

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.0 Introduction

In most African countries, women, especially those living in the rural areas, have usually been left out of developmental processes (Kongolo and Amgose, 2000) such as participating in governance, accessing credit facilities for income generations and accessing agricultural inputs, trainings and skills. This has resulted in most women languishing in poverty. However, equal participation and opportunities of men and women in developmental processes would be a key strategy to poverty reduction.

The Zambia National Gender Policy Report (2000) reveal that the government has recognized that fundamental equal participation of men and women in the development process would help reduce poverty within the country especially among those living in rural areas. The National Gender Policy and the United Nations Millennium Development Goals (Goal 3) demonstrate a synergy of national and global commitment to eliminate gender imbalances in all sectors of development in order to reduce poverty among targeted communities, especially women who constitute a major segment of the poor (Sakala, 2006). In Zambia, female headed households are more likely to be poorer than those headed by their male counterparts. For instance, in 1998 Living Conditions Monitoring Survey showed that food insecurity was more prevalent among female-headed households (61%) compared to the male-headed households (52%) in Zambia (CSO, 2003). Furthermore, CARE international through their participatory assessment conducted in Malota settlement in Livingstone, showed that, economically female headed households were worse off than male headed households (Mwambi and Hedley, 2007). This is as a result of high poverty levels undermining productivity, unfavorable

agricultural practices and HIV and AIDS epidemic (ZARD & NGOCC, 2004). One major intervention for poverty alleviation adopted by the Zambian Government is the Poverty Reduction Strategy Paper (PRSP), which was launched in 2002. This paper emphasizes much on the concept of equal participation by both men and women in poverty alleviation activities through employment creation so as to sustain economic growth at all levels. In addition, eliminating HIV and AIDS pandemic was also outlined in the PRSP as a fundamental need to poverty reduction. Thus, through the PRSP, the Zambian government and Civil Society have dedicated themselves to providing a conducive environment for women and men to have equal access to, and control over resources; enjoy benefits from opportunities in both the economic and social structure, policies and means of production; and decision-making processes (GRZ, 2002).

The Zambian government therefore, strongly relies on its full participation as well as the participation of the private sectors such as Non-Governmental Organizations (NGOs) and the targeted communities to design, finance, implement monitor and evaluate the poverty reduction programs. One of the partners complementing the government's effort to design, finance and implement poverty reduction programs is World Vision Zambia. The organization is also working in partnership with the target community using a participatory approach in livelihood security and HIV and AIDS projects. These two projects mutually strengthen each other because HIV and AIDS illnesses and deaths erode the livelihood security of affected families and communities, especially women. It is for this reason that World Vision has embraced issues surrounding both livelihood and HIV and AIDS, to reduce poverty among its target communities. Mainstreaming of gender could also be an efficient method to poverty reduction that the project would embark on to ensure equal participation of both men and women in livelihood projects.

1.1 Background

World Vision is an International Christian Humanitarian Non-governmental Organization devoted to emergency relief, community development and advocacy of people in need in developing countries of the world, Zambia in particular. The mission of the organization is to reduce the poverty levels of rural households by empowering affected individuals with interventions centered on education, health, economic development (micro-finance), agriculture production, trade skills, income generation and emergency relief food supply among rural households (WVM, 2007). Through these activities, the communities are capacitated to meet their needs both in the short-run and way after the organization's support has ceased.

World vision started its operations in Zambia in October 1981 in Mukushi district and in 1998 expanded its services to Gwembe district in partnership with the Zambian government and local communities (WVM, 2007). Their objective has been to improve the livelihood security of the poor in Gwembe district including those affected and infected with HIV and AIDS. In 2000, World Vision introduced the livelihood security project in Gwembe District. Later on, in 2004 the HIV and AIDS project was introduced. In Gwembe district, the organisation has concentrated its operations east of Monze Town in the Luumbo area, also known as the Luumbo Area Development Project (Luumbo ADP). The Luumbo ADP covers six traditional administrative areas namely; Gwembe zone, Lukonde zone, Munyumbwe zone, Makuyu zone, Bbondo zone and Luumbo zone. The Bbondo and Luumbo zones are further subdivided into sub-zones. Bbondo's sub-centres are Ntanga and Chaamwe while Luumbo's subzones include Kkutwa and Nakasika.

The major partners World Vision worked with at the time of this study included the Project Against Malnutrition (PAM) under the Ministry of Community Development and Social Welfare (MCDSW), and the Network of Gwembe People Living with HIV and AIDS in Zambia (NZP+). World Vision worked with PAM in the livelihood project and with NZP+ in the HIV and AIDS project.

1.1.1 World Vision Zambia Development approaches

Since its establishment in Zambia in 1984, World Vision has implemented programs using three different approaches namely; the output developmental approach, the participatory approach and the capacity building approach. The output approach, used in the early days of the organization, involved: carrying out needs assessment in the targeted communities; defining the outputs or interventions to be achieved among targeted communities, and the implementation of different programs to address the community's needs. This approach however, was found to have too many limitations. For instance, in 2004, Ryan published a report declaring the output approach a letdown in that it failed to develop the capacity of the partner to design and implement their own activities. Furthermore, the approach did not reveal the extent to which women and men contributed to the sustenance and development of, and benefits from project interventions, or whether there was improvement of women and men livelihood security.

Since 2004, the World Vision embarked on the recommended approaches made by the evaluation report in its second phase of the livelihood security project. These are the participatory or empowerment approach and capacity building approach. These two approaches have changed the mode of communication between World Vision and the community. In its initial phase of operation, World Vision used a somewhat indirect way of communicating with the target communities. That however, has been changed with the

implementation of the participatory and capacity building approaches, to a more direct way of communication. This new structure of direct contact between the farmers and World Vision focused on, community sustainable development; analysis, advocacy and technical training support, and was seen as a way towards sustainable development. Through the participatory and capacity building approaches, target groups get a chance to contribute towards development (Theunis, 1992).

It must be acknowledged that these approaches, just like the output developmental approach, do not mainstream gender. And as such, it is difficult to tell the impact that the projects have on the livelihood of men and women. Additionally these approaches do not reveal the different contributions of men and women to the projects. The projects World Vision offers within Luumbo ADP focus mainly on agriculture, HIV and AIDS and other health-related issues, education, Christian commitment, sponsorship management and micro-financing. The intervention that focuses on improving the livelihood security of the targeted community is agriculture. This would improve the household food security through sustainable production.

1.1.2 Importance of gender in the Livelihood Security Project

Gender issues especially in the livelihood programs are important to consider in achieving sustainable economic growth, job creation, ensuring better food security and reducing poverty (CSO, 2003). Men and women have different needs and concerns that have to be effectively addressed if both sexes are to participate and benefit from developmental projects such as livelihood security projects. This however, has never been so in reality. There are considerable differences in women's and men's access and opportunities to exert power over economic structures in their respective societies (Gender in Development, 1997). In most cases women are the ones that are usually

sidelined in such projects. The situation is worse in rural areas where women are increasingly facing the challenges of full responsibility for household income and food production in those areas where men migrate to urban areas in search of paid employment. This responsibility is in addition to those which women retain for child raising, food preparation, wood (fuel) and water gathering, and care for the sick and older persons (Women in Development, 1997). This has resulted in more women than men having to bear the brunt of poverty especially in rural areas. It is for this reason that many organizations including the central governments have come to appreciate the need to incorporate gender in developmental projects, particularly livelihood security projects in order to alleviate poverty. Musonda and Mwale (2004) for instance, found out that the Zambian government recognizes the need for full participation of women in development process at all levels to ensure sustainable development and attainment of equality and equity between the sexes. World Vision Zambia also through its 2007-2013 Strategic Plan has emphasized the importance of gender in developmental projects. In this strategic plan, two core values have been listed which include, greater participation leading to greater commitment and gender equality is a pre-requisite for development (Highton, 2005:32). Through these values gender equality and equity in participation would be attained.

1.2 Statement of the Problem

The imbalanced rates of participation between men and women in developmental project activities are not systematically assessed and addressed. This can negatively affect both the efficiency and relevance of the project (SIDA Gender, 2004). The differences in the participation rates between men and women in developmental projects are primarily caused by gender imbalances and the inability of most projects to address the different issues and concerns affecting men and women. There is need, therefore to

mainstream gender in developmental projects so as to avoid the inequality between men and women. Gender mainstreaming is a strategy for making women's and men's concerns and experiences become an integral dimension of the developmental process so that both sexes benefit equally. World Vision Zambia project is committed to reducing poverty among its targeted population through community development programs, disaster relief and advocacy. However, the concerns about levels of participation of men and women in the project design, implementation, monitoring and evaluation processes are not so well assessed.

This study therefore, sought to examine the levels of participation between men and women in the livelihood programs World Vision Zambia offers in the rural areas of Gwembe district. It further sought to identify factors influencing participation in terms of contributions participants made and the benefits they received from the project.

1.3 Aim and objectives of the study

1.3.1 Aim

The main aim was to assess the factors that influence the participation of men and women in the livelihood support programs of World Vision Zambia (WVZ) in Gwembe district.

In order to achieve the aim the following were the specific objectives:

1.3.2 Specific Objectives:

- i) To examine the level of participation of women and men in the livelihood security project.
- ii) To identify factors that influence the participation of men and women in the livelihood security project.

- iii) To assess the extent to which women and men benefit from the livelihood security project of World Vision.
- iv) To recommend strategies that can be used to mainstream gender in the project's policies and programs.

1.4 Research questions

- i) At what level of the project do women and men participate in the livelihood security project?
- ii) What are the factors that influence the participation of women and men in the livelihood security project?
- iii) What are the benefits that each participant gets from the World Vision project?
- iv) What strategies can be used to mainstream gender in the project's policies and programs?

1.5 Significance of the study

The study endeavored to examine and assess the participation of women and men in the World Vision livelihood Security Project from a gender perspective through identifying and addressing the challenges that the project faces in mainstreaming gender. It was hoped that the study's findings would;

1. Generate awareness and interest to the project managers on factors that influence men's and women's participation in project livelihood security programs.
2. Highlight gender issues, concerns and gaps in project implementation processes further; and
3. Contribute to the process of mainstreaming gender in the project by providing gender mainstreaming recommendations to policy makers within the Government

and NGOs, World Vision Zambia inclusive. This would bridge the gap that exists between male and female participation and in turn increase both men's and women's participation rates.

1.6 Operational Words

Participation has been defined variously by different authors. In this paper participation is used to refer to the contribution that individual men and woman can make to the developmental programs. These contributions can be in form of ideas, skills, decision-making, labor, time and money.

Livelihood means the way in which one earns money required for living. It would also mean comprising the capabilities, assets (stores, resources, claims and access) and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stress and shocks; maintain its capabilities, assets and provide sustainable livelihood opportunities for the next generation (Chambers and Conway, 1992).

Household livelihood security is defined as a family's ability to maintain and improve its income, assets and social well-being daily.

Access to resources means the opportunity to make use of a resource for the production of goods and services

Control over resources means having authority to decide about the use of resources.

Benefits refer to the basic human needs such as food, income, education, knowledge, health care and assets.

Poverty reduction means increasing income, reducing vulnerability, improving household food security, and sustainable use of natural and other resources.

Gender refers to the socially constructed attribute and opportunities associated with being male and female identification and are changeable over time. Gender varies within and between cultures.

Gender analysis refers to finding detailed information concerning the causes of gender inequality in an institution or community to enable policy makers and implementers form and implement policies that address the causes of gender inequality.

Gender mainstreaming is incorporating gender equality concerns and issues into all aspects of development activities including social issues. Social issues include: policy formulation, planning, HIV and AIDS, environment and activities that deal with unequal participation between men and women (UNDP, 2001).

Gender issues refers to situations that are undesirable arising from one gender unmet needs and concerns raising critical questions which need to be resolved such as women's lack of access to resources and agricultural extension services.

Gender gap refers to the gap between men and women in terms of how they benefit from education, health services, and participation in employment services such as agricultural projects.

Gender concerns refers to the consequences arising from society's system of gender division of labor affecting one gender negatively such as high literacy levels among females, and women's lack of access to and control over resources.

Gender relations power refers to a situation in which women have less decision-making power than men, whether in the private or public sphere; or in a marriage or relationship.

Relief implies providing assistance to save lives in the immediate wake of a disaster. For instance, providing nutrition and agriculture education or giving medical and nutritional rehabilitation to those that are severely malnourished.

Targeting is a method of delivering goods and/or services to a selected group of individuals or households rather than to every individual or household in the population.

Stakeholders are groups such as non-governmental organizations and private sector organizations that provide and support activities to targeted communities.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section reviews literature on gender participation in livelihood security programs of the developmental projects. Its objective is to identify conceptual issues regarding participation, especially factors that influence the participation of male and female beneficiaries in developmental project programs. The chapter will begin with a survey of models which influenced development of the gender discourse. It will be followed by the following sub-titles: mainstreaming gender (its importance in development projects); extent of gender participation issues in Zambia and the importance of equal gender participation in development projects.

2.1 Background of Gender Developmental Models

Since the seventies, the United Nations (UN) became aware that women had been excluded from much of the benefits of developmental activities (Akerkar, 2001). This was as a result of development strategies not taking women's common concerns into account. Exclusion of women from developmental activities and insufficient attention to gender issues always mean that women's contributions and concerns remain too often ignored in economic structures, such as financial markets and institutions, labor markets, economics as an academic discipline, economic and social infrastructure, taxation and social security systems, as well as in families and households (Gender in Development, 1997). As a consequence, the development of a number of approaches to women and development have been seen in the recent years such as WID (Women in development), WAD (Women and Development) and GAD (Gender and Development).

To ensure full participation and benefit of women from economic development projects, a 'Women in Development' (WID) agenda was advocated to become part of the Second Development Decade of the United Nations 1970-80 (Kambobe, 2000). The aim of the WID project was to look at the needs of women as mothers and increase their involvement in the market economy and project activities. The strategy of integration of women in social, economic, cultural and political spheres was seen as an essential component to women's development as well as every dimension of development. However, problems with this approach soon became apparent. Women, especially the poor were already working and contributing to the economy although their efforts were neither recognized nor remunerated. Increasing their involvement in project activities and market at times meant primarily increasing their labor burden. Furthermore, the WID approach focused on women without looking at their complex causes of women's subordination and oppression. Thus, in development context, WID failed to effectively improve women's social and economic power relative to men's (Tinker, in Visvanthan, 2002). This gave rise to the emergency of Women and Development (WAD); an improvement of WID formed to address the shortcomings of the WID.

WAD had a Marxist feminist status. It became eminent after the 1975 UN conference on women and development held in Mexico which considered women's productive and reproductive roles as critical to development process. It was seen that men were perpetrators for women's subordination and marginalization and that this exploited the relationship between men and women. Therefore, it encouraged projects such as income generating activities and took a radical stance of feminists that development was only possible for women if they cut ties with men, who are seen as exploiters who would never change (Munachonga, 2006). The approach of WAD resulted into women-specific

projects that further marginalized women. It is for this reason that Gender and Development (GAD) was formed in 1990.

