

**WOMEN PARTICIPATION IN RURAL DEVELOPMENT
PROJECTS IN MOIBEN SUB-COUNTY OF UASIN GISHU
COUNTY, KENYA**

BY

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DECLARATION

Declaration by the Student

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DEDICATION

This work is dedicated to my late father Stephen Kosgei and my mother Anne Kosgei for her boundless love and support during this academic journey and I would also dedicate to my siblings Caroline, Irene, Brian and Oliver this journey would not be completed without your sacrifices.

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ABSTRACT

The concept of participation has been widely used whenever projects are initiated in any given locality. In most cases policy makers especially in donor funded projects have had a feeling that it's through participation that sustainability and community ownership of projects is realized. Today however, the challenge being faced is how to ascertain the actual contribution realized whenever people participate in a project. Women participation in development cannot be over emphasized as women have made great strides in the development discourse in the country. However whenever women participation is discussed it tends to focus only on increasing the number, rather than their capacity for making "quality" contributions, in essence women's descriptive and substantive representation the "*quantity*" and "*quality*" of their participation should be examined. Based on this scenario, this study examined the role of women participation in rural development projects in Moiben Sub County in Uasin Gishu County. The study objectives were to; assess the level of women participation in rural development projects, examine the determinants of women participation in rural development projects, determine the impact of women participation in rural development projects and establish possible strategies in improving women participation in rural development projects. This study was guided by people centered development theory. The study used mixed method approach and as such a descriptive survey research design was used. The target population was 3000 self-help groups in the sub-county. Simple random sampling was used to get a sample size of the 150 respondents and purposive sampling was used to get a sample size of 12 participants for in-depth interviews. To collect the data, the study used semi structured questionnaires and interview schedule. The collected data was subjected through the SPSS computer package which was coded, organized, analyzed and presented using descriptive statistics additionally qualitative data was analyzed using thematic analysis where categories of responses for each objective from the respondents were identified, classified and combined into themes. This study has four major findings. First the level of women participation in rural development projects in Moiben Sub County is relatively at medium scale. Secondly, determinants of women participation in rural development projects that is resources, education ,skills , culture and traditions majorly contributes to participation of women in rural development projects. Thirdly, there is a significant impact of women participation in rural development projects but it was relatively low. Fourthly, the strategies of enhancing women participation in rural development projects is increase their financial status of women, impart skills and trainings to increase awareness of women on rural development projects and shun away negative retrogressive beliefs and culture. The study recommends that attempts should be made to improve women participation in rural development projects by mainstreaming gender in projects and policies, create awareness, improve training capacities and also encourage community based approaches.

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LIST OF ACRONYMS AND ABBREVIATIONS

CDF	Constituency Development Fund
DFRD	District Focus for Rural Development
FAO	Food Agricultural Organisation
IDA	International Development Agencies
IFAD	International fund agricultural Organisation
ILO	International Labour Organisation
IMF	International Monetary Fund
KNHCR	Kenya national commission on human rights
LATF	Local Roads Maintenance Levy Fund
MDG	Millennium Development Goals
NGOS	Non-Governmental Organisations
PRA	Participatory Rural Appraisal
SPAN	Social and Accountability Network
UN	United Nations
UNDP	United Nation Development Programme
UNIFEM	United Nation Development Fund for Women
USAID	United States Aid Development
WB	World Bank

OPERATIONAL DEFINITION OF TERMS

The following are the definitions of terms that were used throughout this study.

Development –It refers as a multidimensional process, involving major changes in social structures, acceleration of economic growth, reduction of inequality and eradication of absolute poverty. In this study, it is concerned basically with the improved quality of life that can be ushered in the grass root level through proper implementing of development projects.

Participation - It relates to who takes part in a set of society's activities and how they do it. As a consequence, participation can be seen as a measure of equality – both in opportunities for men and women in the community.

Projects – It is an interrelated set of activities that has a definite starting and ending point and results in the accomplishment of a unique often major outcome.

Rural development – It refers to the process of improving the quality of life and economic well-being of people living in relatively isolated and sparsely populated areas. Rural development is also characterized by its emphasis on locally produced economic development strategies

Participatory rural appraisal – It is distinguished at its best by the use of local graphic representations created by the community that legitimize local knowledge and promote empowerment.

CHAPTER ONE

INTRODUCTION

1.1. Overview

This chapter lays the foundation of the study and covers the background to the study, statement of the problem, purpose and objectives of the study, research questions, significance and justification of the study, scope of the study, assumptions and limitations, theoretical as well as conceptual framework.

1.2 Background of the Study

Participation is not a new phenomenon as far as rural development is concerned; it has been talked and written about since the 1950s or even before (Guijt and Shah, 1998; Nelson and Wright, 1995). In recent years however, there has been a convergence of opinion as to the importance of participation in rural development and there now exists a widely shared set of participatory approaches and methods. Participatory approaches have been widely incorporated into policies of organizations from multilateral agencies like the World Bank and International Monetary Fund (IMF), bilateral agencies, to the smallest people's organizations (Blackburn and Holland, 1998; Dalal-Clayton *et al.*, 2003; Holmes, 2001; Kumar, 2002; White, 1996). Indeed, some observers have argued that, in terms of thinking and practice about development, we are currently in the 'age of participation' and it is the 'paradigm of people' (Muraleedharan, 2005; Oakley, 1991).

The aim of participatory rural development is to involve people in development. According to Pretty (1995), the dilemma for many development agencies is that they both need and fear people's participation. They need people's agreements and support, but

they also fear that this wider involvement is less controllable, less precise and so likely to slow down planning and implementation process. Shepherd (1998) argues that, participation is usually asserted, not demonstrated, as few development organizations have time to examine the indicators or follow the process of how participation happens, and what its effects are on participants and in the wider society.

With the coming of development partners to help address poverty in developing countries, which has been a complex phenomenon as from early as 1950s and 1960s, the concept of participation, requiring the involvement of the poor in the process has been key. (Mulwa, 2008). There is now a growing acceptance that participation is an objective of development programs and that it is important when evaluating participation to bring on board qualitative, quantitative and time dimensions of participation. (DFID, 1995). This is solely for the account that participation as a qualitative process cannot only be measured by use of quantifiable indicators.

Rural development is improving living standards of the low income population residing in rural areas and making the process of their development self-sustaining (Kirubi, 2006). Rural areas are characterized by low incomes, high unemployment levels due to low rural industrial development, poor infrastructure, high illiteracy levels and high poverty levels. Rural development has been defined as cornerstone for growth for a particular target population, the rural poor that involve extending the benefits of development to those whose future lay in the pursuit of a livelihood in rural areas (Varshney, 1999).

As high rates of poverty are found in certain regions and social groups, targeting rural development projects in such areas and groups would therefore be a cost effective way of

reducing and alleviating poverty in those areas. Governments and policy makers have therefore the challenge of formulating policies and strategies that reduce poverty by coming up with the development plans that focus on regions where the poor live. Half of the population in Kenya lives below poverty line and 80% of those live in rural areas. Subsistence farmers and pastoralists account for over 50% of the poor (Karingi, 2001). Welfare monitoring surveys indicate that three quarters (3/4) of the poor live in rural areas while majority of the urban poor live in slums and peri-urban settlements. Poverty is actually a rural phenomenon in Kenya and there is dire need for rural development strategies to reduce poverty levels past initiatives on Rural Development.

Over the past four decades countries have witnessed a steadily increase in the global understanding of the quandary of poor women in developing countries. Developing countries are trying to level the playing field so that women who have been neglected for a long time can contribute to this economic independence (Kabeer, 2005). In fight for poverty, Indians have adopted grass root approach through Self Help Group (SHG) where members own up their problems and find solution to them through active participation in Self Help Group (SHG) activities (Ranjula& Yang, 2012).

In Kenya, like in many other countries, participatory development began with and was for a long time confined to community development projects (Wakwabubi and Shiverenje, 2003). Kenya had attempted to institutionalize decentralized planning and implementation of its Programmes as early as the 1960s through Sessional Papers. The most elaborate was the District Focus for Rural Development (DFRD) Strategy which became operational in 1983. However, the Strategy emphasized involvement of central

government field workers in planning and implementation of Programmes. This, as Chitere and Ileri (2004) note is contrary to the conception of the participatory approach. Ideally in participation, development workers such as civil servants have a role in facilitating the process through assisting communities to identify and solve their own problems.

The provisions of the constitution of Kenya 2010 and the widespread agitation on the need to devolve power, resources and development to the regions or countries gives the impetus for gender equality in development matters. The great milestones realized during the Beijing declaration and Platform for Action 1995, the Convention on the Elimination of all forms of Discrimination against Women (CEDAW) 1979, Forward looking strategies developed during the Nairobi conference in 1985, Millennium Development Goals and the protocol to the African charter on Human and people's rights on the rights of women in Africa July 2003.

Kenya is also a signatory to other international treaties on women empowerment, key among them being the African Union's Solemn Declaration on Gender Equality in Africa (2004), the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (2003), the African Plan of Action to Accelerate the Implementation of the Dakar and Beijing Platforms for Action for the Advancement of Women (1999) and the Constitutive Act of the African Union, the Dakar Platform for Action (1994). International fora, including the Cairo Conference on Population and Development in 1994, Fourth World Conference on Women of 1995, and World Summit for Social Development of 1995, inform the baseline of policy instruments to enhance women

participation in development processes. The government of Kenya has made great strides in ensuring that womenfolk are part of the development agenda.

The gains realized so far comprise of the establishment of the Women bureau in 1976 to spearhead the women agenda and the subsequent establishment of the National Gender and Development Policy in 2000, whose agenda was mainly to push for the realization of a coherent framework towards guiding various sectors in development for effective resource use. This later translated into a Sessional paper on Gender and Equality Development 2006. (Abdi, 2007).

Other proposals by government to enhance the development of women include the formation of the Ministry of Gender and the National Commission on Gender and Development in 2004, to mainstream performance of all government institutions and providing them with a benchmark; to have their potential realized in policy formulation and general development concerns until 2013, it was called the ministry for gender, children and social development. This ministry is no longer in existence but there is a gender directorate now in the ministry of planning. The ministry/directorate leads on gender work and gender mainstreaming in Kenya. The government also has a gender focal point system, where each Ministry has a gender advisor or a whole gender unit.

The recent initiatives such as Women Enterprise Fund and Uwezo Fund for women and Youth meant to provide accessible credits and loans to women and youth. These gains have however been marred with some sort of disparities that have stood in the way of the full realization of the potential of womenfolk in development issues, some of which

include: social inequalities, Violence against women, early marriage, retrogressive cultural practices, child trafficking and illiteracy. (Wamalwa, 2010).

Despite their fundamental socio-economic responsibilities, women still have less access to knowledge, assets, services and participation in decision-making. These inequalities affect their ability to carry out critical roles in their communities leading to rural poverty. In Moiben sub- County over 300 projects had been initiated and implemented through Constituency Development Funds, development partners, Local Authority Trust Fund(LATF) and Community Development Trust Funds(CDTF). All these projects that had been implemented have improved the lives of the community but it has been difficult to ascertain the actual contribution made by women in rural development projects. It was against this backdrop that the participation of women needed to be re –addressed. The purpose of the study was to ascertain the actual contribution made by women participation in rural development projects. The study based on the following issues the level of women participation, the determinants of women participation and the possible strategies of improving women participation

1.3 Statement of the Problem

Enhancing women's participation in development is essential not only for achieving social justice but also for reducing poverty. Worldwide experience shows that supporting a stronger role for women contributes to economic growth, improves child survival and overall family health, and it reduces fertility, thus helping to slow population growth rates , investing in women is central to sustainable development.

Women make essential contributions to the rural economies worldwide. Formulating an appropriate intervention for transforming the status of women both within and outside their homes has been one of the major pre occupations of development practitioners, at least since the mid-1970s. In Kenya women form majority of local initiatives such as being in self-help groups, women groups and “chamas” is a Kiswahili word for ‘association’ are all drivers in developing an economy, despite their fundamental socio economic capabilities it has not been clear enough to ascertain their actual contribution in the development discourse and also in the community.

In most instances there hasn’t been difference between women’s descriptive and substantive representation the “*quantity*” and “*quality*” of their participation. Women participation tends to focus only on increasing the number, rather than their capacity for making “quality” contributions.

There are good reasons to focus on, and to emphasize women participation in development. The most fundamental reason is that they play crucial roles in both subsistence and market food production in Africa.

In Moiben Sub -County despite the number of projects that have been initiated and implemented, little has been done to examine the role of women participation in the rural development projects.

Therefore the way forward is Participation of women in projects should lead to creation of awareness on the importance of women's participation in projects, highlight the roles and responsibilities of women, in essence lead to increased women’s participation in the

involvement of key community projects and also improve the development agenda of the county.

1.4 Objectives of the Study

The main objectives of this study were to examine the role of women participation in rural development projects in Moiben Sub- County, Uasin Gishu County .The specific objectives of the study were:

- i. To assess the level of women participation in rural development projects
- ii. To examine the determinants of women participation in rural development projects
- iii. To determine the impact of women participation in rural development projects
- iv. To establish the possible strategies that can enhance women participation in rural development projects.

1.5 Research questions.

- i. How do we rate the level of women participation in rural development projects?
- ii. What determines women participation in rural development projects?
- iii. What is the impact of women participation in rural development projects?
- iv. What are the possible strategies that can enhance women participation in rural development projects?

1.6. Significance and Justification of the Study

1.6.1 Significance of the Study

Apart from the knowledge the study should be of great significance to Uasin Gishu community in particular and all communities in Kenya and the entire region as they will be able to understand how women participation in development projects is crucial in

development discourse. The study, through its findings and detailed analysis determined the actual role of women in rural development projects. This study would be of importance to grassroots women, in informing them on their gender roles and eventually lead to their increased participation in community projects. Non- governmental organizations (NGOs) and international development agencies who seek to engage in community projects will find the study useful, with regard to the need to engender more women as stakeholders to their projects or programs, for a balanced approach towards the success of the projects as well as the achievement of a comprehensive policy framework.

This study is also expected to suggest significant policy statements through its recommendations that will touch on the above issues. Such recommendations will inform policy makers both at the county and national level. Policy makers among non-state actors-both local and international will also be informed. The policies formulated are expected to guide the governments and the non-state actors in planning and implementing development programs.

