

## **Women's Participation in Leadership and Governance in Kenya**

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## **Primary Outcome**

Increase the number of women participating in leadership and governance processes in Kenya by 30% by 2025

## ABSTRACT

In Kenya 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. 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. The gender imbalance in Kenya is happening in an environment characterized by gender responsive policies and legal frameworks at national and county level. Several factors account for less participation of women in leadership and governance. For example, women lack strong social support networks to enter governance, stereotypes on women's inability to participate in leadership and governance has denied the entry of women into governance and a lack of sex-disaggregated database has resulted in an incomplete picture of the ratio of women's to men's participation in governance, which in turn is a challenge to evidence-based gender targeting in development planning. 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 propelling women into governance. The study specifically sought to: establish the extent to which the project has enhanced participation of women in leadership and governance processes in the selected Counties and to assess the extent to which women's participation in the project has increased access to services, resources and leadership opportunities to women across the selected counties in Kenya. Using a mixed-method design the study analyzed primary data collected from Key informants in the selected counties, gender champions and trained women. To ensure quality, reliability and validity, the study tools were piloted using 30 trained women from Kitui Central Sub-County. To establish the impact of the CCE training the study used Kirkpatrick 1959 model of evaluating the impact of a training programme. Research findings reveal that .....

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## CHAPTER ONE

### BACKGROUND

#### 1.1 Study context

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, in especially in the areas of decision making, social-economic and political empowerment. Studies in Africa have unveiled many causes of gender inequality to be mainly 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), who further argues that the retrogressive societal beliefs and cultural values and in most times 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 are majorly fuelled by poverty and culture; resulting with the violation of their democratic space and rights. Further, the retrogressive cultural beliefs and practices lowers the self-esteem of women to seek for justice. Another 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 and on the whole poorer than men because they earn less, some are less educated. 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 low status of women compared to that of men, 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 inequality, empower women and champion their rights are some of the major challenges to women economic empowerment.

A survey by Zenger and Folkman (2012) of 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 board positions has got increased attention. Boards

with a higher ratio of women directors may have differential impacts on the performance of distinct board tasks. Women have a unique role on boards 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 firm and its stakeholders. Accordingly, women directors may contribute substantially to the board control tasks for issues of strategic nature hence more women on board may be more effective in performing strategic control tasks.

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. 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). Diverse boards are important tool in corporate governance board, they provided heterogeneity and effective monitoring that would enhance boardroom discussion and promote quality governance in the firms in order to lessen the possibility of expropriation.

Fondas & Sassalos, (2000) documented that the presence of women on the board would enhance the independence of the board. Other studies postulate that the presence of women on corporate boards have a positive relationship between their presence and firm's performance (Catalyst, 2007; Adam & Feirreira, 2009), argue that the presence of women in boards contribute in enhancing quality of governance in boardroom by providing different points of view in discussions and they make boards more interactive (Ruigrok et al., 2007). Moreover, boardroom political behavior is almost entirely avoided which leads to an enhanced efficiency on boards (Sing et al., 2008). By and large, women on corporate boards bring a lot of benefits to shareholders and increase the level of effectiveness in the boardroom. Why low numbers of women in corporate governance and leadership and critique of the theories.

Brown (2019) noted that traditional board configurations severely limit the pool of qualified female candidates and there are relatively few female CEOs to choose from when recruiting

board members, which have contributed to the perception that the female executive talent pool is shallow. However, as boards begin to cast wider nets in search of relevant, modern skillsets, they open up seats to a deep well of qualified female candidates. 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.

The labelling of jobs as feminine or masculine has been found to create an image of entry barriers (Elson, 1999). This bias can later manifest itself in some sectors of the economy lacking WoB. Sectoral gender segregation in management was also found in developed countries with more men in construction, manufacturing and similar fields while women crowded the marketing and public relations fields (Davidson and Burke, 2012). A study by Catalyst (2012) in Europe explored 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. The diverse issues in the pipeline identified by McKinsey and Company (2012) seem to point a finger at informal institutions. The issues identified include the sector's image at career entry level where businesses viewed as male-dominated tend to attract fewer women.

Further up the career ladder, many talented women may leave a company when they decide to have children or take on other family commitments, while some may leave before that, having reached a conclusion that they will never be able to reconcile their personal and professional goals if they stay. Other women may get stuck on the ladder mostly when returning to work after having children or perhaps they decide to work part time, unable to see a clear route to advance despite their skills and potential, or having decided that a more junior role will give them a more balanced life. Higher up still, women may lack a network or sponsors to help build their standing. At each of these stages, women can encounter unhelpful attitudes held by men and women alike.

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).

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 governance. Sex-disaggregated data is critical in identifying key risks and opportunities in accelerating progress of women inclusion in corporate governance.

Social capital and networks are significant when it comes to accessing information on existing board vacancies, expressing interest for the participation and eventually getting appointed to the boards or even relating as a board member. According to Brass’ (2001) definition of social capital, in terms of relationships and obligations, the value of social networks in the WoB dialogue stands out. Requena (2003) found in Spain that social capital positively affects the quality of work environments. However, in what Kanter (1977) refers to as ‘homosocial reproduction’, she notes that men would traditionally want to work with other men on top positions because of their gender similarities and that members of a social network relate with others as ‘in’ the group or ‘out’ of the group. Social identity theory (Tajfel and Turner, 1986) supports this view of the exclusive power of networks by contending that group members tend to evaluate each other highly and make it difficult for those that are ‘out’ to join in. This trend in networking results in the ‘old boys’ network, that encourages older board members to introduce or recommend their friends to the board before they retire. As long as groups like the ‘old boys’ network are male dominated, the scarcity of

WoB becomes a self-preserving series. This is as confirmed by Natividad's (2006) Directors' survey which established that although director recruitment is meant to be handled through due process, in practice, the incumbent directors refer each other through an 'old boys' network even when structures like Nomination Committees exist. During the survey, 67% of the respondents said that women lack strong social support networks to gain entry into corporate governance. Further, Wachudi and Mboya (2011) attribute the underrepresentation of women in the boards of Kenyan commercial banks to tokenism as explained by Kanter (1977) and the glass ceiling for internally raised directors.

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 call for a 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. Further, in addition to stereotypes on women's inability to participate in leadership and governance, the World Bank Group, (2016) reports that lack of sex-disaggregated database has resulted in an incomplete picture of the ratio of women's to men's participation in governance, which in turn is a challenge to evidence-based gender targeting in development planning.

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

### **1.2 Statement of the problem**

Many organizations in Kenya both local and international have initiated projects aimed at empowering women. These organizations have conducted project evaluations during the projects’ life - cycles, particularly because the funding agencies require evidence to justify the continuation of such projects. Little has been done in terms of conducting in-depth evaluations that focus on how such projects have impacted on women socially, economically and politically.

This study seeks to evaluate the Community Capacity Empowerment Project implemented by Women’s Economic Link in 5 counties across Kenya. To make the evaluation comprehensive in determining the level of women economic empowerment, this study will adopt Kabeer’s (2005) theoretical framework for measuring women’s empowerment: (1)agency, which describes the ability to make decisions regardless of existing power relations; (2) resources-including health, education, and physical assets-channels through which agency is exercised; and (3) achievements-such as economic opportunities and improved socio-political status-the outcomes of agency. Unlike the conventional approaches used in project evaluation, this study seeks to use a more comprehensive approach to evaluate whether or not the project being evaluated has had a significant effect of women economic empowerment.

### **1.3 Objectives of the study**

The aim of this research was 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 sought 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

#### **1.4 Proposed programme evaluated**

This study sought 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 TWO

### LITERATURE REVIEW

#### **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 but she could do more 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, which means that those living in poverty often have no, 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 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, and beyond that, opportunities for leading these processes.

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 gender-based 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, it has been argued that women need ‘to be visible politically as women and be empowered to act in that capacity, because they have needs and attitudes 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 economic resources; 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 are 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 in 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) states 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 Handbooks 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 on boards 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 representation 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 SIL seeks to redress is not an expression of what women are but rather, they can perform better in more enabling and supportive environments. Enablers can be in many forms, including trainings, gender responsive policies and legislations.

The other theory that underpinned this study is Kabeer's theoretical framework of women economic empowerment. According to this author, women's empowerment, can be measured based on three broad categories, namely (1) agency, which describes the ability to make decisions regardless of existing power relations; (2) resources-including health, education, and physical assets-are the channels through which agency is exercised; and (3) achievements-such as economic opportunities and improved socio-political status-the outcomes of agency (Kabeer, 2005).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Study design**

The assessment of the Community Capacity Enhancement (CCE) of the strengthening Inclusive Leadership Project (SIL) employed a mixed methods design. The mixed methods design utilized both qualitative and quantitative approaches. For data collection structured questionnaire, interview and Focus Group Discussion guides were deployed. The study also used descriptive analysis which described the outcomes of the CCE training. The mixed methods approach was further enhanced by triangulation of data collected from various sources.

#### **3.2 Data analysis and interpretation**

To establish the impact of the CCE training the study used Kirkpatrick 1959 model of evaluating the impact of a training programme. Kirkpatrick's 2016 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.

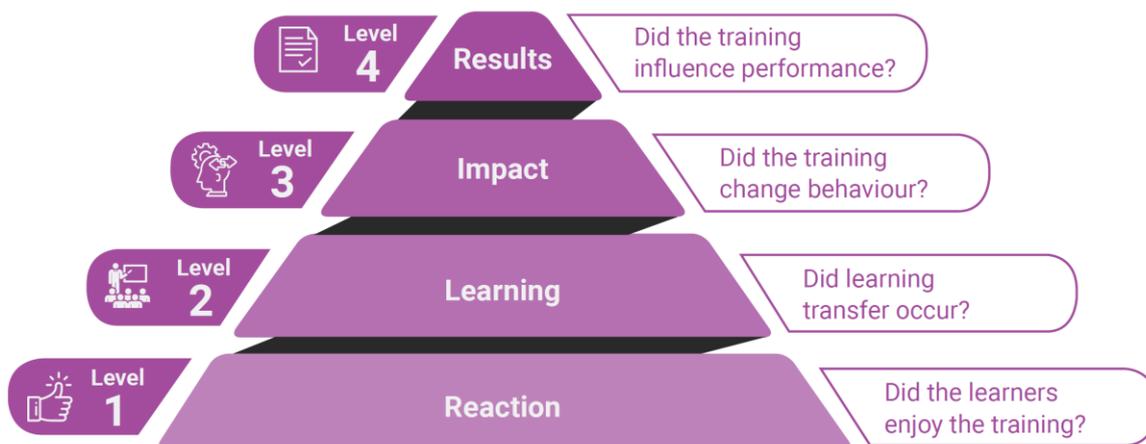
In the use of the model a trainee's reaction to the training is measured first level. As such, this level looks at trainees' satisfaction. The level is interested in issues such as whether a trainee liked the presentations or whether the topics and materials were relevant to them. This level of evaluation 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 case, 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 2016 new world model of evaluating the impact of a training programme<sup>1</sup>**

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

### 3.3 Definition and measurement of variables

The CCE of the SIL 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 1.

**Table 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 policy making processes	Integer showing the count
	Number of Women actively participating and contributing to debates (motions, arguments)/ decision making processes	Integer showing the count
	Number of women in county leadership commitments/ 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	Integer showing the count
	More women participating in political party preliminaries	Integer showing the count
	Increase in levels of confidence in contributing to governance processes	Integer showing the count
	Community networks Hold women leaders/ duty bearers accountable	Integer showing the count
Increased access to services, resources and opportunities for women and girls	Number, level and extent of reviewing, reforming, developing and implementing of policies	Integer showing the count
	Nature and Quality of governance systems in the chamas	Integer showing the count
	Number of linkages and collaborations developed to political processes and 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

Objective/Variable	Indicators	Measurement
	Occupation	Dummy capturing the different occupation classes
	Religion	Dummy that sets to 1 if Christian
County	Bomet, Kirinyaga and Kitui	Dummy

### 3.4 Data

#### 3.4.1 Data types

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.

#### 3.4.2 Sample size and power calculation

The CCE was implemented in four Counties namely: Kitui, Bomet, Kirinyaga and Mombasa. The study did a census of all the Counties where the training occurred. The training programme used the trainer of trainers approach. This led to three levels of training. In the first level identified gender champions in the Counties were trained by a consultant. In the second level, the trained gender champions trained leaders of the selected CBOs and Self-help groups. In the last level, the trained leaders trained their members.

In selecting the study respondents, the study employed a mixed sampling technique, which involved the use of census and purposive sampling together with stratified and probability sampling techniques. A census approach was adopted at the County level to study the gender champions and other Key informants. Purposive sampling was used to select the leaders of the selected CBOs and Self-help groups while random sampling was used to identify women respondents in the CBOs and self-help groups.

Given this sampling strategy, the study sampled all the key informants in all the Counties (four in Kitui, one in Kirinyaga, three in Nakuru and five in Bomet). The study also sampled

all the gender champions in the Counties (eight in Kitui, eight in Bomet, six in Kirinyaga and in Mombasa). Since the sampling of trained women used a mixture of probabilistic (random sampling) and non-probabilistic (purposive sampling), the study used the Slovin's 1966 formula to arrive at the size of the samples for various counties. The formula is as stated in equation 2.1

$$n = \frac{N}{1+N(e^2)} \quad (2.1)$$

Where  $n$  is the sample size,  $N$  is the number of trained women and  $e$  is the margin of error in this case 2.74%. **Cumulatively there were 2,821 trained women in all the Counties. Using the Slovin's formula this led to a sample size of 906 women. The sample was distributed across the Counties as shown in** Table 2 when other factors such as terrain, piloting and budget were considered.

**Table 2: Sampled trained women**

County	Trained Women	Sample	%
Kitui	720	144	20
Bomet	600	60	10
Kirinyaga	690	350	50
Nakuru	473	206	43.5
Mombasa	338	146	43.2
<b>Total</b>	<b>2,821</b>	<b>906</b>	<b>32.1</b>

### 3.4.3 Power Calculation

The study used a multivariate approach to calculate the power of the selected sample since the outcome variable (Women economic empowerment) had more than one outcome<sup>2</sup>. To conduct multivariate power analysis, one requires the sample size ( $n$ ), the desired error alpha level ( $\alpha$ ), the anticipated adjusted R square should a regression analysis be conducted and the number of independent variables. In the case of the present study the number of independent variables is the three levels of reaction, knowledge and behavioral change, the anticipated adjusted R square is 5% and above since the study uses primary data, the alpha level is 2.74% as in section 3.4.2 and the sample size is 906. Using these metrics the degrees of freedom for the hypothesis are 3 while those of the error are 903 (906-3). Inputting these arguments in the calculator yields a power of 0.99999. That is the sample size selected by the study guarantees that 99.99% of the time the null hypothesis would be correctly rejected if it is false.

After the collection data the study successfully managed to administer questionnaires to 69 trained women in Kitui County, 64 in Bomet County, 306 in Kirinyaga County, 206 in Nakuru County and

<sup>2</sup>See the power calculator for multivariate outcomes on: <https://www.albany.edu/~rfh64/power/power.html>

146 in Mombasa County. This meant that the actual sample used for analysis was 791 women which yields a power of 0.9997. Meaning that the actual power of the study is 99.97% which implies that 99.97% of the time the study correctly rejects a false null hypothesis correctly.

### **3.5 Research tools**

The evaluation used researcher administered structured questionnaires for the trained women, KII guides for key informants and FGDs for focus group discussions. The tools are provided in appendix 1.

#### **3.5.1 Piloting of the data collection tools**

To ensure quality, reliability and validity, the study tools were pretested with in Kitui County Kitui Central Sub-County. The respondents who participated in the pilot were not be eligible to participate in the main survey. The study used 66 trained women and three gender champions for piloting.