GAD had a holistic approach than WID and WAD. It recognized women's productive and reproductive roles, and challenged oppressive power structures. Furthermore, GAD did not only focus on women's needs and concerns but also men's. According to Lana (1990), the main difference lying between WID and GAD is that, WID focuses on "Women" only while GAD focuses on the relationship between women and men participating in developmental activities or programs, the distribution of resources and benefits as well as participating in decision making processes. Further, GAD is also concerned with the productive and reproductive roles women perform, and challenges oppressive power structure they are exposed to. This approach thus, focuses on empowering women through advocating for the mainstreaming of women in every step of a project cycle in an equitable way to the men. It must be understood that GAD focuses on women and men as individuals and assesses gender relations and recognizes the importance of redistributing power between the two groups. It challenges cultural, social, and economic privileges of the dominant group, in most cases men, to enable the disadvantaged benefit from the same resources (Akerkar 2001).

Moreover, GAD argues that women's real problem is the disparity in the power structures between the men and women. It stresses the need for women and men to work together as agents of change and not passive recipient of development assistance. This process would lead to achieving the maximum participation of men and women in developmental projects bringing about real change. GAD approach aims to meet both practical gender needs and strategic gender interests of both women and men by challenging existing division of labor and power relations. With a set of gender analytical

tools, GAD encourages gender analysis on interventions to unveil roles, needs and constraints in society (Goetz, 1997) that may continue WID's distorted focus on women in isolation from their context. Incorporating a balanced participation of gender in all our works would lead to sustainable development. This can only be achieved once proper communication grounds are established between the project and the community it is targeting.

2.2 Importance of participation in developmental projects

In any country where project activities or programs are implemented, participation is required. It must be noted that the benefits associated with participation accrue to those who participate; participation which is often voluntary. Therefore, the targeted local people especially the poor and marginalized should participate in the stages of project cycles such as problem identification and analysis, implementation monitoring and evaluation (Sakala, 2006) to achieve sustainable community development and contribute towards reduction of their poverty levels. Moreover, involving all stakeholders in all the stages of the project cycle would result into beneficiaries having greater influence on the decisions and activities which relate to their daily lives and thereby lead to an improvement in their well being (Highton, 2005). This will subsequently result in sustainable development in the long run.

Most institutions have to appreciate the fact that the 'bottom-up' participatory approach is key to the success of most community development projects. In this approach, the community whose interest the project intends to serve needs to be considered at all levels of the project cycle: problem identification in the community, analysis, implementation, monitoring and evaluation. This way the community has full responsibility for the outcome of an undertaking, resulting either into (possible) future success of the project,

but also for its (possible) failure. However, efforts to raise women and men's contributions of cash, materials or labor in the construction of project structures have tended to be successful when they equally participate in the projects especially in rural areas where the influence of the central government machinery is weak (World Bank, 2005). Therefore, involving stakeholders at all stages of the project cycle ensures success of the project and yields long-term benefits beyond the initial intervention through strengthening the institutional capacity for sustainable development.

In order to achieve maximum participation, it is necessary to aim for an equal number of male and female representatives on community project management committees. The absence of one sex in decision making bodies means the other knowledge and experience will not contribute to solving problems that threaten the project survival (FAO, 2005) and also reduction of poverty among the target population. Poverty would not be eradicated because access to and control over productive resources would be allocated and distributed unevenly during decision making (ZARD and C, 2004). Therefore, there should be no discrimination when participating in developmental programs against any person on grounds of gender for gender equality is a fundamental human right, and that mainstreaming of gender in programmes, is key to sustainable development (Hamusonda and Mwale, 2004). This is further echoed in the Beijing declaration and platform for action of 1995 which states that: the empowerment of women is the empowerment of all humanity; women and men are equal partners towards the common goal of gender equality; equality of opportunity for men and women is essential to the construction of a just and democratic society; and that without equality and peace, development is never realized (Hamusonda and Mwale, 2004).

Research evidence conducted by Makumbe in 1996, suggests that the majority of failed projects lacked genuine participation of either women or men or both. The involvement of both men and women in project activities can yield many benefits to not only the participants (beneficiaries) involved, but also to the managers and the project itself. This view is further echoed by Berman (2006) who states that one of the major reasons why community projects fail is that men do not allow women to participate as equal partners in development. This attitude is foolish and self-defeating because women carry the burden of providing all of the daily basic needs of the family, women are the ones to benefit most from any little improvement that will ease their heavy workload (Guijt and Shah, 1998). It is therefore, cardinal to have equal participation of men and women in order to attain the desired development of a community and contribute to the reduction of poverty. When given the opportunity, women pursue basic improvements more aggressively than men, and perform whatever tasks required faster and with more continuity than men (Berman, 2006). Berman (2006) further gives reasons why it is cardinal to include women in decision making of development projects; that while women are rarely the public decision-makers in communities in most developing countries, the daily life of every family in the community is invariably run by women. As managers of households, women are managers of the business of living. Women are the most under-utilized, yet most widely available management resource available to most communities in developing countries.

In order to achieve equal participation of both men and women in development projects, gender issues need to be addressed from the onset; gender constraints have to be identified and steps must be taken to ensure that the perspective, needs, aspirations, talents, abilities and concerns of women and men (Commonwealth, 1995) are incorporated fully in project designs, the implementation, analysis, monitoring and

evaluation. This will enable women, just like men to have a greater influence on the decisions and activities which relate to their daily lives and thereby lead to an improvement in their material wellbeing (Highton, 2005).

2.3 Challenges to participation

The challenges of participation in development projects include the need for more time to sell new ideas, the need to genuinely consult more people and reach consensus and administrative costs associated with involving many people with various interests. Other issues that challenge effective participation include, season, time of day, time available, length of meeting, spreading meetings over several sessions and the gendered nature of public places' needs to be taken into account to enable both women and men in the community to participate (Goetz, 1997).

Despite the considerable achievement of the 1987 Plan of Action on Women and Development, there is a great lack of participation by women in decision-making, especially on financial issues. Women have little or no say on how the money within their households should be spent as well at community level at large. Moreover, women have little power in developmental programs offered by various organizations and fewer economic resources such as land, money and agricultural inputs (Commonwealth, 1995). These barriers and obstacles have resulted into low participation of women in developmental programs such as livelihood activities in spite of their multiple roles as farmers, laborers, producers, mothers, household managers, care-givers, educators, community organizers and environmental managers. As a result, women's standard of living declines because of the imbalances in accessing opportunities in work, decision-making, health and education as that to men (CCIC, 1993).

Women have limited or no control over land rights and have few financial means such as credit, have poor access to technical equipment and agricultural inputs (Dam et al., 2004). Consequently, women's participation in project activities has been compromised, reducing their effective involvement as they have to spend time accessing productive resources so as to improve their production and livelihood.

The prevalence, impact and effects of HIV and AIDS have greatly affected the participatory rate of both men and women in project activities. This is because the pandemic impacts on men and women differently. In so far as Zambian women are concerned, they are traditional care givers within their communities. They are the ones who take the burden of caring for the sick people in homes as well as in medical centres; caring for orphans and vulnerable individuals including their infirm husbands who have failed to support their families. For instance, when there is an HIV and AIDS patient in the family, a woman is likely to abandon her duties or work responsibilities to nurse the patient; whereas a man would continue performing his duties for he perceives or sees nursing the sick as a woman's responsibility. On the other hand, women especially those in the reproductive age have suffered disproportionately from HIV and AIDS infection as they are more vulnerable to the infection and also have the greatest challenge of nursing the sick (WIDNet, 2008). As a result most of the women within the productive age have found the HIV and AIDS pandemic a huge challenge to effectively participate in project programs as they have either been infected or affected.

2.4 Extent of Gender participation issues in Zambia

In order to achieve sustainable economic growth, create jobs for both men and women equally, and ensure better food security within male and female headed households so as to reduce poverty, a country has to take into account gender issues seriously (CSO,

2003). However, the difference between men and women lies with regard to their roles, concerns and needs which ultimately have an effect on their contribution towards sustainable development within their households and the nation at large.

The Zambian gender policy identifies a number of critical areas of concern which relate to gender issues. These include: (i) unequal power relations between men and women in all spheres of life; (ii) limited access to and control over productive resources and social services; (iii) minimal participation in political and managerial decision making processes; (iv) lack of access to credit, improved technology skills development and training; (v) lack of agricultural extension services to women (GRZ, 2000). All these issues hinder women's full or effective participation in various socio-economic and political spheres and hence, limit their advancement in relation to men.

2.4.1 Education issue

Educational level plays a significant role in revealing the levels of participation an individual would have in development projects. The issue of education is important to this study because it shows that low education levels affect an individual's participation in both formal wage employment and development activities. Muntemba's research conducted in 1991 found that the majority of women participating in project development activities came from low-income groups in society. These women had little or no formal education, and also had no special skills as compared to their male counterparts. When participants are unable to understand, internalize or control the complex structure of project activities due to little or lack of education, it cripples effective participation. In Zambia, for instance, Central Statistic Office (2002) states that women are the minority in formal wage employment: about one woman in five men. The gender imbalance regarding participation in the employment sector has also been reported in the studies

conducted by Ministry of Finance and National Planning in 2001 showing few women in employment compared to men (Ministry of Finance and National Planning, 2002). The studies estimated a 65 per cent of men working in public sector compared to 35 per cent women. Women's chance to be employed or allowed to participate in employment depends on the level of education. Women with less or no education at all, find it difficult to participate in employment or project developmental activities. Majority of women especially those with little or no education, in countries undergoing economic liberalization programmes find it difficult to take advantage of opportunities to participate in development projects (Mwiinga, 2005) so as to better their lives and those of their families.

The employed women occupy low paying jobs which are mostly on short term contract compared to their male counterparts who are employed for longer period. Hammerton (2005) and Sakala (2006) both reported that low paying jobs and contract employment not only limit women in accessing productive resources and social services but also expose them to risks of losing income and falling into poverty. Gender imbalances in the number of women and men who participate in formal employment and project activities that are not systematically assessed and addressed can negatively affect both the relevance and efficiency of the organizations. In most cases women are the victims of gender imbalances thereby experiencing socio-economic constraints. In the present study, therefore, special attention was given to try and evaluate how and to what extent the education levels affect both men's and women's participation in development projects.

2.4.2 Socio-economic issues

The disadvantageous position of women in agriculture is not due to discriminatory agricultural macro policies but largely due to the structure of Zambia's rural society as

well as cultural norms, beliefs and practices which place women in a subordinate and subservient position to men (Milimo, 1990). The cultural beliefs and practices such as men not giving women an opportunity to lead (chair) in group meetings or developmental planning because they (men) believe that women do not contribute and understand the issues discussed, have placed women into subordinate roles which become a constraint in as far as agricultural services and resources for women are concerned. Such customs, beliefs and attitudes confine women mostly to domestic sphere (Bamberger et al., 2008). This means that women's domestic workload consumes most of their time, thereby limiting their opportunity to fully participate in the livelihood security project activities.

The research conducted by CARE International in 2007 in the peri-urban water programming in Botswana, shows that due to traditional values which maintain strong influence over gender roles, community generally viewed fetching of water as a "woman's" duty or role. In Zambia for example, most women living in high density or unplanned settlements or villages walk long distances to obtain water, the modest distance is 50 meters away from their homes with the furthest being 1500 meters. These women are forced to spend hours in long queues and carry heavy loads of water. However, the customs, beliefs and attitudes have posed a great challenge in developing skills in participation levels especially of women, in project activities (Blackburn et al., 1998). Although visualization makes this process more participatory, it is still subject to cultural misinterpretation as women are profoundly still affected. This is because of traditional beliefs and practices which define their different capacities and incentives to participate in economic and social development. However, equal participation of men and women depends on strategic measures-policy and institutional changes to tackle the root causes of gender inequality and remove the constraint to women's involvement in public life (Bamberger et al. (2008). This review is important to this study because it reveals that

women have more domestic responsibilities than men, and this often limits their opportunity to fully participate in the livelihood security projects.

In most communities in Zambia, men and women usually view program participation primarily as a means to secure something that can improve their prevailing circumstances of poverty (Guijt and Shah, 1998). Thus, when participants see nothing of what they were expecting from the programs offered, their participation rate starts to deteriorate. Women have no time to waste especially in productive activities that show no benefit compared to the men. Therefore, if they do not see immediate relevance in participating in a project program or meeting, they will be inclined to lose attention, leave or stop attending compared to their male counterparts who would continue participating in the program.

In spite of the women's active participation in food production, they face constraints such as lack of adequate agricultural facilities, transport, proper storage facilities, and knowledge of food-preservation techniques (Mwiinga, 2005). This prevents them from investing in assets which are needed to increase their agricultural production and raise their income.

2.5 Mainstreaming Gender and its importance at Project Level

Gender mainstreaming is an approach or strategy aimed at achieving the goal of gender equality. Mainstreaming involves ensuring that gender perspective and attention to the goal of gender equality are central to all activities (OSAEGI, 2007) of an organization or institution. These include policy development, advocacy, dialogue, research, legislation, resource allocation and planning, implementation and monitoring of programs and projects.

Gender mainstreaming in any given project development can tremendously impact on the attitudes and behavior of both male and female participants and project staff. When a project gender mainstreams its established programs, this change in the attitudes and behaviors among the men and women participants including project staff. For instance, in Nepal, a country in the middle-east, a project called Hills Leasehold Forest and Forage Development Project (HLFFDP) had gender mainstreamed in its strategy; it was found that the men and women participants' attitudes and behaviors had transformed: women farmers took lead in group meetings as well as in forestry planning along with the men. Men on the other hand, began to share household work and childcare tasks so that women could attend group meetings, visit banks and engage in other income project activities (Gurung and Lama, 2002). In addition, attitude changes occurred among forest staff who had initially not felt positive about the gender team. As a result, participants' livelihood improved.

When project programs are gender mainstreamed the impact this has is that the allocation of project resources and benefits to participants (Gurung and Lama, 2002) would be equal; as women's participation would increase as that of men's. Taking an example of the HLFFDP project in Nepal, report proves it that the rural women who were participants within the project gained expertise and confidence in working together with the men. These women thus, ensured that the savings and credit groups become very effective, enabling them to access formal credit (Gurung and Lama, 2002). In turn, women's efforts have been a major factor in the dramatic increase in forage resources; and have planted easily accessible nutritious grasses and other forest resources close to their homesteads. With the increase of the quality and quantity of animal feed, women have been able to keep large and more valuable livestock. The income from the fodder and livestock sales has helped to provide for their family needs. Women often controlled

the obtained income, generated from the sales of the livestock and fodder (Gurung and Lama, 2002) and in turn, such has improved their family livelihood thereby reducing their poverty levels within their households. This meant that women were given an opportunity to plan and decide together with their husbands on how to use the income earned. In addition women's position in their family therefore, had been strengthened as they took part in making decisions.