1.7 Justification of the Study

This study is justified because it will help in ascertaining the actual contribution made by women in Moiben Sub County participating in rural development projects, available studies have given various outcomes in development project and there has been missing statistics to show the contribution of women in rural development projects.

1.8 Scope of the Study

This study women participation in rural development projects was conducted in Moiben sub-County of Uasin Gishu County through a descriptive survey research .The study was

conducted between July to September 2014 .The data was collected by the researcher using questionnaires, Key informant interviews and secondary data. The participant's for the interviews were opinion leaders and questionnaires were administered to registered self- help groups in the sub-county.

1.9 Limitations of the Study

Language barrier was a limitation to this study. The researcher however surmounted this challenge since she is competent in all languages spoken in the area. She also used probes, clarifications and paraphrases which was possible in semi-structured questioners. The vastness of the area and lack of transport to some of the remote places was also one of the limitations of the study .The researcher however overcame the issue by using motorcycles to reach the furthest area.

The researcher also experienced challenges meeting the self -help groups because of their timing most of them met at different times however the researcher surmounted this challenge by using Research assistants and prior arrangements were made to ensure the exact time and dates the groups met.

1.10 Theoretical Framework

There are various development theories that focus directly on participation of women and development in rural communities. The following approach “People-centered development” was combined with the feminist perspective were used to underpin this study because it sought to ascertain the relevancy of the study.

Peoples- Centered Development Approach

According to Davi's *et al* (2005:40), people-centered development is defined as a “process by which members of a society increase personal and institutional capacities to mobilize and manage resources to produce sustainable and justly distributed improvements in their quality of life”. “People - centered approach” is based on people’s participation, sustainability, social learning and empowerment (ibid). Participation is a complex and ongoing process through which people are enabled to exercise varying degrees of influence over developmental related activities that affect their lives (Kotze, 1997:30).

The People- centered developmental approach is aimed at encouraging communities to be responsible for their own development, control their own resources, have access to relevant information, have the means to hold government officials accountable for the services they render within the community and participate in the development process (Coetzee and Graaff, 1996:25). The approach also strongly encourages small-scale community actions such as development projects, agricultural projects and community home gardening in order to enhance economic self-reliance and create reliable sources of income. Hence, the approach encourages the participation of the majority of the population, especially women, the youth and the illiterate in the process of development (Coetzee and Graaff, 1996:29).

The approach leads to the involvement and education of women in various areas of development. These women become empowered, self-confident, creative, responsible and cooperative (Schenk *et al.* 2000:24). They also are able to make decisions on issues affecting them and they participate in social and economic development. The theoretical

base which underpins the study puts emphasis on people taking the initiative to participate in activities that will enhance their development. It encourages people, especially women, to make their own decisions and promotes access to development related resources that are needed to enhance their development activities. The People centered developmental approach encourages a hands-on approach to the people's developmental process.

Feminist Perspective

The study was also supported by the feminist perspective as it is an appropriate approach in dealing with issues relevant to women. The feminist approach was considered relevant to the study because of its interdisciplinary nature in studying women related issues. Various feminist perspectives were developed to help in addressing the oppression of women in communities. Cornwall (2005: 39) defines feminism as women's engagement in demanding and creating an equitable society. He further states that feminism deals with the power of women that encompasses recognizing and respecting women. According to Moore (1988:10) feminism refers to the awareness of women's oppression and exploitation at work, in the home and in society as well as to the conscious political action taken by women to change this situation.

The feminist perspective believes in the empowerment of women and the restoration of the dignity of women as members of society. The main argument of this perspective lies in the equal treatment of all members of the community, which includes equal rights and access to the necessary resources. The feminist theory concerns itself with the rights and interests of women and also the equal distribution to power among women and men in society or any other place. According to the feminist perspective, women, are the same as

men, therefore, they have a right to equal treatment (Hughes 2002:13). Feminist theory encourages women to assume autonomy in their roles as daughters, wives and mothers.

1.11. Conceptual Framework

The conceptual framework is guided by dependent and independent variable. The independent variable being women participation while dependent variable being rural development projects.

In the conceptual framework depicted in figure 1.0, women participation is hypothesized to influence the success of rural development projects among the communities in Moiben -Sub County. The framework postulates that level of participation which is termed as passive and, interactive and the determinants of women participation, legal and policy frameworks have an impact on women participation and will influence the outcome of the rural development projects.

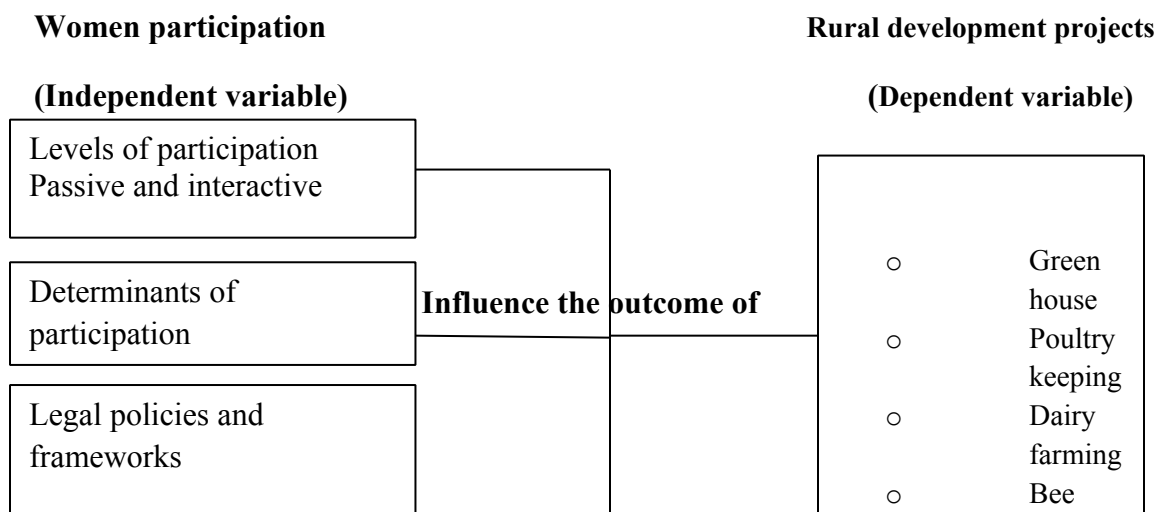


Figure 1.0: A conceptual Framework for the Relationship between women participation and rural development projects

Source: Author, 2015

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gives a synthesis of literature appertaining to the study. It provides a conceptual understanding of participation, participatory development in Kenya, level of women participation in rural development projects, determinants of women participation in rural development projects, impact of women participation in rural development projects and strategies of improving women participation in rural development projects. The related literature review was obtained from books, several websites on the internet, seminar papers, journals, periodicals and newspapers. The purpose of this literature review is to form a basis for the present study and to show gaps which this research seeks to address. The chapter ends with a summary giving the knowledge gap.

2.2 The Concept of Development

The conceptual base of ‘development’, which emerged from the dominant modernization paradigm of the 1950s and 1960s and which began equating development with modernization, urbanization, industrialization and westernization, has undergone considerable changes. Even the views of the 1970s, which equated development with the ‘fulfillment of basic needs’ do not hold well today. Development has been treated as a multidimensional process, involving major changes in social structures, acceleration of economic growth, reduction of inequality and eradication of absolute poverty. This process deals not only with the ideas of economic betterment but also with greater human dignity, self-reliance, security, justice and equity (Nazneen, 2004:206).

The concept of development is used in different disciplines. In the parlance of development economics 'development' means "improvement in a country's economic and social conditions". More specifically, it refers to improvements in ways of managing an area's natural and human resources in order to create wealth and improve people's lives.

2.3 Conceptualizing Participation

Although there is a vast literature that surmises on the impediments women face in participating in development projects, there are clear overlaps in the definition and conceptualization of the term participation. This study takes on new conceptual metrics around the discourse of participation, and using the devised metrics, the study examines the initiatives of development organizations in providing an enabling environment for women in rural development projects in prompting their participation.

Although participation is a key word in developmental literature, its definitions signifies manifold undertones. The term remains elusive and the concept remains expansive and can signify different interpretation in different contexts (Akerkar, 2001). The term 'Participation' can often be construed as an interpretation of the organizational culture defining it (Jennings, 2000). It is therefore not surprising that despite the extensive use of the term in the development parlance, there exists only a rudimentary understanding of the complexities of the multidimensional concept of participation among stakeholders. This rudimentary understanding has meant that the slogan of equal participation of men and women in the rural economy is often used while the complex social, political and economic reasons underlying gender inequality and unequal participation are not addressed.

The definition of participation therefore must be cognizant of the external milieu that impacts women, hence any initiatives undertaken to ensure participation must be informed by inequalities that are deeply ingrained in all social, economic, and cultural aspects of the society. Additionally before the definition of participation of women is formalized, there needs to be cognizance that even in cases where development projects are undertaken through participatory processes, needs of women are not always adequately addressed in projects priorities (Mosse, 1994; CIDA, 2004). This entails a rethinking of the conceptual basis of women's participation and empowerment.

Additionally Kasiaka (2004) asserts that, Participation is an approach through which beneficiaries and other stakeholders are able to influence project planning, decision making, implementation and monitoring phases. On the other hand, participation is considered to be a prerequisite for project ownership, successful implementation and sustainability of the projects in question. Participation does not mean acceptance of all ideas from diverse groups. In participation, there is a need to combine indigenous and intellectual knowledge. However, care must be taken so that intellectual knowledge does not influence that of the indigenous““

2.4 Women and Rural Development

The inclusion of women in development matters, to work together and share the common goal of development projects is a major concern that needs to be addressed aptly, since women; just like men have the potential to participate on an equal footing in this era. During the year 1992, women challenged and sought to change their marginalized status in public decision making or policy making and national development planning and

implementation. In any democratized system, gender interest need to be mainstreamed and the participation of women, just like men be brought at par to enhance both economic and human development. (Nzomo, 1993)

Palmer (1985) argues that policy makers in Northern governments, International development agencies and International financial institutions are gradually coming to the realization that just and sustainable economic development depends on women being free to make decisions, on par with men at all levels of society. In particular, if leadership is male dominated, gender biases in distribution and control of resources will remain and women will continue to be more vulnerable to economic poverty and social marginalization.

The Beijing Platform for action acknowledged that women's full citizenship and right to lead need to be pursued. The platform took lead from the international women's movement in settling an agenda for equality, peace and prosperity. An all-round understanding of numerous challenges faced by women in development therefore demands for the awareness of women's roles in African societies.

Among the women's contributions regarded to be crucial, and which need to be explored are mothering, nurturing and healthcare, agriculture and rural development, trade, industry and professions, craft and wage labor, home management, leadership, politics, and public life, religion, education, scholarships and arts, nationalism and national liberation movements; urbanization and the struggle against urban poverty and decision making processes. The contention is that in order to analyze various aspects of women studies and their relevance for development.

Kenyan women have also extensively participated in rural trade, which they control their role as manufacturer of pots, handicraft, baskets, mats, utensils and clothing. Studies by Monsted (1978), Slattery (1987) and Were (1983) have illustrated the pressure of the family needs has forced women to engage in local trade and in rural markets places.

Whereas the regulations and institutionalized practices in financial and banking institutions have greatly changed in favor of women the opportunities is majorly focused on urban areas and not rural areas. It has emerged that the economic predicament of women in rural Kenya is as a result of traditional role bias inherent in most of our African societies.

Studies by Chitere (2011) among others have indicated that there are evident achievements' everywhere in all field that women have been involved but there are numerous constraints and challenges that hinder women's progress and effective participation in development as equal partners as men. To achieve this woman should be given support to achieve technical, financial literacy and specialization to aid in development process Chitere (2011).

2.5 Levels of Participation in Rural Development Projects

The "people's level of commitment to a cause that calls for collective intervention is directly symmetrical to the level at which people themselves are involved in the initial decision making and planning stages of that intervention. The more involved or consulted people are, the greater will be their commitment in the implementation and sustenance of the project involved" (Mulwa, 2008).

Involvement in social and political affairs results from a number of factors, but evident from sexual composition of the leadership of accepted institutions, the conditions of women's access to them and the existence of alternative ways in which women can express their interests (Palmer 1985). The conventional focus on women in development, unfortunately suggests that women are merely objects and agents in the development process, rather than beneficiaries and active participants as well. As a result, African women have been treated as variable in the development process and projects (Manguyu, 1993).

Development agencies and authors distinguish different dimensions, spaces, degrees and levels of participation. The typology of participation which positions participation on a seven step ladder is useful in analysing these degrees (Bretty, 2003; Kumar, 2002; Pretty *et al.*, 1995; Wilcox, 1994). Comparing these levels with the 'participation as means and ends' analysis shown in table 2.1, the first four levels on the ladder can be interpreted as 'participation as means' while the last three levels fall under 'participation as an end'. Some suggest that the 'manipulation' which is often central to types one to four implies that they should be seen as types of 'non participation' (Pretty, 1995).

Bretty (2003, p.5) conceptualises these levels in terms of 'weak and strong participation'. According to his views, weak participation involves "informing and consulting" while strong participation means "partnership and control". He argues that, in practice agencies managing complex projects find it hard to move from the 'weak end' of the continuum and tend to assume that, intended beneficiaries will be consulted during the project design to take into account their felt needs and aspirations. Wilcox (1994) cautions that,

information giving and consultation are often presented as participation leading to disillusionment among community interests.

Table 2.1 illustrates more on different level of participation.

However, the problem with levels of participation is that they imply coherence, when most development organisations operate simultaneously in a wide range of participatory modes (Mosse, 1996). One level on the continuum is not necessarily better than any other as different levels are appropriate at different times and contexts to meet the expectations and interests of different stakeholders (Wilcox, 1994). Oakley (1991) cites an analysis of a Danish funded rural water supply project in Tanzania, where he observed that participation had ranged from non-participation and manipulation over information and consultation to some degree of partnership and delegation of power.

In another study of Malawi Social Action Fund (MASAF) projects, Dulani (2003, p.12) concluded that, the level of community participation was limited to being informed what had already been decided by other key players which implied “passive participation by consultation”.

From the foregoing discussion, it is clear that there is a myriad of aspects of participation. This means that great care must be taken when using and interpreting the term. It should always be qualified by reference to the type of participation. In addition, observers seem to agree that the application of participatory approaches further calls for an appreciation of the social dynamics and diversities such as gender, age, social status, ethnicity and others.

