

**IMPLEMENTATION PROCESS OF WOMEN EMPOWERMENT PROGRAMMES:
THE CASE STUDY OF SELECTED WOMEN GROUPS IN MONZE DISTRICT IN
ZAMBIA.**

BY

MUBUKWANU FELISTUS MOOKA

**DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTER OF
EDUCATION DEGREE IN ADULT EDUCATION**

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LUSAKA

2014

DEDICATION

This work is dedicated to my children Nancy, Louis, Joshua and Tabo for the endurance you went through during the period of my studies. I sacrificed for your perceived happiness. I believe I have laid a strong foundation upon which you could build on.

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AUTHOR'S DECLARATION

I, Mubukwanu Felistus Mooka do declare that this dissertation represents my own work and that it has neither in any part nor in whole, been presented as substance for award of any degree at this or any other university. Where other people's work has been used, acknowledgement has been made.

Signature of Author:

Date:

Signature of the supervisor:

Date:

CERTIFICATE OF APPROVAL

The University of Zambia approves the dissertation of Mubukwanu Felistus Mooka as fulfilling the requirements for the award of the Degree of Masters of Education in Adult Education.

Signed: **Date:**

Signed: **Date:**

Signed: **Date:**

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ABSTRACT

The purpose of the study was to analyse the implementation process of the Women Empowerment Programmes (WEP) among selected Women Groups in Monze District of Zambia. This study adopted a case study design and both qualitative and quantitative data was collected. The sample size was 150 respondents. The data was collected using Focus Group Discussions (FGDs), interview guides, semi structured interviews and document analysis. Quantitative data was analysed through thematic analysis and quantitative data on the other hand was analysed by coding and arranging the data in tables.

The findings of the study indicated that most women groups were engaged in small scale Income Generating Activities (IGAs) because of the perceived benefits. The study further revealed that group method was the commonly used method as opposed to the individual method. However, depending of the situation facilitators sometimes mixed different methods. Regarding factors that influence the implementation of WEP, the study established the following: timing, poor funding, government policy, location and feasibility of the project. These factors affect the programme either positively or negatively. The study also established several factors that may influence the management of Women Groups, with poor funding being the major one. Therefore, the study recommended that the government should improve funding for the WEP, the Department of Community Development should decentralize the WEP, The Department of Community Development should consider conducting periodic needs assessment so as to enhance the effectiveness of the programme and the Department of Community Development should re-look at the procedures and systems that govern the WEP.

In conclusion, most Women Groups are involved in small scale IGAs but lack leadership skills. This could be due to the fact that the programme is not well organized and that there is poor training provided to both the participants and the facilitators of the programme. Therefore, it is desirable that appropriate training be designed and provided to the Women Groups. Suffice to mention that the implementation process of WEP is a complex activity and that it requires sufficient resources in order to reduce poverty levels among women.

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LIST OF ACRONYMY

| | |
|-------------|---|
| ACDO..... | Assistant Community Development Officer |
| CBOs..... | Community Based Organisations |
| CDA..... | Community Development Assistant |
| CSO..... | Central Statistics Office |
| DC..... | District Commissioner |
| DCDO..... | District Community Development Officer |
| FBOs..... | Faith Based Organizations |
| FGD..... | Focus Group Discussion |
| GBV..... | Gender Based Violence |
| GRZ..... | Government Republic of Zambia |
| HPI..... | Human Population Index |
| NGO..... | Non- Governmental Organization |
| MCDMCH..... | Ministry of Community Development, Mother & Child Health |
| MP..... | Member of Parliament |
| PWAS..... | Public Welfare Assistance Scheme |
| IGA..... | Income Generating Activities |
| SCDO..... | Senior Community Development Officer |
| SPSS..... | Statistical Package for Social Sciences |
| UN..... | United Nations |
| UNESCO..... | United Nations Educational, Scientific and Cultural Organisation. |
| UNFPA..... | United Nations Fund for Population Action |
| WEP..... | Women Empowerment Programme |

CHAPTER ONE

INTRODUCTION

1.1. Introduction

This chapter provides background information on women empowerment. It also presents the statement of the problem, research objectives, research questions and operational definitions in order to enhance understanding of the context of the study.

1.2. Background information

According to the United Nations (2002) in Noyoo (2008), Zambia's Human Development Index stood at 164 in 2004. It was further reported that the Human Poverty Index (HPI) value for Zambia, was 50.4 per cent, which ranked as the country as 90th country among 95 developing countries. Poor women suffer both poverty and also gender based exclusions, which make it even more difficult than it is for men to rise out of poverty. While poverty affects both men and women, women's experience of poverty is different and usually more severe because of gender-based forms of exclusion (Heyzer, 1992). Although women are at the centre of human, social, economic, cultural and political development (Saik, 1988 in Indabawa and Mpofu, 2006), they are generally assigned a second class status in most traditional societies, especially in Africa. Also, women suffer all forms of discriminatory disadvantages both on account of their sex and class (Assimang, 1990; Imam, 1990; Opeke, 1991 and Indabawa, 1994 in Indabawa and Mpofu, 2006).

However, the 1990s witnessed increased recognition of the centrality of women's empowerment. The empowerment of women was enhanced by several declarations and platforms for action. For example, World Conference on Education for All, the 1993 Human Rights Conference, the 1994 International Conference on Population and Development; and the Regional Preparatory Conferences for the 1995 Fourth World Summit for Social Development and understanding of women's pivotal role in the development process have all emphasized the need for empowerment of women.

At local level, the Government of the Republic of Zambia (GRZ) has promulgated policies and legislative frameworks which provide an enabling environment for the observance of women's rights. For instance, the 2000 National Gender Policy as well as a Strategic Plan for the National Gender Policy (2004-2008). This commitment is embodied in a number of policies, plans and legislation. With regard to service delivery, the Zambian Government has given the responsibility for the provision of a number of services to government ministries and departments. Additionally, the government recognizes the complementary role played by Non Governmental Organisations (NGOs) in service provision.

1.3. Statement of the problem

Clearly, a common thread in the major international conferences of the 1990s is women empowerment. As a result, the Zambian Government has put in place a number of measures meant to mainstream women into the development process. Among such measures were the establishment of the National Gender Policy in 2000 (Noyoo, 2008) and the Women Empowerment Programme (WEP) under the Department of Community Development in the Ministry of Community Development, Mother and Child Health (MCDMCH, 2012).

However, there still exists a wide gap between the goals enunciated in the Constitution, legislation, policies, plans, programmes, and related mechanisms on the empowerment of women on the one hand and the situational reality of the status of women in Zambia, on the other. Moreover, majority women in Zambia are still wallowing in poverty. Although there has been recent focus on empowering women in Zambia, much of it has been on the outcomes and not the means. This study therefore was intended to analyse the implementation process of the Women Empowerment Programmes (WEP) in Monze District

1.4. Purpose of the study

To analyze the implementation process of the Women Empowerment Programme (WEP) among Women's Groups in Monze District.

1.5. General objective

The general objective of the study is to analyze the implementation process of the Women Empowerment Programme in Monze District.

1.6. Specific objectives

The following were the specific research objectives:

- i. identify the types of activities undertaken by the Women Groups in Monze District;
- ii. investigate the methods used in implementing the WEP in Monze District;
- iii. establish factors that influence the implementation of WEP in Monze District;
- iv. make propositions to address the constraints encountered in implementation of WEP in the District?

1.7. General research question

How is the implementation process of the Women Empowerment Programme?

1.8. Research questions

- i. What type of activities are undertaken by the women groups in Monze District?
- ii. What methods are used in implementing the WEP in Monze District?
- iii. What factors influence the implementation of the WEP in Monze District?
- v. How can challenges encountered in implementation of WEP in Monze District be addressed?

1.9. Significance of the study

Findings of the study will be useful in a number of ways. First, it is hoped that researchers would benefit from the study in that analysing the implementation process would increase the quality of evaluation findings because it provides insights into how programmes work and why they succeed or fail, rather than just focusing on outcomes. Understanding whether or not a programme was implemented correctly allows researchers to more accurately interpret the relationship between the programme and outcomes.

Additionally, it is envisaged that findings from this study will be used to inform policy formulation and to directly benefit the providers of WEP such the Ministry of Community Development, Mother and Child Health, Ministry of Gender and Child Development and other stakeholders.

1.8. Delimitations of the study

This study was restricted to the women empowerment activities in Monze District, particularly those of the Department of Community Development under the Ministry of Community Development, Mother and Child Health. Other respondents included administrators and facilitators.

1.9. Limitations of the study

No proposed research project is without limitations. As Patson (1990: 162) notes, “there are no perfect research designs. There are always trade-offs”. The major limitation of this study is that the data collected will not necessarily be generalized to the wider population. It is possible that the issues that are identified are not reflective of a broader range of all women empowerment programmes. This leads to data being collected over longitudinal case studies not always being relevant or particularly useful so much so that making recommendations for changes in empowerment programmes may be difficult. However, due to the fact that this study targets one hundred and fifty (150) respondents in Monze District only, it makes it representative of the population of women groups in this area.

1.10. Operational definition of terms

Conscientization: process of awakening people so that they re-discover their potential.

Dialogue: a process of engaging in meaningful discussion so as to find a solution to a particular problem.

Empowerment: In this study, the term empowerment shall mean the ability people have to take full control of their lives in terms of being well-informed and equipped with relevant knowledge and skills that will enable them to make correct choices and live effectively and efficiently within their environment. According to this study, an empowered woman is one who is able to exhibit one or more of the following attributes:

- i. ability to read and write;
- ii. ability to participate in developmental or community activities such as meetings, church activities and politics;
- iii. ability to make rational decisions;
- iv. ability to make judgments;
- v. ability to take care of the family;
- vi. capacity to own assets such as livestock, and
- vii. living a decent life i.e. own or rent a decent home; decent clothing and having sufficient food to eat, children going to school.

Implementation: putting into practice the planned activities including the assessment exercises aimed at fulfilling the goals of the programme and meeting participants' desired expectations.

Method: the processes and means by which women understand programme content in order to attain the desired outcome.

Process: on-going practice of action and reflection in people's interaction with the environment; it involves the identification of problem, planning, implementation, monitoring and evaluation. It is sometimes referred to as '*praxis*'.

Programme: a time bound plan that details the learning situation, what learners are expected to know, how they are to learn it, the participants and facilitators' roles; as well as the place, facilities and resources required.

Women Empowerment Programme: well planned activities whose main objective is to integrate women into the development process, thereby uplifting their standard of living in all areas of human endeavours.

Women's Group: collection of women brought together by mutual interest, who work together to solve common problems and share the same goal. In this case, the term group will be used interchangeably with the term club.

1.11. Organisation of the study

The first chapter is the introduction to this study. It also includes the statement of the problem, significance of the study, objectives of the study, limitations and operational definitions. Chapter two reviews literature that is relevant to this study. In this chapter, current research surrounding these two topics (women empowerment and implementation process of programmes) was reviewed. Additionally, research reports from studies that investigated women's empowerment were reviewed. Methodological issues were clarified in the third chapter. This same chapter describes the research design, population and sample and data collection procedures.

The fourth chapter presents the research findings obtained from the respondents. These findings are presented using frequency tables. Chapter five discusses the research recommendations and the discussion as guided by the objectives of the study.

Lastly, chapter six provides the conclusion and recommendations of the findings based on the research findings.

1.12. Summary of the chapter

This chapter focused on background information regarding the implementation of the Women Empowerment Programmes (WEP). This is a programme designed to address poverty among women. The mandate to provide women empowerment programmes is the responsibility of the Ministry of Community Development, Mother and Child Health (MCDMCH). Other issues discussed include the statement of the problem, research objectives, research questions and significance of the study.

The chapter made it clear that there still exists a wide gap between the goals enunciated in the constitution, various legislations, policies, plans, programmes, and related mechanisms on empowerment of women on one hand and the situational reality of the status of women in Zambia, on the other. The chapter which follows reviews literature that is relevant to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

In this chapter, current research surrounding these two topics women empowerment and implementation process of programmes are reviewed. They are presented here in eight (8) parts. The *first part* focuses on the *theoretical framework*, whereas the *second part* discusses the *background information of the study area* which is Monze District in the Southern Province of Zambia. The *third part* is a discussion on *poverty*. This is more so because the WEP is a strategy prompted by poverty reduction. The *fourth part* provide a detailed discussion on *empowerment* where operational definitions are given. The *fifth part* discusses the nexus between empowerment and poverty. History of women groups makes up the *sixth part*. The *seventh part* shall focus on the implementation process of WEPs which includes types and management of WEPs and methods of implementing WEPs. The eighth and final part highlights the challenges encountered during the implementation of WEPs.

2.2. Theoretical framework

The theoretical framework in this study has adopted Freire's educational precept which is premised on the notions of *conscientization* and *dialogue*. This method has been adopted because it involves teaching adults in relation to the awakening of their consciousness about their social reality. Discussing Freire's texts, Taylor (1993) explains that," Conscientization is a process of developing consciousness, but consciousness that is understood to have the power to transform reality". And Sanders (1968), writing on Freire's literacy method, defines conscientization as:

an 'awakening of consciousness', a change of mentality involving an accurate, realistic awareness of one's locus in nature and society; the capacity to analyze critically its causes and consequences, comparing it with other situations and possibilities; and action of a logical sort aimed at transformation.

Conscientization, therefore, results into people organizing themselves to take action so as to change their social, political and economic realities. The concept of conscientization has attracted those who believe in humanistic implications for the participation of the masses and in

the necessity of a rapid restructuring of society. It rests on value assumptions of equality of all people, their right to knowledge and culture, and their right to criticize their situation and act upon it. It also implies having faith in the capacity of all people, including the illiterate, to engage in critical dialogue. Freire (1970; 1974) proposed that such conscientization could be achieved through an active dialogical and critical pedagogy.