2.6 Conclusion

The review of literature has shown that equal participation of men and women in developmental project activities yields several benefits not only to the beneficiaries but also to the project. Some of the benefits include; mobilization of human, material and financial resources. Equal men and women participation would improve gender relations, lead to effective production, promote empowerment and ensure acceptability of project plans. In mixed sex projects, men often dominate in higher positions such as decision making while women remain in subordinate positions (Sakala, 2006). Barriers such as laws limiting access to and control over resources; customs, traditional beliefs, inadequate time due to their workloads, and limited or no finances, restrict women's participation in developmental activities. Women's barriers to participate in development activities have been experienced because of lack of gender sensitivity in organizations. Projects that have mainstreamed gender have been seen to successfully meet gender needs and interests resulting into participants' improvement in their livelihood.

Participation in project activities should involve at least interactive participation among all partners and stakeholders: the government, local community-based organizations and donors or NGOs (Blackburn et al., 1998). From this stage, then, they should move

towards community mobilization and participation in project programs offered. This form of participation will empower them.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlines the methods used and data collection techniques followed by the study to gather, analyze and present both the qualitative and quantitative data. These are presented under the following headings: study design, research sites, study population, sampling method, data collection methods and tools, pre-testing the methodology and data analysis.

3.1 Research design

Qualitative and quantitative design methods were used in gathering data in order to identify, examine and explain factors that influence the participation of men and women in the livelihood security program. The two designs were employed in order to obtain a holistic insight into the objectives of the study as they complement each other in analyzing the findings in the discussion. The quantitative data involved head counting or comparing numbers of women to numbers of men who had taken part in one or another activity (IFAD: 1998). The qualitative data focused on the factors that influence women and men to participate or not participate in project activities and also provides information on actual benefits participants had received. The concept of mixing methods in research started in 1959, when Campbell and Finkbeiner used multiple methods to study validity of psychological trials based on the recognition that any method used on its own has limitations and biases which could be reduced by employing multiple approaches (Creswell: 2003). The mixed methods approach made it possible to obtain numbers of men and women who are taking part in project activities; gain an insight into the pattern

of participation and, the reasons and process of how participation in livelihood security programs is influenced.

3.2 Study population

The total population of men and women participating in the Livelihood Security programs of Luumbo Area Development Project (ADP) was 28,000 of whom 14,267 were women and 13,733 were men. A cluster of six areas namely Gwembe, Lukonde, Munyumbwe, Makuyu, Luumbo and Bbondo make up Luumbo ADP. The study population comprised of men and women who are involved (active) in project programs and those who are less involved. Such a mixture enable the study obtain an insight of what influences and discourages participation in livelihood activities. The study population was registered members of the farmers association supported by World Vision and Program Against Malnutrition (PAM). Seven livelihood project staff members, four men and three women, were interviewed totaling the study population to 257 individuals (129 men/128 women).

3.3 Sampling Techniques

The study units were sampled and selected using both the simple random, and purposive sampling techniques. These were categorized into three subgroups; the livelihood program members of staff, leaders of the livelihood security program and individuals of the livelihood security program. A total number of 250 men and women project participants were randomly selected from the Luumbo ADP register list; and twenty-one (21) key informants were purposively sampled making a total of 271 sampled respondents (135 men/136 women).

The table of random numbers was used to sample the 250 project participants (125 for either sex) who completed the semi-structured questionnaire administered by the researcher and the trained interviewer. Replacements of originally sampled respondents were made in cases where it was impossible to interview them. A total of twenty (12 men and 8 women) replacements were made for the following reasons: eleven (4 women/7 men) were not at home on the third day visit; nine (5 men/women) were unwilling to be interviewed.

Purposive sampling technique was used to select key informants based on the role they played in the project including the Project Manager (male), the assistant Project Manager (female), livelihood program members of staff (two women and three men Community development workers) making a total of seven (7) project staff. The livelihood security programs had executive leaders: four chairpersons (2 women/2 men); and five secretaries (2 men/3 women); and five treasurers (2 men/3 women).

3.4 Data collection Tools

The study used triangulation which is the use of multiple tools in data collection in order to complement each other's limitations (Creswell: 2003). The study therefore used four (4) main data collection tools to collect data namely; semi-structured questionnaires (appendix A), in-depth interview guide (appendix B) and Focus Group Discussion guide (FGD) (appendix C and D) and literature review and analysis. These were supplemented by a briefing workshop and pre-testing of the instruments used.

3.4.1 Pre-testing of research tools

The pilot interviews were conducted with fourteen (14) randomly selected respondents: two women and two men in Munyumbwe area; a mixed focus group discussion (5 men

and 4 women from Munyumbwe area); and an in-depth discussion with the project manager. As a result, areas of flaw in the research tool were later adjusted to heighten clarity on questions by deleting or rephrasing those that were unclear. During adjustments, questions such as “*what problems have you as a project, encountered that have affected the implementation of the livelihood security programs?*” and “*what factors enable you to access program services?*” were removed. The pre-testing tool also helped reduce the time required to complete the questionnaire. For instance, at pre-test, it took two hours to complete an interview and after making adjustments to the interview guide, time was reduced to one hour thirty minutes. Actual field work started on 8th November, 2008 and ended on the 9th January, 2009.

Data was collected by two people: the author and one male research assistant. The author sensitized the research assistant on the objectives, the sensitive nature of the study (ethical consideration), his role in the study, the various instruments to be used to collect data such as interview skills, and management of research material. The questions were discussed and several interpretations were compared to avoid misunderstandings.

3.4.2 Semi-structured Questionnaires

Semi-structured questionnaires were used to collect the quantitative data. This tool facilitated the collection of data from a large number of respondents within a short period of time (Bamberger, 2000) to collect individuals’ background information such as age, ethnicity, denomination, education attained, marital status, head of household and household duties; average monthly income and who makes the final decisions in the respondent’s household; the type of household resources; specific factors that influence or hinder men or women to participate in livelihood security programs and the benefits received from the project. Secondly, answers provided by the respondents could be

compared so as to see which issues affected individuals generally. Thirdly, the open-ended questions in the questionnaires allowed respondent to freely express themselves and also raised issues which were investigated further by the interviewer and through the focus group discussions. Oral interviews were conducted in Tonga language in respective villages and homes of respondents. After fieldwork, the researcher collected all completed questionnaires to check for completeness and quality of work.

3.4.3 Focus Group Discussion (FGD)

A FGD guide was used to collect qualitative data and clarified issues emerging from semi-structured questionnaires. This method also enabled respondents to provide detailed information on factors influencing participation of women and men in the livelihood security project, issues on the project's political and organizational structure, community activities, and on timing and organization of meetings. FGDs are a better tool used to gather information from a relatively large number of people in a relatively short time (Salkind, 1996). This data collecting method assisted to strengthen the validity of the findings and also enhanced participants' involvement in identifying gender issues and concerns in the project.

Respondents who participated in the focus group discussion were purposively sampled. They included only those who took part in the project activities for at least one to four years. A minimum of four years was preferred because the identifiable time is long enough for a participant to have adequate information on factors that either influence or hinder participation in project activities. A total of eight focus group discussions were conducted. Five discussions were held under a tree while the other three in the offices with participants seated in a circle. Seventy-two (72) respondents (32 men and 40 women) participated in the six focus group discussions and twenty-two (21) key

informants (10 men and 11 women) in the other two discussions. Of the six discussions conducted for project participants, three comprised a mixed group (both men and women) respondents held in Munyumbwe, Gwembe and Makuyu zones. The age group for the women ranged between 20 years being the youngest to 65 years old being the eldest. As for the men the youngest was aged 25 years and the eldest 70 years. The remaining three discussions were single sex groups conducted in Lukonde, Luumbo and bondo zones. The age group for the three men's discussion was between 23 years for the youngest and 59 years old for the eldest while the women ranged between 21 years and 45 years. Two key informants' discussions were held in their offices. On average, the duration of each focus group discussion session lasted one hour thirty minutes.

The FGD interview team included the moderator who guided the discussion and operated the digital recorder, and the note taker took note of the proceedings. The recorder was played back to transcribe the interviews into notes within 48 hours to ensure accuracy. Permission to record the discussion was sought from participants before the discussion and was granted. Confidentiality was assured and the discussions with project participants (respondents) were conducted in Tonga language and later transcribed in English. Discussions with project staff were held in English. All FGDs were held in the respective localities of participants usually at the central place under a tree or in an office except for the project staff which was held in their office.

3.4.4 In-depth interviews

An interview guide was used for in-depth interviews with key informants held on a one to one basis. The key informants were drawn from the Luumbo ADP livelihood project executive committee and Monze World Vision offices' making a total of six (6) in-depth interviews. Confidentiality on the information provided was assured and respondents'

consent was sought before the interview. The purpose of interviewing according to Seidman (1991) is not to get answers, evaluate or test hypothesis, but also to understand people's experiences and meanings they attach to the experience about the reality being studied. The information that was solicited for included operations of the livelihood security project with regard to the organization of the project activities, allocation of tasks in various project activities such as training offered and leadership, implementation of activities and, opportunities that exist and challenge faced regarding the participation of men and women. Also included were suggestions on how best to involve men and women in livelihood programs. The in-depth interviews with ADP an executive committee was conducted in Tonga language while with the World Vision project staff in English.

3.4.5 Document analysis

Research reports on sustainable rural livelihood programs and gender mainstreaming in participatory rural development, books, journals, published and unpublished project documents were used to collect secondary data. Most of the analyzed documents and books provided useful information based on the research subject.

3.5 Data analysis

Data collected by questionnaires from open-ended questions in the questionnaire were coded and entered on the Statistical Package for Social Sciences (SPSS) computer software for analysis. Data on continuous variables such as sex, age, ethnicity, denomination, education attained, marital status and average monthly income were re-coded into categorical variables. For instance, sex was categorized into two (male and female); age in seven (7) groups (15-19; 20-24; 25-29; 30-34; 35-39; 40-44; 45 and above); and education attained in seven categories junior primary; senior primary;

junior secondary; senior secondary; college; university and none). Processing of the data included descriptive analysis implying the running of frequencies to show how some variables were distributed in percentages.

Analysis of interview responses and focus group discussion notes involved the process of grouping emerging themes. This analysis is what Fox (1969) calls “an intriguing process, probably the most intellectually demanding of all techniques of data analysis, and one of the few areas in the later stages of the research process in which the researcher plays a strong and creative role” (Mutimba, 1997:44-45).

3.6 Challenges encountered during study

The greatest challenge that the study faced was the distance to where the participants lived. For instance, Bbondo is 114km while Luumbo is 104km from Monze town. Due to the poor road network and distances, it therefore, took more than two hours to cover a one way trip and more time was spent on travelling.

The respondents advised the researcher not to mix Tonga language and other languages where need arose during the interviews. As a result the researcher encountered language problems when phrasing questions into Tonga especially during the focus group discussions. This humiliated and demoted the researcher to the role of supervisor in the data collection process during discussions as a local research assistant had to be hired.

3.7 Limitations of the study

The major drawback this study encountered was the impossibility to interview all participants involved in livelihood security programs due to time constraint. Furthermore, the number of respondents that turned up in some areas was below the expected number

due to farming activities. The research was conducted during the farming season when most individuals were busy in their fields and could not complete filling in the questionnaires within the estimated period, two days. In certain cases, the rain disrupted the respondent's turn up.

World Vision offices in Monze had no register of all its beneficiaries. This was a weakness identified and needs to be strengthened. Lack of the register from the main office in Monze made it difficult to generate the sampling frame before going to the study sites. The study frame was drawn at each study site and they were not segmented according to gender. This exercise proved to be time consuming.

3.8 Ethical issues and informed consent

Permission to conduct the study was sought in writing from World Vision Zambia. This was granted and all fieldwork expenses were to be met by the researcher. The Monze project manager, Mr. Mazumba, was approached and consent to interview the participants in the Livelihood Security project and the project staff was granted.

Entry in the community was gained through the project Manager. The community development workers involved in the livelihood project were informed about the research study. The village headmen and zone chairpersons were approached for permission to interview the selected respondents in their villages. Care was taken not to deceive the selected participants, but to try and gain their confidence. The participants were approached; explanations were given that the study is only an academic exercise and a letter of introduction from the department of Gender Studies, University of Zambia was presented to each participant to read to confirm the above statement. Interviews were conducted at respondents' homes in privacy.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings of the study on the participation of men and women in World Vision Livelihood project and discusses the issues that arise from it. The presentation will be as follows: (i) personal/background characteristics of the respondent such as age, ethnicity, level of education attained, and sex; (ii) the extent to which the respondent makes the “final” decision in their households; (iii) resources that the respondent’s household have; (iv) level and extent of participation in the project’s activities; (v) factors that influence beneficiaries’ participation and governance organs; and (vi) the extent to which the men and women have benefited from the project.

4.1 PERSONAL CHARACTERISTICS OF RESPONDENTS

In this section, the study sought to identify respondents’ background which included their age, marital status, ethnicity, religious affiliation, education acquired, relationship to the head of household, average number of members per household and, household duties and time spent performing them. These characteristics are important because they are associated with aspects of household welfare (ZDHS: 2008) and level of participation in developmental activities.

4.1.1 Age of respondents

The respondents were asked to state their age in years as at last birthday during the survey. Gender imbalances in the age distribution of respondents who participated in the project were observed as revealed in table 4.1. The majority of men interviewed fell in

the age group of 40-44 years, represented by 29 (23.2%) whilst that of women was in the 45 years and above age group, presented by 42 (33.6%). The minimum age group of men was between 20-24 years old reflected by 8 while women were presented by 1 in the age group of 15-19 years old. No male presented the age group of 15-19 years old.

Table 4.1 Percentage distribution of age of respondent by sex

Age	Sex				Both	
	Men		Women		Frequency	Percentage
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
15-19	0	0.0	1	0.8	1	0.4
20-24	8	6.4	5	4.0	13	5.2
25-29	17	13.6	20	16.0	37	14.8
30-34	24	19.2	22	17.6	46	18.4
35-39	22	17.6	13	10.4	35	14.0
40-44	29	23.2	22	17.6	51	20.4
45 +	25	20.0	42	33.6	67	53.6
Total	125	100.0	125	100.0	250	100.0

Source: Survey data

Further probing through focus group discussions revealed that, age affected the level of participation in certain livelihood security programs. Most men especially those between 15-24 years of age felt that programs like conservation farming, HIV and AIDS awareness and goat rearing were meant for elderly people and not the young.

4.1.2 Ethnicity

A gender gap was seen between the men and women when they were asked to state which ethnic group they belonged to. The majority of the respondents, 119 (95.2%) men and 115 (92%) women reported belonging to the Tonga ethnic group. The rest included the Chewa and Nyanja had an equal proportion of 2 women and 2 men. Toka-leya and the others ethnic groups which included Bemba, Luvale and Lozi had an equal proportion of 1 woman and 1 man as indicated in table 4.2.

