

**DETERMINANTS OF GENDER MAINSTREAMING IN COMMUNITY-BASED  
ORGANIZATIONS: A CASE OF ST. JOHN'S COMMUNITY CENTRE-  
PUMWANI, NAIROBI CITY COUNTY, KENYA.**

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**A THESIS SUBMITTED TO THE SCHOOL OF LAW, ARTS AND SOCIAL  
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## DECLARATION

This thesis is my original work and has not been presented for a degree at any other University.

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## **DEDICATION**

I dedicate this work to my beloved wife Agnes Wanjira Njoroge, My Sons Jonah Gitu Njoroge, Ethan Maina Njoroge and My Daughter Dorcas Wanjiru Njoroge for their encouragement and patience during my study period.

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## ABBREVIATIONS

AIDS	Acquired Immuno-deficiency Syndrome
CBOs	Community Based Organizations
CDD	Community-Driven Development
CDF	Constituency Development
CDFB	Constituency Development Fund Board
CDFC	Constituency Development Fund Committee
CEDAW	Convention on Elimination of all forms of Discrimination against Women
EMTCT	Elimination of Mother to Child HIV Transmission
FBOs	Faith-Based Organizations
GAD	Gender and Development Approach
HIV	Human Immuno-Deficiency Virus
KII	Key Informant Interviews
NGEC	National Gender and Equality Commission
NGOs	Non-Governmental Organizations
OVC	Orphans and Vulnerable Children
SDGs	Sustainable Development Goals
SJCC	St. John's Community Centre
SPSS	Statistical Package for Social Sciences
ToT	Training of Trainers
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
VSLAs	Village Savings and Loans Associations
WID	Women in Development

## **OPERATIONAL DEFINITION OF TERMS**

**Community-Based Organization** – according to the study it refers to St. John Community Centre implementing projects in Pumwani for purposes of addressing the needs of the vulnerable Pumwani Community members and to provide equal opportunities for men/boys and women/girls to participate in and benefit from its community empowerment projects in areas which include economic, health, education, governance and human rights.

**Gender Equality** – it refers to the equal participation of men/boys and women/girls in SJCC projects which is reflected in equality in terms of leadership/managerial positions held by men and women; equality in women and men participation in decision making; equality in employment of men and women at SJCC; involvement of women and men in the project cycle; and equality among the beneficiaries of SJCC projects and programmes.

**Gender Mainstreaming-** refers to the incorporation of the different concerns, interests and needs of men/boys and women/girls in the design, implementation and evaluation of SJCC projects and policies; employment of staff and choosing of project beneficiaries so that men/boys and women/girls have an equal opportunity to participate in and benefit from SJCC projects; equal opportunity of being employed at SJCC; and stand equal chances of benefiting from SJCC projects for purposes of attaining gender equality.

**Gender Mainstreaming Strategies** – refers to the policies, procedures and action plans adopted by SJCC to incorporate the needs, concerns and interests of men/boys and women/girls in SJCC programs/projects and choosing of project beneficiaries for

purposes of providing both genders equal opportunities to participate in and benefit from SJCC programmes; attain gender equality; and eliminate any form of gender based discrimination at SJCC.

## ABSTRACT

Despite various measures and legislations seeking to empower women and promote gender equality, gender mainstreaming in the development programs at the local community level remains adamantly low. Therefore, this study sought to establish the determinants of gender mainstreaming at St. John's Community Centre (SJCC) in Pumwani, Nairobi County. The specific objectives of the study were: to establish levels of participation by gender at SJCC, to establish factors influencing gender mainstreaming at SJCC, to examine the challenges faced in mainstreaming gender issues by SJCC and to examine strategies employed to enhance gender mainstreaming at SJCC. This study was grounded on Caroline Moser's Gender Analytical Framework. The study utilized a descriptive survey research design. The target population comprised of 5 SJCC managers, 60 staff members, 100 SJCC volunteers, and 560 project beneficiaries. A sample of 221 participants constituting 30% of the respondents was selected using stratified random sampling. The sample included: 18 staff members, 30 volunteers, and 168 project beneficiaries. Purposive sampling technique was used to identify the managers as key informants. Questionnaires were used to collect data from SJCC staff, volunteers, and beneficiaries while interviews were administered to the SJCC managers. The Statistical Package for Social Sciences was used to analyse quantitative data and generate descriptive statistics. Thematic analysis was used to identify emerging themes and patterns in qualitative data based on research objectives. The findings revealed that there is equality in participation by gender in St. Johns Community Centre: Men and women are represented among the staff and management of SJCC: 58% of the staff members are female and 42% are male; women at SJCC occupy 57% of the managerial posts compared to men who occupy 43% of the managerial staff; men and women equally occupy positions of leadership and decision making as women hold 55% of the positions while men occupy 45% of the positions across the different cadres of employment. Further, the findings established that SJCC accorded beneficiaries equal access to education opportunities as male constituted 48.8% beneficiaries of the scholarship and training programme while females constituted 51.1%. Moreover, study findings indicated that gender mainstreaming at SJCC is determined by the human resource policy which prohibits any form of discrimination based on gender, principles and values that promote participation of men and women in development as equal partners, equality in occupation of decision making between men and women and women leadership in projects that address the triple role of women. SJCC gender mainstreaming strategies include implementation of exclusive women programmes that address women practical and strategic gender needs, anti-poverty strategies that enhance women's economic independence, programmes that facilitate equality in access to education by both genders, training of SJCC staff on gender mainstreaming and awareness creation on gender equality in the community. However, attainment of gender equality is limited by lack of a tracking system for gender in the SJCC budgeting, reluctance of men to participate in VSLAs projects, unequal power relations between men and women and high poverty levels. Therefore, this study recommends that St. John Community Centre enacts a gender mainstreaming policy to provide a legal framework for gender mainstreaming, strengthen projects that transform power imbalance between men and women, intensify gender equality awareness programmes and SJCC staff training to incorporate gender responsiveness budgeting.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Introduction**

This chapter presents a background to the study, statement of the problem, purpose for undertaking the study, objectives and research questions that guided the study, justification and significance of the study and the limitations encountered during the study and the delimitations undertaken to address the limitations.

### **1.2 Background to the Study**

Gender mainstreaming has become a fundamental part of development at the local, national, and international levels. The Sustainable Development Goal 5 seeks to achieve gender equality and empower all women and girls by 2030 (UN, 2015). Now more than ever, there is need to achieve gender equity and equality demands for the consideration of both men and women concerns and interests in all levels and stages of policy development, planning and implementation as well as projects and programs (World Bank, 2016). This is informed by the different living conditions of both genders in terms of possession of essential resources, decision making and participation in development, the different needs of both genders, the differences in the situations of men and women depending on their culture, race, religion, and country (Dessaiegn *et al.*, 2020).

Gender mainstreaming was adopted as a global strategy for promoting gender equality in the Beijing Platform Action during the Fourth UN World Conference on Women in 1995 (UN, 2002). This was followed by the adoption of resolution 2001/41 by the UN Economic Social Council (ECOSOC) on gender mainstreaming in 2001 which required ECOSOC to mainstream gender perspective in all its work (UN, 2020). This paved way

for the development of other international frameworks and conventions for promoting gender equality. Key among these frameworks is the Millennium Development Goal 3 (2006) that sought to promote gender equality and women empowerment and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 2009) which provides the basis for realization of equality between men and women by ensuring their equal access to opportunities in public and political life; health, education and employment. In 2015, Sustainable Development Goals (SDGs) which recognize gender equality as a goal in itself and a condition for the achievement of all the other SDGs were adopted by UN Member States. SDG 5 seeks to achieve gender equality and empower all women and girls by 2030 and (UN, 2015). Consequently, member states have ratified these frameworks and developed legal frameworks to promote gender equality.

Community Based Organizations (CBOs) have also been at the forefront in the promotion of gender equality at the local/grassroots level through implementation of community projects that seek to eliminate barriers that impede women's participation in development. They also provide equal opportunities to both men and women to participate in these projects (World Bank, 2016). This has been done through a myriad of strategies including educational approaches aimed at changing negative attitudes towards gender equality and sensitization programmes on the importance and need for gender mainstreaming (Mutongu, 2012; World Bank, 2016). Moreover, CBOs undertake projects that exclusively target the vulnerable gender to empower them economically and enhance their access to resources, educational and employment opportunities. To promote equal participation in community projects, CBOs reserve a certain percentage of positions in

community projects (quotas) and their organization for the disadvantaged gender. This provides the critical mass required to attain equality between the two genders ((World Bank, 2016; Evans & Nambiar, 2014). Besides, CBOs undertake advocacy work on gender equality in government and private organizations (Mutongu, 2012).

Reservation of a certain percentage of positions in community projects has enhanced participation of women in community projects (World Bank, 2016). For instance, World Bank funded projects that require 25-50% of the positions in community projects be reserved for women have significantly enhanced women participation in community projects. In Nepal, the water and sanitation project which targeted a 50% composition of women in the project committees achieved 52% women participation in project committees with women holding 51% of the key positions in the project. In Viet Nam, the Urban Environmental Improvement Project achieved between 70-90% participation of women in project management committees and 100% female directors (World Bank, 2016).

Implementation of projects that exclusively target women has enhanced economic independence of women and their access to assets and resources that cultural norms have conventionally denied women. For instance, in Bangladesh, 51% of groups targeted by the Crop Diversification Project were exclusively women and 49% were mixed groups. The project reported strategic shifts in gender power relation with over 80% of women reporting autonomy over household expenditures, 22% were able to make a major decision over crucial resources such as land, 18.98% asset accumulation through cash

savings and 57% of men had positive views regarding women contribution to household income (World Bank, 2016).

Despite efforts by CBOs to enhance gender equality, participation of women in community projects remains adamantly low. In the states Bihar and Assam in East India, there is low inclusion of women in executive committees of Water Users Association (WUA) and membership in community water management projects (Khandker *et al.*, (2020). In Assam, only 1.9% of women were included in village level committees (VLCs) and there was no inclusion of women in executive committees of VLCs. Only 7.0% and 5.3% of women were included VLCs and executive committees respectively in Bihar. Less than 10% of women were involved in making decisions on the water equipment or infrastructure to invest in, pricing and distribution of water, fee to be collected from farmers using water and monitoring water usage. This results on minimal participation in decision making may impede voicing of women needs and concerns in water projects. Low levels of women participation is attributed to cultural norms that allow only men to own land and make all decisions regarding farm management making women who do not own land to participate less in water projects. Additionally, only men are allowed to address meetings and wives need their husbands' permission to attend meetings.

Efforts by CBOs have had minimal impact in enhancing gender equality in community projects due to the patriarchal nature of African communities which have sustained and perpetuated inequality by continuously favouring men while systematically marginalizing women and limiting their participation in community projects. In Zambia, women

participation in leadership positions of Village Action Groups (VAGs) and Community Resource Boards (CRBs) of the Integrated Land and Resource Governance Community Project is very low (Malaha, 2020). Only 19% of the women were elected to the position of VAG chairperson in comparison to 81% men; only 26% of women were elected to the position of VAG secretaries in comparison to 74% of men; in some villages like Chifunda and Nabwalya, no woman was elected to any of the leadership position of a chairperson or secretary. Out of the 24 members elected to the Community Resource Board, women only constituted 25% in comparison to men who constituted 75%.

Similarly, in Cameroon, leadership of community development projects is male dominated with men occupying 80% of the executive positions in comparison to only 20% of executive positions occupied by women. Women are allocated inferior roles in the project that have no meaningful contributions to the project such as cleaning and providing food to project staff while men occupy key decision making positions (Fonchingong, 2013). Likewise, in Uganda there was unequal division of labour in the Vanilla Crop Production Community Project between men and women. Men owned the vanilla crop, undertook planting, and marketing of the crop, and kept the cash. Women on the other hand were allocated labour-intensive roles during the cultivation of the crop while at the same time managing their subsistence crops. Whereas women undertook labour intensive activities during cultivation, men kept all the cash after selling the crop which resulted in failure of the project as women neglected management of the subsistence crops and sabotaged vanilla production (Nkoya *et al.*, 2012). Therefore, unequal gender division of labour in a project and failure to recognize and reward women efforts in a project results to project failure.

The Constitution of Kenya (2010) contains critical provisions that are pivotal to the realization of gender equality. Values of equity and equality under Article 10 provide the principles upon which gender equality is anchored. Article 27 (1) recognizes that every person is equal before the law. Further, Article 27 (3) provides that men and women have the right to equal opportunity in social, political, economic and cultural spheres. Article 81 (b) requires that persons in elective and appointed positions in public bodies shall not be comprise of more than two thirds of the same gender. The National Policy on Gender and Development (2019) recognizes CBOs as one of the key actors in the implementation and realization of gender equality. To enhance gender equality, CBOs' strategies focus on enhancing women participation in projects through enhancing women's access to education opportunities, implementing projects that empower women economically, capacity building of women to enhance their ability to participate in community projects and advocacy for gender equality in government and private organizations (Mutongu, 2012). Moreover, quotas in community project committees require that a certain percentage of leadership positions of community projects be reserved for women (Njenga, 2013; Mathu, 2016). Despite these efforts by CBOs, a significantly low proportion of women are able to participate and make meaningful contributions in community projects (Kitonga & Kihuga, 2021; Abilla & Kisimbii, 2020; Ndambiri, 2018).

Kitonga and Kihuga (2021) analysis of the participation of women in donor funded livelihood projects in Mwingi Central, Kitui County has shown that there is minimal participation of women in development projects. Indeed, 63% of the women were unable to take leadership positions and preferred to have their opinions be factored in the

decision making process rather than take up leadership positions in the projects due to lack of leadership skills. Abilla and Kisimbii (2020) study on the Kimira-Oluch Small Holders Farm Improvement Community Project in Homa-Bay County found that a large proportion of women do not participate in decision making in community projects, leadership and monitoring of the projects. Due to this inability, 68.7% of women in the project could not read and write, 51.5% of the women were not involved in critical decision making in community projects, 66.8% were not elected into the leadership of community projects and 63% were not considered in the monitoring and evaluation of community projects. Ndambiri (2018) studies women participation in community projects in Kisauni Sub County. The findings revealed that most women in Kisauni have not attained minimum education threshold to enable them take up leadership positions in community projects. That they lack technical skills to make significant contributions to the projects, they bear disproportionate burden in domestic work which denies them adequate time to participate in community projects and cultural and religious norms limit women from accessing resources and leadership positions in community projects.

Whereas similar gender mainstreaming strategies used by CBOs in Kenya have been successful in enhancing gender equality in World Bank funded community projects in Nepal, Indonesia and Vietnam, these strategies have not had significant impact in enhancing women participation in community projects. Hence, there was need to find out the determinants that influence realization of gender equality in community projects implemented by CBOs. St. John Community Centre is among CBOs in Kenya that have played a key role in facilitating gender equality in social development work in the Pumwani. The Centre runs community empowerment projects in economic, health,

education, governance and human rights targeting vulnerable populations. One of its core principles is gender equity where both women and men are involved in development as equal partners. Gender mainstreaming strategies at the centre include exclusive women-only projects, equal access to projects that enhance economic independence of men and women, gender balance in the provision of scholarships for education and advocacy for gender inclusivity (SJCC 2019, Annual Report).

However, the extent to which these strategies have enhanced gender equality in SJCC projects has not been established and the factors that enhance realization of gender equality at SJCC have not been explored. Additionally, Pumwani area is characterized by high poverty levels whereby 75.3% of the residents live below the poverty line of US\$1.90 per day (Ombisa, 2017). As such, residents spend most of their time working to make ends meet. This leaves residents with little time to participate in projects particularly for women who bore additional family care responsibilities.

Further, being a largely informal settlement, Pumwani is characterized by inadequate access to basic services including supply of clean water and sanitation services (Wagala, 2020; Corbun *et al.*, 2020). Thus, women spend more time fetching water which leaves them with little time to take part in community projects. The area is overcrowded with poor housing conditions, most residents have low levels of educational attainment, and cases of gender-based violence and insecurity are high (SJCC Strategic plan 2015-2020). These factors may impede the realization of gender equality in the area. Therefore, this study examined the level of participation by gender at the centre, the factors influencing the attainment of gender equality and equity, the challenges faced by the centre in

mainstreaming gender issues in its activities and programs as well as the gender mainstreaming strategies used at SJCC.

## **1.2 Statement of the Problem**

Gender mainstreaming is instrumental in the realization of gender equity and equality in all circles of life and community development projects in line with Sustainable Development Goal 5 and Vision 2030 which seek to attain gender equality by 2030. Despite efforts by CBOs and the Kenyan government, gender equality is yet to be realized in the country; particularly, in community development projects. Studies have shown that community development projects are still male dominated whereby men take a significant proportion of leadership positions; therefore, they are the main decision makers in comparison to women (Abilla & Kisimbii, 2020; Kitonga & Kihuga, 2021; Ndambiri, 2018). As result, women concerns and interests are not well articulated and considered in these projects defeating the very purpose of gender mainstreaming. It was therefore imperative to undertake a study to find out the determinants that continue to perpetuate gender inequality in community projects so as to inform policy reforms aimed at ensuring that gender perspectives are integrated in these projects, gender equality is attained and discrimination in community projects is eliminated.

St John Community Centre has several programmes and projects aimed at addressing traditional power relations that have systematically segregated women denying them equal access to resources and opportunities and impeding equal participation of both genders in community development projects (SJCC 2019, Annual Report). Additionally, SJCC principles and values recognize both men and women as equal participants in

development projects and calls for equal representation of both genders in aspects of its projects (SJCC Strategic Plan 2015-2020). However, the extent to which these projects, programmes and policies have enhanced gender mainstreaming at SJCC and their contribution to the realization of gender equality has not been determined. Hence, there was need to determine the extent to which men and women participate in SJCC projects, factors that influence their participation in these projects, assess whether SJCC gender mainstreaming strategies have contributed to realization of gender equality and challenges that impede the realization of gender equality at SJCC. This may inform policy and strategy reforms aimed at addressing challenges that perpetuate gender inequality and ensure realization of gender equality in line with SJCC policies, principles and values.

### **1.3 Objective of the Study**

The main objective of the study was to establish the determinants of gender mainstreaming at St. John's Community Centre, Pumwani in Nairobi City County, so as to find a lasting solution to gender mainstreaming in CBOs.

The specific objectives of the study were:

1. To establish by gender the levels of participation at St. John Community Centre
2. To examine factors influencing gender mainstreaming at St. John Community Centre.
3. To determine the challenges faced in mainstreaming gender by St. John Community Centre.
4. To identify the best strategies that may be employed to enhance gender mainstreaming at St. John Community Centre.

#### **1.4 Research Questions**

1. (a) What are the levels of participation of men and women in St. John Community Centre projects?  
  
(b) To what extent is the level of participation of women and men in St. John Community Centre projects anchored on organizational policy?
2. Which factors influence gender mainstreaming at St. John Community Centre?
3. What are the challenges faced by St. John Community Centre in mainstreaming gender issues?
4. What are the strategies employed in gender mainstreaming at St. John Community Centre?

#### **1.5 Justification and Significance of the Study**

Despite the enactment of laws and policies that provide the legislative framework for mainstreaming gender issues in the country, gender equality is yet to be realized in the participation of women in development projects which has remained adamantly low. This study identified factors and strategies that influence the realization of gender equality in community projects and challenges that impede this realization of gender equality in these projects. Therefore, the findings of this study may inform policy reforms by the State Department of Gender Affairs and the National Gender and Equality Commission aimed at ensuring that gender perspectives are integrated in government funded community projects, gender equality is attained and discrimination in community projects is eliminated in line with SDGs and Vision 2030.

Further, the findings of this study provided SJCC with an evaluation of the extent to which their gender mainstreaming strategies and policies have enhanced equality in men and women participation in their projects and programmes. Also, the findings helped to identify the challenges that have impeded attainment of gender equality in SJCC projects; and made recommendations which if adopted by SJCC may inform reforms aimed at ensuring gender issues are mainstreamed in all SJCC projects/programmes and equality is attained in line with SJCC principles, policies and values. CBOs implementing community projects in informal settlements may also benefit from recommendations of the study as well as best practices from SJCC as this may inform gender mainstreaming in their projects.

The study findings also have scholarly benefits as they contribute to the existing pool of knowledge on factors that enhance or impede attainment of gender equality in community projects benefiting researchers interested in gender mainstreaming. Suggestions for further studies may also provide new areas of research that are yet to be explored.

### **1.6 Limitations and Delimitations of the Study**

Inability of beneficiaries to comprehend and respond to questions among some of the SJCC project beneficiaries limited ability of some of the respondents to understand questions and fill the questionnaire. Out of the 112 beneficiaries with secondary level of education, 48 (43%) could not adequately comprehend and respond to the questionnaires which were framed in English which significantly impeded the process of data collection. To address this challenge, three (3) locally recruited and trained research assistants were involved in this study. They assisted in explaining the questions to respondents and filling

in responses from the respondents who could not write. They also interpreted the questionnaires in Kiswahili for respondents who could not understand English. Additionally, the researcher was available for consultation in case of any challenge in the process of administering questionnaires.

Community beneficiaries of SJCC projects are used to being reimbursed for transport whenever they are called for meetings. Therefore, some of the respondents expected some form of compensations during the process of data collection. As a result, some of the respondents were unwilling to participate in the study due to lack of any form of compensation as this would contradict research ethics. Prior to the administration of the questionnaires, the researcher clearly spelt out that there will be no financial compensation for participation in the study. The researcher also informed the participants whilst there is no monetary compensation recommendation based on the study findings would be beneficial to them as they would inform policy strategies by SJCC to ensure that both men/boys and women/girls equally participate and benefit from SJCC projects. This influenced the participants to cooperate during data collection.

## **1.7 Chapter Conclusion**

This chapter has provided an introduction to the concept of gender mainstreaming including its origin, significance in enhancing gender equality, international conventions and legislative frameworks upon which gender mainstreaming is anchored on. Also, the chapter has provided strategies employed in CBOs to enhance gender equality in community projects. Moreover, it analysed policies and laws that provide the legal framework for gender mainstreaming in Kenya, the extent to which gender equality has

been attained and the background information on SJCC and its efforts in enhancing gender equality.

The chapter also identified low levels of participation of women in community projects. Despite efforts by the government and CBOs, women participation in community projects remains low which is the main problem that informed the study. The study therefore sought to find out possible factors that may be perpetuating gender inequality using projects implemented by SJCC and determine if SJCC gender mainstreaming had contributed to the realization of gender equality in its community projects. The chapter also highlights the significant contributions of the study to policy and strategy reforms in government, SJCC, CBOs and scholarly contributions. Inability of some of the respondents to respond to questionnaires and expectation of monetary compensation were challenges encountered in the field which were adequately addressed by the researcher. The subsequent Chapter Two reviews literature based on the objectives of the study.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter provides an empirical review of literature related to gender mainstreaming in Community-Based Organizations based on the objectives of the study. It also provides a theoretical framework upon which the study was grounded, the conceptual framework, and the research gaps.

