Evaluation of Policy Framework Implementation Procedures and Its Effect on Gender Mainstreaming in Universities in Kenya

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Abstract: Despite the enormous advancements in development and the wealth of knowledge on gender mainstreaming, assessments and evaluations reveal a significant disparity in implementation, maybe because of difficulties with implementation. The study determined policy framework implementation procedures towards gender mainstreaming in selected Universities in Kenya. The study was guided by the liberal feminist theory by (Wollstonecraft, 1794). The study employed descriptive survey design on a sample of 371 respondents from 4 out of the 37 targeted public universities in Kenya. Multi-stage sampling of stratified, simple random and purposive sampling will be used to sample Vice Chancellors, Deputy Vice Chancellors, Academics, Planning and Finance, Head of Procurement, Planning, Registrar Academics, Registrar Finance, Registrar Student Affairs, Registrar Sports and Games, Head of Departments, Deans of Students, Gender Department Chairpersons, and University Counselors. Data for this study was collected through Key Informant Interviews, Observation checklist and document analysis. The study used 'split-halves' and 'internal consistency' methods to measure reliability. The findings are expected to be of value in acting as a guide for policy makers on key gender mainstreaming strategies among other benefits.

Keywords: Evaluation, Policy Framework, Implementation, Procedures, Gender, Mainstreaming Universities

1. Introduction

Gender mainstreaming is the incorporation of a gender viewpoint into the development, design, implementation, monitoring, and evaluation of policies, regulatory measures, and expenditure programs with the goal of promoting gender equality and eliminating discrimination (Verloo, 2018). There is need of evaluation of policy framework implementation procedures and its effect on gender mainstreaming in universities. Policy framework evaluation is an activity that examines a set of methods or goals that may be utilized in negotiation or decision-making to drive the development of an understanding of the quality, worth, and utility of gender mainstreaming. This is because gender mainstreaming, both in policy and attitudes toward gendered specialization, has dominated

debate, particularly in how development organizations should address implications in their structures and practices (Verloo, 2018). Gender mainstreaming necessitates rethinking policy procedures, as existing norms and routines at Kenyan colleges are usually insufficient or biased against women. In contrast to the general view among politicians and policymakers that their stances are gender-neutral, it has been repeatedly proved that gender disparities are not addressed in traditional legislation and that assumptions include biases in favor of existing unequal gender relations. Gender mainstreaming is thus a clear evidence of policy succession or policy adaptation, driven by a desire to overcome the inadequacies of present policies and to respond to gender disparities while striving to reduce gender imbalance.

On the global front, the United Nation Council held a panel discussion on mainstreaming the gender perspective into all policies and programmes in the United Nations system. In research titled "Institutional Entrepreneurs Pushing Change: The Case of Gender Equality in the Australian Construction Industry," Salignac et al. (2018) used institutional entrepreneurship theory to examine the causes and processes of change with relation to gender equality in the workplace. The study shed light on how the Australian construction sector is changing in favor of gender equality. The emphasis of the study was on how new meanings around gender equality and diversity were negotiated. Data was gathered from two Australian construction businesses. The survey indicated that although both organizations placed a high priority on gender equality, gaps still existed between people's views of the situation and their degree of preparation. The purpose of this study was to see if the content of gender policy papers at Kenyan universities was addressed.

Regionally, Mariola, et al (2019)'s study on gender policy and budgeting adopted a discourse analytical framework with an emphasis on the conversion of international norms into domestic norms and policies. An extensive inductive study of 107 policy documents in Uganda showed how the gender mainstreaming norm has been implemented at the national, district, and sub-county levels of government. According to the research, there are five processes that weaken the ability of the norm to affect society: ignoring gender discourse, gender inertia, reducing gender norms, adopting discursive hybridity, and cutting budgets. Gender mainstreaming, in general, mainly came to an end at the discursive level and frequently strangely depoliticized gender. The study suggests that it is necessary to re-evaluate the presumption that local patriarchal environments might be strongly impacted by global gender norms. Nevertheless, the study diverged from the current study by concentrating on Agriculture and Climate Change Policy

In Kenya, Male vice chancellors make up 91.3% of all Kenyan public universities' vice chancellors, compared to female vice chancellors' 8.7% representation. This is also true for deputy vice chancellors, where there is a significant gender gap, with 73.6% of them being men and only 26.4% of them being women hence the need to evaluate policy framework implementation procedures and its effect on gender mainstreaming in universities in Kenya. According to research regarding gender mainstreaming in executive positions like as deans, principals, and department chairs, males predominate over females at all these levels of management. Public universities that have created gender centers or institutes that are thought to be coordinating gender equity intervention and implementation processes to attain gender mainstreaming were included in the study. These universities were purposefully chosen for the study.

