

**FACTORS THAT PROMOTE GENDER INEQUALITIES IN
KAPULULWE CONSERVATION FARMING PROJECT IN CHONGWE
DISTRICT**

By

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**A dissertation submitted to University of Zambia in partial fulfillment requirements
of the Degree of Master of Arts in Gender Studies.**

UNIVERSITY OF ZAMBIA

LUSAKA

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DECLARATION

I Regina Mukuka, declare that this dissertation is my own work. It is being presented to the University of Zambia for the first time and has never been submitted elsewhere for any academic award. All published work or materials used herein have been acknowledged.

Signature of Author.....

Date:

CERTIFICATE OF APPROVAL

This dissertation of Regina Mukuka has been approved as partial fulfillment of the requirement for the award of the degree of Master of Art in Gender Studies by the University of Zambia

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ABSTRACT

This study investigated the gender inequalities in rural Developmental projects in Zambia, a case study of the Kapululwe conservation farming project under World Vision Zambia, Chongwe District. The purpose of the study was to establish the extent to which women and men participate in Conservation farming project. The study was conducted in Kapululwe Area Development Project (ADP) Chongwe District in Lusaka province from September to January 2012. In order to collect Qualitative and Quantitative data, questionnaires and focus group discussion were used. A total number of 200 Questionnaires were distributed and out of which 180 were collected. The study used both qualitative and quantitative methods to collect data. Semi-structured interview questions, Focus group discussion and in depth interviews were used to collect primary data. The statistical package of social sciences (SPSS) was used to analyze data.

The study context was that gender inequalities are still prevalent in rural areas in Zambia affecting the effectiveness of the impacts of development projects in these areas. The findings of this study show that gender inequalities are still prevalent in rural areas in spite of current government efforts to arrest the situation mainly owing to the following major factors namely; (i) traditional stereotypes such as tribal and religious cultures that restrict women from speaking in public, taking up decision making positions and early marriages for girls etc (ii) Lower education (literacy and numeracy) levels among women compared with their men counterpart (iii) Lack of will by project planners who still don't yet appreciate the importance of gender analysis and gender mainstreaming strategies at all stages of the project cycle especially in the formulation, design and implementation of community development project interventions. According to the findings of this study, these three issues coupled with poor National Gender Policy implementation have contributed to the perpetuation of gender inequalities in Rural Zambia as observed from the findings of this study.

This study has adequately recognized and acknowledged current government efforts to eliminate gender inequalities especially with the aim to eliminate the discriminatory practices, policies and laws that continue to disadvantage women participation and benefiting from development compared to their men counterparts. But this study observes that these efforts are more concentrated in urban than rural areas and many development partners and Non-governmental organizations only give attention to gender issues as a matter of choice and not as a matter policy. This study recommends that government, its development partners and NGOs should make it mandatory to ensure that gender analysis and mainstreaming become an integral part of all community project interventions with no exception at all. It's the belief of this study that if gender analysis and mainstreaming become an integral part of all community project intervention, coupled with aggressive sensitization and awareness campaigns on the importance of gender equality and equity to all players including communities, an indelible mark could be made against gender inequalities in rural Zambia.

DEDICATION

I dedicate this achievement to my most beloved husband, Andrew Chilufya and our dear children.

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I give my utmost appreciation and thanks to God who has granted me the Grace throughout my studies. I also render my heartfelt love and tribute to my dearest husband, Andrew and our dear children who have fervently supported me while studying at UNZA.

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LIST OF ACRONYMS

ADP	Area development programs
AIDS	Acquired Deficiency Syndrome
CDPA	Centre for development and Population Activities
CSO	Central statistical office
GRZ	Government of the Republic of Zambia
HIV	Human Immunal Virus
FAO	Food and Agriculture Organization
GAD	Gender and Development
SADC	Southern Africa Development Community
UNICEF	United international Children’s Emergency fund
ZMDG	Zambia Development Goals
WID	Women in Development
UNDP	united Nations development programme
ADP	Area Development Programme

CHAPTER 1

1 Background

1.1 Introduction

The aim of this chapter is to outline the context within which the study was conducted. The chapter explains the background to the study including aims and objectives of the study.

1.2 Background

Like in many developing countries worldwide, gender inequalities in rural communities in Zambia are still a common phenomenon. Though a National Gender Policy exists, its full impact is yet to be felt especially in rural areas of Zambia. Rural Communities around Kapuluwe area in Chongwe District, which was this study's focal area, is not an exception to this state of affairs. As usual, women are mostly disadvantaged than their men counterparts. If gender inequalities are not reduced or in fact eliminated, poverty will continue to put on 'a woman's face' in most of Zambia's rural communities. Gender inequalities breed social and economic injustices and poverty for the affected gender. Further, gender inequalities render the results and impacts of most of the development projects to be lopsided and thus ineffective from a gender perspective. Therefore, this study, overly aimed at identifying and examining the key factors perpetuating gender inequalities in rural communities. It is the belief of the researcher that the identification and examination of the key factor perpetuating gender inequalities could be one step towards their elimination. What will be required is to improve implementation of the national gender policy using already existing means, monitoring the results and evolving new means to achieve even greater impacts when necessary. Probably, the starting point for the implementation of the National Gender Policy is that the responsible government agency or department ensures that gender mainstreaming is taken on in rural community projects as a matter of policy and not as a matter of choice.

This is why this study, among other aspects mentioned earlier, focused on Identifying and examining the factors that promote unequal participation of men and women in the conservation farming project under World vision in kapululwe area in Chongwe district.

1.2.1 The Kapululwe Area Development Project

Kapululwe rural area is located in Chalimbana area, south-east of Chongwe District was the study area. Chongwe District is about half an hour drive east of Lusaka. Kapululwe area is a cluster of several villages. This is where the Kapululwe Development Project is located.

In the Kapululwe area, which is the study area for this research, World Vision Zambia has been implementing a rural community project with several interventions aimed at improving the livelihoods of the poor communities. The major interventions of the Kapululwe Development Project are Education (through a Sponsorship programme), Health, HIV and AIDS, Food Security (through Conservation Farming), Water and Sanitation, and Village Partnership (through a Special Funding programmes).

World Vision Zambia is an international Non-Governmental Organization which is committed to partnering with the people of Zambia especially the vulnerable rural poor to enhance or improve their livelihoods. The Mission of this organization is to promote human transformation through its programmes. World Vision Zambia which started its work in Zambia in 1981 now operates 26 developmental programmes known as the Area development programmes (ADPs). ADPs are geographical areas where development activities are implemented.

World Vision is working towards improving livelihood security of 150,000 vulnerable households in its operational areas. The organization is implementing various food security interventions that aim to increase productivity among small scale farmers and improve community resilience to shocks in the event of drought and flooding.

In the area of agriculture World Vision Zambia helps men and women access loans, Financial Assistance and improved agriculture practices which leads to increased household incomes, improved nutrition, better health, and greater education opportunities for the people especially children. According to World Vision Zambia Annual Report, during 2008/2009 farming season World Vision assisted 15,432 farmers with different types of seeds and inputs and to help farmers to be more secure 1,693 farmers were trained in crop diversification.

While acknowledging these results and achievements, it was important to identify factors that perpetuate gender inequalities in rural development projects such as this one and assess as to whether issues of gender mainstreaming during project implementation are taken into account, including in the analysis of achievements to measure the extent to which women and men in the target group participated and benefited from the project. Further, study also took advantage and used this community project to identify and examine the key factors that perpetuate inequalities among the rural people.

Sakala (2006) observes that output-led project evaluation approaches may reflect improvements in food security and the general livelihoods of the targeted population, but these evaluation approaches do not inform on the extent to which women and men participated and benefited from the development. This observation underscores the importance of mainstreaming gender at planning level for development projects as failing to do this; any project achievements/impact assessment would fall short of demonstrating the differences in the improvements rendered by development on women and men and would not help in highlighting and resolving with factors promote gender inequalities. In this way, inequalities between women and men would be perpetuated unnoticed.

1.2.2 World Vision Development Facilitation Approach

World Vision Zambia uses a multi-sector approach in implementing its rural development projects including the one in the Kapululwe area. Thus the development package being implemented in the Kapululwe ADP under the food security sector includes the provision of agricultural seed, green houses, livestock like cattle, goats, rabbits and chicken, coupled with training.

After learning from its past work, World Vision has now improved its development model by moving its emphasis on welfare type of interventions to facilitate empowerment of the poor people for sustainability. In this new Model, World Vision Zambia's role is, for example, for conservation farming, to first provide inputs and farming implements such as ploughs and oxen to small scale farmers for the first two years. Thereafter, farmers are expected to become self-sustaining because in addition to support in providing inputs and implements, farmers are also given continued training in conservation farming techniques and entrepreneurial skills.

At present, World Vision's Model does not provide markets for agricultural products produced by the farmers, but helps farmers with market information and linkages so that the farmers are able to sell their produce on their own. So, the Model is not a market driven type. This was observed as a single weakness of this model at present. World Vision believes that its multi-sector approach and training of farmers in conservation techniques and entrepreneurial skills will achieve their goals of making the rural poor people who participate in their interventions more sustainable in terms of food security, increased incomes and healthier livelihoods. Another dimension of the model is to identify and train lead farmers to enhance farmer to farmer

extension and outreach visits, services and mentoring at community level. So far, 27 lead farmers have been identified and trained in Kapululwe for this purpose.

1.3 Statement of the problem

Although Government has been strategically focusing on efforts that aim at promoting gender equality between women and men, the position of women compared to that of men in rural Zambia still raises concerns because inequalities are still wide spread limiting women participation and benefiting from developmental activities.

World Vision Zambia is one of the Non-Governmental Organizations that is committed to reducing poverty among communities and this study was interested in examining and highlighting how this organization has been incorporating women’s and men’s concerns at project level to ensure its effective implementation, monitoring and evaluation of its poverty reduction interventions and achievement of its intended goals and impacts in the project area.

This study further examined how traditional practices and levels of education affected participation of women and men in the project. This was intended to falsify assertions by other studies conducted in other countries as well as Zambia which have shown that the extent to which women participate in developmental programmes is low compared to men. The figure below illustrates the problem analysis and framework for the study.

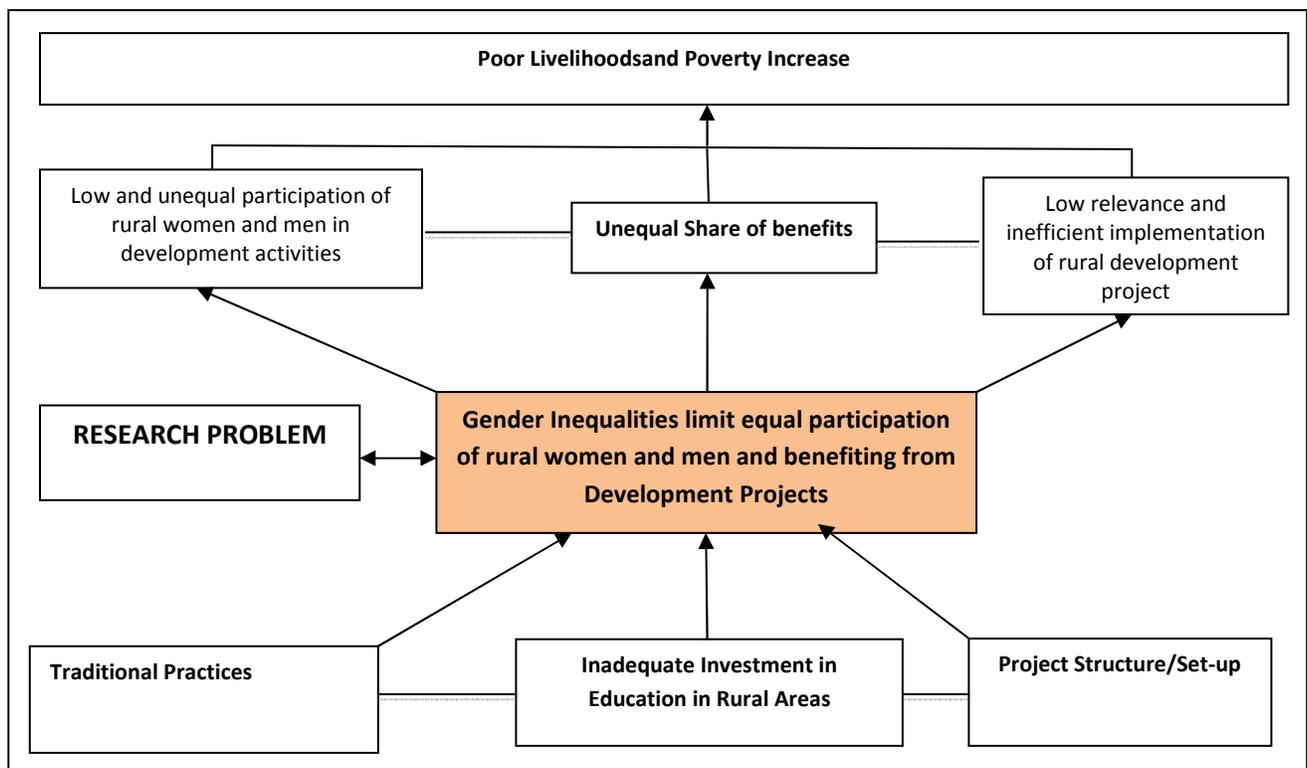


Figure 1: Problem Analysis

1.4 Objectives of the Study

1.4.1 Main Objective

The main Objective was to identify the factors that promote or perpetuate gender inequalities in the conservation farming project.

