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**AN EXPLORATORY STUDY OF THE EMPOWERMENT
OF KENYAN WOMEN AND FAMILY LIFE**

Evelyn Chemutai Tiren

Submitted in partial fulfillment of the requirements for the degree of Masters in Business
Administration at Strathmore University



**Strathmore Business School
Strathmore University
Nairobi, Kenya**

June, 2012

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DECLARATION

I declare that this work has not been previously submitted and approved for the award of a degree by this or any other University. To the best of my knowledge and belief, the thesis contains no material previously published or written by any other person except where due reference is made in the thesis itself.

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An exploratory study
of the empowerment
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DEDICATION

To my parents, Jane and Thomas Tiren who have greatly influenced my life and to the entire Tiren family for their encouragement and support.



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ABBREVIATIONS

CEDAW	-The Convention on the Elimination of All Forms of Discrimination against Women
DFID	- Department for International Development
GEM	- Gender Empowerment Measure
GDI	- Gender-related Development Index
GDP	- Gross Domestic Product
IDP	- Internally Displaced Person
IFC	- International Finance Corporation
MDG	-Millennium Development Goals
NGO	- Non-Governmental Organization
OECD	- Organization for Economic Co-operation and Development
UAE	- United Arab Emirates
UN	- United Nations
UNDP	- United Nations Development Programme



ABSTRACT

Since 1975, when the United Nations declared the Women's Decade, numerous women empowerment initiatives have been implemented in developing countries to enhance the status of women. This has resulted in the improved socio-economic status of women the world over. Many governments' experience has shown that integrating women in the development process greatly contributed towards the economic progress of nations. However, the advancement of women has been coupled with concurrent shifts in the role of women in families. Women have gradually abandoned their traditional nurturing, care-giving and home making roles thus negatively affecting family life.

This research dissertation focuses on understanding the evolution of women empowerment in Kenya, the driving factors of enlisting women's families in the empowerment process and the potential women's advancement programs have on the growth of Kenya's economy especially in relation to the country's development blueprint, Kenya Vision 2030. This research is qualitative in nature and the unit of analysis is a single case study. The single case was used as a research design and the organization chosen for this study was Kianda Foundation, a not for profit organization whose core business is to empower women.

The study revealed that there had been significant progress with regards to women empowerment in Kenya despite challenges such as traditional cultural constraints and discriminatory civil laws that were in place. Moreover, enlisting families in the empowerment process of women was depicted as a critical success factor for the success of women's advancement. The study also examined the implications of Kenya's Vision 2030 on women's empowerment and the effect of the latter on Kenya's economy. The implications and limitations of the study are also stated.

Besides drawing out the milestones of women empowerment in Kenya, this research calls for support from different development agencies to involve families in the empowerment process of women. It also argues for the development of a model that singles out best practices in the design and implementation of women empowerment programs in order to attain higher success rates.

Key Words: Kenya, Women's Empowerment, Kenya Vision 2030

CHAPTER ONE



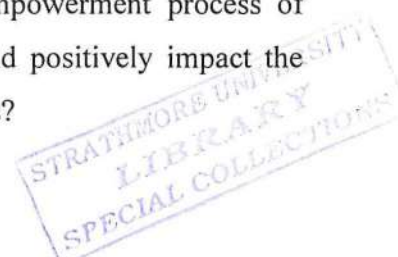
1.0 INTRODUCTION

In Kenya as in many third world countries, a number of programs have been initiated and implemented to empower women. This stemmed from the need to award women their dignity, which was not a privilege but a fundamental human right. Besides this, women provided an essential opportunity for economic and social development and progress. Their participation in any economic activity was of a complementary nature to their family incomes and their participation did not reduce their family duties. Women were pillars of the family which was deemed as the basic economic unit, hence their role in the economy. The nature of the woman was to distribute goods in a just manner according to specific needs of each member of the family.

Empowerment referred to the process by which people acquired power enabling them to efficiently use the resources at their disposal. Studies on the impact of empowerment on women have shown that it helped reduce poverty, promote gender equality and built their capacity to voice their concerns. This has had a positive effect on the economic and social development of communities. From an individual perspective, the empowerment program strategies have developed women's self-esteem and increased their household bargaining power.

Women empowerment programs called for support or solidarity from families and the community as a whole but evaluation reports depicted challenges as well as resistance in this regard. This could be attributed to the fact that the programs introduced new notions in many communities such as gender equality which was a new concept in many communities which have existed in patriarchal societies (based on a social system in which men were regarded as the authority within the family and society, and in which power and possessions were passed on from father to son). Other new concepts which have caused discord in the family and society as a whole included the ability to make childbearing decisions, use of contraception and access to abortion; shifts in marriage and kinship systems, where there were legal options such as

divorce. Hence an aspect of empowerment that was overlooked was its effect on the family, the nucleus of society. Reports and other literature on the empowerment process of women illustrated its importance, effectiveness, as well as recommendations for improvement, but some questions were left answered. For instance, most literature mentioned challenging power relations that arose, creating resistance from families and communities as a whole, but did not give proposals on how to mitigate this resistance. Thus a question that needed to be addressed was, what were the driving factors of enlisting the family in the empowerment process of women and what specific actions within the programs could positively impact the changing dynamics within households as well as communities?



1.1 Statement of the Problem

In Kenya women constituted 51.2% of the population as per the 2009 national census and they formed the backbone to rural development as they provided up to 80 % of the labour force. With regards to food production in the country, they contributed 70%. However, studies showed that they only accessed 10% of the resources and only owned about 1% of these resources (Nafukho and Wawire, 2009). In addition illiteracy rates among women were higher than that of the male counterparts. Many factors were attributed to the aforementioned including traditional cultural constraints.

Hence the Kenyan government just as many developing countries was making a conscious effort to improve the status of women through various empowerment initiatives. These were done in collaboration with non-governmental organizations with the aim of creating an awareness of women's potential in national development, enlightening women about obstacles they faced in realizing their potential; mobilizing women to take part in their own development, that of their families and the country at large.

However, there was a greater focus on economic empowerment, reduction of poverty, promotion of the sense of autonomy of women, improvement of health and legal

rights as well as elimination of illiteracy. Despite the economic and social benefits of the aforementioned initiatives in different parts of the country, there were a number of challenges chief amongst which was stability of the basic unit of the economy that is the family as illustrated in the aforementioned texts. This study investigated the critical success factors for enlisting the family in women empowerment programs in order to record higher success rates in terms of women's advancement.

Thus there was a need to re-examine the empowerment process of women in Kenya, looking into the progress made since independence as well as the obstacles faced. In addition, as the country embarked on its development blueprint, Vision 2030, it was essential to assess the measures that were put or need to be put in place to safeguard the woman's role in the family and society at large within the empowerment programs.

1.2 The Purpose of the Study

Empowerment of women has brought many positive aspects but on the other hand their role as pillars in the family, cementing the bonds with each family member starting with the spouse was not emphasized. According to the current understanding of empowerment of women, the more independent, in the sense of autonomy, that a woman has become in terms of her spouse and family, the greater the level of empowerment that has been achieved. However, the latter has led to breakdown of families which hampered economic and social development as human, moral and social capital is reduced and social costs increased. Based on data across countries and sciences, Aguirre (2004) suggested that the family was the point of reference when it came to sustainable development. Hence the family was a necessary good for economic development. The woman was key to maintaining a stable family.

1.3 Research Questions

Therefore, the aim of this study was to establish the key determinants for successful women empowerment programs that fostered family stability. The research was

qualitative and its unit of analysis was the single case study. The following research questions guided the study:

1. Where is the process of empowerment of women in Kenya today?
2. What are the driving factors of enlisting the family in the empowerment process of women?
3. What potential has Empowerment of Women to influence the Kenyan economy?

1.4 Research Objectives

The research questions led to the following research objectives:

1. To assess where the process of empowerment of women in Kenya is today.
2. To evaluate the driving factors of enlisting the family in the empowerment process of women.
3. To discover the potential of women empowerment programs and its influence on the Kenya economy.

1.5 Significance of the study

A wholesome women empowerment program had a positive effect on an individual, the family and the society in all dimensions from an economic, social and political point of view. Loveless and Holman (2007) indicated that a healthy society depended on critical mass of healthy families which required promotion and protection through the women.

This case study would contribute to the literature on women's empowerment by providing information that underscored the strategies for changing gender and family relations in highly patriarchal and traditional cultural settings. This information would be invaluable to donor agencies, non-governmental organizations, the government and other policy makers in their effort to empower women and the community as a whole in a bid to promote social, political and economic development of Kenya.

1.6 Structure of the Research Process

The research comprised of six Chapters, the first of which gave an overview of the area of interest of the problem to be investigated. Chapter 2 reviewed the relevant literature on empowerment of women; history of the women empowerment process in Kenya; the challenges faced when empowering women; the effect of women empowerment programs on family life and the future of women empowerment in Kenya in relation to its development blue print Vision 2030. Drawing on the literature reviewed, a conceptual framework of the study was deduced and the propositions of the research were also outlined in this Chapter.

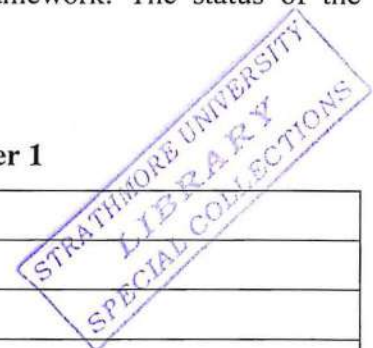
Chapter 3 discussed the research design and methodology applied, outlining the strategies employed in collecting data as well as the justification of the defined selections. Chapter 4 presented the study findings in which six sub projects of Kianda Foundation were discussed responding to the research questions raised in Chapter 1. Chapter 5 concluded the research and presented the study's implications and recommendations.

1.7 Conclusion

As earlier mentioned the study would focus on the key determinants for successful women empowerment programs that foster family stability. The next Chapter presented the literature review and the conceptual framework. The status of the research was illustrated in Table 1.1

Table 1.1: Structure of Chapter 1

Chapter 1	Introduction
1.1	Statement of the Problem
1.2	The Purpose of the Study
1.3	Research Questions
1.4	Research Objectives
1.5	Significance of the study
1.6	Structure of the Research Process



1.7	Conclusion
Chapter 2	Literature Review and Conceptual Framework
Chapter 3	Research Design and Methodology
Chapter 4	Testing the Propositions
Chapter 5	Findings, Conclusions, Implications, Limitations and Recommendations

CHAPTER 2

2. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction

This Chapter reviewed the literature on empowerment of women and its impact on economic development. There was a wealth of literature on women empowerment programs underscoring their objectives which mainly centered on improved standards of living. However, few literatures focused explicitly on empowerment of women and family life. Instead, and as would be seen in this review, most literature focused on defining women empowerment programs, their effect in relation to poverty eradication and the obstacles faced before, during and after the empowerment process. The literature review also dealt with the empowerment of women in Kenya giving its historical background as well as its relation with the government's development blueprint that is Vision 2030.

2.2 Empowerment of Women

One of the most frequently cited terms in development interventions was "empowerment of women" (Siwal, 2009). According to Nafukho and Wawire (2009), the concept has been given much importance the world over because females constituted 52% of the world's population. They added that women formed 33% of the labour force yet they performed 67% of all hours worked. Drawing on Maguire (1984) ,World Bank (1980), they further asserted that empowerment of women continued to be of great concern in the world because, women formed over 60% of the illiterates, received only 10% of the world's income and owned less than 1% percent of the world's real property. Additionally most poor people in the world were women (United Nations, 1997).

Gender equality and women's empowerment have been deemed by UNDP as a human right and a pathway to achieving the Millennium Development Goals as well as sustainable development (UNDP, 2012).

2.2.1 Definition of Women's Empowerment

Strandberg (2001) remarked that there was no consensus on the definition of empowerment despite the fact that the term has been in use since the 1960s. In her view the different definitions ranged between defining it as a largely individual process of taking control of and responsibility for one's life and situation, and defining it as a political process of granting human rights and social justice to disadvantaged groups of people. She further posited that without a universal definition, Non-Governmental Organizations (NGOs) and other development agencies were free to attribute the concept with a meaning that was useful for their work. Strandberg settled on defining empowerment as all those processes where women to control and ownership of their lives.

Lal (2006), described empowerment of women as the process of uplifting the economic, political and social status of women and in particular those who were underprivileged due to traditional constraints. Additionally she asserted that the process involved fashioning a society wherein women could breathe without the fear of oppression, exploitation, trepidation, discrimination and the general feeling of persecution which went along with being a woman in a traditionally male dominated structure.

According to Siwal (2009) different people gave different meanings to the term empowerment. However she asserted that there were four aspects generally accepted in the literature on women's empowerment. Firstly, in order to be empowered the premise to begin with was that one was disempowered i.e. disadvantaged by the way power relations presently shape their choices, opportunities and well-being. In many instances the women were termed as disempowered relative to men. Secondly, empowerment could not be bestowed by a third party. Development agencies simply created favourable conditions for empowerment but they could not make it happen. Thirdly, empowerment usually connoted a sense of people making decisions on matters which were important in their lives and being able to carry them out. Siwal further added that there was some evidence that while women's own struggles for

empowerment tended to be collective efforts, empowerment orientated development interventions often focused more on the level of the individual. Finally, she concluded that empowerment was an ongoing process.

From the United Nation's perspective women's empowerment consisted of five components, that is women's sense of self-worth; their right to have and to determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally (United Nations, 2011).

2.2.1.1 Key Indicators of Women Empowerment

Several indicators have been formulated to measure the women's empowerment by the United Nations Development Program agencies and they have been adapted to specific regions, countries and local situations where possible. According to an OECD (n.d.) report, there were a number of useful international indices used to measure gender inequality and empowerment. The report listed the Millennium Development Goals as one of the indicators and in relation to women the third goal was of essence that is to promote gender equality and empowerment. Other indices included the Gender- related Development Index (GDI) and Gender Empowerment Measure (GEM).

Drawing on Klasen (2006), the OECD report indicated that the GDI measured gender inequalities in relation to income, education, and life expectancy whereas the GEM measured relative female representation in economic and political power. Composite indices had also been developed to complement the GDI and GEM for instance the Social Watch Gender Equity Index (GEI) which had three dimensions. These dimensions included education which was measured by the male and female enrolment rates in primary, secondary and tertiary institutions as well as the literacy gap between males and females. The second dimension was participation in the economy which was measured by the percentage of women in relation to men in paid jobs excluding agriculture and the income ratio between men and women. The last

dimension was empowerment which was measured by the percentage of women in professional jobs, decision- making positions and in parliament (OECD, n.d.)

2.2.2 Empowerment of Women in the Kenyan context

Women constituted 50% of Kenya's population; however most of them were poor and illiterate. This could partly be attributed to the fact that many were still tied by traditions and customs that are presently deemed as harmful (Kariuki, 2010).

In order to understand the participation of women in the Kenyan Society, Kariuki examined the historical background of Kenya and the role of women. She classified the empowerment process of women in three eras that is Pre-Colonial Kenya, Colonial Kenya and Post-Colonial Kenya.

2.2.2.1 Pre-Colonial Kenya

Before Kenya's colonization by the British in 1890, most communities were headed by Chiefs but the governing aspect was left to the council of elders who were all elderly men. Girls were brought up to be homemakers and cultivators, hence the woman's role was to look after the home, bring up the children, tend to their husbands and sow as well as harvest crops. In some communities some women got economically empowered as they sold their farm produce in the markets where mainly barter trade took place. However, when it came to the decision making process, this was entirely left to the council of elders and men in the community (Kariuki, 2010).

In line, with the aforementioned, Afisi (2010) argued that woman's contributions in the pre-colonial era towards the social, political, economic and educational developments of African societies were highly appreciated. He mentioned that Traditional African society recognized the fact that each individual had a role to play in the family and in the community as a whole. Additionally, his study posited that the position of women was complimentary to that of men. Each person's role in the

community was deemed important as it contributed to the wellbeing and survival of a community. In Afisi's view, gender inequality was inexistent. He further added that the patriarchal system was predominant where men were seen as the head of the family and leader of the society. However, he argued that women complemented gender and they possessed the power to organize the family and the society at large.

Drawing on St. Clair (1994), Afisi asserted that the indigenous African population worked together in their different roles to ensure smooth running of their families and communities. In his view, gender inequality came with the advent of colonialism.

2.2.2.2 Colonial Kenya

Kenya was colonized by the British from 1890 to 1963. Women were affected by the land redistribution that took place during the colonial era. Communities were displaced from their land by Colonialists and resettled in unproductive reserves. Because of this land alienation, women lost access to and control over land which they previously farmed hence they became more economically dependent on men. This compromised women's economic productivity as their agricultural contributions to the household were deemed unimportant and their vital role in food production was overshadowed by the more lucrative male-controlled cash crop cultivation. At this time, a few men got access to education provided by the missionaries who arrived during this period. This was a privilege only enjoyed by men since domestic patriarchy by this time had been intensified and reinforced by colonial institutions (Kariuki, 2010).

Pala (1976) studied the impact of colonial economy on women in Kenya and he noted that the introduction of cash crop farming by the imperialists brought about division of labour between men and women. Additionally, their economic complementariness that existed in the pre-colonial era was eroded. In some communities for instance the Agikuyu, women ended up doing what was traditionally men's work. Commenting on Fischer's work on Kikuyu domesticity, Pala explained that in the Kikuyu community as well as other Kenyan communities, there was a change in gender roles because of

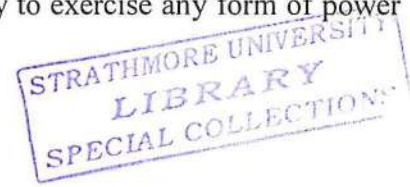
two main factors, that is wage employment in the cash crop farms drew men away from their households farms and the introduction of European education changed men's attitudes towards agriculture in the home. The latter aspect made men consider household farming purely a woman's responsibility. Pala's study also revealed that revolts in Kenya against the colonialists led to arrests of many African men removing them from their homes; hence women were left to fend for themselves.

On examining Hunter's (1973) work on Pondo women, Pala noted that colonialism brought about disparities between men and women. The study described how men moved to labour centres to earn an income and consequently assumed control of money expenditures. Conversely, Pala pointed out that women became dependent on men as their complementary role with regards to economic activities was progressively eroded confining them to dependent domestic and child rearing roles. The study further revealed that land tenure systems were changed during the colonial era and land was registered under men's names hence this aspect made women insecure especially those separated or divorced from their husbands.

In a similar vein, drawing on St. Clair (1994), Afisi explained that gender roles in the African setting changed when the indigenous people of the continent came into contact with Europeans at the advent of Imperialism. This was due to the fact that the Africans were confronted by different standard of morals and value system as a result of this interaction. For instance, he mentioned that the European culture deemed women as subordinate to men because they were confined within the family unit. Additionally, only men had the decision making power as well as the wisdom and knowledge to build their communities.

Afisi also asserted that one of the consequences of colonialism was the erosion of gender equality which existed in the traditional African society. Women's influence in social, economic and political issues was restricted and they began to be oppressed by men. He added that women were relegated to the lowest levels of social and

political matters as they no longer had the opportunity to exercise any form of power except those supervised by men.



2.2.2.3 Post-colonial Kenya

Kariuki (2010) asserted that colonialism brought in a feeling of superiority over women in Kenyan men. She further stated that a patriarchal order emerged and thus women became suppressed. However, her study depicted that after independence, Christian influence through missionaries in many communities resulted in a few girls getting access to formal education in mission schools. In her view, education gradually enabled women to speak up and fight for their rights leading up to gender equality. Despite the aforementioned, Kariuki indicated that some communities to date did not send the girl child to school and instead had them married off in their teen age.

According to a World Bank study (1989), far fewer women than men had any education at Kenya's independence. Nonetheless, the study indicated that the Kenya government made tremendous effort from the time of independence to educate girls by increasing its budgetary allocation towards education, encouraging parents to send their daughters to school as well as their sons and by increasing or expanding schools. Additionally, the report revealed that the government introduced family education programs at primary and secondary school level with aim of encouraging parents to retain their girls in school and value their education. As indicated in the report, the aforementioned measure was put in place because girls tended to drop out of school due to adolescent pregnancy or early marriages and parental favoritism towards boys' education.

The World Bank (1989) report indicated that female education after Kenya's independence impacted on child and maternal healthcare and this was mediated by women's ability to acquire and use information. The report further revealed that women's education coupled with the Kenya government's effort to improve basic healthcare for women gradually led to reduced infant mortality and morbidity hence

life expectancy generally increased. Legovini (2002) noted that between 1960 and 1986, the life expectancy at birth rose from 45 to 58 years. She added that, adult mortality fell by 24% for males and 9% for females whereas infant and child mortality declined by 48% and 56% respectively from 1960 to 1980.

Legovini's (2002) study revealed that fertility changes were experienced in Kenya after independence especially between 1982 and 1992 where fertility rates dropped from 8 to 5 births per woman. The World Bank (1989) attributed the decline of fertility rates in Kenya to increased female education and provision of more reproductive health services by the government. In the report the strong association of female education and decline in fertility was explained by delayed marriages and increased knowledge as well as use of contraceptives.

In terms of development programs and policies, Nzomo (1989) argued that throughout the 1960s and early 1970s, the postcolonial Kenya government was gender blind. Consequently she added that the national development plans were outlined without considering the critical role women played in the national economy. According to Nzomo, before 1975, the Kenyan government designed development programs assuming that gender distinction was unnecessary hence it was believed that development projects would equally benefit both men and women. As a result no women focused programs were set up prior to 1975. Her study revealed that only after the United Nations declared the Women's Decade in 1975, did the Kenyan government express interest in existing women's organizations and set up Women's bureau. The latter was charged with coordinating all women programs in the country. She added that the Declaration of the United Nations Women's Decade urged all the United Nations members to implement policies and programs that would speed up women's advancement.

Through the Women's Bureau, Nzomo (1989) explained that many women were mobilized to form women's groups and these served as an avenue for integrating women in development. Consequently, the Kenya government, Non-Governmental

Organizations and International donors saw the women's groups as the most viable organizational base to set up women's projects of all types. Nzomo's study revealed that the women groups' movement and programs enabled women to broaden their knowledge beyond their domestic environment. Additionally, she pointed out that group participation boosted the women's self-confidence and it enabled them to develop their leadership abilities.

The World Bank (1989) indicated that the Women's Bureau had over 4300 women's groups registered by 1976 and by 1989 the number had risen to 16,200. The report reiterated that through the groups, women with different incomes, education and backgrounds got involved in undertakings to improve their incomes, education, family health, welfare and promote saving.

2.2.2.4 Current Status of Women Empowerment in Kenya

According to a World Bank study (1989), the Kenyan government made a conscious effort to make women active partners in the development of its economy since independence. This was done by integrating women in the development process by designing mainstream programs as opposed to separate programs for women.

The study further depicted the effort the government of Kenya made in order to portray women's key role in development: (1) it established economic policies, development programs, and a legal framework to strengthen incentives and productive capacity for women; (2) it hosted the 1985 United Nations Conference which closed the U.N. Decade for Women, and the 1987 International Safe Motherhood Conference, which launched an initiative to improve maternal health; and (3) it emphasized on investments in human capital and provision of information and resources that equip women as well as men to improve productivity.

Wawire & Nafukho (2009), asserted that the government of Kenya went an extra mile to set up the Women's Bureau in the Ministry of Gender and Sports in order to facilitate empowerment of women. Their study indicated that the specific objectives

of the bureau included creating an awareness of women potential in national development and enlightening women about obstacles they would face in realizing their potential; mobilizing women to take part in their own development, that of their families and the country at large; orienting and training voluntary leaders and government extension personnel to better assist women in national development; facilitating coordination between Women's Groups, Government and Non-Governmental Organizations (NGOs); and carrying out research on the problems related to women's programs and evaluate activities undertaken, with the aim of improving the programmes to benefit women.

