

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
FACULTY OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL SCIENCES AND DEVELOPMENT STUDIES

**CONSTRAINTS TO SUCCESSFUL IMPLEMENTATION OF GENDER
MAINSTREAMING POLICIES AT THE NATIONAL POLICE SERVICE, CASE
STUDY OF ADMINISTRATION POLICE TRAINING COLLEGE, NAIROBI COUNTY,
KENYA**

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DEGREE IN DEVELOPMENT STUDIES**

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DECLARATION

I, the undersigned, declare that this thesis is my original work and to the best of my knowledge has not been presented to any other University or Institution of higher learning for award of any academic credit or any purpose. The information from any other relevant sources has been duly acknowledged.

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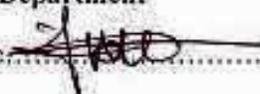
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DEDICATION

This thesis is dedicated to my wife Winifred Wawera Gitari and my children for the immeasurable support I have received from them I encourage my children that with determination nothing is impossible.

I also dedicate this work to Administration Police Training College Deputy Inspector General Samuel Arachi for his great leadership at the Administration Police Service.

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ABBREVIATIONS AND ACRONYMS

ADB- Africa Development Bank

ADF- Africa Development Forum

AP- Administration Police

APS- Administration Police Service

APTC- Administration Police Training College

AU- Africa Union

BAWP- British Association of Women Police

BPFA- Beijing Platform for Action

CEDAW- Convention of Elimination of All Forms of Violence against Women

CSW- Commission for the Status of Women

DAW- Division of Advancement of Women

ECA- Economic Commission for Africa

EU- European Union

GAD- Gender and Development

GOK- Government of Kenya

INSTRAW- International Research and Training Institute for Advancement of Women

MDG- Millennium Development Goals

NAP- National Action Plan

NCGD- National Commission on Gender and Development

NGEC- National Gender and Equality Commission

NPS- National Police Service

SDG- Sustainable Development Goals

UDHR- Universal Declaration of Human Rights

UK-United Kingdom

UN- United Nations

UN WOMEN- United Nations Entity for Gender and Equality and the Empowerment of Women

UNDP-United Nations Development Programme

UNECA- United Nations Economic for Africa

UNESCAP- United Nations Economic and Social Commission for Asia and Pacific

UNESCO- United Nations Economic and Social Council

UNFPA- United Nations Population Fund

UNIFEM- United Nations Development Fund for Women

WID- Women in Development

ABSTRACT

Gender Mainstreaming is a globally accepted strategy for promoting gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities, policy development, research, advocacy/ dialogue, legislation, resource allocation, and planning, implementation of development programmes and projects. Gender equality has been a major concern in the development discourse for decades. Again, although there has been some effort to achieve gender equality in the service, certain gender discrepancies related to physical qualifications during recruitment, availability and standard of training facilities, treatment by the opposite sex, assignments and deployments, and kitting still exists as noted by National Gender and Equality Commission. The main objectives of the study were; to assess gender mainstreaming policies adopted by APTC in ensuring gender equality by APTC management, to evaluate the effectiveness of these policies and tools in the attainment of gender equality within the Administration Police Training College, to assess the challenges to effective implementation of gender mainstreaming policies adopted by APTC and to examine strategies for enhancing the effective implementation of gender mainstreaming policies within the APTC. The theory used was Three Step Theory of Change by Kurt Lewin. The research design used in this study was descriptive survey research design. The sample size was 140 staff members who either influence the gender mainstreaming policies or are affected by the implementation of the policy, thus 136 respondents and 10 key informants who were senior Police Officers at APTC, APS and NPS. The study interviewed majority of women since they are the ones who are normally affected by gender inequality. For triangulation purpose, both primary and secondary data was gathered. Primary data was collected using a questionnaire which was closed and open-ended. The data was then analyzed to show distribution by use of descriptive statistics which included measures of central tendency (mean, mode, median) by use of Statistical Package of Social Sciences (SPSS) software version 21. For qualitative data, use of content analysis to identify patterns, themes and biases was applied. The findings showed that although there were presence of Gender Mainstreaming Policies the respondents did not feel the impact of these policies hence termed the policies ineffective, major constraints to implementation of the policies were, lack of proper structures to mainstream gender equality and lack of need to show interest in implementing gender policies. They also stated that in the case of gender related issues reported, there were no follow ups to find solutions to problems. Lack of proper representation, communication breakdown from senior to junior staff, and lack of coordination were among other challenges cited. The researcher recommends that the central government of Kenya should do regular audits on implementation of these policies according to the constitutional amendments of 2010, which provided an act on employment ratio of male to female to be equal. Further, the institution should increase promotion rate of women in the core offices that deal with gender mainstreaming policies and empower and equip Gender Department at the Administration Police Service Jogoo House. The National Police Service should work on having a gender office at the Administration Police Training College

CHAPTER ONE

INTRODUCTION

This chapter looks at the background of the study, statement of the problem, research objectives and research questions, research assumptions, justification of the study, significance of the study, scope and delimitation of study, site description, limitation of the study, theoretical framework, conceptual framework and operation definitions of terminologies used.

1.1 Background to the study

Gender Mainstreaming is a globally accepted strategy for promoting gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities, policy development, research, advocacy/ dialogue, legislation, resource allocation, and planning, implementation of development programmes and projects. According to the United Nations Economic and Social Council (UNESCO), (2010) gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality. Gender mainstreaming was established as a major global strategy for the promotion of gender equality in the Beijing Platform for Action from the Fourth United Nations World Conference on Women in Beijing in 1995. The United Nations has been in charge of ensuring gender mainstreaming policies are implemented and evaluated after five years in all countries that are member states.

Gender mainstreaming is currently accepted globally by national and international agencies as a strategy for promoting gender equality in the society. Gender equality has been a major concern in the development discourse for decades. According to United Nations (UN), (2012) gender mainstreaming was established as an intergovernmental mandate in the Beijing Declaration and Platform for Action in 1995, and again in the UNESCO Agreed Conclusions in 1997. Its mandate considerably strengthened in the outcome of the General Assembly special session to follow-up the Beijing Conference in June 2000. According to the Beijing platform of action, gender analysis is the critical starting point for gender mainstreaming. Equally important is that gender mainstreaming cannot be achieved without explicit institutional commitment to the strategy and systematic efforts to implement it, (Owulu, 2011).

According to (UN Women, 2010), Mainstreaming is not about adding a "woman's component" or even a "gender equality component" into an existing activity but rather goes beyond increasing women's participation to include bringing the experience, knowledge, and interests of women and men to bear on the development agenda. Gender mainstreaming decision-making on policy measures and priorities has to be organized and documented in such a way as to do justice to the differences between men and women. The concept does not entail developing separate women's projects within work programmes, or even women's components within existing activities in the work programmes but emphasizes paying attention to gender perspectives as an integral part of all activities across all programmes as observes Commission for the Status of Women (CSW), (2010).

According to United Nations (2010) report, there are many reasons for mainstreaming and include the need to avoid reinforcing values that condone discrimination and other violations against women which would be in stark contradiction with the development and human rights

goals. Besides the above, the process also aims at efficiency so that institutions can ensure that staff members enjoy equal opportunities to unfold their full potential at work, regardless of their sex/gender. Mainstreaming includes gender specific activities and affirmative action whenever women or men are in a particular disadvantageous situation.

Globally, gender mainstreaming has been and is still championed by the United Nations (UN) agencies including the UN Women (United Nations Entity for Gender and Equality and empowerment of Women), UNFPA and UNDP have invested in assisting UN member states incorporate gender policies in all their institutions. For instance, UN Women have made significant contribution towards this by building political support, developing technical resources and capacity, generating good practice and increasing accountability, to gender equality (UN Women, 2010). In Austria several gender mainstreaming measures have been employed in public institutions as exemplified in pictograms and information charts in Vienna that featured a male silhouette holding a baby in his arms to advise passengers on the underground railway to offer seating to parents with children. Infrastructure changes have included unisex play grounds for city parks which encourage young boys and girls to mix and redesign street lights to make parks and sidewalks safer for night joggers, (Alston, 2006).

Within South Asia, most countries have made efforts to achieve gender equality by improving the socio-economic status of women through the formulation of action-based policies (United Nations Economic and Social Commission for Asia and the Pacific, 2003). In India, feminist economists were adopted to engender the 2007-2012 India development plans. Consequently today gender equality goals have been mainstreamed in all sectors of the economy as noted by Republic of India (2010). In Nepal, the National Planning Commission upon establishing structural obstacles to women's participation in the development process,

implemented corrective measures in the form of policy, legal and institutional frameworks as noted by Guha (2003). UNFPA (2007) as a result gender issues have been integrated into the formal education and reproductive health system (UNFPA, 2007). Within the African continent several countries have committed to various instruments that promote gender equality. Consequently the concerned governments have established diverse mechanisms; including, policies, laws and institutions for gender mainstreaming (Owulu, 2011).

However, while there are so many instruments expressing the formal commitments of African governments to gender equality and mainstreaming, translating these theoretical promises into concrete action remains a formidable challenge (Owulu, 2011). For example, at the fifteen years review of Africa's implementation of Beijing Platform for Action in 2009, the outcome was a gloomy depiction of African countries' failure to meet their commitments on gender equality. In particular, many African countries had been unable to address gender issues in poverty reduction papers, public service appointments and in peace building processes among others as reported by United Nations Economic Commission for Africa (UNECA) (2009). The above sentiments corresponds with the views of Economic Commission for Africa (ECA) (2010) which observes that in the implementation of gender policies is still rather slow due to poor or lack of implementation of the gender mainstreaming policies, high levels of poverty, illiteracy, lack of gender budgeting, lack of disaggregated data on gender among many other factors.

However, despite the above observation, UNECA (2010) has noted that in countries such as South Africa, Mozambique, Tanzania and Rwanda significant success has been noted in the same. Their success can be attributed to adoption of constitutions that promote gender equality, establishment of institutional structures and mechanisms to enhance gender mainstreaming implementation, facilitation of gender mainstreaming in resource allocation and allocation of

gender budget to development programmes as noted by Africa Development Forum (ADF), (2008). In Tanzania, for instance, the Ministries of Planning and Finance have provided guidelines to all sector ministries on mainstreaming gender into their budgets. Gender mainstreaming is also considered within the framework of the Public Expenditure Review processes at both central and decentralized levels (United Nations Economic Commission for Africa, 2009).

Economic Commission for Africa, (2010) say that over the years, Kenya has been progressing steadily towards greater recognition and protection of human rights, including gender rights. The Constitution of Kenya, 2010 declared the equality of every person before the law, and the right of women and men to equal treatment, including the right to equal opportunities in political, economic, cultural and social spheres (Chapter 4, article 27,3). Further, the above also stipulated that no more than two thirds of the elected or appointed staff of any state institution should be of the same gender, thus paving the way for a more equitable gender balance in public institutions.

In order to achieve the above, Kenya has adopted and ratified several international instruments on gender equity. These include the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Beijing Platform for Action and the Millennium Development Goal 3 and Sustainable Development Goal 5, among others (ADB, 2007). Several initiatives in line with the international instruments on gender have been taken.

Prominent to the above is the adoption of a National Policy on Gender and Development in the year 2000 whose goal was to facilitate the mainstreaming of the needs and concerns of men and women in development process (GOK, 2000). The five year medium term plan (2013-2017),

which implements Vision 2030, commits to the implementation of gender mainstreaming into all government policies plans and programmes (NCGD, 2009). Whereas several policy documents have been developed, there appears to be certain constraints to their implementation. For instance, despite the National Gender Policy being adopted in 2000, the Sessional Paper on Gender Equality and Development aimed at aiding the implementation of the gender policy in 2006, the approval of the a National Action Plan for the implementation of the National Gender Policy in 2008, it has taken too long to realize the implementation the gender mainstreaming frameworks. The above concurs with a report by the ministry for Foreign Affairs of Finland (2010) which noted that whereas the government of Kenya has been very good at generating national gender policies, the implementation of the same has been too slow. The report further observes that despite a long history of commitment to gender issues, GOK is challenged in finding ways of supporting women to actively participate in development interventions.

It is in view of the foregoing that the current study seeks to establish and analyze factors that hinder successful implementation of gender mainstreaming frameworks in Kenya using the Administration Police Training College as case.

1.2 Statement of the Problem

Although the government of Kenya embarked on the process of implementing gender equality policies and frameworks by signing and ratifying various international instruments on gender mainstreaming arising from the 1995 Beijing conference, ECOSOSC agreed conclusions in 1997 among others gender imbalance within the National Police Service (NPS) is still rampant as noted by the National Gender and Equality Commission (2014). According to NPS, (2011) despite women's recruitment into the service having started 1987 and men in 1902, recruitment

figures for the year 2015 for instance reveal that only 12.7 percent of the KPS and 9.8 percent of the APS were women which constitute a composite percentage of only 11.25 percent for the NPS. The above in the views of National Police Service Act (2015) chapter 84, section 27, 3 it show the figures falls far short of the one third minimum (33.3 percent) of one gender stipulated in the *Constitution of Kenya* and the *National Police Service Act*. Besides, the NPS is faced with the gender imbalance with regards to the percentage of women in senior ranks and command positions which is seen to be lower than the organizational percentage.

Again, although there has been some effort to achieve gender equality in the service, certain gender discrepancies related to physical qualifications during recruitment, availability and standard of training facilities, treatment by the opposite sex, assignments and deployments, and kitting still exists as noted by National Gender and Equality Commission, (2014). All the above exist despite emphasize by the Kenya New Constitution (2010) which advocates for gender equality in all institutions within the country. It in view of the foregoing that the current study seeks to investigate the challenges the Administration Police are facing in successful implementation of gender mainstreaming policy and thereafter suggest strategies to enhance the implement gender mainstreaming process within the Police Service in Kenya.

1.3 Research Objectives

1.3.1 General Objective

The purpose of this study is to assess constraints to successful implementation of gender mainstreaming policies in National Police Service using the Administration Police Training College as a case study.

1.3.2 Specific Objectives

The study specifically seeks to;

- i. Assess gender mainstreaming policies adopted by APTC in ensuring gender equality by APTC management.
- ii. Evaluate the effectiveness of these policies and tools in the attainment of gender equality within the Administration Police Training College.
- iii. Analyze the challenges to effective implementation of gender mainstreaming policies adopted by APTC.
- iv. Examine the strategies used for effective implementation of gender mainstreaming policies within the APTC.

1.4 Research Question

- i. Which is the gender mainstreaming policy adopted by APTC in ensuring gender equality by APTC management?
- ii. Have the policies and tools used in attainment of gender equality in APTC been effective?
- iii. What are the challenges to effective implementation of gender mainstreaming policies adopted by APTC?
- iv. Which strategies can be used to enhance effective implementation of gender mainstreaming policies within the APTC?

1.5 Research Assumptions

This research is based on the following premise;

- i. Gender mainstreaming policies are in existence within the APTC.
- ii. The methods and tools used in gender mainstreaming policies are effective
- iii. Administration Police Training College's curriculum and management policies are inclusive of gender mainstreaming policies.
- iv. Administration Police Training College is still facing obstacles in implementation of gender mainstreaming policies.

1.6 Justification of the Study

In the National Police Service there is obvious discrimination in recruitment since the ratio of women recruited to men is low at the Administration Police Training College currently 1:6. There is discrimination of women police officers in promotions, sexual harassments by male officers, discrimination in allocations of roles and tasks at the college and allocation of houses men are seen to have better housing units compared to women. These challenges affect gender mainstreaming in the Administration Police Training College and a proper analysis through research will be able to come up with solutions and recommendations on how to effectively mainstream gender at the college.

