

COMMUNICATION LINKS UTILISED BY WOMEN
IN THEIR AGROFORESTRY ACTIVITIES: A Case Of
Chama, Chipata and Katete District Women's
Development Associations

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THESIS

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Declaration

I declare that this Practical Attachment Report has not been submitted for a Degree in this or any other University.

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Dedication

To my parents: *Edward and Veronica Mwela, for creating an enabling environment for me to do the programme. It is not easy to raise six children in these hard times but my parents have continued taking care of me even beyond the legal age limit.*

To the new millennium: *that dreams may turn into realities, fears into strengths and that there may be a positive attitude towards the developmental process on a personal level as this will spread on to the nation as a whole.*

To my brothers: *Bupe, Walter, Ivor and Edward, my sister, Vivien and cousin, Felistus for strengthening me in a way that I will never understand.....*

To all my friends: *for believing in me and supporting me spiritually, morally and sometimes even financially during the course of the programme.*

To the MCD class (1998): *for the support rendered after having a taste of what HELL is like. I hope we don't meet there.*

And to all those who would like to further their studies: *it is not easy, believe me BUT IT CAN BE DONE believe me again!*

Abstract

This practical attachment report is based on the student's findings and experiences in Chama Chipata and Katete. The student was given an opportunity to have an insight into KEPA Zambia and ICRAF's involvement with the DWDAs in the Eastern Province. KEPA and ICRAF render financial and technical assistance to the women by equipping them with information on the adoption of agroforestry techniques for the replenishment of soil fertility. Women who are responsible for most of the country's agricultural produce are faced with a lot of problems regarding soil fertility and are unable to obtain adequate fertiliser to ensure the desired performance of their crops. For that reason the planting of trees has been proposed as an alternative to the mostly unavailable and expensive inorganic fertilisers to the rural communities. The student's task was to evaluate communication links utilised by the women's groups themselves as well as KEPA and ICRAF and efforts by the two organisations to assist the women in their struggle for development. The report highlights some of the important aspects in group communication considering that in the DWDAs the most important are the women's groups. Also discussed is the importance of member participation in decision-making.

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Abbreviations

- AWDA** - Area Women's Development Association
- CDF** - Constituency Development Fund
- DWDA** - District Women's Development Association
- EPWDA** - Eastern Province Women's Development Association
- GDS** - German Development Service
- GOVT. DEPTS** - Government Departments
- GNP** - Gross National Product
- ICRAF** - International Centre For Research In Agroforestry
- K** - Zambian currency - Kwacha
- KEPA (KEHITYSYHTEISTYON PALVELUSKUS)** - Service Centre For
Cooperation, Finnish NGO Partnership Program
- LWF** - Lutheran World Federation
- MAFF** - Ministry of Agriculture, Food and Fisheries
- NGO** - Non Governmental Organisation
- PP** - Partnership Programme
- T FOR T** - Training For Transformation

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Chapter 1

BACKGROUND

1.0 Introduction

Zambia which covers 752,614 square kilometers, is a landlocked country in south-central Africa (Figure 1). The bean-shaped country shares a boundary with no fewer than eight other countries. They include Angola, Botswana, Malawi, Mozambique, Namibia, Tanzania, Democratic Republic of Congo (Zaire) and Zimbabwe (Figure 2).

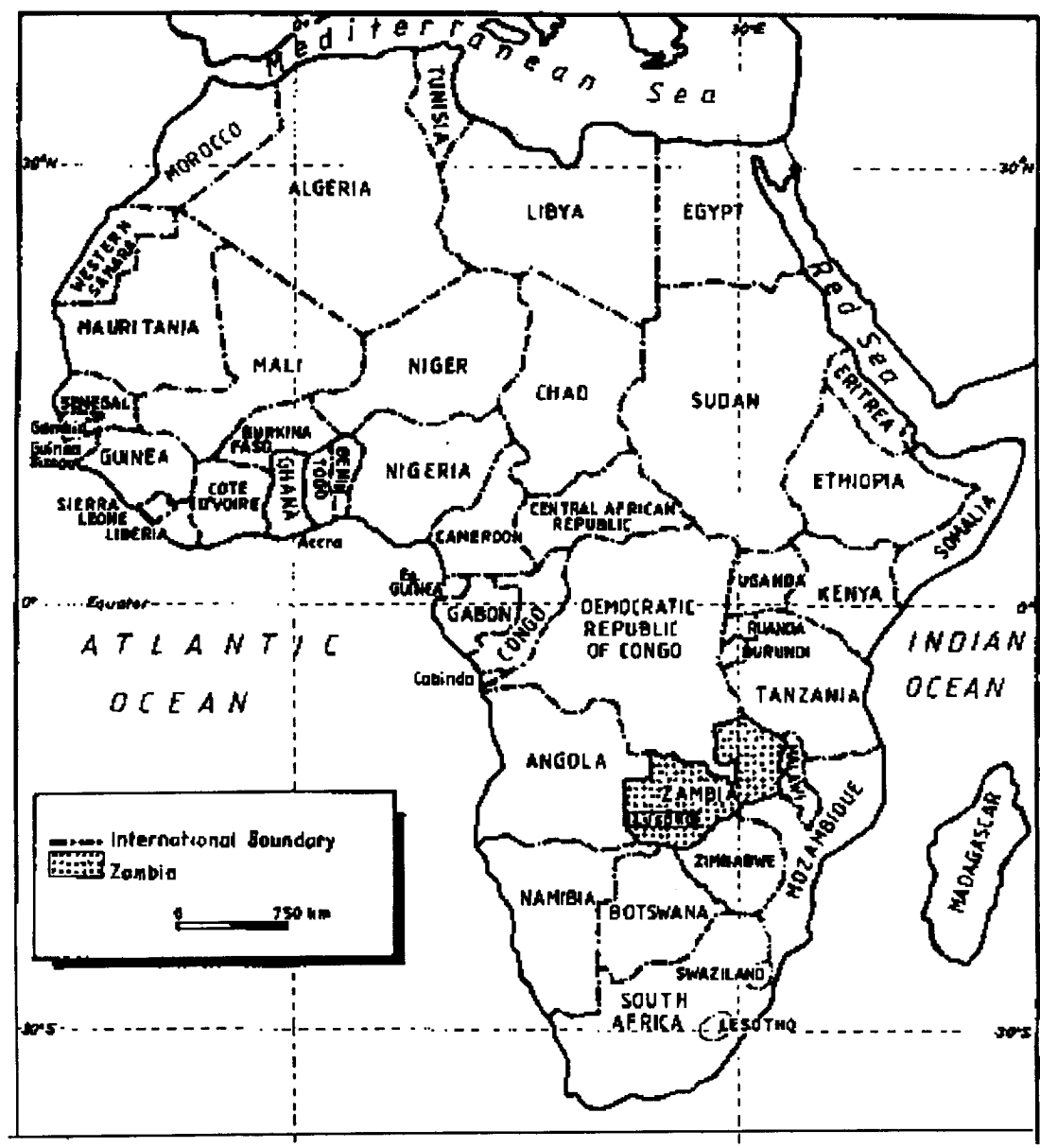
1.0.1 Physical characteristics

Zambia's landscape is dominated by the dense vegetation. The countries plateau surfaces have lakes and swamps such as Mweru, Tanganyika and Bangweulu and Lukanga swamps as well as the mid-Zambezi and Luangwa basins.

1.0.2 Climate

Zambia has a tropical climate because it lies between the Equator and the Tropic of Capricorn. It has a satisfactory climate with generally reliable rains and mild seasons. The country's climate is divided into three seasons: a cool dry season (April-August), a hot dry season (August-November) and a warm

Figure 1: Africa showing Zambia's geographical location



wet season (November-April). Temperatures which are moderate range from 30° C to 35°C in October and in July, the coldest month, 5° C to 10° C.

1.0.3 Population

The Countries population which is estimated at 9.5 million has an estimated annual growth rate of 3.2% (*Living Conditions Monitoring Survey Report*, 1996). Zambia is one of the most unique developing countries in Africa with an urbanisation rate of over 50%.

1.0.4 Communication

There are four modes of communication in Zambia: rail, road, water and air.

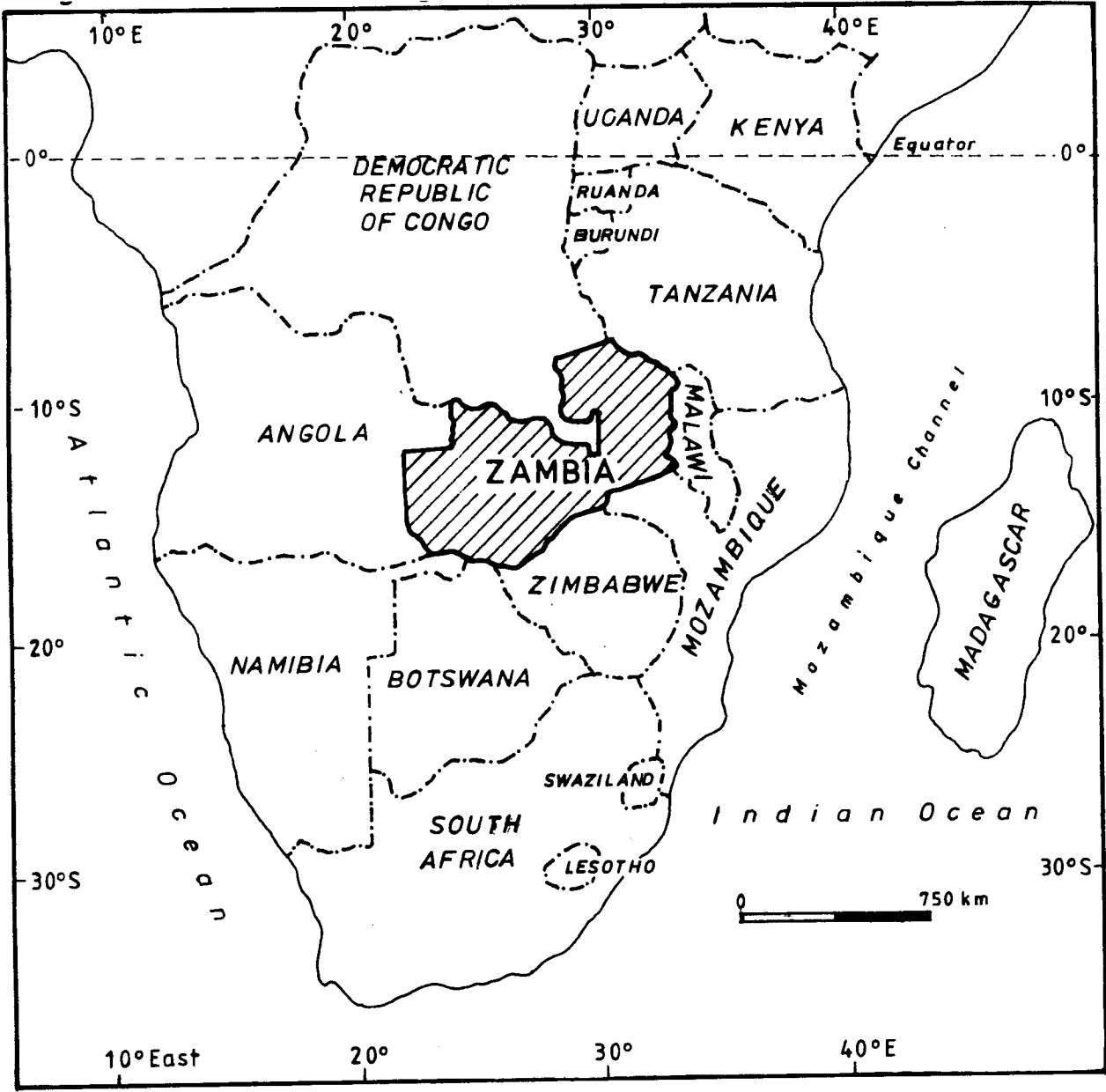
1.0.4.1 Rail transport

The oldest railway line runs from Victoria Falls Bridge to the Democratic Republic of Congo. The Tanzania-Zambia Railway line which was built and financed by the people's Republic of China runs from Kapiri Mposhi to Dar-es-salaam, Tanzania (*Africa South of the Sahara*, 1994 - 1995).

1.0.4.2 Road transport

The road network is estimated to contain 64000 kilometres and is divided into main roads, tourist, urban, and feeder roads. The two earliest roads built in the country are the Great East road which runs from Lusaka to Malawi and Mozambique and the Great North road which runs from Kapiri Mposhi to Tanzania.

Figure 2: South-Central Africa showing Zambia's neighbours



The state of feeder/rural roads in the country requires a lot of government attention since they provide access to village settlements and agricultural areas (*Road Sector Investment Programme*, 1999).

1.0.4.3 Water transport

Water transport in some parts of the country plays an important role as it is the only mode of transport available to the rural population. The government is making attempts to develop water transport infrastructures.

1.0.4.4 Air transport

Air transport in Zambia is privately owned. There is no national airline in the country since the closure of Zambia Airways.

1.0.5 People

There are about 73 different ethnic groups in Zambia. The major groups are: the Bemba of the north-east who are also dominant on the Copperbelt; the Nyanja-speaking peoples of the east, the Tonga of the south and the Lozi of the west.

1.0.6 Language

English is the official language. There are over 80 languages spoken in the country but only seven are recognised official vernaculars and these are Bemba, Kaonde, Lozi, Lunda, Luvala, Nyanja and Tonga (*Africa South of the Sahara*, 1994 - 1995).

1.0.7 Economy

The country's major exports are gemstones, copper, timber, cement agricultural and horticultural products. The economy started declining in the 1970s due to low production rates of copper at an international level.

Despite progress in the privatisation and budgetary reform, inflation continues to be a major concern among the Zambian people.

1.0.8 Rivers and lakes

The country has a number of rivers and lakes with a considerable fishing potential.

The major lakes are Tanganyika and Mweru in northern Zambia; Bangweulu in Luapula province and the human-made Kariba in the southern part of the country.

The main rivers are Zambezi which runs from the North-western Province through to the southern part of the country; Luapula in Luapula Province; Kafue which flows across the middle of the country and Luangwa in Eastern Province.

1.0.9 Agriculture

Zambia has 295 000 square kilometres of forest land of which 265 000 square kilometres is open to exploitation. The country has a topography with variations in elevation. This enables a variety of crops to be grown though only about 10% of the surface area is used for cultivation (*Africa South of the Sahara*, 1994-1995). The major crops grown are maize, sorghum, cassava, millet, beans, groundnuts, cotton, tobacco, sunflower, rice, wheat, coffee and horticultural products.

The countries main staple food is maize and its production depends heavily on fertile soils, rainfall and hard work by farmers. Though the rainfall patterns cannot be influenced by mankind, soil fertility can be maintained and also improved to increase food production.

Small-scale farming in Zambia provides not only for the rural population but also urban households. Many small scale farmers lack infrastructural support and cannot afford to buy adequate inputs such as commercial fertilisers. Therefore, small-scale farming has to be enhanced through improving soil fertility to cater for the increasing population.