Table 4.2 Percentage distribution of Ethnicity of respondents by sex

Ethnic groups	Sex				Both	
	Men		Women			
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Tonga	119	95.2	115	92.0	234	93.6
Toka-leya	1	0.8	1	0.8	2	0.8
Chewa	2	1.6	2	1.6	4	1.6
Nyanja	2	1.6	2	1.6	4	1.6
Others	1	0.8	5	4.0	6	2.4
Total	125	100.0	125	100.0	250	100.0

Source: Survey data

4.1.3 Religious affiliation

Respondents were asked to state their religious affiliation. Christianity was the only religion that respondents were associated to and spread out across six denominations.

Table 4.2 reveals that the majority of the respondents belonged to the Roman Catholic Church with more women [72 (57.6%)] compared to the men [62 (49.6%)] followed by the Salvation Army church with 21 (16.8%) men and 17 (13.6%) women; the Seventh Day Adventist Church, 20 (16.0%) men and 16 (12.8%) women; Pentecostal church, 7 men and 6 women; and 8 men and 7 women belonged to the New Apostolic church. The United Church of Zambia had the least number of members accounting for 6 women and 4 men.

Table 4.3 Percentage distribution of religions respondents are affiliated to by sex

Groups of Religion	Sex				Both	
	Men		Women			
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Catholic	62	49.6	72	57.6	134	53.6
New Apostolic	8	6.4	7	5.6	15	6.0
Salvation Army	21	16.8	17	13.6	38	15.2
Pentecostal	7	5.6	6	4.8	13	5.2
None	3	2.4	1	0.8	4	1.6
United Church of Zambia	4	3.2	6	4.8	10	4.0
Seventh Day Adventist	20	16.0	16	12.8	36	14.4
Total	125	100.0	125	100.0	250	100.0

Source: Survey data

4.1.4 Education attainment

Lack of formal education, as cited by Harrel-bond (1986) affects the level of participation of an individual, especially among women who often form the majority of the illiterate group. This study therefore, asked respondents to state their highest level of formal education attained. Results show that, more women [61 (48.8%)] than men [41 (32.8%)] had attained junior primary education, and 24 (19.2%) men compared to 13 (10.4%) women had obtained senior primary. In terms of the highest level of education attained, 36 (28.8%) men compared to 26 (20.8%) women attained junior secondary. However, when it came to tertiary education, 2 women and no men had received college education as shown in table 4.4.

Table 4.4 Percentage distribution of education respondents attained by sex

Educational levels	Sex				Both	
	Men		Women			
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Junior primary	41	32.8	61	48.8	102	40.8
Senior primary	24	19.2	13	10.4	37	14.8
Junior secondary	36	28.8	26	20.8	62	24.8
Senior secondary	18	14.4	16	12.8	34	13.6
College	0	0	2	1.6	2	0.8
None	6	4.8	7	5.6	13	5.2
Total	125	100.0	125	100.0%	250	100.0

Source: Survey data

From the participants' focus group discussions, the findings imply that more men than women had attained junior secondary education. The gender imbalance is due to the "high dropouts from school the female respondents encountered during their adolescent stage because of early pregnancies and early marriages. As a result, most women attained little (primary education up to grade four) or no education skills which incapacitated them to understand or internalize the complex structure of project activities. Little or no education thus, crippled full participation among women especially in governance where

they were expected to exercise their literacy levels. er, the level of education also determines the monthly income of an individual” (a 26-year-old woman: 2008).

4.1.5 Marital Status

Categorization of marital status in this study included single, currently married, separated, divorcees and widowed. Respondents were therefore, asked to state their current marital status at the time of the survey. Table 4.5 (a) presents that there were more men [122 (97.6%)] than women [95 (76%)] who reported married. 19 (15.2%) women and 1 man admitted being widowed; 6 women compared to 1 man acknowledged being divorcees; and 4 women and 1 man reported that they were single.

Table 4.5 (a) Percentage distribution of marital status of respondents by sex

Marital status	Sex				Both	
	Men		Women			
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Single	1	0.8	4	3.2	5	2.0
Currently married	122	97.6	95	76.0	217	86.8
Separated	0	0.0	1	0.8	1	0.4
Divorced	1	0.8	6	4.8	7	2.8
Widowed	1	0.8	19	15.2	20	8.0
Total	125	100.0	125	100.0	250	100.0

Source: Data Survey

During group discussions, most women complained that marital status affected their level of participation differently. One major factor reported as that in most instances women unlike men had to attend to the needs of their children. The discussions further revealed that, in spite of the above challenge women encountered they ensured that their involvement in project activities was not compromised.

4.1.6 Head of Household

Respondents were asked to state the person who headed their households. Results in table 4.5 (b) show that majority of the respondents reported that men were the head of their households. 124 (99.2%) men and 93 (74.4%) women reported that they were heads of their households. Only 1 man and 32 (25.6%) women admitted having their spouses as the head of their house. Interview discussions revealed that most of the women who were head of their households were either widows or divorcees.

Table 4.5 (b) Percentage distribution of person who heads respondents' household by sex

Person who heads a household	Frequency	Percentage
Men	124	99.2
Women	93	74.4
Both	217	86.8

Source: Survey data

Data from the focus groups discussion showed that majority of the men were heads of their households. This was so because “the Bible has clearly said so. Further, the Tonga culture just like other tribes in Zambia have perceive men as rulers, planners, producers, decision makers and controllers of their households. Therefore, a woman cannot head a household when the husband is there regardless of his education status. Headship of households for a female occurred when they were widowed, divorced and separated” (35-year-old man: 2008). Distinction of household heads by sex is important because it is often associated with aspects of household welfare such as access to and control over resources (land, farming tools and inputs) (CSO, 2003). Study findings showed that more men than women were heads of households, therefore, had access to and control over the resources as well as the benefits. This made it difficult for women to claim for the resources after divorce. It was further reported by a 32-year-old woman (2008) that “poverty in female-headed homes mostly affects their participation in project activities because they (women) concentrate on looking for food to feed their families”.

4.1.7 HOUSEHOLD ROLES AND TIME SPENT PERFORMING THEM

4.1.7.1 Household roles performed by men and women respondents

Respondents were asked whether they performed any of the household roles listed in table 4.6 which included cooking, collecting firewood, cleaning, laundry, fetching water, farming/gardening and child discipline. A respondent reported performing the household roles at the time of the interview. Results generally show that more women than men were involved in cooking, collecting fire wood, cleaning the house and its surroundings, laundry, fetching water, farming and child disciplining. Table 4.7 show that 125 (100%) women and 76 (60.8%) men cooked; 124 (99.2%) women and 50 (40%) men cleaned their houses and its surroundings; 123 (98.4%) women and 79 (63.2%) men fetched water; and 121 (96.8%) women and 83 (66.4%) men collected firewood for cooking. However, 125 (100%) women and 122 (97.6%) men reported that they did farming and gardening.

Table 4.6 Percentage distribution of roles that male and female respondents performed at household level by sex

Type of household role	Sex				Both	
	Men		Women			
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Cooking	76	60.8	125	100.0	201	80.4
Collecting firewood	83	66.4	121	96.8	204	81.6
Cleaning	50	40.0	124	99.2	174	69.6
Laundry	61	48.8	125	100.0	186	74.4
Fetching water	79	63.2	123	98.4	202	80.8
Farming/gardening	122	97.6	125	100.0	247	98.8
Child discipline	118	94.4	124	99.2	242	96.8

Source: Survey data

Role segregation that takes place at household level has been a central theme (Anker, 1998) of feminist advocacy. According to feminists, gender role segregation is a major instrument for the oppression and domination of women by men. Whilst feminists such as Chafez (1989) argue that cultural gender division of labor, which ascribes domestic roles

to women as their destiny, perpetuates gender imbalances and has been identified as one of the areas of oppression of women which must be abolished before gender equity can be achieved in the society.

4.1.7.2 Time spent when performing household roles

In this study, respondents were asked to indicate the average hours they spend in performing household roles which included cooking, collecting firewood, cleaning, laundry, fetching water and farming/gardening. The average amount of time respondents spent on performing the household chores ranged from less than one hour to four hours and above. The study found out that majority of the female respondents spent more time performing household roles than the male. Table 4.7 shows that 122 (97.6%) women reported spending between one to three hours cooking compared to 60 (48%) men who spent less than one hour; 59 (47.2%) men devoted less than one hour performing their laundry while 115 (92%) women spent between one to three hours; 109 (87.2%) women spent between one to three hours cleaning while 50 (40%) men spent less than one hour; and 76 (60.8%) women spent between one to three hours collecting firewood while 79 (63.2%) men spent less than one hour. On the other hand 76 (60.8%) men and 118 (94.4%) women spent less than one hour fetching water. When it came to farming and gardening, 116 (94.4%) men and 112 (89.6%) women reported spending four hours and more.

During group discussions, most women complained of the long hours they spent performing household roles. Some of their remarks included, “most of the day I am busy with domestic work”, “I rarely have time to relax”. Ninety percent of the women described their household daily work as “working throughout.” However, it was further reported that when women are called for at the project they suspend their domestic work

and respond to work at the project which would bring about development in their households (a 38 year-old woman, 2008).

Table 4.7 Percentage distribution of average time spent performing household roles by sex

Type of household roles	% Men (n=125)			% Women (n=125)		
	Time spent performing household chores (hours)			Time spent performing household chores (hours)		
	Less than 1	1-3	4 & more	Less than 1	1-3	4 & more
Fetching water	60.8	2.4	0.0	94.4	4.0	0.0
Cooking	48.0	12.8	0.0	2.4	97.6	0.0
Farming	1.6	3.2	94.4	4.8	5.6	89.6
Laundry	47.2	1.6	0.0	1.6	92.0	6.4
Collecting firewood	63.2	3.2	0.0	35.2	60.8	0.8
Cleaning	40.0	0.0	0.0	5.6	87.2	6.4

Source: Survey data

4.1.8 MONTHLY INCOME AND CONTRIBUTIONS

4.1.8.1 Amount of money earned per month

Respondents were asked to estimate the average amount money they earned per month in the period of January to December, 2008. The amounts given by the men and women were grouped into five (5) different categories ranging from less than 50,000 to above 500,000. Table 4.8 (a) shows that more women (63.2%) than men (45.6%) fell in income category of less than 50,000 per month. However, 20 (16%) men compared to 12 (9.6%) women admitted earning 151000 to 250 000 per month; and 30 (24%) men and 21 (16.8%) women were in the 51,000 to 150,000 income brackets.

Table 4.8 (a) Percentage distribution of the average amount of money earned per month by women and men

Monthly Income Group (ZMK)	SEX				Both	
	Men		Women			
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Less than 50 000	57	45.6	79	63.2	136	54.4
51 000 to 150 000	30	24.0	21	16.8	51	20.4
151 000 to 250 000	20	16.0	12	9.6	32	12.8
251 000 to 500 000	11	8.8	8	6.4	19	7.6
Above 500 000	7	5.6	5	4.0	12	4.8
Total	125	100.0	125	100.0	250	100.0

Source: Survey data

Focus group discussion participants stated that the inequity in monthly income earned by men and women was as a result of the different involvements in income generation activities. The reported activities included vegetable farming, chicken business and formal employment for women while for men fishmongers, selling livestock (pigs, goats and cows) and maize business. Results reveal that the income women earned monthly was less compared to what the men earned. The disproportionate in income could be attributed to the level of education an individual attained; that those with higher education were more likely to earn more than those with lower levels of education. Since majority of the female respondents reported attaining junior primary education, majority reaching up to grade four, it can thus be deducted that their educational level had a bearing on the level of income they earned and income generation activities they were involved in. Inequality in income distribution is one of the factors that determine inequality in the levels of household expenditure and access to goods and services (LCM, 2004).

4.1.8.2 Monthly money contributions

Respondents were further asked to state the average amount of money in Zambian Kwacha (ZMK) they contributed per month towards their family needs. Results in table

4.8 (b) show that majority of women (60%) compared to the men (48%) contributed less than 50 000 per month to their households needs. However there were 26 (20.8%) men compared to 11 (8.8%) women who contributed between 51,000 to 150,000 towards their families' needs. From the findings, it can be deduced that, men contributed more money than women within their households. This can be attributed to the amount of money each individual earns per month.

Table 4.8 (b) Percentages of the average monthly money contributions by sex

Income Group (ZMK)	SEX				Both	
	Men		Women			
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Less than 50 000	82	65.6	108	78.4	190	72.0
51 000 to 150 000	26	20.8	11	8.8	37	14.8
151 000 to 250000	12	9.6	13	10.4	25	10.0
Above 250 000	5	4.0	3	2.4	8	3.2
Total	125	100.0	125	100.0	250	100.0

Source: survey data.

4.2 HOUSEHOLD OWNERSHIP

4.2.1 Ownership of household assets by men and women respondents

The study also collected data on respondents' ownership of assets. They were asked whether they owned any of the assets listed in table 4.9 comprising four categories: i) agricultural tools and asset; ii) livestock and poultry; iii) telecommunication and transport; and iv) miscellaneous property. A respondent reported owning an item if he/she owned such asset(s) at the time of the interview. The proportion of respondents who reported having at least one of the assets listed under the four categories is shown in table 4.9. This study indicates that generally men had more assets than women in nearly all the four categories listed.

In the agricultural tools category, more men, 66 (52.8%) compared to 23 (18.4%) owned a plough and 22 (17.6%) men than 11 (8.8%) women possessed a harrow. The proportion of other assets owned was as follows: shovel/spade, 46 (36.8%) men as opposed to 29 (23.2%) women; axe, 120 (96%) men and 106 (84.8%) women; and panga, 76 (60.8%) men more than 53 (42.4%) women. The least owned item was the treadle pump which was owned in an equal proportion of 3 men and women.

Asset ownership in the livestock and poultry category was distributed in the following manner: goats, 94 (75.2%) men and 95 (76%) women; poultry, 90 (72%) women and 87 (69.6%) men; and cattle, 57 (45.6%) men and 51 (40.8%) women. More men, 68 (54.4%) than 35 (28%) women possessed a donkey.

Looking at the miscellaneous category, the proportion of the asset ownership was as follows: 119 (95.2%) men owned a house than 72 (57.6%) women; fishing net, 9 men and 6 women; hand mill, 5 men and 7 women; and sickle, 59 (47.2%) men compared to 95 (76%) women.

Women focus group discussion participants reported that “married women reported that they had access to resources such as land, farming tools and inputs which belonged to their husbands compared to the single women. However, married women reported not having control over the resources and benefits.