1.7 Significance of the Study

This study may help policy makers at the National Police Service to articulate better gender mainstreaming policies that will ensure gender equality in the Administrative Police Service. The study may ensure peaceful coexistence between the male and women officers as they share equally roles and tasks given to them without fear or intimidation by one gender. The study may boost the morale of women and improve the social status of women in the society and encourage more women to join the Police force. The research results may provide insights unto whether the gender mainstreaming policy is well implemented in the APTC. The Administration Police Training College may benefit since cases of one gender leaving the service due to gender discrimination will significantly reduce hence no wastage of resources in recruiting more police officers.

1.8 Scope and Delimitation of Study

The study will focus on constraints to the implementation of gender mainstreaming policies in the administration police training college focusing only on the staff. The study will target respondents who are staff of administration police service both men and women in equal measure. It will interview respondents who are staff regardless of their rank. The study will not interview the college recruits since they are new at college and may not be familiar with the gender issues at APTC. The study will focus on recent information on gender mainstreaming tools and strategies as outlined in the Constitution of Kenya 2010 and the National Police Service Act of 2011. The study will target faculty heads that hold senior ranks in the APTC and are able to influence policy formulation in APTC.

1.9 Site Description

The Administration Police Training College is one of the three domestic police training delivery points located approximately 21 kilometre South East Of Nairobi along the Eastern Bypass, and 2 kilometre from Jomo Kenyatta International Airport. It has been in operation for more than 40 years. It is the training facility in Kenya serving law enforcement agencies locally and internationally. The professional competence of the institution range from field craft and tactics, weapon handling, law, leadership and management, paramilitary for law enforcement agencies, information technology, drill, physical training, community safety, and training research.

The APTC staffs are 904 personnel. The training instructors are equipped in advance weapon handling, tactical training, drill and in service police science training. Under departments Motor Transport, Medical, Belled Office to monitor communications, Administration Police Band, Law Faculty, and Skill at Arms,

1.10 Limitation of the study

Administration Police Service is a security organ; hence getting information for the study will be a challenge. The researcher will use only available information through the websites and security journals which are available for public use and scrutiny in the APTC library. Challenge to the study on the researcher's part will be time to do the research since the researcher will still have to conduct his policing duties which can be demanding at times. The researcher will have to create time at least during the weekends to complete the research. The research will face constraints like fear of victimization by the higher ranking officers since the organization is a

security organ and discipline is required. Challenging the effectiveness of a policy will be termed as insubordination. The researcher will ensure confidentiality during interviews.

Governments are bureaucratic organizations hence a lot of rules and regulations will be required to get particular information, cooperation of government officers will be a challenge due to consultations with other heads before information is given. This is because security information is very sensitive. The researcher will have to adhere with the set rules to ensure maximum cooperation from APTC management and the police officers.

1.11 Theoretical Framework

This study is guided by Kurt Lewin (1948) Three-step change theory. Kurt Lewin developed a change model involving three steps unfreeze, change and refreeze. The theory represents a model for understanding the change process. For Lewin the process entails creating perception that change is needed then moving towards the change and finally solidifying the new desired change.

Lewin's theory of change views behavior as a dynamic balance of forces working in opposing directions, driving forces which facilitate change because they push in the desired direction and restraining forces which hinder change because , they push' in the opposite direction. In any planned change forces must be analyzed and influenced in order to shift balance in the direction of the desired change. To achieve gender equality for instance, driving forces as well as restraining forces must be identified, analyzed and deliberate actions taken. Lewin's change theory describes three steps in change process as follows: The first step is to unfreeze the existing situation or status quo which is considered the equilibrium state, for instance, gender inequality at the APTC.

Lewin suggests two methods of unfreezing. First, increase the driving forces that direct behavior away from the existing situation or status quo. In gender mainstreaming, this calls for removal of barriers that impede the access of equal opportunities to the disadvantaged gender. Second, decrease the restraining forces that negatively affect the movement from the existing equilibrium, in gender mainstreaming this may possibly mean addressing negative social attitudes, culture and discriminatory culture at the APTC. Lewin's second step in the change process is the movement of the target system to a new level of equilibrium. By persuading the society to agree that the status quo is not beneficial. This stage involves a process of change in thoughts, feeling and behavior. In other words, letting APTC see the costs of gender inequality and persuading it to change and ensure equal treatment to both genders.

The third step is re-freezing. Re-freezing is the process of establishing the change as a new habit so that it now becomes the "standard operating procedure". Without this stage, it is easy to relapse. In gender mainstreaming, this implies sustaining the gender equality practices by institutionalizing them through formal and informal mechanisms such as policies, best practices, procedures and regular monitoring accompanied with incentives and sanctions in the policing organization.

The theory has been applied in implementing planned changes. By identifying driving and restraining forces, policy makers are able to formulate interventions that cause the intended change. Thus, the theory helps policy makers' map out the logical sequence of means-ends linkages underlying an implemented policies. It is pertinent to note that the driving and restraining forces must be analyzed before carrying out a planned change.

The change theory has, however, been criticized for its assumption that changes is linear and will happen as planned. Consequently, policy makers will introduce the change stimulus and processes that matter and are the vehicles that can actually deliver development (Reeler, 2007). Nevertheless, the theory has been accepted and is widely used in development planning and evaluation (Carole, 1995). The theory was used to locate gender equality attained through gender mainstreaming as a planned change. The study argues that forces driving gender mainstreaming as well as those restraining it must be identified. After this, appropriate action is taken in order to accelerate the implementation of gender mainstreaming programmes.

1.12 Conceptual Framework

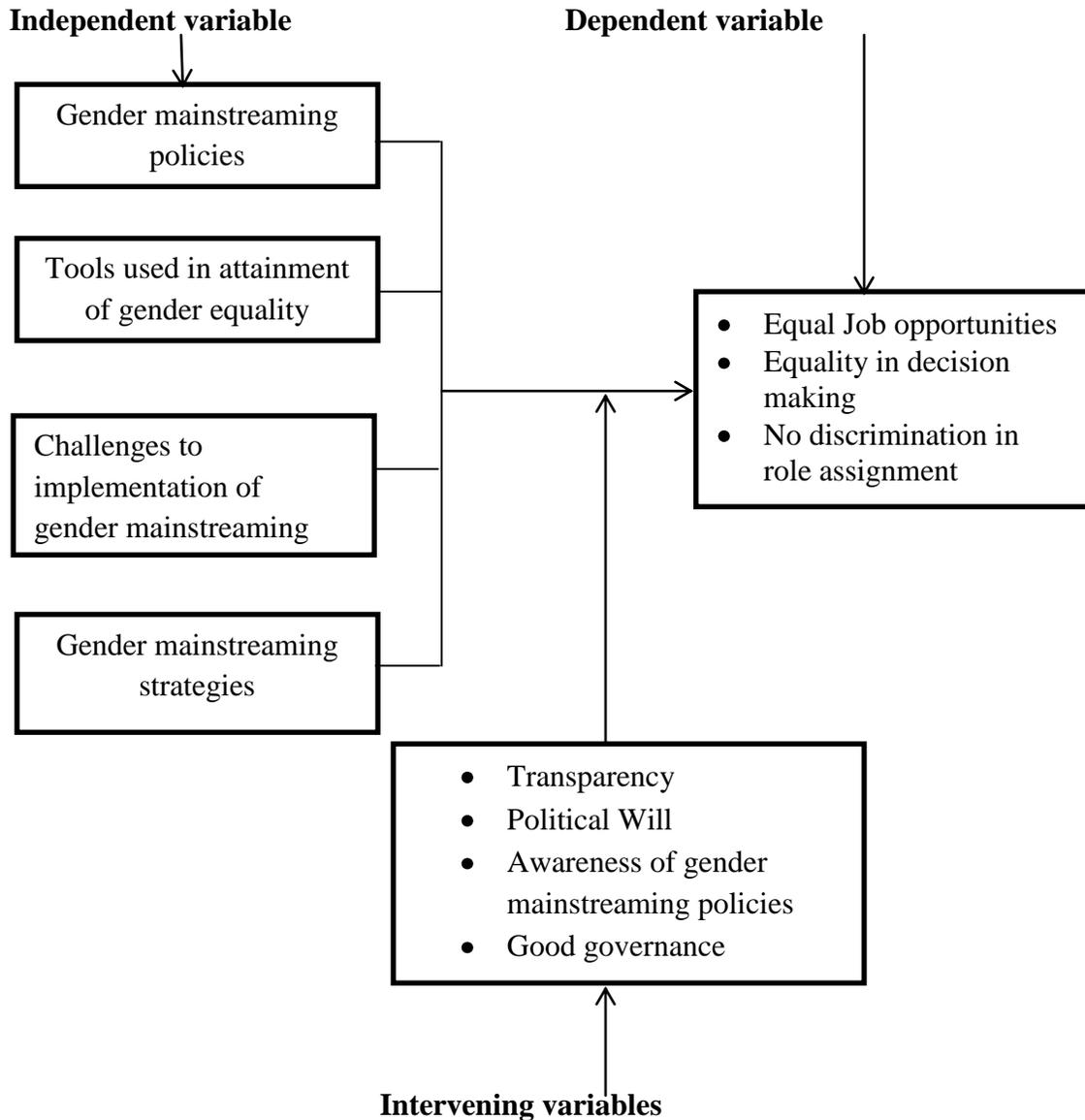


Figure 1.1 Conceptual Frameworks

Source: Researcher's own Creation, 2016

Where there exist gender mainstreaming policies that are well implemented and there is transparency and accountability among members of the organization, gender equality can be achieved. Gender mainstreaming is possible if the people charged with implementation of these

policies are transparent and are aware of the need to mainstream gender policies in the organization.

1.13 Operation Definition of Terminologies Used

Gender Mainstreaming- Strategy to integrate gender equality in recruitment, role assignment, promotion, distribution of tasks at the Administration Police Training College.

Gender equality: Absence of discrimination on the basis of police officers' sex in recruitment, role assignment, opportunities, allocation of resources or benefits and access to services.

Gender Policy- National Police Service pronouncements on actions to be taken to promote gender equality at the Administration Police Service.

Gender Mainstreaming Strategies- These is the recommended best practices that are used to promote gender equality at the Administration Police Training College.

Gender Tools- Specific initiatives that have been undertaken to promote gender mainstreaming at the Administration Police Training College.

CHAPTER TWO

LITERATURE REVIEW

The chapter first presents a review of related literature selected from global, regional and national levels which critically assess women and entrepreneurship. The review is guided by the research objectives. The second part of the chapter is the chapter summary. .

2.1 Review of Empirical Studies

Throughout history, it is evident that women have been discriminated on the basis of sex through various policies and practices (Tiessen, 2007). Some scholars argue that mainstreaming can be traced back to 1985 when the Third World Conference was held in Nairobi, since the Nairobi Forward-Looking Strategies refer to mainstreaming (Espey, 2010). Other schools of thought maintain that it started with the Fourth World Conference in Beijing in 1995 when the Beijing Platform for Action (BPFA) officially identified gender mainstreaming as the strategy to achieving gender equality and women empowerment. The Beijing Platform for Action Report stated that governments should adopt a very visible commitment to gender mainstreaming in all their policies and programmes, and that all decisions had to be underpinned by a gender analysis to account for the effects such a shift would have on women and men respectively (Squires and Wickham, 2004).

Globally, various bodies including the United Nations formed in 1945 are trying to eliminate all obstacles that hinder the active participation of women in all spheres of public and private life through an equal share in economic, social, cultural and political decision making (Porter and Sweetman, 2005). Worldwide progress in the implementation of the Beijing Platform For Action is reviewed by the Commission on the Status of Women (CSW) every five years.

Formed in 1946, the commission aims to prepare recommendations and reports on issues pertaining women's rights (Hannan, 2004).

Furthermore, highlighting the rights to which all humans are entitled to is the Universal Declaration of Human Rights (UDHR) adopted in 1948 by the United Nations General Assembly. In 1979, this assembly also adopted the Convention for the Elimination of all forms of Discrimination against Women (CEDAW). It is described as an international bill of rights for women (Daly, 2005).

More than a decade after the Fourth UN Women Conference at Beijing in 1995, the strategy of gender mainstreaming has been endorsed by governments though the commitment to its implementation is still very low (True and Mintrom, 2001). Most countries have not fully committed to gender mainstreaming. They still face challenges in assessing the successes or weaknesses of gender mainstreaming which in turn has limited their ability to draw lessons for the future in various fields such as the fields of education and employment (Eveline and Bacchi, 2005). A UN survey from 1997 showed that 70% of the 189 countries which participated in the Beijing Conference had drafted a National Action Plan for the implementation of BPF. However, in regards to the actual implementation of policies the picture was more unclear and a wide range of problems and barriers became apparent, as there seemed to be a gap between commitments made and actual policy practices. This has continued to be the trend many years after (Todes and Sithole, 2007).

In Africa, gender mainstreaming is being taken into account in the areas of; education, remuneration, representation, employment, opinion and family. The whole society, including governments and other organizations are taking up the responsibility of reducing gender-based discrimination (Hafner and Pollack, 2002). In recent years, gender mainstreaming in Africa is

going through a process of mobilization through involvement of various state and non-state actors. Through empowerment, people are beginning to realize that for gender equality to be effective, collective action is needed by everyone (Walby, 2005). States are trying hard to eliminate cultural factors that hinder gender mainstreaming as well as mobilizing human and financial resources to ensure that gender mainstreaming is effective (Beall, 2010).

Kenya is recognized as a developing country and by so being, gender inequality is seen as a development challenge. Failure to close the gaps between men and women in terms of capacities, opportunities, access to resources and vulnerability to violence and conflict has negatively impacted the process of gender mainstreaming (Walby, 2003). Through bodies such as the African Union (AU) and the East African Community (EAC), Kenya is trying to establish partnerships that can help eliminate some of these obstacles. Despite the traditional low status of women in the Kenyan society due to socio-cultural factors, the government is trying to address issues around gender inequality. In the past two decades legislation has been passed which outlaws discrimination on the basis of sex. In law, women and men have equal access to political participation, health, education, employment and property ownership but still many inequalities remain. Through the National Gender and Development Policy, the government of Kenya recognizes that development policies do not affect men and women uniformly (Andrea, 2012).

The commitment of the Government of Kenya to mainstream gender in national development for equitable growth and poverty reduction is evident in the establishment of different national machineries with different but complementary roles. It should however be noted that gender inequality restricts the country's economic growth by limiting women's access to economic resources, participation in leadership, decision making, respect for human rights and capacity to tackle gender inequalities. Elimination of inequalities gives societies a better chance

to develop (Perrons, 2005). Most scholars would agree that more energy is being directed towards promoting gender mainstreaming through development research. Furthermore, one important aspect regarding gender mainstreaming is that it emphasizes the role and involvement of both sexes in driving the process, something that is of crucial importance for advancing gender equality. It cannot be women's responsibility alone (Poulsen, 2006).

2.1.1 Gender Mainstreaming Policy in the Security Organs

The Gender Mainstreaming Policy in policing organizations constitutes a set of practical directions on how the security sector is required to mainstream gender considerations throughout its organisation, functions, practices and activities. It provides the framework for operational procedures that members of the security need to follow to create a gender-sensitive organisation that upholds the principles of gender equality, (United Nations Security Council, 2015).

As outlined in the United Nations Security Council, (2015) the objectives of the Gender Mainstreaming Policy are to, achieve gender equality in the police, increase the capacity of the police officers to observe gender equality internally and externally, and to respond to the needs of victims of domestic, sexual and gender-based violence, give direction to police officers on the observance of gender equality and responding to the needs of victims of domestic, sexual and gender-based violence provide the policy for the development of more detailed administrative and operational procedures on gender mainstreaming and response to domestic, sexual and gender-based violence. The Security reforms policy gives direction to policing organizations to revise their curriculum, design and deliver new training programmes for the capacity-building of police on gender mainstreaming and response to domestic, sexual and gender-based violence, (UN, 2015).