### **2.2 Empirical Literature Review**

The literature review is guided by the objectives of the study:

#### **2.2.1 Levels of Participation by Gender in Community Based Organizations**

Gender participation in Community Based Organizations encompasses the equal participation of both genders in projects initiated by CBOs which is measured based on the composition of project committees by gender, roles allocated to each gender, control over and access to resources by each gender, and the decision making by gender. The United Nations (2015) provides a gender UNDP mainstreaming checklist that acts as a guideline for monitoring the implementation of gender mainstreaming in projects. These indicators include: if there has been an acceptance of women in decision making, if women have gained economic independence and control over their income, if women's participation in decision-making forums has increased within the community, if women's organizations or groups been formed, if there has been an enhancement of women's literacy levels, if there has been increasingly visible participation by women in public forums, if there has been reduced discrimination against women and if there has been a

mounting trend that is geared towards making sure that women are represented in decision making (UN, 2015).

Oxfam provides criteria and indicators that can be used to measure and determine gender parity in the participation of men and women in projects. They include: Whether there is equality in decision-making by both genders in public and private sectors. To measure this, Oxfam recommends that if there has been improved/greater participation by women in community projects where they were previously disenfranchised and if women's influence on decision making has increased in comparison to their male counterparts. The second criteria measure is, if there is equality over control of natural and economic resources as well as basic social services. These indicators should be determined based on whether the project has enhanced women's power crucial resources (land, finances, and other assets), and if this has increased.

The third criterion is whether the project has decreased violence against women or it has aggravated violence. The fourth criterion determines whether a discriminatory attitude towards women's participation in projects/development has been challenged or changed. In this case, indicators include: if men and women have a better understanding of how unequal power between the genders is discrimination against women, if work performed by women is valued and if more value is placed on girls' access to education. The fifth criterion seeks to determine if the project has led to the formation of women's organizations, collaborated or strengthened women organizations. The sixth criterion looks at whether the project has increased women's self-esteem and their ability to undertake leadership positions (Oxfam, 2012).

Evaluation of the World Bank-sponsored community-driven development projects has revealed the realization of gender equality in projects. In Bangladesh, the Crop Diversification project targeted 150, 000 farmers where 51% of the groups were exclusively women and 49% were mixed groups. Both groups were supported through access to credit, provision of extension services, marketing, and technical capacity. The project reported strategic shifts in gender power relation both in the household and at the community level with over 80% of women reporting autonomy over household expenditures, 22% were able to make a major decision over crucial resources such as land, 18.98% asset accumulation through cash savings and 57% of men had positive views regarding women contribution to household income. Similarly, in Indonesia, community empowerment projects enhanced women's status at the household and community level by giving them control over their income (World Bank, 2016). Thus, use of exclusive projects targeting the disadvantaged gender (women) enhances the economic independence of women, increases access to resources, ability to make decisions and reduces dependency on men.

The World Bank sponsored the water and sanitation project in Nepal which targeted a 50% composition of women in the project committees recording high success levels. The outcome of the project indicated that the project successfully achieved 52% participation of women in project committees with women holding 51% of key positions in the project. Similar results have been shown in Viet Nam where the Urban Environmental Improvement Project has achieved between 70-90% participation of women in project management committees and 100% female CMC directors (World Bank, 2016). Reserving a certain percentage of key positions for the disadvantaged gender (women)

ensures that women are able to hold leadership positions in community projects resulting in gender equality in the management of community projects.

Examination of the extent of women involvement in community water management projects by in Eastern India by Khandker *et al.* (2020) revealed that there is low inclusion of women in executive committees of Water Users Association (WUA) and as members of WUA. The study which was undertaken among 109 women in 30 water community management projects and 510 households in 51 community water management project in the states of Bihar and Assam found out that in Assam, only 1.9% of women were included in village level committees (VLCs) general body while no women were in the central level committees (CLCs) general body. However, there was no inclusion of women in executive committees of VLCs and CLCs. While 7.0% and 5.3% of women were included in VLCs general bodies and executive committees in Bihar, this level of participation is significantly low. Similarly 7.0% of women were included in CLCs executive committee while 10.5% were included in CLCs general body. In reference to decision making, involvement of women is less than 10%. Only 6.4% of women are involved in making decisions on the water equipment or infrastructure to invest in; 2.8% are involved in making decisions on pricing and distribution of water; 6.5% on the fee to be collected from farmers using water; 6.5% on monitoring water usage; and 3.7% on the repairs to be undertaken of water infrastructure/equipment. Low levels of women participation in projects and minimal participation in decision making may impede voicing of women needs and concerns in the projects.

An analysis of women participation in leadership of community projects in Zambia in USAID funded projects by Malaha (2020) revealed that women representation in the leadership of community remained extremely and consistently low in comparison to men. The study analysed participation in Village Action Groups (VAGs) and Community Resource Boards (CRBs) under the Integrated Land and Resource Governance Project involved in management and conservation of natural resources in four villages (Chikwa, Nabwalya, Chifunda and Mukungule). VAGs are the lowest form of management at the village level while CRBs are the higher level executive bodies of the community involved in decision making and coordinating the VAGs. The findings showed that in 2020, women only constituted 10% (70) out of the 700 elected member of the 77 CRBs in the country. Gender representation in leadership positions showed that only 5 (19%) women were elected to the position of VAG chairperson in comparison to 22(81%) men. Even secretarial positions that are traditionally reserved for women only 7 (26%) women were elected to the position of VAG secretaries in comparison to 20(74%) men. In villages like Chifunda and Nabwalya no woman was elected to the any of the leadership position of a chairperson or secretary. Out of the 24 members elected to the Community Resource Board, women only constituted 25%(6) in comparison to men who constituted 75%(18). Whilst the number of women in CRBs has increased from 5% in 2017 to 25% in 2020, the proportion of women in CRBs has consistently been low. This shows that there are significantly low levels of participation of women in leadership positions even in positions that are usually occupied by women. This impedes equal participation in projects as elected women face challenges in voicing their concerns and participating in decision making in projects as a result of male domination.

A gender analysis study in Cameroon by Fonchingong (2013) has revealed that the role and participation of women in development projects at the community level remain adamantly low. Findings of the study showed that male dominate executive positions by 80% in comparison to 20% of women. The study further revealed that women's participation in the projects is limited to their traditional gender roles such as mobilizing community members and light manual duties like cleaning the project areas and providing food to the project staff. With this level participation in projects, women may not make any meaningful contributions to projects in comparison to men who occupy key decision making positions.

An examination into the causes of poor vanilla production by the Makerere University's Women Department sought to examine the division of labour by gender, responsibility in the project, and beneficiaries by gender. Findings of the study showed that men owned the vanilla crop, undertook the planting, and marketing of the crop, and men kept the cash. Women on the other hand were allocated labour-intensive roles during the cultivation of the crop while at the same time managing their subsistence crops. These responsibilities were overwhelming for the women as they undertook labour intensive activities during cultivation while men kept all the cash after marketing the crop. As a result, the women neglected management of the subsistence crops and sabotaged the vanilla production (Nkoya *et al.*, 2012). The neglect of the management of the subsistence crops and the sabotage of the vanilla crop by the women shows that unequal gender division of labour in a project and failure to recognize and reward women efforts in a project may result in the down fall of a project regardless of its current level of success. Recognizing and rewarding women efforts in projects motivates them to work

towards the success of the project. Equal gender participation in the project ensures that both women and men benefit from the project unlike the case in the vanilla crop production project. Thus, for project implementation to be the successful, it is imperative that in any project there is equal gender division of labour, recognition and reasonable reward and appreciation of women's roles in production activities.

Kitonga and Kihuga (2021) analysis of the factors that influence participation of women in donor funded livelihood projects in Mwingi Central, Kitui County shows that there is minimal participation of women in development projects. This study which was undertaken through interviews with 49 beneficiaries of 17 women donor funded projects in the six wards in Mwingi Central Sub County revealed minimal participation of women in development activities. 63% of women were unable to take leadership positions in women donor funded livelihood projects due to lack of leadership skills. This impeded women from taking up the leadership mantle in the projects. Women preferred to have their opinions to be factored in the decision making process rather than take up leadership positions in the projects. As a result, some of the projects were headed by men who were well acquainted with aspects of women empowerment despite the projects targeting women specifically. Women views and interest are well represented in projects when women are part of the leadership involved in making decisions rather than having their opinions factored in the decision making process by men.

An investigation of the determinants of women participation in community development projects in Homa-Bay County by Abilla and Kisimbii (2020) found that a large proportion of women do not participate in decision making in community projects,

leadership and monitoring of the projects. The study which was undertaken among 1300 farmers that own farms in Kimira-Oluch Small Holders Farm Improvement Project found out that 68.7% of women in the project do not know how to read and write. As a result, 51.5% of the women indicated that they are not often involved in critical decision making in community projects; 66.8% have not been elected into the leadership of community projects and 63% are not considered in monitoring and evaluating of community projects. Limited participation of women in the leadership of community projects is attributed to lack of recognition of women leadership in the community due to strongly held beliefs that leadership is a men's role while women are expected to be submissive to men. Low education levels and biased cultural norms have prevented women from being involved in key decisions in the community which may result in failure to effectively represent women's interest and concerns in the projects. Therefore, these projects may fail to enhance gender equality as intended.

These studies have shown relatively low level of participation of women in community development projects with male dominating leadership positions. Therefore, the next section examines factors that may have contributed to male domination in projects in comparison to women.

### **2.2.2 Factors influencing Gender Mainstreaming in Community Based Organizations**

Gender mainstreaming is affected by several factors that have to be considered in the establishment of gender mainstreaming strategies to ensure gender equality is attained. Several studies have been conducted to determine the factors influencing the attainment

of gender equality in projects. Examination of the extent of women involvement in community water management projects in Eastern India by Khandker *et al.*, (2020) revealed that there is low level inclusion of women in executive committees of Water Users Association (WUA) and as members of WUA. The study which was undertaken in Bihar and Assam found out that there were significantly low involvement of women in village level committees (VLCs) and central level committees (CLCs) general body in both states. However, there was no inclusion of women in executive committees of VLCs and CLCs in Bihar state. The study attributes low levels of women participation in the projects to several factors. According to family tradition and culture, men own land and make all decisions regarding farm management. As such, women's lack of land ownership prevents them from participating in water projects. Only men are allowed to address meetings and wives need permission from their husbands to attend meetings. Additionally, meetings are conducted away from home and women lack the money to facilitate their attendance of the meetings. These factors have been a major impediment towards women participation in projects. Thus, cultural gender norms significantly determine the level of women participation in community projects.

An analysis of women participation in leadership of community projects in USAID funded projects in Zambia by Malaha (2020) revealed that women representation in the leadership of community remained extremely and consistently low in comparison to men. The study analysed the participation in Village Action Groups (VAGs) and Community Resource Boards (CRBs) under the Integrated Land and Resource Governance Project involved in management and conservation of natural resources in four villages (Chikwa, Nabwalya, Chifunda and Mukungule). The findings showed that in 2020, women only

constituted 10% of the elected member of the 77 CRBs in the country. Gender representation in leadership positions showed that only 19% women were elected to the position of VAG chairperson in comparison to 81% men. Low levels of women participation in VAGs and CRBs is attributed to low levels of education, limited access to resources, social cultural norms, and family care responsibilities. Strongly held socio-cultural norms perpetuate inequality and stereotypes that work against women election into the leadership of VAGs and CRBs. Deeply held beliefs in the villages that leadership and engaging the public are a reserve for men has subjected women who attempt to vie for leadership positions to social ridicule, harassment, isolation and other forms of gender based violence. This has intimidated women from seeking leadership positions resulting in male domination of leadership positions. Most women have limited education with high illiteracy levels which disqualifies them and limits their access to information on the election process and governance of community projects. Women in the villages bear a disproportionate burden of family care responsibilities at home in comparison to men constraining their mobility and ability to participate in elections and leadership of projects. Compared to men, women have less resources and social space to campaign for their election in leadership of community projects. These factors have impeded women from participating in VAGs and CRBs.

Magutsa (2018) study evaluating the Zvishavane Women project in Midlands Province in Zimbabwe attributes low literacy levels among women to discriminatory cultural practices such as early marriages that continuously deny women equal access to educational opportunities like their male counterparts. Having control over and access to the property such as land and financial resources also determine the realization of gender

equality. However, there exists a large disparity in possession and control over resources (Magutsa, 2018). The patriarchal nature of many communities favour men as owners and inheritors of properties. This creates a power imbalance where women are left out and have to rely on men. Dependency on men means women lack personal and economic independence when it comes to decision making and control over their life. This effectively hinders their ability to effectively participate in community projects as this decision is dependent on men's willingness to allow women to take part in the projects. The study further found out that gender roles determine the realization of gender equality. Conventional allocation of gender roles through socialization determines the roles that men and women will undertake in society and the behaviour expected of them (Magutsa, 2018). The allocation of gender roles in society has been biased towards women with men being allocated prestigious roles while women undertake miniature roles around the homestead. Socialization on roles has conditioned women to take up or shy away from positions of power, therefore, offering minimal contributions. Kisiangani (2016) study on women participation in project implementation of selected government ministries revealed that the gender roles have permeated the public space to the extent that there is still low functionality of gender mainstreaming policies due to the establishment of male dominance by the patriarchal culture.

Kitonga and Kihuga (2021) analysis of the factors that influence participation of women in donor funded livelihood projects in Mwingi Central, Kitui County shows that there is a statistically significant correlation between women leadership skills, women literacy levels, and customary norms and women participation in donor funded community projects. Regression analysis established that women leadership skills, women literacy

levels, reproductive roles, and customary norms account for 44.6% variation in women participation in implementation of donor funded projects. The relationship was statistically significant as it yielded a p-value of 0.000 which is less than 0.05. Coefficients of correlation showed that enhancing women's literacy levels increase their participation in projects by 0,449 units; enhancing women leadership skills increases women participation in projects by 0.385 units. This study which was undertaken through interviews with 49 beneficiaries of 17 women donor funded projects in the six wards in Mwingi Central Sub County revealed minimal participation of women in development activities. The study found that women were unable to take up leadership in community projects as a result of lack of leadership skills, low literacy skills, reproductive roles and customary norms that perpetuate inequality between men and women.

An evaluation on the socio-cultural factors influencing participation in community projects in Kisauni Sub County by Ndambiri (2018) revealed that education and socio-cultural factors are instrumental in women's participation in community projects. According to the study, providing equal education opportunities for women enhances their ability to participate in community projects and equips them with the education required to take up positions as policy makers and leaders in projects. However, most women in Kisauni have not attained the minimum education threshold to enable them take up positions in community projects as they do not have the technical skills to make significant contributions to the projects. Women's disproportionate burden in domestic work denies them adequate time to participate in community projects, low socio-economic status of women compared to men as a result of cultural norms that limit women from accessing resources and leadership positions, and religious and gender

norms subjugate women as being inferior to men and prevent them from speaking in front of men even when they have ideas that can enhance community projects. A correlation analysis established that education ( $r=0.737$ ;  $p=0.000<0.05$ ) and socio-cultural factors ( $r=0.516$ ;  $p=0.000<0.05$ ) have a positive and statistically significant correlation with women participation in community projects. Thus, access to education enhances women's participation in community projects whilst cultural and religious norms that portray women as being unfit for leadership hinder their ability to take up leadership in community projects.

An investigation on the determinants of women participation in community development projects in Homa-Bay County by Abilla and Kisimbii (2020) found that level of education and training, access to finances and culture and traditions influence women's participation in community development projects. The study which was undertaken among 1300 farmers that own farms in Kimira-Oluch Small Holders Farm Improvement Project found that 55.8% of women lack the capacity and urge to participate in community projects due to lack access to finances from banks which requires them to have assets as collateral which 54.5% of the women don't have. The study also found out that 68.7% of women in the project do not know how to read and write. As a result, 51.5% of the women indicated that they are not often involved in critical decision making in community projects, 66.8% have not been elected into the leadership of community projects, 63% are not considered in monitoring and evaluating of community projects and 66.7% rarely attend capacity building workshops to enhance their ability to participate in community development projects. In reference to culture and traditions, 73.3% of the women indicated women leadership is not recognized by men in the community, 81.3%

indicated that their community perceives leadership to be men's role while women are expected to be submissive to men and 55.8% indicated that women priority is to take care of family members and therefore do not have time for roles in projects outside the home. As a result, 66.8% of the women indicated that they do not participate in the leadership of community projects due to the cultural beliefs. Minimal participation of women in the projects may adversely affect effective implementation and consideration of women issues in community projects.

Access to financial resources such as donor funding also influences gender mainstreaming in CBOs. The availability of donor funds that support gender mainstreaming in CBOs determines if the CBOs will undertake projects that seek to promote gender parity. Conditional grants provided by international organizations such as the World Bank influences gender mainstreaming in CBOs. Such projects empower women economically and increase their financial independence (World Bank, 2016). Donors may also give conditional grants to CBOs to ensure that a certain percentage of positions in community project committees and administrative positions in CBO are specifically reserved for women (World Bank, 2016). Therefore, to access these funds, CBOs have to draft proposals that meet the stipulated requirements. Compliance with such conditions ensures that the critical mass required to attain equality with men is achieved. However, the literature on the influence of donor funding on gender mainstreaming in CBOs is limited.

In addition to financial resources, CBOs require skilled human resources to undertake gender mainstreaming in CBOs and community projects managed by the CBOs. Mathu

(2016) study on the CDF funded community development projects in Imenti South revealed that realization of gender equality requires staff with appropriate knowledge and skills in gender mainstreaming with the capability of developing appropriate interventions in the design and implementation of projects to ensure gender equality is realized (Mathu, 2016). The role played by human resources is recognized under the World Bank which requires the attainment of gender balance in CBOs staff as a strategy of ensuring that there are adequate female facilitators to ensure effective participation of women beneficiaries (World Bank, 2016). Haider (2012) study on community driven development projects in rural Indonesia has shown that female staffs also act as facilitators and inspiration to other women.

Similar findings were established by Mutongu (2012) in her study on women's participation in CBOs in Kiambu, Kenya. The results showed that the participation of women in CBOs projects was mainly hindered by their domestic and family responsibility. According to the study, the traditional responsibility of women in taking care of the family is deep-seated in many communities discouraging the reorganization of roles to enable women to participate in community projects. The study further established that due to concentration on such roles, women are not mentally and socially prepared to undertake roles outside their homes. Such situations deny women the necessary experience required to make valuable contributions in CBOs (Mutongu, 2012). However, these findings are only contextual to rural communities as the traditional gender roles have been broken and women are equally participating in the public sphere.

Organizational policy and procedures on gender mainstreaming also determine the realization of equality in community projects. It provides the guidelines to be followed in the gender mainstreaming of projects. For instance, the UNDP (2013) gender mainstreaming checker and the Oxfam (2012) indicators on the attainment of gender parity provides guidelines which the organizations follow to ensure the realization of gender equality in projects. Studies by Mathu (2016) on community participation in CDF projects in South Imenti Constituency revealed that organization policy has a significant influence on the gender mainstreaming of CDF projects. Even where policies exist, ineffective implementation of the policy may result in gender inequality. Even though the CDF Act (2013) provides for gender balance in the establishment of the Constituency Development Fund Board (CDFB) and the Constituency Development Fund Committee (CDFC), only a small percentage (48.7%) of the community projects has gender mainstreaming aspect. Most of the constituents agreed that organizational procedures had a significant influence on gender mainstreaming in CDF Projects in South Imenti Constituency. Findings of this study showed that more than two-thirds of the constituents in Meru felt that CDF procedures and guidelines had either a significant or above-average influence on gender mainstreaming.

### **2.2.3 Gender Mainstreaming Challenges**

The inability to realize gender equality despite the existence of gender mainstreaming policies and strategies attests to the existence of several challenges that act as an impediment to the realization of these goals. Even though most countries have ratified the Beijing Platform for Action in 1995 (Hilliard *et al.*, 2016), an examination of the actual implementation of the policy reveals a different picture. Studies by Younis and Jacobson

(2017) have shown that implementation of the policy has faced resistance in several countries. The main challenge to its implementation has been the lack of prioritization in some countries, especially among developing countries. The study revealed that majority of the developing countries felt that they had other pressing issues that they prioritized over gender mainstreaming. Most developing countries have not been able to provide essential services such as access to health care, infrastructure, education, water, and sanitation; hence, the low prioritization of gender issues. Most of the resources are allocated towards meeting the basic needs before the attainment of gender equality.

However, other scholars have attributed the lack of prioritization of gender mainstreaming by African and other developing countries to traditional beliefs and practices. The African community is largely patriarchal where men are the major decision-makers and owners of property. There exists unequal power relations between women and men with the majority of the women being economically dependent on men. Therefore, the concept of gender mainstreaming is perceived as a threat to men's superiority by the majority of men (Brody *et al.*, 2015). This is further exacerbated by the fact that the majority of the legislators in African legislative assemblies tend to be resistant to gender mainstreaming due to the perceived threat to male power and dominance. Even though this challenge persists, progress has been made and men are embracing the concept of gender mainstreaming which has seen a rise in the number of women in leadership positions and their access to education and employment opportunities. The attainment of gender equality is further hindered by the belief that gender mainstreaming is culturally inappropriate.

According to a study by Chauraya (2021) in Gweru Central Zimbabwe, concept of gender mainstreaming is largely considered to be a foreign concept. The concept was implemented without due consideration to the realities of the African societies; hence, the resistance and inability to adapt to the African context. Conditional grants by donor agencies to CBOs requiring them to allocate a certain percentage of project committee or beneficiaries to women have failed to take into consideration cultural issues especially among African communities. This has been the main cause of resistance among the local communities especially conservative communities (Steyn & Parsaloi, 2014). The donor funding should prioritize awareness creation among African communities since the concept of gender mainstreaming is foreign to them and as such, considered a threat to the African culture. The focus therefore should be on changing the attitudes of the community to enable them to embrace the concept before the actual implementation. Awareness creation will enhance understanding of the concept of gender mainstreaming and its importance which will bring a change on the negative perception towards gender equality. Similarly, a report by UN Women (2021) has shown that there is a negative perception of the concept of gender mainstreaming as it is perceived as a threat to the African culture and traditions. According to the report, there are elements of hostility among most of the communities which are attributed to the incomprehension of the concept of gender mainstreaming (UN Women Watch, 2021).