According to the Institute of Economic Affairs-Kenya (2008) report, the Kenya government implemented various policies and interventions including legislation, female specific policies, plans and programmes aimed at addressing specific gender gaps or forms of discrimination. The report indicated that the interventions included affirmative action, promotion of girl child education and economic empowerment through introduction of the Women Development Fund. The aforementioned, as depicted in the report was rooted in the country's endorsement of the United Nation's Millennium Development Goals (MDGs) with a focus on the third and fifth MDGs which underscored the need for gender parity especially in education and access to social, economic and political opportunities, by 2015.

The Institute of Economic Affairs' (2008) report having based its findings on the Ministry of Education (2006) statistics depicted an increase in the enrolment of women in primary, secondary and tertiary education institutions since independence thus diminishing the gender disparities that previously existed. The report showed that in 2006, women constituted 49% and 39% of enrolment in technical institutions and universities respectively; 30% of secondary school enrolment and 48% of primary school enrolment. In terms of the labour force, women constituted 52% of the working population and 30% of the overall wage employment as per a 2007 economic survey. Additionally, the report indicated that women operated 54% of the total enterprises in the country; more women were accessing financial services

especially from the microfinance sector and more females (51.1%) tended to save compared to male counterparts (48.9%).

With regards to the representation of women in the decision making process within government organs, there was an improvement since independence. The current Kenyan parliament had the highest number of female legislators that is 16 elected and seven nominated female members of parliament, out of 222 members in total (Kariuki, 2010).

2.2.3 Challenges of Women Empowerment programs in Kenya

As per the Kenya Census (2009) women constituted 50% of the population in Kenya, but gender disparities were still persistent in most sectors. For instance, women in Kenya accessed about 10% of the credit available yet they owned 50% of the micro-, small and medium enterprises (DFID Factsheet 2008). The World Bank (2007) posited that women in Kenya were poorer than men. The study indicated that 54% of rural and 63% of urban women and girls lived below the poverty line.

Women were still left behind with regards to development issues and this was attributed to limited access and control over productive resources, access to financial services, insufficient access to education, lack of skill, limited access to technology, cultural impediments and other constraints limiting employment options and participation in decision making. All these served to seriously constrain women's ability to effectively participate in and benefit from economic development (Institute of Economic Affairs-Kenya, 2008).

Women suffered the usual problems of poverty, but they were often specially disadvantaged by tradition, sometimes codified into law or policy. Traditional constraints tended primarily to limit the supply of information and resources as well as opportunities for women (World Bank 1989). From a traditional perspective, the son was always given preference with regards to education, women were subjected to

early marriages and all the household responsibilities were pegged on the girl child (Republic of Kenya, 2006).

According to Ogula (2000), in many Kenyan communities, traditional perceptions of women being inferior to men prevailed as many people invoked the preservation of African culture to justify the subordination of women. Consequently, he posited that men usually dominated women in the political, religious, economic and domestic spheres. Furthermore, women's academic achievements and roles in society were barely acknowledged or recognized. Ogula noted that despite modernization, available data showed that traditional gender relations of dominance and subordination were still promoted, thus the female was the disadvantaged and less valued than boys in most African societies. In his analysis, this resulted in discrimination against girls and women and assignment of low status to them which led to substantial inequalities between the sexes in modern Kenyan society.

Other barriers included women's limited land ownership which restricted their access to formal financing mechanisms due to lack of collateral hence decreasing their chances of contributing towards Kenya's economic growth (World Bank, 2006).

2.2.4 Women Empowerment and the Family

Loveless and Holman, (2007) remarked that a healthy society depended on critical mass of healthy families which required promotion and protection through the women. They made the statement: - "It is within the family where human, moral and social capital, all *sine qua non* conditions for an economy to develop are either encouraged, nurtured or hampered". Women played a major role in the family unit as they contributed towards family creation, economic support, child bearing and family care giving. They were deemed as the backbone of socio-economic activities (Mutangadura, 2008).

Afisi (2010), examined power and womanhood in Africa and his study depicted that in the traditional African setting, women were treated with unparalleled respect

because they had the key role of educating and teaching children social, ethical and moral values which were part of the cultural standards for judging proper societal behavior. They were charged with the responsibility of caring for the needs of the next generation and because of this, women were regarded as the originators of the concept of sustainable development. Hence Afisi concluded that societal sustainable development depended essentially on a solid family structure. He added that women were the backbone of the traditional African family. The study also indicated that the man was always the head of the family and women played supporting roles to the men.

However, it appeared that empowerment of women has had negative effects on the family as the traditional care-giving, home-making and nurturing roles of women in the African family which were characteristic of wives and mothers were gradually being abandoned. Women were increasingly involved in other roles outside their homes (Afisi, 2010). In his view, this resulted in moral decadence in the African society leading to social ills such as corruption in all facets of our lives, fraud and even cultism.

In the Kenyan context, the family structure has shifted considerably in the last several decades. This was attributed to empowerment of men who tended to be more educated than women. Men traditionally headed Kenyan families and when they died their widows were married by their next of kin to ensure that they were well looked after. Presently, especially in the rural areas, families were increasingly likely to be headed by women as men worked away from home. Over the years, as pressure on land increased, urban job opportunities expanded and men went out to different towns away from home to look for jobs. Some would go back home periodically but others drifted away completely leading to an increased number of female headed households which were typically poorer (World Bank, 1989).

In the business scene, Kenyan women found it difficult to balance their work, family and household duties. Statistics showed that on average, Kenyan women worked 12.9

hours per day which was 4.7 hours more than men work. Women constituted 60.8% of unpaid family workers and women entrepreneurs were both mothers as well as business women. While some women lost out on their personal lives as they run businesses, some saw this as a good thing as they had flexi time to look after their homes and families (IFC & World Bank, 2006).

Kenyan women tended to perceive their businesses as a family affair. In many instances their husbands were co-owners of their businesses; they gave advice with regards to management and often provided the needed collateral for financing a start-up business (IFC & World Bank, 2006).

On demographics, Bradley (1995) asserted that empowerment of women was linked to a decline in fertility. In his view increase of educational and economic opportunities for women facilitated the use of contraceptives. Thus the sizes of families generally decreased due to the decline in fertility. Kenya's fertility rate fell from 8.1 at independence time (1963) to 4.19 in 2011 (World Bank, 2011). From another perspective, education has resulted in more women getting married at a later age hence they tended to have fewer children (DFID Factsheet, 2008).

On the home front, Paterson (2005), asserted that women empowerment programs promised to develop women's self-esteem and enhance their bargaining power in their households. However, she stated that this was done without looking inside the home to see how the household dynamics function and how they would change. Drawing on Batliwala (1994), Paterson remarked that one of the goals of women empowerment programs was to challenge the patriarchal ideology. She stressed the fact that this resulted in resistance in families because women were inclined to compete with men for power and question the power, rights and privileges within the family.

From the microfinance sector, a financial model that was used to empower women, Armendáriz & Roome (2008), posited that there was bias towards lending loans to

women and this was accompanied by an increasing trend to exclude men from microfinance services. They found that this created friction in households as men felt threatened in the role as breadwinners of the home. This led to negative effects on the family members' health and education as women's supportive roles to men diminished in such situations. Their study depicted that when women got microfinance loans, they got busier, and hence the services which they traditionally provided in homes such as household chores, provision of meals decreased in quantity and quality. This fact aggravated men and led to friction in homes. Additionally it was observed that women who found themselves in these situations tended to default on loans. In some instances men overestimated the amount of money women handled hence they ended up contributing less to the household expenses. The study revealed that the impact of this was frictions in the home and women would consequently use part of their microfinance loans to cater for household expenses.

However, Armendáriz & Roome (2008) found that when men were included to join microfinance groups, they helped their spouses more in their businesses and household chores. They added that this reduced tension in homes and women easily repaid their microfinance loans because men became de-facto business partners of women.

In her study on women's empowerment in challenging environments, Paterson (2005), observed that engaging women's families was critical to the empowerment programs' success. This factor was essential in enabling women promote social change. Additionally, she found that women who experienced family support easily survived criticisms from the community. Besides this, she reiterated that engaging families enabled family members to support the women's activities and fostered unusually personal discussions in homes that served as learning platforms for the family members.

2.2.5 Vision 2030 and Women Empowerment

Vision 2030, Kenya's development blueprint was designed to drive Kenya towards an industrialized middle-income nation by 2030. The document aligned its objectives with those of the United Nation's Millennium Development Goals which were internationally accepted standards for measuring progress towards poverty alleviation. The Vision comprised of three key pillars: Economic; Social; and Political. The Economic Pillar aimed at achieving an average economic growth rate of 10 per cent per annum and sustaining the same until 2030. The Social Pillar sought to engender just, cohesive and equitable social development in a clean and secure environment, while the Political Pillar aimed at realizing an issue-based, people-centred, result-oriented and accountable democratic system. (Kenya Vision – 2030, 2007).

The Government of Kenya recognized that women were a pillar in the development of the country hence the importance of investing in them (Republic of Kenya, 2011). Vision 2030 laid down strategies to improve the status of women and reduce gender disparities. These included provision of financial support to women in order to raise their incomes and reduce the gap in earned incomes between men and women; increasing the number of female members of parliament; attaining 30% female representation in recruitment by giving priority to women in public sector as well as promoting and appointing women to all decision making levels; doubling the number of births attended by skilled health personnel from 42 per cent to 84 per cent; increasing adult literacy rates of men and women from 64 per cent and 59 per cent respectively to 70 per cent; reducing gender-based violence and reducing the male and female population below the poverty line from 48% and 50% respectively in rural areas and from 30% and 46% respectively in urban areas to 25% for all (Kenya Vision-2030, 2007).

In 2007, the Government of Kenya launched the Women Enterprise Fund (WEF) under the Ministry of Gender Children and Social Development, a flagship project of Vision 2030 under the Social pillar. Its aim was to empower women through

provision of affordable and accessible credit for enterprise development, capacity building of women entrepreneurs and their institutions, support and facilitate domestic and international market of products produced by women, facilitate and support of linkages between women owned micro, small and medium enterprises with larger companies and facilitate and investment in infrastructure that support women enterprises such as markets and business incubators (Republic of Kenya, 2011).

Implementation of the Kenya's new Constitution was another of the flagship projects under the political pillar of the Vision 2030, which envisioned a sound and transparent governance system. The new constitution promulgated in 2010, laid a foundation for Kenya to drive Vision 2030 agenda forward.

According to an audit report unveiled by the African Woman and Child Feature Service (2010), the current constitution was a better document in terms of women's rights in comparison to the previous constitution. The report indicated that there were several key gains for women which included explicit prohibition of all forms of discrimination including violence against women and any customary law that perpetuated such acts while guaranteeing women representation. The current constitution advocated for recognition of women as citizens hence they will be able to bestow citizenship to their foreign spouses or children born outside the country. Furthermore, the constitution called for equality in parental responsibility and in marriage. With regards to the latter, the report stipulated that matrimonial property was protected during and after termination of marriage. In reference to land the audit report indicated that women can own and inherit land. Finally, the report highlighted on the constitution's provision for increased numbers of women in all decision making organs at policy and judicial level hence this factor would ensure women's gains would be followed through and implemented.

Additionally, the concept of affirmative action in the current constitution guaranteed increased women's participation in the Kenyan society (Kariuki, 2010). Affirmative

action seeks to improve representation of marginalized groups including women and people with disabilities (Institute of Economic Affairs-Kenya, 2008).

2.2.6 Women Empowerment and its potential to influence on the Kenyan Economy

Kenya's women were the foundation to its future (United Nations, 2006). Since independence the government of Kenya has made an effort to make women active partners in development. This was achieved by integrating women in the development process through various mainstream empowerment programs as opposed to designing separate programs for women. The government's experience showed that empowering women and integrating them into the development process was a cost-effective way of pursuing economic progress for the entire nation. Additionally, empowered women were able to increase agricultural output, improve family health and education as well as effectively utilize natural resources land, forest and water (World Bank, 1989).

With regards to food security, women were the primary providers of Kenya's food and manage most of the cash crops. Women formed 70% of the labour force in the agricultural sector in Kenya. This was due to the fact many men from rural areas migrated over the years to the urban areas hence agriculture was left in the hands of women. Agriculture contributed to a third of Kenya's GDP and it was the country's leading export earner. The government's efforts to invest in women groups working in the agricultural sector was seen as a measure that would enable women farmers to effectively respond to the incentives of the market and the needs of the family. This in turn would improve the quality and quantity of agricultural outputs, hence greater economic efficiency and food security in Kenya (World Bank, 1989).

Kariuki (2010) remarked that when a woman was empowered, a nation was empowered. In her study on women participation in the Kenyan society, she argued that a country's competitiveness was determined by its human talent, skills, education and productivity. In a similar vein, Pellegrino et al (2011) examined the gender

dividend with regards to investing in women and they asserted that in the past, nations relied on natural resources for economic growth, but in the 21st century there was a paradigm shift where the source of competitiveness laid in the human talent pool within a county's borders. They added that for nations to thrive, governments had to ensure that women were part of the talent pipeline.

Kariuki (2010) asserted that women accounted for more than 50% of the world's talent pool. She noted that a nation's competitiveness depended on how much it invested in women's education, harnessing and utilizing female talent. Going by the old adage "two heads are better than one", Pellegrino et al (2011) revealed that when men and women worked together using their talents, there was synergy and higher performance when it came to solving complex problems or innovation in comparison to a homogenous group at work places.

According to Kabeer (2005), women's access to education has had positive effects. She posited that education increased the likelihood that women would look after their well-being and that of their families. In the Kenyan scenario she asserted that, women with at least four years of schooling were able to correctly understand instructions and administer oral rehydration salts to their children. Additionally, those who had finished secondary education could give the environmental causes of diarrhoea.

From the point of view of wage earning, women's work made everyone more productive as more of their income went towards food, medicine, education and other family needs (Kenyan Woman, 2010). Going by Kabeer's assertions, there was a rise in the number of wage earning women especially in the agricultural sector. The income they earned as revealed by her study, brought major improvements to the women and their families because they had a considerable say in how the money was spent. She added that in Kenya, single women in the vegetable industry managed and controlled their salaries while their married counterparts did the same jointly with their spouses. Besides, she noted that women in the aforementioned sector reported

greater economic independence and ability to create new opportunities of meeting other women in the country.

Women's access to paid work increased their purchasing power (Kabeer, 2005). Their earning power was increasing especially in developing countries. Studies suggested that women constituted the largest emerging market and they spent differently from men. Most of women's money went to food, education and saving products. For instance, statistics from the United States revealed that women whether they worked at home or outside influenced up to 80% of buying decisions of everything (Pellegrino et al, 2011).

According to the World Bank (2007), Kenya's economic growth potential could be boosted by enabling women to contribute more fully and effectively to the country's Economic Recovery Strategy for Wealth and Employment creation. The study suggested that the aforementioned could be made possible by ensuring the government tackled the gender based obstacles to women empowerment. The report found that eliminating obstacles to women's access to education and agricultural inputs could result in a one-off increase in as much as 4.3 percentage points of GDP growth, followed by a sustained year-on-year increase of 2.0 to 3.5 percentage points in GDP growth. The study also depicted women owned 48% of the micro, small, and medium enterprises (MSMEs) in Kenya which contributed to 20% towards the GDP. Additionally, of the 462,000 jobs created annually since the year 2000, 445,000 were from the informal sector businesses of which 85% were female-owned. In conclusion the World Bank report indicated that addressing barriers against women would increase employment in the formal and informal sector.

In line with this, Pellegrino et al (2011) asserted that the more women in the workforce the more the per capita income would rise. In their study they found that including more women in the work force reduced poverty levels in many countries especially the developing nations and in some countries like Japan it helped mitigate economic stagnation thus keeping the economy from a deeper recession.

Another hindrance to women's empowerment in Kenya was their limited ability to own land and property. This had negatively affected their ability to participate in producer groups and benefit from agricultural extension services. Besides, this they were unable to access formal financing to grow their businesses due to a lack of collateral (World Bank, 2007). The current constitution gave a partial solution to the aforementioned issue. It gave women the rights to acquire and own property. This was stated in Article 40 of the constitution as follows: "Subject to Article 65, every person has the right, either individually or in association with others, to acquire and own property— (a) of any description; and (b) in any part of Kenya" (African Woman and Child Feature Service, 2010).

2.3 Conceptual framework and propositions

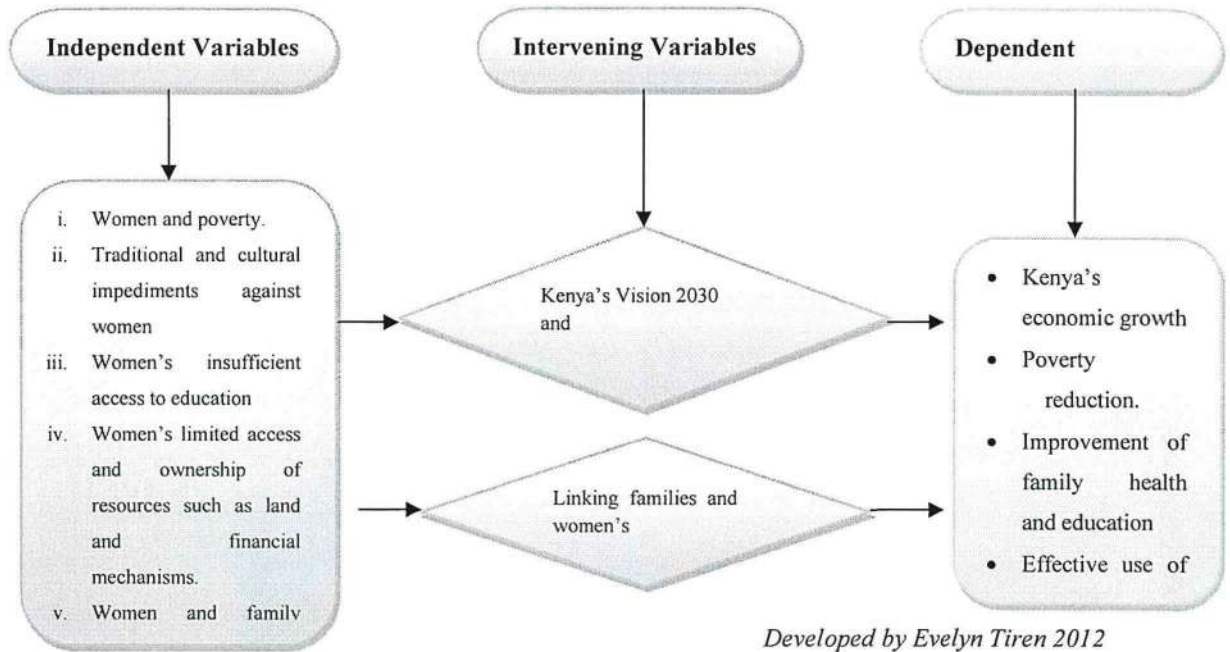
The literature reviewed depicted a relationship between the empowerment of women and the economic growth of a nation. In addition, it indicated enlisting the family in the empowerment process of women as an effective mechanism of improving the status of women in Kenya. However, the review also revealed that women in Kenya were still left behind in development issues due to various challenges that brought about gender disparities hence hampering women's advancement.

A conceptual model was deduced from the material reviewed in the previous Chapter. This model illustrated the functional relationships between concepts and variables reviewed in the literature review. The model demonstrated the relationships between empowerment of women in Kenya, challenges experienced, family life, the government's intervention through Vision 2030 and the economic development of Kenya. The model also portrayed the relationship of the aforementioned in terms of independent, intervening and dependent variables. Hence a series of propositions were formulated from the model in order to facilitate a clear understanding of the study.

2.4 Conceptual Framework

Figure 2.1: depicts the conceptual framework deduced from the literature review.

Figure 3.1: Conceptual model depicting the relationship between empowerment of women in Kenya, challenges experienced, family life, the government's intervention through Vision 2030 and the effect on Kenya's economy.



2.4.1 Independent variables

This segment of the conceptual framework showed factors that have contributed to gender disparities in Kenya hence leading to the slow progress in women's advancement in development issues. As shown in section 2.2 and 2.2.3 women were still poorer than men in Kenya and in the world despite efforts to empower them. In section 2.2.3 it was pointed out that women were behind in matters of development due to their limited access and control over productive resources, access to financial services, insufficient access to education, lack of skill, limited access to technology, cultural impediments and other constraints limiting employment options and participation in decision making.

Another element that was cited in section 2.2.4 as an influencing factor on women's empowerment was family responsibilities. It was noted that as women got empowered, they spent less time on their traditional duties and responsibilities in the home. As

stipulated in the literature review, the aforesaid factor and exclusion of spouses in the empowerment process of women led to friction in households and this resulted in negative impacts on women's advancement projects.

2.4.2 Intervening variables

Kenya's Vision 2030 and the country's new constitution were key instruments for overcoming the barriers that hinder women from fully and effectively contributing towards the country's economic growth.

As depicted in section 2.2.5 women were recognized as a pillar in the development of the country hence the importance in investing in them. Implementation of the new constitution and the strategies of Vision 2030 would advance the empowerment process of women. These two documents have laid down strategies and laws that will improve the status of women in the country and reduce gender disparities.

On the home front, section 2.2.4 of the literature review illustrated the importance of engaging women's families as a critical factor to women empowerment programs' success. Additionally the section showed that when men were included in women's empowerment projects they helped their wives more in their businesses and household chores. Consequently, tension in homes reduced as men effectively became business partners of women.

2.4.3 Dependent variables

These included outcomes of implementation of Kenya's Vision 2030, the new constitution and engaging families with reference to women's empowerment.

Section 2.2.5 of the literature review, outlined Kenya's Vision 2030 and the New Constitution as key factors for the promotion of women empowerment. The gains for women as indicated in the two documents would help overcome barriers cited in section 2.2.3 that have been hindering women from advancing in terms of development. Consequently, as depicted in section 2.2.6, empowered women had the potential to fully

and effectively contribute towards the economic progress of the nation. Literature in this section showed that these women would be able to improve food security, family health as well as education. Additionally empowered women would utilize resources effectively and increase per capita income thus reducing poverty.

Enlisting of families in the process of empowering as shown in section 2.2.4 enabled family members to support women's activities hence contributing to their success.

2.5 Research propositions

Propositions were formulated based on the conceptual framework illustrated above.

In section 2.2.3 of the literature review, it was pointed out that despite the Kenya government's efforts to empower women from the time of independence gender disparities in various sectors of development still existed. Hence

Proposition 1 (P1):-*Advances in the empowerment of women in Kenya lagged the advances in Kenyan economic development*

Studies as depicted in section 2.2.4 of the literature review have shown that engaging families in women's empowerment programs was key to their success. Thus

Proposition 2 (P2):-*Enlisting families in the empowerment process of women is vital for the success of women's advancement programs.*

Another aspect depicted in the literature reviewed was the potential of women's empowerment towards the economic progress of Kenya. In section 2.2.6, it was pointed out that when a woman was empowered, the whole nation benefitted. Additionally, literature in the aforementioned section indicated that addressing gender-related constraints through women empowerment programs set up by the government and private actors was the key driver for poverty reduction and economic growth in Kenya. Thus

Proposition 3 (3):-*The empowerment of women can boost Kenya's economic growth potential.*

Hence, this research study aims at testing the following propositions in order to gain an understanding of empowerment of women in Kenya, its future as well as its relation to family life:

- P1** Advances in the empowerment of women in Kenya lagged the advances in Kenyan economic development
- P2** Enlisting families in the empowerment process of women is vital for the success of women’s advancement programs.
- P3** The empowerment of women can boost Kenya’s economic growth potential.

