

**PILOT STUDY REPORT ON WOMEN'S PARTICIPATION IN
GOVERNANCE IN KENYA**

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Abstract

This report present the pilot study finds and lessons for a study on Women's Participation in Governance in Kenya. The study sought to evaluate the effectiveness the implementation of the Strengthening Inclusive Leadership project and the transformative and leadership project under Women's Empowerment Link. The WEL is a non-profit, non-partisan, non-governmental women's rights organization that seeks to empower women and girls to realize their full potential, worth and strength politically, socially and economically through advocating for their human and social justice rights. WEL has implemented the programmes in Kitui County. The pilot data collection was conducted between 24th and 28th January 2022. The pilot study targeted Kitui Central Sub-County in Kitui County. The study targeted 66 trained women, three gender champions and two key informants who were purposively selected from Kitui Central and Kitui Rural Constituencies. There were eleven groups (chamas) selected for the pilot study. Test for reliability of the instrument was performed and yielded an alpha level of 0.71 which indicated that the tool being used is reliable. The tools tested during the pilot study were a structured questionnaire for women, Focused Group Discussion tool (FGD) and an interview guide. The study team deployed survey monkey data collection software to support the digitally enabled data collection exercise. The pilot study revealed that programmes had in impact in enhancing the likelihood of a women participating in community leadership and governance such as church leadership, school governance and groups (chamas) leadership. Further it was observed that the study tools were adequately responding to the study objectives except for few corrections and reordering of questions.

CHAPTER 1: CONTEXT

1.1 Background

Women's participation and the political process study conducted by Agbalajobi (2010) in Nigeria observed that women had for long suffered various forms of gender discrimination, culminating with inequality and exclusion, especially in the areas of decision making, social-economic and political empowerment. Gender studies in Africa have unveiled many causes of gender inequality. Among the causes are traditional beliefs and cultural values and norms that hold the girl child and women as insubordinate to boy child and men affirmed by Agbalajobi (2010). Additionally, retrogressive societal beliefs and cultural values as well as religious doctrines and norms, have turned into self-fulfilling prophecies for women and girls.

A study done by Semakafu (2014) focusing on the challenges that women face in their quest to participate in decision making and political processes established that low social status, low/lack of education contribute to low self-determination by women. These factors are fuelled by poverty and retrogressive cultural and beliefs that perpetuate myths that women are should not participate in decision making processes at any level, which results on gross violation of their democratic space and rights. This also frustrates the achievement most of Sustainable Development Goals (SDGs).

Studies have also established that women have various challenges that hinder them from effectively participating in governance. A study by Kassa (2015) on Challenges and Opportunities of Women Political Participation in Ethiopia observed that 50% of Ethiopian population comprises of women who are actively involved in various activities but earn lower than men regardless of having the same positions at workplace or community. The situation thus raises a concern in that the same women are increasingly becoming heads of households, with no resources to support their dependents and with limited ability to influence policy and decision making processes and structures. Confirming the same, a study done by Ahmed and Arahial (2013) on challenges facing Jordanian women in their quest to participate in political processes concluded that lack of structures and good will to address existing gender inequality, perpetuate the insubordinate position of women compared to that of men counterpart. In Europe, a study by Catalyst (2012) on the barriers that women face in getting to the top and found that stereotypes and preconceptions of women's roles and abilities were the most prevalent obstacles women faced, closely followed by a lack of suitable female role models, a

lack of relevant management experience, family commitments, and a lack of mentoring opportunities.

Due to stereotyping, conflicts can arise between the 'masculine' leadership behavior of men and the expected 'feminine' social behavior of women (Eagly et al., 1992, Eagly and Johannessen-Schmidt, 2007). Such barriers could include female managers shunning competitive environments (Niederle and Vesterlund 2007) or male managers simply resisting to work with female managers (Oakley, 2000 and Bond, 1996). These interactions can result in female employees not getting to the top because they lack line management competence and experience (Oakley, 2000). The concept of the 'glass ceiling' as used in the corporate career and gender discourse refers to some 'unseen' barriers that prevent female executives from reaching top positions even though they can see through that barrier. This is regardless of their qualifications or achievements (Federal Glass Ceiling Commission 1995b).

Other studies have however, observed the capabilities of women in leadership and governance positions. A survey by Zenger and Folkman (2012) targeting 7280 leaders revealed that women scored 12 of the 16 skills that constitute special leadership at all levels. They also outscored their male counterparts in qualities that have long been considered male strengths. Nielsen and Huse (2010) noted that the role of women in governance positions has got increased attention, meaning that Corporate Boards with a higher ratio of women directors may have differential impacts on the performance of distinct board tasks. Women have been found to have a unique role in leadership and governance that is reflected in their participative management style and their higher sensitivity compared to their male colleagues (Bradshaw & Wicks, 2000). This ability according to Nielsen and Huse, combined with women's attention and consideration may lead to their active involvement in issues of strategic nature that concern the institutions and its stakeholders.

On the other hand, Brody (2009) stated that even when women are actively involved in governance, their struggle for equal treatment and recognition is not over, since they are often kept on the margins of decision-making in government and limited to soft policy areas such as health and education. According to Zenger and Folkman (2012) men have more competency score higher in the aggregate. But when measured in top management on strategic perspective, their relative scores are the same. Thus, it is important to strengthen women participation in all

spheres of life as a major issue in the discourse of economic and social development (Abubakari and Ayuune 2014).

Fondas & Sassalos, (2000) documented that the presence of women in governance would enhance not only the institutional independence but also efficiency in performance of the institution. Moreover, there are many women with tested leadership experience in disciplines that modern boards need, such as engineering, digital technology, cyber risk management, supply chain management, operations, marketing, organizational structure and people. No wonder that the labelling of jobs as feminine or masculine has been found to create an image of entry barriers (Elson, 1999). Where the bias still holds, it manifests itself in some sectors of the economy lacking in governance and leadership positions especially at the decision making structures, the highest being parliaments, law making organs, county assemblies.

In Kenya, current recruitment and hiring practices by employers seem not to promote active participation of women in corporate governance and although more women are highly educated, very few of them hold higher managerial positions (United Nations Statistics Division, 2015). The current employee selection and engagement practices place women in careers that have short or non-existent job ladders, limiting their progression beyond low-paying jobs (Waititu, 2016). Even with existence of Bills and laws such as Constitution of Kenya (Amendment) Bill 2018, also known as the Gender Bill, that support representation of women in leadership and governance, organizations that are mandated with implementation of these laws are facing challenges of weak enforcement capacity (National Gender and Equality Commission, 2016). The World Bank Group, (2016) report that lack of sex-disaggregated database has resulted in an incomplete picture of the ratio of women's to men's participation in leadership and governance, yet the data is critical in identifying key risks and opportunities in accelerating progress of women inclusion in corporate governance.

Although a lot of efforts have already been put in place in Kenya to increase women's participation in leadership and governance, a lot more need to be done. The situation warrants collective efforts by state and non-state actors to work towards women social economic and political empowerment. To achieve this, there is need to recognize the already existing programs that are endearing to promote women's economic empowerment. The aim would be to acknowledging the achievements, identifying the gaps and strengthen their strategies. Hence a need for intense studies focusing on purposively selected existing programs whose focus has

been on enhancement of women's economic empowerment with an aim to identify how their strategies can be scaled up to identify policy gaps and also use the reports for advocating and lobbying for WEE.

1.2 Statement of the problem

Globally women have been disproportionately affected economically, socially and politically as evident in their dismal access and control to resources as well as low participation in decision-making structures and processes at the family, community and national levels (Wanjiku Kabira, 2012). This marginalization is not only a threat in the achievement of majority of the Sustainable Development Goals, but also accounts for gender inequality in the contribution and enjoyment of shared means of production and prosperity envisioned in the global and Africa agenda 2030 and 2063 respectively as well as Kenya Vision 2030. Like most countries in the region, in Kenya, even with existence of bills and laws including the Constitution of Kenya (Amendment) Bill 2018, also known as the Gender Bill, that supports representation of women in leadership and governance, the organizations that are mandated with implementation of these laws are facing challenges of weak enforcement capacity (National Gender and Equality Commission, 2016). Thus, the disproportion in the representation of women in governance persists in regimes characterized by gender responsive policies and legal frameworks at national, regional and global levels. This therefore calls for multi-sectorial strategies to enhance the participation of women, most importantly beyond numbers.

