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**THE UNIVERSITY OF ZAMBIA**

**DEPARTMENT OF ADULT EDUCATION AND EXTENSION  
STUDIES.**

AN INVESTIGATION INTO WOMEN PARTICIPATION IN COMMUNITY  
DEVELOPMENT PROGRAMMES: A CASE STUDY-KABWE URBAN.

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENT FOR THE AWARD OF DIPLOMA IN ADULT EDUCATION.

By

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## **DEDICATION**

I dedicate this report to my dear wife Dorothy Chichenga Mambwe for every support she put in.

Further dedication goes also to my very best friends (children) Cynthia, Nchimunya, Lynn, Priscah, Jack, Mwitwa, Nalubinga and Nsansa. You have all been patient with me during my study at UNZA.

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`...Be quiet...Be still!' The wind died down and there was a great calm (Good News Bible, 1976:115).

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Wettan Mambwe  
University of Zambia  
November, 1995.

## **ABSTRACT**

This research attempted to investigate the participation of women in the Community Development programmes in Kabwe Urban.

In order to get the evidence systematically, objectives were set and these guided the work. The sample consisted of 81 respondents of which 70 were club members and 11 were members of staff.

The main instruments for collecting data were questionnaires, interviews and personal observation.

The study established that many women did not participate in programmes because of lack of equipment, material resources in clubs, problem of water, perceived benefits and harsh socio-economic factors.

The report has five chapters. The first chapter begins with an introduction through to definition of terms. The second chapter is devoted to literature review. Methodology and data collection procedure are discussed in chapter three.

The fourth chapter provides the data analysis of the study and brings the highlights of the results. The study winds up with chapter five providing discussion, recommendations and conclusion.

## CHAPTER ONE

### INTRODUCTION

Time has come when women are co-partners in human endeavours. Not as it was thought in the past that women were to be led, directed and confined to the kitchen without fully exploiting their talents, skills and potential. Men have enjoyed superiority over women for a long time, but now through Social Units and various institutions, women are able to see beyond the horizon.

There are now numerous clubs, societies and organisations such as "Women for Change, "women's Lobby Group" and others that are informing women on their rights. Women have now varying powers and abilities. One finds women in offices, in homemaking, as politicians and as successful business women. Their goal is to contribute to national development. Women enjoy equal pay for the same jobs done by men. There is no discrimination on the basis of sex.

Women have manifested the spirit of working together, and this can be noticed in the care they have for children. Many great men and women holding high positions have been educated through the support of their mothers. Usually, fathers have no time for children except for "extra attention" elsewhere. During time of separation, divorce or death, in most cases children will go to the mother or the mother's relatives. Women have proved to be productive in communities, and they can be seen working in



building bridges, repairing roads, constructing water dams for cattle and other similar activities. While all this work is being done, men are absent from the scene.

Life has become extremely difficult and all must work hard to contribute to the survival of the family in the community. Socially and economically a husband's income for the family cannot meet the necessary family demands.

It is for this reason that women who are not formally employed should be involved in knowledge and skill acquisition to get into ventures and supplement their husband's income. City and Municipal Councils offer skills in tailoring and sewing, soap making, tie and dye, gardening, baking and cooking and other related skills.

The above skills are needed because they lead to income generating ventures if properly applied. Later as people progress they attain self-reliance. While ideas are good and the aims are to enhance good living, there are problems in these Centres where the skills are offered. There has been marked poor attendance by women and the facilities are underutilised by these participants.

It is for the reason that the Centres are not functioning effectively that this study has been found necessary to be undertaken. The findings may help identify the problems and look for solutions.

## STATEMENT OF THE PROBLEM

A large number of women are not formally employed in Zambia, and many are illiterate. Those who seem to be able to read and write do not have sufficient professional qualifications that can make them get formal employment. Our society is ever expanding and knowledge and skills are ever on demand in order to cope with this changing society. While this rapid change is taking place, many women are lagging behind in terms of development.

Women are needed along with men to bring change to the communities where they live. to attain better levels of living, knowledge and skills are greatly needed to be acquired and applied. But the socio-economic lag seen in women has caused concern on the Zambian government. The Government wings and others that are concerned are the Ministry of Community Development and Social Service, Ministry of Local Government and Housing, non-governmental organisations (NGOs) and of course the International community. This concern is evidenced by large sums of money and other resources that are provided in form of donations, grants and loans as a means of helping women develop in various fields.

In order to involve women in community development, the Kabwe Municipal Council has Community Centres that run programmes designed to provide knowledge and skills needed to bring change in the communities.

However, despite this provision, these facilities are under-utilised or hardly used by women. The poor participation in these programmes by women has plunged the communities into a socio-economic lag.

The concern is great, and women must contribute effectively. It is for this reason, therefore, that prompted a research of this kind to be carried out which may identify problems and might help provide some solutions.

#### PURPOSE OF THE STUDY

The purpose of the study was to investigate women participation in Community Development Programmes in Kabwe Urban.

The study tried to established whether enough information about the courses was given to participants, and what subsequent benefits would be gained if they joined these Centres.

The study was intended to find out the reasons for poor attendance and the underutilisation of the community centre facilities. The study went on further to establish whether the sponsors funded the programmes adequately so as to meet the operational demands. Going by the above sentiment, it was also expedient to establish whether participants were asked to contribute certain resources in form of money or materials toward the running of these centres.

The study did try to identify whether there was any element of apathy amongst women as one of the reasons for them to stay away from participating in these centres. As a matter of fact, and indeed as in any research, this one was aimed at addressing and evaluating the work that involved women so as to bring success and development in the district.

The further aim was to find feasible suggestions that if tried, according to the researcher's opinion may assist address certain problems faced in these centres, and subsequently attain good levels of the standard of living.

#### OBJECTIVES OF THE STUDY

The objectives for carrying out this study were to investigate:

- a) The availability of equipment and funds to carry out effective training.
- b) The number of qualified instructors for the Community.
- c) The instructors' morale towards the effectiveness of training the participants.
- d) The usefulness and utilisation of the knowledge and skills offered to the participants.
- e) Whether timetables of learning were suitable to the participants.
- f) Whether participants were asked to contribute some resources or to pay a high fee towards their learning.

