Gender Mainstreaming in TVET Institutions in Kenya

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Abstract

A country's most important resource is the skills of its people. To achieve equity and equality in skills development gender mainstreaming was identified by the Kenyan government. In 2007, the Ministry of Education, Science and Technology (MoEST) developed Gender in Education policy. There was need to evaluate the implementation process to find out: the extent of gender policy implementation process, and the perception of lecturers towards gender mainstreaming, the findings were meant to inform education stakeholders on progress of implementation. The study was based on the Management Evaluation Model and on Liberal Feminist Theoretical framework. It adopted a mixed method research design and 276 respondents were sampled from ten selected Technical and Vocational Education and Training (TVET) institutions. Probability and non-probability sampling was used to select the 276 respondents. Data was collected through three types of instruments namely questionnaires, interview guide and document analysis guide. Piloting was done to enhance validity and determine reliability of instruments. Quantitative data was analyzed through descriptive statistics, and qualitative data organized into themes and patterns pertinent to the study. It was established that: the gender policy was being implemented in sampled TVET institutions, and the perception of lecturers was positive. It was also established that the implementation process faced challenges. The study concluded that the mean Gender Parity Index (GPI) for the sampled institutions had moved further from one (1) to 0.804 and, lecturers had positive perception towards gender mainstreaming. However, there were some cultural issues hindering gender mainstreaming in TVET institutions, which led to the following recommendations: MoEST and TVET institutions to put in place mechanisms for effective implementation, Cultural inhibitions to be addressed, and Government to set up structures for full implementation of gender policy.
Key words: ***Gender mainstreaming, gender parity, GPI, TVET, policy***

Introduction

Gender mainstreaming in practice has continued to be a challenge at both national and community levels despite efforts the government has put in place. Assessments undertaken in the past indicate that gender mainstreaming in the public, Non-Governmental Organizations (NGO) and private sectors have been weak. Various factors have contributed to this shortcoming key among them being lack of an effective monitoring and evaluation framework which is an integral part of the policy implementation programme (GoK, 2009). A lot needs to be done at the tertiary level to ensure equal participation of women and men in this important aspect. The commitment of the Government of Kenya to attain gender equality is underlined in national and international legal and policy documents.

Documented literature indicates the commitment the Government of Kenya has towards gender mainstreaming.

Statement of the Problem
With a lot of tax payers' and development partners' funds being used for gender mainstreaming activities, there was need to find out the extent of the gender policy implementation process, and how well the policy was being implemented and advise where necessary. Most studies that have been done on gender issues concentrated on factors contributing to gender disparities in various institutions. Onsongo (2002; 2005) did two studies on gender disparities in universities' administration and management. Matula (2009) studied Implementation of Gender Policy, in Public Primary Teacher Training Colleges. Odongo (2007) carried out a case study on Factors that contribute to Gender Disparities in the Choice of Courses in TVET institutions and in particular, Kabete TTI. While another study done by National Council for Science and Technology [NCST], (2010) was on Mainstreaming Gender in Science and Technology, Policies and Programmes in Kenya.

No study has been done in Kenya on the implementation process of gender policy in TVET institutions, or evaluation of gender mainstreaming policy in education from the time the policy was developed in 2007. Bunyi (2008) indicated that ineffective implementation of policies to address gender inequalities was an obstacle to gender issues in post primary education, so this study was to fill this gap. There was need also for the study to provide information on the implementation process of gender mainstreaming in TVET institutions and inform policy makers on its progress.

Purpose of the Study
The study was to help gauge whether the policy was being implemented in TVET institutions, identifying barriers and possible resolutions.

Research Questions of the Study
The research questions of the study were:
a)   To what extent has the gender mainstreaming policy been implemented in selected TVET institutions in Kenya?
b)   What are the perceptions of lecturers towards gender mainstreaming in selected TVET institutions in Kenya?

