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Gender Literacy as a Determinant of Decision-Making in National Government Constituency Development Fund Projects in Narok County, Kenya

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Abstract:

Gender mainstreaming is a crucial consideration in project formulation, appraisal and implementation. However, gender disparities disadvantaging girls in education and training persist in Africa, the Middle East and South Asia. Illiteracy is the main constriction to social, human and economic development; thus, women's participation in development may be stifled by their education levels. This study was carried out to establish the role of literacy on gender participation in decision-making in National Government Constituency Development Fund Projects in Narok County, Kenya. A descriptive cross-sectional survey design was employed in which a census was carried out on 66 respondents comprising 6 Officials in charge of NG-CDF projects, 48 committee members, 8 Chairpersons of the projects and 4 government representatives. Data was collected using questionnaires where a questionnaire return rate of 93.9% was realized. The key findings of the study were: the gender distribution of participants involved in the management of NG-CDF projects did not reflect the gender distribution in the population of Narok County; there was an association between the gender and age of the respondents where there were more female than male participants among the younger respondents and more male than female participants among the older respondents; there was no association between education levels and the gender of respondents; and there was gender indifference and non-discrimination in decision making in NG-CDF projects in Narok Sub-County. The study, therefore, concluded that formal education among different genders is not necessarily the classical measure of successful participation in decision-making in projects.

Keywords: Gender, gender parity index, gender literacy in projects

1. Introduction

The success of community development projects is dependent on the level of participation involved through the various phases of the projects. Further, the level of education among participants can be a key determinant in influencing how meaningful the participation can be. According to the World Bank (2010), the main constriction to social, human and economic development is illiteracy. It might, therefore, be imperative to formulate projects in such a way that they address the constraints and needs experienced by both females and males so that both genders participate and benefit from the projects equitably.

Gender mainstreaming is a crucial consideration in project formulation, appraisal and implementation. Gender analysis could, therefore, be considered a mandatory feature in project formulation. The United Nations (UN) suggests that achieving greater equality between women and men will require changes at many levels, including changes in attitudes and relationships, institutions and legal frameworks, economic institutions, and political decision-making structures (UN, 2002).

The education policies in most countries do not discriminate against girls and women and seek to provide equal opportunities to both. However, according to UNICEF (2022), Gender disparities disadvantaging girls in primary education persist in Africa, the Middle East and South Asia. The disparities increase as the level of education increases, indicating a higher rate of dropping out among girls than among boys despite more progressive laws being formulated. Evans (2000) contends that school factors contribute to the gender disparity in education, such as incompatibility between schooling and one's social identity, gender differences in teacher-student interaction and effects of school practices.

The 2019 Kenya Population and Housing Census established that among the population that is eligible for schooling in Kenya, i.e. persons above 3 years of age, 16.28% had never attended any schooling, out of which 7.37% were male while 8.91% were female (KNBS, 2019). Correspondingly, 15.67 of the same population had attended some schooling but left before completion, comprising 7.25% male and 8.42 female. The report also shows that 40.65% of the eligible population is still at school, comprising 20.67% male and 19.98% female. This might imply that 72.60% of the population has little

competence in making decisions on the management of local projects based on their education levels, assuming other factors are held constant. Table 1 shows a summary of the status of schooling in Kenya among persons aged three years and above in the year 2019.

	Male		Female		Intersex		Total	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
At School	90,40,318	20.67	87,39,524	19.98	435	0.001	1,77,80,277	40.65
Left School after Completion	59,10,664	13.51	56,57,565	12.93	315	0.0007	1,15,68,544	26.45
Left School Before Completion	31,72,382	7.25	36,81,910	8.42	246	0.0006	68,54,538	15.67
Never Been to School	32,23,856	7.37	38,96,417	8.91	269	0.0006	71,20,542	16.28
Not Stated	4,556	0.01	4,557	0.01	5	0	9,118	0.02
Don't Know	2,22,301	0.51	1,84,558	0.42	28	0.0001	4,06,887	0.93
Total	2,15,74,077	49.32	2,21,64,531	50.67	1,298	0.003	4,37,39,906	100

Table 1: Education Status in Persons above 3 Years of Age in Kenya

Source: KNBS (2019)

