



**BASELINE STUDY ON THE STATUS OF LIVELIHOOD
GENDER GAPS AMONGST YOUTH - AGED 17-24
YEARS - FROM MATHARE SLUMS, MATHARE SUB-
COUNTY, NAIROBI COUNTY, KENYA.**

Presented to PaaMoja Initiative by Silvia Muturi

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ACKNOWLEDGEMENTS

This report would not have been accomplished without the diligent data collection by the Research Assistants (*Metrine Nabwire, Felix Omondi, Mediantrics Doris, Sharon Ajeyi, Rukiya Hassan, Ivy Machayo, Emily Wangu, Jecinta Akoth, Sharon Achieng and Kate Wanjiru*). Their thorough work greatly contributed to the formation of the baseline survey.

Sincerest gratitude to the Office of the Mathare Sub-County Deputy County Commissioner, that allowed the baseline survey to be conducted seamlessly in his area of jurisdiction and for allowing his able assistant Yvonne Aluodo to attend the validation.

We also take this opportunity to appreciate all the civic organisations, service providers, community mobilizers and key informants that played a part in the research and validation process. Their participation and contribution is key for finding possible interventions to end the widening youth gender gaps in Mathare.

Lastly, is to acknowledge PaaMoja Initiative, through the leadership of its founder Titus Kuria, program coordinator and administrator, Jesse Jacktone and Joshine Achieng respectively, in partnership with MOVE92, in pioneering this survey which is historic in nature. PaaMoja Initiative gave such tremendous support to the research assistants and the consultant. Team PaaMoja is a true definition of what teamwork looks like.

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1.0 INTRODUCTION

Kenya has a very young population, with almost three quarters of the population under the age of 30. ¹ Mathare is the second largest slum in Kenya with a population of approximately 500,000 people. ²

It is notable that the government has designed projects for the youth that are meant to reach most of them with job creation opportunities, unfortunately that has not been sustainable as these projects are short-term and pay meagre wages. Youths in Kenya have been facing a lot of challenges hence barring them from achieving their full potential in the society.

There is a strong observation that the Youths in Mathare are not exposed to a different environment that challenges their perceptions, thinking, problem-solving skills, which means their ideology in innovation and opportunities are limited.

In Mathare Sub-County, the youths encounter problems such as lack of education, unemployment, lack of capital to start their own businesses, idling in groups, premature deaths, early pregnancies, early marriages, poverty, police brutality/extra judicial killings, alcoholism, drug abuse amongst others.

2.0 PROJECT BACKGROUND

This research was commissioned by PaaMoja Initiative in collaboration with Move 92.

PaaMoja Initiative is an organization that equips Mathare residents with life skills, resources, and most importantly the opportunity to design and execute programs to give back to their community. With the belief that every individual can be a leader, in the process of becoming a leader, one must follow and learn – hence the mantra – *Follow. Learn. Lead.*

MOVE92 seeks out smart, motivated people in developing countries who are already doing great things; partners with these leaders to introduce them to donors for small, direct grants.

¹<https://worldpopulationreview.com/countries/kenya-population>

² Gettleman, Jeffrey (2006-11-10) “Chased by Gang Violence, Residents Flee Kenyan Slum” *The New York Times* Retrieved 2006-11-10

3.0 OBJECTIVE

The main objective of this research is to understand the situation of livelihood gender gaps through real-time data among the youths aged between 17 - 24 years in Mathare Sub-County, Mathare Constituency, Nairobi County, Kenya; and to identify resources for impactful implementation of workable interventions.

4.0 DATA METHODOLOGY

The consultant developed a qualitative questionnaire (Annexe 1) used to gather data from the Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs). The questionnaire was fine-tuned by both the Consultant and PaaMoja Initiative team to ensure it was an in-depth tool to capture the livelihood gender gaps within Mathare County.

The research assistants were selected within the county. They had a one-day training session on how to use the FGD and KII tools, the do's and don'ts of a good researcher, and how to collect data. The research was conducted in 3 wards within Mathare Sub-County. These 3 wards were Mlango Kubwa, Mabatini and Hospital.

It is notable that the research assistants consisted of 9 females and 1 male. A majority of FGDs participants and KIIs were female. This was deliberate to align with PaaMoja's intention to put the females in the centre of this particular discussion - ***'nothing for females without the females.'***

4.1 CHALLENGES

4.1.1 Carrying out research during the pandemic was not easy. There was strict adherence to the Covid-19 rules such as masking, regular sanitizing and social distancing.

4.1.2 There was a tendency to the bias of the female gender, the research assistants were encouraged to have an open mind and continue to remain neutral during their data collection.