## RELEVANCE OF THE STUDY

The study is important in the opinion of the researcher because it is hoped that it may identify some problems and find solutions to them. Life among human beings should be conducive and a lot needs to be worked out together to realise these aspirations.

In communities, there should be people with a vision, knowledge and skills that could be used to bring about development. Women are hard working and have a unique team spirit. They interact well unless there is a problem somewhere which they may not be able to solve on their own.

This evidence of team spirit can be seen in the way they attend funerals, turn up in big numbers to go and vote, many of them are marketeers and are involved in various businesses. They compete favourably with men. It is also an undeniable fact that the majority in church attendance consists of women. This turning up for various occasions confirms that women, given an opportunity could achieve a lot.

It is for this reason that, government ministries and other organisations have recognised the potentiality in women. By using their talents, skills and potential there could be development in the nation. Acquiring skills and the ability to use the knowledge effectively and diligently is one of the ways of combating diseases, hunger, ignorance and poverty. This could be done through women by their getting involved in community

development programmes, where they can learn and share their ideas and experiences for the betterment of the communities.

### ASSUMPTION OF THE STUDY

This study assumed that women in Kabwe Urban, where community centres run programmes, did not participate fully because of the non-availability of equipment and inadequacy of funds to carry out effective training.

Other assumptions made by the researcher were that the number of qualified instructors for the community centres were too inadequate to meet the expected standard of training and that these instructors might have not been afforded the chance for training and retraining, and that the instructors' morale towards the effectiveness of training participants had gone down because the conditions of service were not conducive to hardworking.

Further assumptions in the study were that participants were asked to contribute some resources and that they had to pay a high fee towards their learning, and this prevented them from participating and that many women in the low income group could not afford to contribute some resources of some kind.

### LIMITATION OF THE STUDY

A research with the importance attached to it and means that are used to come up with meaningful findings, requires good discipline. This discipline is the managing of the little resources that are made available to sustain a good researched

work. Kabwe district, one of the many districts in Zambia, was chosen for the research. This did not suggest that other districts did not face similar problems or were less important but rather certain constraints came into play.

In research, basic demands are required to be fulfilled, so only manageable distances were reached. No transport in terms of vehicles was set aside. This made the researcher depend on public transport and other distances were covered on foot.

Time allocated to the research was not sufficient enough to cover other areas outside Kabwe District, furthermore, it was not all that possible for the respondents to spare their time adequately. In most cases the respondents devoted their time to their personal businesses.

Funds too were not sufficient enough to engage other people who could have assisted in the distribution of questionnaires and data collection. Most of the funds were used on buying stationery and on transport costs.

#### DEFINITION OF TERMS

##### by-laws:

The regulations and rules in terms of a constitution, that all participants have to function according to the laid down system.

### community centre

Building in form of a classroom or any space provided for the learning process.

### extra-attention

Husband spending his precious time on other self-satisfying activities other than providing economic security to his family.

### facilities

Community Centres, equipment such as stoves, sewing machines, utensils, books, magazines and other related materials necessary for teaching and learning.

### formal employment

work obtained by joining a registered company or organisation that may require from the aspirant her skill(s) or professional qualification(s).

### homemaking

Skills acquired through learning in community centres. Being able to prepare a family budget, cutting unnecessary expenses by running a backyard garden, sewing or knitting at home to earn an income within the home environment.

### non-governmental organisations

Organisations that have chosen to work with the people to alleviate their sufferings or uplift their standard of living through offering various kinds of aid.



### Participants

Members of the public that have shown willingness and interest in developing themselves by joining community centres.

### self-reliance

Use of knowledge, skills and resources to reach a stage of leading a life that cuts unnecessary dependence on others.

### skills

Practical knowledge and power or abilities to do certain things that can support life.

### underutilise

Facility that is not fully used in which much is left undone. A stage of not getting what is expected out of something.

## CHAPTER TWO

### LITERATURE REVIEW

The word equality has created a controversial 'cold war' between men and women. Immediately this word is mentioned especially from the women's camp, it usually receives an outright repulsion. The word equality instantly suggests to men that women want to be rulers in homes where husbands exist. But far from it, instead women are simply asking men to change their attitudes which they have over women, who want to move from backwardness into self-advancement.

The equality so far and strongly talked about was recognised in 1980 when that year was declared "the year of women". The International Labour Organisation in Geneva stated that:-

"There shall be equality of opportunity and treatment for all workers. All forms of discrimination on grounds of sex which deny or restrict such equality are unacceptable and must be eliminated" (ILO/Geneva, 1980).

The problem of most women's backwardness could be attributed to the attitudes of various forces ranging from parents, peer groups, teachers and policy-makers. Because of doubting the girls' or women's capabilities, this trend has reduced and robbed women's courage and confidence instead timidity and fear have been instilled in many of them. But if they were supported by all who are concerned and if somebody just paid some attention to

their reasoning, these women could exploit their potentials fully.

Women's cry admittedly, is confirmed by the treatment they have been subjected to for many years, and until this change is made, women will always be years behind their menfolk. The colonial masters and policy-makers shoulder this burden of uncaring. (Snelson 1974, Milimo 1987) share the same views on women's education, that boys and men should meet 'educated mates' with educational knowledge pertaining to home making, cooking, child care and similar house-art. Further, men would enjoy to be invited to the parties and enjoy tea and buns made by women, men will be most enthusiastic on women's education if women learn to do useful things for them. like mending their trousers in the sewing meetings.

While women were learning to look after the home, boys and men were provided with literacy, technical and vocational training programmes which included industrial arts, manual and clerical work. (Snelson, 1974) further shares the concern on women's education as outlined in the Education Memorandum Policy of 1925. Women's syllabus, though seventy years have passed, has not changed much. Women in these clubs then and now emphasis is placed on how they can look after the homes and children. Since women in these clubs are not exposed to vocational skills, they may not be formally employed in companies or organisations.

The Geneva Conference being concerned itself with the plight of women pointed out that:-

"a basic difference between men and women in training and employment is caused by the productive role of women. A youngman trains... and remains in the workforce throughout his active life. For a young woman, marriage and children are often considered the only life-long activity, employment being seen merely as a temporal occupation until marriage" (ILO/Geneva, 1980:4).