Table 2.1: Typology of Participation

Level	Characteristics of each type
1. Passive Participation	People participate by being told what is going to happen or has already happened. It is a unilateral announcement by leaders or project management without listening to people's responses or even asking their opinion.
2. Participation in Information Giving	People participate by answering questions posed by extractive researchers using questionnaire surveys or similar approaches. People do not have opportunity to influence proceedings, as the findings of the research are neither shared nor checked for accuracy.
3. Participation by Consultation	People participate by being consulted, and external people listen to views. These external professionals define both problems and solutions, and may modify these in light of people's responses. Such a consultative process does not concede any share in decision-making, and professionals are under no obligation to take on board people's views.
4. Participation for Material Incentives	People participate by providing resources, for example labour, in return for food, cash or other material incentives. It is very common to see this called participation, yet people have no stake in prolonging activities when the incentives end.
5. Functional Participation	People participate by forming groups to meet predetermined objectives related to the project, which can involve the development or promotion of externally initiated social organisation. Such involvement does not tend to occur at the early stages of project cycles or planning, but rather after major decisions have been made. These institutions tend to be dependent on external initiators and facilitators, but may become self-dependent.
6. Interactive Participation	People participate in joint analysis, which leads to action plans and the formation of new local institutions or the strengthening of existing ones. It tends to involve interdisciplinary methodologies that seek multiple perspectives and make use of systematic and structured learning processes. These groups take control over local decisions, and so people have a stake in maintaining structures or practices.
7. Self-Mobilisation	People participate by taking initiatives independent of external institutions to change systems. They develop contacts with external institutions for resources and technical advice they need, but retain control over how resources are used. Such self-initiated mobilisation and collective action may or may challenge existing inequitable distributions of wealth and power.

Source: Adapted from Pretty (1995, p.1252) and Kumar (2002, pp.24-25).

2.6 Determinants of Women Participation in Rural Development Projects

Studies and literature illustrates that there are different factors that determine women participation in rural development projects. One of them is education and literacy. The most fundamental reason for the existence of an educational system is that education plays a significant role in the economy of any society. In view of this, it is essential that the education provided meets the economic needs of that society, thus enhancing efficiency in the use of social and economic resources, ultimately leading to improved economic growth and social well-being (Mwamwenda, 1994). Ideally, education should contribute to economic development, equalize opportunities between social classes, reduce disparities in the distribution of income and prepare the labor force for a modern economy.

There are many reasons as to why the education of women is important. Research has shown that there is a strong association between education and better life, nutrition, improved hygiene, low mortality and fertility rates, and economic development (Browne and Barrett, 1991).

Education for women in Sub-Saharan Africa has been noted to have a powerful developmental effect in light of their cardinal role of nurturing, upbringing, socialization and education of children. Women are well known for being active economically, as both producers and consumers of goods.

Their capacity to serve actively in these areas can be enhanced if they are provided with adequate levels of education (Browne and Barrett, 1991). A lack of education on the part

of women deprives them of their productivity levels in the rural areas, because they will remain ignorant of ways and means of producing more on the farm.

Rural women generally have lower levels of human capital in terms of inadequate formal schooling and poor nutritional status as compared to men (World Bank 2001). Literacy levels and technical skills of women in many developing countries remain much lower than their male counterparts. The lack of education is a significant deterrent for women, since education remains a critical tool to stimulate, create, achieve and enhance active participation of rural women in rural organizations (Kongolo and Bamgose 2002). A survey of women who did not participate in in the KALAE-CIDSS project in the Philippines identified a lack of education and confidence as a primary reason for their non-participation.

In order to ensure equal and meaningful participation of women, a combination of empowering and capacity development measures must be put in place to bring to fruition the development potential of women. World Bank ,2009) informs that building the self-esteem and self-worth of poor women and their organizational skills is perceived as the most important result of participation in groups by them and may be as or more important than the economic benefits of group action. Dollar and Gatti ,1999) also emphasize that increase in female education has a positive impact on national income. In 1998, female literacy was 65% versus 84% of male in Kenya. Many households in Kenya especially in marginalized areas preferred to educate their sons and marry off their daughters at a tender age. According to the World Bank, education of women and girls is “one of the

best investments a country can make towards its future growth and welfare” (Moraa, 1999).

Another factor that can be placed as a determinant to women participation in rural development project is socio-economic dynamics and cultural practices have a bearing on participation. Many times women are left to play secondary supportive roles in livestock production and hold subordinate roles to fathers, husbands and sons. They are always excluded from public life and other economic activities while their identities as pastoralist gender relations as well as the dynamism within pastoralist societies are limited (Hodgson, 2000).

Example are women pastoralist today who are more vulnerable than they were in the past and are unable to directly voice their concerns to those who make decisions over their lives. Women and girls are regarded as the custodians of cultural values and beliefs more than men and boys. (Abella, 2006).

Some women view this as a source of authority, but culture is not only defined by men, it is also imposed by them. Women and girls become much more susceptible to gender discrimination. Their health and social status is affected as well as their ability to participate fully in their community development. Limited access to health care education, high mobility rates, low life expectancies and lack of knowledge about family planning and reproductive health all indicate that women pastoralists continue to be disproportionately excluded from the public services, which are already extremely limited. (Kipuri and Ridgewell 2003).

Social norms enforced by male and female community elders continue to be observed irrespective of the growing body of legislation enacted to protect and promote women's rights. Among pastoralists in Eastern Africa, girls are socialized early to accept their role as helpers to their mothers, who are subordinate to their husbands. As the girls grow older and enter marriage, they too occupy the same position as their mothers in a household that her husband heads. Girls are cast as the weaker sex and are taught to obey, respect and submit to the leadership of men, while young men gain prestige for trekking livestock to distant camps and protecting the community. Among the Masaai of Kenya and Tanzania, girls respond to greetings from men with shrill voices as a sign of deference to the caller and continue to do this until they enter adulthood. "Maasai women and girls are expected to have two voices, one for the normal talk and another little voice used to demonstrate respect for men. Boys and men are not required to change their voices at any time", Clementia Mateyain, a Tanzanian woman explains (Kipuri and Ridgewell 2003).

Bergdad (1992) argues that it is important to integrate women into the planning process, but because traditional culture has often subordinated female participation, the insights of rural women tend to become overshadowed by the dominating presence of men. Chambers (1983), while undertaking a study on rural development observed that most local level government staff, researchers and rural visitors were majorly men. Female farmers are neglected by male agricultural extension workers. In most societies, he asserted, women have inferior status and are subordinated to men. Poor rural women are a deprived class within a class. Rural single women, female heads of households and widows include many of the most wretched and unseen people in the world.

Despite the importance of participating in rural development projects meaningful participation of women remains elusive. The World Bank informs that this inequality in participation between men and women manifests itself in lower agricultural productivity, food insecurity and reduced rural economic development (World Bank, 2009). The inequality is a direct obstacle to poverty reduction and economic development in rural areas. Klasner (2002) suggests that the costs of non-participation of women to the country and society in general are compounded by an increase in fertility rates, incidences of child mortality and malnutrition.

Greater involvement of women in the economic sphere in Bangladesh has led to a positive impact on rural growth with a reduction in fertility rates (Sen, 2002). The importance of women participation is further reconfirmed by findings which indicate that equal improvements in children's nutrition and health would require a \$10 increase in women's income while it would require a staggering \$110 increase in men's income (Hoddinott and Haddad, 1995). Therefore the benefits of fully involving women in economic initiatives that increase their income accrue not only to the women, but benefit the household and the society.

Socio-economic status is also a determinant of women participation in development projects. In most Kenyan communities women have no access to land and property rights though they are guaranteed in the constitution, Therefore this discrimination of access of women to means of production especially land and property rights severely contributes to this low level of their active participation in development projects . While highlighting many areas of women's disadvantage, Wanjala and Odongo (2010) note that women

constitute a mere 23% of members of Kenyan cooperative societies, which are known to provide easier access to credit. This has in essence further marginalized women in economic empowerment.

According to Afifu (2008) poverty facing women in rural communities is their biggest hurdle in their quest to venture into development. According to Census Report, (2009) there is a huge economic gap between urban and rural communities in Kenya. Kenya's rural population is 63% whereas the urban population stands at 37% (Ibid) also majority of women live in rural areas and their access to economic resources is limited compared to their urban counterparts.

2.7 Impact of Women Participation in Rural Development Projects

The approach to women in development has evolved over time. Studies conducted show that women participation in development projects has contributed significantly in improving the economy.

Participation of women in agricultural projects has been found to have positive impact on their incomes. Women who participate in projects earn more incomes and on regular basis compared to non-participants. Sabo (2006) found that rural women participation in Borno State Nigeria contributed to increased incomes compared to their fellow state mates who were non-participants. By women earning more they are able to create employment for other women in the rural areas hence enabling them uplift their living standards. In addition the increased income enables women to acquire assets such as farm machinery, build houses, land and buy cars.

According to Aladeji (2011) increased income empower women since they become self-reliant which in turn makes them to be self-confident making them even able to participate in other village activities like vying for civil and political seats.

Dating back to the colonial days, women were encouraged and also mobilized their energies for self and community development. Their tradition for collective and mutual assistance has always been traced within the traditional division of labor framework inherent in most societies. This situation developed women to family roles and performance of other domestic duties.

However, most Kenyan women contributed labor on collective basis to fellow women in various development activities. Karega, (1995) notes that in African traditional society, women formed welfare oriented associations to assist each other in several aspects such as labor saving activities particularly in farm work. This means that they collectively engaged in rural economic activities.

Boserup (2013) argues that women take charge of many agricultural activities and carry out activities such as planting and preparing the land, and harvesting equally with men. They also have extensive knowledge in household and community's needs for the reason that the community's well-being depends on them. Masinde (1987) shows that women are major actors in development activities in rural Kenya, they dominated in the agricultural sector in most rural areas, a situation created by massive absenteeism of men in those areas. Both traditional and current population dynamics have tended to give a dominant role to women not only in the farming systems but also in other sectors in rural economy. This collective response to needy situations by women has been the driving force behind

the formation of informal women groups, which have played a dominant role in the rural economy. However, most of the rural women groups' activities are invisible to the realm of national development. Lockwood (1992) observes that invisibility of rural women activities have been due to informality and the fact that they are headed by women who are supposed to occupy a private domain.

Additionally women who have been able to participate in development projects tend to participate in other income generating activities and this can be seen when women coming up with groups. In India for example self-help group activities found that there has been almost 80 per cent and 15 per cent increase in women group members, who are now saving their money in Bank and Post Offices and women group, while there has been a decrease of 85 per cent and 10 per cent members, who were earlier having cash in hand and provided loans to relatives (Gurumoorthy, 2000). It can be concluded that women group is having a good influence on members, in their ability to save their hard earned money.

Various studies conducted have shown that most women who join Self Help Groups without any business due to lack of capital were able to start their own business after joining the group.

(Jothi, 2010; Sharma, Roy, & Chakravorty, 2012). A study conducted by Sharma, Roy and Chakravorty on potential of self-help group on entrepreneurship shows that not only did women engage in entrepreneurial activities' but also there was a boost in the entrepreneurial qualities such as confidence, innovation, energetic, risk taking, financial independence and active participation during group meeting (Sharma *et al.*, 2012). The

group network has acted as a good source of knowledge where women share business ideas such as the marketing skill, simple accounting techniques, and risk analysis.

In Kenya other organizations such as Non-governmental organizations and financial sectors have been attracted by its strong grass root network and their well knitted structures, they are currently working close with them as it provides them with a good entry point to the community and a smooth ride in delivering their services (Supriya, 2012). The Kenyan government has also seen the importance of involvement of women in development and through one of the ministries Planning and devolution funds have been set aside to aide women in development such as the Uwezo fund which was recently launched and the existing revolving funds such as Women enterprise fund and youth enterprise fund.

Whereas the regulations and institutionalized practices in financial and banking institutions have greatly changed in favor of women the opportunities is majorly focused on urban areas and not rural areas. It has emerged that the economic predicament of women in rural Kenya is as a result of traditional role bias inherent in most of our African societies. Studies by Chitere (2011) among others have indicated that there are evident achievements' everywhere in all field that women have been involved but there are numerous constraints and challenges that hinder women's progress and effective participation in development as equal partners as men. To achieve this woman should be given support to achieve technical, financial literacy and specialization to aid in development process Chitere (2011).

2.8 Strategies to Enhance Women Participation in Rural Development Projects

One of the strategies of enhancing women participation in rural development projects is ensuring that there is gender mainstreaming. According to United Nations is the “process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels” (UN 2001, Rao and Kelleher, 2002). To enhance women’s participation in rural development projects should include gender training on combining of gender policy with the general institutional policy (mandate) as well as introducing clear policies and objectives, with an implicit gender orientation. Mechanisms must be established, with adequate resource support, to provide gender-analysis training to policy-makers, development practitioners and field workers and to collect and analyze local, national, and regional data. These will assist policy-makers and project designers in assessing the socio-economic condition of rural women so that they can target development interventions at the disadvantaged groups and design indicators for the monitoring and evaluation of projects.

Another strategy in view of the fact that data reflecting the economic and social significance of rural women's work, disaggregated by gender and income levels, are scarce even where they exist, they rarely appear in the government statistics used to formulate policies and develop Programmes, largely because the economic value of much of women's work is not properly measured (Geneva declaration for rural women, 2011). Additionally mechanism should be put in place taking into account the services sector and promoting measures beneficial to women include: development funding that targets women and recognizes the necessity of special provisions in order to promote local women-owned service providers; incorporating the services sector into national economic

development plans and export strategies; affirmative action and quota type measures to increase the participation of women service providers in trade; incentives and legislation designed to provide a level playing field for women service-providers; measures aimed at the human development aspect of the services sector, such as capacity-building, access to information technology, literacy and computer literacy training, networking and promotion of women owned businesses. Also, as the liberalization of trade in services affects women as consumers as well as service-providers, a balance needs to be maintained between privatization and considerations of equitable access to essential services such as health and education (United Nation Publication, 2007).

Policies should be created and implemented that address all life cycles of women participation in development. Initiatives that offer resources such as women-friendly agricultural tools, water sources located close to homes, improved cooking stoves, and child care have proved to be catalysts in facilitating female participation. IFAD in some of its projects (West Africa, Guatemala) had provided improved stoves, which had health benefits for the entire household and has helped women save time. IFAD engaged in a limited number of projects that consider the agronomics of agricultural infrastructure – making sure that the height or weight of water transfer facilities can be handled by women (Gambia) or that woman headed households have access to services.