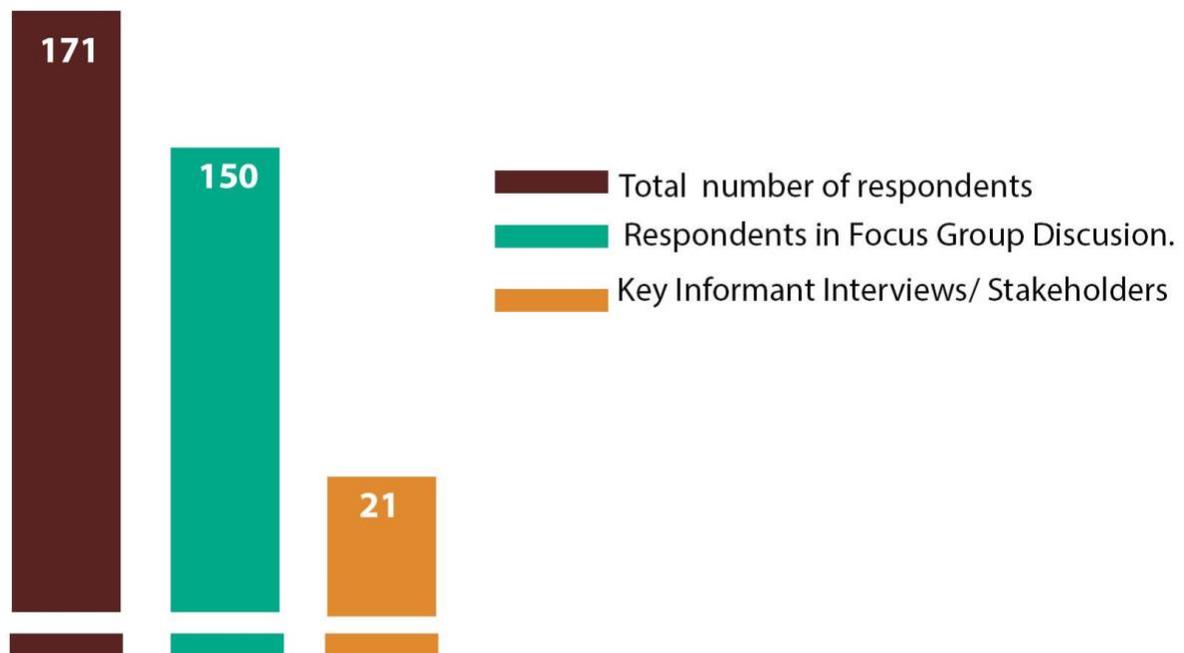
4.1.3 Several organizations working within Mathare might not be perceived as the solution to the gender livelihood gaps currently existing.

Despite these challenges, we were able to achieve the following outcomes:

5.0 OUTCOMES

During the data collection there are four (4) themes that came out clearly based on the above objective regarding gender gaps and livelihoods in Mathare Sub-County.

A total number of 150 respondents and 20 KIIs were interviewed within 3 wards to gather information which in turn will be used in this evidence-based situational analysis that can aid in developing interventions to accelerate bridging of youth gender gaps in Mathare Sub County.



Number of respondents needed to obtain LGG SITAN data saturation.

The four thematic outcomes are as follows:

5.1 GENDER ACTIVITY

The female youths are involved in most household chores like cooking, washing utensils and clothes, and taking care of their younger siblings. To escape this, some turn to early marriages. Their role in society has been reduced to giving birth, taking care of the family and the home.

For an income, they will do laundry, run small kiosks, work in salons and cosmetic shops, tailoring, brew the local alcohol (*chang'aa*), selling “*kahawa*” (coffee) and engage in transactional sex.

Their male counterparts in the household mostly fetch water, provide security, and pay rent. Without work, most of them sit idly in *bases* (dingy spaces reserved for specific ideological groups) smoking “*shash*” (bhang) and chewing “*miraa*” (khat) while others resort to a life of crime.

From our data, gender roles are not shared but there are clear distinctions based on stereotypes of what males and females can do. The cultural influence of upbringing of the males dictates that it is “their work”; it is the work of females to perform certain chores since they are not “manly.”

5.2 GENDER INEQUALITIES IN DECISION MAKING

Decision making is influenced by the resources available, compared to what the needs are, the urgency of the need, and finally the priority of the need. In most cases, the needs in one household are too many to be catered for due to the limited supplies.

There are certain households where the males “*refuse*” the females to get work and earn an income. The females’ acceptable work becomes cooking, cleaning and taking care of the family as the males become the sole breadwinners. They eventually control all the big decisions in that household.