Studies have also shown that religious and cultural factors remain a great challenge to the realization of gender equality. Most communities have a negative attitude towards gender mainstreaming as they feel it goes against their religious and cultural practices. The Muslims for instance and a section of the Christian faith such as the Catholic Church do

not allow women to hold key positions within their religious settings. Consequently faithfuls of such religions who have not been enlightened on gender mainstreaming may view the concept to be a threat to their religious beliefs and cultural practices. The case is also similar among most of the African cultures. Traditionally, men were the holders of power and the main decision-makers. Therefore, conservative communities and chauvinistic men may not be welcoming the idea of gender equality (Eron & Emong, 2017).

Studies in Kenya have attributed gender disparities in the country to negative social-cultural attitudes and stereotypes by society. A report on the social-economic status of women in Kenya by CEDAW has revealed glaring gender disparities between women and men (CEDAW, 2009). The report attributes these differences to the strongly patriarchal society that holds negative attitudes towards women empowerment and their participation in leadership and development. Similar findings are established by Dittoh *et al*, (2015) study in Ghana's Upper East Region. This study sought to evaluate the effect of gender policies and their implementation on poverty reduction and women's access to resources. The findings showed that cultural normalization of gender inequality in terms of property ownership and inheritance, hierarchy in the family, decision-making power and the value attached to women's work were major challenges to the realization of gender equality. The negative social-cultural attitudes and stereotypes in the society permeate the workplace and manifest in the form of gender segregation and stereotyping of jobs where certain careers are perceived to be for men and others for women (Wright, 2014).

A survey conducted by the KNBS (2020) reveal that limited resources allocated to the ministry departments responsible for gender mainstreaming have limited their capacity to effectively coordinate the implementation of policies targeted at achieving gender equality. This position is supported by the ILO (2015) which observes that limited support from the government in terms of budgetary allocation has been a major impediment towards the realization of gender equality. Due to the allocation of inadequate resources by the government, activities that are geared towards the implementation of gender mainstreaming strategies cannot be effectively undertaken and this limits the ability of responsible agencies in realizing their goals.

### **2.3 Summary and Knowledge Gaps**

Evaluation of the World Bank-funded community-driven development projects in Bangladesh, Indonesia, Nepal and Vietnam revealed the realization of gender equality where women occupied key in projects (World Bank, 2016). This has been realized through quota reservations where a certain percentage of positions in community projects were reserved for women and through the implementation of projects that exclusively targeted woman. The current study also examined if SJCC has projects that exclusively target vulnerable men or women and if it has policies that reserve a certain percentage of positions in community projects for the vulnerable gender rather than women only. In addition, to determine whether there was gender equality occupation of key leadership positions and participation in decision making, the current study was also able to determine if there was gender equality in SJCC staff and management, if men and women had an equal opportunity of participating in SJCC project cycle from project initiation

stage to monitoring of the projects outcomes and if there was gender equality among the beneficiaries of SJCC projects.

Khandker *et al.* (2020) study in Eastern India and Malaha (2020) study in Zambia revealed that there was a significantly small proportion of women (less than 10%) occupying executive leadership positions in committees and boards of community projects and there was minimal participation of women in decision making in comparison to men. The current study also examined percentage of women and men in managerial and leadership positions in SJCC where key decisions regarding SJCC projects are made. Besides, the current study determined if gender equality had been attained from the top management of SJCC to project beneficiaries. This was done by examining the number/percentage of men and women at each level from the programme manager, programme coordinators, SJCC staff and beneficiaries. This data was segregated to show the proportion of men and women at each level.

Fonchingong (2013) study in Cameroon revealed that men occupy a significantly large percentage (80%) of executive positions in community projects in comparison to women (20%). Whereas this study showed the proportion of men and women in leadership positions like the current study, it failed to examine the implications of men occupying a large proportion of leadership positions in projects. The current study provided an analysis of the effects of one gender occupying a larger percentage of key positions as SJCC. Similarly, Nkoya *et al.*, (2012) study on the Vanilla crop project in Uganda revealed unequal power relations in the division of labour in projects with men undertaking prestigious roles and keeping returns from the project whilst women were

given labour intensive jobs without any payment. Although this study showed unequal power relations between men and women in the project, data was not segregated based on gender to determine the extent to which men and women participate in community projects. The current study segregated data based on gender and was able to determine the percentage of men and women holding key leadership and managerial positions in SJCC projects.

Kitonga and Kihuga (2021) analysis of women donor funded livelihood projects in Mwingi Central showed that 63% of women were unable to take leadership positions in women donor funded livelihood projects and women preferred to have their opinions factored in the decision making process rather than take up leadership positions in the projects resulting in the projects being headed by men. Whilst this study found out that the projects were headed by men, and has shown the percentage of women that were unable to take up leadership positions, it does not show the proportion of men and women in leadership positions in the project. The current study established the proportion of men and women occupying managerial positions by segregating data based on the percentage of men and women in these positions.

Abilla and Kisimbii (2020) study in Homa-Bay County found out that there was a large proportion of women who were not involved in decision making in community projects, leadership and monitoring of the projects. Whereas this study showed the proportion of women that were not involved in leadership, decision making and monitoring of community projects, it failed to indicate the proportion of men participating in leadership and decision making. The current study provided an analysis of the proportion of men

and women in managerial positions involved in decision making at SJCC. In addition to determine level of participation by gender in SJCC projects, the current study examined if there were any policy guidelines at SJCC upon which the occupation of managerial positions, participation in decision making, employment of staff and participation in projects was anchored on. This was undertaken through analysis of SJCC Human Resource Policy and its principles and values which showed that SJCC policy values both men and women as equal participants in their projects, it requires equality in representation in these projects and prohibits any form of gender discrimination.

Studies by Malaha (2020), Abilla and Kisimbi (2020), Ndamiri (2018) and Kitonga and Kihuga (2021) have also shown that low levels of women participation in community projects are attributed to low levels of education and literacy among women. However, these studies did not show the levels of education attained by men and women who were unable to participate in the projects and those attained by men who participated in the projects. The studies also did not indicate the education levels required to participate in these projects. The current study examined the education levels attained by men and women participating in SJCC projects and how these influenced gender equality and the education level required to occupy particular positions at SJCC such as Program manager and monitoring and evaluation officer.

Studies by Khandker *et al*, (2020), Malaha (2020), Abilla and Kisimbii (2020) and Ndambiri (2018) revealed that low levels of women participation in community projects is attributed to socio-cultural norms that limit women from accessing resources required to participate in projects, socialization systems that make women to shy away from

leadership positions of power and only offer minimal contributions in projects and allocation of disproportionate burden in domestic work all which denies women adequate time to participate in community projects. However, SJCC policies, principles and values recognize men and women as equal participants in projects and provides for equal representation irrespective of their gender. Thus these findings were not applicable to SJCC.

Mathu (2016) study on the CDF funded community development projects in Imenti South revealed that the realization of gender equality requires staff with appropriate knowledge and skills in gender mainstreaming with the capability of developing appropriate interventions in the design and implementation of projects to ensure gender equality is realized. The current study also examined if availability of staff skilled in gender mainstreaming influenced gender mainstreaming at SJCC. Nonetheless, in addition to staff skills, the current study determined if SJCC staff are trained on gender mainstreaming and the aspects that they are trained on to enhance their ability to mainstream gender issues in SJCC projects.

Mathu (2016) also found out that despite existence legal frameworks for gender equality in the establishment of the CDF- Boards and CDF- Committees, ineffective implementation of the policy resulted in less than half of the boards and committees incorporating gender. The current study further assessed if SJCC human resource policy has any provisions for gender equality. In addition to examining provisions on gender equality, the current study examined if SJCC policy reserves a certain percentage of positions in community projects for women and if the policy addresses specific practical

gender needs of women such as reproduction by granting women paid maternity leave and guaranteeing them return to work.

Besides education levels, organization policy, staff skills in gender mainstreaming, and social cultural factors, the current study assessed how gender responsive budgeting influences gender mainstreaming at SJCC. Gender Gap Analysis Report for the *Nilinde* Project was assessed to determine if SJCC staff is acquainted with the concept of gender responsive budgeting and whether they incorporated the concept in implementation of SJCC projects.

In reference to gender mainstreaming strategies, previous studies have shown that CBOs use quotas where a certain percentage of positions and opportunities in community projects are reserved for the disadvantaged gender (World Bank, 2016; Haider, 2012; Wema, 2010) gender-responsive budgeting (Nkoya *et al.* 2016) and initiation of exclusive projects targeting women only (World Bank, 2016; Nkoya *et al.* 2016). The current study examined if SJCC uses these strategies. However, a different approach was used where rather than focus on women exclusive projects only, the researcher also examined if SJCC has projects that also target vulnerable men and if SJCC policies reserve a certain percentage of positions in its projects for the vulnerable gender.

Mutongu (2012) observes that CBOs improve women's literacy levels by enhancing women's access to education opportunities, capacity building of women to enhance their ability to participate in community project and advocacy for gender equality in government and private organizations (Mutongu, 2012). The current study also examine if SJCC undertakes advocacy to change community attitude towards gender equality and

if SJCC staff and volunteers undergo training to enhance their capacity on mainstream gender issues in projects. Similarly, the current study evaluated if SJCC provided both male and female beneficiaries equal access to education opportunities under its education and training programme.

## **2.4 Theoretical Framework**

This study was guided by **Caroline Moser's Gender Analytical Framework** developed as a reaction to Women in Development (WID) approach which advocates for treatment of women issues as separate concerns and Gender and Development Approach (GAD) which advocates for integrated gender planning with a focus on the power relations between men and women. Moser Framework challenges many assumptions held in conventional planning methods and developed gender planning approach with the main aim of emancipating women from subordination, and facilitating their realization of equality and empowerment. Moser, (1999) developed 6 tools for gender analysis:

### **2.4.1 Tool 1: Gender Role Identification**

Moser uses the triple role in her framework to identify gendered division of labour. According to Moser (1993), triple role of women consists of reproductive, productive and community management activities. On the contrary, men are engaged in productive roles and activities involving community politics. Reproductive roles entail maintenance and care for the household and its members including child bearing and nurturing, food preparation, fetching water and housekeeping roles. This role is highly labour intensive and time consuming. Among low income communities, this role is mostly undertaken by women and girls. Men are rarely involved in the reproductive role.

The productive role entails the production of goods and services for consumption and trade. Both men and women are involved in the productive role; however, with differences in their functions and responsibilities with men undertaking more visible and valuable roles compared to women. Community work on the other hand involves activities on collective organization of social events, participation in groups and local politics. Both genders participate in community work based on division of labour with women undertaking activities that are an extension of their reproductive role such as healthcare, education and water. These activities are often voluntary and unpaid. Men on the other hand engage primarily in organized politics where they are paid and often benefit from improved status or power. Thus, men participate more in decision making process in comparison women, they hold greater political power and are able to exert more influence in the community, they hold greater economic power and earn proportionally more income based on positions that they occupy compared to women. This causes inequality between men and women with men having higher status in the society compared to women.

In her framework, Moser notes that is critical that the triple role of women be taken into consideration in planning given that development interventions in one area of work affect activities performed in the other areas. For instance, women reproductive role may affect their participation in development projects as this may reduce the time they have to undertake reproductive roles.

### **2.4.2 Tool 2: Gender Needs Assessment**

This tool is used to determine if project interventions take into consideration the practical needs of women and challenge their subordinate position. Moser argues that women have needs that differ from those of men partly because of their triple role and also because of their subordinate position to men in most societies. Moser identifies two practical needs: Practical gender needs which she defines as those needs that do not challenge the subordinate position of women; however, they are critical in assisting women undertake their responsibilities. Whilst these needs are shared by all members of the households, they are considered as women's needs as it is women who are responsible for meeting their family requirements. Interventions to meet these needs include provision of water, healthcare, income earning opportunities for women and distribution of food. Strategic gender needs on the other hand are required to transform prevailing power imbalances between men and women based on division of labour. These needs include women's legal rights, equal wages, domestic violence and women's control over decision making. Interventions may include challenging gender division of labour, removing institutionalized forms of discrimination that favour men, giving women power in making decision over reproductive health, fighting against gender based violence and alleviating the burden of domestic labour and child care for women. Meeting such need enables women to attain equality and challenge their subordinate position in the society.

### **2.4.3 Tool 3: Disaggregation of Control of Resources and Decision Making**

Moser uses this tool to determine who has control over what resources within the household and who has the power of decision making. Control over resources and power of decision making between men and women determines if there is gender equality.

There is gender equality when both men and women occupy decision making positions in an organization and have equal access to and control of resources such as land and finance where women are not dependent on men for their finances.

#### **2.4.4 Tool 4: Planning for balancing the Triple Role**

This framework is used to evaluate whether a given programme intervention will increase women's burden/workload in any of her triple roles to the detriment of other roles. Given their triple role, there is need to strike a balance among these responsibilities. Hence, planning should take into consideration any constraints that may affect women's ability to balance these roles and put in place measures that significantly increase time spend on each role.

#### **2.4.5 Tool 5: WID/GAD Policy Matrix**

This tool is used to determine the empowerment approach that is used in an existing policy, programme or project. Moser's Framework takes into consideration how various planning interventions have transformed the subordinate position of women by determining the extent to which these approaches meet practical or strategic gender needs. Moser analyses 5 policy empowerment approaches that have been used in development planning:

Welfare approach views women as passive recipients of development interventions; acknowledges their reproductive role and seeks to meet the practical gender needs of women. This approach does not challenge prevailing gender division of labour or women's subordinate status. Equity approach on the other hand recognizes women as active participant in development, seeks to reduce inequality with men by meeting

women's strategic gender needs and promoting equality through interventions that enhance women political and economic independence. Anti-poverty approach recognizes women's productive role, seeks to enhance the productivity of poor women and meet their practical gender needs of earning income through income generating activities. Efficiency approach seeks to ensure efficient approach to development by harnessing women's contribution to development by compensating women decline in social services by extending working day. The empowerment approach on the other hand seeks to empower women by supporting women initiatives that foster self-reliance and meet strategic gender needs of women through grass root mobilization of women groups that demand their practical needs to be met.

#### **2.4.5 Tool 6: Involvement of Women, Gender-aware Organizations and Planners in Planning**

This tool advocates for the involvement of women and gender-aware organizations in planning. Moser (1993) advocates for the involvement of these stakeholders in the analysis, definition of intervention goals and in the implementation of the project interventions. According to Moser, involvement of the three categories of stakeholders is critical in ensuring that the practical and strategic needs of women are identified and taken into consideration during the planning process.

#### **2.4.6 Moser's Tools Applicable to the Study**

Caroline Moser (1993) provides tools that are useful in gender analysis to determine attainment of gender equality at SJCC, determine whether gender mainstreaming strategies take into consideration the strategic needs of women, determine the approach

used to empowerment of vulnerable or disadvantaged gender to ensure gender equality and determine the involvement of women in planning and decision making. To achieve this, the study applied the Role Identification Tool, Gender Needs Assessment Tools, Disaggregation of Control of Resources and Decision Making Tool, Policy Matrix Tool for involving women and Gender-aware organization planning.

Moser's Role Identification Tool was used to determine levels of participation by gender at SJCC by examining the allocation of roles between male and female staff. Gender equality was determined based on equality in the distribution of roles between men and women across different projects and throughout the project cycle. The Disaggregation of Control of Resources and Decision Making Tool was applied to determine the distribution of decision making power between male and female staff at SJCC where gender equality was determined based on the gender representation in the management of SJCC and occupation of key decision making positions by gender across the different cadres of SJCC staff.

The Policy Matrix Tool on the other hand was used to determine the gender mainstreaming approach employed by SJCC to ensure gender equality is achieved. The various gender mainstreaming strategies were critically analysed in relation to the 5 policy empowerment approaches developed by Moser to make a determination on the approach used by SJCC to enhance gender equality. Further, the gender needs assessment was used to make a determination as to whether the gender mainstreaming strategies address the strategic needs of women that are critical in the realization of gender equality.

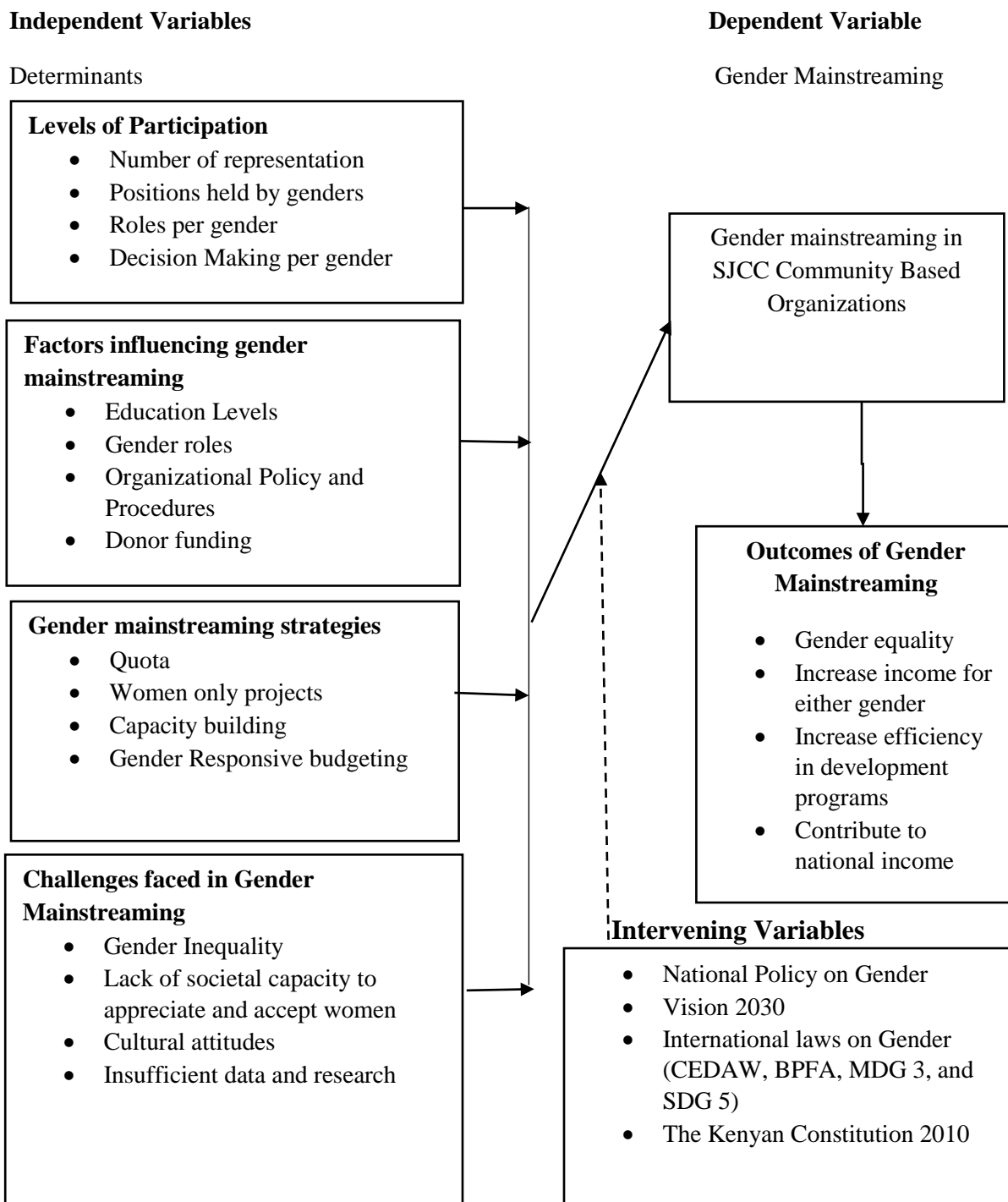
The tool for involvement of women and gender-aware organizations was used to determine if women were involved in planning and decision making at SJCC as recommended by Moser (1993). This was based on the women's leadership of projects targeting to address the practical needs of women such as maternal health and child care projects as this ensures that the concerns and interest of women are taken into account in planning and practical solutions that address such issues/challenges that may affect women participation in projects are developed to facilitate their participation in development.

## **2.5: Conceptual Framework**

This study sought to establish the determinants of gender mainstreaming in Community Based Organizations. Figure 2.1 provides the conceptual framework on the relationship between the independent variables: levels of participation, factors influencing gender mainstreaming, challenges and strategies of gender mainstreaming and the dependent variable: Gender mainstreaming. Gender equality is one of the outcomes of gender mainstreaming whereby both men and women have an equal opportunity in participating in CBOs projects, accessing education, accessing employment opportunities, occupying leadership positions in CBOs projects and participating in decision making. Gender equality in CBOs' economic empowerment projects also ensure that the disadvantaged gender that was conventionally denied access to resources and participation in development has an equal opportunity to participate in economic activities that enhance the income and economic independence. Gender mainstreaming also enhances efficiency in development programmes by ensuring that interests, needs and concerns of both men/boys and women/girls are taken into consideration in all aspects and stages of

projects. This ensures that resources are allocated efficiently based on the needs of each gender and utilized to advance the interest of all genders in the community. This ensures that both genders are able to participate in development projects and contribute to the national income of the country.

Intervening variables such as the international instruments and policies on gender, national policy on gender, the Kenyan Constitution (2010) and the country's development blueprint provide the legal framework required for the effective implementation of gender mainstreaming strategies and interventions. This relationship is demonstrated in Figure 2.1:



*Figure 2.1: Conceptual Framework of the Determinants of Gender Mainstreaming*

## **2.6 Chapter Conclusion**

Reviewed literature has revealed that CBOs have put in place various gender mainstreaming strategies to enhance gender equality in community projects. These include quota reservations where a certain percentage of positions are reserved for the vulnerable and disadvantaged gender, implementation of projects that exclusively target women who have conventionally been excluded from community projects, capacity building for men and women to enhance their ability to make meaningful contributions to projects and gender responsive budgeting which ensures that there is equitable distribution of resources based on the practical needs of each gender and these resources contribute to equal opportunities for women/girls and men/boys. Despite these strategies, studies have shown that gender inequality still persists in community projects whereby participation of women remains adamantly low. This has been attributed to low literacy and education levels among women, cultural and traditions beliefs that deny women access to resources required to participate, gender norms on roles of men and women that propagate leadership in projects as a reserve for men and subjugate women to household responsibilities, family and reproductive roles that limits women's time and priorities in project participation. Therefore, there was need to determine if strategies put in place by SJCC have enhanced gender equality in project participation and factors that enhance equal participation of men and women in SJCC. The next Chapter Three provides the methodology that was used to conduct the study at SJCC.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter provides the research methodology that the researcher utilized to collect data in order to obtain answers to the research questions. It provides the research design that was employed in collecting data, the site where the study was conducted, the sampling techniques and the sample size, methods that were used to collect data including data collection instruments and procedures. It also details the techniques that were used to enhance the reliability and validity of research instruments, data analysis procedures, and ethical considerations.