Attempts to decrease the work burdens of the female farmer have also concentrated on developing infrastructure like rural roads to enhance their access to markets. In a few cases, there is evidence (in Bangladesh and Peru) that women have been consulted on the design and maintenance of the roads. Improvement in roads directly facilitates women's

mobility, increases their participation in development (Tanwir, Maryam and Safdar, Tayyab (2013).

2.9 Challenges of Women Participation in Rural Development Projects

Lack of Access to Assets and Services

The participation and consequent empowerment of women remains conditional on their access to and control of assets. The lack of access to productive resources has a significant impact on their short term economic well-being well as the long term position of women in society in general and households in particular. The ownership and control over assets correlates with economic security and provides incentives to invest in increasing productivity through use of better inputs. It also lends an impetus to marginalized groups such as women and rural poor to take calculated risks in order to achieve higher returns and engage in collective action to enhance economic returns (Grown et al., 2005).

Though the access to assets is of critical importance the World Bank (2009) informs that there are severe gender inequalities prevalent in this access to the detriment of women. Gender inequalities lead to unequal control of productive assets which tend to create a disincentive for women to invest in productivity increases.

The determinant of the access to ownership to assets remains rooted in the social and cultural norms, as they determine the options and opportunities available to women in terms of asset ownership or the lack thereof (FAO, 2011). Furthermore in cases where women own assets but transfer control to their husbands, their bargaining power in the household drastically reduces.

Issues with Respect to Ownership

Women in rural areas remain at a severe disadvantage with respect to the ownership and control of assets. Most assets that are within the control of women have a much lower economic value (Farnworth, 2010). This lack of ownership of economically valuable assets implies that women are unable to access credit, other financial services, water and grazing rights as they do not hold land titles (Grown and Gupta, 2005; FAO, 2010a). Land tenure laws and social/cultural norms govern the access and control of assets. These norms and laws are usually gendered in their application. FAO (2011) informs that women landowners' form only 5 per cent of agricultural.

Landholders in countries of North Africa and West Asia, for whom data is available. Similarly in many Latin America countries around 70 – 90 per cent of formal farm landowners are men.

World Bank (2009) points out that lack of formal ownership of land leads women to take suboptimal decisions due to which crop yields are lower. Studies have further shown that modes of acquisition of land in developing countries – such as through inheritance, purchase or state transfers are not favorable to women (Deere & Leon, 2001) and poor rural women in developing countries often have few formal property rights (World Bank, 2009). This lack of formal control over land has meant that women remain largely excluded from participating in commercial ventures such as contract-farming as often they do not have the required formal property rights and lack the means and resources that can enable them to deliver a steady stream of produce (FAO, 2011).

Dolan (2001) states that women make up only 10 per cent of the smallholders involved in contract farming for the export of fresh fruits and vegetables (FFVs) from Kenya. Martens and Swinnen (2009) inform that the lack of land property rights, access to irrigation and other infrastructure and non-availability of labor severely constrains and excludes women from participating in high-value products value chain. The growth of high-value agriculture chains has further marginalized women as productive assets such as land and labor have been appropriated by men who now produce for the export markets (Dolan, 2001).

The incentives for women to invest in improving productivity and output are affected by this threat of expropriation of land by men if economic return of their produce increases. Even in cases where women's produce is sold in markets, there is evidence emanating from Eastern and Southern Africa that the earnings from the sale of assets and crops remain within the control of men (Vargas-Lundius, 2007). As a result rural women typically adopt crops that do not require a large initial investment or asset ownership and limit themselves to the lower end of the value chain, denying themselves high economic returns.

Credit

The provision of and access to credit is one of the most important and powerful tools for developing institutions, including at the community level. Access to credit can facilitate the adoption of technology by women either as individual or as part of groups (Goetz and Gupta, 1996). Credit is a difficult resource for the rural female to obtain. Research informs that in Africa there are multiple barriers facing women's access to financial services and they receive less than 1 per cent of credit to smallholders and 10 per cent of

the total agricultural credit (Kongole and Bamgose, 2002). In cases where women are able to secure access to credit through microfinance institutions, the loans that they receive are much smaller as compared to men even for same economic activities. Furthermore research informs that in many rural lending programs, women remain vastly underrepresented both as borrowers and members. The focus of these organizations is on providing larger agricultural loans (World Bank, 2009). Even if women have superior business acumen and ideas on expanding business and production, the lack of access to financial services will likely force them to buy inferior inputs and lead to a collapse of their commercial venture (Mayoux, 1999). Thus it is critical to introduce initiatives that provide women with access to credit that leads to significantly higher returns on productive investments.

2.10 Knowledge Gap

This chapter presented literature review on past studies. Through the review, it has been noted that a lot of research and studies have been done on women participation in politics, peace building, management, development in general or decision making. These researches and studies have however concentrated on generalities of participation of women in development or socio economic empowerment. Again it is important to appreciate the role of women participation in developing the economy of the country. It is therefore important that the roles of women in rural development projects is key and ought to be investigated. The research topic is therefore worth studying as it fills the gaps identified in the literature review as described above.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1. Overview

This chapter presents an in-depth methodology of how this study was undertaken to achieve the objectives. It discusses the research design; a description of the study area; target population; sample size determination and sampling techniques and procedure; data collection instruments and procedures; reliability and validity of the research instrument; data analysis, presentation and interpretation and ethical considerations of the study.

3.2. Research Design

According to Babbie and Mouton (2006), a research design is a plan, or structured framework of how one intends to conduct the research in order to address the research problem. It is a program of all the procedures that guides the researcher in collecting, analyzing and interpreting data. Research design is considered as a blueprint for research.

The study is descriptive because this was crucial in capturing the socio-economic characteristic of the study groups such as demographics data, economic status, social benefits, and entrepreneurial activities. Descriptive survey research design is most appropriate when the purpose of study is to create a detailed description of an issue (Mugenda and Mugenda, 2003), as explained by mugenda it helped in collecting data concerning, attitude, values and characteristics (Mugenda 2003).

The design was preferred because it facilitates accurate collection of views and suggestions regarding women participation in rural development projects.

The research approach used was mixed method approach. Mulwo,2009) citing Jensen, 2002) points out that owing to the disparity of epistemological foundations of qualitative and quantitative research techniques, a raging debate over the last two decade on the usefulness of both techniques.

Johnson et al , 2007) define mixed methods research as an intellectual and practical synthesis based on qualitative and quantitative research.

3.3 Study Area

The study was carried out in Moiben Sub County, Uasin Gishu County. Moiben Sub County is one of the sub counties in Uasin Gishu County among the six sub counties Ainabkoi, Kapseret, Kesses, Turbo and Soy. Uasin Gishu County shares common borders with Trans Nzoia County to the North, Elgeyo Marakwet County to the East, Baringo County to the South East, Kericho County to the South, Nandi County to the South West and Kakamega County to the North West. It covers a total area of 3,345.2 Sq. Km.

According to the 2009 population census report it has a population of 241 549, with an area square of 1,257 with an estimated Population (Male – 50%, Female – 50 %).

Agriculture is the main economic activity in the county and considered as the bread basket of the region and supports the main livelihood for the people in the entire county.

(Uasin Gishu County Integrated Development Plan 2013)

3.4 Target Population

In this study the target populations was self-help group's members who were registered and functional in Moiben Sub County. It is from this population that a sample which comprises of youths, women, elders and opinion leaders as units of analysis was derived.

Polit and Beck, 2008), describe target population as the entire set of individuals or objects, having some common characteristics that are of interest to the researcher. According to the ministry of social service Eldoret East there are more than 3000 registered groups but 161 self-help groups are registered and functional. Therefore the researcher targeted 161 active registered groups.

3.5 Sampling Technique and Sample Sizes

3.5.1 Sampling Technique

Simple random sampling was used because it ensured representative of all the respondents in the group being selected, 30% of the 161 active self-help groups in Moiben Sub-County were sampled. The choice of 30% is in line with (Roscoe et al, 2006) that a sample size of a descriptive study should constitute 30% of the accessible population. Based on the statistics the researcher sampled 48 groups which had 600 members registered by December, 2013 and had been operational for the past four years. The researcher used self-help groups because they represent the voices of both men and women in responding to women participation in rural development projects. The researcher obtained the data for the groups from the social service office indicating the names of the groups and telephone numbers. This formed the target population for the study.

Purposive sampling is a non-probability sampling technique in which units of the sample are selected on the bases of personal judgment or convenience and irrespective of whether they are representative of the population or not (Zikmund, 1991). It also allows a

researcher to use cases that have the required information with respect to the objectives of the study (Mugenda and Mugenda, 2003).

Purposive sampling was used to target opinion leaders. The researcher chose purposive sampling because the target population is large and scattered in a vast area and therefore identifying and locating the respondents considering the time and cost constraints is hard. The researcher also chose purposive sampling because they were expected to give sufficient and reliable information based on their exposure, experience and nature of their work at the same time; they are involved in development initiatives and projects because of their leadership positions in the community.

Purposive sampling was used to target the Opinion leaders where the researcher sampled women representative, the chiefs, and members of county assembly, county administrators, sub-county development officer and youth representative. A total of 10 chiefs from the 10 locations in which 3 were selected one women representative was selected, two members of county assembly were selected where there are five wards in the sub –county where 3 members of ward administrators were selected ,one sub county development officer and two youth representatives were selected .

3.5.2 Sample Size

The researcher used a sample size of 48 groups for questionnaires and 12 in-depth interviews for opinion leaders. The group had 600 members. The process of sampling is necessary due to large size of a population and the consequent impracticality and prohibitive cost of testing each member of any population (Denzin, 2000).To achieve the

desired sample size for the population, a sample size was chosen for the whole population; Yamane (1967) provides the following sample size.

size, N is the population size, and e is the level of precision.

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

e Confidence Level Is 95% and P=.5, e=0.07

$$N=600/1+600(0.07) =152$$

For qualitative study the rationale for the small sample size was that a phenomenon in qualitative studies only needs to appear once to be of value. Therefore one occurrence of a piece of data, or a code, is all that is necessary to ensure that it becomes part of the analysis framework. Qualitative researchers therefore continue to collect data until they reach a point of data saturation. Data saturation occurs when the researcher is no longer hearing or seeing new information. According to Ritchie & Lewis (2003), there is a point of diminishing return to a qualitative sample as the study goes on, more data does not necessarily lead to more information. To Ritchie and Lewis, saturation occurs at around fifty while Strauss (1991) puts it at between ten to thirty interviews. The sample size of 12 participants for in-depth interviews was arrived at based on the saturation principle.

3.6 Data Collection Instruments

3.6 .1 Questionnaires

The researcher used questionnaires to members of self-help groups. Questionnaires were used as the main data collecting tools and used structure and unstructured questions. The selection of these tools was guided by the nature of data that was collected, time available and objectives of the study. The questionnaires were designed and delivered to all

respondents in the sub -county since the questionnaires were self-administered thus reduced the cost, saved time and avoided prejudice.

3.6.2 Interview Schedule

An interview schedule is a set of questions that the interviewer asks when interviewing and is used to standardize the interview situation so that interviewers can ask the same questions in the same manner (Mugenda and Mugenda, 2003). All interviews were informally conducted. This informal structure was preferred because the researcher felt that it created a more relaxed atmosphere and consequently encouraged more complete and spontaneous responses from the interviewees

Interview schedule was used to target the opinion leaders .The in-depth interview schedule was selected because of two reasons. First, it helped to verify the reliability of the information gathered by the questionnaires and secondary data analysis. The technique was useful in checking in-depth information that cannot be found in other methods. Nsubuga , 2000) notes that presenting questions orally is a particularly appropriate means of gathering information from the illiterates. Secondly it also enabled the researcher to gain more insights that were left out by the respondents in the self-help groups.

3.6.3 Secondary Data from Records

Secondary data refers to data that are already available, that is data which has already been collected and analyzed by someone else and may be published or unpublished. Published data are available in: various publications of the central and county governments, various publications of foreign governments and international

organizations, books, magazines, newspapers, reports by research scholars and universities, public records and statistics amongst others .The sources of unpublished data include; diaries, letters, unpublished biographies and autobiographies, works by scholars and researchers amongst others . (Kothari, 2004). This method was appropriate for this study, because it enabled the researcher to get data at her own convenient time. It is also appropriate because women participation and other studies could also be critically been examined.

3.7 Data Collection Procedure

Data collection procedures are the series of events to be followed during the data collecting process. In this study, data was collected by the researcher using questionnaire and the in-depth interviews and also secondary data analysis, the researcher collected data after receiving permission from the School of Human Resource Development, the County Commissioner's office and National Commission for Science and Technology (NACOSTI). The researcher then booked an appointment with the groups and the interviewees. But before making a formal visit on the day of the appointment for each data collection event, the researcher made a pre-visit to determine the climatic conditions and was also familiarized with the area of study.

Since there are two instruments of data collection, the researcher started by analyzing questionnaires and interviews in that order. The questionnaires were administered to members of self-help groups. These groups were reached through the assistance of the chiefs and leaders of self-help groups were also notified prior to data collection process. Before data administration, the respondents consent was sought.

For interviews, a formal permission was sought so as to set time for the interview time. The respondents selected for the in-depth interviews were put in a relaxed and comfortable setting preferably in a private room to enhance confidentiality and enable them talk freely. All the interviews were tape recorded to capture the dialogue between the interviewer and the interviewee for purposes of analyzing data.

3.8. Validity and Reliability of Research Instruments

According to Paton (2000), validity is the quality attributed to proposition or measures to the degree to which they conform to established knowledge or truth. An attitude scale is considered valid, for example, to the degree to which its results conform to other measures of possession of the attitude. Validity therefore refers to the extent to which an instrument can measure what it ought to measure. It refers to the extent to which an instrument asks the right questions in terms of accuracy. The researcher discussed the items in the instrument with the supervisors, and colleagues. These people were expected to indicate by tick or cross for every item in the questionnaire if it measure what it is supposed to measure or not. The comments and suggestions made on the research instruments were done before the final data collection process took place.

The data collection instruments were tested for their validity and reliability. The research Response Reliability Rate is presented here as the researcher was interested on the extent to which the responses collected could be relied upon; and the consistency of measure for this study was done by use of Cronbach's Alpha, a reliability coefficient that indicated how well the items in the data collection instruments were positively correlated to one another (Hatcher, 1994). The study had a .931 value (93%) which is considered very strong/ high on a scale of 0.00-1.00 as it tends to 1.00 on attitudinal measurement scales.