Gender mainstreaming policy extends to all activities of policing including corporate affairs, human resource managements, administrations and operations. The strategies to be used in implementation of gender mainstreaming policy are use of gender sensitive language in both written and oral communication, gender awareness and education of police officers, gender equity programmes and affirmative actions on disadvantaged gender, frequent monitoring and auditing reports, gender equality in recruitment pay and promotions, gender equality in transfers and deployments, and gender budgeting, (United Nations Security Council, 2015)

While policy direction is required to achieve results, it is not enough on its own to achieve success. There are a number of key challenges to be overcome in having a policy accepted and complied with by those who will be affected by it. The first challenge for the Gender Mainstreaming Policy is making sure it is well-known and understood by all those it is intended to direct. This entails a continuing, imaginative, organisation-wide awareness programme with various means of communication. Related to this, is the commitment of senior police commandants to publicly support the policy providing an example to the junior officers, (Gender and Security Sector Reforms, 2015)

A final challenge is keeping up the impetus over a long period of time until the policy is so ingrained that it will become part of the culture and belief system of the security organs. This requires the designation of positions and offices to be responsible for keeping the policy flourishing and maintaining activities towards its final achievement. When it occurs the final hurdle will be surmounted and gender mainstreaming practices will be part of routine organisational of practice at the security sector, (Gender and Security Sector Reforms, 2015).

2.1.2 Adoption of Gender Mainstreaming Policies to Ensure Gender Equality

To realize the Sustainable Development Goals (SDG's) and Millennium Development Goals (MDGs), governments and their partners must seriously and systematically 'engender' efforts to achievement of all the goals (UNDP, 2006).

Recognizing that institutions are 'gendered', the emphasis moved towards the institutionalization of gender issues in development policy and planning (Bridge, 1999). Two theoretical frameworks have been used in the evolution of Gender Policies: Women in Development (WID) and Gender and Development (GAD). The Women in Development (WID) approach has been a framework for gender analysis underpinning international bodies and governments' policy prescriptions for gender equity. The WID movement emerged in the 1970s, based on a liberal theoretical approach (Boserup, 1989). The absence of women in development plans and policies was seen as a major problem. Women's access to education and to paid work was cornerstones of this movement. Approaches evolving from the WID framework of analysis have emphasized issues of 'bringing in' women to development. Gender tends to be associated with women and girls. In the context of education, WID approaches have translated into arguments and initiatives that stress access and expansion of opportunities for women and girls premised on efficiency and economic growth rationales. It is stated in the Platform for Action that 'governments and other actors should promote an active and visible policy of mainstreaming a gender perspective in all policies and programmes, so that, before decisions are taken, an analysis is made of the effects on women and men, respectively' (UNDP, 1997). As a result, many countries have adopted national development plans for gender mainstreaming. According to Beall (2001), the UN Decade for Women saw the establishment of national gender machineries in more than 140 countries. These gender machineries took different formats in

different countries. Some countries created fully fledged women's ministries; others were located within ministries of welfare or community development, while others opted to place the gender units within Presidential Offices. Thege (2002) highlighted the fact that within the European Union (EU), Denmark, Sweden and Finland have developed a more advanced commitment to gender mainstreaming; the most successful being Sweden. These countries, together with Italy, France, Luxembourg and Portugal, have clearly defined National Action Plans (NAPs) for implementing gender mainstreaming. However, some countries, such as Germany, Belgium, Ireland and Greece have identified weaknesses in their gender mainstreaming strategies. The Netherlands and the UK have failed to incorporate gender mainstreaming into NAPs. However, the Netherlands has registered a number of policies that have direct relevance to gender mainstreaming. Additionally, the focus on women led to the creation of more agencies dealing with women's issues, such as The Division for the Advancement of Women (DAW), the International Research and Training Institute for the Advancement of Women (INSTRAW) and the UNIFEM within the UN system. In fact, UNIFEM has adopted a holistic approach that links all the relevant frameworks to ensure that women experience tangible change in their lives.

According to Africa Union Gender Policy (2010), that Africa has adopted it provides gender action plan which guides implementations of gender international commitments and protocols. The development of the AU Gender Policy and its Action Plan has been inspired by the overwhelming political will and commitment demonstrated by African Union Heads of State and Government, who in the last few years have adopted important decisions. These include Article 4 (L) of the Constitutive Act of the African Union which has enshrined the Gender Equality Principle, the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa and the Solemn Declaration on Gender Equality in Africa. The AU

Heads of State and Government Summits continue to champion gender equality and empowerment through their subsequent decisions aimed at accelerating the implementation of their own commitments including the Millennium Development Goals in general and in particular MDG 3 on Gender Equality and Women's Empowerment. African union member states have adopted gender mainstreaming policies yet only few of them have established Gender Management Systems example South Africa, Mozambique, Tanzania and Rwanda have effectively implemented gender mainstreaming Policies. Other African countries face weak gender machineries and inadequate resources to implement the policies, as highlighted by African Development Bank, (2010)

Kenya's commitment to addressing gender inequalities and women's' Rights can be traced in both international and national policy commitments. The Government of Kenya ratified the (a) Vienna Declaration on Human Rights, (b) the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), (c) the Nairobi Forward Looking Strategies for the Advancement of Women. There has also been institutionalization of gender issues in the National Development Agenda. Gender issues in the country are institutionalized through the current constitution, Vision 2030 Flagship project, the Presidential Directive of 2006 on 30% women's' appointments to all positions of leadership, employment and promotions and the National Gender Policy of 2000 and Sessional Paper No.2 of 2006. Further, the Millennium Development Goals and especially the third and fifth Millennium Development Goal (MDG) emphasizes the need for gender parity especially in education and access to social, economic and political opportunities, by 2015. The National Commission on Gender and Development enacted through an Act of Parliament in 2003 is mandated to Monitor Government Implementation of its Commitments to Women's Rights and Gender issues (FIDA-Kenya, 2010). According to a

Gender Audit Study of the 10th Parliament done by FIDA-Kenya (2010), the new Kenyan Constitution ensures that women and men will have the right to equal treatment and opportunities in political, economic, cultural and social spheres without discrimination. Further, gender rights provisions in the Bill of Rights are reinforced by Article 2 (6) which requires that any treaty or convention that Kenya has ratified, become part of Kenyan law, including those on women's rights. The Bill of Rights also provides for legislation to give full effect to the principle of Affirmative Action (FIDA-Kenya, 2010).

Establishment of the Ministry of Gender, Sports, Culture and Social Services soon after national elections in the year 2003 marked the beginning of a focused consideration of the situation and status of women and their participation in various spheres of life on the country. Under the auspices of the Ministry, Sessional Paper No. 2 of 2006 on Gender Equality and Development was passed. It is the government's Policy on gender equality and development which states recognized gender inequalities, factors contributing to the unequal status of men and women and sets out government's commitment to address existing inequalities.

Research was done by Okumu, (2012) on Gender Mainstreaming and promotion of gender equality, case study of Swedish Cooperative Centre in Kisumu. The research was analyzing the adoption of gender mainstreaming policies in the Swedish Cooperative Centre. The objective of the study was Explore how Swedish Cooperative Centre implements gender mainstreaming in promotion of gender equality in its day to day activities. The research method used was qualitative research design. The research findings were Swedish cooperative was committed to promote gender equality in implementation of the project and gender issues are multi-faceted and multi-disciplinary thus all stakeholders including staff should be incorporated

in gender mainstreaming. The research gaps lie in the fact that the study was looking at project implementation. A Project is temporary endeavor while implementing gender mainstreaming policy at the APTC is permanent hence need adequate measures and strategies in implementing gender mainstreaming policies.

2.1.3 Effective Policies and Tools used in Implementation of Gender Mainstreaming

The 1995 Beijing Platform for Action (BPFA) provides insights into how governments are to mainstream gender. The platform calls for the establishment of national machinery as the first step towards mainstreaming gender in national development (UN, 1995). Alluding to the same opinion is the Convention on the Elimination of All Forms of Discrimination against Women. The convention requires states to embody the principle of equality of men and women through law and other appropriate means. The BPFA further gives the necessary conditions for effective functioning of such national machineries which include: location at the highest possible level in the Government; Institutional mechanisms or processes that facilitate, as appropriate, decentralized planning, implementation and monitoring with a view to involving non-governmental organizations, sufficient resources in terms of budget and professional capacity and opportunity to influence development of all government policies.

In Europe best gender mainstreaming tools are in planning and budgeting processes can be found in Sweden. The Swedish Government, for instance, acknowledges the significance of the budget as the prime policy instrument and thus considers it highly important that gender analysis of all government policy areas be made within each of the corresponding ministries. The ministries are expected to set gender equality objectives and targets within their government programmes proposed in the budget bill. In addition, the Ministry of Finance makes a special

report of the distribution of economic resources between women and men, presented every year in the Government's Budget Bill (Villagomez, 2004).

In Africa, The Commission on the Status of Women (CSW, 2010) further notes that national gender machineries have major responsibilities for preparing and monitoring the implementation of gender equality plans, strategies and programmes; initiating gender equality legislation; building gender capacity in line ministries and the preparation of tools to support gender mainstreaming across African governments (CSW, 2010). Yet as Marcus et.al (1996) observes that there is tension between advisory, advocacy, policy oversight and monitoring roles of the gender machinery, each of which require different skills and institutional cultures across African countries like Tanzania, Rwanda, Mozambique and South Africa who have successfully implemented gender mainstreaming using above tools and methods. The discussion does not look at the challenges of undertaking these roles and how these challenges are to be overcome. The mere establishment of national mechanism does not automatically lead to gender equality.

In Kenya the most effective tool and method that has been used to ensure gender mainstreaming is The Constitution 2010 which ensures the right of women and men to equal treatment, including the right to equal opportunities in political, economic, cultural and social spheres. According to the new constitution 2010, no more than two thirds of the elected or appointed staff of any state institution should be of the same gender, thus paving the way for a more equitable gender balance in public institutions. Kenya has adopted and ratified international instruments on gender equality example Convention on the Elimination of All Forms of Discrimination against Women, the Beijing Platform for Action and the Millennium Development Goals among others (ADB, 2007).

Methodologies that influence gender mainstreaming process for gender responsiveness must be employed. A critical examination of the literature suggests that there is much to learn by those interested in the process of gender mainstreaming. However, methods to operationalize these ideas are not as apparent (Wittman, 2010). National Commission on Gender and Development (NCGD) (2009) notes there is no recipe for gender mainstreaming countries needs to develop tailored approaches that respond to country specific contexts, economic and budget systems.

Some methodologies include developing gender budget statements, developing capacities and institutional mechanisms, integrating gender into budgeting and planning documents, promoting and strengthening accountability systems and creating methodologies that rate and score how much expenditure is going towards projects that promote equality (NCGD, 2009). However, Wittman (2010) notes that the daily organizational work hinders the application of these methods. Common tools discussed by various manuals and reports include gender statistics, benchmarking, gender impact analysis, rapid gender analysis, developing gender goals and indicators (Zentai and Krizsan, 2006). According to Council of Europe, (2004) on conceptual framework, methodology and presentation of good practices, categorizes gender mainstreaming tools in to three: Analytical, educational and consultative tools. Analytical tools are those delivering information necessary for the development of policies. Some examples include sex disaggregated statistics, surveys, cost benefit analysis and gender impact assessment, among others.

Educational tools are those that deal with awareness-raising and the transfer of knowledge. They include awareness raising, training courses, checklists, guiding manuals and

handbooks. North (2008), however, notes that there are concerns about the content, method and effect of training practices.

As noted by Zentai and Krizsan, (2006) Consultative tools on the other hand include; think tanks, participation of both sexes in decision making, conferences and seminars. Additional tools that fit in this class emphasize the need of gender mainstreaming enabling tools. These help create the framework within which gender-responsive policy' making, planning and implementation can take place. There are mainly policies, legal frameworks and financing. In many African states gender mainstreaming policies and legal frameworks exist yet gender mainstreaming programmes are ineffective (Economic Commission for Africa, 2010). Of concern is that most of the methods and tools discussed in this section are general. The literature also lacks a clear distinction of what is a method of gender mainstreaming and, what is a tool for gender mainstreaming. The study seeks to evaluate specific implementation methods and tools that have been employed to ensure effective gender mainstreaming in the APTC.

2.1.4 Challenges to effective Gender Mainstreaming Policies

Many problems regarding gender mainstreaming have already been identified by practitioners and scholars alike for example (Alston, 2006). Problems include the weak influencing power commanded by gender focal points, lack of resources and the evaporation of gender policies when it comes to implementation. In Europe specifically Netherland and Holland difficulty of mainstreaming gender is seen in the organizations in terms of organization culture. In these countries gender equality has not been adequately implemented at the offices and work place though there is a high level of gender awareness, hence it faces gender-biased organizational culture and discourse, (Alston, 2006).

In South Asia, The United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) (2010) note how lack of gender capacities continues to hinder gender mainstreaming in India and Nepal. The report remarks that, "despite several initiatives to develop capacities for gender mainstreaming, there is still a lack of capacities in government" (UNESCAP, 2010: 62) many government officials and ministry personnel still fail to see the importance of mainstreaming gender into their own goals and plans. The limitation is most evident among the offices in charge of macroeconomic planning and finance (United Nations Economic and Social Commission for Asia and the Pacific, 2010). While these offices are the ones responsible for developing and financing national development plans.

The report on Fifteen-Years of Implementing BPFA (Beijing Platform for Action) in Africa, discusses how the prevailing global financial meltdown, food crisis, climate change and conflict have negatively affected majority of men and women in South Africa, Nigeria, Mozambique, Zimbabwe, Ghana among other African countries. Generally, the impact has eroded the gains already achieved in gender mainstreaming (Economic Commission for Africa 2010). African governments' responds to the crisis by for instance cutting down budgets for gender programmes hence implementation become a challenge. Another challenge comes in the form that African governments lack political will to implement gender mainstreaming policies. Although in this report effect of implementation is not discussed.

In Kenya lack of coordination and collaboration among the different national gender machineries and with government agencies has been cited as a challenge to gender mainstreaming (United Nations Economic and Social Commission for Asia and the Pacific, 2010). The lack of coordination automatically means opportunities to influence national plans

and budgets are missed. Political interference and lack of political will also affect implementation of gender policies in the legislative. The report provides insights in investigating the gender coordination mechanisms in Kenya.

A study was done by Chizya (2010), looking at Prospects and challenges of gender mainstreaming in waters sector policies and institutions, case study Department of Water Affairs, in Zambia. The specific objective was to identify the main challenges to gender mainstreaming in water institutions and suggest solutions to the challenges. The study focused on qualitative and quantitative research methods. The findings suggested noted that there was lack of commitment to gender mainstreaming policy, lack of gender sensitive practices in the work place and lack of gender budget in the institution were the challenges of gender mainstreaming policies in water institutions in Zambia

2.1.5 Strategies to effective gender mainstreaming policies

Review of gender mainstreaming strategies in policing organizations identifies best practices that have been employed in gender mainstreaming. One of the strategies that have been used in unites States, Canada and United Kingdom is gender audits. According to Montgomery, (2012) Conducting gender audit signals to an organization's employees, communities, and other stakeholders that the organization is committed to improving the quality of its services, to meeting high professional standards, to providing all employees with excellent working conditions and fair opportunities, and to being a more gender responsive workplace. A gender audit can promote learning at individual, work, unit, organizational, and community levels. It permits identification of good practices and attitudes that have made a positive contribution to mainstreaming gender in an organization, and that should be shared and celebrated. A gender audit permits the organization to examine whether policies, processes, and practices are

effective, whether they are being followed, and if they appropriately reinforce gender mainstreaming. Gender audits ensures strategic organizational gender related planning and decision making, development of an organizational process that systematically identifies opportunities for improvements, development of an information/data collection mechanism to support evidence based analysis in measuring progress made against the baseline information on an ongoing basis, and identifying, recommending, and implementing new and more effective strategies that can be employed. In United States, Canada and United Kingdom audits have identified that increasing the representation of women in policing by reducing barriers to recruitment, retention of women officers, placement in specialized positions, and promotion contribute to effective gender mainstreaming policies, as noted by Status of Women in Canada, (2011).