1.2 Statement of the Problem

To promote gender equality through the adoption of measures and strategies for eliminating all forms of discrimination against women in all sectors of society, numerous international, regional, and national instruments, including the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Beijing Plan of Action, and the Millennium Development Goal 3 have been developed. Every person is equal before the law and has the right to equal protection and benefit of the law, according to Kenya's chapter four of the constitution, which covers the Bill of Rights. To increase participation of women and men, boys and girls, vulnerable and marginalized groups, and women in national development, the National Policy on Gender and Development was also developed to promote gender equality and women's empowerment. This has necessitated the need to evaluate policy framework implementation procedures and its effect on gender mainstreaming in universities in Kenya.

From the study's historical perspective, it is important to note that gender mainstreaming has made some progress. However, the literature raises a critical question about the causes of the failure of gender mainstreaming policy implementation in practice because there are still numerous obstacles related to structural problems in these procedures in universities. Despite efforts put in place by the governments, implementation of policies continues to be a challenge at both the national and institutional levels. There is democratization of gender related issues as western and not African; these attitudes frequently lead to ignorance regarding gender issues and dread of exposure of this lack of knowledge. In addition, gender biases, which exist in the more extensive society, are disguised and carried on in many University settings not only in Kenya but globally. For instance, the scarce finances for gender mainstreaming procedures, the slow procedure of gender policy implementation in Kenyan Universities may result in negative gender impacts and make commitments to gender equality difficult, women's empowerment and participation in universities. Therefore, intervention measures are required for gender analysis and the implementation of the gender mainstreaming strategy. It is based on the above that this study established the effects of institutional implementation procedures on gender mainstreaming in Universities in Kenya.

The main purpose of the study was to evaluate policy framework implementation procedures and its effect on gender mainstreaming in universities in Kenya.

1.3 Research Questions

1. What are the levels of policy framework implementation procedures on gender mainstreaming in universities in Kenya?
2. To what extent does policy framework implementation procedures affect gender mainstreaming in universities in Kenya?

2. Literature Review

Research by Lomazzi, et al. (2019) focused on gender equality in Europe and the effect of work-family balance policies on gender-role attitudes by utilizing data on work-time arrangements from the European Quality of Work Survey and policy feedback theory on multi-level models. The study's starting point was that individual opinions regarding gender roles, a key determinant of support for gender equality, are influenced by the environment of opportunity for work-family balance. To bridge this gap, the current study attempted to identify gender-responsive policy advisory services in Kenyan universities that promote gender equality and women's empowerment in all emphasis areas, including financial and human resource management, as well as policies that support the same. Informal rules, such as socially shared values and norms, conventions, routines and practices, guide in practice institutional procedures and may undermine gender reforms when formal rules are not actively maintained or enforced. Indeed, institutional reform efforts must contend with actors often 'remembering the old' and 'forgetting the new' (Potvin, Burdfield, Potvin & Heap, 2018). In the context of the current study, there was need to establish how monetary aspects in policy implementation procedures have influenced gender mainstreaming in Universities in Kenya to bridge this research gap.

In many African Universities, gender orientation issues are regarded with dread and anxiety. According to Verge, Ferrer-Fons, and González (2018), resistance to gender mainstreaming can take the form of either explicit action—distance from or opposition to the goal of promoting gender equality in policy discourses and decisions—or implicit inaction or insufficient action, such as unfavourable inertia and the distribution of insufficient resources. The aim of changing gender roles or the exact same processes of change may be met with resistance by actors. Resistance can take many different forms, such as the denial of the need for gender change because inequality is no longer seen as a problem, the trivialization of the significance of gender equality policies because it is thought that gender change will happen naturally without the need for intervention, and the refusal to accept responsibility because it is up to women to take advantage of opportunities (Verge, Ferrer-Fons, and González, 2018).