It is noteworthy, that even though the males who bring in an income make all the decisions, it is the females who implement them in a way that benefits the whole family.

Gender inequity anecdotes:

“As the female in the house I can never make a decision, and often I don’t have a choice; whatever he says I follow. I feel my needs and opinions have never been respected at the community level. And at some point, men who we trust to protect us are the ones abusing us” Respondent X in a Focus Group Discussion, in Bondeni.

However, there are instances where the females solely decide on matters affecting the family. For instance, when the males are not earning an income, spending most of their time chewing khat, consuming the local brew (*chang’aa*). Here the females determine what type of food will be eaten, payment of school fees for their children, clothing, nothing major but just decisions on the day to day running of the household.

Education and financial resources are factors that heavily influence the resolutions in Mathare households that interestingly largely benefit the young children and males in the home.

In community forums, the voice of the females is rarely heard. It is not considered their platform to articulate their opinions and sit at the decision-making table. Cases where

differences occur, the females become silent on the issue to bring harmony or on few occasions look for a mediator to intervene.

It is heart-warming that the youths feel a sense of recognition and belonging from their community. They turn to their peers, mentors, places of worship and prayers when faced with a tough life decision. What they finally settle on will stem from peer influence and culture; they might not end up with a conclusion they are happy and content with.

5.3 POVERTY

The sources of income in Mathare Sub-County for both males and females is braiding, garbage collection, boda boda riders, luggage carriers, carwash, working in construction, vegetable vendors, touts, crime, brewing local alcohol (*chang'aa*), working in bars, transactional sex, selling drugs, selling charcoal, selling timber, selling fries, smokies, eggs, potatoes and groundnuts by the road side, water vending, working in small hotels, shops, small scale business, volunteering in local community based organizations, which unfortunately is not enough to cater for all the household needs.

Both males and females have different needs including but not limited to food, shelter, school fees, sanitary pads, clothing, child support for young parents amongst others. Consequently, most households cannot afford to have one daily meal as the responsibilities outweigh the resources available.

Lack of food security is a concern, not knowing when your next meal will be. This therefore means that the youths end up looking for alternative sources that will cater to their needs for survival. The males will turn to crime, drugs, alcohol, “sugar mummies”, while the females will resort to early marriages, “sponsors”, transactional sex and other menial jobs.

Lack of finances leads many youths to drop out of schools. Lack of education means getting sub-standard work leading up to poor living conditions that result to gender and sexual based violence, drugs and substance abuse, increase in mental health, poverty and the vicious cycle continues.



5.4 SOCIAL, ECONOMIC, CULTURAL, POLITICAL, LEGAL AND POLICY BARRIERS

5.4.1 Cultural Barriers

The cultural norm is that males are not to perform ANY household chores which are meant for the female. This includes cooking, washing, bathing and feeding children amongst others.

5.4.2 Social Barriers

How the males and females are socialized during their upbringing separates them especially during gender-based roles which are not shared. Males are considered more superior than the inferior females who follow and respect the rules of men. There is the urge to massage their ego and dominance.

Females are meant to be seen and not to be heard, therefore there are no platforms or encouragement to speak up. Those courageous females who go against this norm meet males who want to “put them in their place” resulting in gender and sexual based violence. This

further breaks down the females' spirit, affecting their self-esteem, confidence, strength and assertiveness. It's concerning to note that there are male cases of abuse that go on silently because of the community's perceptions of them not being "men."

A worrying trend is that there are females who prefer the males to provide for the household and they comfortably stay in the house. They are willing to be part of three or five girlfriends as long as the guy can provide. Unfortunately, the males face tremendous pressure from the females to bring an income. This affects their mental health, forcing them to a life of crime and/or leads to violence in the home.

Survivors of sexual and gender-based violence - mostly females - fail to report these cases because it will only exacerbate the situation in the household and yet they have nowhere else to go. They would rather suffer in silence. They are dependent on the males' provisions in spite of the violence.

It is noted that the females are given the first priority to complete their studies as they continue to carry out household chores. But later, there is a high dropout school rate due to early teenage pregnancies, early marriages. The few females who finish their education, and once are able to bring in an income ironically educates the males.

There are females who feel that there is no need to finish their studies as there is no employment. Additionally, we have females who only complete their high school education and they are satisfied or are conditioned to believe that qualification on its own is sufficient to get a suitable husband. They stay in the households performing basic chores, just sitting in the house and preparing for marriage.