The UK government and the British Association of Women Police (BAWP) under the enacted legislation in 2010 that requires public service agencies, including police, to consider the impact of any new policies, practices, or activities, or adjustments to current policies, practices or activities on persons with identified protected characteristics like women. They have been jointly working on identifying and addressing issues of concern to women in British Policing, and are promoting good practices like availability of gender budgets, frequent gender awareness trainings at the organization to promote gender mainstreaming, (UK National Police Improvement Agency, 2010)

As noted by Montgomery (2012) other strategy Europe is using is Strong and accountable leadership which is required to guide and constantly reinforce and demonstrate to employees and stakeholders that meeting gender responsiveness objectives is good for women and men in the organization, for the organization, and for the community they serve. The Geneva Centre for

Control of the Armed Forces defines a gender responsive security sector institution as "one that meets the different security and justice needs of men, women, boys, and girls, and promotes the full and equal participation of men and women. A gender responsive security institution has processes to identify the particular needs of different groups of men, women, boys and girls within the community. It takes steps to meet those needs, and monitors and evaluates the impact. In a gender responsive security sector institution, both male and female employees are valued, promoted, and supported in balancing their professional and family responsibilities.

Countries in Asia and Pacific have for instance applied strategies such as gender sensitization, capacity building, gender budgeting, collection of gender information and sex disaggregated data (United Nations Economic and Social Commission for Asia and the Pacific, 2010). A general observation in the literature shows that while there is clear distinction in the approaches to gender mainstreaming described by Rees (1998) as tinkering, integrationist and transformative, clear procedural application terminologies have not fully been developed. In the gender mainstreaming discourse the terminologies tools, methods and 'strategies are interchangeably used.

The United Nations Economic Commission for Africa (2010) discusses several strategies used by different African states in mainstreaming gender. Many countries have adopted national gender policies that prioritize areas of focus based on local needs and conditions, these countries have strong political will to ensure gender mainstreaming policies are implemented example Rwanda and Ghana. Countries such as Libya and Namibia have developed Poverty Reduction Strategy Papers articulating specific gender issues. While countries like Uganda and Tanzania have adopted gender budgeting as a strategy to accelerate promotion of gender equality and

equitable development. However, the report does not discuss the effectiveness and failures of these strategies in making gender mainstreaming a daily practice.

Research was done by Ryan (2007) on gender mainstreaming and empowerment in non-governmental organization like Action Aid and SIDA. The main objective of the research was to determine how concepts of gender mainstreaming and empowerment are interpreted in non-governmental organization like Action Aid Kenya and SIDA, and strategies used in Gender and Governance Programme in Kenya. The findings were SIDA and Action Aid had adopted gender mainstreaming and empowerment. The development organization ensured support of women in decision making the development programs. Another strategy used was redistributing power in social relations to improve women's access to development resources usually directed at men.

Promotion of gender equity and Mainstreaming gender concerns in development programmes were other strategies employed.

2.2 Chapter Summary

Researches conducted have revealed that although many countries have a gender-sensitive approach to development, some policy areas still need improvement such as including an explicit strategy to help mainstream gender into their plans and activities. Gaps identified include the wide mandate of the gender machineries and the inadequacy in skills and resources to carry out gender mainstreaming especially in developing countries. Literature suggests various gender mainstreaming tools and methods however these are generally discussed, sector specific tools and methods are not identified.

Further, while literature documents an array of gender mainstreaming methods, application procedures are not apparent and are hindered by the day to day organizational work.

Finally gender mainstreaming methods and tools seem to be interchangeably used; clear distinction of what consist a gender mainstreaming method or tool is lacking. Most of the literature discussed looks at constraints of gender mainstreaming in organizations in general but lack gender mainstreaming specifically in the security sectors, except for best practices in developed countries.

The methodology used in most of the literature are content literature analysis, the researcher intends to use descriptive research design to evaluate on the existing gender mainstreaming policy determining its efficacy in implementation. Some of the studies have been done in developed countries that Finland who have better machineries and higher awareness level on gender mainstreaming implementation strategies compared to Kenya which is still a developing country.

Administration Police Training College is a security department and matters of implementing gender mainstreaming policy sometimes cannot be done in equal measure between men and women. Take example distribution of tasks, sending officers to war, measures like affirmative action are employed and women given lighter administrative duties compared to men who are normally sent on the field.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter describes the research methodology to be used in the study. It defines; research design, study and target population, sample and sampling techniques, methods and instruments of data collection, data collection procedures, data analysis procedures, reliability and validity together with ethical considerations of the study.

3.1 Research Design

The research design used in this study was descriptive survey research design. The purpose was to collect information from respondents at the APTC on their attitudes and opinions in relation to effectiveness of gender mainstreaming policies in their work place.

Oso and Onen (2009) point out that this design presents oriented methodology used to investigate populations by selecting samples to analyze and discover occurrences. It describes events as they are. It facilitates rapid data collection and ability to understand population from a sample. According to Kombo and Tromp (2006), descriptive survey design is used in the preliminary and exploratory studies to allow the researcher gather information, summarize, present and interpret it for the purpose of clarification. The research design adopted allowed the researcher to describe record, analyze and report conditions that are affecting gender mainstreaming in the APTC. It facilitated generation of both numerical and descriptive data that was meant to assist in measuring correlation between the variables.

3.2 Study and Target Population-

The study targeted Police Officers at the Administration Police Training College in Embakasi and Key informants who were Senior Police Officers (Senior Superintendent, Superintendent, Commandants, Sergeants) at APTC, APS Jogoo House and Policy Makers at the National Police Service.

3.3 Sample and Sampling Technique

This involved selecting a number of respondents for a study in such a way that the individuals selected represented the large group from which they were selected. In this study, the researcher used both probability and non-probability techniques to create a sampling frame. In probability sampling where all respondents had equal chance of participating in the study. Simple random sampling was used in selecting the male police officers who are going to be 54 men while 82 women were selected in non-probability sampling using purposive sampling where women were selected specifically because of their small number at the APTC and due to the fact that they are the major beneficiaries of gender mainstreaming policies.

Male Officers	Female Officers	Key Informants	Total
54	82	10	146

Table 3.3 shows sampling table

APTC has a population of 904 staff members; women are 135 while men are 769. The sample size was to be 146 staff members who either influence the gender mainstreaming policies or are affected by the implementation of the policy, thus 136 respondents and 10 key informants.

The study interviewed majority of women since they are the ones who are normally affected by gender inequality hence ratio of 60% women: 40% men. Target population intended consisted of 136 junior police officers who are the respondents. Of this number majority of women were targeted by 60% which was 81.6 therefore 82, while men were targeted by 40% which was 54. The response rate for women was low hence the women the researcher managed to interview was 76 women and 54 men thus a total of 130 respondents.

The key informants interviewed were 10 including 4 Senior Superintendent at the APTC who are head of faculty, 2 Police Commandants at Administration Police Headquarter Jogoo House who are the heads of faculty, 2 Superintendent at the Gender Office Department and 2 Superintendent at National Police service who influence Administration Police Service policies.

3.3.1 Sample Size

A sample is part of the target population that has procedurally been selected to represent it. The researcher targeted 146 respondents including ordinary staff and senior staff. According to Gay and Airasian (2003), a descriptive study of 10% to 30% of the entire population is enough to represent a research study.

The researcher used 15% of the accessible population at the APTC which is 904 hence;

$15/100 \times 904 = 136$ as the sample size

Ratio of women to men at APTC is 1:7 hence there are more men than women, researcher will interview 60% of women and 40% of men

Women= $60/100 \times 136 = 82$

Men= $40/100 \times 136 = 54$

The key informants were selected purposively and the number of key informant was 10.

Thus 136 and 10 key informants which equalled to 146 as the sample size of the study at APTC was intended for the study, due to less response rate of women only 140 respondents were interviewed by the researcher.

3.4 Methods and Instruments of Data Collection

The study collected data required to achieve the set objectives in the study. For triangulation purpose, both primary and secondary data was gathered. Primary data was collected using a questionnaire which was structured as both closed and open-ended. The questionnaires used were two, one was specifically designed for the Police officers' respondents at the APTC and another one was designed for the key informant's just for confirmation and more in-depth analysis of gender mainstreaming from the senior officers who influence the process. The open – ended questionnaire helped to elicit a lot of information from the respondents without restricting their responses. Face to face interview was used to clarify any ambiguities in information gathered using the instruments.

3.5 Research /Data Collection Procedure

The researcher developed a proposal for a period of 4 months under the guidance of the supervisors, once the proposal had been approved by Department of Post Graduate Studies in Development Studies at The Catholic University of Eastern Africa. The researcher obtained a letter from the department allowing the research to proceed for data collection. The researcher also acquired a research permit from National Commission of Science and Technology to allow for research to be conducted at the Administration Police Training College.

The procedure was done in a period of one month. This involved pre- testing the questionnaire for a day at the APTC, explaining the aim of the research to the relevant administrative Faculty heads at the APTC. Then from there the researcher administered the

questionnaire to the respondents. After every day's work the researcher would clean the questionnaires ensuring all questions have been answered to make data analysis easier.

3.6 Data Analysis Procedure

The raw data collected was first cleaned up and edited. This involved a careful scrutiny of the completed questionnaires to ensure that the data was accurate, consistent with other facts gathered and uniformly entered. Editing of the data was done in order to correct errors and omissions where possible. Data was coded to translate responses into specific categories and reduce data into manageable summaries. Tabulation was done followed by analysis using descriptive statistics. Frequencies and percentages was used and presentation done using tables. Regression analysis was used to compute and establish the relationship between variables. The computer program SPSS (Statistical Package for Social Science) Version 21 was used to analyze the data. For qualitative data, content analysis was used to identify patterns, themes and biases. Finally, the data was presented by use of frequency distribution tables and stored in soft and hard copies. Analysis of data is important in explaining the variables of study. Data analysis is essential to generate meaning of the raw data Painter (2006).

3.7 Reliability and Validity

Reliability according to Orodho (2005) refers to the degree to which a particular measuring procedure gives similar results over a number of repeated trials. In other words it refers to the consistency of the scores obtained that is how consistent they are for each individual from one administration of an instrument to another. In this study, researcher used Pearson Product Moment Correlation Coefficient which is a measure of the linear dependence between two variables, (Wilcox, 2005). The method involved splitting each instrument into two halves (odd and even items) then calculating the Pearson's correlation coefficient between the responses

(scores) of the two halves (Nachimias, 1992). This was done using both instruments separately through a pilot test. Piloting refers to pre-testing of a research instrument by administering it to a selected sample which is similar to the actual sample which the researcher plans to use in the study (Mugenda and Mugenda, 2003). The pilot study was conducted at Administration Police Training by administering 20 questionnaires to the pilot group. Piloting was done in order to assess the clarity of items, validity and reliability of the instruments. After piloting reliability was calculated. According to Gray (2004) a correlation co-efficient of about 0.7 is high enough to judge the instruments as reliable for the study. The researcher computed the coefficient reliability of the items in Likert scale format using the SPSS package version 21. The correlation co-efficient calculated was 0.7 hence instruments were found to be reliable.

Validity is the degree to which results obtained from analysis of the data actually represents the phenomena under study. The researcher ensured content validity by engaging the services of the research project supervisors who are a professionals in the field of gender mainstreaming. The supervisors assessed at what concept the instrument measured and determined whether the set of items accurately represented the concept under study. The supervisors recommended necessary amendments to ensure questions got the right responses. The instruments were also submitted to gender mainstreaming policy makers at the National Police Service to determine whether the themes captured in the questions are representative of the descriptions of gender mainstreaming policy as required and guided by the National Police Service.

3.8 Ethical Consideration of the study

Before embarking on the field, the researcher sought permission from the National Council of Science and Technology. The Deputy Inspector General's office at the Administration Police Office was made aware of the research same as the Research Department at the APTC.

Before administering the questionnaire to the respondents, the researcher made prior arrangement with the respondents on the date and time to administer the questionnaire at their own convenience. The researcher explained the purpose of research to the respondent that the police officers at the APTC were not coerced to answer but allowed to participate voluntarily in the study. The aims and objectives of the research were explained before and after undertaking the research. This helped in attaining an informed consent from the respondents. The researcher maintained utmost confidentiality about the respondents' responses by keeping all responses secure and using them only for academic purpose.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION OF FINDINGS

Introduction

This chapter presents analysis of the data on Constraints to Successful Implementation of Gender Mainstreaming Policies at the National Police Service, a case of the Administration Police Training College, Nairobi County. The chapter provides the major findings of the study and discusses these findings against the literature reviewed and the study objectives.

Data has been presented in the form of frequency tables, pie charts and bar graphs, the objectives, empirical studies and research methodology in the previous chapters guided the procedures of analyses interpretation and presentation of the findings in this chapter.

Out of the 136 questionnaires administered to different targeted respondents within the Administration Police training college, a total of 130 of them were adequately responded to and returned. This represented a response rate of 95.59%. According to Mugenda and Mugenda (2003) a study that attains a more than 70% response rate is rated as being very good, 60% rate is considered good while a 50% response rate is considered adequate. Based on the above recommendation the study concluded that the response rate of 95.59% for the current study was “very good” and thereby forming a good basis for the study report.

4.1: Presentation of Research Findings Guided by Objectives and Themes

Respondent’s Demographic information

This study sought to shed light on the distribution of respondents in terms of their demographic characteristics and found out the information detailed below

Age

The respondents were asked to state their age with the findings being presented in figure 4.1 below.