Gender has a big impact on how people from their academic and professional identities, according to a review of gender mainstreaming experiences in five African universities: University of Dar-es Salaam, Tanzania; University of Cape Town, South Africa; Makerere University, Uganda; University of Ibadan, Nigeria; and University of Colombo, Sri Lanka. The current study sought to establish moral aspects (duty to do the right thing) of policy implementation has influenced gender mainstreaming in Kenyan Universities.

The African Peer Review Mechanism (APRM), a self-monitoring tool that member states of the AU voluntarily accepted, was created to encourage the adoption of policies, standards, and practices and to strengthen accountability about commitments to good governance, gender equality, and women's empowerment. Using gender-disaggregated data and performance indicators, the AU Gender Policy, according to International Institute for Democracy and Electoral Assistance (International IDEA), paves the way for the removal of obstacles to gender equality and promotes the reorientation of current institutions. The current study sought to determine cultural aspects of policy formulation (e.g., association of males and headships) that may influence gender mainstreaming in the Kenya Universities. The study addressed a research gap by identifying the need for a more holistic approach to gender equality, which came from earlier initiatives to incorporate women in economic growth that failed. While the study acknowledged that organizations are gendered, previous studies left a vacuum in emphasis on incorporating gender considerations into development policy and planning. The current study filled this gap by establishing that governments and other stakeholders should pursue an active and visible goal of mainstreaming a gender perspective in all policies and programs, so that the effect on women and men is assessed before decisions are made.

3. Methodology

3.1 Research Design

This study adopted a descriptive survey research design, which is a type of survey design normally used in situations where the population of study is large and is examined at a single point in time. Descriptive survey research design involves collection of data on more than one case at a single point in time to gather data in connection with two or more variables, which are then examined to detect their pattern of association (Bryman, 2004). Descriptive survey design was appropriate for this study as it involved both qualitative and quantitative methods which integrate qualitative and quantitative research in data collection,

analysis and presentation. The design also sought to collect data to characterize a phenomenon, condition, or population in a methodical way. It mostly assisted in answering the what, when, where, and how questions about the research challenge, rather than the why.; when the boundaries between phenomenon and context are not clear; and in which multiple sources of evidence are used (Mugenda & Mugenda, 2003). The descriptive survey design is particularly useful if the researcher wishes to gain a rich understanding of the context of the research and the processes being enacted. One of the key strengths of this design is the tendency to observe events in real-life situations.

3.2 Target Population, Sampling Technique and Sample Size

The study targeted a total of eight universities consisting of 4 publics and 4 private universities with 4 females headed and 4 male headed universities with the number of targeted top management staff totaling to 208 staff. The following category of respondents were targeted; The Vice Chancellors, Deputy Vice Chancellors, Registrars and Head of Departments that included directors, deans, chair of departments and finance officers among others. The selection of 8 out of all the 67 universities was due to the complex availability schedules of target respondents, secondly, logistical and budgetary considerations due to the countrywide distribution of universities. The study used multistage sampling by applying different sampling techniques at different stages. The study first applied stratified random sampling to select eight universities by categorizing them into (4) public Universities and (4) private Universities. The research was then purposively sampled based on universities that had created gender centers/institutions that were expected to coordinate gender equality efforts. After which the study adopted Krejcie and Morgan (1970) formula to obtain the sample size of 136 respondents from a population of 208 respondents which was then distributed proportionately according to the population size of the number of management staff for each selected University.

3.3 Instruments for Data Collection

In this study, a range of research tools, including key informant interview schedules, observation checklists, and document analysis guides, were used to plan out the data needed from a variety of sources. The 136 respondents, who included vice chancellors, deputy vice chancellors, registrars, and department directors since they hold crucial information regarding gender mainstreaming in universities, were surveyed using the Key Informant Interview schedules. Interview Schedules which consisted of mainly open-ended questions were used and contained likert scale items to help collect quantitative data from the diverse categories of respondents. Focus group discussion (FGD) was carried on the population that assisted the researcher triangulate the data got from the Key Informant Interviews. The participant of the Focus Group Discussion included the Gender Committees, Gender Institutes, Gender Secretaries and the Departments of Gender Studies. These largely generated qualitative data from the participants. According to Sutrisna (2009) FDGs assists in synthesizing qualitative information that is unanimously or publicly shared among participant in open forums. Finally, observation Checklist was designed and used to gather further information for from the sampled institutions. This was used together with document analysis to provide the detailed and information about the sampled institution. This helped in further triangulation of the data obtained from the Key Informant Interviews and FDGs.