2.6 Conclusion

The literature review presented an overview of women empowerment in relation to the research questions and objectives outlined in Chapter 1. It dealt with the objectives, effects and challenges of women empowerment programs with a focus on Kenya. Additionally the historical background of women empowerment in Kenya was outlined as well as the potential it has in relation to the country’s economy. From the literature review, a conceptual framework was deduced which summarized the relationships between the empowerment of women in Kenya, family life, Vision 2030 and its potential impact on Kenya’s economy. A conceptual framework was deduced from the material reviewed in the literature review. Three propositions were stated from a review of the Conceptual Framework. Table 2.1 depicts the structure of the research process and Table 2.2 summarizes authors whose literature was reviewed in this Chapter

Table 2.1: Structure of Chapter 2

Chapter 1	Introduction
Chapter 2	Literature Review
2.1	Introduction
2.2	Empowerment of Women
2.2.1	Definition of Women's Empowerment
2.2.1.1	Key Indicators of Women Empowerment

2.2.2	Empowerment of Women in the Kenyan Context
2.2.2.1	Pre-Colonial Kenya
2.2.2.2	Colonial Kenya
2.2.2.3	Post-colonial Kenya
2.2.2.4	Current Status of Women Empowerment in Kenya
2.2.3	Challenges of Women Empowerment programs in Kenya
2.2.4	Women Empowerment and the Family
2.2.5	Vision 2030 and Women Empowerment
2.2.6	Women Empowerment and its potential to influence on the Kenyan Economy
2.3	Conceptual Framework and Propositions
2.4	Conceptual framework
2.4.1	Independent variables
2.4.2	Intervening variables
2.4.3	Dependent variables
2.5	Research propositions
2.6	Conclusion
Chapter 3	Research Design and Methodology
Chapter 4	Testing the Propositions
Chapter 5	Findings, Conclusions, Implications, Limitations and Recommendations

Table2.2: Summary of authors reviewed and their topics

Overview of women empowerment and its definition	Empowerment of women in Kenya	Challenges of Women empowerment programs in Kenya	Women empowerment and the family	Women empowerment and Vision 2030 as well as its potential to Kenya's economy
UN (1997)	Pala (1976)	World Bank (1989)	World Bank (1989)	World Bank (1989)
Strandberg (2001)	Nzomo (1989)	Ogula (2000)	Bradley (1995)	Kabeer (2005)
Lal (2006)	World Bank (1989)	Republic of Kenya (2006)	Paterson (2005)	UN (2006)
Siwal (2009)	Legovini (2002)	World Bank (2006).	IFC & World Bank (2006)	Kenya Vision – 2030 (2007)
Nafukho&Wawire (2009)	Institute of Economic Affairs-Kenya (2008)	DFID Factsheet (2008)	Loveless & Holman (2007)	World Bank (2007)
OECD (n.d.)	Nafukho&Wawire (2009)	Institute of Economic Affairs-Kenya (2008)	DFID Factsheet (2008)	Institute of Economic Affairs-Kenya (2008)
UN (2011)	Afisi (2010)	Kenya Census (2009)	Mutangadura (2008)	Kenyan Woman, (2010)
UNDP (2012)	Kariuki (2010)		Roome&Armendariz (2008)	African Woman and Child Feature Service (2010)
			Afisi (2010)	Kariuki (2010)
			World Bank (2011)	Pellegrino et al (2011)
				Republic of Kenya (2011)

CHAPTER 3

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This Chapter presented the research design and the methodology of this exploratory study. The Chapter also defined the scope of the research design.

3.2 Research Design

This was a qualitative study which explored the relationship between women empowerment and family life in Kenya. The research design adopted was the single case study design. A single case was chosen of an organization that had multiple projects with similar goals in relation to women empowerment.

A case study approach was used based on various advices and recommendations on case study research design and methodology. Various other literatures were reviewed in relation to research design and methodology as well as testing of the conceptual framework and associated propositions. Yin (2003) had thoroughly outlined the advantages of using case study based research. Below is a general critique of the advantages of using the case study design as outlined by Yin.

3.2.1 Advantages of Case Study as a Research Design

Yin (2003) posited the strength of the case study method compared to other methods as its ability to give an in-depth examination of a particular setting, event, program, individual or group within its real life context thus ensuring that the topic of interest was well explored and the essence of phenomena revealed. He further stated that the methodology was suitable for investigating contextually rich events using how and why questions. Contrary to the belief held by many scientists that case studies were only appropriate for exploratory purposes, Yin asserted the methodology could also be used for descriptive as well as explanatory research. He also stated that another advantage of the case study method was its ability to deal with multiple sources of evidence that is documents, artifacts, interviews and observations thus making it a triangulated research

strategy. Moreover, the methodology relied on prior development of a theory which enabled a researcher to define the research design to be used and how to collect as well as analyze data. In conclusion, Yin termed the case study a comprehensive research because it was an all-inclusive method that covered the logic of design, data collection techniques and specific approaches to data analysis.

3.2.2 Validity and Reliability of Case Study Research Design

Yin (2003), posited that in all research there were logical tests that were used to establish the quality of a given design. He cited four tests that were commonly used to evaluate the quality of case studies and these included construct validity, internal and external validity, and reliability.

Yin defined construct validity as the test that established correct operational measures for the concepts being studied. This test exposed and reduced subjectivity by linking data collection questions and measures to research questions and propositions. Internal validity established a causal relationship hence Yin remarked that it only applied to explanatory case studies. External validity tested the ability of a research program to produce results that could be generalized beyond the immediate case study. Yin pointed out that many critics argued that there was little scope for generalization especially in the single case study. However, he countered this argument by pointing out that case studies relied on analytical generalizations as opposed to statistical generalizations which were pertinent to survey research. He further explained that in analytical generalization, the researcher endeavoured to generalize case study results to some broader theory. Finally, Yin described the reliability as the test whose objective was to ensure the operations of a study such as data collection procedures could be repeated and produce the same findings. He added that the main aim of this test was to minimize errors and biases in a study.

There were various tactics that were employed to deal with the aforementioned tests at different stages of a case study research (Yin, 2003). Table 2.1 shows the four logical

tests, the tactics recommended for case studies and cross-reference to the phase of research when the tactic is to be used.

Table 3.1: Case Study Tactics for Four Design Tests

Tests	Case Study Tactic	Phase of Research in which tactic occurs
Construct Validity	<ul style="list-style-type: none"> • Use multiple sources of evidence • Establish chain of evidence • Have key informants review draft case report 	data collection data collection composition
Internal Validity	<ul style="list-style-type: none"> • Do pattern-matching • Do explanation-building • Address rivals explanations • Use logic models 	data analysis data analysis data analysis data analysis
External Validity	<ul style="list-style-type: none"> • Use of theory in single-case studies • Use replication logic in multiple case studies. 	research design research design
Reliability	<ul style="list-style-type: none"> • Use case study protocol • Develop case study database 	data collection data collection

Source: COSMOS Corporation. Adapted from Yin (2003, p.34)

3.2.3 Various advices of Yin in relation to carrying Case Study Research

According to Yin (2003), it was more advantageous to select a multiple case design over a single case design in a situation where a researcher had possibilities of choosing a case design. He explained that with multiple cases it was possible to have replication and common conclusions from two or more cases were more powerful than those coming from a single case. Nonetheless, he advised that if a researcher settled for a single-case design then it was necessary to build a strong case to defend the choice.

Yin also affirmed that it was possible to modify the case study design in the event that new discoveries were made during the data collection phase.

The selection of the Single Case

In this study the single case study selected was Kianda Foundation; an educational trust that has operated in Kenya for over fifty years, empowering Kenyan women. Detailed

descriptions of the single case study and six sub-projects carried out within the single case are attached in **Appendix 1, 2 and 3**.

The selection of the case study site was based on a few main issues. The first was that Kianda Foundation came into existence just before Kenya's independence and was still operative with the same mission of empowering women. It was one of the oldest Kenyan educational trusts established at a time when patriarchy was dominant thus only men had the privilege to be educated. The organization found ingenious ways to overcome cultural and traditional constraints that hindered many women from accessing any form of education thus empowering them.

3.3 Classification of statements from the single case study illuminating understanding of the propositions

The sub projects' descriptions (see **Appendix 1 and 2**) and those who benefitted or worked in them, formed part of the single case and these were examined for pertinent evidence related to the stated propositions. **Table 3.2** (see **Appendix 4**) classified these evidences for further use in the testing of these propositions.

3.4 Validity and Reliability

The validity and reliability of this case conformed to the advices as well as recommendations stipulated in section 3.2.2. Through the case study, the researcher tested the propositions which were linked to the research objectives.

Corroboration on the interpretation of data between the researcher and the participants was maintained throughout the study in order to control validity and reliability. Each of the participants was given an opportunity to read, comment on written descriptions and assertions made in the case study. Documents within Kianda Foundation were also analyzed in order to validate and corroborate information obtained during the study.

The case study was reliable because it pattern-matched the events in each sub project with different theoretical predictions drawn from the conceptual framework in section

3.2. Therefore the case study results could be generalized to the empowerment of women in Kenya.

3.5 Challenges

The main limitation encountered while documenting the Kianda Foundation single case study was contacting the Foundation's participants. The participants were all professionals or businesswomen working in different locations in Kenya hence logistical problems were met. Travelling to the different destinations was time consuming. Additionally, due to the different tight schedules of the participants, the researcher could only meet them at their convenience. In some instances the researcher had to put aside a whole day to travel to the respondent's office and gather information.

3.6 Conclusion

In this Chapter the research design and methodology was decided upon. A single case study design was selected, namely The Kianda Foundation. **Table 3.2 (Appendix 4)** classified evidences from the single case which related to the propositions listed in section 3.3. **Table 3.3** summarized the research to date and indicated the direction of the continuing Chapter.

Table 3.3 Structure of Chapter 3

Chapter 1	Introduction
Chapter 2	Conceptual Framework and Propositions
Chapter 3	Research Design and Methodology
3.1	Introduction
3.2	Research Design
3.2.1	Advantages of Case Study as a Research Design
3.2.2	Validity and Reliability of Case Study Research Design
3.2.3	Various advices of Yin in relation to carrying Case Study Research
3.3	Classification of statements from the single case study illuminating understanding of the propositions
3.4	Validity and Reliability

3.5	Challenges
3.6	Conclusion
Chapter 3	Research Design and Methodology
Chapter 4	Testing the Propositions
Chapter 5	Findings, Conclusions, Implications, Limitations and Recommendations

CHAPTER 4

4.0 TESTING THE PROPOSITIONS

4.1. Introduction

Chapter 4 reviewed the evidence which emerged from the single case study enunciated in section 4.2. This evidence was used to test the propositions enunciated in section 2.5.

4.2 Summary of the Propositions

Below is a summary of the propositions illustrated in section 2.5.

Proposition 1 (P1):- *Advances in the empowerment of women in Kenya lagged the advances in Kenyan economic development*

Proposition 2 (P2):- *Enlisting families in the empowerment process of women is vital for the success of women's advancement programs.*

Proposition 3 (P3):- *The empowerment of women can boost Kenya's economic growth potential.*

4.2.1 Testing Proposition 1 (P1)

From the statements made in the case as indicated in section A1 - A7 (see **Table 3.2 - Appendix 4**), it appeared that the empowerment of women through Kianda Foundation projects had contributed to poverty reduction as depicted in sub projects 2, 4, 5 and 6. Ms.Canel, the Managing Director of Kianda Foundation, said that the Foundation was on the right track in spearheading the development of women in Kenya. She reiterated that there was no stalemate with regards to empowerment of women in relation to the advances of the Foundation.

All the statements in section A1 –A7 depicted a great improvement in the economic situation of the beneficiaries. For instance Peris Gichuki, a teacher and beneficiary of Kimlea School attested to the fact that her family had moved from destitution to economic stability. She made the statement, *"I can proudly say that my family cannot be termed as poor anymore as there is money to cater for all the basic needs and more."*

Proposition 1 (P1) has therefore tested negatively as all the sub projects illustrated the fact that empowerment of women led to the advancement of women in various economic and social dimensions.

4.2.2 Testing Proposition 2 (P2)

With reference to family life, Ms.Canel said, *“We discovered that when the families were not involved, women in our projects found it very hard to implement what they had learnt; consequently they made little or no progress in trying to improve their economic situation.”* Ruth Ndumbi, a beneficiary of Kianda Foundation at Wanjohi Farm stated that her business greatly improved when she collaborated with her husband. She said, *“Involving my husband in my business affairs proved to be the solution to the problems I had. He decided to be my business partner...”* Majority of the statements in section B1 - B7 (see **Table 3.2 – Appendix 4**) illustrate how families were engaged in the empowerment process of women in Kianda Foundation projects and how this factor consequently led to the women’s great achievements.

From the testimonies in section B1-B7, it appears that involving family members in the business or professional affairs of women facilitated their success. Hence the second proposition (P2) tested positively as linking families to women’s empowerment process was key to women’s advancement.

4.2.3 Testing Proposition 3 (P3)

The different sub projects and statements in section C1-C7 (see **Table 3.2 – Appendix 4**) depicted the fact that empowerment of women enabled women to contribute towards the development of communities and in turn the nation. Ms.Canel made the statement, *“Based on the 50 years of experience running Kianda Foundation, when women were empowered, they translated the good they had gained to improve the economic and social situation of their families.”* She argued that when a woman was empowered, the family benefitted and the whole nation would progress economically. As indicated in the case, the beneficiaries in the different projects either aimed or worked at improving other people’s lives in order to promote higher standards of living. For instance, Peris Gichuki

remarked, “*My mission is to share the values and skills I have acquired in order to give hope to women in my community.*”

Thus the third proposition (P3) tested positively indicating that empowerment of women could boost Kenya’s economic growth potential.

4.3 General Summary of Testing Propositions

As shown, in section 4.2.1 to 4.2.3, proposition 1 was rejected while the propositions 2 to 3 were affirmed positively. Hence it was concluded that the conceptual framework enunciated in section 2.4 was affirmed. Table 4.1 summarized the outcome of the testing of propositions.

Table 4.1 Summary of Testing Propositions

Proposition (P)	Affirmed	Rejected
Proposition 1 (P1)		✓
Proposition 2(P2)	✓	
Proposition 3(P3)	✓	

4.4 Conclusion

This Chapter tested each of the propositions listed in section 4.2 with evidence deduced from the single case enunciated in section 3.2.3

Table 4.2 summarized the research up to testing of proposition and indicated the direction in which the research was to proceed.

Table 4.2: Structure of Chapter 4

Chapter 1	Introduction
Chapter 2	Literature Review and Conceptual Framework
Chapter 3	Research Design and Methodology
Chapter 4	Testing the Propositions
4.1	Introduction

4.2	Summary of the Propositions
4.2.1	Testing Proposition 1 (P1)
4.2.2	Testing Proposition 2 (P2)
4.2.3	Testing Proposition 3 (P3)
4.3	General Summary of Testing Propositions
4.4	Conclusion
Chapter 5	Findings, Conclusions, Implications, Limitations and Recommendations

CHAPTER 5

5.0 FINDINGS, CONCLUSIONS, IMPLICATIONS, LIMITATIONS AND RECOMMENDATIONS

5.1 Introduction

This Chapter presents the findings, conclusions, implications and recommendations in relation to the research questions and objectives outlined at the beginning of this research.

5.2 Findings

The research findings reveal that women in empowerment in Kenya had progressed significantly albeit challenges that presented hitches to the process. The Kianda Foundation case was used in this study to answer the research questions outlined in Chapter 1. Table 5.1 summarizes proposition test outcomes as enunciated in Chapter 3 and 4.

Table 5.1: Summary of the Proposition Test Outcomes.

Proposition (P)	Affirmed	Not Affirmed
Proposition 1 (P1):- Advances in the empowerment of women in Kenya trails the advances in Kenyan economic development		✓
Proposition 2(P2):- Enlisting families in the empowerment process of women is vital for the success of women's advancement programs.	✓	
Proposition 3(P3):- The empowerment of women can boost Kenya's economic growth potential.	✓	

5.3 Conclusions of the Research

The research questions outlined in section 1.2 were answered.

With reference to the research questions and objectives, the conclusions of this study are outlined as follows:

5.3.1 Present Status of the empowerment process of women in Kenya

Research Question 1: Where is the process of empowerment of women in Kenya today?

There is significant improvement in the empowerment of women in Kenya since the time of independence. The research shows that the government of Kenya had made tremendous efforts in collaboration with NGOs and private actors towards this end. In the recent years the basis of women's development has been anchored on the United Nation's eight MDGs and these have been used as an evaluation platform for the process of women's empowerment. The CEDAW (2009) report indicated that there had been significant progress towards the advancement of women in various sectors in Kenya. The report demonstrated increased enrolment of females in all levels of education and women's participation in wage employment had risen from 12.2% in 1964 to 30% in 2007. Further women's participation at civic level had also improved and the number of women's groups had increased from 16200 in 1989 to 138753 in 2007. **Tables 5.2 – 5.7 and Figure 5.1 (see Appendix 5)** depict trends in women's development in various sectors in Kenya in recent years. However, as illustrated in the review many women were still left behind in development matters in Kenya due to challenges that emanated from discriminatory cultural values and policies that prevailed in the country.

The Kianda Foundation case gives an insight to the process of women's empowerment in Kenya. As indicated in the case, the Foundation was founded before Kenya's independence to empower women through different educational programs. The case reveals that the Foundation had educated over 40,000 women in Kenya and majority had overcome many challenges to become successful in their professions and business engagements. The case also depicts the Foundation's efforts to live up to the first, second and third MDGs in relation to women. With reference to the first MDG whose aim is to eradicate poverty and hunger, the sub projects reveal that the beneficiaries of the Foundation's had changed their status from that of destitution to a situation where they could fend for themselves and their families. The Foundation's effort to empower women through provision of education contributes to the second MDGs aim of providing

universal primary education. The third MDG advocates for gender equality and empowerment of women which as illustrated in the case is the core business of the Foundation. From the sub projects outlined, it can be concluded that Kianda Foundation has enabled many women from underprivileged backgrounds to improve their standards of living hence contribute to the nation's economy via employment or starting up income generating activities. The consequence of this is eradication of poverty, hunger and increased enrolment of the population in educational institutions as evidenced in the sub projects.

In conclusion, the findings revealed by this study indicate that there is significant progress with regards to empowerment of women within the Kianda Foundation projects and in Kenya. These findings reiterate the conclusions presented in World Bank reports and other research works done by development institutions as well as individual researchers as outlined in the literature review.

5.3.2 Enlisting Families in the Empowerment Process of Women

Research Question 2: What are the driving factors of enlisting the family in the empowerment process of women?

Following the analysis of the Kianda Foundation case, one can say that the research findings offer an insight into the relationship between the process of empowering women and family life. As indicated in the literature review there seems to be an oversight on women's family responsibility as many programs focus mainly on offering women training on their rights and how they could contribute to the nation's economy. The literature review further indicates that in the cases where family is not involved in the empowerment process of women, the end results are poor due to challenges that arise in the homes.

The Kianda Foundation case demonstrates how all their programs ensure that the family is involved in the empowerment process of women. As illustrated in the case women are taught the importance of their roles as pillars of their homes and the fact that this is to be

given first priority in all situations. The sub projects demonstrate how women explain to their family members what empowerment programs entails in the context of their professional and business issues as well as future plans. From the narrations, it appears that the women won the support of their family members who in turn strove to help them to be more successful.

The sub projects cited communication within the family of women's development projects as a critical success factor for women's empowerment. Additionally, the case finds teaching family values, women's first role as homemakers within the empowerment programs and involving family members in women's professional or business affairs as key determinants of enlisting family in the empowerment process of women. Therefore the findings in the study seem to portray the importance of linking families in the empowerment programs of women in order to record significant success rates.

5.3.3 The potential of women empowerment programs and its influence on the Kenya economy

Research Question 3: What potential has Empowerment of Women to influence the Kenyan economy?

As the World Bank (1989) indicates, the Kenya government's experience shows that empowering women and integrating them into the development process is a cost-effective way of pursuing economic progress for the entire nation. For instance, women have been active participants in agriculture which is the largest contributor to Kenya's Gross Domestic Product (GDP). According to Nafuko & Wawire (2009), women were responsible for most of Kenya's food production as they constituted 70% of the agricultural sector's labour force. Further, in section 2.2.6, empowerment of women in the educational and agricultural sectors has been shown to have the potential of yielding an increase of 4.3% points in GDP growth.

The Kianda Foundation case reveals that majority of the women who had been empowered in their programs strove to improve the socio-economic status of their

families through the talents and skills they had gained. The case also indicates that when family situations are improved, it translates to communities' and the nation's economic progress. The sub projects affirm the aforementioned as the women contributed in various ways to the economy of Kenya as depicted in sub projects 1-6 and summarized in section C1-C7 (see Table 3.2 – Appendix 4).

Therefore, based on the Kianda Foundation case, it can be concluded that women empowerment programs have great potential to influence the Kenyan economy by making women active actors in the development projects of the country.

5.4 Implications of the study

Kianda Foundation sets a blueprint for running successful programs geared towards empowerment of women in Kenya. The organization has been in existence for more than 50 years educating more than 40, 000 women from all walks of life and majority have turned out to be successful professionals, entrepreneurs and homemakers. These achievements were attained albeit challenges that emanated from the cultural and civil laws that discriminated against women. Of significance, is the fact that the Foundation defied all odds to fight discriminatory laws that impeded African women from accessing education thus leading to the establishment of the first multiracial educational institution for women in pre-independent Kenya. This opened the door to the establishment of many other empowerment programs in the country.

Currently contemporary society is undergoing major changes and there are also concurrent shifts in the role of women in families and at the same time traditional values are being eroded as women struggle to improve their standards of living. This could be partly attributed to a focus on only empowering women socio-economically while paying little attention to their role in the family as presented in the literature review. This has presented a problem in society as the family which is the basic economic unit was gradually disintegrating. Kianda Foundation seems to have appreciated the aforementioned fact; hence it includes courses within its programs that lean towards promotion of family values and engagement of family in its women's advancement



programs. This as depicted in the case leads to high success rates in the advancement of women and thus a major gain to Kenya's economy. An important implication of this study is that as much as women's empowerment had negative effects on the family, it does not call for women to go back to their traditional roles. Rather the Kianda Foundation's case calls for social and economic empowerment of women as well as fostering the importance of women living their roles as wives and mothers.

Therefore work done by the Foundation could be extended through government support whereby policies advocating for family involvement in the process of empowering women could be ingrained in all development plans of the country. This could be an element that could be added in the implementation of flagship projects that affect women's development within Kenya's Vision 2030. Other actors in reference to women empowerment in the private and not for profit sectors could also be urged to study and apply the aforementioned in their organizations' strategies. Another implication would be the inclusion of family values within the curricula of formal and informal educational programs.

In conclusion, the implications of this study are that empowerment of women is an essential element in the economic progress of Kenya, hence the importance of integrating women in all sectors of development.

5.5 Limitations of the Study

The scope of the study is limited to the Kianda Foundation and Kenya hence the findings cannot be generalized to the global arena.

5.6 Recommendations

As is pointed out in section 5.4, the study is a single case study involving one organization hence the findings may not be applied generally to all empowerment programs in Kenya. Thus one of the recommendations would be to carry out multiple case studies of similar organizations involved in women empowerment programs in order to validate the findings presented in this research work.

It would also be beneficial to carry out a comparative study between organizations that engaged families in the process of empowering women and those that did not. Such a study could offer practical benefits in so far as it will provide a blueprint for successful operation and implementation of women’s empowerment programs. It could also provide a comprehensive outline of aspects related to the empowerment of women that should be avoided.

A third recommendation would be for a qualitative study whose main objective would be to generate a model that would sketch out the best practices in the design and implementation of women empowerment programs. Such a study would investigate the operations and management of successful women empowerment programs with the aim of designing best practices for other organizations engaged in women empowerment to apply.

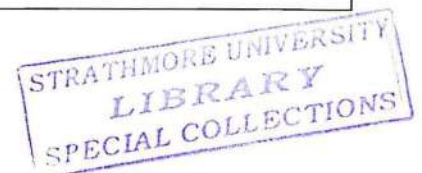
There are other numerous issues worthy of investigation within the context of empowerment of women and family life, however the aforesaid recommendations would be most relevant to the current study.

5.7 Conclusion

The study reveals that there is significant progress with regards to women’s empowerment in Kenya hence there is no stalemate of the latter in relation to the advances in Kenya’s economic development. Additionally, the case study depicts enlisting families in the empowerment process as a critical success factor for the women’s advancement programs. Coupled with the above conclusions is the revelation that empowerment of women has a great potential to boost Kenya’s economy. Table 5.8 summarized the structure of the research process.