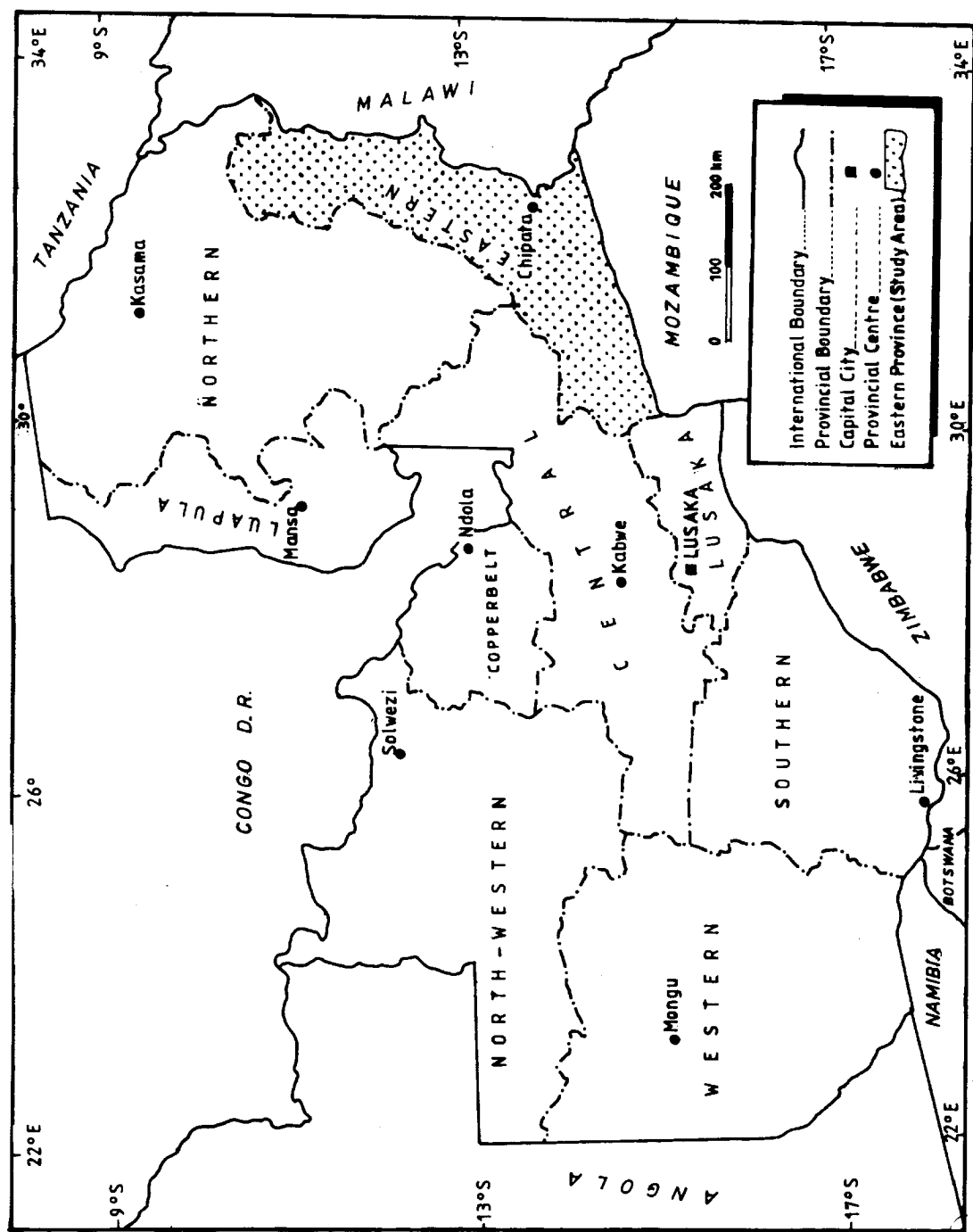
1.1 Zambia's provinces

The country is divided into nine provinces: Lusaka, Central, Copperbelt, Eastern, Southern, Western, North-Western, Luapula and Northern (Figure 3).

The Copperbelt Province is the mining region which was famous in the 1970s when copper was the countries main export.

Luapula Province has a lot of fishing potential due to lakes Bangweulu, Mweru and Tanganyika as well as the Luapula River.

Figure 3: Zambia's provinces and provincial centres



The Eastern Province has a lot of agricultural potential due to its fertile soils. Therefore, there is need to sustain the province in this area in order for it to realise its agricultural potential thus benefiting the whole country.

The Southern Province like the Eastern Province also has a good agricultural environment. Apart from, farming inhabitants of the province are also engaged in cattle rearing.

Lusaka, Western, North-Western and Northern Provinces also have their own potential for both agriculture and horticulture.

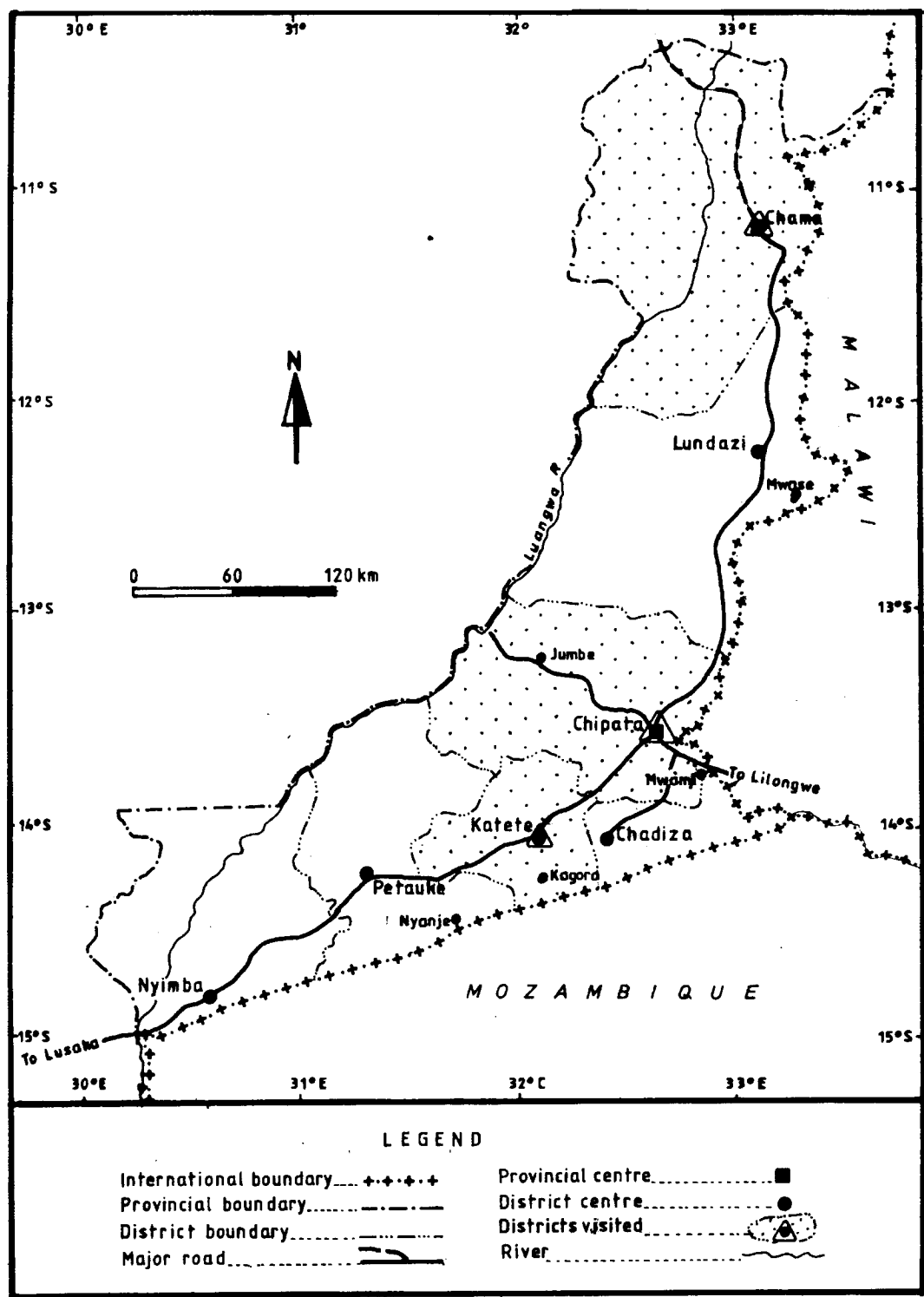
1.2 The Eastern Province of Zambia

The Eastern Province of Zambia, which lies between latitudes 10° and 15° south and longitudes 30° and 33° east, has a land area of about 69 000 square kilometers. The province which is bordered by Lusaka Province to the south west and Central and Northern Provinces to the west, has international boundaries with Malawi to the east and Mozambique to the south (Figure 4).

1.2.1 Landscape

The province has a landscape divided into two distinct zones; the plateau which lies at an altitude of 900-1200 metres above sea level. The lower part of the plateau which is the dambo area has a reliable supply of water even during the dry season and becomes flooded during the rainy season. The other zone is the Luangwa valley which is 300-600 metres above sea level (Simute, Phiri, & Tengnas, 1998).

Figure 4: The Eastern Province of Zambia and its main districts



1.2.2 Population

According to the 1990 population census, 12.5% of Zambia's total population were in Eastern Province. It was also estimated that 90% of the people lived in rural areas and depended on subsistence farming for their livelihood (Simute, et al. 1998).

1.2.3 Soils

There are three categories of soils in the province: the yellowish sandy soils which are light and easy but poorly drained; red clays or red brown loams which are heavy and difficult to till by hand but have a good water-holding capacity; and the valley sedimentary soils which are also poorly drained.

Nitrogen, which is vital for the success of the Countries staple food - maize, is deficient throughout the province. Therefore, since the province has the potential for good yields soil fertility management through planting of nitrogen-fixing trees is important.

In a developing nation like Zambia, non-governmental organisations such as KEPA assist local projects financially and technically to promote sustainable development. Among such projects, receiving assistance from KEPA are the Eastern Province District women's Development Associations (EPWDA). The women in these associations besides being small-scale farmers are engaged in a community-based programme to protect the environment. KEPA has joined hands with the International Centre for Research in Agroforestry (ICRAF) in order to assist the women's associations carry out the agroforestry activities in the province.

KEPA takes into consideration the fact that women in developing countries are unable to make decisions in their communities though they play a major role especially in the production of food. Women are responsible for 60% of the agricultural produce and carry out 67% of the general household duties (KEPA, 1998/99). It is, therefore, in this light that women should be enlightened on the importance of the utilisation and sustenance of natural resources.

KEPA has not only attached a Finnish development worker at the ICRAF office in Eastern Province but also provides financial assistance to ICRAF in order for them to disseminate information on the importance of planting trees that replenish soil fertility to women's groups as well as to carry out training programmes on how to care for these trees.

1.3 Background of KEPA

KEPA, which is the Finnish acronym for Service Centre for Development Cooperation, was founded in 1985 with 56 participating partners. It is currently a body whose nearly 200 participating partners are Finnish non-governmental organisations working in the field of development cooperation or otherwise concerned with issues to do with developing countries and globalisation. KEPA's main aim is to encourage, support and organise the Finnish civil society to participate in actions that promote global responsibility. The main instrument for the fulfilment of this goal is the Partnership Programme (PP) through which it increases the awareness of global issues in Finnish civil society and improves its ability to act by organising information, training campaigns and service activities for and in cooperation with Finnish non-governmental organisations. It also supports and strengthens the civil societies in the developing countries through their

own field activities as well as through building cooperation networks between Finnish and non-governmental organisations from the South.

1.3.1 KEPA in Zambia

KEPA began working in Zambia in 1987 after establishing its first field office in countries of the South. KEPA functioned as a volunteer-sending agency under the name Finnish Volunteer Service. In order to focus more on linking activities of countries in the South to those of member organisations in Finland, an evaluation was carried out in 1995 and the final result was the conception of KEPA's present PP. This resulted in a large reduction in the number of volunteers to create long lasting agreements as well as financial and technical support with local non governmental organisations.

KEPA Zambia's main task is to contribute to the development process in Zambia through the establishment of relationships with Zambian organisations. The relationships which are referred to as partnerships are mutual respect and shared responsibilities. It is in this frame that KEPA Zambia worked to improve and facilitate the dialogue locally, regionally and globally among like-minded development organisations and KEPA's partners in Finland. KEPA Zambia is making an attempt, through the implementation of projects, to give partners knowledge, skills and tools necessary for their empowerment. KEPA aims at empowering communities by supporting them in five sectors which include gender, environment, disabilities, culture and development.

1.4 The International Centre for Research in Agroforestry (ICRAF)'s activities in Zambia

ICRAF is an independent organisation which promotes and carries out research in the field of agroforestry. The centre's main goal is to lessen tropical deforestation, land depletion and rural poverty through proper utilisation of trees (Kamara, et al. 1993).

The centre's mission and vision as contained in its charter is to increase the social, economic and nutritional well-being of peoples in developing countries through the use of research and related activities to integrate woody perennials in farming and land-use systems in order to increase productivity, profit-ability, sustainability, diversity of output and the conservation of natural resources (*ICRAF Medium Term Plan 1998-2000*, 1997: 4). ICRAF takes indigenous knowledge as the starting point of its research agenda and takes into consideration the different needs of farmers especially female farmers.

ICRAF started its activities with process research in Zambia in 1988. The centre which aims at finding lasting solutions to farmers' problems such as soil infertility, non-availability and late distribution of fertilisers as well as, lack of firewood, is involved in the dissemination of information to farmers on the importance of planting trees. After research was carried out in the Eastern province, it was found that some soils in the area were highly acidic with the result that certain trees could be grown. The trees which include *sesbania sesban*, *tephrosia vogelli*, *cajanus cajan* (pigeon peas), *gliricidia sepium* and *leucaena leucocephala* are area-specific. The trees, which fix nitrogen from the atmosphere and make it available to the crop through the root nodules, can also be used as firewood thus reducing the women's labour burden.

The integrated agroforestry project which involves KEPA, ICRAF and DWDAs is mainly for food sustainable agricultural methods. ICRAF trains and equips women with knowledge and skills of agroforestry. The centre also provides them with seedlings. After training, the women are then sent to train members in their areas.

1.5 The Women's Development Associations in Eastern Province

DWDAs were formed from already existing but non functional women's clubs which had been formed from as far back as 1982. Women in the province had mobilised themselves in order to share knowledge on issues related to home management such as cookery, housekeeping and needlework. These clubs, however, became almost non existent until community development officers, some of them Finnish, visited the women in their areas in the early 1990s.

Currently DWDAs are operational in Chadiza, Chama, Chipata, Katete and Lundazi. These district associations are further divided into Area women's Associations (AWAs) which are further divided into groups (10-30 members per group). Membership to the district association is guaranteed after payment of the required fees. The DWDAs which have their own executive members are all affiliates of the EPWDA. The associations' main aim is to better the standard of living of women as well as that of other women in their areas through collectively working together. They believe that it is not easy for women to acquire certain things individually, but it becomes possible if they work as a group. They are able to reach out even to the underprivileged in their communities.

The women's groups farm collectively and after selling their harvest make a monthly contribution to the AWAs which also contributes to the district

association. At district level the areas are able to get loans in order for them to venture into their own income-generating businesses.

The importance of working together to achieve developmental goals cannot be over-emphasised. The attachment was very vital as the purpose of communication for development would be defeated if there is no hands on experience. The next chapter discusses some of the reasons of going on attachment as well as related works in the field of agroforestry.

Chapter 2

BASIS FOR PRACTICAL ATTACHMENT

2.0 Outline

About 75% of the food in Zambia is produced by small-scale farmers. The country's current economic situation makes it almost impossible for small-scale farmers to acquire the necessary farming inputs. The high cost of organic fertilisers as well as late distribution, if the fertilisers are available, are among the problems facing farmers not only in Zambia but also in other developing nations.

Agroforestry in situations where organic fertilisers are inaccessible has been proposed as the alternative. It involves planting of nitrogen-fixing trees to the soil thus making crop production especially maize, boosted. The concept of agroforestry also benefits the rural population as the trees planted are not only a source of fuel but also providing fodder for animals, for medicinal purposes etc. This reduces the labour burden especially of women considering that they account for most of the food produced in the country.

2.1 Framework of the practical attachment

The adoption of agroforestry as the possible solution to both agricultural and rural development is vital. Small-scale farmers, especially women, need to be informed on the importance and advantages of agroforestry not only for the achievement of developmental goals but also for sustainable land use. It is, therefore, in this light, that the student worked with KEPA Zambia and ICRAF to find out how they are introducing and sustaining agroforestry ideas

among women's associations in the Eastern Province. This also involved visiting DWDAs in Chama, Chipata and Katete to have an insight on how these groups are making attempts to attain agricultural development through agroforestry.

2.2 Terms of reference

The student's terms of reference as laid out in the proposal were;

- 1) To be involved in the DWDAs agroforestry projects by participating in their activities to ensure their sustenance.
- 2) To produce articles for the KEPA newsletter, *Partner*, based on the trip to the Eastern Province.
- 3) To produce an article on ICRAF activities in the Eastern Province.
- 4) As a participant observer, suggest ways and means of how participation by DWDA members, visited can be strengthened thereby sharing ideas.

2.3 Justification

As partial fulfillment of the master's degree programme in Communication for Development, an attachment to an organisation/s concerned with development is essential. The attachment, which involved finding out how two non-governmental organisations are attempting to assist women's groups in attaining agricultural development, was carried out to assess what and how effectively communication is being used to achieve development.

The importance of having a hands-on experience in the field cannot be over-emphasised. The attachment was an eye-opener for the student to see how participatory communication approaches are being practically applied to development and whether some of the theories learnt in class can actually be applied in the real situation.

2.4 Methodology

The attachment took place over a period of four months from 26th August to 30th November 1999. The student used the observer/participant approach to collect information on the women's groups and their activities. The student also attended information workshops organised by KEPA Zambia to educate women on how information is passed on from one person to another and through carrying out interviews with two executive members from each AWA. Information was also collected through carrying out interviews with two researchers at ICRAF in Chipata.