The problem of girls and women not receiving adequate knowledge and skills for active participation and contribution in community work, could be placed on parents, husbands and other people who may have control over the girls and women. This view is expressed by Oeser, (1954) and Snelson, (1974). Many parents adamantly wanted their girls to do house work and get married when they were old enough.

Husbands too, upon marrying, would not allow their wives to make any progress in terms of their own advancement. There seems no better place for women to advance other than the home. Men often have no trust for their wives to be away from home. But then, this should not always be the case. Other men speak strongly for women's plight. The Vice President, Godfrey Miyanda, (Zambia Daily Mail, 1995) said:

For us in Zambia, the most critical ones are poverty alleviation, access to credit, health and education facilities, economic and empowerment of women as well as violence against women".

General Miyanda was commenting on the women who are supposed to be given a hearing for whatever contribution they give to this (Zambia) nation. There are so many areas in which women can offer their services, but these women are told, 'this job is for men'. It is now gratifying to hear from top leaders showing concern for women. If this spirit of concern is held fast, the women are able to manifest their talents in national development.

The potential in women has been unfolding in the recent past, but the stumbling block has been men who put off quickly women's cries without seriously considering their plight, as earlier said equality was equated to women assuming headship in homes-but the good news is the recent development by which men have begun appreciating women's community contribution towards development.

Because the concern for women's "conscientisation" is of paramount importance, UNICEF has joined in the awareness campaign to promote girls' and women's recognition as it is stated here:

"Men can help to promote gender equality as they usually exercise preponderant power in most spheres of life" (UNICEF, 1994:4).

The case of women wherever it can be discussed requires attention of all concerned. There are certain factors that hinder progress for girls and women. In the life span of a person, there are so many hurdles that delay or hinder one's progress. Both male and female are affected by these problems,

but the majority of the victims are the women. They get a raw deal.

SAMPLE ACTIVITIES AND PASSAGE OF TIME

BOYS AND MEN	GIRLS AND WOMEN
Gardening if any	Sweeping the house
Getting ready for school or work	Getting ready and preparing breakfast for the family
Report to school and work	Report to school and work
Relaxing or reading	Dish washing and lunch preparation
Return to school and work	Return to school and work
Reading studying or relaxing. Listening to the radio or watching Television.	Drawing water and relish preparation for supper.
Cause pregnancy but provision to continue with school is secured	Unprepared for pregnancy-school is abandoned. Career delayed or collapses.
Further opportunity to study.	Early marriage-opportunity to study or train may be denied.
More progress and advancement.	Less progress and less advancement.

Population in Zambia by 1994 was 8.2 million, with four million male and 4.2 million female.

To equip this majority of women with the right kind of knowledge and skills means harnessing quick development in their communities. Projects that have been undertaken where one group (men) have knowledge and skills and the other group (women) being followers have not been so successful. A lot of discoveries have been established in this area.

Food and Agricultural Organisation (F.A.O) undertook a study into the causes of failure of a Chinese programme aimed at teaching Senegalese good methods of rice growing. "In their face to face interview with all the men involved and their wives, it was found out that the scheme failed because the Chinese experts did not include the women in their lessons" (Chilombo, 1994:10).

The above case is one of the many cases that have happened in many fields of human endeavour where communication has been one-sided. There was no transfer of knowledge and skills from men to women. This led to the men using new ideas and women using their traditional way of agricultural methods.

If something has been emphasised, then there is a need to follow its course. Because by avoiding to heed to such cries, the same may remain as stumbling blocks. Women want to be heard. Women want to contribute fully to their communities. In order to enhance their talents, women have realised, while other men have come along appreciating their efforts, there is a great need to establish themselves in clubs, associations, organizations and similar institutions where they could resolve this "hot gender"

issue. They need to sponsor many females in higher institutions of learning and where possible build their own institutions where the majority of them may get more knowledge uninterrupted.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **POPULATION**

There are a number of organisations that run community development programmes in Kabwe. The notable ones are Zambia Railways, Ministry of Community Development and Social Services and Kabwe Municipal Council. Other Non-governmental and charitable organisations are the Rotary, Jayces and Lion clubs. Due to financial limitations and magnitude of projects, the above mentioned government organisations are unable to carry out their programmes effectively. Zambia Railways, NGOs and charitable organisations are able to carry out their identified projects and supplement government effort because theirs are on a small scale.

Besides the above organisations, churches also carry out community programmes. Amongst the active ones are the:

- a) United Church of Zambia which runs the Sisterhood Movement. (Kabungwe Kabanamayo abena Kristu-KBBK).
- b) Roman Catholic which runs
  - i) St Anna Movement
  - ii) Thabita Movement
- c) Seventh Day Adventist (SDA) which runs Dorcas Workers Movement and,
- d) Reformed Church in Zambia which runs Women's Guild (Azimai aci Gwirizano)

Though these churches run these women's movements within the church organisation, they do not receive financial assistance from the government. They mainly depend on meagre funds, clothes, food and other material resources contributed by church members. However, these are not adequate enough to support the needy and carry out other communal activities.

Women's clubs run by the Kabwe Municipal Council are presently supervised by five (5) main centres. These clubs are found in urban, while others are situated in the Peri-urban areas. Clubs that are located in peri-urban are the:

- Chongwe (Mpima)                      - Munyama and
- Kafulamase                              - Waya
- Munga

The study was restricted to the clubs that are located in the urban area. Below are the centres with their clubs listed respectively.

- |                          |                    |                             |
|--------------------------|--------------------|-----------------------------|
| a) <u>Bwacha</u>         | (b) <u>Katondo</u> | (c) <u>Mukobeko</u>         |
| Kawama                   | Chowa              | Chililalila                 |
| Nakoli                   | Highridge          | Mukobeko Prison             |
| Ngoni (Bwacha Police)    | Katondo            | Mukobeko T/Ship<br>Township |
| d) <u>Lukanga</u>        | (e) <u>Ngungu</u>  |                             |
| Natuseko                 | Ngungu             |                             |
| Twafwane (Kaputula area) |                    |                             |

The population in all these clubs was one hundred twenty eight (128) at the time this study was conducted.