Table 5.8: Structure of Chapter 5

Chapter 1	Introduction
Chapter 2	Literature Review and Conceptual Framework



Chapter 3	Research Design and Methodology
Chapter 4	Testing the Propositions
Chapter 5	Findings, Conclusions, Implications, Limitations and Recommendations
5.1	Introduction
5.2	Findings
5.3	Conclusions of the Research
5.3.1	Present Status of the empowerment process of women in Kenya
5.3.2	Enlisting Families in the Empowerment Process of Women
5.3.3	The potential of women empowerment programs and its influence on the Kenya economy
5.4	Implications of the Study
5.5	Limitations of the Study
5.6	Recommendations
5.7	Conclusion

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APPENDIX 1

A SINGLE CASE STUDY: KIANDA FOUNDATION EDUCATION TRUST

Introduction

Kianda Foundation marked its Golden Jubilee on 9th January 2011. The organization was established towards the end of the colonial era in Kenya to promote the educational and social welfare of women. At the time very few Kenyans had access to education and the situation was worse for women because in many communities education was a privilege accorded mainly to boys. The Foundation faced a lot of challenges within the first three years of operation as the founders had planned to put in place educational projects that would encompass the entire population regardless of race. The founders' development propositions were not in line with the edicts of the colonial government which only authorized the operation of educational institutions where segregation laws were observed. Europeans, Asians and Africans could not be in the same institution. Kianda Foundation fought battles to overcome the aforementioned hurdle and consequently defied all odds to set up the first multiracial secretarial college for women in 1961.

The vision of the Foundation was *"A dignified life for every woman in Kenya through quality education."* Indeed, the vision drove the Foundation to scale up its operations to cater for women's needs in the last five decades. Currently the Foundation boasts of thirteen development projects from the initial one that was set up in 1961. Kianda Foundation projects have grown continuously over the years in response to the needs of women's development.

Kianda Foundation's efforts have greatly contributed to Kenya's development in various economic, social and cultural dimensions. With approximately 300 employees, the Foundation has managed to implement thirteen projects in different parts of the country with the sole aim of uplifting the standards of living of the general population through empowerment of women. Some of its educational institutions such as Kianda School and Kibondeni College were highly rated and enjoyed public acclaim for the sterling

performance of its students in the country's national examinations. Over 40,000 women have benefitted from the Foundation's projects in the past five decades.

Over 50 years of service – where are we and what next?

Every year, the Foundation holds its annual general meeting with all the trustees, management boards as well as employees and other stakeholders. The main agenda of the meetings focused on the organization's future strategies. On 9th March 2012, a meeting was called and this time it was held at the newly refurbished offices of the Foundation into which the employees had just moved in. *"A new era, new offices and new beginnings,"* said an employee commenting on the move. This time round, rather than dwelling on future plans only, the trustees called the meeting to review the Foundation's milestones in the past 50 years in relation to Kenya's development policies. The main concern of the Board's Chairperson was whether the Foundation's goals and achievements were aligned to Vision 2030 which was the country's development blueprint.

When the meeting began, Maria Angeles Canel, the Managing Director of the Foundation outlined the main agenda of the day. She gave a report of the milestones of the Foundation which captured all the progress made in the past 50 years. However, her main concern was the ever growing demand of the Foundation's services and she said that there were numerous requests from other East African countries. *"We want to reach more people but always without compromising on the quality we are known for in whichever project we run,"* said Ms. Canel. She added, *"We value quality and that is why we don't go for big numbers. We progressively increase numbers as we do capacity and staff...."*

The trustees identified themselves with Ms. Canel's concern; however priority was given to the main agenda of the meeting. One of the trustees, Ms. Chepkoech, drew the attention of the audience to the need to align the Foundation's projects to the country's development policies. This meant reviewing the Foundation's goals to check if they were congruent with the United Nation's Millennium Development Goals on which Kenya's recently launched development blueprint Vision 2030 was anchored. She reminded all in

assembly about the main aim of Vision 2030 which was to meet the MDGs for Kenyans by transforming the country into a globally competitive and prosperous country with a high quality of life by 2030.

Njeri, a recently employed project co-ordinator of the Foundation, asserted that there had been a lot of focus on women empowerment in the country especially in the last 30 years and plenty of money had been spent by the government, non-governmental agencies including Kianda Foundation and private actors to implement, sustain, improve and grow women empowerment programs. However, she noted that there had been little impact and women still lagged behind in terms of development. Her remarks created a tumult in the assembly especially amongst the long serving employees of the Foundation while other members seemed to concur with her statement which implied a stalemate in the advances of Kianda Foundation compared to the empowerment of women.

Susan Kinyua, the Trainer of Trainers Business Skills project coordinator stood up and strongly refuted Njeri's remarks. She gave a brief report of her project's success since its inception seven years ago. She gave tangible evidence outlining results from different beneficiaries (**Sub projects - Appendix 1 and Exhibit 3 – Appendix 3**) that clearly demonstrated the Foundation's achievement in reducing poverty levels drastically in many families as well as communities where the beneficiaries came from. *"I have trained almost 2000 rural women from very poor backgrounds, many of whom had no income or earned less than Sh. 100 per day. Over 80% of these started income generating activities after the training and they have substantially improved the economic situation of their homes,"* said Susan. She further added, *"These women could now provide basic needs for their families, something they found difficult to do prior to their encounter with Kianda Foundation"*. Hence she concluded that through the Trainer of Trainers project, rural women in the program have greatly advanced in terms of their economic affairs.

In Susan Kinyua's view, Kianda Foundation programs had greatly contributed to Kenya's development especially by fighting poverty amongst women. She added that Kianda Foundation's goals focused on achieving three main MDGs namely: *Goal 1: Eradicate*

extreme poverty and hunger; Goal 2: Achieve universal primary education and Goal 3: Promote gender equality and empower women. Members then asked Susan to substantiate her claim that the Foundation's goals and achievements resonated with the aforementioned MDGs.

Mercedes, the Foundation's Projects' Manager took the stage to answer the question that had been posed. She took the assembly through the different projects outlining their achievements since their inception. In her brief, she mentioned that through the TOT project, Tewa Training Centre, Kimlea Technical School, Kibondeni College and Kianda School, the Foundation had empowered thousands of women who had come from very poor backgrounds. She reiterated that more than 80% of these beneficiaries currently meet the basic needs of their immediate and extended families without any problems. The beneficiaries have also been able to educate their children, a factor that had been a challenge to their own parents most of whom gave the boys in the family first priority. She indicated that Kianda School which offered primary and secondary school education to girls; Kibondeni College, Kimlea School and Tewa Centre that offered tertiary education to women as well as the nursery schools in the tea plantations of Limuru had all contributed to Kenya's advancement in education. *"Female enrolment had risen up to 48% in primary, secondary and tertiary institutions since Kenya's independence hence we strongly believe Kianda Foundation's educational projects have contributed to this accomplishment by educating girls,"* said Mercedes. She added, *"As illustrated in our annual report (Exhibit 1, 2a, 2b – Appendix 3), we have improved the status of women in Kenya as all our girls who graduate from the technical institutions get employment and those in primary and secondary all proceed to the next level of education."*

In relation to gender equality and empowerment, Mercedes highlighted the fact that women in Kianda Foundation's projects were taught ways of improving their economic and social status so as to compliment the role of their spouses in the home. She added that the women were educated on their rights as well as the importance of their role as pillars of the home. She concluded by giving anecdotes of beneficiaries (**Sub projects 1-6 - Appendix 1**) whose lives illustrated the aforementioned fact.

Ms. Chepkoech, the Foundation's trustee, was impressed by the facts that had been put forward to the assembly on the Foundation's achievements. She remarked, *"As I listened to the proceedings, I realized there was a unique element that featured in all the sub projects (Appendix 1) and that was the importance of enlisting family in the empowerment process of women. In my opinion, the women whose stories were narrated seemed to have succeeded because of working together with their family members. Perhaps, we should focus on promoting Kianda Foundation's methodology of enlisting families in the empowerment process in order to attain lasting benefits for communities."*

Ms. Canel concurred with Ms. Chepkoech and further added that it was one factor that needed to be implemented as policy in all organizations that were involved in empowering women. *"We discovered that when the families were not involved women, in our projects found it very hard to implement what they had learnt, consequently they made little or no progress in trying to improve their economic situation."* said Ms. Canel.

Another question that was asked by one of the stakeholders was whether Vision 2030 will drive the process of women empowerment forward. Susan volunteered to address this question. She pointed out that in the years she had been working with rural women, some of the challenges faced were women's: limited access and control over productive resources such as land, limited access to financial services, insufficient access to education, lack of skill, limited access to technology, cultural impediments and other constraints limiting employment options and participation in decision making. Susan added, *"In my view most of the obstacles that hampered the advancement of women were well addressed in Kenya's Vision 2030. There were several policies that were outlined in the document that favoured women and will shore up their ability to be in possession of various resources."*

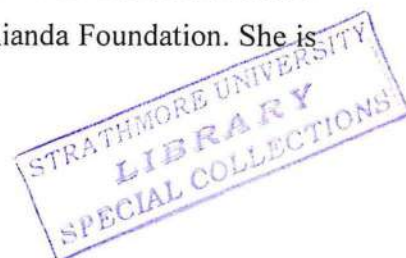
Susan's anecdotes on her beneficiaries illustrated the fact that many women enrolled in her project were unable to access financial services such as loans because they could not produce collaterals such as land title deeds. In the process, women had to rely on their spouses to access loans as depicted in the case story of Roselyn Muthiora (**Appendix 1 – Sub project 3**). This was because for a long time women did not own land and other

property. Susan added that as much the previous constitution gave women the right to own and inherit property such as land, discriminatory customary law prevailed. However, with the launching of Vision 2030 and promulgation of Kenya's new constitution, she pointed out that women had the right to own and inherit land without any bias. Susan also mentioned that the current constitution prohibited all forms of discrimination including customary laws that perpetuated prejudices against women. Susan made reference to Selina's case story (**Appendix 1 – Sub project 4**) as one that demonstrated gains for women in reference to Vision 2030. Selina was the first woman in her village to own land. She concluded that Vision 2030 will catapult women empowerment to higher levels because its strategies gave solutions to obstacles that previously lagged the advancement of women.

Ms. Canel finally took the stage to wrap up the meeting. She said that after listening to the proceedings of the meeting, she concluded that Kianda Foundation was on the right track in spearheading the development of women in Kenya. She reiterated that there was no stalemate with regards to empowerment of women in relation to the advances of the Foundation. *"In my view and based on the 50 years of experience running Kianda Foundation, when women were empowered, they translated the good they had gained to improve the economic and social situation of their families,"* said Ms. Canel. She added that the family was the economic unit of a nation, hence in her view, when a woman was empowered, the family benefitted and the whole nation would progress economically. *"It is now up to us to work on initiatives that will further boost the advancement of women in Kenya so as to be on course with the country's Vision 2030,"* said Maria.

SUB PROJECT 1: PROF. ANNE WANGARI MUIGAI

Anne Muigai is an accomplished university professor, a wife to James Muigai and mother of four children. She has a 20 year old daughter who is a student in university, a 16 year old daughter in Kianda School, a seven year old son in primary school and the youngest is a four year old son in nursery school. She is an alumna of Kianda School and a former club member of Faida Centre. Both institutions are projects of Kianda Foundation. She is also the Chairperson of the Ex-Kianda Student Association.



Anne remarked that she had a very soft spot for Kianda School as she was among the first group of students enrolled in the school's early years. She joined the high school in 1979 together with her sister, Mary and they became part of the third group of girls to be enrolled in the school. However, her first encounter with the "Kianda Family" was in 1976 when she joined Faida Centre, a club for girls aged between 9-18 years old and whose main aim was to provide study facilities as well as social and cultural formative activities. Anne's father, Mr. D.M Thairu, got to know about the centre through Mr. Ng'ang'a, his next door neighbour. The latter had invited Anne's family over for tea and Mr. Ng'ang'a's ten year old daughter, Catherine served delicious coconut biscuits which she had learnt to make in Faida Centre. Catherine also produced crafts and paintings that she had made in Faida. Anne's father was extremely impressed and he sought to know more about the activities in Faida so that he could have his daughters enrolled. In his mind, this was an excellent solution to keep his daughters out of mischief over the weekends and at the same time ensuring that they were well formed as polished little ladies. The centre became the two girls' second home for about three years.

While at the centre, they heard about the new Kianda School that had been opened in 1977 for high school girls. Anne convinced her father to make an application for her and Mary. Both were accepted and they were extremely excited to join the school in 1979.

In Anne's view, Kianda School had a team of dedicated teachers who made sure the girls from different backgrounds excelled academically. A popular catch phrase in Kianda during her school years was a statement made by the then Deputy Principal of the school, *"If you realize you have a talent that would forge or bolster your future career, use it and always remember you will give an account to God for it."* In a similar vein they were always told that women can excel in everything as women but not trying to be like men. *"The staff's efforts to empower the young women in the school yielded countless fruits as many Kianda students pursued their dreams to become teachers, bankers, doctors, home makers, businesswomen amongst other professions thus contributing towards Kenya's*

economic talent pool. Most students also discovered their talents in different arts, music and sports,” said Anne

A unique element within Kianda School’s curricula that left a lasting impression in Anne’s mind, were the soft skills imparted on the students in order to raise their human tone in terms of relationships. The skills were developed through personal and collective sessions whose main contents were human virtues, Christian values and other activities that boosted self-esteem. Anne added that she was also assigned a tutor to whom she could confide in and this helped her through the difficult teenage period. She remarked, *“I entered the school as a tomboy and left a polished lady. From the classes I received I learnt a lot about the dignity of women, their paramount role of nurturing the family and how to be feminine at all times.”*

In 1982, Anne completed her high school studies and proceeded for A-levels at Moi Girls High School in Eldoret. Upon completion, she was admitted at the Kenyatta University where she specialized in the sciences. In 1991 she got married and a year later she got a job as a graduate assistant at Jomo Kenyatta University of Agriculture and Technology. She gradually moved up within the ranks of academia attaining a doctorate in 2003 and in 2007 she became an associate professor at the age of 40. The latter was a great achievement as she turned out to be one of the youngest female professors in the history of the university. Anne recalled that, Olga one of the founders of Kianda Foundation constantly encouraged her to study. Olga told her that she had a good head for science hence she should not stop until she got to the end. Whenever Anne met Olga, the latter would ask her, *“Are you there yet?”* Anne mentioned that the aforementioned served as the motivation that kept her going especially when she experienced challenges balancing her roles as a wife, mother and student. When she got her doctorate in 2003, Olga was very happy and she said, *“To the best of my knowledge, you are the first Kianda School alumnus to have attained a Doctorate degree!”*

Moving up the professional ladder and concurrently looking after the family affairs was no easy task for Anne. There were several trying moments when she was torn between

her career and her role as the pillar of her family. Some decisions led to lost opportunities in her career but resulted in priceless gains in her family. In one such instance, she narrated a situation where she had put a lot of effort in her research work which resulted in the publication of several scientific papers in reputable scientific journals. Ultimately she was invited to a major international conference outside of Kenya to present one of her scientific papers. This was an excellent opportunity to shore up her career and create networks with other scientists from other parts of the world. Anne was excited about this but she later realized that the date when she was to present her paper coincided with her last born son's first birthday. She was torn between attending the conference and missing out on her son's birthday. She recalled how horrified she was at the thought of looking at family photos in future and her son questioning where she was on his first birthday celebrations. Consequently, she cancelled her trip and preferred to be at home with her family. She has had no regrets for what she did.

Anne mentioned that in all situations she would always remember what she was taught in Kianda School – *“a woman's role as a wife and a mother always comes first.”* She used this principle to make all her judgments in relation to her professional life. Hence while looking for opportunities to do her doctorate, she ensured that she enrolled in a program that would not take her away from her family. She did her research work within eight hours of the day while her fellow colleagues would rake in more hours. When asked how she managed to be at par with her colleagues despite working fewer hours, she said, *“In Kianda I learnt how to work hard making the most of the little time available.”*

Another factor to which Anne attributed her success was the supportive role played by her husband. Communication in marriage was one important element Anne learnt especially when she got in touch with Kianda Foundation after almost ten years of absence from the latter's activities. She said, *“When I got married, I told my husband what my dreams were in terms of my career. Each time I had to make major decisions regarding my profession which would affect family life, I consulted my husband. In the process my husband developed an interest in my profession and he would look after the children as I studied or did my research work.”* Consequently, she viewed her husband,

not only as her spouse and the father of her children but a strong pillar of support in her professional life.

Commenting on the gains for women resulting from the promulgation of Kenya's new constitution and Vision 2030, Anne asserted that major progress in women's empowerment will be achieved. She said, *"The policies outlined favoured women hence through the affirmative action which was endorsed in the document, more women will gain access to education and other resources previously denied to them due to discriminatory laws that prevailed. In my field I am happy that women will now be given equal opportunities as men to get tertiary education."* However, she reiterated that to attain high success rates women had to be helped to appreciate their primary role as home makers as opposed to focusing only on their careers. In her view this would mitigate the setbacks that arose in women's empowerment programs in relation to family life.

Despite letting go of prestigious opportunities in her career, Anne has lived up to her dreams. In the eyes of many of her admirers, she is an outstanding biotechnology university professor and a great homemaker. In conclusion, she said, *"Passing through Kianda made a positive impact in my life. It has made me a better wife, mother and lecturer. I want the same for my children; hence I enrolled my daughters in Kianda School. I thank God from the bottom of my heart for that chance of going out for tea to eat coconut biscuits that led us to Kianda"*.

Professional Profile of Prof. Anne Muigai

Prof. Anne Muigai is a molecular population geneticist with over 13 years' experience in the field of Genetics and Biotechnology. She holds a doctorate in Population Genetics and Molecular Biology awarded in 2003 by Jomo Kenyatta University of Agriculture and Technology (JKUAT), Kenya and a Master of Science in Genetics awarded in 1993 by Kenyatta University Kenya. She joined JKUAT in 1992 as a teaching assistant and has risen from this position to that of an Associate Professor in the Department of Botany. She has held several academic and administrative positions. She was the first Chairperson of the Department of Botany (1994 -1998) and was instrumental in

recruitment and training of staff. She was the Director of the Institute for Biotechnology Research at JKUAT between May 2005 and March 2008. She served as a member of the JKUAT Senate twice (1995-1998 and 2005-2008). She has also served as the JKUAT Senate Representative to the JKUAT University Council between 1996-1998. Currently she is the Editor in Chief of the Journal of Agriculture Science and Technology Board and is the Coordinator of the postgraduate programmes in the Department of Botany. She has also served as a Visiting Scientist at the International Livestock Research Institute (ILRI) in Nairobi, Kenya where she was the coordinator of a research project on the characterization of indigenous sheep genetic resources of Kenya.

SUB PROJECT 2: RUTH NYAMBURA NDUMBI

After the 2007-2008 post-election violence in Kenya, Nyambura and her family became Internally Displaced Persons (IDPs). Previously she lived with her husband and four children in Kiambaa (Eldoret) in their one acre piece of land. She used to make “*tungumus*” (sweet deep-fried buns) for sale in local kiosks. They also farmed hence they reared crops and livestock. When the violence broke out everything they had was set ablaze and they ran for their dear lives. They ended up in Limuru, 300 kilometres away in a camp for IDPs. Life was unbearable in the camps as families lived in tents and depended on food rations from the government and well-wishers. Most of them had no other clothes apart from what they wore when they fled and within no time many people especially the children fell ill. Majority of the adults were mentally traumatized because of the horrific scenes they saw when friends and relatives were being massacred.

Nyambura wallowed over her family’s misfortunes but after a while she realized that life had to go on. As soon as she recovered from the shock she started making the *tungumus* and started hawking them in Limuru. She did this, because food in the camp was not enough for the family and she had to get an extra income to improve the standards of living.

Later in 2008, the government declared “*Oparesheni Rudi Nyumbani (an operation urging the IDPs to go back to their original homes).*” Nyambura could not bear the thought of going back to Kiambaa because of the memories of the terror still lingered. In the camp where they took refuge, there were over two hundred and fifty families and all shared the same sentiments as Nyambura. Kianda Foundation through Kimlea Technical School got wind of the situation in the camp and they sympathized with the plight of the IDPs. Hence, classes for women on business skills as well as counseling sessions were introduced in order to help the people. The latter was important because all the IDPs were very traumatized. Additionally, the IDPs received free medical aid at the Kimlea Clinic. But with the aforementioned government declaration being enforced another strategy had to be thought of and put in place to sort out the settlement of the IDPs.

Kianda Foundation secured a loan and got donations from donors to purchase 20 acres of land, in Wanjohi (OIKalou). Thus, towards the end of 2008, the IDPs consisting of 238 families were relocated from Limuru to Wanjohi. Nyambura and her family were among the families that packed the few belongings they had and moved to the Wanjohi farm. There was a ray of hope as they deemed it as an opportunity to start over their lives once again.

Nyambura and her family were lucky to get a plot, 60 by 100 ft. within the farm after they paid Shs.17, 000 (this was a very small percentage of the actual value of the land) towards the acquisition of the land. Just as the other IDPs, they lived in tents and Nyambura had to put up another tent to restart her business. It was not easy but Nyambura was determined to bring up her family in a way that they would enjoy a dignified life. This is one of the things that stuck in her mind after she also participated in the business skills sessions offered at Kimlea. Her main concern was the education of her children. Nyambura remarked, “*No one can take away your knowledge even if they burn up your property.*”

She began once again what she knew best, making and selling *tungumus*. She began selling to neighbours and kiosks. With time these food items gained popularity but

transportation became a challenge. Nyambura discussed her business challenges with her husband and they put together the little earnings they had to buy a bicycle. She made the statement, *“Involving my husband in my business affairs proved to be the solution to the problems I had. He decided to be my business partner and he began distributing the buns to surrounding shopping centres. This greatly improved the business as the customer base increased.”* They then realized that they needed to go further to neighbouring townships in order to increase their sales. However, the bicycle was a very slow mode of transport and it was very tiring to ride to far destinations thus very few trips could be made in a day. Additionally it could only carry a limited number of buns at any one given time.

Nyambura mentioned her challenges to Susan Kinyua, one of the project co-ordinators in Kianda Foundation during one of the trips that she had made to the farm. Susan was responsible for training rural women in the Trainer of Trainers Business Skills project and Nyambura was one of her former students. Through the discussions which also involved Nyambura’s husband, it was agreed that the best option was to acquire a motorcycle. However, the Ndumbi’s were constrained financially as they used their profits to send their children to school. Eventually, they got a loan from Kianda Foundation under Nyambura’s name to buy the motorcycle. The operations of the Ndumbi’s small business became more effective as it was possible to transport more buns and to make several trips to further destinations.

With time they could not cope as the demand grew tremendously because the capital they had was only enough to buy ingredients on a daily basis. This was time-consuming and expensive. Nyambura realized this as she sat down to analyze her business. This was a skill she acquired when she went through the business skills training offered by Kianda Foundation. The Ndumbi’s decided to take another loan, once they had repaid the one for the motorbike, and started buying the ingredients in bulk once a week. They bought the items in OIkalou town from a wholesale shop and this cut down the expenses considerably. They also began buying packaging material for their buns in order to be more competitive in the market. With time they bought a donkey and a cart to transport

the ingredients from the main road to the farm. When the donkey cart was not being used for their business it was hired by neighbours to transport goods at a fee thus creating additional income for the family.

As the demand of the buns grew, Nyambura built earthenware ovens to save on firewood. She and her husband were fully involved in the business but during peak seasons they would employ up to eight people. Their employees were former IDPs living in Wanjohi Farm with them. Besides the motorbike, they bought two bicycles and employed two young men to distribute the buns to nearby shopping centres.

In a good month they would make profits of up to Shs.50,000/- per month. With this income they were able to educate their children. The first born was in college, while the other three were in high school. They adopted a 12 year old orphan, a relative to Nyambura's husband.