This study also ensured validity and reliability by pilot-testing the instruments in the neighboring Ainabkoi sub-county where questionnaires were administered to 20 members from 3 self-help group. The items in these instruments were then corrected and modified with the assistance of proven researchers, who include the supervisors.

The researcher also tested the validity and reliability of the interview schedules used. In qualitative research, validity concerns the degree to which a finding is judged to have been interpreted in a correct way. On the other hand, reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). In other words, it is the repeatability of measurement. Although validity and reliability are treated separately in quantitative studies, these terms are not viewed separately in qualitative research. Instead, terminology that encompasses both such as credibility, transferability and trustworthiness is used (Creswell and Miller, 2000).

To achieve validity and reliability, the researcher ensured that the information that was developed was transmitted within essentially social context, and the study probed for deep understanding than a mere examination of surface features. The study also ensured validity and reliability by pilot-testing the instruments in the neighboring Ainabkoi Division where two respondents that were conveniently accessible to the researcher were used to pilot-test the interview schedules, The items in these instruments were then corrected and modified with the assistance of proven researchers, who include the supervisors.

3.9. Data Analysis

The data was analyzed using qualitative and quantitative methodologies. The primary step in analyzing quantitative data was checking the questionnaire for consistency and errors. Accordingly, data that contained incomplete information were excluded. As almost all the questions administered were closed and open ended their responses were grouped into few discrete categories and tallied accordingly. The quantitative data collected in this way were tabulated according to their frequency and percentage and then analyzed accordingly. Statistical Package for Social Sciences (SPSS Version 17) aided in data coding, entry and analysis and presented using descriptive statistics.

More over the study used qualitative research. In the qualitative all the audio taped interviews were transcribed. The researcher re-familiarized with the data, did first phase, second phase and the third phase coding and finally produced the report. The audio recordings were played slowly and all words captured including filters and repetitions. Qualitative data gathered from the in-depth interviews and was analyzed in themes and presented in prose, whereas repetitive answers were grouped into themes and used to complement the quantitative responses. In qualitative research, data analysis involves looking at the data, assigning categories and putting together the emerging issues into themes in an attempt to answer the research questions (Jwan&Ong'ondo, 2011). Jwan and Ong'ondo, recommend thematic analysis as one of the most commonly used strategies of data analysis in qualitative research. Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data (Clarke & Braun 2006, p.78) (as cited in Jwan & Ong'ondo, 2011). This study adopted thematic analysis in the process of analyzing the data. In this study therefore, data was analyzed by classifying the

categories of responses for each objective from the respondents and combining them into themes.

The term ‘category’ means a broader headline to which several codes may be grouped (something like a sub-theme) and the term ‘theme’ means a major topic under which a set of categories may be grouped (Jwan & Ong’ondo, 2011). These two scholars further recommend that data analysis in qualitative research ought to follow a procedure involving transcribing the data, re-familiarization with the data, coding the data and finally producing the report. This procedure was adhered to in this study. The final step was to embark on narration. At this stage the themes were discussed in relation to the to the research questions by paraphrasing the statements and retaining some few direct quotations.

3.10 Ethical Considerations

Ethics has been defined as that branch of philosophy which deals with one’s conduct and serves as a guide to one’s behavior (Mugenda & Mugenda, 2003). Despite the high value of knowledge gained through research, knowledge cannot be pursued at the expense of human dignity and a researcher should describe how he or she will ensure that ethical requirements are upheld in the study (Oso&Onen, (2009).

In order to obtain an informed consent from the respondents, Members, leaders of the self-help group, and opinion leaders were asked to give their informed consent orally before filling out the questionnaire or participating in the interview schedule guide.

To ensure the aforesaid, the researcher obtained verbal consents from the respondents. They were also informed of the study objectives, methods and its relevance. They were

assured of anonymity and confidentiality and no person was forced into participating in the study. At the same time, the researcher ensured that all respondents and informants were treated with respect and their privacy observed. The respondents were informed that their names were not to be indicated in the report. The researcher provided the respondents with his contacts in case they wanted to contact her in future.

In order to conform to the standards of conduct of the various government ministries, a research permit was obtained from the offices of the County Commissioner to carry out the study. A Written permission was also sought from Moi University and National Commission of science and technology. The later also provided for the research permit.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter presents the research findings based on the objectives of the study which were to; assess the level of women participation in rural development projects, examine the determinants of women participation in rural development projects, determine the impact of women participation in rural development projects and establish possible strategies that can enhance women participation in rural development projects.

4.2. Background Information of the Respondents

In order to generate adequate information relevant to the study an analysis of background information of the respondents was felt to be significant to the study. Women participation in rural development projects is an important concept and practice in development discourse and hence the social, economic and cultural practice relies upon demographic characteristics such as gender, age, education and level of income .These variables are of great importance in this study as they have a bearing on women participation in rural development projects.

4.2.1 Response Rate

The response rate out of the 152 required a total of 150 respondents were able to answer the questionnaire that is 98%. The response rate was high because 183 questionnaires were given out in order to offset non response. This is also far above the standard acceptable rate of 0.60 (60%) cut off value for being acceptable (Sakaran, 2001).

Table 4.1: Response Rate

Response rate	Responded	Non response	Percentage
Self -help group members	150	33	85%
Total	150		

Source, Author 2015

4.2.2 Respondents Age

A total of 150 respondents from the self- help groups in the sub county participated in the study as shown. Table 4.2

Table 4.2: Age of the Respondents

<i>Age</i>	<i>No.</i>	<i>Percentage (%)</i>
18-25	18	12.0
26-30	39	26.0
Above 30	92	61.3
Total	150	100.0

Source; Author 2015

Data in the table 4.2 indicate that majority of the respondents were above 30 years with 92% where as those between the age bracket of 18-25 were 12% and those between the ages 26-30 was 26%. The study concluded that the respondents were old enough to have participated in community development projects and also they were aware of the factors which hinder their participation

4.2.3 Sex of the Respondent

The study inquired into the sex of the respondents, in order to categorize responses by sex.

Table 4.3: Gender of the Respondents

Gender	Frequency	Percent
Male	72	48.0
Female	78	52.0
Total	150	100.0

Source: Author, 2015

Results in Table 4.3 indicate an almost equal representation of either gender of the respondents, though female representation is slightly higher at 52% while male representation in the survey is at 48%. This meant that the study observed gender balance in selection of respondents; hence both gender voices were taken into account.

It was noted during the study that women formed majority of the members in the self-help groups and the idea that women are majority of the members of self-help groups they were able to provide information on a topic that highlights their welfare is proof that women have taken a step out of the cocoon that once depicted them as shy and not willing to share information for fear of ridicule. It is also an indication that women are

ready to have a stake in issues which affect them and want to be heard on the same level as men. Men on the other hand overwhelmingly came out and willingly provided information and gave their voices on how to promote gender balance in development projects.

The study agrees with (Jothi ,2010) where self -help groups is gaining popularity in Kenya among women, and the government has encouraged them to register with the Ministry of Gender and Social Services. It has enabled women adopt a grass root approach in finding solution to their problems. This in turn has enabled its members' access loan which has enabled them start entrepreneurial activities. Thus this concept plays a pivotal role in poverty eradication and economic empowerment.

4.2.4 Respondents Marital Status

The study also sought to find out the respondents marital status and the response rate was as shown in table 4.4

Table 4.4: Respondents Marital Status

<i>Marital status</i>	<i>No.</i>	<i>Percent</i>
Single	23	15.3
Married	116	77.3
Divorced	7	4.7
Widowed	4	2.7
Total	150	100.0

Source: field data ,2015

As observed in the above table they seemed to be a variation in terms of participation according to the marital status with majority of the respondents stating that they are married. From the findings it was discovered that 77% of the respondents were married, 23% were single, 7% and 4% were divorced and widowed respectively. Therefore their participation in rural development projects could therefore relate to household development within the sub-County.

4.2.5 Respondents Level of Education

Table 4.5: Education Level of the Respondents

			Level of Education					Total
			Not attended any	Primary	Secondary	College	University	
Gender Male	Count		3	26	26	14	3	72
	% of Total		2.0%	17.3%	17.3%	9.3%	2.0%	48.0%
Female	Count		2	29	26	13	8	78
	% of Total		1.3%	19.3%	17.3%	8.7%	5.3%	52.0%
Total	Count		5	55	52	27	11	150
	% of Total		3.3%	36.7%	34.7%	18.0%	7.3%	100.0%

Source; field data, 2015

The study established that most of the respondents had primary and secondary education and very few who had attained post-secondary education this can contribute to limited knowledge among women to excel in more lucrative sectors such as manufacturing and highly profitable entrepreneurship Programmes.

Various studies state in other remote areas shows women education level being low however in this study the margin between the males and females is relatively the same this shows there has been measurable progress in women access and participation in education.

The study sought to compare the analysis of both the respondents level of education The findings shows that for the male respondents 17.3 percent had attained primary and secondary of closely followed by the 9.3 percent who have gone up to college level and 2 percent University while the female respondents, 19.3 percent of the respondents said to have attained primary 17.3 percent secondary 8.7 college 5.3 percent university, and 1.3 percent had no basic education.

From the review of literature education plays a critical role in ensuring women participation in development projects. The members' ability to read, write and perform basic arithmetic is essential to ensure such a success. Moreover, although it is not the only factor, a lack of education is believed to be one of the major factors for unemployment. The study agrees with World Bank (2009) which informs that building the self-esteem and self-worth of poor women and their organizational skills is perceived as the most important result of participation in groups by them and may be as or more important than the economic benefits of group action. Dollar and Gatti, (1999) also emphasize that increase in female education has a positive impact on national income.

4.2.6 Respondents Occupation

The study further inquired into the respondent's occupation in order to classify responses by occupation.

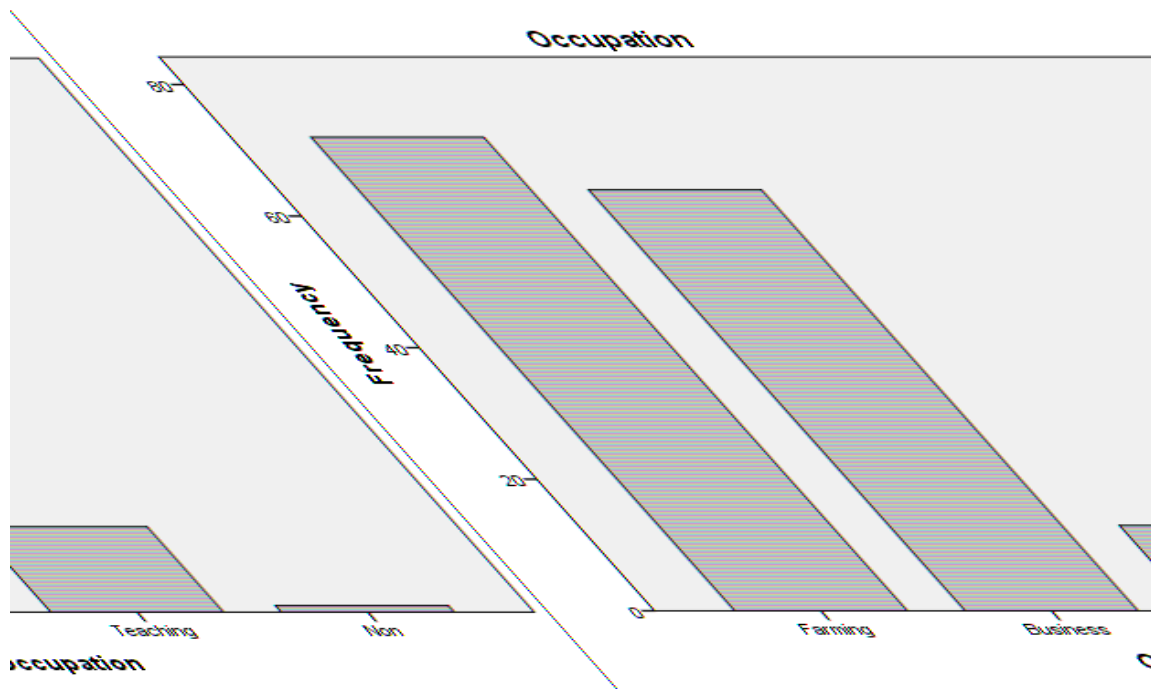


Figure 4.1: Respondents Occupation Source: field data, 2015

As noted from the types of projects engaged majority of the respondents are purely agro based which is a source of livelihood in the sub county. Findings in figure 4.1 indicate that a majority of the respondents are farmers with above 70 percent, Those who

indicated that they relied on business and small enterprises as a source of income came second at above 60 percent were involved in business activities such as Kiosks, rearing chicken and green house while 10 percent and above were teachers . It was apparent that non-formal employment was a source of livelihood for the residents of Moiben -Sub County. Majority of the respondents were involved in more than one occupation.

4.2.7 Respondents Income

The study inquired into the monthly income of the respondents in order to classify responses by income.