5.4.3 Economic Barriers

Many youths are unemployed citing reasons such as lack of job opportunities, tribalism, nepotism and lack of "connections" to secure a marketable job therefore they fall back on low-grade work or crime to survive.

The few economic interventions on the ground favor the males more than the females. These interventions such as "boda boda" (transport using motorbikes), car wash, and garbage collection are male oriented.

In work places where both males and females are employed, the males are paid more. The gender pay inequality is a huge barrier in earning better incomes that can influence decisions in the household.

5.4.4 Political Barriers

Dependency on hand outs, especially during an election period, needs to be broken. Some politicians misuse the youths to cause disruption and chaos for their gain and once elected into power they forget the youths until the next election cycle.

Politicians' manifestos should clearly articulate how the youths will benefit from access to quality education, entrepreneurship programs, job opportunities which is one of their rights as Kenyan citizens. The electorate, including the underserved youth, should also agitate for politicians to follow through on their campaign promises and not to be lured by handouts.

Females interested in leadership positions where they can greatly influence the decisions have no resources to contest for them.

5.4.5 Legal and Policy Barriers

Many youths are unaware of the policies or laws that address gender issues and human rights in general.

The laws which favor the females in terms of representation are casually followed. If the law states that a specific position needs to be filled in by a female, this is done as a checklist and not a deliberate effort, hence having such places with "flower girls" or co-opted in seats where they cannot make decisions.

There is an attempt at the 2/3 gender rule - as stipulated in the Kenyan Constitution - which would increase the female leadership positions in governance structures that can be adapted in organizations working within the community.

5.5 CROSS – CUTTING ISSUES ARISING FROM THE THEMES:

5.5.1 Patriarchy is strongly upheld in Mathare Sub-County. As a growing concern, does this mean that it is too late for the current generation and instead more efforts should be geared towards the young males and females?

5.5.2 How can household chores be viewed life skills and not gender based roles?

5.5.3 There was an overwhelming sentiment that the females dressing is a cause of the sexual and gender-based violence. How can we demystify this and other perceptions that the youths have?

5.5.4 Females are given opportunities to attend primary and secondary education, but are unable to complete their studies due to early pregnancies and/or early marriages which are some of the factors enabling the poverty cycle.

Males are able to finish their education in good time and therefore are absorbed in the job market more, hence generally achieving their potential as compared to their female counterparts in similar environments.

5.5.5 There is the gender pay inequality, where males and females have the same level of education but the males are paid more. The local based NGOs and the public offices within Mathare Sub-County do not offer equal wages between the males and females.

6.0 INTERVENTIONS

6.1 The Kenyan government has tried to come up with solutions such as the National Youth Service (NYS), Kazi Mtaani and the Kenya Youth Employment and Opportunities Project (KYEOP) that aim to reach the youths in this country, offering them marketable job skills, business support with grants to great ideas. However, these projects are not sustainable in Mathare Sub-County.

Apart from being sustainable, many of the government projects do not reach the underserved youth. There's not enough sensitization and awareness of these programs.