The family no longer lives in the tent because they have since built a house made of mud and iron sheets. Currently, a three-roomed stone house is under construction for the family courtesy of another project initiated by Kianda Foundation where those IDPs in Wanjohi farm who had repaid the Sh. 17,000 loan for the land are benefitting from. Once the stone house is complete, they will pay 10% of the cost which is about Shs.20, 000 before the house is handed over to them. They have also rented a plot of land in the neighbourhood to grow subsistence crops. This would reduce the cost of foodstuff for the family.

When asked about what she thought about the strategies laid out for women in Kenya's Vision 2030, Ruth said, *"I'm happy that women will now have a bigger say in the decision making process in this country. I just hope more women vie for positions of leadership so that they can represent our problems in parliament. On my part, I see a brighter future because I now have the right to own property without being fearful of what customary laws dictate."* The latter was an important fact for Ruth because she said,

in case her husband passed away; it would have been very easy for her to lose what they had built together to relatives because of traditions.

In 2008, Nyambura was completely devastated having lost all hope because all their assets were reduced to ashes in a single night. Her husband almost lost his mind. However a ray of hope emerged, as Nyambura says, *“I had nothing and Kianda Foundation revamped my spirits. Through their training and provision of land as well as capital I now own a successful business. Now I can hope for a better future for my family.”* She added, *“We are not destitute anymore and if anything we are now helping others in the farm rebuild their lives.”* It seems that the sky is the limit for this family.

SUB PROJECT 3: ROSELYN MUTHIORA

Roselyn Muthiora, a graduate of Kibondeni College, is a bubbly catering professional passionate about what she does. She loves baking, cooking and organizing parties and delights in making other people happy with the culinary skills she learnt at the college. The icing on the cake, Roselyn is convinced that she is a good ambassador of the college that gave so much to her.

Roselyn is the Managing Director and Founder of Rystol Caterers Limited which offers outside catering services and corporate etiquette sessions to a number of organizations and individuals. The company has five permanent employees and approximately twenty part time workers. Her premises are located in Uthiru, a small town that is located on the outskirts of Nairobi. She is married and has four children.

When Roselyn completed her high school education, her only dream was to join Utalii College, one of Kenya’s top hospitality institutions. There was a very high demand countrywide for entry into this institution thus making it very competitive. Roselyn tried on several occasions to get admission but all in vain. She was devastated at the thought of not being able to pursue her dream. Her family’s next door neighbour got wind of the situation and she suggested to Roselyn to apply to another hospitality institution that was equally reputable. The institution in question was Kibondeni College, a project of Kianda

Foundation. The College was less than five kilometres from where she lived and so she immediately made an application for admission. She passed the interview and she joined the college in 1995 to undertake a diploma course.

Initially, she was not so enthusiastic about the college but within no time she settled. An aspect that struck Roselyn was the warm atmosphere in Kibondeni. Each student was treated as an individual bearing in mind their diverse cultural, family and economic backgrounds. Roselyn realized that the atmosphere was very different from what she experienced in high school where the most important thing was academic excellence at all costs. Another fascinating feature of the college that impressed her was the fact that each student was allocated a tutor to whom they could confide in on various issues affecting their lives. Through individual tutorial sessions, students were helped out to improve academically, handle personal as well as family problems that they encountered and human virtues were also instilled at this level.

While at Kibondeni, Roselyn was a boarding student at one of the college's affiliated catering departments. She recalled that in the residence she learnt many things including table etiquette, spirit of service, virtues and generally how to relate with different people. One of the things she highly appreciated was the cultural sessions they had with other students and tutors. During these sessions, the students were urged to prepare and make a presentation on anything that enhanced their cultural knowledge. In her view, these sessions were very beneficial as it helped them to clearly articulate themselves and they gained diverse knowledge on various issues. Additionally, she said that it greatly built on their self-esteem and they could speak out confidently in different gatherings. Furthermore, she pointed out that many students were introduced to a world of communication that they never knew before because majority hailed from the rural areas where patriarchy dominated thus women's opinions were not necessarily given due importance.

Roselyn graduated in 1998 and she was one of the most outstanding students. She later got a job at the college as a teacher and she worked for only four months. While working,

she decided to start a small business of providing catering services for people's functions. The business did not succeed as she did not have proper equipment and the necessary capital to invest in it.

In the year, 2000, one of her former tutors urged Roselyn to get a job in Strathmore College Cafeteria. She was very reluctant but she eventually decided to take up the job offer in the pastry department. This department had been performing very poorly in terms of sales of the pastry products. In a day they would only sell about 15 of each of the two available pastry products. Roselyn came into an agreement with her employer where she asked to be given full freedom for making different menus of pastry items. She also requested to have her salary pegged on the sales she made in a month. Her manager was pleased by her initiative and she told her that it was her project. This was the beginning of new chapter in Roselyn's life.

She was extremely thrilled and within no time she had produced several recipes of pastry items some of which had her own secret ingredients. She documented all these recipes for future reference. Her pastry items became so popular especially amongst the students and within a few months she was selling 300 – 400 pieces of the different pastry items that she baked per day. This also translated to a salary increment in only a few months.

After a year the management of the Cafeteria was changed and one of her former Kibondeni lecturers became the new manager. After working with Roselyn for a few months, the new manager urged Roselyn to seriously think about starting her own catering business because she saw her entrepreneurial potential. She thought about it and she begun baking cakes for sale for birthdays and weddings in her house after work hours.

In 2001 Roselyn got married and due to the new responsibilities she had, she decided to stay on in employment as she continued her business. Financially she was not able to leave her job and concentrate on the business because she had children to take care of within the first three years of marriage.

Commenting on when she actually began her business on a full time basis, Roselyn said, *"I realized that I had excellent culinary skills and basics of entrepreneurship which I acquired while at Kibondeni College hence I thought I just had to take a risk and start off a catering business."* Eventually she launched out her catering business in 2004 and she never looked back. She shared premises with a friend as she could not afford to rent one on her own. The floor space was very small and for years she would always cook outside from as early as 4.00a.m. so that she would not inconvenience other office occupants within the same building when they came to work from 8.00a.m. The business grew and within no time she had steady clientele and this translated to increased profits every year.

However, with time Roselyn realized that she needed to move out to bigger premises. She also needed more equipment and her own van to transport to food items to different destinations. She always discussed her business matters with her husband as much as he did not understand much about catering. She made the statement, *"I tell my husband everything because I believe I am accountable to him. This is what I learnt while at college."* Roselyn enjoyed a great deal of support from her husband. She said that he had taken loans on her behalf in the past so that she could buy crockery, kitchen equipment and eventually a van. Reminiscing on some of the past catering services she had offered, she recounted how her husband would come to help out especially when she did not have enough staff to cater for a function. She said she always counted on him because by nature she was a risk taker and her husband complimented her with his risk-averse nature. *"I believe that without his support I would not be the successful businesswoman that I am today. As he understands the fact that the business can at times take up so much time, he helps me out with looking after the children and other household responsibilities,"* remarked Roselyn

In 2011, Roselyn had no choice but to look for a new premise as they were asked to move out of the building they were in as it was to be demolished at the end of the year. Her search was not easy but eventually her husband got in touch with a family friend who told them that he was affiliated to an institution that had put up a fully equipped bakery to

train people but the venture collapsed. Hence the premises had been vacant for three years. Roselyn and her husband immediately followed this prospect and in October 2011, she entered into a contractual agreement to rent the premises with all the kitchen facilities. Roselyn was elated as her dreams had come true. She always wanted a huge central ultra-modern kitchen with an office and now she had it.

Moving to the new premises had negative repercussions as she lost some of her clients. However, she is slowly getting them back as they discover her new premises. One of the conditions that the proprietors of the new premise gave to Roselyn was that she should do something that would benefit the community other than employing the local people. She thought about it and a brilliant idea came to her mind. Besides offering catering services, she also provides cookery classes to women at affordable rates. She has three different programs; daily classes for professional women and university students, monthly classes for house helps and monthly classes for rural women. In addition to the cookery classes, she offers sessions on table etiquette, human virtues and family values. Roselyn embarked on this project because she strongly believed that she had to give back to the community what she had gained over the years.

With regards to her staff, she has weekly meetings to discuss their issues and of late she has been inviting her husband to be part of the team. She said that she did this so that her employees would always recognize the fact that he was in charge. Besides this she acknowledged that when she did this she would get more support from her husband. Roselyn has also employed all the things she learnt in Kibondeni and Strathmore in the running of her business. For instance she ensured the staff had meals at a fixed time so as to impart discipline and she also had the dining table set to hotel standards so that the staff learnt how to eat with appropriate crockery. This gave her an opportunity to instill table etiquette in them as majority of them had never used crockery in their lives. One of her staff was so proud of himself when he once observed how executives in a function they catered for had no clue on how to use a fork and a knife. This boosted his esteem as he had mastered table etiquette at work.

When she has a big project coming, she engages her staff on how to go about it and values their input. She said through this she discovered the talents of her staff and she encouraged them to build on it. In instances where things did not work out, she would always retrace her steps and study the matters just as she was taught in Kibondeni. Roselyn added, *“All in all I am glad that through the business I run, I manage to cater for the basic needs of my family and also improve people’s lives through the employment opportunities in my company. Hence I feel proud contributing towards the building of this nation.”*

In relation to Kenya’s Vision 2030, Roselyn remarked that the document gave a ray hope to many women. She said, *“When I started my business I had very little money and I did not have assets such as land which I could use as collateral to get a loan to finance the business. Hence getting a loan from financial institutions was very difficult and at the time it was easier for a man to get a loan than a woman as banks believed the latter had more security. I then had to rely on my husband to get the money.”* She added, *“With Vision 2030 in place, many women in my position will easily access financial services to improve their economic situation.”*

In conclusion, Roselyn remarked that she did not thought that she would start her own business while still under 40 years old but the skills she got enabled her to do so. She made the statement, *“At Kibondeni, I learnt that life is what you make it. I learnt to prioritize things and I would say the greatest thing I learnt was interpersonal skills: how to negotiate, how to handle customers, how to air views without imposing oneself, courtesy and respect for others. I thank God for Kibondeni where I not only learnt how to start and take care of a business but also how to care for my family and relate well with other people.”*

SUB PROJECT 4: SELINA KAINGU

Selina is one of the few privileged girls to access an education from her home area. She hails from Kilifi District, which is one of the poorest regions in Kenya. Additionally, literacy rates are very low with only 30% of the female population being educated. In this

district many girls drop out of school because of poverty and many are married off from the age of thirteen.

Selina's parents are illiterate and she has nine siblings. Before she came into contact with Kianda Foundation she had only graduated from primary school and she was eligible for marriage. *"We lived in abject poverty as we all depended on my father's meagre income. There were many instances when we slept hungry because of lack of finances,"* said Selina. Mr. Kaingu, Selina's father, has been working as a cook for 35 years in one of the beach homes in close proximity to their village. Her mother is a housewife and tends to their little garden for subsistence production of food crops. As much as Selina wanted to continue to study, it was not possible to educate her further as the finances were limited and her siblings needed to complete their primary education. She then went to work as a house help in a home in Mombasa for one and a half years after which she came back to her village. Later she got a job at the same place as her father.

Mr. Kaingu's employers, Mr. and Mrs. Knotts clearly perceived his situation and they thought they could help out. They suggested to him that perhaps he could send his daughter Selina to Nairobi or a hotel so that she could get a job. They also thought that she would get exposure in the city and perhaps continue with her education once she got some income. They were willing to help out through the network of friends and acquaintances that they had. In 2003, the Principal of Kimlea Training School, a project of Kianda Foundation, came over to the Knotts' home on holiday and they told her about Selina. They asked her if she could get Selina a job. The Principal had a different outlook and she thought that it would be better to train Selina in Kimlea and afterwards it would be easier for her to get a job with a certificate in hand. The Knotts were delighted with the prospect and offered to pay part of the school fees, however there was a small huddle and that was convincing Selina's father to let go off her daughter to study.

The Principal of Kimlea, Ms. Gikandi had a chat with Mr. Kaingu in order to explain to him why it was important to educate his daughter further and outlined the future benefits. Ms. Gikandi later said, *"This meeting was vital because many villagers did not value*

education of girls and would rather have them married in order to get dowry as bride price. So I had to get the buy-in of Mr. Kaingu so that Selina could be allowed to study." Eventually it was possible for Selina to join Kimlea. The Knotts and Mr. Kaingu agreed to split the costs of school fees.

In the year 2004, Selina joined Kimlea Training School situated within the tea plantations of Tigoni. It was the first time she left home and travelled out of her district. The fear of the unknown preoccupied her mind. As she said later, *"Little did I know that I was opening a completely new chapter of my life."* Ms. Gikandi had organized her accommodation with one of the families that lived near the school.

Adapting to the new school was an arduous task for Selina. Many things were against her, for instance the altitude was far much higher than in her home area which was at sea level, the climate was very different from Coastal weather she was used to and the culture of the people she interacted with was totally different. This disconcerted her for a while, but the mentorship program within the school helped her overcome the problem. Through the aforementioned program, she was assigned a mentor who was one of the teachers in the school and this became an avenue for her express herself. Consequently she was guided on survival tactics and she eventually managed to put her head to study and excel.

After completing a two year technical course in Kimlea, Selina got a job as a cook in a nursery school in Nairobi. After a year, she decided to work on getting a secondary school certificate. All the while she continued staying at the home she had been living in when she was a student. When she told her hosts about her idea they were excited and they decided to support her by waiting for her in the town when she came late from school. She used part of her savings to finance this venture and Ms. Gikandi managed to get partial sponsorship from the Knotts to supplement the expenses.

Selina worked hard at the nursery school and in the evening she would go to school. While at the home where she lived, she got mesmerized at the entrepreneurial nature of her hosts. They kept pigs and chicken and sold the animal products in order to earn an

extra income. She learnt a lot from this and in her mind she hoped to do the same when she finished school.

Part of Selina's earnings would be sent back to her home to cater for the basic needs of her family. Unfortunately the Knotts sold their property and relocated to Australia in 2004. Selina's father became jobless and he began drinking alcohol to bury his frustrations. Later he was rehired by the new owners of the Knott's home but the drinking continued. The family suffered a lot as all the money in the home was used to buy alcohol. Selina travelled to her home to resolve the problems at home. Despite the actions of her father she treated him with respect and had meaningful conversations with him to urge him to stop drinking. In Mijikenda culture it was almost a taboo for a daughter to engage her father in dialogue to dissuade him from doing something. Some of the villagers thought that she was bewitched and that is why she had the courage to discuss grave family matters with her father. Selina attributed her ability to overcome cultural barriers to the all-round formation she received in Kimlea. With time her father's drinking stopped.

Selina completed her high school course and sat the national examinations as a private student. She went on with her job at the nursery school but she was always unsettled by the problems that were in her home. The money that she sent home was not enough to cater for school fees of her siblings as well as the basic needs. Ms. Gikandi, convinced her that the only way out was for her to move back to Kilifi, get a job and resolve the problems while she was at home. Coincidentally, in 2010, Kianda Foundation inaugurated a vocational training centre similar to Kimlea in Kilifi named Tewa Training Centre. She was recommended to work in the institution as a receptionist. This was her opportunity to get back to her village to give back what she had received in Kimlea.

Family problems gradually diminished when Selina came back home. Besides working in Tewa, she started trading vegetables and fruits in her village in order to earn an extra income. This was a consequence of the experience she had gained while working on the farm in the home where she lived as student.

Selina and her family's fortunes turned in the recent past since she began working at Tewa. Her two sisters were enrolled for the hospitality course in Tewa and one of them is currently on attachment at golf resort where she has a very high chance of getting employment once she graduates. Her other sister has one more year to go before she graduates. Additionally, her younger siblings are all in school and she pays the bulk of the school fees for all them.

Towards the end of the year 2010, there was an eviction notice for the residents in Selina's village who had been squatters for many years. As most of them did not have title deeds or allotment letters that ascertained they were the owners of the land, they had no choice but to look for other land to resettle. Selina was distressed by this state of affairs as she had a large family to look after and moving away would only aggravate the economic situation. After consulting with her employer and family members, she made a rare move that caused a stir in her community as she decided to buy the piece of land they were occupying from the proprietor. Women in her village never owned land and it was not acceptable according to the dictates of culture. Unperturbed by the gossip and the discontent of the villagers, she negotiated the price and went ahead to secure a bank loan in order to purchase the land in January 2011. The Kaingu family was greatly indebted to Selina as they ceased living in trepidation wondering where they would move to. This imparted a great sense of security in the home.

When asked about what she thought about Vision 2030 and the gains it had for women, Selina said, *"I am happy this document has been put in place. Many girls in my community lagged behind in terms of development because traditionally they were not supposed to go to school, get employed, own property or even contribute in the decision making process in a family. These were privileges enjoyed only by men. But, now there is a ray of hope for women because the document advocates for women's rights to the aforementioned privileges."* Selina added that she hoped she could educate the women in the village about the rights they had as stipulated in Kenya's new Constitution so that could rise from their slumber. *"I think if the new constitution had not been promulgated,*

I would not have been able to own the land my family dwells on because of customary law,” remarked Selina

When asked to whom she attributed her success, Selina remarked, *“I appreciate all the training I got within the Kianda Foundation projects because through that I got skills that helped to get jobs hence an income that sustains my family and I. I now work in Tewa Training Centre and this also opened an opportunity to educate my two sisters. The management at Tewa was very instrumental in advising me to secure a loan to buy land for my family. They provided all the relevant documentation needed by the bank to release the loan.”*

Mr. Kaingu was the envy of many of the villagers though some still believed that his daughter was bewitched. When asked what he thought of his daughter, he said, *“I am very proud of her because she has taken a big responsibility in the home just like a man. We plan and exchange ideas on the running of the home and the education of her siblings. It has been worthwhile investing in her education.”*

Selina was extremely grateful to Ms. Gikandi for opening windows of opportunity in her life. She was indebted to her and the staff of Kimlea for enabling her to unearth her potential. She made the statement, *“I call Ms. Gikandi Mama as that is what she is to me. She gave me an education but more than that she taught me lessons of life that are permanently ingrained in mind and heart. Now I am a woman with a profession, but most of all I value the role I play in my family. I manage to get things done by constantly engaging in dialogue with my family members and they support me in my projects as they know it will benefit them.”* She was the first woman in her village to get tertiary education, permanent employment in an institution and own land. She said, *“My dream is to educate all my siblings, buy another piece of land to build houses for rental income and to start a family.”* She also hopes to inspire other girls and women in her village to get empowered and at the same time live their roles as homemakers.

SUB PROJECT 5: AGNES WAMBUI KINGONDU

Agnes is a vibrant small scale farmer and chick breeding businesswoman from Kagongo village in Kiambu District. She is married and has four children as well as a grandchild. Her two eldest children are working while the other two children are still in school.

Agnes and her husband were small scale farmers for many years and they managed to educate their children with the meager earnings they got from the sale of excess food crops. Agnes also kept cows for the production of milk. Life was not very easy for them as they relied on good weather in order to get better yields. However, there were years when the rainfall patterns were unreliable hence they would not manage to get vegetables for sale. They would only have enough for the family to feed on and at times even that was not available. When the weather was favorable they would get a good harvest but unfortunately the profits from the sales of the food crops were very low due to excess products in the market. Additionally Agnes never kept any records so she never knew how much profit they had made at any one time. Besides, when she got some money they used it all to cater for the basic needs of the family.

Problems arose in the family due to the financial constraints. At one point in time the couple separated for a while because of disagreements which were rooted to the financial problems. Agnes resorted to working as a casual laborer in order to earn an income. The earnings were so small hence poverty continued biting the family.

In 2009, Agnes found out about a business skills course that was to be offered to rural women in her village courtesy of Kianda Foundation's Trainer of Trainers (TOT) project. Many of the women in her neighbourhood had enrolled and she thought she could not be left out. She met the co-ordinator of the project who explained to her what the course would entail. She was delighted and she attended the classes without fail. It was a great sacrifice to go for the classes which took place in her village once a week for a month as she had to forfeit work hours and this meant that she earned less. However, she was determined to get the most out of the course so that she could improve her life. Besides

business skills, the women were taught family values, human virtues and the importance of the woman in the home.

Towards the end of the training each of the women was asked to identify the business or trade they would like to engage in and draw up a business plan. This was a new phenomenon to all of them but they managed with the help of university students who were the trainers of the course. Thereafter they would be followed up in their homes for six months to ensure they implemented their business. Agnes was thrilled by this whole exercise and she now realized she could improve on her farming so that she could produce crops throughout the year even there were no rains.

After the training, Agnes decided to seek help from the Ministry of Agriculture office in Kiambu in order to improve her farming techniques. Previously she did not know that she had a right as a farmer to go to the offices to ask for advice. She thought she was too simple to be allowed into such government offices. The training had helped boost her self-esteem and implanted knowledge on her rights. She was then assigned an agricultural officer to help her out at no cost. Following their discussions, she decided to use water from a nearby well for purposes of irrigation in order to grow vegetables both for family use and for sale. Additionally, she applied farming methods that helped retain moisture in the soil longer and she identified crops that were best suited for her area. The results were improved yields and she managed to produce vegetables when they were out of season in the market. Hence her income greatly increased.

With time Agnes kept thinking of ways to increase her earnings and take better care of her family so that she could for instance provide balanced diets. The latter was based on knowledge she had acquired during the Trainer of Trainers business skills sessions. She kept ten hens which produced seven eggs a day. She used some for the family and sold the rest. At the time (2009) she made Kshs.40 per day from the sale of eggs. Over Christmas in 2009 she decided to be an agent for other farmers to sell chicken. She would buy each chicken at Shs. 230 from her neighbours and sell it at Shs.260 to hotels. Between 12th December, 2009 and 1st January, 2010 she earned more than Shs.6000 from

this business. She had never made this amount of money up to that time of her life. It was also possible for her to know her profits because she had learnt business record keeping.

One of the best lessons Agnes learnt from the training was how to draw a family budget and to buy household goods in bulk so as to cut down on costs. This enabled her to put her hard-earned income to good use. Previously she used to buy items from the kiosk in small quantities on a daily basis. On calculating her monthly household expenses she realized that it was very high. She opted to do her shopping in Kiambu from the supermarket or a wholesale shop. She was then able to save some money and opened a savings account.

Agnes dreamt of putting up a hatchery for chicks as she realized that the demand was very high and the supply was very low. However, such a venture required a large capital input and her savings were not sufficient to cater for this. Her eldest son Eric came back from United Arab Emirates (UAE) where he had been working in a hotel as a front office clerk for four years. He got the job through an employment agency in Kenya. He left the job because the working hours were unbearable and he had no time to rest. He thought that if he came home he would start off a business using the savings he had from UAE.

Upon his return at the beginning of 2011, Agnes updated her son on her business prospects and dreams. It so happened that one of the business ideas Eric had was owning a hatchery. He got the idea years ago, as he admired one of the leading chicken farms in Kenya, Muguku Farm. The proprietor was known to be one of Kenya's biggest suppliers of chicken and day old chicks. Additionally, he saw many hatcheries when he lived in UAE. The two put their heads together and they drew up a plan as to how they would make their dream a reality. As they could not afford a brand new hatchery, Eric decided to design a custom made hatchery. He hired local artisans to put the invention together. He used almost all his savings to construct a hatchery that could hatch 8000 chicks at a go. His mother chipped in with her little savings.

In May 2011, Agnes began the hatchery business in partnership with her son. Eric spent his time looking for orders for the chicks while Agnes would go out looking for eggs to incubate.

Agnes sold all her cows, because she realized that dairy farming was not very profitable and was very labour-intensive. She then concentrated on the hatchery which produced 2000 chicks per week. In addition, Agnes began rearing broiler chicken for sale and domestic and currently she has about 200.

Meanwhile, Agnes reconciled with her husband and putting into practice the family values she had learnt she thought the best thing would be to involve him so that he could also contribute to the running of the home. *“My husband’s carpentry skills came in handy when I began rearing chicken as I requested him to construct the chicken houses. His involvement in the family business matters revamped his spirits. We rarely quarrel now as my husband is very engrossed and enthusiastic about the business,”* said Agnes. According to her, he also seemed happier and proud to be part of the business. She added that as they worked together with her husband, the business steadily grew because they put all their energies into it. Whenever visitors came to see the hatchery Agnes’ husband would take the onus of showing them around the farm.

