 90127

Kitandiher Secondary School, P.O Box 108, Nunguni 90130

Kiteta Girls Secondary School, P.O. Box 84, Tawa 90133

Kithangari Boy's Secondary School, Kionyo-Nkubu Road P.O. Box 51, Nkubu 60202 Tel: 064-51506

Kithatu Secondary School, P.O. Box 165, Nkubu 60202 Tel: 0733-669784

Kithirune Mixed Sec. School, P.O. Box 1054, Meru 60200 Tel: 064-46063

Kithyoko Secondary School, P.O. Box 6 Kithyoko, Machakos 90144

Kitondo Secondary School, P.O. Box 13, Mbumbuni 90127 Tel: 13

Kitonyini Secondary School, P.O. Box 7, Muumsudi Tel: 044-20463

Kitui High School, Ithokwe Road P.O. Box 39, Kitui 90200 Tel: 044-22904

Kyangala Secondary School, P.O. Box 350, Machakos 90100 Tel: 0736-013845 Kyangalas

Kyanguli Secondary School, P.O. Box 187, Machakos 90100 Tel: 044-21576

Kyangwithya Secondary School, P.O. Box 73, Kitui 90200 Tel: 044-22738

Kyeni Girls High School, Kyeni-Mission Hospital P.O. Box 91, Runyenjes 60103

Kyethivo Girls Secondary School, P.O. Box 18, Muthetheni 90113

Kyome Girls Secondary School, P.O. Box 97, Kitui 90200 Tel: 044-22144, Migwani

Kyuso Secondary School, P.O. Box 4, Kyuso 90401 Tel: 044-22033

Lema Girls Secondary School, Kilala Road, Machakos P.O. Box 47, Wamumo 90103 Tel: 044-63297

Machakos Boys School, Machakos Town P.O. Box 39, Machakos 90100

Machakos Girls Sec. School, Machakos-Kitui Road P.O. Box 13, Machakos 90100 Tel: 044-21293/20214

Magumoni Girls Secondary School, Off Embu-Chuka Road, P.O. Box 23, Magumoni 60403 Tel: 064-30421

Makindu Secondary School, P.O. Box 28, Makindu 90138 Tel: 27

Makueni Boys Secondary Schoo, kathonzweni-Wote Road P.O. Box 20, Makueni 90300 Tel: 044-33012

Makueni Girls Secondary School, kathonzweni-Wote Road P.O. Box 72, Makueni 90300 Tel: 044-33038

Marsabit Secondary School, P.O. Box 17, Marsabit 60500 Tel: 069-2024
Masii Girls Secondary School, Kitui-Muthetheni Road P.O. Box 423, Machakos 63032 Tel: 044-63420

Masii Boys Secondary School, Mkukeni-Kitui Road P.O. Box 7, Masii Tel: 044-63032

Masinga Secondary School P.O. Box 5, Masinga 90141 Tel: 12

Materi Boys High School, Chiakariga Area P.O. Box 17, Chiakariga 60409 Tel: 20, Chiakariga

Matiliku Secondary School, P.O. Box 107, Matiliku 90304 Tel: 14

Matinyani Secondary School P.O. Box 30, Kitui 90200 Tel: 044-22249

Matungulu Girls Sec. School, Tala-Mbuini Road P.O. Box 32, Tala 90131 Tel: 20, Kinyui

Matungulu Mixed Secondary School, Kangundo-Nairobi Road P.O. Box 1101, Kangundo 90115 Tel: 044-621138

Matuu H.G.M. Sec. School, Road P.O. Box 40201, Matuu 90119 Tel: 067-4355405

Maua Girls Secondary School, Maua Township P.O. Box 30, Maua 60600 Tel: 064-21030

Mbaikini Secondary School, P.O. Box 26, Wamunyu 90103 Tel: 044-63421

Mbitini Girls Secondary School, Mbitini-Kitui Road P.O. Box 52, Mbitini

Mbitini Mixed Secondary School, Mbitini-Kitui road P.O. Box 44, Kitui 90200

Mbitini Girls Secondary School, Mbitini-Kitui road P.O. Box 87, Mbitini 90110 Tel: 23