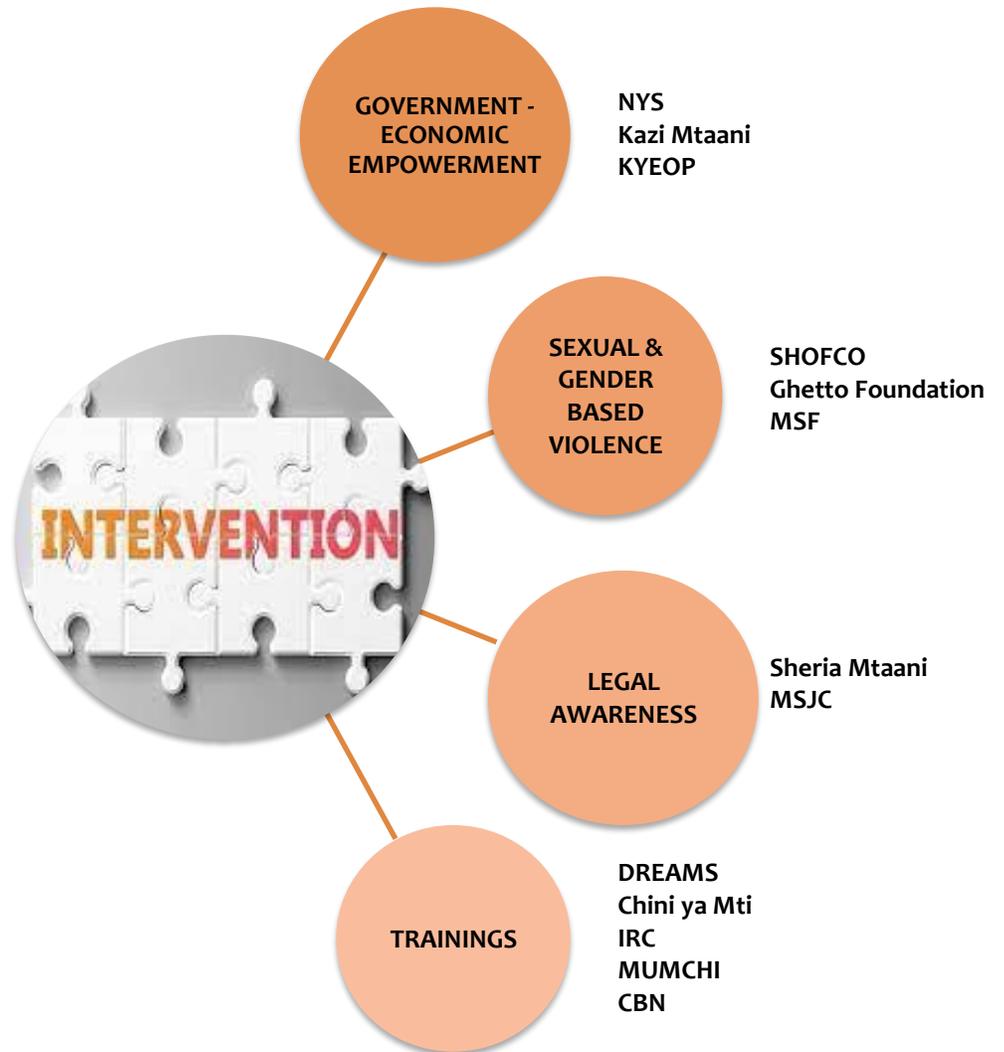
6.2 Several Community based organizations on the ground focus on: sexual and gender-based violence, legal awareness creation, human rights activism, trainings and provision of vocational skills.

The highlighted gaps within these organizations are:

- ❖ Most of their programs are not community centered; the needs of the youths in Mathare Sub-County are not assessed beforehand.
- ❖ Where cash transfers and commodities are distributed, there is no systematic, clear follow up to know if these material aids were used rightly and had an impact.
- ❖ A majority of organizations set up programs without a continuous monitoring and evaluation tool, therefore measuring their impact becomes difficult.
- ❖ Lack of public access on their reports touching on fiscal accountability.
- ❖ Burn out. This is where projects start then fizzle out before completion
- ❖ Lack of adaptability. You will find programs doing the same projects in a similar way even as the needs of their beneficiaries change.

These are good programs on the ground, but in various cases there is no measure of their success rates in changing the narrative. This is due to lack of expertise and internal capacity. More effort is required to have a unified front that narrows down on the problem instead of only the solution.

Below are some of the key organisations mentioned by our respondents:



7.0 RECOMMENDATIONS

The Kenyan Government	
Program	Recommended Action
<p>These programs neither address the needs of either male or female youth. All programs provided by the government are for youth in general.</p>	<p>The Kenyan Government should provide more job opportunities for both genders without discrimination. As far as their programs are concerned, there is the need to factor in sustainability, for more youths in Kenya to benefit from them.</p> <p>Youth Enterprise Development Fund needs to market themselves better at the grassroots level for youths to be aware they can access funds to start their own businesses and be job creators.</p> <p>We applaud the government for equality but they should also aim for equity.</p> <p>They also need to offer more educational scholarships equitably.</p> <p>Male and Female needs are different and for them to fully realise their greatest potential, they need to be given tailor-made support for them to thrive and break the vicious cycle of poverty in Mathare.</p>

Awareness Creation	
Awareness on employability, sustainable livelihood and decent income.	These programs will educate the youth and uplift them at the grassroot level.
Policy Review	
The Sexual Offences Act, 2006 is outdated.	Review of the criminal investigations and sterner penalties need to be established. Clear reporting mechanism on gender and sexual based violence cases needs to be set up in friendly spaces like the community based organizations for the youths to be informed.
Health	
Mental Health	Programs that tackle the challenges the youths face without them resorting to unhealthy habits due to their inability to cope with the high stresses of life.
Mentorship	
i. Career mentorship programs.	Career and guidance programs link the youths to employment that matches their passion, ability and skills sets, talents.
ii. Sexual education and guidance programs	Increasing the transition rate into tertiary education. This will enable the youths to gain skill sets that will make them more employable.
iii. Specific educational programs.	The young mothers due to early pregnancies and early marriages survivors can receive an education that gets them on the right track to finish their schooling and start a career.