3.4 Data Analysis

Interviews with Key Informants Schedules were coded and assigned a serial number so that they could be distinguished. The questionnaire responses were evaluated, classified, and presented in tables, pie charts, and graphs using the Statistical Package for Social Sciences (SPSS) version 24. Qualitative data from open-ended items and FDGs were grouped into study-relevant themes and patterns based on the objectives. Document analyses of the department's audit report were also included in the data analysis.

Descriptive statistics in frequencies, mean, standard deviation, and percentages were computed in response to all items in instruments using the five-point Likert scale. Inferential statistics, on the other hand, were obtained by establishing the relationship between the variables examined using Pearson's Correlation. Correlations are assessments of linear relationships between quantitative variables that show the magnitude, direction, and significance of the relationship (Cohen, Manion & Morison, 2007). Pearson's correlation determined if the correlation coefficient is +1, 0 or -1, representing positive, null, or negative correlation, respectively.

4. Results and Discussion

Action regarding evaluation of the levels of policy framework implementation procedures on gender mainstreaming in Universities in Kenya

The study aimed to assess policy framework implementation procedures and their impact on gender mainstreaming in Kenyan universities. According to the findings of this study, while 90.9% of institutions had gender policy documents, only 54.3% had gender units. University Vice Chancellors, Deputy Vice Chancellors,

and Registrars were asked to rate how much they agreed with various assertions about policy framework implementation procedures and their impact on gender mainstreaming in Kenyan institutions. The detected signs were scored on a scale of 1 to 5, with 1 being "not at all," 2 being "little extent," 3 being "average extent," 4 being "high extent," and 5 being "very high extent." The results are reported in Table 1.

Table 1: Policy Framework Implementation Procedures

Descriptive statements	1	2	3	4	5	Mean	SD
Institutions with gender mainstreaming policy		16.3%	4.8%	25.0%	53.8%	4.16	1.1
Staff involvement in gender mainstreaming policy formulation	3.8%	-	32.7%	35.6%	27.9%	3.84	1.0
Institutions with a gender unit	48.1%	16.3%	-	9.6%	26.0%	2.49	1.7
Institution with a gender expert to aid in implementation	37.5%	10.6%	16.3%	9.6%	26.0%	2.76	1.6
Staff awareness of the gender policy	3.8%	10.6%	35.6%	40.4%	9.6%	3.41	0.9
Cultural aspects of policy formulation not influenced gender mainstreaming in universities.	-	-	33.7%	20.2%	46.2%	4.13	0.9
Identity aspects of policy formulation influence on gender mainstreaming	14.4%		25.0%	21.2%	39.4%	3.79	1.4
Monetary aspects of policy formulation influence on gender mainstreaming in universities	26.9%	4.8%	-	15.4%	52.9%	3.63	1.7
Moral aspects of policy formulation influence on gender mainstreaming	25.0%	-	8.7%	29.8%	36.5%	3.53	1.6
Ethnic aspects (location of the university, dominant culture) of policy formulation have influenced gender mainstreaming in this university	-	5.1%	22.4%	12.2%	60.2%	4.28	1.0
Total	**16.0%**	**6.4%**	**17.9%**	**21.8%**	**37.9**	**3.6**	**1.2**

As can be seen in Table 4.1, most respondents accepted that their organizations had gender mainstreaming policies (M=4.16, SD=1.1), and the results revealed that workers were interested in the development of gender mainstreaming policies (M=3.84, SD=1.0) and that their institutions had a gender unit (M=2.49, SD=1.7). The study also found that the percentage of institutions with a gender expert to assist in the implementation of gender policies was (M=2.76, SD=1.6), that staff knowledge of gender policies was (M=3.41, SD=0.0), and that cultural aspects of policy formulation (e.g. males and headships) had little impact on gender mainstreaming in universities (M=4.13, SD=0.9).