Dialogue – or “problem-posing”, is a paradigm shift from “banking”. Dialogue is the means of achieving conscientization. Dialogue is not the only way for people to gain knowledge of their social reality. Thus, people must take action on their environment together in order to openly consider their reality and transform it, to provide further action and to critically reflect. Hence, the educator's role is to enter into dialogue with the people about concrete situations and give him or her means with which he or she can teach himself or herself to address their needs. In other words, individuals must not accept that social reality cannot be questioned and changed (Taylor, 1993). This kind of teaching is not imposed from the top but takes place in a shared investigation or in a problem-raising situation between educator and educatee. Freire (1970) believed that once a person perceived and understood a challenge and recognized the possibilities of a response, that person will act and the nature of his or her action will correspond to the nature of his or her understanding. Hence, critical understanding of situations leads to critical action (Freire 1970; 1972; and 1974).

The emphasis is on the critical analysis and the creativity of the learner in order to discourage passive behaviour of the learners. As Gadotti (1994) has put it, Freire's literacy method is founded on the dialogical and dialectical relationship between the educator and the educatee who in this relationship should learn together. Freire's conscientization theory could be applied in order to raise the critical awareness of the rural people and workers so that they can understand why they are poor and how they can act in order to change the situation for themselves. Thus, the Freirean framework seems to have the capacity to attract the participation of many members in women's groups since the content of empowerment learning will be related to their present social realities and therefore meaningful. To this extent, it can be argued that the empowerment approach is founded on the notions of conscientization and dialogue.

Hence, it is important to stress that the success of any rural development programme intended to change the lives of rural communities is very much dependent on the facilitators' awareness of concrete realities of the participants and recognition that rural people are capable of problematizing these realities and participating in the transformation of their world. So, facilitators in the WEPs should be aware of the world view of the rural masses if they are to contribute to their development.

2.3. Background information of Monze District

Monze District, where the study was carried out, is located on the mid-plateau in the Southern Province of Zambia. Arakai (1997) submits that the plateau lays in between two South Central Africa's great rivers i.e. the Zambezi and Kafue. He further reviewed that the plateau is predominately occupied by the Bantu speaking people, speaking a variation of the Tonga language (Chitonga).

The district's major economic activity is agriculture and animal husbandry. The total population of Monze District is 195,921(CSO, 2010). The report further states that in Monze District, the total number of females is 97, 914 compared to 93, 958 that of males.

2.4. Poverty

The global rate of poverty has continued to remain very high. According to the World Bank (2001) in Mpofu and Indabawa (2006), there were more than 1.2 billion persons who were living below US\$1 per day or below the poverty line in 1998. Although there are no accurate statistics to rely on, poverty is more prevalent among the rural population and among women (Dfid, 2000). The Zambia Poverty Assessment Report (World Bank, 1994) shows that rural poverty is more prevalent, deeper and more severe than urban poverty (Chinguta, Chisanga and Masiye, 1998). Chilowa and Gaynor (1992) argue that because of their triple reproductive, productive and community management roles in society, the effects of poverty hit women particularly hard. This is in spite of the application of numerous strategies and several efforts by the United Nations, international donor agencies and individual countries, aimed at reducing, minimizing or eradicating poverty. The same is true for Zambia where various strategies aimed at addressing the needs of the poor women especially in rural areas are devised. Among the interventions are

the Public Welfare Scheme (PWAS) under the Department of Social Welfare and the WEP under the Department of Community Development. According to Noyoo (2008), the national policy on Community Development focuses on poverty eradication through the empowerment of communities for sustainable human development. However, the capacity of these departments charged with the responsibility of dealing with the poor is almost non-existent (Chinguta, Chisanga and Masiye, 1998).

Regardless of the obvious indicator, the goal for women empowerment is to help the women groups escape poverty by improving their socio-economic status. Thus, as far as this study is concerned, poverty is not only defined in economic terms but rather in social terms as well.

2.5. Women's empowerment

There are different interpretations of the concept of empowerment. Sometimes, it is used interchangeably with terms such as participation, user involvement, self help and capacity building. Generally, it denotes both a process and a goal. According to the United Nations Population Information Network (2011), women empowerment has five components: women's sense of self worth; their right to have and to determine choices; their right to have access to opportunities and resources; their right to have power to control their own lives, both within and outside the home; their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally. For Freire (1972), empowerment is not just a matter of extending knowledge, skills and resources to the oppressed rather it is education through which dialogue is employed. Thus the role of the facilitator is not the extension or banking of the knowledge but to awaken critical awareness and enable people to realize the potential that is within them. Though it lacks a single standard definition, the consensus among scholars is that empowerment operates at the individual, group and community levels (Varekemp et al 2001)

2.5.1. Empowerment in the context of this study

Empowerment is a subjective phenomenon that is more closely related to internal feeling than external behaviors. It is for these reasons that Rappaport (1984) asserts that empowerment ought to be defined and described by the ones involved. Suffice to mention that this study was more interested in how the participants interpret empowerment according to their own experiences. In

the context of this study, empowerment is conceptualized as a multidimensional construct that is ever-changing, influenced by factors such as culture and experiences. Since this study concerns itself with issues within the Department of Community, therefore focus shall be on the WEP implementation framework for both a theoretical and practical guide for the conceptualization of the concept of empowerment.

2.5.2. Literature on women's empowerment

First and foremost, it is important to state that there is limited research literature that discusses the implementation process and/or issues associated with women's empowerment in specific reference to them being Women's Groups. Of the published studies, the majority focus on microfinance programmes that define and measure empowerment solely in economic terms (Mayoux, 1998). Yet, the focus of this study is to address empowerment from a multi-dimensional approach. Within the microfinance paradigm, the prevailing assumption is that women who successfully increase their income are necessarily empowered. However, this is problematic, because it addresses only one side of the economic component of empowerment and fails to acknowledge the multidimensionality of this construct. Tuuli and Rowlinson (2007: 4) assert that “[attaching] only one understanding to the empowerment construct will ultimately hinder research and practice”.

Another point worth noting regarding WEPs is the fact that there is a mismatch between theory and practice. As one commentator noted: '*many Africans are still unhappy about the gap that exists between what is implemented in formal schools and the life and needs of individuals and society at large*' (Busla, 1968). The same is true regarding WEP where programmes implemented do not necessarily adhere to the original plans. Usually what is reflected on paper in terms of plans, policies and other documents does not correlate with the actual programmes on the ground. Such a trend is very misleading as it distorts the outcomes of programmes and as such evaluating results may not be valid.

The few studies that have extended beyond the scope of financial conceptualizations of empowerment (De Mel, Surest & Woodruff, 2009) have had contradictory findings. It has been found that microfinance programs are beneficial to women, with positive correlations between participation and empowerment (Holvoet, 2005). According to Kim et al (2007), it has also been

found that there is a negative impact of WEP on women, and that they may even be disempowering.

Findings from the studies that show evidence of empowerment potential have reported that women experienced increased bargaining power in the community and in their families (Mayoux, 1998), increased decision-making within the household (Simanowitz & Walter, 2002), higher levels of self-confidence and the ability to influence community-based politics (Sen, 1999). Higher levels of self-confidence and other aspects of empowerment are related to the design and implementation of most WEPs more than to an increase of income levels. The group structure of women's groups encourages them to be more actively involved in the community as well as participate in local community processes. In addition, the Women's groups often lead to the formation of women's social networks in the community. Some women's groups have taken advantage of these networks to challenge the existing social and cultural norms that discriminate against them. There are several instances where WEPs participants have united to successfully challenge male violence against women in the community (Sen, 1999).

In contrast to the previously discussed findings, studies that have found a negative relationship between participation in women's groups and empowerment show increased burdens for members as well as increases in domestic violence. For instance, one study by Arakai (1997) in Monze District of Zambia confirms that belonging to a women's group requires time and commitment to attend weekly meetings, in addition to participating in other activities of the group. The increased workload has been reported to increase exhaustion and health issues for some women, and is sometimes considered to be burdensome (Daley-Harris, 2000). Women have reported feeling less empowered because their work commitments take time away from their children, making them feel less confident in their role as a mother. However, the increased time demands are not always perceived as burdensome. The women in Kabeer's (2007) study reported work overload. However, since they were happy with the results, they did not consider work to be a burden.

This literature review highlights those changes in income level, as well as the design and implementation of WEP may impact on empowerment. Therefore, research that analyses the

implementation process of WEPs and empowerment would go a mile stone further but rather extend beyond the economic aspects (financial sustainability paradigm) and explore multiple dimensions of empowerment such as social, political and cultural. This is in agreement with Tuuli & Rowlinson (2010), who observe that it has been discovered that a narrow scope of empowerment may lead to misleading conclusions and it is most appropriate to incorporate multiple aspects of empowerment in research. Therefore, in this study, empowerment is viewed broadly in an attempt to analyze the WEP.

The current literature suggests that participating in a WEP activity can contribute to women's empowerment (Mayoux, 1998). However, there is also evidence demonstrating that women participation in WEPs can have negative effects on development. The contradictory findings, of participant-defined notions of empowerment, justify the need for more studies that should be devoted to this topic. To capture the multi-dimensionality of empowerment, studies that investigate more on participation, experiences and empowerment of women should be guided by a theoretical framework that acknowledges that multiplicity.

2.6. Relationship between poverty and women's empowerment.

From the literature provided, it is clear that there is a strong relationship between poverty and women empowerment. This has been confirmed by various studies conducted by researchers such as Arakai (1997), Moyoux (1998 & 2000), Kabeer (2007), and Herma and Joke (2009). Important to note is the fact that WEPs are as a result of the escalating poverty levels among communities, the rural women being the most hit. The current literature such as that by Herma and Joke (2009) suggests that participating in an empowerment program can contribute to women's empowerment which, in turn, would lead to the reduction in the levels of poverty. However, there is also evidence demonstrating that WEPs can have negative effects on empowerment of the poor. Such contradictory findings justify the need for more studies that are devoted to this topic. To this effect, other than just focusing on microfinance and evaluation studies in WEP, it is also necessary to consider engaging in multidimensional and implementation studies so that appropriate mechanisms, interventions, plans or policies will be employed and adhered to, with a view to helping the poor women meet their needs. This aspect would subsequently lead to their empowerment. Therefore, the way in which poverty is defined

can have an important impact on how programmes are targeted and ultimately on who benefits (Bamberger et.al., 1996).

2.7. History of women's groups

Women's projects have a colonial history in Zambia and began with Women's Club approach to development. The clubs date back to the efforts primarily of European women, especially missionaries, who mobilized both rural and urban women into the so called '*clubs*'. History indicates that, in Zambia, the first image and identification of women were as mothers and housewives (Arakai, 1997). Arakai further observed that these clubs focused primarily on their role as mothers and wives and paid very little attention to agriculture production and income generation on one hand. On the other hand, men's skills and labour were utilized on the mines and settler commercial farms while the productive skills of women were neither recognized nor developed. Instead, women were being organized into clubs and taught skills such as sewing, knitting, cooking and child care.

Since then, the then Ministry of Labour and Social Welfare (now Ministry of Community Development, Mother and child Health) was charged with the responsibility of organizing women's groups. The reason seems to be that, as Moser (1989: 1807) points out in Arakai (1997, 130): "*Women are regarded as vulnerable groups, like as the sick and disabled and their interests remained the responsibility of the marginalized social welfare-related ministries*".

In the 1980s, there was a shift in the approach of women's clubs from welfare to Income Generation Activities (IGAs). This was necessitated by the fact that Zambia began facing serious economic crisis and debt problems (Noyoo, 2007). In this regard, women's clubs seemed to have begun to address the need for providing women with IGAs. The available literature indicates that according to the list of activities of women's clubs and cooperatives in several provinces, they were involved in such activities as poultry, maize and vegetable production and crafts making which aimed at obtaining cash income (Arakai, 1997). Additionally, from the 1980s onward, not only the Ministry of Community Development and Social Welfare, but many other development agencies such as Non Governmental Organisations (NGOs), Faith Based Organisations (FBOs)

and Community Based Organisations (CBOs) consider women's groups to be a viable channel for women's development projects.

According to Arakai (1997), women's club activities are extension oriented. That is to mean extension of something such as skills, knowledge, information and ideas from one person to another (Chakanika and Mtonga, 1985). From this view-point of extension, one main objective of promoting any project through women's groups is to transfer power or resources to those who do not have. Given an economic and materialist framework, the term empowering seems to fit properly; it entails that the have-nots, the powerless or disadvantaged acquiring or being given more power, resources and knowledge than before. In this regard, women's groups function as bridges to receive packages of empowerment and to enable outsiders to gain access to those invisible or hidden within poverty. However, this is in contrast with Freire's (1972) conscientization theory which results into critical awareness.

2.8. Implementation process of WEPs

At the core of implementation is the concept of programme' *integrity*', defined as the degree to which a programme is implemented as originally planned. Programme integrity consists of five dimensions: adherence, dosage, quality of delivery, participant responsiveness and programme differentiation (Dane and Schneider, 1998).

Research has also shown that implementation varies widely across sites and among some Change Agents, meaning that a programme implemented in multiple sites may yield varying degrees of success due to different degrees of programme integrity (Durlak, 1998). The implementation system simply represents the internal workings of a programme, what the key components are and how they relate to each other (Potter et al., 2002). The implementation system and intervention interact to produce programme outcomes (Chen, 1998).

Implementation involves two major aspects, i.e. developing the implementation plan and putting the plan into action. Thus, implementation should focus on ways and means through which individuals and communities can respond to their own present conditions of living. Viewed broadly then, implementation is seen as each and every step taken to attain a desirable goal/s. Thus the following are the stages that programmes/projects follow when implementing a WEP.