Table 4.9 Percentage distribution of assets personally owned by respondents by sex

Type of assets	Men		Women		Both	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
a) Agricultural tools and asset						
Axe	120	96.0	106	84.8	226	90.4
Harrow	22	17.6	11	8.8	33	13.2
Plough	66	52.8	23	18.4	89	35.6
Crop sprayer	30	24.0	15	12.0	45	18.0
Watering can	13	10.4	13	10.4	26	10.4
Shovel/spade	46	36.8	29	23.2	75	30.0
Wheelbarrow	11	8.8	16	12.8	27	10.8
Hoe	116	92.8	115	92.0	231	92.4
Treadle pump	03	2.4	03	2.4	06	2.4
Panga	76	60.8	53	42.4	129	51.6
Land (agricultural asset)	110	88.0	72	57.6	182	72.8
b) Livestock and poultry						
Goat (s)	94	75.2	95	76.0	189	75.6
Poultry	87	69.6	90	72.0	177	70.8
Cattle	57	45.6	51	40.8	108	43.2
Donkey	68	54.4	35	28.0	103	41.2
Ox-cart	21	16.8	08	6.4	29	11.6
c) Miscellaneous property						
House	119	95.2	72	57.6	191	76.4
Fishing net	09	7.2	06	4.8	15	6.0
Hand mill	05	4.0	07	5.6	12	4.8

Source: Survey data

4.2.2 Ownership of land and the size that is usually cultivated

4.2.2.1 Land ownership systems

Ownership of land in Zambia consists of two major types: customary or traditionally and through the government. Thus, traditional ownership of land is free by all members of the community while accessing land through the government involves applying and payment. This section sought to identify respondents' type of land ownership. Respondents were therefore, asked to state the type of land they owned. Findings in table 4.10 reveal that 111 (88.8%) men and 103 (82.4%) women owned traditional land. This finding is supported by the GIDD (2004) report which revealed that, the land Act in conformity

with the Article 23 (4) (C) of the Republic Constitution allows customary laws, which confer land ownership on men to apply. In the process, women are constrained in accessing land in traditional land areas. As a result, they can only use land allocated to them by their husbands for farming. The GIDD report further states that the land does not belong to them (women) and upon death or divorce, the land reverts to their husbands' families or relatives. The lack of security of tenure to the land means that women cannot make substantial development because the limited land allocated to them is meant for use only thereby does not allow meaningful production. However, where government land was concerned, it was found that there were more female respondents [14 (11.2 %)] having this type of land than their male counterparts (5).

Table 4.10 Percentage distribution of type of land owned by men and women respondents

Type of land owned	Sex					
	Men		Women		Both	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Traditional land	111	88.8	103	82.4	214	85.6
Government land	5	4.0	14	11.2	19	7.6
Others	9	7.2	8	6.4	17	6.8
Total	125	100.0	125	100.0	250	100.0

Source: Survey data

4.2.2.2 The size of land usually cultivated

Respondents were asked to estimate the average amount of land which they usually cultivated in one agricultural season. Of the 250 respondents interviewed, there were 47 (37.6%) men compared to 42 (33.6%) women who usually cultivated between one and two hectares. There were 19 (15.2%) men than 12 (9.6%) women who cultivated between three and four hectares; and 25 (20%) men and 29 (23.2%) women who usually cultivated five and more hectares of land as indicated in table 4.11.

Table 4.11 Percentage distribution of the size of land respondent usually cultivated by sex

Size of land usually cultivated in hectares (1 hectare=100x100 meters)	Sex				Both	
	Male		Female			
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Less than one	34	27.2	42	33.6	76	30.4
Between one and two	47	37.6	42	33.6	89	35.6
Between three and four	19	15.2	12	9.6	31	12.4
Five and more	25	20.0	29	23.2	54	21.6
Total	125	100.0	125	100.0	250	100.0

Source: Survey data

4.3 HOUSEHOLD DECISION MAKING

Every household (family) is unique, and there is no simple or standard set of rules that can explain the dynamics of decision making processes. Evidence suggests that men and women frequently have very different roles and priorities when it comes to household decision-making (UNICEF, 2006). This study sought to identify individuals who made final decisions within their households on health care involvement in project activities, how the income earned was spent in a household daily and monthly, major household purchases, and visiting family or relatives outside of the household. Respondents were categorized into three as listed in table 4.13 which included: (i) decision making on economic issues; (ii) decision making on project activities; (iii) fertility and (iv) decision making on social issues. A respondent reported having a final decision if he/she had the strongest say in any of the household decision making at the time of the interview.

4.3.1 Economic decisions

Respondents were asked who made the final decision in how the income they earned per month was to be spent within their households on household needs. The economic issues included how the income earned by respondent is spent such as purchasing of household

goods; cultivating household farm land and the type of crops grown on the household farm as presented in table 4.12. The majority of the men [108 (86.4%)] and 73 (58.4%) women reported that the men were more likely to make independent decisions on how the income earned per month was spent within their households to purchase household basic needs or/and assets. 98 (78.4%) men and 86 (68.8%) women were more likely to make independent decisions on when to plough the household farm. On the other hand, 39 (31.2%) women are more likely to report making joint decisions with their spouses than the men [26 (20.8%)] on the type of crops to grown on the household farm.

4.3.2 Decision making on participating in project activities

The study sought to identify individuals who made the final decision on whether to be involved or not in project activities. The activities included attending meetings, organizing meetings, teaching participants in communities on goat management and HIV and AIDS preventive measures, and attending project trainings. Results in table 4.12 show that, 82 (65.6%) women and 69 (55.2%) men were more likely to make independent decisions on attending project meetings; 118 (94.4%) men and 94 (75.2%) women were more likely to make independent decisions on attending trainings offered by the project; and 98 (78.4%) women and 72 (57.6%) men reported making independent decisions on being involved in organizing project meetings. On the other hand, 44 (35.2%) women reported that their spouses made the final decision on teaching the participants in the communities than the men [18 (14.4%)].

4.3.3 Decision making on Fertility

Respondents were asked to identify who in their households made the final decision on when to have children, how many children to have and being responsible of family members' health; estimations were made as shown in table 4.12. 102 (81.6%) men and 40

(32%) women were more likely to make independent decisions on when to have children while 20 (16%) men reported making joint decisions with their spouses on the same as the men (7). 96 (76.8%) men and 23 (18.4%) women were more likely to make independent decisions on the number of children to have while 27 (21.6%) men and 16 (12.8%) women reported making joint decisions with their spouses on the same. On the other hand, 20 (16%) women and 9 men reported that their spouse made the final decisions on the health care of their family members.

4.3.4 Decision making on social issues

Respondents were asked to state individuals who made the final decision on when to visit relatives or friends in their households. Table 4.12 shows that more men (68.8%) reported making independent decisions on when to visit relative or family than women (8%); and 98 (78.8%) men and 42 (33.6%) women reported making independent decisions on when to visit friends.

Quantitative data identified men to making final decisions on fertility, economic and social issues within their households than women. This can be associated to men being heads of households and cultural beliefs which encourage women to be submissive to their husbands therefore, cannot make final decisions.

Table 4.12 Percentage distribution of the person who made the final decision on economic issues, social issues, fertility and in participating in project activities by sex.

Type of decision	Men (n=125)						Women (n=125)					
	Respondent		Spouse		Jointly		Respondent		Spouse		Jointly	
	No	%	No	%	No	%	No	%	No	%	No	%
Decision making on economic issues												
Household spending	108	86.4	07	5.6	10	8.0	46	36.8	73	58.4	06	4.8
Cultivating household farm land	98	78.4	09	7.2	18	14.4	86	68.8	23	18.4	16	12.8
Type of crops to grown	96	76.8	03	2.4	26	20.8	78	62.4	08	6.4	39	31.2
Decision making on participating in project activities												
Attending meetings	69	55.2	34	27.2	22	17.6	82	65.6	41	32.8	02	1.6
Organizing meetings	72	57.6	42	33.6	11	8.8	98	78.4	18	14.4	09	7.2
Attending trainings	118	94.4	05	4.0	02	1.6	94	75.2	28	22.4	03	2.4
Teaching participants in the community on goat management & on HIV/AIDS issues	65	52.0	18	14.4	42	33.6	68	54.4	44	35.2	13	10.4
Decision making on fertility												
Health care	77	61.6	09	7.2	39	31.2	94	75.2	20	16.0	11	8.8
When to have children	102	81.6	03	2.4	20	16.0	40	32.0	78	62.4	07	5.6
Number of children to have	96	76.8	02	1.6	27	21.6	23	18.4	86	68.8	16	12.8
Decision making on social issues												
When to visit friends	98	78.2	09	7.2	18	14.4	42	33.6	72	57.6	11	8.8
When to visit family or relatives	86	68.8	16	12.8	23	18.4	10	8.0	63	50.4	52	41.6

Source: Survey data

4.4 LEVELS OF PARTICIPATION IN PROJECT ACTIVITIES

This study investigated levels and trends of involvement by men and women in livelihood activities which included participation in project trainings, being a member of the project executive committee, identifying the resources and provision of labor at the project. The study also presented the perceptions on whom between the men and women were more involved in the project. Information on the men and women's trends in

participation over a period of one to four years and reasons behind changes are also presented.

4.4.1 The roles played by women and men in the project

Respondents were asked to state the roles which they played in the project with a view to capture their contributions to the development and sustenance of the project as well as improvement of their livelihood. Percentages were calculated from frequencies of respondents who reported taking part in an activity. Thus, each activity had a percentage value calculated from the total number of respondents. Results in table 4.13 reveal 82 (65.6%) women and 69 (55.2%) men reported that attending project meetings; 22 (17.6%) women and 12 (9.6%) men indicated that they organized meetings; and 9 men compared to 2 women reported that they did not engage in any activity. However, 35 (28%) men and 19 (15.2%) women report that they taught their fellow participants who had not attended training in conservation farming and goat management.

Table 4.13 Percentage distribution of roles played by respondents in the project by sex

Role played by respondents	Men		Women		Both	
	No.	%	No.	%	No.	%
Attending meetings	69	55.2	82	65.6	151	60.4
Teach conservation farming & goat management	35	28.0	19	15.2	54	21.6
Organizing meetings	12	9.6	22	17.6	34	13.6
Never engaged in any activity	09	7.2	02	1.6	11	4.4
Total	125	100.0	125	100.0	250	100.0

Source: Survey data

Focus group discussion participants reported that in spite of being involved in teaching in the community and organizing as well as attending meeting they also looked after Orphans and Vulnerable children (O.V.C) and cared for those who were chronically ill within their communities (Home Based Care (H.B.C)). Being H.B.C and looking after O.V.Cs in the communities were programs run by the project.

4.4.2 Respondents' self assessment and perceptions on decision making power in the project

In order to assess who of the two sexes was more involved and made most decisions in the running of the project, respondents were presented with three statements to either agree or disagree with. A no comment option was included. The first statement "I agree that I have a say in the running of the project" enabled a respondent to assess herself/himself in terms of ability to influence decisions in the running of the project. The data in table 4.14 indicate that 79 (64.2%) women compared to 74 (59.2%) men agreed with the statement and thus took part in decision making in the running of the project. On the other hand, majority of the men (40.8%) than the women (35.8%) disagreed with the first statement.

The second statement sought the perceptions of respondents on who between the men and women made most of the decisions in the running of the project. Respondents were asked to indicate whether they agreed or disagreed with the statement "women made more decisions on the running of the project than men". Results presented in table 4.14 reveal that 105 (84.7%) women and 96 (76.8%) men agreed that women made most decisions in the running of the project. However, 13 (10.4%) men and 10 women did not comment.

The third statement read, "men made most of decisions in running the project." Results show that 71 (56.8%) men and 64 (52.8%) women agreed with the statement. There were 18 (14.4%) men and 16 (13.1%) women who did not comment.

On average, results from the table 4.14 show that both men and women were equally involved in making decisions on how the project was to be run.

Table 4.14 Distribution of respondents' self assessment on decision making power in running of the project

Decision making in running the project	Men						Women					
	Agree		Disagree		No comment		Agree		Disagree		No comment	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I have a say	74	59.2	51	40.8	0	0	79	64.2	44	35.8	2	1.6
Women make most decision	96	76.8	16	12.8	13	10.4	105	84.7	10	8.0	9	7.3
Men make most decisions	71	56.8	36	28.8	18	14.4	64	52.5	42	34.4	16	13.1

Source: survey data

Focus group discussion participants were asked who between the men and women made most of the decisions in the running of the project. Most of the respondents reported that there was an equal representation of men and women elected to be executive committee members. It was stated that “at governance level, the number of women and men in the executive committee was equally distributed in the sense that, twelve (12) positions available were occupied in a ratio of 50:50 (six men and six women)” (43-year-old woman, 2008). However, in terms of ranking in the executive committee, more men were elected to occupy senior positions of chairman, secretary and treasurer than the women who occupy positions of vice chairperson, secretary, vice treasurer and committee member. It was further stated that “over the past two years the attendance of men at project meetings reduced and the women dominated and influenced decisions made at these meetings” (32 year-old woman, 2008). While the project management held view that there was equal participation of men and women who attended project meetings (project manager discussion), to the contrary both male and female focus group discussants indicated that the number of men attending project meetings had reduced.

4.5 PARTICIPATION IN TRAINING

Respondents were asked to state whether they participated in any training and if they did, to specify the type and duration of the training received. Both men and women reported having received training in four courses namely crop production; livestock management and fish farming; health management; and business management (entrepreneurship). The four courses had a total of ten (10) subjects and of these both men and women participated in all the subjects. This shows that there was a representation from both sexes during the trainings. The major limitation with this question was that, only the actual number of days one attended and not the actual duration that the training providers allocated was reported. It is therefore, possible to have different responses to one training of the same duration since some trainees may have completed training for the scheduled duration while others may not. However, the responses are cardinal because they inform us the actual time respondents spent on some given training.

4.5.1 Crop Production

The crop production course had three types of subjects offered namely: i) maize production; ii) soil and water conservation; and (iii) vegetable production. Both men and women indicated having received training in all the three subjects offered under crop production course. However, there were more women than men who attended the maize production and conservation farming subjects than the men. The proportion of women and men who were trained in each subject was as follows: maize production, 53 (42.4%) women and 51 (40%) men; and conservation farming, 54 (43.2%) women and 46 (36.8%) men. On the other hand, 29 (23.2%) men compared to 18 (14.4%) women were trained in vegetable production as shown in table 4.15 (a).

The men and women who received training were asked to indicate the duration spent on each of the subjects attended in the crop production training course. The amount of time respondents spent on the subjects offered ranged between one and seven days. The study revealed that for most of the subjects in the crop production course, men were more likely to attend training for a longer duration than the women. Findings show that 22 (17.6%), 20 (16%) and 9 of the men compared to the 15 (12%), 16 (12.8%) and 4 of the women received a five and more days training duration in maize production, conservation farming and vegetable production subjects respectively. During the crop production training, women's attendance was more during the first to the fourth day of the training, thereafter the numbers reduced as indicated in table 4.15 (a). This implies that men were more likely to undergo crop production training for a longer duration than women.

Table 4.15 (a) Percentage distribution of men and women who received crop production training and its duration

Crop production training	% Men (n=125)				% Women (n=125)			
	Total trained	Training duration (days)			Total trained	Training duration (days)		
		1-2	3-4	5 & more		1-2	3-4	5 & more
Maize production	40.0	12.8	9.6	17.6	42.4	16.0	14.4	12.0
Vegetable production	23.2	7.2	8.8	7.2	14.4	6.4	4.8	3.2
Conservation farming	36.8	6.4	14.4	16.0	43.2	16.0	14.4	12.8

Source: Survey data

Focus group discussion participants reported that the crop production training was beneficial considering the terrain of Gwembe district which was rocky and mountainous; for it made farming a difficult practice. The “crop production training helped participants improve their production skills and consequently increased food security within participants' households” (48 year-old men, 2008). It must be mentioned that the new farming skills and technology were obtained only by those who attended trainings. It is clear that these trainings were attended by both men and women.