The study's findings revealed that identity aspects of policy formulation influenced gender mainstreaming in universities (M=3.79, SD=1.4); monetary aspects of policy formulation influenced gender mainstreaming in universities (M=3.63, SD=1.7); and moral aspects of policy formulation influenced gender mainstreaming in universities (M=3.63, SD=1.7). The research also discovered that ethnic facets of policy formation (e.g., university position, dominant culture) influence gender mainstreaming in different universities (M=4.28, SD=1.0). All of the policy process metrics show that universities were effective in ensuring that ethnic factors, such as the university's position and the prevalent culture of policy formulation, had an effect on gender mainstreaming in different universities with a variation of (SD=1.0). From the study findings it is worth recalling that the lack of female representation in making plans and initiatives was considered a significant issue. Women's participation in development has been stressed in approaches arising from the women in development policy process of study.

The research also looked at whether there was a connection between gender mainstreaming and policy system implementation procedures. The study compared all

informative statements on policy system execution procedures to all statements on gender mainstreaming using Pearson's Moment similarity test. The outcomes are mentioned in Table 2.

Table 2: Correlation between Policy Framework Implementation Procedures and Gender Mainstreaming

		Policy Formulation	Gender Mainstreaming
Policy Formulation	Pearson Correlation	1	.258[*]
	Sig. (2-tailed)		.017
	N	98	98
Gender Mainstreaming	Pearson Correlation	.258[*]	1
	Sig. (2-tailed)	.017	
	N	98	98

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2 shows that there was a poor association between policy system execution procedures and gender mainstreaming (r (98) =.258, p>.017) with 98 degrees of freedom at 95 percent confidence level. This was due to the fact that p (.017) was less than 0.05, indicating statistical significance. The alpha value of 0.05 indicates that there was just a 5% probability that the study's findings were due to chance. The confidence level indicates that the sample was 95% positive and assured that the finding parameters fell between a set of values for a certain percentage of the time; that is, a selection of values that is likely to include policy system execution procedures and gender mainstreaming with a high degree of confidence. Since current protocols and routines in Universities in Kenya are often too frequently gender deficient or discriminatory, gender mainstreaming entails reorganizing policy procedures. In comparison to policymakers' and policy-making organizations' common belief that their role is gender-neutral, it has been shown on many occasions that gender differences are not accepted in normal legislation, and that assumptions contain prejudices in favor of current unequal gender ties.

FGD on Influence of Cultural Aspect on Policy Formulation

Through interviews the study noted that it has not been easy to change the mind set of various committee members who felt that women cannot make better leaders or gender issues are women issues including lack of political support by University top managements. In terms of gender mainstreaming policy formulation, one DVC academic respondent had this to say:

> *This policy was formulated through consultation of committee members selected from different departments. Gender stereotypes that women cannot make better leaders is slightly being displayed but has had no influence at all as the committee is compelled to use the National Policy to come up with the chemistry gender policy which is never at the University (C7, University).*

> *Due to socialization by culture during policy formulation, there is a little bit of shyness or fear to make contributions by the females; therefore, there is male dominance and that has caused delay in reviewing the policy and its implementation (A8, University).*

FGD on Influence of Cultural Aspect on Policy Formulation

Through focus group discussion held with the gender committees and the gender institute staffs from various universities, the findings revealed that culture had varied influence on policy formulation in various universities.

During the focus group discussion with the gender committee at the University, one of the members had this to say:

> *"Although the committee is gender balanced but during the committee meetings if there is any decision to be made our male counterparts do think that their views should always be considered and expect the females to be submissive"* (FGD, March 2022).

She further added:

> *"Failure to agree and accept the contributions made during the meetings could possibly be a contributing factor to the delay of review of the*

gender policy and thus implementation. There is need to change the embedded power relationships and gender roles relationships" (FGD, March 2022*).*

"Although in our everyday activities at the Universities especially as a committee are defined by the gender policy of the institution, some of the male committee members still feel that gender mainstreaming is a female thing and when responsibilities are distributed like leading in the campaign, they feel the women should take the lead" (D8, University).