Problem identification: Ideas for potential projects are identified and alternatives explored;

Proposal writing: a detailed description of the project is carefully selected;

Appraisal: the proposed project is assessed and necessary adjustments are made;

Approval: formal decisions are made about the project, how it will be rolled out and funds are released;

Implementation and Monitoring: the project is carried out on the ground and periodic checks are made to ensure smooth running and adherence of the project;

Evaluation: the results of the projects are assessed and new project ideas may be generated.

2.8.1. Types and management of WEPs

There is no doubt that there are several forms of WEP although the commonly practiced forms among others include skills building, health education, agriculture extension and community development (UNESCO, 2005). Any group, regardless of its political or religious position, is eligible to access the assistance from the Ministry as long as they meet the stipulated conditions. MCDMCH Women Empowerment guidelines (2012) itemizes the types of assistance as being:

- i. financial assistance to support Income Generating Projects that are feasible and manageable;
- ii. small Scale businesses such as domestic poultry farming, bakery, knitting and weaving; and
- iii. direct material support or equipment such as hammer mills, ploughs, yenga presses, small scale food processing machines, ox carts and knitting machines.

WEP mainly targets the poor and vulnerable women living in peri- urban and rural areas, however, men are also allowed to join women groups but merely as members. Therefore, women empowerment was designed to engage Women's Groups or Associations in activities that could help them to meet their basic needs. The size of the group ranges between 10 to 25 members. According to MCDMCH (2012), the group is superintended by an executive committee whose composition is Chairperson, Vice Chairperson, Secretary, Vice Secretary, Treasurer, Vice Treasurer and 4-6 committee members. The report further states that the group is officially recognized upon acquisition of a certificate of registration from the Registrar of societies, local council or any other recognized and legitimate institution. The sub centre, district and provincial

staff have a responsibility of facilitating and coordinating all women group activities under their jurisdiction.

Programmes come in different forms with different purposes. Gboku and Lekoko (2007: 165) stated that:

'among different types of programmes are self help, vocational, compensatory, co-relational, adult basic education, literacy, intergenerational, self-enriching and leisure. These programmes have varied forms of content; they may even employ different approaches to content learning as well as different kinds of resources. Although markedly different from one another, the programmes are united in their intention to present adult learners with specific programme objectives (purpose), teaching and learning methods (order) and teaching and learning outcomes (utility)'.

Purpose

All programmes have a purpose. For Adult Education programmes, the purpose is to transmit the desired knowledge, skills, ideas, attitudes and patterns of behaviours (Mgadla, 2003). Thus, effective implementation should constantly remind and make learners aware of the problems and challenges of the communities they belong to and how their learning can be put to good use in their communities.

Order

All adult education programmes have order, which entails that the implementation process follows some established orientations, philosophies and principles. One principle to be applied in dealing with women groups is the aspect of self-directedness. Therefore, facilitators should avoid highly structured teaching-learning environments when dealing with such groups. Thus, the facilitator has a significant role to play in facilitating the learning process and to play it effectively, he/she should take into consideration the fact that the adult learner is a self-directing person. In order to motivate him/her to learn, it should be put across to him in a way that is meaningful and relevant to him/her (Knowles, 1990). Freire (1972) argues that everyone is a creative subject with their own knowledge and experience and it is a complete misconception to regard anyone as an ignorant object.

Utility

Utility implies an ability to apply knowledge, skills and attitudes gained in the classroom setting in a real life situation (Ocitti, 1973). Therefore, people in adult education programmes make an effort to run programmes that are useful. In short, for a greater part, learning in adult education has this utilitarian focus. According to Gboku and Lekoko (2007), the performance indicators of this type of learning are: the ability to make rational decisions, the ability to make judgments, the ability to act appropriately when confronted with life tasks. What can be deduced from this scenario is that such a process entails empowerment.

2.9. Methods used in implementing WEPs

Educational literature is rich when it comes to teaching-learning methods, which are sometimes referred to as learning experiences. Whether people are experienced facilitators or not, they probably agree that using the right method is important because teaching forms a significant part of our daily life work and quality of learning is largely dependent on the effectiveness of the approach used. Teaching and training is becoming increasingly complex due to many factors. For example, the type and level of learning, the time available and facilities are some of the factors that have to be considered (Gboku and Lekoko, 2007). It must be mentioned here that no single method is suitable at all times for every situation. Some scholars such as Sichuala (2010), Gboku and Lekoko (2007) and Freire (1972) have argued that practitioners need to embrace different methods or interventions in order to achieve empowerment. Inappropriate methods are believed to have been used in the implementation of most community adult education programmes. Chuma (2003) in Sichula (2010) asserts that most community adult education programmes especially in Africa have been implemented inappropriately. Furthermore, often top-down models have been used to implement several community education programmes as opposed to an eclectic approach, referring to a combination of top-down and bottom-up. According to Gboku and Lekoko (2007: 174), using different types of methods in a single session helps in a number of ways: i) it caters for various learning styles; ii) it breaks the monotony of using a single method; iii) it offers alternatives and altering roles for both the facilitators and learners iv).it exposes learners to different learning environments; v). content is learned in interesting and different ways.

There is a variety of teaching methods of instruction commonly used in adult education programmes such as the lecture/presentation, symposium, group discussion, case study and problem posing, brainstorming, demonstration and tour/filed trip. Therefore facilitators need to choose carefully the ones that meet their learners' needs and programme goals.

2.10. Factors that influence the implementation of WEP

There are various factors that may influence the implementation process of WEP. Different authors such as Bamberger et al (1996),Gboku and Lekoko (2007) see the major influences in similar ways though the emphasis given to each factor may vary. For instance various factors such as the leaner, the teacher, the government policy and resources can be attributed to influence the implementation of WEPs.

2.10.1. The learner

The leaner's level of education and past experience has to a greater extent an influence of the implementation of WEPs. Related to this issue is also the number of learners. Quinn in Moonzwe (1982) observes that the number of learners may deter the use of certain techniques For instance, if the group is large, interactive techniques may not be very useful and effective. Therefore, arranging the learners into smaller groups, in order to engage them fully in the learning process would be desirable. Freire (1970) advocates for such kind of learning that is participatory and allows participants to be actively involved in transforming their world. The Community Development profession being a social phenomenon demands that a Community Development worker should be skilled in interpersonal relationships. It can be deduced that the participatory methods can contribute to the enhancing of inter- personal skills.

2.10.2. The Community Development Facilitator

The Facilitator also has an influence on the WEP in a number of ways. The facilitator's level and type of education as well as experience have a bearing on the implementation of the WEPs. In Zambia, some facilitators are not trained in the jobs they do and the Department of Community Development is not an exception. It is easy to conclude that such problems can affect the implementation process of the WEPs and its outcomes. For example, facilitators without the appropriate qualifications may not have the time to think about how to go about the

implementation process. Therefore, it would appear that what might be helpful would be to train Community Development Facilitators in such a way that they become self directed learners, just as expounded by Knowles (1987). Morat (1981) sees in-service education as a means of widening and deepening teachers' knowledge, understanding and expertise.

2.10.3. Resources

Quality education requires the availability and use of text books and other educational materials (Kelly, 1990). Without these aids to the learning process, effective teaching and learning cannot take place. Suitable materials enable learners to acquire and apply knowledge, to learn at their own pace and assess their own progress. In Zambia, although considerable improvements have been made in recent years in the provision of educational materials, these still remain critically short in many learning situations and the women groups are not an exception. This is to mean that such a situation adversely affects the implementation process of the WEPs. Other than that, funds for monitoring remain in short supply.

2.10.4. Government policy

The term 'government policy' can be used to describe any course of action which intends to change a certain situation. Policies are a starting point for government to take a course of action that makes a real life change. Government uses policy to tackle a wide range of issues. In fact, it can make policies that could change how much tax you pay, parking fines, immigration laws and pensions. Law can also be changed by government, so when they create a policy it can be made to affect specific groups of people or everyone in our society.

Government departments (such as Education, Community Development or Finance), agencies (like Land and Property Services or the Housing Executive) and councils all make policies that affect our lives. These policies can be influenced in many ways:

- a) political parties or individual politicians
- b) lobbying decision makers in government
- c) voluntary organisations
- d) community groups
- e) public opinion

- f) public consultations
- g) the media

Arising from the foresaid, the WEP can also be affected by policies which come from the Zambian government.

2.11. Challenges in implementing WEPs

The implementation of WEP in Zambia and other parts of Africa has been faced with several challenges. For instance, the challenge of funding poses serious constraints to on the WEP. Lack of both teaching and learning materials, management and monitoring arise. Most women groups throughout the country are less funded i.e. funding for programme planning, delivery, monitoring and evaluation. Mpofu and Amin, (2004) in Indabawa and Mpofu, (2006) records that annual allocations for adult education and training programmes range from 1-10% of the annual budgets.

Methods and techniques for instructional delivery are yet another challenge regarding WEPs. Utilizing oppressive instructional techniques that are inconsistent with empowerment may compromise the process of empowerment. Therefore, facilitators need to adopt instructional techniques that seek to transform the learners from dependant to independent personalities. Fasokun et. al provides more details on the importance of using instructional techniques that are congruent with the self concept of the adult learner. Brunner (1960) suggests that if success is to attain learner-centered methodologies, much emphasis must be placed on group work, field work projects and research.

Timing of learning can play a very big role in a person's decision to participate or not in any adult education programme. Important to note is the fact that certain times of the year may not be convenient for many in some communities due to the need to work in the fields or undertake some other important seasonal task (Mpofu and Indabawa, 2006).They further argue that suitable times must be found for programme delivery, otherwise learners will fail to take full advantage of the programme on offer. Therefore, it would be helpful to consult learners or their representatives in deciding on suitable times and timetables.

Development of materials needed for pedagogical processes is yet another issue. It is observed that it is difficult to develop and produce relevant materials for non formal education, let alone WEPs. Therefore, current efforts to develop appropriate learners' and facilitators' materials for adult education should be sustained and inclusive with materials that have a strong empowerment angle.

Another common problem is lack of effective monitoring because there are no mechanisms for providing rapid feedback on programme performance, especially feedback on the impact of the programmes on the intended beneficiaries (Bamberger et al., 1996). They further contend that without collecting data on how the living conditions of targeted groups are changing over time, it is very difficult to assess the impact of poverty alleviation programmes and projects.

2.12. Propositions that can address challenges encountered in the implementation of WEPs

Arising from the aforesaid, it is evident that there is need to devise strategies that can address problems related to WEP. The poor are no less Zambians than politicians in power (The President, Vice president, the Ministers, The Permanent Secretaries and all those senior government officials...(Chinguta et.al 1998).Therefore problems of the poor can not merely be swept under the carpet but rather their condition and problems require urgent and practical steps. In effect, this would require doing the following:

2.12.1. Improve funding Levels

Bamberger (1996) posits that poverty alleviation in Africa must be based on that continent's unique economic, political, cultural and geographical characteristics. With regard to propositions that can address challenges encountered in the implementation of WEPs, one of the measures would be to improve funding levels. According to the MCMCDH annual reports (2012, 2013), the Department should seriously consider improving the funding levels for the WEP. Indabawa and Mpofu (2006) contend that funding for programme planning, delivery, monitoring and evaluation is generally inadequate. Therefore, there is a need for the provision of adequate funding. This would go a long way in improving service delivery.

2.12.2. Decentralization

Another remedy that can help in addressing the problems associated with the implementation of WEPs is decentralization. Bamberger et. al (1996) confirm that decentralization is an appropriate vehicle that can be used in improving most poverty reduction programmes in most Third World countries.

2.12.3. Flexibility

As adult educators, we tend to fall in love with our own methods. Perhaps because one group seems to favour a particular method does not give the facilitator the right to expect subsequent groups to do likewise. Facilitators should be willing to change with the time. Through refresher courses, facilitators should learn varieties of methods, techniques and approaches and apply them as appropriate.

2.12.4. Policy

Clear cut policy is desirable for the management of WEP effectively and efficiently.

2.12.5. Needs assessment

A need may be defined as a measurable discrepancy between where we are now and where we should be in terms of results and outcomes. Baker (1984) defined a need as a state that exists when there is a gap between the present situation (what is) and the required situation (what should be). If an individual adult learner, for example has a certain level of knowledge in order to improve performance, then a knowledge gap or need exists. All things being equal, the individual adult learner will, in this case, strive to close the gap by gaining additional knowledge.

Therefore, needs assessment is an important step in the development process of adult education programmes and the WEP is not an exception. The programme developer must realize that his or her credibility and that of the WEP, depends on meting the real needs of the participants. Gboku and Lekoko (2007) observed that an important consideration for the programme developer of adult education programmes is the fact that the needs vary in type and also in the way they are perceived by people. The onus is on the adult educator to be able to analyze the needs and be able to come up with the real needs in collaboration with the participants. By so doing, optimum participation by the members of the women groups is guaranteed.

2.12.4. Monitoring and Evaluation

Gboku and Lekoko (2007), argued that in building a house, for example, the construction process continues stage by stage, with every brick playing its part in the completion of the end product (house). They further state that during building, the construction team will monitor and evaluate how the work is proceeding at every stage and take action to correct any errors or lapses that are identified. Similarly, in carrying out WEPs, every step taken counts towards satisfying the purposes for which such a programme is managed. Monitoring and evaluation is a way of checking if things are going as planned. So monitoring and evaluation is all about asking questions such as: ‘Are actions generating the desired outcomes?; ‘Have actions generated the desired outcomes?’; and ‘Is what is being done relevant, meaningful and appropriate in the WEP context?’ In short, monitoring and evaluation is done to ascertain the effectiveness, impact, achievements, or benefits of WEPs. Programme evaluation may be conducted as a means of assessing whether the goals and expectations of participants (individual learners, group of learners, individual facilitators or group of facilitators) have been achieved (Field, 2003:2 in Gboku and Lekoko 2007: 182).