4.5.2 Livestock management and Fish farming

This course offered three subjects, namely fish farming, goat management and poultry farming. As presented in table 4.15 (b), this course ranks second in attendance among the offered courses. Both men and women acknowledged taking part in all the subjects offered under livestock management and fish farming training. Among those who attended this course, majority of the men attended the fish farming and poultry farming subjects compared to the women. The distribution of trainees according to subject was as follows: goat management, 75 (60%) women and 62 (49.6%) men; fish farming, 17 (13.6%) women and 11 (8.8%) men; and poultry farming, 52 (41.6%) men and 33 (26.4%) women.

Table 4.16 (b) Percentage distribution of men and women who received livestock management and fish farming by sex

Livestock management and fish farming training	% Men (n=125)				% Women (n=125)			
	Total trained	Training duration (days)			Total trained	Training duration (days)		
		1-2	3-4	5 & more		1-2	3-4	5 & more
Goat management	49.6	19.2	14.4	16.0	60.0	28.8	24.0	7.2
Poultry farming	41.6	24.0	9.6	8.0	26.4	8.0	23.3	3.2
Fish farming	8.8	1.6	5.6	1.6	13.6	5.6	4.8	3.2

Source: Survey data

The implication of having more women attending the goat management subject could be associated to the desire women had in wanting to learn new skills of nature the goats they received from the project. A 34 year-old woman reported that 'the goat training she attended equipped her with better skills to rear the goats and they had multiplied. She was able to feed her family and meet other family needs by selling the goats' (2008).

4.5.3 Health management

The health management training offered three subjects, namely malaria; HIV and AIDS awareness; and counseling and guidance in HIV and AIDS. Both men and women reported attending training in all subjects the health management course offered. The participation rates of respondents in each subject were as follows: malaria, 20 (16%) men and 22 (17.6%) women; and 50 (40%) men and 41 (32.8%) women attended the counseling and guidance training. Contrary, there were more women (49.6%) than men (44%) who trained in HIV and AIDS subject. The results denote that more men attended training for the duration of five days than the women who attended training for one to four days as reflected in table 4.15 (c).

Table 4.15 (c) Percentage distribution of men and women who received health management training and its duration

Health management training	% Men (n=125)				% Women (n=125)			
	Total trained	Training duration (days)			Total trained	Training duration (days)		
		1-2	3-4	5 & more		1-2	3-4	5 & more
Malaria awareness	16.0	4.0	4.8	7.2	17.6	5.6	8.0	12.0
HIV and AIDS	44.0	20.0	11.2	12.8	49.6	24.0	12.0	13.6
Guidance and counseling	40.0	12.0	16.0	12.0	32.8	12.0	12.8	8.0

Source: Survey data

Focus group discussion participants reported that the attendance of women in the malaria and HIV and AIDS subjects was more than men's. This could be attributed to impact and effect the pandemic has with communities leaving women to taking care of those infected. "Traditionally, women are care giver for the sick in homes and communities. As a consequence, their full participation in project activities is compromised once infected or affected with the pandemic; thus reducing their productivity leading to food insecurity in their household. In order to contribute to the fight against HIV and AIDS in their

homes and communities, women needed knowledge and skill” (31-year-old woman reported, 2008).

4.5.4 Business management

The business management course offered two subjects namely: how to start a business and business management. The participation rates of respondents in each subject were as follows: starting a business, 89 (71.2%) women and 76 (60.8%) men; and business management, 49 (39.2%) men and 36 (28.8%) women as shown in table 4.15 (d). The results in table 4.16 (d) indicate that more men attended training for the duration of five days and more than the women.

Table 4.16 (d) Percentage distribution of men and women who received management training and its duration

Business management training	% Men (n=125)				% Women (n=125)			
	Total trained	Training duration (days)			Total trained	Training duration (days)		
		1-2	3-4	5 & more		1-2	3-4	5 & more
How to start a business	60.8	9.6	20.8	30.4	71.2	28.0	27.2	16.0
Business management	39.2	10.4	12.8	16.0	28.8	12.8	9.6	6.4

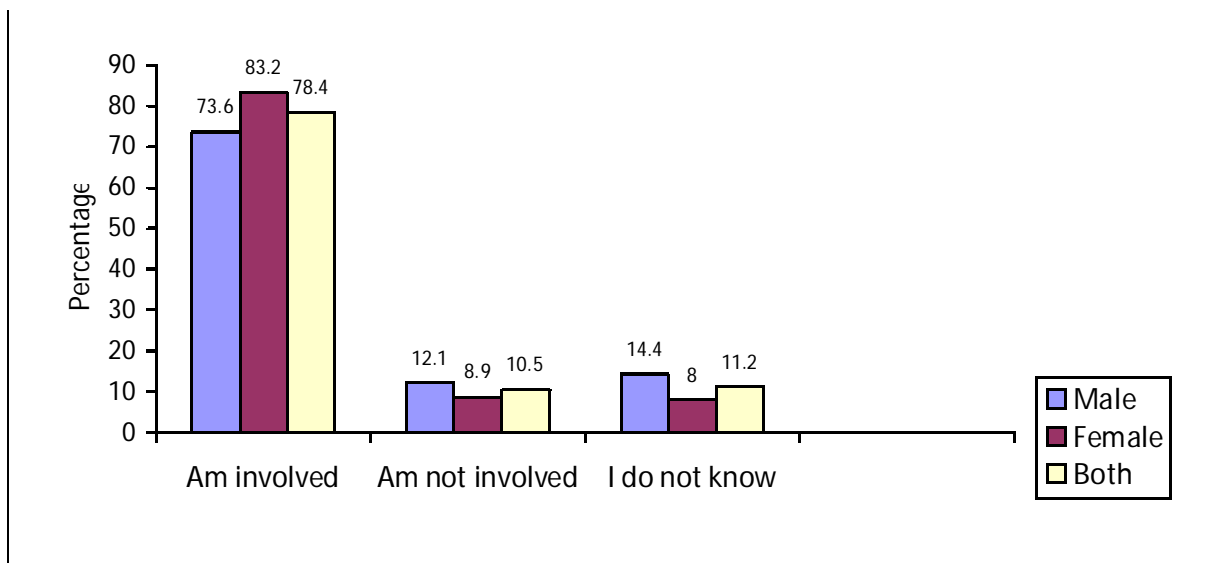
Source: Survey data

From the focus group discussions, both men and women a knowledge that most of them had attained training provided by the project. It was reported that “even though the training were designed to benefit men and women equally women benefited more because they participated more than men in spite of attending training for shorter durations than men.

4.6 PERCEPTION ON MEN AND WOMEN'S INVOLVEMENT IN PROJECT ACTIVITIES

Respondents were asked to indicate whether it was the men or women or both (men and women) who were more involved in project activities such as training, construction work, project meetings, leadership roles and decision making. Data from the survey indicate that 83.2% women felt that they were more involved in project activities than the men (73.6%). 18 (14.4%) men and 10 women reported that they did not know how to rate their involvement. The details are shown in figure 1.

Figure 1 Description of men and women's involvement in project activities



Source: Survey data

4.6.1 Factors influencing men and women's participation levels

This section investigated factors and has outlined the specific ones that influenced men and women's participation levels in the project. Respondents were asked to state whether there was any change in the levels of participation in terms of increased and reduced or low participation levels among the men and women over a period of one to one year (February 2008-January, 2009) and reason(s) behind the observed change. Each

respondent was asked to give a reason(s) for the reported change in their level of participation; that is increased or reduced and what influenced that change in participation. These factors are important because they provide an environment that can motivate and sustain participants in the project.

4.6.2 Major reasons that increased men and women's participation in the project

The purpose of finding out the main reason(s) for participation in project activities was to determine whether project objectives concurred with the individuals' needs and also to identify priority areas for men and women. There are many reasons that motivate individuals to participate in certain activities. It has been observed that people choose or agree to participate in developmental activities when assistance or benefits to participate are perceived to be of socio-economic value to them (Makumbe: 1996). Such choices boom from precise evidence or data of perceived benefits which include social, material, and other human needs. Once the main reason(s) for taking action are established, a person is therefore motivated and directed by the desire to fulfill it.

The respondents were asked to reveal the main reason(s) that contributed to their increase in participation in the project. Four reasons were given as follows: 119 (95.2%) women and 108 (86.4%) men agreed that their participation levels had increased in search for an opportunity to learn new farming methods; while 98 (78.4%) women and 78 (62.4%) men increased participation due to the livestock they had received from the project as shown in table 4.16. On the other hand, 124 (99.2%) men and 120 (96%) women were fully involved in the project because of the agricultural seeds and fertilizer they have received from the project during the farming seasons.

Table 4.16 Percentage distribution of reasons for increased participation by men and women

Major reasons for increased participation	Men		Women		Both	
	No.	%	No.	%	No.	%
To learn new farming methods	108	86.4	119	95.2	227	90.8
Acquired livestock such as goats	78	62.4	98	78.4	156	62.4
Received agricultural seeds and fertilizer during farming season	124	99.2	120	96.0	244	97.6
Involvement in mobilizing the community for project meetings	09	7.2	11	8.8	20	8.0

Source: Survey data

Women focus group discussion revealed that their increase in participation levels could be attributed to empowerment through goats and maize seed received from the project which helped improve their (women's) livelihood compared to men who had sold most of the received benefits in need for money to buy beer (27-year-old woman, 2008).

In addition, focus group participants reported the factors that led to the increase in participation levels by both men and women. Their participation was a response to the request by WVZ for the community to form an association in their communities through which the community members would be assisted. It was further reported that apart from the livelihood activities offered and individual reason for participation, the medical assistance and education the project offers to the participants' children added to their desire to participate (45-year-old woman, 2008).

4.6.3 Factors responsible for low participation

Both male and female participants observed that the participation of women and men had reduced. For the men who reported reduction in participation, five reasons were given as follows: the majority of them 46 (36.8%) attributed it to having received fewer benefits due to unevenness during distribution; 25 (20%) reported that the project delayed in delivering the maize seed to participants during the 2007/2008 farming season which

resulted poor harvests; 20 (16%) said they missed most of the project meetings because they were inappropriately scheduled; 30 (24%) reported that the project did not involve the participants in decision making in the running of the project; and 4 cited excessive rains in 2007/2008 agricultural season which affected their yield leading to hunger, consequence men concentrated on looking for food.

Among the proportion of the women who gave reasons for low participation were as follows: 55 (44%) were discouraged because the project rarely consulted and involved them in decision making on how to run the project; 45 (36%) reported that there was no feedback received from the project whenever a problem concerning livestock was given; and 25 (20%) attributed their low participation to having received fewer benefits despite the investment in time as shown in table 4.17.

Table 4.17 Percentage distribution of women and men's reasons for reduced participation

Reasons for reduced or low participation	Women (n=125)	
	Frequency	Percentage
Project rarely consulted and involved participants	55	44.0
Lack of feedback from project	45	36.0
Received fewer benefits	25	20.0
	Men (n=125)	
Maize seed was delivered late during the 2007/2008 farming season	25	20.0
Uneven distribution of benefits	46	36.8
Meetings inappropriately scheduled	20	16.0
Not being involved in project decision making	30	24.0
Excessive rains	4	3.2

Source: Survey data

4.7 BENEFITS RECEIVED BY MEN AND WOMEN

This section presents the type of benefits and the extent to which women and men benefited from the project. Two types of benefits identified include tangible materials such as seed crops, agro-chemicals, livestock and equipment; and non material or

intangible things in form of agricultural services, status and prestige, and trainings or skills.

Looking at benefits project members received, it is important to consider the initial focus and approach of World Vision Zambia (WVZ). It started working in Gwembe district with an initial focus on relief and rehabilitation in response to the 2000 2001 drought that affected the country. Over the years, the organization has broadened its focus and coverage in a fashion which reflects strategic learning and program development focusing on empowerment of the target group through livelihood programs.

4.7.1 Material benefits

The material benefits received at the time of the survey included: agricultural seeds (maize, sorghum, vegetable and cowpeas seeds (a person who received any of the seeds was given 1kilogram); fertilizer (5 kilograms per person); poultry (1coak and 2 hens per person); hoes (1 per person); livestock (2 goats per person), treadle pumps (2 per community), crop sprayer (2 per community) and pesticides/insecticides.

The study revealed that the majority of women [92 (73.6%)] compared to the men [78 (62.4%)] received goats; 28 (22.4%) women and 21 (16.8%) men received chickens; and 91 (72.8%) women and 80 (64%) men received sorghum seed. The proportion of other categories are as follows: 106 (84.4%) men and 102 (82.3%) women received maize seed; 97 (77.6%) men and 93 (74.4%) women received vegetable seeds; and 43 (34.7%) men and 39 (31.2%) women received a hoe each as shown in table 4.18.

Table 4.18 Percentage distribution of respondents who received material benefits by sex.

Material benefits	Men		Women		Both	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Maize seed	106	84.8	102	82.3	208	83.5
Sorghum seed	80	64.0	91	72.8	171	68.4
Vegetable seed	97	77.6	93	74.4	190	76.0
Cowpeas	80	64.0	83	66.4	163	65.2
Livestock (goats)	78	62.4	92	73.6	170	68.0
Treadle pump	04	3.2	05	4.0	09	3.6
Fertilizer	66	52.8	54	43.2	120	48.0
Pesticides/insecticides	10	8.0	05	4.0	15	6.0
Hoe	43	34.7	39	31.2	82	32.9
Poultry (chickens)	21	16.8	28	22.4	49	19.6

Source: Survey data

4.7.2 Intangible benefits

There were other benefits that respondents could not quantify or easily identify which the researcher was able to pick during the process of data collection. Some were captured during focus group discussions and through interaction with the respondent. These included benefits such as prestige and status from the authority possessed by some individuals. The non-material benefits that respondents were able to quantify included trainings and agricultural services.

4.7.2.1 Status men and women acquired associated with being in leadership

Focus group discussion participants said that men held the majority of senior positions such as chairmanship in the leadership structure of the project in the community and at executive level. However, it should be reminded that an equal number of women and men formed the executive committee at community and project levels. These leaders made decision and ensured their implementation on behalf of group members. They also distributed or shared the benefits that were accrued amongst the members, selected training participants and had access to and control over project resources and assets.

Those who performed such tasks gained status and prestige in the community. In spite of having equal representation of men and women in the leadership structure, men had more influence on controlling project resources and assets than women. A 46 years-old woman (2008) reported during a focus group discussion that “a community income generating centre, a lodge, was built to benefit the community in that area. The chairman of that community, who happened to be male, was appointed to be in-charge. He employed his relatives to work at the lodge and broke the rule laid down at his inauguration that the community members had to be alternating in maintaining the place. As a result the chairman and his relatives were benefiting instead of the community”.