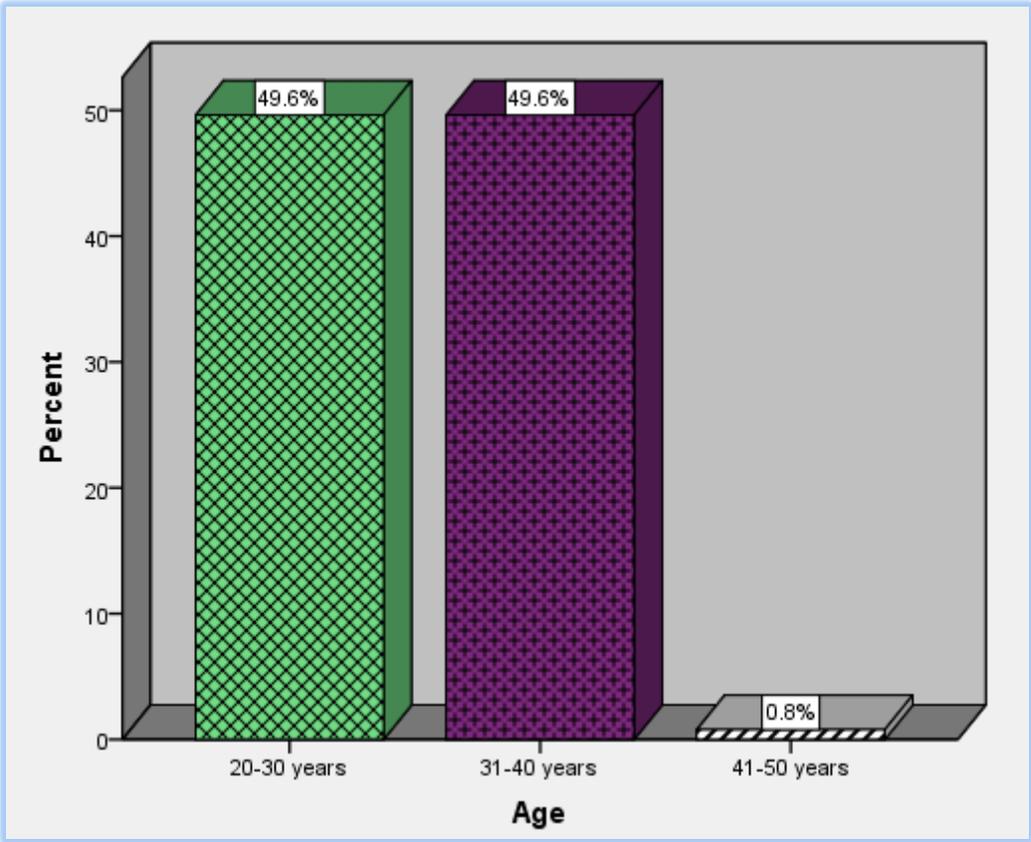


Figure 1: Age of Respondents

Source: Field Research, 2017

According to the study findings presented in figure 4.1 above, 49.6% of those interviewed indicated to be aged between 20-30 years of age while another 49.6% reporting to be within the 30-41 year age bracket. However, the minority (0.8%) were aged between 41-50 years as indicated in figure above. The above finding can be explained by the fact most respondents were trainees who had just college and were thus youthful in aged as required by the law.

The evident age distribution was important for the study because all the respondents were mature and therefore able express their views freely and confidently.

Gender

This study focused on gender mainstreaming policies and as such it was imperative for the researcher to establish the distribution of the respondents in terms of gender with the information presented figure 4.2 being the outcome.

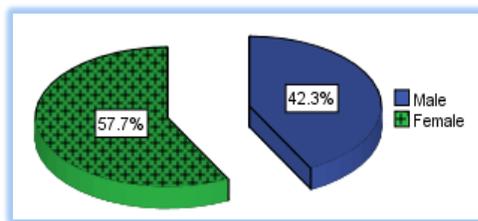


Figure 2: Gender of Police Officers

Source: Field Research, 2017

From the information presented in figure 4.2 above, it was revealed that up-to 57.7% of the respondents were females while the remaining 42.3% were males. The gender of the female officers was more due to the fact that the researcher targeted 82 females and 54 male due to the fact that females are the beneficiaries of Gender Mainstreaming Policies at the APTC.

Education

The respondents were asked to state their level of formal education and gave the information presented in figure 4.3 below.

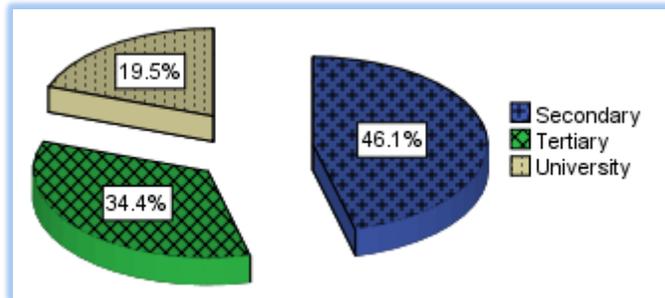


Figure 3: Education Level of Police Officers

Source: Field Research, 2017

The information in figure 4.3 above reveals that 46.1% of those interviewed indicated to have attained secondary school level of education, 34.4% had acquired tertiary education while the remaining 19.5% had attained University education. This finding was important to this study because all the respondents were literate and were therefore able to adequately respond to questions asked. This enabled the researcher obtain rich, accurate and up-to date information on the study focus of constraints to successful implementation of gender mainstreaming policies.

Faculty/department of the respondents

The current study also sought to find out the distribution of the respondents in terms of the departments they served and documented the information in table 4.1 below

Table 1: Faculty or department attached to

Department	Frequency	Percent
AP band	47	35.9
Weapon	1	.8
Registry	1	.8
Medical	3	2.3
Quality management	3	2.3
Fitness and recreation	2	1.5
Amory	4	3.1
Training	14	10.7
Humanities and social sciences	7	5.3
Law	3	2.3
Accounts	1	.8
Administration	3	2.3
Signals	1	.8
Drill	8	6.1
Hospitality	4	3.1
Field craft and tactics	2	1.5
Police procedure	5	3.8
Service quarter master	2	1.5
Guidance and counseling	1	.8
RDU	2	1.5
Gender office	1	.8
Instructor	1	.8
Maintenance	1	.8
Skill at arms	1	.8
Motor transport	2	1.5
Sports	1	.8
Total	130	100%

Source: Field Research, 2017

The study found out that the administration police training college had a total 29 faculty/departments as shown in table 4.1 above. Of all the departments mentioned above the AP

band was biggest with 47 members followed by training faculty with 14 members. The remaining departments were represented by few respondents who ranged between 1 to 8 members.

4.1.1 Policies Adopted by APTC in Ensuring Gender Equality

This study aimed at establishing the respondent's knowledge regarding the existence of gender mainstreaming policies within the Administration Police Training College and found out the information presented below. On being asked to state whether there existed any gender policies that influenced gender equality at the APTC only 31.25% of those interviewed answered to the affirmative while the remaining 68.7% stated that the policies were nonexistent. This finding implies that the majority of the recruits at the APTRC are ignorant about the gender mainstreaming policies which means that they need sensitization on the same.

The response is as shown in the pie chart 4.4 below

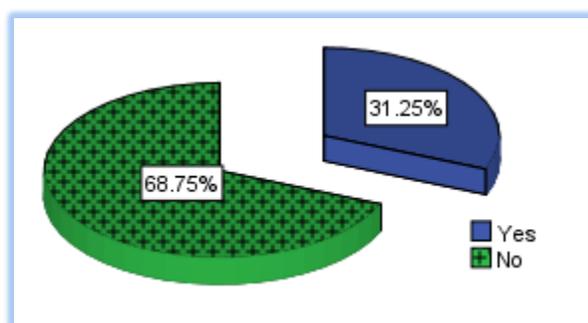


Figure 4: practice of the gender mainstreaming policies at the APTC

Source: Field Research, 2017

4.1.2. The Nature of policies adopted at the APTC

The study further sought to establish the nature of gender mainstreaming policies/practices adopted at the APTC among the respondents who had earlier said they were knowledgeable of the existence of these policies and found out the information indicated in the table below.

Table 2 Gender Mainstreaming Practices /Regulations

Policies/regulations	Frequency	Percent
There is equality in allocation of houses	6	14.3
Assignment of light duties to lady officers during and after maternity	11	26.2
Equal chances of being promoted	10	23.8
Fair distribution of kits	8	19.0
Fair access to decision making	7	16.7
Total	42	100%

Source: Field Research, 2017

As indicated in table 4.3 above, 14.3% of those that were knowledgeable about the existence of gender equality practices cited equal opportunity in the allocation of houses within the college, 26.2 felt that the practice of allowing expectant women to carry out light duties was a sign of equality. Of the remaining, 23.8% said that both the genders stood equal chances of being promoted to the next rank, 19% indicated that there was fair distribution of kits to both genders while 16.7% reported that there is fair access to decision making for both the genders within the college. The finding above concurs with the response from two key informants who said that;

“There is gender consideration during recruitment process whereby a ratio of 8:2 for male against female is considered, where in every 8 male officers recruited, two females are considered.” Also when houses are being allocated to the officers, both genders are considered unlike in the past where female officers could be found sharing small rooms when their male counter-parts could occupy big flats.

When asked to give their views regarding the existence of a specific department designated to handle gender related issues, the majority (96.9%) said there wasn't a department catering for such with the remaining minority (3.1%) answering to the affirmative. This information is presented in figure 4.6 below.

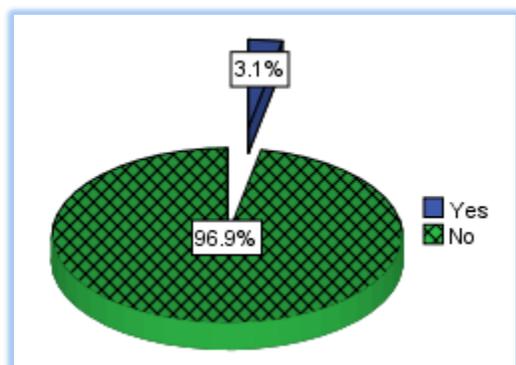


Figure 5: Is there a gender designated department at the APTC?

Source: Field Survey

4.1.3 Functions of gender department

On being asked the role played by the gender department with regards to gender mainstreaming, all the respondents reported that such a department was responsible for women related issues including educating women on empowerment, creating forums where female

officers would meet and share with others their feeling and life experiences. The findings from the table above are compatible with the United Nations Security Council (2015) report which stated that;

“the objectives of the Gender Mainstreaming Policy are to, achieve gender equality in the police, increase the capacity of the police officers to observe gender equality internally and externally, and to respond to the needs of victims of domestic, sexual and gender-based violence, give direction to police officers on the observance of gender equality and responding to the needs of victims of domestic, sexual and gender-based violence provide the policy for the development of more detailed administrative and operational procedures on gender mainstreaming and response to domestic, sexual and gender-based violence.

4.1.4 Gender Equality and Role Assignment

Nearly all the organizations focusing on gender issues have emphasized on the need to observe Gender equality in the assignment of roles as well as equality in gender access to available opportunities at work place. The corresponds with views by Porter and Sweetman (2005) who have stated that various bodies including the United Nations formed in 1945 are trying to eliminate all obstacles that hinder the active participation of women in all spheres of public and private life through an equal share in economic, social, cultural and political decision making. It is in this regard the current study sought to find out whether gender equality was considered in assigning roles at the APTC with the findings as indicated in the figure below.

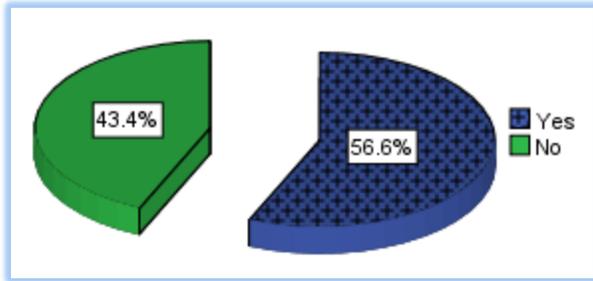


Figure 6: Gender equality in assigning roles at the APTC

Source: Field Research, 2017

According to the information presented above, 56.6% of the respondents said that gender equality was being considered as an important component during role allocation at the APTC while the remaining 43.4% reported that gender equality was not considered in the process of assigning roles at the training college.

The researched further sought to find out the perceptions of those interviewed whether or not APTC is an equal employer with the outcome being presented in figure 4.7 below.

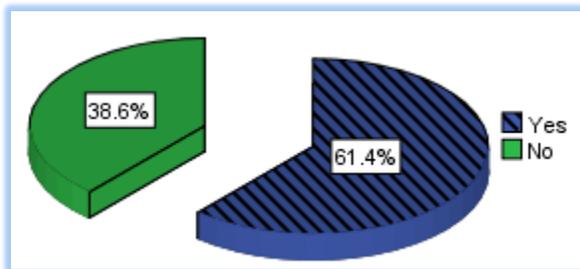


Figure 7: AP service as an equal opportunity employer

Source: Field Research, 2017

Figure 4.7 above shows that 61.4% of those interviewed said that the Kenya Administration Police Training College is an equal employer while the remaining 38.6% indicated that the college was not an equal employer. The researcher further interrogated the respondents who had earlier indicated that the college was an equal employment to give their views regarding sex ratio of 8:2 during recruitment with various views being given as indicated below. Of those interviewed the majority (76%) said that according to the dominant African culture, the work within the Police force is masculine and therefore suitable to men with being associated with household chores and farm activities. The remaining respondents reported that fewer women get recruited into the police force because of the previous policies that tended to in favour of the boy child particularly with regards to formal employment. The above findings were alluded to by some key informants who participated in the study and who noted that;

Respondent 1 & 2: the nature of work is unfavorable to female officers.

Respondent 3: Duties are mainly allocated in hardship areas.

Respondent 6: participation of female during recruitment is low

Respondent 9: organization culture despite gender mainstreaming policies

Respondent 10: the job is strenuous hence be done by men

4.1.5 Effectiveness of Gender Mainstreaming Policies and Tools in Attainment of Gender Equality

To implement gender equality, policies are required to guide its success. However, as the implementation of these policies for success continues, a study on its rating and acceptance is

important. Therefore the rating on its implementation was thought to be important by the researcher since through empowerment, people are beginning to realize that for gender equality to be effective, collective action is needed by everyone (Walby, 2005) and states are trying hard to eliminate cultural factors that hinder gender mainstreaming as well as mobilizing human and financial resources to ensure that gender mainstreaming is effective (Beall, 2010). The bar graph below gives the opinion rating on gender mainstreaming policies by the respondents.



Figure 8: rating use gender mainstreaming policies

Source: Field Research, 2017

Figure 4.8 clearly shows that gender mainstreaming policy practice at APTC was reported as being average as indicated by 48.8% of the respondents. Of the remaining 23.3% said that the exercise of gender mainstreaming was good, 25.6% said that it was poor with only a minority (2.3%) saying that the process was excellent. This means that gender mainstreaming policies within the APTC is operating averagely though the rating on poor performance was massive which is still confirmed by previous authors statements that who note that most countries have not fully committed to gender mainstreaming. They still face challenges in assessing the successes or weaknesses of gender mainstreaming which in turn has limited their ability to draw lessons for the future in various fields such as the fields of education and employment (Eveline and Bacchi, 2005). The above is in spite of the United Nations Security Council (2015) stating that policies provide the framework for operational procedures that members of the security need to follow to create a gender-sensitive organisation that upholds the principles of gender equality.

4.1.6 Effectiveness of Policies on Gender Mainstreaming

In order to assess whether or not policies adopted by the APTC administration facilitated gender mainstreaming the researched asked the respondents to give their views regarding the effectiveness of the said policies in realizing gender equality using certain equality indicators as shown in table 4.5 below.

Table 3: Effect of Policies on Gender Mainstreaming Criteria

<i>Effect of policies on the below</i>	<i>Effective</i>	<i>Not effective</i>
Equality of remuneration between men and women	97(74.62%)	33 (25.3)
Promotion	75(57.69%)	55 (42.31%)
Allocation of assignments	43(33.08%)	87(66.92%)
Staff welfare(medical, housing)	105(80.77%)	25(19.23%)
Decision making	61(46.92)	69(53.07%)

Source: Field Research, 2017

The information in table 4.5 above shows that the majority (74.62%) of the respondents said that the policies adopted by the APTC were effective in ensuring gender equality with regards to remuneration while 25.3% reporting that the said policies were less effective in addressing inequality in remuneration within the college. With regards the process of promotion, the study found out that 57.69% of the respondents indicated that the adopted policies were effective while the remaining saying that the policies were not effective in ensuring fair promotion for both genders. The study also sought to establish the respondent's views regarding the adopted policies and the allocation of duties between genders and found out that only 33.08% of those interviewed said that the policies were effective against 66.92% who indicated that the adopted policies were not effective in ensuring gender equality in the assignment of duties with the ADPTC. On being asked to give their views regarding the effectiveness of the policies in

ensuring enhancement of staff welfare for both the male and female officers, the study found out that the majority (80.77%) of those interviewed reported that the policies were effective while the remaining 19.23% said the said policies were less effective in achieving equality in wellbeing of the staff. In regards to access to decision making, the study found out that 46.92% of the respondents said that the policies have been effective against 53.07% who said that policies adopted within the college were not effective in ensuring access to decision making by both the genders.