### SAMPLE POPULATION

In this research, only urban clubs run by Kabwe Municipal Council were used. All the twelve clubs were written on small pieces of paper. These papers were folded and shuffled, and seven out of the twelve were picked and these were:

- (a) Bwacha Girls Tailoring Project
- (b) Chowa
- (c) Katongo
- (d) Kawama
- (e) Nakoli
- (f) Ngona (Bwacha Police) Club
- (g) Ngungu

The average population in each of the above clubs was ten (10) members. This therefore gave a total population of seventy (70) members. This being the case, it therefore meant that the entire sample population in these selected clubs was used in the study. A total number of eighty one (81) questionnaires were administered in the following order:

Administrator, Supervisors and Instructors	(11)
Participants .....	(70)
Total .....	(81)

The Chief Development Officer, one supervisor and one instructor from each centre were picked at will, as they were the only ones in that category.

### INSTRUMENTS AND DATA COLLECTION

Three ways of obtaining data were employed in the data collection, and these were:

- (a) Questionnaires
- (b) Interviews and
- (c) Personal observation

Two different sets of questionnaires were distributed in the following order:

- i) Administrator, supervisors and Instructors, and
- ii) the participants

Apart from getting data from questionnaires, interviews were also conducted in order to collect extra data. Further, personal observation on the club environment and availability of facilities was conducted.

## CHAPTER FOUR

### DATA ANALYSIS

In this chapter, the researcher analyses the information collected from the study. Data analysis are shown in two sections. The first one deals with information collected from the participants, while the other deals with the administrator and staff. Effort has been made to present data in descriptive form by use of tables, frequencies and percentages.

Answers to open ended questions also had their responses determined, so that only those that were relevant to the study were included in this report.

#### Analysis of data from club members.

From TABLE 1 it was observed that the majority (79%) of the participants were in the married group. Further, the majority according to age had passed the period of being in formal schools. Others (13%) were single and most of them under twenty (20) years old. The rest were 3% and 5% divorced and widowed respectively.

ABLE 1: MEMBERS' AGE GROUP, SEX AND MARITAL STATUS:

Age	F E M A L E			
	Single	Married	Divorced	Widowed
Under 20	6	-	-	-
21-25	1	19	-	1
26-30	-	14	-	1
31-35	-	8	-	-
31-40	1	7	1	-
46-50	-	-	-	-
51-55	-	-	-	-
56- & above	-	-	-	1
Total	8	49	2	3
	13%	79%	3%	5%

TABLE 2: PARTICIPANTS' ACADEMIC QUALIFICATION.

FACTORS	FREQUENCY	%
None	2	3
Grade 1 and 2	Nil	Nil
3 and 4	4	6
5 and 6	6	10
Grade 7	14	23
8 or Form 1	1	2
9 or Form 2	21	34
10 or Form 3	12	19
11 or Form 4	Nil	Nil
12 or Form 5	2	3
TOTAL	62	100

The study, as shown in TABLE 2, revealed that 34% attained Grade 9, and another large group with 23% reached Grade 7. This was followed by Grade 10 with 19%. Others were Grades 5 and 6 with 10%, Grades 3 and 4, recorded 6%. The rest were 2% for grade 8. One woman never stepped a foot in class. Only 3% of the respondents attained the highest level of academic qualification of Grade 12.

TABLE 3: PERIOD IN WHICH MEMBERS JOINED THE CLUBS.

YEAR	FREQUENCY	%
1990	5	8
1991	5	8
1992	5	8
1993	18	30
1994	25	41
1995	3	5
TOTAL	61	100

It was observed that there was a big decline in attendance from 1990 to 1992 in which years 8% persevered to remain in the women's clubs. A rise came in 1993 and 1994 with 30 and 41% respectively. This then was followed by a sharp decline in 1995 in which 5% was recorded.

TABLE 4: AVAILABILITY OF EQUIPMENT IN THE CLUBS SUCH AS SEWING MACHINES, STOVES AND OTHER RELATED RESOURCES

FACTORS	FREQUENCY	%
YES	20	32
NO	42	68



Out of 62 respondents, 32% indicated that the clubs had items of equipment to use, while 68% showed non-availability or if any, these were not adequate.

TABLE 5: FACTORS ASSESSING DISCOURAGEMENT DUE TO NON-AVAILABILITY OF EQUIPMENT.

FACTORS	FREQUENCY	%
YES	28	45
NO	34	55

45% of respondents made it clear that not having sufficient equipment, would not discourage their learning. But, 55% felt discouraged because of the absence of equipment.

TABLE 6: EQUIPMENT SOUGHT FOR BETTER LEARNING

FACTORS	FREQUENCY	%
SEWING MACHINES	49	79
STOVE	48	78
MATERIAL CLOTHS	42	68
FRIDGES	2	3
PAIRS OF SCISSORS	8	13
COTTON THREAD	39	63

It was noticed that many women had shown desire for sewing machines and stoves as indicated by 79% and 78% respectively. 68% showed desire for material cloths and this was followed by 63% in need of cotton thread. Only 13% and 3% needed fridges and pairs of scissors respectively.

TABLE 7: EXTENT TO WHICH EACH SUBJECT WAS LIKED BY PARTICIPANTS.

FACTORS	FREQUENCY	%
SEWING AND TAILORING	49	79
BLOCK MAKING	8	13
COOKING	37	60
FLOWER POT MAKING	7	11
GARDENING	15	24
KNITTING	41	66
BAKING	44	71

Sewing and tailoring was the most favourite subject with 79%. The other subject in order of preference was baking with the record of 71% respondents. Other notable ones were 66 and 60% liking knitting and cooking respectively. 24% liked gardening, 13 and 11% enjoyed block and flower pot making respectively.

**TABLE 8: FACTORS DETERMINING THE USEFULNESS OF SUBJECTS TO PARTICIPANTS.**

FACTORS	FREQUENCY	%
VERY USEFUL	57	93
USEFUL	3	5
NOT SURE	1	2
TOTAL	61	100

93% overwhelmingly admitted the subjects were very useful. 5% indicated the subjects were useful, while 2% was not sure.