2.12.5. Training

Training plays a very important role in project management as it allows individuals to update their knowledge and skills. This is more so because the world is dynamic hence the need to acquire relevant skills and knowledge.

2.12.6. Integrated approach

Integrating of programmes enhances participation with minimum resources. This entails focusing on departmental programmes holistically. Through this approach, impact is enhanced and guaranteed.

However, important to note is the fact that it takes a realistic government to implement all these proposed solutions. This is more so because effecting most of these strategies requires expertise, time, commitment and resources.

2.13. Summary of the Chapter

This chapter has raised several important aspects regarding the Freirean Theoretical framework upon which this study was anchored. The concept of empowerment has also been explored adequately.

Empowerment programmes in adult education are checked by a multitude of negative factors namely poor funding, inappropriate instructional methods and techniques, lack of training materials, poor timing and lack of effective monitoring mechanisms. Therefore, an appreciation of possible challenges will enable adult educators to appreciate the many rivers that need to be crossed in the course of empowerment.

Although there has been recent focus on empowering women in Zambia, much of it has been on the outcomes and not the means. This study therefore was intended to analyse the implementation process of the Women Empowerment Programmes (WEP) in Monze District. Therefore, this study could not have been undertaken at a better time than this as it is anticipated that findings would go a long way in improving the implementation process and consequently the evaluation of the WEPs. The chapter which follows discusses the methodology that was employed in data collection.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This study was premised on the fact that there is a gap that so often exists between theory and practice; policies and programs; plans and actual implementation. The study is also grass-root oriented research with a view to promoting social change. As argued by Tierney (1994 in Waghid, 2000:27-28):

“research is meant to be transformative; we do not merely analyze or study an object to gain greater understanding, but instead struggle to investigate how individuals and groups might be better able to change their situations.”

Thus, this chapter is aimed at providing the methodology that was employed in the study. Consequently, the following items will be discussed: target population, research instruments, research instruments, sample size and sampling procedures, data analysis and ethical considerations.

3.2. Research Design

Social research needs a design or a structure before data collection or analysis can commence. Research design refers to the structure of an enquiry: it is a logical matter rather than a logistical one (Yin, 1989). The function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible.

This study adopted a case study design. A case study is defined as “a holistic research method that uses multiple sources of evidence to analyze or evaluate specific phenomenon or instance” (Anderson, 1998:152). It was hoped that through this design, an in-depth study of the case in its natural setting would be attained. Both the qualitative and quantitative methods were employed. By so doing, there was triangulation of information collected through different instruments and from different sources. Triangulation refers to the application and combination of several research methodologies in the study of the same phenomenon (Herbert and Shepherd, 2001). By combining multiple sources, theories, methods, and empirical materials, was hoped that weakness or intrinsic biases that come from the use single method, single-respondent, and single-

theory studies would be overcome. Often, the purpose of triangulation is to obtain confirmation of findings through convergence of different perspectives. The point at which the perspectives converge is seen to represent reality.

3.3. Pilot study

A pilot study entails trying out the instrument to be used in data collection on a sample universe population. This approach is very critical as it enables the researcher to determine whether or not the research design will yield the desired results. Similarly, a pilot was conducted in Monze Central constituency, particularly on Caba women's group which was not part of the main study with the help of two research assistants who were adequately trained.

Only ten percent (15 respondents) of the sample were targeted and categorized as follows: 8 members of the women's groups and 2 village headmen from Monze Central constituency who benefited from the WEP were interviewed using an interview guide. Regarding facilitators, only 4 were sampled as well as one senior member of staff where FGDs and semi structured questionnaires were administered respectively.

Use of ambiguous and unclear wording or language was corrected during this exercise. Furthermore, through this approach the researcher was also able to ensure that all questions had objectives and by so doing you avoid been biased and skewed towards certain issues more than others. The main study was only conducted after obtaining satisfactory results from the pilot study.

3.4. Main study

The main study was conducted after determining the suitability of the Research Assistants and the data collection instruments obtained from the pilot study.

3.5. Study population

Universe population is considered as all members of a hypothetical set of people, events or objects to which generalization of the results of a research study could be made (Borg and Gall, 1979)

In this study, the population comprised all the members of women's groups in Monze District who benefited from the women empowerment fund from the Department of Community Development, village headmen, Community Development Officers operating within Monze District (referred to as facilitators) and Senior officers based at the Provincial office and Headquarters (referred to as administrators in this study). All in all, the total population obtained at the time of the study was 669 i.e. 574 members of women groups, 69 village headmen, 19 facilitators and 7 administrators.

3.6. Sample and sampling procedures

The word sample refers to a set of elements which are ideally representative of the entire population whereas sampling is the process of selecting a subset or sample from the entire population so that generalization of the results can be made to the population from which the elements were chosen (Peil, et al, 1982).

The sample size of 150 respondents categorized as follows: 120 members of women's groups, 15 Village headmen, 10 facilitators (Community Development Officers operating within Monze District (i.e. the District Community Development Officer, Assistant Community Development Officers and Community Development Assistants) Administrators (i.e. Directors and any other executive officers at Headquarters, Provincial Community Development Officer and Senior Community Development Officers at the provincial office) who were selected purposively. According to Singleton (1988: 153):

"purposive sampling technique is when a sample is based entirely on the judgment of the researcher, in that a sample is composed of elements which contain the most characteristic, representative or typical attributes of the population.

The researcher selected 40 women from each of the three (3) Parliamentary constituencies (Monze Central, Moomba and Bweengwa). These were sampled using Simple Random Sampling. This is a method of sampling which selects a sample in a manner which affords every case of the population the same chance, likelihood or probability to be selected (UNESCO, 2005).

In this study, only the women whose groups were funded were considered to be part of the sample. The process of simple random sampling started with defining the constituencies from which a sample of 120 women was to be drawn. There were 3 constituencies in Monze District as already mentioned above and forty women were selected from each constituency.

All the 574 women whose groups were funded in Monze District were listed. Each woman on the sampling frame was identified and written on a piece of paper. All the papers were placed in a container and then one at a time, they were randomly picked from the container until the desired number of 120 was reached. Each selected piece of paper revealed a name of a woman written on it. The paper was returned to the container prior to selecting the next. This ensured that the probability of all selections remained constant all the time. The desired sample of 120 women was attained.

In qualitative research the sample is intentionally selected according to the needs of the study, commonly referred to as '*purposive sampling*'. The cases are specifically selected because they can teach us a lot about the issues that are of importance to the research (Coyne, 1997).

Regarding selection of members of the women groups and village headmen, cluster random sampling was used. Chilisa and Preece (2005) stated that cluster random sampling is a technique whereby the entire population is divided into groups or clusters and random or systematic selections of these groups was made. Similarly, the population was divided into 3 regions (constituencies) and 40 members from each of the 3 constituencies were selected; bringing the total to 120 women's group members. From the 15 village headmen, 5 respondents were selected from each constituency using simple random sampling.

Selection of the respondents was through simple random sampling within each selected group. This method allowed division of the women's groups according to regions and form of assistance received. Therefore, the Women's Groups and Village Headmen were picked after studying the inventory of the Women's Groups in the district that was obtained from the district office. These respondents were picked from the women's groups dotted throughout the district.

Purposive sampling technique was employed in selecting administrators and facilitators. Arising from the foresaid, only respondents who had either participated or have some knowledge about the WEP and only 6 senior personnel, referred to as administrators and 10 facilitators (Community Development Officers operating in the District who are on the ground working with the women groups) were studied.

3.7. Data Collection Procedure

First and foremost, permission was sought in the field was that most of the respondents especially women and village headmen were illiterates. Such a situation meant that respondents might have difficulties in reading and writing and therefore certain techniques such as questionnaires could not be ideal. In this instance, interviews were appropriate. This study engaged research assistants who helped in interviewing the respondents one by one to expedite the process.

In order to collect both qualitative and quantitative data, four different instruments were employed. These are semi-structured questionnaires, Focus Group Discussions (FGDs) and interview guides.

3.7.1. Questionnaire

Buchi (1974) defines a questionnaire as a written document comprising questions seeking answers on a particular subject. In this study, a semi structured questionnaire was used to collect data from Senior Community Development Officers referred to as Administrators.

3.7.2 Focus Group Discussion (FGD)

Focus Group Discussion (FGD) is a rapid assessment, semi structured data gathering method in which purposively selected set of participants gather to discuss issues and concerns based on a list of key themes drawn up by the researcher (Kumar, 1987). Ultimately, the purpose of FGD in this instance is to gain insight knowledge about WEPs was used on facilitators in order to have face-to-face interaction between the researcher and the respondents. Through this technique, the study obtained data from the Community Development Officers working within the district referred to as facilitators in this study. The discussion was facilitated by the researcher.

3.7.3. Interview

According to Chilisa and Preece (2005), interview refers to a conversation or interaction between the researcher and a research respondent. In this study, an interview guide was used to collect data from all members of the women's groups as well as the village headmen. Data collected through this technique was obtained with the help of Research Assistants.

The above mentioned sources are referred to as primary sources of data as they reveal first hand information. Regarding secondary sources, document analysis was employed where existing sources such as previous works on Monze women's groups, reports, government statistics and other documents were reviewed.

3.8. Ethical consideration

Ethics in the context of research refers to a set of standards that can guide adult education researchers on how they should interact with the researched and how the research problems could be conceived and formulated (Chilisa and Preece, 2005). Erlandson et al (1993), in their discussion of ethical issues mentioned concerns with regard to privacy, confidentiality, harm, deception and informed consent. In this case, ethical consideration had to do with protection of respondents. Prior to the study, the researched were provided with information about the study, its purpose, how it would be carried out, its duration and benefits to the participants. In this vein, an introductory letter was obtained from the Ministry concerned i.e. Ministry of Community Development, Mother and Child Health. Therefore, ethical consent was sought through an informed consent form and confidentiality guaranteed before embarking on data collection from respondents. After which they were asked to append their signatures if they were agreeable to participate in the study. The following were clarified with the respondents and observed:

- i. Respondents were requested not to reveal their bio-data;
- ii. They could withdraw anytime from the research if they felt uncomfortable;
- iii. The data collected was solely for academic purposes only.

3.9. Data analysis

According to Egerton University (2000: 56) in Chilisa and Preece 2005: 206):

“The purpose of analysing and synthesizing data is to make sense out of disaggregated information, showing the relationships, their root causes and possible solutions”.

Data sought from this study was analyzed both qualitatively and quantitatively. This study followed the multiple case study design where qualitative data is analyzed case by case through thematic analysis and later by cross-case analysis (Stake, 2006). This means that the data was not coded sentence by sentence or paragraph by paragraph, but coded for meaning. Thus, interviews and documents were analyzed for each case. Following the case-by case analysis, all themes were used to conduct the cross-case analysis. Themes salient across all cases were kept as well as those that were extremely different. For this qualitative study, the researcher followed merging findings procedure where similar themes were grouped together. According to Stake (2006), the researcher whose priority is to merge the findings across cases would use this particular method. This method also allows the researcher to make generalizations about the cases.

Quantitative data on the other hand was analyzed by using Statistical Package for Social Sciences (SPSS). This is a systematic way of analysing data using particular computer software.

3.10. Summary of the chapter

The chapter has discussed the methodology that was employed in the study. A case study design was adopted in order to allow the researcher gain an understanding of the implementation process of the WEP. Both qualitative and quantitative methods in data collection were used so as to enhance triangulation. Semi-structured questionnaires, semi- interview guides as well as FGDs were used in data collection. A sample size remained at 150 respondents which were drawn from the universe population. Ethical considerations were clarified beforehand.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1. Introduction

This chapter is a presentation of the findings of the study. The following were the research questions that guided the study: What types of activities are undertaken by the women groups in Monze District? What methods are used in implementing the WEP in the District? What factors influence the implementation of the WEP in Monze District? How can challenges encountered in implementation of WEP in the District be addressed? The findings have been presented using tables to show frequencies and percentages.

4.2. Types of Activities undertaken by the women groups in Monze District

The first objective of the study sought to investigate the activities undertaken by the Women Groups in the District. The respondents included Community Development Officers, the participants in the women groups and the village headmen. The findings presented in this chapter are based on responses from participants and facilitators of women groups. Responses from Focus Group Discussions and interviews were used to supplement and strengthen information collected through questionnaires. While quantitative data has been illustrated by use of tables qualitative data on the other hand was narrated.

4.2.1. Responses from women and facilitators

4.2.1.1. Activities of the Women's Groups

The respondents explained that mainly the women groups in the district implemented small-scale Income Generating Activities (IGAs) because of the perceived benefits. Furthermore, it was learned that various groups embarked on various projects such as poultry (i.e. village chickens, broilers or layers), farming, gardening, small-animal production (cattle, pigs and goats), food production and preservation, sewing and knitting. These results are shown in table 2 below.