### **3.6 Logistics and ethical considerations**

#### **3.6.1 Logistics**

Logistics for field work were organized and planned immediately after the proposal was approved by the KU-WEE HUB technical committee. Further necessary clearance was sought from National Commission for Science and Technology and Innovation (NACOSTI). An introduction letter to the selected institutions was issued to the researchers.

#### **3.6.2 Ethical considerations**

The project strictly observed relevant research ethical issues, especially free, informed and voluntary consent of the participants, assurance of total confidentiality of the information obtained as well as sensitivity to the time taken and the environment in which the interviews were done with participants.

#### **3.6.3 Research protocol**

The proposal was shared with the Research Ethics Committee at Kenyatta University. The recommendation by the Research Ethics Committee were used to seek approval form the National Commission for Science, Technology and Innovation (NACOSTI). Data was collected from human subjects of consenting age. The respondents were requested to sign a consent form to participate in the research. The core research team collected data from the respondents with the help of fifteen research assistants. The data collected was coded, entered and analyzed using SPSS software for quantitative data and content analysis techniques for

qualitative data. Long-term data storage, retrieval, sharing and usage was guided by the provisions on the Kenyatta University Women's Economic Empowerment Hub research policy. The research team target to collect data from women trained in the SIL project, Key informant interviews where the SIL project has been implemented and FGDs with the gender champions. Data were collected with full knowledge and consent of the respondents. Care was taken to analyze data by gender dimensions.

### **3.7 Theory of change (TOC) and results-based framework**

#### **3.7.1 Theory of change**

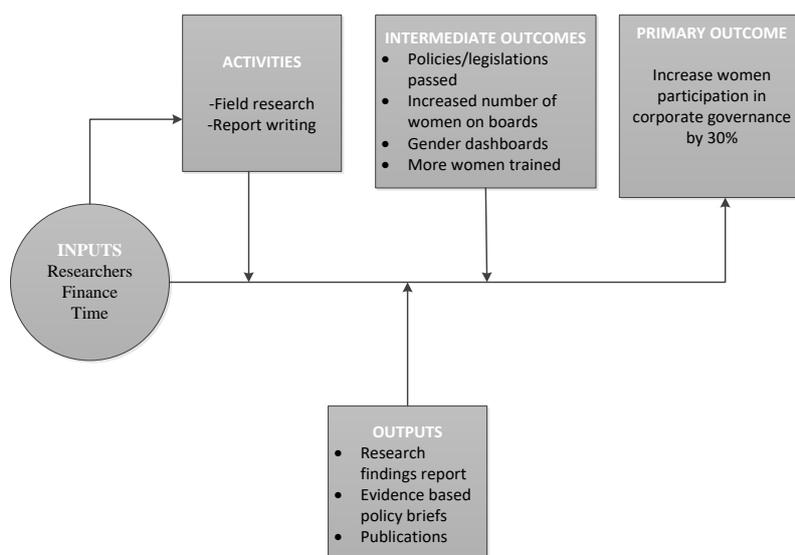
Our theory of change shows the chronological flow along the path to the desired outcome. It assumes certain outputs that are a prerequisite for a specific primary outcome verifiable on the basis of evaluation evidence. Participants that undergo the training and mentorship programme being evaluated acquire knowledge and skills to make them board ready. The training and mentorship programme is assumed to create a change in attitude and build competences on governance and leadership ultimately leading to a more empowered woman motivated to seek executive positions in community organizations and county governments in their areas of residents.

The study assumes that identification of the right trainees and building their capacity on leadership and governance will lead to a higher percentage of women occupying positions in their community, thereby improving their economic wellbeing. It further assumes that such women will become mentors to emerging women leaders which will significantly scale-up the number of women occupying leadership and governance positions.

Activities in our TOC include identification of training content, assessment of mode of delivery, the role of mentors and resultant actions and behaviour of the participants after the training and mentorship programme. The immediate outcomes in our TOC includes: leadership skills acquired and their application in organizational settings, networks created during and after the training, change in attitudes and motivation about leadership and governance and change in behaviour regarding pursuit of appointed and elected positions.

#### **3.7.2 Result based framework**

**Outcome statement:** Increase the number of women participating in leadership and governance processes in Kenya by 30% by 2025.



**Figure 2: Results Based Framework**

**Table 3: Theory of change**

<i>Primary Outcome</i>	<i>Intermediate Outcomes</i>	<i>Outputs</i>
Increase the number of women participating in leadership and governance processes in Kenya by 30% by 2025.	1.1 Policies and legislations passed	a) Research findings report
	1.2 Increased number of women on committees, boards or their like	b) Evidence based policy briefs
	1.3	c) Publications
	1.4 More women trained on governance	

Women Economic Empowerment indicators include access to resources, participation in decision making and allocation of resources. The increased number of appointments of women to boards or their like is deemed to improve their disposable incomes. At board level,

women exercise power in decision making regarding the running of the enterprises including budget allocation and development of initiatives that foster women economic empowerment. Further, their presence in committees or boards influences decisions that positively enhance gender equity. The skills and experience gained enhance their capacity to take purposeful action and pursue goals for their self-growth and development and involvement in mentoring of emerging leaders.

### 3.8 Stakeholders and partners

Table 4 summarizes the collaborating institutions and their role

**Table 4: Collaborating institutions and their roles**

Institution	Role
NGEC	Custodians of the National Gender Policy and development Sessional Paper No. 02 of 2019
Women Empowerment Link (WEL)	Partner in identifying and training the women
KNBS	KNBS will support the project in designing and implementing data collection tools for both primary and secondary data sets required to achieve the third objective
Institute of economic affairs	IEA will play a role in advocacy and dissemination of research findings.
Selected County governments	Trainees in phase two will be selected from the counties

### 3.9 Communication, dissemination and dissemination activities

#### 3.9.1 Communication strategy

The communication strategy was all encompassing but also targeted in line with the stakeholders identified, policy needs and expected timings as indicated in Table 5.

**Table 5: Communication and advocacy**

Stakeholder	Policy Needs	Communication strategy	Timings
NGEC	Provision of overall policy on gender	<ul style="list-style-type: none"> <li>• Policy briefs</li> <li>• Publications</li> </ul>	Annually and during the life of the project
WEL	Scale up of WEL	<ul style="list-style-type: none"> <li>• Research findings report</li> <li>• Publications</li> </ul>	Annually
KNBS	Dissemination of findings	<ul style="list-style-type: none"> <li>• Research findings report</li> <li>• Evidence based policy briefs</li> <li>• Publications</li> </ul>	As scheduled
Institute of Economic Affairs (IEA)	Dissemination of findings	<ul style="list-style-type: none"> <li>• Research findings report</li> <li>• Evidence based policy briefs</li> <li>• Publications</li> </ul>	As scheduled
Selected County governments	Provision of overall policy on gender  Implementation of findings	<ul style="list-style-type: none"> <li>• Research findings report</li> <li>• Evidence based policy briefs</li> <li>• Publications</li> </ul>	Annually or As scheduled

### 3.9.2 Dissemination and advocacy

Research findings shall be released via media outlets to increase awareness and inspire body corporates to consider gender parity in board composition. It was expected that media partners were to find the results of the research worth to be published in their various platforms. There were to be advocacy for relevant policies to be formulated and enact legislations to address gender parity in hiring and filling of positions in both public and private sector entities especially in senior management and at the board level. Data portal established at the hub will also be used for dissemination.

### 3.10 Scaling up

After the establishment of the impact of WEL, the programme activities were to be scaled up. The scale up were to be a collaboration between the research team, WEL and NGEC. The scaling up on the trainees were to increase their number and scaling up on the content and breadth of the programme. Scaling up were also to target more institutions to institutionalize the lessons learnt. Scaling up of the programme were also to involve the development of robust systems that were to

support the programme objective of ensuring more women effectively participate in leadership and governance.

### **3.11 Post fieldwork activities**

#### **3.11.1 Fieldwork reports by research team to project management**

The study results were to contribute to the following publication titles:

- a) A report on the status of women's participation in governance in Kenya, Africa region and selected areas globally
- b) Identified gaps in the participation of women in corporate governance in Kenya, African Region and globally.
- c) Sex-disaggregated Database on the Participation of Women in Governance in selected counties in Kenya.
- d) Policy Briefs based on the identified gaps and informed by the existing legal and policy frameworks for lobbying and advocacy with relevant policy makers and other stakeholders.

#### **3.11.2 Policy brief**

A position paper was developed in form of a policy brief to government agencies involved in gender mainstreaming. The policy brief presented the most impactful institutional structural systems and cultures for increasing the number of women participating in leadership and governance. The policy implementation challenges faced by NGEN in extending the debate on women participation in leadership and governance in Kenya were to be identified and appropriate intervention strategies recommended. Finally, the policy brief informed the need for an improved collection, maintenance and use of sex-disaggregated data on women participation in leadership and governance.

## CHAPTER 4

### STUDY FINDINGS

#### 4.1 Introduction

This section presents the study findings on the impact of the community capacity enhancement component of the strengthening inclusive leadership project on women economic empowerment in the selected Counties Kenya. Section 4.2 presents the study findings for Kitui County, section 4.3 presents the findings for Bomet County, 4.4 presents the findings for Kirinyaga County, 4.5 presents the findings for Nakuru County while 4.6 presents the findings for Mombasa County.

#### 4.2 Study findings for Kitui county

##### 4.2.1 Response rate

The study reached a total of 69 trained women out of the total of 520 trained women from 13 groups. Using census sampling, all the 13 groups were selected. From each of the group three leaders (the chairperson, secretary and the treasurer) were selected purposively while three other members were randomly selected using simple random sampling from each of the group. The study therefore had an expected response of 78 (6\*13) trained women. Given the 69 women that the study reached out to, this is a response rate of 88% (69/78). According to, Gay (1976) a response rate of 10% to 20% is sufficient for descriptive research. Therefore, the response rate of 88% was considered adequate for analysis. The targeted trained women were spread across several sites in the county as illustrated in Table 6.

**Table 6: Respondent's Location**

Location	Groups	Frequency (N)	Frequency (%)
Ethiani	3	15	21.74
Mukameni	3	13	18.84
Tiva	6	36	52.17
Township	1	5	7.25
<b>Total</b>	<b>13</b>	<b>69</b>	<b>100</b>

\*The frequencies are not multiples of 6 due to unanticipated non-response

In addition to the trained women the study targeted 20 key informants (government officials, NGO officials, women members of county assembly and gender champions) as shown in Table 7.

**Table 7: Other targeted respondents**

Category	Number	Justification
Members of County assembly	12	Trained in gender response budgeting that was to be cascaded to women groups
Directors of NGOs	1	Collaborated with WEL in delivering the programme
CECM gender sports and culture Kitui County	1	Involved in programme design and implementation
Principal community development officer Kitui	1	Involved in programme design and implementation
Head of sub-county public health department Kitui west	1	Involved in programme design and implementation
Gender champions	3	Involved in the implementation of the programme
Community development officers Kitui west sub-county	1	Were members of the Kitui County GBV technical working group
<b>Total</b>	<b>20</b>	

[\\*Video of Community Social Development Officer](#)

The study managed to reach out all the 20 targeted key informants as shown in Table 7.

#### 4.2.2 Demographic characteristics

The demographic characteristics for the trained women were revealed at two levels namely: level of education and occupation as discussed.

##### 4.2.2.1 Level of education

The evaluation revealed that there are higher levels of education among the women in Kitui County relative to the statistics reported by Kenya demographic health survey (KDHS) 2014. The statistics in Table 8 reveal that 33 (47.8%) of the trained women had primary level of education followed by secondary education 19 (27.8%) while only one woman (1%) had the lowest level of education (informal). The KDHS 2014 statistics revealed that in Eastern region 14.4% of women did not have any education, 19% of the women had completed primary education, 6.9% secondary education and 4.8% had gone beyond secondary education.

**Table 8: Level of education**

<b>Education</b>	<b>Frequency</b>	<b>Percentage</b>
Informal	1	1.45
Pre-Primary	2	2.90
Primary	33	47.83
Post-primary	4	5.80
Secondary	19	27.54
Post-Secondary	3	4.35
College(Middle level)	3	4.35
University undergraduate	3	4.35
-99	1	1.45
<b>Total</b>	<b>69</b>	<b>100.0</b>

**4.2.2.2 Occupation**

About 80% of the trained women were either farmers or business owners as indicated in Table 9. The lowest percentage were domestic workers (7.25%). The statistics are an indicator of economic empowerment of the trained women in Kitui County.

**Table 9: Occupation of the trained women**

<b>Occupation</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Employed</b>	7	10.14
<b>Farmer</b>	28	40.58
<b>Business Owner</b>	26	37.68
Domestic worker	5	7.25
<b>Total</b>	<b>69</b>	<b>100.00</b>

**4.2.3 Impact of the training on women's economic empowerment**

To assess the impact, Kirkpatrick's (2016) model was utilized which disaggregates the impact into four levels namely, reaction, learning, impact and results. The evaluation

interpreted the levels as awareness, knowledge, behavioural and results (application) as discussed.

#### **4.2.3.1 Increased awareness increased awareness of governance leadership and issues related to women economic empowerment**

Overall analyzed data revealed that majority of the trained women, (97.1%) reported having increased awareness on importance of women acquiring leadership skills and effectively participating in decision making. They also reported having increased awareness on the importance of equal gender representation at all levels (92.75%) and the need for women to acquire strategies for advocacy and campaigning in support of other women (85.5%). The training had also exposed them to strategies for understanding and breaking the barriers to women empowerment (88.4%). The fact that only a few trained women indicated not having increased awareness of the skills trained implies that the women could have been in the groups for a short time.

**Table 10: Awareness of skills trained**

<b>Having attended the community capacity enhancement training do you consider that you have increased your awareness of:</b>	<b>Frequency (%) N=69</b>			
	<b>No</b>	<b>Don't Know</b>	<b>Yes</b>	<b>-99</b>
Leadership skills and effective participation in decision making	1.45	0	97.10	1.45
Equal representation	5.80	0	92.75	1.45
Strategies for advocacy, lobbying and campaigning for women	8.70	4.35	85.5	1.45
Breaking the barriers to women empowerment?	7.25	2.90	88.40	1.45

#### **4.2.3.2 Increased knowledge of governance leadership and issues related to women economic empowerment**

Beyond the level of awareness, the study sought to establish the resultant knowledge among the trained women. The evaluation reveals that 94.2% of the trained women comprehended the Leadership skills and effective participation in decision making, 89.85% comprehended equal gender representation and strategies for advocacy lobbying and campaigning for women and 89.85% comprehended breaking the barriers to women empowerment. This implies that the trained women increased knowledge in the skills trained by the programme.

**Table 11.: Comprehension of skills trained**

<b>Do you think that the community capacity enhancement training increased your understanding of aspects in:</b>	<b>Frequency (%) N=69</b>			
	<b>No</b>	<b>Don't Know</b>	<b>Yes</b>	<b>-99</b>
Leadership skills and effective participation in decision making	4.35	0	94.20	1.45

Equal representation and Strategies for advocacy, lobbying and campaigning for women	7.25	1.45	89.85	1.45
Breaking the barriers to women empowerment?	5.80	2.90	89.85	1.45

#### 4.2.3.3 Behavioural change

The evaluation reveals that the training resulted in change in trained women’s behaviour in that 86.95% of the trained women reported having been interested in the processes that various institutions use to get leaders, 81.16% closely leadership dynamics in the County, 81.16% could express their opinions in public, 73.91% are no longer overly cautious because of being a woman, 85.51% attend fora that were previously considered a preserve for men or ‘other’ women and 82.61% are curious to know how initiatives by various leaders affect women and men in their County.