Influence of Monetary Aspect on Policy Formulation

The findings of focus group discussions with several committees and the gender institute demonstrated that monetary issues had a significant influence on policy creation. According to key informants from many colleges, a lack of enough money has made gender mainstreaming initiatives impossible to implement. A lack of funds appears to have hampered gender mainstreaming practices across campuses. A University's deputy vice chancellor for finance in stated:

"Lack of finances to support the running of activities at the university has made the college to prioritize what is being funded and therefore training of new staff on gender mainstreaming has not been considered at all for the last 3 years" (B3, University).

A head of department of human resource from a university also had this to say:

"We would very much want to train the staff on gender mainstreaming but due to lack of finances, this is not done" (D7, University).

The vice chancellor at a university had this to say:
"Due to lack of finances, the involvement of stakeholders has not been done from the grassroots where their contribution may be sought" (A7, University).

On a discussion with the key informants from a gender committee one of the members of the committee had this to say:

"Lack of finances to support different activities in the institution has made funding of trainings and capacity building impossible. Training on gender mainstreaming is key in addressing the gender relations and thus reduce the inequalities that may exist" (FGD Gender Committee Member, Feb 2022).

He further added that:
"There has been no specific training organized for gender training of the staff apart from the workshop held for the newly employed whereby the training touches something little on gender training. This may be inadequate and does not make the newly employed fully aware of gender mainstreaming procedures" (FGD Gender Committee Member, Feb 2022).

FGD on Influence of Moral Aspect on Policy Formulation

During focus group discussion on the influence of moral aspect on policy formulation, the study revealed that there are differing influences of moral aspects on policy formulation. One of the members of gender institute in Nairobi had this to say:

"Due to cultural or social orientation the emotions of some of the male gender run high especially. When decisions are to be made or arrived at and this has had an impact on policy formulation" (FGD Member Gender Institute, March).

In support of this, a member from the department of gender at a university had this to say:

"As a department we have not had enough support from the management to allow us conduct trainings, create awareness and workshops to make the university aware that gender is not a female issue. This creates delay in decision making on gender matters and this probably has caused delay in the review of the gender policy at the university" (FGD Member Department of Gender, Feb 2022).

A member from a university gender department had this to say:

"Out institute has regulations to be followed when formulation gender policy, but I strongly feel we have not performed very well in formulating the gender policy because we do everything blindly without proper sensitization from an expert to teach as a department on policy formulation and to offer technical advice" (FGD D7).

Discussion

Women in development policy ideas have turned into claims and policies that prioritize access and extension of opportunity for women and girls in the sphere of education, based on productivity and economic growth rationales.

This concurs with Acs et al. (2014) on the need for a more systematic approach to gender equity, which arose from the inadequacies of efforts to bring women into growth in the 1970s and 1980s. Hoobler et al. (2016) recognized gendered organizations, but the emphasis switched to institutionalizing gender issues in development policy and planning. Governments and other players should pursue an active and recognizable agenda of mainstreaming a gender viewpoint in all initiatives and programs, such that, before decisions are made, an appraisal of the impact on women and men, respectively,' states the Platform for Action (Acs, et al, 2014).

According to Marques (2017), gender mainstreaming is a plain indicator of policy succession or policy adaptation, driven by a need to transcend the limitations of current policies and the necessity to respond to gender gaps when striving to remove gender inequity. According to Leaper (2014), female mainstreaming can also focus on gender relations by reframing policy formulation via a gender lens rather than simply integrating women in the planning process. According to Marques (2017), it is the obligation of government systems to create conditions that result in equity of outcome to balance the uneven beginning roles of men and women within societies. A policy that is created without consideration of the social, political, fiscal, or administrative context may result in a policy gap (Marques, 2017). Despite the existence of legislation to address certain issues, the condition of gender mainstreaming is likely to escalate. As a result, universities need empowerment skills, content, and awareness. The framework in which a policy is applied plays an important role in ensuring its effectiveness, and it can be the difference between a policy's success and failure.