According to MoE (2020), the overall gender parity index (GPI) in pre-primary school enrolment in Kenya was 0.96 in the year 2020. The gender parity index is highest in Isiolo County at 1.05, while Mandera, Wajir and Garissa have the lowest at 0.66, 0.80 and 0.81, respectively. On the other hand, the overall gender parity index in secondary school enrollment was 1.01, showing a trend that favours girls more than boys. These high indices may be attributed to measures put in place to attract more girls to school, e.g. school feeding, free primary education and, in some cases, free supply of sanitary pads. Mandera, Wajir, Turkana and Garissa Counties have the lowest gender parity indices at 0.54, 0.58, 0.62 and 0.68, respectively. Counties in Arid and Semi-Arid areas generally tend to have higher disparities in favor of boys than in other areas. According to UNESCO (2023), a GPI below 0.97 and above 1.03 is considered a disparity in favour of boys and girls, respectively. Table 2 shows the list of counties surpassing the recommended GPI range and their corresponding indices in primary school enrolment.

No.	County	Gender Parity Index in Pre-primary School Enrolment	Gender Parity Index in Secondary School Enrolment	Difference
1.	Vihiga	1.00	1.20	0.2
2.	Elgeyo Marakwet	0.98	1.12	0.14
3.	Machakos	0.97	1.11	0.14
4.	Meru	0.98	1.11	0.13
5.	Kisumu	1.01	1.10	0.09
6.	Kirinyaga	0.94	1.10	0.16
7.	Kitui	0.97	1.10	0.13
8.	Busia	1.03	1.09	0.06
9.	Uasin Gishu	0.99	1.08	0.09
10.	Tharaka Nithi	1.00	1.08	0.08
11.	Kakamega	1.00	1.07	0.07
12.	Kwale	0.97	1.07	0.1
13.	Bungoma	0.98	1.06	0.08
14.	Kiambu	0.99	1.05	0.06
15.	Nyandarua	0.95	1.05	0.1
16.	Nairobi	1.01	1.04	0.03
17.	Nakuru	0.99	1.04	0.05
18.	Makueni	0.96	1.04	0.08
19.	Kajiado	0.94	1.03	0.09
20.	Nandi	0.99	1.03	0.04
21.	Muranga	1.01	1.03	0.02
22.	Laikipia	0.97	1.02	0.05
23.	Baringo	0.96	1.01	0.05
24.	Taita Taveta	1.01	1.01	0
25.	Kericho	0.98	1.00	0.02
26.	Nyeri	0.96	1.00	0.04
27.	Bomet	0.97	0.99	0.02
28.	Embu	0.95	0.99	0.04
29.	Nyamira	1.00	0.97	-0.03

No.	County	Gender Parity Index in Pre-primary School Enrolment	Gender Parity Index in Secondary School Enrolment	Difference
30.	Kisii	1.00	0.97	-0.03
31.	Migori	1.01	0.97	-0.04
32.	Siaya	0.99	0.97	-0.02
33.	Trans Nzoia	0.99	0.97	-0.02
34.	Marsabit	1.03	0.96	-0.07
35.	Mombasa	0.99	0.95	-0.04
36.	Kilifi	0.98	0.92	-0.06
37.	Homa Bay	1.00	0.90	-0.1
38.	West Pokot	1.00	0.90	-0.1
39.	Lamu	0.93	0.87	-0.06
40.	Tana River	0.90	0.83	-0.07
41.	Narok	0.98	0.82	-0.16
42.	Isiolo	1.05	0.79	-0.26
43.	Samburu	0.90	0.74	-0.16
44.	Garissa	0.81	0.68	-0.13
45.	Turkana	0.94	0.62	-0.32
46.	Wajir	0.80	0.58	-0.22
47.	Mandera	0.66	0.54	-0.12

Table 2: Gender Parity Indices for Pre-Primary and Secondary School Enrollment
Source: (MoE, 2020)

The skew in favour of girls indicates that perhaps there may be a need to formulate measures that will attract more boys to schooling. It can be noted that only Isiolo County has surpassed the UNESCO-recommended gender parity in education with a GPI of 1.05. However, for secondary schools, it is noted that eighteen (18) of the 47 counties have surpassed with Vihiga County holding the first position with a GPI of 1.2, which implies that there are 20% more girls in secondary schools than boys, a difference that can be considered very high.