**Table 12: Behavioural change due to CCE training**

Having attended the community capacity enhancement training:	Frequency (%) N=69			
	NO	Don’t know	Yes	-99
I am interested in the processes that various institutions use to get leaders	8.70	2.90	86.95	1.45
I closely follow the leadership dynamics in my community (both for public institutions and private institutions)	13.04	4.35	81.16	1.45
I express my opinion in public	14.49	2.90	81.16	1.45
I am no longer overly cautious because I am a woman	20.29	4.35	73.91	1.45
I attend various fora that I previously considered a preserve for men or ‘other’ women	11.59	1.45	85.51	1.45
I am curious to know how initiatives by various leaders will affect women and men in my community	13.04	2.90	82.61	1.45

#### 4.2.4. Results (application of the skills acquired)

To assess the impact of the training women economic empowerment the evaluation focused on three key areas namely participation of women in governance, agency of women and access and control of productive assets. The results of the analyses are discussed.

##### 4.2.4.1 Participation of women in governance process

To assess the application of knowledge and skills gained from the training, women were asked to indicate on whether: they knew leadership roles that they could perform; they had offered themselves for leadership positions; could respond to the county’s calls for public participation and they campaigned for a woman aspirant in their community.

The evaluation reveals that 91.3% knew leadership roles that they could perform, 55.07% had offered themselves for leadership positions, 69.57% responded to the county’s calls for public participation and 52.57% campaigned for a woman aspirant in their community.

Further women provided examples on how they had provided the

“... for instance Wavinya opined that she I am a chair lady in my church, Secretary of Mukuyu Women Self Help Group I have also been Treasurer of Mukameni Community Borehole.

**Table 13: Application of the knowledge and skills gained during the training**

Having attended the community capacity enhancement training:	Frequency (%) N=69			
	No	Don't know	Yes	-99
I know the leadership roles that I can perform	4.35	1.45	91.30	2.90
I have offered myself for leadership positions	40.58	0	55.07	4.35
I have responded to my county’s calls for public participation	26.09	1.45	69.57	2.90
I have campaigned for a woman aspirant in my community	43.48	0	52.57	4.35

#### 4.2.4.2 Agency of women in negotiations

The evaluation further assessed the impact of training on the agency of women in terms of negotiation skills. This was assessed by the ability of a trained woman to: lobby and advocate for women through the right persons for quick results; secure an appointment with an important decision maker to lobby and advocate for women; prepare all their cases very well to convince leaders to make decisions in favour of women and make complex messages simple for my audience and ended up winning for women in their community.

The evaluation reveals that 59.42% lobby and advocate for women through the right persons for quick results, 43.48% secure an appointment with an important decision maker to lobby and advocate for women, 65.22% prepare all their cases very well to convince leaders to make decisions in favour of women and 60.87% make complex messages simple for my audience and ended up winning for women in their community. This implies that the training equipped the women with skills to negotiate on behalf of other women in the community.

**Table 14: Impact of the training on developing negotiation skills**

<b>Having attended the community capacity enhancement training:</b>	<b>Frequency (%) N=69</b>			<b>-99</b>
	<b>No</b>	<b>Don't know</b>	<b>Yes</b>	
I have lobbied and advocated for women through the right persons for quick results	36.23	1.45	59.42	2.90
I have secured an appointment with an important decision maker to lobby and advocate for women	53.62	0	43.48	2.90
I have prepared all my cases very well to convince leaders to make decisions in favour of women	28.99	1.45	65.22	4.35
I have made complex messages simple for my audience and ended up winning for women in my community	33.33	2.90	60.87	2.90

Box for the unique applications.

Check the examples

#### **4.2.4.3 Access and control of productive assets**

At the highest level of evaluation, the impact of the training focused on promoting access and control of productive assets. The assessment focused on: convincing the community to abandon retrogressive cultural practices that have been hindering women and girls; obtaining a way of balancing care work and leadership activities in the community; convincing the community to allow women control a significant part of the community resources; and advocating for the attainment of the 2/3 gender rule in all community appointments.

The analysis showed that 55.07% are convincing the community to abandon retrogressive cultural practices that have been hindering women and girls, 91.3% have obtained a way of balancing care work and leadership activities in the community, 53.62 are convincing the community to allow women control a significant part of the community resources and 60.87% are advocating for the attainment of the 2/3 gender rule in all community appointments.

**Table 15: Impact of the training on access and control of productive assets**

Having attended the community capacity enhancement training:	Frequency (%) N=69			-99
	No	Don't know	yes	
I have convinced my community to abandon retrogressive cultural practices that have been hindering women and girls	33.33	5.80	55.07	5.80
I have obtained a way of balancing my care work and leadership activities in my community	1.45	2.90	91.30	4.35
I have managed to convince my community to allow women control a significant part of the community resources	40.58	2.90	53.62	2.90
I have insisted on the attainment of the 2/3 gender rule in all our community appointments	33.33	1.45	60.87	4.35

Box for the unique applications.

Check the examples

### 4.3 Study findings for Bomet County

#### 4.3.1. Response rate

The study reached a total of 64 trained women out of the total of 600 trained women from 11 groups. Using census sampling, all the 11 groups were selected. From each of the group three leaders (the chairperson, secretary and the treasurer) were selected purposively while three other members were randomly selected using simple random sampling from each of the group. The study therefore had an expected response of 66 trained women. Given the 64 women that the study reached out to, this is a response rate of 97% (64/66). According to, Gay (1976) a response rate of 10% to 20% is sufficient for descriptive research. Therefore, the response rate of 97% was considered adequate for analysis. The targeted trained women were spread across several sites in the county as illustrated in Table 16.

**Table 16: Respondent's Location**

Location	Groups	Frequency (N)	Frequency (%)
Sotik	7	40	62.5

Bomet Central	4	24	37.5
<b>Total</b>	<b>11</b>	<b>64</b>	<b>100</b>

\*The frequencies are not multiples of 6 due to unanticipated non-response

In addition to the trained women, the study targeted 17 key informants (government officials, women members of County assembly, NGOs officials and gender champions) as shown in

**Table 17: Other targeted respondents**

Category	Number	Justification
Members of County assembly	10	Trained in gender response budgeting that was to be cascaded to women groups
Gender champions	4	Involved in the implementation of the programme
CECM youth, gender sports and culture Bomet County	1	County executive in charge of gender
Big heart NGO	1	Collaborated with WEL in delivering the programme
Blessed assurance NGO	1	Collaborated with WEL in delivering the programme
<b>Total</b>	<b>17</b>	

\*[An FGD with members of county assembly in bomet county \(23/03/2022\)](#)

The study managed to reach out all the 17 targeted key informants as shown in Table 4.2. The information provided by the 17 respondents was triangulated to confirm that which was provided by the women.

### 4.3.2 Demographic characteristics

The demographic characteristics for the trained women were revealed at two levels namely: level of education and occupation as discussed.

#### 4.3.2.1 Level of education

The evaluation revealed that there are higher levels of education among the women in Bomet County relative to the statistics reported by Kenya demographic health survey (KDHS) 2014. The statistics in Table 18 reveal that 23 (35.94%) of the trained women had primary level of education followed by secondary education 27(42.2%) while only two woman (3.1%) had the lowest level of education (informal). The KDHS 2014 statistics revealed that in the Rift valley region 18.2% of women did not have any education, 14% of the women had completed primary education, 8.2% secondary education and 6.4% had gone beyond secondary education.

**Table 18: Respondent’s Level of Education**

<b>Location</b>	<b>Frequency (N)</b>	<b>Frequency (%)</b>
No formal education	2	3.13
Primary	23	35.94
Post primary	1	1.56
Secondary	27	42.19
Post-secondary	1	1.56
College (Middle level)	9	14.06
University undergraduate	1	1.56
<b>Total</b>	<b>64</b>	<b>100</b>

#### **4.3.2.2 Occupation of the trained women**

About 90% of the trained women were either farmers or business owners as indicated in Table 19. The rest (9.37%) were employed. The statistics are an indicator of economic empowerment of the trained women in Bomet County in that all the trained women were found to be economically productive. This was confirmed by the CECM youth, gender sports and culture Bomet County who had this to say “... women in Bomet county are no longer confined to the informal business sector because they are also in the formal economic sector in both rural and urban Bomet...” interview held 23/03/2022.

**Table 19: Occupation of trained women**

<b>Location</b>	<b>Frequency (N)</b>	<b>Frequency (%)</b>
Business Owner	34	53.13
Employed	6	9.37
Farmer	24	37.50
<b>Total</b>	<b>64</b>	<b>100</b>

#### **4.3.3 Impact of the training on women’s economic empowerment**

To assess the impact, Kirkpatrick’s (2016) model was utilized which disaggregates the impact into four levels namely, reaction, learning, impact and results. The evaluation interpreted the levels as awareness, knowledge, behavioral and results (application) as discussed.

##### **4.3.3.1 Increased Awareness of governance leadership and issues related to women economic empowerment**

Overall analyzed data revealed that majority of the trained women, (92.19%) reported having increased awareness on importance of women acquiring leadership skills and effectively participating in decision making. They also reported having increased awareness on the importance of equal gender representation at all levels (98.44%) and the need for women to acquire strategies for advocacy and campaigning in support of other women (90.63%). The

training had also exposed them to strategies for understanding and breaking the barriers to women empowerment (98.44%). Overall, less than 5% of the trained women indicated not being aware of the skills trained except for equal representation. The women who said no and don't know could have been in the programme for a shorter period and were yet to internalize the training.

**Table 20: Awareness of skills trained**

<b>Having attended the community capacity enhancement training do you consider that you have increased your awareness of:</b>	<b>Frequency (%) N=64</b>		
	<b>No</b>	<b>Don't Know</b>	<b>Yes</b>
Leadership skills and effective participation in decision making	4.69	3.13	92.19
Equal representation	0	1.56	98.44
Strategies for advocacy, lobbying and campaigning for women	3.13	6.25	90.63
Breaking the barriers to women empowerment?	1.56	0	98.44

#### **4.3.3.2 Increased knowledge of governance leadership and issues related to women economic empowerment**

Beyond the level of awareness, the study sought to establish the resultant knowledge among the trained women. The evaluation reveals that 92.19% of the trained women comprehended the Leadership skills and effective participation in decision making, 98.44% comprehended equal gender representation and strategies for advocacy lobbying and campaigning for women, 98.44% comprehended breaking the barriers to women empowerment and 82.81% comprehended the stakeholder involvement in the gender budgeting process. This implies that the trained women increased knowledge in the skills trained by the programme. While over 90% of the trained women indicated having increased the understanding of some critical aspects of women economic empowerment, 14.1% indicated having not being aware of the county budgeting process. This raises a concern because budgetary allocation is always an indication of the government development priorities.

**Table 21: Comprehension of the training**

<b>Do you think that the community capacity enhancement training increased your understanding of aspects in:</b>	<b>Frequency (%) N=64</b>			
	<b>No</b>	<b>Don't Know</b>	<b>Yes</b>	<b>-99</b>
Leadership skills and effective participation in decision	4.69	3.13	92.19	0

making				
Equal gender representation and strategies for advocacy lobbying and campaigning for women	0	1.56	98.44	0
Breaking the barriers to women empowerment?	0	1.56	98.44	0
Stakeholders involved in the gender budgeting process?	14.06	1.56	82.81	1.56

#### 4.3.3.3 Behavioural change

The evaluation reveals that the training resulted in change in trained women's behaviour in that 92.19% of the trained women reported having been interested in the processes that various institutions use to get leaders, 85.94% closely leadership dynamics in the County, 79.69% could express their opinions in public, 79.69% are no longer overly cautious because of being a woman, 73.44% attend fora that were previously considered a preserve for men or 'other' women and 87.50% are curious to know how initiatives by various leaders affect women and men in their County. The indication that between 73% and 92% of the trained women demonstrated behavioral change in issues of governance and leadership around them which was a positive pointer to the impact of the programme on women empowerment. This was affirmed by one MCA who indicated that women in her ward were more interested in issues of governance and required higher level of accountability from the MCAs.

**Table 22: Behavioural change due to the training**

Having attended the community capacity enhancement training:	Frequency (%) N=64			
	NO	Don't know	Yes	-99
I am interested in the processes that various institutions use to get leaders	6.25	1.56	92.19	0
I closely follow the leadership dynamics in my community (both for public institutions and private institutions)	7.81	4.69	85.94	1.56
I express my opinion in public	9.38	9.38	79.69	1.56
I am no longer overly cautious because I am a woman	6.25	4.69	79.69	9.38
I attend various fora that I previously considered a preserve for men or 'other' women	12.50	6.25	73.44	7.81
I am curious to know how initiatives by various leaders will affect women and men in my community	6.25	4.69	87.50	1.56

#### 4.3.4 Results (Application of the skills acquired)

To assess the impact of the training women economic empowerment the evaluation focused on three key areas namely participation of women in governance, agency of women and access and control of productive assets. The results of the analyses are discussed.

#### 4.3.4.1 Participation of women in governance process

To assess the application of knowledge and skills gained from the training, women were asked to indicate on whether: they were now more aware of leadership roles that they could perform; they had offered themselves for leadership positions; could respond to the county’s calls for public participation and they campaigned for a woman aspirant in their community.

The evaluation revealed that 92.19% knew leadership roles that they could perform, 68.75% had offered themselves for leadership positions, 59.38% responded to the county’s calls for public participation and 70.31% campaigned for a woman aspirant in their community. Of interest, the Bomet County had increased number of women that had offered themselves for leadership positions and had also campaigned for other women to be in leadership. This means it is likely that women’s participation in leadership and governance in Bomet County will increase.

**Table 23: Impact of the training on women participation in governance processes**

Having attended the community capacity enhancement training:	Frequency (%) N=64			
	No	Don’t know	Yes	-99
I know the leadership roles that I can perform	3.13	3.13	92.19	1.56
I have offered myself for leadership positions	31.25	0	68.75	0
I have responded to my county’s calls for public participation	37.50	3.13	59.38	0
I have campaigned for a woman aspirant in my community	25.00	4.69	70.31	0

#### 4.3.4.2 Agency of women in negotiations

The evaluation further assessed the impact of training on the agency of women in terms of negotiation skills. This was assessed by the ability of a trained woman to: lobby and advocate for women through the right persons for quick results; secure an appointment with an important decision maker to lobby and advocate for women; prepare all their cases very well to convince leaders to make decisions in favour of women and make complex messages simple for my audience and ended up winning for women in their community.

The evaluation reveals that 60.94% lobby and advocate for women through the right persons for quick results, 40.63% secure an appointment with an important decision maker to lobby and advocate for women, 50% prepare all their cases very well to convince leaders to make decisions in favour of women and 59.38% make complex messages simple for my audience and ended up winning for women in their community. The results reveal that between 34.38% and 53.13% of women did not practice the necessary skills for negotiations which is a concern given that over 98% indicated having increased knowledge on negotiations.

**Table 24: Impact of the training on developing negotiation skills**

Having attended the community capacity enhancement training:	Frequency (%) N=64			-99
	No	Don't know	Yes	
I have lobbied and advocated for women through the right persons for quick results	34.38	3.13	60.94	1.56
I have secured an appointment with an important decision maker to lobby and advocate for women	53.13	6.25	40.63	0
I have prepared all my cases very well to convince leaders to make decisions in favour of women	42.19	7.81	50.0	0
I have made complex messages simple for my audience and ended up winning for women in my community	35.94	4.69	59.38	0
I mobilized resources to have a woman elected to elective position in my community	46.88	1.56	50.0	1.56

#### **4.3.4.3 Access and control of productive assets**

At the highest level of evaluation, the impact of the training focused on promoting access and control of productive assets. The assessment focused on: convincing the community to abandon retrogressive cultural practices that have been hindering women and girls; obtaining a way of balancing care work and leadership activities in the community; convincing the community to allow women control a significant part of the community resources; and advocating for the attainment of the 2/3 gender rule in all community appointments.

The analysis showed that 81.25% are convincing the community to abandon retrogressive cultural practices that have been hindering women and girls, 92.19% have obtained a way of balancing care work and leadership activities in the community, 68.75 are convincing the community to allow women control a significant part of the community resources and 62.50% are advocating for the attainment of the 2/3 gender rule in all community appointments.