Agnes never thought that she could run such a capital intensive business. She has used some of her profits to improve her house. Currently she is rearing layers so that she can produce the eggs needed for hatching instead of counting on other farmers who are not very reliable and tend to be expensive. Her profits rose up to approximately Ksh.10,000 a week and she was very proud of her achievement. *“I never thought I would see a day when I would make huge profits from my business. I owe it to all the training and support I got from the Trainer of Trainers project,”* said Agnes. Her son, Eric did not need to look for a job as he earned more money than he did even when he lived in UAE out of the hatchery business. He was very grateful for the support he got from the mother as she ran the business very well while he went out to look for market. He said that his parents made excellent business partners and they all split the profits amongst themselves. He

acknowledged the fact that the mother was very instrumental when it came to the business record keeping hence they were able to track the performance of the business.

Commenting on Vision 2030, Agnes stated that she did not know what the contents of the document were. However, she said, *“All I know is that the document advocates for more women to contribute in all sectors of development in Kenya just as the men.”*

In conclusion, Agnes said that the Trainer of Trainers project opened her eyes. She made the statement, *“I was miserable and worn out struggling to make ends meet only to earn very little money that did not cater for all the family needs. The training made me realize that one can do anything as long as they set their mind on it and work hard to achieve their goal. My dream is to have many hatcheries just like Muguku Farm.”*

SUB PROJECT: 6 PERIS GICHUKI

Peris was born and bred in Kericho town, Kenya’s largest producer of tea. She is the second born of six children and for a long time her family lived comfortably. In 1992, there was political unrest in the country and tribal clashes ensued in different parts of the Rift Valley province of Kenya. Peris’s family was greatly affected as they were forced to flee from their home. Her father sold his land and other assets which included rental houses at a throw away price and fled together with his sons to Limuru, a town that was 300 kilometres from Kericho. He left behind his wife and daughters who were refugees in a church. He went ahead with his sons because they stood a higher chance of being killed than the women. In Limuru he bought a very small piece of land and also rented a small house using all the money he had including all his savings.

When tension in Kericho eased, Peris together with her sister and mother were evacuated to Limuru where they were reunited with the rest of the family. This was the beginning of a very trying moment for the family. Peris’ parents had no jobs and all the children needed to go to school. She said, *“From a comfortable life in Kericho, we were now exposed to abject poverty. We could not afford to have three meals a day hence there were many days that we slept hungry and we all lived in a one room house.”* Her parents

tried to get casual jobs in the tea and coffee plantations in Limuru but this turned out to be difficult as they were not known in the area. It was very humiliating for the parents to work as tea pickers as previously Peris' father had a good job with a construction company, he owned a large piece of land for farming and he had houses for rental income. Her mother on the other hand managed her husband's businesses. Peris said, *"After being displaced from Kericho to Limuru, my parents lost everything. Starting over in a new place proved to be very difficult as we did not know anyone and this resulted in the whole family living in bitterness and hopelessness."*

Peris dreamt of training as a nurse after high school but her dreams were shattered because of lack of school fees. She stayed at home wallowing over her misfortunes until one day a neighbour came over for tea at their home. She told Peris' parents about Kimlea Technical School, a project of Kianda Foundation which offered vocational training to girls and women from underprivileged backgrounds. She also told them that the school fee was heavily subsidized so they would only have to pay a very small amount of money. Peris' parents liked the idea and they convinced their daughter to enroll for a course while they looked for money to take her to a nursing school.

Peris joined Kimlea in 1998 and she nonchalantly attended the classes. She agreed to go to the school to pass time as it was a better thing to do than staying at home. Within months her attitude completely changed. She was assigned a tutor at the school and the sessions she had with the latter opened her laid-back mind. With time she made friends in the school and the tutor made an effort to visit her home. She eventually felt accepted in Kimlea and slowly found herself looking forward to coming to school.

The tutorials and the lessons given in the school on human relations and virtues gradually helped Peris overcome the bitterness she had over their misfortunes. She learnt to forgive and start all over again. The Principal of the school once remarked that in order to empower the girls at the school, the staff first spent a lot of time trying to understand the student's backgrounds. For this reason they would make home visits in order to meet the

families. Additionally the parents were invited to meetings on a regular basis to discuss their daughters' performance.

Peris realized that she needed to help out her family to overcome the grief over their losses. She would go home and tell everyone what she had learnt and slowly the family came to terms with their situation. Her mother began attending monthly mothers' meetings in Kimlea where they were also taught how to manage their homes thus creating a peaceful and cheerful haven for their families. This synergized Peris' efforts and within a year the family clearly saw the need to forget about the past and start over building for the future.

During one of the tutorial sessions, Peris was advised by her tutor to ask for manual jobs in the school so that she could get some income to pay her school fees and help her family. She was delighted at the idea and she began doing menial tasks over the weekends and during the holidays. With time she was able to contribute towards her school fee. Her younger brothers were in high school and at times they would be sent home due to non-payment of tuition fee. Peris discussed this matter with her father and he resorted to giving them a small portion of the land he had bought so that they could grow vegetables. Peris and her brothers embarked on this mission and later they began selling vegetables to the neighbours and they got some little income.

After one year in Kimlea School, Peris was asked by her father whether she was still interested in going to nursing school as he had managed to save some money. To his dismay, his daughter told him she had no intentions of studying nursing and that she was quite happy in Kimlea. She requested him to use the money to pay school fees for her siblings. Peris later remarked, "*Kimlea had become my second home and a place where I could discover my potential.*"

Peris graduated from Kimlea in 1999 and she was the best student in her class. She tried to look for a job afterwards but she ended up with short term contracts. Eventually the Principal of Kimlea, requested her to come over to work as an assistant teacher in 2001.

She was delighted at the prospect and she began working. Her salary was very little but she managed to cater for her family's basic needs. She said that at Kimlea she was taught that one's salary should be divided into three portions to cater for self-development needs, family needs and savings. She employed this principle from the first moment she earned money.

Peris educated her two younger brothers and sister through high school. She further provided funds for her sister to train as a hair salonist and now she has a job. With the help of the Principal of Kimlea she also managed to have electricity connected to their house which their father built later on the small piece of land he had bought. Her father had a posho mill to grind maize into flour and he could not use it without electricity. Hence with the connection of electricity he began milling maize for his neighbours and charging a fee. Later he realized that he would make more money if he bought the maize and packaged the flour for sale instead of waiting for people to bring their own maize. This meant he needed more capital. Once again Peris and the Principal of Kimlea helped him to attain membership in a men's micro-credit group. Hence he was able to secure a loan to invest in his small business.

Presently, Peris father does not work as a casual worker in the tea and coffee plantations. He runs three posho mills in three different locations. Two of the posho mills are run by his two sons who graduated from high school and the other is run by him. He has also managed to pay back the loan in full. Thus the family's poverty levels greatly reduced and presently Peris' parents do not rely on her to cater for their basic needs because they now have a steady flow of income. The parents comfortably pay for the education of their last born son.

Peris' parents were very grateful that their daughter went to Kimlea because through the institution the family benefitted enormously. Peris mentioned that with time she earned a lot of respect from her family members and in some instances she had to act as an arbitrator between her parents when they had misunderstandings. Her parents also began consulting her on various family issues. She was always amazed that they listened to her.

As her family's situation improved, Peris thought of developing herself through further studies. Her mentor who was also the Principal of Kimlea told her it would be advisable for her to get a certificate course from one of the country's technical colleges. In 2005 she enrolled in Kenya Polytechnic College and she graduated with a certificate in Food and Beverage Production and Service. This catapulted her to the next level of her career. She began teaching this subject in Kimlea School and at home she would bake items for sale to earn an extra income.

Peris got married in 2007 and she has three children. Her husband is her number one supporter and he commented that he has learnt many things from Peris. One of the wedding gifts they got from Kimlea School was a cooker with an oven. Peris was delighted and she began commercial baking of birthday and wedding cakes after work or over the weekends. She remarked, *"I always consulted my husband on my business ventures he turned out to be my best partner. With time he took interest in my culinary skills and he learnt how to make the cake mixtures as well as icing of cakes. Thus when the orders were too many for me to handle he would help me out."* Her four year old daughter also gets involved and she is always quick to remind her mum when she has forgotten to add an ingredient into the cake mixture. *"My husband Sam has also been instrumental in helping me out with the responsibilities at home. He does not leave everything to me as he understands I equally get tired from work. So we share out the household chores,"* said Peris.

Peris and her husband opened a joint account after they got married as she strongly believes that everything she has is her husband's and vice versa. Together they recently managed to buy a piece of land of their own. They intend to build their future home and live in the new piece of land where she also hopes to engage in farming. Peris is also intending to study further to get a diploma but she has put this on hold so that she could look after her young family.

in case her husband passed away; it would have been very easy for her to lose what they had built together to relatives because of traditions.

In 2008, Nyambura was completely devastated having lost all hope because all their assets were reduced to ashes in a single night. Her husband almost lost his mind. However a ray of hope emerged, as Nyambura says, *“I had nothing and Kianda Foundation revamped my spirits. Through their training and provision of land as well as capital I now own a successful business. Now I can hope for a better future for my family.”* She added, *“We are not destitute anymore and if anything we are now helping others in the farm rebuild their lives.”* It seems that the sky is the limit for this family.

SUB PROJECT 3: ROSELYN MUTHIORA

Roselyn Muthiora, a graduate of Kibondeni College, is a bubbly catering professional passionate about what she does. She loves baking, cooking and organizing parties and delights in making other people happy with the culinary skills she learnt at the college. The icing on the cake, Roselyn is convinced that she is a good ambassador of the college that gave so much to her.

Roselyn is the Managing Director and Founder of Rystol Caterers Limited which offers outside catering services and corporate etiquette sessions to a number of organizations and individuals. The company has five permanent employees and approximately twenty part time workers. Her premises are located in Uthiru, a small town that is located on the outskirts of Nairobi. She is married and has four children.

When Roselyn completed her high school education, her only dream was to join Utalii College, one of Kenya’s top hospitality institutions. There was a very high demand countrywide for entry into this institution thus making it very competitive. Roselyn tried on several occasions to get admission but all in vain. She was devastated at the thought of not being able to pursue her dream. Her family’s next door neighbour got wind of the situation and she suggested to Roselyn to apply to another hospitality institution that was equally reputable. The institution in question was Kibondeni College, a project of Kianda

Foundation. The College was less than five kilometres from where she lived and so she immediately made an application for admission. She passed the interview and she joined the college in 1995 to undertake a diploma course.

Initially, she was not so enthusiastic about the college but within no time she settled. An aspect that struck Roselyn was the warm atmosphere in Kibondeni. Each student was treated as an individual bearing in mind their diverse cultural, family and economic backgrounds. Roselyn realized that the atmosphere was very different from what she experienced in high school where the most important thing was academic excellence at all costs. Another fascinating feature of the college that impressed her was the fact that each student was allocated a tutor to whom they could confide in on various issues affecting their lives. Through individual tutorial sessions, students were helped out to improve academically, handle personal as well as family problems that they encountered and human virtues were also instilled at this level.

While at Kibondeni, Roselyn was a boarding student at one of the college's affiliated catering departments. She recalled that in the residence she learnt many things including table etiquette, spirit of service, virtues and generally how to relate with different people. One of the things she highly appreciated was the cultural sessions they had with other students and tutors. During these sessions, the students were urged to prepare and make a presentation on anything that enhanced their cultural knowledge. In her view, these sessions were very beneficial as it helped them to clearly articulate themselves and they gained diverse knowledge on various issues. Additionally, she said that it greatly built on their self-esteem and they could speak out confidently in different gatherings. Furthermore, she pointed out that many students were introduced to a world of communication that they never knew before because majority hailed from the rural areas where patriarchy dominated thus women's opinions were not necessarily given due importance.

Roselyn graduated in 1998 and she was one of the most outstanding students. She later got a job at the college as a teacher and she worked for only four months. While working,

she decided to start a small business of providing catering services for people's functions. The business did not succeed as she did not have proper equipment and the necessary capital to invest in it.

In the year, 2000, one of her former tutors urged Roselyn to get a job in Strathmore College Cafeteria. She was very reluctant but she eventually decided to take up the job offer in the pastry department. This department had been performing very poorly in terms of sales of the pastry products. In a day they would only sell about 15 of each of the two available pastry products. Roselyn came into an agreement with her employer where she asked to be given full freedom for making different menus of pastry items. She also requested to have her salary pegged on the sales she made in a month. Her manager was pleased by her initiative and she told her that it was her project. This was the beginning of new chapter in Roselyn's life.

She was extremely thrilled and within no time she had produced several recipes of pastry items some of which had her own secret ingredients. She documented all these recipes for future reference. Her pastry items became so popular especially amongst the students and within a few months she was selling 300 – 400 pieces of the different pastry items that she baked per day. This also translated to a salary increment in only a few months.

After a year the management of the Cafeteria was changed and one of her former Kibondeni lecturers became the new manager. After working with Roselyn for a few months, the new manager urged Roselyn to seriously think about starting her own catering business because she saw her entrepreneurial potential. She thought about it and she begun baking cakes for sale for birthdays and weddings in her house after work hours.

In 2001 Roselyn got married and due to the new responsibilities she had, she decided to stay on in employment as she continued her business. Financially she was not able to leave her job and concentrate on the business because she had children to take care of within the first three years of marriage.

Commenting on when she actually began her business on a full time basis, Roselyn said, *"I realized that I had excellent culinary skills and basics of entrepreneurship which I acquired while at Kibondeni College hence I thought I just had to take a risk and start off a catering business."* Eventually she launched out her catering business in 2004 and she never looked back. She shared premises with a friend as she could not afford to rent one on her own. The floor space was very small and for years she would always cook outside from as early as 4.00a.m. so that she would not inconvenience other office occupants within the same building when they came to work from 8.00a.m. The business grew and within no time she had steady clientele and this translated to increased profits every year.

However, with time Roselyn realized that she needed to move out to bigger premises. She also needed more equipment and her own van to transport to food items to different destinations. She always discussed her business matters with her husband as much as he did not understand much about catering. She made the statement, *"I tell my husband everything because I believe I am accountable to him. This is what I learnt while at college."* Roselyn enjoyed a great deal of support from her husband. She said that he had taken loans on her behalf in the past so that she could buy crockery, kitchen equipment and eventually a van. Reminiscing on some of the past catering services she had offered, she recounted how her husband would come to help out especially when she did not have enough staff to cater for a function. She said she always counted on him because by nature she was a risk taker and her husband complimented her with his risk-averse nature. *"I believe that without his support I would not be the successful businesswoman that I am today. As he understands the fact that the business can at times take up so much time, he helps me out with looking after the children and other household responsibilities,"* remarked Roselyn

In 2011, Roselyn had no choice but to look for a new premise as they were asked to move out of the building they were in as it was to be demolished at the end of the year. Her search was not easy but eventually her husband got in touch with a family friend who told them that he was affiliated to an institution that had put up a fully equipped bakery to

train people but the venture collapsed. Hence the premises had been vacant for three years. Roselyn and her husband immediately followed this prospect and in October 2011, she entered into a contractual agreement to rent the premises with all the kitchen facilities. Roselyn was elated as her dreams had come true. She always wanted a huge central ultra-modern kitchen with an office and now she had it.

Moving to the new premises had negative repercussions as she lost some of her clients. However, she is slowly getting them back as they discover her new premises. One of the conditions that the proprietors of the new premise gave to Roselyn was that she should do something that would benefit the community other than employing the local people. She thought about it and a brilliant idea came to her mind. Besides offering catering services, she also provides cookery classes to women at affordable rates. She has three different programs; daily classes for professional women and university students, monthly classes for house helps and monthly classes for rural women. In addition to the cookery classes, she offers sessions on table etiquette, human virtues and family values. Roselyn embarked on this project because she strongly believed that she had to give back to the community what she had gained over the years.

With regards to her staff, she has weekly meetings to discuss their issues and of late she has been inviting her husband to be part of the team. She said that she did this so that her employees would always recognize the fact that he was in charge. Besides this she acknowledged that when she did this she would get more support from her husband. Roselyn has also employed all the things she learnt in Kibondeni and Strathmore in the running of her business. For instance she ensured the staff had meals at a fixed time so as to impart discipline and she also had the dining table set to hotel standards so that the staff learnt how to eat with appropriate crockery. This gave her an opportunity to instill table etiquette in them as majority of them had never used crockery in their lives. One of her staff was so proud of himself when he once observed how executives in a function they catered for had no clue on how to use a fork and a knife. This boosted his esteem as he had mastered table etiquette at work.

When she has a big project coming, she engages her staff on how to go about it and values their input. She said through this she discovered the talents of her staff and she encouraged them to build on it. In instances where things did not work out, she would always retrace her steps and study the matters just as she was taught in Kibondeni. Roselyn added, *“All in all I am glad that through the business I run, I manage to cater for the basic needs of my family and also improve people’s lives through the employment opportunities in my company. Hence I feel proud contributing towards the building of this nation.”*

In relation to Kenya’s Vision 2030, Roselyn remarked that the document gave a ray hope to many women. She said, *“When I started my business I had very little money and I did not have assets such as land which I could use as collateral to get a loan to finance the business. Hence getting a loan from financial institutions was very difficult and at the time it was easier for a man to get a loan than a woman as banks believed the latter had more security. I then had to rely on my husband to get the money.”* She added, *“With Vision 2030 in place, many women in my position will easily access financial services to improve their economic situation.”*

In conclusion, Roselyn remarked that she did not thought that she would start her own business while still under 40 years old but the skills she got enabled her to do so. She made the statement, *“At Kibondeni, I learnt that life is what you make it. I learnt to prioritize things and I would say the greatest thing I learnt was interpersonal skills: how to negotiate, how to handle customers, how to air views without imposing oneself, courtesy and respect for others. I thank God for Kibondeni where I not only learnt how to start and take care of a business but also how to care for my family and relate well with other people.”*

SUB PROJECT 4: SELINA KAINGU

Selina is one of the few privileged girls to access an education from her home area. She hails from Kilifi District, which is one of the poorest regions in Kenya. Additionally, literacy rates are very low with only 30% of the female population being educated. In this

district many girls drop out of school because of poverty and many are married off from the age of thirteen.

Selina's parents are illiterate and she has nine siblings. Before she came into contact with Kianda Foundation she had only graduated from primary school and she was eligible for marriage. *"We lived in abject poverty as we all depended on my father's meagre income. There were many instances when we slept hungry because of lack of finances,"* said Selina. Mr. Kaingu, Selina's father, has been working as a cook for 35 years in one of the beach homes in close proximity to their village. Her mother is a housewife and tends to their little garden for subsistence production of food crops. As much as Selina wanted to continue to study, it was not possible to educate her further as the finances were limited and her siblings needed to complete their primary education. She then went to work as a house help in a home in Mombasa for one and a half years after which she came back to her village. Later she got a job at the same place as her father.

Mr. Kaingu's employers, Mr. and Mrs. Knotts clearly perceived his situation and they thought they could help out. They suggested to him that perhaps he could send his daughter Selina to Nairobi or a hotel so that she could get a job. They also thought that she would get exposure in the city and perhaps continue with her education once she got some income. They were willing to help out through the network of friends and acquaintances that they had. In 2003, the Principal of Kimlea Training School, a project of Kianda Foundation, came over to the Knotts' home on holiday and they told her about Selina. They asked her if she could get Selina a job. The Principal had a different outlook and she thought that it would be better to train Selina in Kimlea and afterwards it would be easier for her to get a job with a certificate in hand. The Knotts were delighted with the prospect and offered to pay part of the school fees, however there was a small huddle and that was convincing Selina's father to let go off her daughter to study.

The Principal of Kimlea, Ms. Gikandi had a chat with Mr. Kaingu in order to explain to him why it was important to educate his daughter further and outlined the future benefits. Ms. Gikandi later said, *"This meeting was vital because many villagers did not value*

education of girls and would rather have them married in order to get dowry as bride price. So I had to get the buy-in of Mr. Kaingu so that Selina could be allowed to study." Eventually it was possible for Selina to join Kimlea. The Knotts and Mr. Kaingu agreed to split the costs of school fees.

In the year 2004, Selina joined Kimlea Training School situated within the tea plantations of Tigoni. It was the first time she left home and travelled out of her district. The fear of the unknown preoccupied her mind. As she said later, *"Little did I know that I was opening a completely new chapter of my life."* Ms. Gikandi had organized her accommodation with one of the families that lived near the school.

Adapting to the new school was an arduous task for Selina. Many things were against her, for instance the altitude was far much higher than in her home area which was at sea level, the climate was very different from Coastal weather she was used to and the culture of the people she interacted with was totally different. This disconcerted her for a while, but the mentorship program within the school helped her overcome the problem. Through the aforementioned program, she was assigned a mentor who was one of the teachers in the school and this became an avenue for her express herself. Consequently she was guided on survival tactics and she eventually managed to put her head to study and excel.

After completing a two year technical course in Kimlea, Selina got a job as a cook in a nursery school in Nairobi. After a year, she decided to work on getting a secondary school certificate. All the while she continued staying at the home she had been living in when she was a student. When she told her hosts about her idea they were excited and they decided to support her by waiting for her in the town when she came late from school. She used part of her savings to finance this venture and Ms. Gikandi managed to get partial sponsorship from the Knotts to supplement the expenses.

Selina worked hard at the nursery school and in the evening she would go to school. While at the home where she lived, she got mesmerized at the entrepreneurial nature of her hosts. They kept pigs and chicken and sold the animal products in order to earn an

extra income. She learnt a lot from this and in her mind she hoped to do the same when she finished school.

Part of Selina's earnings would be sent back to her home to cater for the basic needs of her family. Unfortunately the Knotts sold their property and relocated to Australia in 2004. Selina's father became jobless and he began drinking alcohol to bury his frustrations. Later he was rehired by the new owners of the Knott's home but the drinking continued. The family suffered a lot as all the money in the home was used to buy alcohol. Selina travelled to her home to resolve the problems at home. Despite the actions of her father she treated him with respect and had meaningful conversations with him to urge him to stop drinking. In Mijikenda culture it was almost a taboo for a daughter to engage her father in dialogue to dissuade him from doing something. Some of the villagers thought that she was bewitched and that is why she had the courage to discuss grave family matters with her father. Selina attributed her ability to overcome cultural barriers to the all-round formation she received in Kimlea. With time her father's drinking stopped.

Selina completed her high school course and sat the national examinations as a private student. She went on with her job at the nursery school but she was always unsettled by the problems that were in her home. The money that she sent home was not enough to cater for school fees of her siblings as well as the basic needs. Ms. Gikandi, convinced her that the only way out was for her to move back to Kilifi, get a job and resolve the problems while she was at home. Coincidentally, in 2010, Kianda Foundation inaugurated a vocational training centre similar to Kimlea in Kilifi named Tewa Training Centre. She was recommended to work in the institution as a receptionist. This was her opportunity to get back to her village to give back what she had received in Kimlea.

Family problems gradually diminished when Selina came back home. Besides working in Tewa, she started trading vegetables and fruits in her village in order to earn an extra income. This was a consequence of the experience she had gained while working on the farm in the home where she lived as student.

Selina and her family's fortunes turned in the recent past since she began working at Tewa. Her two sisters were enrolled for the hospitality course in Tewa and one of them is currently on attachment at golf resort where she has a very high chance of getting employment once she graduates. Her other sister has one more year to go before she graduates. Additionally, her younger siblings are all in school and she pays the bulk of the school fees for all them.

Towards the end of the year 2010, there was an eviction notice for the residents in Selina's village who had been squatters for many years. As most of them did not have title deeds or allotment letters that ascertained they were the owners of the land, they had no choice but to look for other land to resettle. Selina was distressed by this state of affairs as she had a large family to look after and moving away would only aggravate the economic situation. After consulting with her employer and family members, she made a rare move that caused a stir in her community as she decided to buy the piece of land they were occupying from the proprietor. Women in her village never owned land and it was not acceptable according to the dictates of culture. Unperturbed by the gossip and the discontent of the villagers, she negotiated the price and went ahead to secure a bank loan in order to purchase the land in January 2011. The Kaingu family was greatly indebted to Selina as they ceased living in trepidation wondering where they would move to. This imparted a great sense of security in the home.