Literature Review
Gender Mainstreaming is putting an idea in the central course of other activities to be undertaken as part of the activities in the system. It situates gender issues at the centre of research, policy decisions, programme budgets, and institutional structures and processes (Okhoya, 2004). The United Nations Economic and Social Council (ECOSOC) in 1997 defined the concept of gender mainstreaming as "…the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and

at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equalit (RoK, 2009d: p. 5).

The gender policy prepared by the Ministry of Gender and Social Development in Kenya recognizes that it is the right of men, women, boys and girls to participate in and benefit from development and other initiatives. Kenya should be able to meet its development goals and establish women and men- friendly institutions. The policy advocates for new departures and strategies that are aimed at ensuring greater participation of women and men and equal access to development resources and distribution of the benefits. This will ensure better targeting of marginalized groups and their integration into mainstream of development (GoK, 2009b). The Constitution of Kenya (2010), article 27 section 3, states that women and men have the right to equal treatment, including the right to equal opportunities in political, economic, cultural and social spheres (GoK, 2010a).

Enrollment and Gender in TVET Institutions in Kenya
Misola (2010) points out that the TVET sector has a crucial role to play in the development of human resources for future manpower requirements. However, he further argues that gender gap in Science, Technology and Vocational Education is far greater than that in other fields of education, with the girls lagging far behind in access, participation and performance. It can be noted that, despite the deficiencies in many TVET sectors, some colleges and training institutions in some parts of the world have taken the initiative to launch distinct practices that could trigger changes in the enhancement of women's participation and competence in TVET - a male-dominated field of specialization (Misola, 2010).

The Institute of Economic Affairs (2008), agree that there are few women in technical and finance professions and so their contribution is minimal. They also have not excelled in more lucrative sectors such as manufacturing and highly profitable entrepreneurship programmes, and in the wider society (GoK, 2007). There is need for a deliberate effort to attract females to join the male dominated courses (GoK, 2008, African Union, 2007), and vice versa.

The Ministry of Education Science and Technology (MoEST) developed a policy that provides a comprehensive framework of the principles and strategies to be pursued in order to achieve gender mainstreaming. The policy acknowledges initiatives in bridging gender gaps in the provision of education, and identifies special measures that the Government and stakeholders should take to redress the identified gender inequalities and inequities (GoK,
2007). In 2006, the Head of Public service asked all ministries and state corporations to appoint gender officers and establish gender units, and in July 2009 gender mainstreaming became a requirement in the performance contract of all Permanent Secretaries and Chief
Executive Officers of all state corporations (GoK, n.d). The Gender in Education policy document covers gender issues across the education sector in Kenya.
The evaluation of the implementation process of a policy should be done frequently to find

out how well the policy is being implemented and give advice where necessary so that corrective measures are taken. It holds staff responsible for performance (Ogula, 2009). Due to challenges that arise during implementation process of the gender policy, there was need for the evaluation to find out its progress and advice on necessary adjustments.

Barriers to Policy Implementation
According to Derbyshire (2002), argued that policy commitments to gender mainstreaming frequently evaporate in planning and implementation processes as the main barrier. Valk (2000) identified causes of problem of policy evaporation as: lack of staff capacity; culture and attitudes of the policy in the organization which reflects resistance to gender equality and treatment of gender equality as a separate process and lack of ownership of the policy.

There has not been any study on the implementation process of gender in education policy in TVET institutions, from the time the policy was developed in 2007. Bunyi (2008) indicated that effective implementation of policies to address gender inequalities was an obstacle to gender issues in post primary education, so this evaluation study was to fill this gap.

Apart from case studies done in the Philippines, studies done in Kenya were done in universities Onsongo (2005) and Bunyi (2003)), teacher training colleges (Matula, 2009) and a case study on one TVET institution Odongo (2007). Also apart from the case studies in the Philippines, none of these studies looked at the implementation process of gender policies, yet it has been sighted as a major challenge to policy implementation.