Table 1: Activities of the women groups

| Activities of the Women Groups | Frequency (F) | Percentage (%) |
|---------------------------------------|----------------------|-----------------------|
| Poultry farming | 32 | 27 |
| Crop farming | 28 | 23 |
| Small animal production | 24 | 20 |
| Food production and preservation | 13 | 11 |
| Gardening | 11 | 9 |
| Sewing | 7 | 6 |
| Knitting | 5 | 4 |
| Total | 120 | 100 |

Table 2: Relevance of activities of Women's Groups in empowering members

| Relevance of activities | Frequency (F) | Percentage (%) |
|--------------------------------|----------------------|-----------------------|
| Skills building | 49 | 41 |
| Sense of belonging | 18 | 15 |
| Information sharing | 22 | 18 |
| Improved financial status | 18 | 15 |
| Self confidence | 5 | 4 |
| Enhanced literacy levels | 5 | 4 |
| Not useful | 3 | 3 |
| Total | 120 | 100 |

Table 2 above indicates the findings of the research about the relevance of the activities of the Women Groups in empowering members. The findings revealed the following: 41 respondents (i.e. 38 %) said the women's involvement in Women Groups enhances their skills; 18 respondents (i.e. 17 %) respondents explained that members of the Women Groups developed a sense of belonging, 21 respondents (i.e. 20%) respondents that there is usually information sharing in Women Groups, 3 respondents (i.e. 3%) said that members develop high levels of self-confidence, 5 respondents (i.e. 5%) stated that there is enhanced literacy levels while the other 2 respondents (i.e. 2%) explained that the activities of the Women Groups were not useful at all.

Additionally, it was learned that members of the Women Groups meet once or twice per week to discuss group matters and carry out the groups' activities collaboratively.

Table 3: Who determines the activities for the Women's Groups?

| Who determines activities for the women groups | Frequency (F) | Percentage (%) |
|--|----------------------|-----------------------|
| Group members themselves | 68 | 57 |
| Determined by participants but policy influenced the activities | 21 | 17 |
| Activities are determined by the group although this is as a way of imitating what the other Women's Groups are doing. | 31 | 26 |
| Total | 120 | 100 |

Table 3 above shows the distribution of respondents by who determined the activities of the women groups. The results revealed that: 66 respondents (i.e. 57%) stated activities were determined by the group members themselves, 21 respondents (i.e. 17%) stated that in as much

as the activities were determined by the participants, the policy that governs the programme influenced the type of activities carried out by the groups. This is to mean that most activities are pre-determined by the Department of Community Development. Meanwhile, the other 31 respondents (i.e. 26%) explained that activities are determined by the group although this is as a way of imitating what the other Women's Groups are doing.

As portrayed in Table 3 above, 57% of the respondents explained that group activities were determined by the group members themselves but 26% of the respondents on the other hand felt that although activities are pre-determined by the group, this could be done as a way of imitating what other women groups are doing.

4.2.2. Meaning of empowerment

The study sought to find out the respondents' own understanding and interpretation of the term empowerment regarding Women's Groups. This was meant to help the researcher assess the members' understanding of the term.

In this regard, empowerment was viewed from three different dimensions i.e. to the group member's own life, to the life of the group member's family and to the community. Generally, the members of the women groups held divergent views about this concept. Figure 1a below shows the distribution of respondents' understanding of the term empowerment.

Table 4a: Meaning of Empowerment (members of the women groups)

| Meaning of Empowerment | Frequency (F) | Percentage (%) |
|--|----------------------|-----------------------|
| Having sufficient food to eat | 66 | 55 |
| Married and having children | 31 | 25 |
| Increased household income | 15 | 13 |
| Enhanced participation in community activities | 8 | 7 |
| Total | 120 | 100 |

Table 4a above shows that 66 members of the Women Groups (i.e. 55%) interviewed defined empowerment as having sufficient food to eat, 31 respondents (i.e. 25%) stated that an empowered person is one who is married and has children, 15 respondents (i.e. 13%) explained that it entails increased household income, while the other 8 respondents (i.e. 7%) stated that an empowered person is one whose participation in community activities is enhanced.

Table 4b: Meaning of empowerment (facilitators)

| Meaning of Empowerment | Frequency (F) | Percentage (%) |
|--|---------------|----------------|
| Increased household income | 5 | 50 |
| Enhanced participation in community activities | 3 | 30 |
| Improved skills | 2 | 20 |
| Total | 10 | 100 |

The findings from the facilitators in table 4b above indicate the following: 5 respondents (i.e. 50%) explained that empowerment means having increased income, 3 respondents (i.e. 30%) stated that it entails enhanced participation in community activities and 2 respondents (i.e. 20%) said that empowerment means improved skills. Thus, the majority 5 respondents (i.e. 50%) understand empowerment as having increased income.

While 50% of the facilitators defined empowerment as increased household income, 20% of respondents on the other hand stated that empowerment means improved skills.

Table 5: Availability of plans, activities and other materials

| Availability of plans, activities and other materials | Frequency (F) | Percentage (%) |
|--|----------------------|-----------------------|
| Available | 48 | 40 |
| Some are available | 30 | 25 |
| Not available | 30 | 25 |
| Don't know | 12 | 10 |
| Total | 120 | 100 |

Table 5 above shows the distribution of respondents by availability of plans, activities and other materials. 48 respondents (i.e. 40%) said plans were available, 30 respondents (i.e. 25%) said some plans were available, 30 respondents (i.e. 25%) said some plans were not available, 12 respondents (i.e. 10%) said they did not know.

Table 6: Reasons for diverting plans

| Reasons for diverting plans | Frequency (F) | Percentage (%) |
|------------------------------------|----------------------|-----------------------|
| Political interference | 36 | 30 |
| Lack of seriousness | 33 | 27.5 |
| Women's activities not valued | 19 | 16 |
| Inadequate funds | 17 | 14 |
| Wrong timing | 15 | 12.5 |
| Total | 120 | 100 |

The analyzed data on reasons for diverting plans are shown in table 6 above. 36 respondents (i.e. 30%) respondents said political interference was the reason for diverting plans, 33 respondents (i.e. 27.5%) respondents said it was due to lack of seriousness, 19 respondents (i.e. 16%) said it was because women's activities were not valued, 17 respondents (i.e. 14%) respondents said it was due to inadequate funds, and 15 respondents (i.e. 16%) said it was because of wrong timing.

The study established that at times, plans were not adhered to and that sometimes, certain activities just emerge depending on the situation at hand at that particular moment. Similarly, even projects of women groups were sometimes not followed as reflected in the proposals. It was learned from the study that at certain times, women groups had a tendency to divert from their original plans especially if the group received its funding during the farming season. So, certain groups used the money to procure farming inputs with a view to go back to their original plans after making some profit through selling off their harvest. Some groups have completely failed to implement projects even after receiving funding.

4.2.3. Responses from Administrators and Facilitators

4.2.3.1 Planning of activities

The researcher wanted to find out who plans for the activities of the WEPs. The findings revealed that planning was done at different levels i.e. at national, provincial, district and community levels. For instance at national level, planning is usually done by a committee set up to look at gender issues and planning is mostly centered on allocation of resources i.e. amount and who to fund while planning for group activities is usually done at district and community level. The study further established that planning of women group activities is usually influenced by the availability of funds and government policy.

4.2.3.2 Funding of Women Groups

The researcher wanted to know whether the funds provided to the women groups were loans or grants. All the respondents interviewed stated that the funds given to the women groups were grants.

In trying to find out the sources of funding of the women groups, the study established that the administrators who were interviewed explained that women groups were funded upon filling in

and submission of a project proposal that is usually sent to headquarters through the district office. Approval was done at two levels i.e. firstly at district level and secondly at national level although not all the project proposals got approved. But there were certain instances when certain groups submitted their proposals directly to Headquarters without the endorsement of the District Community Development Officer (DCDO) and yet they may be considered for funding.

The study also wanted to establish the amount of money that women groups received; it was revealed that the amount ranged between K1, 000 – K10, 000 which is always given in cheque form. Only registered groups with certificates of registration from Registrar of Societies from the Ministry of Home Affairs were funded. However, in certain instances, women groups were funded in kind through provision of equipment such as hammer mills, oil extracting machines, treadle pumps and sewing machines.

Additionally, the researcher wanted to know how often the district received funding for the women groups. The study established that the district or the women groups did not determine when to fund the groups but rather the Headquarters and usually between 3-30 groups would be funded in a year, with the highest in the year 2011. In certain instances, some groups received cheques twice in a particular year, and yet some groups had never been funded before.

Table 7: Standardization of the activities

| Standardization of the activities | Frequency (F) | Percentage (%) |
|-----------------------------------|---------------|----------------|
| Not standardized | 72 | 60 |
| Standardized | 26 | 22 |
| Standardization not possible | 22 | 18 |
| Total | 120 | 100 |

Table 7 above shows the distribution of respondents regarding the issue of standardization of the WEP activities. Out of the 120 respondents (i.e. 100%) respondents interviewed, results

indicated the following: 72 respondents (i.e. 60%) respondents explained that there was no standardization at all while 26 respondents (i.e. 22%) explained that there was standardization but only in certain areas of the programme such as the funding process and selection criteria. Meanwhile, the other 22 respondents (i.e. 18%) explained that standardization was not possible as women groups are drawn from different communities with different environments and needs.

From the findings reflected in Table 7 above, it can be concluded that the majority of the respondents i.e. 60% stated that activities were not standardized and only 18% of the respondents stated that standardized of activities was not possible.

4.3. Methods used in implementing the WEP in the District.

Table 8: Methods used in the WEPs

| Methods | Frequency | Percentage (%) |
|--------------|------------|----------------|
| Meetings | 55 | 46 |
| Lecture | 33 | 28 |
| Workshops | 21 | 17 |
| Field Trips | 11 | 9 |
| Total | 120 | 100 |

The researcher wanted to find out the methods used in disseminating information to the women groups (as shown in table 8 above). The study established that group method was the commonly used method as opposed to the individual method and that at times facilitators mixed different methods. Out of the 120 respondents (i.e. 100%) respondents interviewed, 55 respondents (i.e. 56%) explained that meetings were mostly used while 33 respondents (i.e. 28%) mentioned that the lecture method was used, 21 respondents (i.e. 17%) mentioned the workshops, 11 respondents (i.e. 9%) mentioned field trips.

The study further established that there was no uniformity regarding methods used in the implementation of WEP but rather the methods used was usually determined by the officers. While the facilitators revealed that the methods used may at times be influenced by certain factors such as facilitators' familiarity with the method, time, location, availability of resources and nature of participants, the members of the women groups on the other hand stated that in most cases they were not consulted but rather they were just told what to do.

From the findings discussed above, it is clear that there were different types of methods that were used in the management of WEP. While the majority of the respondents (i.e. 46%) explained that meetings were used, the minority of the respondents (i.e. 9%) on the other hand mentioned field trips.

Table 9: Suitability of the methods used

| Suitability of Methods | Frequency | Percentage (%) |
|-------------------------------|------------------|-----------------------|
| Always Suitable | 20 | 16 |
| Sometimes not suitable | 55 | 46 |
| Not suitable | 45 | 38 |
| Total | 120 | 100 |

Findings regarding the suitability of methods used among Women Groups are presented in Table 9 above. The findings revealed that out of the total number of 120 respondents (i.e. 100%) interviewed, 20 respondents (i.e. 16 %) said the methods were always suitable, 55 respondents (i.e. 46%) said that the methods were sometimes not suitable and 45 respondents (i.e. 38%) respondents revealed that they were not suitable at all.

Out of the 120 respondents interviewed (i.e. 100%), the majority of the respondents (i.e. 46%) said that methods used were sometimes not suitable, whereas the minority (i.e. 16%) said methods used were always suitable.

Table 10: Types of training

| Types of Training | Frequency (F) | Percentage (%) |
|----------------------------------|---------------|----------------|
| Entrepreneurship Skills | 73 | 61 |
| Leadership Skills | 17 | 14 |
| Agriculture | 9 | 7.5 |
| Food Production and preservation | 7 | 6 |
| HIV/AIDS | 9 | 7.5 |
| Gender Based Violence (GBV) | 5 | 4 |
| Total | 120 | 100 |

As indicated in Table 10 above, the study established that members of the Women Groups were provided with different types of training to enhance their skills in managing the projects they carried out. Table 10 above indicates 73 respondents (i.e. 61%) said they received entrepreneurship skills, 17 respondents (i.e. 14%) received leadership skills, 9 respondents (i.e. 7.5%) received agriculture skills, 7 respondents (i.e. 6%) received training in food production and preservation, 9 (i.e. 7.5%) respondents said HIV/AIDS training was offered, and 5 respondents (i.e. 4%) received gender based violence training. The respondents stated that the training which is usually provided by the facilitators is determined by many factors. Among them is location, type of project/s, funding and time. Entrepreneurship skills and leadership skills trainings were the most common types of training.

While the majority of the respondents i.e. 61% stated that members of the women groups received leadership skills training, a few respondents i.e. 4% stated that the GBV training was provided.

Figure 11: Documentation of information

| # | <i>Types of documents</i> | <i>Where</i> |
|---|--|-------------------------|
| 1 | Minutes, reports, inventory of funded groups, plans, project proposals, policy documents, financial documents. | Headquarters, |
| 2 | Reports, inventory of women groups in the province, inventory of funded groups, financial documents. | Province |
| 3 | Minutes, reports, inventory of women groups in the district, inventory of funded groups, certificates of women groups, plans, project proposals, financial documents, training material. | District |
| 4 | Minutes, reports, registers, constitution, financial documents such as receipts, income and expenditure details, duty rota, and schedule of meetings. | Community (Group level) |

The researcher tried to find out whether or not activities of the group were documented and exactly what was documented. The administrators and facilitators indicated that different documents were kept at different levels such as headquarters, province, district and community. These results are presented in table 11 above.

Furthermore, the research established that most women were illiterate as such they find it very difficult to read and write. This situation has caused most women groups to maintain the few literate members to hold leadership positions for a long time. In certain instances, the men who were members of the women groups were used as Secretaries or even as links between the District office and the Women Groups.