From the study findings it can be concluded that culture has had a negative influence on policy formulation. Due to the cultural orientation norms find it difficult to make their contributions in meetings dominated by men so they tend to shy away and this could be one of the active parts in the discussion. This finding concurs with Inglehart and Norris (2003) finding that women are not only limited by society in terms of the opportunities they seek but also choose to limit themselves. In support of the finding Autio and Mills (2002) agree that the degree of gender differentiations in a country depends primarily on the culture within that nation and its history with liberal economic value assertiveness, autonomy, materialism, aggression, money competition and rationalism.

According to the findings, it was obvious that a shortage of funds in most universities contributed to poor levels of implementation of national gender mainstreaming policy guidelines as required by the national gender policy. This is consistent with Adapa, Rindfleish, and Sheridan (2016), who stated that material resources, particularly financial resources, are an essential component of implementing

gender mainstreaming. Scarcity and lack of proper allocation have a negative impact because the results will not reflect actual situations on the ground. The findings suggest that due to a shortage of funds; stakeholders were not adequately included, which contradicts Sigh's findings (2021). According to Sigh, people's perspectives and perceptions can contribute to development that affects them through consultation.

5. Conclusion and Recommendations

5.1 Conclusion

In the study's findings, a major issue was found as a lack of female participation in the development of plans and programs. Women's participation in development has been stressed in approaches coming from the study's women in development policy process. Women's reform approaches have resulted in arguments and efforts that emphasize educational access and opportunity for women and girls, with a focus on competitiveness and economic growth rationales. The study filled the research gap by establishing a need for a more comprehensive approach to gender equality, which arose from the failure of previous attempts to include women in economic development. While the report noted that organisations are gendered, a gap existed where it turned its emphasis to integrating gender concerns into growth policy and planning. The study filled this gap establishing that Governments and other stakeholders should follow an active and visible goal of mainstreaming a gender perspective in all policies and programmes, so that the effect on women and men is assessed before decisions are taken,' according to the Platform for Action.

Gender mainstreaming entails rethinking policy processes because existing rules and routines in Kenyan universities are frequently insufficient or prejudiced toward women. In contrast to the widespread belief among politicians and policymakers that their positions are gender-neutral, it has been demonstrated on numerous times that gender inequalities are not recognized in conventional law and that assumptions include biases in favour of existing uneven gender relations. Gender mainstreaming, is therefore a straightforward indicator of policy succession or policy adaptation, driven by a need to transcend the shortcomings of current policies and the need to react to gender gaps when attempting to eliminate gender disparity. Instead of only including women in the planning process, female mainstreaming should also focus on gender relations by rethinking policy formulation through a gender lens. It is the duty of government systems to create situations that can result in equality of outcome to balance the uneven starting positions of men and women within communities. A policy gap may occur when it is developed without considering the societal, political, fiscal, or administrative context. Even though regulation exists to fix these problems, gender

mainstreaming is expected to worsen. The study filled the gap by suggesting that Universities need empowerment skills, material, and understanding. The context within which a strategy is implemented is critical to its implementation, and it can be the difference between success and failure.

5.2 Recommendations

Based on study findings, the following recommendations were made:

1. A more systematic approach to gender equity is required, which arose because of the insufficiency of efforts to bring women into growth.

2. While the study acknowledged that organizations are gendered, it turned its focus to institutionalizing gender issues in development strategy and planning. Governments and other stakeholders should pursue an active and visible strategy of mainstreaming a gender perspective in all initiatives and programs, so that before choices are made, an assessment of the impact on women and men, respectively, is made,' notes the Platform for Action.

3. A policy gap occurs when gender mainstreaming is developed without considering the societal, political, fiscal, or administrative context. Universities, as a result, need empowerment skills, material, and understanding. The context within which a strategy is implemented which is critical to ensure a success and failure.

4. Proper sanitization of staff and student rights to awaken. This can be accomplished by appointing a gender champion in each area to serve as a role model. There should be a larger disciplinary unit to punish departments that do not follow the gender mainstreaming policy.

5. Increase staff capacity by selecting lead teams from each department, training them, and putting them in charge of training others and monitoring implementation in each area.

6. There should be a networked data bank of information on gender mainstreaming initiatives that all universities can access for monitoring and evaluating its implementation.

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