Several factors account for less participation of women in leadership and governance. For example, in a survey done by Wachudi and Mboya (2011), 67% of the respondents indicated that women lacked strong social support networks to gain entry into corporate governance. This is in addition to lack of gender disaggregated data that would reveal the status of women in leadership vis a vis that of men.

Given the direct and indirect benefits relationship between women's participation in governance and economic empowerment, there is a dire need for multi-sectorial approaches in programming to scale up strategies and other proven enablers to women's ascendance to positions of decision-making and leadership. It is in this context that this study seeks to evaluate the extent to which a programme, focusing on "strengthening inclusive governance and leadership for women" has achieved its mandate in three Counties in Kenya, namely, Kitui,

Bomet, Mombasa and Kirinyaga. The programme, in its third phase was initiated in 2016 by Women Empowerment Link, a Non-Governmental Organization, based in Nairobi, Kenya.

1.3 Objectives of the study

The aim of this research is to evaluate the impact of the '*Strengthening Inclusive Governance*', a project being implemented by WEL in enhancing Women participation in political, economic and social aspects of governance in Kenya.

Specifically, the research seeks to:

- a) Establish the extent to which the project has enhanced participation of women in governance processes in the selected Counties
- b) Assess the extent to which women's participation in the project has increased access to services, resources and leadership opportunities to women
- c) Create a dashboard providing analytical information on women's performance in governance across the selected counties in Kenya

1.4 Proposed programme to be evaluated

This study seeks to evaluate the Strengthening Inclusive Leadership project under Women Empowerment Link's (WEL) transformative and leadership project. The WEL is a non-profit, non-partisan, non-governmental women's rights organization that seeks to empower women and girls to realize their full potential, worth and strength politically, socially and economically through advocating for their human and social justice rights.

Under the transformative leadership and governance programme, WEL with support from *Brot fur die welt*, Germany, is implementing a project dubbed *Strengthening Inclusive Leadership* (SIL). The project focusses to increase the number and participation of women in decision making positions, socially, economically and politically in Kenya.

The project is staggered in three phases. The first phase was geared towards increasing public support for women leadership and visibility in the communities. The two-year project targeted seven counties. These are Nakuru, Siaya, Mombasa, Taita Taveta, Kiambu, Machakos and Nyeri. The selected counties had minimal numbers of women participating in the electoral process as voters and in the leadership process. The selection of these counties was based on WEL's previous experience in the counties. Analysis of the 2013 elections showed that there was reception for women's leadership. The project was to help spur this reception further by stirring public discussions on the importance of women's representation.

The second phase of the project aimed at expanding democratic space, which supports gender responsive policies and facilitates women's participation in leadership and governance in Kenya. This objective was achieved through: enhancing the capacities of women to perform within the county assemblies through training; increasing public support for women's

leadership and governance amongst community members through conversations to influence gender sensitive reforms; and development of evidence informed policies towards gender sensitive reforms. This phase was implemented between 2018 to 2021 in the three counties of Kitui, Kirinyaga and Bomet. These counties were selected due to there being female governors and the need to upscale the strategies used to elect female leaders in the three counties to other counties. The targeted beneficiaries included three women members of county assemblies (MCAs) caucuses comprising of approximately 45 women MCAs; three female Governors; 60 community facilitators (50% women); 20,000 community members reached during community conversations (women, men girls and boys); and 10,000 members of public during governors roundtable (women and men). During the implementation of the project, WEL managed to: build the capacities of 80 community trainers who actively participated in community conversations that were focused to change the attitudes, perception and knowledge of women leadership; train 45 women members of county assembly who have used the skills from the trainings to advocate for gender responsive policies and bills at the assembly; and train over 2,000 community members through community engagements. WEL completed this project and documented the progress that has been made thus far.

The third phase of the SIL project seeks to improve the decision-making ability of women and girls in both political and social spaces. This objective will be achieved by raising the voice and participation of women and girls in rural and semi urban settlements in Kenya. This will be a two-year project which will be implemented in the three counties of Kitui, Kirinyaga and Bomet to follow up on the strides made since the inception of the project as well as add more value to community members to contribute in decision making in social, economic and political spaces. The project targets to work with: the members of county assembly; two female and one male governor; 80 gender champions, community members, political parties and the executive. WEL is currently at the inception of this project and is currently identifying groups that will be involved in the project.

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Women and governance at the global scene

According to UN women (2020) women constitute 2.18 million (36 per cent) of elected members in local deliberative bodies in 133 countries. Out of these 133 nations, two countries have reached 50 per cent representation while 18 have more than 40 per cent women in local government. Therefore, women and girls are underrepresented in the local deliberative bodies in majority of the 133 countries. Globally, there are regional variations in women's representation in local deliberative bodies, as of January 2020 the representation of women and girls was 41 per cent in Central and Southern Asia, 35 per cent in Europe and Northern America, 32 per cent in Oceania, 29 per cent in Sub-Saharan Africa, 25 per cent in Eastern and South-Eastern Asia, 25 per cent in Latin America and the Caribbean, and 18 per cent in Western Asia and Northern Africa (UN Women 2020). Therefore, though, Sub-Saharan is not trailing much more needs to be done for African women to catch up with the frontier regions of the world.

Throughout both the developing and the developed world, women carry a disproportionately high burden of poverty. This poverty is experienced not just as material deprivation, but also as marginalization. This means that those living in poverty often have none or little opportunity to influence the political, economic, and social processes and institutions which control and shape their lives and keep them trapped in a vicious cycle of poverty (2007). This lack of voice functions as a critical factor in the maintenance of gender inequality and poverty, effectively blocking women's access to decision-making and agenda-setting processes including the achievement of SDGs.

This situation contributes to an invisibility of women as public actors and constitutes a negation of their rights to equal participation. It also perpetuates a decision-making process which is less likely to represent women's interests than a more representative system and which, therefore, possesses neither the vision nor the motivation to challenge or change unequal gender relations in society. Women's equal participation and leadership in decision-making processes at every level and in every sector is therefore fundamental to attempts to eliminate poverty. In order to challenge the unequal and ultimately unsustainable economic and social systems in which we live, and to secure the essential resources they need for dignified and rewarding lives, women need 'to be visible in governance and leadership and be empowered to act in that capacity,

because they have needs and concerns on vital issues which differ from those of men. Women's presence in significant numbers in elected bodies and in economic institutions can result in more equitable policy outcomes because it is likely to encourage policy makers to give more attention to issues affecting women, such as equal pay, better conditions of employment, child-care, violence against women, and unpaid labour. In addition, economic policies are also more likely to acknowledge the value of unpaid caring work (most of which is done by women) as an economic asset to be maintained and developed.

International human-rights treaties and conventions such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Beijing Platform for Action, and the third Millennium Development Goal on gender equality, recognize that women have the right to participate equally with men at all levels and in all aspects of public life and decision-making. Therefore, not only is women's participation and leadership an essential prerequisite for poverty alleviation and tackling gender inequality, it is also a basic human right. Lack of knowledge, lack of access to patronage networks, lack of financial support, and active or perceived prejudice against women candidates all act as structural barriers to women participating in elections for public office at all levels of representation. For instance, in Sierra Leone, women candidates reported that political parties would often remove women from candidate lists at the last minute, replacing them with male candidates who, they felt, were more likely to win the seat (Gell *et al.*, 2007).

Women's under-representation in leadership roles in the economic sphere contributes to: the undervaluing and lack of recognition of their contribution to the paid and unpaid economy; working conditions and production processes that do not meet their needs; lack of access to and control of means of production; and their concentration at the lower end of the economic value chain, meaning they enjoy lower economic returns. An important first step in strengthening women's opportunities to participate in decision-making and to attain leadership positions in the economic sector is making their contributions to that sector visible. Recognizing this, in both the Philippines and in Chile, Oxfam GB and its partners worked to highlight women's vital contributions to the fishing sector and to the agricultural export sector respectively. In the Philippines, 'gender audits' helped to identify what contributions women were making to the fishing industry as a whole and illuminate how the way in which worker organizations operate was making it difficult for women to participate actively. This highlighted the need for the creation of more inclusive management structures and for

leadership training to enable women to participate more effectively in them. In Chile, Oxfam GB has facilitated links between women's rights organizations, trade unions, and mainstream civil-society organizations, as well as supporting a network of women agricultural workers to represent and lobby on behalf of women workers. This has led to a greater awareness of women's presence in the agricultural export industry, and of the vulnerability and exploitation that women workers experience, which in turn has meant that these alliances have lobbied effectively for changes at national level legislation to protect women workers' rights.