Empowerment	
Holistic support where equity trumps equality	Females within Mathare Sub-County need to be offered finances that will not only cater to their needs of fees as boys, but also sanitary towels, sex education amongst other needs, until the completion of their studies. This can ensure they stay in school to finish their education.
Political mentorship	Female mentorship for those interested in politics and other leadership positions where they can influence decisions that matter.
Social & Cultural Barrier	
i. Parents/Caregivers	Awareness and sensitization programs tailored for the parents on their socialization skills and language used in the household as they raise both males and females. Instill values of sharing roles regardless of the task and gender-based roles becoming life skills.
ii. Mind Shift	Disruption of the cultural belief that certain chores are for males and others are for females.

8.0 CONCLUSION

Poverty, lack of access to quality education, cultural and social barriers promote the widening gap between genders and their livelihoods. Partnerships between the government and the community based organizations to provide a comprehensive improvement strategy needs to take place. This collaboration needs to create programs that have the beneficiaries at the center of the solution thinking process.

Additionally, holding a quarterly meeting review between the organizations and the County Commissioner office that looks at the current situation, zoning and identification of zones where efforts are re-distributed to the red zone areas.

Organizations working on sexual and gender based violence together with those advocating in the justice sector need to partner, gather statistics and lobby for more sterner measures to the perpetrators. This is a policy issue that can be a long term solution that will include safe houses for survivors, training on alternative sources of income, and education for their children.

The government needs to put in place safe spaces, protection mechanisms and processes that allows the community to reach out, speak out against sexual and gender based violence.

The socialization of children when they are younger, where parents, caregivers need to be mindful of the language they use when assigning gender roles.

Developing a knowledge management tool where collecting and sharing of information between organizations is shared on a digital platform. This knowledge communication will empower the community based organizations on the ground to achieve their objectives more effectively and efficiently that will impact the community.

ANNEX 1: QUALITATIVE QUESTIONNAIRE

FGD Guide

1. SURVEY OBJECTIVES

The study's main objective is to understand the situation of livelihood gender gaps within Mathare which will inform the development of an evidence-based project proposal with the context-based interventions.

2. INTERVIEW GUIDE- [45 MINUTES]

INTRODUCTION [5 MINUTES]

- Welcome the respondents and introduce self and the purpose of the research
- Explain that you need to record the interview for report writing purposes
- Assure the respondents of confidentiality on the interview
- Explain the session length as 45 minutes

Overview	Questions
Icebreaker	<ul style="list-style-type: none"> • What are the most common problems facing the youth in Mathare today? • Are there any interventions in the community to address the problem of employment?
Section 1: Gender Activity	<ul style="list-style-type: none"> • What are the major roles/activities of the youth, male and female in this community? Probe on the following for each group: household chores, for income generating, In the community • When and where are these roles/activities carried out? • What do you think about these roles being shared? • What should be done to improve equity in distribution of these roles?

Section 2: Gender Inequalities in Decision Making

- What are the needs of a) female, b) male that we have that affect our;
 - o Household activities
 - o Economic activities
 - What are some of the most important decisions made by a) male and b) female in your Household and Community (give rankings in order of priority).
 - Who benefits from these decisions mentioned above? (Ask and indicate whether male or female on the responses given)
 - What do you think influences the decision makers? e.g., culture, ethnicity, financial strength
 - Do these decisions made meet our needs? a) as male, b) as female, C) as youth
 - Have you been in a situation where you were around people who have opinions or beliefs that are different from yours? If such a situation leads to disagreement with someone then how did you solve it?
 - If you have a problem, then who do you trust to talk to about it and why?
 - Do you feel part of a community? If yes, what is it that makes you feel a part of such a community?
 - Does being a part of a particular group or community make you feel empowered to influence decisions on issues?
 - What should be done to ensure that the decisions made a) meet our needs and b) ensure gender equality?

<p>Section 3: Poverty</p>	<ul style="list-style-type: none"> • What is the main source of income amongst residents in your area? • Is the income obtained by the households enough to cater to the household needs daily? • Are there cases of families who go without a meal for a whole day in this area? Why do you say so? What are the reasons? • During the last three months, was there a time when, (Probe for each attribute below) ... due to a lack of money or other resources...? <ul style="list-style-type: none"> o Your household ran out of food o You were hungry but did not eat o You had to skip a meal o You ate less than you thought you should o You were worried you would run out of food • How do you think poverty affects; a) male, b) female, C) youth in this community • What should be done to improve livelihoods in this area?
<p>Section 4: Social, Economic, Cultural, Political, Legal and Policy Barriers</p>	<ul style="list-style-type: none"> • What do you consider the place of a) male and b) female c) Youth in this community? Why? • Should men perform household chores? Why? • Would you elect a female as your political leader/representative? Give reasons • What is your view on the equal participation of female and male in leadership positions? • What types of gender-based violence do you face at a) home b) community? • What causes this violence against women in your community? • Why do you think there are currently many cases of gender-based violence?