1.4.2 Specific Objectives

The specific objectives of this study were:

- i. To assess the level of participation of women and men in the Conservation Farming Project.
- ii. To measure the extent to which women and men benefit from the Conservation Farming Project
- iii. To examine how traditional practices, level of education and project structures/set up affect the participation and benefiting of women and men from the project.
- iv. To recommend strategies of mainstreaming gender in developmental projects targeting the rural population in Zambia.

1.4.3 Research Questions

The following are the Research Questions:

- i. At what levels and stages of the project do women and men participate and how does each of them benefit from the project?
- ii. How can participation of women and men be improved?
- iii. Do traditional practices, levels of education and project structures/set up affect participation of women and men in the project?
- iv. How can both women and men be made to benefit more and sustainably from the project?

1.5 Significance of the Study

The findings of the research will inform Project Planners and Managers on the factors that limit women and men to participate and benefit from projects/programs. Further, the study aims to contribute to the existing body of knowledge on gender issues by highlighting some specific

factors influencing women's and men's participation and share in project benefits and emphasizing the importance of gender mainstreaming.

1.6 Limitation of the Study

The study time and funds were a limiting factor as this research was self sponsored. Kapululwe being in a rural set up and this coupled with the fact that most farmers were busy either planting or weeding crops, it was not ease to access all the relevant small scale farmers as earlier intended.

Some farmers shunned participating in the research because they expected to be paid an allowance for participating in the research. This is because they know that Researchers especially those sponsored by International NGOs and Donors pay participants. Further, language was a burier to some extent as many farmers spoke, read and understood Soli, Lenje, Tonga and Nyanja to some extent. This aspect affected communication and may have consequently affected the accuracy and quality of information collected especially through questionnaires. It was observed that some Project Staff feared to divulge some information regarding the project in fear of their bosses.

1.7 Definition of Concepts

GENDER	refers to a social construct that asserts that the expectations and responsibilities of men and women are not always biologically determined.
GENDER MAINSTREAMING	Incorporating gender equality concerns and issues into all aspects of development activities and social issues such as policy formulation, planning, HIV/AIDS environment and activities to deal with obstacles to equal participation and benefit between men and women (UNDP 2001)
GENDER EQUALITY	A situation where men and women have equal conditions for realizing their human rights and potential to contribute to and benefit from social – economic, cultural and political development of a nation, taking into account their similarities, differences and varying roles that they play (GRZ, 2000)

GENDRE BLIND	Inability to perceive that there are different gender roles, responsibilities and gender based hierarchy and therefore, a lack of recognition that gender is a determination of life choices available to use in society and consequently the failure to realize that policies, programmes and projects can have a different impact on women and men.
GENDER BIAS	The tendency to make decisions or take actions based on gender.
GENDER DISCRIMINATION	Prejudicial treatment of an individual based on a gender stereotype (often referred to as sexism or sexual discrimination).
GENDER ISSUES	These are specific consequences of the inequality of women and men.
GENDER RELATIONS	Ways in which a culture or society defines rights, responsibilities, and identities of men and women in relation to one another.
GENDER SENSITIVE	Being aware of the differences between women's and men's needs, roles, responsibilities, and constraints.
SEX	A biological term referring to people being either female or male.
CULTURE	The whole complex of distinctive, spiritual, material and emotional attributes that characterize a society or social group.
CULTURE PRACTICES	Functional roles and rituals which are culturally determined and may be assigned to the sexes
EMPOWERMENT	The process of gaining access to resources and developing ones capacities with a view to participate actively in shaping one's own life and that one's community in economic, social, cultural political and religious terms.
PARTICIPATION	Is the contribution which a person makes to a given activity in terms ideas, skills, decision making, labor, time and money.
CONSERVATION FARMING	Any system or practice which aims to conserve soil and water by using surface cover (mulch) to minimize run off and erosion and improve the conditions for plant establishment and growth. It involves planting crops and

pastures directly into land that is protected by mulch using minimum or no tillage techniques (Muwamba, 2009).

ECOFEMINISM

is a joining of environmental, feminist, and women's spirituality concerns.

CHAPTER 2

2 Literature Review

2.1 Introduction

This chapter aims at acknowledging and making known some existing information and other study findings relating to this research study which the researcher consulted. The researcher believed that looking at existing information and other study finding, would help to highlight existing gaps in literature pursuant to this subject of concern. Among other issues, this chapter has highlighted is the need to fully investigate, examine and understand the major factors responsible for perpetuating gender inequalities in Zambia's rural areas. Further, the chapter has recognized and discussed existing gender concepts, frameworks, approaches, strategies, on-going scholarly dialogue and arguments at play on this subject of gender inequalities and development.

2.2 Evolution of Gender Policies in Zambia

Although gender inequalities still persist in rural areas, there is evidence that the Government of the Republic of Zambia (GRZ) acknowledges the important role that Gender mainstreaming could play in economic development and it also recognizes the need for equal participation of women and men at all levels in all rural development interventions and processes (GRZ 2000). The National Gender Policy and the United Nations Millennium Development Goals (Goal 3) demonstrate a synergy of National and Global commitment to eliminate gender imbalances in all areas of development in order to reduce poverty among women who constitute a major segment of the Poor.

Essentially, the main strategy many governments, including Zambia are expected to use in order to eliminate gender imbalances is mainstreaming Gender in all areas of development. Literature evidence, in this regard, shows that the national context for gender mainstreaming in Zambia has been influenced a great deal by global initiatives. For example, the United Nations Economic and Social Council (1946) set out measures for promoting women's economic, social and political rights. This was followed by the declaration of a women's Decade (1975-1985); and the adoption by the United Nations of the Committee on the Elimination of Discrimination against Women (CEDAW, 1979), the first international instrument to define discrimination against women.

In 1985, the United Nations World Conference, held in Nairobi in Kenya, articulated Forward-Looking Strategies which reaffirmed the promotion of equality of opportunities between men

and women. At the Beijing Platform for Action in 1995 gender mainstreaming was agreed upon as a strategy for achieving gender equality and the Cairo International Conference on Population and Development (1995) stressed safe motherhood, and the sexual and reproductive rights of women.

Zambia responded to these global initiatives by creating a Woman in Development (WID) Policy (1983-1999). This was followed by a National Gender Policy (NGP) in 2000, which is still in force to-date. In order to implement the WID Policy, in 1993, government established a women's desk at National Commission for Development Planning and in 1992, established a Women in development Department at National Commission for Development Planning.

In 1996, government established a Gender in Development Division (GIDD) at Cabinet Office under the Office of the President, which included the Parliamentary Committee on Legal Affairs, Governance, Human Rights and Gender Matters. Following these events, Gender Focal Points in line Ministries and specialized agencies were created.

As stated earlier, the Zambian Government adopted the National Gender Policy in 2000 and launched the strategic plan of action (2004-2008) in 2004. The National Gender Policy highlights a number of policy areas requiring gender consideration and all-inclusive development. These include poverty, health, education, gender based violence, agriculture and many more areas. The National Gender Policy takes into account the issues and concerns contained in strategic documents such as the convention on the elimination of all forms of discrimination against women in 1979, The Beijing declaration and platform for action in 1995; the SADC Declaration on Gender and development in 1997 and the Millennium Declaration and Development Goals in 2000.

Finally, in 2006, government created a Ministry of Women, Gender and Development. However, despite all these government efforts to bring about equality, the pace of change has generally been slow and the responses of various institutions in gender matters quite variable. Literature reveals that gender inequality is still prevalent as most often the position of women participation and benefit from development initiatives is generally still low. Chisha C. Muwamba (2009) cited in her study conclusion that there are some gender inequalities in various aspects of the program she was dealing with. She further cited that more men dominated in the program decision making positions.

In addition, studies conducted in other countries as well as in Zambia show that the extent to which women participate in livelihood programmes is low compared to men. For instance, only 40.9% women participated in the CLUSA credit programme in Mumbwa District as compared to the 59.1% men (Machina, 2005). As a result, women do not benefit as much as men do from the prevailing economic growth and development process. Therefore, in order to ensure that both women and men participate fully and benefit from developmental processes, there's need to address the challenges of inequalities through gender mainstreaming at project level to ensure that women's and men's issues become an integral element of project planning (design, budgeting, implementations, monitoring and evaluation). If these efforts are coupled with aggressive sensitization on gender issues, the levels of gender inequalities could drastically reduce.

2.3 Vision and Goal of the National Gender Policy

The vision of the National Gender Policy is to achieve and maintain gender equity and equality in the development process by 2030. And the goal is to reduce gender imbalances and attain gender equality by the same time. The interest of the researcher was to find out as to whether this policy has made any significant gains in rural communities as far as promoting gender equality is concerned versus the policy vision and goal.

2.4 Gender Empowerment

Implementing empowerment processes that allow women to play more effectively their peculiar role in areas such as, food security or natural resources management is a prerequisite for sustainable and lasting development. The notion of empowerment, however, is not easy to define because of its extremely variable meaning that varies as influenced by social contexts, individual conditions and political circumstances. Subjective empowerment is, for example, different from collective empowerment, and its implementation involves different objectives and paths.

What is however, unquestionable and unambiguous is that strengthening the role of women and enlarging their choice of opportunities responds to a definitely greater and more complex commitment aimed at changing the political and social dynamics that produce discrimination and marginalization. In the developing countries, a better access to the labor market and a better wage treatment produce inevitably a greater self-esteem, a strengthening of decision-making within the family and greater potential for participation in the community's choices and in the social sphere. The essential actions leading to the strengthening of the role of women in rural and

non-rural areas respond to some basic priorities: access to resources, support to self-determination, awareness raising, participation in the production and right to welfare policies.

According to MAIB (2009), the correct management of development projects should include, among other things:

- The integration of procedures and principles aimed at enhancing and promoting the role of women as creators of development, recognizing to them the dignity of interlocutors and implementers of actions that concern themselves, their family and the society in which they live;
- The assessment of women as a major resource for the development of a Country;
- The consideration of their state of health, educational level and nutritional status as significant indicators of the degree of development of a Country;
- Mainstreaming the gender perspective that contrasts sex discriminations since the age of development;
- The enhancement of the image of women as guardians of the traditional know-how so as to favor and promote their involvement in economic activities, not only as labor force, but also in decision-making and management processes, thus increasing their social prestige and reducing the existing gap between women and men;
- Directing more and more to women the access to food and water (actually it has been demonstrated that humanitarian assistance reaches more effectively the needy when women manage it. Moreover women are shown to be able to run farms and fields. 18 to 60% of the farms in the areas most affected by food scarcity are run by women; in these farms the per capita production of calories is significantly higher than in men-run farms, and the incidence of food-related diseases is lower);
- The support to policies aimed at poverty reduction through the improvement of women's conditions.