4.7.3 Perception on who is receiving more support from the project

The study sought respondents’ perceptions on whom between women and men received more support from the project in form of materials and trainings opportunities offered by the project. Respondents were therefore, asked to state whom they perceived to be receiving more support using the three options of: agree, disagree and no comment. Results generally show that both men and women were perceived to have received equal amounts of support. Table 4.19 indicate that majority of the women 90 (72%) agreed that women have received more support than men [80 (64%)]; 67 (53.6%) women and 56 (44.8%) men disagreed that men received more support than women.

Table 4.19 Percentage distribution of respondents’ perception on who receives more support from the Project

Who received more project support	Men (n=125)						Women (n=125)					
	Agree		Disagree		No comment		Agree		Disagree		No comment	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Men received more support	35	28.0	56	44.8	34	27.2	30	24.0	67	53.6	28	22.4
Women received more support	80	64.0	25	20.0	20	16.0	90	72.0	20	16.0	15	12.0

Source: data survey

4.8 LEVEL OF SATISFACTION ON THE BENEFITS RECEIVED FROM WORLD VISION ZAMBIA

The purpose of measuring the level of satisfaction was to get a sense of support the project participants were likely to render to the project and its partner organizations. Satisfaction was considered as the basis for continued investment and confidence building among participants. Women and men respondents were therefore, asked to indicate their level of satisfaction on how the project operated and the benefits they had received using the response scales of; satisfied and dissatisfied.

Overall results in table 4.20 show that, the level of satisfaction was higher among women than the men on the benefits they received and the way WVZ livelihood programs were implemented. 99 (79.2%) women agreed being satisfied than 91 (72.8%) men. On the other hand, 21 (16.8%) men and 19 (15.2%) women reported that they were dissatisfied; and 13 (10.4%) men compared to 7 women could not pass any comment.

Table 4.20 Percentage distribution of women and men’s level of satisfaction on the benefits received

Satisfaction on the benefits Received	Men		Women		Both	
	No.	%	No.	%	No.	%
Satisfied	91	72.8	99	79.2	190	76.0
Dissatisfied	21	16.8	19	15.2	40	16.0
No comment	13	10.4	7	5.6	20	8.0
Total	125	100.0	125	100.0	250	100.0

Source: Survey data

While results shown in table 4.18 show unequal benefiting of project inputs, to the contrary both men and women focus group discussants indicated that men and women had equally benefited from the livelihood interventions especially the goat project. A 39-year-old woman further reported that “benefiting between the men and women is equal. For instance in the goat project, the men and women who first received the goats each got

three goats (1 male and 2 females) which after having off-springs had to be passed on to the next beneficiaries. The goat project had brought satisfaction among participants who had received and nurtured them properly because they multiplied, some were sold to solve family problems while others were slaughtered for consumption especially when hunger struck". This information could not be quantified as it was captured during the group discussions and interaction with participants. It was further reported that participants were "satisfied because the project not only improves their livelihood but secures a bright future for our children by educating them and paying for their medication when sick" (42 years-old man).

4.9 FACTORS THAT AFFECT PARTICIPATION IN THE PROJECT

4.9.1 Lack of encouragement from the men/husband

Women are not encouraged by the men or husbands to actively participate in the project activities such as project meetings. In most cases, men feel that women are spectators at meetings; they just accept what men decide. As a result, it is valueless to allow women attend meetings (35-year-old man, 2008). It was further reported that "husbands do not allow their wives to be away from home for a long period of time attending a meeting or workshop far from home. In most cases, men felt that when they attended a meeting they adequately represented the women" (39 year-old woman, 2008). Lack of support from husbands was cited as one of the challenges women encounter in participation in project activities.

4.9.2 Women's low self esteem and attitude towards participation

It must be noted that the majority of the men and women interviewed reported that in spite of the reported information that women's participation was more than the men; their participation at times was low. According to the project manager, the reasons for

women's low participation in such periods was associated with them being unable to do activities that involved walking long distances when need arose as the men did; some women are shy and were unable to express themselves in public such as at meetings and some of them were unable to read or write (Project manager interview, 2008). Consequently, women with a weak attitude or personality were affected by these factors and reduced their full participation. The project failed to find the root causes of the problem mainly due to inadequate gender analytical skills. However, it was encouraging to note the willingness and commitment exhibited by the Monze project staff to addressing gender issues in the project. The willingness and commitment was evident in appointing women into leadership positions and encouraged them to participate in the offered trainings. This offers an opportunity to mainstream gender in the project without resistance.

Issues that discouraged participation among the women and men

Focus group discussion respondents were asked to state issues that discourage some men and women from participating in the project. The responses given could not be quantified as they were captured during focus group discussions. Results presented in table 4.22 show that there were many obstacles that negatively affected women's and men's participation in the project. For women, the obstacles ranged from cultural beliefs and attitudes; low levels of education among women; drought or poor harvest; illness; unequal distribution of project benefits; marriage demands and seeing no benefits on promised inputs such as cows.

On the other, the men's lists included hunger in the village; lack of immediate benefits of agricultural inputs (seed and fertilizer); lack of training in new farming skills; low education among men and illness.

Table 4.21: What discouraged respondents to participate in project activities

Factors that discouraged respondents to participate in project activities	
Men	Women
<ul style="list-style-type: none"> ✓ Hunger in families makes men concentrate on looking for food ✓ Lack of immediate benefits of agricultural inputs such as seed and fertilizer ✓ Lack of training in new farming skills ✓ Low education among men, most of them went up to grade 7. ✓ Illness ✓ Inappropriate timing of meeting 	<ul style="list-style-type: none"> ✓ Cultural beliefs which encouraged women not to lead men ✓ Men’s attitude towards women that “women make no contributions to meeting discussions when they attend; they are passive” ✓ Low or lack of education, most of them ended in grade 3. ✓ Unequal distribution of benefits; were some participants keep receiving agricultural inputs and others have got nothing. ✓ Marriage demands and lack of husband’s support; husbands not permitting their wives to leave home for longer hours ✓ Illness ✓ Drought and poor harvest results in to hunger within families, forcing women to concentrate on looking for food

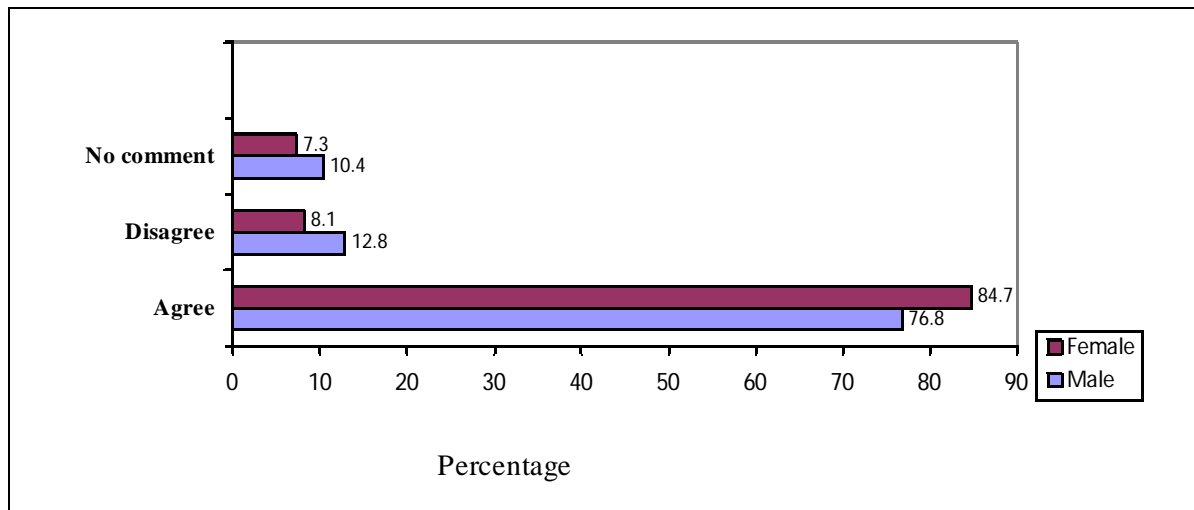
Source: Survey data

4.10 WOMEN AND MEN'S PERCEPTION ON PROJECT IMPACT

4.10.1 Perception on whether the project has empowered women to be making decisions

The respondents were asked to indicate whether they felt the project had given women power to make personal decisions in their lives regarding involvement in income generating activities; ability to use benefits received from the project freely and application of skills learnt. The scale of agree, disagree and no comment was used to measure respondents' perception on project impact. As regards to the statement that the project empowered women to make personal decisions, majority of women [105 (84.7%)] than men [96 (76.8%)] agreed with the statement. Only 13 (10.4%) men than 9 women did not comment. In contrast, more men [16 (12.8%)] than women (10) disagreed that women were empowered to make decisions as shown in Figure 2.

Figure 2: Perception on whether the project has empowered women to be making decisions

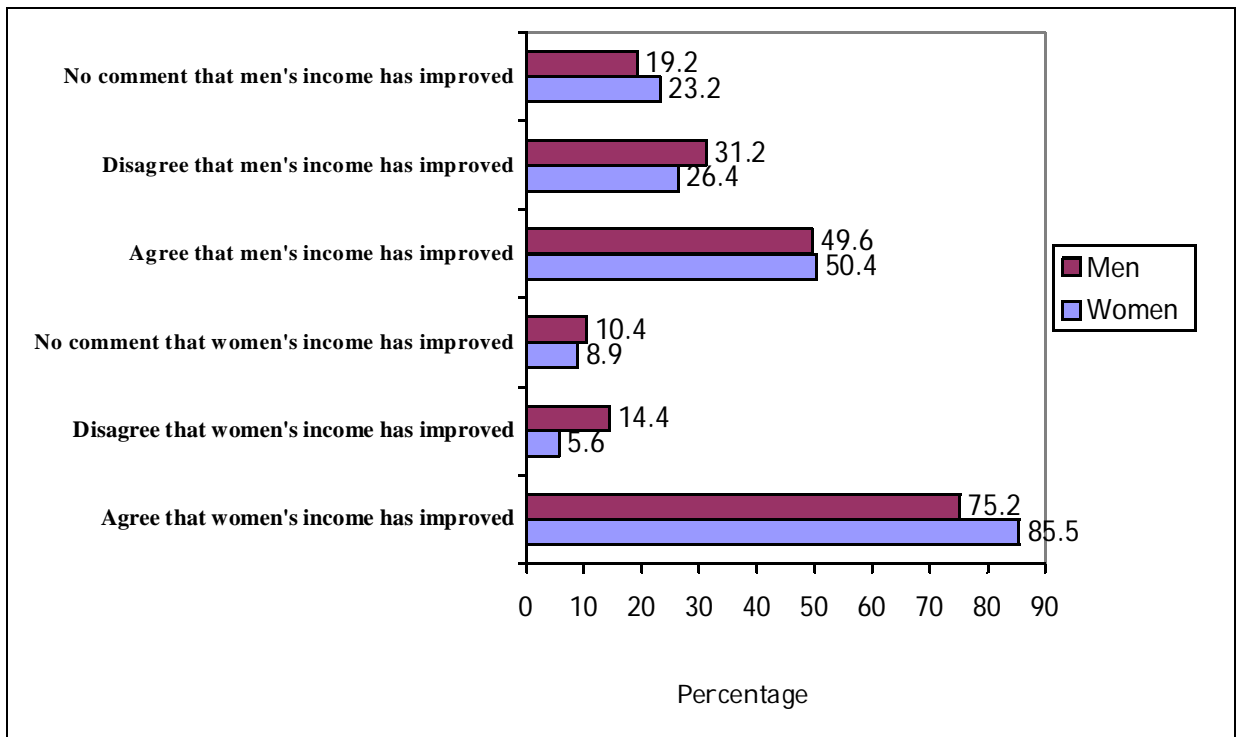


Source: Survey data

4.10.2 Perception on whether the project had an impact on the income earned by respondents

The study further sought to determine the impact of the project on the income levels of women and men. Results in figure 3 reveal that, over half of the total women respondents [106 (85.5%)] than 94 (75.2%) men agreed that the project had increased the income levels for the women. In contrast, 13 (10.4%) men who were more than women [11 (8.9%)] did not comment. Considering the statement that the project had improved the income levels for men, the difference was small as follows; 63 (50.4%) women and 62 (49.6%) men agreed with the statement. Those who did not comment were 24 (19.2%) men and 29 (23.2%) women. Overall, the results show that the participants perceived that the project had improved the income levels of both men and women.

Figure 3: Respondents' perception on whether the project had an impact on the income earned



Source: Survey data

Further probing through interviews revealed that more women than men had improved their income levels. A 32-year-old woman stated that “ women’s income levels have improved because when they receive benefits from the project they always think of ways of getting profit from that and improve their families’ livelihood. While for men, once they receive benefits they sell their benefits to get money for beer. As a result most women have improved their income levels than men”.

4.11 Men and women’s ability to sustain benefits received

The respondents were asked to indicate whether their lives had changed due to the help received from the project using the scale of agreed, disagreed and no comment. Overall, results show that the livelihood project helped improve the living standards of respondents. Table 4.22 reveals that majority of the men [100 (80%)] than [93 (75%)] women agreed that livelihood programs had an impact on their lives positively (improved). On the contrast, more women [22 (17.7%)] than men [17 (13.6%)] women were unable to comment on the impact the livelihood project had on their lives. The response could be associated to them not participating actively in project programs.

Respondents were also asked to indicate whether they would manage to continue improving their livelihood from the benefits they received once the project stopped supporting them. Overall results show that majority of the men 92 (74.8%) and 85 (69.1%) women agreed being able to sustain their improved livelihood once support from the project withdrew its support. Table 4.22 shows an equal proportion of 15 (12.2%) for both sexes who disagreed on being able to sustain their improved livelihood once the project stopped supporting them.

Table 4.22 Percentage distribution of men and women's perception continuing improving their livelihood using the benefits they received from the project

Impact of livelihood programs		Sex				Total	
		Male		Female		Frequency	Percentage
		Frequency	Percentage	Frequency	Percentage		
Livelihood project has helped improve my life	Agree	100	80.0	94	75.2	194	77.6
	disagree	8	6.4	9	7.3	17	6.8
	no comment	17	13.6	22	17.7	39	15.7
Total		125	100.0	125	100.0	249	100.0
Able to sustain myself when the project stops offering me assistance	Agree	92	74.8	85	69.1	177	72.0
	disagree	15	12.2	15	12.2	30	12.2
	no comment	18	14.4	25	20.0	43	17.2
Total		125	100.0	125	100.0	246	100.0

Source: Survey data

Generally, qualitative discussions revealed that both men and women were able to sustain themselves even when the project withdrew. More women than men acknowledged the fact of sustaining themselves as the goat they had received had multiplied and contributed towards the improvement of their livelihood; would continue nurturing the goats so that they continue increasing. On the other hand, most men had confessed the inability to sustain themselves once the project withdrew their help because they had sold most of the goats they had received for beer.