Mbooni Boys Secondary School, P.O. Box 50, Kikima90125 Tel: 61

Mbooni Girls Secondary School, P.O. Box 100-90125, Kikima Tel: 58

Mbufuani Secondary School, P.O. Box 41, Makueni 90300

Mergu Girls Secondary School, Opp Meru Techers College P.O. Box 103, Meru 60200 Tel: 064-20307, 0733-965719

Migwani Secondary School, P.O.Box 71, Meru 60200 Tel: 064-66008

Migwani Secondary School, P.O. Box 24, Migwani 90400 Tel: 044-2209

Mikinduri Girls Secondary School, P.O. Box 319, Mikinduri 60607 Tel: 10

Mitaboni ABC Girls Sec. School, P.O. Box 5, Mitaboni 90104 Tel: 044-20780

Miu Boys Secondary School, P.O. Box 92, Machakos 90100 Tel: 35

Moi Girls Secondary School, P. O. Box 123, Marsabit 60500 Tel: 069-2082

Moi High School, Mbiruri Off Meru-Embu Road P.O. Box 34, Runyenjes 60103 Tel: 068-62011

Moyale Secondary School, P. O. Box 22, Moyale 60700

Mua Hills Girls Secondary School P.O. Box 361, Mitaboni 90104 Tel: 044-20740

Mukuuni Secondary School, Off Embu-Chuka Road P.O. Box 39, Magumoni 60403 Tel: 064-30030

Mulala Secondary School, P.O. Box 191, Emali 90121

Mulathankari Girls Secondary School Meru-Mikinduri Road P.O. Box 1129, Meru 60200 Tel: 064-20608

Mulatu Mutisya-Lema Sec.School, P.O. Box 53, Wamunyu 90103 Tel: 044-63458

Mumbuni Secondary School, P.O. Box 310, Machakos 90100 Tel: 044-21892
Muthale Girls Secondary School, P.O. Box 159, Tulia 90203 Tel: 044-822186, 822276

Muthambi Boys High School, Marima-Tharaka Road P.O. Box 375, Chogoria 60401 Tel: 064-22323

Muthambi Girls High School, Embu-Meru Road P.O. Box 100, Marima Tel: 064-22002

Muthetheni Girls High School, P.O. Box 16, Muthetheni Tel:

Muthingini Secondary, P.O. Box 39, Kambu Tel: 4

Mutito Secondary School, P.O. Box 129, Ndoo Tel: 33

Mutom Girls School, P.O. Box 7, Ndooa 902 Tel: 7

Mutonguni Secondary, P.O. Box 12, Tulia 902 Tel: 062-22270

Mutuati Secondary School, P.O.Box21, Laare.

Muutiokiami Secondary, P.O. Box 34, Kanyakine

Muvuti Secondary School, Machakos-Kitui Road P.O. Box 180, Machakos Tel: 044-21864

Mwaani Girls Secondary, P.O. Box 21, Makueni Tel: 48

Mwala Girls High, P.O. Box 5, Mwala 90 Tel: 8 Mwala

Mwala Secondary, Makutano-Kithimani P.O. Box 24, Mwala

Mwingi Boys Secondary, Kyuso Road P.O. Box 40, Mwingi Tel: 044-822060

Ndage Secondary, Off Chuka-Chogoria F.P.O. Box 12, Chuka Tel: 064-229253

Ndage Mixed Secondary, Ndage Abogata P.O. Box 609, Nkubu

Ndalani Secondary School, off Thika-Garissa Road P.O. Box 191, Matuu90119 Tel: 067-435521

Ndithini Secondary School, P.O. Box 70, Ithanga 01015 Tel: 37 Kakuku

Ndoo Secondary School, P.O.Box45, Tawa90133

Ngelani Harambee Sec. School, Machakos-Kangundo Road P.O. Box 166, Machakos 90100 Tel: 044-20743