Changing attitudes to women's leadership and participation traditional attitudes and beliefs about women's role in society continue to prejudice both men's and women's preconceptions regarding women's ability to participate fully in public life. These attitudes include stereotypes about women being dependent, unskilled, and not suitable for institutional leadership and strategic decision-making. People may even question the 'morality' of women seeking leadership positions. In Sierra Leone, many women candidates reported experiencing hostility from female voters in particular, who told them to 'go back home where they belong'. Elsewhere, in many conservative contexts women are actively prohibited from engagement in activities outside the home

Women's full and effective political participation is a matter of human rights, inclusive growth and sustainable development (OECD, 2018). The active participation of women, on equal terms with men, at all levels of decision-making and political involvement is essential to the achievement of equality, sustainable development, peace and democracy and the inclusion of their perspectives and experiences into the decision-making processes. Despite this, Kumar (2018)) argues that in the twenty-first century, women are facing obstacles in their political participation worldwide. Women around the world at every socio-political level find themselves under-represented in parliament and far removed from decision-making levels. As noted in the Millennium Development Goals (United Nations, [2019](#)), women's equal participation with men in power and decision-making is part of their fundamental right to participate in political life, and at the core of gender equality and women's empowerment.

According to Mlambo (2019), Southern African Development Community (SADC) Member States are proactively working towards equal representation of men and women politics and decision-making positions at all levels such as in Cabinet; Parliament, Council, Management of the Public Services, Chief Executive Officers and Boards of State-Owned Enterprises/Parastatals as well as the Private sector (SADC, [2019](#)). In order to promote women

participation in politics, SADC adopted the Declaration on Gender and Development in 1997 and the Protocol on Gender and Development in 2008. The former sought to increase women participation in government to 30% by 2005 and the latter sought to ensure that at least 50% of decision-making positions in the public and private sectors are held by women. SADC's efforts have not gone unrewarded

Fundamental to the constraints that women face is an entrenched patriarchal system in which family control and decision-making powers are in the hands of males. Traditional beliefs and cultural attitudes—especially as regards women's roles and status in society—remain strong, particularly in rural areas (Sadie, [2005](#)). Traditional roles and the division of labour are still clearly gendered. Social norms that make it more difficult for women to leave their traditionally domestic roles for more public roles outside of the home (Kangas et al., [2015](#)). Women's gender identity is still predominantly conceived of as being domestic in nature and continues to act as a barrier to women's entry into formal politics.

Socio-economic status of women to a greater extent play a significant role in enhancing their participation and representation in political decision-making bodies (Kassa,2015). Women lack the economic base which would enhance their political participation Suda, (1996). The lack of an economic base for women has been a factor in their participation—or lack of—it in politics because the cost of campaigning is very high. Lack of financial resources can limit participation given the costs associated with elections (WPL, 2014; Kayuni & Chikadza,2016; Common Wealth,2017). Independent funding and placing limits on campaign spending may support women in overcoming the barriers to political participation. Access to power tends to emerge from familial, communal and economic linkages, and these factors may help explain patterns of participation.

2.2 Participation of women in governance in Kenya

Men dominate Kenya's economic, political and social spheres despite women making up the majority of the population. The lack of empowerment has prevented women from taking up top leadership positions like their male counterparts. With limited opportunities, their roles have been reduced to farms where they perform labour- intensive jobs to sustain their livelihoods. Nowhere is the disparity more visible than in the political arena where men run the show. Moreover, despite the number of women parliamentarians growing over the years, it is still a small proportion compared to their population. This is backed by the latest United

Nations Development Programme (UNDP) and the Government of Kenya report titled ‘Consolidating Democratic Dividends for Sustainable Transformation in Kenya’ that shows only 21.78 percent and 30.88 percent women sit at the National Assembly and Senate respectively compared to Rwanda, whose women legislators account 61.25 percent. Kenya also trails Burundi (38 percent), Tanzania (36.9 percent), Uganda (34.8 percent) and South Sudan (28.46 percent) in terms of women representation in Parliament. “Prescribed gender roles, patriarchal attitudes, structural barriers, limited financial resources, non-compliance with the regulations that are gender-responsive, limited training on navigating the governance landscape, violence against women and girls and limited access to media coverage disadvantage women, reducing the pool of women in leadership and decision-making spaces,” says the report.

The Constitution of Kenya 2010 sought to address gender inequalities at workplaces by offering both men and women equal opportunities. Section 27 of the Constitution requires the County and National governments to ensure that neither gender has more than two-thirds of public officers, whether elected or appointed. Under the two-thirds gender rule, the dominant gender should only occupy 66.66 percent of public offices. However, as of September (2019), there were 290 men in the National Assembly out of a total of 349 MPs. This means that the 290 male MPs occupy 83 percent of available seats. In the Senate, the 47 male lawmakers account for 70 percent of the available seats. A contributing factor to non-realization of the principle is a lack of an implementation mechanism. A case in point is the legislature, which as currently constituted, does not meet the two-thirds threshold, thus undermining the gains for women enshrined in the Constitution,” the UNDP report 2020. The report notes that advancing women empowerment in leadership and decision-making requires a multifaceted approach that removes legal and structural barriers and implementing supportive normative and legal frameworks.

In 2020 the Kenya Association of Manufacturers launched the first-ever Women in Manufacturing report that outlined the need to review laws through a gender lens and create guidelines for gender-responsive implementation. The report also recommended implementing the existing gender-aware or gender-sensitive laws such as the Micro and Small Enterprises Act 2012 and the Public Procurement and Disposal Act 2015 and the engagement among the public sector oversight

According to Wachudi and Mboya (2011) data on the general representation of women on Kenyan in governance is quite scanty and has not been put together to inform initiatives to promote the participation through policies. One can expect to obtain data on gender diversity in board composition from the Capital Markets Authority (CMA) but even this has yet to be harmonized and streamlined. A handbook from the Nairobi Securities Exchange (NSE handbook 2016) contains board data but has no indication of the gender composition of the boards of the Board members. However, the spread of NSE listed companies across sectors of the Kenyan economy provides a good basis for generalization, where empirical data indicates 12% women representation on corporate boards for companies listed on the NSE as at June 2012. At the same time, only two women served as chairpersons of their boards. On the other hand, a considerable number of Boards (22) had no women directors at all and only one company had a woman CEO. This is similar to the averages in Europe and the USA. A survey by the Kenya Institute of Management (KIM) (Muturi, 2012) confirmed the same findings establishing the representation of women in governance at 20% in state corporations and 12% in the NSE listed companies. The study attributed the low participation of women in State corporations management boards to the interplay between historical, cultural and policy factors. This is contrary to the requirement of Kenya Constitution (2010), according to which, not more than two-thirds of any one gender should occupy leadership positions. Follow-up research on the progress made in enhancing women's participation in governance by Kenya Institute of Management (2017) notes an increase in women representation in listed company boards at 21% in 2017, up from 18% in 2015 and 12% in 2012. The representations of women in governance in Kenya is, therefore, still lower than anticipated in the national legal and regulatory requirements as well as is required by international best practices.

2.3 Theoretical framework

The participation of women and men in formal and informal decision-making structures varies greatly between countries but is generally in favour of men (Sabina N & Morten H. 2010). Organizational barriers, cultural, economic and societal factors limit women's opportunities and abilities to participate in decision making (Abubakari & Ayuune, 2014). Time pressures and relocations of top executives disadvantage women who remain as the primary caretakers for their families, discrimination, stereotyping, prejudice, family demands, and lack of opportunities have made many women lose their drive to excel the path of becoming a manager (Offei-Aboagye, 2000). Women may contribute to enhance diversity of experiences, knowledge and opinions in governance (Terjesen et al., 2009)

The participatory approach encourages the involvement of all stakeholders in the process of development. The main essence of participatory development approach is active involvement of people in making decisions in the implementation of processes, programs and projects, which affect them. Participation is the exercise of people's power in thinking, acting, and controlling their actions in a collaborative framework. The approach stresses the involvement of the majority of the population that gives a greater emphasis on building capacity, empowerment, self-reliance and sustainability of the organizations, challenge perceptions, leading to a change in attitude and agendas.