	<ul style="list-style-type: none"> • What do you think should be done to address the issue of gender-based violence?
<p>Section 5: Interventions</p>	<ul style="list-style-type: none"> • Are there organizations in this community having activities addressing gender issues? Which ones and what do they do? • What are some of the laws addressing gender issues that you know? • Do you think that they are effective? • What should be done to address gender issues in this community? • Do you think it is easier for females or males to complete their tertiary education and be absorbed into the job market? Give your reasons.
<p>Conclusion</p>	<p>Is there anything you would like to comment or add?</p> <p>Thank respondent and end the interview</p>

ANNEX 2: KEY INFORMANT INTERVIEWS

KIIs Discussion Guide

1. SURVEY OBJECTIVES

The study's main objective is to understand the situation of livelihood gender gaps within Mathare which will inform the development of an evidence-based project proposal with the context-based interventions.

2. TARGET RESPONDENTS

Key Informant interviews with stakeholders

3. INTERVIEW GUIDE- [45 MINUTES]

INTRODUCTION [5 MINUTES]

- Welcome the respondents and introduce self and the purpose of the research
- Explain that you need to record the interview for report writing purposes
- Assure the respondents of confidentiality on the interview
- Explain the session length as 45 minutes

Overview	Questions
Icebreaker	<ul style="list-style-type: none"> • What are the most common problems facing the youth in this community? • Are there any interventions in place to address the problem of employment? • What do you think needs to be done to improve the situation?
Section 1: Gender Activity	<ul style="list-style-type: none"> • What are the activities male and female youth engage in their households and community? • What is your view on the value of these in relation to the wellbeing of households and community? • What should be done to improve equity in distribution of these roles?

<p>Section 2: Gender Inequalities in Decision Making</p>	<ul style="list-style-type: none"> • Have you been in a situation where you were around people who have opinions or beliefs that are different from yours? If such a situation leads to disagreement with someone then how did you solve it? Did you teach the youth of your community by practicing what you believe in? • If the youth of your community have a problem, then who do you think that they trust to talk to about it and why? • Do you encourage communal activities as a community leader/worker of a local NGO, etc? If yes, how do you do this? • Does being a part of a particular group or community make you feel empowered to influence decisions on issues? • Have there been occasions when a big decision needed to be made in Nairobi, the opinions of people from your community were valued or not valued, as much or more than the opinions of other communities? How did that make you feel or act? • Suppose there are community forums addressing any issues related to the wellbeing of the community, how do you make sure that there is gender equality (in this case female 's views are sought for and they equally participate) in the decision-making process? • How do you make sure that there is gender equity in the allocation of funds for development in the community?
<p>Section 3: Poverty</p>	<ul style="list-style-type: none"> • What is the main source of livelihood among females and males in this community? • In your view what factors lead to the increase of poverty at the community level in relation to gender and power? • What is your view on the financial hand-outs given to male and females in the community? • How do you think poverty affects; a) male, b) female, C) youth in this community • What should be done to improve livelihoods in this area?

<p>Section 4: Social, Economic, Cultural, Political, Legal and Policy Barriers</p>	<ul style="list-style-type: none"> • Is there gender-based violence in this area? If yes, what is the state? • What leads to gender-based violence in this area? • Do you think females are able to make their views heard in terms of political and community participation? If not, what is holding them back? • What is being done to address Gender based violence in this area? In terms of programs. • What policies exist in addressing gender inequalities? • Does the policy recognize the strengths, skills and activities of men and women? • In your view are these policies sustainable in addressing inequalities? • What in your view are the overall barriers to implementing policies on gender equality? What steps need to be taken to remove barriers that constraint women access to and control over productive resources? • What steps need to be taken to ensure that women are able to exercise their legal rights to gender equality?
<p>Section 5: Interventions</p>	<ul style="list-style-type: none"> • What measures have been put in place to address gender issues in the community? • What measures have been put in place to curb dependency on financial hand-outs and improve economic sustainability at the community? • What measures have been put in place to ensure that females and males equally take leadership positions both at the community level and at the national level? • How can females be supported to actively participate in decision-making and assume leadership roles at a local and national level? • How can culture attitudes and practices that prevent the empowerment of females be tackled? • What should be done to address gender issues in this community?