2.5 Gender and Agriculture

Women have always played an important role in agriculture, undertaking a wide range of activities relating to food production, processing and marketing. Beyond the farm, women play a key role in land and water management in all developing countries. Women are most often the

collectors of water, firewood and fodder. They have access to a store of local knowledge on the medicinal use of plants; they have been in the forefront of soil conservation programmes; and it is women who perform most of the household labor devoted to animals. According to the Commonwealth Secretariat, (2001), as women migrate to cities of the developing countries, they carry with them these rural skills and are responsible for the growth of urban and peri-urban agriculture, which is now recognized as being vital to food security in cities.

Literature shows that the key role played by women in agriculture was in the past largely unacknowledged in government statistics and decision-making. This situation has changed over the last two or three decades, and much has been achieved in giving recognition to the importance of women in the agricultural sector. The empowerment of women engaged in farming is gathering pace in many parts of the developing world and Zambia inclusive. However, these recent advances may be under threat from such factors as the drive to commercialize agriculture and the retreat of government from rural development in many countries. These factors have eroded gains and threaten to create a situation where women's role reverts to being unrecognized and where gender-blind policies and programmes fail to address the needs of women farmers (Commonwealth Secretariat, 2001).

Further, literature also shows that there remain a number of areas where progress in advancing gender equality has not been significant and which represent challenges for the future. These include women's lack of access to land, resource entitlements and inputs such as credit and technology and the limited role played by women in planning and the formulation of policy in the sector. Women have also had less contact with extension services than men and generally use lower levels of technology because of problems of access, education levels, cultural restrictions on use or lesser interest in doing research on women's crops and livestock (World Bank, 2001).

Literature indicates that structural changes (such as the removal of subsidies on fertilizers and the rising price of veterinary drugs) undermine the ability of many women to use and conserve increasingly scarce resources in a sustainable way. There are mounting pressures to export to highly specialized markets and meet tough quality control standards. In addition, agricultural services are being commercialized and land tenure arrangements are under threat, reducing the amount of good land available to small farmers as the better land is allocated to cash crops.

These small farmers, most frequently women, are increasingly pushed on to marginal plots that are dispersed, remote and usually less fertile. This land may be ill suited to continuous cultivation and vulnerable to land and water degradation, particularly through soil erosion and deforestation (Muntemba and Chimedza, 1995). Further, insecure land tenure reduces the incentive to invest in land improvements and good land husbandry, such as tree planting or terracing. It also offers little incentive for investing in permanent crops, and means a lack of collateral for credit for improved inputs and fertilizer.

When women do own or have access to land they often have a limited access to agricultural support services, such as credit with which they can purchase inputs, and to advice and training in agricultural technology. This limited access may arise from a range of factors, including legal restrictions (such as the need for a male signatory); lack of collateral (e.g. land title); lack of information about credit availability; and lack of small-scale services such as micro-credit schemes.

2.6 Gender and the Project Cycle

As Gender and Development (GAD) has become more influential, interest in gender training and gender analysis has grown. According to literature, both are important tools in gender-focused development. Gender training has a dual aim: to increase awareness of gender issues at personal, interpersonal, community and organizational levels and to improve skills for incorporating gender considerations in projects and institutions. By addressing attitudes, perceptions, and beliefs, gender training enables women and men to plan and implement gender-equitable projects.

Gender analysis is an organized approach for examining factors related to gender in the entire process of program development from conceptualization, needs assessment, and design to implementation and evaluation. These factors may include the different activities of men and women, access to and control of resources and benefits, and decision making power. The purpose of gender analysis is to ensure that development projects and programs fully incorporate the roles, needs, and participation of women and men. A project can have unintended effects if gender roles and responsibilities are not clearly and consciously understood. It's important therefore, when programming project activities to carry out a three-staged approach in gender

analysis. That is, applying a Gender Analytical Framework, the Gender Analysis Matrix, and the Women's Empowerment Framework.

Most development specialists agree that sustainable development is not possible without the full participation of both halves, female and male, of the world's population. Development policies that incorporate gender as a factor reflect a growing understanding of the necessity for women's and men's full and equal participation in civil, cultural, economic, political, and social life. This research study will endeavor to examine these important aspects for the World Vision financed conservation farming project in Kapululwe ADP, in Chongwe District.

2.7 Gender and Education

Zambia has adopted the millennium development goals (ZMDG). Goal number 3, of the MDGs states "ensure that by 2015, children everywhere will be able to complete a full course of primary schooling". However, despite Governments efforts to bring this to reality, levels of female educational attainment and skill training, measured by rates of literacy and numeracy among women appear low, perhaps it's due to lack of investment in educational facilities or discrimination against women and girls as well as early marriages among ethnic groups which results in early school leaving or drop out mostly for girls.

According to the CSO (2007), there are more males than females accessing education. The proportion of boys completing the primary level of education is 13% compared to 12% for girls, then 6% of boys completed the primary level of education compared with 3% of girls. There are urban- rural differences in education attainment. 11% of males in urban areas and only 2% males in rural areas completed secondary level compared with 7% of females in urban areas and 1% females in rural areas.

UNICEF data also indicates that an extremely high percentage of about 48% of rural female children enter into early marriages. The ministry of Education also cites early marriages as a problem in the female education attainment in its 2008 Human Rights Report.

In 1898, study in Lusaka revealed that young people between the ages of 10-19 were illiterate. Of these 80% were female. Illiteracy on the part of a woman is a direct consequence of limited

Access to education. Illiteracy is a doorway to marginalization and outright subjection of women to poverty because a woman’s voice in this situation is taken away.

According to GRZ (2003), the primary National examination Results dropped by 12% between 1990 and 2002. The Report also indicates that the proportion of Grade 1 pupils reaching grade 5 remained stagnant at 85% for the period 1991 to 1998. In terms of literacy rates, female literacy rates continue to be lower than that of males and gender gap has not narrowed between 1990 and 2003.

At high school level, the proportion of eligible girls in schools for the period 1995-1999 was below 40%. Current statistics of eligibility indicators show that the figures have remained more or less static. The observed trends have similar implications for the proportion of female students or tertiary. Chisha. C. Muwamba (2009) research findings in the Luangwa valley indicate that the education background of female respondents remained low. See table below.

Education level	Male	Female	Total
No Education	4	26	23
Primary education	20	26	46
Secondary Education	24	5	29
Tertiary	2	0	2

From the above diagram it clearly indicates that there are more males accessing education than females.

2.8 Gender and Culture

Culture is an important capability that people bring into development. It influences development through its various forms of expression; attitudes and behavior related to work, reward and exchange; traditions of public discussion and participation; social support and association; cultural sites of heritage and memory; and influences on values and morals, Geertz (1973). Culture includes a community’s reservoir of what defines them as a people which in most cases represents the best that has been known and thought. Through culture we are able to see society in its strengths and weaknesses and to see ourselves (Edward, 1994).

According to the CDPA (1996) “Culture” is a set of socially-defined norms for behavior, art, beliefs, institutions and all other aspects of a given population that shapes its identity. “Organizational culture” is the environment of the organization—how it perceives, thinks, feels

about, and responds to situations affecting its purpose, program, and the way it is run. Organizational culture is based on the history, important ideas, experiences, traditions, and language shared by members of the organization. When members feel and act in similar ways and hold common assumptions, their shared patterns of thoughts and behavior give meaning and stability to the organization.

An organization's culture explains how it functions. All activities and procedures, such as recruitment, job selection, orientation, training, and the design of organizational strategies and systems, are strongly influenced by the organization's culture. Organizational culture has to be learned when new members enter the organization through recruitment and selection.

An organization's culture reflects the larger culture in which it exists (national versus multinational, high-tech versus research). The organization's mission, goals and objectives, functions, and strategies are developed in relation to the broader external environment. Concepts, attitudes, values, and criteria which are integrated into the organization's structure and operations also reflect the external culture. Although this study will not look into organizational culture, this aspect is an important one as it affects the values, norms and attitudes of project staff who implement community project on how they view gender issues when planning and implementing projects.

This study believes that development agencies have an obligation not only to help set the development policy agenda by connecting gender equality to other development goals – but they also have to “do it” – to nurture more equality through their programming and show their partners how this is possible. These agencies should be charged with the task of advocating for and modeling gender equitable practices. In fact, development organizations must start internally with their own policies, staff and organizational culture.

2.9 Mainstreaming Gender

2.9.1 Strategies for Mainstreaming Gender

Literature shows that gender mainstreaming, as a strategy, has developed out of a major shift in the focus of efforts to promote gender equality and equity in recent years. This shift in focus has been away from the women in development (WID) approach towards the gender and development (GAD) approach. The gender mainstreaming strategy focuses on the fact that

women and men have different life courses and that development policies affect them differently. It addresses these differences by taking gender into account in development planning at all levels and in all sectors. Its focus is less on providing equal treatment for men and women (since equal treatment does not necessarily result in equal outcomes) and more on taking whatever steps are necessary to ensure that men and women benefit equally. It recognizes that the empowerment of women can only be achieved by taking into account the relationships between women and men CDPA (1996).

According to the Commonwealth Secretariat, (2001) gender mainstreaming is the current international approach to advancing gender equality and equity in society. At the level of national government, it involves incorporating a gender perspective into all policies, plans, programmes and projects to ensure that these impact on women and men in an equitable way. As such governments and other partner organizations need to deliberately embark on strategies for mainstreaming gender in the agriculture and rural development sector. In so doing, a gender perspective gets applied to the sector. This means examining conditions in the sector as they relate to both women and men, and specifically to women in relation to men. It means examining how policies and external forces impact on the lives of women and men differently. And it means acknowledging that policies, plans, programmes and projects need to take into account the differing needs and conditions of women and men in the sector if they are to be truly effective.

Further, the advantage of a gender mainstreaming approach is that it allows for the advancement of gender equality and equity regardless of whether it is women or men who are disadvantaged and whose position needs to be addressed. In some instances, for example, women may be in a more advantageous position than men and gender analysis can reveal this. However, given the fact that historically it is women, who have tended to be disadvantaged, and that a number of inequalities remain, projects and programmes may need to target women specifically in order to bring about gender equality. In doing this, it's important to first identify areas where progress is lagging and highlight the need for interventions in three specific areas: land tenure, access to credit and technology, and the increased participation of women in policy making and planning.

2.9.2 Gender Mainstreaming in Agriculture

There is great need to mainstream gender in the agricultural sector because of unequal distribution of resources, services and labor patterns. Studies show that women bear primary

responsibility of household food security, health and nutrition of their families. However despite this, women in agriculture are disadvantaged by their lack of equal access with their male counterparts to resources such as information, land, credit, inputs, technology and decision making power. Therefore, it needs to be given special attention. Subsistence farming is more important to women in Zambia than to men. There are more women working as subsistence farmers in all provinces than men. Given that productivity and earnings are lower for subsistence farmers than other occupations; this implies that more women than men live under conditions of extreme poverty.

Participation of Women in Agricultural Training Programmes: Enrolment by Course at Denmark Rural Training Centre

COURSE	MALE	FEMALE	TOTAL	% FEMALE	% MALE
PARASITE CONTROL	77	47	124	37.90	62.10
LIVESTOCK	54	47	101	46.53	53.47
HORTICULTURE	106	163	269	60.59	39.41
POULTRY	32	41	73	56.16	43.84
CONTOURING	24	7	31	22.58	77.42
RANCH MANAGEMENT	13	9	22	40.91	59.09
AGRIC.LAND DEV(ALDEP)	20	9	29	31.03	68.97
SMALL STOCK	46	32	78	41.03	58.97
FENCING	63	10	73	13.70	86.30
SOIL CONSERVATION	17	37	54	68.52	31.48
DRY LAND FARMING	50	60	110	54.55	45.45
FARMERS COMMITTEE	24	34	58	58.62	41.38

2.10 Ecofeminism: Women and Nature

Although this research study will not focus on ecofeminism per se, it is deemed important to acknowledge the perceived links between gender inequalities and ecological degradation (oppression of nature).

Ecofeminism is the social movement that regards the oppression of women and nature as interconnected. Ecofeminism emerged in the 1970s as part of the women's liberation movement and more recently has begun being articulated in the margins of academic discourse. The term ecofeminism was first used by French feminist Francoise d'Eaubonne¹ in 1974. The term "ecofeminism" is used by some activists and academics to refer to a feminism that connects ecological degradation and the oppression of women (Mechant, 1994).