Performativity theory by Judith Butler (1990) explains the existing gender differential in the expectations and performance, in a typical setting. The theory asserts that gendered performance results from a mode of belief, actualized through repetitive acts over time, as in the social construction of gender in a typical social setting. The institutionalized insubordinate position of women to men is also challenged by other gender and feminist theorists. In this case, the gender inequality that the program under study seeks to redress is not an expression of what women are but rather the conviction that they can perform better in more enabling and supportive environments. Enablers can be in many forms, including trainings, gender responsive policies and legislations. To add value to this theory when evaluating a training programme, Kirkpatrick 1959 model of evaluating the impact of a training programme will be used. Details of how this model will be applied appear in section 3.6 of this report.

CHAPTER 3: METHODOLOGY

3.1 Study design

The evaluation of the Community Capacity Enhancement (CCE) of SIL project employed a mixed study design in that the study utilised both qualitative and quantitative data. To generate the data, the design allowed use of structured questionnaire, interview and Focus Group Discussion guides. The study was also descriptive in that it to describe the outcomes of the CCE training and cross-sectional since it observed the trained women at a particular point in time. An added advantage from the design is that it allowed a triangulation of information generated from various sources.

3.2 Target Population

The study targeted the gender champions and members of various women groups (chamas) that they were assigned to train for social, economic and political empowerment. Fifty five (55) groups had been trained and each group produced six respondents (3 officials and 3 group members, giving a total of 330 respondents). Also target were 78 Key informants from the county offices specifically those charged with women, youth and social welfare programs in each county, as well as directors of selected NGOs (non-state actors) working with women economic programs.

3.3 Data type and source

Cross-sectional primary and secondary data were used to achieve the study objectives. Secondary data was generated through review of literature of relevant documents, administrative reports from the relevant county offices, local NGOs and by the relevant state agencies such as the Kenya National Bureau of Statistics (KNBS). Primary data was sourced through personal in-depth interviews (PIIs) with the trained women, focus group discussions (FGDs) with the gender champions and key informant interviews (KIIs) with state officers including County Gender directors and the County Executive in charge of women and youth. The study employed both qualitative and quantitative data.

3.4 Definition and measurement of variables

The Strengthening Inclusive Leadership project had three objectives with a total of 10 indicators. The indicators provide a way of measuring the outcomes of each of the project objectives as outlined in Table 3.1.

Table 3.1: Definition and measurement of outcomes of Strengthening Inclusive Leadership project

Objective/Variable	Indicators	Measurement
Increased Number of women participating in governance processes	Number of women participating in engendered governance processes, such as public participation meetings	Integer showing the count
	Number of Women actively participating and contributing to debates (public barazas, motions, arguments), negotiations and decision making processes	Integer showing the count
	Number of women in county leadership forums, CBOs/ decision making spaces	Integer showing the count
Enhanced ability of women to influence decision making processes and take up leadership roles	More women in nominative and elective positions as well as more women being ready to offer themselves for leadership positions.	Integer showing the count
	More women participating in local politics, campaigning for women candidates, etc	Integer showing the count
	Increase in levels of confidence in contributing to governance processes at local and county levels	Integer showing the count
	Community networks. Hold women leaders and other duty bearers accountable	Integer showing the count
	Number, level and extent of reviewing, reforming, developing	Integer showing the count

Objective/Variable	Indicators	Measurement
Increased access to services, resources and opportunities for women and girls	and implementing of policies or projects	
	Nature and Quality of governance systems in the Self-Help Groups, CBOs, religious organizations ,etc	Integer showing the count
	Number of linkages and collaborations developed for involvement in political processes and develop women leaders	Integer showing the count
Woman Characteristics	Age	Integer showing the count
	Level of education	Dummy capturing the levels of education
	Marital status	Dummy setting to 1 if married
	Occupation	Dummy capturing the different occupation classes
	Religion	Dummy that sets to 1 if Christian
County	Bomet, Kirinyaga and Kitui	Dummy

3.5 Location of the Pilot study

To ensure quality, reliability and validity, for the study tools, pilot study was done in Kitui Central Sub-County in Kitui County in January, 2022. The study targeted 66 trained women, three gender champions and two key informants who were purposively selected from Kitui Central and Kitui Rural Constituencies. The eleven groups selected for the purpose of piloting the instruments will be excluded from the main study. Test for reliability of the instrument was performed and yielded an alpha level of 0.71 which indicated that the tool being used is reliable. The study utilised a structured questionnaire for women, FGDs and interview guide.

3.6 Data analysis

To establish the impact of the CCE training the study used Kirkpatrick 1959 model of evaluating the impact of a training programme. Kirkpatrick's 1959 model evaluates the impact of a training using four levels: (i) participants' reaction to the training, (ii) participants' learning (skills gained) because of the training, (iii) participants' change in behavior because of the training, and (iv) the subsequent impact on the family, society or community as a result of participants' behavioral change.

In the use of the model a trainee's reaction to the training is measured. As such, this level looks at trainees' satisfaction. The level is interested in issues such as whether a trainee liked the

presentations or whether the topics and materials were relevant to them. This level of evaluation is done immediately after the training. A positive reaction encourages the learning in the second level while a negative reaction discourages learning.

In the second level the evaluation assesses the extent to which the trainee has enhanced knowledge and/or improved skills or attitudes through the training. This can be assessed through formal and informal testing or through self-assessments. To make the data collection effective self-assessment questions were asked to the trained women to measure their awareness and comprehension of the Community Capacity Empowerment (CCE) training content.

In the third level, evaluations assess the extent to which trainee behaviour has changed because of the training. This level assesses how newly acquired knowledge, skills or attitude are being applied in the immediate environment of the trainee. Since it is difficult to predict when and exactly how a change in behaviour will occur the timing of this stage is critical. For the case of CCE, the training was staggered between 2018 and 2021. Therefore, an evaluation at the beginning of 2022 had allowed behavioral change among the trainees. The change in behaviour may be observed through self-assessments, surveys and interviews with trainees, their trainers or immediate community. The evaluation of CCE training uncovered the change in behaviour through interviews with the trained women. The women were required to provide concrete examples to elaborate and verify their quantitative answers or responses.

In the fourth level the results derived from the training are assessed. In this, the results were women empowerment. The survey asked the trained women questions that revealed how the CCE training was linked to women economic empowerment outcomes such as control of productive assets, abandonment of retrogressive cultures and promotion of women to high echelons of decision making. Again, concrete examples were used at this level to refrain the trained women from making overtly value-based judgments.

The evaluation model is summarized in Figure 1

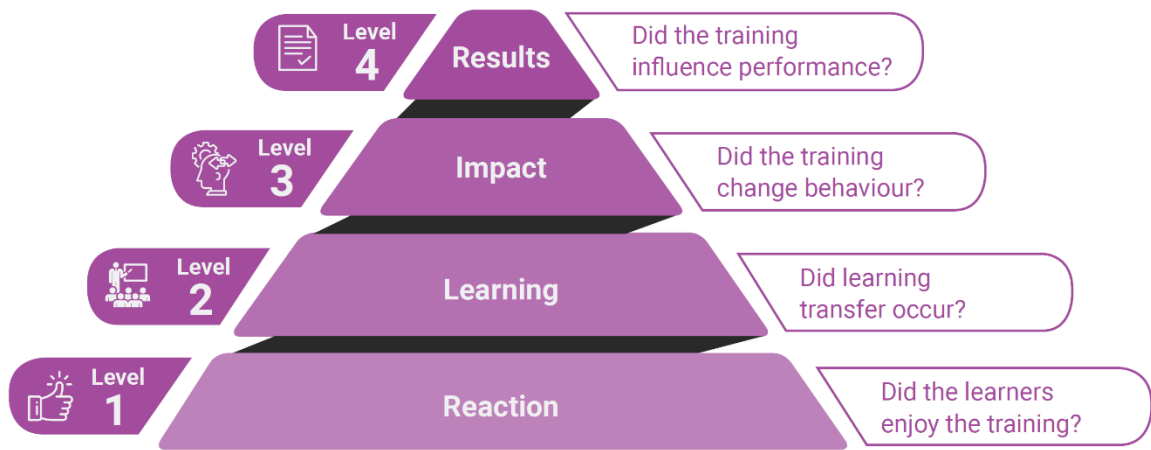


Figure 1: Kirkpatrick 1959 model of evaluating the impact of a training programme¹

¹ Adopted from <https://kodosurvey.com/blog/how-master-kirkpatrick-model-training-evaluation>

CHAPTER 4: PILOT STUDY FINDINGS

4.1 Introduction

This section presents findings on the impact of the community capacity enhancement component of the strengthening inclusive leadership project on women economic empowerment.