4.4. Factors that influence the implementation of the WEP in Monze District

Table 12: Factors that influence the implementation of WEPs

| Factors that influence the implementation of WEPs | Frequency (F) | Percentage (%) |
|--|----------------------|-----------------------|
| Poor timing | 38 | 32 |
| Non availability of funds | 19 | 16 |

| | | |
|----------------------------|------------|------------|
| Political influence | 34 | 28 |
| Government policy | 16 | 13 |
| Location | 8 | 7 |
| Feasibility of the project | 5 | 4 |
| Total | 120 | 100 |

Results revealed that there are many factors that influence the running of WEP in the District such as poor timing, non-availability of funds, government policy, location and feasibility of the project. Table 12 above portrays the findings whereby 38 respondents (i.e. 32%) explained that poor timing was the influencing factor in that funding may come when participants are busy with agricultural activities leaving them with very little time to attend to Group activities. Meanwhile, 19 respondents (i.e. 16%) said it was due to non- availability of funds. Meanwhile, 34 respondents (i.e. 28%) said it was political influence and 16 respondents (i.e. 13%) said it was due to Government policy. The other respondents said the following: 8 respondents (i.e. 7%) respondents it was due to the location while the other 5 respondents (i.e. 4%) said feasibility of the project was an influencing factor.

Table 13: Roles of Stakeholders

| Roles of stakeholders | Frequency (F) | Percentage (%) |
|------------------------------|----------------------|-----------------------|
| Planning | 50 | 42 |
| Resource allocation | 36 | 30 |
| Capacity building | 16 | 13 |
| Monitoring and evaluation | 16 | 13 |
| No stakeholder involvement | 2 | 2 |
| Total | 120 | 100 |

Stakeholders in this instance refer to cooperating partners such as funders, policy makers, others organizations/ departments involved in WEPs, traditional and civic leaders. Table 13 above shows the responses of respondents according to roles of 50 respondents (i.e. 42%) said stakeholders were involved in planning, 36 respondents (i.e. 30%) said they were involved in resource allocation, 16 respondents (i.e. 13%) said they involved in capacity building, 16 respondents (i.e. 13%) said they were involved in monitoring and evaluation, and 2 (i.e. 2%) respondents said there was no stakeholder involvement.

Additionally the researcher went on to find out from the respondents whether or not it was necessary to involve stakeholders in the management of women groups. The findings are shown in table 13 above. 86 respondents (i.e. 72%) said that stakeholder involvement was necessary while 34 respondents (i.e. 28%) stated stakeholder involvement was not necessary.

Table 14: Selection criteria

| Selection criteria | Frequency (F) | Percentage (%) |
|---------------------------------|---------------|----------------|
| Quality of project proposal | 52 | 43 |
| Location | 34 | 28 |
| Support from influential people | 20 | 17 |
| Composition of the group | 14 | 12 |
| Total | 120 | 100 |

Regarding the selection criteria for the Women Groups, the study interviewed 120 respondents (i.e. 100%) and the findings indicate that there are different factors that may influence the selection criteria of funding Women Groups. The following were the results: 52 respondents (i.e. 43 %) said quality of the proposal, 34 respondents (i.e. 28 %) stated that it was location, 20 respondents (i.e. 17%) explained that it was based on how much support a group may have from influential people such as the Member of Parliament (M.P), District Commissioner (D.C), District Community Development Officer (DCDO) or any other. Meanwhile the other 14 respondents (i.e. 12%) explained that selection was based on the composition of the women groups. Table 14 above portrays these findings.

However, key informants (facilitators and administrators) said it was a combination of the quality of the proposal, location of the women and composition of the group.

4.4.2 How stakeholders were involved in the management of women's groups

In trying to find out if there was stakeholder involvement in the management of women groups, most respondents confirmed that different stakeholders were involved in the management of women's groups. These included other government departments, Non Governmental Organizations (NGOs), Political leaders (Members of Parliament, Councilors) and traditional leaders such as Village Headmen.

4.5.3. Responses from in-depth interviews on policy issues on women empowerment

The researcher wanted to find out if there was a policy regarding WEP and if so ascertain how it affects the implementation process of the WEP. Regarding this issue, the researcher interviewed 15 respondents. The interviewees said that there is no specific policy on women empowerment but the Department had an overall policy that encompasses all the programmes within the Department.

4.5.3.1. Challenges encountered during the implementation of WEP in Monze District.

The researcher was interested to know what types of constraints were faced in the implementation process of WEPs. The administrators and facilitators revealed a number of problems which are tabulated in Table 15 below.

Table 15: Major Challenges encountered in implementation of WEP Monze district

| # | Types of Challenges | How the challenges affect the WEP/Women groups/community |
|----|--|---|
| 1 | Poor funding (Little and fragmented funding) | The groups fail to implement the intended projects and empowerment may not be attained. |
| 2 | Lack of proper procedures and systems | difficult to implement and monitoring of projects in such an environment is also difficult; Women groups fail to access the funds |
| 3 | Misapplication of funds | Wrong impact on the programme; Evaluating results may not be valid |
| 4 | Cheques expiring | Beneficiaries are curtailed from accessing funds and as such community members are demotivated |
| 5 | Lack of proper training to the women groups and facilitators | Poor management of projects by the women groups |
| 8 | Misconception about the programme | Lack of commitment |
| 9 | Poor timing | Groups divert from their original plans |
| 10 | Few staff | Poor monitoring hence poor management |
| 11 | Political interference | Funds may be diverted women group members are manipulated |

The study established a number of challenges regarding the running of the WEPs which may have either positive or negative bearing on the programme. Some of them indentified include poor funding, poor systems and procedure, misapplication of funds and lack of proper training to both the women groups as well as the facilitators. Other constraints include misconception about the programme, poor timing and political interference.

4.5. Propositions to address constraints encountered in implementation of WEP

Table 16: Propositions to address challenges

| Propositions to address constraints faced by women groups | Frequency (F) | Percentage (%) |
|---|----------------------|-----------------------|
| Appropriate training must be designed, documented and provided to the members of the women groups so that their skills are sharpened | 38 | 32 |
| Need to provide training to the facilitators from time to time so that they are kept abreast with the dynamism of the ever changing society | 25 | 21 |
| Funding levels should be improved so that women can engage in meaningful income generating activities | 26 | 22 |
| Need to re-look at the entire WEP and come up with working systems | 22 | 18 |
| Need to completely decentralize WEP so as to avoid certain problems such as duplication of funding, cheques expiring and poor communication | 9 | 7 |
| Total | 120 | 100 |

The study established that there certain mitigation measures that are put in place as a way to address some of the problems faced. However, it is suffice to mention that there are certain types

of problems that are beyond the limits of the district as such there is very little that can be done. On the other hand, the province and headquarters would put up mitigation measures although sometimes they are overlooked due to pressure especially from the higher offices or politicians.

4.6.1 Supervision and Monitoring

The other issue that this study sought to find out was the supervision and monitoring of the women groups. The researcher wanted to find out how supervision and monitoring was done. The administrators and facilitators explained that periodic monitoring was done to check whether or not the programme was running according to the original plans. The Community Development Officers also conduct monitoring visits two to three times annually which were complemented by the group members who also conduct monitoring to see how the group projects fared.

4.6.2. Suggestions on what WEPs should include

Asked on what they thought should be included in order to make WEPs more attractive and meaningful to the participants, the respondents suggested three issues that could help improve the performance of the programme. The first one being that programmes should incorporate an agriculture component so that participants can engage in meaningful agriculture and thereby attaining food security. Secondly, participants suggested that the programme should include effective training so as to boost the empowerment activities. On the other hand, other respondents suggested that the IGAs should focus on value addition so that women groups produce attractive products that can compete favorably on the harsh market.

4.7. Summary of the chapter

Chapter four was a presentation of research findings on the implementation process of the WEP in Monze District. The findings were presented according to the research questions in relation.

It was revealed that the implementation process of the WEP had a lot of issues and in most cases many women groups did not adhere to their original plans. The chapter also showed that the group method was mostly used as opposed to individual methods. Additionally, meetings and discussions were the most common type of methods that were used in the management of women groups. However, at certain times facilitators mixed the methods that they used.

The other findings revealed a number of factors that influenced the implementation process of the WEP such as timing, political influence, Government policy, location and feasibility of the project. What can be deduced from this is that the programme has not been spared from certain forces. Additionally, several constraints surfaced in the study that impinged on the implementation process of the WEP. Among them were poor funding, misapplication of funds, lack of proper procedures and systems, cheques expiring, lack of proper training to the women and facilitators and poor communication. The study also established some propositions to address these constraints. The next chapter is a discussion of the research findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1. Introduction

This chapter is a discussion of the findings presented in chapter four of this study. The following are the objectives that guided this study: to identify the types of activities executed by the women groups in the District; to investigate the methods used in implementing the WEP in the District; to establish factors that influence the implementation of WEP in Monze District; and to establish propositions to address the constraints encountered in implementation of WEP in the District. The findings are also discussed in comparison with the ideas from accredited authors as they were quoted in the literature review of chapter two of this study.

5.2. Activities undertaken by the Women Groups

First and foremost, this study sought to establish the respondents' own interpretation of the concept of empowerment. It is interesting to note that facilitators interpreted the term differently from the participants. While the majority of the facilitators defined the term as the attainment of skills, most of the participants on the other hand explained that an empowered person is one who has sufficient food to eat. This simply entails that there is need to first of all have a common understanding even before empowerment programmes are designed so that there is no mismatch in the perceptions. For as long as a common understanding is not laid, therefore this programme will forever face challenges of misapplication of funds and lack of commitment. To this extent, it can be argued that no wonder in certain instances the women groups misapplied the funds (e.g. procuring agricultural inputs) or seem not to attach importance to the activities they carry out in their groups. This is because the participants perceived empowerment differently as opposed to the implementers.

The study set out to determine the main activities undertaken by the Women Groups in Monze District. Findings revealed that most women groups were involved in small-scale Income Generating Activities (IGAs) such as poultry, farming, gardening, animal production, food production and preservation, sewing and knitting. This is in agreement with MCDMCH women empowerment guidelines (2012) and Department of Community Development-Monze District annual reports (2011, 2012 and 2013) which itemized the type of assistance to the women

groups. The research findings indicated that these activities have a bearing on the well-being of the members such as skills building, sense of belonging and improved household income. However, the issue of lack of market for the goods produced by the women groups was identified. This could be attributed to a number of factors as discussed below:

- i. the women do not have the capacity and appropriate skills to produce attractive and competitive goods that can compete favorably on the market;
- ii. the market is flooded with Chinese goods and second hand clothes commonly known as ‘*salaula*’ which are relatively cheaper to buy; and
- iii. there is no organised market for the women groups to sell off their products hence most groups experience challenges.

Regarding who determines the activities of the women groups, the study established that the groups' activities were guided by government policy in relation to empowerment of women. In this regard, there is no group that was allowed to implement projects that were not recognized and accepted within the programme. Therefore, only those projects that were recognized by the department were supported. This is in disagreement with most adult education writers such as Freire (1970), Gboku and Lekoko (2007) and Baker (1984), who contend that adults should be allowed to choose the right projects that are in tandem with their needs, environment and capacities. From this, what one can deduce is that most participants were compelled to choose those projects/ activities which because they knew would qualify for funding as prescribed by the planners and donors.

One other notable aspect that this study has brought to light is the issue of the amounts of funding that these groups receive. It is sad to note that these groups receive very little amounts of money to run their projects. First of all, it must be mentioned here that the size of the groups ranged between 10-30 members. Meanwhile, the highest amount of money that was ever given to these groups is K10, 000 with the lowest being K1,000. These amounts are too small for funding groups of people to engage in meaningful IGAs. As earlier alluded to, this could be attributed to reasons why some groups have misapplied the funds. In fact Mpofu and Amin, (2004) were very right when they said that most adult education programmes were less funded. It is would even be better to fund only few groups with reasonable amounts of money in a district in a particular year

than to fund many groups but with very small amounts of money. This type of spending is wasteful and can be termed as careless spending.

One other issue that this study established was that in the year 2011, the District experienced the highest number of women groups that were funded while during the other years, only few were funded. The big question is “*why only in 2011?*” The answer is very simple, this is because this was an election year and it is clear that during elections, government uses Departments or rather programmes to campaign smartly. More funds were injected in the WEP at that time so that more groups benefit. So this could have been used as a bait to attract and consequently entice women to vote for the party in power. This is done in the hope that these women are the potential voters. To illuminate this matter, Parliamentarians seem to have an upper hand over the WEP fund during this period. This scenario contributes to the distortion of the programme because people tend to think that this money is not accountable for as it is just meant for campaign purposes. In other words, people are at liberty to use the money in whichever way they feel like without any hurdles. Therefore, there is great need for implementers to be conscious as they fund Women Groups and be able to make a distinction between development programmes and politics. People must be sensitized about the sources and uses of the funds if development is to be attained.

5.3. Methods used in implementing the WEP

The study established that the group method was commonly used in Monze District as opposed to the individual method. Meetings, lectures, discussions, and field trips were extensively employed in the implementation of WEPs. This is in agreement with what some scholars such as Matiru et al (1976), Rose and Clarke (1972) and warren (1964) who observed that practitioners need to embrace different methods or interventions in order to achieve empowerment. Among these methods used by facilitators of WEPs, meetings and discussions were reported to be the most effective in mobilizing women groups. When people are exposed to discussions, they are able to find solutions to their problems. As postulated by Warren (1964), people discuss whenever they form into any kind of group.

It was observed that the methods that were employed in the WEP are acceptable in Adult Education fraternity. Through methods such as meetings, discussions and field trips, the learners

are able to engage in dialogue and thereby sharing knowledge, skills, information and ideas. On the contrary, despite employing the adult education methods that could consequently lead to empowerment, what was established in this study is that most members did not exhibit signs of high levels of empowerment. What is worrying is the outcomes or results. In an empowerment programme such as the WEP, a central concept is "conscientization," and development of critical consciousness through a process of reflection and action (Freire, 1972). Opposed to this "problem-posing" education, committed to personal and social liberation, is a "banking" education whose objective is domestication. To a larger extent, it could be argued that perhaps there is something wrong with the application of the methods. In other words, if these methods were properly used, high levels of empowerment could be noticed among most of the participants. As earlier discussed in the literature review, as information becomes more readily available and change continues to occur at a rapid pace, the job of the facilitator becomes increasingly demanding and complex. Therefore, updating of knowledge and skills of the facilitators and participants through refresher courses is more desirable.