Other sources of information used by the student were minutes of meetings, pamphlets on ICRAF's activities, the KEPA and ICRAF INTERNET web page, reports on both organisations on their activities in Zambia as well as books focussing on the concept of agroforestry in third world countries.

Figure 5: The student gathering data through interviews



The interview questions with AWA executive members involved

- Asking how the clubs were formed (background)
- What ideas are shared during meetings
- Meeting places, time and how they manage to inform members
- What crops they grow
- Whether they have heard of agroforestry
- How agroforestry has benefited them
- The reaction of neighbours towards the women's tree planting activities.
- Whether husbands agreed with the idea of agroforestry considering that traditionally women are not supposed to make independent decisions especially over the land issue.

2.5 Limitations

The student found it almost impossible to spend as much time as would have permitted with the DWDAs and ICRAF (Chipata) due to very limited financial resources.

The student was taken on by KEPA upon agreement that she writes articles for the newsletter then afterwards it was agreed that something would be found for her to do. But, after the trip to the Eastern Province the student was only given assignments once in a while.

The attachment would have been better if the student had spent ample time with the women in order to have a clear picture of each Awa's operations. The student would have made meaningful contribution and also learnt something at both a personal and professional level.

2.6 Literature review

Agroforestry as a land use system which enables the production of trees, crops and/or livestock on a given unit of land either in spatial arrangement or over time to maximise productivity and sustainability of the land (Getahun & Reshid, 1989:7).

ICRAF's working definition of agroforestry is a dynamic, ecologically based, natural resources management system that, through the integration of trees in farms and in agricultural landscape, diversifies and sustains production for social, economic and environmental benefits for land users at all levels (ICRAF, 1997:5).

ICRAF recognises the fact that rural women play a crucial role in agricultural production in developing nations considering that they constitute 60% of the poorest of the poor (ICRAF, 1997:13). Women in rural Africa are to a large extent responsible for producing and cooking food for their families. The women spend much of their time walking long distances, looking for firewood. Hence, increasing the access and availability of firewood is a gender issue. The aim of rural development is to alleviate poverty. The basic reason why women now need special attention is that, though women work longer hours than men in most rural societies, they do not own the land therefore are unable to make independent decisions.

2.6.1 The importance of agroforestry

a) Environmental degradation

The current pressure on the forests is so high that if left unattended will result in a complete destruction of the forests due to deforestation. In most rural settings traditional agricultural practices require the burning down of

land before cultivation so the introduction of agroforestry is important because it contributes to the conservation of the environment.

b) Improvement of soil fertility

Trees are important for the improvement of soil structure. Most of the agroforestry trees are nitrogen-fixing so they retain or replace soil nutrients.

c) Alternative to organic fertilisers

The concept of agroforestry is based on the poor man's agriculture due to the fact that there is no specific cost in the planting of trees. Usually small-scale farmers cannot afford the cost of organic fertilisers so agroforestry can be used as an alternative.

d) Provision of fuel and fodder for livestock

The planting of trees reduces the long search for firewood especially of women in the rural areas as well as food for domestic animals.

The following are examples of women involved in agroforestry activities beginning with the global level (Honduras and China), Africa (Uganda) and then Zambia.

2.6.2 Honduras

According to the Food and Agriculture Organisation (FAO) and the Swedish International Development Authority (SIDA) publication, *Restoring the Balance*, (undated), Honduras experienced Hurricane Fifi in 1974 which left most of the country's vegetation almost non-existent. The government at the time called on farmers to replant the parts that had been destroyed.

However, the men refused to be involved in the country's tree planting programmes saying the method of terracing and reforestation was alien to them. The men could not be convinced to abandon the traditional method of

shifting cultivation so the women organised themselves into groups and showed up to work.

The women succeeded in constructing terraces on the plots given to them by the men. Later, the women started growing vegetables which they harvested and sold with high profits. The men began joining these women's groups increasing in one area after four years' work to 1834 farmers out of which 590 were women.

2.6.3 China

In China women also came together through local organisations to protect the forest resources between 1949 and 1978. The country expanded its forest area from 5 to 12.7 per cent of the total land area (*Restoring the Balance*, undated).

Most of the rural women were mobilised to carry out this expansion programme. In 1954, the women formed tree planting groups and planted a shelter belt along the coastline of Kwangtung province. This was in order to protect their crops from the sand that came in from the coast. The men in the area are fishermen while the women grow crops. The rural women of China regard the planting of trees as highly as other crops since the country has integrated forestry with other economic activities.

2.6.4 Uganda

According to Kemerwa, Peden & Bamwerinde (1994), the role of women in agroforestry has a lot of potential benefits considering that they actively participate in the production of food on a small scale. Women in the mountains of Kabale District in the south west of Uganda have come together to assist each other in finding lasting solutions to their problems of providing

food, water, clothing, school fees and medicine through engaging in agroforestry programmes. The women who are subsistence farmers believe that agroforestry is the way forward in their effort to uplift the standard of living in their households.

The women approached ICRAF and the Uganda project of Eastern Africa (AFRENA) in 1990 upon seeing that there was a reduction in the number of trees which resulted in no timber and fuel to use in the homes. The women in the district who usually farm on the steep mountains of Kabale also noticed that the soil was no longer as productive as when they had started cultivating it. The two organisations trained the groups and gave them seedlings upon seeing their nurseries. The women were required to assign each other roles and days in order to keep the seedlings well watered and cared for.

Currently, the groups have established other self-help projects apart from agroforestry where they assist each other in literacy, health, fuel-efficient stoves and organic farming. The women also sell seedlings in order to generate income. This has resulted in a lot of self confidence as they have improved their planning and management skills as well as learnt of their legal rights.

However, though the women have benefited greatly from agroforestry training, they are hindered by a lack of seedlings, time division - their personal fields, the communal agroforestry fields as well as household chores. The other issue is apathy from the rest of the community towards the idea of growing crops beside trees. The men are also a hindrance to the Kabale women's progress as they uproot the trees claiming that women do not own the land, therefore, should not plant anything without men's consent. In order to find solutions to these problems, ICRAF, AFRENA and the women of

Kabale decided to involve men in their activities in 1993 thus changing the women's group name to Two-wings agroforestry group. The gender balance was created with a view of incorporating men while ensuring that women do not get affected and stay in the background because of the traditional norms.

The agroforestry programmes (ICRAF-AFRENA) in Uganda have brought about social change and community development among the people of Kabale district. More farmers have since joined agroforestry programmes to improve their land, and their livelihood.

2.6.5 Zambia

The DWDAs in the Eastern Province were initially formed for the purpose of sharing ideas on house-keeping among women in their communities. The clubs were later re-established in the 1990s with the assistance of Finnish volunteers.

After the formation of ICRAF in the province in 1988, it was decided that farmers' problems especially the scarcity of firewood, the unavailability and late distribution of fertiliser could be solved through the planting of nitrogen-fixing plants. During the 1997/8 farming season ICRAF started distributing seedlings of *sesbania sesban*, *tephrosia vogelli*, *woodlots* etc., among members of the Chipata DWDA who had undergone training.

KEPA's development worker attached to ICRAF, Lamminhao said the centre had trained 800 farmers in tree planting and maintenance and 500 of the trainees were from the DWDAs.

The women who have been trained in how to take care of seedlings especially in Chipata DWDA which as has taken a lead in agroforestry are given the responsibility of going round various villages training their members as well

as registering those who are interested in planting trees for the next season. The trainers were each given areas to tackle and each trainer is expected to register 75 new members for the next planting season. Lamminhao said ICRAF has targeted 4000 farmers, men inclusive, by the end of 2001.

The next chapter which is the conceptual framework, begins by defining development, development communication as well as outlining the

Figure 6: An agroforestry trainer giving tips to DWDA members in Chipata



importance of using appropriate communication strategies for the success of any developmental projects. The chapter also gives definitions and types of communication with a focus on organisational, group and intercultural communication, which are applicable to the attachment.

Chapter 3

CONCEPTUAL FRAMEWORK

This chapter gives the theoretical background of the whole attachment period. The student went on attachment in order to have a practical experience of how concepts of development communication, communication types and theories are being applied in the achievement of the developmental goals which is an improvement in the human life condition.

Therefore, the chapter is vital in understanding various scholars' views on concepts of development, development communication and communication. The chapter is also important for the discussion in Chapter 7 in assessing whether these concepts are actually practical and effective. The communication types that were used will also be discussed.

3.0 Development defined

The concept of development has been defined differently by a number of communication scholars. Some of these definitions have sometimes no relation at all. However, some definitions such as the ones to be discussed are related and applicable to the attachment topic.

Kasoma (1994:403) defines development as the

improvement in the human life condition at the individual and societal levels which is achieved through desirable but fluctuating changes or adjustments in the environment.

Kasoma's (1994) definition focuses on the principle that the individual is the determinant of development. The definition also brings out the fact that no development can be said to have occurred if there is no improvement in the human life condition. The environment is viewed as the physical and psychological aspect of the human life situation.

Rogers (1993:41) definition is related to that of Kasoma (1994) in that it views development as a

widely participatory process of social change in society, intended to bring about both social and material advancement (including greater equality, freedom and other valued qualities) for the majority of the people through their gaining greater control over their environment.

Wang & Dissanayake (1990:41) also define development as,

a process of social change which has as its goal the improvement in the quality of life of all or the majority of the people without doing violence to the natural and cultural environment in which they exist, and which seeks to involve the majority of people as closely as possible in this enterprise, making them the masters of their own destiny.

Development in the dominant paradigm was seen as an ethnocentric idea of what progress should be. The term development was measured in relation to what countries of Western Europe and North America had achieved. Most of the earlier definitions of development viewed the term in relation to economic growth, industrialisation, Gross National Product (GNP) and per capita income (Melkote, 1991).

The earlier definitions of development viewed it from a macro level thus overlooking important aspects such as the Physical, mental, social, cultural

and spiritual development of an individual in an atmosphere free from coercion or dependency (Melkote, 1991:189).

The aspect of preserving and sustaining the cultural beliefs and values of people is important in the developmental process. This is because everything revolves around these beliefs and it is through tradition that people view the world. The integration of tradition in development is vital since it can bring about solutions to many of the problems people face (Melkote, 1991).

The definitions of development mentioned earlier, like those by other scholars, emphasise more on bringing about meaningful and real development in countries of the South. The definitions have several goals geared towards benefiting the majority in society, unlike previous definitions which concentrated on technology as the determinant of development.

Melkote (1991:194), puts forward the following issues as vital to the development process:

1. Equity in distribution of information and other benefits of development.

Thus, laying emphasis on the underprivileged in society in order to bridge the gap between the rich and the poor.

2. Active participation of people at the grassroots.

The people for whom the development goal is targeted need to participate not only for the sustenance of the project but also sharing ideas.

3. Independence of local communities (or nations) to tailor development projects to their own objectives.

It is important to make use of local human resources in order to reduce on heavy dependence on external support.

4. Integration of the old and new ideas, the traditional and modern systems, the exogenous and endogenous elements to constitute a unique blend suited to the needs of a particular community.

This aspect emphasises on the need to draw from the local people's culture and not disregard it as archaic. The merging of different cultural values brings about cultural exchange which is necessary in the developmental process.

The conclusion can be made here that development requires that people are involved as well as consent to the changes that are being proposed for the betterment of their environment.

It is in this light, therefore, that the aspect of development communication is important since it involves use of participatory approaches to involve the community in the developmental process. Each society can bring about its own social advancement depending on its needs and that in itself is development.

3.1 Development communication

Communication plays an important role in development especially in rural development which calls for the Conscious and active participation of the communities - intended beneficiaries, at every stage of the developmental process (*Guidelines on Communication for Rural development*, undated:3).

This is very important because the people who need to make changes in behaviour and attitudes have to be concerned as well as agree with the change being proposed. The people who are the objects of policy need to be involved in the definition, design, and execution of the development process (Melkote, 1991:191).

Development communication is the planned and systematic use of communication, through interpersonal channels, audio-visual and mass media:

- to collect and exchange information among all those concerned in planning a development initiative, with the aim of reaching a consensus on the development problems being faced and the options for their solution.
- To enhance the pedagogical and communication skills of development agents (at all levels) so that they may dialogue more effectively with their audiences.
- And last, but by no means least, to apply communication technology to training and extension of programmes, particularly at the grassroots level, in order to improve their quality and impact (*Guidelines on Communication for Rural Development*, undated:3).

According to Mloma (1994:53), development communication has been imposed from above using foreign communication models that have often completely ignored the existence of indigenous media

In the rural communities where the mass media are almost inaccessible, other forms are employed to reach the people. The integration of modern

media with indigenous media is very important for the effectiveness of the development process.

3.1.1 Women and development communication

The general misconception that women are non participatory in the development process has been overshadowed by the developmental roles they play in society as mothers, wives, and educators. These roles actually reveal women's assertiveness in attempting to better their livelihood, (Mlama, 1994).

3.1.2 The importance of development communication

According to the *Guidelines on Communication for Rural Development* report, developmental communication is vital in the success of developmental projects, in that, it ensures that members of the community - who are the beneficiaries - are consulted and participate in the developmental process thereby taking into account their views towards the project. If the project formulation is done together with the community, there is a free flow of information thus ensuring that its implementation is successful.

Development communication also enables the training of the community of the developmental project to increase the reach and effectiveness as well as ensure that technical information is simplified to suit the community needs.

3.2 Communication defined

There are various definitions of communication as there are variations in explaining cases where there is no intention to communicate. There are also questions raised on whether communication is a linear process or

transactional perspective where emphasis is placed on how people influence one another in their interactions (Infante, Rancer & Womack, 1997).

Infante et al. (1997:8) define communication as Occurring when humans manipulate symbols to stimulate meaning in other humans Communication is the sharing of the human experience that enables one to communicate with others though not always verbally. Therefore, the process of communication cannot be possible if the human background of communicators is different.

The definition of Infante et al. (1997:9) focuses on the sender and the receiver as well as the symbolic and intentional nature of the process of communication. They believe it is a social, symbolic process which occurs in a context

The whole process of communication requires a situation or background in which the sender and the receiver can interact, in order for it to be effective. The sender and receiver can exchange roles in the communication act. It is also important here to understand the types of communication discussed below.

3.2.1 Types of communication

- 1) Intra personal - which involves sharing the human experience or background within the individual himself or herself.
- 2) Interpersonal - sharing of the human experience between two or more persons.
- 3) Mass communication - sharing of the human experience between a mass medium organisation and a scattered and undefined audience.

- 4) Organisational communication - involves the sharing of the human experience within an organisation, between organisations and the general public.
- 5) Group communication - sharing of the human experience between individuals in a group. For example, women, youth etc.
- 6) Intercultural communication - involves role of culture in communication, taking into consideration different cultures.

During the attachment, the student looked at how non governmental organisations like KEPA and ICRAF coordinate their efforts in order to reach out to the grassroots (DWDAs). There are other types of communication apart from the ones mentioned such as participatory communication, and women in grassroots communication. The following types of communication are the theoretical aspects of the student's experience in the field and they will be linked to the attachment, later in the discussion (Chapter 7).

3.2.2 Participatory communication

Bordenave (1994:43) defines participatory communication as the type of communication in which interlocutors are free and have equal access and means to express their viewpoints, feelings and experiences

Participatory communication is essential for community building. Communication needs to be based on a realistic and pragmatic understanding of the potentials and limitations of participation.

Participatory communication is also defined as the active involvement of a community or group in using media or group communication to produce their own messages and to engage audiences in critical reception (Riano, 1994:ix).

White (1991), puts forward the following concepts which are relevant to action taking and feasible in determining the course of change: power and control, dialogue, conscientisation, shared knowledge, empowerment and equal human value.

3.2.2.1 Power and control

This refers to the idea of allowing people to make decisions in the development process. The decisions people make are related to their own capabilities, inner life forces and cultural identity. In that way people accomplish the goals they set for themselves and the larger society. Therefore, organisations which set out to assist communities in the development process should take note of the people's potential and capabilities in accommodating communication strategies.

3.2.2.2 Liberation

The idea of giving people the opportunity to employ various strategies for the improvement of their livelihood, brings about self-confidence thereby, giving people a chance to feel empowered. Empowerment is important because it removes the feeling of enslavement thus creating liberty within the communities. True liberation brings with it a solid sense of self, an active concern for one's self in relation to others, an inner life which pushes toward meaningful human relationships, liberating and catalyzing action toward shared goals (White, Nair & Ascroft, 1994:23).

3.2.2.3 Conscientisation

Freire's concept is important to participation because to activate consciousness and critical awareness of one's situation and environment, one's identity, one's talents, and one's alternatives for freedom of action is an imperative to participatory action (White et al., 1994:24).