**Table 25: Impact of the training on access and control of productive assets**

Having attended the community capacity enhancement training:	Frequency (%) N=64			
	No	Don't know	yes	-99
I have convinced my community to abandon retrogressive cultural practices that have been hindering women and girls	12.50	6.25	81.25	0
I have obtained a way of balancing my care work and leadership activities in my community	3.13	1.56	92.19	3.13
I have managed to convince my community to allow women control a significant part of the community resources	21.88	7.81	68.75	1.56
I have insisted on the attainment of the 2/3 gender rule in all our community appointments	29.69	7.81	62.50	0

Box for the unique applications.

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#### 4.4 Study Findings for Kirinyaga County

##### 4.4.1 Response rate

The study reached a total of 306 trained women out of the total of 690 trained women from 52 groups. Using census sampling, all the 52 groups were selected. From each of the group three leaders (the chairperson, secretary and the treasurer) were selected purposively while three other members were randomly selected using simple random sampling from each of the group. The study therefore had an expected response of 312 (6\*52) trained women. Given the 306 women that the study reached out to, this is a response rate of 98% (306/312). According to, Gay (1976) a response rate of 10% to 20% is sufficient for descriptive research. Therefore, the response rate of 98% was considered adequate for analysis. The targeted trained women were spread across several sites in the county as illustrated in Table 26.

**Table 26: Respondent's Location**

Location	Groups	Frequency (N)	Frequency (%)
Kirinyaga West	30	176	57.52
Mwea East	22	130	42.48
<b>Total</b>	<b>52</b>	<b>306</b>	<b>100</b>

\*The frequencies are not multiples of 6 due to unanticipated non-response

In addition to the trained women, the study targeted 14 key informants (government officials, women members of County assembly and gender champions) as shown in Table 27.

**Table 27: FGD and KII conducted in Kirinyaga County**

Category	Number	Justification
Members of County assembly	7	Trained in gender response budgeting that was to be cascaded to women groups

Gender champions	6	Involved in the implementation of the programme
Acting director gender Kirinyaga County	1	In charge of gender programmes in Kirinyaga County
<b>Total</b>	<b>14</b>	

[\\*An FGD with members of county assembly Kirinyaga County \(6/04/2022\)](#)

[A Key informant interview with the Ag. Director gender Kirinyaga County \(6/04/2022\)](#)

The study managed to reach out all the 14 targeted key informants as shown in Table 27. The information provided by the 14 respondents was triangulated to confirm that which was provided by the women.

Among the targeted trained women was a special interest group targeted by the programme due to their social vulnerability since they were widows from poor economic background. The total number of sampled widows were 18 (nine members and nine officials).

#### **4.4.2 Demographic characteristics**

The demographic characteristics for the trained women were revealed at two levels namely: level of education, the number of years since they joined the respective groups and occupation as discussed.

##### **4.4.2.1 Level of education**

The evaluation revealed that there are higher levels of education among the women in Kirinyaga County relative to the statistics reported by Kenya Demographic Health Survey (KDHS) 2014. The statistics in Table 28 reveal that 157 (51.31%) of the trained women had primary level of education followed by secondary education 99 (32.35%) while only two woman 2(0.65%) had the lowest level of education (informal). The KDHS 2014 statistics revealed that in the Central region 7.2% of women did not have any education, 21% of the women had completed primary education, 14.2% secondary education and 9.3% had gone beyond secondary education.

**Table 28: Respondent's Level of Education**

<b>Location</b>	<b>Frequency (N)</b>	<b>Frequency (%)</b>
No education	2	0.65
Informal	12	3.92
Pre-primary	8	2.61
Primary	157	51.31
Post primary	2	0.65
Secondary	99	32.35
Post-secondary	3	0.98
College (Middle level)	19	6.21
University undergraduate	3	0.98
-99	1	0.33

#### 4.4.2.2 Occupation of the trained women

Over 90% of the trained women were either farmers or business owners as indicated in Table 29. The rest are either employed (5.23%) or domestic workers (1%). The statistics are an indicator of economic empowerment of the trained women in Kirinyaga County in that almost all the trained women were found to be economically productive, indicating the positive impact of the programme.

**Table 29: Respondent's occupation**

<b>Location</b>	<b>Frequency (N)</b>	<b>Frequency (%)</b>
Business Owner	76	24.84
Employed	16	5.23
Farmer	209	68.30
Domestic workers	3	0.98
Unspecified	2	0.65
<b>Total</b>	<b>306</b>	<b>100</b>

#### 4.4.3 Impact of the training on women's economic empowerment

To assess the impact, Kirkpatrick's (2016) model was utilized which disaggregates the impact into four levels namely, reaction, learning, impact and results. The evaluation interpreted the levels as awareness, knowledge, behavioral and results (application) as discussed.

##### 4.4.3.1 Increased awareness of governance leadership and issues related to women economic empowerment

Overall analyzed data revealed that majority of the trained women, (89.87%) reported having increased awareness on importance of women acquiring leadership skills and effectively participating in decision making. They also reported having increased awareness on the importance of equal gender representation at all levels (88.56%) and the need for women to acquire strategies for advocacy and campaigning in support of other women (89.54%). The training had also exposed them to strategies for understanding and breaking the barriers to

women empowerment (93.46%). Less than 6% of the trained women indicated not being aware of the skills trained. The women who said no and don't know could have been in the programme for a shorter period and were yet to internalize the training.

**Table 30: Awareness of skills trained**

<b>Having attended the community capacity enhancement training do you consider that you have increased your awareness of:</b>	<b>Frequency (%) N=306</b>			
	<b>No</b>	<b>Don't Know</b>	<b>Yes</b>	<b>-99</b>
Leadership skills and effective participation in decision making	4.90	4.90	89.87	0.33
Equal representation	5.56	5.56	88.56	0.32
Strategies for advocacy, lobbying and campaigning for women	4.58	5.56	89.54	0.32
Breaking the barriers to women empowerment?	3.59	2.61	93.46	0.34

#### **4.4.3.2 Increased knowledge of governance leadership and issues related to women economic empowerment**

Beyond the level of awareness, the study sought to establish the resultant knowledge among the trained women. The evaluation reveals that 90.2% of the trained women comprehended the Leadership skills and effective participation in decision making, 88.56% comprehended equal gender representation and strategies for advocacy lobbying and campaigning for women, 92.81% comprehended breaking the barriers to women empowerment and 83.33% comprehended the stakeholder involvement in the gender budgeting process. This implies that the trained women increased knowledge in the skills trained by the programme. One the involvement in the County budgetary process over 80% of trained women indicated being involved. This is an important aspect of women economic empowerment because the involvement meant that they could not only influence budgetary allocation by giving their views but were also tracking the County budget after allocation. This was confirmed by the Acting Kirinyaga County Gender Director.

**Table 31: Comprehension of skills trained**

<b>Do you think that the community capacity enhancement training increased your understanding of aspects in:</b>	<b>Frequency (%) N=306</b>			
	<b>No</b>	<b>Don't Know</b>	<b>Yes</b>	<b>-99</b>
Leadership skills and effective participation in decision making	3.59	5.88	90.20	0.33
Equal representation	4.25	6.54	88.56	0.65
Breaking the barriers to women empowerment?	2.61	4.58	92.81	0
Stakeholders involved in the gender budgeting process?	8.82	5.88	83.33	1.96

#### 4.4.3.3 Behavioural change

The evaluation revealed that the training resulted in change in trained women’s behaviour in that 85.29% of the trained women reported having been interested in the processes that various institutions use to get leaders, 78.10% closely followed leadership dynamics in the County, 76.14% expressed their opinions in public, 76.80% were no longer overly cautious because of being a woman, 75.16% attended fora that were previously considered a preserve for men or ‘other’ women and 80.07% were curious to know how initiatives by various leaders affected women and men in their County. The indication that between 75% and 86% of the trained women demonstrated behavioral change in issues of governance and leadership around them. This indicated a positive impact of the programme on women empowerment. Part of this was affirmed in the focused group discussion with gender champions who indicated that since the training women were now showing more interested in joining women groups and taking up leadership roles.

**Table 32: Behavioural change due to the training**

Having attended the community capacity enhancement training:	Frequency (%) N=306			
	NO	Don’t know	Yes	-99
I am interested in the processes that various institutions use to get leaders	8.82	4.90	85.29	0.98
I closely follow the leadership dynamics in my community (both for public institutions and private institutions)	14.71	5.56	78.10	1.63
I express my opinion in public	19.28	3.59	76.14	0.98
I am no longer overly cautious because I am a woman	13.73	7.52	76.80	1.96
I attend various fora that I previously considered a preserve for men or ‘other’ women	18.63	3.92	75.16	2.29
I am curious to know how initiatives by various leaders will affect women and men in my community	12.42	6.21	80.07	1.31

#### 4.4.4 Results (Application of the skills acquired)

To assess the impact of the training women economic empowerment the evaluation focused on three key areas namely participation of women in governance, agency of women and access and control of productive assets. The results of the analyses are discussed.

##### 4.4.4.1 Participation of women in governance process

To assess the application of knowledge and skills gained from the training, women were asked to indicate on whether: they were now more aware of leadership roles that they could perform; they had offered themselves for leadership positions; could respond to the county’s calls for public participation and they campaigned for a woman aspirant in their community.

The evaluation reveals that 85.62% knew leadership roles that they could perform, 56.21% had offered themselves for leadership positions, 48.04% responded to the county’s calls for public participation and 46.08% campaigned for a woman aspirant in their community. Although they indicated knowing the leadership roles, they can play in women groups they performed dismally in responding to County’s call for public participation and campaigning for fellow women aspirants. This could be explained by the fact that over 60% of the trained women are farmers engaged in time intensive farming-dairy, poultry and subsistence farming.

**Table 33: Impact of the training on women participation in governance processes**

Having attended the community capacity enhancement training:	Frequency (%) N=306			-99
	No	Don’t know	Yes	
I know the leadership roles that I can perform	4.90	6.81	85.62	2.61
I have offered myself for leadership positions	37.91	4.58	56.21	1.31
I have responded to my county’s calls for public participation	44.44	6.21	48.04	1.31
I have campaigned for a woman aspirant in my community	48.04	4.58	46.08	1.31

#### 4.4.4.2 Agency of women in negotiations

The evaluation further assessed the impact of training on the agency of women in terms of negotiation skills. This was assessed by the ability of a trained woman to: lobby and advocate for women through the right persons for quick results; secure an appointment with an important decision maker to lobby and advocate for women; prepare all their cases very well to convince leaders to make decisions in favour of women and make complex messages simple for my audience and ended up winning for women in their community.

The evaluation reveals that 42.16% lobby and advocate for women through the right persons for quick results, 30.07% secure an appointment with an important decision maker to lobby and advocate for women, 31.05% prepare all their cases very well to convince leaders to

make decisions in favour of women, 33.01% make complex messages simple for my audience and ended up winning for women in their community and 26.47% mobilized resources to have a woman elected to elective position in their community. The results reveal that between 52.29% and 69.28% of women did not practice the necessary skills for negotiations which is a concern given that over 89.54% indicated having increased knowledge on negotiations.

**Table 34: Impact of the training on developing negotiation skills**

Having attended the community capacity enhancement training:	Frequency (%) N=306			-99
	No	Don't know	Yes	
I have lobbied and advocated for women through the right persons for quick results	52.29	3.59	42.16	1.96
I have secured an appointment with an important decision maker to lobby and advocate for women	62.09	6.21	30.07	1.63
I have prepared all my cases very well to convince leaders to make decisions in favour of women	60.78	6.54	31.05	1.63
I have made complex messages simple for my audience and ended up winning for women in my community	60.13	5.23	33.01	1.63
I mobilized resources to have a woman elected to elective position in my community	69.28	2.94	26.47	1.31

#### 4.4.4.3 Access and control of productive assets

At the highest level of evaluation, the impact of the training focused on promoting access and control of productive assets. The assessment focused on: convincing the community to abandon retrogressive cultural practices that have been hindering women and girls; obtaining a way of balancing care work and leadership activities in the community; convincing the community to allow women control a significant part of the community resources; and advocating for the attainment of the 2/3 gender rule in all community appointments.

The analysis showed that 63.73% are convincing the community to abandon retrogressive cultural practices that have been hindering women and girls, 83.33% have obtained a way of balancing care work and leadership activities in the community, 50.33 are convincing the community to allow women control a significant part of the community resources and 53.27% are advocating for the attainment of the 2/3 gender rule in all community appointments. The fact that 83.33% of the trained women have balanced their care work and leadership activities may appear to contradict the fact that few participate in political governance. However, this balancing was to enable them in their group activities as corroborated by the gender champions in a focus group discussion.

**Table 35: Impact of the training on access and control of productive assets**

Having attended the community capacity enhancement training:	Frequency (%) N=306			-99
	No	Don't know	yes	
I have convinced my community to abandon retrogressive cultural practices that have been hindering women and girls	24.51	7.84	63.73	3.92
I have obtained a way of balancing my care work and leadership activities in my community	7.84	4.90	83.33	3.92
I have managed to convince my community to allow women control a significant part of the community resources	44.12	4.25	50.33	1.31
I have insisted on the attainment of the 2/3 gender rule in all our community appointments	27.45	17.32	53.27	1.96

## 4.5 Study findings for Nakuru County

### 4.5.1 Response rate

The study reached a total of 206 trained women out of the total of 473 trained women from 35 groups. Using census sampling, all the 25 groups were selected. From each of the group three leaders (the chairperson, secretary and the treasurer) were selected purposively while three other members were randomly selected using simple random sampling from each of the group. The study therefore had an expected response of 210 (6\*35) trained women. Given the 146 women that the study reached out to, this is a response rate of 98.1% (206/210).

According to, Gay (1976) a response rate of 10% to 20% is sufficient for descriptive research. Therefore, the response rate of 97.3% was considered adequate for analysis. The targeted trained women were spread across several sites in the county as illustrated in Table 36.

**Table 36: Respondent’s Location**

<b>Location</b>	<b>Groups</b>	<b>Frequency (N)</b>	<b>Frequency (%)</b>
Bondeni	5	28	13.6
Rhoda	8	46	22.8
Kaptembwo	20	121	58.3
Free area	2	11	5.3
<b>Total</b>	<b>35</b>	<b>206</b>	<b>100</b>

\*The frequencies are not multiples of 6 due to unanticipated non-response

In addition to the trained women, the study targeted four key informants (government officials, a success story and gender champions)

**Table 37: Other targeted respondents**

<b>Category</b>	<b>Number</b>	<b>Justification</b>
Imani Children’s home	1	A beneficiary of the WEL programme
Gender officers	2	Involved in the design and implementation of the programme
Gender Champions	1	Involved in the implementation of the programme
<b>Total</b>	<b>4</b>	

\*

#### **4.5.2 Demographic characteristics**

The demographic characteristics for the trained women were revealed at two levels namely: level of education, the number of years since they joined the respective groups and occupation as discussed.

##### **4.5.2.1 Level of education**

The data analysis revealed that all the trained women in Nakuru County had some level of education. However, most of the trained women had secondary level of education 88 (42.72%), primary level of education 84 (40.78%) followed by college middle level

education 14 (6.80%). This is an improvement because according to the Kenya demographic health survey (KDHS) (2014), in Rift Valley 18.2% of women did not have any education. The same statistics revealed that 14% of the women had completed primary education 8.4% secondary education and 6.4% had more than secondary education.