4.2 Response rate

The pilot study had a 100% response rate. The pilot survey targeted a sample of 66 trained women from community-based organizations in Kitui Central and Kitui Rural Constituencies. The targeted study sites in Kitui Central constituency were Mukameni and Township wards while those from Kitui Rural Constituency were from Tiva and Kyamathyaka Wards. The study managed a successful response rate of 100 per cent. Out of the 66 surveyed women 55 (83%) were from Kitui Central Constituency while 11 (17%) were from Kitui Rural constituency. Since the survey was researcher administered the response rate was considered adequate for analysis. According Wimmer and Dominick (2006) a response rate of 21% – 70% is acceptable for self-administered questionnaires for cross-sectional studies

4.3 Respondents' characteristics

4.3.1 Respondents general characteristics

The study focused on women who were trained by the gender champions under the CCE component of the SIL project. Analysis of the data reveals that:

Six in every 10 women had primary education. According to the Kenya Demographic Health Survey (KDHS) 2014, in the Eastern region 14.4% of the women did not have any education, 45.8% had some primary education, 19% had completed primary education, nine per cent had some secondary, 6.9% had completed secondary education and 4.8% had more than secondary education. Given that the KDHS was conducted over six years before 2021 and education transitions, the data would likely map that in the Eastern region most women would have completed primary education, more would have secondary education while the few would have tertiary education. The statistics summarized in Table 1 show that six in every 10 women who were surveyed had completed primary education while close three in every 10 had completed secondary education. These findings map one to one to the expected educational attainment scale in Kitui County (one of the counties in the Eastern region). Therefore, the sampled women

and their responses are considered representative enough of the women population in Kitui County.

Almost all (98%) the women were literate. The level of education of the respondent may affect their understanding of the survey questions and their responses leading to bias in the data collected. The findings summarized in Table 1 show that 98% of the respondents had either completed primary, secondary or tertiary education. Given the outcomes of the various levels of education in Kenya, the findings imply that the respondents had numeracy and comprehension skills. This implies that the respondents were literate enough to respond to the survey questions with a tolerable level of literacy bias.

Table 4.1: Respondents Level of education

	Frequency	Frequency (%)	Cumulative Frequency (%)
Pre-primary	1	2	2
Primary	39	62	63
Post primary/Vocational	3	5	68
Secondary	17	27	95
College (Middle level)	2	3	98
University (Undergraduate)	1	2	100
Total	63	100	

All the women received CCE training.

The CCE component of the SIL was implemented between 2018 to 2021. This means that for a respondent to qualify as trained they must have joined their CBOs latest 2021. Table 4.2 shows that out of the respondents who specified when they joined their CBO, the last ones joined in 2021. Meaning that all that specified when they joined the CBOs received the CCE training from the gender champions. Therefore, the survey responses from those that specified when they joined their CBOs were used for analysis. The responses for those who did not specify when they joined were not used for analysis since the study could not ascertain if they were trained or not.

The women’s length stay in the CBO was adequate to assess the impact of the CCE training.

Analysis of the length of stay in the CBOs reveals that 15% of the women had stayed in their CBOs for over 10 years, 38% had stayed for more than five years while 79% had stayed for over two years. This means that the women firmly stayed in the CBOs. The findings further

imply that the women had been in the CBOs long enough to be able to gauge the impact of the CCE training.

Table 4.2: Respondent's length of stay in the CBOs

Year Joined	Frequency (N)	Frequency (%)	Frequency (%)	Stay in years
2008	2	3	3	14
2010	7	11	14	12
2012	1	2	15	10
2014	5	8	23	8
2015	3	5	27	7
2017	7	11	38	5
2018	14	21	59	4
2019	6	9	68	3
2020	7	11	79	2
2021	11	17	95	1
Unspecified	3	5		
Total	66	100		

Majority of the women have either wage or business income that introduces gender dynamics.

Analysis of the respondent's occupation can reveal whether a respondent has income or not. The findings summarized in Table 4.3 reveal that eight per cent of the women were in wage employment, 38% were in farming while 52% were in business. Therefore, cumulatively 98% of the women were economically active and had some form of income. Depending, on who has control of the earnings the women may be empowered or not. According, to KDHS of 2014, in the Eastern region 32.6% of married women decided how their cash earnings are used, 59.3% decided with their husbands and 7.4% had the husband mainly deciding how the earnings were used. How, these decision dynamics have evolved in the households between 2014 and 2021 especially with the CCE training is the question of interest in this study.

Table 4.3: Respondent's occupation

Occupation	Frequency (N)	Frequency (%)
Employed	5	8
Farmer	24	38
Business Ladies	33	52
Housewife	1	2
Total	63	100

4.3.2 Awareness of CCE training

The CCE module focused on four modules namely: leadership skills and effective participation in decision making; equal representation; strategies for advocacy, lobbying and campaigning for women; and breaking the barriers to women empowerment. The women responded to the trainings as follows:

Nine in every 10 women are aware and comprehended CCE training modules. According to the theory of change the impact of CCE training is expected to proceed from awareness and comprehension of the CCE training. Table 4.4 and 4.5 show that out of every 10 women nine are aware of the CCE training modules. The same proportion that got awareness also comprehended the CCE training modules. The least familiar module was the strategies for advocacy lobbying and campaigning for women while the most familiar module was leadership skills and effective participation in decision making. As a result, it follows that leadership skills and effective participation in decision making was the most understood module. The awareness and comprehension of the training modules further validates the quality of the responses from the women.

Table 4.4: Awareness of CCE training modules

Having attended the community capacity enhancement training do you consider that you have increased your awareness of:	Frequency (%) N=61		
	No	Don't Know	Yes
Leadership skills and effective participation in decision making	0	2	98
Equal representation	0	7	93
Strategies for advocacy, lobbying and campaigning for women	7	7	86
Breaking the barriers to women empowerment?	3	0	97

Table 4.5: Comprehension of CCE training modules

Do you think that the community capacity enhancement training increased your understanding of concepts in:	Frequency (%) N=61		
	No	Don't Know	Yes
Leadership skills and effective participation in decision making	2	2	96
Equal representation	7	3	90
Strategies for advocacy, lobbying and campaigning for women	2	2	96
Breaking the barriers to women empowerment?	3	5	92

More than nine in every 10 trained women developed interest in the governance processes.

According to the theory of change, subsequent to awareness and comprehension is behavioral change which in turn is followed by empowerment. The results presented in Table 6

demonstrate that 95% of the trained women developed more interest in the processes that various institutions use to get leaders. Further, Table 4.6 shows that 93% of the trained women closely followed the leadership dynamics in their community for both public institutions and private institutions. Therefore, the most acquired behaviour was interest in governance processes. For instance, during the data collection Jane² from Kitui Central Constituency opined that “...having attended the CCE training I have developed a great interest in leadership and how people rise into leadership positions. For example, I follow how the parents’ teachers associations leaders are selected in the school where my children attend. I also follow how our area chief selects his committee members by ensuring that I attend all the chiefs barazas...” (Jane CBO member Kitui Central, 2022). Similarly, Patricia from Kitui rural has developed interest in governance process. During the interview schedule Patricia was of the view that “...I am really interested how our leaders are selected or elected to office and how they make decisions. Nowadays, I closely follow discussions in the mainstream media such as television and FM radio stations to know who has been selected or elected to what roles in my county...” (Patricia CBO member Kitui rural, 2022). Likewise, Liam opined that “...since the training I have been trying to figure out how the processes of appointing a leader into leadership in our chama... I am thinking offering myself someday for leadership” (Liam CBO member Kitui rural, 2022).

Eight in every 10 trained women developed self-confidence and structured convincing arguments.

Table 4.6 shows that the other behavioral changes that occurred in the trained women were trained women expressing their opinion in public (88%), women being not overly cautious because of their gender (88%) and women attending various fora that were previously considered a preserve for men or ‘other’ women (86%). This means that the trained women developed self-confidence to express themselves in the public and attend meetings previously considered a preserve for men. Further the women developed a habit of structuring convincing arguments given that they could publicly speak without tension. For instance, Wavinya from Kitui rural was of the view that “...Following the trainings, I no longer shy from speaking especially when I know what I am talking about. I express confidently! This has earned me the chairpersons position in our CBO” (Wavinya CBO member Kitui rural, 2022). Just like Wavinya, Rael also developed confidence. During the interviews Rael was of similar view

² All the names referring to the respondents are anonymized.

when she opined that “...the training has really liberated me I used to think that women cannot be preachers. However, through the trainings I have gathered courage and know that women can be preachers as well. Even better than some men” (Rael CBO member Kitui Central, 2022).