Conscientisation and critical awareness do not lead to action but action becomes a reality when people engage in dialogue and search for solutions together. This leads to dialogic action which joins action and reflection - praxis. The process involves beginning with reflection which is the centre of education, then moving on to action and back to reflection in a revolving or circular manner. This process is similar to the transactional method of communication - continuous interaction of people at the grassroots and information sources over time to arrive at shared meanings.

White et al., (1994:24) have concluded that this has resulted in,

The experience of the project has been valuable in that goals of the institutions involved have coincided within the needs and interests of the communities. In addition, the tools used in the development of the project have given rise to new knowledge which strengthened the technical capacity of the personnel involved. By establishing close contacts with the communities through the techniques of horizontal communication, a dialogue has been generated in relation to their own reality, through which problems have been identified and alternative solutions sought.

Conscientisation makes it possible for one to feel empowered as it increases the community's sense of control as well as understanding the need for contributing to development decisions. The whole process does not rest in the

individual alone but in merging the whole community's efforts and abilities to make demands which are beneficial to all.

3.2.2.4 Self reliance

Participation is very much a part of self reliance. The aspect of confidence is very important to avoid heavy reliance to external assistance. Self reliance dwells more on strengthening local resources in order to create self sufficiency amongst the communities. However, in developing nations, self reliance means a focus on human resources due to the devastating economic situations. Self reliance breeds behaviour changes within the larger community.

A community of self reliant people will be capable of diagnosing its own problems, of developing innovative solutions, and of fostering development diversity which is relevant, culturally sensitive, and ecologically sound and sustaining (White et al., 1994:26).

3.2.2.5 Knowledge sharing

This aspect underscores the use of indigenous knowledge in the development process. Knowledge sharing which was earlier seen as irrelevant, set up partnership between information sources and the grassroots resulting in worthy and equal interpersonal interactions. The integrating of indigenous knowledge in the development process attaches value to the grassroots communities as well as create a conducive environment for development.

Bordenave (1994:36), defines participation as the process in which a person sees himself or herself as a unique individual and at the same time as a member of the community

Participation is not only meaningful to the development process but, it is also the key in opening communication linkages between information sources and communities. It is viewed as a basic human right which should be accepted and maintained not only for itself but also for the benefits it brings.

Therefore, the way communication is undertaken must be able to create an environment favourable to the development of the larger society.

3.2.3 Women in grassroots communication

Calda in Riano (1994:xvii) defines grassroots communication as those communication processes guided by the goals of education for liberation that help the poor and the under privileged acquire a critical understanding of social reality

Grassroots communication includes a variety of communication processes, practices, and systems that are distinguished by their grassroots origin. Some of them are women's informal communication practices, networks and associations, interpersonal and group communication as well as indigenous communication systems and practices (Riano, 1994).

Women as farmers, mothers, wives and managers of households constitute subjects of information in development interventions. In the past, development communication overlooked barriers faced by women in accessing development information. Today, development programmes have revised their approach to women through the use of interpersonal communication between experts/information sources and the women. The experts also utilise focus group discussions, photo stories, photographs and radio soaps to bring about behavioural change (Griffiths, 1994).

According to Riano (1994:5), women's participation in the development process is encouraged to fulfill three specific goals, to change current critical practices, to encourage active support, and to mobilize the community for mass campaigns

Women are seen as participants in a process that enables them to take control of their lives, develop their confidence as well as their learning and information skills. In addition, women can influence public policies through the media production process. Thus, emphasising on the importance of conceiving development communication as a participatory process. This makes participation to be viewed more as a people-centred than a market-centred approach to development.

The media and other development communication approaches are used to motivate, educate and mobilise the target populations to respond to planned programmes. Participatory communication strategies should be mainly focussed on allowing an interface of information flow from top-down (institutions and development experts) and the bottom-up (women and their communities).

3.2.4 Group communication

Small group communication refers to communication in gatherings which vary in size from three to about fifteen persons (Infante et al., 1997:292). The group size affects the relationship that each member has with the rest of the group. This means that the larger the group, the more confusion in terms of decision-making, reliance on specific people, who does what etc. This may affect the group's development efforts as certain members are merely passive and do not contribute anything specific.

3.2.4.1 Types of groups

According to Infante et al., (1997), groups are formed mainly because they want to be distinguished from others. They categorise groups into the following:

1) Task oriented groups are those that have a task to accomplish. They are further classified into:

- a) Problem-solving groups which try to find solutions to problems through carrying out a thorough analysis of the situation.
- b) Decision making groups also attempt to solve problems but they further decide which solutions to apply as well as when and how these solutions are to be implemented. These groups are involved in assessment, monitoring and handling solutions.
- c) Idea-generation/brainstorming groups are involved in finding various solutions, approaches, perspectives and results for a particular topic. The ideas generated are not evaluated to avoid affecting group members.

2) Therapy groups are mainly concerned with assisting individuals solve personal problems. They are mainly used by clinical psychologists in encounter-groups, T-groups and sensitivity groups to promote personal growth.

3) Learning groups are those which are constituted for the purpose of individuals and groups to acquire more information and understanding of the topic.

4) Conscious-raising groups which are relevant to the discussion aim at making the members changing their behaviour so that it is more in line with the new consciousness. Conscious-raising groups are involved in the

conscientisation of members of shared concerns. Examples of these concerns are gender, nationality, religion etc. They aim at making members aware of who they are, to be proud of what makes them unique, and to have members change their behaviour so that it is more in line with this new consciousness (Infante et al., 1997:294).

3.2.5 Intercultural communication

Intercultural communication plays an important role in sharing of ideas among people from different cultures to bring about development. People vary in the values they hold and in the way they view the world. These variations create particular communication patterns shared by people with similar backgrounds that must be understood before effective communication can take place between members of different regions and ethnic origins. Therefore, intercultural communication is defined as the inclusive term which covers communication between people from different cultures or between people from different subcultures of the same socio-cultural system (Infante et al., 1997:401).

Communication performs a vital role in human life. The whole aspect of human life is such that people depend highly on one another for their needs. Therefore, one important aspect of communication is that, it makes it possible for people to work together in order to produce a variety of goods and services which would not be possible if people were to work independently (Infante et al., 1997).

In the next chapter, the student gives a personal experience of the whole attachment period. The chapter is highly subjective since it gives an account of the student's impressions of the people she worked with during the attachment as well as some of the personal hardships she underwent.

Chapter 4

PERSONAL EXPERIENCES

In order to understand the preceding and following chapters of the report, it is important to give a contextual background of the attachment. In this chapter, the student gives her personal experiences, views and opinions of the whole attachment period. It is therefore, important to note that some of the views expressed, being personal, may be highly subjective.

4.0 Organisations

The student worked with KEPA Zambia in Lusaka, ICRAF in Chipata and the DWDAs in Katete, Chipata and Chama.

4.1 Initial contact

The student contacted the KEPA Zambia Information Officer, Oliver Kanene, and requested to be attached to one of the organisation's projects. Upon seeing the student's proposal, the organisation decided to give her an opportunity to travel to the eastern province together with the Information Officer.

4.2 Locations

The following are locations of the places the student visited during the attachment:

4.2.1 Lusaka

KEPA Zambia offices are located on the corner of Bishops and Roan roads in Lusaka's Kabulonga area.

4.2.2 Eastern province

The ICRAF research station is located on the outskirts of Chipata town. The research station signpost is one of the first things one sees along the Great East road when entering Chipata from Katete.

The DWDA have either bought or are renting houses which they use for meetings, workshops and lodging.

In Katete, the DWDA house which was bought from the local council, is located in the boma near the Ministry of Agriculture, Food and Fisheries offices.

The Chipata DWDA house is located near the town's main market. The DWDA is renting the house from a former council employee.

In Chama, the DWDA house had just been completed when the student visited the area. The women were allocated a plot near the Catholic Church and they hired people to help them build the house.

4.3 Reception

4.3.1 Lusaka

KEPA has a very small number of staff members and all of them are highly professional. The student was introduced to some of the organisation's staff

in the other sections. Though the student was assigned to operate from the Information Centre, the staff offered her assistance whenever there was need.

In the Information Centre, the student worked closely with the KEPA Documentalist, the late Wilstar Choongo, who passed away at the time of writing the report. He acted as the student's guide whenever she needed information and was always there to encourage her when things looked as though they were not working out.

The student has maintained a cordial relationship with the Information Officer, Kanene, who she not only travelled with to the Eastern Province but also worked closely with at the organisation.

The student has maintained contact with KEPA as she attends the organisation's monthly discussions - Tikambilane - on invitation. The discussions, which cover various topics pertaining to development, involve participants from various non-governmental organisations. The student is also a member of the Information Centre Library.

4.3.2 Eastern Province

4.3.2.1 ICRAF

The staff at ICRAF, Rosa Katanga, Stanslous Phiri, Ari Lamminhao (on secondment from KEPA), made the student's visit to the centre very educative and interesting.

The trio, who are researchers, were very helpful and furnished the student with information on agroforestry and training programmes.

The student maintained a very warm relationship with the researchers up to the time she left Chipata. She mainly interacted with them at the professional level particularly during interviews, discussions and field trips.

4.3.2.2 The DWDAs

The DWDAs welcomed the student with songs, dances and poems. The women were very eager to incorporate the student into their activities. The student was touched by the women's friendliness and warmth.

4.4 Accommodation

During the attachment the student made accommodation arrangements in Lusaka and Eastern Province.

The student's home is about twenty minutes away from the KEPA offices so she used to walk there. The student usually operated from the Information Centre where she used to work on the organisation's articles.

In the Eastern province, the student's accommodation expenses were entirely met by KEPA Zambia.

4.5 Transport

The student did not necessarily need transport as she used to walk from home to the KEPA offices. But, she used to get lifts from the KEPA staff on a few occasions.

The student was fortunate because she travelled to the Eastern Province with the Information Officer so she used his car throughout the trip.

4.6 Work hours

In Lusaka, the student had no specific work hours especially in as she only worked when there were articles to do. However, she used to report in the morning whenever the Information Officer had an assignment for her.

In the Eastern Province the student had a very tight schedule due to time and limited resources. This led to working late in order to ensure that she finished all the work she was set out to do with the women.

4.7 The student's role and job description

One of the student's tasks was the writing of articles for the KEPA newsletter. The student always carried a notebook and pen wherever she went in case there was anything newsworthy. The staff at ICRAF also asked the student and the KEPA Information Officer to compile articles for their newsletter.

The student also worked with the DWDAs in Katete during the information workshop as well as the Chipata and Chama DWDAs in assisting them outline their future plans for the new millennium.

4.8 Anxieties

It was the first time for the student to travel to the Eastern Province so before departure, she was worried about how she was to be welcomed, whether her health would not fail her and a host of other related issues. The student outlines some of her anxieties below:

4.8.1 The trip itself

When the student was told that she was to travel as far as Chama, her main worry was the state of the roads.

Generally, the Great East Road which is the main road to the East, is in a bad state though there was some construction work done on it from Lusaka up to the Luangwa Bridge. The remainder of the road is laced with very huge and deep potholes.

The student and her colleague left Lusaka for Katete, which was the first stop, on Sunday 22nd August, 1999. The trip to Katete was very smooth. But, the stretch between Chipata and Chama really gave the student shivers as the road is in a deplorable state. Instead of taking about two hours to reach Lundazi from Chipata, it took them four hours. The stretch between Lundazi and Chama was even worse. Though the road has been graded up to a certain point, the rest of it is one way and very slippery. The student and her colleague arrived in Chama very safely despite the long hours of travel and fatigue.

4.8.2 Language

The issue of communicating effectively with the women also worried the student. This was because she did not have confidence in her Nyanja considering that she was visiting three towns, each one with its own widely spoken language. In Katete and Chipata, the student's Nyanja compensated for the Chewa as the two are very similar thus making communication possible. In Chama, the student could not speak Tumbuka, but some of the women could understand and speak Nyanja fluently.

4.8.3 Dressing

The student was anxious about creating the right impression on the women. Before the trip, she prepared clothes that she thought would be appropriate. However, when she reached Katete which was the first stop, the student noticed that the women were very liberal and fashion-conscious.

4.8.4 Traditional beliefs

The student had stereotyped the women, before the trip, as being too deeply rooted in culture. This became a reality in Katete one day, during lunch break, when a group of women approached the student and asked to which tribe she belonged. When the student said she was Bemba, two women from the group, Tiwine and Agness Banda jokingly asked the student if she had undergone any form of instruction into womanhood. They said since the Bembas are their traditional cousins they wanted to teach her a few things which might be of use in future. The student just laughed and promised to start lessons the following day when she knew she was leaving for Chipata.

4.9 Activities

The student outlines some of the women's activities that touched her and made her appreciate them even more.

4.9.1 Katete

The student's very first activity in the Eastern Province began with an information workshop organised by the Katete DWDA. The Katete DWDA executive members had invited two representatives from the district's ten

areas. The women also invited the Chama DWDA chairlady, Dorothy Dewe, and the KEPA Information Officer to facilitate.

The main aim of the workshop was to understand how information is passed on from one person to another for effective communication. This was done

Figure 7: Some of the Katete DWDA workshop participants



through explaining how information passes from a source related to that of a river (koyambila), sender (otuma in Chewa), receiver (olandila) and noise (choongo). The student noticed that the emphasis was laid on noise, specifically how some leaders create noise among their members by dressing inappropriately during training sessions. This was illustrated through a play which shows a facilitator who goes to a village to teach women on the importance of information but using some complicated English words which the women could not understand. When the women asked what she meant, the facilitator said she did not know the Chewa translations as she grew up in the city and only came to the village because of problems. The aspect of dress is also presented in the play as the facilitator was dressed as though she was going for a dance.

At the end of the workshop, Kanene thanked the two community development officers who were invited by the Katete DWDA executive committee for supporting the women. He added that the gesture was a symbol of co-operation between the government and non-governmental organisations. He urged the women not to always rely on assistance from Lusaka but to be independent through making use of local partners such as the agricultural extension officers and community development officers in the district.

The Deputy Community Development Officer, Zandonda Ngoma, in her speech emphasised the importance of equipping women with information for development. Ngoma stressed that information would enable women to network effectively with other government officers and non-governmental organisations.

The Katete DWDA Chairlady, Aseledi Phiri, gave a vote of thanks to all the dignitaries present on behalf of her members. Immediately after doing so,

the caterers brought various types of food ranging from biscuits to fried chicken.

4.9.2 Chipata

When the student and her colleague arrived in Chipata at the DWDA house, they found that the women had just ended their meeting and were even preparing to go back to their respective areas. The chairlady, Tangu Nyirenda, informed the student and the Information Officer that the meeting had been held to discuss and plan activities for the new year.

After reporting their plans for the new year to the Information Officer and the student, the women asked one of their renowned poets, 'Maggie Mbaao, to recite their favourite poem. The theme of the poem was unity. The poet started by pointing out the fact that for long women have been downtrodden in their homes and society. But, the time has come for them to do something about their situation as nothing will change if they wait for someone else to assist them.

4.9.3 Chama

When the student and the Information Officer visited Chama, they found the DWDA making preparations for a party to celebrate the completion of their house. However, the student could not go to the party which was held in the night due to exhaustion.

The following day, after the party, the student noticed that during the meeting almost all the women, expectant mothers included, looked very sleepy and did not seem interested in the discussion. Apparently these women had spent the whole night drinking and dancing. One of the women

extended her partying when she decided to dance for the student and her colleague.

4.10 General impression

The student received special favours from the women especially during meal times. One day the student asked the women in Katete if they grew cassava on a large scale. Later in the evening, the student was presented with a plate of cassava which she ate wholeheartedly. This used to make her feel honoured and sometimes even embarrassed. However, it motivated her to work well with them as it showed her that they had accepted her.

The student was impressed with the unity that exists among the women. This was seen in Katete when the child of one of the members fell seriously ill. The chairlady suggested that the whole group suspend the day's programme to go and check on the baby.

The student's attachment period was short due to reasons beyond her control. But the short and brief time she spent with the staff at KEPRA, ICRAF and DWDAs was very interesting, educative and enjoyable. This has left a lasting impact on the student on her career as a development communicator.

The attachment gave the student an opportunity to see and talk to people who have dedicated their lives to helping people in attaining a better livelihood. The staff at ICRAF are doing a commendable job in training women and men inclusive - in agroforestry.

The DWDAs struggle in ensuring that they better themselves, really encouraged the student. This is evidence of the fact that women at various levels in society, have come to the realisation that they have a task to help

themselves and their fellow women to uplift their living standards thus, bringing about sustainable development.

Chapter 5 discusses some of the DWDAs problems in the developmental struggle. The chapter also discusses attempts being made by the DWDAs themselves, KEPA, ICRAF, to solve these problems.