Ngeru Boys Secondary School, P.O. Box 27, Chogoria 60401 Tel: 0733-553288

Ngoto Boys High School, P.O. Box 78, Sultan Hamud 90132

Nguku Secondary School, P.O. Box 160, Kamwongo 90400

Njia Boys Secondary School, P.O. Box 118, Maua 60060 Tel: 19, Kangeta

Njuri Secondary School, Mixed Off Nkubu-Thuchi Road P.O. Box 38,

Magumoni 60403 Tel: 064-30168

Nkando Boy's High School, Off Meru-Nkubu Road P.O. Box 343, Nkubu 60202 Tel: 064-51263

Nkubu Boy's High School, P.O.Box 126, Nkubu 60202 Tel: 064-51006

Nkuene Girls Secondary School, P.O. Box 71, Nkubu 60202 Tel: 064-51032

Nkuene Boys High School, P.O. Box 453, Nkubu 60202 Tel: 064-46055

Nzauni Secondary School, P.O. Box 69, Migwani 90402

Nzelunci Girls Secondary School, P.O. Box 130, Mwingi 90400

Nzeveni Secondary, P.O.Box 95, Kikima.

Pecious Blood Sec. School, Kilungu P.O. Box 122.

Ruiri Girls Secondary School, P.O. Box 1140, Meru 60200 Tel: 064-60505

Sengani Secondary School, Kinyui Road.Off Kangundo Road P.O.

Siakango Boys Secondary School, P.O. Box 98, Siakango 60104 Tel: 24/49, Siakango

Siakago Girls Secondary School, P.O. Box 91, Siakago 60104 Tel: 20
St. Angela's High School, P.O. Box 179, Kitui 90200
Tel: 044-22614

St. Angela's Nguthiru Girls School, P.O. Box 2447, Meru 60200
Tel: 064-66341, 0733-978802

St. Joseph's Girls Secondary School, P.O. Box 180, Kibwezi 90137
Tel: 18

St. Luke's Secondary School, Meru-Maua Road P.O. Box 56, Kianjai 06002
Tel: 064-66010

St. Mary's Egoji Girls High School, Egoji Town P.O. Box 308, Egoji 60402
Tel: 064-22517

St. Patricks Secondary School, Mutumo P.O. Box 146, Mutumo

St. Paul High School, Karingari-Kevote Road Kevote Market P.O. Box 219, Embu 60100
Tel: 068-41025

Tala Girls Secondary School, Tala-Kangundo Road P.O. Box 135, Tala 90131

Tala High School, Tala-Kangundo Road P.O. Box 44, Tala 90131
Wireless: 020-2338325/6

Tharaka Secondary School, Off Nkubu-Thuchi Road P.O. Box 1423, Meru 60200
Tel: 6 Marimanti

Thatha High School, P.O. Box 37, Matuu 90119
Tel: 0721-668461

Ukia Girls Secondary School P.O. Ukia

Utangwa Secondary School, P.O. Box 36, Kikima 90125
Tel: 36

Vulya Girls Secondary School, Machakos-Kitui Road P.O. Box 69, Masii 90101
Tel: 044-63025-63238

Yuru Girls Secondary School, Kanyakine P.O. Box 173, Kanyakine 60206

Zombe Secondary School, P.O. Box 40
Zombe Tel: 9 Zombe

ABC Mbitini Secondary, P.O. Box 52, Kisasi.

A.B.C Kathityamaa Sec School, P.O. Box 1023

Kangundo Tel: 0733-316397

ACK Igangara Secondary School, Maara District, Chuka P.O. Box 477, Chuka 60400
Tel: 0722-900244

A.I.C Athi River Secondary School, Athi River Town, Off KMC Road P.O. Box 89, Athi River 00204
Tel: 045-20320, 20033

A.I.C Kunikula Secondary School, P.O. Box 14, Mbiuni
Tel: 14

Mbiuni A.I.C Kwa Mutuka Secondary School, P.O. Box 58, Mbiuni
Tel: 0733-255099

Antuambui Secondary School, P.O. Box 63, Laare 60200
Tel: 0734-433980

Baragoi Secondary School P.O. Box 27, Baragoi 20601
Tel: 0720-984029