Eight in every 10 trained women have developed pro-social behaviour. Pro-social behaviour involves the ability to perceive and be sensitive to the emotional states of others, coupled with a motivation to care for their well-being. The findings summarized in Table 6 show that CCE training enabled 84% of the trained women develop pro-social behaviour. The women developed curiosity to know how initiatives by various leaders will affect women and men in their community. For instance, during the interviews Maya said that “...being a secretary in our chama before I put anything down, I have to make sure it's for the benefits of all members that is going for rights not majority” (Maya CBO member Kitui Central, 2022). Equally, Christine opined that “... I was really concerned that our area had no market. I lobbied the County government to give us a women market in 2021. Our Governor came to the ground and allocated land, developed structures for women and gave them Kshs.2000 each to boost their business” (Christine CBO member Kitui Rural, 2022).

Table 4.6: Behavioural change due to CCE training

Having attended the community capacity enhancement training:	Frequency (%)			N
	NO	Don't know	Yes	
I am interested in the processes that various institutions use to get leaders	3	2	95	59
I closely follow the leadership dynamics in my community (both for public institutions and private institutions)	7	0	93	58
I express my opinion in public	10	2	88	59
I am no longer overly cautious because I am a woman	9	3	88	59
I attend various fora that I previously considered a preserve for men or 'other' women	12	2	86	60
I am curious to know how initiatives by various leaders will affect women and men in my community	14	2	84	58

4.4 Impact of the CCE training

4.4.1: CCE and participation of women in governance processes in Kitui County

The study asked the surveyed women to attribute various governance outcomes with the CCE training and provide concrete examples to establish the impact of the CCE training on participation of women in governance processes in Kitui County. The study established the following:

CCE majorly increases the likelihood of women participating in CBO rather than political governance. The findings summarized in Table 7 show that the CCE training made 89% of the trained women know the leadership roles that they can perform. The women learnt that they could play governance roles in their CBOs such as being chairpersons, deputy chairpersons, treasurers, secretaries, mobilizers and arbitrators (Box 2). Importantly, the CCE training made the trained women aware that they can take up roles in political governance such as being a governor or a woman representative (Box 2). The descriptive presented in Table 7 show that the CCE was quite successful. However, a mapping of this success with the concrete examples provided reveals that majority of the women were motivated to participate in the CBO rather than political governance. Analysis of the concrete examples revealed that only three (4.5%) trained women knew that they could handle the governance roles of political offices.

Due to CCE trained women offered themselves for leadership positions at the community rather than political level. Table 7 shows that 71% of the trained women offered themselves for leadership positions due to the CCE training they received. Analysis of the illustrations provided by the women reveals that the leadership positions were in the CBOs, church, local schools and community projects such as poultry keeping (Box 2). None of the trained women offered themselves for leadership position at the County government or National government agencies within the county. As such, CCE training increased the number of women offering themselves for leadership at the local (community) level.

CCE has increased the attendance of women in public participation meetings in Kitui County. The results summarized in Table 7 show 64% of the trained women attributed their attendance of public participation to the CCE training. Analysis of the concrete examples, however, reveals that only five (7.5%) of the women had attended public participation meeting. The women majorly attend public participation for the budget making process, award of bursaries and chief's barazas. Though the number of women attending public participation meeting is small, this is a step in the right direction since most of these meetings were previously a preserve for men. Infact, some of the chief's barazas were called meeting for the village elders (men).

Several women attributed their campaigning for a female candidate in the 2017 general elections to CCE, but this is not attributable to CCE. The CCE component of the SIL was implemented between 2018 to 2021. As such, the impact of CCE training on trained women campaigning for a fellow woman would be measured using a by election or the 2022 general

elections. Table 7 shows that 58% of the trained women attributed their campaigning of female candidates in 2017 general elections to CCE. Since the examples provided are for the 2017 general elections, the results are not considered as an impact of CCE.

Table 4.7: Impact of CCE on women participation in governance processes in Kitui County

Having attended the community capacity enhancement training:	Frequency (%)			N
	No	Don't know	Yes	
I know the leadership roles that I can perform	9	2	89	59
I have offered myself for leadership positions	24	5	71	58
I have responded to my county's calls for public participation	31	5	64	59
I have campaigned for a woman aspirant in my community	44	2	54	58

Box 4.1: Governance roles that trained are aware that they can perform

The trained women had some of the following to say on the leadership roles that they can play:

"...Through the trainings I appreciated my leadership capabilities and now I lead a CBO known as Sisyei Tuyumalie (Understand yourself and get out) that empowers women to express themselves and defeat timidity"

"...Following the financial literacy module, I learnt that I can be a wonderful treasurer. No wonder the role in my CBO!"

"...Since we were trained, I learnt that I can be a very good treasurer. I am now a treasurer at Tumaini CBO and a board member at Tiva primary school"

"...As the group chairlady I'm aware of my leadership roles"

"...Governor or women rep in 2027"

"... Women rep in 2027"

"...Advocate to be the woman member of parliament"

"...I can be the chair of this group"

"...Facilitator, management of a group, do follow ups, grow groups to more independent groups."

"...Collecting money from members. Keeping proper records of the moneys."

"...As a chairlady"

"...Secretary Church Committees"

(Several trained Women, CBO members Kitui Central and Kitui Rural Constituencies, 2022)

Box 4.2: Governance positions that trained women have offered themselves for in Kitui County

The trained women had some of the following to say on the leadership positions that they have offered themselves for after the training:

“...Following the training I am the chairperson of the Sisyei Tuyumalie (Understand yourself and get out) CBO.”

“...There is a time I had travelled to Nairobi after the training. While staying there I offered myself for election as the chairman of the Kasarani Aerial Misa”

“...I volunteered to be one of the committees of the fundraiser in the village.”

“...I am secretary in my school board”

“...In church when there was a project, I offered myself to be one of the committees and organized for the fundraising.”

“...following the training I am the women representative in our community poultry farming project.”

(Several trained Women, CBO members Kitui Central and Kitui Rural Constituencies, 2022)

Box 4.3: Attendance of public participation meeting by the trained women in Kitui

The trained women had some of the following to say on their participation in public participation meeting called by the County or government agencies after the training:

“...I attended public hearings in Kitui social hall”

“...Attended budgeting process netting”.

“...I respond to county calls. The last one I attended was for bursary”

“...Kitui county assembly multipurpose hall for budgeting for the county, I also attended chamadhika during public participation”

“...Joined the meeting for county bursary to get financial aid and give proposals for what the community needs”

(Several trained Women, CBO members Kitui Central and Kitui Rural Constituencies, 2022)

CCE increased the negotiation skills of the trained women. The results summarized in Table 4.8 show that the trained did lobby and advocate for their causes or those of the community through visits to the right government offices, the right officers and by making convincing arguments. Those who lobbied and advocated were 67%, those who secured appointments were (44%) and those who made convincing arguments were 65%. A cross tabulation of the responses in Table 8 with the concrete examples reveals that those who credibly advocated and lobbied were seven (10.6%). These women secured appointments with the Governor-Charity Ngilu, the Woman rep Irene Kasilu, Members of Parliament, Members of County Assembly and area Sub-Chief (Box 5). The women were negotiating on issues such as bursaries, roads,

vulnerability of orphans, rape and gender-based violence (Box 4). For instance, Florence opined that “...In our areas the roads are not that good and this hurts women and children who are the majority in the village, I engaged the community leadership and requested that we have a communal road repair which really improved access to key facilities such as schools.” (Florence, CBO members Kitui Rural Constituencies, 2022).

Table 4.8: Impact of CCE on women’s negotiation skills

Having attended the community capacity enhancement training:	Frequency (%)			N
	No	Don’t know	Yes	
I have lobbied and advocated for women through the right persons for quick results	31	2	67	58
I have secured an appointment with an important decision maker to lobby and advocate for women	53	3	44	59
I have prepared all my cases very well to convince leaders to make decisions in favour of women	28	7	65	58
I have made complex messages simple for my audience and ended up winning for women in my community	36	4	60	58

Box 4.4: Negotiations by the trained women

The trained women had some of the following to say on their negotiation skills:
“...In the previous elections our area MP made us promises that he will be accessible and will help solve our problems. Recently, I mobilized four women and visited one of his contacts in our area and reminded him of the promises that the member of parliament made. We managed to secure bursaries for five children”

“...In our areas the roads are not that good and this hurts women and children who are the majority in the village, I engaged the community leadership and requested that we have a communal road repair which really improved access to key facilities such as schools.”