### **3.2 Research Design**

The study utilized a descriptive research design. Descriptive research design provides an accurate profile of a phenomenon under study, events, and people and it is used to describe the characteristics of a phenomenon or population under study (Prabhat & Mishra, 2015). This approach was considered to be suitable for this study as it allowed the researcher to collect factual and accurate information on the actual condition of gender mainstreaming at St. John Community Centre without manipulation of the study variables. Both qualitative and quantitative methods were used to determine how various factors and strategies influenced gender mainstreaming in the management of the St. John's Community Centre in Pumwani and the effectiveness of these strategies in achieving gender equality.

The next section describes the site where the study was undertaken

### 3.3 Site of the Study

The study was conducted at St. John's Community Centre which is located in Pumwani Ward in Kamkunji Sub County, Nairobi City County. The map of the study site is attached (**Appendix 2: Map of the Study Area**). Pumwani Ward is home to one of the largest public maternity hospital in the country which serves as the main health facility in Pumwani. Estates within Pumwani and neighbouring estates are mainly informal settlements of Majengo, Shauri Moyo, Bondeni, Maziwa, Magorofani and California. Majority of the residents here are low income earners who spend a significant proportion of their time working in the informal sector as casual workers or self-employed in the Jua Kali sector (Mbogo & Matheka, 2021). Other residents are also small scale traders selling second hand clothes and shoes (*Mitumba*) in the nearby Gikomba Market while others sell groceries and vegetables in kiosks. Other residents sell food in small eateries within the estates (Wagala, 2020). This leaves residents with little time to participate in projects particularly for women with additional family care responsibilities.

Being a largely informal settlement, Pumwani is characterized by inadequate access to basic services including supply of clean water and sanitation services (Wagala, 2020: Corbun *et al.*, 2020). Thus, women spend more time fetching water with little time to participate in community projects. The area is overcrowded with poor housing conditions, most of the residents have low levels of educational attainment and cases of gender-based violence and insecurity are high (SJCC Strategic plan 2015-2020). These factors may impede the realization of gender equality in the area. Whereas SJCC has implemented several projects aimed at promoting gender equality in Pumwani, the extent to which these projects, programmes and policies have enhanced gender mainstreaming

at SJCC and their contribution to the realization of gender equality has not been determined. Hence, this area was suitable for analysing the extent to which SJCC strategies have enhanced gender equality in community projects and factors influencing the realization of gender equality in the projects.

The next section presents that population that was targeted by this study.

### **3.4 Target Population**

The target population for this study included the SJCC staff of all cadres and residents of Pumwani who are the main beneficiaries of the projects run by SJCC. The management team was chosen as it is responsible for the execution of gender mainstreaming policies and strategic plans and ensuring that gender equality is attained in their respective programs. The SJCC staff was chosen as they are involved in the actual implementation of the project and the day to day operation at the centre. The beneficiaries of the project are affected by the SJCC's programs; therefore, they were in a better position to comprehend how SJCC programs influence the integration of gender mainstreaming in the management of community-based Programs.

The target population for this study comprised the management of the SJCC who included: the overall Programme Manager, Coordinator Preventive Health and HIV/AIDS Programme, Coordinator Economic Empowerment Programme, Coordinator Governance and Human rights Programme, and the Coordinator Education and Training Programme, 60 SJCC staff members, 100 SJCC volunteers and 560 program beneficiaries from the surrounding community as shown in Table 3.1:

**Table 3.1: Target Population**

<b>Category</b>	<b>Population Number</b>
SJCC management	5
SJCC Staff members	60
SJCC volunteers	100
Project beneficiaries/Community members	560
<b>Total</b>	<b>725</b>

**Source: SJCC Strategic Plan 2015-2020**

The next section presents the techniques that were used to select the sample size from the target population in Table 3.1 above.

### **3.5 Sampling Techniques and Sample Size**

#### **3.5.1 Sample Size**

A sample size of between 10%-20% of the target population selected randomly from a stratified population is representative of the target population (Kombo & Tromp, 2009). Mugenda and Mugenda (2003) on the other hand consider a sample of 10%- 30 % of the target population to be satisfactory for social research. This study targeted 30% of the target population except for SJCC management. Due to their small number, all the managers were included in the study sample. According to Kothari (2004), the Census Method is used when a small group that is representative of the entire population is used.

The sample size is shown in Table 3.2:

**Table 3.2: Sample Size**

<b>Category</b>	<b>Population Number</b>	<b>Percentage in Sample size</b>	<b>The number is the Sample size</b>
SJCC management	5	100%	5
SJCC Staff members	60	30%	18

SJCC volunteers	100	30%	30
Project beneficiaries	560	30%	168
<b>Total</b>	<b>725</b>	<b>100%</b>	<b>221</b>

The subsequent section describes the procedures that were used in selecting a sample of 221 respondents from the targeted population of 725.

### **3.5.2 Sampling Procedures**

Stratified and simple random sampling techniques were used to select the sample size for this study. In this case, that target population was categorized into 4 strata based on their position at SJCC: the SJCC management, SJCC staff, SJCC volunteers, and program beneficiaries. From these categories, random sampling technique was used to select 18 staff members and 168 beneficiaries to participate in the study. This techniques was considered appropriate as it minimizes biases (Prabhat & Mishra, 2015). Purposive sampling was used to identify key management personnel to be interviewed as they were perceived to have vital information on gender mainstreaming at St. John Community Centre.

The subsequent section presents the instruments that were used in collecting data.

### **3.6 Research Instruments**

The study utilized interview schedules and questionnaires to collect data from the respondents.

#### **3.6.1 Questionnaires**

Questionnaires were used to collect data from SJCC staff, volunteers, and beneficiaries. Given that some of the beneficiaries were illiterate, the researcher hired local research

assistants familiar with the locality and the community to assist in data collection. The researcher chose this tool due to its ability to collect data from a larger sample over a short period. Close-ended questions were used to facilitate standardized responses for purposes of collecting quantitative data. This also made it easy to fill the questionnaires. The questionnaires were distributed to the respondents for filling and collected later on for analysis.

### **3.6.2 Research Assistants**

Due to low education levels among some of the SJCC project beneficiaries, research assistants were involved in this study as part of the research team. Out of the 168 project beneficiaries that were targeted in this study, 112 had secondary level education. Out of the 112, 48 (43%) could not adequately comprehend and respond to the questionnaires. It was therefore imperative to involve research assistants to assist in explaining the questions to respondents and filling in responses from the respondents who could not write. They also interpreted the items in questionnaire in Kiswahili for respondents who could not understand English. A total of 3 research assistants with college level of education were recruited from Pumwani. The researcher trained the assistants for one day and gave them specific instructions on how to administer questionnaires and observe research ethics while administering questionnaires. He was also available for consultation in case of any challenges in the process of administering questionnaires.

### **3.6.3 Interview Schedules**

Interview schedules were administered to the management staff of SJCC. Key management personnel in charge of different programs were chosen as key informants as

they are responsible for the execution of gender mainstreaming policies and strategic plans and ensuring that gender equality is attained in their respective programs. Therefore, they were considered to have in-depth information on gender mainstreaming. The researcher sought appointments with the key informants before conducting the interviews.

The following sections describes the techniques used to enhance the validity and reliability of the research instruments.

### **3.7 Pilot Study**

A pilot study was conducted at Hope Worldwide Kenya in Embakasi West Sub-County. Hope Worldwide Kenya was selected for the pilot study due to its similarity with the study site's SJCC. A sample size of 10% is considered to be adequate for a pilot study. Hence, the sample size for the pilot study consisted of 22 respondents which were stratified into the management, staff, volunteers, and beneficiaries in proportion to the composition of the sample. Interviews were conducted with the management and questionnaires administered to the other respondents to enable the researcher to determine any ambiguities in the instruments and make corrections thereof. In this case, the researcher divided the pilot sample of 22 respondents into two categories of 11 respondents and administered the same questionnaires at two different points in time. Two interviews were also conducted during the piloting among the top management of Hope Worldwide in Kenya. The results of the analysis of the two studies were compared to determine if there were any significant or insignificant differences between the two

findings. The comparison revealed insignificant differences between the two sets of results; hence, the conclusion that the research instruments were reliable.

### **3.7.1 Validity and Reliability of the Study Tools**

Validity refers to the extent to which a given test measures what it purports to measure (Prabhat & Mishra, 2015). To enhance the validity of research instruments, the instruments were developed based on Caroline Moser's Gender Analytical Framework tools which provided the theoretical basis to determine the attainment of gender equality at SJCC. They also helped to determine whether gender mainstreaming strategies employed at SJCC taking into consideration the strategic needs of women, evaluating the approaches used in the empowerment of disadvantaged gender to ensure gender equality and determining the level of participation of women in planning and decision making in SJCC projects. Questions regarding level of participation were developed based on indicators of the United Nations (UNDP, 2015) gender mainstreaming checklist that acts as a guideline for monitoring the implementation of gender mainstreaming in projects. Gender participation in SJCC projects was also based on criteria and indicators used to measure and determine gender parity in the participation of men and women in projects by international NGOs such as Oxfam. These ensured that the instruments were developed based established theories and standards to determine gender equality.

Triangulation was also used in enhancing validity of the research instruments. Information was collected from three different sources: the management of SJCC, SJCC staff and projects beneficiaries. The instruments were considered to be valid on convergence of information from the program managers who are in charge of different

SJCC programmes, staff involved in the implementation of the projects and the beneficiaries of the projects. This was instrumental in cross-validating the findings of this study.

To ensure that only questions in the instruments actually measured the variables under study, the questions in the instruments were developed based on the study objectives. These questions were reviewed by supervisors to assess their content validity. Supervisors' reviews were used to revise and improve the instruments and ensure that only questions that measured variables under study were included in the instruments.

Reliability on the hand refers to the ability of the research instruments to provide consistent results after several trials (Prabhat & Mishra, 2015). A research instrument is considered to be reliable if it consistently yields the same results after repeated trials under similar conditions. A pilot study was conducted to test the reliability of the research instruments. The pilot study was undertaken at Hope Worldwide Kenya in Embakasi West Sub-County. Analysis of the findings of the pilot study revealed that the two studies conducted at two different points in time yielded persistently similar results; hence, the reliability of the study instruments. The Cronbach's alpha coefficient was used to test internal consistency of the research instruments using the SPSS Reliability Analysis. The instruments were considered to be reliable as they yielded a correlation coefficient of 0.789. Creswell (2017) recommends that a research instrument is considered to be reliable if it yields a correlation coefficient of 0.7 and above.

**Table 3.3 Reliability Statistics**

<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized Items</b>	<b>Number of Items</b>
.789	.770	16

The instruments had correlation coefficient of 0.789 which was above the recommended coefficient of 0.7. Hence, the instruments were considered to be reliable.

The next section provides a description of the procedures that were used in data collection.

### **3.8 Data Collection Procedures**

Prior to conducting the study, the researcher obtained necessary approvals and permits for the research. They included approval from Kenyatta University's Ethics Review Committee and the Graduate School. The researcher then obtained permit to undertake the study as SJCC from NACOSTI and authorization to carry out the study from the Nairobi County Department of Social Services and the local administration (Chief). This was followed by recruitment and training of research assistants to assist in data collection process. Having obtained the necessary permits and authorization to undertake the study, the researcher sought permission from the SJCC's administration. The researcher then booked appointments with the top management of SJJC to conduct interviews with each of the 4 programme coordinators and program managers over three days where two interviews were conducted in a day. Thereafter, the researcher distributed the questionnaires to 18 SJCC staff and 30 volunteer and gave them one week to fill the questionnaires after which the filled questionnaires were collected for analysis. However, a different approach was used for beneficiaries with low levels of education who were

unable to fill in the questionnaires. The questionnaires were administered by the researcher with the help of research assistants. Three research assistants assisted in explaining the questions to respondents with low levels of education and filling in responses from the respondents who could not write. The next section provides the techniques that were used to analyse the collected data.

### **3.9 Data Analysis and Presentation**

The researcher collected both quantitative and qualitative data. Once the administration of questionnaires was complete, they were collected and subjected to pre-data screening to remove those with incomplete responses. The questionnaires were then coded for the purposes of data analysis.

Descriptive statistical analysis was used to analyse the collected data. The SPSS software was used to analyse quantitative data to generate descriptive statistics including frequencies, percentages, standard deviations and means. The results generated thereof were presented using frequency tables, charts and graphs.

Qualitative data was analysed using content analysis. Qualitative data collected from interviews, was analysed thematically in accordance with the specific study objectives. It was categorized into themes and pattern in accordance with the research. This data was presented in narrative form to provide in-depth information on the determinants of gender mainstreaming.

The next section describes ethical considerations that were observed during data collection process.

### **3.10 Ethical Considerations in Research**

To ensure compliance with research ethics, the researcher obtained a letter of approval from the Kenyatta University's Graduate School Board of Examiners and approval from the Kenyatta University Ethics Review Committee. Prior to conducting the study, the researcher also obtained a research permit from the National Commission for Science Technology and Innovation (NACOSTI). Further, the researcher assured the respondents of confidentiality through an introduction letter that provided insight into the nature of the study.

The respondents signed a consent to participate in the study. Respondents were informed that they were free to withdraw from the study at any point if they were no longer comfortable with the participation. No respondent was forced or enticed into participating in the study. Moreover, the researcher sought authority from the Kamukunji Sub-county administrator to enable the researcher to administer questionnaires to the community members in the 10 villages of Pumwani. Anonymity of the participants was also assured as they were not required to indicate their names on the questionnaires. Utmost confidentiality was also ensured on the information provided by respondents as access was limited to the researcher.

### **3.11 Chapter Conclusion**

This chapter has presented the procedures and techniques that were used to collect and analyse data. Stratified and simple random sampling techniques were used to select respondents. Questionnaires and interviews were used to collect data. Research instruments were found to be reliable as they yielded a reliability coefficient that was

above 0.7. Validity of the instruments was also enhanced through triangulation, developing instruments based established theories and standards to determine gender equality such as Caroline Moser's Gender Analytical Framework tools, UNDP gender mainstreaming checklist and content of instruments assessed by supervisors. Descriptive statistical analysis was used to analyse quantitative data while content analysis used for qualitative data. The subsequent Chapter Four presents findings of the study and discussions based on the analysis of the collected data.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents the analysis, interpretation and presentation of the findings of the study on the determinants of gender mainstreaming at St. John Community Centre. It provides background information of the respondents and findings of the study based on the study objectives.

#### 4.2 Response Rate

The researcher targeted to administer 216 questionnaires to the respondents and conduct 5 interviews with key informants. Out of the 216 questionnaires, 18 were administered to SJCC staff all of which were satisfactorily filled, 30 were administered to SJCC Volunteers out of which 28 were adequately filled and returned and 168 were administered to project beneficiaries out of which 162 were satisfactorily filled and returned. All the 5 interviews with senior management of SJCC were successful administered translating into an overall response rate of 96% as shown in Table 4.1. This was considered excellent for analysis and drawing conclusions.

**Table 4.1: Response Return Rate**

<b>Category</b>	<b>Sample</b>	<b>Response</b>	<b>Response Rate (%)</b>
SJCC Staff	18	18	100
SJCC Volunteers	30	28	93
Project Beneficiaries	168	162	96
Senior Management	5	5	100
<b>Total</b>	<b>221</b>	<b>213</b>	<b>96</b>

### 4.3 Demographic Information of the Respondents

In this section, the demographic information of the respondents is presented under the following categories: gender, education level and work experience. The findings are as shown in the subsequent subsections:

#### 4.3.1 Gender of the Respondents

This subsection presents findings on the respondents' gender. The determination of the respondents' gender was instrumental in determining gender equality at St. John Community Centre. This ensured that the views of both genders were represented fairly in the study. The findings are presented in Table 4.2:

**Table 4.2: Respondents Gender**

Gender	Men		Women	
	Frequency	(%)	Frequency	(%)
SJCC Management	2	40	3	60
SJCC Staff	8	44.4	10	55.6
SJCC Volunteers	6	21.4	22	78.6
Project Beneficiaries	57	35.2	105	64.8
<b>Total</b>	<b>73(34.3%)</b>		<b>140 (65.67)</b>	

Table 4.2 indicates that 66% of the respondents were female while 34% were male. This implies that there are more female staff, volunteers and beneficiaries at SJCC compared to male staff, volunteers and beneficiaries. From the findings it could also be observed that there are more women compared to men in each category of the respondents at St. John Community Centre. The SJCC management comprised of 60% women and 40% men, while the female staffs at SJCC constituted 55.6% in comparison to 44.4% male and SJCC volunteers consisted of 78.6% women and 21.4% men. Similarly 64.8% female

project beneficiaries compared to 35.2% male beneficiaries. This implies that there is a high number of women participation both at the high levels of management at SJCC and lower cadres of SJCC. Occupation of key managerial positions by women implies that they are able to participate in decision making as their male counterparts unlike in situations where key executive positions are male dominated (Fonchingong, 2013). According to the United Nations Development Programme (2015) and Oxfam (2012), gender equality is achieved when there is improved/greater participation by women in community projects and decision making in comparison to their male counterparts. This situation contrasted with previous scenarios where male dominated executive positions while women were disenfranchised to lower positions. According to Evans and Nambiar (2014), a high number of women compared to men and equality in positions occupied by men and women are key indicators of gender equality. This implies that women equality at SJCC is not only based on the number of men and women but also on the positions occupied by both genders. A Study by Bayeh (2016) established that the participation of women and men in Community Based Organizations leads to the success of the projects and there is need to empower women to actively participate in development initiatives both at the local level and the national level. Thus, there was improved/greater participation of women in SJCC projects in all categories from project beneficiaries, volunteers, staff and the management in charge of making decisions on the projects. The next sub section analyses the education level of the respondents.

#### **4.3.2 Education Level of the Respondents**

The study also sought to establish the education level of the respondents at St. John Community Centre. The National Policy on Gender and Development (2019) recognizes

education as one of the key thematic areas that is instrumental in the realization of gender equality. Education is a fundamental tool in the attainment of gender equality as it directly influences the transformation of social norms and knowledge on gender. Education exposes people to gender equal values and practices and provides a multi-pronged approach that changes and questions long held beliefs on gender that reinforce and perpetuate gender inequality (Jha & Mehrin, 2020). Further, equal access to education opportunities by both genders enables girls/boys and women/men to equally participate in social, economic and political forums (Gunilla, 2019). Therefore, determining the education level of the respondents was instrumental in determining respondents' exposure to gender equality values and practices as well as assessing whether both men and women had equal chances in accessing opportunities at St. John Community Centre. The findings are presented in Table 4.3:

**Table 4.3: The Education Level of the Respondents**

<b>Level of Education</b>	<b>Frequency</b>	<b>Male (%)</b>	<b>Female (%)</b>
Secondary Level	112	48.2	51.8
Diploma Level	78	42.3	57.7
Degree Level	18	38.9	61.1
Masters Level	5	60.0	40.0
<b>Total</b>	<b>213</b>		

Findings in Table 4.3 indicate that out of the 112 respondents with secondary level education, 51.8% were female while 48.2% were male respondents. This implies that both men and women have an equal chance of accessing opportunities in SJCC projects requiring secondary level of education as the proportion of men and women with this

level of education are fairly represented. Out of the 78 respondents with diploma level of education, 57.7% were female while 42.3% were male. This implies that women may take up more opportunities in SJCC projects requiring diploma level of education as they exceed the number of men with diploma by 15.4%. According to Gunilla (2019), when men and women are equally educated they stand an equal chance of having access to opportunities in social, economic and political. Studies by Kitonga and Kihuga (2021) and Abilla and Kisimbii (2020) have shown that low levels of education among women have been a major impediment for women access to positions in CBOs community projects. Hence, the realization of gender equality requires men and women who are equally educated as this ensures that both genders have an equal plain field in participating in SJCC projects and accessing lower level employment opportunities at SJCC that require diploma or secondary level education.

Similarly, when it comes to university level education, there is inequality in access as there are more women with degree level education compared to men and more men with masters level education compared to women at SJCC. Out of the 18 respondents that had degree level of education, 61% were female while 39% were male. Also, out of the five respondents with master's level of education, 60% were male and 40% were female. Key middle level management positions at SJCC such as programme coordinators require one to have a degree level of education and while positions higher in the hierarchy such as director require higher levels of education such as masters. This implies that more women are likely to occupy positions requiring degree such as programme coordinators in comparison to men. This was observed in Table 4.7 where women occupied three (3) of

the four (4) middle level managerial positions of programme coordinators in comparison men who occupied one position.

However a higher number of males with master's degree implies that men have a higher probability of occupying higher ranking positions such as program manager in SJCC than women. For instance, a SJCC 2021 advert for the positions of Program Manager in Kajiado County required applicants to have a first degree in social sciences and a master's degree in the field of management while the position of a Monitoring and Evaluation officer required applicants to have a degree in social sciences with a comprehensive training in Monitoring and Evaluation and Gender (**APPENDIX 4**). Thus, more females are likely to occupy positions of monitoring and evaluation officer whilst males are likely to take up higher ranking position of a program manager. Hence, tertiary education is instrumental in occupying key managerial position at various SJCC projects. Therefore, equal access to university education by both genders is essential in enhancing gender equality in terms of occupation of key leadership and decision making positions in SJCC projects.

Further, training on gender issues and social science is pivotal in enhancing gender mainstreaming issues at SJCC. The requirement for comprehensive training in gender and a background in social sciences exposes SJCC staff to the concept of gender mainstreaming and the strategies that can be used to mainstream gender issues in SJCC programmes and projects to ensure gender equality is attained in line with SJCC policies, values and principles. The next section provides an analysis of the levels of participation in SJCC projects by gender.

#### **4.4 Levels of Participation by Gender at St. John Community Centre**

The first objective of this study sought to establish by gender the levels of participation at St. John Community Centre. According to Evans and Nambiar (2014) and Mathu (2016), equality in participation of men and women in decision making, occupation of key positions and allocation of roles in projects implementation are fundamental in the attainment of gender equality in an organization. Establishing the levels of participation by gender at SJCC helped to determine gender equality attainment. SJCC staff, volunteers, and beneficiaries were therefore asked to indicate their level of agreement with statements on participation by gender on projects undertaken by SJCC on a Likert scale (Where 5- Strongly agree 4- Agree 3-Neutral 2-Disagree 1-Strongly disagree). Interviews were also conducted with the management of SJCC to determine positions occupied by men and women at SJCC and beneficiaries of SJCC programmes by gender. These findings are presented in Table 4.4.