The level of literacy among the genders may influence their ability to play the various assigned roles in different social, political and economic spheres. However, gender disparities in education have remained a major challenge in rural areas of many countries in Sub-Saharan Africa, where a tradition of viewing a boy's education as being more important than for girls is prevalent. This may hinder girls from accessing adequate education where resource and cultural hindrances exist. The result is a higher illiteracy rate among women than among men and a lower level of education among women of employable age. According to KNBS (2019), in a population of eligible persons comprising 49.32% and 50.67% male and female, respectively, the segment that had completed schooling comprised 13.51% and 12.93% males and females, respectively (KNBS, 2019). According to Wamahiu (1999), pastoralist communities in Kenya go to the extent of not sending their girls to school since the risk of eventually dropping out is very high due to cultural practices such as early marriages and female genital cutting as a rite of passage. The Maasai community, in particular, which is predominantly found in Narok County, holds cultural norms and values that subdue girls and women in their respective societies (Heather, 2009). Teenage pregnancy, the negative influence of culture, poor access to education facilities and drug and substance abuse have been cited as some of the issues that affect young people's education in Narok County (NCPD (2017). The NCPD report further stated that at the secondary school level, the majority of girls drop out of school, thus expanding gender disparities in higher levels of learning. Table 3 shows the highest education levels achieved by persons above the age of three years in Narok East Sub-County.

		Pre-Primary	Primary	Secondary	Middle-Level Training	University	Adult Basic Education	Don't Know	Not Stated	Total
Male	Number	5,596	20,786	7,539	1,456	712	19	157	4	36,269
	Percentage	8.04	29.88	10.84	2.09	1.02	0.03	0.23	0.01	52.14
Female	Number	5,257	20,053	6,269	1,253	286	27	149	3	33,297
	Percentage	7.56	28.83	9.01	1.80	0.41	0.04	0.21	0.00	47.86
Total		10,853	40,839	13,808	2,709	998	46	306	7	69,566

Table 3: Education Levels in Narok East County
Source: (KNBS, 2019)

The argument that women hold unlimited potential in holding leadership positions continues to prevail worldwide. The incorporation of both men and women in decision-making is also argued to provide a diversity of views that improve decision-making. According to Asuako (2020), Having both men and women involved in decision-making broadens the

perspectives, increases creativity and innovation, diversifies the pool of talents and competencies, reduces conflicts, and improves the process of decision-making.

In a study carried out in the Tumba Sector of Huye District in Rwanda, Nyataya and Nyaboke (2017) found that formally educated women have, to a large extent, made contributions towards the development of the families in various ways, such as in the correction of mentalities perpetuated by social-cultural constructions of confining women in domestic spheres. Besides, formal education has led to the enhancement of women's and girls' participation in career activities, which were previously considered reserved for men and boys. This may, however, be affected by other moderating variables such as culture, socio-economic status, and the environment. The effect of culture on women's education and vice versa may, therefore, continue to be an issue of interest in research. Further, it may be of interest to study the effect of education and culture on women's participation in economic activities.

2. Research Methodology

The study adopted a descriptive cross-sectional survey design and used a multi-method approach to describe the influence of gender literacy level on the rolling out of NG-CDF projects in Narok East Constituency. The study targeted a study population of 66 stakeholders comprising 6 officials in charge of NG-CDF projects, 48 committee members, 8 Chairpersons of the NG-CDF Projects and 4 government representatives in NG-CDF projects in Narok East Sub County. The whole population was included in the study through a census. Data were collected through self-administered questionnaires with open and closed-ended questions that collected both qualitative and quantitative data. Out of the 66 questionnaires issued, 62 were returned from 6 Officials in charge of NG-CDF projects, 46 committee members, 7 Chairpersons of the NG-CDF Projects and 3 government representatives in NG-CDF projects in Narok East Constituency. This yielded a questionnaire return rate of 93.9%

3. Results

This section delves into the results, which include gender-disaggregated response rates, age, educational levels and gender involvement in decision-making.

3.1. Gender Disaggregated Response Rate

The gender distribution of the respondents was established by the study. This information is tabulated in Table 4.