Much of ecofeminist direct action seeks to resist and subvert political institutions, economic structures, and daily activities that are against the interests of life on earth. Much of theoretical and academic ecofeminism seek to identify, critique, and overthrow ideological frameworks and ways of thinking, such as value- hierarchical dualistic thinking, that sanction ecological degradation and the oppression of women. Beyond this, ecofeminism seeks to bring forth different, non-dominating forms of social organization and human-nature interaction. It's important to note that ecofeminism does not lend itself to easy generalization. It consists of a diversity of positions, and this is reflected in the diversity of voices and modes of expression (Lorentzen and Eaton, 1999).

2.11 Background to the Research Approach

The Gender and Development (GAD) approach to development was used and the aim was to find out how resources and opportunities are distributed among beneficiaries. Essentially, the GAD approach ensures an equal distribution of opportunities, resources, and benefits to different population groups served by a particular intervention. This is different from the Women in Development (WID) approach (See table below).

Women in Development (WID) AND Gender and Development (GAD)

	WOMEN IN DEVELOPMENT	GENDER AND DEVELOPMENT
The approach	An approach which seeks to integrate women into the development process	An approach which seeks to empower women and transform unequal relations between women and men
The Focus	Women	Relations between Men and Women
The Problem	The exclusion of women from the development process	Unequal relations of power (rich and poor/women and men) that prevent equitable development and women's full participation
The Goal	More efficient, effective development	Equitable, sustainable development Women and men sharing decision making and power
The Strategies	<ul style="list-style-type: none"> • Women's projects • Women's components • Integrated projects • Increase women's productivity and income • Increase women's ability to manage their households 	<ul style="list-style-type: none"> • Identify and address short-term needs determined by women and men to improve their condition • At the same time, address women's and men's longer term interests

Applying this approach helps project planners to identify important differences in female and male roles and responsibilities and use this information to plan more effective policies,

programs, and projects. This study used the approach based on the Harvard Analytical Framework, one of the first gender analysis models. This GAD model was used to explore and analyze the differences between the kinds of work performed by women and men in the World Vision financed Conservation Farming Project in Kapuluwe, Chongwe District and their levels of participation and sharing in the project benefits.

In order to identify differences between female and male roles, responsibilities, opportunities and rewards, three important questions below were incorporated in the questionnaires and asked to evaluate whether or not the women's and men's different interests:

- **Who does what with what resources?**
- **Who has access to the resources, benefits, and opportunities?**
- **Who controls the resources, benefits, and opportunities?**

Who Does What: This question was used to identify the different activities performed by the men and women in the target population. It was also used to find out who, between women and men assumes the major burden of the agricultural work/labor. This question “**Who does what?**” helped the researcher to find out as to whether the project designers took into account the possibility that depending on the project design, women's work could be increased which in turn could have negative implications of the household life, especially for the woman.

Who Has Access (Ability to Use): This question was asked to find out how much each population group can use of the existing resources, benefits, and opportunities or those which will be generated by the intervention. These include land, money, credit, technology and education.

Who Controls (Determines the Outcome of the Resources): This question was asked to find out to what extent different groups of women and men in the population can decide how to use the available resources. Some groups may have access to resources but may not be able to use them.

The rationale is that if these three questions are not asked, the kinds of project interventions which are developed may be based on incomplete and incorrect assumptions and perceptions of the way things work in the project area. For example, project planners may incorrectly assume that in a given setting the men are heads of households and chief decision-makers, even though women play this role. This assumption may lead them to design ineffective and inappropriate interventions. Analysis of the information provided by these questions enabled the researcher to find out how planners concluded how an intervention would impact different groups equally.

2.11 Conceptual Framework

This research study used the Harvard Analytical Framework which consists of four major components:

2.11.1 The Activity Profile

This component generally answers the question “Who does what?” And goes further to include when, how, where, how often, etc., and by as many specific roles as necessary, such as elderly women, single men, young boys/girls, etc. In other words, the activity profile provides a contextual data base or a picture of the community in question with a detailed analysis of relevant **productive and reproductive** roles (Note: reproductive roles are more than those associated with procreating, but include household activities related to family sustenance). Due to limited research time, the research mainly probed into household activities in terms of the activity profiling to help assess the extent of women’s work burden as compared to men in the study area.

2.11.2 The Access and Control Profile

This component identifies **resources and benefits** associated with the productive and reproductive roles in question and whether men or women control and benefit from them. Here, resources and benefits were very broadly interpreted. The aim was to adequately describe and analyze the study area community as much as possible.

2.11.3 The Influencing Factors

This component identifies the surrounding dynamics that affect the gender disaggregation presented in the two preceding profiles. These factors can be past, present or future influences. They can be factors of change (political, economic, cultural, etc.) or constraints or opportunities that especially impact women’s equal participation and benefit. The study recognized this aspect of gender analysis as very critical as it included long held stereotypes that may have become

norms and patterns over time among the study population and can easily be overlooked. Normal as they may be perceived and regarded, they have a venomous effect in perpetuating gender inequalities in rural areas.

CHAPTER 3

3 Research Methodology

2.12 Introduction

Both qualitative and quantitative methods were used to collect and analyze data. Qualitative research was used to get the clear understanding on why things happen the way they do. Quantitative research methods were used to answer research questions by examining factors that limit women participation and benefiting from the conservation farming project.

2.12.1 Target Group

For purposes of this study, the target group was the small scale farmers participating in the Kapululwe ADP under the food security (conservation farming) intervention. In order to enrich the findings of this study, the World Vision staff of the Kapululwe Area Development Project were also targeted for personal interviews.

2.12.2 Importance of Gender Mainstreaming in Development Projects

Gender mainstreaming is important in rural development projects because it is intended to be used as the barometer by planners to take into account the needs of both women and men at all stages of the project cycle from project identification, formulation, design, implementation, results monitoring and evaluation. Gender mainstreaming is also important for ensuring broad, all-inclusive and effective project implementation, meaningful results and impacts on the target group.

2.13 Data Collection

In –depth interviews, semi-structured questionnaires and focus group discussion techniques (see photos in Annex: 2) were used to collect qualitative information/data. The study applied purposive and stratified random sampling methods. The study population comprised: the project staff (both men and women) and beneficiaries of the project (men and women).

2.13.1 Sampling Techniques

Study units were sampled using both simple random and purposive sampling techniques. Neuman (2002) says Purposive sampling is a sampling method in which elements are chosen based on purpose of the study. For purposes of this study, participants in this study were purposively but randomly selected from the community population participating in the food

security intervention of the Kapululwe ADP. This is the intervention which among other activities also undertook conservation farming activities (it's important to note that many of the selected population also participated in other interventions of the Kapululwe ADP such as the Education, health and Water and Sanitation). This is because the Kapululwe ADP is Multi-sector Focused Project. Purposive Sampling was also used to select participants in Focused Group Discussions based on zones (cluster of villages participating in the Kapululwe ADP are clustered into zones). To select the target population, out of a total population of 234 peasant farmers being trained in conservation farming by World Vision - Zambia on the Kapululwe Project, 200 farmers were selected to participate in this study. Since farmers on the Kapululwe project are organized in 10 zonal groups or clusters of villages, to select the 200 farmers, 20 farmers were randomly chosen each zonal Group. The 200 farmers became the target group for this study. In addition, 5 World Vision –Zambia staff were interviewed to collect in-depth information and understanding of how the Kapululwe project is administered.

2.13.2 Interviews

Interviews are a very powerful tool which allows full exploration of the subject at hand and follow-ups to clarify issues or responses (Salkind, 2003) interviews are a two way method which permits an exchange of ideas and information. Sidhu (2003) says “it's unique in that it involves the collection of data through verbal interaction between the interviewee and the interviewer. In this study, interviews were used to collect in-depth information from the target group. So, project staff, comprising 5 in total, including the Project Manager and the Project Coordinator was interviewed. Accordingly, 10 Leaders of the Project Zonal Groups or Clusters of villages were also interviewed (The project zonal groups or clusters are groupings into which farmers have been organized according to village proximity for project administrative purposes). The key issues explored using interviews were related; i) project background and selection of participants in the project ii) gender sensitivity of project activities iii) World Vision – Zambia's policy on project planning, management and gender analysis and mainstreaming iv) participation of both women and men in the project and benefit sharing v) general project administration etc. To do this and to ensure consistency in responses, an interview guide was prepared and used (see Annex 8.1.2)

2.13.2 Semi- Structured Questions

Semi-structured questions were used to collect quantitative data. The questionnaires were given to the project staff (both men and women) and to the beneficiaries (both men and women) to

respond to. For the respondents who did not have reading and writing skills, the researcher read out the questionnaires to the respondents and filled in the responses in the spaces provided. The questions were interpreted in the local language (soli, lenje, Tonga and Nyanja) by an interpreter who also helped the researcher to understand the responses. The questionnaires were distributed to the 200 farmers who were selected to participate in this study as the target group. The Kapululwe Project Coordinator and the researcher identified interpreters among farmers to help those who had no reading and writing skills to get and document responses to the questions in the questionnaires. The Project Coordinator and the Researcher were also involved in interpreting. But mostly, the zonal leaders helped more in this regard.

2.13.3 Focus groups

Focus groups according to Salkind (2003) are a gathering of people moderated by a member of a research team and perhaps observed, either openly or secretly by other members of the research team. This study used Focus group discussions to collect data from four Focus groups of the beneficiaries. The Groups were homogenous (one type of Gender only i.e. females alone and males alone) and each group consisted of 10 respondents. These participants were chosen randomly from the target group explained above. To get a total of 40 participants in the Focused Group Discussions, 4 farmers were chosen from each Zonal Group of the 200 participants already part of the target group as explained above under 3.4.1. Due to the time and language limitations, a mixed group discussion bringing all the focused group members into a plenary discussion could not be done.

2.13.4 Analysis of Data

Analysis of data means studying the tabulated material in order to determine inherent facts or meaning. Quantification of data obtained is generally achieved through tabulation and counting Sidhu(1984). Primary data was analyzed both qualitatively and quantitatively. Quantitative analysis involved categorization of data according to sex, age, occupation, marital status and education attainment etc. Presentation of results was done in tabular form and in graphs showing actual frequencies and Percentages.

2.14 Location of the Study Area

The study was conducted in the Kapululwe area in Chongwe District where conservation farming is being piloted under World Vision. Chongwe is located on the outskirts of Lusaka

town and is a rural set up. Most people in the area speak Soli, Lenje and Tonga which are their local languages.

2.15 Ethical considerations

Since human beings served as participants, there was need to treat them with dignity regardless of research outcomes. Therefore, it was explained to the respondents that the information was going to be kept confidential and that confidentiality was going to be maintained and as much as possible all responses were to be published unanimously and using group data rather than individual data. To keep up with ethics, the researcher used a single master sheet that contained the names of all participants and their participant numbers and only the response was placed on a scoring sheet. Participants agreed to participate willingly and none was forced or compelled.

Permission to conduct the study was sort from the University of Zambia Research Committee and from the World Vision –Zambia Head Office in Lusaka and Local Office in Chongwe.

CHAPTER 4

4 Data Analysis and Presentation

2.16 Introduction

This chapter presents the analyzed quantitative data collected during this study. It's important to note that qualitative data has been used to enrich the findings in the Discussion Chapter. Mainly, in this chapter, data has been presented in form of tables and graphs.

2.17 Structure and Characteristics of Respondents

2.17.1 Age of the Respondents

Table 1 below shows the age distribution of the respondents by gender. It should be noted that about 32% of the female respondents were 36 years and above compared to about 42% of males for the cohort.