Chapter 5

MAJOR ISSUES AND OBSTACLES

The chapter outlines some of the problems of the DWDAs as seen, experienced, told and read by the student. In doing so, the chapter will also look at some of the reasons for forming the DWDAs.

KEPA and ICRAF are among the many non-governmental organisations in the country which are making efforts in assisting, especially rural communities, in various developmental projects. Consequently, it is imperative to look at some of the problems these organisations encounter in their attempt to assist the DWDAs.

5.0 Reasons for forming DWDAs

According to DWDAs, women suffer the most in society especially after the death of their husbands, divorce, heavy workloads - at home and in the fields (Mwela, Interview notes, August, 1999).

They said that though women till the land and care for the children they cannot claim ownership or make independent decisions concerning land or children. Therefore, it is important for them to think of means and ways of ensuring that their living standards are improved.

Women throughout Africa are learning that what they cannot accomplish alone is possible when they form a group. It is solutions like these that can make the difference in individual women's lives and ultimately result in increased family well-being and productivity for the entire community. To

support such local organisations, non-governmental organisations such as KEPA and ICRAF have formed networks that lend support to local women's groups.

The DWDAs were initially formed with a view of sharing ideas on housekeeping, needlework, child care and personal hygiene. Most of these clubs collapsed in some areas due to lack of commitment among members. In the 1990s the clubs were re-established with a focus on issues concerning agriculture. This involved viewing their involvement in agriculture not only as a way of providing food for their families but also as an income-generating venture.

Through the clubs, the women have come up with other fundraising ventures and this has changed their outlook to life as they say, being in a club makes it possible for one to acquire certain things that they only dream of at an individual level (Mwela, 1999).

However, joining the clubs has not completely solved the women's problems in their efforts to enhance their livelihood. Through conducting interviews with various women's groups the student asked the women to outline some of their problems as well as their possible solutions.

5.1 Problems of the DWDAs as told

Despite agroforestry's great promise, there are a number of formidable obstacles to the widespread adoption of the practice in Eastern Province. This is due to the fact that traditionally trees were not regarded as requiring attention and care.

5.1.1 Apathy

Considering that agroforestry is a relatively new field in the Eastern Province, the women had a lot of pressure from their husbands, friends, neighbours and other members of the community who did not believe that planting of trees can bring the same benefits as the application of inorganic fertilisers. Even the women themselves need to be convinced that they will benefit from changing to what, for many, is a radically different agricultural technique.

5.1.2 Workloads

Most of the women are subsistence farmers. They cultivate, plant and weed the fields. Apart from this they have to attend to the children's needs as well as provide fuel, water and food for the household. The trees also need a lot of attention especially in the initial stages. This means that the women are over-stretched have to prioritise in terms of responsibilities especially during the rainy season when they have to concentrate on planting.

5.1.3 Men and the cultural aspect

The men tend to view the planted trees as a threat to their traditional rights of land tenure. This is a major discouragement to some women as they would like to maintain their traditional roles as obedient wives. Some women complained that their husbands threatened to divorce them and even to uproot the trees because they thought the women were challenging their authority. The women have since started informing their husbands about activities they are involved in, so that the men do not feel usurped of their cultural roles of decision-making.

In some DWDAs men have been incorporated in agroforestry in order to avoid their resentment of women's activities. ICRAF has targeted 4000 farmers, men inclusive, by the year 2001 (Mwela, 1999).

5.1.4 Limited donor assistance

The DWDAs network with other non-governmental organisations such as the Lutheran World Federation (LWF), the German Development Services (GDS), KEPA Zambia as well as receive government assistance through the Community Development Fund (CDF) at certain times. However, the women feel this is not enough as they still encounter financial problems even though these non governmental organisations provide technical and financial aid.

The DWDAs felt the only way they could get donors to take an interest in their activities was through their writing of project proposals. At the time the student was leaving the province, the women were making efforts to learn how to write proposals to present to possible donors.

5.1.5 Transport

Most of the women have to walk long distances especially when there are meetings to attend. Some trainers do not have bicycles and thus fail to carry out their duties effectively as most of the areas are far apart. The women also complained of cases where they have had to sell their agricultural produce (cotton, maize and sesame seed) cheaply because buyers go with their trucks into the villages and determine prices of the products. The DWDAs have since asked for donor assistance in the form of bicycles and even vehicles in order to alleviate some of their transport problems.

5.1.6 Limited markets

Most of the crops grown by the women are readily available on the market so it is difficult for them to sale these products whenever they have access to a market. This usually results in either consuming whatever they do not manage to sell or selling at a very unprofitable price amongst their members. In order to avoid this, the women have resorted to selling their products cheaply to at least realise something which is usually shared.

5.1.7 Agroforestry trainers

In order to increase the participation and involvement of women in agroforestry programmes, ICRAF has trained some of the women in the DWDAs to train their fellow women within their respective communities.

The trainers complained of receiving inadequate attention in terms of providing them with raincoats, gumboots, bags and bicycles for them to work effectively especially during the rainy season.

Due to training programmes, trainers do not have ample time in which to cultivate their individual fields. There is a need for them to be given a substantial amount of money as an incentive so that they could be hiring pieceworkers to cultivate their fields while they are away on training programmes.

5.1.8 Erratic supply of seeds and seedlings

Although some women had been so enthusiastic about planting trees, they said seedlings were usually in short supply for individual fields. The women said the only way they could convince their husbands, neighbours and the

rest of the community was through planting trees in their own fields. They suggested that local nurseries must be encouraged and strengthened in order to provide free distribution of seedlings.

5.2 Problems of DWDAs as seen

The student outlines some of the problems facing the DWDAs based on her interaction with them through interviews and group discussions.

5.2.1 Membership

The student noticed that some members were not as committed as others in various activities. The members who also lacked motivation did not really see the essence of the development associations as they claimed they were not directly benefiting from the association.

Figures 8-10 give bargraphical compositions of the AWDAs as well as the respective number of groups. Though there are between 5 to 30 members in each group, there is very little being done in some groups as membership is irregular and inconsistent. Some groups only exist on paper leading to poor participation as the same people are expected to either do all the work, or wait for external assistance.

The lack of participation could also be attributed to the fact that some members (the semi-literate) considered themselves superior to the others and dominated all the activities. Some of the illiterate members felt inferior and thus were unable to make valued contributions to the groups or even stayed away altogether.

5.2.2 Finger pointing

The student noted that the women sometimes resort to finger pointing especially towards the leadership as they feel executive members have benefited from donors at their expense. The women do not seem to understand that they cannot all be in the forefront in whatever activity is organised. Any developmental project requires the full participation of all members and above all the realisation that each member is equal and vital to the group.

5.2.3 Project identification

The student noticed that some women during discussions were unable to identify projects that they can run and sustain depending on the available resources. Most of them talked of running tuck-shops, owning vehicles, rearing broilers and pigs. However, such projects require a lot of consultation with experts in town considering that most of the women live in areas which are far way from town.

5.2.4 Leadership

In some districts, the student was informed that some executive members have maintained their positions for a long time. Some members were suspicious of their leaders who they accused of benefiting more than everyone else. The leaders also complained that they could not relinquish their positions as most of their members could neither read nor write English and Chewa.

5.2.5 Emphasis on economic development

For the average DWDA member, development means having enough money to go to town and buy soap, sugar and clothes for the family. The women's view of development is economic empowerment. But there are other issues within their communities that do not even require any form of finance. There is a need for women to focus on proper nutrition for their families as well as hygiene in homes and communities.

5.2.6 Emphasis on women's development

While the concept behind the formation of DWDA's is meant to alleviate and reduce the rural woman's often heavy workload, there is too much emphasis placed on the development of the woman. There is need to consider the fact that women do not live in isolation but, among fellow women, men and children in the community. Therefore, whatever ideas or initiatives are brought to the DWDA's in this case, should not be those that evoke resentment from men or other women in the community.

Figure 8 Membership of Katete DWDA by August 1999

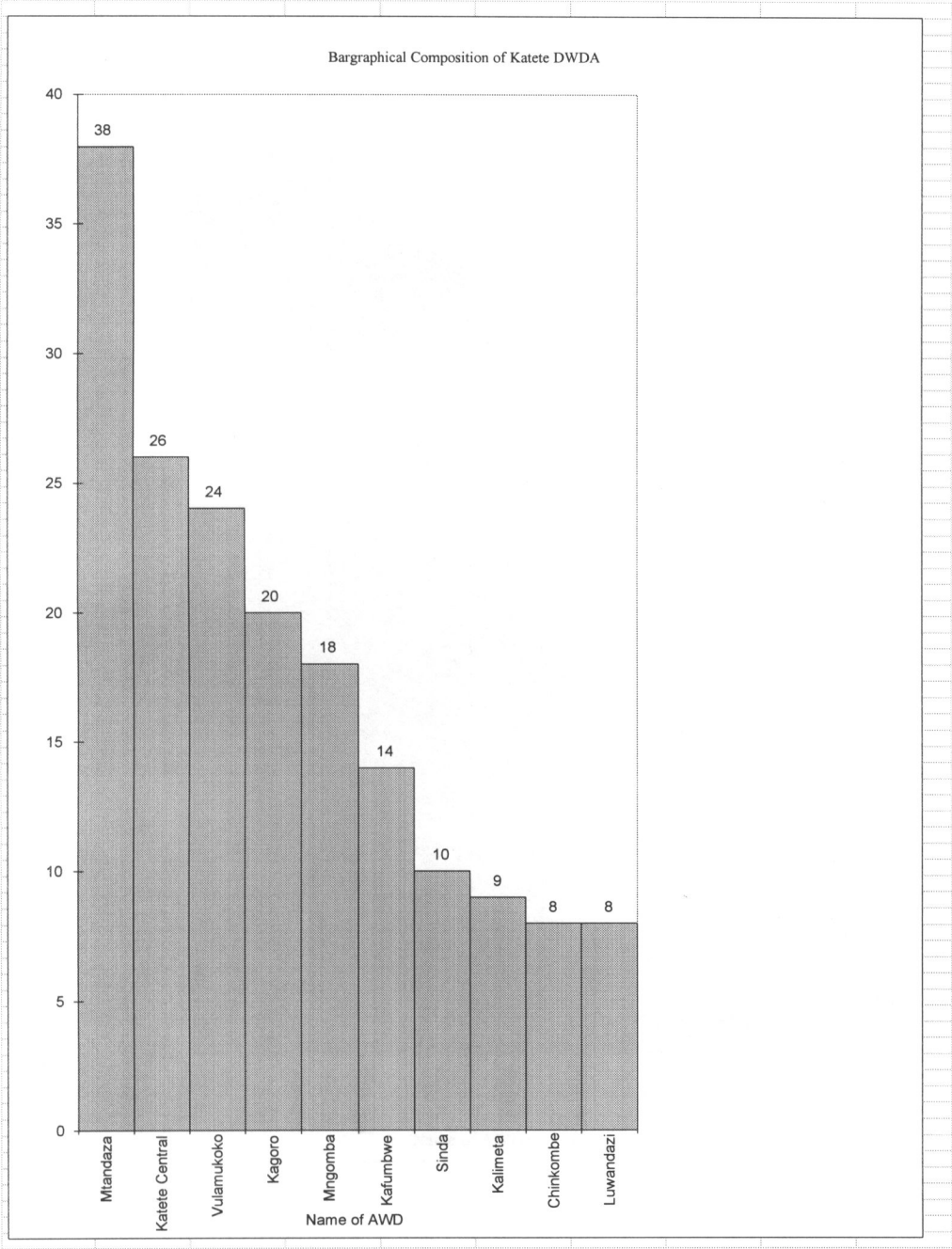


Figure 9: Membership of Chipata DWDA by August 1999

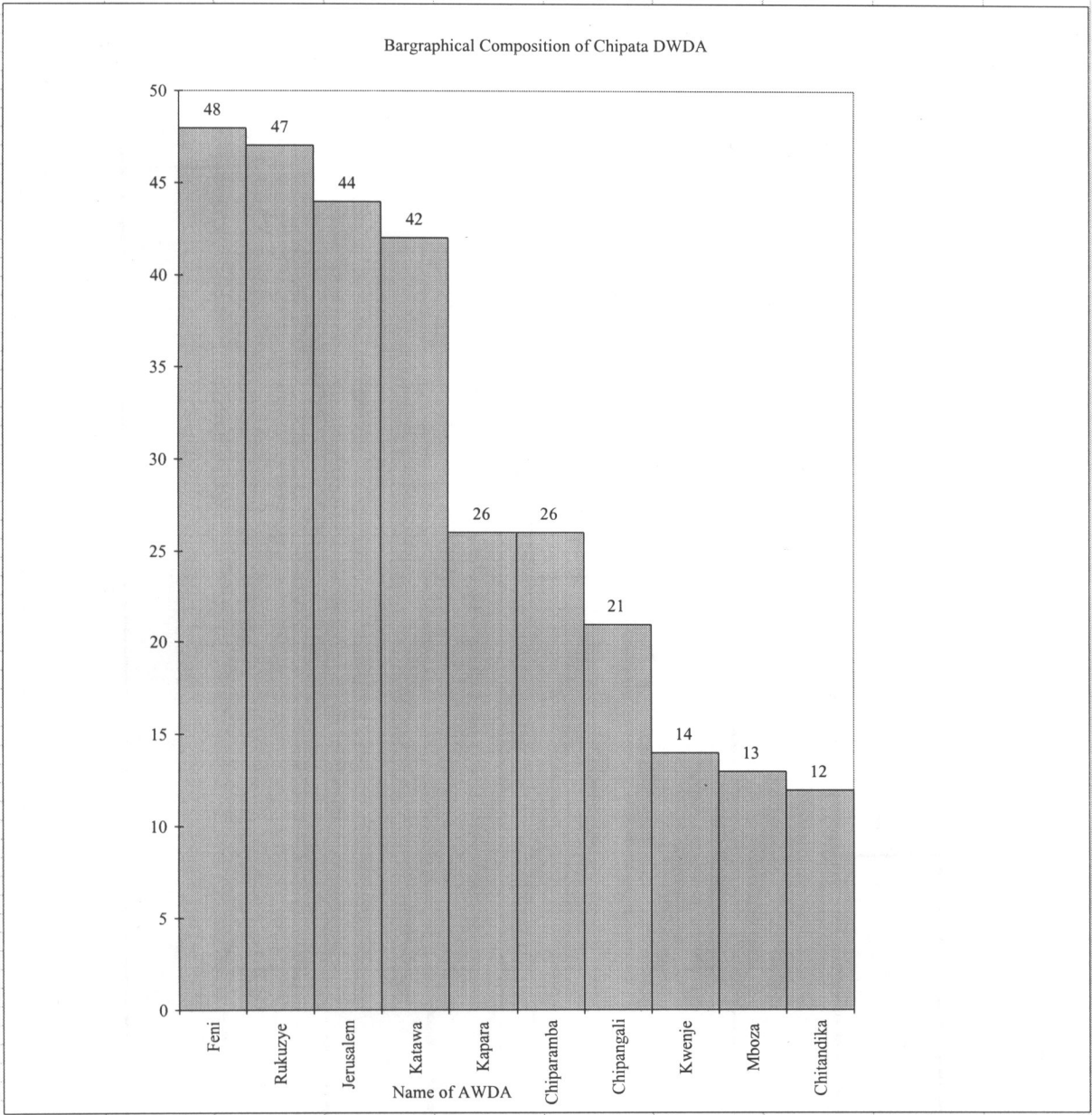
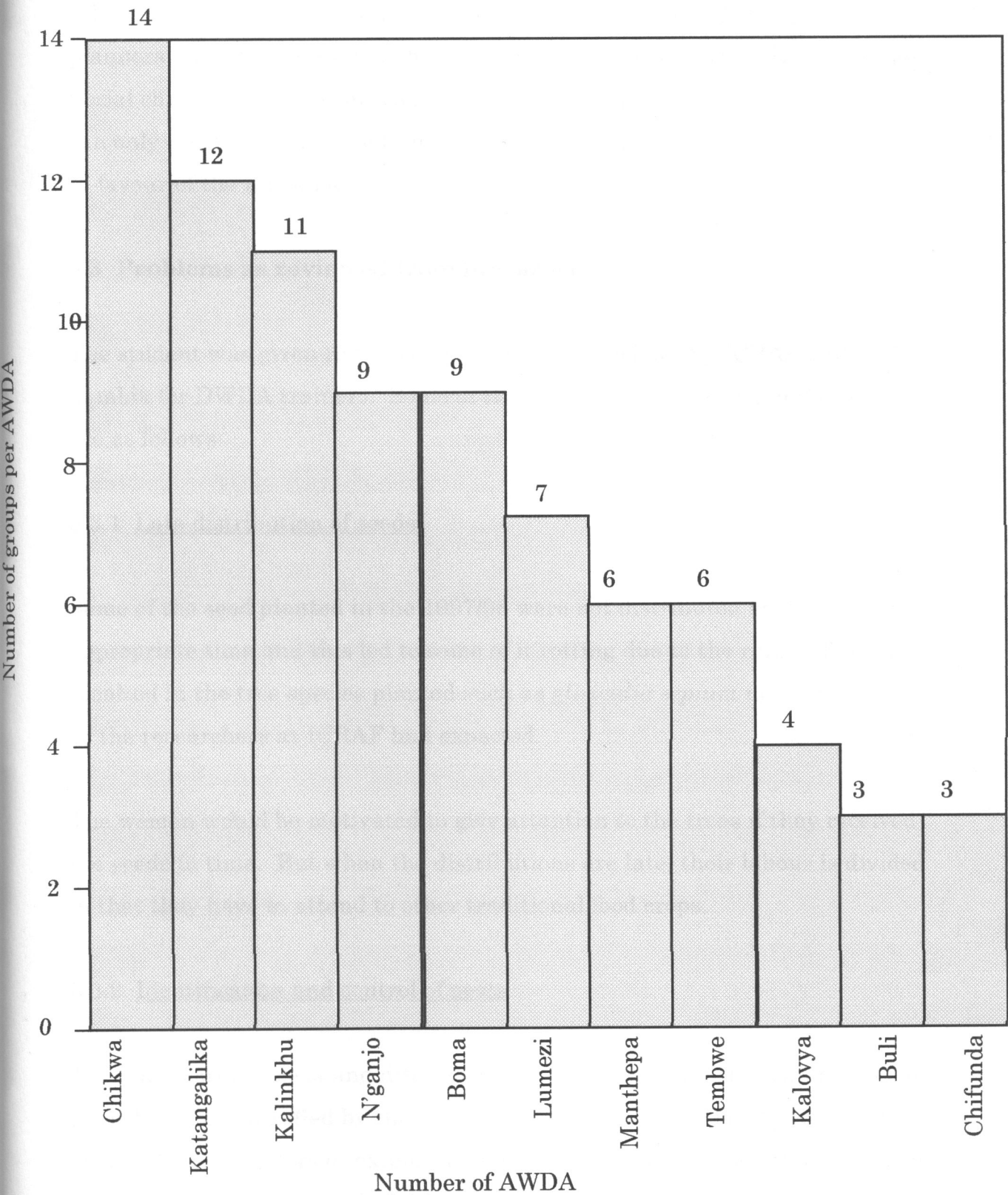