Cluster	Male		Female		Transgender	Total
	No.	%	No.	%	No.	No.
NG-CDF projects Chairpersons	5	71.4	2	28.6	-	7
NG-CDF Officials	2	33.3	4	66.7	-	6
NG-CDF project Committee members	24	52.2	22	47.8	-	46
Government representative	1	33.3	2	66.7	-	3
TOTAL	32	51.6	30	48.4	-	62

Table 4: Gender

Table 4 shows a balance of male and female genders in the various NG-CDF implementation committees, where male respondents were 51.6%, and females were 48.4% of the respondents. The results show that the composition of the committee aligns with the Gender Rule in the Republic of Kenya (RoK), which requires 30% representation of every gender as prescribed by Article 27(8) of the Constitution of Kenya (RoK, 2010).

The Kenya Population and Housing Census (KNBS, 2019) found that the human population of Narok County was 1,157,847 persons, comprising 579,042 (50.01%) males and 578,805 (49.99%) females. It was deemed interesting to establish how well the respondent genders were distributed in relation to the population. This was achieved by carrying out an analysis of whether there is a significant difference between male and female participants across the different roles in NG-CDF projects using Chi-square distribution at a 95% confidence level, as shown in table 5.

	Observed (O)	Expected (E)	O - E	(O - E) ²	(O - E) ² /E
Male	32	31.5597	0.440303	0.193867	0.006143
Female	30	30.4403	-0.4403	0.193867	0.006369
					$\chi^2 = 0.012512$

Table 5: Comparison between NG-CDF Managers and County Population

The analysis in table 5 returned a calculated chi-square value of 0.012512 against a critical value of 0.455, upon which the hypothesis that there is no significant association between the gender distribution in the study sample and the county population was accepted. This led to the conclusion that the gender distribution of participants involved in the management of NG-CDF projects did not reflect the gender distribution in the population of Narok County.

3.1.1. Age

Respondents stated their approximate age range, and the responses are tabulated in table 6.

Cluster	Age Bracket								Total	
	26-35		36-45		46-55		>55			
	M	F	M	F	M	F	M	F	M	F
NG-CDF projects Chairpersons	0	0	1	1	3	1	1	0	5	2
NG-CDF Officials	0	0	0	0	1	3	1	1	2	4
NG-CDF project Committee members	2	4	2	7	4	5	16	6	24	22
Government representative	0	0	0	1	1	1	0	0	1	2
TOTAL	2	4	3	9	9	10	18	7	32	30
Gender Disaggregated Percentage Frequency of Age Sets	3.2	6.5	4.8	14.5	14.5	16.1	29.0	11.4	51.6	48.4
Percentage by Age Set	9.7		19.3		30.6		40.4			

Table 6: Age

The findings tabulated in table 6 indicate that six (9.7%) of the respondents were aged between 26 and 35 years, twelve (19.3%) were aged between 36 and 45 years, nineteen (30.6%) were aged between 46 and 55, while 25 (40.4%) were aged 55 and above. This indicates that the majority (71%) of the members in NG-CDF committees were persons aged above 46 years, with those above the age of 55 comprising the biggest age set. Further scrutiny of the data was done to determine the age trends among the genders of respondents, yielding the data in table 7.

Gender * Age Crosstabulation						
Count						
		Age				Total
		26-35	36-45	46 - 55	>55	
Gender	Male	2	3	9	18	32
	Female	4	9	10	7	30
Total		6	12	19	25	62

Table 7: Crosstabulation of Gender and Age

Data in table 7 suggested that gender parity was skewed in favour of females in the younger respondents while it was skewed in favour of men in the older respondents. It was important to establish whether the trend was notable. This was done by testing the significance of the association between age and gender with the hypothesis that there is no association between the two variables, giving the results in Table 8.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.504	3	.037
Likelihood Ratio	8.817	3	.032
N of Valid Cases	62		

Table 8: Test of Association between Gender and Age

The analysis in Table 8 returned a significance level of 0.037, which was lower than the α value of 0.05; hence, the null hypothesis was rejected. This implies that there was indeed an association between the gender and age of the respondents. The observation that age sets of younger respondents tended to have more females while older respondent age sets tended to have more males is, therefore, deemed to hold true. This might indicate that affirmative action initiatives to increase women's inclusion in decision-making were bearing fruit, albeit at the expense of male participation.

3.2. Educational Achievement of Respondents

In order to gauge the literacy level of the respondents, they were requested to indicate the highest educational level they had attained. This was important because it might influence their input in the design, planning and execution of NG-CDF projects. Table 9 shows the responses obtained.