Conclusion

Is there anything you would like to comment or add?

Thank respondent and end the interview

ANNEX 3: CITATIONS

Focus Group Discussion

SECTION 2: GENDER INEQUALITIES IN DECISION MAKING				
TEAM1 FDG2	20-24	14/12/2021	Mathare Bondeni,3A	“Me as a lady had experience hardship in our household cause my parent couldn’t afford to meet my needs. I decided to get married at a early age so as to be provided for by my toxic husband, at least I have a roof to sleep in and meals. So we make decision sometimes on our own depending with the situation at hand”
TEAM1 FDG2	20-24	14/12/2021	Mathare Bondeni,3A	“Me as the female in the house I can never make a decision, and often I don’t have a choice whatever he says I follow, I feel my needs and opinions have never been respected at the community level. And at some point, men who we trust to protect us are the one abusing us”
SECTION 3: POVERTY				
TEAM4 FGD1	17-20	16/12/2021	Number Ten	“Normally when I apply for a job and get shortlisted, during the interviews upon mentioning that am from Mathare, I get weird treatments like a suspect already, am paid less than other”

TEAM5 FGD2	21-24	17/12/2021	Gitathuru	“We are normally important when it comes to campaign period, we are issued with handouts to make noise and vote in the highest bidder after that we remain jobless and unconsidered until the next election.”
SECTION 4: SOCIAL, ECONOMIC, CULTURAL, POLITICAL, LEGAL AND POLICY BARRIERS				
TEAM4	17-20	15/12/2021	Kosovo	“We have been raised in a society where everyone hustler for his/her own needs without much considerations of the entire society”
SECTION 5: INTERVENTIONS				
TEAM1	17-20	16/12/2021	Mathare 4B16/12/21	“Government should just be clear about the youth funds because there is a long procedure that doesn’t sit right with us, and often we don’t even get the funds for business start-ups even when you fill the long application form.”

Key Informant Interviews

SECTION 1: GENDER ACTIVITY				
CODE	AGE	DATE	LOCATION	QUOTES
Team 1 KII 3	19	16/12/21	Mabatini Ward	"Madem tuna deal na kazi ya usafi, na kuchunga nyumba lakini kwa maboy ni enzi za zamani wanaona hizi job ni za wanawake" (We ladies we deal with household chores but gents see it as demeaning)
Team 2 KII 4	23	18/12/21	Mlango Kubwa Ward	"Kuna role ya msichana na role ya chali. Pia kuna matime wadem wanasema hawawezi kuongea hapa." (We have different roles as boys and girls, at many times girls should never air an opinion)
SECTION 2: GENDER INEQUALITIES IN DECISION MAKING				
CODE	AGE	DATE	LOCATION	QUOTES
Team 1 KII 3	24	16/12/21	Mabatini Ward	"Niliji humble kama dem kwa sababu huwezi argue nyinyi wote" (i did humble myself as a lady I can't argue with everyone) "Mimi niko na mentor time ya life yangu. Community una approach hawa nyumba kumi, community leaders." (I got a mentor in my life; in the community I normally approach my neighborhood leaders)
SECTION 3: POVERTY				
CODE	AGE	DATE	LOCATION	QUOTES
Team 2 KII 2	24	17/12/21	Mlango Kubwa	"The changaa is dominated by the women. The youth engage in sex worker. Most women make the most money but it ends up with the family."

SECTION 4: SOCIAL, ECONOMIC, CULTURAL, POLITICAL, LEGAL AND POLICY BARRIERS				
CODE	AGE	DATE	LOCATION	QUOTES
Team 1 KII 3	20	17/12/21	Mabatini Ward	"Kazi Mtaani iko na corruption mob, unless unajua msee...projects za youth ziko lakini kuna corruption mob." (The Kazi Mtaani has a lot of corruption and a matter of whom you know, the same with different youth projects.)
SECTION 5: INTERVENTIONS				
CODE	AGE	DATE	LOCATION	QUOTES
Team 1 KII3	24	17/12/21	Mabatini Ward	"Information is power, information ni eye opener, leads to importance of creating job opportunities." "Workshops work. Unaleta wasee wana understand issues."

ANNEX 4: PHOTOS

Data Collection, FGDs, KIIs and Report Validation

October – December 2021





BASELINE STUDY ON THE STATUS OF LIVELIHOOD GENDER GAPS AMONGST YOUTH - AGED 17-24 YEARS - FROM MATHARE SLUMS, MATHARE SUB-COUNTY, NAIROBI COUNTY, KENYA.