**TABLE 9: DESIRED WAY OF USING THE KNOWLEDGE AND SKILLS.**

FACTORS	FREQUENCY	%
ACQUIRE THE SKILLS AND GET EMPLOYED	14	22
ACQUIRE THE SKILLS AND START MY OWN BUSINESS	29	47
RUN MY HOME MORE EFFECTIVELY	16	26
JUST LEARNING FOR THE SAKE OF IT	1	2
I WILL THINK OF WHAT TO DO LATER	2	3
TOTAL	62	100

The study revealed that 47% of the women wanted to acquire the knowledge and skills so that they could start their own businesses. 26% wanted the knowledge for effective home management. 22% needed the skills for getting employment. 3% were undecided and 2% were learning for the sake of it and merely passing time.

TABLE 10: SUITABILITY OF THE TIMETABLES IN WOMEN'S CLUBS FOR PARTICIPATION.

FACTORS	FREQUENCY	%
VERY SUITABLE	53	88
SUITABLE	6	10
NOT SUITABLE	1	2
TOTAL	60	100

88% of the respondents saw the timetable to be very suitable. 10% simply said it was suitable. 2% expressed the unsuitability of the timetable.

TABLE 11: EXTENT TO WHICH PARTICIPANTS WERE WILLING TO PAY FEES.

FACTORS	FREQUENCY	%
WE STRONGLY NEED TO PAY	31	51
WE NEED TO PAY	15	24
WE NEED NOT PAY	12	20
I AM NOT SURE	3	5
TOTAL	61	100

The study according to TABLE 11, showed that 51% strongly felt they needed to pay the fees. 24% supported the payment of fees. But 20% did not like the idea of paying and even further 5% were not sure as to whether to pay or not.

Table 12: ABILITY TO PAY THE FEES.

FACTORS	FREQUENCY	%
YES	50	82
NO	12	18

82% showed they had the ability to pay the fees, while 18% said they lacked the ability.

Analysis of data from the administrator and staff.

ITEM 1

ADMINISTRATOR AND STAFF'S AGE GROUP, SEX AND MARITAL STATUS

TABLE 14

F E M A L E				
AGE	SINGLE	MARRIED	DIVORCED	WIDOWED
21-25				
26-30				
31-35	1	1		
36-40	1			1
41-45		2	1	
46-45				
51-55				
56 & ABOVE				
TOTAL	2	3	1	1
	29%	43%	14%	14%

The study revealed that two members of staff were single, three were married, one was divorced and one was widowed. further, the study revealed that all the staff's, age ranged from 31 to 45 years.

ITEM 2

## FACTORS SHOWING ACADEMIC QUALIFICATION

TABLE 15

FACTORS	FREQUENCY	%
FORM 2	4	50
FORM 3	3	38
FORM 5	1	12
TOTAL	8	100

The revelation in the tabulation showed that four members (50%) of staff sample attained form Two(2) or presently called Grade 9, 3 members (38%) attained Form 3, while only 1(12%) attained Form 5.

ITEM 3

## FACTORS SHOWING WHETHER TRAINING WAS TAKEN

TABLE 16

FACTORS	FREQUENCY	%
YES	6	75
NO	2	25
TOTAL	8	100

75% (6) indicated they had been trained, and 25% (2 members) were not trained.

#### ITEM 4

#### LENGTH OF TRAINING TAKEN

TABLE 17

FACTORS	FREQUENCY	%
TWO YEARS	2	29
ONE AND HALF YEARS	1	14
ONE YEAR	1	14
NINE MONTHS	1	14
NO TRAINING	2	29
TOTAL	7	100

Two members of staff trained for two years. Each of the three members trained for one and half years, one year and nine months respectively. Two members did not go for training.

#### ITEM 5

#### COURSES TRAINED IN

Courses trained in varied according to staff, the Chief Development Officer trained in community development, adult



literacy and pre school. Some trained in Designing cutting and tailoring, nutrition, natural family planning. The remaining trained in homecraft, child care, cooperative, pre school and red cross.

#### ITEM 6

##### DETERMINING THE ATTENDING OF WORKSHOPS AND SEMINARS.

5 members (62%) indicated they attended the workshops and seminars. Only 3 members (38%) showed they never attended the workshop and seminars.

#### ITEM 7

##### ENJOYING OF THE WORK BY STAFF

8 (100%) members of staff indicated they enjoyed the work.

#### ITEM 8

##### DETERMINING WHETHER MEMBERS OF STAFF WERE SUFFICIENT ENOUGH TO TRAIN PARTICIPANTS

TABLE 18

FACTORS	FREQUENCY	%
YES	8	100
NO	0	0

100% (8) members of staff admitted they were not sufficient enough to meet the clubs' demand.

#### ITEM 9

DETERMINING WHETHER PARTICIPANTS WERE ASKED TO PAY SOME FEES.

100% (8) members of staff admitted that participants paid some fees.

#### ITEM 10

THE AMOUNT OF FEES (MONEY) PAID BY PARTICIPANTS (1995).

TABLE 19

FACTORS	FREQUENCY	%
FEES K100	5	8
K200	6	10
K500	14	22
K1000	20	32
K1200	1	2
K1500	6	10
K3000	1	2
K5000	4	6
K16000	5	8
TOTAL	62	100

The amount of money varied a lot from club to club. 8% represented the lowest amount of money of K100. The highest

amount represented by 8% was K16,000 as shown in the table.

## ITEM II

### THE USE OF CONTRIBUTED MONEY

80% said they needed to pay because, the same money was used to buy the material, secondly it acted as an indicator to show willingness to belong to the club.

## ITEM 12

### PROVIDERS FOR THE CLUBS.

Respondents mentioned the Rotary club of Kabwe, Nowergian Agency for Overseas Development (NORAD). The other provider was the Ministry of Community Development and Social Services.

## ITEM 13

### DETERMINING EQUIPMENT (SEWING MACHINES) RECEIVED FROM DONORS.

33% admitted being given equipment, such as stoves, sewing machines. And 67% said the non-availability of the equipment was true.

ITEM 14

YEAR, TYPE AND NUMBER OF EQUIPMENT RECEIVED.