Further, it was observed that despite the fact that these methods were used by facilitators, most groups still did not exhibit leadership skills and their empowerment levels were still relatively very low. As discussed in chapter two, we notice that as information becomes more readily available, change continues to occur at a rapid pace and the job of the facilitator becomes increasingly demanding and complex. Therefore, updating of knowledge and skills of the facilitators and participants through refresher courses is desirable.

One other factor that this study revealed is that there was no uniformity in the types of methods used in the running of women groups. What this means is that each facilitator is at liberty to use any adult education method depending on the situation. This is in tandem with adult education principles where the situation at hand determines the type of method to be used. In fact, literature is clear such as works from Arakai (1987), Gboku and Lekokko (2007) and Freire (1972) who indicated that there is no single method that is suitable at all times. The Freiran approach supports that facilitators use methods that are participatory and engages participants actively in transforming their world.

Many development programmes are presented in terms of linear steps. These steps reflect tasks that programme developers should undertake. In other words, the literature presumes that there are pre-determined patterns of communicating and acting. In practice, however, this is not the case. From the practical point of view, programme developers do more than just to perform a series of debate on some issues, agree or disagree and act accordingly when addressing a current situation of needs, challenges and issues. Therefore, the task of developing programmes is not just a question of taking actions but a critical reflection and analysis of what, why, and how of developing programmes.

5.4. Factors that influence the implementation of WEPs

From the findings of this study, a number of factors were established that influence the implementation of WEPs either positively or negatively with poor funding being the major factor. Similarly, many authors such as Chuma (2004), Sichula (2010) Bamberger et al (2006) and Mpofu and Amin, (2004) have confirmed that a lot of adult education programmes suffer from poor funding.

Other factors include lack of proper procedures and systems, misapplication of funds, cheques expiring, lack of proper training provided to the women groups, misconception about the programme, poor timing, few staff and political interference. Arising from the findings, it is clear that WEP has not been spared from certain factors as indicated above. This is to mean that there is need to review the WEP.

5.5. Challenges encountered in the implementation of WEP

As indicated in the literature review of this study, there were a number of constraints that were encountered in the implementation process of the WEPs. Notable among them, was poor funding whereby some women groups received as little as one thousand kwacha. Like UNESCO (2010) rightly observed, this has brought about dysfunction in the provision of adult education programmes and the WEPs in Monze District are not an exception. This can be evidenced by the manner in which the women groups were run. Duplication of funding, cheques expiring, funding very few groups and funding intensified during the election year. In fact this is to mean that this programme is used by politicians to gain political mileage and thereby altering the purpose of this programme.

Regarding lack of market for the products, it was noted that this was mainly attributed to the fact that most women lack improved skills that can enable them produce meaningful and attractive products. The study established that most of the products were hand-made. As such, products made by most women groups may not compete favourably on the international market with other products such as those from China and second hand clothes commonly known as ‘*salaula*’.

Additionally, the study also established other constraints with regards to the implementation of WEPs such as lack of proper procedures and systems. For instance, one of the conditions for funding is that a group must have a certificate of registration from Ministry of Home Affairs or local Council (MCDMCH 2012). Women Groups are issued with certificates upon payment of a non- refundable registration fee of kwacha two hundred and fifty (K250.00). This process is very demanding and frustrating. Most women groups have failed to access the grant not because they failed to raise the registration fee but because they have not received their certificates even after submitting the required documents and registration fee. It is on record that some groups had not yet received their certificates as way back as 2011(MCDCMCH annual report, 2013).Perhaps what would be ideal is to ease this process by way of decentralizing registration of women groups. It was observed that when programmes and projects work, the executive is eager to take the credit. However when they fail, blame is pushed to an administrative process.

What is saddening about this whole process is that most of these participants are poor so much so that raising the registration fee is a sacrifice. The only reason why they do that is because they are meant to believe that registration of their groups would be a key that would open many doors to funding agencies and other support. On the contrary, many registered groups that even meet the set conditions have not funded. Other than that, it was observed that in certain instances some newly registered groups were funded leaving out those that registered much earlier.

The above discussed gaps distort the whole purpose of women groups whose main objective is meant to help members gain access to resources and thereby reduce the poverty levels. However, with such a development at hand, most women are de-motivated and affect their participation in the women group activities. Other constraints established in the study include misapplication of funds by the beneficiaries. This confirms the fact that most of these women groups apply for the funds and indicate projects that they are sure would attract funding (MCDMCH report, 2011).

However, these funds may not necessarily be used on the projects as indicated in the proposals. Therefore, the proposals submitted by most women groups are just used as a bridge to accessing the funds and not necessarily for the projects as reflected on the proposals. It appears that most women are interested in farming as opposed to other Income Generating Activities (IGAs). This is in tandem with Bamberger, (1996) who observed that food is the most important need among poor households. The same is true regarding women groups in Monze District where projects implemented did not necessarily adhere to the original plans. As it was rightly indicated in the literature review of this study, usually what is reflected in the project proposals in terms of plans, activities and budgets does not correlate with the actual projects on the ground. To attest to this, Busla (1968) observed that there is a mismatch between theory and practice. What is saddening about such a trend is that it is misleading as it distorts the outcomes of programmes and as such, evaluating results may not be valid.

Further, it was noted that sometimes cheques meant for the women groups took too long to reach the intended beneficiaries and as such expired in the process. In such instances, the district has sent back cheques to headquarters with a view to have them re-printed but to no avail. One wonders where such monies go when it was already released for particular women groups. In fact with the foregoing, this is a clear indicator of how disorganized the WEP is and that very little attention is paid to women issues.

5.6. Propositions to address the challenges encountered in the implementation of WEPs

With regard to propositions to address challenges encountered in the implementation of WEPs, the study established the following: Improve funding levels, design and provide appropriate training to facilitators and participants, design training manuals, revise the entire WEP and decentralize the WEP completely. These issues are discussed in detail below.

5.5.1. Funding

Confirming this, Department of Community Development-Monze District annual reports (2011, 2012 and 2013) say that the Department should seriously consider improving the funding levels for the WEP. The programme is poorly funded because groups receive little amounts of money, it takes long for them to be funded and there is no proper system to ensure that old groups are

funded first. This scenario is very frustrating not only to the women groups but also to the officers especially those that are directly engaged with the women groups.

5.5.2. Training

There is need for local training and research institutions to help build local capacity to identify, design and implement appropriate projects. Such training programmes should be tailored to the needs of women groups. For instance, most community-based women groups are not well established and lack leadership skills, are involved in small scale IGAs, and are based in rural communities. Additionally, they are not very familiar with government formalities and lack access to financial resources, and these groups are frequently marginalized. Appropriate training should be provided to the officers so that they are kept abreast with the changing environment.

5.5.3. Decentralization

Bamberger et. al (1996) confirms that decentralization is an appropriate vehicle that can be used in improving most poverty reduction programmes in most Third World countries, and the WEP is not an exception. Therefore, there is need to ensure that programme is decentralized so that resources are spread evenly and used to optimum levels.

5.5.4. Flexibility

As adult educators, we tend to fall in love with our own methods, perhaps because one group seems to favor a particular method does not give the facilitator the right to expect subsequent groups to do likewise. Facilitators should be willing to change with the time. However, this is only possible through exposure such as refresher courses, workshops, seminars, conferences and tours. Therefore, facilitators should learn about varieties of methods, techniques and approaches and apply them as appropriately.

5.5.5. Integrated approach

There is need to integrate the programmes of the Department of Community Development rather than running them in piece mills as separate and stand alone programmes/projects. This would go a long way in ensuring that intertwined programmes supplement each other and thereby minimizing wastage of resources.

However, important to note is the fact that it takes a realistic government to implement all these proposed solutions. This is more so because effecting most of these strategies requires expertise, time, commitment and resources.

5.6. Summary of the chapter

The findings of the study were discussed in relation to the implementation process of the WEP in Monze District. One of the findings was that many women's groups were involved in IGAs that ranged from poultry, gardening, knitting sewing to food production and reservation. However, many groups at one point or another diverted from their intended projects as reflected on the project proposals. It was observed that mostly in such situations, those groups used the funds to procure farming inputs.

Regarding methods used in the implementation of the WEP being provided in the District, the study established that group methods were mostly used as opposed to the individual methods. Among the methods used were meetings, workshops and field trips. Knowles (1980) contends that adults learn best if and only if they participate. One of the ways through which members of the women groups can participate is by employing suitable adult education methods and techniques.

A myriad of factors that influenced the implementation of the WEP in Monze District were established. One factor that was established was timing. This was attributed to the fact that funds were released at wrong times, especially during the rainy season when most community members were busy with farming activities. In certain instances, it took long time for the department to fund a group after submission of the project proposal. Such developments compelled most women groups to use the funds to procure farming inputs. This is just to show that people's needs were not static but rather dynamic and changed over time.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

In this chapter, conclusions and recommendations are made based on the research findings and discussions of the study. The conclusions will be presented as they were aligned to each of the objectives that were set for the study. This will be followed by recommendations for possible future research.

6.2. Conclusion

The study was set to analyse the implementation process of the WEP in Monze District. This study has tried to conceptualize the implementation process in relation to the WEP. It must be noted that implementation is a complex activity as revealed by the findings of the research. The research findings are explicit and clear that a number of issues were revealed regarding the implementation process of the WEP.

The study was guided by the following four (4) research objectives and questions which were discussed in relation to literature that informed to this study, with first being to identify the types of activities undertaken by the Women Groups in the District. Suffice to mention that both this objective and research question were answered. The findings of the study revealed that most community based Women Groups were engaged in small scale IGA's because of the perceived benefit with 27% of the respondents representing poultry farming. Other activities established by the study include crop farming, food production and preserving, gardening and knitting.

The second research objective and question were also answered which was set to investigate the methods used in implementing the WEP in the District. Out of the 120 respondents interviewed, (i.e. 100%) majority respondents (55 i.e. 45%) revealed that meetings and discussion were among the methods used in the management of Women Groups. Other methods employed include lecture, workshops and field trips. It was observed that these methods were effective ways of sharing knowledge and information among members of the WEPs. When people are exposed to meetings and discussions, they are able to find solutions to their problems. However,

at certain times, facilitators mixed the methods that they used depending on the situation at hand. Additionally, group method was commonly used as opposed to the individual method.

The third research objective and question was related to factors that influence the implementation of the WEP in Monze District. This objective was answered as evidenced by the findings. The 15 Facilitators and Administrators (i.e. 100%) explained that there are many factors that influenced the running of WEP in the District such as timing, non-availability of funds, government policy, location and feasibility of the project. The study also revealed a number of constraints regarding the implementation of WEPs such as poor funding, misconception of the programme, lack of proper systems and procedures, misapplication of fund, cheques expiring and lack of proper training for Women Groups and facilitators. These issues affect the running of the WEP either positively or negatively. For instance, the issue of delayed or little funding may affect the implementation of certain activities. If funding is released during the rainy season when most members of the community are engaged in farming activities, club activities will be greatly affected in that members may not have sufficient time to attend to activities of the Women Group at the expense of farming.

The fourth and final research objective and question was based on how challenges encountered in the implementation of WEPs could be addressed. Indeed this research objective and question was met. The study revealed some propositions that could help in addressing the challenges such as to improve funding levels, design and provide appropriate training to facilitators and participants, design training manuals, review and revise the entire WEP and decentralize the WEP.

6.3. Recommendations

6.3.1. Government to improve funding

The government should improve the funding levels and procedures for the WEP. In fact, the WEP is befitting better funding because the majority of the women are poor and vulnerable. The WEP is one such programme that is aimed at uplifting the standards of living of the poor and vulnerable people;

6.3.2. The Ministry of Home Affairs to decentralize the issuance of certificates

The Ministry of Home Affairs should decentralize the issuance of certificates of registration for women groups. This will go a long way help the rural women to access the certificates without much difficulties;

6.3.3. Review and revise the procedures and systems

The Department of Community Development should re-look at the procedures and systems that surround the management of women groups. This is more so because it has been established that these procedures and systems;

6.3.4. The Department of Community Development should consider integrating programs.

The Department of Community Development has different programmes. Each programme tends to be implemented individually on its own merits, with no overall strategy for setting priorities or deciding how different projects/programmes complement each other. For instance, the benefits from improved house hold food security levels will be much reduced if the same families do not receive education programmes on how to maintain continued effective skills in agriculture. Arising from theforesaid, the researcher strongly suggests that the Department of Community Development should work out mechanisms to ensure that all programmes are integrated and packaged rather than delivering them in piece mills or separate units. Through this approach, effective utilization of resources would be enhanced;

6.3.5. Department of Community Development should devise effective monitoring mechanisms

The Department of Community Development should devise effective monitoring mechanisms so that it is clear from the onset what type of information the officers need to collect when conducting monitoring. Unlike the way was where funds may be released to undertake monitoring but without clear guidelines on what type of information to be collected. So in the long run, each officer would collect their own information;

6.3.6 Periodic needs assessment

There is need for massive investment in this area so that the Department of Community Development should seriously embark on periodic needs assessment in order that the real needs of the community are identified and addressed. Needs assessment, if participatory in nature, can have a positive bearing on communities in that projects identified would be those that may address the real needs of the people. Consequently, such a situation would help the WEP gain ground.