Research Methodology
The Researcher adopted a mixed method research design of survey research design and naturalistic research design. The study was done in ten TVET institutions in six provinces in Kenya, namely: Western, Nyanza, Rift Valley, Eastern, Coast and Central provinces. The study was done between August and November, 2011. Stratified, systematic, multistage random sampling and purposive sampling were carried out to get the sample population. A total of 276 respondent, (153 males and 123 females), 55 percent males and 45 percent females were involved in the study. Questionnaires from Ol'lessos Technical Training
Institute were not returned and so the information from this institution was collected through document analysis guide from the documents at the Ministry offices. The evaluation study used the Context Input Process and Product (CIPP) evaluation model, a management oriented model that looks at the process of implementation and uses feedback given to improve implementation processes. The study also employed a Liberal Feminism Theoretical Framework, which advocates for equal access to opportunities and resources and equal rights for both men and women. Information was sought from Technical Education Officers, lecturers in charge of gender mainstreaming activities in TVET institutions, Heads of Departments, lecturers and students. More information was collected from documents from the MoEST head office. Evaluation instruments included; interview guide, document analysis guide and four sets of questionnaires. The questionnaires had closed ended questions, and a few open ended ones to elicit more information. Two of the four sets of questionnaires had an attitude scale and

perception scale respectively. This elicited information on attitudes and perceptions of students and lecturers. To test for validity of instruments, content validity for quantitative data and credibility, triangulation and peer scrutiny were used for qualitative data. For reliability, Cronbach's coefficient alpha was used on instruments with Likert scale and split half was used on the other two instruments to test for reliability; dependability was also used to test for reliability for qualitative data.

Quantitative data elicited from the respondents and from the documents were organized and analyzed through descriptive statistics such as frequency distributions, tables, percentages and means along simple narrative descriptions. Qualitative data was reduced, and displayed in the themes and conclusion drawn and verified as proposed in the three stages of Miles and Huberman in Frechtling, Sharp and Westat (1997). Data was then organized in emerging trends in line with the evaluation questions used. The study made several findings, based on the evaluation of the implementation process of the gender in education policy in selected TVET institutions in Kenya.

Evaluation Study Results

Implementation of Gender Mainstreaming in the Selected TVET Institutions.

Evaluation question number one sought to find out how far implementation had taken place. Data was collected on enrollment trends in the selected TVET institutions. Table 1 shows the institutions, their enrollment in 2009 and 2011. Also in the table is the Gender Parity Index (GPI) showing the ratio of females to males enrolled in 2009 and 2011.

From Table 1, it was noted that there was a general increase in enrollment from 9,220 students in 2009 to 16, 254 students in 2011; a 43 % increase in the sampled institutions. However, the GPI dropped from 0.957 to 0.804.

The researcher sought information on sex segregated data to determine the gender disparities in departments. Information was sought from documents at MoEST on enrollment in various courses (departments). It was noted that Kitale Technical Training Institute (Kitale TTI) and Kisumu Polytechnic had no male student enrolled between 2007 and 2011 in secretarial studies, Kitale TTI had an average of 24 female secretarial students per year, while Kisumu Polytechnic had an average of 23 female students per year. Moi Institute of Technology enrolled two male students in 2010 and four male students in 2011, while it had an average of 26 female students per year for the two years in the secretarial studies. Kaimosi Friends College had enrolled one male student each year since 2007, and on average it had enrolled 98 female secretarial students per year over the same period. Kaiboi Technical Training Institute (Kaiboi TTI) admitted two male students in 2010 and one male student in 2011 in the secretarial course, and had admitted an average of 32 female secretarial students per year for the same period.

Table 1: Institutions, Enrollment and GPI for 2009 and 2010

INSTITUTION	YEAR 2009				YEAR 2011			
	Male	Female	Total	GPI	Male	Female	Total	GPI
Kisumu Polytechnic	1207	569	1774	0.470	1775	770	2545	0.434
Kitale T.T.I	706	339	1045	0.480	881	520	1401	0.590
Kaiboi T.T.I	341	108	449	0.317	806	254	1060	0.315
Ollessos T.T.I	360	439	799	1.219	758	813	1571	1.073
Michuki T.T.I	156	141	297	0.904	318	279	597	0.877
Machakos T.T.I	818	893	1711	1.092	1478	1239	2717	0.838
Mombasa T.T.I	557	607	1164	1.090	1386	1070	2456	0.772
Coast I.T	324	329	653	1.015	591	588	1179	0.995
Moi I.T	550	230	780	0.418	838	667	1504	0.796
Friends College Kaimosi	151	397	548	2.63	521	705	1226	1.353
TOTAL & MEAN GPI			9,220	0.957			16,254	0.804