When asked about what she thought about Vision 2030 and the gains it had for women, Selina said, *"I am happy this document has been put in place. Many girls in my community lagged behind in terms of development because traditionally they were not supposed to go to school, get employed, own property or even contribute in the decision making process in a family. These were privileges enjoyed only by men. But, now there is a ray of hope for women because the document advocates for women's rights to the aforementioned privileges."* Selina added that she hoped she could educate the women in the village about the rights they had as stipulated in Kenya's new Constitution so that could rise from their slumber. *"I think if the new constitution had not been promulgated,*

I would not have been able to own the land my family dwells on because of customary law,” remarked Selina

When asked to whom she attributed her success, Selina remarked, *“I appreciate all the training I got within the Kianda Foundation projects because through that I got skills that helped to get jobs hence an income that sustains my family and I. I now work in Tewa Training Centre and this also opened an opportunity to educate my two sisters. The management at Tewa was very instrumental in advising me to secure a loan to buy land for my family. They provided all the relevant documentation needed by the bank to release the loan.”*

Mr. Kaingu was the envy of many of the villagers though some still believed that his daughter was bewitched. When asked what he thought of his daughter, he said, *“I am very proud of her because she has taken a big responsibility in the home just like a man. We plan and exchange ideas on the running of the home and the education of her siblings. It has been worthwhile investing in her education.”*

Selina was extremely grateful to Ms. Gikandi for opening windows of opportunity in her life. She was indebted to her and the staff of Kimlea for enabling her to unearth her potential. She made the statement, *“I call Ms. Gikandi Mama as that is what she is to me. She gave me an education but more than that she taught me lessons of life that are permanently ingrained in mind and heart. Now I am a woman with a profession, but most of all I value the role I play in my family. I manage to get things done by constantly engaging in dialogue with my family members and they support me in my projects as they know it will benefit them.”* She was the first woman in her village to get tertiary education, permanent employment in an institution and own land. She said, *“My dream is to educate all my siblings, buy another piece of land to build houses for rental income and to start a family.”* She also hopes to inspire other girls and women in her village to get empowered and at the same time live their roles as homemakers.

SUB PROJECT 5: AGNES WAMBUI KINGONDU

Agnes is a vibrant small scale farmer and chick breeding businesswoman from Kagongo village in Kiambu District. She is married and has four children as well as a grandchild. Her two eldest children are working while the other two children are still in school.

Agnes and her husband were small scale farmers for many years and they managed to educate their children with the meager earnings they got from the sale of excess food crops. Agnes also kept cows for the production of milk. Life was not very easy for them as they relied on good weather in order to get better yields. However, there were years when the rainfall patterns were unreliable hence they would not manage to get vegetables for sale. They would only have enough for the family to feed on and at times even that was not available. When the weather was favorable they would get a good harvest but unfortunately the profits from the sales of the food crops were very low due to excess products in the market. Additionally Agnes never kept any records so she never knew how much profit they had made at any one time. Besides, when she got some money they used it all to cater for the basic needs of the family.

Problems arose in the family due to the financial constraints. At one point in time the couple separated for a while because of disagreements which were rooted to the financial problems. Agnes resorted to working as a casual laborer in order to earn an income. The earnings were so small hence poverty continued biting the family.

In 2009, Agnes found out about a business skills course that was to be offered to rural women in her village courtesy of Kianda Foundation's Trainer of Trainers (TOT) project. Many of the women in her neighbourhood had enrolled and she thought she could not be left out. She met the co-ordinator of the project who explained to her what the course would entail. She was delighted and she attended the classes without fail. It was a great sacrifice to go for the classes which took place in her village once a week for a month as she had to forfeit work hours and this meant that she earned less. However, she was determined to get the most out of the course so that she could improve her life. Besides

business skills, the women were taught family values, human virtues and the importance of the woman in the home.

Towards the end of the training each of the women was asked to identify the business or trade they would like to engage in and draw up a business plan. This was a new phenomenon to all of them but they managed with the help of university students who were the trainers of the course. Thereafter they would be followed up in their homes for six months to ensure they implemented their business. Agnes was thrilled by this whole exercise and she now realized she could improve on her farming so that she could produce crops throughout the year even there were no rains.

After the training, Agnes decided to seek help from the Ministry of Agriculture office in Kiambu in order to improve her farming techniques. Previously she did not know that she had a right as a farmer to go to the offices to ask for advice. She thought she was too simple to be allowed into such government offices. The training had helped boost her self-esteem and implanted knowledge on her rights. She was then assigned an agricultural officer to help her out at no cost. Following their discussions, she decided to use water from a nearby well for purposes of irrigation in order to grow vegetables both for family use and for sale. Additionally, she applied farming methods that helped retain moisture in the soil longer and she identified crops that were best suited for her area. The results were improved yields and she managed to produce vegetables when they were out of season in the market. Hence her income greatly increased.

With time Agnes kept thinking of ways to increase her earnings and take better care of her family so that she could for instance provide balanced diets. The latter was based on knowledge she had acquired during the Trainer of Trainers business skills sessions. She kept ten hens which produced seven eggs a day. She used some for the family and sold the rest. At the time (2009) she made Kshs.40 per day from the sale of eggs. Over Christmas in 2009 she decided to be an agent for other farmers to sell chicken. She would buy each chicken at Shs. 230 from her neighbours and sell it at Shs.260 to hotels. Between 12th December, 2009 and 1st January, 2010 she earned more than Shs.6000 from

this business. She had never made this amount of money up to that time of her life. It was also possible for her to know her profits because she had learnt business record keeping.

One of the best lessons Agnes learnt from the training was how to draw a family budget and to buy household goods in bulk so as to cut down on costs. This enabled her to put her hard-earned income to good use. Previously she used to buy items from the kiosk in small quantities on a daily basis. On calculating her monthly household expenses she realized that it was very high. She opted to do her shopping in Kiambu from the supermarket or a wholesale shop. She was then able to save some money and opened a savings account.

Agnes dreamt of putting up a hatchery for chicks as she realized that the demand was very high and the supply was very low. However, such a venture required a large capital input and her savings were not sufficient to cater for this. Her eldest son Eric came back from United Arab Emirates (UAE) where he had been working in a hotel as a front office clerk for four years. He got the job through an employment agency in Kenya. He left the job because the working hours were unbearable and he had no time to rest. He thought that if he came home he would start off a business using the savings he had from UAE.

Upon his return at the beginning of 2011, Agnes updated her son on her business prospects and dreams. It so happened that one of the business ideas Eric had was owning a hatchery. He got the idea years ago, as he admired one of the leading chicken farms in Kenya, Muguku Farm. The proprietor was known to be one of Kenya's biggest suppliers of chicken and day old chicks. Additionally, he saw many hatcheries when he lived in UAE. The two put their heads together and they drew up a plan as to how they would make their dream a reality. As they could not afford a brand new hatchery, Eric decided to design a custom made hatchery. He hired local artisans to put the invention together. He used almost all his savings to construct a hatchery that could hatch 8000 chicks at a go. His mother chipped in with her little savings.

In May 2011, Agnes began the hatchery business in partnership with her son. Eric spent his time looking for orders for the chicks while Agnes would go out looking for eggs to incubate.

Agnes sold all her cows, because she realized that dairy farming was not very profitable and was very labour-intensive. She then concentrated on the hatchery which produced 2000 chicks per week. In addition, Agnes began rearing broiler chicken for sale and domestic and currently she has about 200.

Meanwhile, Agnes reconciled with her husband and putting into practice the family values she had learnt she thought the best thing would be to involve him so that he could also contribute to the running of the home. *"My husband's carpentry skills came in handy when I began rearing chicken as I requested him to construct the chicken houses. His involvement in the family business matters revamped his spirits. We rarely quarrel now as my husband is very engrossed and enthusiastic about the business,"* said Agnes. According to her, he also seemed happier and proud to be part of the business. She added that as they worked together with her husband, the business steadily grew because they put all their energies into it. Whenever visitors came to see the hatchery Agnes' husband would take the onus of showing them around the farm.

Agnes never thought that she could run such a capital intensive business. She has used some of her profits to improve her house. Currently she is rearing layers so that she can produce the eggs needed for hatching instead of counting on other farmers who are not very reliable and tend to be expensive. Her profits rose up to approximately Ksh.10,000 a week and she was very proud of her achievement. *"I never thought I would see a day when I would make huge profits from my business. I owe it to all the training and support I got from the Trainer of Trainers project,"* said Agnes. Her son, Eric did not need to look for a job as he earned more money than he did even when he lived in UAE out of the hatchery business. He was very grateful for the support he got from the mother as she ran the business very well while he went out to look for market. He said that his parents made excellent business partners and they all split the profits amongst themselves. He

acknowledged the fact that the mother was very instrumental when it came to the business record keeping hence they were able to track the performance of the business.

Commenting on Vision 2030, Agnes stated that she did not know what the contents of the document were. However, she said, *“All I know is that the document advocates for more women to contribute in all sectors of development in Kenya just as the men.”*

In conclusion, Agnes said that the Trainer of Trainers project opened her eyes. She made the statement, *“I was miserable and worn out struggling to make ends meet only to earn very little money that did not cater for all the family needs. The training made me realize that one can do anything as long as they set their mind on it and work hard to achieve their goal. My dream is to have many hatcheries just like Muguku Farm.”*

SUB PROJECT: 6 PERIS GICHUKI

Peris was born and bred in Kericho town, Kenya’s largest producer of tea. She is the second born of six children and for a long time her family lived comfortably. In 1992, there was political unrest in the country and tribal clashes ensued in different parts of the Rift Valley province of Kenya. Peris’s family was greatly affected as they were forced to flee from their home. Her father sold his land and other assets which included rental houses at a throw away price and fled together with his sons to Limuru, a town that was 300 kilometres from Kericho. He left behind his wife and daughters who were refugees in a church. He went ahead with his sons because they stood a higher chance of being killed than the women. In Limuru he bought a very small piece of land and also rented a small house using all the money he had including all his savings.

When tension in Kericho eased, Peris together with her sister and mother were evacuated to Limuru where they were reunited with the rest of the family. This was the beginning of a very trying moment for the family. Peris’ parents had no jobs and all the children needed to go to school. She said, *“From a comfortable life in Kericho, we were now exposed to abject poverty. We could not afford to have three meals a day hence there were many days that we slept hungry and we all lived in a one room house.”* Her parents

tried to get casual jobs in the tea and coffee plantations in Limuru but this turned out to be difficult as they were not known in the area. It was very humiliating for the parents to work as tea pickers as previously Peris' father had a good job with a construction company, he owned a large piece of land for farming and he had houses for rental income. Her mother on the other hand managed her husband's businesses. Peris said, *"After being displaced from Kericho to Limuru, my parents lost everything. Starting over in a new place proved to be very difficult as we did not know anyone and this resulted in the whole family living in bitterness and hopelessness."*

Peris dreamt of training as a nurse after high school but her dreams were shattered because of lack of school fees. She stayed at home wallowing over her misfortunes until one day a neighbour came over for tea at their home. She told Peris' parents about Kimlea Technical School, a project of Kianda Foundation which offered vocational training to girls and women from underprivileged backgrounds. She also told them that the school fee was heavily subsidized so they would only have to pay a very small amount of money. Peris' parents liked the idea and they convinced their daughter to enroll for a course while they looked for money to take her to a nursing school.

Peris joined Kimlea in 1998 and she nonchalantly attended the classes. She agreed to go to the school to pass time as it was a better thing to do than staying at home. Within months her attitude completely changed. She was assigned a tutor at the school and the sessions she had with the latter opened her laid-back mind. With time she made friends in the school and the tutor made an effort to visit her home. She eventually felt accepted in Kimlea and slowly found herself looking forward to coming to school.

The tutorials and the lessons given in the school on human relations and virtues gradually helped Peris overcome the bitterness she had over their misfortunes. She learnt to forgive and start all over again. The Principal of the school once remarked that in order to empower the girls at the school, the staff first spent a lot of time trying to understand the student's backgrounds. For this reason they would make home visits in order to meet the

families. Additionally the parents were invited to meetings on a regular basis to discuss their daughters' performance.

Peris realized that she needed to help out her family to overcome the grief over their losses. She would go home and tell everyone what she had learnt and slowly the family came to terms with their situation. Her mother began attending monthly mothers' meetings in Kimlea where they were also taught how to manage their homes thus creating a peaceful and cheerful haven for their families. This synergized Peris' efforts and within a year the family clearly saw the need to forget about the past and start over building for the future.

During one of the tutorial sessions, Peris was advised by her tutor to ask for manual jobs in the school so that she could get some income to pay her school fees and help her family. She was delighted at the idea and she began doing menial tasks over the weekends and during the holidays. With time she was able to contribute towards her school fee. Her younger brothers were in high school and at times they would be sent home due to non-payment of tuition fee. Peris discussed this matter with her father and he resorted to giving them a small portion of the land he had bought so that they could grow vegetables. Peris and her brothers embarked on this mission and later they began selling vegetables to the neighbours and they got some little income.

After one year in Kimlea School, Peris was asked by her father whether she was still interested in going to nursing school as he had managed to save some money. To his dismay, his daughter told him she had no intentions of studying nursing and that she was quite happy in Kimlea. She requested him to use the money to pay school fees for her siblings. Peris later remarked, "*Kimlea had become my second home and a place where I could discover my potential.*"

Peris graduated from Kimlea in 1999 and she was the best student in her class. She tried to look for a job afterwards but she ended up with short term contracts. Eventually the Principal of Kimlea, requested her to come over to work as an assistant teacher in 2001.

She was delighted at the prospect and she began working. Her salary was very little but she managed to cater for her family's basic needs. She said that at Kimlea she was taught that one's salary should be divided into three portions to cater for self-development needs, family needs and savings. She employed this principle from the first moment she earned money.

Peris educated her two younger brothers and sister through high school. She further provided funds for her sister to train as a hair salonist and now she has a job. With the help of the Principal of Kimlea she also managed to have electricity connected to their house which their father built later on the small piece of land he had bought. Her father had a posho mill to grind maize into flour and he could not use it without electricity. Hence with the connection of electricity he began milling maize for his neighbours and charging a fee. Later he realized that he would make more money if he bought the maize and packaged the flour for sale instead of waiting for people to bring their own maize. This meant he needed more capital. Once again Peris and the Principal of Kimlea helped him to attain membership in a men's micro-credit group. Hence he was able to secure a loan to invest in his small business.

Presently, Peris father does not work as a casual worker in the tea and coffee plantations. He runs three posho mills in three different locations. Two of the posho mills are run by his two sons who graduated from high school and the other is run by him. He has also managed to pay back the loan in full. Thus the family's poverty levels greatly reduced and presently Peris' parents do not rely on her to cater for their basic needs because they now have a steady flow of income. The parents comfortably pay for the education of their last born son.

Peris' parents were very grateful that their daughter went to Kimlea because through the institution the family benefitted enormously. Peris mentioned that with time she earned a lot of respect from her family members and in some instances she had to act as an arbitrator between her parents when they had misunderstandings. Her parents also began consulting her on various family issues. She was always amazed that they listened to her.

As her family's situation improved, Peris thought of developing herself through further studies. Her mentor who was also the Principal of Kimlea told her it would be advisable for her to get a certificate course from one of the country's technical colleges. In 2005 she enrolled in Kenya Polytechnic College and she graduated with a certificate in Food and Beverage Production and Service. This catapulted her to the next level of her career. She began teaching this subject in Kimlea School and at home she would bake items for sale to earn an extra income.

Peris got married in 2007 and she has three children. Her husband is her number one supporter and he commented that he has learnt many things from Peris. One of the wedding gifts they got from Kimlea School was a cooker with an oven. Peris was delighted and she began commercial baking of birthday and wedding cakes after work or over the weekends. She remarked, *"I always consulted my husband on my business ventures he turned out to be my best partner. With time he took interest in my culinary skills and he learnt how to make the cake mixtures as well as icing of cakes. Thus when the orders were too many for me to handle he would help me out."* Her four year old daughter also gets involved and she is always quick to remind her mum when she has forgotten to add an ingredient into the cake mixture. *"My husband Sam has also been instrumental in helping me out with the responsibilities at home. He does not leave everything to me as he understands I equally get tired from work. So we share out the household chores,"* said Peris.

Peris and her husband opened a joint account after they got married as she strongly believes that everything she has is her husband's and vice versa. Together they recently managed to buy a piece of land of their own. They intend to build their future home and live in the new piece of land where she also hopes to engage in farming. Peris is also intending to study further to get a diploma but she has put this on hold so that she could look after her young family.

In relation to Vision 2030 and women empowerment, Peris remarked that the document was implemented at the right moment in the history of Kenya. She said that a lot had been done to empower women but at times the fruits of these efforts were not seen because of the obstacles women faced trying to improve their lives. She remarked, *“The fact that the document emphasizes on strategies that will ensure more women access education was a big plus for the country. Education is the key to progress hence this will help us to play a more active role in the development of this country.”*

Peris has achieved a lot in the last few years. She said, *“Kimlea School opened many doors in my life. From my earnings I have managed to educate all my siblings, helped my father start a business, financed my advanced level education and currently I manage the expenses of my own household together with my husband. I can proudly say that my family cannot be termed as poor anymore as there is money to cater for all the basic needs and more.”*

Peris concluded with the following statement, *“I am greatly indebted to Kimlea. Through this institution I have excelled academically, mastered many lessons of life, and I have accomplished many things that were beyond my expectations. My mission is to share the values and skills I have acquired in order to give hope to women in my community.”*

APPENDIX 2

KIANDA FOUNDATION PROJECTS

KIBONDENI COLLEGE

Kibondeni College was established in 1967 as Kibondeni School of Institutional Management, to train young women in hospitality courses. This was the first women's hospitality college set up at a time when the hotel industry mainly employed men. Currently, the institution trains 400 students annually in the in-house and outreach programmes. The hospitality courses offered include Food and Beverage Production, Food and Beverage Service, Housekeeping and Laundry Services as well as Front Office Operations.

KIANDA SCHOOL

This school was established in 1977 with 40 high school girls. Over the years, the institution has grown and now has a student population of close to 900 with both primary and secondary sections. It is well known for its all-round formation and excellent results.

KIMLEA GIRLS TECHNICAL TRAINING CENTRE

Kimlea was started in 1992 its main objective is to offer technical skills that enable girls from the tea picking estates in Limuru to start their own businesses (small income-generating ventures) or find employment, in a bid to fight poverty. Courses offered include agriculture, tailoring, machine knitting, cookery, bee-keeping, house-keeping and laundry, basic accounting and English. It has a student population of 150 girls.

TEWA TRAINING CENTRE

Tewa Training Centre was established by Kianda Foundation in Kuruwitu, Kilifi District in 2010. The centre's main objective is to provide quality education for girls and women in hospitality skills. The centre also runs outreach programmes which are geared towards uplifting the living standards of women, through training in technical skills that help make them be self-reliant. The institution has 90 students enrolled for the hospitality courses and 120 rural women engaged in the outreach program yearly.

FAIDA CENTRE

This is a youth centre established in 1977 for primary and secondary school girls. It provides facilities for study, interlaced with cultural, social and spiritual formation. The centre has ample study facilities. Guided study and tutorials are available under the supervision of members of staff. They are assisted by senior club members who are encouraged in this way to take responsibility for their juniors, who in turn find role models in them.

WANJOHI FARM FOR THE INTERNALLY DISPLACED PERSONS (IDPs)

In 2008, Kianda Foundation relocated 238 IDP families who were camping at Limuru after the post-election violence. With the collaboration of donors, the foundation bought 20 acres of land in Nyandarua to resettle the IDPs and is now working on a housing scheme to build proper housing for all the families.

Other programmes being run at the farm are:

- Mobile clinics to attend to the medical needs of the IDPs.
- Seeking scholarship funds for the children to go to school.
- Training women on business skills

TRAINER OF TRAINERS (TOT) PROJECT

This project was established in 2003 and its main is to empower women through basic business training with the help of university students. The training includes sessions on how to run a business well, planning, budgeting, accounts, marketing, viability and savings. To date, 1939 women have gone through this programme. Most of the enterprises started by the women are flourishing with over 60% of them having more than doubled their monthly income.

The students, under the supervision of the project coordinator, monitor the women for six months to help them solve any problems that may arise, study initiatives, and evaluate possibilities for future expansion. Additionally, the Foundation puts the women in contact with micro-finance programmes and helps them to get loans to improve their businesses.

The women who attend the TOT programme appreciate the life skills that are taught as part of the course; such as nutrition and cookery, inter-personal relationships, self-esteem, health, HIV/AIDS, family values, etc.

GATINA AND MARAMBA NURSERY SCHOOLS (LIMURU)

The nursery schools were set up in the tea plantations of Maramba and Gatina which are in close proximity to Kimlea Technical Training Centre. They also serve as day care centres where mothers can leave their children when they go to pick tea. In addition they are looked after medically.

KIMLEA MEDICAL CLINIC (LIMURU)

Located on the grounds of Kimlea Technical Training Centre, the clinic provides medical care to the poor labourers in the Tigoni tea picking plantations and surrounding areas. It started as a medical assistance programme, at a time when many serious household accidents and illnesses were being reported in the tea plantations and yet many tea pickers could not afford to get medical attention. The then mobile clinic helped reduce these cases but it was obvious that regular medical help was needed in the area. In 2006, Kianda Foundation, through donor funding, established a clinic for the tea pickers and people of the surrounding area. The facility has a fully qualified doctor, nurses, laboratory technician, pharmaceutical technologist and counselor.

FANUSI STUDY CENTRE (NAIROBI)

The centre was established in 1987 for university women opposite the University of Nairobi Main Campus on a one-acre plot donated by the Kenya Government

The centre serves as a forum for the professional and social development of the students who frequent the centre and participate in activities such as leadership programmes, courses, workshops, and solidarity programmes among others. They also benefit from the library and study facilities offered there.

OTHER PROJECTS:

The Foundation owns two conference facilities in which activities for leadership and personal development are run. In addition, a children's health program fund has also been recently established in Kimlea Clinic to cater for the health needs of 3500 children and about 1200 parents.

Source: Kianda Foundation 2011 Profile

APPENDIX 3

EXHIBIT 1: Employment rates of graduates from Kianda Foundation's tertiary institutions - 2011

PROJECT	STUDENT POPULATION	GRADUATES PER YEAR	RATE OF EMPLOYMENT AFTER GRADUATION (%)
Kibondeni College	400	80	100
Kimlea Technical School	150	75	96

EXHIBIT 2 (A): Rate of entry of Kianda High School graduates into university-2011

PROJECT	STUDENT POPULATION	HIGH SCHOOL GRADUATES PER YEAR	HIGH SCHOOL GRADUATES THAT PROCEED TO UNIVERSITY (%)
Kianda High School	240	80	100

EXHIBIT 2 (B): Rate of entry of Kianda Primary School graduates into high school -2011

PROJECT	STUDENT POPULATION	PRIMARY SCHOOL GRADUATES PER YEAR	PRIMARY SCHOOL GRADUATES THAT PROCEED TO HIGH SCHOOL (%)
Kianda Primary School	650	80	100

EXHIBIT 3: Measurable Impact of the TOT program - 2011

TRAINER OF TRAINERS (TOT) PROJECT

1939 women living in extremely poor rural areas of Kenya have benefited from this empowerment program; their self-esteem has improved, and they use the skills they acquired in the capacity building program to improve their living standards, nutrition, hygiene and education

At least 85% of the trained women have benefited from individual follow-up activities and mentoring for 6 months, and have increased their income by 50% one year after starting or expanding their micro-business.

More than 60% of the trained rural women double their income only one year after completing their training through creation or professionalization of their entrepreneurial activities.

At least 25% of the women beneficiaries qualify to obtain micro-credit loans within 1 year after training.

Source: Kianda Foundation 2011 Annual Report

APPENDIX 4

Table 3.2: Summary of the subprojects of Kianda Foundation relative to women’s empowerment in Kenya in terms of the progress made, family life, the Government’s intervention through Vision 2030 and the effect on Kenya’s economy.