TABLE 20

FACTORS (1990)	FREQUENCY	%
SEWING MACHINES	6	75
ELECTRICAL STOVE	1	12.5
REFRIGERATOR	1	12.5
TOTAL	8	100

The study showed that in 1990, the Community Development sector received six(6) sewing machines, one(1) electrical stove and one (1) refrigerator.

ITEM 15

## PROBLEMS FACED IN THE RUNNING OF CLUBS

100% staff respondents advanced inadequate funding, transport, accommodation and manpower as some of the major problems.

## CHAPTER FIVE

### DISCUSSION OF THE FINDINGS

In this chapter, the researcher discusses the interpretation of the data analysis. This one is aimed at comparing, deducing and giving judgment to every relevant situation as given by the data analysis. In this way the problems are brought to surface of which possible solutions could easily be found out.

Further, the same chapter provides recommendations and a brief conclusion to the study.

### PARTICIPANTS' BACKGROUND AND EXPERIENCES.

Evidence form the Study - Table 1, revealed that most of the participants (79%) were a married group. This state of affairs could be attributed to their age which ranged between twenty one to forty five. This is the period in which the majority of people get married and maintain their marriages.

Due to Socio-economic experiences and hardships incurred in homes, some married women join clubs with a hope of acquiring knowledge and skills. They feel the knowledge and skills acquired could assist them solve their problems by getting involved in some income generating ventures. The rest join the clubs in order to prepare themselves for future challenges. Others join the clubs (divorced and widowed) to keep abreast with

the contemporary life. Other evidence deduced from the study showed that members of the clubs were not restricted on marital status nor educational background.

Table 2, shows that all were free to participate in this non-formal education. As can be seen from the table, their educational background ranged from Grades one to twelve. It was further observed that the majority of the women were those who attempted to write examinations in Grades Seven, Nine and former Form Three. The desire to continue to learn was manifested. Although this desire was there in those few members found in the clubs, the majority of the women had weak formal educational foundation. This did not support them to embark on more challenging issues of life such as getting formal employment. Lack of sufficient academic and professional power makes these women entirely spend their time in clubs. Basing on the current social and economic pressure, many women who could be members of clubs but do have capital and other means have chosen to spend their time trading. The exercise of buying and selling goods demands a lot of energy and time. Women travel long distances and some leave their homes very early in the morning in search of the merchandise. They spend most of their time at buying and selling points such that at the end of the day they become very exhausted. This leaves them with no energy and time to spare for attending club activities.

## FACILITIES AND FUNDING

It was clearly seen from the study that many of the clubs which participated in the research lacked equipment. Table 6 showed that 79% of participants wanted sewing machines. Others 78% and 68% needed Stoves and materials cloths respectively. The non-availability of equipment was one of the major drawbacks that hindered women from actively participating in Community Development Programmes. This was evidenced on the low membership experienced in the period 1990 to 1992 as shown in Table 3.

On the other hand, there was a sharp rise which was experienced in the period 1993 to 1994. Members' hopes were raised during this period. This situation could be attributed to the coming in of the new government through the Movement for Multi-Part Democracy (MMD). There were so many promises which the Party committed itself to during the run up to the election in 1990 and 1991. Further, this was amplified by the activities of NGOs especially those whose interest was focused on women's affairs. The delay in the quick provision of equipment and goods saw the sharp decline in membership recruitment. Only three members joined as club members in 1995.

The study according to Table 4, 68% revealed that clubs lacked the equipment and this revelation was supported by members of staff according to Table 20. The study revealed that in 1990, clubs were provided only with six (6) Sewing machines, one(1) electrical stove and one(1) refrigerator. They said the

equipment was far short of the expected number to meet the demand of all the clubs.

In order to keep the clubs going, members were asked to pay something. Table 19 clearly shows the money paid to clubs in 1995. Many members accepted the idea of contributing some amount of money. The amount varied from club to club with the least being K100.00 and the highest K16,000.00. Payment terms varied as it was the club members who decided to pay once and for all, or pay every month. The contribution of whatever resource one could bring was clear testimony for the desire to learn. The study showed overwhelming evidence that there was a relationship between the availability of equipment and club membership. The absence of the equipment and items adversely affected the level of membership. The other problem identified was on the management. Some club members said that certain funds and resources donated to clubs did not reach them, instead they ended up disappearing.

#### THE ENVIRONMENT

The study revealed that most of the clubs operated under difficult conditions. One of the problems was lack of water, especially for sanitation purpose. Toilets were most of the times locked and club members experienced a big problem in this area. Due to lack of water supply, those clubs with interest in gardening faded away. The environment was no longer attractive, buildings were old, furniture was inadequate or not available at all. No effort was made to rehabilitate the learning environment.



## SUPERVISORS AND INSTRUCTORS

The study according to Table 16 showed that the Supervisors and instructors were too few to meet the club's demand. The inadequacy was supported by 100% staff as evidenced in Table 18. This state of affairs made management engage instructors who were made to do on the job training in some cases. As can be compared between the staff and club members, there was no significant educational difference according to Table 2 and 15 respectively. The club members and untrained instructors were both knowledge seekers at the same level. Both were using their initiative, just to make the clubs tick. On the other hand, the courses trained in were quite impressive as can be seen in ITEM 5. Although 100% of the staff stated that they enjoyed ~~as~~ their work, they said so out of fear of reprimand and risk in their jobs. During the interview, a number of staff complained of teaching without necessities. "How can we be supplied with the required resources, when we take ages to receive our monthly salaries." One staff complained. This state of affairs merely indicated that there was low teaching morale among the instructors.

## EXPECTED BENEFITS

Many club members (79%) according to Table 7 expressed their interest in club activities. The most interesting subject was sewing and tailoring. And 93% of the participants overwhelmingly admitted the subjects were very useful. Table 9 revealed what kept members in the clubs. Many of them (47%) wanted to acquire knowledge and skills to start their own businesses. 26% needed

the knowledge for their effective home management. The other group of members (22%) wanted the knowledge and skills as means of getting employed.

The varying interests of members made them stay in the club though most of their expectations may not have been realised, due to non-availability of both materials and equipment.