**Table 4.4: Levels of Participation by Gender**

<b>Statement</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
There is gender equality in the management and staff of St. John Community Centre.	2.00	5.00	4.711	.886
Both men and women occupy equal positions of power in the projects run by SJCC.	1.00	5.00	4.740	.942
Both men and women are entitled to equal involvement in the conception, planning, design, implementation, and monitoring of SJCC projects.	1.00	5.00	4.653	1.127
There is an equal allocation of roles and responsibility among men and women in SJCC projects/programmes.	2.00	5.00	4.033	.485
Both men and women occupy equal positions of power in the projects run by SJCC.	1.00	5.00	4.740	.942
Both men and women are equitably represented in all decision-making levels within the SJCC project cycle.	2.00	4.00	3.769	.640
<b>Composite Mean and Standard Deviation</b>			<b>4.381</b>	<b>.816</b>

The findings in Table 4.4 indicate that respondents agreed that there was equality in participation by both men and women as St. John Community Centres as shown by a composite mean and standard deviation of 4.381 and 0.861 respectively. The findings on Table 4.4 are explained in subsequent sections:

#### **4.4.1 Gender Representation in the Management and Staff of St. John’s Community Centre**

The results on Table 4.4 indicate that respondents strongly agreed that there was gender equality in the management and staff of St. John Community Centre (Mean=4.711). A higher mean of 4.711 implies that there was an almost equal number of male and female staff at SJCC. Therefore, both men and women were equally represented among the staff

of SJCC. This was corroborated by interviews with Programme Manager which revealed that men and women were fairly represented among the staff members. Below is verbatim of an interview,

*Our staff is fairly balanced across the two genders. We have a total of 64 staff members across the different projects undertaken at our Centre. Out of this, 27 are male and 37 are female (KII#1 Programme Manager-15/03/2021).*

This information is presented in Table 4.5:

**Table 4.5: Gender Representation of St. John Community Centre Staff**

#	Projects	Male	Female
1	DREAM	1	4
2	MWENDO	13	12
3	EMTCT	2	2
4	Sparkling Jewels		2
	Church Community Mobilization for Transformational	1	1
5	Development		
6	Case OVC	6	6
7	Chemi Chemi Ya Uzima (HIV ROGRAM)	0	1
8	Child Development	1	1
9	Youth Empowerment	1	1
10	SJCC Community Development & Technology	0	2
11	Non-Formal Education School	2	5
<b>Total</b>		<b>27(42%)</b>	<b>37(58%)</b>

Table 4.5 indicates that there was a high number of female staff (58%) compared to 42% of the male staff across the different projects implemented at SJCC. This is an indication of increased participation of females in projects at SJCC. However, there was more female staff compared to male. According to the European Institute for Gender Equality (2019), analysis of the gender patterns that exist in an organization is critical to determine gender equality. One of the approaches used in representation is developmental approach. It entails surveying gender participation in an organization to provide a picture of gender distribution across different positions in the organization. A representation of 58% of

female staff and 42% of male staff portrays a gender equality pattern at SJCC's staff represented across the different projects implemented by SJCCC.

United Nations Development Programme (2018) note that gender equality is achieved when there has been improved/greater participation by women in community projects in comparison to their male counterparts unlike before where they was male dominated. Therefore, a higher percentage of women in SJCC staff indicated a greater participation by women in projects implemented by SJCC further indicating the the progress made by women at SJCC.

In addition to gender representation in an organization, European Institute for Gender Equality (2019) argues that analysis of the gender entails examining gender participation at all levels of the decision making process. This entails to determine the distribution of decision making positions by gender to make a determination on whether both genders have equality of power when it comes to decision making. Locally, the National Policy on Gender and Development (2019) identifies equality in terms of access to labour and employment by men and women as a key strategy and a key thematic area that is pivotal to the realization of gender equality in Kenya.

At SJCC, gender equality is not only observed in the equal representation of men and women among SJCC staff but also across the different hierarchies in the management of SJCC projects. Gender equality in managerial positions is an indication of equal distribution of decision making power to both genders. Interviews with the SJCC program manager indicated that managerial positions at SJCC were occupied by both genders. The SJCC program manager noted that,

*St. John Community centre is headed by a male director who is deputized by a female deputy director. I head the third level of hierarchy at SJCC as the overall programme manager. This is further cascaded down to the fourth level of hierarchy where both genders are fairly represented. The fourth level includes project officers who carry out project work at the community level. Under the Preventive Health and HIV/AIDS programme, we have one male and two female programme coordinators heading the programme that is implemented across three counties in Machakos, Nairobi and Kisumu: 2 female coordinators head the Case OVC and the Chemi Chemi Ya Uzima (Springs of Life) programmes while one male coordinator heads the MWENDO (journey) programme. Both the Economic empowerment and the education and training programme are headed by female coordinators while Governance and Human rights programme and the department of finance is headed by male officers. We have separate monitoring and evaluation units across the four programmes which are headed by 2 male and 2 female coordinators (KII#1 Programme Manager-15/03/2021).*

This information is summarized in Table 4.6:

**Table 4.6: Gender Representation of St. John Community Centre Management**

Managerial Position	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Director	1	100%	0	0
Deputy Director/ Human Resource	0	0	1	100%
Program Manager	0	0	1	100%
Program Coordinator Preventive Health and HIV/AIDS Programme	1	33	2	67
Coordinator Economic Empowerment Programme	0	0	1	100
Coordinator Governance & Human rights Programme	1	100%	0	0
Coordinator Education and Training Programme	0	0	1	100
Head of Finance	1	100%	0	0
Head of Monitoring and Evaluation	2	50%	2	50%
<b>Totals</b>	<b>6</b>	<b>43%</b>	<b>8</b>	<b>57%</b>

Table 4.6 shows that women at SJCC occupied 8 (57%) of the managerial posts compared to 6 (43%) men. The number of women in managerial positions at SJCC

exceeded that of men at 14%. This implies that whilst women occupation of key positions has been enhanced at SJCC, there was inequality in the participation of men and women in decision making power. Both women and men participate in decision making, however women participation is higher than men participation in decision making at SJCC. The managerial positions indicated in Table 4.6 are the persons in charge of the various projects/programmes implemented by SJCC. These positions are involved in making decisions in reference to approval of projects, recruitment of employees, conceptualization of projects and control over SJCC financial resources. When both genders are equally represented in the management of the organization, it implies that both men and women are involved in making key decisions that determine the direction of the organization including project interventions to be implemented and the allocation of resources to these projects. This findings are contrary to a comprehensive review of 500 studies on participatory development sponsored by the World Bank (2016) which revealed that participation in decision making in projects tends to be dominated by wealthy and educated men with better connections rather than the targeted disadvantaged groups such as women (Mansuri & Rao, 2012). A gender analysis by Fonchingong (2013) in Cameroon reveals that women's roles and participation in development remains adamantly low with male dominating executive decision making positions by 80% in comparison to 20% of women.

Moser (1993) argues that gender analysis should make a determination on whether women are involved in decision making as this is critical to the realization of gender equality. According to Moser (1993) Tool 6, involving women in decision making is critical in ensuring that both practical and strategic needs of women are taken into

consideration when planning for the implementation of project interventions. The author further argues that addressing strategic gender needs transforms prevailing power imbalances between men and women based on division of labour ensuring that there is power balance between both genders. On the other hand, taking practical needs into consideration; it's necessary to ensure that project interventions address the triple role of women. This will ensure that while participating in projects, women are not disadvantaged and are also able to strike balance on the time spent between their triple role obligations and participation in development projects.

#### **4.4.3 Equality in Project/Programme Positions at St. John Community Centre**

The results on Table 4.4 indicate that respondents strongly agreed that both men and women occupied equal positions of power in the projects run by St. John Community Centre (Mean= 4.740). The respondents also agreed that there was an equal allocation of roles and responsibility among men and women in SJCC projects/programmes (Mean=4.033) and both men and women were equitably represented in all decision-making levels within the SJCC project (Means=3.769). This implies that decision making power is equally distributed between male and female staff of SJCC as both occupy equal positions involved in key decisions making across the different cadres of employment. Below in an excerpt of the interview with the Programme Manager indicating that equality in participation between men and women at SJCC was also based on the positions that they hold.

*We have 3 female project coordinators in charge of the Church Community Mobilization for Transformational Development, Case OVC and DREAM projects and I am a male project coordinator in charge of the MWENDO project. We also have 6 female project officers running the Elimination of Mother to Child HIV Transmission project, Sparkling Jewels project, St John's college of Community*

*Development and Technology, Chemi Chemi Ya Uzima (Springs of Life), Child Development, and Non-Formal Education school projects. However there is only 1 male project officer in charge of the Youth Empowerment project. There are 2 male finance officers and 9 female finance officers and 11 male monitoring and evaluation officers (KII#1 Programme Manager-15/03/2021).*

Information provided on the occupation of positions of power through interviews with SJCC's programme manager is summarized in Table 4.7:

**Table 4.7: Occupation of Key Positions by Gender**

#	Position	Male	Female	Total
1	Project Coordinators	1	3	4
2	Project Officers	1	6	7
3	Monitoring and Evaluation Officers	11	0	11
4	Finance Officers	2	9	11
<b>Total</b>		<b>15 (45%)</b>	<b>18 (55%)</b>	<b>33(100%)</b>

Table 4.7 shows that out of the 33 leadership positions at SJCC, women held 18 (55%) positions while men occupied 15 (45%) positions. This implies that women occupy more leadership positions at SJCC in comparison to men as the number of women in key leadership positions exceeds that of men by 10%. Therefore, more women occupy leadership positions at SJCC. Officers in these positions make major decisions in relation to allocation of resources and projects to be undertaken. Project coordinators head the departments involved in implementing projects, finance manager heads the finance department and project officers head different programmes implemented at SJCC. According to Moser's (1993) Disaggregation of Control of Resources and Decision Making Tool, gender analysis should make a determination of who has control over what resources and who has the power of decision making. Therefore women's at SJCC had more control of power of decision making as they occupied more leadership positions at SJCC in comparison to men. Improved participation of women that were previously

excluded from decision making is a positive indication of progress made by women in their participation in leadership and decision making.

The European Institute for Gender Equality (2019) 4R method of gender analysis provides an analysis of conditions for understanding reasons for the gender distribution of representation in an organization. A close analysis of SJCC reveals that women are in charge of projects surrounding maternal health care such as Elimination of Mother to Child HIV Transmission project and those involving children such as the child development and OVC case projects. These projects are closely related to the triple role identified by Moser (1993) using the Gender Role Identification Tool. Women have a better understanding of how these roles affect their participation in development projects. Therefore, putting women in charge of these projects ensures that suitable interventions are put in place to ensure that women's reproductive role does not hinder their participation in development projects. Similarly, appropriate interventions are implemented to ensure that women participation in development does not reduce or affect their time to undertake reproductive and family roles. As a result, both men and women are able to participate in development projects equally.

#### **4.4.4 Level of Involvement of Women and Men in the Project Cycle**

Findings in Table 4.4 indicate that respondents strongly agreed that both men and women were entitled to equal involvement in the conception, planning, implementation, and monitoring of the projects at St. John Community Centre (Mean=4.653). This implies that St. John Community Centre has endeavoured to ensure that both men and women have an equal chance of participating throughout the project cycle. This ensures that both genders

are equally represented at each stage of the project and both genders have an equal chance of benefiting from SJCC project interventions. According to Moser (1993) Tool 6 for involving women and gender-awareness organizations in planning, gender analysis should endeavour to make a determination on whether, the disadvantaged gender (women) are involved in the analysis, definition of intervention goals and implementation of the project interventions.

The Youth Empowerment Project is an example of the projects in which both men and women had equal chances of participating and benefiting throughout the project cycle. Conceptualization of the Youth Empowerment Project was informed by the high number of unemployed youth who were out of school and unemployed. Due to inability of majority of the families to afford college and university fees, a number of youths were unable to transit to tertiary institutions. This limited their chances of employment and increased the risk of engaging in drug abuse and crime. The problem cut across both genders as both boys and girls were affected. Therefore, this project sought to equip these two categories of youth with skills for gainful engagement/ employment. Under the project, youths completing Secondary level are sponsored to technical colleges/ universities while those with primary certificate and below are assisted to train on apprenticeship with selected artisan trainers (SJCC 2019 Annual Report). Table 4.8 below provides an analysis of the information provided by the Education and Training Coordinator.

**Table 4.8: Level of Involvement of Women and Men in the Project Cycle**

<b>Project Cycle Stage</b>	<b>No. of male Participants</b>	<b>No. of female participants</b>	<b>Role played</b>
Project conception and planning	2(40%)	3(60%)	Conceptualizing and designing the University and vocational sponsorship; and the St. John Community College Scholarship
Project implementation	21(50%)	21(50%)	Selection Panel of the beneficiaries of the University and vocational sponsorship; and the St. John Community College Scholarship
	12(48%)	13(52%)	Beneficiaries of the University and vocational sponsorship
	32(49%)	33(51%)	Beneficiaries of the St. John Community College Scholarship
Project monitoring and evaluation	11(100%)	-	Monitoring and evaluation the Project

Table 4.8 results indicate that project initiation stage and planning had 40% male and 60% female participants. The project was developed and designed by the Education and Training Team headed by the coordinator (female) and approved by senior SJCC management consisting of the Director (male); Program Manager (female); Deputy Director (female) and Finance Manager (male). This team therefore comprised of 2(40%) male and 3(60%) female participants. Hence, both men and women were involved in the conception and designing of the project as well as decision making in approving the project. Gender representation where both male and female beneficiaries were to be selected on an equal basis was among the three key selection criterion for selecting beneficiaries among others that included: socio-economic status of the beneficiary where needy youth from a background with lower socio-economic status will be selected and academic achievement where the youth that had excelled would be selected.

The implementation stage had 50% representation from each gender in the selection panel. There was a selection of 2 representatives (male and female) from each of the 10 informal settlements of Kamukunji in Pumwani, Nairobi City County. Namely; Majengo, Kitui, Motherland, Kanuku, Kinyago, Digo, Katanga, Sofia, Shauri Moyo, and Kiambiu estates. The panel was headed by the Coordinator for Education and Training (female) and consisted of two community representatives for each estate: 1 (one) male and 1 (one) female); and the local chief (male). The selection panel therefore consisted of 21(50%) females and 21(50%) male participants.

Table 4.8 also indicates that during implementation, the projects had successfully awarded 12 (48%) male beneficiaries and 13 (52%) female beneficiaries under university and vocational sponsorship training programme while the St John's college of Community Development and Technology had 32 (49%) male and 33 (51%) female students undertaking diploma in various courses. Thus, there was gender equality among the beneficiaries which could be attributed to the gender selection criterion where male and female beneficiaries were selected on an equal basis.

Moreover, Table 4.8 shows that the monitoring of the project was undertaken by the monitoring and evaluation team consisting of 11(100%) male officers. However, the process entailed gender segregation of beneficiaries to determine the number of male and female beneficiaries. Indicators of the project were segregated based on gender where key indicators were: the number of boys and girls who applied for sponsorship, those awarded scholarship, those undertaking training in vocational training centres, colleges and university as well as those who successfully completed their education and skill

training. This implies that both men and women are involved in all the stages of the project cycle. Equality in the number of project beneficiaries indicated that the project addressed practical gender issues and challenges that have conventionally disadvantaged females' access to education.

#### **4.4.5 Gender Equality among Project Beneficiaries**

Gender equality at SJCC was demonstrated by equality in reference to the beneficiaries of the projects/programmes. Interviews with the coordinators of the different programmes revealed that SJCC seeks to enhance equality in access to education opportunities for both male and female beneficiaries. This is evident in the number of male and female beneficiaries under the Education and Training Programme. The project coordinator of the programme observed that,

*There are 44 (48.8%) male beneficiaries and 46 (51.1%) female beneficiaries under our Education and Training Programme. The Youth Empowerment Project has 12 (48%) male beneficiaries and 13 (52%) female beneficiaries under university and vocational sponsorship training programme while the St John's College of Community Development and Technology has 32 (49%) male students and 33 (51%) female students undertaking diploma in various courses such as computer, community development, dressmaking and tailoring, catering and hairdressing (KII#2 Coordinator Education and Training Programme-16/03/2021).*

Information provided by the coordinator, Education and Training Programme above indicates that SJCC has strived to attain gender equality among the beneficiaries of SJCC projects. Overall, male beneficiaries constituted 49% compared to 51% female beneficiaries. There are two main projects under this programme: the Youth Empowerment Project which had 48% male beneficiaries compared to 52% female beneficiaries; and the St. John College which had 49% male and 52% female students.

This indicates that there is a significantly small variation among the male and female across the projects a positive indication of gender equality.

The findings are in line with Moser's (1993) Gender Needs Assessment Tool which underlines that interventions aimed at transforming power imbalances between men and women ought to focus on removing institutionalized forms of discrimination that favour men. According to Magutsa (2018), traditionally women have been denied equal access to educational opportunities like their male counterparts. Providing boys and girls an equal opportunity to access learning addresses the strategic need of girls by removing discriminative cultural practices that favour the boy child education over girl child. It also provides the foundation for equal access to other opportunities such as employment.

In summary, and in line with the first objective which sought to establish by gender the levels of participation at SJCC, the study notes that SJCC accords both men and women equal opportunity to participate in SJCC projects though with varying degrees of participation. Both men and women are involved in the high levels of management and decision making at SJCC; however, the number of women in key managerial positions at SJCC exceeds that of men by 14%. Similarly, both male and female staff is represented across the different projects implemented by SJCC; nonetheless, there is increased female participation by 16% in comparison to men. The findings further indicate that there is equality in participation by gender in all the stages of project cycle and equality in access to education opportunities by male and female beneficiaries.

The findings are in congruence with Moser's (1993) gender analysis framework tool that is anchored on identification of allocation of roles between men and women, distribution of decision making power between men and women, determination on whether project interventions address the practical and strategic gender needs and involvement of women in planning. Moreover, men and women are represented across the different projects at SJCC, in deed there is participation of both men and women in higher leadership positions involving decision making and SJCC provides equal opportunities in access to education to both girls and boys. Further, equality in allocation of roles and access to education opportunities to both gender result in attainment of equality by removing institutionalized forms of discrimination that favour men and perpetuate women's/girls' subordinate position. Besides, women at SJCC are involved in the leadership of projects that address the triple role of women ensuring that the practical needs of women such as maternal health and child care projects are taken into consideration in planning. As a result, practical solutions that address challenges that may affect women participation in projects are developed ensuring that women are able to strike a balance between their reproductive roles and participation in SJCC development projects. The findings of the study indicate that SJCC enhances gender mainstreaming in their programming which eventually leads to gender equality at SJCC.

#### **4.5 Factors Influencing Gender Mainstreaming**

The second objective of this study examined factors influencing gender mainstreaming. Literature showed that education levels, availability of funding targeting gender mainstreaming programmes, gendered cultural norms/practices, staff skilled in gender mainstreaming and organizational policies and procedures are key factors that influence

gender mainstreaming (Mutongu, 2012; Fonchingong, 2013; Mathu, 2016; Magutsa, 2018). Therefore, this study sought to establish if these factors affected gender mainstreaming as SJCC. Respondents were therefore required to indicate their level of agreement with the statements on factors that influence attainment of gender equality at SJCC. (Where 5-Strongly agree 4-Agree 3-Neutral 2-Disagree 1-Strongly disagree). Interviews were also conducted with SJCC management while SJCC Human Resource policy, Strategic Plan 2015-2020 and the *Nilinde* (Protect) Project Gender Gap Analysis Report were analysed. The findings are as shown in Table 4.9.

**Table 4.9 Factors Affecting Gender Mainstreaming**

<b>Statement</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Educational achievement provides the minimum educational threshold required by men and women to occupy positions in CBOs projects and actively participate in projects.	1.00	5.00	4.014	.601
Gender responsive budgeting and management of funds and grants influence the realization of gender equality in CBOs.	2.00	5.00	4.048	.527
Availability of organization policy and procedures on gender mainstreaming is instrumental in the realization of gender equality in CBOs.	2.00	5.00	4.740	.845
Availability of staff with appropriate knowledge and skills in gender mainstreaming ensures gender equality is realized in CBOs.	1.00	5.00	4.769	.934
Allocation of roles between men and women affects the ability of women to effectively participate in CBOs projects.	1.00	5.00	4.278	.867
<b>Composite Mean and Standard Deviation</b>			<b>4.369</b>	<b>.754</b>

Table 4.9 results show that the respondents agreed that educational achievement, organization policy and procedure, gender responsive budgeting and management of

funds, organization staff and allocation of roles between men and women influenced the realization of gender equality at St. John Community centre as shown by the composite mean and standard deviation of 4.369 and 0.754 respectively. These findings are presented and discussed in the following sub sections.

#### **4.5.1 Organizational Policy and Procedures**

Table 4.9 shows that respondents strongly agreed that availability of organization policy and procedures that take cognizant of gender mainstreaming is instrumental in the realization of gender parity in CBOs (Mean=4.740). This implies that SJCC policy was a key determinant in the realization of gender equality. The SJCC Human Resource Policy categorically prohibits any form of discrimination based on gender as part of the rights and privileges of employees. Moser's (1993) gender analysis framework identifies allocation of roles between men and women, consideration of practical and strategic gender needs, and women empowerment using a policy mix of WID and GAD approaches as key determinants of gender equality realization. Gender equality at St. John Community Centre is achieved based on provisions of the Human Resource Policy (2015) and the Strategic plan 2015-2020.

The SJCC Human Resource Policy provides that:

*No qualified person shall be discriminated or denied access to employment opportunity at SJCC based on their gender; All qualified employees shall be subject to the same terms and conditions of employment and the same compensation, privileges, benefits, fringe benefits, incentives or allowances irrespective of their gender; and No person shall be subject to discrimination based on their gender in relation to: advertisement of employment opportunities; recruitment of employees; creation, classification or abolition of posts; determination or allocation of wages, salaries, pensions, and other such benefits;*

*and choice of persons, positions, training, promotion or retrenchment (SJCC Human Resource Policy No.11 of 2015)*

According to Moser's (1993) Policy Matrix Tool, policies should provide provisions that ensure gender equality is achieved by transforming prevailing power imbalances between men and women based on division of labour. This requires policy provisions that challenge gender division of labour, removing institutionalized forms of discrimination and advocating for equality in wages across both genders. Thus, SJCC human resource policy prohibits any form of discrimination in recruitment, employment and eliminates preferences of one gender in employment. These provisions shift gender norms by placing a legal obligation on the Human Resource Department to endeavour to secure equal employment opportunities for both men and women.

Moser's (1993) gender analysis framework requires that policies take into consideration practical gender needs that may disadvantage women's participation in the labour market particularly, the reproductive role. SJCC Human Resource Policy No. 11 of 2015 also takes into consideration the practical needs of women through provisions of maternity leave as indicated below:

*A female employee shall be entitled to a 3-months maternity leave on full pay in addition to her regular annual leave. She is required to give not less than seven days written notice in advance or a shorter period as may be reasonable in the circumstances, of her intention to proceed on maternity leave (SJCC Human Resource Policy No.11 of 2015).*

The Policy provides for a 3-months fully paid maternity leave allowing women to raise their infants while still receiving payment and afterwards return to work without losing their job. The provisions of this policy are guided by the Kenyan Government's policies

and regulations on maternity leave. According to Khandker *et al.* (2020), women participation in executive project management roles are additional roles to their reproductive roles and often considered to be time consuming and tedious that could otherwise be used in their family. Moser's (1993) gender analysis identifies the reproductive role of women as a hindrance to their participation in development. Hence, organizations need to take into considerations such practical gender needs by implementing provisions that enable women to undertake both roles without being disadvantaged in comparison to their male counterparts.