“...I managed to advocate for needy children in our area. I engaged the area MCA, Fatuma Kilunja, and managed to get bursary for 10 children amounting to KES20,000”

“...Reported a rape case to the chief. The parents wanted the perpetrator released but she remain firm.”

“...After the training on prevention and response to GBV, she has managed to advocate for women 's right through reporting cases of GBV. This is through supporting a woman to get justice for her child who was defiled.”

“...Reached out to the MCA to help a woman who needed financial assistance”

“... Women rep. Kasalu Irene”

(Several trained Women, CBO members Kitui Central and Kitui Rural Constituencies, 2022)

The trained women managed to secure appointments with the following leaders

The Governor-Charity Ngilu

The Woman rep Irene Kasilu

Members of Parliament

Members of County Assembly

Area Sub-Chief

(Several trained Women, CBO members Kitui Central and Kitui Rural Constituencies

4.4.2 CCE and women economic empowerment

The overarching goal of the CCE was women economic empowerment. The women associated the training with the following empowerment outcomes:

CCE has accelerated abandonment of regressive cultural practices that hindered women economic empowerment.

The results summarized in Table 9 reveal that 66% of the trained women made efforts to convince their community to abandon retrogressive cultural practices that have been hindering women and girls economic empowerment. Out of these who made efforts five (7.6%) succeeded. Josephine succeeded to convince her community take six adolescent mothers back to school, Myra convinced a friend of hers to abandon promiscuity, Ciru and Akinyi convinced their community to abandon forced early marriages and Prisca addressed sex for cash in her community. Therefore, CCE has helped liberate adolescent mothers from dropping out of schools, freed women from shame and isolation associated with promiscuity, saved young girls from forced early marriages that would have seen them drop out of school and addressed the sex for cash menace that had dogged the Eastern region. As such, part of the abandonment of retrogressive cultures by the communities in Kitui Central and Kitui rural may be attributed to the CCE training.

CCE has increased the time allocated for income generating activities by women. Table 9 shows that 90% of the trained women agreed that the CCE training helped them in balancing their time between their care work and their leadership or economic activities. Alesha is now able to organize herself to create time for her tailoring shop, Faith has become a very good time manager she knows when to wake up so that she creates time for business, Chebet can now plan her care work early enough as advised during the training leaving her with ample time for business, Julie is now able to run her household chores and run her business, Joy now can prepare her kids for school and join her CBO meetings later in the afternoon and Kate now has a written timetable that guides her activities. The time created through proper time management is important in helping the women run their business and earn personal incomes. The time is

also critical in enabling the women participate in decision making activities within their communities.

CCE has increased the access of women to productive resources. Table 4.9 shows that the CCE training made 63% of the trained women make efforts to have women gain control of productive assets such as land, small businesses and domestic animals. Out of these trained women six (9%) succeeded. For illustration, Joy has been instrumental in assisting her society abandon the retrogressive culture of denying widows access to property such as land and several of her friends now have access to land, Jackline convinced her in-laws who had denied their wives an opportunity to work to allow them to start a business. One of the freed housewives is now having a vegetable shop and is entirely financially independent of the husband, Kemunto has urged women to diversify and adopt other economic activities when one fails, Sara has spoken to her neighbours to give their women some control of resources. So far three women have been given goats courtesy of her efforts, Shah has protected her stepdaughter who was almost losing land to her husband and Erika’s CBO has been assisting members start small businesses since the training. Access of productive assets by the women empowers them to have income that they can control which is a significant step in their empowerment.

CCE has increased awareness and enforcement of two thirds gender rule. The results presented in Table 4.9 show that CCE training made 44% of the trained women insist on the attainment of the 2/3 gender rule in all community appointments. Out of these trained women four (6%) succeeded. For example, Stacy ensures gender balance every time the community is constituting groups and committees in schools or church, Sally and Kelly insists on gender parity when the schools where their children school are forming committees and Edna requested that nominations to her church microfinance board obey the two thirds rule . The awareness and monitoring done by these trained women has propelled women into top echelons of decision making in various boards. This empowers the women by enabling them make decisions on the use of resources within their communities.

Table 4.9: Impact of CCE on women economic empowerment

Having attended the community capacity enhancement training:	Frequency (%)			N
	No	Don't know	yes	
I have convinced my community to abandon retrogressive cultural practices that have been hindering women and girls	31	3	66	58

I have obtained a way of balancing my care work and leadership activities in my community	10	0	90	58
I have managed to convince my community to allow women control a significant part of the community resources	30	7	63	57
I have insisted on the attainment of the 2/3 gender rule in all our community appointments	47	9	44	58

4.4.3: Challenges faced by women

Although the study participants appreciated the achievement of the project in empowering women socially, economically and politically, they cited some challenges which hinder them from being full participation in leadership and county governance as follows:

- Too many gender roles around the family hindered them from attending project meetings regularly.
- Women are still looked down by men as unable to take leadership and decision making roles.
- Illiteracy among some women makes them shy away from participating in project activities
- Poverty makes women unable to attend meetings and trainings as they find themselves spending more time in doing casual jobs for self and family livelihoods.
- The project activities are mainly attended by elderly women, yet youth and young women equally need to be economically, socially and politically empowered.
- The project targeting only women made it difficult for the same women to negotiate for space with men who are not part of their gender trainings.

4.5 Policy Gaps

- While appreciating the commitment by the Kitui Central Sub- County to support women economic Empowerment initiatives by County government, Community Based Organisations and Non State Actors, study participants were concerned that there are no mechanisms to harmonise the actors to avoid duplications which results in wastage of resources.
- The County is commended for having put in place a County Gender Policy, aligned with the National Gender Policy. However its impact is yet to be felt due to the low level of awareness among women groups who are the key advocates for its implementation.
- The county has not allocated specific resources for the implementation of the gender policy.

4.6 Conclusion

The program achievement was applauded in that majority of the women participants were involved in small scale trades and leadership in grass root structures including churches, local schools and own groups (chamas). However, there were concerns that only few women were either able to contest county political seats or even win the elections. Thus, evidently the project managed to increase the likelihood of women to participate in CBO governance rather than political governance.

Lessons

- There is need for more grass root programs to mobilise women for capacity building for training to enable them aspire for leadership even if it is at the lowest level
- Agitating for Women Economic Empowerment needs to bring men on board so that they can not only support women but also release/create space for them.
- It is not enough to seclude training as the major strategy for WEE without addressing the poverty that make them unable to balance their daily chaos or to afford the basic needs for them to attend the meetings
- Any program that endeavours to empower women economically at the grass root must put special strategies to attract the youth
- Training grass root women has an impact in behavioural change in women towards community leadership and governance processes.
- A woman who becomes a community leader is more empowered and motivated to pursue economic opportunities for her family and other women under her leadership than one who is not trained.

4.7 Policy Recommendation

1. There is need for a County Plan of Action for the implementation of the said gender policy, which at the moment is lacking.
2. The planning department of the county government should ensure that WEE activities are included in the CIDP County integrated development plans (CIDP) to enable the same activities to be part of the annual development plans and Key performance Indicators in the performance contract.
2. There is also need for the county to allocate annual budget for the implementation of county gender policy.