The other subject with notable difference in gender was the accounting course; Kisumu Polytechnic had 31 female students and 70 male students on average for the five years between 2007 and 2011; Moi Institute of Technology had 24 female students and 34 male students for the period between 2008 and 2011. Kaiboi TTI had 27 female students in accounting and 37 male students in the same course for the period between 2007 and 2011.

The researcher also sought to find out if gender mainstreaming was being implemented in the TVET institutions as it was envisioned in the policy. Table 2 shows responses of lecturers in charge of gender mainstreaming activities on implementing the gender in education policy.

Table 2: Lecturers' in Charge of Gender Mainstreaming Activities Responses on Implementation of Policy

RESPONSE	FREQUENCY	%
Implementation of policy	5	71
No implementation	2	29

From Table 2, five (71 %) lecturers dealing with gender mainstreaming activities in the selected TVET institutions said the policy was being implemented the way it was envisioned, two (29 %) of the lecturers dealing with gender mainstreaming activities said the policy was not being implemented the way it was envisioned. The Technical Education Officer said that gender mainstreaming, and especially the provision of bursaries for female students in Science, Engineering and Technology (SET) courses, was being implemented the way it was envisioned. Heads of Departments were also asked if gender mainstreaming was being practiced in departments, Table 3 shows the responses from the Heads of Department on practicing gender mainstreaming policy in departments.

Table 3: Heads of Departments' Responses on Gender Mainstreaming Policy in Place

RESPONSE	FREQUENCY	%
Gender policy in place	24	80.0
No gender policy in place	6	20.0
TOTAL	30	100.0

From Table 3, 24 (80 %) Heads of Department stated that gender mainstreaming was being practiced in their departments. Six (20 %) Heads of Departments stated that gender mainstreaming was not being practiced in their departments as shown above.

Perceptions of Lecturers towards Gender Mainstreaming in Selected TVET Institutions

Evaluation question two sought to find out the perception of lecturers towards gender mainstreaming in the selected TVET institutions. A seven-item perception scale with 6-point, Likert-like scale (1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 =somewhat agree, 5 = agree and 6= strongly agree) was designed to measure perception of lecturers towards gender mainstreaming. The respondents were asked to respond to each of the statements, showing agreement or disagreement. The most favourable response was given the highest score of six, and the least favorable response given a score of one, while those who were not so sure were given a score of 3 and 4. Since the statements were seven, most favorable responses yielded score of 29 to 42. Those with score between 21 and 28 had a not so clear perception (somewhat) and below 20 showed unfavorable response to gender mainstreaming in the selected TVET institutions. Table 4 shows the mean scores.

Table 4: Means of Lecturers' Perception towards Gender Mainstreaming

ITEM	N	MIN	MAX	MEAN
Gender policy has been implemented effectively	70	1.00	6.00	3.7000
Lecturers are supporting gender mainstreaming activities	69	1.00	6.00	4.5797
Gender mainstreaming is not a waste of time	69	1.00	6.00	5.3768
Gender mainstreaming solves problems of equity and equality	68	1.00	6.00	4.8235
Students have role models	69	1.00	6.00	3.5072
Retrogressive cultural practices does not hinder choice of subjects	69	1.00	6.00	2.5507
Gender equality has brought positive change	67	1.00	6.00	4.1493

From Table 4, items 1, 5 and 6 scored less than four (3.7, 3.5 and 2.6) meaning the lecturers scored them negatively, indicating lecturers were not in agreement with the statements. However, four of the items scored more than four (4.6, 5.4, 4.8 and 4.1) meaning lecturers had a positive attitude towards gender mainstreaming but as mentioned in item one; the implementation process had not been effective, item five; students had no role models and item six; retrogressive cultural practices were hindering gender mainstreaming activities.