	Below Secondary School		Secondary School		Diploma		Graduate		Post-graduate		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
NG-CDF projects Chairpersons	0	0	0	0	1	0	4	2	0	0	5	2
NG-CDF Officials	0	0	0	0	1	1	1	3	0	0	2	4
NG-CDF project Committee members	11	15	6	2	6	4	1	0	0	1	24	22
Government representative	0	0	0	0	0	0	0	1	1	1	1	2
Total	11	15	6	2	8	5	6	6	1	2	32	30

Table 9: Education Level

The results in table 9 indicate that secondary school level education was represented by eight (12.9%) of the respondents, those with diplomas were thirteen (20.9%), graduates were twelve (19.5%), those with post-graduate qualifications were three (4.8%) while those with qualifications below secondary level were 26 (41.9%). It is, therefore, observed that most committee members had below-secondary-level qualifications, some of whom had no formal education at all.

It was, however, important to establish whether there was any association between the gender and education levels of respondents. This was informed by the presentation of the data, which indicated that there were more men than women with secondary and post-secondary education levels. However, there were more women than men in the category below the secondary level. A Chi-Square test was, therefore, carried out to test the association with the hypothesis that there was no association between gender and education levels among the NG-CDF team members. The results are shown in Table 10.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	3.580	4	.466
Likelihood Ratio	3.685	4	.450
N of Valid Cases	62		

Table 10: Test of Association between Gender and Education Levels

Table 10 returned a Chi-Square statistic of 3.580 with four degrees of freedom. However, the significance level was 0.466, which was greater than the α value of 0.05. The hypothesis was therefore accepted, and it was concluded that there is no association between education levels and the gender of respondents.

3.3. Gender Involvement in Decision-Making

The objective of this study was to analyze the perception of gender involvement in decision-making in the management of NG-CDF projects. This perception was gauged by asking some key questions about the involvement of committee members in order to give pointers on gender sensitivity in project management. Measurement was done using a five-point Likert scale representing the following: 5 - Strongly Agree; 4 - Agree; 3 - Neutral; 2 - Disagree and 1 - Strongly Disagree. The data was interpreted such that a mean of 4.6 - 5.0 indicated strong agreement, 3.6 - 4.5 indicated agreement, 2.6 - 3.5 indicated indifference, 1.6 - 2.5 indicated disagreement, and 0 - 1.5 indicated strong disagreement. The results in Table 11 show the means and standard deviations obtained from the responses to the questions asked.

Statements	Mean	Std. Deviation
The project chair gives equal opportunity for contribution of opinions	4.17	.61
The final decision of the committee is binding	4.37	.68
Every committee member is involved in the project implementation stages	3.80	.65
Gender diversity is observed in decision-making	3.35	.71

Table 11: Gender Involvement in Decision Making

The results indicated in Table 11 show that there was a general agreement that the project chairpersons normally gave room for opinion contributions from members without discrimination (M=4.17, SD=.61). The findings also show that the respondents also agreed that the final decisions of the committees were binding (M=4.37, SD=.68). Further, the respondents agreed that every committee member is involved in implementation stages (M=3.80, SD=.65). However, the findings showed that the respondents were indifferent on whether gender diversity was observed in decision making (M=3.35, SD=.71).

4. Discussion

It can be argued that project implementation can be affected by the gender literacy level since it might be difficult for illiterate persons to comprehend the practical project details, thus hindering participation. Furthermore, illiterate

people may be viewed as problematic during the implementation phase of a project since they cannot articulate their opinions and grievances about the project in a systematic way. The study findings suggest that the implementation of NG-CDF projects in Narok East Constituency may be influenced by a blend of factors relating to gender diversity. The respondent's demographic characteristics indicated that the number of men exceeded the number of women, the ratio being 51.6:48.4. This ratio would be expected considering the gender distribution in the 2019 Kenya Population and Housing Census report, which indicated the distribution of males and females in the sub-county as 50.9% and 49.1% respectively. However, a chi-square analysis showed that the distribution of respondents who had roles in NG-CDF projects in the sub-county was disproportionate in relation to the population. This shows a discrepancy from the construct that in order to enhance gender diversity, women would be enabled to compete on fairgrounds and terms with men as partners, which would consequently ensure that both genders participate equally in development projects and programmes (Eagly & Karau, 2002).