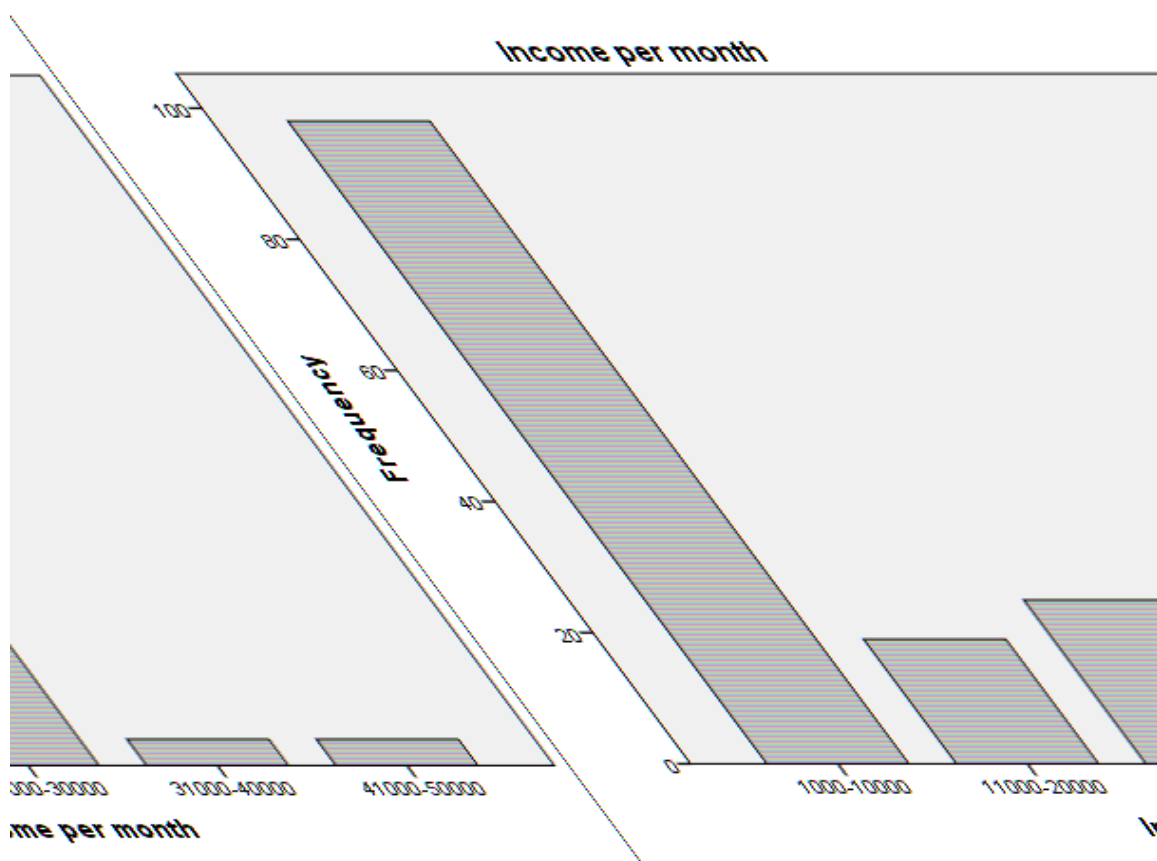


Figure 4.2: Respondents Income per Month

Source : field data ,2015

From the study findings over 80 percent of the respondents earn approximately in the range of ksh 1000-10,000 per month, 16.percent earn in the range of Ksh 21,000 - 30,000.In addition, those in the category of 12 percent earn in the range of ksh 11,000-20,000 only 5.6% respondents earn above the range of ksh 31,000-50,000.

From the study findings majority of the respondents earn more than a dollar a day but there level of income is still low meaning there socio-economic background is weak and hence the need of participating in rural development projects. The involvement of members of the community in rural development projects can be attributed to their ability to have income in their households.

4.3 Assessing the Level of Women Participation in Development Projects

The first objective of the study was to assess the level of women participation in rural development projects in Moiben sub –county

4.3.1 Whether they Participate in the Project

The study inquired whether the respondents were participating in rural development projects. The table below shows the study findings.

Table 4.6: Respondents Participation in Project

Gender	Response	Frequency	Mean
Male	Yes	67	93.1
	No	5	6.9

	Total	72	100.0
Female	Yes	73	93.6
	No	5	6.4
	Total	78	100.0

Source; Field Data,2015

The study sought to compare the analysis of the respondents, whether they participate in projects. Respondents were highly enlightened on the projects and clearly shows that both sex do participate in projects .From the finding 93.1% of the male respondents said they participate in projects and 6.9% said they do not participate in projects, and 93.6% of the female respondents also said they participate in projects and 6.4% of them were not involved in projects . This shows that there is a lot of commitment of the Moiben sub county residents in improving their economic livelihood. The widespread participation could also be as a result of the benefits drawn from being involved in projects and the ability of the people to relate with it. Those who did not participate in rural development projects mentioned that they were not aware of the projects or there was no financial gain in participating in rural development projects.

Additional data from the interview revealed that the respondents were participating in farming most respondents noted that there were participating in dairy farming , goat and sheep keeping, poultry farming ,construction of green house, others mentioned participating in schools construction ,cattle dip rehabilitation, roads. Respondents who

did not participate in projects mostly mentioned that they were involved in small business such as selling clothes, and lending money such as “merry go round” and table banking.

Figure 4.3: Green house project of one of the self –help groups

Source: field data, 2015

4.3.3 The Initiator of the Project

The study also inquired on the initiator of the project. The figure below illustrates the initiator of the project. The table below shows the findings in Table 4.7

Table 4.7: Initiator of the Project

		Frequency	Percent
	Own initiative	23	15.3
	Self Help Group	76	50.7
	NGO	30	20.0
	Government	16	10.7
	Others specify	5	3.3
	Total	150	100.0

Source; field Data ,2015

The findings above indicates that 50.7% of the respondents reported that the projects were initiated through self- help group, 20% said that the projects were started through the efforts of a Non -Governmental Organization, 10.7% mentioned that the projects were started by the government while 15.3% said that the projects were started as own initiative.

As noted above majority of respondents mentioned that the projects were initiated through self- help group that is they were able to start their projects when they became members of a self-help group. By participating in Self-help group the respondents were able to own asset, own businesses, take their children to schools and cater for their medical expenses. This according to Kabeer is the ability to exercise choice in terms of

access to and future claims to both material and social resources which are an aspect of economic empowerment (Naila Kabeer, 1999)

4.3.4 Their Role in the Project

The study also sought to understand the role of respondents in the project.

Table 4.8: Respondents Role in the Project

Gender		Frequency	%
Male	Supervisor	2	2.8
	Management	21	29.2
	Beneficiary	6	8.3
	Member	41	56.9
	Any other	2	2.3
	Total	72	100.0
Female	Supervisor	8	10.3
	Management	16	20.5
	Beneficiary	2	2.6
	Member	50	64.1
	Any other	2	2.6
	Total	78	100.0

Source; Field Data,2015

The table 4.8 above shows the findings from the study. The study analyzed the gender relations of both the respondents on what their role was in the project.

The findings from the study above is that the male respondents 56.9 percent stated that they were members, 29.2 percent said they were at management position in the project, 8.3 percent of the respondents stated that they were beneficiaries in the project and 2.8 percent were supervisors. The women respondents mostly stated that they were members

with 64.1 , 20.5 percent were at management level, 10.3 percent said there were supervisors and 2.6 percent said there were beneficiaries.

From the findings a comparison between male and female at management level the male played upper hand having high percentage. Discussions from the interview reaffirmed that the role of women in projects have been instrumental and those who had been assigned supervisory roles and at management level argued that women are good decision makers, wise, trusted, patient and responsible. This study agrees with Carroll (1994) which states that policies concerning women are more likely to have more and wider direct impact on the population than those of men in a country. Among the issues include family planning, maternal health, education, Female Genital Mutilation (FGM), violence against women.

4.3.5 Whether the Respondents Opinion were considered

The study also sought to understand whether the respondents opinion were considered when initiating there projects .The Table 4.9 below shows the findings.

Table 4.9: Respondents Opinion

	<i>Gender</i>		<i>Was your opinion considered</i>		<i>Total</i>
			yes	No	
Gender	Male	Count	69	3	72
		% of Total	46.0%	2.0%	48.0%
	Female	Count	77	1	78
		% of Total	51.3%	.7%	52.0%
Total		Count	146	4	150
		% of Total	97.3%	2.7%	100.0%

Source; Author 2015

From the findings 46.0% of male of the respondents stated that their opinion was considered when initiating their projects while 2.0% of the respondents stated that their opinion was not considered while for the female respondents 51.3% stated their opinion was considered when initiating the project and 0.7% said that their opinion was not considered. The study findings can conclude that majority of the respondents consulted each other on the projects they were initiating.

From one of the interviews conducted with area chief mentioned the following

“You know, women have been involved in identification, planning and even selection of the projects and that projects that have been initiated by the government or the Non-Governmental Organization consultations were widely done before a project is implemented an example is the current project being conducted by Techno serve in construction of green houses.

4.3.6 Frequency of Contribution in the Project

The study also sought to find out the frequency of the respondents' contribution in project. The figure below shows the finding of the study. Figure 4.4

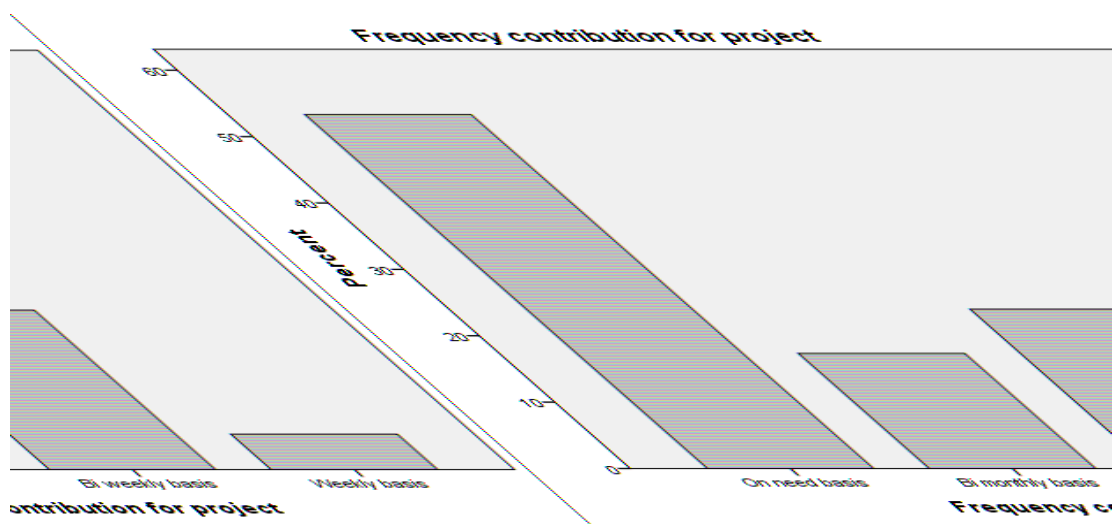


Figure 4.4: Respondents Contribution in the Project

Source;Field data,2015

The findings from the study above illustrates that the respondents met on need basis at 53.3 percent while those who met after every two weeks with 24.0 percent ,the once who met bi -monthly at 17.3 and 5.3 percent on weekly basis. This shows that the majority of respondents participated frequently in their projects this allows them to have maximum output on their production.

4.3.7 Response on full Participation of Women in Rural Development Project

The study also sought to find out whether the participation of women in projects was fully. The figure 4.10 below shows the findings.

Table 4.10: Response on full Participation of Women

	Response	Frequency	Mean
	Yes	117	78.0
	No	33	22.0
	Total	150	100.0

Source; field data,2015

An overwhelming majority of 78 percent of the respondents stated that women participated fully in projects where as 22 percent of them stated that women do not participate fully in the projects.

During the interview with area member of county assembly mentioned and I quote:

“ we are currently running a project that is being funded by the world bank and the women have been in the forefront most of them are actually taking tasks that are

normally meant for men, the road construction projects women have been seen actively engaging in the project activities.’’

4.3.8 Ranking the Level of Women Participation in Rural Development Projects

The study also sought to find out the level of women participation in rural development projects. The table below illustrates the ranking by the respondents. Table 4.11

Table 4.11: Ranking the Level of Women Participation

Response	Frequency	Percent
Lowest	11	7.3
Medium	99	66.0
High	40	26.7
Total	150	100.0

Source; Field Data,2015

From the findings 66 percent of the respondents did state that the level of women participation in projects is medium, 26.7 percent said that the level of participation of women in rural development projects as high while 7.3 percent of the respondents mentioned that the level of women participation as being low. Majority of the respondents termed the level of women participation in rural development projects as being medium this can be attributed to the fact that as much as women are still participating in projects there certain factors that still hold their full participation .

The ranking of women participation in rural development projects is corroborated with the statistics provided in the level of education and the monthly income and warrants to conclude that the socio economic variables were partially significant in explaining the

respondent's level of women participation in rural development projects. Seemingly people with low income level tend to participate in projects to increase their income.

4.3.9. Whether Men and Women Participate Equally in Projects

The study also sought to find out whether men and women participate equally in projects

.The figure below shows the findings of the study. Table 4.12

Table 4.12: Equal Participation of Men and Women in Projects

Gender			Frequency	Mean
Male		Yes	17	23.6
		No	55	76.4
		Total	72	100.0
Female		Yes	27	34.6
		No	51	65.4
		Total	78	100.0

Source; Author 2015

As noted above majority of both genders were in agreement that women and men are not participating equally in projects. Women tend to participate less in projects because of contributing factors such as female subordination, women conforming to the home making roles and view projects a preserve of men.

The study compared the analysis of both men and women to understand whether women and men participate equally in projects. From the findings the male respondents stated that women and men participated equally with 23.6 percent saying yes while 76.4 percent

saying no, while 65.4 percent of the female respondents said No women do not participate equally with men and 34.6 percent said yes ,women and men participate equally in projects.

Interviews conducted in the second phase were consistent with these findings as participants in the interview mentioned that men and women do not participate equally in projects.

One of the area ward administrator mentioned the following and I quote

“The current project by progressive farmers which is a dairy milk production cooling plant, the number of men who supply the milk in the area are more than the women who supply the milk, this is because most of men are head of household”

4.4 Determinants of Women Participation in Rural Development

The second objective of the study was to examine the determinants of women participation in rural development projects. The objective sought to understand the determinants of women participation in rural development projects.

4.4.1 Whether the Nature of the Project Determines Women Participation in Rural Development Projects

Table 4.13 Nature of the Project is a Determinant to Women Participation

		Frequency	Percent
	Yes	67	44.7
	No	74	49.3
	Do not know	9	6.0

	Total	150	100.0
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Source; Author 2015

The findings as shown in Table 4.11 above indicate that 49.3% of the respondents did not agree that the nature of project determine women's participation in rural development projects while 44.7 percent agreed that the nature of the project determine women's participation in rural development projects whereas 6.0 percent did not know whether the nature of the project determines women's participation in the rural development projects.

The most common argument that respondents put across is that most projects that have been seen as important to women cannot be reflected to be the same for men .Women tend to be involved in projects that are not more involving or rather manual especially projects that include construction of schools, roads and digging of trenches . Those who did not agree with the idea that nature of projects is a deterrent to women's participation argued that with the changing times, gender roles have been redefined and that it is no longer an exception to spot women engaging in menial chores at project sites.