A summary of the perception scale from the mean score ratings: 34 (51.5%) lecturers had positive response to gender mainstreaming, 29 (43.9%) had a score of 21 to 28 meaning a somewhat response to gender mainstreaming and three (4.5) had a score of less than 20, meaning a negative response to gender mainstreaming.

Discussion

On enrollment trends, from question one, it was noted that there was a general increase from 9,220 students in 2009 to 16,254 students in 2011, a 43 percent increase. However, the mean GPI was 0.957 in 2009 and it reduced to 0.804 in 2011 in the selected TVET institutions. This means that the ratio of the number of female students to the male students who enrolled in these institutions in 2011 was more compared to the ratio of female students to the number of the male students who enrolled in these institutions in 2009, meaning the institutions were moving further from gender parity rather than closing the gap. As stated by Vimala (2010), gender inequality; be it for men or women is an area of concern and the researcher concurs with this statement. The researcher also sought to get sex segregated data to determine the gender disparities in the various departments. It was noted that there were more male students enrolled in the engineering and related courses, while there were more female students enrolled in the business related courses. Apart from accounting option that had more male students, and the secretarial course that was purely a female course. It can be concluded that choice of courses was along gender lines and these could be due to the fact that stereotyping in the choice of courses is still a factor. These findings were also in line with the findings from the study done by UNESCO (2003), which showed that the preferred courses for women were humanities and arts. It was noted that Women had continued to progress in their traditional fields, such as social sciences, humanities, services and health related programmes.

The researcher noted from the findings that gender mainstreaming was being practiced in most departments in the institutions sampled, and so the implementation of the policy was taking place. However, since 20 percent of Heads of Departments had indicated gender mainstreaming was not being practiced in their departments, this means implementation was not taking place in all institutions. Bunyi (2003) had stated that there was a gap in implementation of gender policy and achieving gender mainstreaming. There seems to be progress on the implementation, however, there was no complete implementation of the policy and so the researcher further concurs with Morley (2007) who noted that implementation was a concern. Morley further noted that policy commitments to gender evaporated during implementation, meaning there was no zeal in policy implementation; after policy documents had been developed.

From the second question, it can be concluded that lecturers had a positive response to gender mainstreaming, but felt retrogressive cultural practices were hindering gender mainstreaming activities. Other factors hindering gender mainstreaming activities included; students lacked role models and there was lack of proper implementation. The summary from the Likert scale concurs with what was stated by the European Union and Socrates – Grundtvig programme (2007) that men also suffer from expectations of stereotypes of masculinity which is directed at them, and so to enhance gender mainstreaming, stereotyping should be addressed. Further in the same document it was stated that "...a better understanding of men's perceptions and

positions is essential to be able to transform efficiently to the existing situation" (p. 13). The researcher agrees with these statements, that men also suffer from expectations of stereotypes of masculinity directed that them and concurs with lecturers as they stressed that gender mainstreaming is not a waste of time.

Conclusions

The following conclusions were made from the study: Gender mainstreaming was being implemented in the sampled TVET institutions, however, institutions were moving further from gender parity rather than closing the gap in order to get gender equity in enrollment.

Lecturers had positive perceptions toward gender mainstreaming activities and were in agreement that retrogressive cultural practices were hindering gender mainstreaming activities.

Recommendations

From the conclusions made, the researcher made the following recommendations, MoEST to: improve gender policy implementation process by providing financial support for institutions; provide terms of reverences for gender mainstreaming; TVET institutions to put in place mechanisms for complete implementation of policy; sensitize all stakeholders in partnership with development partners, informing stakeholders of the need to create diversity in the work place; address cultural issues that hinder gender mainstreaming for optimal production, and set a 50/50 ratio per gender target for a given year in the job market basing on merit and capabilities of the persons required. The one third rule of either gender locks out 20 percent of the disadvantaged gender.

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