4.1.7 Participation in trainings

On being asked to state whether or not they had attended training on gender related issues the majority (94.4%) reported not to have attended any training while the remaining 5.6% indicating to have at least attended some training. This information is illustrated in figure 4.9 below.

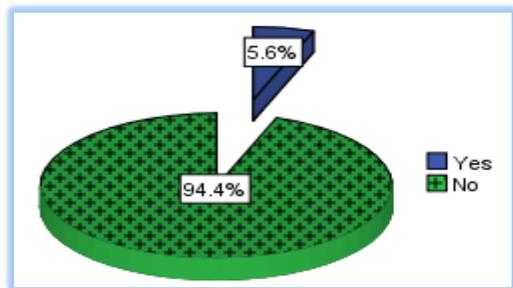


Figure 9: attendance of training on gender mainstreaming in the organization

Source: Field Research, 2017

4.1.8 Mechanisms to guard against gender discrimination

In order to gain in depth information on efforts put in place to ensure gender equality, the researcher asked the respondents to state the mechanisms put in place by the college

administration and found out that 45% of those who participated in the study said that they were not aware of the any of such mechanisms, 11.7% indicated chain of command was emphasized while 1.6% said that there were effective rules and regulations in place. Of the remaining, 3.1% reported that different forms of punishment were adopted to deter potential violators while 2.3% indicated equal treatment for all as a mechanism adopted.

On interviewing the key informants on the mechanisms put across for ensuring gender mainstreaming , and other ranks at the National Police service, the researcher was able to note the following response from two of the respondents;

Respondent 1: promotion of female personnel to higher positions to implement the policies is currently being done to bring about equality

Respondent 2: personnel are allowed to attend gender mainstreaming workshops and retreats to enable them learn about gender sensitivity and its implementation.

4.1.9 Management's Attitude towards Gender Issues at APTC

In order to ascertain the respondent's views regarding the managements' perceptions about gender issues within the college, the researcher listed five choices for the participants to choose from and found out the information detailed in figure 4.10 below.

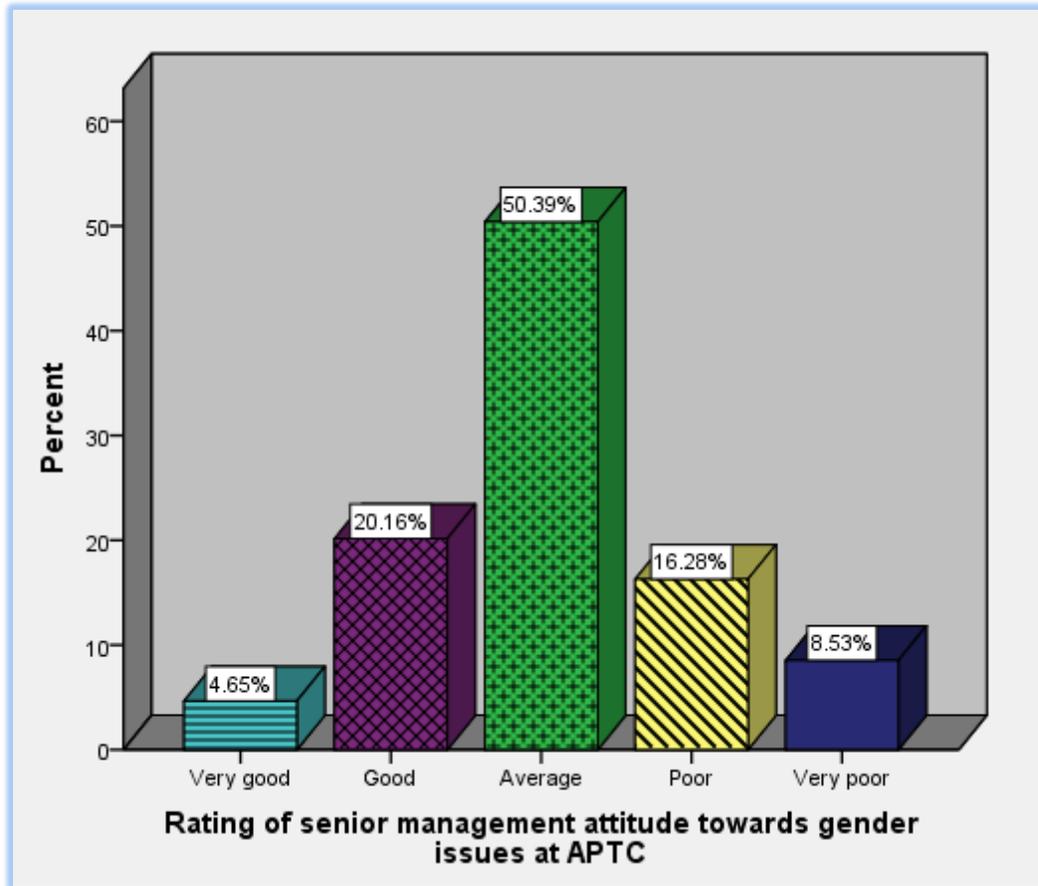


Figure 10: rating on senior management attitude towards gender issues

Source: Field Research. 2017

From the information above, 50.39% of the respondents said that the management's perception of gender issues was average, 20% said that the attitudes was very good, 16.28% reported that it is poor, 8.53% indicated that it was very poor with the minority 4.65% saying that the managements attitude towards gender issues was very good.

4.1.10 Effectiveness of Gender office/department in addressing gender related issues

There was need to analyze the effectiveness of the gender office/department at the APTC. The rating was important in finding out whether the gender issues were given priority in terms of handling gender related cases. The findings were listed in the table below.

Table 4.4 : Effectiveness of gender office/department in your organization in dealing with gender related issues

On being asked to rate the effectiveness of the gender department in addressing gender related issues with the APTC, 40% of the respondents said

Rating	Frequency	Percent
Very effective	13	10
Effective	20	15.4
Ineffective	40	30.8
Very ineffective	57	43.8
Total	130	100.0

Source: Field Research, 2017

The information presented in table 4.7 reveals that 43.8% of those interviewed perceived the gender department within APTC as being very ineffective in handling gender based issues, 30% said that department was ineffective, 15.4% reported that the department was effective while the remaining 10% indicating the office is very effective in addressing gender based issues.

4.1.11 Influence of gender on promotion/demotion

The respondents were asked to state whether or not one's gender determined/influence his or her chances of promotion or demotion with 64.6 % of the respondents answering in affirmative while the remaining 35.4% saying the an individual's gender does not determine their promotion or demotion within the APTC. This information is illustrated in figure 4.11 below

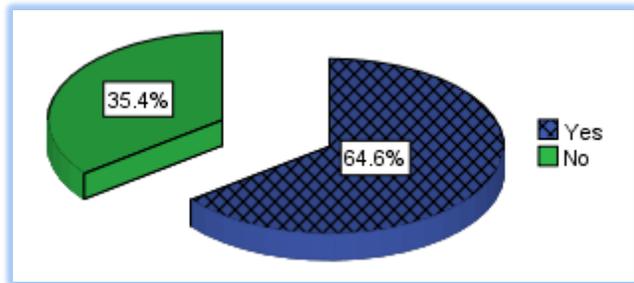


Figure 11 Gender and promotion/demotion

Source: Field Research, 2017

4.1.12 Strategies to gender mainstreaming

The study also sought to establish the means through which the APTC has shown commitment to gender mainstreaming in order to ensure gender equality within the college by asking respondents to give their level of agreement on the listed activities and found out the information presented in table 4.5 below.

Table 5: Organizations’ Commitment to Gender Mainstreaming

Criteria	Totally Agree	Agree	Disagree	Totally disagree
Adequate funding for gender mainstreaming department	6(4.62%)	13(10%)	85(65.38%)	19(14.62%)
Clear gender mainstreaming policies	4(3.08%)	12(9.23%)	92(70.76%)	21(16.15%)
Establishment of a gender unit	8(6.15%)	26(20%)	74(56.92%)	30(23.07%)
Frequent trainings on gender mainstreaming to employees	0	19(14.62%)	92(70.77%)	13(10%)
Inclusion of gender mainstreaming as a criteria for appraisal performance	5(3.85%)	43(33.8%)	51(39.23%)	17(13.08%)

Source: Field Research. 2017

Up to 65% of the respondents indicated that they disagreed with the opinion on adequate funding for gender mainstreaming department. 14.62% of them totally disagreed on the same. Only 10% agreed as the lowest percentage totally disagreed. Therefore, with the opinion of the majority on this, it is clear to state that adequate funding has not helped gender mainstreaming to a big extent. Secondly, 70.76% of the interviewees also disagreed that there was clear gender mainstreaming policies as 16.15% totally disagreed on this. The lowest percentages of 3.08% and 9.23% totally agreed and disagreed respectively. Thirdly, there were no respondents who totally agreed that there was frequent training at the APTC on gender mainstreaming processes. However, majority of the respondents (70.77%) still disagreed on the same. The rest of the level of agreements is as shown above.

The above contradicts the gender Gender Mainstreaming Policy in policing organizations which according to UNSC (2015) constitutes a set of practical directions on how the security sector is required to mainstream gender considerations throughout its organisation, functions, practices and activities. It provides the framework for operational procedures that members of the security need to follow to create a gender-sensitive organisation that upholds the principles of gender equality.

As observed from the findings, the researcher provisioned respondents interpretation that majority mirrored the non-commitment of the organization to gender mainstreaming procedures. However, according to the Gender and Security Sector Reforms, 2015, it was stated that while policy direction is required to achieve results, it is not enough on its own to achieve success. There are a number of key challenges to be overcome in having a policy accepted and complied with by those who will be affected by it. The first challenge for the Gender Mainstreaming Policy is making sure it is well-known and understood by all those it is intended to direct. This

entails a continuing, imaginative, organisation-wide awareness programme with various means of communication. Related to this, is the commitment of senior police commandants to publicly support the policy providing an example to the junior officers.

4.1.13 Guidelines and Policies used to allocate Duties.

The research sought to find if there exists any guideline used in allocating duties at the APTC. The respondents thus were required to state any guidelines they were aware of in allocating them duties. In this regard the majority (81.25%) of them said that that there were not aware of guidelines or policies used in allocating them duties the APTC while the minority (18.75%) reported to knowledgeable of the guidelines used in duty allocation as displayed in that bar chart under here.



Figure 12 guidelines or policies used in assigning duties

Source: Field Research. 2017

The researcher further asked those who indicated to be aware of the guidelines to list them and documented the information in table 4.6 below

Table 6 Guidelines/Policies used to Assign Jobs

Guidelines/policies	Frequency	Percent
Individual's experience	23	17.7
Academic qualifications	38	29.2
Labor laws	28	21.5
Health status of an individual	20	15.3
Gender policies	21	16.1
Total	130	100%

Source: Field Research, 2017

According to the information in table 4.12 above, 29.2% of the respondents reported that an individual's level of educational attainment was important in decision making regarding job assignment, followed by years of experience. Of the remaining, 16.1% cited gender policies, an individual's health status as well as the existing labor laws as guidelines used at the APTC in role allocation.

4.1.14 Effectiveness of Implementation Framework

On being asked to give views regarding the effectiveness of gender mainstreaming framework adopted by the APTC authorities, the majority (81.0%) reported that the framework was not effective in the process of gender mainstreaming while the remaining 19% indicating that the framework was effective.

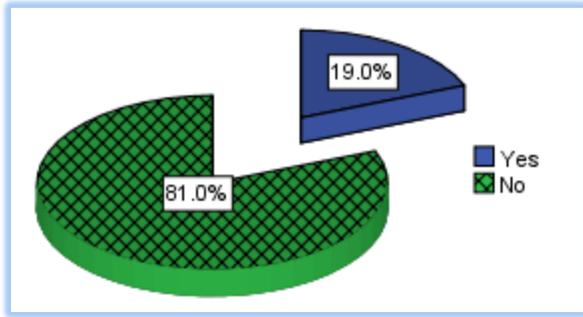


Figure 13 Effectiveness of Implementation Framework

Source: Field Research, 2017

From the chart above, it was vivid to reiterate that the framework was not fully effective as noted by 81.0% of the interviewees with only 19% of them accepting that the frame work was effective.

4.1.15 Strategies for Effective Implementation of Gender Mainstreaming Policies

There was need to rate the strategies for effective implementation of gender mainstreaming policies by the researcher for the purpose of meeting part of the study objectives. The respondents were asked to give their views on how they rated the process of implementing gender mainstreaming policies within the APTC with the information on figure 4.15 being the outcome.

Rating gender mainstreaming implementation at APTC

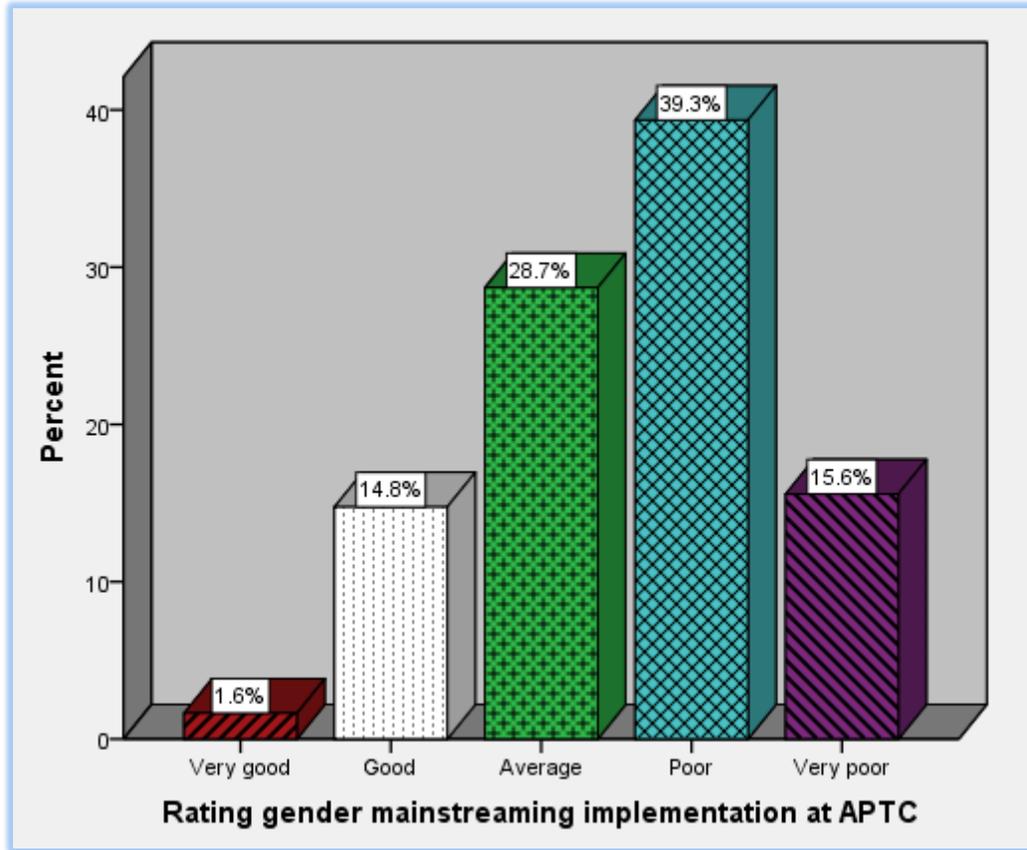


Figure 14 Rating of Gender Mainstreaming Implementation at the APTC

Source: Field Research, 2017

It was found that the implementation of gender mainstreaming policies was very poor as reported by 15.6% of the respondents and poor as indicated by poor by 39.3%. Up to 28.7% said the process of implementation was averagely done, 14.8 % opined that the process was well done while the minority 1.6% said the process was excellently done.