Many women have divided attention, to choose to go to a club or do something economical that would bring in an income. As could be seen, many women were interested in income generating ventures. This desire of hard work is manifested in Table 7 where it is clearly seen women doing an exhaustive job of making blocks for house-building. Many women and girls who are not formally employed would like to do something for their survival. Though some may have limited academic qualifications and have no formal training, the desire to do 'something' is one burning issue in them.

### RECOMMENDATIONS

The essence of any study undertaken is to identify problems and find workable solutions that could address the situation.

More research work needs to be conducted in the area of Community Development with a view to revamping clubs to operate effectively and efficiently. The main concern for future research is to find means of making clubs attain independence in terms of self funding and provision of club equipment such as

sewing machines. The dependence entirely on the sponsors and donors has caused many clubs to collapse or operate below standard when sponsors fail to provide for them or when donors pull out.

2. Due to the numerous responsibilities the Kabwe Municipal Council is involved in, it is only justifiable to ask some of the non-governmental organisations to adopt some of these clubs. The Council would then be left with fewer clubs to concentrate on. Other clubs should not be opened until the existing ones are self-sponsoring.
  
3. Zambia has adequate trained personnel in the fields of Adult Education, Social work and other related community development programmes. These trained personnel could be contacted to conduct research and offer technical advice in community development programmes.

SOURCES FOR RESOURCE PERSONS:

- . The University of Zambia, (Lecturers and Graduates).
- . Various Ministry Department (Graduates in Adult Education and social work), and
- . Non governmental organisations (Graduates in Adult Education and Social work).

## INCOME GENERATING VENTURES

Zambia has reached a stage where hand out provisions are now being discouraged. These are to be replaced with hard work by providing development - related assistance. This simply means that clubs should be given enough capital or assistance once, and made to stand on their own.

Sponsors should involve resource persons who will give advice on how to run small scale businesses. This will assist clubs to manage well club affairs and avoid the misappropriation of funds.

The following income generating ventures could be tried under proper supervision and technical expertise.

- \* Poultry Keeping.
- \* Farming - Allocate land to clubs
- \* Gardening
- \* Baking
- \* Block and Flower Pot making
- \* Provision of Hammer - mills to clubs
- \* Open Club Groceries

## COORDINATION

Clubs should be organised on representation. It could be of great help to create committees for various tasks at two levels.

- i) District Women Coordinating Committee (DWCC)

ii) Area Women Association (AWA)

Each club should have members representing them in the Area Women Association (Zone). Similarly, some AWA members should be representatives in the District Women Coordinating Committee (DWCC). The main concern for these two-level committees is to share ideas, experiences and find solutions to their problems, and report the same to the clubs.

### COMPETITION

Sponsors should arrange special days when clubs could meet and display their work. Three (3) floating trophies could be prepared and be given to deserving clubs.

The criteria for awarding trophies should be based on the following:-

- i) accountability, having a bank account with a minimum suggested and agreed amount.
- ii) having two or more good income generating ventures.
- iii) proper keeping of minutes and records.
- iv) good membership, not less than 15 members in the club.

Finally, but not the least, clubs facing staff problems could be helped by providing more seminars and workshops to those members of staff doing on the job training. Due to water problems, the sponsors should also provide latrines to clubs to

alleviate the problem. Sink boreholes for those interested in gardening.

### CONCLUSION

Life is full of challenges. Some people may not fully express themselves because of certain deficiencies they have. Because of this, other people may take advantage of the deficiency and the silence of these people and misuse them. Those affected are the children, who while they are young they follow the parents' instructions. Parents may choose to send their children to school or not. Presently one may not figure out whether it is the socio-economic hardship or parents' laxity to send their children to school.

These children will grow into adults with weak educational background. Going by values, the most affected will be women. The poor educational background makes them feature badly in communities and they usually fail to contribute effectively. Unless we value the women's education, more especially the formal and non-formal, development in our nation may take a long way to be realised.

The concern on education is a crucial issue. This concern is highlighted by Hartman (1984) and Munachonga (1995), they say education is a key to many challenging issues.

Knowledge through education is "power" and education is the first step. The next step is to turn knowledge into action. The almost neglected women can contribute according to their ability as men do. The ability to do is in them, it is only suppressed most of the times.

Finally, due thanks should be accorded to mothers who, years back, did not understand the meaning of children being in school, yet they still supported their education. How much better then, it would be to have many of the women get educated, gain knowledge and skills and appreciate knowingly why children and adults have to be educated. The old adage goes - "educate a woman, you have educated the nation," this is true.

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RESEARCH TIME FRAMEWORK 1995

DATE	ACTIVITIES
MARCH 15 - 30, 1995	Project approved by Supervisor
MAY 22 - JUNE 6, 1995	Project topic submission to the Head's office
JUNE 6 - 14, 1995	Writing of the Research Proposal
JUNE 15, 1995	Project proposal submission to the Head's office
JUNE 21 - JULY 6, 1995	Data Collection
JULY 17 - AUGUST 31, 1995	Data Analysis
SEPTEMBER 4 - OCTOBER 12, 1995	Writing of the final report
OCTOBER 18, 1995	Presentation of the final research report.

RESEARCH BUDGET1. STATIONERY

(i)	2 Boxes of Stencils @ .....	K5,000 - K10,000
(ii)	3 Reams of Duplicating papers @...	K8,000 K24,000
(iii)	3 Tubes of duplicating Ink @ ....	K4,500 = K 9,000
(iv)	2 Bottles of correcting fluids @ ....	= K 8,000
(v)	2 Reams Bond papers for typing @...	K8,500= K17,000
(vi)	1 Ream of Photocopying paper @ .....	= K 8,500
(vii)	Typing costs .....	=K14,000
(viii)	Duplicating costs .....	=K12,000
(ix)	Binding costs 4 copies .....	= K25,000
(x)	Photo copying costs .....	= K10,000

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Sub total	= K137,500
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2.	<u>TRAVEL/TRANSPORT</u> .....	= K 8,000
(i)	Sundry (pens, Pencils etc) .....	= K10,000
(ii)	Contingency .....	= K10,000

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Sub total	= K 8,000
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GRAND TOTAL	= K165,500
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THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION

Questionnaire to be answered by participants in the Community Development Programmes run by the Kabwe Municipal Council.