**Table 38: Respondent’s Level of Education**

<b>Location</b>	<b>Frequency (N)</b>	<b>Frequency (%)</b>
-99	3	1.46
Pre-primary	2	0.97
Primary	84	40.78
Post primary	7	3.40
Secondary	88	42.72
Post-secondary	6	2.91
College (Middle level)	14	6.80
University undergraduate	2	0.97
<b>Total</b>	<b>206</b>	<b>100</b>

#### **4.5.2.2 occupation of the trained women**

The findings indicated about 80% of the trained women were business owners. The rest were mainly employed (10.21%) or domestic workers (6.62%). The spread is understandable because the programme had focused on women with basic levels of formal education, and it was easy to engage in MSEs since they were in an urban setting.

**Table 39: Respondent’s occupation**

<b>Location</b>	<b>Frequency (N)</b>	<b>Frequency (%)</b>
Business Owner	165	80.1
Employed	20	10.21
Farmer	5	2.43
Domestic workers	14	6.62
Student	1	0.49
Unspecified	1	0.49
<b>Total</b>	<b>206</b>	<b>100</b>

#### **4.5.3 Impact of the training on women’s economic empowerment**

To assess the impact, Kirkpatrick’s (2016) model was utilized which disaggregates the impact into four levels namely, reaction, learning, impact and results. The evaluation interpreted the levels as awareness, knowledge, behavioral and results (application) as discussed.

### 4.5.3.1 Increased awareness of savings and internal lending community knowledge and skills

The evaluation sought to investigate the impact of the training based on increased awareness in selected areas of microfinance model as indicated in Table 40. The training focused on group formation and leadership, savings mobilization among members and internal lending among others. Within the areas, the Table shows an analysis of the responses indicating those who indicated their levels of awareness had increased, those who did not know and those who felt that their level of knowledge had not increased.

**Table 40: Awareness of knowledge and skills on Savings and Internal Lending Community**

Having attended the savings and internal lending communities training do you consider that you have increased your awareness of:	Frequency (%) N=206			
	No	Don't Know	Yes	-99
The differences between savings and internal lending community and a merry-go-round?	1.94	0.49	97.09	0.49
The traits required of a member of a savings and internal	3.88	2.43	93.69	0
The traits of an empowered and sustainable savings and internal lending community?	2.91	1.94	94.66	0.49
Whom you can form a savings and internal lending	2.91	1.46	95.63	0
Election processes in a savings and lending community	2.43	1.94	95.63	0
The responsibilities and roles of members of a savings and internal lending community	1.94	0.97	96.60	0.49
The savings, lending and social fund policies of a savings and internal lending community?	1.94	2.91	95.15	0
Record keeping and meeting procedures of a savings and internal lending community?	4.85	1.46	93.69	0
Share out meeting procedures for proceeds in a savings	7.77	1.46	90.78	0

From Table 40 the level of awareness of the aspects of microfinance was very high (about 93% to 98%) compared to the low percentage of those who felt that their awareness had not changed (about 1% to 8%). According to the information provided by Nakuru County Principal Gender officer and confirmed by the group coordinators (programme champions), those whose awareness did not change or did not know the level of their awareness were members who may have joined the groups recently and may not have been at the same level with the older members.

#### **4.5.3.2 Increased knowledge and skills on savings and internal lending community**

The evaluation sought to investigate the impact of the training based increased knowledge and skills in selected areas of microfinance model as indicated in Table 41, based on on group formation and leadership, savings mobilization among members and internal lending among others. Within the areas, the Table shows an analysis of the responses indicating those who indicated their levels of knowledge and skills had increased, those who did not know and those who felt that their level of knowledge had not increased.

**Table 41: Increased knowledge and skills on Savings and Internal Lending community**

<b>Do you think that the Savings and Internal Lending training increased your understanding of aspects in:</b>	<b>Frequency (%) N=206</b>			
	<b>No</b>	<b>Don't Know</b>	<b>Yes</b>	<b>-99</b>
The differences between savings and internal lending community and a merry-go-round?	1.94	0.49	94.66	2.91
The traits required of a member of a savings and internal	2.43	1.94	93.20	2.43
The traits of an empowered and sustainable savings and internal lending community?	1.94	2.43	93.20	2.43
Whom you can form a savings and internal lending	1.94	0.97	94.66	2.43
Election processes in a savings and lending community	1.94	0.97	94.17	2.91
The responsibilities and roles of members of a savings and internal lending community	1.46	0.97	94.66	2.91
The savings, lending and social fund policies of a savings and internal lending community?	1.46	2.91	92.72	2.91
Record keeping and meeting procedures of a savings and internal lending community?	5.34	1.46	90.78	2.43
Share out meeting procedures for proceeds in a savings	8.74	0.97	87.86	2.43

From Table 41 the increase in knowledge and skills of the aspects of microfinance was very high (about 97% to 95%) compared to the low percentage of those who felt that their awareness had not changed (about 1% to 9%). According to the information provided by the Programme Co-ordinator WEL and confirmed by the programme champions, those whose knowledge and skills did not change or did not know the level of their knowledge and skills were members who may have joined the groups recently and may not have been at the same level with the older members.

#### 4.5.3.3 Behavioural change

The evaluation sought to investigate the impact of the training based behavioral change as a result of the training in selected areas of microfinance model as indicated in Table 42, based on individual introspection, group formation, self-drive, consumption smoothening, savings mobilization among others. The Table shows an analysis of the responses indicating those who were in the negative, positive and did not know about their behavioral change.

**Table 42: Behavioural change as a result of the training**

Having attended the savings and internal lending training:	Frequency (%) N=206			-99
	NO	Don't know	Yes	
I can conduct individual self-screening to see if I qualify to be a member of savings and internal lending community	3.88	2.43	88.83	4.85
I can identify whom I can form a savings and internal	2.43	0.49	94.66	2.43
I can manage the affairs of savings and internal lending	4.85	0.97	90.78	3.4
I save regularly	1.94	7.49	96.6	0.97
I can borrow and repay a loan	4.37	0.49	91.75	3.40
I am financially prepared for emergencies and other	16.5	4.85	78.16	0.49
I can manage to maintain a consistent expenditure	25.73	1.94	69.9	2.43
I have up to date records of my income and expenditures	16.02	2.91	80.58	0.49
I am more persistent in seeking my goals	7.28	2.43	89.81	0.49
I have improved my organizational ability	5.34	2.43	91.75	0.49
I can express my opinions in public	6.80	3.88	89.32	0

From Table 42 the behavioral change as a result of the training was significant in that (about 69% to 97%) were positive about behavioral change. On the other hand, a higher percentage of trained women (16% to 25%) were negative about their behavioral change this is due to the low economic status of most members in the groups where the expected weekly savings was not consistent due to income fluctuations. This was confirmed by WEL Programme Officer and corroborated by Nakuru County Principal Gender officer who had this to say:

“... table banking is an important programme as it targets women at the grassroots who are economically vulnerable. However, this most of the times works against the programme expectations in that most of the trained women work in microenterprises whose revenues unpredictable. They also depend on the same revenue for their daily household upkeep ...” (Interviews in Nakuru County on 23/04/2022)

#### **4.5.4 Impact of the training on leadership, governance and economic empowerment**

To assess the impact of the training on leadership, governance and economic empowerment the evaluation focused on two key areas namely leadership and governance as well women economic empowerment as discussed.

##### **4.5.4.1 Impact on the trained women’s participation in leadership and governance**

Aware that gender roles hold most women from participating in productive roles, the evaluation revealed that the trained women have been able to balance their care work to enable them to participate in group and community activities (90.29%). It is then not a wonder that about 88% of the trained women reported having appreciated the importance of gender inclusivity in development processes. Further, recognizing the importance of literacy in enhancing women participation in leadership and governance the training seems to have unlocked their participation in leadership and governance in that about 84% of the trained women reported being good at keeping records for their savings and internal lending community programme as well as other community initiatives.

The findings brought out a concern on the training focus in that the analysis indicates less impact on participation of trained women in political leadership and governance. For instance, about 46% of the trained women reported having not offered themselves for political leadership, about 44% reported that they had not offered themselves for group and community leadership and about 37% of the trained women had not insisted on the

attainment of the 2/3<sup>rd</sup> gender rule. This may be attributed to the focus of the training solely on financial literacy for economic empowerment.

**Table 43: Impact on the trained women’s participation in leadership and governance**

Having attended the savings and internal lending training:	Frequency (%) N=206			-99
	No	Don’t know	Yes	
I offered myself for leadership and governance in our savings and internal lending community	44.17	3.88	49.51	2.43
I am good at keeping records for our savings and internal lending community as well as other community initiatives	13.59	1.46	83.5	1.46
I developed my leadership skills at the savings and internal lending community and finally offered myself for leadership in political leadership	45.63	2.43	50	1.94
I have come to appreciate the importance of having women and men participate in development	8.25	1.46	87.86	2.43
I have insisted on the attainment of the 2/3 gender rule	36.89	13.11	46.12	3.88
I have obtained a way of balancing my care work and leadership activities in my community	5.34	0.49	90.29	3.88

\*Proportions for the various aspects sum row-wise. Columns don’t sum to 100 because the responses allowed for no-response and/or multiple responses

#### 4.5.4.2 Impact on the trained women’s economic empowerment

Aware that one of the gender concerns is the limitation for women to not only access but control resources at the household level, the evaluation revealed that the trained women have been able to access to increased income. This is evidenced by the 76.2% of the trained women who reported being able to start income generating activities, 48.54% reported to have increased the net worth of their household through acquisition of productive assets such as Tuktuk, chicken, goats and land, 82.52% reported being able to devote more of their time to productive activities among others as shown in Table 44. It is not surprising that 44.17% and 37.86% of the trained women had not increased the net worth of their household through acquisition of productive assets such Tuktuk, chicken, goats and land and had not used loans to take their children to school respectively because revenues from their businesses were meagre and inconsistent.

The findings are also striking in that the trained women reported having increased influence on decision making at the household level. This was affirmed by 79.6% of the trained women who reported that they had a voice at home and their spouses were listening to them and 56.31% reported that they had used loans to take my children to school. The importance of this finding is pegged on recognition that influencing decision making often leads to achieving control of resources, the highest level of empowerment (Longwe, 1997)

**Table 44: impact on the trained women’s economic empowerment**

Having attended the savings and internal lending training:	Frequency (%) N=206			
	No	Don't know	Yes	-99
I have become a member of a saving and internal lending community	0.97	0	96.6	2.43
I have managed to start income generating activities	18.93	2.43	76.21	2.43
I have increased the net worth of my household through acquisition of productive assets (e.g., Tuktuk, chicken, goats and land)	44.17	3.88	48.54	3.40
I have used loans to take my children to school	37.86	2.43	56.31	3.40
I no longer have to borrow from friends and relatives	16.5	2.43	78.64	2.43
I got a voice at home and my spouse listens to me	15.53	3.88	79.61	0.96
My household no longer experiences drastic reductions in monthly expenditures for food and clothing	23.3	3.4	72.33	0.97
I am devoting more of my time to productive activities	14.56	1.46	82.52	1.46
I can handle emergencies such as deaths and sickness	13.11	5.34	79.61	1.94

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## 4.6 Study findings for Mombasa County

### 4.6.1 Response rate

The study reached a total of 146 trained women out of the total of 338 trained women from 25 groups. Using census sampling, all the 25 groups were selected. From each of the group three leaders (the chairperson, secretary and the treasurer) were selected purposively while three other members were randomly selected using simple random sampling from each of the group. The study therefore had an expected response of 150 (6\*25) trained women. Given the 146 women that the study reached out to, this is a response rate of 97.3% (146/150). According to, Gay (1976) a response rate of 10% to 20% is sufficient for descriptive research. Therefore, the response rate of 97.3% was considered adequate for analysis. The targeted trained women were spread across several sites in the county as illustrated in Table

45.

**Table 45: Respondent's Location**

<b>Location</b>	<b>Groups</b>	<b>Frequency (N)</b>	<b>Frequency (%)</b>
Tudor Muroto	10	60	41.1
Bangladesh	7	42	29.0
Ziwa la Ng'ombe	7	40	27.5
Owino Ouru	1	4	2.4
<b>Total</b>	<b>25</b>	<b>146</b>	<b>100</b>

\*The frequencies are not multiples of 6 due to unanticipated non-response

Among the targeted trained women was a special interest group targeted by the programme due to their social vulnerability since they were members of the LGBTQ community. The total number of sampled LGBTQ members were six (three members and three officials).

#### **4.6.2 Demographic characteristics**

The demographic characteristics for the trained women were revealed at two levels namely: level of education, the number of years since they joined the respective groups and occupation as discussed.

##### **4.6.2.1 Level of education**

The evaluation revealed that there were higher levels of education among the women in Mombasa County relative to the statistics reported by Kenya Demographic Health Survey (KDHS) 2014. The statistics in Table 4.x revealed that 56 (38.36%) of the trained women had primary level of education followed by secondary education 59 (40.41%) while only two woman 4 (2.74%) had the lowest level of education (informal). The KDHS 2014 statistics revealed that in the Coast region 26% of women did not have any education, 14.2% of the women had completed primary education, 9% secondary education and 3.8% had gone beyond secondary education. The findings indicated that overtime the county had achieved an upward trend in the level of education.

**Table 46: Respondent's Level of Education**

<b>Location</b>	<b>Frequency (N)</b>	<b>Frequency (%)</b>
No Education	4	2.74
Pre-primary	5	3.42
Primary	56	38.36
Post primary	4	2.74
Secondary	59	40.41
Post-secondary	5	3.42
College (Middle level)	9	6.16
University undergraduate	4	2.74
<b>Total</b>	<b>146</b>	<b>100</b>

#### 4.6.2.2 Occupation of the trained women in Nakuru County

Over 80% of the trained women were either employed or business owners as indicated in Table 47. The rest were either farmers (1.37%), domestic workers (15.75%) or students (2.74%). The statistics are an indicator of economic empowerment of the trained women in Mombasa County in that almost all the trained women were found to be economically productive, indicating the positive impact of the programme. Unlike other Counties Mombasa had more women as domestic workers (15.75%) and a special category of women as students (2.74%).

**Table 47: Respondent's occupation**

<b>Location</b>	<b>Frequency (N)</b>	<b>Frequency (%)</b>
Business Owner	92	63.01
Employed	25	17.12
Farmer	2	1.37
Domestic workers	23	15.75
Student	4	2.74
<b>Total</b>	<b>146</b>	<b>100</b>

#### 4.6.3 Impact of the training on women's economic empowerment

To assess the impact, Kirkpatrick's (2016) model was utilized which disaggregates the impact into four levels namely, reaction, learning, impact and results. The evaluation interpreted the levels as awareness, knowledge, behavioral and results (application) as discussed.

##### 4.6.3.1 Increased awareness of governance leadership and issues related to women economic empowerment

Overall analyzed data revealed that majority of the trained women, (78.08%) reported having increased awareness on importance of women acquiring leadership skills and effectively participating in decision making. They also reported having increased awareness on the importance of equal gender representation at all levels (78.08%) and the need for women to acquire strategies for advocacy and campaigning in support of other women (80.14%). The training had also exposed them to strategies for understanding and breaking the barriers to women empowerment (85.62%). The analysis revealed that 10% to 14% of the trained women indicated not being aware of the skills trained. The women who said no and don't know could have been in the programme for a shorter period and were yet to internalize the training. In addition, 2% to 7% did not know their awareness status.

**Table 48: Awareness of skills trained**

Having attended the community capacity enhancement training do you consider that you have increased your awareness of:	Frequency (%) N=146			
	No	Don't Know	Yes	-99
Leadership skills and effective participation in decision making	12.33	6.85	78.08	2.74
Equal representation	12.33	6.85	78.08	2.74
Strategies for advocacy, lobbying and campaigning for women	13.7	4.79	80.14	1.37
Breaking the barriers to women empowerment?	10.27	2.74	85.62	1.37

#### 4.6.3.2 Increased knowledge of governance, leadership and issues related to women economic empowerment

Beyond the level of awareness, the study sought to establish the resultant knowledge among the trained women. The evaluation revealed that 81.51% of the trained women comprehended the Leadership skills and effective participation in decision making, 80.82% comprehended equal gender representation and strategies for advocacy lobbying and campaigning for women and 85.62% comprehended breaking the barriers to women empowerment. These results mirror that awareness of skills trained.