Table 1: Showing age distribution of the respondents by gender

	Age	Frequency	Percent	Valid Percent
Valid	25 years and below Female	2	1.2	1.2
	26-30 years Female	15	8.9	8.9
	31-35 years Female	3	1.8	1.8
	36-40 years Female	20	11.9	11.9
	41-45years .Female	22	13.1	13.1
	Above 45 years Female	13	7.7	7.7
	25 years and below Male	1	.6	.6
	26-30 years Male	7	4.2	4.2
	31-35 years Male	14	8.3	8.3
	36-40 years Male	29	17.3	17.3
	41-45 years Male	22	13.1	13.1
	Above 45 years Male	20	11.9	11.9
	Total		168	100.0

2.17.2 Marital Status

Considering the study population, the majority of the respondents were married, that is, for both female and male respondents accounting for 28% and 51 percent respectively as seen from Table 2 below. About 4% of the female respondents were widowed. Interestingly there were no widowed male respondents.

Table 2: Showing the distribution of the respondents by marital status and by gender

	Marital Status	Frequency	Percent	Valid Percent
Valid	Single. Female	7	4.2	4.2
	Married. Female	47	28.0	28.0
	Divorced. Female	11	6.5	6.5
	Windowed Female	7	4.2	4.2
	Single Male	8	4.8	4.8
	Married Male	86	51.2	51.2
	Divorced Male	2	1.2	1.2
	Total	168	100.0	100.0

2.17.3 Size of Household

According to the findings of this study, the average size of households is about 5-9 members, representing about 57% of the respondents while those without dependents, probably the unmarried or youths still being kept represents about 6% of the respondents (see Table 3 below).

Table 3: Showing the Size of Households

	Size of household accordingly	Frequency	Percent	Valid Percent
Valid	Own Children 1-2 and Dependants 1-2	14	8.3	8.3
	Own Children 2-4 and Dependants None	47	28.0	28.0
	Own Children 5--9 and Dependants 0-1	96	57.1	57.1
	No own Children and No Dependants	11	6.5	6.5
	Total	168	100.0	100.0

2.17.4 Relationship of Respondents to the Head of Household

About 63% of the respondents were heads of the households and 4% represents those who are still dependants and are participating in the Kapululwe Project. Table 4 below describes the relationships.

Table 4: Showing the relationships with the Head of the Household

	Relationship to the head of the house household	Frequency	Percent	Valid Percent
Valid	Head of the household	106	63.1	63.1
	Spouse	56	33.3	33.3
	Son/ daughter	3	1.8	1.8
	Other relatives	3	1.8	1.8
	Total	168	100.0	100.0

2.17.5 Highest Academic Qualification of Respondent

Table 5 below shows distribution of the study population by highest academic qualifications and by gender. About 2% of female respondents have no form of academic qualification compared to about 1% of their male counterparts. The study observed that the majority of women had only attained primary level of academic qualification accounting for a total of 41% and only 18% of women attained senior secondary qualification as compared to their male counterparts whose representation accounted for a total of 39% at senior secondary and college together.

Table 5: Showing highest level of academic qualification

	Highest Academic Qualification	Frequency	Percent	Valid Percent
Valid	Junior Primary. Female	39	23.2	23.2
	Senior Primary. Female	31	18.5	18.5
	Non. Female	3	1.8	1.8
	Junior Primary. Male	27	16.1	16.1
	Senior Primary Male	63	37.5	37.5
	College. Male	3	1.8	1.8
	Non. Male	2	1.2	1.2
	Total	168	100.0	100.0

2.17.6 Sources and Average Monthly Income of Respondent

Conservation farming is the main source of income for 91.7% of the respondents accounting for 39% and 52% for women and men respectively. Only about 8.4% use other livelihood activities as their main sources of income as shown in Table 6 below.

Table 6: Showing the main sources of income for the respondents by gender

	Occupation	Frequency	Percent	Valid Percent
Valid	Farming (Female)	66	39.3	39.3
	Others (Female)	6	3.6	3.6
	Farming (Male)	88	52.4	52.4
	Others (Male)	8	4.8	4.8
	Total	168	100.0	100.0

The majority of the female respondents generate an average monthly income of between K10,000 to 50,000 representing about 21% of the respondents compared to the majority of their male counterparts who generate an average monthly income of between K50,000 to K100,000 representing 23% of the respondents (see Table 7 below). For both female and male respondents,

it was observed that only a few respondents generated an average monthly income of between K300,000 to K400,000 accounting for 2.4% and 1.8% for female and male respondents respectively. Interestingly, about 7.7% of female respondents generated between K200,000 to K300,000 a percentage higher than their male counterparts at only 1.8% for the same average monthly income (see Table 7 below).

Table 7: Showing the average income for the respondents by gender

	Average Monthly Income	Frequency	Percent	Valid Percent
Valid	10000-50000 (Female)	36	21.4	21.4
	K50000-100000 (Female)	21	12.5	12.5
	K100000-200000 (Female)	12	7.1	7.1
	200000-300000 (Female)	13	7.7	7.7
	300000-400000 (Female)	4	2.4	2.4
	10000-50000 (Male)	21	12.5	12.5
	50000-100000. (Male)	40	23.8	23.8
	100000-200000 (Male)	15	8.9	8.9
	200000-300000 (Male)	3	1.8	1.8
	300000-400000 (Male)	3	1.8	1.8
	Total	168	100.0	100.0

2.17.7 Ethnic and Religious Affiliation of Respondent

Most of the respondents were Soli people representing about 56% of the respondents, followed by the Lenje people representing about 18% of respondents and the least were the Lozi people who only represented about 1% of the respondents. There was also a comparatively significant representation of Tonga people at 17% as shown in table 8 below. In terms of religious belonging, about 58% were Catholics. 26% were Seventh Day Adventists (SDA) members while Pentecostal and Baptist members were about 6% and 4% respectively and the least represented were the Reformed Church in Zambia at 0.6%. So, most of the respondents were Catholics as shown in table 9 below.

Table 8: Showing the Ethnic representation of the respondents

	Tribe	Frequency	Percent	Valid Percent
Valid	Lozi	3	1.8	1.8
	Bemba	4	2.4	2.4
	Soli	95	56.5	56.5
	Luvale	5	3.0	3.0
	Lenje	31	18.5	18.5
	Tonga	29	17.3	17.3
	Other	1	.6	.6
	Total	168	100.0	100.0

Table 8: Showing Religious Affiliation of Respondents

	Denomination	Frequency	Percent	Valid Percent
Valid	Roman Catholic	99	58.9	58.9
	Pentecostal	11	6.5	6.5
	SDA	44	26.2	26.2
	RCZ	1	.6	.6
	None	2	1.2	1.2
	Baptist	8	4.8	4.8
	Other	3	1.8	1.8
	Total	168	100.0	100.0

2.17.8 Ownership and Size of land Usually Cultivated

In terms of Land ownership, about 76% men (i.e. 20.2% + 56.5) owned land which the household cultivated compared to only 21% of women who owned the land which they cultivated. About 2% cultivated on land owned by their parents (see table 10 below).

Table 9: Showing ownership of land cultivated

	Land owner	Frequency	Percent	Valid Percent
Valid	Myself. Female	36	21.4	21.4
	My husband	34	20.2	20.2
	My parents	3	1.8	1.8
	Myself. Male	95	56.5	56.5
	Total	168	100.0	100.0

Of the land owned, only about 41 % of both women and men normally cultivated between 3 and 7 hectares of land and about 43% normally cultivate between 1 and 2 hectares. About 14% cultivate less than 1 hectare of land (see table 11below).

Table 10: Showing size of land normally cultivated

	Land that the household normally cultivate	Frequency	Percent	Valid Percent
Valid	Less than one hectare (100/100m)	25	14.9	14.9
	Between one and two hectares	73	43.5	43.5
	Between three and seven hectares	70	41.7	41.7
	Total	168	100.0	100.0

2.17.9 Decision Making on Main Activities the Household undertakes on the land

In terms of the decision making patterns, most respondents indicated that they jointly make decision on main activities with their spouses accounting for 61% of respondents. This is followed by men making decisions in the household accounting for 21% (4.2 + 17.3) of the respondents. Finally, only 16% of the females indicated that they make own decision. Considering that 4% of these women are widowed, it means therefore that very few married women are able to make or participate in decision making in the household.

Table 11: Decision making patterns in the households

	Who makes decisions	Frequency	Percent	Valid Percent
Valid	Myself(.Female)	28	16.7	16.7
	My spouse (Female)	7	4.2	4.2
	Joint (husband and wife)	103	61.3	61.3
	Someone else (Female)	1	.6	.6
	Myself (Male)	29	17.3	17.3
	Total	168	100.0	100.0

2.18 Main Reasons for Participating in the Conservation Farming Project

Both the female and male respondents indicated that they were participating in the conservation farming project for reasons of acquiring knowledge on conservation farming thereby increasing their crop yields. In this regard, the responses accounted for 39% (16.1% +23.2%) and 47% (22.6% + 24.4%) for female and male respondents respectively.

Table 12: Shows the Main reasons for participating in the conservation farming project

	Reasons for participating in conservation farming project	Frequency	Percent	Valid Percent
Valid	To acquire knowledge on conservation farming. (Female)	27	16.1	16.1
	To access ready market. (Female)	3	1.8	1.8
	To increase crop yields. (Female)	39	23.2	23.2
	To conserve natural resources.(Female)	7	4.2	4.2
	To acquire knowledge on conservation farming. (Male)	38	22.6	22.6
	To access ready market (Male)	5	3.0	3.0
	To increase crop yields. (Male)	41	24.4	24.4
	To conserve natural resources.(Male)	4	2.4	2.4
	To receive farm Implements. (Male)	4	2.4	2.4
	Total	168	100.0	100.0

2.18.1 Main Non-Governmental Organizations Working the Kapululwe Area

All respondents showed that there is only one NGO working in their area at the moment providing support for improved community livelihood and this World Vision as demonstrated in table 14 below. Most of the respondents heard about the Kapululwe project through friends rather than their relatives (see table 15 below).

Table 13: Shows the main NGOs working in the Kapululwe Area

	NGO Working in the community	Frequency	Percent	Valid Percent
Valid	Word vision	168	100.0	100.0

Table 14: Shows how respondents learnt about the Kapululwe Project

	How one came to know about Kapululwe ADP	Frequency	Percent	Valid Percent
Valid	Through a relative	31	18.5	18.5
	Through friends	137	81.5	81.5
	Total	168	100.0	100.0

2.18.2 Nature of Participation and Roles of Respondents on the project

In terms of holding participation and roles held by women and men in the administrative and operational structures of the project, most women and men were mere members of the committees accounting for 41% and 49% of respondents respectively. But interestingly, there were no woman holding any high decision making position such as Chairperson among all the respondents while about 5% of their male counterparts held the higher decision making position of Chairperson as shown in Table 16 below.

Table 15: Shows the positions held by respondents by gender

	Role played in the project	Frequency	Percent	Valid Percent
Valid	Treasurer. (Female)	5	3.0	3.0
	Committee member. (Female)	1	.6	.6
	Just a member (Female)	69	41.1	41.1
	Chair person (Male)	8	4.8	4.8
	Treasurer (Male)	2	1.2	1.2
	Committee member (Male)	1	.6	.6
	Just a member (Male)	82	48.8	48.8
	Total	168	100.0	100.0

2.19 Benefits of the Project

2.19.1 Type and Description of Benefits of the Kapululwe Project to the Respondents

Table 17 below describes the types of benefits respondents get from the Kapululwe Project depending on their needs as assessed by the project staff. These constitute mainly inputs and farm implements, training in various skills relevant to each respondent's needs and start-up funds.

Table 16: Shows types of benefits respondents get from the project

	Benefits from Kapululwe ADP project	Frequency	Percent	Valid Percent
Valid	Inputs and farm implements	74	44.0	44.0
	Provided with training	90	53.6	53.6
	Given Capital Money	4	2.4	2.4
	Total	168	100.0	100.0

2.19.2 Comparison of the type of training received by respondents by gender

Most female and male respondents receive training in maize farming accounting for 33% and 50% respectively. This is followed by training in soil water conservation representing 8% and 3% of female and male respondents respectively. Interestingly, there are more women than men attending training in pig and poultry management accounting for 2% and 0.6% of female and male respondents respectively (see Table 18 below).