The study found that 71% of the respondents were above 45 years of age. This may be supported by Carsten et al. (2011), who found that cross-sectional and growth curve analyses indicate that ageing is associated with more positive overall emotional well-being, with greater emotional stability and complexity, as evidenced by greater co-occurrence of positive and negative emotions. This characteristic might be highly applicable in decision-making in NG-CDF projects. However, critics argue that the result of low youth representation in decisions is that not enough attention is paid to important social, economic, political and environmental issues, which will massively affect them (Kirtzel & Lorenz, 2023). This situation can be remedied by having a balanced representation of people across various age sets directly participating in decision-making. Another remedy would be a more robust public participation process, which should take into account the needs and aspirations of all age sets, genders and other social classifications.

With respect to the role of gender education levels in NG-CDF project implementation, the study found that 41.9% of decision-makers in NG-CDF projects had no formal education qualifications. The 2019 population and housing census established that the post-school age population in Narok East Sub-County was 69,566 persons, out of whom 26,558 men and 25,486 women, comprising 38.18% and 36.64%, respectively, had below secondary school education. This implies that only 25.18% of the population in Narok East Sub-County had secondary and post-secondary school qualifications. The National Council for Population and Development (NCPD 2017) report asserted that the negative influence of culture, poor access to education facilities and substance abuse among young people negatively affect education in Narok County and hence the high illiteracy rate.

Scholars opine that higher educational levels are likely to be associated with better management performance. Though the involvement of illiterate and semi-literate people in NG-CDF decision-making organs would seem contrary to the expectations of modern perspectives of management of public projects, respondents reported that the old people had a wealth of wisdom and understanding of the history of the community and thus were very conversant with the needs of the populace. This agrees with Carsten et al. (2011), who found that cross-sectional and growth curve analyses indicated that ageing is associated with more positive overall emotional well-being, greater emotional stability and more complexity. Despite the literacy levels, the elders were highly respected and any decision that the committees made would thus be binding to the whole community, making them embrace NG-CDF project implementation.

The education factor has been attributed to project sustainability due to the meaningful participation of literate community members involved. This construct, however, does not seem to apply in Narok East Sub-County NG-CDF projects since most of the committee members do not have this formal education. The model applied is that communities participate by communicating in the native language, making it an all-inclusive forum. Formal education was only needed to interpret the NG-CDF policies and procedures but not necessarily for the operationalization of the projects since this was the role of project implementation teams. The elders of both genders respect each other; therefore, the gender literacy level does not influence how NG-CDF projects are implemented. The findings, therefore, contradict the notion that illiterate people are viewed as problematic during the implementation phase of a project (Thera, 2010).

Regarding women's involvement in decision-making on NG-CDF project implementation, the results showed that the composition of NG-CDF project committees gave both genders an equal opportunity to contribute to the decision-making processes. Women and men had an equal chance to bargain and influence the decisions of the committees. Since formal education was not a consideration for membership in the NG-CDF project committees, women used their native language to participate in decision-making processes and articulate the issues that affected them. This finding was contrary to the findings of Ahinkorah (2018), who asserted that most traditions in Africa make women and children more vulnerable due to the lower decision-making power accorded to them by societies. Stakeholders in Narok East sub-county have been championing women's rights by appreciating the important role they play in decision making processes especially at the community level. The findings were, however, in agreement with the study conducted by Kabeer and Natal (2013), who asserted that the economic crisis witnessed in the world had changed women's economic activities from subsistence work to market activities, thus empowering them economically and giving them the right to contribute in decision making. The proper planning and management of NG-CDF projects can, therefore, be attributed to the gender balance in the entire project management process to ensure that there is project responsibility and a feeling of ownership is instilled in stakeholders, leading to more guaranteed sustainability of projects.

5. Conclusion of the Study

Impediments of gender equality are premised on gender stereotypes, which adversely affect any efforts to embrace gender inclusivity in development projects. However, the influence of gender diversity on project implementation and its influence on project sustainability cannot be overemphasized. This study concluded that formal education is not

necessarily the classical measure of successful implementation of projects. Project success and sustainability are, therefore, not necessarily factors of gender literacy but should depend on their unique environments and a proper mechanism devised to accommodate the literacy levels.

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