6.3.7. *The Department of Community Development to provide updated training to facilitators and participants respectively*

Training programmes intended to improve the skills and institutional capacity of community based development groups should be designed to address issues of capacity building. Additionally, training manuals should be designed. The need for training is particularly acute in the following areas:

- a) Project planning and management, including formulation of project ideas as well as project design, appraisal, monitoring and evaluation. This training should be operational in nature;
- b) Community mobilization for sustainable development, using existing organisational structures. By transferring skills to communities, sustainability of project benefits could be ensured without the Department's involvement in future project activities;
- c) Entrepreneurship skills that will help sharpen the skills of the women to engage in profitable projects and be able to market them appropriately; and
- d) Documentation and dissemination of experiences in WEPs. Since the Department of Community Development in particular has neither the skills or the institutional capacity to collect and disseminate this wealth of experience, national research institutions or higher learning institutions such as universities could be vital in undertaking small scale studies to learn from the successes and failures of WEPs and assessing programme impacts on participating communities;

6.3.8. Decentralize the WEP

Almost without exception, the WEP under the Department of Community Development suffer from excessive centralization. There is an intolerable congestion of business at Ministry Headquarters. Therefore, there is need for government to completely decentralize the WEP so as to ensure that resources are spread evenly to permit maximum utilization of scarce resources.

This in turn can help empower community members, especially women so that they actively participate and take ownership of development projects and programmes; and

6.3.9. Transport

The Department of Community Development should see to it that appropriate transport is procured for the field officers so that they are able to supervise and monitor the women groups effectively.

6.4. Summary of the Chapter

This chapter provided the conclusions and recommendation of the study which were based on the Women Empowerment Programme. The WEP was found to have left much to be desired. First and foremost, programmes implemented did not necessarily adhere to the original plans. Findings from this study indicate that implementation is a difficult exercise. It requires both human and financial resources, time and skills. Therefore an understanding of the implementation process is critical to the success of the WEPs.

Most Women's Groups are involved in small scale IGAs and lack leadership skills. This could be attributed to the very fact that the Women's Groups lack effective training that would help sharpen their skills. It is desirable that appropriate training is designed and included as part of the package of the grant that is given to the Women's Groups. Several factors that influence the implementation process of the WEPs were identified. These factors affect the group either positively or negatively.

The study therefore made the following recommendations:

1. Government should completely decentralize the WEP so as to ensure that resources are spread evenly to permit maximum utilization of scarce resources;

2. The Department of Community Development should provide updated training to facilitators and participants respectively;
3. The Department of Community Development should revise and review the procedures and systems that govern the Women Groups and;
4. The Department of Community Development should consider embarking on periodic needs assessment so that the real needs of the community are identified and addressed.

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APPENDICES

Appendix 1. WORK PLAN

| | | Months, 2013 | | | | | | | | | | Months, 2014 | | | | |
|---|----------|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------------|-----|-----|-----|-----|
| # | Activity | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | Mar | Jun |
| | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|----------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 1 | Review of Literature on implementation of women empowerment | | | | | | | | | | | | | |
| 2 | Proposal writing | | | | | | | | | | | | | |
| 3 | Preparation of research tools | | | | | | | | | | | | | |
| 4 | submission of final proposal | | | | | | | | | | | | | |
| 5 | Pilot research | | | | | | | | | | | | | |
| 5 | Collection of data. | | | | | | | | | | | | | |
| 6 | Data Analysis | | | | | | | | | | | | | |
| 7 | Draft Report write-up | | | | | | | | | | | | | |
| 8 | Corrections and Submission of report | | | | | | | | | | | | | |
| 9 | Compilation and submission of final report | | | | | | | | | | | | | |

Appendix 2: PROPOSED BUDGET

| # | Description | Quantity | Estimated Unit Cost K | Estimated Total Cost K |
|-----------|-------------|----------|-----------------------|------------------------|
| 01 | Transport | | | |

| | | | | |
|------------|----------------------------|--------------------------|---------------------|------------------------|
| 1.1 | <i>Fuel</i> | <i>100 L</i> | <i>10.00/L</i> | 1,000.00 |
| | <i>Sub total</i> | | | <i>1,000.00</i> |
| 2.0 | Allowances | | | |
| 2.1 | <i>Research Assistants</i> | <i>2 people x 3 days</i> | <i>50.00 each</i> | 450.00 |
| 2.2 | <i>Driver</i> | <i>1 person x 3 days</i> | <i>50.00</i> | 150.00 |
| | <i>Sub total</i> | | | <i>600.00</i> |
| | | | | |
| 3.0 | Stationery | | | |
| 3.1 | <i>Note books</i> | <i>4</i> | <i>2.50 each</i> | 10.00 |
| 3.2 | <i>Pens</i> | <i>10</i> | <i>1.00 each</i> | 10.00 |
| 3.3 | <i>Realms of paper</i> | <i>3</i> | <i>30.00 each</i> | 90.00 |
| 3.4 | <i>Diskettes</i> | <i>2</i> | <i>2.00each</i> | 4.00 |
| | <i>Sub total</i> | | | <i>114.00</i> |
| | | | | |
| 4.0 | Services | | | |
| 4.1 | <i>Printing</i> | <i>100 pages</i> | <i>3.00/page</i> | 30.00 |
| 4.2 | <i>Photocopying</i> | <i>500 pages</i> | <i>2.00/page</i> | 15.00 |
| 4.3 | <i>Internet</i> | <i>200 bundles</i> | <i>10.00/bundle</i> | 200.00 |
| | <i>Sub total</i> | | | <i>245.00</i> |
| | <i>Grand total</i> | | | <i>1,959.00</i> |

Appendix 3a: Informed Consent Form

Implementation Process of the Women Empowerment Programmes (WEPS).

Dear Participant:

You are invited to participate in a research study that will attempt to analyze the implementation process of the Women Empowerment Programme (WEP) in Monze District. You are free to withdraw your participation at any time should you feel so. The following information is provided in order to help you make an informed decision whether or not you would like to participate. If you have any questions please do not hesitate to ask. You are eligible to participate in this study because of your involvement in the Women Group.

Purpose of the research: This study seeks to analyse the implementation process of the Women Empowerment Programme

Procedures: You will be asked to participate in an interview which will take approximately 20 minutes. During this interview you will be asked a series of questions. These questions are designed to allow you to share your experiences as a member of the Women Group.

Risks and/or Discomforts: There are no known risks or discomforts associated with this research.

Benefits: The information gained from this study may help us to understand and implement the women empowerment programme better.

Confidentiality: During the interview, no names will be obtained and recorded but rather only numbers shall be used to mark the answer sheet. Once all answer sheets are entered in a database, they will be destroyed. The information obtained during this study may be published in journals or presented at meetings but the data will be prepared as aggregated data.

Compensation: You will not receive any type of compensation for participating in this study.

Opportunity to Ask Questions: You may ask any questions concerning this research and have those questions answered before agreeing to participate or during the study. Or you may contact the Researcher: Mubukwanu Felistus, M. on **cell no. 0979 221200 or email mubukwanufelistus@yahoo.com**

If you have questions about your rights as a research participant that have not been answered by the researcher or you would like to report any concerns about the study, you may contact:

The University of University of Zambia,
School of Education
Department of Adult Education and Extension Studies

P.O Box 32379,
Lusaka

Freedom to Withdraw: You are free to decide not to enroll in this study or to withdraw at any time without adversely affecting their or your relationship with the investigator or the University of Zambia.

Consent: If you wish to participate in this study, you will be interviewed and observed. You are voluntary making a decision whether or not to participate in this research study. Your signature certifies that you have agreed to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

I hereby give consent to be interviewed.

Initials of Participant _____ Date _____

In my judgment I am voluntary and knowingly giving informed consent and possess the legal capacity to give informed consent to participate in this research study.

Signature of Researcher _____ Date _____

Mubukwanu Felistus,

Community Development,

P.O Box 660023,

Monze.

Appendix 3b

Focus Group Discussion (FDGs) for Community Development Officers (DCDO, ACDO and CDAs)

FGDs Objectives

The FGDs objectives are to:

1. Establish whether or not women are being empowered;
2. Collect information on the forms on women empowerment programmes being provided in the district;
3. Collect information about the methods used in the implementation of WEP;
4. Collect information on the major challenges encountered in the implementation of WEPs;
5. Collect information on the recommendations for improvement.

Proceedings

- I. Introductions
- II. Explain the objectives of the discussion
- III. Explain the procedure
- IV. Get verbal consent
- V. Discussion in process
- VI. End of discussion and thank participants

General Questions

1. What is your own interpretation of the term '*empowerment*' regarding women's groups?
2. How has the women groups empowered the members?
3. What are the main forms of women empowerment being provided?
4. What methods are used in implementing the Women Empowerment Programme WEP in Monze District?
5. Are the activities of the women groups implemented according to the original plans?
6. What factors influence the implementation of the WEP in the District?
7. What type of capacity building is offered to the women groups?
8. Are there sustainability measures that are put in place regarding the WEP?
9. Explain how monitoring and evaluation is conducted?
10. What constraints do you encounter during the implementation of the WEP in Monze District?
11. What possible recommendations do you suggest regarding the implementation of WEP?

THANK YOU FOR YOUR PARTICIPATION

Appendix 3c

Interview guides for members of women's groups.

Interview objectives

1. To collect information on the empowerment programmes being implemented
2. To collect information about how the empowerment activities have empowered the beneficiaries.
3. To collect information about capacity building provided to the members of the women's groups
4. To collect information about the major challenges being encountered during implementation of the WEP.

Proceedings

- I. Introductions
- II. Explain the objectives of the interview
- III. Explain the procedure
- IV. Get verbal consent
- V. Interview in process
- VI. End of interview and thank participants

Areas of focus

1. Type of funding received
2. Type of project/activities carried out.
3. Year and month received
4. Assessment of empowerment- interpretation and level **brought about by having a micro-business**

4.1. To client's own life

- a. Ability to read and write
- b. Financial stability/standard of life
- c. Network
- d. Self-esteem/self-confidence
- e. Eating at least three times per day
- f. Independency
- g. Respect
- h. Responsibility
- i. Decision taking
- j. Living a decent life i.e.
 - i. *own or rent a decent home;*
 - ii. *Decent clothing*

4.2. To life of client's family

- a. Financial stability
- b. Happiness/better relations
- c. Children's education improved

- d. Quality of life increased
- e. Children have better life

4.3. To the community

- f. Employment
 - g. Offering services
 - h. Respected and wanted
 - i. Offering counseling and advice
 - j. Motivating others
 - k. Community development
5. Implementation process of the WEPs
 6. Sustainability of the Women groups
 7. Capacity building provided to members of women's group
 8. Monitoring and Evaluation
 9. Major challenges encountered
 10. Possible recommendations
 11. Comment on any other overall strength and weakness of the women group members, their empowerment levels or any other relevant issue.

THANK YOU.

Appendix 3d

Semi structured questionnaire for senior members of staff (Directors and other executive officers at headquarters, PCDO and SCDOs at Provincial office)

Questionnaire objectives

1. Establish whether or not women are being empowered;
2. To collect information on the existence of WEP documents such as policies, plans and programmes.
3. To collect information on the implementation process of the WEP
4. To collect information on the factors that influences the implementation of WEPs.

Proceedings

- I. Introductions
- II. Explain the objectives of the questionnaire
- III. Explain the procedure
- IV. Get verbal consent

1. What do understand by the term *empowerment*?

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

2. Explain the main activities of the WEP being provided in Monze District?

- a. Small animal production
- b. Sewing
- c. Knitting
- d. Farming
- e. Food processing and preservations
- f. Income Generating Projects or Small scale businesses
- g. Any other specify

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

3. Do you have any of the following documents in place regarding WEP. *Tick appropriately*

- a. Policies
- b. Plans
- c. Programmes

d. Any other specify

.....

.....

4. Explain the implementation process of the WEP.

.....

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5. Do you provide any capacity building to women groups and facilitators?

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

6. If your answer to question 5 above is yes, state type of capacity building for each of these groups of people below.

| Members of women groups | Facilitators |
|-------------------------|--------------|
| | |
| | |
| | |
| | |
| | |

7. Explain what measures or mechanisms you have put in place to ensure that the WEP is sustained.

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8. State exactly what you consider when monitoring women groups. *Tick appropriately*

- a. Composition of women groups
- b. Adherence to initial proposal
- c. Utilization and management of funds
- d. Viability of the project under implementation
- e. Supervision by the Community Development Officers
- f. Challenges encountered

g. Any other specify

.....

.....

9. How often do you conduct monitoring on WEP? *Tick appropriately*

a. 1 month- 3month

b. 3months- 6months

- c. 6months-9months.....
- d. 9months-12months.....
- e. 12 months and above.....

10. What conditions do the WEP have in place to ensure money for project activities goes to their intended purpose?

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

11. What factors influence the implementation of the WEPs. *Tick appropriately*

- a. Policy
- b. Political interference
- c. Funding
- d. Location
- e. Quality of proposal
- f. Stakeholders' interest.
- g. Any other specify

.....
.....

12. What major constraints do you encounter during the implementation of WEP.....

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13. Suggest possible recommendations for improvement.

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Appendix 3e

Interview guides for Village Headmen.

Interview objectives

1. To collect information on the awareness levels of the Women Empowerment Programmes (WEP) being implemented
2. To collect information about how the empowerment activities have empowered the beneficiaries.
3. To collect information about the village headmen's involvement in the WEP.

Proceedings

- VII. Introductions
- VIII. Explain the objectives of the interview
- IX. Explain the procedure
- X. Get verbal consent
- XI. Interview in process
- XII. End of interview and thank participants

Areas of focus

1. Awareness of the group being funded
2. Utilization of the funds
3. Village Headman's involvement in the WEP
4. How the WEP has helped empower the group members
5. Major challenges observed
6. Possible recommendations