Figure 10: Membership of Chama DWDA by August 1999

Bargraphical Composition of Chama DWDA



The integration of men in agroforestry projects is necessary not only for the fulfilment of the traditional role where men are regarded as thinkers, planners and decision-makers but mainly for the sustenance of these projects. Social change, which in this case is the adoption of agroforestry techniques, can only come about in society if all stakeholders are well informed and are in favour of the initiative.

5.3 Problems as reviewed from literature

The student was given reports of workshops carried out by ICRAF and KEPA Zambia for DWDA trainers. Some of the problems highlighted in the reports are as follows:

5.3.1 Late distribution of seeds

Some of the seed planted in the 1997/98 were not distributed at the appropriate time and this led to some of it rotting due to the rains. This also resulted in the tree species planted such as *gliricidia sepium* not to germinate as the researchers at ICRAF had expected.

The women would be motivated to give attention to the trees if they received the seeds in time. But when the distributions are late, their labour is divided in that they have to attend to other traditional food crops.

5.3.2 Identification and control of pests

There are certain pests and diseases which affect the trees and can neither be identified nor controlled by the women. This means that they have to wait for ICRAF researchers or extension officers to visit their areas, thus reducing the number of trees in their fields.

Researchers should fulfil their promise to visit these areas because through such visits they would be able to monitor the progress as well as take measures before whole fields are destroyed.

5.3.3 Maintenance of trees

In some areas women had neglected the trees because they thought trees did not need so much attention as food crops.

Tree-planting is a recent initiative to the women's groups. Therefore, attitudes and behaviour changes are yet to be achieved. It is important to ensure that the women are given refresher courses on the care and maintenance of the trees in order to sustain the whole project.

5.3.4 Land management

Land is a limiting factor in the whole agroforestry practice as priority is given to crops that have been grown throughout the ages. The planting of trees is still viewed as a way of misusing land considering that most farmers have small land holdings. Agroforestry is more complex and requires intensive land management than many traditional agricultural techniques.

5.3.5 Cattle browsing

In most rural communities, goats, cows and other livestock are left to move freely, thus having a devastating effect on the survival of newly planted trees. This requires community involvement in stopping the havoc caused to newly-planted seedlings.

5.3.6 Labour shortages

The labour requirements of agroforestry may make it even more difficult for women to meet as they farm alone or with the assistance of their children. In view of this, it is important to integrate men in agroforestry programmes.

According to the *African Farmer* (1992), agroforestry takes several years to produce increased crop yields and proven information about the species of trees that are best to a particular soil and climate conditions and for special applications such as food and fuelwood, is still incomplete.

In dry areas or areas where irrigation systems are inadequate, seedlings may perish for lack of adequate water even though they are planted during the rainy season. There is still need for further evaluation and testing of a wide variety of trees that may be appropriate to agroforestry.

If agroforestry is to become widespread in Africa, it must be supported by adequate numbers of well-informed, well-trained extension workers and, most important of all, governments. There must be an agreement through agricultural policy, to actively support and promote agroforestry.

Non-governmental organisations such as KEPA and ICRAF have joined forces in order to assist small scale farmers, which DWDAs are part of, in solving some of their problems of soil infertility, shortages of fuel-wood and fodder, inavailability of inorganic fertilisers etc.

ICRAF's role is to organise and train farmers in various agroforestry technologies and give guidance when necessary. KEPA's role is to assist the agroforestry programme financially considering that it also deals in issues related to environment protection.

However, these organizations assistance which may either be financial or technical is limited to the members of the Women's organisations. Though the training of DWDAs is aimed at benefiting the rest of their communities eventually they are heavily dependent on KEPA and ICRAF such that it would be impossible for them to sustain the project on their own if these organisations stopped supporting them.

The next chapter focuses on some of the activities the student was involved in while on attachment. This is done in order to give the Student's input to the organisations visited based on some of the problems mentioned in this chapter.

Chapter 6

THE STUDENT'S INPUT

In the preceding chapter, the student outlined some of the problems faced by the Women's organisations. The chapter also looked at some of the attempts made by the DWDA's themselves, KEPa and ICRAF to find lasting solutions to the problems. It is in this light, therefore, that the chapter laid a foundation for the Student's input and suggestions towards solving some of the problems outlined.

The student conducted a number of interviews and group discussions with DWDA and AWDA executive members as well as the various Women's groups. The discussions and interviews were focussed on the Women's activities as well as their perceptions of the whole agroforestry programme. It was during such discussions that the problems emerged as the women sought the Student's advice concerning their activities in developmental programmes.

6.0 Participation as a solution

As already pointed out in earlier chapters, participation of the participant in development requires a recognition of the fact that human beings have an innate ability to create knowledge (Arnst, 1997). Thus, emphasis should be placed on dialogue where the women through discussions are able to formulate their own ideas on means and ways of problem-solving. The Student's task during the discussions was to ensure that the women found possible solutions amongst themselves. This was done by asking them to brainstorm, give reasons as to how things would be if the situation was

reversed or changed altogether. This was done in order to get the Women's real essence of joining the associations.

Most of the women said, *tsitifuna umpawi koma citukuko cabe* (we don't want poverty anymore but only development). This underscored the importance of the associations to the women as they viewed them as a way forward in their developmental efforts. Therefore, participation of the women in whatever initiative is introduced is important.

6.1 Observations

Based on the problems described in the previous chapter, it was clear that while the whole project had excellent ideas and goals. The student noted in some cases that the women exhibited signs of disorientation. However, in any organisation, be it formal or informal there are always individuals who would like to be in the forefront in carrying out specific duties even when there are others already doing the same duties.

The student felt the lack of commitment and motivation amongst the women was due to the fact that some of the groups were too large. Thus, certain members felt their contribution was unrecognised and resorted to finding faults in whatever activities the organisation engaged in.

6.2 Possible solutions

The student put forward the following suggestions to some of the problems outlined in Chapter 5.

6.2.1 Social change campaigns

The issue of apathy towards agroforestry programmes could be tackled through concerted efforts by ICRAF, KEPA and the DWDAs to conduct social change campaigns. These could be spearheaded by local drama groups going round the villages encouraging people to plant trees as well as giving information on how to obtain and care for the trees.

Theatre plays an important role in Africa. Through dance, song and poetry, people in the villages have informed each other in cases of meetings, funerals, wars etc. Mlama (1994) proposes the use of indigenous African media in communication for development. Communities especially in the rural areas have limited access to the mass media. Therefore, social change campaigns targeted towards such communities should bring out their messages through traditional dances, poetry, plays and even songs.

In the case of tree planting activities, drama groups going round the villages need to focus their plays or songs towards teaching people on the benefits of planting trees while bringing out the entertainment aspect as well.

6.2.2 Integration of men in agroforestry programmes

The student suggested to the DWDAs that labour shortages could be alleviated once the women involved men in their activities. The integration of men would also contribute to the development and sustenance of agroforestry programmes as the whole community, inclusive of men, would be interested in making agroforestry work. This would also put an end to men's resentment of agroforestry activities. Men can be involved through training programmes in order for them to train others as well as ensuring that DWDAs have a minimal number of male members. However, this does not

mean women should switch roles with the men. The women should continue spearheading the programme but it should be noted that women's efforts cannot succeed if they work in isolation. The women are not only farmers but also wives and mothers who live in communities among men, children and neighbours. It is, therefore, important that all sectors of the community are involved.

Some women were not so enthusiastic about the student's suggestion as they felt the groups were the only things they could claim as their own initiative. Thus, integrating the men would curtail their contributions especially during meetings. However, in Chipata DWDA, some AWDAs have integrated men in their agroforestry programme. The student had a chance to meet one successful male agroforestry farmer who also sits on the executive committee.

The Chama DWDA also has youth groups which also comprise men. The DWDA makes use of the men especially in carrying out heavy duties such as building huts and clearing arable land for new fields.

6.2.3 Donor assistance

While it is important for upcoming non governmental organisations such as the DWDAs to receive adequate technical and financial support, it should be realised that the project has already been initiated so it is up to the women's organisations to ensure its sustenance and growth.

While donor funding is necessary in a developing nation like Zambia, it is important for people to change the work culture and come up with means and ways of raising money. The only way people can be independent would be through realising their potential thereby developing self-confidence in carrying out various activities.

The agroforestry project has already been introduced in the Eastern Province so the DWDAs must ensure that they establish themselves in order for them to develop a sense of ownership vital for development.

The women told the student of their attempts to solicit for financial assistance from the government's Constituency Development Fund (CDF) and NGOs such as the Lutheran World Federation (LWF), German Development Service (GDS) and World Vision. The women were planning on writing proposals to these organisations. The student gave them tips on how to go about convincing donors to take an interest in their activities. The women drafted proposals to present to the GDS as they wanted the organisation to assist them in setting up their own business ventures.

6.2.3 Incentives for trainers

While the student emphasises the need for rural communities to be self-sustaining in the agroforestry programme, it is also important for trainers work to be recognised. This could be done through providing them with the necessary materials in their operations. These may include adequate transport (bicycles) considering that most of them travel long distances for training sessions. Trainers also need to be given some kind of an allowance in order to motivate them.

The student suggested that the trainer's efforts be recognised and appreciated by giving them a substantial allowance. The KEPA Information Officer told the student that the issue was actually being considered since it had been discussed during one of the earlier workshops held.

6.2.5 Strengthening local nurseries

For the project to succeed, it is important to encourage already established agroforestry farmers to construct nurseries. This would ensure a regular supply of seedlings as well as solve farmers complaints about the late and inadequate supply of seed and seedlings. ICRAF in coordination with the DWDAs should increase the number of nurseries to cater for new and already existing members.

When the student suggested that the nurseries be expanded to motivate farmers, she was told that the trainers had presented the issue before the researchers at ICRAF and were waiting for a positive response.

6.2.6 Strengthening already existing DWDAs

Lack of participation amongst the members who only exist on paper as already mentioned in the previous chapter, could be attributed to the fact that in some cases leaders do not involve the members in either planning or decision-making. The student noticed that even during workshops some DWDA executive members were actively involved in activities such as catering and general cleaning of the surroundings that would be done better by the members.

During the information workshop in Katete, the student advised one of the leaders to delegate some of the duties to the members. The executive member had a tendency of excusing herself during interview sessions saying she had to go to the market as well as organise meals for the participants at the workshop. The student was told that some members could not be given such serious responsibilities. But the student told them that trust should be built within an individual and involving the members in such duties would

even reduce some of their suspicions towards use of the funds. Therefore, leaders should not only be more democratic but also be open to scrutiny by members. This involves listening to members suggestions and not thinking of themselves as bosses. In order to help the women retain what they learn during training sessions, facilitators ask them to stage drama plays depicting the issue or concern. For example, the women were asked to act out a play portraying the aspect of noise in communication. The student suggested that this could be extended to giving the women a chance to make presentations on various topics. The leaders said they would implement the idea during future workshops. Members could be assisted to remember and retain what they learn during workshops by asking them to make presentations instead of always having leaders in the forefront.

6.3 Articles

The student's terms of reference during the attachment period included writing articles based on the DWDAs activities. Through the articles KEPA Zambia's partners both local and foreign are provided with information. The dissemination of information about the DWDAs is done so as to strengthen the development of information strategies and advocacy work among KEPA Zambia's members.

The student wrote the articles based on the interviews she carried out with the DWDA executive and their members, the KEPA Zambia Resident Representative, Fred Brooker, the KEPA Zambia Documentalist, Choongo and the ICRAF researchers, Rosa Katanga, Ari Lamminhao and Stanslous Phiri. The articles were also based on the student's interaction with the women during the information workshop and meetings both formal and informal.

6.3.1 DWDA executive members

The student interviewed the executive members of Chama, Chipata and Katete DWDAs to find out their plans for the year 2000. The women planned to engage in a number of income-generating ventures such as rearing pigs, fish farming and running tuck shops. Overall, the DWDAs wanted to raise enough funds in order to strengthen their financial base. The women said after acquiring enough finances, they would be able to assist and strengthen the weaker groups in their AWDAs.

The women wanted to start the year 2000 with various accomplishments among them constructing grain banks in selected areas as well as acquiring refresher courses in training for transformation (T for T), information and agroforestry. The women also laid emphasis on the importance of changing a woman's image in society through civic education.

The general feeling among the executive members was that women need to be educated if certain aspects of their lives are to improve considering that they have been lagging behind men for too long. The student encouraged the women to go ahead with their plans. She also suggested that they advocate for recognition through their activities since this would be the only way other members of society would know about the DWDAs existence and therefore render support.

6.3.2 The Resident Representative

The student also interviewed the KEPA Zambia Resident Representative, Fred Brooker, to discuss the new developments. Brooker said in its expansion process, KEPA, which is an umbrella organisation for its partners, decided to utilise its premises.

KEPA started by moving its premises from Munali to Kabulonga because it wanted to offer services in accordance to partners needs.

Therefore, KEPA opened an Information Centre, guest house as well as conference rooms designed for meetings and workshops. Through opening the Information Centre, partners were offered different services because information is important in various types of work.

Brooker said KEPA renders all its services at no or very low cost to its partners and members. He said through the opening of its facilities, KEPA had changed to a real Service Centre for partners. After the expansion of its physical structures, KEPA aimed at developing the use of its liaison and information services.

6.3.3 Documentalist

The student interviewed the documentalist, the late Wilstar Choongo, to find out some of the Information Centre's services and how it was formed. Prior to the opening Information Centre, KEPA already had existing material and furniture which needed to be reorganised. The documentalist's task was to sort this material out and put it in order of classification, cataloguing and creation of a computerised database. The Centre was opened on 20th August, 1999 after two months of reorganisation.

Mr. Choongo told the student that one of the Centre's tasks was to establish information centres aimed at improving existing information links between KEPA and its partners. He also said the Centre was to offer training and attachment facilities to documentalists from KEPA's partners as well as carry out training workshops designed to improve information access.

Among the Centre's plans for the year 2000 was the set up and management of a web page so as to provide information about KEPA's activities services and programmes as well as how to access it.