**Table 49: Comprehension of skills trained**

Do you think that the community capacity enhancement training increased your understanding of aspects in:	Frequency (%) N=146			
	No	Don't Know	Yes	-99
Leadership skills and effective participation in decision making	13.70	4.79	81.51	0
Equal representation and strategies for advocacy lobbying and campaigning for women	13.70	4.79	80.82	0.68
Breaking the barriers to women empowerment	11.64	2.05	85.62	0.68

#### 4.6.3.3 Behavioural change

The evaluation revealed that the training resulted in change in trained women's behaviour in that 79.45% of the trained women reported having been interested in the processes that various institutions use to get leaders, 77.40% closely followed leadership dynamics in the County, 76.71% expressed their opinions in public, 77.40% were no longer overly cautious because of being a woman, 69.86% attended fora that were previously considered a preserve for men or 'other' women and 80.82% were curious to know how initiatives by various leaders affected women and men in their County. Unlike other Counties between 15% and 30% of the trained women indicated having had no behavioral change as a result of the training. This is in addition to about 8% who indicated that they did not know whether they were overly cautious as women. This could imply a short coming on the implementation of WEL programme in the county.

**Table 50: Behavioural change due to the training**

Having attended the community capacity enhancement training:	Frequency (%) N=146			-99
	NO	Don't know	Yes	
I am interested in the processes that various institutions use to get leaders	15.07	4.11	79.45	1.37
I closely follow the leadership dynamics in my community (both for public institutions and private institutions)	15.75	6.16	77.40	0.68
I express my opinion in public	23.29	0	76.71	0
I am no longer overly cautious because I am a woman	13.70	7.53	77.40	1.37
I attend various fora that I previously considered a preserve for men or 'other' women	29.45	0.68	69.86	0
I am curious to know how initiatives by various leaders will affect women and men in my community	15.07	4.11	80.82	0

#### 4.6.4 Results (Application of the skills acquired)

To assess the impact of the training women economic empowerment the evaluation focused on three key areas namely participation of women in governance, agency of women and access and control of productive assets. The results of the analyses are discussed.

##### 4.6.4.1 Participation of women in governance process

To assess the application of knowledge and skills gained from the training, women were asked to indicate on whether: they were now more aware of leadership roles that they could perform; they had offered themselves for leadership positions; could respond to the county's calls for public participation and they campaigned for a woman aspirant in their community.

The evaluation revealed that 78.77% knew leadership roles that they could perform, 43.84% had offered themselves for leadership positions, 55.48% responded to the county's calls for public participation and 58.90% campaigned for a woman aspirant in their community. Just like the previous statistics Table 51 indicates that a significant number (between 13% to 55%) of trained women who indicated having not participated in the County governance processes. This to some extent could point to the failure of the programme to achieve its mandate namely to enhance the participation of women in leadership and governance.

**Table 51: Impact of the training on women participation in governance processes**

Having attended the community capacity enhancement training:	Frequency (%) N=146			-99
	No	Don't know	Yes	
I know the leadership roles that I can perform	13.70	6.16	78.77	1.37
I have offered myself for leadership positions	54.11	1.37	43.84	0.68
I have responded to my county's calls for public participation	43.15	0.68	55.48	0.68

I have campaigned for a woman aspirant in my community	39.04	1.37	58.90	0.68
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#### 4.6.4.2 Agency of women in negotiations

The evaluation further assessed the impact of training on the agency of women in terms of negotiation skills. This was assessed by the ability of a trained woman to: lobby and advocate for women through the right persons for quick results; secure an appointment with an important decision maker to lobby and advocate for women; prepare all their cases very well to convince leaders to make decisions in favour of women and make complex messages simple for my audience and ended up winning for women in their community.

The evaluation reveals that 38.36% lobby and advocate for women through the right persons for quick results, 22.60% secure an appointment with an important decision maker to lobby and advocate for women, 23.97% prepare all their cases very well to convince leaders to make decisions in favour of women, 28.08% make complex messages simple for my audience and ended up winning for women in their community and 15.07% mobilized resources to have a woman elected to elective position in their community. The results reveal low numbers of those who indicated having had impact on their negotiations skills (ranged between 15% to 38%) while those who indicated had no negotiations skills ranged between 58% to 80%. This implies minimal success of the programme in Mombasa County.

**Table 52: Impact of the training on developing negotiation skills**

Having attended the community capacity enhancement training:	Frequency (%) N=146			-99
	No	Don't know	Yes	
I have lobbied and advocated for women through the right persons for quick results	58.22	2.05	38.36	1.37
I have secured an appointment with an important decision maker to lobby and advocate for women	71.23	3.42	22.60	2.47
I have prepared all my cases very well to convince leaders to make decisions in favour of women	71.23	3.42	23.97	1.37

I have made complex messages simple for my audience and ended up winning for women in my community	64.38	4.79	28.08	2.74
I mobilized resources to have a woman elected to elective position in my community	79.45	4.11	15.07	1.37

#### 4.6.4.3 Access and control of productive assets

At the highest level of evaluation, the impact of the training focused on promoting access and control of productive assets. The assessment focused on: convincing the community to abandon retrogressive cultural practices that have been hindering women and girls; obtaining a way of balancing care work and leadership activities in the community; convincing the community to allow women control a significant part of the community resources; and advocating for the attainment of the 2/3 gender rule in all community appointments.

The analysis showed that 43.84% are convincing the community to abandon retrogressive cultural practices that have been hindering women and girls, 69.86% have obtained a way of balancing care work and leadership activities in the community, 34.25% are convincing the community to allow women control a significant part of the community resources and 31.51% are advocating for the attainment of the 2/3 gender rule in all community appointments. The fact that 69.86% of the trained women have balanced their care work and leadership activities may appear to contradict the fact that few participate in leadership, governance and political leadership. However, this balancing was to enable them participate in their group activities.

**Table 53: Impact of the training on access and control of productive assets**

Having attended the community capacity enhancement training:	Frequency (%) N=146			-99
	No	Don't know	yes	
I have convinced my community to abandon retrogressive cultural practices that have been hindering women and girls	52.74	2.74	43.84	0.68
I have obtained a way of balancing my care work and leadership activities in my community	18.49	3.42	69.86	8.22

I have managed to convince my community to allow women control a significant part of the community resources	56.16	6.16	34.25	3.42
I have insisted on the attainment of the 2/3 gender rule in all our community appointments	57.53	8.22	31.51	2.74

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## CHAPTER FIVE

### SUMMARY OF FINDINGS AND NEW KNOWLEDGE

#### 5.1 Summary

The majority of the trained women were either farmers or business owners and have the lowest percentage as formally employed and domestic workers. On the impact of training, the study revealed that the majority of the trained women have increased awareness of the importance of women acquiring leadership skills and effectively participating in decision-making. This has also increased awareness of the importance of equal gender representation at all levels as well as the need for women to acquire strategies for advocacy and campaigning in support of other women. Having been exposed to strategies for understanding and breaking the barriers to women empowerment, the behavior change was noted having seen women interested in the processes that various institutions use to get leaders. It was evident that the respondents knew leadership roles that they could perform and had offered themselves leadership positions. The study revealed that trained women would prepare all their cases to convince leaders to make decisions in favor of women, they could make complex messages simple for the audience and ended up winning for women in their community through negotiation on behalf of other women in the community. The study found out that the trained women convinced the community to abandon retrogressive cultural practices that have been hindering women and girls and have obtained a way of balancing care work and leadership activities in the community and have been able to convince the community to allow women to control a significant part of the community resources and are advocating for the attainment of the 2/3 gender rule in all community appointments. Through training women have started income generating activities, and increased the net worth of their household through acquisition of productive assets such as Tuktuk, chicken, goats and land.

The study indicates that some of the hindrances of women in governance are the too many gender roles around the family, and the stereotype of men feeling that women are unable to take leadership and decision-making roles. The grassroots women are still fighting poverty making them find themselves spending more time doing casual jobs for self and family livelihoods. Women are expected to negotiate for space with men who are more advantageous in society.

## **5.2 New knowledge**

### **5.2.1 Women economic empowerment in the Counties**

The following women economic empowerment aspects were identified from the Counties.

#### **5.2.1.1 Kitui County**

- Arising from the study findings the strengthening inclusive leadership programme has achieved its intended objective in Kitui County in that 98% of women who participated in the study were gainfully engaged in economic empowerment activities.
- From the study findings strengthening inclusive leadership programme intervention enhanced the agency of the women in that 59.42% lobby and advocate for women through the right persons for quick results, 43.48% secure an appointment with an important decision maker to lobby and advocate for women, 65.22% prepare all their cases very well to convince leaders to make decisions in favour of women and 60.87% make complex messages simple for my audience and ended up winning for women in their community.
- In the intervention areas there was accelerated abandonment of retrogressive cultural practices in that the trained women made efforts in championing for the abandonment of GBV and early child marriages. They were also able to identify the referral pathway for GBV and rape cases.
- The intervention increased the access and control of productive assets by women in that 91.3% of the trained women have obtained a way of balancing care work and leadership activities in the community, 53.62 are convincing the community to allow women control a significant part of the community resources and 60.87% are advocating for the attainment of the 2/3 gender rule in all community appointments.

#### **5.2.1.2 Bomet County**

- Arising from the study findings the strengthening inclusive leadership programme has achieved its intended objective in Bomet County in that 99.73% of women who participated in the study were gainfully engaged in economic farming or employment.
- The study findings reveal that the agency of women has increased. Out of the surveyed women 60.94% lobby and advocate for women through the right persons for quick results, 40.63% secure an appointment with an important decision maker to lobby and advocate for women, 50% prepare all their cases very well to convince

leaders to make decisions in favour of women and 59.38% make complex messages simple for my audience and ended up winning for women in their community.

- The intervention increased the access and control of productive assets by women in that that 81.25% are convincing the community to abandon retrogressive cultural practices that have been hindering women and girls, 92.19% have obtained a way of balancing care work and leadership activities in the community, 68.75 are convincing the community to allow women control a significant part of the community resources and 62.50% are advocating for the attainment of the 2/3 gender rule in all community appointments.

### **5.2.1.3 Kirinyaga County**

- The study findings reveal that the strengthening inclusive leadership programme has achieved its intended objective in Kirinyaga County in that over 90% of the trained women were gainfully engaged in either farming or were business owners.
- The study findings reveal that the agency of women has increased. Out of the surveyed women, 42.16% lobby and advocate for women through the right persons for quick results, 30.07% secure an appointment with an important decision maker to lobby and advocate for women, 31.05% prepare all their cases very well to convince leaders to make decisions in favour of women, 33.01% make complex messages simple for my audience and ended up winning for women in their community and 26.47% mobilized resources to have a woman elected to elective position in their community. However, between 69.28% of women did not practice the necessary skills for negotiations which is a concern given that over 89.54% indicated having increased knowledge on negotiations.
- The intervention increased the access and control of productive assets by women in that 63.73% of the trained women are convincing the community to abandon retrogressive cultural practices that have been hindering women and girls, 83.33% have obtained a way of balancing care work and leadership activities in the community, 50.33 are convincing the community to allow women control a significant part of the community resources and 53.27% are advocating for the attainment of the 2/3 gender rule in all community appointments.

#### **5.2.1.4 Nakuru County**

- The study findings reveal that the strengthening inclusive leadership programme has achieved its intended objective in Nakuru County in that over 90% of the trained women were gainfully engaged either in business (80%) or employment (10.21%)
- The study findings reveal that the agency of women has increased. Out of the surveyed women, 79.6% of the trained women reported that they had a voice at home and their spouses were listening to them while 56.31% reported that they had used loans to take my children to school
- The intervention increased the access and control of productive assets by women as well as increase in women's income in that the 76.2% of the trained women who reported being able to start income generating activities, 48.54% reported to have increased the net worth of their household through acquisition of productive assets such as Tuktuk, chicken, goats and land, 82.52% reported being able to devote more of their time to productive activities.

#### **5.2.1.5 Mombasa County**

- The study findings reveal that the strengthening inclusive leadership programme has achieved its intended objective in Mombasa County in that over 80% of the trained women were either employed or business owners.
- The study findings reveal that the agency of women has had minimal success. Indeed, out of the surveyed women, 58% to 80% had no negotiations skills.
- The intervention increased the access and control of productive assets by women in that 43.84% are convincing the community to abandon retrogressive cultural practices that have been hindering women and girls, 69.86% have obtained a way of balancing care work and leadership activities in the community, 34.25% are convincing the community to allow women control a significant part of the community resources and 31.51% are advocating for the attainment of the 2/3 gender rule in all community appointments.

### **5.2.2 Participation of women in leadership and governance**

With respect to participation of women in leadership and governance the study identified the following key aspects

#### **5.2.2.1 Kitui County**

- The study findings reveal that the strengthening inclusive leadership programme enhances the participation of women in leadership and governance in Kitui County in that 91.3% of the trained women knew leadership roles that they could perform, 55.07% had offered themselves for leadership positions, 69.57% responded to the county's calls for public participation and 52.57% campaigned for a woman aspirant in their community.

#### **5.2.2.2 Bomet County**

- The study findings reveal that the strengthening inclusive leadership programme enhances the participation of women in leadership and governance in Bomet County in that 92.19% knew leadership roles that they could perform, 68.75% had offered themselves for leadership positions, 59.38% responded to the county's calls for public participation and 70.31% campaigned for a woman aspirant in their community. In addition, there was increased number of women that had offered themselves for leadership positions and had also campaigned for other women to be in leadership.

#### **5.2.2.3 Kirinyaga County**

- The study findings reveal that the strengthening inclusive leadership programme enhances the participation of women in leadership and governance in Kirinyaga County in that that 85.62% knew leadership roles that they could perform, 56.21% had offered themselves for leadership positions, 48.04% responded to the county's calls for public participation and 46.08% campaigned for a woman aspirant in their community.

#### **5.2.2.4 Nakuru County**

- The study findings reveal that the strengthening inclusive leadership programme enhances the participation of women in leadership and governance in that the training seems to have unlocked their participation in leadership and governance in that about 84% of the trained women reported being good at keeping records for their savings and internal lending community programme as well as other community initiatives.

#### **5.2.2.5 Mombasa County**

- The study findings reveal that the strengthening inclusive leadership programme enhances the participation of women in leadership and governance in Mombasa County in that 78.77% knew leadership roles that they could perform, 43.84% had offered themselves for leadership positions, 55.48% responded to the county's calls

for public participation and 58.90% campaigned for a woman aspirant in their community.

#### **5.2.4 Uniquenesses and implementation gaps of the strengthening inclusive leadership programme**

Based on the study findings the followings can be concluded on the implementation of the strengthening inclusive leadership programme by WEL

- Overall, the findings indicated that training of trainers model that the strengthening inclusive leadership project is based on is effective in reaching most of the women at the grassroot.
- The strategies used by WEL have a good retention rate as evidenced by the diverse social economic clusters of women at the grassroot that the project reached and was able to retain.
- The project delivery approach was effective in that the study participants indicated that they were aware and understood the key content areas (leadership, equal representation) of the CCE programme at over 90%
- The project delivery approach allows make it robust in including special interest groups in such as the LGBTQ community
- Evidently, the project achieved its set objectives in that the findings indicated that majority of the targeted women are aware of their rights, more socially empowered to make decisions and advocate for their rights and that of other vulnerable individuals in their communities among others
- There are 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 is among some women hinders the gains made by the project by making the women 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.

## **CHAPTER SIX**

### **POLICY GAPS AND RECOMMENDATIONS**

#### **6.1 Policy gaps**

The following policy gaps were identified in the respective counties.