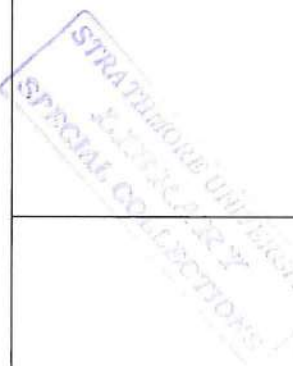
Proposition	Case	Code	Remarks	Conclusion
<p>Proposition 1: Advances in the empowerment of women in Kenya lagged the advances in Kenyan economic development</p>	<p>Kianda Foundation</p>	<p>A1</p>	<p>Statements from the case indicated that the Foundation’s projects had empowered women hence considerably improving their economic status.</p> <p>Susan Kinyua, the Project Co-ordinator of the Trainer of Trainers project stated, <i>“I have trained almost 2000 rural women from very poor backgrounds, many of whom had no income or earned less than Sh. 100 per day. Over 80% of these started income generating activities after the training and they have substantially improved the economic situation of their homes. These women could now provide basic needs for their families, something they found difficult to do prior to their encounter with Kianda Foundation”</i>.</p> <p>She concluded that through the Trainer of Trainers project, rural women in the program had greatly advanced in terms of their economic affairs. (See Exhibit 3)</p> <p>Mercedes Otaduy, Kianda Foundation’s Projects Manager</p>	<p>At first observation it appears that the information in the case rejected proposition 1.</p>

			<p>said, “Female enrolment had risen up to 48% in primary, secondary and tertiary institutions since Kenya’s independence hence we strongly believe Kianda Foundation’s educational projects have contributed to this accomplishment by educating girls.” She added that almost all graduates from Kianda Foundation technical institutions got employment upon graduation thus improving the status of women in Kenya (See Exhibit 1 – Appendix 3).</p> <p>Ms. Canel, the Managing Director of Kianda Foundation said that the Foundation was on the right track in spearheading the development of women in Kenya. She reiterated that there was no stalemate with regards to empowerment of women in relation to the advances of the Foundation. (Kianda Foundation case – Appendix 1)</p>
	<p>Prof. Anne Muigai</p> <p>Sub Project 1: Kianda School</p>	A2	<p>Anne, an alumna of Kianda School and currently a lecturer at the Jomo Kenyatta University of Agriculture and Technology commented on the efforts of Kianda School staff to educate women where she said, “The staff’s efforts to empower the young women in the school yielded countless fruits as many Kianda students pursued their</p>

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			<p><i>dreams to become teachers, bankers, doctors, home makers, businesswomen amongst other professions thus contributing towards Kenya's economic talent pool. Most students also discovered their talents in different arts, music and sports.</i></p> <p>Anne also mentioned the fact that she was the youngest female professor in the history of her university and the first alumnus of Kianda School to have attained a Doctorate.</p> <p>Her professional profile as illustrated in her case study also shows the advancements Anne has made in her career.</p> <p>(Sub project 1 – Appendix 1)</p>	
	<p>Ruth Ndumbi Sub Project 2: Wanjohi Farm</p>	A3	<p>Ruth, an internally displaced person and resident of Wanjohi Farm revealed that she had lost all hope after the 2007/2008 post-election violence that led to the loss of all their assets. However she affirmed that her fortunes changed after she encountered Kianda Foundation as she said, <i>"I had nothing and Kianda Foundation revamped my spirits. Through their training and provision of land as well as capital I now own a successful business. Now I can hope for a better future for my family."</i> She added, <i>"We are not destitute anymore and if anything we are now helping</i></p>	

			<i>others in the farm rebuild their lives.” (Sub Project 2 – Appendix 1)</i>
	Roselyn Muthiora Sub Project 3: Kibondeni College	A4	In the case, Roselyn, an entrepreneur in the hospitality industry and an alumnus of Kibondeni College mentioned the fact that she never thought she would own and run a successful business below the age of 40. She attributed her success to the skills she acquired in Kibondeni College. She made the statements, <i>“I realized that I had excellent culinary skills and basics of entrepreneurship which I acquired while at Kibondeni College hence I thought I just had to take a risk and start off a catering business.”</i> (Sub Project 3 – Appendix 1)
	SelinaKaingu Sub Project 4: Kimlea Technical School / Tewa Training Centre	A5	Selina is an alumnus of Kimlea Technical School and an administrator at Tewa Training Centre. As indicated in the case, prior to Selina’s encounter with Kimlea School, her family was very poor. She remarked, <i>“We lived in abject poverty as we all depended on my father’s meagre income. There were many instances when we slept hungry because of lack of finances.</i> Selina was to be married off in her teen age, but fate had it

			<p>that she would get educated instead. She went to Kimlea School 2004. She now sustains her family as she said, <i>“I appreciate all the training I got within the Kianda Foundation projects because through that I got skills that helped to get jobs hence an income that sustains my family. I now work in Tewa Training Centre and this also opened an opportunity to educate my two sisters. The management at Tewa was very instrumental in advising me to secure a loan to buy land for my family. They provided all the relevant documentation needed by the bank to release the loan.”</i></p> <p>Selina’s father said, <i>“I am very proud of her because she has taken a big responsibility in the home just like a man. We plan and exchange ideas on the running of the home and the education of her siblings. It has been worthwhile investing in her education.”</i></p> <p>(Sub Project 4 – Appendix 1)</p>	
	<p>Agnes Kingondu Sub Project 5: Trainer of</p>	<p>A6</p>	<p>Anne Kingondu was a beneficiary of Kianda Foundation’s Trainer of Trainer Project whose main objective was to train rural women on business skills. Anne is currently a farmer</p>	

	Trainers Project		<p>and a businesswoman. Information in the case revealed that Anne lived in poverty prior to the Trainer of Trainers training sessions in 2009. She said, <i>“I was miserable and worn out struggling to make ends meet only to earn very little money that did not cater for all the family needs.”</i></p> <p>After the training she started income generating activities that have pulled her and her family out of poverty. As indicated in the case, she started earning Sh.6000 per month and now she earns up to Sh. 10000 a week. She later remarked, <i>“I never thought I would see a day when I would make huge profits from my business. I owe it to all the training and support I got from the Trainer Of Trainers project.”</i> (Sub Project 5 – Appendix 1)</p>	
	PerisGichuki Sub Project 6: Kimlea Technical School	A7	<p>Peris was an alumnus of Kimlea Technical School and is currently a teacher at the aforementioned institution. She also ran a small bakery business. Statements from the case indicated that Peris and her family were displaced from their home in Kericho and this led to their life of poverty in 1992. Peris said, <i>“From a comfortable life in Kericho, we were now exposed to abject poverty. We could not afford to</i></p>	

			<p><i>have three meals a day hence there were many days that we slept hungry and we all lived in a one room house.”</i></p> <p>After going through Kimlea, Peris and her family’s situation improved. She made the statement, <i>“Kimlea School opened many doors in my life. From my earnings I have managed to educate all my siblings, helped my father start a business, financed my advanced level education and currently I manage the expenses of my own household together with my husband. I can proudly say that my family cannot be termed as poor anymore as there is money to cater for all the basic needs and more.”</i> (Sub Project 6 – Appendix 1)</p>	
<p>Proposition 2: Enlisting families in the empowerment process of women is vital for the success of women’s advancement programs.</p>	<p>Kianda Foundation</p>	<p>B1</p>	<p>Statements in the case indicated the importance of enlisting family in the empowerment process of women. Mercedes Otaduy mentioned the fact that part of the empowerment process of women in Kianda Foundation project entailed teaching women their role as pillars of the home. Ms. Chepkoech, one of Kianda Foundation’s trustees made the statement, <i>“As I listened to the proceedings, I realized there was a unique element that featured in all the case studies</i></p>	<p>At first observation it appears that the information in the case affirmed propositions 2.</p>

			<p><i>(Appendix 1) and that was the importance of enlisting family in the empowerment process of women. In my opinion, the women whose stories were narrated seemed to have succeeded because of working together with their family members.</i></p> <p>Maria Angeles Canel, the Managing Director of Kianda Foundation also said, <i>“We discovered that when the families were not involved, women in our projects found it very hard to implement what they had learnt, consequently they made little or no progress in trying to improve their economic situation.”</i> (Kianda Foundation case – Appendix 1)</p>	
	<p>Prof. Anne Muigai</p> <p>Sub Project 1: Kianda School</p>	B2	<p>In the case, Anne mentioned that they were taught in Kianda School of the fact - <i>“a woman’s role as a wife and a mother always comes first.”</i> She affirmed that she used this principle to make judgements on different situations that emanated in her family and professional life.</p> <p>Anne attributed her success to the support she got from her husband. She said, <i>“When I got married, I told my husband what my dreams were in terms of my career. Each time I</i></p>	

			<p><i>had to make major decisions regarding my profession which would affect family life, I consulted my husband. In the process my husband developed an interest in my profession and he would look after the children as I studied or did my research work.” She also made the statement, “In order to obtain success rates in women’s empowerment it was important to help women appreciate their primary role as home makers as opposed to focusing only on their careers.”</i></p> <p>(Sub Project 1 – Appendix 1)</p>	
	<p>Ruth Ndumbi Sub Project 2: Wanjohi Farm</p>	<p>B3</p>	<p>Ruth had started a business of making and selling buns to the locals in her area but she encountered transport and distribution problems. As she discussed her business with her husband, he decided to help her out. She made the statement, <i>“Involving my husband in my business affairs proved to be the solution to the problems I had. He decided to be my business partner and he began distributing the buns to surrounding shopping centres. This greatly improved the business as the customer base also increased.”</i></p> <p>Together with her husband, they ran the business and they</p>	

			<p>bought a motorcycle and other bicycles to distribute the buns to other townships.</p> <p>(Sub Project 2 – Appendix 1)</p>
	<p>Roselyn Muthiora</p> <p>Sub Project 3:</p> <p>Kibondeni</p> <p>College</p>	B4	<p>Roselyn mentioned the fact that she always discussed her business matters with her husband as much as he did not understand much about catering. She made the statement, <i>“I tell my husband everything because I believe I am accountable to him. This is what I learnt while at college.”</i> Roselyn stated that she enjoyed a great deal of support from her husband. She said that he had taken loans on her behalf in the past so that she could buy crockery, kitchen equipment and eventually a van. She added that he had also helped out at functions where she served whenever the work was too much for her to handles. With regards to family responsibilities and referring to her husband’s contribution, she made the statement, <i>“I believe that without his support I would not be the successful businesswoman that I am today. As he understands the fact that the business can at times take up so much time, he helps me out with looking after the children and other household</i></p>

			<i>responsibilities,”(Sub Project 3 – Appendix 1)</i>	
	SelinaKaingu Sub Project 4: Kimlea Technical School / Tewa Training Centre	B5	Selina came from a community where education of girls was not valued. The Principal of Kimlea School wanted to give her an opportunity to be trained at the school but she had to overcome the cultural barriers that impeded Selina’s education. She did this by discussing the matter with Selina’s father. She made the statement, <i>“This meeting was vital because many villagers did not value education of girls and would rather have them married in order to get dowry as bride price. So I had to get the buy-in of Mr. Kaingu so that Selina could be allowed to study.” (Sub Project 4 – Appendix 1)</i>	
	Agnes Kingondu Sub Project 5: Trainer of Trainers Project	B6	Agnes and her husband had parted ways due to misunderstandings in the home partly due to financial constraints. After she began her business following the TRAINER OF TRAINERS training she opted to reconcile with him and they started working together. She said, <i>“My husband’s carpentry skills came in handy when I began rearing chicken as I requested him to construct the chicken houses. His involvement in the family business matters</i>	

			<p><i>revamped his spirits. We rarely quarrel now as my husband is very engrossed and enthusiastic about the business. She added that the business steadily grew as they worked together. (Sub Project 5 – Appendix 1)</i></p>	
	<p>PerisGichuki Sub Project 6: Kimlea Technical School</p>	B7	<p>In the case Peris mentioned her husband as her best business partner in meeting orders for cakes for different functions. She made the comment, <i>“I always consulted my husband on my business ventures he turned out to be my best partner. With time he took interest in my culinary skills and he learnt how to make the cake mixtures as well as icing of cakes. Thus when the orders were too many for me to handle he would help me out.”</i></p> <p>Peris also mentioned the fact that her husband helped her out with the household chores. (Sub Project 6 – Appendix 1)</p>	
<p>Proposition 3: The empowerment of women can boost Kenya’s economic</p>	<p>Kianda Foundation</p>	C1	<p>Statements in the case seemed to affirm that empowerment of women contributed to Kenya’s economic growth. Ms. Canel said, <i>“In my view and based on the 50 years of experience running Kianda Foundation, when women were</i></p>	<p>At first observation it appears that the information in</p>

growth potential.			<i>empowered, they translated the good they had gained to improve the economic and social situation of their families.” She also reiterated that the family was the economic unit and concluded that when a woman was empowered, the family benefitted and the nation progressed. (Kianda Foundation case – Appendix 1)</i>	the case affirmed propositions 3.
	Prof. Anne Muigai Sub Project 1 : Kianda School	C2	Statements made in the case indicated that Kianda School had contributed to Kenya’s economy by producing women professionals in different sectors. Prof. Muigai said, <i>“The staff’s efforts to empower the young women in the school yielded countless fruits as many Kianda students pursued their dreams to become teachers, bankers, doctors, home makers, businesswomen amongst other professions thus contributing towards Kenya’s economic talent pool.” (Sub Project 1 – Appendix 1)</i>	
	Ruth Ndumbi Sub Project 2: Wanjohi Farm	C3	Statements made in the case by Ruth could indicate that they are contributing towards Kenya’s economic growth potential by helping others in the IDP farm. Ruth said, <i>“We are not destitute anymore and if anything we are now helping others in the farm rebuild their lives.”</i> As indicated	

			<p>in the case, they were helping others in the IDP farm by giving them employment in their business.</p> <p>(Sub Project 2 – Appendix 1)</p>
	<p>Roselyn Muthiora</p> <p>Sub Project 3:</p> <p>Kibondeni</p> <p>College</p>	C4	<p>Information from the case indicated that Roselyn was aware that she contributed towards the economy of Kenya. She said, <i>“All in all I am glad that through the business I run, I manage to cater for the basic needs of my family and also improve people’s lives through the employment opportunities in my company. Hence I feel proud contributing towards the building of this nation.”</i> (Sub Project 3– Appendix 1)</p>
	<p>SelinaKaingu</p> <p>Sub Project 4:</p> <p>Kimlea Technical</p> <p>School / Tewa</p> <p>Training Centre</p>	C5	<p>It can be inferred through statements made in the case that through Selina’s education, it was possible to change the fortunes of her poor family. As indicated in the case she was the first woman in her village to get tertiary education, permanent employment in an institution and own land. Due to the fact she has been empowered, she said, <i>“My dream is to educate all my siblings, buy another piece of land to build houses for rental income and to start a family.”</i> Her dreams and plans could be inferred as factors that would</p>

			contribute to Kenya's economy. (Sub Project 4 – Appendix 1)
	Agnes Kingondu Sub Project 5: Trainer of Trainers Project	C6	Agnes made the statement, <i>"I was miserable and worn out struggling to make ends meet only to earn very little money that did not cater for all the family needs. The training made me realize that one can do anything as long as they set their mind on it and work hard to achieve their goal. My dream is to have many hatcheries just like Muguku Farm."</i> Muguku Farm as indicated in the case was one of Kenya's leading suppliers of chicken and chicks. It can be inferred that through Anne's dreams and efforts to grow her business she would be contributing to Kenya's growth potential. . (Sub Project 5 – Appendix 1)
	PerisGichuki Sub Project 6: Kimlea Technical School	C7	Statements in the case appear to indicate that Peris had been empowered and improved her economic situation as well as that of her family. She made the statement, <i>"From my earnings I have managed to educate all my siblings, helped my father start a business, financed my advanced level education and currently I manage the expenses of my own household together with my husband. I can proudly say that</i>

		<p><i>my family cannot be termed as poor anymore as there is money to cater for all the basic needs and more.” It also appears in the case that she would like to improve the situation of other women as she said “My mission is to share the values and skills I have acquired in order to give hope to women in my community.” These can be inferred as factors that contributed to Kenya’s economic growth potential. . (Sub Project 6 – Appendix 1)</i></p>	
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APPENDIX 5

WOMEN'S ADVANCEMENT IN EDUCATION: TRENDS IN EDUCATION ENROLMENT

Table 5.2 Primary School Enrolment by Gender, 2000 – 2008 ('000)

Year	Male	Female	Total	% Female
2000	3064.5	3013.6	6078.0	49.6
2001	3002.5	2939.1	5941.6	49.3
2002	3074.0	2988.8	6062.7	49.3
2003	3674.4	3485.1	7159.5	48.7
2004	3815.5	3579.3	7394.8	48.4
2005	3902.7	3688.8	7591.5	48.6
2006	3896.6	3735.5	7632.1	48.9
2007	4261.0	4069.1	8330.1	48.8
2008	4358.7	4205.1	8563.8	49.1

Source: Ministry of Education, Science and Technology. Adapted from The 7th periodic report of the Government of the Republic of Kenya on CEDAW, 2009

Table 5.3 Secondary School Enrolment by Gender, 2000 – 2008

Year	Male	Female	Total	% Female
2000	402504	356463	758697	47.0
2001	403390	359855	763245	47.1
2002	411777	369824	778601	47.5
2003	462750	419763	882513	47.6
2004	490506	435644	926150	47.0
2005	494157	439992	934149	47.1
2006	546072	484008	1030080	47.0
2007	638690	541577	1180267	45.9
2008	735680	593284	1328964	44.6

Source: Ministry of Education, Science and Technology. Adapted from The 7th periodic report of the Government of the Republic of Kenya on CEDAW, 2009

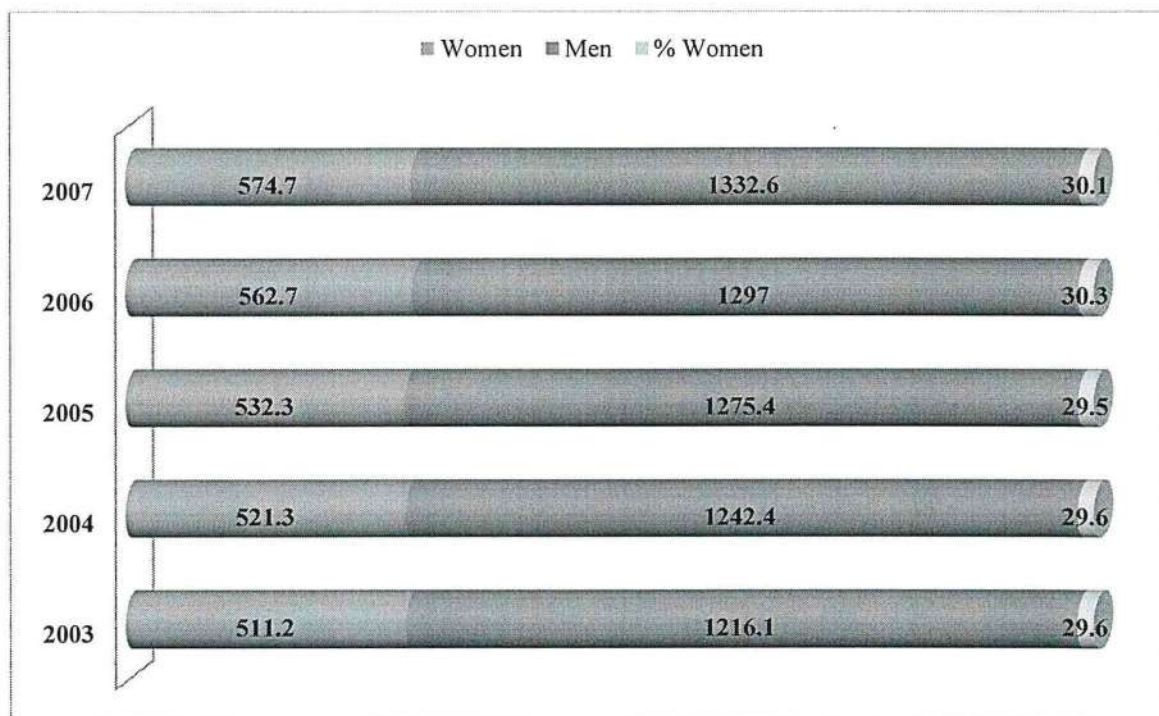
Table 5.4 Public Universities Enrolment by Gender, 2000/2001 – 2008 /2009

Year	Male	Female	Total	% Female
2000/2001	33444	17260	50704	34.0
2001/2002	39637	23040	62677	36.8
2002/2003	46875	24957	71832	34.7
2003/2004	47087	25464	72551	35.1
2004/2005	53394	28097	81491	34.5
2005/2006	53737	27940	81677	34.2
2006/2007	56517	34820	91337	38.1
2007/2008	60504	36603	97107	37.7
2008/2009	62753	37896	100649	37.7

Source: Joint Admission Board. Adapted from The 7th periodic report of the Government of the Republic of Kenya on CEDAW, 2009

WOMEN'S ADVANCEMENT IN ECONOMIC MATTERS: WOMEN IN NON-AGRICULTURAL WAGE EMPLOYMENT

Figure 5.1 Wage Employment in the Modern Sectors by Gender 2000 - 2007 ('000)



Source: Economic Survey, 2009. Adapted from The 7th periodic report of the Government of the Republic of Kenya on CEDAW, 2009

WOMEN'S ADVANCEMENT IN POLITICAL AND PUBLIC DECISION MAKING

Table 5.5: Members of the Kenyan National Assembly by gender, 1969-2008

Year	Women	Men	Total	% Women
1969	2	165	167	1.2
1974	7	162	169	1.4
1979	4	166	170	2.4
1983	3	167	170	1.8
1988	3	197	200	1.5
1992	7	193	200	3.5
1997	8	214	222	3.6
1998	9	213	222	4.1
2002	18	204	222	8.1
2008	21	201	222	9.5

Source: The 7th periodic report of the Government of the Republic of Kenya on CEDAW, 2009

Table 5.6: Number of men and women in Kenyan politics, public life and decision-making, February 2006 – February 2009

Position	February 2006				February 2009			
	Female	Male	Total	Female (%)	Female	Male	Total	Female (%)
Minister	2	32	34	5.8	7	35	42	16.7
Assistant Minister	6	40	46	13	6	46	52	11.5
National Assembly	18	204	222	8.1	21	201	222	9.5
Ambassador / High Commissioner	11	29	40	27.5	11	29	40	27.5
Permanent Secretary	5	25	30	16.7	7	37	44	15.9
Provincial Commissioner	0	8	8	0	1	7	8	12.5
Deputy Secretary	21	77	98	21.4	33	92	125	26.4
Councillor	377	2460	2837	13.3	393	2093	2486	15.8
Lawyer	1708	3277	4985	34.3	1763	3334	5097	34.6

Source: The 7th periodic report of the Government of the Republic of Kenya on CEDAW, 2009

Table 5.7: Number of men and women in Kenyan judiciary, February 2005 – April 2009

Position	February 2005				April 2009			
	Female	Male	Total	Female (%)	Female	Male	Total	Female (%)
Chief Justice	0	1	1	0	0	1	1	0
Court of Appeal Judge	0	9	9	0	0	9	9	0
High Court Judge	10	39	49	20.4	14	48	62	22.5
Chief Magistrate	4	5	9	44.4	5	8	13	38.5
Senior Principal Magistrate	4	11	15	26.7	5	13	18	27.8
Principal Magistrate	11	19	30	36.7	12	22	34	35.3
Senior Resident Magistrate	36	66	102	35.3	38	62	100	38.0
Resident Magistrate	33	44	77	42.9	30	44	74	40.5
District Magistrate	14	24	38	36.8	5	7	12	41.7
Khadhis	0	17	17	0	0	17	17	0
TOTAL	112	235	347	32.3	108	225	333	32.4

Source: The 7th periodic report of the Government of the Republic of Kenya on CEDAW, 2009