4.1.15 Decision on Method of Duty Allocation

On being asked to give their views regarding the individual/personnel charged with responsibility to assign duties, various responses were give as presented in table 4.16 below.

Table 7: Allocation of duties

Duties designator	Frequency	Percent
Commanding officer	32	24.4
Management	39	29.7
Corporal on duty	2	1.5
College RSM	16	12.2
Department heads	4	3.1
Officer in charge	3	2.3
No Response	34	26.7
Total	130	100.0

Source: Field Research, 2017

Most decisions regarding role the allocation of duties were made by the management as indicated by 29.7% of those interviewed. Of the remaining 24.4% said the decisions were made by the commanding officer, 12.2% by college Rsm, 2.3% cited the officer in charge, 3.1% by departmental heads and 1.5% by the corporal on duty. However 27.6% of the respondents remained neutral as to who was responsible for role assignment within the APTC.

The researcher further asked the respondents to state whether they are consulted before the roles are assigned to them and found out the information presented in figure 4.16 below.

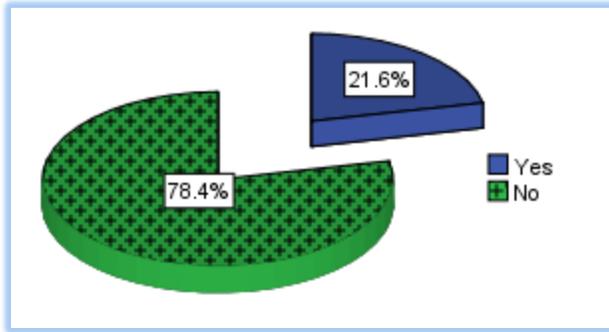


Figure 15 Are your views considered before being assigned duties?

Source: Field Research, 2017

The study found out that the majority (78.4%) of the personnel at the APTC were never involved in decisions about job with only the minority 21.6% saying there are consultations before roles are allocated at their work place.

4.1.16 Placement in various departments

The study further sought to establish the respondents’ views regarding the deployment of recruited personnel among several departments within the APTC in order to ascertain if there is gender balance in the process of doing so with the outcome being presented in the figure below.

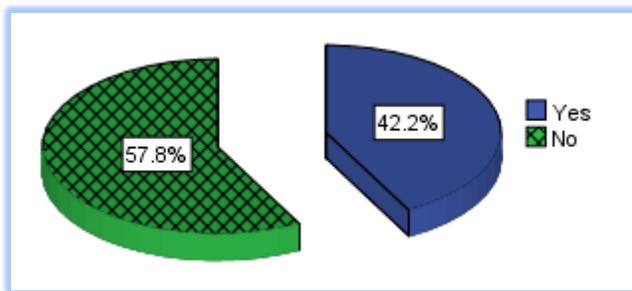


Figure 16 Are all genders well represented the different APTC departments?

Source: Field Research, 2017

Accordingly, 42.2 % of the interviewees responded in affirmative that there was gender balance in staff deployment against 57.8% who reported that deployment was skewed in favor of male officers.

On being asked to state the population of the employees in the existing departments the information presented in table 4.17 was obtained.

Table 4.8: Gender representation in departments

	Frequency	Percent
Security department	4	3.1
Maintenance department, lack of skills by lady officers	13	9.9
Training department as they deal with recruits	13	9.9
Band has more male	4	3.1
All departments-women population is high	1	.8
All depts.-men population is high	14	10.7
Motor transport has more trained men	1	.8
Barrel has more men; women joined in late3	2	1.5
Administration because has light duties	1	.8
Gender has more women	1	.8
Drill has more male	1	.8
None	5	3.8
catering has more men -tough and strenuous duties	1	.8
No Response	69	53.4
Total	130	100.0

Source: Field Research, 2017

The findings from the table above revealed that men dominated majority of the departments at APTC as noted by 10.7% of the respondents. Maintenance department was also noted to be dominated by men through 9.9% support due to lack of maintenance skills by the

ladies, and the rate of support equated the training department. Assignments in barrel also were male dominant as the female joined late as indicated by 1.5% of the respondents. In summary, the researcher found out that most of administrative work including the gender department was dominated by females unlike the departments that required vigor and energy where most male were allocated.

4.1.17 Strategies used for coordinating gender issues at the APTC

The study sought to shed light on whether there were any strategies used in coordinating gender issues within the college. In this regard 53.4% of the respondents said there was no strategies in existence, 9.2% stated that equal representation was emphasized, 6.9% reported that social welfare activities were effectively used as an a strategy for coordinating gender issues. Of the remaining 1.5% indicated encouragement of professionalism and another 1.5% said use of chain of command ensured efficient coordination of gender issues at the college. This information is presented in table 4.18 below.

Table 9: Strategies for coordinating gender issues at APTC

Strategies	Frequency	Percent
None	70	53.4
Equal representation of all genders	12	9.2
Establishment of gender offices/representatives in each department	1	.8
Social welfare	9	6.9
Professionalism	2	1.5
Using the chain of command	2	1.5
No Response	34	26.7
Total	130	100.0

Source: Field Research, 2017

The above responses correspond with the recommendation by the UN report which stated that ;

“Gender mainstreaming policy extends to all activities of policing including corporate affairs, human resource managements, administrations and operations. The strategies to be used in

implementation of gender mainstreaming policy are use of gender sensitive language in both written and oral communication, gender awareness and education of police officers, gender equity programmes and affirmative actions on disadvantaged gender, frequent monitoring and auditing reports, gender equality in recruitment pay and promotions, gender equality in transfers and deployments, and gender budgeting” (United Nations Security Council, 2015)

On asked state whether gender mainstreaming trainings are usually conducted within the APTC, 20% of them responded that they did not while the majority 80% stated that gender mainstreaming was done.

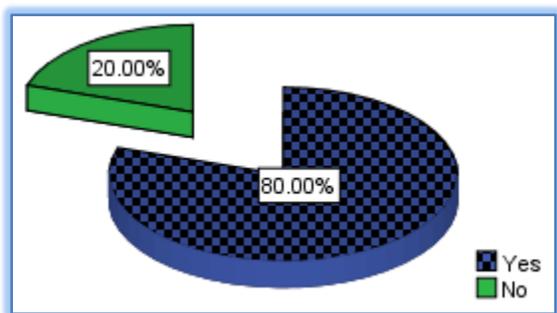


Figure 17: Whether or not Trainings are Conducted

Source: Field Research, 2017

4.1.18 Frequency of Gender Mainstreaming Trainings

This study shed light on the frequency of trainings on gender issues that the police officers attended and found out the information presented in table 4.19 below.

Table 10: Frequency of Gender Mainstreaming Trainings

Response	Frequency	Percent
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Yearly	10	7.6
Quarterly	23	17.7
After every 6 months	10	7.6
After more than a year	40	30.8
None	47	36.2
Total	130	100%

Source: Field Research, 2017

From the above it is evident that 36.2% of all those interviewed said that gender based trainings had not taken place at all. Of the remaining, 7.6% indicated that the trainings occurred yearly 17.7% said it happened quarterly, 7.6% reported that such trainings occurred after every 6months and 30% noted that these trainings took place after more than one year.

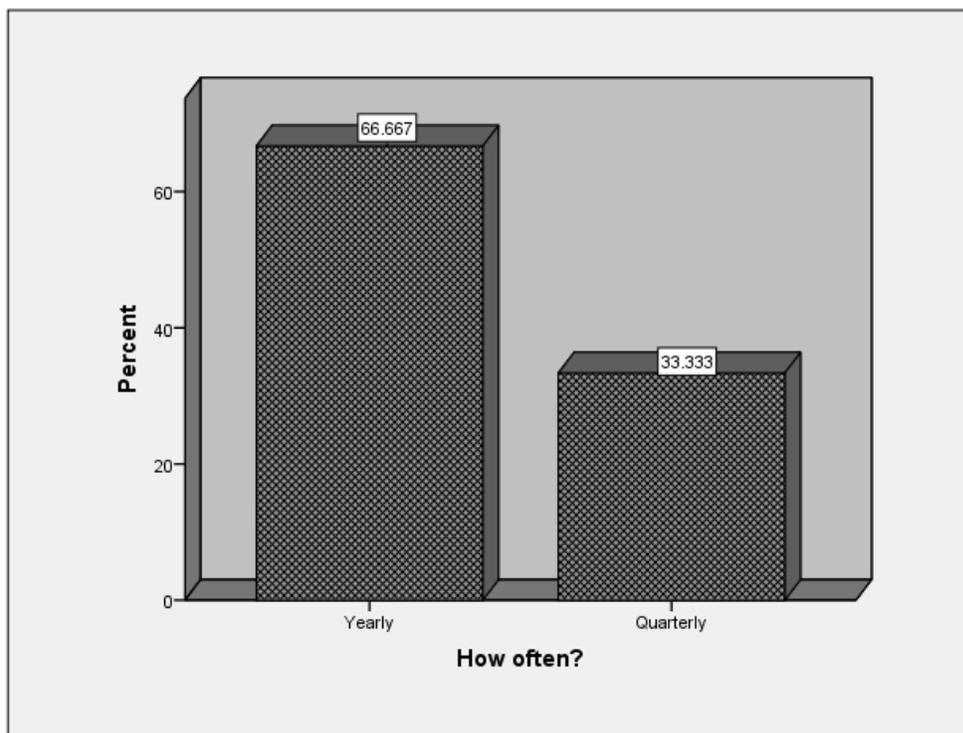


Figure 18: How often do you conduct trainings on gender mainstreaming

Source: Field Research, 2017

4.1.19 Enhancement of gender mainstreaming at the Administration Police Training College

The researcher further sought to find out the respondents views on how best they thought gender mainstreaming could be enhanced within the APTC with results being presented in the table below.

Table 11 Responses on How Gender Mainstreaming can be enhanced at the APTC

	Frequency	Percent
Gender mainstreaming policies be actualized	32	24.6
Awareness creation	40	30.8
Establish the gender department	21	16.2
Consider gender during deployment	12	9.2
Gender equality should be addressed seriously	11	8.4
Increased funding for gender issues	14	10.7
Total	130	100%

Source: Field Research, 2017

Up to 30.8% of the respondents indicated that in order to enhance gender mainstreaming policies the APTC administration needs to operationalize these policies rather than keeping them theoretical as is the current case. Of the remaining, 30.8% said that there is need for sensitization to raise the awareness of the employees on issues related to gender while 16.2 % argued that establishing a department that will be designated to address gender issues will enhance gender mainstreaming. Allocating sufficient finances to address gender issues was recommended 10.7% of those interviewed while 9.2% of the respondents citing balanced deployment as being key in

improving the process of gender mainstreaming. Interaction with some of the key informants revealed the following recommendations;

Informant 1: *Training and workshops on gender issues are needed*

Besides promotions and allocation of houses for staff welfare should be done in a transparent manner.

Informant 2: *Promotion of women in duties and equal allocation of duties among juniors*

Informant 3: *Ensure all gender representation during trainings, workshops and staff welfares*

Informant 4: *Ensure that gender audits, workshops and trainings are all considered*

Informant 5: *Duties should be allocated well depending on one's experience and specialization as well as attending workshops and meetings regularly on gender mainstreaming.*

Informant 6: *Affirmative action for women and practicing gender sensitivity in allocation of duties.*

Informant 7: *Create policies on gender mainstreaming.*

4.1.20 Challenges to Effective Implementation of Gender Mainstreaming Policies at the APTC

It was clear from the empirical studies in the 2nd chapter of this study that there existed challenges that hindered implementation of gender mainstreaming policies. Some the challenges stated in the report were phrased as follows;

According to the Gender and Security Sector Reforms (2015) report, there are a number of key challenges to be overcome in having a policy accepted and complied with by those who will be affected by it. The first challenge for the Gender Mainstreaming Policy is making sure it is well-known and understood by all those it is intended to direct. This entails a continuing, imaginative, organisation-wide awareness programme with various means of communication. Related to this, is the commitment of senior police commandants to publicly support the policy providing an example to the junior officers.

Another challenge is keeping up the impetus over a long period of time until the policy is so ingrained that it will become part of the culture and belief system of the security organs. This requires the designation of positions and offices to be responsible for keeping the policy flourishing and maintaining activities towards its final achievement. When it occurs the final hurdle will be surmounted and gender mainstreaming practices will be part of routine organisational practice at the security sector. It is in view of the foregoing that the current study purposed to establish and analyze the nature of challenges current faced by the APTC in successfully implementing gender mainstreaming policies and found out the information detailed below.

Table 12: Challenges Experienced in Mainstreaming Gender Policies

	Frequency	Percent
None	16	12.3
Lack of proper structures	44	33.8
Corruption and favoritism	26	20
Poor leadership	16	12.3
Tribalism and abuse of office	12	9.2
Lack of finances	9	6.9
Job transfers	7	5.3
Total	130	100%

Source: Field Research, 2017

The table above describes the challenges experienced in implementing gender mainstreaming policies at APTC. The study found out that 33.8% of all the respondents cited lack of proper structures as a challenge to successful implementation of gender mainstreaming policies followed by those reported corruption and favoritism (20%). Of the remaining, 12.3% said poor leadership was responsible for unsuccessful implementation of gender based policies while a similar percentage preferring to remain neutral. Tribalism and misuse of office was reported by 9.2% of the respondents as being a hindrance to successful policy implementation. Besides, lack of finances was also given as a major challenge to policy implementation as opinionated by 6.9% of the interviewee. Finally, the minority (5.3%) said that frequent job transfers has also contributed to delays in the implementation of gender based policies within the Administration Police Training College.

This was confirmed by those respondents who participated in the key informant interviews by noting that;

***Informant 1:** There is no established and fully capacitated gender office and only few people attend gender mainstreaming workshops.*

***Informant 2:** There is hindrance by the seniors in that majority of the officers have relatives in the service so they hinder effective performance by the juniors.*

***Informant 3:** Favoritism and tribalism is a key challenge*

***Informant 4:** personal interests and tribal affiliations have become a culture of doing things in the service*

Informant 5: gender mainstreaming department is not very effective and there is also inadequate funding in the department to organize workshops.

Informant 6: lack of adequate training, awareness and gender mainstreaming policies and nonexistence of a gender department.

Informant 7: lack of resources for gender mainstreaming.

Informant 8: there are less women hence difficult in allocation of duties.

With the statement of challenges encountered in gender mainstreaming policy implementations, the respondents were asked to suggest possible remedies that could help in addressing the same with the outcome being the information presented in table 4.8 below.

Table 13: Possible Solutions to cited Challenges

	Frequency	Percent
Positive attitudes by management	6	4.6
Strengthening gender department	23	17.7
Awareness to senior officers	40	30.8
Equal representation	15	11.5
Adequate funding	46	35.4
Total	130	100.0

Source: Field Research, 2017

The information in table 4.8 shows that up-to 35.4% of the interviewees reported that increasing financial allocation to the department would enable successful policy implementation while 30.8% of them recommended awareness as a remedy in policy implementation. Of the remaining 17.7% said there is need to strengthen the gender department while 11.5% of them

noted that equal representation by both genders needs to be emphasized with the minority (4.6%) indicated that adoption of a positive attitude by the senior management toward the gender issues.