Table 17: Shows types of training received by respondents on the project

	Training received	Frequency	Percent	Valid Percent
Valid	Maize Farming (Female)	56	33.3	33.3
	Sweet potato production (Female)	2	1.2	1.2
	Soil water conservation.(Female)	14	8.3	8.3
	Pig and Poultry management.(Female)	3	1.8	1.8
	Others (Female)	1	.6	.6
	Maize farming (Male)	85	50.6	50.6
	Sweet potato production (Male)	1	.6	.6
	Soil water conservation (Male)	4	2.4	2.4
	Pig and Poultry management.(Male)	1	.6	.6
	Others. (Male)	1	.6	.6
	Total	168	100.0	100.0

2.19.2 Decision making on how the Benefits (income) from the project are used

Table 19 below shows the decision pattern among respondents on how benefits from the project activities especially income. Most decisions are still made by men than women as shown in the table below. Accordingly, 63% of the respondents indicated that decisions on how benefits are used are made by men while 3.6% indicated that decisions are made by women. Another 28% of respondents indicated that decisions are made jointly for those that are married.

Table 18: Shows decision patterns on benefits derived from the project especially income

	Who makes decision on the Benefits ?	Frequency	Percent	Valid Percent
Valid	Men (Husband)	107	63.7	63.7
	Woman (Wife)	6	3.6	3.6
	Both Wife & Husband	48	28.6	28.6
	My guardian	7	4.2	4.2
	Total	168	100.0	100.0

2.19.3 Reasons why Respondents Participate in Conservation Farming

Table 20 below shows the reasons why respondents participate in the conservation farming component of the Project. Results show that 94% of respondents were interested to acquire knowledge on conservation farming while only 6% were interested in getting inputs and implements from the project.

Further, respondents indicated on what things the income derived from the project is spent. 83% of the respondents indicated that the income is spent on general use at home with 11% stating that the income is spent on food (see table 21 below).

Table 19: Shows the main reasons for respondents participating in the conservation project

	Main reasons for participating	Frequency	Percent	Valid Percent
Valid	To receive farm implements	10	6.0	6.0
	To acquire knowledge on conservation farming	158	94.0	94.0
	Total	168	100.0	100.0

Table 20: Shows on what things the income generated from the project is spent

	How is your money spent?	Frequency	Percent	Valid Percent
Valid	On food	19	11.3	11.3
	On rentals	3	1.8	1.8
	On buying household items	6	3.6	3.6
	General use at home	140	83.3	83.3
	Total	168	100.0	100.0

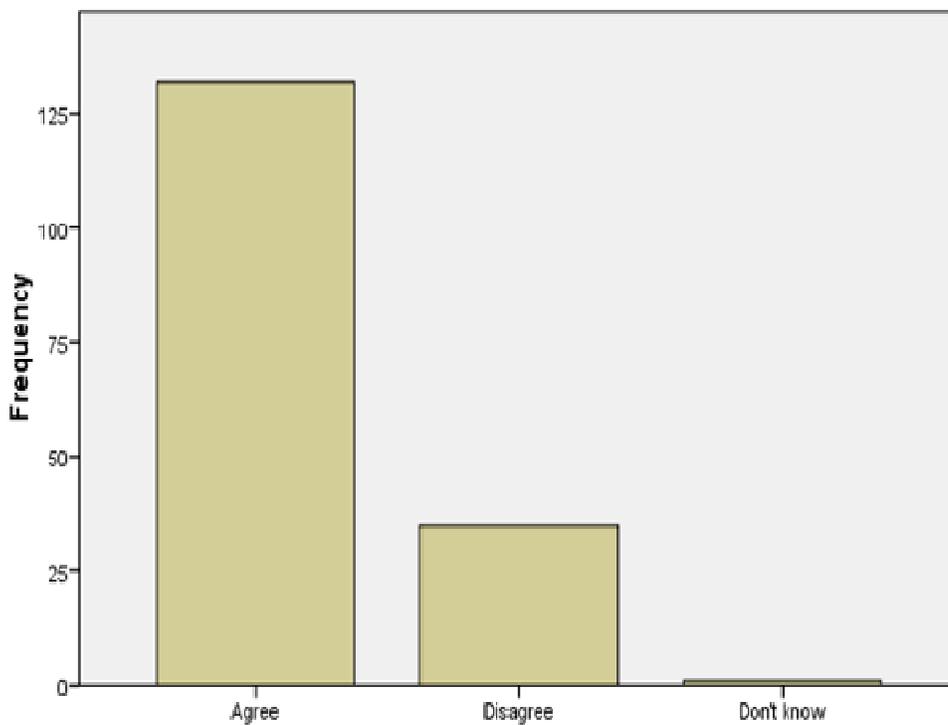
2.19.4 Project Impacts in terms of Empowering Women and Men for Improved Incomes

In terms of the project impacts on empowering women and men in terms of improved income, the data in Table 22 below shows a positive response of 83%. This is a significant indication of the achievements of the project in this regard. Figure 2 below in fact shows that 78% of respondents agree to the statement that the project has empowered women in the village in terms of improved income. Similarly, Figure 3 below shows that 91% of respondents also agree that the project has empowered men in the village in terms of improved income.

Table 21: Shows responses on whether or not women and men benefited equally from the project

Do women and men generate the same income or benefits from the project?					
	Do women generate the same income as men	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	140	83.3	83.3	83.3
	No	28	16.7	16.7	100.0
	Total	168	100.0	100.0	

The project has improved the income levels of women in my village



The project has improved the income levels of women in my village

Figure 2: Shows responses on whether or not the project has empowered women in terms of income

The project has improved the income levels of men in my village

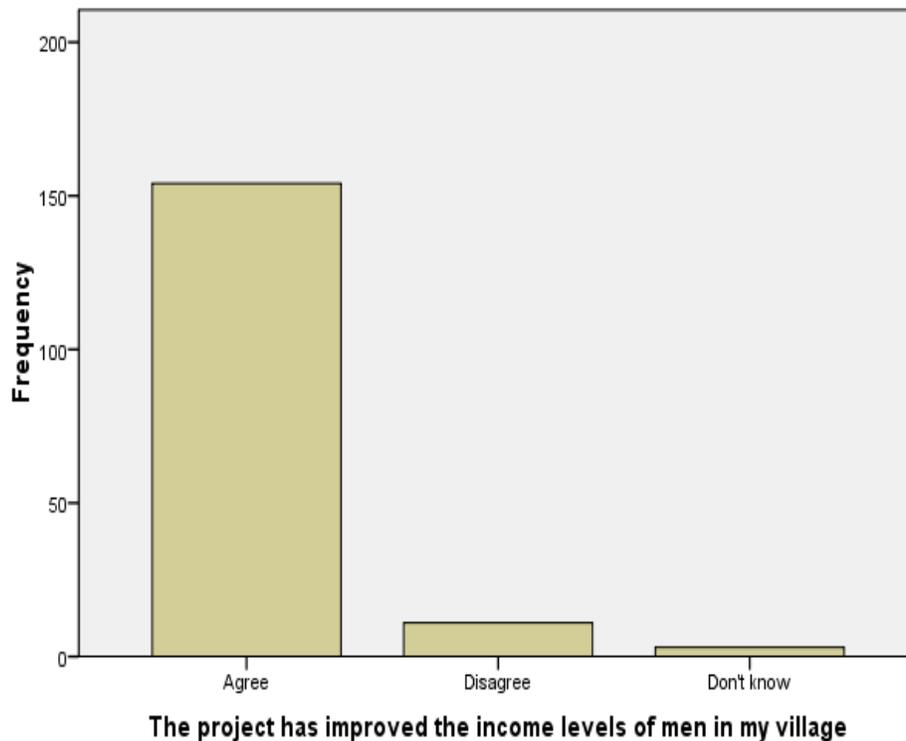


Figure 3: Shows responses on whether or not the project empowered men in the village in terms of income

2.19.5 Project Impacts in terms of Empowering Women as Men for Decision Making

According to the responses, men are still advantaged by the project in terms of decision making compared to their male counterparts (see Table 23 and 24). Table 23 indicates that 58% of the respondents agree to the fact that the project has empowered men in terms of decision making. On the other hand, Table 24 shows that 78% of the respondents disagree with the statement that the project has empowered women in terms of decision making. About 85% of respondents have neither agreed (have disagreed) with the statement that the project has given power to women to make personal decisions at home on income generating and spending (see Figure 4 below).

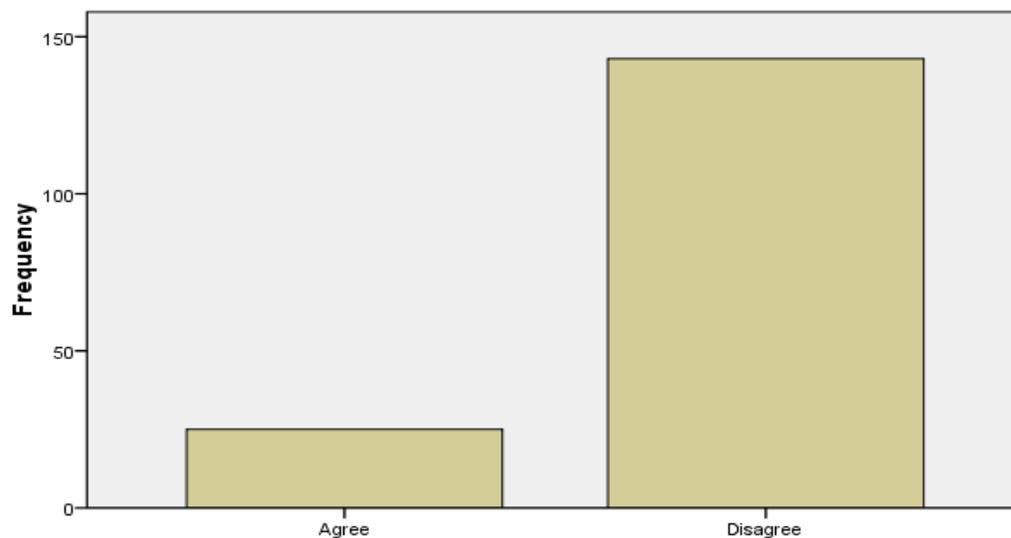
Table 22: Shows responses on whether or not the project has empowered men for decision making

	Men make decisions	Frequency	Percent	Valid Percent
Valid	Agree	98	58.3	58.3
	Don't agree	58	34.5	34.5
	Don't know	12	7.1	7.1
	Total	168	100.0	100.0

Table 23: Shows responses on whether or not the project has empowered women for decision making

	Women make decisions	Frequency	Percent	Valid Percent
Valid	Agree	34	20.2	20.2
	Disagree	132	78.6	78.6
	Don't know	2	1.2	1.2
	Total	168	100.0	100.0

The project has given power to women to make personal decisions in the homes (e.g income generating and spending) than was the case before



The project has given power to women to make personal decisions in the homes (e.g income generating and spending) than was the case before

Figure 4: Shows responses as to whether or not the project has empowered women to make personal decisions at home

CHAPTER 5

4 Findings and Discussion of Results

2.20 Introduction

This chapter discusses the findings of this study and brings out critical grounds for drawing study conclusions and recommendations.

2.21 Community Players and participation in Development Projects

The findings of this study show that males are still more advantaged over women. But it suffices to mention that the evidence of the prevalence of discrimination against women participating in development projects includes their total absence in taking up roles and responsibilities in high positions of decision making as observed in this study and as evidenced in the literature review. During the Focused Group Discussions, men argued that women lacked confidence to take up decision making position. They added that the major factors leading to this state of affairs were that (i) most women in rural communities have low levels of education leading to low confidence in themselves and most women feared their husband at home. They revealed that unfortunately most men in the area still considered women as keepers at home who culturally and in some cases also religiously, not expected to speak in public or rule over men.

Further, this finding was supported by the comparative higher improvements in incomes for men as compared to women at village level as a result of the Kapululwe project because normally, levels of participation correspond to levels of benefits appropriated. This is in agreement with the study conclusions drawn by Machina, 2005 in the CLUSA Credit programme in Mumbwa District in Zambia. In the Kapululwe Project, both female and male project participants confessed, during Focused Group Discussions, that females did more heavier work in the fields such as digging basins/ditches for planting, actual planning, weeding etc, but did not equally share from the benefits of their labors compared to men. In addition, more work at home (home chores) compared to their male counterparts who when they got back home sat in sheds resting. They suggested that the Kapululwe project should incorporate a gender component to sensitive and make other men aware of the importance of treating women as partners and friends in development and in life as a whole. Therefore, this study observes that there are still heavy burdens placed upon the females than males in rural areas affecting how and the level of women

participation in development projects and thereby also affecting levels of benefits towards women from rural project interventions.