Kindly answer all the questions by ticking in the appropriate space provided against each question, or writing the answer in the spaces provided against each question.

All issues discussed in this questionnaire will be treated with strict confidence and will not be discussed in public.

1. What is your age group?

Under	20.....	41 - 45 .....
between	21 - 25 ..	46 - 50 .....
	26 - 30 ..	51 - 55 .....
	36 - 40 ..	56 and above ...

2. Kindly state your marital status.

Single .....	Divorced .....
Married ....	Widowed .....

3. What is your highest academic qualification?

Standard ....., Form ....., Grade ....

4. State the year you joined the club, 19.....

5. Do you have equipment and items such as sewing machines, stoves, material cloth and other related resources to use?

Yes..... No .....

6. If you do not have (question 5), are you discouraged from participating in club activities?

Yes ..... No .....

7. What equipment or items would you like your club to have for better learning?

(a) Sewing machines....	(d) Fridge .....
(b) Stoves .....	(e) Pairs of scissors ...
(c) Material cloths....	(f) Cotton thread .....

8. Out of the subjects you learn, which ones interest you?

(a) .....

(b) .....

(c) .....

9. Are the subjects you learn useful to you?

Very useful .....

Useful .....

not sure .....

10. How do you want to use the skills and knowledge.

Tick only one that is appropriate to you.

(a) to acquire the skills and be employed ...

(b) to acquire the skills and start my own business ...

(c) the skills will help me run my house effectively ...

(d) I am just learning for the sake of it .....

(e) I will think of what to do later .....

11. Is the timetable suitable for learning?

(a) Very suitable .....

(b) Suitable .....

(c) Not suitable .....

12. What is your comment on the fees?

(a) We strongly need to pay .....

(b) We need to pay ....

(c) We need not pay ...

(d) I am not sure .....

13. If you pay the fees, do you afford?

Yes ..... No .....

14. Do you contribute any kind of resources in material form?

Yes ..... No .....

15. Does your family support or encourage you to participate in community development activities?

Yes ..... No .....

END OF THE QUESTIONNAIRE  
THANK YOU VERY MUCH FOR YOUR COOPERATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION

Questionnaire to be answered by the Community Centre Chief Development Officer, Supervisors and Instructors on the Investigation into Women Participation in Community Development Programmes run by Kabwe Municipal Council.

Kindly answer all the questions by ticking or writing in the appropriate space provided.

Issues discussed in this questionnaire will be treated with strict confidence and will not be discussed in public

Kindly indicate your post by ticking in the box.

Chief Development Officer	
Supervisor	
Instructor	

**QUESTIONS**

1. What is your age at last birthday [   ]
2. State your marital status:  

(a) Single	[   ]	(b) Married	[   ]
(c) Divorced	[   ]	(d) Widowed	[   ]
3. Please state your highest academic qualifications.  

(a) Standard .....
(b) Grade: .....
(c) Form: .....
4. Have you taken any training?  

(a) Yes	[   ]
(b) No	[   ]
5. How long was your training?  

(a) Years .....
(b) Months .....

6. What course did you train in?  
.....  
.....  
.....
7. Do you attend workshops and seminars?  
(a) Yes [ ]  
(b) No [ ]
8. Do you enjoy your work?  
(a) Yes [ ]  
(b) No [ ]
9. Do you feel you are sufficient enough to cater for the participants evenly?  
(a) Yes [ ]  
(b) No [ ]
10. Do you ask your members to contribute some fees?  
(a) Yes [ ]  
(b) No [ ]
11. If they pay in form of money, how much is it per participant?  
K.....
12. What is this money used for?  
.....  
.....
13. Could you kindly mention some providers of resources to the clubs other than the Kabwe Municipal Council.  
.....  
.....
14. Have you ever received some equipment such as stoves, serving machines etc. from some donors?  
(a) Yes [ ]  
(b) No [ ]

15. If you have received the equipment state the:

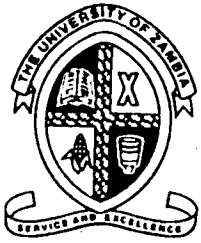
Year .....

Equipment .....  
.....

16. Kindly state the obvious problems that you face as you run these clubs.

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

**THANK YOU VERY MUCH FOR YOUR CO-OPERATION**



# THE UNIVERSITY OF ZAMBIA

## CENTRE FOR CONTINUING EDUCATION

P.O. Box 50516, Lusaka  
Telephone: 228953/4  
Director: 251490  
Telegrams: UNZA, Lusaka  
Telex: UNZALU ZA 44370  
FAX: +260-1-253952

Your Ref:

Our Ref:

16th June, 1995.

TO WHOM IT MAY CONCERN

This is to certify that Mr. Mambwe Wettan Computer No. 93245084 is a bonafide student in the Department of Adult Education, University of Zambia.

He is carrying out a research, which is part of the course. We would appreciate any assistance offered to him.

Yours Sincerely

D.L. Mungela  
for/HEAD, DEPARTMENT OF ADULT EDUCATION  
AND EXTENSION STUDIES.



# KABWE MUNICIPAL COUNCIL

Box 80424

Phone: 222381/8

## MEMORANDUM

<u>DIRECTOR OF HOUSING AND SOCIAL SERVICES</u>	Date: <u>30TH JUNE, 1995</u>
	To: <u>CHIEF COMMUNITY DEVELOPMENT OFFICER</u>

ence: AN INVESTIGATION INTO WOMEN PARTICIPATION IN COMMUNITY PROGRAMMES BY MR W MAMBWE

The above matter refers.

Mr Mambwe is currently a student in the Department of Adult Education at the University of Zambia. He is conducting a research on Women Participation in Community Programmes run by Kabwe Municipal Council such as the Dwacha Girls Tailoring Project and Women Clubs.

In view of the above you are hereby instructed to accommodate Mr Mambwe as he carries out his research in your section and the Community under your operation.

  
I K Mwendapole  
DIRECTOR OF HOUSING AND SOCIAL SERVICES

cc Deputy Director of Housing and Social Services

/lcm.