In Kenya the most effective tool and method that has been used to ensure gender mainstreaming is The Constitution 2010 which ensures the right of women and men to equal treatment, including the right to equal opportunities in political, economic, cultural and social spheres. According to the new constitution 2010, no more than two thirds of the elected or appointed staff of any state institution should be of the same gender, thus paving the way for a more equitable gender balance in public institutions. Kenya has adopted and ratified international instruments on gender equality example Convention on the Elimination of All Forms of Discrimination against Women, the Beijing Platform for Action and the Millennium Development Goals among others (ADB, 2007). ‘

Other methodologies include developing gender budget statements, developing capacities and institutional mechanisms, integrating gender into budgeting and planning documents, promoting and strengthening accountability systems and creating methodologies that rate and score how much expenditure is going towards projects that promote equality (NCGD, 2009). However, Wittman (2010) notes that the daily organizational work hinders the application of these methods. Common tools discussed by various manuals and reports include gender statistics, benchmarking, gender impact analysis, rapid gender analysis, developing gender goals and indicators (Zentai and Krizsan, 2006). According to Council of Europe, (2004) on conceptual framework, methodology and presentation of good practices, categorizes gender mainstreaming tools in to three: Analytical, educational and consultative tools. Analytical tools are those delivering information necessary for the development of policies. Some examples include sex disaggregated statistics, surveys, cost benefit analysis and gender impact assessment, among

others. Educational tools are those that deal with awareness-raising and the transfer of knowledge. They include awareness raising, training courses, checklists, guiding manuals and handbooks. North (2008), however, notes that there are concerns about the content, method and effect of training practices.

As noted by Zentai and Krizsan, (2006) Consultative tools on the other hand include; think tanks, participation of both sexes in decision making, conferences and seminars. Additional tools that fit in this class emphasize the need of gender mainstreaming enabling tools. These help create the framework within which gender-responsive policy' making, planning and implementation can take place. There are mainly policies, legal frameworks and financing.'

4.2 Chapter Summary

This chapter has presented, interpreted and discussed the findings of the data collected at Administration Police Training College, Administration Police Service Joggo House and National Police Service. It has looked at the response rate, demographic information, Policies used at the Administration Police Training College on Gender Mainstreaming, evaluated effectiveness of policies used at the APTC, analyzed the challenges to effective implementation of Gender Mainstreaming Policies and examined strategies used for effective implementation of Gender Mainstreaming Policies. The research has then proceeded to interpret findings according to the research objectives.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion and the recommendations of the study that is based majorly on the findings in the previous chapter. It states what has been studied before, analyzed and interpreted by giving the analytical overview of all data related to the subject matter. It further highlights what needs to be looked at in the future studies as recommendations.

5.1 Summary of the study.

The study was carried out at the Administration police training college in Embakasi and it targeted a total of 146 respondents. A total of 130 questionnaires were administered to some selected personnel within the APTC. Besides 10 purposively selected personnel from the ranks of police constables, commandant, sergeants and policy makers participated in the key interviews. They found out that the age of the officers ranged from 20-51 years. In terms of gender, 57.5% were female while 42.5% were male officers. The majority of the respondents had attained secondary level of education. Out of the 130 respondents who participated in the study, only 31.25% were aware of the existence of gender mainstreaming policies within the APTC while 68.7% were ignorant about the existence of the same. There were a number of gender related policies outlined by those respondents who had earlier indicated to be knowledgeable of gender related policies. These policies included those that ensured equal allocation of housing among all the officers within the college as indicated by 14.3 % of the respondents, assignment of light duties to female officers and especially those on maternity leave as reported by 26.2% of those interviewed. Besides, 23.8% of the interviewees cited policies that have ensured equal

chances of promotion, fair distribution of kits 19% and equal access to decision making as indicated by 16.7% of the respondents.

With regards to how effective the gender mainstreaming policies have influenced gender equality at the work place, a number of responses were given by those interviewed. Up to 74.62% of the respondents said that the policies have helped bring about equality in remuneration while 57.69% observed that the existing policies have been effective in the area of promotions within the service. Another area reported to have been impacted by the existing policies was the staff welfare whereby the majority (80.77%) indicated that medical, housing and sporting departments have in particular are gender sensitive. Access to decision making is another area noted as having benefited from the gender mainstreaming policies since it has been observed that both the male and female officers are involved in the process of decision making on issues that affect their performance within the college as reported by 46.92% of those interviewed.

The effectiveness of gender office in the Administration police service was rated on Average basis and poorly at respectively. Only one respondent said that the effectiveness of the office was very good. Successful implementation of gender mainstreaming policies has been hampered by a number that include lack of structures within the college as reported by 33.8% of those interviewed, corruption and favoritism as observed by 20% of those who participated in the study. Other challenges included poor leadership (12.3%), tribalism and abuse of office (9.2%), inadequate finances (6.9%) and frequent job transfers as reported by 5.3% of the respondents. However, 12.3% of the respondents remained neutral regarding the nature of challenges faced by APTC in the process of implementing gender based policies aimed ensuring gender equality among its officers. The study found out that in order to enhance the implementation of gender

mainstreaming policies there is an urgent need for the management at the APTC to actualize/operationalize these policies rather than keeping them theoretical as currently evident as noted by 24.6% of the participants. Awareness creation was recommended by 30.8% of those who were interviewed in the course of collecting data for this study. Establishment and empowerment of a gender coordinating office was recommended by 16.2% of the respondents while sensitivity in deployment was suggested by 9.2% of those interviewed. More emphasis on gender based issues especially by the senior management was also viewed as a strategy that can enhance the successful implementation of gender policies within the APTC. Also increased funding to enable timely undertaking of gender related tasks was suggested by 10.7% of those involved in the study.

5.2 Conclusion of the study

In view of the foregoing, this study concludes that in spite of the APTC personnel having developed and implemented gender mainstreaming policies to aid in ensuring gender equality in its operations, only a few (31.25%) officer were knowledgeable about the existence of such policies. Similarly, only a minority of those interviewed the existence of a gender specific department within the institution. Despite the gender mainstreaming policies having been effective in bringing about gender equality in remuneration, promotions and in the enhancement of staff welfare, they have not achieved much with regards to balanced assignment of roles as well as in ensuring equal access to decision making by both genders. The Kenya Administration Police Training College does not have adequate and functional structures required to facilitate smooth and timely implementation of gender mainstreaming policies. Besides, corruption and favouritism have been cited as constraining the whole process of the implementation of gender policies. The senior management in particular has not consider gender mainstreaming as an

important aspect of governance as some of them have a negative attitude toward gender mainstreaming. The concept of gender mainstreaming only exists in theory and very little of it has been actualized.

5.3 Recommendations of the study.

In view of the above findings, this study recommends the following.

- i. There is need for awareness creation regarding gender issues in general and gender mainstreaming in particular within the Administration Police Training College. This could be done through organized workshops and seminars
- ii. There is need for attitudinal change by senior administrators regarding gender equality within the college
- iii. There is also a need to strengthen the gender specific department through adequate funding and staffing
- iv. The Administration Policy Training College should think of establishing appropriate structures that can enhanced the implementation of gender mainstreaming policies.

Recommendations for further research

The study recommends the following for further research.

- i. There is need for a similar study among other government institutions country wide.
- ii. A study on how bring about a attitude change by the senior officers within the college is necessary.

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APPENDIX A

QUESTIONNAIRE FOR POLICE OFFICERS

My name is Charles Gitari Njoka, a final year student at The Catholic University of Eastern Africa, City Campus. I am undertaking a Masters of Arts in Development Studies (MDS). I am doing research study in partial fulfillment of the course as required by the University. The research Topic is constraints to successful implementation of Gender Mainstreaming Policies in the National PoliceService;Case Study is Administration Police Training College.

I humbly request for your assistance in this research by filing the questionnaire. The information provided here will be treated as confidential and will only be used for purpose of this research.

Tick the appropriate answer as possible

SECTION A

Demographic Information

1. Gender: Male..... Female.....
2. Age:
 - a) 20-30 years
 - b) 31-40 years
 - c) 41-50 years
 - d) 51- 60 years
 - e) Over 60 years
3. Highest Level of Education attained
 - a) Primary.....b) Secondary..... c) Secondary.....
 - Tertiary.....University..... e) Others (please specify).....
4. Faculty or Department attached.....

SECTION B

Assess Gender Mainstreaming Policies adopted by APTC in ensuring gender equality

1. Do you have Gender Mainstreaming policies or regulations that influence treatment and opportunities of both men and women in the Administration Police Training College?

a) Yes..... b) No.....

2. If your answer to question 1 above is yes identify and explain the Gender Mainstreaming policies have been put in place to ensure gender equality at the APTC?

.....

3. Do you have a gender designated department at the APTC?

a) Yes..... b) No.....

4. If your answer to question 3 above is yes explain the function of the gender department?

.....

.....

.....

5. Is gender equality considered when assigning roles at the APTC?

a) Yes..... b) No.....

6. Do you consider Administration Police Service an equal opportunity employer?

a) Yes..... b) No.....

Evaluate effectiveness of Gender Mainstreaming Policies and tools in attainment of Gender

Equality at the APTC

7. How can you rate gender use of Gender Mainstreaming Policies

a) Excellent..... b) Good..... c) Average.....d) Poor

8. How effective have these policies been in ensuring the following: (*Tick for effective and Cross (X) for not effective*)

a) Equality of remuneration between men and women

b) Promotion

c) Allocation of Assignments

d) Staff Welfare (medical, housing etc.)

e) Decision Making

9. Have you ever attended any training on gender mainstreaming in your organization?

a) Yes..... b) No.....

10. In the event of gender discrimination, explain the mechanisms that have been put in place to address the same.....

11. How would you rate senior management's attitude towards gender issues at the APTC?

a) Very Good

b) Good

c) Average

d) Poor

e) Very Poor

12. In your opinion how would you rate the effectiveness of gender office or department in your organization in dealing with gender related issues?

a) Very Good

- b) Good
- c) Average
- d) Poor
- e) Very Poor

13. In your opinion does one's gender influence his/her chances of being promoted/demotions or transfers in the department?

- a) Yes.....
- b) No.....

14. Which of the following demonstrates your organizations is commitment to gender mainstreaming?

Criteria	Totally Agree	Agree	Disagree	Totally Disagree
Adequate Funding for gender mainstreaming department				
Clear gender mainstreaming policies				
Establishment of a gender Unit				
Frequent trainings on gender mainstreaming to employees				
Inclusion of gender mainstreaming as a criteria for appraisal performance				

b) Please explain reasons for answers above.....

13. Does your gender make it difficult for you to carry out certain tasks assigned to you?

a) Yes..... b) No.....

14. If yes list the challenges you have encountered in discharging your responsibilities

.....
.....
.....

15) In your opinion are there any guidelines or policies in that are used to assign duties to both men and women?

a) Yes.....b) No.....

15. If your answer to 15 above is yes please state the policies/guidelines

.....
.....

16 . In your opinion is the policy frame work of implementing gender mainstreaming effective?

a) Yes..... b) No..... Explain your answer-----

Challenges to effective implementation of Gender Mainstreaming policies at the APTC

16. a) What are the challenges experienced in mainstreaming gender in your organization?

.....
.....

b) How can the mentioned challenges be addressed

.....
.....

Strategies to effective implementation of Gender Mainstreaming Policies

17 .How can you rate the implementation of gender mainstreaming policies at APTC

a) Very Good

- b) Good
- c) Average
- d) Poor
- e) Very Poor

18. Who decides how duties will be allocated to both men and women at the APTC

19. Are your views considered before being assigned duties?

Yes..... No.....

20. Are all genders well represented in the different APTC departments?

Yes..... No.....

If not which department has more of male or women and why?

.....

21. Which strategies are being used for coordinating gender issues at the APTC

.....

22. How often do you have gender mainstreaming trainings?

- a) Yearly
- b) Quarterly
- c) After every 6 months
- d) After more than a year

23. Do you have any recommendations you wish to add to gender mainstreaming at the Administration Police Service.....?

24. Do you have any comments that this research has not captured and you would like to add?

.....
.....

25. In your opinion how gender mainstreaming process be enhanced at the APTC-----

APPENDIX B

KEY INFORMANT

SUPRITENDENTS, COMMANDANTS AND POLICY MAKERS AT NPS

SECTION A

Demographic Data

Gender: Male..... Female.....

Police Officer Rank.....

SECTION B

Assess Gender Mainstreaming policies adopted by APTC in ensuring Gender Equality

1. a) Are you aware of any policies or regulations in place that influence treatment or opportunities of both men and women at the APTC?

Yes..... No.....

- a) If yes please list the policies and describe their functions

.....
.....

2. Is sensitivity to gender issues included in your employee's job description?

- b) Yes..... b) No.....

If yes, Please state the gender issues catered for in the job descriptions

3. i) In terms of police officer recruitment do you practice gender equality

- a) Yes..... b) No.....

ii) If no please state your reasons.....

4. i)What is the ratio of men to women recruited in the administrative police service

.....

ii) Please give reason for you answer.....

Evaluate effectiveness of Gender Mainstreaming Policies ant tools in attainment of Gender

Equality at the APTC

5. i) In allocation of duties is gender sensitivity considered?

a) Yes..... b) No.....

ii) Which criteria is considered in allocation of duties to police officers, list from most to least important

6. Which tools are employed in gender mainstreaming at the APTC?

7. Do you conduct trainings on gender mainstreaming to the police officers?

Yes..... No

If yes How often

a) Yearly

b) Twice a Year

c) Quarterly

d) After more than A Year

8. How effective is the gender office in implementation of gender mainstreaming policies

a) Very Effective

b) Effective

c) Moderately Effective

d) Not Effective

9. How often do you monitor and evaluate gender mainstreaming policies at APTC?

10. Which indicators are used in monitoring and evaluating the gender mainstreaming policies?

Assess the challenges to effective implementation of Gender Mainstreaming policies within the APTC

11. Are you facing any challenges in Mainstreaming gender policies?

Yes..... No.....

If yes list the challenges encountered

.....
.....
.....
.....

12. Which challenges are specifically faced by women in administering their duties

.....
.....

13. How can the mentioned challenges be addressed?

.....
.....

14. i) Do you have any affirmative action employed in assignment of duties for the women?

a) Yes..... b) No.....

ii) Please list the affirmative action employed

.....
.....

Examine Strategies for enhancing the effective implementation of gender mainstreaming policies within APTC

15. What strategies are being employed at the APTC to ensure effective implementation of gender mainstreaming policies?

.....

16. Please list the strategies have been put in place in assignment of duties for both men and women?

.....

.....

17. Are all gender well represented all the faculties and departments at the APTC?

Yes..... No.....

If no please state the reasons

.....

.....

Any recommendations you wish to add to ensure effective gender mainstreaming policies at the APTC?

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APPENDIX C

WORK PLAN/SCHEDULE

Activity	December 2016	January 2017	February 2017
Obtain Letter from Department of Development studies at Catholic University	01		
Obtaining Permission letter for research from the National Commission of Science and Technology	02		
Inform APTC, NPS, AP offices at Jogoo House of the research	21		
Recruit and train research assistants	22		
Pre-Testing of the questionnaires at APTC	23		
Data Collection at APTC	24-30		
Data Collection at AP Offices Jogoo House		01	
Data Collection at National Police Service		02	
Data Cleaning of all the questionnaires		03	
Data Analysis through SPSS		04-09	
Data Analysis and Interpretation		12-13	
Writing Conclusions and Recommendation		14-15	
Corrections by Supervisors		16-23	
Book for Thesis Defense			09

APPENDIX D

BUDGET

Item	Duration	Cost (KSHS)
Transport	1 month	1000
Permission Letter for research	1Month	1000
Printing Questionnaire		2000
Wage Payments for 2 Assistant	1 month	6000
Research Assistants	3 weeks	4800
Stationery	1 Month	500
Lunch	3 Weeks	1800
Miscellaneous		1500
TOTAL		18,600