##### **6.1.1 Kitui County**

- There is a Kitui County Gender Policy that is 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.
- In addition to the inadequate awareness of the Kitui County Gender Policy, there are no specific funds allocated for the implementation of the gender policy.
- There are multiple agencies supporting women economic empowerment initiatives. They range from the County government itself, community-based organisations and non-state actors. They are concerns from the study participants that their efforts are neither co-ordinated nor concerted. Indeed, there are no mechanisms in Kitui County to harmonise the actors to avoid duplications which results in wastage of resources.

##### **6.1.2 Bomet County**

- There is a Bomet County Gender Policy that is aligned with the National Gender Policy. However, the policy has no specific County Plan of Action for its implementation

##### **6.1.3 Kirinyaga County**

- Though there have been efforts to develop a Kirinyaga County Gender Policy. There is no Kirinyaga County Gender policy now. The development process has stalled due to a lack of political good will.

##### **6.1.4 Nakuru County**

- There is a Nakuru County Gender and Development Policy that is aligned with the National Gender Policy. The policy is detailed with priority areas and an implementation matrix. However, there is low awareness of the Gender policy among

the trained women. In addition, there are no resources allocated for achieving the specific gender priorities outlined in the policy.

### **6.1.5 Mombasa County**

- Though there have been efforts from non-state actors to develop a Mombasa County Gender Policy. There is no Mombasa County Gender policy at the moment.

## **6.2 Recommendations**

### **6.2.1 Kitui County**

- There is low level of awareness of the Kitui County Gender Policy low among women groups who are the key advocates and beneficiaries of its implementation. Kitui County government and Civil Society organizations should publicize the gender policy and agitate for its full implementation
- There are no specific funds specific funds allocated for the implementation of the Kitui Gender Policy Priority areas. The Kitui County Assembly should allocate funds for the implementation of the priority areas outlined in the Kitui County Gender Policy
- Failure to include men in women economic empowerment initiatives in Kitui County hinders the trained women getting support from their spouses. As such, women economic empowerment initiatives needs to bring men on board so that they can not only support women but also release/create space for them.
- The efforts of the women economic empowerment agencies (Kitui County Government, NGOs and the Civil Society) are neither coordinated nor concerted. Kitui County gender officers should play a co-ordination role to ensure that efforts are neither duplicated nor inefficient.
- Training interventions such as the strengthening inclusive leadership programme by WEL enhance the participation of women in leadership and governance processes, promote the agency of women and increase the access of women to productive assets. Non-governmental organizations such as WEL should continue implementing women economic empowerment initiatives in Kitui County. In addition, effective strategies such as training of trainers should be scaled up to reach all women in the grassroots.

### **6.2.2 Bomet County**

- There is a Bomet County Gender Policy that is aligned with the National Gender Policy but with no specific County Plan of Action for its implementation. The Bomet

County Government should revise the gender policy to capture the County's priority areas and their implementation matrix.

- The strengthening inclusive leadership programme enhances the participation of women in leadership and governance in Bomet County. The County should continue partnering with women economic empowerment actors such as WEL and assist in scaling up initiatives such as the strengthening inclusive leadership
- Training interventions such as the strengthening inclusive leadership programme by WEL enhance the participation of women in leadership and governance processes, promote the agency of women and increase the access of women to productive assets. Non-governmental organizations such as WEL should continue implementing women economic empowerment initiatives in Bomet County. In addition, effective strategies such as training of trainers should be scaled up to reach all women in the grassroots.

### **6.2.3 Kirinyaga County**

- There is no Kirinyaga County Gender policy due lack of political good will. The County Government of Kirinyaga should co-operate with non-governmental organizations such as WEL to develop and implement a Kirinyaga County Gender Policy in line with the National Gender Policy
- Majority of the trained women (69.28%) did not practice the necessary skills for negotiations which is a concern given that over 89.54% indicated having increased knowledge on negotiation. There is need, therefore, to implement the strengthening inclusive leadership programme in Kirinyaga County with a view of enhancing the implementation of negotiation skills gained by women.
- The strengthening inclusive leadership programme increased women economic empowerment in Kirinyaga County. A large proportion of women can access and control of productive assets, are convincing the community to abandon retrogressive cultural practices that have been hindering women and girls, have obtained a way of balancing care work and leadership activities in the community and are advocating for the attainment of the 2/3 gender rule in all community appointments. As such the County government should ensure that non-governmental organizations such as WEL get the necessary support to scale up initiatives such as the strengthening inclusive leadership programme

#### **6.2.4 Nakuru County**

- There is a Nakuru County Gender and Development Policy that is aligned with the National Gender Policy but there is low level of awareness of the Gender policy among the trained women and there are no resources allocated for achieving the specific gender priorities outlined in the policy. The Nakuru County Government should therefore partner with non-governmental organizations such as WEL to popularize the Gender Policy among the women who are the main beneficiaries and advocates. In addition, Nakuru County Assembly should prioritize and allocate funds for the implementation of the key priorities identified by the policy.
- The activities of the strengthening inclusive leadership programme act as practice grounds for women's participation in governance. The bookkeeping and records reconciliation in the savings and internal lending communities project and motivate women to participate in leadership and governance. The Nakuru County Government should therefore partner with non-governmental organizations and the other development partners to implement the savings and lending communities initiative at a large scale in the County.
- The strengthening inclusive leadership programme enhanced women economic empowerment in Nakuru County. The women were gainfully engaged either in business or employment, had a voice at home, had access and control of productive assets able to start income generating activities, increased the net worth of their household through acquisition of productive assets such as Tuktuk, chicken, goats and land and devoted more of their time to productive activities. As such, women economic empowerment initiatives such as the savings and lending committees of the strengthening inclusive leadership programme should be scaled up in Nakuru County to benefit more women.

#### **6.2.5 Mombasa County**

- Though there have been efforts from non-state actors to develop a Mombasa County Gender Policy, the County has no gender policy. The Mombasa County government should, therefore, co-operate with non-governmental organizations such as WEL to develop and implement a Mombasa County Gender Policy in line with the National Gender Policy.
- The strengthening inclusive leadership programme initiatives such as the community capacity enhancement uniquely provide avenues of including special interest groups

such as the LGBTQ community and women in sports. The Mombasa County government should ensure that these initiatives are scaled up to reach more special interest groups to enhance their participation in leadership and governance.

- The strengthening inclusive leadership programme had minimal success in Mombasa County. Indeed, out of the surveyed women, more than half: had no negotiations skills; access and control of productive assets; were convincing the community to abandon retrogressive cultural practices that have been hindering women and girls; were convincing the community to allow women control a significant part of the community resources; and were advocating for the attainment of the 2/3 gender rule in all community appointments. Since a partner to WEL was implementing the programme in Mombasa County, they may not have conducted the programme as effective as WEL. As such, there is need for retraining of the trained women with a focus on the implementation of the acquired skills and knowledge.

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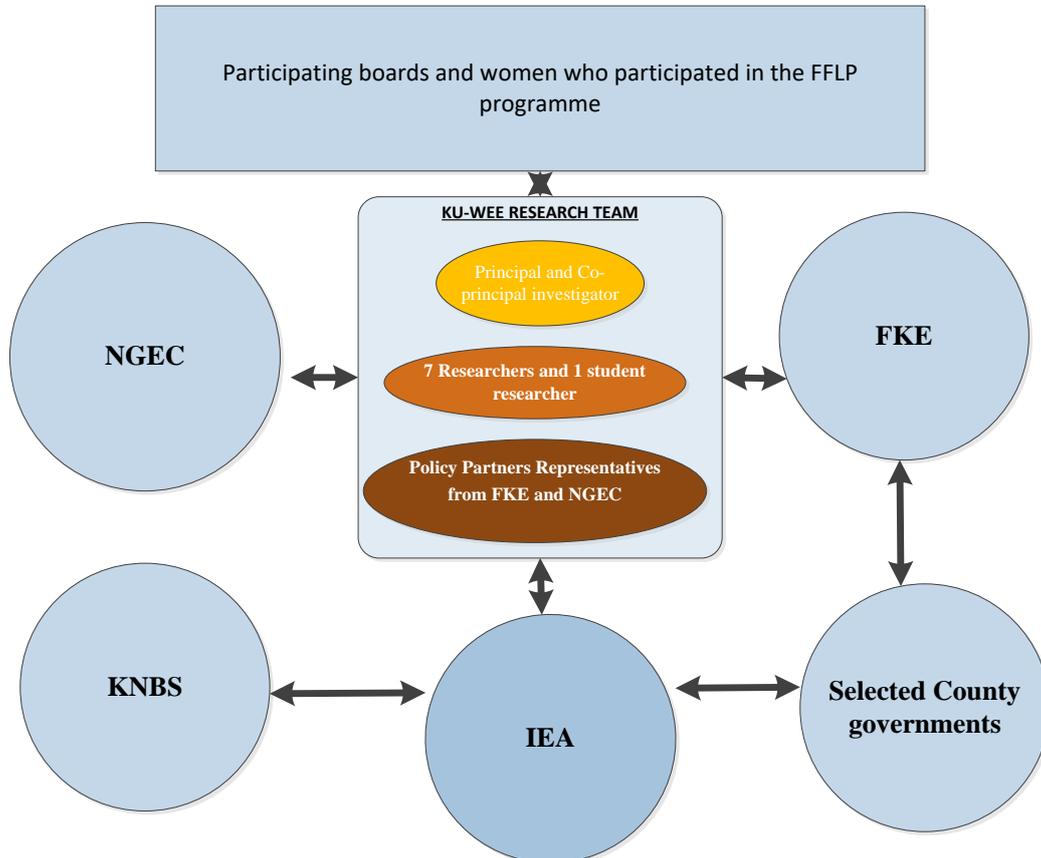
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## Appendices

### Appendix 1 Implementation arrangements

#### Collaborators/Partnering Institutions

The study will have collaborating/partnering institutions as illustrated in figure 2 below.



**Figure 2: Institutional arrangements**

#### Research Team

The study was led by the Principal Investigator (PI) Professor David Minja (KU) and Co-PI Professor Elishiba Kimani (KU). The team of researchers has Dr. Edna Jemutai Moi (KU); Dr. Paul Gachanja (KU); Dr. Jackson Mdoe (KU); Dr. Felistus Makhamura (KU); Mr. James Oringo (KU) and Mr. James Onditi (KU). We have also included a student Researcher: Nicodemus Kirima- PhD student (KU). The research team will also have policy partners representatives from FKE (Eric Munyobi) and NGEC (Tabitha Karanja).

## Appendix 2: Data Collection tools

### CCE grassroots woman questionnaire

<b>KENYATTA UNIVERSITY &amp; BILL AND MELINDA GATES FOUNDATION</b>	
<b>PARTICIPATION OF WOMEN IN GOVERNANCE IN KENYA</b>	
<b>STRENGTHENING INCLUSIVE LEADERSHIP-COMMUNITY CAPACITY ENHANCEMENT</b>	
<b>GRASSROOT WOMAN QUESTIONNAIRE</b>	
<b>1.0 BACKGROUND INFORMATION, INTRODUCTION AND CONSENT</b>	
1.1	Questionnaire Serial Number <span style="float: right;">□□□□</span>
1.2	Start Time <span style="float: right;">□□□□</span>
1.3	Date of interview (DD/MM/YYYY) <span style="float: right;">□□□□□□□□</span>
1.4	Field interviewer's (FI) code <span style="float: right;">□□□□</span>
1.5	Location of interviewer (Give ID code) <span style="float: right;">□□□□□□</span>
1.6	Mode of conducting interview _____
1.7	What is your name? _____
1.8	<b>INTRODUCTION AND CONSENT</b> <b>[INDIVIDUAL CONSENT SHOULD BE SOUGHT FROM ALL GRASSROOT WOMEN PARTICIPATING IN THE SURVEY]</b>
<p>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.</p>	
1.9	Would you like to participate in this research? 1=Yes, 2=No <span style="float: right;">□</span> <b>[If yes, thank the respondent and proceed to 2.0]</b>
1.10	Kindly let me know the reason why you would not wish to participate in this research? <span style="float: right;">□</span> 1= I don't wish to discuss the matter; 2=Stigma; 3=not interested; 4=other (specify) _____ <b>Check 1.8: [if 2=no, thank the respondent, and go to section 11]</b>
<b>2.0 DEMOGRAPHIC PROFILE</b>	
2.1	When did you join your community-based organization? <span style="float: right;">□□□□</span> <b>[FI: Compute the number of years that (name) has been a member of the community-based organization]</b>
2.2	What is your highest level of education? <span style="float: right;">□□</span> 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? <span style="float: right;">□</span> 1=Chairperson; 2=Treasurer; 3=Secretary; 4=Vice chairperson; 5=Vice secretary; =other (specify) _____
2.4	What is your occupation? <span style="float: right;">□□□</span> <b>[FI: Refer to the occupational classification at the three-digit point level in appendix 1]</b>
3.0	<b>Level 2 evaluation: Knowledge of community capacity enhancement</b> <b>Use the rating below to rate your knowledge acquisition in the community capacity enhancement training</b> <b>[FI: Explain the rating to the respondent]</b> <b>Level 1: NO.</b> I can decide, and my decision is in the negative (I disagree) <b>Level 2: Don't know.</b> I cannot decide about this question (Not sure) <b>Level 3: Yes.</b> I can decide and my decision is in the positive (I agree with the statement)

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

3.3 Strategies for advocacy, lobbying and campaigning for women?	<input type="checkbox"/>
3.4 Breaking the barriers to women empowerment?	<input type="checkbox"/>

Do you think that the community capacity enhancement training increased your understanding of concepts in:	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 gender budgeting process?	<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 1: NO.** I can decide, and my decision is in the negative (I disagree)  
**Level 2: Don't know.** I cannot decide about this question (Not sure)  
**Level 3: Yes.** I can decide and my decision is in the positive (I agree with the statement)

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 aimed 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 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 1: NO.** I can decide, and my decision is in the negative (I disagree)  
**Level 2: Don't know.** I cannot decide about this question (Not sure)  
**Level 3: Yes.** I can decide and my decision is in the positive (I agree with the statement)

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"/> |

5.6 I have secured an appointment with an important decision maker to lobby and advocate for women	<input type="checkbox"/>
5.7 I have prepared all my cases very well to convince leaders to make decisions in favour of women	<input type="checkbox"/>
5.8 I mobilized resources to have a woman elected to elective position in my community	<input type="checkbox"/>
5.9 I have made complex messages simple for my audience and ended up winning for women in my community	<input type="checkbox"/>
5.10 I have convinced my community to abandon retrogressive cultural practices that have been hindering women and girls participation in leadership	<input type="checkbox"/>
5.11 I have obtained a way of balancing my care work and leadership activities in my community	<input type="checkbox"/>
5.12 I have managed to convince my community to allow women control a significant part of the community resources	<input type="checkbox"/>
5.13 I have insisted on the attainment of the 2/3 gender rule in all our community appointments	<input type="checkbox"/>
5.14 Others _____	<input type="checkbox"/>
5.15 Others _____	<input type="checkbox"/>
5.16 Others _____	<input type="checkbox"/>
5.17 Others _____	<input type="checkbox"/>

**6.0 Concluding the interview**

**Use the rating below to rate your agreement with the following statement**

**[FI: Explain the rating to the respondent]**

**Level 1: NO.** I can decide, and my decision is in the negative (I disagree)

**Level 2: Don't know.** I cannot decide about this question (Not sure)

**Level 3: Yes.** I can decide and my decision is in the positive (I agree with the statement)

<b>Given the questions that you have responded to:</b>	<b>Response</b>	<b>Concrete example</b>
6.1 Is there anything you have not mentioned so far which has changed your behaviour, perception or outlook as a result of the community capacity enhancement training?	<input type="checkbox"/>	
6.2 How would you rate the effectiveness of the community capacity enhancement training in helping you and other community capacity enhancement training participants develop a common understanding of the issues surrounding participation of women in governance? <b>[FI: use the scale below for question 6.2]</b>		<input type="checkbox"/>
1=Highly effective; 2=Somewhat effective; 3=Somewhat ineffective; 4=Highly ineffective; 5=Don't know		
6.3 What features of the community capacity enhancement training worked for you the most?		
6.31 _____		
6.32 _____		
6.33 _____		
6.34 _____		
6.35 _____		
6.4 What features of the community capacity enhancement training would you like improved and how?		
6.41 _____		
6.42 _____		
6.43 _____		
6.44 _____		