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CHAPTER 6: APPENDICES

Appendix I: Community Capacity Empowerment Questionnaire

KENYATTA UNIVERSITY & BILL AND MELINDA GATES FOUNDATION PARTICIPATION OF WOMEN IN GOVERNANCE IN KENYA	
STRENGTHENING INCLUSIVE LEADERSHIP-COMMUNITY CAPACITY ENHANCEMENT GRASSROOT WOMAN QUESTIONNAIRE	
1.0 BACKGROUND INFORMATION, INTRODUCTION AND CONSENT	
1.1	Questionnaire Serial Number <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
1.2	Start Time <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
1.3	Date of interview (DD/MM/YYYY) <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
1.4	Field interviewer’s (FI) code <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
1.5	Location of interviewer (Give ID code) <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
1.6	Mode of conducting interview _____
1.7	What is your name? (Optional) _____
1.8	INTRODUCTION AND CONSENT [INDIVIDUAL CONSENT SHOULD BE SOUGHT FROM ALL GRASSROOT WOMEN PARTICIPATING IN THE SURVEY]
Good morning/afternoon/evening sir/madam. My name is (NAME OF FIELD INTERVIEWER). We are carrying out a survey on behalf of Kenyatta University and BILL and MELINDA GATES foundation, a Kenyan- based public university leading in teaching and research and a nonprofit fighting poverty, disease, and inequity around the world. The University in collaboration with the foundation is undertaking research to assess participation of women in governance in Kenya. The research will measure your viewpoints and ideas about what works for women economic empowerment. This research will produce a report, publication and policy briefs that will be used for advocacy, teaching, and influencing thought processes. The responses you give will be held with utmost confidentiality and will only be available to members of the research team. Your responses will not cause any disadvantage to you. If you accept to participate in this research, you will be doing so professionally and voluntarily and there is no expectation of any monetary returns. You are also free to refuse to respond to any question(s) you do not feel comfortable answering.	
1.9	Would you like to participate in this research? 1=Yes, 2=No <input type="checkbox"/>

[If yes, thank the respondent and proceed to 2.0]

1.10 Kindly let me know the reason why you would not wish to participate in this research?

1= I don't wish to discuss the matter; 2=Stigma; 3=not interested; 4=other (specify) _____

Check 1.8: [if 2=no, thank the respondent, and go to section 11]

2.0 DEMOGRAPHIC PROFILE

2.1 When did you join your community-based organization?
[FI: Compute the number of years that (name) has been a member of the community-based organization]

2.2 What is your highest level of education?
 1=Pre-primary; 2=primary; 3=post primary/vocational; 4=secondary; 5=post-secondary/vocational;
 6=college (Middle level); 7=university undergraduate; 8=University postgraduate 9=informal (Madrassa);
 9=other (specify) _____

2.3 What is your leadership role in the community-based organization?
 1=Chairperson; 2=Treasurer; 3=Secretary; 4=Vice chairperson; 5=Vice secretary;
 =other (specify) _____

2.4 What is your occupation?
[FI: Refer to the occupational classification at the three-digit point level in appendix 1]

3.0 Level 2 evaluation: Knowledge of community capacity enhancement
Use the rating below to rate your knowledge acquisition in the community capacity enhancement training
[FI: Explain the rating to the respondent]
Level 3: Yes. I can decide and my decision is in the positive (I agree with the statement)
Level 2: Don't know. I cannot decide about this question (Not sure)
Level 1: No. I can decide, and my decision is in the negative (I disagree)

Having attended the community capacity enhancement training do you consider that you have increased your awareness in:	Response
3.1 Leadership skills and effective participation in decision making?	<input type="checkbox"/>
3.2 Equal representation?	<input type="checkbox"/>

3.3 Acquiring Strategies for advocacy, lobbying and campaigning for women?

3.4 Breaking the barriers to women empowerment?

Do you think that the community capacity enhancement training increased your understanding of:

	Response
3.5 Leadership skills and effective participation in decision making?	<input type="checkbox"/>
3.6 Equal representation?	<input type="checkbox"/>
3.7 Breaking the barriers to women empowerment?	<input type="checkbox"/>
3.8 Stakeholders involved in the governance processes?	<input type="checkbox"/>

4.0 Level 3 Behavioral change: behavioral change in participation in governance
Use the rating below to rate your change in behaviour following the Community capacity enhancement training
[FI: Explain the rating to the respondent]
Level 3: Yes. I can decide and my decision is in the positive (I agree with the statement)
Level 2: Don't know. I cannot decide about this question (Not sure)
Level 1: No. I can decide, and my decision is in the negative (I disagree)

Having attended the community capacity enhancement training:	Score	Concrete example
4.1 I am interested in the processes that various institutions use to get leaders	<input type="checkbox"/>	
4.2 I closely follow the leadership dynamics in my community (both for public institutions and private institutions)	<input type="checkbox"/>	
4.3 I am curious to know how initiatives by various leaders will affect women and men in my community	<input type="checkbox"/>	
4.4 I attend various fora in my community that I previously considered a preserve for men or 'other' women	<input type="checkbox"/>	
4.5 I express my opinion in public	<input type="checkbox"/>	
4.6 I am no longer overly cautious or not confident because I am a woman	<input type="checkbox"/>	
4.7 Others _____	<input type="checkbox"/>	

4.8 Others _____	<input type="checkbox"/>
5.0 Level 4 Results: Results of the community capacity enhancement training: Use the rating below to rate your agreement with the following statement [FI: Explain the rating to the respondent]	
Level 3: Yes. I can decide and my decision is in the positive (I agree with the statement) Level 2: Don't know. I cannot decide about this question (Not sure) Level 1: No. I can decide, and my decision is in the negative (I disagree)	
Having attended the community capacity enhancement training:	Score Concrete example
5.1 I know the leadership roles that I can perform	<input type="checkbox"/>
5.2 I have offered myself for leadership positions	<input type="checkbox"/>
5.3 I have responded to my county's calls for public participation	<input type="checkbox"/>
5.4 I have campaigned for a woman aspirant in my community	<input type="checkbox"/>
5.5 I have lobbied and advocated for women through the right persons for quick results	<input type="checkbox"/>

Appendix II: Key Informant Interview

STRENGTHENING INCLUSIVE LEADERSHIP: COMMUNITY CAPACITY ENHANCEMENT

Objectives:

- a) *Establish the extent to which the partner has engaged with the SIL project and how this has enhanced participation of women in governance processes in the selected Counties*
- b) *Assess the extent to which women's participation in the SIL project has increased access to services, resources and leadership opportunities to women*

Target Respondents:

1. Partner NGOs

Key responses

1. *Project background*

<u>Cod e</u>	<u>Questions</u>
1. Project Background	
a	How well do you know WEL and its projects and interventions including SIL?
b	Do you have any formal/informal partnerships with WEL in the mentioned projects?
c	What Role does your organization play in terms of women empowerment and how do these relate to the WEL interventions?
d	What mechanism is used to coordinate the implementation of activities between your organization and WEL?
2. Impact: Access to services, resources and leadership opportunities by women	

a.	Has the implementation of activities between your organization and WEL resulted in increased access to services, resources and leadership opportunities by women.
3. Challenges and recommendations	
a.	What challenges would you cite as hampering the objectives of the WEL and the project?
b.	What opportunities and recommendations are available for WEL and scaling up of the project?
c.	Any other information that you can provide to enhance the WEL and WEE environment.

NAME OF FOCUS GROUP/KEY INFORMANT:

DATE AND PLACE OF INTERVIEW:

MEMBERSHIP (IF FGD):

Total:.....Male.....Female....Youth.....PWD.... Other.....

NAME OF INTERVIEWER:TEL :

Appendix III: Focused Group Discussion

<u>Cod</u> <u>e</u>	<u>Questions</u>
1. Project Background	
a	How well do you know WEL and its projects and interventions including SIL?
b	Do you have any formal/informal partnerships with WEL in the mentioned projects?
c	What Role does your organization play in terms of women empowerment and how do these relate to the WEL interventions?
d	What mechanism is used to coordinate the implementation of activities between your organization and WEL?
2. Impact: Access to services, resources and leadership opportunities by women	
b.	Has the implementation of activities between your organization and WEL resulted in increased access to services, resources and leadership opportunities by women.
3. Challenges and recommendations	
d.	What challenges would you cite as hampering the objectives of the WEL and the project?
e.	What opportunities and recommendations are available for WEL and scaling up of the project?
f.	Any other information that you can provide to enhance the WEL and WEE environment.

Appendix IV: Research Team

The study will be led by the Principal Investigator (PI) Professor David Minja (KU) and Co-PI Professor Elishiba Kimani (KU). The team of researchers include Dr. Edna Jemutai Moi (KU); Dr. Paul Gachanja (KU); Dr. Jackson Mdoe (KU); Dr. Felistus Makhamara (KU); Mr.

James Oringo (KU) and Mr. James Onditi (KU). We have also included a student Researcher: Nicodemus Kirima- PhD student (KU). The policy partners representatives from Women's Empowerment Link are Mr. Joseph Otieno (WEL) and Ms. Juliann Ngoiri (WEL) and Ms. Tabitha Karanja of The National Gender Equality Commission (NGEC).