6.3.4 ICRAF researchers

ICRAF researchers Rosa Katanga, Ari Lamminhao and Stanslous Phiri narrated to the student their activities in the Eastern Province. They laid emphasis on the fact that agroforestry programmes had taken root in the province. This was attributed to research results on maize which showed that one hectare of land on which *sesbania sesban* was planted, the maize yield doubled to four tones from the usual two tones. After seeing the positive results in the adoption of agroforestry practices, the researchers assigned each trainer with the task of registering 75 farmers for the year 2000.

The student and the KEPA Information Officer were asked to compile articles for the ICRAF newsletter. However, the Centre did not provide the necessary materials so the whole exercise was postponed to a later date upon the submission of the needed information.

6.3.5 Information workshop

The student attended an information workshop organised for Katete AWDA executive members. The workshop facilitators included the KEPA Information Officer, Oliver Kanene, the Chama DWDA Chairlady, Dorothy Dewe, and the Community Development Officer attached to Katete DWDA, Andrew Chirwa.

The workshop focussed on the importance of information in the DWDAs activities with government and other non governmental organisations. During the workshop the student held discussions with a number of women from the ten AWDAs. The student wanted to find out how they would apply what they had learnt in the real situation. They responded by reciting what they had memorised on the source, sender and receiver without giving a clear understanding of the basics. However, when the student explained that the concepts were only given to them so that they could understand how information passes from one person to another, the women seemed convinced. The student further explained that a similar situation exists when they are communicating with their members on either agricultural methods or general house keeping.

The student's input to the DWDAs involved giving advice on both social and formal issues especially when they asked for tips necessary in writing a proposal. Apart from writing the articles, the student also held discussions with the women on how the association had assisted them personally. Most of them said the meeting with other women gave them an opportunity to acquire a lot of agricultural techniques unlike when they were farming on their own. However, the student's main hindrance was limited time considering that she had to travel to three different towns in the province (Chama, Chipata and Katete).

Some of the student's articles done in Lusaka and the Eastern Province were published in the November-December, 1999 edition of the KEPA newsletter, *Partner* (Appendix 1). The rest of the articles are yet to be published.

The student was also expected to work with the KEPA Zambia Information Officer in producing articles for the ICRAF newsletter. However, the Centre did not submit adequate information to the duo so the whole exercise was to

be carried out on a later date depending on the provision of the necessary materials.

In Chapter 7 the student gives the discussion of the findings and experiences in the light of communication theory presented in Chapter 3. The chapter also discusses the aspect of whether the theory proposed in Chapter 3 is working in the real situation basing it all on the student's practical attachment.

Chapter 7

DISCUSSION OF FINDINGS

The chapter is based on the communication theories presented in the conceptual framework in Chapter 3. The student discusses the findings and experiences of the attachment in the light of development, development communication and participatory communication theories and concepts presented in the conceptual framework. This will be done in order to assess whether theory is effective in the real life situation.

7.0 Development in the DWDAs

As already pointed out in earlier chapters, KEPRA and ICRAF are two non-governmental organisations which have coordinated their efforts in the provision of financial and technical support to the DWDAs. The student's task was to assess the communication links utilised by these organisations to bring about the DWDAs empowerment. The student also wanted to assess the participatory aspect of the whole agroforestry programme, that is, whether the women are given an opportunity to contribute indigenous knowledge to ensure sustenance of the tree planting activities.

Different communication scholars define development according to their perception. The student relates her perception of the term, based on the attachment, to the definitions of Kasoma (1994), Rogers (1993) and Wang-Dissanayake (1990). The communication scholars' definitions underscore the individual's participation in the improvement of the human life condition.

To the rural woman in the village, development means having sufficient funds to buy salt, soap and other basic necessities which usually lack in her household. The woman is only able to afford such necessities after the sale of agricultural produce. The agricultural produce is also dependent on the yield that is whether there were good rains in the previous season as well as the availability of seed and fertilisers. If all these things are not available to the woman then there is no development. For that reason the only way such a woman can be assisted is through providing her with the things that she considers necessary and applicable to her environment.

Melkote (1991) refers to the importance of making use of local human resources to reduce heavy dependence on external support as well as tailor development objectives to suit the needs of the target community.

It is in this light, therefore, that KEPA and ICRAF ensure that the DWDAs are involved in the implementation of agroforestry programmes. This is done by training some of the DWDA members so that they are able to encourage and train others to adopt agroforestry as a method of replenishing soil fertility.

7.1 Communication links within the DWDAs

According to Infante et al. (1997) communication is an interactive process which focuses on the sender and the receiver. Communication occurs in a context. Thus, communication for development is important for groups such as the DWDAs.

7.1.1 Group communication

Infante et al. (1997) put forward the idea that important aspects of relationships like trust and affection are different when they occur between two people as compared to when they occur in a small group. The bond of affection that may exist between two people cannot be the same as that existing among individuals in a group. This is due to the fact that interpersonal communication exists between two people while group communication is utilised among several people. Thus, identifying two different contexts of communication.

Infante et al. (1997:292) define Small group communication as communication in gatherings which vary in size and from three to about 15 persons.

Devito (1991) specifies that a group is defined as small if members are able to switch roles from receiver to source with relative ease. However, if groups are composed of 15 or more members, it becomes difficult for them to exchange roles from receiver to source. In such a scenario the order of speaking is assigned to specific members thus curtailing participation of other members.

In Chapter 5, the student gives bargraphical representations of the women's membership in Katete, Chipata and Chama. Some of the problems faced by the women's groups were the inconsistencies in membership, mistrust of leaders by the members as well as lack of participation by members especially during meetings.

Infante et al. (1997:292) emphasise that size of a small group has an effect on the possibility that members in that small group will get along. Group size affects satisfaction. The larger the group, the greater the probability that

some members will not be able to talk as much as they would like. Size can also impair performance. A group may have a favourable number of members for solving a particular problem so additional members may only cause confusion and slow down the Group's progress.

The student classifies the DWDAs as comprising conscious-raising groups. The Women's groups are also involved in problem-solving and decision-making. Therefore, it is also important to view them as task groups. Infante et al. (1997) explain that conscious-raising groups exist in order to raise Members awareness of general concerns. Such characteristics may be gender, nationality or religion etc. The sole aim of conscious-raising groups is to make members realise their potential and capabilities thereby change their personal attitudes.

The DWDAs were formed initially to help women realise the important roles they play in their families and in society as a whole. This was done by giving them skills of how to best care for their children and households. This was later extended to teaching the women on improved farming methods hence the teaching them of agroforestry as an alternative to the application of inorganic fertilisers.

Having such a background, the women should be given a chance to give personal views in their groups in order to improve group performance. However, this was not being done in the DWDAs due to the fact that most of the women's groups were too large. The student discusses the importance of roles in groups for the purpose of increasing member's participation.

7.1.1 Roles in group communication

The issue of roles is vital to the study of group communication. In groups such as the DWDAs certain communicative behaviour (such as using humour to get members to relax) are intended to accomplish certain goals (releasing the group tension, for example).Ó (Infante et al., 1997:294). The individual performing these duties can be described as playing or taking a given role. Benne & Sheats (1948) provided an analysis of roles which still have an effect on group communication today. They came up with three main types of roles performed by group members:

A) Group task roles

group task roles pertain to group discussions aimed at selecting, defining , and solving problems (Infante et al., 1997:294). Benne & Sheats identify the following specific task roles:

1. Initiator-Contributor — proposes new ideas, changes, procedures.
2. Information seeker — asks questions about information and others suggestions.
3. Opinion seeker — asks questions about the values guiding the group.
4. Information giver — presents problems relevant to the group problem.
5. Opinion giver — states his or her position on issues.

6. Elaborator — clarifies what is being considered, extends the analysis of an issue.
7. Coordinator — gets people to function together, puts information together.
8. Orienter — keeps group focussed on goals, points out departures from goals.
9. Evaluator-critic — argues the evidence and reasoning pertaining to issues.
10. Energiser — motivates the group toward a quality decision.
11. Procedural technician — performs routine tasks, busywork.
12. Recorder — writes group proceedings so that a record exists.

The above-mentioned roles are often enacted by more than one individual in a group. The member might carry out several of the twelve task roles during the course of the meeting. According to Infante et al., In fact a single incident of communication might involve several roles: a member offers an opinion, follows that with a question, and then tries to energise the group so that it does not drag its heels (Infante et al., 1997:295).

The student held several meetings with the various women's groups during the attachment period. The student also attended the women's meetings, group, AWDA, DWDA executive and so on. During these meetings, the student noticed that the same people would contribute, ask questions and even answer the questions themselves. However, as already pointed out, this

should not be the case as the roles are supposed to be exchanged by all members if the DWDAs goals are to be achieved.

B) Group building and maintenance

According to Benne & Sheats group building and maintenance roles are concerned with the socio-emotional climate in the group. This means the group members feelings for one another as well as the task are identified as vital in terms of the group's achievement of its task goals. These roles are:

1. Encourager — provides positive feedback to members, shows warmth.
2. Harmoniser — reduces tension between members and mediates conflict.
3. Compromiser — attempts to have each party in a conflict gain something.
4. Gatekeeper — promotes open channels of communication and participation by everyone.
5. Standard setter — suggests and uses standards to evaluate the group.
6. Group commentator — describes the process operating in the group to change or reinforce the group climate.
7. Follower — conforms to group ideas, acts as a good listener.

Infante et al. (1997) note that these seven roles and the first twelve roles are all concerned with the group achieving its goals. This means each one of these 19 roles is very group-centred. But not all behaviour complies with the kind of selfless behaviour mentioned above. In some cases, the group

member attempts to satisfy personal needs which may not be related to the group's task. It is such actions that hinder the group's achievement of its goals. And such behaviour is referred to as individual role.

C) Individual roles

1. Aggressor — attacks self concepts of others to assert dominance.
2. Blocker —is hostile by being negative and opposing things unreasonably.
3. Recognition-seeker — offends members by calling too much attention to self.
4. Self-confessor — works personal problems into the discussion in hope of gaining insight.
5. Playboy — indicates a desire to be somewhere else, preferably having fun.
6. Dominator — interrupts, manipulates and tries to control others.
7. Help-seeker — wants sympathy, acts insecure, confused and helpless.
8. Special interest pleader — argues for a pet idea often based on prejudice.

The student noted help-seekers among some women as they kept on diverting to personal issues during meetings. Some would complain of how life had changed since they widowed and how they could not think of any other possible ways of raising their children. There were also recognition-seekers in the groups. These would go on talking about how they work so hard as compared to the other villagers. Such members are merely time wasters and

should be reminded about the importance of sticking to the agenda and not to use meetings as a forum for drawing people's attention to their problems.

7.2 Group leadership

The student noted serious leadership wrangles in some women's groups. The women narrated to her about some leaders unwillingness to relinquish their positions. The leaders also told the student of the members lack of trust in their leadership (Chapter 5). Considering the leadership problems faced by the women's groups, it is important to discuss the four approaches to leadership (Infante et al., 1997).

1) Trait approach

The approach is supported by the idea that leaders have traits distinguishing them from followers. A trait is defined as a characteristic of the individual which is generally consistent from one situation to the next (Infante et al., 1997:297).

According to trait research leaders are said to be more likely than followers high on traits such as self esteem, extroversion, open-mindedness, aggression etc.

2) Functional approach

The approach focuses on the leadership behaviour needed by a group in the achievement of its goals. The leadership behaviour which is functional to the success of a group does not necessarily have to be carried out by an individual. The leadership can be performed by any number of group members. Two types of leadership behaviour are task and group

maintenance, already mentioned under group roles. A member of a problem-solving group may provide leadership for the task while another member may do the same for group maintenance and a third member provide leadership *for both task and group maintenance*.

According to Beebe & Masterson task leadership behaviour includes initiating ideas and procedures, coordinating members contributions, summarising to let the group know its progress, and elaborating on ideas (Infante et al., 1997:297).

Cragan & Wright (1995) put forward an analysis of the leadership behaviour necessary in a problem-solving or decision-making small group.

In the task area leadership communication behaviour includes contributing ideas, seeking ideas, evaluating, asking others to evaluate ideas and promoting understanding of ideas.

In the procedural area, leadership behaviour involves setting goals for the group, preparing an agenda or outline for the group to follow, clarifying ideas, summarising at various points in the discussion and verbalising when the group is in complete agreement on something.

There are other types of leadership communication behaviour in the interpersonal relations areas regulating participation, so no one feels left out creating a positive emotional climate, instigating group self-analysis, resolving conflict in the discussion, and instigating conflict in order to stimulate a more thorough examination of issues.

3) Style approach

According to White & Lippett (1968) the approach recognises three main types of leadership: authoritarian, democratic, laissez faire. These are

different ways of leading since each style represents a unique set of leadership.

i) Authoritarian style

The leadership type requires that the leader is directive in terms of group goals and procedures, the division of labour and decision making in conflict outcomes. Group members do not have the liberty to disagree with the leaders concerning such issues.

Research results show that group members become productive under the authoritarian type of leadership. But the members level of contentment in the group is usually lower compared to other leadership styles. This type of leadership would be unpopular among the women's groups considering that though they could be task-oriented, problem-solving groups, the women are also involved in consciousness raising. For that reason, dictatorial kind of leadership would only create a lot of apathy and abandoning of the project.

While it is important that the work is done at the end of the project, it is equally important to ensure that the individual is satisfied. So, merely giving the women instructions would not be serving the DWDAs original aims of empowering the women in decision-making.

ii) Democratic style

The style is group-oriented as it views all issues (including goals, assignments and procedures) as matters to be discussed by the group. The final decision on a particular issue can be made using one of the three ways.

Majority decision — it comes about when the group members vote. The agreed upon percentage determines the adoption of an idea.

Consensus decision — this involves finding resolutions to issues that all group members can support. This may be easy if all members support a general concern's adoption. But if some of the members do not agree the decision may be difficult to support it. The decision produces most member satisfaction.

Participative decision — involves members contributing ideas. The leader is guided by the expressed preferences in making the decision.

Laissez-faire — involves a minimum of involvement by the leader in group activity. Basically, the leader provides as much information as needed, and then the group members are left to make decisions as a group, to act as individuals, or as subgroups. This lack of direction from a leader can be counterproductive, especially in groups with low motivation for a task. The style works favourably with people who are motivated, experienced self starters and who work well together.

For the DWDAs, leadership approaches should determine the context or the situation. It is important to have leaders who are able to read these contexts and act accordingly. While the student completely rules out the authoritarian approach considering that women's consciousness could be referred to as being in its preliminary stage, it may be useful to apply the approach later.

Therefore, leaders should draw from all the approaches presented instead of the undefined manner in which some groups operate. The approaches are vital to informal group structures such as the DWDAs. This is because they

can only forge ahead in achieving their developmental objectives if they utilise the various communication tools.

7.3 The importance of conflict in DWDAs

Infante et al. point out that although the term conflict has unfavourable connotations for some people, not all forms of conflict are necessarily bad. Actually certain types of conflict are important to the success of a problem-solving or decision-making group. Conflict exists in small groups when members realise that there are different positions in the group on a given issue and the proponents of the positions are motivated to defend their positions. Overt disagreement in a group is another way to think of conflict (Infante et al., 1997:299).

Fisher (1970) states that problem-solving and decision-making groups characteristically go through four stages: orientation to task, conflict over what the group should do, the emergence of a group position, and group reinforcement of the decision. The conflict stage is especially important in determining what will be the group's final product.

Nemeth (1986) illustrated the influence conflict has on the Group's product. Conflict improved the quality of a small Group's process in decision-making. She studied the form of conflict where an argumentative minority opposed the majority opinion. The minority stimulated the majority toward a more careful, thoughtful and thorough decision. This explains an important aspect of conflict as it does not necessarily have to completely divert the opponents from one position to another. But it leads the group to a more considered decision that looks at the pros and cons before making conclusions (Infante et al., 1997).

Constructive conflict follows the principles of argumentation theory which is the careful analysis of issues, emphasis on evidence, use of rigorous forms reasoning, avoiding fallacies in reasoning etc. Other forms of arguments can be very destructive.

Destructive conflict involves personal conflicts between people. For example, *discrediting each other through verbal abuse makes it almost impossible for people to work as a group. Such behaviour usually leads to instability in groups which even affects the larger community's perception of the group.*

It should be realised that in conflict arguments are there to find out which ideas are valid and those which are not. Therefore, conflict is important in group communication. The DWDAs need constructive conflict for idea exchange. There should be a deliberate effort by the women to debate on issues before making decisions. Of course, that can only be done after the number of members in the groups are reduced to avoid inertia amongst some members. Destructive conflict has to be avoided at all costs in all the DWDAs. The women have to work through their problems instead of verbally abusing each other.