## FGD guide for gender champions

### STRENGTHENING INCLUSIVE LEADERSHIP: COMMUNITY CAPACITY ENHANCEMENT

#### FOCUS GROUP DISCUSSION

##### Objectives:

*Establish the extent to which the project has enhanced participation of women in governance processes in the selected Counties*

*Assess the extent to which women's participation in the project has increased access to services, resources and leadership opportunities to women*

##### Target Respondents:

Gender champions

Group Composition: *Ensure gender balance and representation of youth and PWDs.*

<u>Code</u>	<u>Questions</u>
<i>Participation of women in governance processes</i>	
a	How would you rate participation of women in governance process in your county? High                      2. Moderate                      3. Low                      4. Not sure What would you attribute the identified level of participation to?
b	In your own view has the community capacity enhancement aspect of the strengthening inclusive leadership project increased women participation in influencing decision making? Yes                      2. No                      3. Not sure If yes, in what ways? If yes, what are the examples?
c	In your own view has the community capacity enhancement aspect of the strengthening inclusive leadership project increased the quality of women participation in influencing decision making? Yes                      2. No                      3. Not sure If yes, in what ways? If yes, what are the examples?
d	In your own view has the community capacity enhancement aspect of the strengthening inclusive leadership project increased the number of women offering themselves for elective politics? Yes                      2. No                      3. Not sure

	If yes, in what ways? If yes, what are the examples?
e	In your own view has the community capacity enhancement aspect of the strengthening inclusive leadership project increased the number of women participating in political parties? Yes                      2. No                      3. Not sure If yes, in what ways? If yes, what are the examples?
f	In your own view has the community capacity enhancement aspect of the strengthening inclusive leadership project increased the number of women participating in the civil society movement as well as other lobby group and advocacy institutions? Yes                      2. No                      3. Not sure If yes, in what ways? If yes, what are the examples?
<i>Impact: Access to services, resources and leadership opportunities by women</i>	
	In your own view has the community capacity enhancement aspect of the strengthening inclusive leadership project influenced the ability and self-confidence of women Yes                      2. No                      3. Not sure If yes, in what ways? If yes, what are the examples?
	In your own view has the community capacity enhancement aspect of the strengthening inclusive leadership project increased services to women? Yes                      2. No                      3. Not sure If yes, in what ways? If yes, what are the examples?
	In your own view has the community capacity enhancement aspect of the strengthening inclusive leadership project influenced access and control of resources for self-empowerment by women? Yes                      2. No                      3. Not sure If yes, in what ways? If yes, what are the examples?
	In your own view has the community capacity enhancement aspect of the strengthening inclusive leadership project increased leadership opportunities for women? Yes                      2. No                      3. Not sure If yes, in what ways? If yes, what are the examples?
<i>Scaling up</i>	
	In your own view what features of the community capacity enhancement component of the strengthening inclusive leadership project makes it effective?
	In your own view what features of the community capacity enhancement component of the strengthening inclusive leadership project makes it less effective? How can these limiting features be overcome?
	What other information of the community capacity enhancement component of the strengthening inclusive leadership project would you like to share?

THANK YOU FOR PARTICIPATING IN THIS DISCUSSION

NAME OF FOCUS GROUP/KEY INFORMANT.....

DATE AND PLACE OF INTERVIEW.....

MEMBERSHIP (IF FGD):

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

NAME OF INTERVIEWER.....TEL.....

## **KII guide**

### **STRENGTHENING INCLUSIVE LEADERSHIP: COMMUNITY CAPACITY ENHANCEMENT**

#### **KEY INFORMANT INTERVIEW**

##### Objectives:

*Establish the extent to which the SIL project has enhanced participation of women in governance processes in the selected Counties*

*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:

WEL CEO

WEL programme officers

Caritas Kitui

Red Cross Kitui

NGEC Kitui

CREAW – Center for Rights Education and Awareness

KWID – Kitui Women in Development

Savannah Kitui

KII Respondent Selection:      *Ensure gender balance and representation of youth and PWDs.*

<u>Code</u>	<u>Questions</u>
<i>Project Background</i>	
a	When was the community capacity enhancement component of the strengthening inclusive leadership project started?
b	What was the rationale for the community capacity enhancement component of the strengthening inclusive leadership project?
c	What was the role of WEL in the community capacity enhancement component of the strengthening inclusive leadership project?
d	What were the identified needs that the community capacity enhancement component of the strengthening inclusive leadership project set to fill?

e	How was the community capacity enhancement component of the strengthening inclusive leadership project designed to achieve the intended objectives?
<i>Impact: Access to services, resources and leadership opportunities by women</i>	
	Has the community capacity enhancement component of the strengthening inclusive leadership project achieved its intended objectives? (Probe for efficacy and women participation in governance)
<i>Scaling up</i>	
	In your own view what features of the community capacity enhancement component of the strengthening inclusive leadership project makes it effective?
	In your own view what features of the community capacity enhancement component of the strengthening inclusive leadership project makes it less effective? How can these limiting features be overcome?
	In your own view in what ways can the community capacity enhancement component of the strengthening inclusive leadership project inform policy for WEE?

THANK YOU FOR PARTICIPATING IN THIS DISCUSSION

NAME OF FOCUS GROUP/KEY INFORMANT.....

DATE AND PLACE OF INTERVIEW.....

MEMBERSHIP (IF FGD):

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

NAME OF INTERVIEWER.....TEL.....

## Savings and internal lending committees grassroots woman questionnaire

<b>KENYATTA UNIVERSITY &amp; BILL AND MELINDA GATES FOUNDATION PARTICIPATION OF WOMEN IN GOVERNANCE IN KENYA</b>	
<b>SAVINGS AND INTERNAL LENDING COMMUNITIES GRASSROOT QUESTIONNAIRE</b>	
<b>1.0 BACKGROUND INFORMATION, INTRODUCTION AND CONSENT</b>	
1.1	Questionnaire Serial Number <span style="float: right;">□□□□</span>
1.2	Start Time <span style="float: right;">□□□□</span>
1.3	Date of interview (DD/MM/YYYY) <span style="float: right;">□□□□□□□□</span>
1.4	Field interviewer's (FI) code <span style="float: right;">□□□□</span>
1.5	Location of interviewer (Give ID code) <span style="float: right;">□□□□□□</span>
1.6	Mode of conducting interview _____
1.7	What is your name? _____
<b>1.8 INTRODUCTION AND CONSENT [INDIVIDUAL CONSENT SHOULD BE SOUGHT FROM ALL GRASSROOT WOMEN PARTICIPATING IN THE SURVEY]</b>	
<p>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.</p>	
1.9 Would you like to participate in this research? 1=Yes, 2=No <span style="float: right;">□</span> <b>[If yes, thank the respondent and proceed to 2.0]</b>	
1.10 Kindly let me know the reason why you would not wish to participate in this research? <span style="float: right;">□</span> 1= I don't wish to discuss the matter; 2=Stigma; 3=not interested; 4=other (specify) _____ <b>Check 1.8: [if 2=no, thank the respondent, and go to section 11]</b>	
<b>2.0 DEMOGRAPHIC PROFILE</b>	
2.1	FI what is the sex of 1.7 (Male=1, Female=0) <span style="float: right;">□</span>
2.2	When were you born? <span style="float: right;">□□□□</span> <b>(FI compute the age of 1.7 in years)</b> <span style="float: right;">□□</span>
2.3	When did you join your savings and internal lending community? <span style="float: right;">□□□□</span> <b>[FI: Compute the number of years that (name) has been a member of the community-based organization]</b> <span style="float: right;">□□</span>
2.4	When were you trained about savings and internal lending communities? <span style="float: right;">□□□□</span>
2.5	What is your highest level of education? <span style="float: right;">□</span> 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) _____
2.6	What is your role in your savings and internal lending community? <span style="float: right;">□</span> 1=Chairperson; 2=Treasurer; 3=Secretary; 4=Vice chairperson; 5=Vice secretary; 6=Money Counter; 7=Key holder; 8=Member
2.7	What is your occupation? <span style="float: right;">□□□</span> <b>[FI: Refer to the occupational classification at the three-digit point level in appendix 1]</b>

<b>3.0 Level 2 evaluation: Knowledge of savings and internal lending communities</b> <b>Use the rating below to rate your knowledge acquisition in the savings and internal lending communities training</b> <b>[FI: Explain the rating to the respondent]</b> <b>Level 1: NO.</b> I can decide, and my decision is in the negative (I disagree) <b>Level 2: Don't know.</b> I cannot decide about this question (Not sure) <b>Level 3: Yes.</b> I can decide and my decision is in the positive (I agree with the statement)		
<b>Having attended the savings and internal lending communities training do you consider that you have increased your awareness of:</b>		<b>Response</b>
3.5	The differences between savings and internal lending community and a merry go round?	<input type="checkbox"/>
3.6	The traits required of a member of a savings and internal lending community?	<input type="checkbox"/>
3.7	The traits of an empowered and sustainable savings and internal lending community?	<input type="checkbox"/>
3.8	Whom you can form a savings and internal lending community with?	<input type="checkbox"/>
3.9	The two bodies required to govern a savings and internal lending community?	<input type="checkbox"/>
3.10	Election processes in a savings and lending community?	<input type="checkbox"/>
3.11	The responsibilities and roles of members of a savings and internal lending community?	<input type="checkbox"/>
3.12	The savings, lending and social fund policies of a savings and internal lending community?	<input type="checkbox"/>
3.13	Record keeping and meeting procedures of a savings and internal lending community?	<input type="checkbox"/>
3.14	Share out meeting procedures in a savings and internal lending community?	<input type="checkbox"/>
<b>Do you think that the savings and internal lending communities training increased your understanding of concepts in:</b>		<b>Response</b>
3.1	The differences between savings and internal lending community and a merry go round?	<input type="checkbox"/>
3.2	The traits required of a member of a savings and internal lending community?	<input type="checkbox"/>
3.3	The traits of an empowered and sustainable savings and internal lending community?	<input type="checkbox"/>
3.4	Whom you can form a savings and internal lending community with?	<input type="checkbox"/>
3.5	The two bodies required to govern a savings and internal lending community?	<input type="checkbox"/>
3.6	Election processes in a savings and lending community?	<input type="checkbox"/>
3.7	The responsibilities and roles of members of a savings and internal lending community?	<input type="checkbox"/>
3.8	The savings, lending and social fund policies of a savings and internal lending community?	<input type="checkbox"/>
3.9	Record keeping and meeting procedures of a savings and internal lending community?	<input type="checkbox"/>
3.10	Share out meeting procedures in a savings and internal lending community?	<input type="checkbox"/>
<b>4.0 Level 3 Behavioral change: behavioral change in participation in governance</b> <b>Use the rating below to rate your change in behaviour following the savings and internal lending community training</b> <b>[FI: Explain the rating to the respondent]</b> <b>Level 1: NO.</b> I can decide, and my decision is in the negative (I disagree) <b>Level 2: Don't know.</b> I cannot decide about this question (Not sure) <b>Level 3: Yes.</b> I can decide and my decision is in the positive (I agree with the statement)		
<b>Having attended the savings and internal lending training:</b>		<b>Score</b>
<b>Concrete example</b>		
4.1	I can conduct individual self-screening to see if I qualify to be a member of savings and internal lending community	<input type="checkbox"/>
4.2	I can identify whom I can form a savings and internal lending	<input type="checkbox"/>

community with

- 4.3 I can manage the affairs of savings and internal lending community
- 4.4 I save regularly
- 4.5 I can borrow and repay a loan
- 4.6 I am financially prepared for emergencies and other unforeseen events
- 4.7 I can manage to maintain a consistent expenditure behaviour irrespective of when I realize incomes
- 4.8 I have up to date records of my income and expenditures
- 4.9 I am more persistent in seeking my goals
- 4.10 I have improved my organizational ability
- 4.11 I can express my opinions in public

**5.0 Level 4 Results: Results of savings and internal lending community training:**

Use the rating below to rate your agreement with the following statement

[FI: Explain the rating to the respondent]

Level 1: NO. I can decide, and my decision is in the negative (I disagree)

Level 2: Don't know. I cannot decide about this question (Not sure)

Level 3: Yes. I can decide and my decision is in the positive (I agree with the statement)

Having attended the savings and internal lending training:	Score	Concrete example
--	-------	------------------

- |  |                          |  |
|--|--------------------------|--|
| 5.1 I have become a member of a saving and internal lending community  | <input type="checkbox"/> |  |
| 5.2 I have managed to start income generating activities using loans from my savings and internal lending community (FI: probe for income generated from various activities) | <input type="checkbox"/> |  |
| 5.3 I have increased the net worth of my household through acquisition of productive assets (Goats, chicken, land, Tuk Tuk etc)  | <input type="checkbox"/> |  |
| 5.4 I have used loans to take my children to school (FI: probe who way more likely to be taken to schools between girls and boys in a household)                             | <input type="checkbox"/> |  |
| 5.5 I no longer have to borrow from friends and relatives? (FI: probe other forms of vulnerabilities that the respondent may have avoids)                                    | <input type="checkbox"/> |  |
| 5.6 I got a voice at home and my spouse listens to me because I can help my household access loans and save  | <input type="checkbox"/> |  |
| 5.7 My household no longer experiences drastic reductions in monthly expenditures for food and clothing  | <input type="checkbox"/> |  |
| 5.8 I am devoting more of my time to productive activities because loans and savings gave me the required capital  | <input type="checkbox"/> |  |
| 5.9 I can handle emergencies such as deaths and sickness through our social fund at the savings and internal lending community   | <input type="checkbox"/> |  |
| 5.10 I offered myself for leadership and governance in our savings and internal lending community  | <input type="checkbox"/> |  |

- 5.11 I am good at keeping records for our savings and internal lending community as well as other community initiatives
- 5.12 I developed my leadership skills at the savings and internal lending community and finally offered myself for leadership in political leadership
- 5.13 I have come to appreciate the importance of having women and men participate in development
- 5.14 I have insisted on the attainment of the 2/3 gender rule in all our community appointments
- 5.15 I have obtained a way of balancing my care work and leadership activities in my community

**6.0 Concluding the interview**

**Use the rating below to rate your agreement with the following statement**

**[FI: Explain the rating to the respondent]**

**Level 1: NO.** I can decide, and my decision is in the negative (I disagree)

**Level 2: Don't know.** I cannot decide about this question (Not sure)

**Level 3: Yes.** I can decide and my decision is in the positive (I agree with the statement)

Given the questions that you have responded to:	Response	Concrete example
6.1 Is there anything you have not mentioned so far which has changed your behaviour, perception or outlook as a result of the savings and internal lending community training?	<input type="checkbox"/>	
6.2 How would you rate the effectiveness of the savings and internal lending community training in helping you and other savings and internal lending community training participants develop a common understanding of the issues surrounding participation of women in governance? <b>[FI: use the scale below for question 6.2]</b>		<input type="checkbox"/>
1=Highly effective; 2=Somewhat effective; 3=Somewhat ineffective; 4=Highly ineffective; 5=Don't know		
6.3 What features of the savings and internal lending community training worked for you the most?		
6.31 _____		
6.32 _____		
6.33 _____		
6.34 _____		
6.35 _____		
6.4 What features of the savings and internal lending community training would you like improved and how?		
6.41 _____		
6.42 _____		
6.43 _____		
6.44 _____		
6.45 _____		