However according to Carney (1992) and Sabo (2008) participation in agriculture projects causes strain in gender relations especially between husbands and their wives. This is especially so when women earn more than their husbands. Once the women start earning more from agriculture, men tend to take control of production and the income that proceeds from the sale of agricultural products, hence causing domestic or gender struggles in the family; especially since land is owned by men and the women only have usufruct rights.

4.4.2 The Determinants of Women Participation in Rural Development Projects

The researcher sought to examine the determinants of women participation in rural development projects. The respondents were requested to select the major determinant that influences women participation in rural development project. During analysis the determinants were ranked based on the frequencies. The findings established that resources was a major determinant of women participation in rural development projects, with 66(44%) education ranked second with 43(28.7%) respondents, while skills was ranked third, with 38 (25.3%) and lastly, 3(0.02%) mentioned traditions and culture. The study also agrees with (Grown et al 2005) that the participation of women in development projects has a significant impact to their access to resources which correlates with economic security and provides incentives to invest in increasing productivity through use of better inputs .It also lends an impetus to marginalized groups such as women and rural poor to take calculated risks in order to achieve higher returns and engage in collective action to enhance economic returns.

Information from the interview schedules conducted revealed that resources play a major role in women participating in projects and that education is a prerequisite for participation of women in projects. The respondents also mentioned that the low levels of skills in a specific project but it doesn't deter women from participating in projects. Traditions and culture have minimal effect on participation of women in projects.

Table 4.14: Determinants of Women Participation in Rural Development Projects

Factors	Frequencies	Percent
Education	43	28.7%
Resources	66	44%

Skills	38	25.3%
Traditions and culture	3	0.02
Total	150	100.0

Source, Author 2015

4.5 The Impact of Women Participation in Rural Development Projects

The third objective of the study was to determine the impact of women participation in rural development projects.

4.5.1 Rating the Impact of Women in Rural Development Projects

Table 4.15: Impact of Women Participation in Rural Development Projects

		Rating of rural development projects Impact (%)		
		High	Medium	Low
Men		65	22	13
Women		42.0	44.7	13.3

Source, Field Data ,2015

As noted above the impact of women in rural development is relatively low. The findings in table 4.3 indicate that 42 percent of the respondents rated the impact of women participation in rural development projects on women as high, 44.7 percent rated the impact of rural development projects to women as medium and 13.3 percent rated the impact of rural development projects on women as low. The findings also indicate that 65 percent rated the impact of rural development projects on men as high, 22 percent of the respondents rated the impact of rural development projects on men as medium, whereas 13.3 percent rated low impact.

The low impact of women participation in rural development projects could be influenced by the fact that their education level which is mainly primary and secondary and income is relatively low this was reaffirmed by the interviews conducted.

The above findings corroborate those of other studies that have identified trends in the systematic discrimination of women in terms of opportunities for employment and even being active in rural economy and need to utilize their skills. A study of parastatal organizations showed that organizational demand and utilization of women's skills is different from that of men. Women interviewed said they experienced challenges in access to funds because of lack of trainings from financial institutions from these findings; it would appear that the barriers women face in terms of participation in rural development projects go beyond the obvious stated factors of resources, education and cultural beliefs.

4.5.2 The Benefits of Women Participation in Rural Development Projects

The study also sought to understand the benefits of women participation in rural development projects which has a positive impact on women in participating in rural development projects. Through a Likert scale of five, the respondents were asked to give their level of agreement or disagreement on various issues that were considered to be the benefits of women participation in rural development projects.

Table 4.16: Benefits of Women Participation in Rural Development Projects

Statements	Agree		U		Disagree	
	Frequency	Percent			Frequency	Percent
Women have increased their	30	20.0	4		116	77.3

financial status						
Women have been involved in entrepreneurial activities for assets creations	61	40.7	7		82	54.7
Women have been involved in non –entrepreneurial activities such as payment of fees	44	29.3	6		100	66.7
Women have increased their savings	42	28.0	3		105	70.0

Source; Field Data,2015

The study results revealed that majority 116(77.3%) disagreed that women have increased their financial status, while 30(20%) agreed. They also disagreed 82(54.7%) on statement that women have been involved in entrepreneurial activities for asset creation, while 61(40.7%) agreed. Majority 100(66.7%) disagreed that women have been involved in non-entrepreneurial activities such as payment of fees, and 44(29.3%) agreed. Likewise, most respondents 105(70.0%) disagreed that women have increased their savings by participating in the rural development projects. Based on the above findings, the researcher established that women have benefited but not so much by participating in the rural development projects; this can be attributed to factors such as limited access to credit and financial institutions, low literacy levels and lack of ownership to land.

Data from Key Informant Interviews indicate that as much as the women are better placed in realizing the benefits of rural development projects, Males had an upper hand in terms of accruing the benefits brought about by projects; right from men being the

providers of family and by being part of development projects means an increase in household income which rates them as having a higher impact.

However women and their families benefit from projects and the projects have an impact to community because through their involvement children have been able to go to school and also joined entrepreneurial activities which have improved their living standards.

The study agrees with Sabo (2006) who found that rural women participation in Borno State Nigeria contributes to increased incomes compared to their fellow state mates who were non-participants. By women earning more they are able to create employment for other women in the rural areas hence enabling them uplift their living standards. In addition the increased income enables women to acquire assets such as farm machinery, build houses, land and buy cars. According to Aladeji (2011) increased income empower women since they become self-reliant which in turn makes them to be self-confident making them even able to participate in other village activities like, attending peoples weddings, dowry ceremonies and also vying for civil and political seats.

4.5.3 The Importance of Women Participation in Rural Development Projects

The study also sought to understand the importance of women participation in rural development projects .From the semi structured questionnaires the respondents mentioned that one of the importance of women participation in rural development projects is that they can increase income in their households .Some of respondents mentioned that by participating in projects have enabled them to take their children to school and provide medical attention to their families.

Others mentioned that importance of women in participating in rural development projects has enhanced equality which has translated to transparency and good leadership.

One of the sub county development officer mentioned that.

“Women who are involved in projects are wise decision makers and so tend to make good decisions that would affect the project positively. Women who have been involved in committee of health centers have ensured that maternity wings are accessible and mid wives are always present.”

Respondents also mentioned that the importance of women participation in rural development projects is to cultivate a savings culture which in turn leads to asset creation, to access Loan which will not only meet emergency matters but also undertake other entrepreneurial activities. For example others mentioned that by joining self-help groups there were able to start projects that have benefited them.

4.5.4 The Challenges of Women Participation in Rural Development Projects

The study also sought to establish the challenges faced by women participating in rural development projects. The respondents were requested to rate in a five point Likert scale: SA= strongly agree, A= agree, U= undecided, D= disagree, and SD= strongly disagree. During analysis, strongly agree and agree were summed up as agree, while disagree and strongly disagree were summed up into disagree. The study established that; inadequate information, lack of education, inadequate resources and lack of skills as the major impediment to women participation in rural development projects in the study area.

On inadequate information, majority 124(82.7%) agreed on inadequate information while 24(16%) disagreed this shows that majority of the respondents need to be informed on existing projects which will increase the impact of women participation in rural development projects. Majority 98(65.3) agreed on lack of education and 44(29.3)

disagreed the study also agrees with other researches, According to World Bank (2009) building the self-esteem and self-worth of poor women and their organizational skills is perceived as the most important result of participation in groups by them and may be as or more important than the economic benefits of group action. Dollar and Gatti (1999) also emphasize that increase in female education has a positive impact on national income. Most of the respondents 107(71.3) agreed on inadequate resources affecting women participation in rural development projects, while 35(23.0%) disagreed, resources 106 (70.7) respondents agreed on lack of skills, and 39(26) disagreed. The importance of capacity building initiatives for empowering women is evidenced by Davis et al. (2007) as their research informs that trainings focused on enterprise skills, such as market analysis, distribution and business management significantly support small-scale farmers in identifying the technologies that would benefit them the most. It would also help them to participate in agricultural innovations, significantly enhancing the economic and empowerment benefits accruing to them. On poor attitude 80(53) agreed, 53(35.3%) disagreed. Most respondents disagreed on few people in the project being a challenge to women participation, while 58(38.6) agreed. Majority of the respondents 81 (54%) disagreed also no cultural believes being a challenge on women participation while 62(41.3%) agreed.

Table 4.17: Challenges of Women Participation in Rural Development Projects

Statements	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Inadequate information	36	24.0	88	58.7	2	1.3	16	10.7	8	5.3
Lack of education	27	18.0	71	47.3	8	5.3	32	21.3	12	8.0

Inadequate resources	37	24.7	70	46.7	7	4.7	25	16.7	10	6.7
Lack of skills	39	26.0	67	44.7	5	3.3	35	23.3	4	2.7
Poor attitude	59	39.3	21	14.0	17	11.3	43	28.7	10	6.7
Few people in the project	11	7.3	47	31.3	29	19.3	44	29.3	19	12.7
cultural beliefs	45	30.0	17	11.3	7	4.7	35	23.3	46	30.7

Source: Author, 2015

4.6 Strategies of Improving Women Participation in Rural Development Projects

The study findings from respondents gave the following suggestions as possible strategies of improving women participation in rural development projects. Priority should be given in ensuring that there is availability of resources and funding, most of the respondents mentioned resources as a challenge in participating in projects, the government should give priority to projects targeting more women in rural areas this will improve their living standards. Access to loans which are affordable would increase their participation in projects. Research informs that in Africa there are multiple barriers facing women's access to financial services and they receive less than 1 per cent of credit to smallholders and 10 per cent of the total agricultural credit (Kongole and Bamgose, 2002, p.82).

Additionally respondents mentioned the need of awareness creation and information this could be attained through Trainings and skills enhancement on the benefits of being involved in projects .The respondents also mentioned that another possible strategy of improving women participation in rural development projects is that there is need to eradicate negative beliefs and culture which deter women form participating in projects although majority mentioned that communities are now shunning the beliefs and

embracing modernity. Women have now been liberated and the successful ones are admired rather than ridiculed.

The respondents also mentioned that transparency in projects will enhance women participation in projects, most community members who had participated in projects and did not involve everyone led to misunderstanding and failure of projects to progress. The respondents also mentioned the need of Improvement of socio-economic infrastructure to increase their economic produces from the farms. This is in line with Todaro and Smith (2009), stating that the government makes a deliberate use of domestic saving and foreign finances to carry out public investment projects and to mobilize and channel scarce resources into areas that can be expected to make greater contribution towards the realization of long-term economic objectives.

From the analysis it clear that there are various strategies to increase women participation in rural development projects.



Figure 4.6: Poultry Farming in one of the Self-Help Groups

Source: Author, 2015

CHAPTER FIVE**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS****5.1 Overview**

This chapter presents a summary of the findings, conclusions and recommendations of the study based on the study objectives presented in chapter one.

5.2 Summary of the Findings

The purpose of the study was to examine women participation in rural development projects in Moiben sub county, Uasin Gishu County. To answer the objectives of the study, questioners were administered to 150 members of 50 self-help groups which were formulated according to the study objectives. The information was further reinforced by interviews conducted from 12 purposely selected participants and the secondary data. The results are as summarized under the objectives as follows:

5.2.1 Assessing the Level of Women Participation in Rural Development Projects

This was the first objective of the study .The study established that the level of women participation in rural development projects is relatively at medium scale in Moiben sub county. It is evident, as that participation of women in projects can be passive, nominal and a mere formality but it still seen as participation, however the study has established that women participation in rural development projects in Moiben sub county have taken part in implementation and decision making process this implies that their participation is not suffice and participation has been an instrument that transforms and empowers

women in the process. Their involvement is also attributed to the fact that in Moiben Sub County there are large pieces of land which is arable and various statistics shows that maize and wheat farming are largely grown in the area.

The study showed that there has been a shift in the contribution of women in rural development projects in Moiben, 93.6% of women mentioned that they were participating in projects most of the women said that they are involved in dairy farming, poultry farming, construction of green house, others mentioned participating in schools construction, cattle dip rehabilitation, and road constructions. This also shows women are participating in the development of the sub county.

The study also found out that the women have been very active in most of the projects as they are active participants majority of them mentioned that that most women are aggressive, great decision makers, wise, good managers, self-driven, active, great caretakers and mobilizers. The frequency and time that they committed themselves in projects has made them successful in contributing to the household income for example 53.3% mentioned that they meet on weekly basis. However other results also showed that women role in projects tend to be concentrated on membership and other leadership positions such as management and supervisors men seemed to have upper hand, participation of women in decision making is still low For example 19.5% of women were at management level while 29.2% of the male were at management level.

5.2.2 Determinants of Women Participation in Rural Development Projects

The second objective of the study was to examine the determinants of women participation in rural development projects in Moiben Sub County. The study established

that resources, education, skills, culture and traditions are major determinants of women participation in rural development projects. Resources as a major factor with was ranked with 66(44%), education ranked second with 43(28.7%) respondents, while skills was ranked third, with 38 (25.3%) and lastly, 3(0.02%) mentioned traditions and culture.

The fact that majority of the respondents mentioned that resources as one of the determinants of rural development other studies shows that for women to improve their economic status they ought to be financially empowered.

The study also found out that Education being a prerequisite of development and majority of the female respondents being mainly primary and secondary dropouts there is need to reduce the gap. Despite the fact that majority of the respondents mentioned they had only attained primary and secondary education they findings showed that majority of the women have been playing part in participating in rural development projects.

Skills was also another determinant of women participation in rural development projects it can be seen that having the ability to participate in projects can be attributed to the trainings undertaken on particular project, trainings are important as they impart technical knowledge on how to effectively run projects so it is important for women to be trained.

This is an obstacle to the welfare of women when they get married and also when they get divorced or in polygamous homes. In the case of a monogamous home, the wife has no control of property especially and most assets that are within the control of women sometimes have a much lower economic value.

The study also found out that the nature of project determines whether women will participate in the project or not in Moiben Sub County. For example that 49.3% of the respondents agreed that the nature of project determine women's participation in rural development projects while 44.7% indicated that the nature of the project did not determine women's participation in rural development projects.

Most common argument that respondents put across is that most projects that have been seen as important to women cannot be reflected to be the same for men .Women tend to be involved in projects that are not more involving or rather manual especially projects that include construction of schools, health, thinning the chances of women involvement. Those who did not agree with the idea that nature of projects is a deterrent to women's participation argued that with the changing times, gender roles have been redefined and that it is no longer an exception to spot women engaging in menial chores at project sites.