2.22 Community Players and Benefiting from Development Projects

As stated above, to some extent the project has improved the household incomes of participants for both female and male respondents. But it is evident that due to factors discussed in 5.2 above affecting women participation negatively, male participants have been given more advantage over female participants and as a result the incomes of males are comparatively higher than those of females. The study found decision making as one of the worst areas where women, both on the project and at home are greatly disadvantaged. This includes the evident absence of women in decision making position on the project and lack of influence in making decision on what things the income generated in a household from livelihood activities should be spent. On all these fronts, the men have dominated. On a positive note, the study observed that benefits such as training/capacity building provided to participants, inputs and implements and general exposure to other alternative livelihood opportunities, both male and female participants are benefiting equally.

2.23 Factors Perpetuating Gender Inequalities in Zambian Communities

2.23.1 Development Models and Approaches

According to observation made by this study from Focused Group Discussions and interviews with project staff, one of the major factors perpetuating gender inequalities with women always being at the lower tail end of the benefits' stair case, is the nature of the development model adopted for rural project interventions. Most project development models promote dependency rather than sustainability and community owned development. The Kapululwe Project is a good example of a project that is attempting to pilot a development model that focuses on sustainability and community owned development by first providing initial inputs, implements and capital support to participants for rural livelihood activities coupled with a strong emphasis on training or capacity building which includes entrepreneurial skills development for participants. The only weakness of the Kapululwe project is that it lacks the ingredient of being a market –driven model (that is, market –driven production) with a gender perspective and clear product branding.

2.23.2 Traditional and Cultural Stereotypes

Traditional and cultural practices or stereotypes in rural communities are heavily entrenched in their way of life and have become part of the norms and values and what is considered important. It was clear from the Focused Group Discussion that:

- (i) Women in the rural communities are seen as keepers at home and cannot be seen to speak in public or preside over men. This stereotype directly affects the self esteem of women and suppresses their ability to explore their full potential to participate and contribute to development in their communities. As earlier alluded to, men in these rural communities instil fear in women especially the married women. To compound this, during marriage counselling sessions in rural communities, all manner of intimidation of a young woman by fellow women is poured out while on the other hand raising the pedestal of a man as the role model a woman can never be is over stressed to the extent that it erodes the last 'grain' of her self esteem. Ultimately, leaving the young woman with one goal, to live for-to please only her husband in everything, look up to him as master and never to do anything that looks like a challenge to him. All these issues became apparent during the Focused Group Discussions and are supported by the messages in the responses to the questionnaires.
- (ii) Connected to the above discourse, the study also observed that women still carry a huge burden of workload because they have to live up to the expectation of their community as keepers at home. Most men admitted that taking a single normal day, a woman is over worked too much. Men who participated in the Focused group Discussions lamented that while they would be willing to help their wives attend to house chores after both have returned from the fields, they were hindered. They explained that if a man attempted to help the wife attend to house chores, the whole village would look down upon him as a weak man. After the researcher attempted to explain the benefits of helping and working together, wife and husband, participants applauded the idea and requested that the researcher advises the Kapululwe senior project staff to conduct gender sensitisation and awareness campaigns in all project zonal committees.
- (iii) Early marriages, defilements and gender violence were other cancers that were cited during the Focused Group Discussions as culprits in disadvantaging and destroying the status of most women and girls in rural communities. Both female and male participants,

for example, explained that many families opt to pull girls out of school to put them into marriages mostly for limited monetary gains in form of bride price or when there is a constraint at home to pay school fees or buy food to survive. The future of girls is sacrificed and shuttered and once that happens, as it is happening even now rapidly, girls, later to be women, are added to a long chain of vulnerable and deprived women in our rural societies thereby perpetuating gender inequalities.

2.23.3 Education Level

The study observed that most women in the study population had no education or had only gone up to lower primary level. It's the researcher's conviction that there is a great likelihood for most of these women who have only gone up to lower primary to over time lapse into illiteracy. It is also true that most rural development projects require a certain level of literacy and numeracy in participants in order for them to fully understand and participate and benefit from project activities. Its commendable for the Kapululwe project which has incorporate a component on education for the children in the area as well as a literacy programme for old participants especially women. The low levels of education attainment among women could be caused by a combination of factors but certainly including early marriages and early school dropout cases among girls for socioeconomic reasons. This could also include the nature of the school curriculum. All these issues need further research to examine the extent to which they contribute to low levels of literacy and numeracy among women. If not addressed, education (both numeracy and literacy) will remain a great barrier to an all-inclusive development of the rural areas in Zambia especially among women who are the most hit. There are no short-cuts to this. Keeping the state of affairs the way it is in rural areas, Kapululwe area inclusive, will only serve to perpetuate gender inequalities.

2.24 Importance of Gender Mainstreaming in Community Projects

Finally, the importance and the need for gender mainstreaming is clearly evident as seen from this study. It's an important strategy that government and other development partners should embrace as norm for all policies, plans and projects. Gender analysis at each stage of the project preparation should be conducted in order to incorporate or mainstream the different needs of women and men. This should start with project identification to monitoring of results and impacts-the whole project planning process should be gender sensitized. In this way, rural projects in particular, will efficiently and effectively achieve all-inclusive results and impacts and development will be said to have taken place.

2.25 Key Lessons Learned from the Study

The following are some of the major lessons learnt from this study:

- i. In terms of the methodology, the lessons learned include the need to pre-test the data collection instruments before actually undertaking the study. Due to limitation of time, this was not done in this study. Further, statistical analysis packages require data to be collected in a particular format. Therefore, it's important to identify the statistical package then formulate and align the data collection instruments to suit the statistical package that has been selected to analyse the data. So, this lesson has also been learned.
- ii. The Development Models and Approaches adopted for the implementation of the project interventions have a pivotal role in determining as to whether the project results and impacts will be sustainable and all-inclusive (i.e. gender sensitive)
- iii. Unless the Traditional and Cultural Stereotypes are recognised and their influence carefully factored in the project planning process through gender, mainstreaming, they have the propensity to affect the delivery of all-inclusive results and impacts negatively.
- iv. Traditional and cultural stereotypes differ from ethnic group to ethnic group and also the depth of how these affect the status of women in different societies or communities. These may include that; as head of the home, a man cannot say sorry to a women, he cannot cook or sweep or nurse a baby, a women cannot be a leader among men nor speak to address a gathering where men are present-it's a shame for her. Decision making on key family issues or community issues are a preserve of men, men can have access and own land and when a man dies, traditionally the woman loses everything including land.
- v. The Impact of Aggressive sensitisation and Awareness Campaigns, fostering and encouraging family unit and peace, in fighting gender inequalities should not be underestimated. However, no one strategy should viewed as a panacea for ensuring gender equality. This study suggests the mingling and mixing of carefully selected strategies that will help deliver results. That is, focusing on multiple solutions.
- vi. Education Levels are a serious limiting factor to effective participation and benefiting from community development projects by women especially. Basic training in simple

numeracy and literacy can make a difference in the short time to enhance an all – inclusive development.

CHAPTER 6

3 Conclusion and Recommendations

3.1 Conclusion

Gender inequalities are still prevalent in rural communities in Zambia as evidenced from the study findings as well as literature consulted. The major factors perpetuating gender inequalities are (i) improper project development models and project planning process that ignore the importance of gender mainstreaming to achieving an all-inclusive development in rural areas (ii) Traditional and cultural stereotypes or practices that are entrenched in society and rural communities in particular which demean and suppress women as compared to men and consequently affect women assertiveness and self-esteem in claiming what rightly belong to them and (iii) low education attainment among rural women which acts as a limiting factor for them to competitively participate and benefit from development intervention in their communities.

Therefore, the main conclusion of this study is that women are most affected by traditional, cultural and socioeconomic factors than men and these same factors are responsible for perpetuating gender inequalities in rural communities such as the Kapululwe area. These same factors work to slow down the efforts and progress by government and its development partners made in the fight against gender inequalities which have continued to discriminate and marginalize rural women in participating and benefiting from rural development initiatives. As a consequence of gender inequalities, the progress of most rural development project interventions to achieve their objectives of raising the plight of both rural women and men and reducing poverty is slowed down as well especially with regard to women.

Finally, it's important to note that no one strategy can act as a panacea to redeem women from this deteriorating status due to gender inequalities. But the study suggest a combination of several carefully thought strategies which should be triple pronged to deal with the above three challenges. Below are the major study recommendations.

6.2 Recommendations

Below are the major study recommendations:

1. Participation

Improving involvement of community players in project identification, design, implementation and results monitoring and evaluation to foster community ownership, improved participation and benefit sharing. That is, ways and means (mechanisms such as Participatory Rural Appraisal) should be found to effectively involve local communities at all levels of the project cycle from the identification of project interventions to implementation and results monitoring and evaluation. In this way, rural project implementation would be greatly enriched leading to effective and all-inclusive results achievement counting towards greater sustainability of project impacts and above all, creation of local ownership of the means of production for sustainable and improved rural livelihoods especially after project intervention cease.

Most importantly, involvement of local communities in developing projects would also assist planners to capture and incorporate the needs of both women and men in project implementation in the concerned project areas as a means or strategy for gender mainstreaming. Further, involvement of local communities in developing project interventions coupled with effective gender mainstreaming strategies will help to improve the creation of opportunities and possibilities for both Women and Men to benefit equally from community Project interventions

1. Gender Policy Implementation and Gender Mainstreaming

There is urgent need for government to demonstrate a strong will in eliminating gender inequalities by taking deliberate steps to improve the National Gender Policy Implementation especially in rural areas such as Kapululwe. It is unconceivable that Kapululwe which is just a half an hour drive from the capital Lusaka has not yet felt the impact of the national Gender policy since its formulation in the year 2000.

It is recommended that aggressive awareness and sensitization campaigns and workshops coupled with production of publications (flyers, pamphlets and brochures etc) should be undertaken to arrest the situation which is deteriorating and increasing according poverty in rural

areas with a female's face. Headmen should be used as key success factors in propagating the benefits of family respect, family unit and peace which are important for gender in development. Men should also be sensitized to be helpers at home since this is for their own good. If a good number of men are encouraged to work with women as their counterparts in carrying out house chores together, this could help to remove the stigma and acrimony most men fear from among their community members and help to set an example for their children and other community members for the future. This could make a family and community spectacle for lessons and transformation at home and the overall community.

Thus, the campaigns should include strategies aimed at countering and dissolving the traditional and cultural stereotypes that continue to marginalize women compared to their men counterparts and thereby perpetuating gender inequalities. As observed from this study, traditional and cultural stereotypes have a propensity to limit women from going far in education which in turn limits women participation in development and finally affects their social and economic welfare negatively. All this must be fought through a responsive National Gender Policy and policy implementation. There is need to take steps to make gender mainstreaming in all rural development project interventions as a matter of policy and not of choice.

2. Development of Rural Project Interventions

To achieve greater results, community development projects should be multi-focused and market driven. Further, to achieve results effectively, the Models and Approaches of the rural development project interventions should be Market Driven and multi-focused and should recognize the critical needs of both women and men. That is, the Models and Approaches should focus on Market Driven and Branded Agriculture Production, for example and coupled with a focus on more than one sector and sub sectors of production with full advantage for both women and men.

3. Further research studies

- This study recommends the need for further research to examine the causes and the extent to which early marriages and falling early out of school by girls contribute to low levels of literacy and numeracy among women.

- There is also need to investigate further into the extent to which the model and approach selected for the implementation of rural development projects contributes to perpetuating gender inequalities and how best these fatal flaw can be avoided
- The study also recommends a study to assess the impact of putting more focus on quantity as oppose to both quantity and quality of education on girl education especially as this relates to literacy and numeracy levels among women
- This study also recommends an assessment of the relevancy of the current school curricular at all levels to girl education and national development in general, including a recommendation on the way forward for system strengthening or changes. This should include suggestions on how other partners could support government to improve education provision to both boys and girls
- Finally, this study also recommends that a study be conducted to ascertain the real causes and how the escalating rates of defilement of girls and babies will likely affect their future self-esteem and confidence as women to participate in development

It is envisaged that these studies could help shed more light on the gender problem situation and assist in coming up with concrete and integrated strategies and approaches to remedy the situation.