However, this policy is limited as it does not have provisions for reservation of a specific percentage of leadership positions for the disadvantaged gender as it is the cases with the World Bank Gender Mainstreaming policy. World Bank policy requires that women must comprise 25% to 50% of the leadership representation in World Bank funded projects run by CBOs (World Bank, 2011). This ensures that the critical mass required to achieve equality with men is realized. SJCC does not have such provisions as observed by the Programme Manager;

*We do not have a specific policy requiring that a certain percentage of positions be reserved for women. However, women are given first priority in our projects. We also try to ensure that there is gender balance in the recruitment of our employees and the targeted beneficiaries of our project (KII#1Programme Manager-15/03/2021).*

Analysis of the SJCC Strategic Plan using the Moser (1993) Policy Matrix Tool, indicates that the strategic plan has provisions that anchors gender equality on the core values of the organization which transforms subordination of a particular gender using the Equity empowerment approach. The Equity approach to empowerment recognizes women as active participants in development. It seeks to reduce inequality with men by meeting

women's strategic gender needs and promoting equality through interventions that enhance women's political and economic independence.

According to the Strategic Plan January 2015-December 2020, three key values address the issue of gender equality at St. John community Centre:

*Gender Equity: Both women and men must be involved in development as equal partners and more specifically in equal representation (pp. 10).*

*Participatory*

*Development: We believe all stakeholders need to be involved in the development process (pp. 10). Justice and services to all people without any form of discrimination: We are committed in serving all peoples regardless of their political affiliation, religion, sex, age, ethnicity, race, colour, or education (pp. 10).*

These values are an indication of the significance that SJCC places on gender equity. Gender equity address the need to ensure that both men and women are involved in projects as equal partners and are equally represented in decision making, organization positions and as beneficiaries of the SJCC programmes. Participatory Development address the involvement of both women and women in the development process at SJCC. The value of Justice prohibits the discrimination of people based on their sex or gender. Therefore, the strategic plan address the strategic gender needs through provisions that remove institutionalized forms of discrimination based on gender and subordinate position of a given gender.

The policies provide the legal framework for developing other strategies of enhancing gender equality as discusses in the subsequent subsections.

#### 4.5.2 Education Attainment/Achievement

Table 4.9 also shows that some of the respondents agreed that educational achievement provides the minimum educational threshold required by men and women to take up positions in CBOs projects and actively participates in projects (Mean=4.014). Occupation of high level management positions in SJCC projects requires higher level of education. For instance, a SJCC 2021 advert for the positions of Program Manager in Kajiado County required applicants to have a first degree in social sciences and a master's degree in the field of management as indicated in **APPENDIX 4**. Therefore, only women and men with a degree level of education can be involved in the management of SJCC programmes. Hence, attainment of higher levels of education enables both men and women to have equal opportunities of taking up key managerial positions (Kitonga & Kihuga, 2021). Magutsa (2018) and Khandiker *et al.* (2020) observe that conventionally discriminatory cultural practices continuously denied women equal access to educational opportunities unlike their male counterparts. This resulted in unequal occupation of managerial positions as men with higher education occupy key positions in CBOs whilst women occupy low level positions due to their low levels of education. Thus, gender equality is only attainable when women have the required education level for certain managerial positions as their male counterparts according them equal chances of occupying leadership positions in SJCC projects.

The requirements provided in **APPENDIX 4** indicate that to occupy the position of a programme manager at SJCC, both women and men are required to have attained a degree or master level of education. One is required to have a background in gender studies, related fields or social sciences. This training is instrumental in ensuring that

SJCC has staff that is well acquainted with gender mainstreaming issues. Training in these fields provide the staff with background knowledge on what gender mainstreaming entails, strategies, policies and programmes that can be implemented to attain gender equality in SJCC projects. The significance of background training in gender is further emphasized by the requirement that the Orphans and Vulnerable Children Monitoring and Evaluation officer ought to have comprehensive training in gender studies (**APPENDIX 4**). This training enables the officer to be knowledgeable about the indicators to be used for monitoring if gender equality is being realized in SJCC projects. To ensure that both genders have equal playing field in accessing other opportunities, SJCC education programme interventions endeavour to ensure that both girls and boys have equal opportunity in accessing education as indicated by interviews with the Programme Coordinator Education and Training Programme. This is quite evident in the number of male and female beneficiaries as indicated in **4.4.5 Gender Equality among Project Beneficiaries** where 48.8% beneficiaries of the education and training programme were male and 51.1% were female beneficiaries. Moser's (1993) Gender Needs Assessment Tool interventions aims at transforming power imbalances between men and women by removing institutionalized forms of discrimination that favour men. According to Magutsa (2018), traditionally women have been denied equal access to educational opportunities like their male counterparts with most parents in patriarchal societies preferring to educate male children. Thus, by according male and female beneficiaries equal access to education opportunities, SJCC provides girls with an opportunity that they were initially denied. This education equips both genders with skills that enhance employability increasing the probability of both genders having equal access

to employment opportunities. The significant role played by education in the realization of gender equality has been recognized by the National Policy on Gender and Development (2019) which identifies equality in access to education by men and women as a key strategy in the realization of gender equality in Kenya. In addition to education attainment, gender equality in CBOs is also determined by gender responsive budgeting as explained in the next sub section.

#### **4.5.3 Gender Responsive Budgeting and Management of Funds/ Grants**

Gender responsive budgeting is an approach to budgeting that analyses and takes into consideration the unique and diverse needs of women/girls and men/boys to ensure that there is equitable distribution of resources based on the practical needs of each gender and these resources contribute to equal opportunities for women/girls and men/boys. According to findings in Table 4.9, the respondents agreed that gender responsive budgeting and management of funds/grants influences the realization of gender equality in CBOs (Mean=4.048). Mainstreaming gender into the budgeting and grants management system can be a powerful tool for triggering implementation of activities that can transform gender relations resulting to significant empowerment of women and girls relative to men and boys. Gender responsive budgeting seeks to ensure that resource allocation to various activities in a project or programme during budgeting is carried out in ways that contribute to the advancement of gender equality and women's empowerment. In this case, activities that address gender-sensitive outcomes are recognised and supported as appropriate.

However Gender Gap Analysis Report of one of the projects implemented by SJCC (*Nilinde-Protection Project*) revealed that SJCC staff is not well acquainted with gender responsive budgeting. The *Nilinde Project* was a five-year USAID funded project that was implemented in collaboration with CBOs from the 24th August 2015 to 23rd August 2020. This project was implemented in Nairobi and the Coastal region including Mombasa, Kilifi and Taita Taveta. SJCC was among the CBOs that implemented the project in Nairobi. The project sought to improve the welfare and protection of the most vulnerable households affected by HIV/AIDS in Nairobi and the coastal region. This was achieved by increasing resilience as well as empowering parents and caregivers to make investments that improve the health and well-being of OVC (Madanda, 2020). An evaluation on the *Nilinde (Protection) Project* by Madanda (2020) revealed that even though SJCC staff manages finances/grants in accordance with donor requirements, gender responsive budgeting is unknown to the staff. According to the evaluation report, calculation of unit costs in the budget does not take into account gender although gender aspects are applied in the implementation of projects. The SJCC budgeting does not have a tracking system for gender and therefore cannot tell how many supported project activities have gender outputs and how much gender related activities cost. Hence, the need for training of SJCC staff to enable them incorporate gender budgeting in the allocation of resources to projects and programmes.

#### **4.5.4 Allocation of Roles between Men and Women**

Findings in Table 4.9 further indicate that respondents agreed that allocation of roles between men and women affects the ability of women to effectively participate in CBOs projects (Mean=4.278). This requires equality in allocation of roles so that both men and

women are equally involved in decision making. An interview with SJCC programme manager revealed that equality in the positions held by both men and women at SJCC. According to the SJCC programme Manager, out of the 33 leadership positions at SJCC, women held 18 (55%) while men occupied 15 (45%) positions. This implies that the positions were fairly distributed between both genders at SJCC. Officers in these positions make major decisions in relation to projects implementation at SJCC. According to Moser's (1993) Disaggregation of Control of Resources and Decision Making Tool, equality in control over resources and decision making power between men and women is a key determinant of gender equality. Therefore, fair distribution of key positions of decision making and leadership is a determinant of gender equality at SJCC. Further, allocation of leadership position for women in projects surrounding maternal health care such as Elimination of Mother to Child HIV Transmission project and those involving children such as the child development and OVC is another approach of ensuring gender equality. Women have a better understanding of how these roles affect their participation in the development projects. This is quite evident in SJCC Human Resource Policy No.11 of 2015 which provides for a 3-months fully paid maternity leave (Excerpt on Page 75). Thus, in addition to their annual leave which women are given as their male counterparts, women are given maternal leave. This provision allows women to raise their infants while still receiving payment and afterwards return to work without losing their job.

Therefore, putting women in charge of these projects ensures that suitable interventions are put in place to ensure that women reproductive roles do not hinder their participation in development projects as recommended by Moser's (1993) role identification tool.

Similarly, appropriate interventions are implemented to ensure that women participation in development does not reduce or affect time to undertake reproductive and family roles. This ensures that both men and women are able to participate in projects at SJCC.

#### **4.5.5 Availability of Staff Skilled in Gender Mainstreaming**

The findings in Table 4.9 also shows that respondents strongly agreed that availability of staff with appropriate knowledge and skills in gender mainstreaming ensures gender equality (Mean=4.769). St. John Community Centre's staff are skilled and have knowledge in gender mainstreaming. This can be attributed to the gender mainstreaming training undertaken by SJCC managerial staff. This training is further cascaded to lower level junior staff who are trained by the respective project coordinators. To facilitate and equip SJCC community volunteers with skills in gender mainstreaming, SJCC has a pool of trainers who train Community Health Volunteers and community members on gender mainstreaming issues. An interview with the officer in charge of Governance and Human rights Programme revealed that,

*SJCC facilitate gender training for all head of projects using the standard training manual provided by the Ministry. The project coordinators cascade the training to other staff. In addition to training all heads of projects, SJCC has TOTs who are engaged in training communities on gender mainstreaming at all levels of the project work (KII#5Governance & Human rights Programme- 19/03/2021).*

To ensure quality control in training, SJCC uses a standard Training Manual on Gender Mainstreaming developed in June, 2008 under the State Department of Gender and Social Development. The training manual is a practical guide for trainers in gender mainstreaming that seeks to equip trainees on various issues including: understanding of key gender issues, awareness creation and advocacy on gender issues, human rights in

respect to gender, gender based violence, gender analysis, gender mainstreaming strategies and gender budgeting. SJCC has further developed a simpler customized training manual for ToT to be used in training CHVs.

Training ensures that the staff members and community volunteers are equipped with skills on gender mainstreaming. Having staff members that are skilled in gender mainstreaming can initiate appropriate gender mainstreaming strategies and implement activities to ensure gender equality is attained. Mathu (2016) observes that staff members with appropriate knowledge and skills in gender mainstreaming have the capability of developing appropriate interventions in the design and implementation of projects that ensures gender equality is realized. Further, training of CHVs facilitates awareness creation among community members as the volunteers are on the ground and have access to majority of community members.

This study sought to find out factors affecting gender mainstreaming at SJCC. The findings of the study have revealed that gender mainstreaming at SJCC is affected by the human resource policy which prohibits any form of discrimination based on gender and ensures that the reproductive role of women does not limit their participation in SJCC development projects. The principles and values enshrined in SJCC Strategic Plan promote men and women representation and participation in development as equal partners. Gender mainstreaming is also affected by education level attained by both men and women, equality in allocation of decision making roles and positions between men and women, women leadership in projects that address the triple role of women and SJCC staff skills in gender mainstreaming.

The study findings indicated that SJCC has put in place measures that address strategic gender needs through its human resource policy which categorically prohibits any form of discrimination in employment in regards to gender. This eliminates traditional division of labour that reserved certain roles for a given gender ensuring that both gender have equal opportunities of accessing employment opportunities and roles are allocated equally irrespective of gender. The policy also address the practical needs of women through provision of paid maternity leave ensuring that that women's reproductive is not a hindrance to their participation in development at SJCC. Further, SJCC employs the equity empowerment approach by promoting equality in representation and participation in SJCC development projects. Equality in distribution of leadership positions at SJCC ensures that both men and women are equally involved in decision making. Allocation of leadership positions to women in projects surrounding maternal health care and those involving child care ensures that suitable interventions are put in place to ensure that women's reproductive role does not hinder their participation in development projects and women participation in development does not reduce or affect time they undertake reproductive and family roles. This guarantees that both men and women are able to participate in projects at SJCC. Moreover, SJCC provision of equal opportunity for boys and girls to access learning eliminates discriminative cultural practices that favoured the boy child education over girl child education enhancing equality between the two genders.

#### **4.6 Challenges to Gender Mainstreaming**

The third objective of this study determined the challenges facing gender mainstreaming at St. John Community Centre. Literature on previous studies revealed that: cultural

gender norms, low education levels, lack of prioritization of gender mainstreaming by governments in developing countries resulting from limited allocation of resources, resistance/negative attitude towards gender mainstreaming by patriarchal communities and religious beliefs and practices as key challenges facing the realization of gender equality.

Therefore, this study sought to determine if SJCC was experiencing these challenges in gender mainstreaming. This was achieved through interviews with key informants in charge of the various projects at the Centre and an analysis of the SJCC annual reports, Strategic Plans and the Gender Gap Analysis Report for the *Nilinde Project* (Protection). The challenges highlighted during the interviews included; culture gender norms, reluctance of men to participate in Village Savings and Loans Associations, limitations in the Gender Mainstreaming Policy

#### **4.6.1 Cultural Gender Norms**

Gender norms that provide guidelines regarding what women/girls and men/boys are expected to do as per social–cultural expectations have been a major impediment towards men’s participation in particular project activities. Men have been reluctant to participate in programmes/projects involving activities that are cultural ascribed as the responsibility of women. This has resulted in female dominance in such projects and limited participation of men. According to one of the project coordinators,

*There is gender balance amongst employees at the planning level; however, there is lack of balance when it comes to community volunteers. Women constitute more than three quarters of the Community Health volunteers. Women are more willing to volunteer to visit and provide home-based care to those ailing at home and families affected by HIV/AIDS. Even in other health projects involving maternal*

*and reproductive health care, majority of the CHVs are women. Men are a bit reluctant to participate in such activities (KII#3Coordinator HIV Programme-17/03//2021).*

Traditionally, women are expected to undertake the responsibilities of nurturing children and caregiving especially to the sick, old, vulnerable and orphans. Therefore, projects involving caregiving are perceived largely as a women's role. This has limited men's participation in particular projects particularly the Preventive Health and HIV/AIDS and Case OVC. These projects are implemented through Community Health Volunteers who undertake the responsibility of conducting household visits to monitor the progress of families infected and affected by HIV. They provide home-based care and ensure that such families have access to basic services. Given that these roles traditionally have been ascribed to women, men are reluctant to undertake them. Such social expectations have jeopardized men's participation in projects involving caregiving where such responsibilities are left to women. As a result, majority of those participating in such projects are women resulting in female domination in such projects. Even though there are gender transformative changes that seek to make men an integral part of such projects, men are gradually embracing such responsibilities though women still dominate.

Ndambiri (2018) and Brody *et al*, (2015) observe that the African community is largely a patriarchal society where men hold prestigious roles as heads of families, major decision-makers and owners of property. Therefore, participation in responsibilities of caregiving, nurturing, menstrual and reproductive health which are traditionally ascribed to women may be perceived as being inappropriate for men (Malaha, 2020; Abilla & Kisimbii, 2020). Whilst men are gradually embracing such responsibilities, most men/boys have

deficient capacities in child care and parenting skills requiring an integrative approach to mobilise, transform attitudes and build the men's and boys' capacity in care.

Further, cultural gender norms that limit women's access to and control over resources continue to limit efforts by SJCC to empower women in some communities. The National Policy on Gender and Development (2019) acknowledges patriarchal social order anchored in customary laws and practices as one of the key factors hampering the realization of gender equality. Such norms promote unequal decision making between men and women affecting the ability of women to participate in empowerment projects. These challenges are observed in most of the communities where SJCC implements projects. One of the programme coordinators observed that,

*In Kibera, we have experienced challenges particularly with women who, according to their social norms, are generally expected to be more subservient to their male spouses as compared to women of other ethnic identities and religious beliefs. Such women have to seek permission from their spouses before attending meetings and even seeking healthcare services. Moreover, due to limited control over resources socially accorded to women and girls in such communities, funds generated by women from VSLAs or merry-go rounds are frequently handed to spouses who reportedly misappropriate the money (KII#4Coordinator Economic Empowerment Programme-18/03/2021).*

Research indicates (Kitonga & Kihugi, 2021;, Ndumberi, 2018 Dittoh *et al.*, 2015) that cultural normalization of gender inequality in terms of property ownership and inheritance, hierarchy in the family, decision-making power and the value attached to women's work was a major challenge to the realization of gender equality. Hence, the need to obtain permission from their male spouses may limit women's participation in programmes in the event that permission is not granted or funds are not provided. For instance, women may not attend meetings or make decisions regarding their health

without permission from their male spouses. Unequal decision-making power implies that women and girls have no control over finances that they obtain from economic activities in which they engage in. This perpetuates inequality and the subservient position of women to men as they have to be dependent on their spouses.

#### **4.6.2 Reluctance of Men to Participate in Village Savings and Loans Associations**

Reluctance of men to participate in projects/programmes was observed following the Evaluation of the *Nilinde Project* (Protection) by the United States Agency for International Development. The *Nilinde Project* was a five-year USAID funded project that was implemented in collaboration with CBOs from the 24th August, 2015 to 23rd August, 2020. This project was implemented in Nairobi and the Coastal region including Mombasa, Kilifi and Taita Taveta. SJCC was among the CBOs that implemented the project in Nairobi. The project sought to improve the welfare and protection of the most vulnerable households affected by HIV/AIDS in Nairobi and the coastal region by increasing resilience as well as empowering widowed parents and caregivers to make investments that improve the health and well-being of OVC. SJCC was among the CBOs that implemented the project in Nairobi (Madanda, 2020).

Empowerment of the affected households was achieved through the formation of Village Savings and Loans Associations (VSLAs). Through VSLAs, the affected parents would form groups based on their villages. The VSLAs were formerly registered with the Department of Social Services to enable them open a bank account. Members of the group would pool their resources together through weekly contributions that would allow them to make small savings and borrow against their savings. SJCC provided grants to VSLAs which buffered their capital base allowing members to borrow more. SJCC also

supported individual caregivers with start-up kits based on their business interests. The members would take loans from VSLAs and use the capital to start income generating activities to support OVCs and return the money with a small interest (Madanda, 2020). The total cash mobilized as savings through 36 VSLAs as at the end of the last quarter of 2019, was KES 432600 with an outstanding loan balance of KES 35000. Caregivers who took loans had begun small business such as mini shops, cereals, piglets, poultry, green grocers, bakery, *mitumba* clothes and shoes (SJCC Annual Report, 2019).

Whereas the VSLA sought to empower both men and women affected by HIV/AIDS, women were the most beneficiaries of the project. According to the SJCC Annual Report (2019), VSLAs were female dominated resulting in more female beneficiaries. A total 36 VSLAs groups with membership of 741 consisting of 89 (12%) male caregivers in comparison to 652(88%) female caregivers. Similarly, a total of 2223 OVCs were supported by the caregivers who were members of VSLAs; however, there were 1334(60%) female OVCs beneficiaries compared to 889 (40%) male OVCs. An evaluation report by Madanda (2020) revealed that very few men participated in the village saving groups meeting as men hardly attended meetings contrary to women who were more receptive when called upon to participate. Men preferred to focus on bigger projects. On the other hand, majority of women reportedly begin small and seem to be conversant with how to handle small savings arrangements that eventually grow into bigger projects. It was reported that 70% of the caregivers who came to school to pay fees or attended to OVCs children's issues or meetings were women (Madanda, 2020). Contrary to the initial goal of *Nilinde* Project whose aim was to empower both men and

women, this project benefited more women caregivers and female OVCs in comparison to male caregivers and male OVCs.

The report further observes that the project staff faced practical difficulties in integrating men in projects. In some areas, most men were only involved in *Nilinde* activities if they were to do certain things such as leadership roles. This further reinforces the conventional gender norms of male domination in leadership positions. In such situations, exclusive gender groups were preferred. However, the report indicates men-only groups were not easy to coordinate compared to women groups as women groups are highly coordinated and organized. This can be attributed to the fact that women had established groups unlike men who established new groups during project implementation (Madanda, 2020). As a result, women groups were more successful resulting in more female beneficiaries of VSLAs in comparison to men.

#### **4.6.3 Limitations in Gender Mainstreaming Policy**

St. John Community Centre Human Resource Policy categorically prohibits any form of discrimination against qualified employees based on gender. The policy prohibits any form of discrimination in terms and conditions of employment based on gender and makes it illegal to subject employees to discrimination based on their gender in relation to recruitment, training and development, promotion and retrenchment. As a result, the human resource department has endeavoured to secure equal employment opportunities for both men and women.

However, the applicability of this policy is limited to employees of SJCC and may not be applicable to the community or beneficiaries and does not guarantee that the

disadvantaged gender will be equally represented in allocation of positions and decision making. The World Bank recommends reservation of a certain percentage (25 to 50%) of positions in leadership/ community project management committees for women who are traditionally disenfranchised from decision making. Similarly, the Public Procurement and Disposal (Preference and Reservations) Regulations 2013 requires that 30% of government procurement opportunities be reserved for women, youth and persons with disabilities. This strategy is instrumental in communities where a particular gender is disenfranchised from decision making as an effective way of ensuring that the strategy helps to attain the critical mass required to achieve equality (World Bank, 2011). SJCC does not have a specific policy that reserves a certain percentage of leadership positions for a specific gender. The Programme Manager observed that,

*We do not have a specific policy requiring that a certain percentage of positions be reserved for women or girls. However women are given first priority in our projects. We also try to ensure that there is gender balance in the recruitment of our employees and the targeted beneficiaries of our project (KII#1Programme Manager-15/03/2021).*

Whilst the Strategic Plan January 2015-December 2020, provides that both women and men must be involved in development as equal partners and more specifically in equal representation. This provision is general and may affect the realization of gender equality especially in reserved communities cultural gender norms apply. Magutsa, (2018), Kitonga and Kihugi (2021) and Kisiangani (2016) observe that most communities in Kenya are patriarchal societies where according to their social norms, are generally expected to be more subservient to their male spouses. This has established male dominance with functionality of gender equality policies and laws remaining low in terms of mainstreaming gender issues in leadership at the grassroots/community level. As such,

it becomes difficult for women to occupy leadership positions in groups or community projects where men are involved. Similarly, Ndumberi (2018) observes that some women from patriarchal societies have been moulded by social norms not to be heard in the open especially in the sight of their spouses even when they have ideas to express. Thus, reservation of opportunities for women may only be possible if donor policies provide for conditionality reservation of opportunities prior to funding of community projects.