7.4 Women and communication for development

As already mentioned, a woman in the rural area views development as having enough finances, raised from the sale of agricultural produce, in order to buy all the necessities in the household. This emphasis on the economic aspect of development could be a reflection of what is pertaining at national level. Development does not only mean having enough money to buy food, clothes etc. It involves the social, philosophical and many other aspects of human endeavour. Despite this, KEPA and ICRAF have put in place

communication strategies that enhance women's participation in agroforestry programmes.

In Chapter 3 the student put forward concepts in participatory communication that are necessary for community building. KEPA and ICRAF are making attempts to involve women in development programmes. This is done through carrying out literacy courses, information workshops and training the women in educative programmes such as agroforestry. The whole aim of implementing such programmes is to give the women an opportunity to participate in their own development. However, this does not mean development has been achieved in its entirety. This is because apart from targeting a specific number of women, some of the programmes may have been introduced at too early a stage for the women to grasp and apply to their situation.

7.5 Communication strategies

According to Riano (1994), the design of an overall strategy of communication includes alternatives to disseminate ideas, information and ways of influencing a target group. The strategy contains a plan of action that is based on the desires and needs of the participants as well as the goals of the organisation implementing the strategy.

The concept of communication for development which is all about putting in place necessary communication strategies to bring about development, is still undergoing expansion among the DWDAs. KEPA and ICRAF's use of interpersonal channels of communication through conducting workshops, training is intended to bring about a change first in the women's attitudes towards tree planting, then the larger community considering that the women live among other people as well.

The DWDAs are yet to start utilising the mass media as communication strategies necessary for development. The women rely heavily on interpersonal communication within their groups. It should be emphasised here that communication is an important aspect in the achievement of whatever developmental initiative an organisation or group sets out to achieve.

In Chapter 8, the student gives the conclusions and recommendations of the whole attachment period. The student's task was to assess the communication links utilised by KEPA and ICRAF in assisting women in agroforestry. For that reason, the student discusses the conclusions and recommendations based on her trip to the Eastern Province.

Chapter 8

CONCLUSIONS AND RECOMMENDATIONS

In the previous chapter the student discussed the findings and experiences of the attachment bringing out the theories and concepts presented in Chapter 3. In the present chapter, the student discusses the conclusions based on the findings presented in Chapter 7. The conclusions, which are submissions, will lead to making recommendations towards achieving sustainable development among women in agroforestry in the Eastern Province of Zambia.

8.0 Summary of the attachment

The student went on attachment to assess the communication links mainly utilised by non-governmental organisations in their efforts to assist rural communities. In this case, KEPA Zambia and ICRAF are two non-governmental organisations which render financial and technical support to DWDAs in the Eastern Province in their efforts to improve soil fertility.

The student also assessed the aspect of group communication amongst the DWDAs. The women's groups are the most important as they make up the AWDAs and thus the DWDAs. The actual work lies at group level. The assessment was done through interviews, group discussions and field trips. This was done so as to have an insight of what the women are actually doing in their attempt to improve livelihood in terms of the adoption of agroforestry techniques as an alternative to inorganic fertilisers.

8.1 Conclusions

Agriculture is not only one of the necessary prerequisites for any successful national development strategy but it is also the foundation and starting point from which many other development processes are based. Therefore, measures need to be put in place to ensure food security especially in a developing nation like Zambia. This has to be done especially for the benefit of rural women who are largely responsible for the country's food production. One such measure is the introduction of agroforestry programmes as an alternative to inorganic fertilisers.

Women farmers are often underestimated and overlooked in agricultural development strategies. Women spend more time on land as they sow, weed, apply fertiliser and harvest the crops. Considering such a scenario, even agroforestry programmes should be targeted towards women who provide most of the labour in agricultural activities. There is need for policy makers and the nation as a whole to recognise that the empowerment of women is key to raising levels of nutrition, improving the production and distribution of food and agricultural products as well as enhancing the living conditions of rural populations.

The student raises a lot of issues in the report among them apathy from men and other members of the community towards agroforestry activities. Agroforestry as a method of soil replenishment is a relatively new concept not only in Zambia but Africa as a whole. For this reason, the adoption of tree planting techniques by society will take time as it involves new knowledge, a change in attitude and finally practicing agroforestry as an alternative to the application of inorganic fertilisers. However, this will not become a reality if the women are not strengthened in terms of providing them with adequate

training on how to tend seedlings from the nursery stage up to the time of transplanting. The issue of male dominance is another important problem that needs to be tackled over time to ensure success of agroforestry. The men who are landowners, husbands, fathers and decision-makers in their households and communities, act as a hindrance to the women's progress. In some cases though few, men support and are involved in the tree planting activities. As already emphasised in preceding chapters there should be a deliberate effort by the DWDAs as they are upcoming NGOs, KEPA, ICRAF and other stakeholders to structure their programmes in such a way that men do not feel left out.

8.2 Recommendations

In view of the discussions presented in the report, the student puts forward the following suggestions in order to assist the DWDAs as well as KEPA and ICRAF succeed in their efforts to bring about the women's development.

(i) Involvement of men

As already pointed out, men should be integrated in the women's programmes at all levels to ensure success. The women should not be treated in isolation as they live with and among men. Therefore, whatever they do is not solely affecting them but also those around them. While it is true that women have for a long time been disadvantaged in many areas, they cannot develop if there are major factors hindering them.

KEPA has provided the women with training for transformation, literacy courses, skills training, business courses, information and agroforestry training will not be put to good use if they are one-sided, that is, if the men are given an important role to play in the whole programme.

(ii) Advocacy

Considering that the DWDAs are upcoming NGOs, it is important for them to acquire adequate knowledge of government operations at provincial, district, constituency and ward levels. The women should also be knowledgeable about the operations of traditional or community leadership as well as opinion leaders such as teachers, church leaders and so on. This will enable them coordinate their efforts effectively since they would know who to see whenever the need arises.

(iii) Membership

The number of members at group level should be limited. This is vital for the encouragement of member participation as pointed out in Chapter 7. The larger the number of women in each group, the more difficult it is for all of them to participate effectively. So if the number of women in each group is reduced, leaders will not have difficulty in delegating duties and monitoring members attendance. The members will also be obliged to contribute.

(iv) Leadership

There should be laid down regulations stating a specified term of office for leaders. The tendency for some leaders not to relinquish power citing lack of capable members to take their positions hinders the flow of fresh ideas from potential leaders. Alternatively leadership wrangles could be avoided by ensuring that DWDA and AWDA executive members hold frequent meetings with the various group members. This kind of interaction would enable them to discuss any pertinent issue thus reducing members suspicion of leaders activities.

(v) Networking

According to Riano (1994) networking is an important strategy that redistributes power and mobilises, decentralises and disseminates information. Through networking local issues are linked with broader national and even global issues. women's groups such as the DWDAs need to network with government departments, other non governmental organisations with related objectives for knowledge sharing and concerns. This is important for building communication strategies in development which is geared towards empowerment of the women.

Women have to develop an amount of intimacy with fellow women in other areas in order to share notes on the need for improvement thereby creating mutual encouragement. DWDAs should establish links with the Ministry of Agriculture, Food and Fisheries (MAFF), women's groups involved in developmental issues in other provinces and even neighbouring countries as well as non-governmental organisations (Figure 11).

8.2.2 Media as a tool for development

As part of the networking process, the DWDAs could also utilise the electronic media in order to inform the nation about the associations existence, their operations, locations as well as ask the public for either suggestions on effective operations, moral support or even financial assistance. This is important for the nation to know about the DWDAs and their contribution towards their own communities and the nation as a whole.

DWDAs could make use of local radio programmes to air their views because the medium is not only cheaper but also available among the rural population. women's groups could run programmes on radio outlining their

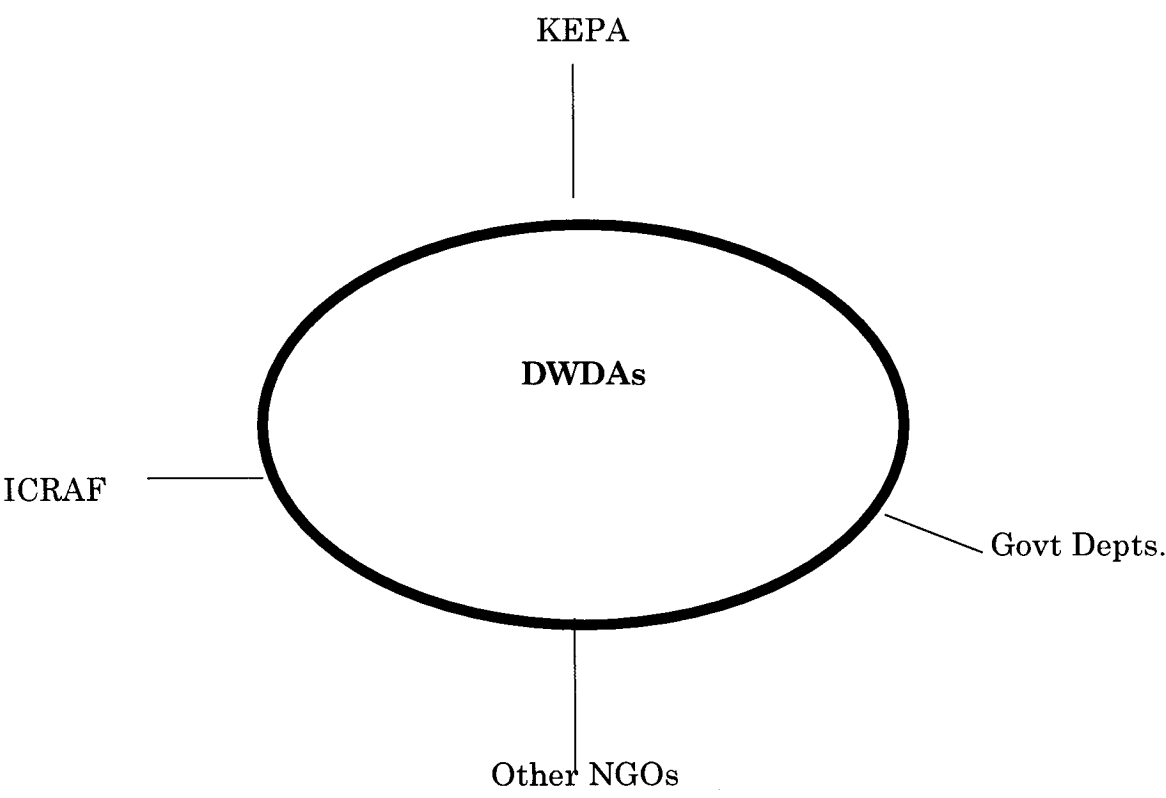
activities in agroforestry. This could be done with the assistance of the National Agricultural Information Service (NAIS). In order for the nation to appreciate the DWDAs efforts, the people have to be informed about the women's activities.

In the same vein, DWDAs could utilise radio by listening to agricultural-oriented programmes which may be helpful in the improvement of other agricultural techniques.

Therefore, women's groups should be encouraged to form radio-listening groups where they can be able to have discussions based on the radio programme. This would require recording the programme prior to the discussion so that the women are able to play back in cases where they need to clarify a point.

The use of radio as a tool for development is imperative considering that the DWDAs need to be informed of the goings-on in terms of agricultural techniques in other parts of the country. This kind of information exchange is very important to the developmental process.

Figure 11: Networking is important for development



8.3 Conclusion

Agroforestry as an alternative to inorganic fertiliser application is workable in Zambia. The success of agroforestry among small-scale farmers is dependent upon a change of attitudes towards the planting of trees. This change in attitudes can be brought about by conducting vigorous campaigns promoting tree planting.

There is need for the women's groups to be restructured in such a manner that men are also involved. However, it should be borne in mind that the DWDAs were initially formed to serve the interests of women who are usually the most privileged in society. Therefore, men's involvement in agroforestry activities should be checked so that they do not dominate especially in the decision-making process.

Communication should be strengthened among individual members in the groups, leaders at AWA and DWDA levels as well as between the members and their leaders. This would be the only way that development can occur as various ideas flow among the group members resulting in knowledge-exchange and transfer. Therefore, the women's groups need to use communication for its real purpose - development.

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APPENDICES

Appendix 1: Articles written by the student

ICRAF Intensifies Activities in the East

By Millica Mwela

Activities of the International Research Centre For Research in Agro forestry (ICRAF) have taken root in the Eastern Province.

ICRAF which started its research in 1988 aims at finding a lasting solution to farmers' problems such as soil infertility, non-availability and late distribution of fertilisers, by planting of trees.

Women Plan Radio Listener Groups

The Eastern Province Women's Development Association is consulting with its member District Women's Association on the possibility of establishing Radio Listener Groups in the province.

EPWA are studying a working document prepared by Kepa Zambia on the formation and management of the listener groups. Guidance is being provided from the German Development service which has stationed two women development workers in the province.

The idea of the listener groups came from the district association through information workshops which have been held in Chipata, Chadiza, Chama and Katete.

The women feel that information was vital for them to be fully integrated into the decision-making process at district, provincial and national levels and that these would supplement plans by the Women's Lobby Group to provide the women with vital information on Human Rights and Politics.

The trees which are meant to replenish soil fertility as well as provide firewood are *sesbania sesban*, *tephrosia vogelli*, *gliricidia sepium*, *leuceana leucocephala* and *cajanus cajan* (pigeon peas). The trees are area-specific and fix nitrogen from the atmosphere thus making it available to the crop through the root nodules.

Technical Advisor at the research centre, **Stanslous Phiri**, said the trees are planted in portions of land that are infertile using the improved fallow technique. He also pointed out some research results on maize that from one hectare on which *sesbania sesban* was planted, the maize yield was four tonnes.

Out of the training programmes that ICRAF has con-

ducted more than 500 farmers out of 800 were from the Chipata District Women's Association while the others were under the Ministry of Agriculture, Food and Fisheries. This was disclosed by **KEPA Zambia** development worker attached to ICRAF, **Ari Lamminhao**.

He said there has been a lot of motivation among the district women's groups especially in Chipata and this was spreading to Chadiza, Katete and Mambwe.

Mr Lamminhao said they have targeted about 4000 more farmers by the end of 2001 to add on to the 4500-5000 farmers currently practising agroforestry. Although the Centre's 1998 statistics reveal that 60 per cent of the farmers are women, the targeted 4000 will also include men.

Use Local Resources, Eastern Women Advised

Women in the Eastern Province have been advised to use local resources and not to always rely on government and donor assistance as these sources also have their limitations.

KEPA Zambia Information Officer, **Oliver Kanene**, made the call at the end of a three-day Information workshop in Katete. He said although government has certain responsibilities it must fulfil for the citizenry, it is important for women to carry out some activities on their own because in this way they improve their own capabilities.

"It is important for you to make use of local partners like community development and agricultural extension officers as these can help you to develop instead of waiting for consultants from Lusaka," he said.

Mr. Kanene, addressing 20 participants from the ten area women's associations thanked the community development officers present saying their presence was testimony that government, NGOs and donors work hand-in hand and this should be more visible at grassroots level.

Speaking at the same function, deputy Community Development Officer, **Zandonda Ngoma**, challenged the women to make use of the skills they had acquired. She said no development could result without information adding that, "information is the focal point for development."

The information workshop resolved that there was need for the members of the DWADA to have radio receivers to get information on such subjects as family planning, agriculture and general health through programmes aired in their local language on Zambia National Broadcasting Corporation radio. / **Millica Mwela**

Appendix 2: Officials and institutions contacted

Fred Brooker, Resident Representative, KEPA Zambia - Lusaka.

Oliver Kanene, Information Officer, KEPA Zambia - Lusaka.

Wilstar Choongo, Documentalist, KEPA Zambia - Lusaka.

Emmanuel Mutamba, Researcher, ECAZ - Lusaka.

Ari Lamminhao, Researcher, ICRAF - Chipata.

Rosa Katanga, Researcher, ICRAF - Chipata.

Stanslous Phiri, Researcher, ICRAF - Chipata.

Chama AWDA and DWDA Executive members.

Chipata AWDA and DWDA Executive members

Katete AWDA and DWDA Executive members.

Fadaless Phiri, Executive Secretary - Katete DWDA.

Adelesi Phiri, Chairlady - Katete DWDA.

Andrew Chirwa, Social worker, Ministry of Community Development -
Katete.

Tangu Nyirenda, Chairlady - Chipata DWDA.

Maximilia Phiri, Agroforestry trainer - Chipata DWDA.

Dorothy Dewe, Chairlady - Chama DWDA.

Fred Mulenga, Ministry of Agriculture, Food and Fisheries, Forestry
Department - Ndola.