5.3.3 Impact of Women Participation in Rural Development Projects

This was the third objective of the study. The respondents gave an indication that the participation of women in rural development projects addressed the issues of women in Moiben Sub County. The study found out that women participation had an impact in rural development projects but it was relatively low. For example 42.0% of the respondents rated the impact of women participation in rural development projects on women as high while 65% rated as high for men.

The study noted that women in Moiben sub county have not benefited much from participating on rural development projects results revealed that majority 116 (77.3%) disagreed that women have increased their financial status, while 30 (20%) agreed. They

also disagreed 82 (54.7%) on statement that women have been involved in entrepreneurial activities for asset creation, while 61 (40.7%) agreed. Majority 100 (66.7%) disagreed that women have been involved in non-entrepreneurial activities such as payment of fees, and 44 (29.3%) agreed. Likewise, most respondents 105 (70.0%) disagreed that women have increased their savings by participating in the rural development projects.

5.4.4 Strategies of Improving Women Participation in Rural Development Projects

This was the fourth objective of the study .The study found out that they are number of ways of enhancing women participation in rural development projects in Moiben sub-county, increase the financial status of women for asset creation, trainings and capacity buildings to be conducted to increase awareness of women on rural development projects and shun away negative cultural beliefs.

Priority should be given in ensuring that there is availability of resources and funding, most of the respondents mentioned resources as a challenge in participating in projects, the government should give priority to projects targeting more people in rural areas this will improve their living standards. Access to loans which are affordable would increase their participation in projects. In cases where women are able to secure access to credit through microfinance institutions, the loans that they receive are much smaller as compared to men even for same economic activities. Furthermore research informs that in many rural lending programs, women remain vastly underrepresented both as borrowers and members.

The respondents also mentioned the need of awareness creation and information this could be attained through Trainings and skills enhancement on the benefits of being involved in projects. The importance of capacity building initiatives for empowering women is evidenced by their participation in projects

The respondents also mentioned that another possible strategy of improving women participation in rural development projects is that there is need to eradicate negative beliefs and culture which deter women from participating in projects although majority mentioned that communities are now shunning the beliefs and embracing modernity. Women have now been liberated and the successful ones are admired rather than ridiculed.

Additionally the respondents also mentioned that transparency in projects will enhance women participation in projects, most community members who had participated in projects and did not involve everyone led to misunderstanding and failure of projects to progress.

5.3 Conclusion

The main aim of this study was to examine role of women participation in rural development projects with respect to Moiben sub- County. Four issues were discussed The level of women participation in rural development projects, determinants of women participation in rural development projects impact of women participation in rural development projects and strategies of improving women participation in rural development projects. The author has compared the findings against the context of literature review where the findings have either concurred strongly or mildly.

The study concludes that despite broad recognition that women's improved capabilities and welfare through participation in projects it is strongly linked to rural development.

Women participation in the country and particularly in the study area are slightly lagging behind in terms of rural development and do not receive the necessary support from the various relevant stakeholders in pursuing rural development related tasks. Their development efforts are hampered by resources, education, gender inequalities, negative socio-cultural values and norms and unequal access to finance opportunities for development. This study concludes that empowering women in rural areas is critical in promoting sustainable rural development for the reason that rural interventions in communities have the advantage of positive effect on local living standards. If given opportunity, women have the potential to change their own socio-economic status as well as that of the communities in which they live in. Therefore attempts should be made to improve women participation in rural development projects by mainstreaming gender in projects and policies, create awareness, improve training capacities and also encourage community based approaches.

5.4 Recommendations

Based on the findings and conclusions, this study makes the following recommendations:

Firstly, the County government and National government should ensure that women participation in projects should be increased through women's access to credit and financial services on the basis of gender equality, by encouraging financial institutions to create new procedures for reaching rural beneficiaries and promoting community groups that will provide a local structure for improving rural women's access to information,

training and guarantees, so that credit can be readily made available to them. They should take up the advantage of the Uwezo funds and other funds and ensure that women especially at the rural areas are actively engaged and are accessible to the funds. During the study majority of the self-help groups got their finances through table banking and were not so committed in getting loans from other financial institutions.

A thorough analysis should be developed to indicate which sectors are women performing well in the sub county if it's in agriculture, health and small business enterprise emphasis should be put in place on such opportunities for women.

Mechanisms should be in place to make information available to women on a wide range of subjects relevant to their needs and constraints, For example organizations such as Food Agricultural Organizations, Heifer International, and even when the government is conducting public participations they should have a component on educating women and making them aware of existing projects.

All women must have secure access to information in areas that they consider of most importance, and they should be made aware of their rights as well as of the resources, technology, production, social services, market opportunities and credit available to them. Women should also be given access to training in communication techniques so that they can produce and circulate their own information materials as needed. The mass media such as newspapers, radio, television and films should have special space and time allocated for Programmes for women in which they would not only be the focus but could also express their views.

Moiben sub County has polytechnic in the area it should not only target youth but also women in the sub county. The county government should also have gender disaggregated data to show the level of involvement of each gender in development in terms poverty level, income level, projects that have been implemented. The county government and the national government should also provide a conducive environment for more non state actors to be part of the development initiatives in the county and encourage women led projects and initiatives.

5.5 Suggestions for Further Research

1. The study focused on self-help groups as way of finding out the role of women in rural development projects further studies should be done on the influence of self-help groups in economic development in the sub -county.
2. The study also generalized all the projects in essence a specific project that has been initiated by the county government should be researched to examine the role of women in rural development projects.
3. During the study the researcher focused on determinants of women participation as education, resources, skills and cultural beliefs but other researches such as technology, household size and income level should also be done to examine if they are also determinants of women participation in rural development projects.

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APPENDICES

APPENDIX A: QUESTIONNAIRE

LETTER OF INTRODUCTION

Moi University,
School of Human Resource Development,
P.O.Box 3900,
Eldoret.

Dear respondent

I am a student at Moi University undertaking Masters of Science degree in Development Studies. I am conducting a study on women participation in rural development projects A case study of Moiben sub-county, Uasin Gishu County

In order to carry out the study effectively, I am obliged to collect data on women participation in development projects .I therefore wish to kindly request you to fill the questionnaire attached by responding to all the items in it. The study is conducted purely for academic purposes and is not meant to evaluate your opinion or demean you or your institution in any way whatsoever. Please note that, your identity and responses will be treated with uttermost confidentiality.

Thank you.

Yours faithfully,

Kosgei cheruto daisy

QUESTIONNAIRE

The objective of this questionnaire is to Examine women participation in rural development projects case of constituency development fund projects Moiben sub-county Uasin Gishu County Kenya The information that is provided will be used for research purposes only and will be kept entirely confidential.

SECTION A: BACKGROUND INFORMATION

Please put a tick in the box next to the right response

1. Age
 - a) 18-25 years ()
 - b) 26-30 years ()
 - c) Above 30 years ()
2. What is your Gender?
 - a) Male ()
 - b) Female ()
3. Please indicate your marital status
 - a) Single ()
 - b) Married ()
 - c) Divorced ()
 - d) Widowed ()
4. What is your level of education?
 - a) Not attended any ()

- b) Primary ()
- c) Secondary ()
- d) College ()
- e) University ()

5. What is your occupation?

6 What is your income level per month

.....

Section b : The level of women participation in development projects

Please provide information related to the following question

7) Do you participate in any development projects in your area?

Yes no

8 If the answer is yes which projects are you involved in?

.....

9. If the answer is no why?

.....

10. Who initiated the projects

- a. Government
- b. NGO
- c. Self-help groups
- d. Own initiative
- e. Others specify

11. What was your role in the development project in the area?

Please choose one

Position

Yes

No

Member		
beneficiary		
Management		
Supervisor		
other specify		

12. Was your opinion considered

Yes

no

13. How often do you contribute your time for projects in your area

Yes

No

a) On weekly basis		
b) Bi weekly basis		
c) Bi monthly basis		
d) On need basis		

14. Do you think women participate fully in development projects in your area

Yes

No

The impact of women participation in rural development projects

20. How would you rate the impact of the rural development projects on:

- a) Men High impact- Many benefit from the project.
- Medium impact- some benefit from the project.
- Low impact- None/ few benefit from the project.

- b) Women High impact- Many benefit from the project.
- Medium impact- some benefit from the project.
- Low impact- None/ few benefit from the project

21. On the following statements indicate the extent to which you agree or disagree

.What has been the benefits of women participating in rural developments projects

Agree A

Strongly agree SA

Undecided U

Disagree D

Strongly dis-agree SD

A SA U D SD

Women	have					
increased	their					
financial status						

Women have been involved in entrepreneurial activities for assets creations					
Women have been involved in non-entrepreneurial activities such as payment of fees					
Women have increased their savings					

22. What has been the importance of women participation in rural development projects in the area

.....

.....

.....

.....

Challenges of women participation in rural development projects

23. On the following statements indicate the extent to which you agree or disagree on

Challenges affecting women participation in development projects

Agree A

Strongly agree SA

Undecided U

Disagree D

Strongly dis-agree SD

A

SA

U

D

SD

a) Lack of information					
b) Lack of education					
c) Lack of resources					
d) Lack of skills					

e) Poor attitude					
f) Few people in the project					
g) cultural beliefs					

Others specify.....

24. kindly state what are the possible strategies that would improve women participation in rural development projects

.....

.....

.....

*****Thank you once again for you kind cooperation**

APPENDIX B : INTERVIEW SCHEDULE

LETTER OF INTRODUCTION

Moi University,
School of Human Resource Development,
P.O.Box 3900,
Eldoret.

Dear respondent

I am a student at Moi University undertaking a Master's of Science degree in Development Studies. I am conducting a study on women participation in rural development projects in Moiben sub-county of Uasin Gishu County

In order to carry out the study effectively, I am obliged to collect data on the subject matter. I therefore wish to kindly request you to answer the following questions as objectively and as accurately as possible. The study is conducted purely for academic purposes and is not meant to evaluate your opinion or demean you or your institution in any way whatsoever. Please note that, your identity and responses will be treated with uttermost confidentiality.

Thank you.

Section one

Code name

Age

Sex

Female

Male

Level of education, (mark where appropriate) .primary school () secondary school ()
college () university ()

Occupation

SECTION 1: Assessing the level of women participation in rural development projects

1. Are you aware of rural development projects in your area
2. If yes who initiated it
3. How old is development projects in your area?
4. What is the specific name of the development project you have participated in?
5. What role have women played in the projects in your area?
6. How do you rank the level of women participation in rural development projects

Lowest

Medium

High

SECTION 2. Examining the determinants of women participation in development projects

7. Do women want to participate in development projects

If Yes Why

If No Why

8. Do you think men and women participate equally in rural development projects? **Explain your answer.**

9. What determines participation of women in development projects

10. What mechanism do you use to ensure women participation in development projects in your area

SECTION 3. Impact of women participation in development projects

11. How would you rate the impact of the rural development projects on:

- a) Men High impact- Many benefit from the project.
 Medium impact- some benefit from the project.
 Low impact- None/ few benefit from the project.

- b) Women High impact- Many benefit from the project.
 Medium impact- some benefit from the project.
 Low impact- None/ few benefit from the project

Explain

12. What has been the impact of women participation in development projects

13. Why do women participate in projects

14. Has it improved their living standards if so how? What are the reasons

SECTION 4. Strategies to improve women participation in rural development projects

15. What are some of the challenges that women face in participation of development projects in your area
16. What is your general opinion on women participation in development projects
17. If you are given an opportunity what would you do to improve women participation in development projects



MOI UNIVERSITY
SCHOOL OF HUMAN RESOURCE DEVELOPMENT
DEANS OFFICE

P.O. Box 3900
 EL DORBIT
 KENYA.

Ph: 254-053-431524503 Fax: 014

REF: MU/SHRD/PG/77

22ND MAY, 2015

TO WHOM IT MAY CONCERN

RE: DAISY CHERUTO KOSGEL – SHRD/PGD/06/12

The above named is an Msc. student at Moi University, School of Human Resource Development, Department of Communication Studies. She has completed her coursework and successfully defended her proposal titled **“Women Participation in Rural Development Projects: A Case Study of Moiben Sub-County Uasin Gishu County.**

It is a requirement of her Msc. Studies that she conducts research and produces a Thesis. Having defended her proposal successfully, she has been cleared by the School to proceed to the field and collect data.

Any assistance accorded to her will be highly appreciated.

A blue ink signature and a circular official stamp of the Dean of the School of Human Resource Development. The stamp contains the text 'MOI UNIVERSITY' and 'DEAN'.

DR. RUTH J. LUREY
DEAN, SCHOOL OF HUMAN RESOURCE DEVELOPMENT

/mc

APPENDIX D: LETTER OF AUTHORIZATION BY COUNTY COMMISSIONERS OFFICE

REPUBLIC OF KENYA



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Cell phone: 0726 677 291/0787 942 979

E-mail Address: ugcountycommissioner@gmail.com

uasingishucountycommissioner@yahoo.com

When replying please quote:

COUNTY COMMISSIONER'S OFFICE

UASIN GISHU COUNTY

P O Box 30-30100

ELDORET

REF No: UG/ADM.15/10VOL.I/97

6th October, 2014 .

Deputy County Commissioner

ELDOR ET EAST SUB-COUNTY

RE: RESEARCH AUTHORIZATION – DAISY CHERUTO KOSGEI

The above named has been authorized to carry out research on Women participation in rural development projects in Moiben Sub-County, Uasin Gishu County.

Kindly accord her the necessary support.

A handwritten signature in blue ink, appearing to read 'F. L. Masinjila', written over a blue horizontal line.

F. L Masinjila

For: County Commissioner

UASIN GISHU

APPENDIX E: LETTER OF NACOSTI AUTHORITY FOR RESEARCH



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

NACOSTI/P/14/5240/2160

24th June, 2014

Daisy Cheruto Kosgei
Moi University
P.O.Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Women participation in Rural Development Projects, case study of Moiben Sub-County, Uasin Gishu County,*" I am pleased to inform you that you have been authorized to undertake research in **Uasin-Gishu County** for a period ending **22nd July, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Uasin-Gishu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Uasin-Gishu County.

APPENDIX G: PHOTOS OF RESPONDENTS IN ONE OF THE SESSIONS
INSTRUMENT: QUESTIONNAIRE



25/ 10/2014

PHOTOS DURING DATA COLLECTION

**APPENDIX H: MAP OF KENYA SHOWING THE LOCATION OF UASIN
GISHU COUNTY**