Therefore, in addition to the provisions of the human resource policy, there is need for the development of policy provisions that will guarantee reservations of a certain percentage of positions for the disadvantaged gender. For instance a 50/50 model of gender balance may be adopted in specific areas where a certain gender is disadvantaged. According to Mathu (2016), this will provide a framework that places a legal obligation on the organization to comply with the provisions of the policy ensuring that gender equality is realized. It also ensures that strategies are put in place to comply with requirements of the policy and adequate resources allocated to the implementation of activities aimed at attaining gender equality.

#### **4.6.4 High Poverty Levels**

St. John Community Centre implements community projects in low income areas that are characterized by high poverty levels. Most of the beneficiaries come from informal settlements of Nairobi characterized by limited access to resources and opportunities especially for women, low levels of education attainment, gender based violence and drug abuse. According to the National Policy on Gender and Development (2019), women are poorer as men outrank women in basic human development indicators such as

education, employment, income and wealth. These factors limit women's participation in community projects as they are the most affected. One coordinator at the Centre said that,

*Our community projects are implemented in slum dwellings. These areas have high poverty levels that have a ripple effect on our projects. High poverty levels lead to risk behaviour such as prostitution and crime. Poverty also encourages social evils such as alcoholism and drug abuse in the communities which hinder social development. Thus, most beneficiaries are mainly preoccupied with meeting their daily leaving them with little or no time to participate in community projects (KII#4Coordinator Economic Empowerment Programme-18/03/2021).*

These sentiments were reiterated by the coordinator HIV programme who observed that,

*HIV has claimed the lives of most parents who were the main bread winners of their families. As a result, most of the children are left with their grandparents who are old and unproductive. Most of the children have to provide for themselves. In other cases, the children are the head of the households. Due to lack of income and livelihood means, the children are forced to drop out of school and engage in illegal activities such as drug abuse and prostitution. These are high risk activities associated with HIV/AIDS further aggravating the impact of poverty (KII#3Coordinator HIV Programme-17/03/2021).*

High poverty levels among the community members make it difficult for SJCC to effectively implement projects that would lead to the realization of gender equality. This is quite evident in some of the projects implemented by SJCC. For instance, the Gender Gap Analysis Report for the *Nilinde* Project (Protection) indicates that boys are more aggressive with education at the early stage; however, due to high poverty levels they begin to drop out of school at form two (2) when they begin to look for jobs. As boys become adolescents, pressures mount on them, some becoming drug addicts, drunkards and perpetrators of SGBV. Girls on the other hand drop out of school and engage in early paid or unpaid sex as well as early/child marriages (Madanda, 2020).

The report further indicates that drug abuse further promotes absentee and irresponsible fatherhood. A case in point is Kibera slums of Nairobi County, it was reported that 70% of those who come to school to pay fees or attend to children's issues or meetings are women. Most fathers are reportedly absent spending a lot of time in drinking alcohol and others allegedly do not even know which school their children are studying (Madanda, 2020). This places a heavy burden of women who have to work extra hard to provide for their families.

The researcher observes that gender mainstreaming at SJCC faces several challenges that include; reluctance of men to participate in projects involving activities that have cultural been ascribed as the responsibility of women, cultural gender norms that create unequal power relations between men and women and limit women's access to and control over resources, reluctance of men to participate in Village Savings and Loans Associations, limitation in the applicability of human resource policy and high poverty levels among the community members.

The researcher observes that the challenges encountered in relation to reluctance of men to be involved in activities considered to be women's responsibility, unequal power relations between men and women is based on gendered division of labour as identified using Moser's (1993) gender identification tool. Addressing these challenges requires interventions targeting strategic gender needs that transform prevailing power imbalances between men and women based on division of labour. Such interventions may include: challenging gender division of labour to change men's perceptions of such responsibilities, removing institutionalized forms of discrimination that favour men and

initiating project interventions that alleviating the triple role burden that affects women's effective participation in development. For instance, giving women power to make decision over reproductive health through family planning. Anti-poverty empowerment approach proposed under the policy mix tool can be used to address the poverty challenge. Anti-poverty strategies enhance the productivity of poor women and meet their practical gender needs of earning income through small scale income generating activities.

#### **4.7 Gender Mainstreaming Strategies**

The fourth objective of this study sought to identify the strategies that may be employed to enhance gender mainstreaming at St. John Community Centre. Respondents were therefore required to indicate their level of agreement with statements of gender mainstreaming strategies at SJCC. Further interviews were conducted with the program manager and projects coordinators of the four main projects to determine the strategies employed to ensure gender equality is attained at SJCC. An analysis of the SJCC annual reports, Strategic Plans and the Gender Gap Analysis Report for the *Nilinde Project* (Protection) was also done to ascertain the strategies used. The findings are shown in Table 4.10:

**Table 4.10: Gender Mainstreaming Strategies**

<b>Statement</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
St. Johns Community Centre has programs/projects that exclusive target a specific gender.	1.00	5.00	4.798	.826
St. Johns community Centre exposes its staff and community members to training on gender mainstreaming.	1.00	4.00	3.740	.828
St. Johns Community Centre has projects/Programmes that seek to enhance equal access to education opportunities.	1.00	5.00	4.750	.970
St. John Community Centre has programs that create awareness on gender equality	1.00	5.00	4.769	.934
<b>Composite Mean and Standard Deviation</b>			<b>4.514</b>	<b>.889</b>

Findings in Table 4.10 indicate that the respondents strongly agreed that St. John Community Centre has put in place gender mainstreaming strategies to ensure that gender equality is realized at SJCCC as shown by a composite mean and standard deviation of 4.514 and 0.889 respectively. These findings are discussed in the subsequent sub sections.

#### **4.7.1 Projects/Programmes that Exclusively Target a Specific Gender**

Findings in Table 4.10 indicate that respondents strongly agreed that St. Johns Community Centre has programs/projects that exclusive target a specific gender such as women (Mean=4.798). These programmes are initiated to empower the gender that is considered to be disadvantaged or disenfranchised from decision making, participation or benefiting from projects in the community.

The Project Coordinator of economic empowerment programme gave an example of a women exclusive programme,

*The Sparkling Jewels Project is a project that was initiated exclusively for young vulnerable mothers. The project seeks to empower young vulnerable mothers to lead quality dignified and self-reliant lives. One of the targets for the project was to ensure that 90% of the young mothers are able to meet their daily needs and that of their children on a consistent basis. By the end of 2020, the project had successfully managed to reach out to 75% of the young mothers who have been engaged in some form of income generating activity and were able to meet their daily needs and that of their children. The mothers had been supported and issued with start-up kits including mini shops, cereals, poultry, green grocers, bakery, mitumba clothes and shoes (KII#4Project Coordinator Economic Empowerment Programme-18/03/2021).*

St. John Community Centre also has programmes that targets the vulnerable and disadvantaged men in the community. This ensures that vulnerable groups from both genders are empowered. The Coordinator HIV Programme noted that,

*SJCC has initiated a new programme targeting men who have sex with men (MSM). This is the group that is considered to be high risk with a prevalence of 18.2% after those injecting drugs at 53% and commercial sex workers at 27%. However, this group is highly stigmatized compared to the other two groups. Stigma and discrimination directed at this group deter MSM, from seeking vital HIV services. Therefore, SJCC has initiated prevention initiatives targeting MSMs as part of its wider efforts to stem the HIV epidemic in Kenya. The programmes seeks to scale up of HIV testing and counselling among MSM to enable them to know their HIV status and be linked to friendly centres where they can get appropriate treatment, care and support. In the long run, SJCC seeks to rehabilitate MSM by empowering them with alternative means of earning a living through initiation of income generating activities (KII#3Coordinator HIV Programme-17/03/2021).*

This approach of gender mainstreaming seeks to address both practical and strategic gender needs. These projects address specific practical and strategic needs that prevent

the disadvantaged groups from actively participating in development. Moser (1993) Planning for balancing the Triple Role tool requires that planning should take into considerations any constrains that may affect ability of women to balance triple roles with participation in development and put in place measures that significantly increase time spent on each role. Exclusive projects are effective in addressing practical challenges that prevent a given gender from participating in development. By addressing these challenges, barriers to participation are removed paving way for equal participation. The Sparkling Jewels Project provides women with income earning opportunities enhancing the financial independence of women, enabling them to meet their basic needs of their household and have access to and control over resources. This frees up women's time that would otherwise be spent on seeking jobs; thus, creating time for participation in development projects. For instance, by the end of 2020, the project enabled young mothers to make independent decisions on how to spend their income and meet their daily needs and that of their children without having to depend on their spouses. According to the Moser (1993), Disaggregation of Control of Resources and Decision Making Tool, control over resources within the household and decision making is a determinant of gender equality especially when the gender that was initially disenfranchised has control over resources. Therefore, enhanced women economic independence and control over their income is a key indicator of gender equality as this reduces women's dependency on men.

#### **4.7.2 Training of Staff and Community Volunteers on Gender Mainstreaming**

Findings in Table 4.10 also indicate that respondents agreed that St. Johns community Centre exposes its staff and community members to training on gender mainstreaming

and project technicalities (Mean=3.740). St. John Community Centre provides training on gender mainstreaming to all of its staff and community volunteers. SJCCC undertakes training of its managerial staff. This training is further cascaded to lower level junior staffs that are trained by the respective project coordinators. SJCC has a pool of Training of Trainers who train Community Health Volunteers and community members on gender mainstreaming issues. An interview with the officer in charge of the Governance and Human rights Programme revealed that,

*SJCC facilitates gender training for all heads of projects using the standard training manual provided by the Ministry. Project Coordinators cascade the training to other junior staff. At the community level, we have TOTs who are engaged in training communities on gender mainstreaming at all levels of the project work (KII#5 coordinator of the Governance & Human rights Programme-19/03/2021).*

Training ensures that staff members and community volunteers are equipped with skills in gender mainstreaming. This enhances SJCC volunteer and staff ability to initiate appropriate gender mainstreaming strategies and implement activities to ensure gender equality is attained. Mathu (2016) observes that staff members with appropriate knowledge and skills in gender mainstreaming have the capability of developing appropriate interventions in the design and implementation of projects that ensure gender equality is realized. Further, training of CHVs facilitates awareness creation among community members as the volunteers are on the ground and have access to majority of community members.

Gender mainstreaming provided by SJCC is up to standard guidelines provided by the Ministry. SJCC uses the standard Training Manual on Gender Mainstreaming developed in June, 2008 under the State Department of Gender and Social Development. The

training manual is practical guide for trainers in gender mainstreaming that seeks to equip trainees on various issues including: understanding of key gender issues, awareness creation and advocacy on gender issues, human rights in respect to gender, gender based violence, gender analysis, gender mainstreaming strategies and gender budgeting. SJCC has further developed a simpler customized training manual for ToT to be used in training CHVs. This ensures that SJCC staff and volunteers can initiate programmes and create awareness aimed at realizing gender equality.

#### **4.7.3 Projects/Programmes that Enhance Equal Access to Education Opportunities**

Table 4.10 also indicates that respondents strongly agreed that St. Johns Community Centre has projects/programmes that seek to enhance equal access to education opportunities (Mean=4.750). St. John Community Centre has various programmes. Interviews with the coordinator of Education and Training Programme revealed that SJCC has different projects that seek to enhance equality in access to education opportunities by both male and female beneficiaries. According to the coordinator, both male and female beneficiaries have been accorded fairly equal opportunities in provision of university and vocational training sponsorship as well as the training programme undertaken at the St. John College of Community Development. Below is an excerpt of the interview with the project coordinator who said that,

*There are 44 (48.8%) male beneficiaries and 46 (51.1%) female beneficiaries under our Education and Training Programme. The Youth Empowerment project has 12 (48%) male beneficiaries and 13 (52%) female beneficiaries under university and vocational sponsorship training programme while the St John's college of Community Development and Technology has 32 (49%) male students and 33 (51%) female students undertaking diploma in various courses such as computer, community*

*development, dressmaking and tailoring, catering and hairdressing (KII#2 Coordinator Education and Training Programme-16/03/2021).*

This implies that SJCC provides both male and female beneficiaries equal access to education opportunities through the university and vocational training sponsorship and training programme undertaken at the St. John College of Community Development. This promotes gender equality among the beneficiaries and acts as foundation for equal access to other opportunities such as employment in the future. The significant role played by education in the realization of gender equality has been recognized by the National Policy on Gender and Development (2019) which identifies equality in access to education by men and women as a key strategy to the realization of gender equality in Kenya. Moser's (1993) Gender Needs Assessment Tool interventions aim at transforming power imbalances between men and women by removing institutionalized forms of discrimination that favour men. According to Magutsa (2018), women have traditionally been denied equal access to educational opportunities like their male counterparts. Therefore providing boys and girls an equal opportunity to access to education eliminates discriminative cultural practices that favoured boy child education over that of the girl child.

#### **4.7.4 Awareness Creation on Gender Mainstreaming**

Table 4.10 further shows that respondents strongly agreed that St. John Community Centre has programs that advocate for and create awareness on gender equality (Mean=4.769). St. John Community Centre creates awareness in the community on gender mainstreaming through training of CHVs who act as ambassadors that spread the message of gender equality among community members and through advocacy by

educating community members on the need and importance of gender equality. The coordinator of the Governance and Human rights Programme observed that,

*At the community level, we have TOTs who are engaged in training communities on gender mainstreaming at all levels of the project work (KII#5coordinator of the Governance & Human rights Programme-19/03/2021).*

Therefore, SJCC uses training on gender mainstreaming as its main approach to advocating and creating awareness on gender equality among community members. Awareness creation is an approach that address strategic gender needs required to transform prevailing power imbalances between men and women. In most communities, there are elements of hostility and bewilderment about gender issues because gender equality is perceived as being inappropriate due to the misconception that it seeks to 'usurp men's power' hence, the need to change this misconception. Therefore, training on gender equality creates awareness on the importance of gender equality making it easy for community members to embrace the concept. It also exposes community members to gender equal values and practices, changes/questions long held beliefs on gender that reinforce and perpetuate gender inequality resulting in a change of the negative attitudes towards gender equality and women empowerment.

This study sought to establish the gender mainstreaming strategies at SJCC. They include: implementation of exclusive women programmes that address women practical and strategic gender needs, anti-poverty strategies which seek to enhance independence and self-reliance of women through participation in groups and income generating activities, implementation of programmes that facilitate equality in access to education opportunities by both genders, training of SJCC staff and community volunteers on

gender mainstreaming and changing negative attitudes towards gender equality through advocacy and awareness on gender equality in the community.

#### **4.8 Chapter Conclusion**

The researcher observes that SJCC accords both men and women opportunity to participate in SJCC projects though with varying degrees of participation. Both men and women are involved in the high levels of management and decision making at SJCC; both male and female staff is represented across the different projects implemented by SJCC; however, there is increased female participation and there is equality in participation by gender in all the stages of project cycle as well as equality in access to education opportunities by male and female beneficiaries. This can be attributed to the gender mainstreaming strategies that have transformed prevailing power imbalances between men and women.

SJCC Human Resource Policy No.11 of 2015 categorically prohibits any form of gender discrimination in recruitment, employment and promotion. The policy also takes into account the practical needs of women by making provisions for paid maternal leave and guaranteed return to working, addressing the reproductive role that has been a major impediment to women participation in development projects. SJCC values further recognize that both women and men must be involved in development as equal partners. This has significantly enhanced equal participation of women and men in SJCC projects. Use of exclusive programmes that target women has addressed the power imbalance between women and men in terms of access to resources, financial independence and decision making. Through implementation of exclusive income generating activities for

women, these have provided women with income earning opportunities enabling them to meet their household needs, make their own decisions, acquire assets and participate in development projects. This has corrected gender power imbalance by enhancing the financial independence of women and control over resources. This fosters self-reliance among women and effectively reduces dependence on men which often perpetuates gender based violence.

SJCC programmes endeavour to ensure that both male and female beneficiaries are accorded equal opportunities in accessing scholarships and training opportunities at their college. This equips both genders with skills that enhance their employment prospects ensuring that both male and female beneficiaries have an equal opportunity to access employment opportunities.

SJCC seeks to correct wrongly held beliefs/misconceptions that gender equality seeks to 'usurp men's power' through training and awareness creation among community members. This approach is instrumental in changing the negative attitudes towards gender equality and women empowerment making it easy for community members to embrace the concept of gender equality.

However, SJCC faces numerous challenges that impede effective implementation of strategies seeking to realize gender equality. Key among these challenges include: gender cultural norms that perpetuate power imbalance between men and women and limitations in the Human Resource policy which lacks legal provisions for reservations of certain percentage of SJCC projects for disadvantaged gender (women). High poverty levels in

the informal settlements that limit beneficiaries from having adequate time to participate in SJCC projects and men reluctance to participate in project activities that are conventionally considered to be women's domain are also key challenges. The subsequent chapter provides a summary of the study findings.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides a summary of the study findings, the conclusions made, policy recommendations based on the findings of the study and suggestions for further research.

#### **5.2 Summary of the Findings**

The findings are summarized in accordance with the research objectives.

##### **5.2.1 Levels of Participation by Gender at St. John Community Centre**

This study established that there is equality in participation by both men and women at St. John Community Centre. Both men and women are equally represented among the staff and management of SJCC. Equality between men and women at SJCC was observed in equal allocation of roles and responsibility in SJCC projects/programmes where both men and women equally occupy positions of leadership and decision making across the different cadres of employment. The findings of the study corroborate Moser's (1996) Gender Analytical Framework which conceptualizes gender equality based on: identification of allocation of roles between men and women, distribution of decision making power between men and women, determination on whether project interventions address the practical and strategic gender needs, and involvement of women in planning. Men and women are equally represented across the different projects at SJCC; there is equality in distribution of positions involved in decision making between men and women as they both occupy leadership positions across different SJCC projects and SJCC provides equal opportunities in access to education to both girls and boys. Equality in

allocation of roles and access to education opportunities to both gender result in attainment of equality by removing institutionalized forms of discrimination that favour men and perpetuate women's/girls subordinate position.

Further, women at SJCC are involved in leadership of the projects addressing the triple role of women in ensuring that the practical needs of women such as maternal health and child care projects are taken into account in planning. As a result, practical solutions that address challenges that may affect women participation in projects are developed ensuring women are able to strike a balance between their reproductive roles and participation in SJCC development projects. Therefore, the study notes that gender mainstreaming is determined by the focus on gender equality in participation at all levels in SJCC.

### **5.2.2 Factors Affecting Gender Mainstreaming at St. John Community Centre**

This study found that gender mainstreaming at SJCC is influenced by several factors including organizational policy and procedures, education attainment/achievement, gender responsive budgeting and management of funds/ grants, allocation of roles between men and women, and availability of staff skilled in gender mainstreaming. Gender mainstreaming is affected by the human resource policy, principles and values enshrined in SJCC Strategic Plan, education level attained by both men and women, equality in allocation of decision making roles and positions between men and women, women leadership in projects that address the triple role of women, and SJCC staff skills in gender mainstreaming.

SJCC lacks a gender mainstreaming policy; however, gender equality is achieved based on provisions of the Human Resource Policy and the Strategic plan 2015-2020. The human resource policy categorically prohibits any form of discrimination based on gender in relation to: advertisement of employment opportunities, recruitment of employees, creation, determination or allocation of wages, salaries, pensions, and other such benefits as well as choice of positions, training, promotion or retrenchment. This places a legal obligation on the Human Resource Department to endeavour to secure equal employment opportunities for both men and women, eliminate preference of a particular gender in employment of staff and ensure equality in access to job promotions and payment of wages across both genders. The policy also addresses the practical gender needs through provisions of maternity leave. The Policy provides a 3-months paid maternity leave ensuring that women are able to undertake their reproductive role without being disadvantaged in participating in SJCC development project compared to their male counterparts. The Principles and values enshrined in the SJCC strategic plan promote equality in representation and participation in development projects.

Gender equality has been enhanced by equality in occupation of leadership positions between men and women ensuring that both genders are equally involved in decision making. Women leadership in projects surrounding maternal health care and those involving child care ensures that suitable interventions are put in place to ensure that women reproductive role does not hinder their participation in development projects and women participation in development does not reduce or affect time to undertake reproductive and family roles. This ensures that both men and women are able to participate in projects at SJCC.

Education level attained by both genders is also a key determinant of gender equality. Possession of degree level of education and a background training in gender issues or social sciences ensures that both men and women have an equal opportunity of occupying leadership/managerial positions at SJCC. Further, provision of equal opportunity for boys and girls to access learning removes discriminative cultural practices that favoured the boy child education over girl child education enhancing equality between the two genders.

### **5.2.3 Challenges of Gender Mainstreaming at St. John Community Centre**

This study found that SJCC faces a myriad of challenges in gender mainstreaming. These challenges included: reluctance of men to participate in programmes/projects involving activities that are culturally identified with roles that have been ascribed to women. This has resulted in female dominance in maternal, child care, OVC care and reproductive health projects and limited participation of men. The reluctance of men to participate in these projects derails the long-term achievement of the project's objectives. The success of the project requires support and commitment from both men and women.

Cultural gender norms such as allocation of gender roles and women's access to and control over resources perpetuate inequality as men hold prestigious roles as heads of families, are major decision-makers and owners of property. The norms create unequal power relations between men and women by limiting women's access to and control over resources impeding efforts of SJCC to empower women in some communities. Such norms limit the independence of women and make them dependent on men perpetuating inequality and the subservient position of women.

Reluctance of men to participate in Village Savings and Loans Associations is another challenge to the realization of gender equality at SJCC. Very few men participated in village saving groups as they prefer to focus on bigger projects such as clubs that invest in real estate rather than handle small savings arrangements that eventually grow into bigger projects. This affects the achievements of the goals of the project and leads to increased inequality between men and women. This further affects gender mainstreaming in projects and programs at SJCC.

Moreover, the realization of gender equality faces challenges from limitations of the SJCC human resource policy. The policy lacks provision that would ensure reservation of a specific percentage of leadership positions for the disadvantaged as this would ensure that the disadvantaged gender is equally represented in allocation of positions and decision making.