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4 ANNEXES

4.1 Annex 1: Research Instruments (Questionnaires)

4.1.1 Questionnaires for Beneficiaries

Dear respondent,

My name is Regina Mukuka. I am a student at the University of Zambia doing Gender studies. I am conducting a research on Gender inequality in rural developmental projects in Zambia, a case study of the Kapululwe conservation farming project under World Vision Zambia in Chongwe District.

This questionnaire is intended to collect information from project beneficiaries of the Kapululwe conservation farming project under World Vision in Chongwe District on Gender inequalities in terms of the participation of women and men under their sharing in benefits from this conservation farming project. The study also seeks to contribute to the existing body of knowledge on gender issues by highlighting some specific factors influencing women's and men's participation and share in project benefits and will emphasize the importance of gender mainstreaming

Your participation is purely voluntary and all information you provide will be treated in a strictly confidential manner. If you need any clarification or help please feel free to contact my supervisor Dr T. Kusanthan School of Humanities and social sciences, gender studies Department; University of Zambia, P.O Box 32379, Lusaka. Cell no 0977794730 or Regina Mukuka, Phone no 0977156862.

Please, do not write your name. Respond by either ticking or writing the response in the space provided.

SECTION A PERSONAL INFORMATION

1. Sex: Male Female
2. Age: 25 and below year
- 26 - 30 years
- 31-35 years
- 36-40 years
- 41 -45 years
- Above 45 years
3. Marital status: Single Married Divorced Widowed

4. State the size of your house hold accordingly

Own children Dependants

5. What is your relationship to the head of the household in which you live?

Head of the household

Spouse

Son/daughter

Niece/Nephew

Other relatives

Not related

6. What is your highest academic qualification?

Junior primary

Senior primary

College

University

Non

7. What is your main source of income? Occupation (write in) -----

8. What is your average monthly income? (write in) ZMK-----Per month.

9. What tribe do you belong? Lozi Bemba Choli Luvale Lenje
Tonga other specify

10. To which religious faith or denomination do you belong?

Roman Catholic Anglican Muslim Pentecostal SDA RCZ
None

Baptist Other (specify)

11. Who owns the land you cultivate?

Myself my husband my parents my relatives Renting

12. If you own any land, how much land does your house hold normally cultivate

Less than one hectare (100/100m)

Between one & two hectares

Between three & Seven Hectares

More than eight hectares

13. Who decides on the main activities that happen on the land?

Myself my spouse joint (husband and wife) someone else

SECTION B: PARTICIPATION IN CONSERVATION FARMING PROJECT

14. Which Nongovernmental organisations are working in this community

Program against malnutrition (PAM)

Word vision

Care Zambia

Concern Zambia

MDFA

AFA

Other (specify)

15. When did you start taking part in the Kapululwe conservation farming project?

Please write in Month _____ Year _____

16. What role or roles do you play in the project?

Chair person Secretary Treasurer Committee member Just a member

17. Are you paid for the role you play?

Yes, paid in kind Yes, paid cash Not paid

18. Over the past six months (June to December 2011) would you say your participation in the conservation farming project has increased, been the same or reduced?

Increased Same Reduced

What do you know about the project regarding objectives and activities?

i. _____

ii. _____

17. What are the main reasons for participating in the project?

To receive farm implements To acquire Knowledge on conservation farming

18. When did you become a member of the Kapululwe ADP?

Through application

Through a relative

Through friends

19. Do women and men generate the same incomes or benefits from the project?

Yes No

20. Who is more involved in the project activities?

Men Women Do not know Both sexes

21. Explain the reason why to the answer given above-----

22. What project activities are you involved in? Production Processing marketing

Attending meetings Training provide Leadership roles & decision making

Involved in any activity

BENEFITS OF THE PROJECT

23. What are the benefits do you get from the Kapululwe ADP Project?

Given maize seed Given Fertilizer Provided with training Paid money

24. Have you received any training on Conservation Farming? Yes No

25. What type was your training if you received any?

Maize farming Sweet potato production Soil water conservation

Management fish farming Rice production problem solving problems

Poultry management

facilitation skills

How to access markets

Others specify

26. Between men and women, who receives more support from the project?

Both sexes Men Women Do not know

27. Who decides how the benefits you get from the project are used?

Myself My husband My husband and I My guardian

28. If you get money from the project, how is it spent?

On food on rentals on buying household items General use at home

29. What are the main reasons for participating in the conservation farming project?

To acquire knowledge on conservation farming

To receive farm implements

To receive food stuffs

To access ready market

To increase crop yields

To conserve natural resources

Other reasons (specify)

Indicate whether you agree or disagree

30. Men make decisions on the running of the project

Agree Don't agree don't know

31. Women make decisions on the running of the project than the men

Agree Disagree don't know

32. Do you think men and women receive support equally from the Kapululwe ADP?

Agree Don't agree. Don't know

33. The project has given power to women to make personal decisions in homes (e.g. income generating and spending) than was the case before

Agree Disagree Do not know

The project has improved the income levels of women in my village

Agree Disagree don't know

35. The project has improved the income levels of men in my village

Agree Disagree Don't know

END OF INTERVIEW

THANK YOU VERY MUCH FOR YOUR TIME

4.1.2 Questionnaire for Kapululwe Area Development Project Staff

Below is a sample of a completed staff response:

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF GENDER STUDIES
QUESTIONNAIRE FOR PROJECT STAFF

Factors that promote Gender inequalities in Kapululwe conservation farming project in Chongwe District.

INTRODUCTION

This interview Schedule is intended to collect information from project Planners/Manager of the Kapululwe Conservation Farming project under world Vision in Chongwe district on gender inequalities and the integration of gender concerns in project planning, design, implementation, Monitoring and evaluation as a strategy to mainstream the concerns of women and men in rural development projects. The aim of this study is to identify the factors that promote or perpetuate gender inequalities in the conservation farming project. It also seeks to contribute to the existing body of knowledge on gender issues by highlighting some specific factors influencing women's and men's participation and share in the project benefits and will emphasize the importance of gender mainstreaming.

All the information collected will be treated in a strictly confidential manner.

SECTION 1: PERSONAL INFORMATION

1. State respondent's gender and Age **Male 25**
2. State the Marital status **Single**
3. What is your highest academic qualification? **Bachelor of Science Agro forestry**

SECTION 2: WORKPLACE INFORMATION

4. Could you please give a background of the kapululwe farming project
Over 67% of population in Kapuluwe depends on agriculture for livelihood. The crop value chain is vegetable and goat production. Other crops grown are soya beans maize cotton groundnuts, moringa, cow peas cassava and sweet potatoes. As an organization focus has been building capacity in individuals on technologies that contribute to improved production and productivity such as conservation farming organic farming.
5. What position do you hold at your place of work? **Development Facilitator**
6. For how long have you worked for the organization and served in this position?
Eight months

7. Has the focus of the project changed or remained the same over the years? **It has changed over time with emphasis on community ownership of project implementation**
8. At which stages of the project are men and women involved in the project cycle i.e. project identification, design, implementation, monitoring and evaluation? **Ideally both men and women are involved at every stage.**
9. How would you describe the level of women and men's participation in the project? Do they equally participate? Explain. **Projects in our area of operation target the vulnerable section of society i.e. children and women are a priority and this could explain the reason as to why most projects are managed by women. This is not say that men are not involved.**
10. What support do women and men get from the project
Men: **Technical support, capacity building, seed inputs/livestock (pass-on program), extension services (this applies to women too)**
11. What benefits do women and men get from the project?

Men _____

Women _____

12. Is there a gender focal person in the project? **yes**
13. Are men and women equally involved in the decision making structures of the project? **No. More men have shown to be more dominant in decision making especially projects of large magnitude.**
14. In your own opinion what are the limiting factors for the participation of women and men in the project. **Educational levels (literacy and type of curriculum), Lack of leadership and exposure, social and cultural influence, women's reproductive role, internal and external politics within our communities and to an extent their religious beliefs as we are aware of divergent views on roles women can play.**
15. What measures have you put in place to enhance equal participation of women and men? The project has embarked on training women on **leadership conducting exposure visits** to areas where other women are the forefront of goal and project ownership, sensitizing communities on **girl child and education and retention** even introduction of women groups with focus on **empowering women and encouraging young women in income generating activities** within the community not sparing these subsistence economies.
16. What do you know about gender mainstreaming? **It is a process of transformation of both women and men to foster equal participation in key decision making in alleviating poverty, strengthening the position of both**

men and women in the our communities by raising the worth and productivity of their labour and by giving them access to and control over productive resources

17. Do you think it's important to incorporate gender concerns at every stage of the project cycle? **Yes it is bearing in mind that there are more women headed households in the community's than men.**

18. Suggest ways that would promote the participation of women and men in the project? **Equal education opportunity for both women and men, exposure and leadership training, revision of education curriculum, need to break religious and social cultural barriers**

19. Do you have any questions or additional comment to make?

END OF INTERVIEW

THANKYOU VERY MUCH FOR YOUR COOPERATION

4.1.3 Focused Group Discussions Guide

My name is Regina Mukuka. Thank you for coming to this group discussion. We are going to ask you some questions on the extent to which women and men participate in the conservation project. To start our meeting we will request that each one introduces him or herself. You are kindly asked to voluntarily take part in this study. You are asked to respond to questions that will be asked using the focus group discussion guide. This study is purely confidential and any information that will be given will be treated as such.

Type of focus group discussion (Single or mixed sex).....

Date.....

1. How did you hear about the Kapululwe Conservation Project?
2. What are the aims and objectives of the project and when did it start?
3. Do you have a written constitution?
4. What are the requirements for men and women to participate on the project?
5. Who are the current office bearers?
6. Who chooses or appoints office bearers?

7. What are the activities of the conservation project?
8. At what stage of the project are men and women involved in the project i.e. project identification, design, implementation, monitoring and evaluation?
9. Is the participation of men and women on the project equal? If not explain.
10. Do men and women make any contributions to the project? If so what are they?
11. What are the benefits of the project to men and women?
12. Do you think men and women get equal benefits from the project?
13. If not what do you think is the contributing factor?
14. What do you understand by conservation farming?
15. What are the benefits of practicing conservation farming?
16. Do you think there are some social –economic factors that hinder the participation of women and men in the project? If so, what are they?
17. Do you think there are some cultural factors that hinder the participation of men and women in the project? If so, what are they?
18. How would you better promote women’s and men’s participation in the project? What are the solutions?
19. Does the project meet your expectations?
20. Do you have any questions or comments?

Thank you very much for coming and participating in the discussion

6.2 Annex 2: Kapululwe ADP Field Study Photos



Kabuyu women's club project dealing in egg production



Mr. Likobama inspecting potholes in his 1 ha land which he had prepared by July 2011 in readiness for 2011/2-11 farming season.

Mary Kaputula poses in adjacent to maize from conservation farming. The family produced over 180 bags on land less than 3 ha and this was the remainder after selling



Cholwe Women Club placing fish fingerlings in their newly constructed pond. World Vision Kapululwe ADP facilitated training of the women in fish farming and later empowered the group with fish



A community volunteer presenting during goat production and management training as the facilitator in blue from Livestock department in Chongwe looks on. The group later received goats on a pass on programme



Capacity building training in goat production and management



The Researcher (Regina) following up on interviews with one of the Lead Farmers and a staff from World Vision Kapululwe ADP



Men's Focused Group Listens to the contribution as the discussion of the questions proceeded tackled by the group in the Kapululwe ADP



Women's Focused Group Listens to the contribution as the discussion of the questions proceeded tackled by the group in the Kapululwe



New field by a Conservation Farmer in Kapululwe ADP

Old family for a farmer houses before joining the Kapululwe ADP



New 3 bed-roomed family house under construction for a conservation farmer in Kapululwe ADP as part of the benefits accrued to him.