In addition to the aforementioned challenges, high poverty levels among the informal settlements where projects are located make it difficult for SJCC to effectively implement projects that would lead to the realization of gender equality. Poverty pushes some of the community members to drop out of school, engage in drug abuse, prostitution, perpetuate or become victims of sexual gender based violence. These issues compound problems among beneficiaries impeding the realization of gender equality. The findings of the study are in congruent with Moser's (1996) framework that encourages addressing issues that affect gender mainstreaming like poverty and women's triple role. Addressing poverty which mostly falls women due to the triple role plays a significant role in enhancing gender mainstreaming which eventually leads to gender equality.

#### **5.2.4 Strategies of Gender Mainstreaming at St. John Community Centre**

St. John Community Centre's gender mainstreaming strategies comprise a policy mix that uses a combination of equity and anti-poverty empowerment approaches by supporting women initiatives that meet their practical and strategic gender needs. These approaches have transformed prevailing power imbalances between men and women. Use of exclusive programmes that target women has addressed practical gender needs through implementation of income generating activities that have provided women with income earning opportunities enabling them to meet their household needs and have time to participate in SJCC development projects. For instance, the Sparkling Jewel Programme has enhanced the financial independence of women as the project had successfully managed to reach out to 75% of the young mothers who have successfully engaged in some form of income generating activity and meet the daily need of their children. This is an anti-poverty approach that meets the practical gender needs of young mothers. At the same time, this approach corrects gender power imbalance by enhancing the financial independence of women and control over resources. This fosters self-reliance among women effectively reducing their dependence on men.

In addition to addressing practical and strategic needs of women, SJCC gender mainstreaming approaches are equity based in approach. The strategies seek to ensure that both men/boys and women/girls have equal access to opportunities and promote change of attitude towards beliefs that perpetuate inequality. SJCC programmes endeavour to ensure that both male and female beneficiaries are accorded equal opportunities in accessing scholarships and training opportunities at the college. Provision of equal opportunity for boys and girls to access learning eliminates

discriminative cultural practices that favoured boy child education over girl child education enhancing equality between the two genders. The study established that at St John College of Community Development and Technology, the difference between men and women access to university and vocational sponsorship training programme is minimal with women having a slight high percentage compared to men.

This study shows that SJCC has sought to correct wrongly held beliefs/misconceptions that gender equality seeks to 'usurp men's power/position in society' through training and awareness creation among community members. This approach is instrumental in changing the negative attitudes towards gender equality and women empowerment making it easy for community members to embrace the concept of gender equality. Additionally, St. Johns community Centre undertakes training of its staff and community volunteers on gender mainstreaming using a standard Training Manual on Gender Mainstreaming. Training is a strategy that equips staff and volunteers with skills and knowledge in key gender issues, awareness creation and advocacy on gender issues, human rights in respect to gender, gender based violence, gender analysis, gender mainstreaming strategies and gender budgeting. This enhances staff ability to initiate appropriate gender mainstreaming strategies and implement activities to ensure gender equality is attained.

### **5.3 Conclusion**

This study concludes that:

SJCC has adopted a number of gender mainstreaming strategies which have contributed to gender equality in the participation of men and women in SJCC community projects.

There is equality in representation of men and women among the staff and management of SJCC and equality in allocation of positions of leadership and decision making roles between men and women across the different cadres of employment. Further, there is equality in the participation by gender in all the stages of project cycle and equality in access to education opportunities by male and female beneficiaries.

Gender mainstreaming at SJCC is affected by the human resource policy which prohibits any form of discrimination based on gender and ensures that the reproductive role of women does not limit their participation in SJCC development projects. Moreover, the principles and values enshrined in SJCC Strategic Plan promotes men and women representation and participation in development as equal partners. Gender mainstreaming is also affected by education level attained by both men and women, equality in participation of decision making roles and positions between men and women, women leadership in projects that address the triple role of women and SJCC staff skills in gender mainstreaming.

St. John Community Centre gender mainstreaming strategies comprise a policy mix that uses a combination of equity and anti-poverty empowerment approaches. These strategies include implementation of exclusive women programmes that address women practical and strategic gender needs, anti-poverty strategies which seek to enhance independence and self-reliance of women through participation in savings and loan groups and income generating activities and implementation of programmes that facilitate equality in access to education opportunities for both genders. The policy also constitutes training of SJCC staff and community volunteers on gender mainstreaming and changing negative attitudes

towards gender equality through advocacy and awareness on gender equality in the community.

However, attainment of gender equality at SJCC is limited by lack of a tracking system for gender in the SJCC budgeting that would facilitate mainstreaming gender into the budgeting and funds/grants management. Another limitation is the reluctance of men to participate in projects involving activities that have culturally been ascribed as the responsibility of women. Other include: cultural gender norms that create unequal power relations between men and women and limit women's access to and control over resources, reluctance of men to participate in Village Savings and Loans Associations and high poverty levels among the community members. This study recommends as follows:

#### **5.4 Recommendations of the Study**

This study therefore recommends that:

1. St. John Community Centre should enact a gender mainstreaming policy that will provide a legal framework for gender mainstreaming including reservation of a certain percentage for the disadvantaged and vulnerable group and approval requirement for proposals to articulate how gender aspects are addressed in the proposed projects.
2. St. John Community Centre training of staff should incorporate gender responsiveness in budgeting for accounting and grants management staff. In addition to this monitoring and evaluation framework, it should include gender responsive budget tracking for outputs and activities to ensure that reports are

gender disaggregated to identify any gender gaps and encourage continued gender mainstreaming.

3. St. John Community Centre should strengthen projects that transform prevailing power imbalance between men and women through advocacy for women rights, challenging gender division of labour, removing institutionalized forms of discrimination that favour men, giving women power in making decision over reproductive health and campaigning against gender based violence. It is therefore recommended that SJCC develops a gender mainstreaming policy which commits to transforming power imbalances between men and women in all projects and programming at the Community Centre.
4. St. John Community Centre should intensify awareness programmes to change the negative attitudes towards men participation in Savings and Loans Associations, correct the misconception that some responsibilities are exclusively for women and develop creative ways to promote greater engagement of men and boys in care activities. This can be achieved through developing a gender mainstreaming policy that identifies gender equality awareness as part of its programming. It is also recommended that the Board of Management at SJCC approves budgets and financial resources to cater for gender mainstreaming activities like awareness creation.

## **5.5 Suggestions for Further Studies**

There is need to:

1. Conduct a similar study on the determinants of gender mainstreaming in CBOs in a rural setting, government corporations and a different county as the different context may bring out different determinants.
2. The impact of gender mainstreaming strategies in the attainment of gender equality to determine the effectiveness of gender mainstreaming strategies in enhancing gender equality and equity.
3. Conduct a comparative study on challenges in mainstreaming gender in selected organizations
4. Conduct a study within an organization to establish the extent to which gender has been mainstreamed in projects and challenges faced therein.
5. The concept of gender has been around for several years and yet gender equality has not been fully realized. There is need for gender equality audit across organization and in the African society as well as to establish issues preventing full realization of gender equality in projects/programmes.

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## **APPENDICES**

### **APPENDIX 1: INFORMED CONSENT**

My Name is Joseph Njoroge Gitu I am MASTER student from Kenyatta University. I am conducting a study on “Determinants of Gender Mainstreaming in Community-Based Organizations: A Case of St. John’s Community Centre-Pumwani Nairobi City County, Kenya” the information will be used by St John Community Centre and other Community Based Organization to improve issues of gender mainstreaming in their programming.

#### **Procedures to be followed**

Participation in this study will require that I ask you some questions and will record the information from you in a questionnaire.

You have the right to refuse participation in this study. You will get the same care and medical treatment whether you agree to join the study or not and your decision will not change the care you will receive from the clinic today or that you will get from any other clinic at any other time

Please remember that participation in the study is voluntary. You may ask questions related to the study at any time.

You may refuse to respond to any questions and you may stop an interview at any time. You may also stop being in the study at any time without any consequences to the services you receive from this clinic or any other organizations now or in the future.

#### **Discomforts and risks**

Some of the questions you will be asked are on intimate subject and may be embarrassing or make you uncomfortable. If this happens, you may refuse to answer these questions if you choose so. You may also stop the interview at any time. The interview may add approximately half an hour to the time you wait before you receive your routine services

#### **Benefits**

If you participate in this study you will help us to learn how to enhance gender mainstreaming in programs and you will also benefit from the study by ensuring that wherever you work issues of gender are accepted and adhered to.

**Reward**

If you agree to participate in this study, kindly note that it will be voluntary and no reward or payment is attached to the study, thus it's free.

**Confidentiality**

The interviews and filling of questionnaires will be filled by you individually and at the comfort of your space. Your name will not be recorded on the questionnaire. The questionnaire will be kept in a locked cabinet for safe keeping at Kenyatta University. Everything will be kept private.

**Contact information**

If you have any questions you may contact Dr. Supervisor 1. On 07xxxx or Dr. Supervisor 2. On 07xxxxxx or the Kenyatta University Ethical Review Committee Secretariat on [chairman.kuerc@ku.ac.ke](mailto:chairman.kuerc@ku.ac.ke) ,

**Participant's statement**

The above information regarding my participants in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in this study is entirely voluntary.

Code of participant.....

.....

Signature or thumb print

Date

**Investigator's statement**

I, the undersigned, I have explained to the volunteer in a language she/he understands, the procedures to be followed in the study and the risks and benefits involved.

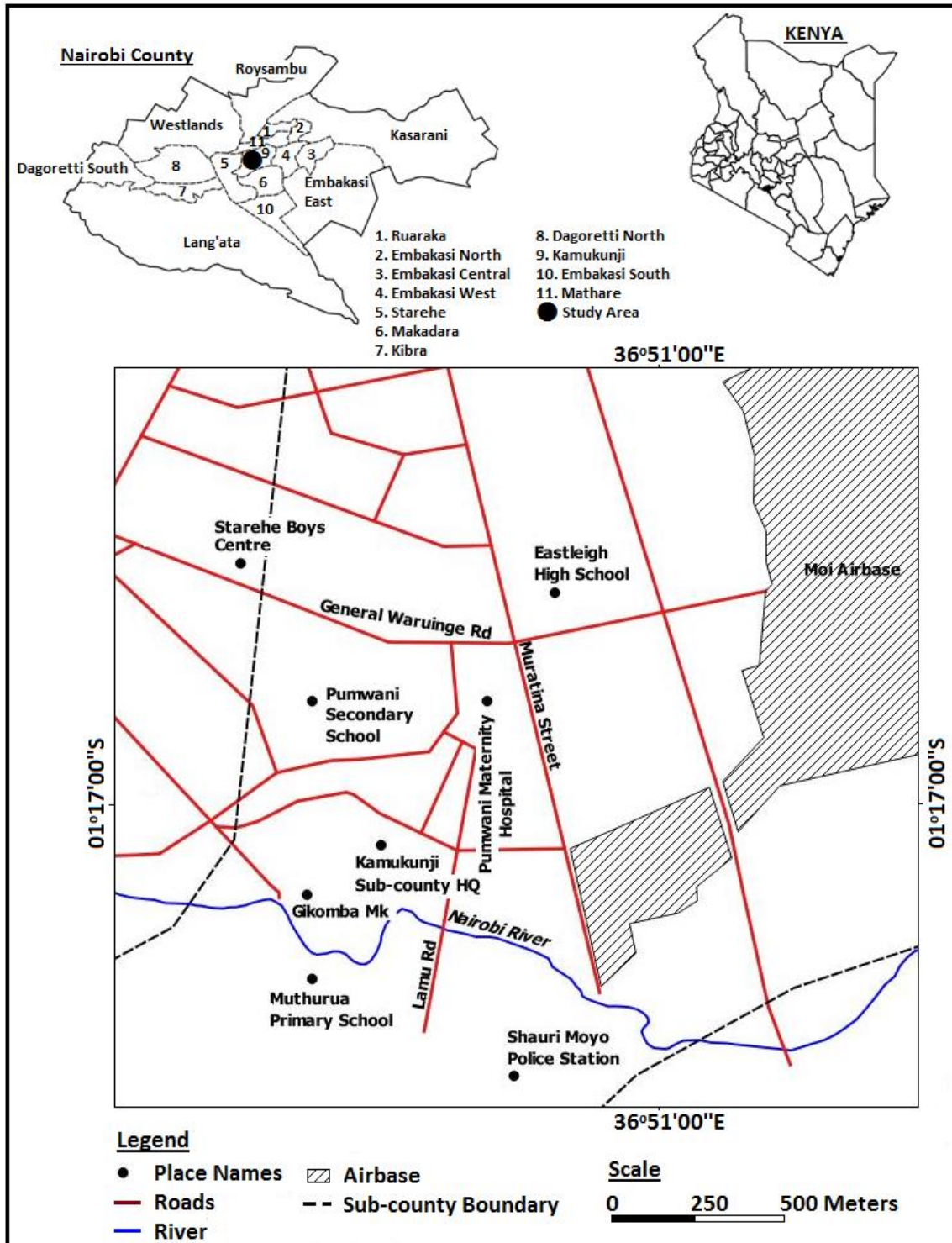
Name of interviewer.....

.....

Interviewer signature

Date

**APPENDIX 2: MAP OF THE STUDY AREA**



**Map of the Study Area Showing the Location of Pumwani Area in Nairobi County**

**Source: Google Earth Satellite Map (2022)**

### **APPENDIX 3: LETTER OF INTRODUCTION**

Dear respondent,

#### **RE: FILLING OF THE QUESTIONNAIRE**

My name is Joseph Njoroge Gitu, a student at Kenyatta University. As part of the requirements for the award of Master of Arts Degree in Gender and Development Studies, I am conducting a study on the Determinants of Gender Mainstreaming at St. John's Community Centre in Pumwani, Nairobi County, Kenya.

The research is purely academic and the findings will be used solely for that purpose. The information that you shall provide will be treated with the utmost confidentiality and only used for academic purposes. I, therefore, request your assistance towards this course through the filling of the attached questionnaire.

Thank you for taking the time to fill the questionnaire.

Yours faithfully,

Joseph Njoroge Gitu

## **APPENDIX 4: QUESTIONNAIRE FOR SJCC STAFF**

Instructions: Fill appropriately by ticking in the provided spaces give answers in the spaces provided and tick (√) the box that matches your response to the questions where applicable.

### **Section one: Demographic Data of staff**

1. What is your gender?

Male ( ) Female ( )

2. Indicate your age bracket

21-30 years ( )

31-40 years ( )

41-50 years ( )

Over 50 years ( )

3. What is your highest level of academic qualification?

Secondary ( )

Diploma ( )

Bachelor's degree ( )

Master's Degree ( )

**Section two: Participation of men and women in Community Based Organizations**

5. Below are statements on the levels of participation by gender at St. John Community Centre. Please indicate your level of agreement with the statements by ticking appropriately. The responses are on a scale of 1-5 as shown

Where 5- Strongly agree 4- Agree 3-Neutral 2-Disagree 1-Strongly disagree

<b>Statement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
There is gender equality in the management and staff of St. John Community Centre					
Both men and women entitled to equal involvement in the conception, planning, design, implementation, and monitoring of the projects at St. John Community Centre					
There is an equal allocation of roles and responsibility among men and women in St. Johns Community Centre projects/Programmes					
Both men and women occupy equal positions of power in the projects run by St. John Community Centre					
Men and women equally participate in the projects/programs initiated at St. Johns Community Centre					
Both men and women are equitably represented in all decision-making levels within the SJCC project cycle					

**Section three: Factors influencing gender mainstreaming in Community Based**

**Organizations**

6. Below are statements on the factors influencing gender mainstreaming at St. John Community Centre. Please indicate your level of agreement with the statements by ticking appropriately. (5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly disagree)

<b>Statement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Educational achievement provides the required minimum educational threshold required by men and women to occupy positions in CBOs projects and actively participates in projects					
Gender responsive budgeting and management of funds/grants influences the realization of gender equality in CBOs					
Availability of organization policy and procedures on gender mainstreaming is instrumental in the realization of gender parity in CBOs					
Availability of staff with appropriate knowledge and skills in gender mainstreaming ensures gender equality is realized in CBOs					
Allocation of roles between men and women affects the ability of women to effectively participate in CBOs projects					

**Section four: Gender Mainstreaming Strategies in Community Based Organizations**

7. Indicate the extent to which you agree with the following statements on gender mainstreaming strategies at SJCC? Please complete with a tick (✓) the box with a number from the scale below that best describes your response.

Where 5 = strongly agree 4 = Agree 3 = somewhat agree 2 = disagree 1 = strongly disagree.

<b>Statement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
St. Johns Community Centre has programs/projects that exclusive target a disadvantaged/vulnerable gender to empower them economically					
St. Johns community Centre exposes its staff and community members to training on gender mainstreaming and project technicalities to enhance their capacity to participate in their projects					
St. Johns Community Centre has projects/Programmes that seek to enhance equality in access to education opportunities					
St. John Community Centre programmes that advocate for and create awareness on gender equality in all spheres of life					

8. What are some of the challenges encountered in the process of ensuring gender equality at St. Johns Community Centre?

.....

.....

.....

.....

.....

.....

*“Thank you for your input and time”.*

**APPENDIX 4: INTERVIEW SCHEDULE FOR KEY INFORMANTS**

1. What is your gender?

Male ( ) Female ( )

2. What is your highest level of academic qualification?

Diploma ( )

Bachelor's degree ( )

Post-Graduate Diploma ( )

Master's Degree ( )

Doctorate Degree ( )

3. How many years have you served in your current position?

Less than 2 years ( )

2-5 years ( )

6-10 years ( )

Over 10 years ( )

4. What is the percentage representation of men and women/ boys and girls

participation in your respective projects/program in terms of SJCC project staff and beneficiaries of the project? (Provide statistical figures).

SJCC Staff:

.....

SJCC Volunteers:

.....

Beneficiaries Health and HIV/AIDS Programme:

.....

Beneficiaries Economic Empowerment Programme:

.....

Beneficiaries Governance & Human rights Programme:

.....

Beneficiaries Education and Training Programme;

.....

5. Would you say:

Both genders are equally represented in community projects committees? Explain

.....

.....

.....

Do both men and women occupy equal positions of power in the project  
committees at St. John Community Centre? Explain

.....

.....

.....

.....

Men and women are allocated equal roles and responsibilities in running the projects?

Explain.....  
.....  
.....  
.....

Do both genders have an equal opportunity to make major decisions on the projects run at St. John Community Centre? Explain

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

6. What are the factors that determine the participation of men and women in projects run at St. John Community Centre?

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

7. What gender mainstreaming strategies have you employed to ensure that gender equality and equity is attained in your respective projects/programmes?

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

8. What are some of the challenges that you encounter in the process of mainstreaming gender issues at St. Johns Community Centre?

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

9. What are some of the strategies/measures you would propose to promote effective gender mainstreaming in Community Based Organizations?

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

**Thank you for your time and cooperation.**

**APPENDIX 5: NACOSTI AUTHORIZATION**

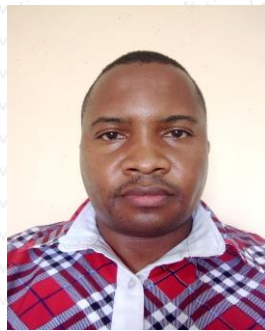


REPUBLIC OF KENYA



**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION**

Ref No: **883801**  
**16/April/2021**  
**RESEARCH LICENSE**



Date of Issue:

**This is to Certify that Mr.. Joseph Njoroge Gitu of Kenyatta University, has been licensed to conduct research in Nairobi on the topic: DETERMINANTS OF GENDER MAINSTREAMING IN COMMUNITY-BASED ORGANIZATIONS: A CASE OF ST. JOHN'S COMMUNITY CENTRE-PUMWANI NAIROBI CITY COUNTY, KENYA. for the period ending : 16/April/2022.**

*Walter Kimani*

License No: **NACOSTI/P/21/9989**  
**883801**

Applicant Identification Number

Director General



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR-Code using QR scanner application

## APPENDIX 6: SJCC JOB ADVERT

The goal of St. John's Community Centre (SJCC) is to empower communities by effectively addressing root causes of poverty and injustices for the attainment of sustainable livelihoods. SJCC(LIP) is working in partnership with St John's Community Centre and Global Communities (GC) who have partnered together to implement the (KHPQS) Project. The project aims to improve the quality of life of 51000 orphans and vulnerable children (OVC) and their 17000 families by providing greater access to and uptake of quality health and social services in Nakuru, Murunga, Kajiado, Makueni, Machakos, and Kitui.

St John's Community Centre is seeking professionals with the required qualifications and experience to fill in the following vacancies

### St. John's Community Centre (SJCC) – Program Manager (Kajiado).

Get a free C.V. review by sending your C.V. to [submitcv@careerassociated.com](mailto:submitcv@careerassociated.com) or click the following link. **Submit C.V.!** use the subject heading REVIEW.

**IMPORTANT: Read the application instructions keenly, Never pay for a job interview or application.**

#### Qualifications Required

- Kenyan citizen with a strong drive to serve children.
- First degree in relevant Social Sciences, a master's degree is an added advantage
- At least 5 years' experience in senior Management of OVC or a HIV care integrated project.
- Experience in USAID funded projects with proven skills in project planning and management for delivering project results.
- Experience in staff supervision, good coordination skills for meeting strict deadlines as well as the ability to work in a team
- Child protection advocacy skills and experience will be an added advantage
- Proven ability to team up and work with Government, county or subcounty departments while advocating for better service delivery.
- Proficiency in M&E frameworks and skills
- Excellent organization, time management and team leadership skills
- Strong oral and written communication, facilitation and interpersonal skills.
- Proficiency in Computer Skills

## St. John's Community Centre (SJCC) – Monitoring & Evaluation Officer (Kajiado).

Get a free C.V. review by sending your C.V. to [submitcv@careerassociated.com](mailto:submitcv@careerassociated.com) or click the following link. **Submit C.V.!** use the subject heading REVIEW.

**IMPORTANT: Read the application instructions keenly. Never pay for a job interview or application.**

### Qualifications required

- A first degree in social sciences, social statistics, public health, or other related discipline from a recognised university.
- Comprehensive training in M & E and gender
- 4 years relevant working experience in Monitoring and Evaluation in a USAID funded project, preferably in integrated OVC Programming
- Demonstrated skills in M&E frameworks, systems development and development of data collection tools
- Experience in conducting trainings in M&E development.
- Field experience in data collection, analysis & quality assurance
- Computer proficiency in word processing, databases, spreadsheets, including advanced skills in at least two of the following programs: SPSS, Excel, Epi Info, Stata, SQL and Ms Access or any other relevant to OVC data manipulation
- Skills in research statistics, critical and analytical thinking, Good judgment and problem-solving skills are critical.
- Good understanding of OVC issues particularly HIV/AIDS children and