4.12 Summary

This chapter has shown that mid-aged (30-34 years) and old aged (45+) women are more likely to participate in livelihood projects than the younger ones outside marriage. Generally, in most activities including trainings, decision making committees, women have been empowered to participate by the project. This translated into more benefits

being enjoyed by the women associated with their participation greater than the men; benefits such as receiving goats, trainings and taking part in decision making body on how to run the project. It must be noted that benefit allocations by the project were 50:50 men and women but due to low rate of men's participation and misuse of what they receive, results reflect as though they have benefited less. Lack of gender mainstreaming strategy at project level, the predominance of cultural beliefs and attitudes among men and women within communities, were factors that implicated in the skewed project outcomes. It has also been shown that women's conceptions of the problems that affect them differed considerably from those of men.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter discusses the findings of the study based on the objective. The discussion attempts to answer the research questions. It begins with an introduction of the study aim and objectives, methods followed when collecting data and highlights major findings of the study.

The aim of the study was to examine the participation of women and men in the livelihood project of WVZ. It was inspired by three major objectives: to examine the level of participation of women and men in form of labor and decision making in the Livelihood Security Programs (LSP); to identify factors that influence the participation of men and women in LSP and assess the extent to which women and men benefit from the LSP in terms of resources. In achieving these objectives, the study attempted to address five questions which included: At what level of the project do women and men participate in the LSP? What are the factors that influence the participation of women and men in the LSP? What are the benefits that each participant gets from the WVZ project? How is a participation of men compared to that of women in the project? The study used semi-structured questionnaires, interview guides and focus group discussions to collect primary information which was both qualitative and quantitative data. A total of 125 men and 125 women drawn from Luumbo ADP (Gwembe, Lukonde, Chakuyu, Munyumbwe, Luumbo and Bbondo areas) situated 80 kilometers east of Monze town provided information to the study.

The study findings reveal that gender differences existed between the men and women respondents in performing household roles which included cooking, collecting firewood, laundry, fetching water, farming/gardening and cleaning the house and its surrounding. Women spend a far greater portion of working hours performing household roles which were unpaid than the men (UNICEF, 2006). UNICEF's point of view is illustrated in this study's findings, showing that women spent more time executing household roles than men; 97.6% women reported spending between one to three hours cooking compared to the 48% men who spent less than one hour as presented in table 4.7. Despite spending more time carrying out household roles, women were expected to contribute household income monthly.

The study also looks at the income contributions male and female respondents made per month towards family needs. The findings show that the majority of the female respondents (78.4%) and 65.6% men contributed less than K50,000.00 per month towards their family needs; while 20.8% (26) men and 8.8% (11) women contributed between K51,000.00 to K150,000.00 per month towards household needs as shown in table 4.8 (b). It can be deduced from the study results that men made more contributions than the women. The differences in monthly contributions towards family needs can be closely associated with the monthly income an individual earns per month. Further, those who had attained a higher level of education were more likely to earn more than those with a lower level of education (CSO, 2004). However, it is worth mentioning that the money monthly contributions men and women made towards their family needs had an impact on food security within their household. With high inequality monthly income earnings, it may be difficult for World Vision Zambia to meet the alleviation target and achieve equal participation of men and women in project activities.

Additionally, this study found that there were more men than women who had access to and control over resources such as land farming tools and agricultural inputs. In terms of access to resources, the findings in table 4.9 show that, majority of the men (88%) compared to the women (57.6%) owned land; and 52.8% men than 18.4% women possessed a plough. Consequently, men had the power over deciding on the way their households should be managed such as how to spend the money, purchasing household goods, the type of crops to grow on the household land, when and how many children to have, the health of family members, attending project activities and when to visit relatives as well as friends. Results in table 4.12 show that majority of the men (86.4%) compared to the women (36.8%) made final decisions on how the money was to be spent in their households. When it came to deciding on being involved in project activities such as attending trainings, majority of the men (94.4%) than women (75.2%) reported making the final decision. Results further show that men still exerted power in making the final decisions on fertility, 81.6% men than 32% women. In terms of deciding when to visit friends, men (78.2%) than women (33.6%) made the final decision. This implies that men's influence in household decision making was greater than their wives (women). As a result, men had control over the management of their households.

This study further found that singles, divorced and widowed women made independent decisions in managing their households as well as having control over the accessed resources. Where a woman owned assets such as land, it empowered her to have control over household decision-making (UNICEF, 2007). Gender discrimination in household decision-making is often rooted in patriarchal attitudes that value the social status of men over women (UNICEF, 2006). Despite the gender gap this study divulged in asset ownership and decision making within households, women's participation in the findings recorded higher in project activities than that of the men.

5.1 Women and Men's Contribution to the project

This study found that both men and women were involved in project activities at all levels including: presence in leadership executive committee at project level, organizing and attending project meetings; being present at training sessions; construction of staff houses and project offices in the communities (labor); and teaching participants in communities (conservation farming, livestock management and HIV and AIDS preventive measures. Women however, tended to dominate project activities. This is because the trainings for instance women had attended, equipped them with new skills and knowledge in maize production, goat management, fish farming, conservation farming, HIV and AIDS awareness, malaria awareness, and how to start a business. These activities were aimed at improving theirs (women's) livelihood as well as those of the men. It is worth mentioning that that both men and women were involved in project activities.

Moreover, interview discussions showed that during the construction of project offices within the communities as staff workers' houses in the community, "men dug the foundation, molded and ferried blocks to the construction site and built" (42-year-old man: 2008). Women on the other hand, "fetched water, ferried blocks and building sand to the construction site (39-year-old woman). Results show that both sexes were involved in project activities and shared responsibilities according to their traditional sex roles. In spite of this division of labor women still outnumbered the men in participating in project activities. This led to self empowerment and development among women as this participation was associated with benefits. Given that participation in itself gives benefits in varying degrees, it follows that women tend to enjoy the benefits which were associated with effective participation than men. In view of this fact, it can be argued that the project addressed strategic gender interests of women who were more involved than

the men. Additionally, attending to women's concerns more than men could be as a result of not having a systematic tool to mainstream gender in the programs designed or implemented by the project. This suggests that once a better mainstreaming strategy is put in place, the project could address the concerns and needs of both men and women (Sakala: 2006) equally. Apart from the above mentioned activities, qualitative discussions also revealed that both men and women were further involved in caring for the individuals who were chronically sick within their communities (Home Based Care) and looking after the Orphans and Vulnerable Children.

5.2 Level of participation and benefits

This section discusses women and men's level of participation in project activities. The activities included: being part of the executive committee of the project, attending trainings, participation level when receiving benefits (agricultural inputs and goats), and factors that influenced participation with regard to study findings.

5.2.1 Participation in Governance Structure of the Project

Men generally occupy leadership positions and make final decisions not only at work places but also within their households (UNICEF, 2006). This study found that the number of women and men in the governance structure was equally distributed. The distribution was in the ratio (50:50). Qualitative discussions revealed that there was an equal proportion of men and women who were "elected to be in the committee at project level and community level. The twelve executive committee positions available were occupied by six men and six women" (43-year-old woman: 2008). However, the men held positions of chairperson, secretary and vice treasurer which are associated with high status; while women occupied positions of vice chairperson, vice secretary and treasurer; subordinate to the male positions. In terms of committee members, there was an equal

ratio (30%) of men and women occupied the junior positions of committee members. Against this background, it is more likely that men would hold higher positions which demanded application of literacy skills such as writing minutes for the report or meeting. The different positions men and women occupied in leadership structure is closely allied to the differences in the levels of education both men and women attained. As seen in table 4.4, 14.4% of the men had attained senior secondary education compared to women (12.8%). In proportion to the educational background, it is more likely that men dominated tasks which demanded application of literacy skills such as writing reports and planning best ways to implement project programs within communities. However, this reason is not enough to fully explain why men dominate in senior positions of the executive committee given that 12.8% women possessed the kind of education.

5.2.2 Training

Of the four types of training provided, the study findings show that more women than men had attended the training in maize production, goat management, fish farming, conservation farming, HIV and AIDS awareness, malaria awareness, and how to start a business. While majority of men attended training in vegetable production, goat management, poultry farming, guidance and counseling and business management. However, it must be noted that findings revealed that in nearly all courses offered, the majority of men attended training for a longer duration of five and more days than women; while majority of women attended training for a period of one to three days. The participation of women in training for a shorter period could be closely associated to one's level of education (ability to read or write), self confidence and assertiveness, marital status and lack of men/husband's support. For instance, married women compared to the single, widows and divorced reported that their husbands did not favor

training that took their wives away from home for a long time when they have children to nurture.

The trainings provided should be understood in terms of suitability, significance and applicability to the needs of the women and men trained. As stated in table 4.9 (a) the main source of income for the majority of men and women is farming, fishmonger and selling goats and poultry. In farming for example, small portions of land were cultivated and vegetable seeds such as tomatoes, rape and cabbage obtained from the project were grown in dry season while maize was grown during farming season. The crops were aimed at increasing food security within households. However, all offered training courses targeted an equal proportion of men and women to be trained. Conversely, the attendance resulted into having more women than men participating in for instance, the crop production and goat management courses. These trainings seemed to have targeted the appropriate group, the women. This is because they utilized the skills they were provided with, evident from the findings which revealed an improvement in their income levels. Income levels were increased when they sold vegetables and goats they acquired from the project.

The health management course was meant to reduce the increased spread of HIV and AIDS which erodes the livelihood security of affected families and communities. Although the approach may be good to reduce the spread of HIV and AIDS, there was danger of not preventing the spread of HIV and AIDS epidemic and reducing the poverty level. This is because monitoring sexual behavior and partners is very difficult. It requires self conviction to practice abstinence if not married safe sex if married.

The business management course was meant to start, strengthen and manage the marketing skills. This approach was good for effective running of income generations activities which would bring out sustainability of food security in households. Findings have revealed that women's income levels had increased due to utilizing the skills learnt in business management; selling of vegetables and goats to generate income.

All different types of trainings offered complemented each other and were aimed at improving the household food security within household targeted communities.

5.2.3 Benefits

The findings revealed gender differences concerning the involvement in project activities which correlated with benefits both tangible and intangible. From the tangible benefit for instance, more women [78.4% (98)] than men [62.4% (78)] as shown in table 4.16 reported that they received goats as a result of being involved in the project. It should be noted that the goats were provided as part of alleviating hunger within households. While maize seed was given to ensure at least three meals a day within households of targeted population as Gwembe district is prone to drought. Vegetable seeds on the other hand were provided not only for relish purposes (consumption) but also income generation. This would lead to a continuous flow of relish in households and also income would be anticipated. Women reported benefiting from the goat project as they nurture them to the time they had off-springs. When the animals increased some were sold to meet the immediate needs of the family and in other instances they were slaughtered for consumption. Thus, the goats and vegetable seeds the project had offered its participants directly influenced women's participation, for they saw the benefits accrued- improvement of food security within their households. Interview findings reveal that majority of men who had received goats had sold them before they multiplied to buy beer.

5.3 Factors responsible for increased participation of women and men in the project

One's literacy levels and knowledge about the project's objectives and activities influenced participation. The men and women who had some form of education and knowledge about the project's activities and objectives were more likely to participate. This is because the acquired knowledge enabled them to link benefits associated with involvement.

From the men and women's focus group discussions, what encouraged participation in the project were the various trainings offered, the livestock received, involvement in project meeting and receiving of agricultural inputs (seed and fertilizer). In all these more women than men benefited. It must be mentioned that the willingness of women to participate could be associated to the benefits they received which helped to improve their economic status in their families.

5.4 Factors responsible for low participation of men and women in the project

Factors responsible for low participation of men in the project included low levels of education, low income, inappropriate meeting schedules receiving fewer benefits, when not offered training in new farming skills and lack of a systematic gender mainstreaming approach. A 38-year-old man reported that "the factors responsible for men's low participation in the project were receiving fewer benefits compared to what we had expected such as each participant to receive two 50kg bags of fertilizer during farming season and a 20kg bag of maize seed per participant. However, the benefits received were very little and these are unevenly distributed".

From the men and women focus group discussions, women reported that their marital status affected their level of participation differently. Some of the factors brought out by unmarried women that contributed towards hindering their level of participation were:

- (i) Lack of male labor to assist them in farming
- (ii) Lack of access to own land, commonly among the divorced
- (iii) Lack of security for women to walk long distances without the company of their husbands or relatives to their distant new farming fields.

This study further found that women faced different barriers from the men to participate in project activities. The barriers included cultural norms that encouraged women's subordination to men, low self esteem, project rarely involved participants in decision making concerning the benefits to offer them, low levels of education, low asset ownership, lack of husbands/men's support and men's attitude and perception towards women (that women are passive during meetings). On the other hand, both men and women reported that when their harvest was poor due to drought, hunger was experienced in their families and it forced them to concentrate on looking for food. When issues and concerns that both men and women encounter are addressed, it will be a road map to equal participation in project activities. Therefore, there is need to address the problem using the Gender and Development approach. It advocates an approach where both women and men have equal access to resources in society. The approach is a gender oriented and focuses on both productive and reproductive roles.

It is worth mentioning that previous literature has revealed that the prevalence, impact and effect of the HIV and AIDS pandemic has greatly affected the participation rate of both men and women in project activities; the pandemic impacts both sexes differently. In so far as Zambian women are concerned, they are traditional care givers within their

communities. They are the one who take the burden and spend more time on caring for the sick people in homes, caring for orphans, vulnerable and sick husbands have fallen on them (WIDNet, 2008). As a consequence, less time is left for tending land and other income-generating activities. However, findings have confirmed that women were already involved in care-related activities within their communities and were supported by the project. This involvement on the contrary did not affect their participation in project programs. It was evident in the study findings were majority of the women acknowledged their participation being higher than that of the men.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Summary and Conclusion

World Vision's development activities were implemented within Gwembe district mainly as a result of movement in global thinking that the activities were more developmental, accountable, and less bureaucratic; that through them, resources that would reduce poverty levels would actually reach the targeted population.

The very important conclusion drawn from the study findings is that both men and women were involved in project activities at various levels such as decision making processes and structures, training and benefited from the project interventions at lopsided margins favoring the women. Various factors were identified and explained that lead to lofty levels of participation among women and low participation of men.

Factors that elevated the participation rates for women included receiving goats, receiving agricultural inputs (seed and fertilizer), attending trainings, gender equality in the decision making structure and involvement in project meetings.

Factors responsible for low participation of men were hunger in their households which made them concentrate on looking for food, illness, low education, unfair distribution of agricultural inputs and meetings were scheduled inappropriately.

Women too faced many barriers to participate in spite of them being more involved than men. Firstly their literacy levels acted as some form barrier to participate effectively especially in occupying senior positions in the decision making structures such as being a

chairperson. Considerably, this could have led to having less final say in decisions concerning how the project could be run. Leadership and trainings required some literacy skills which disadvantaged most women as majority had attained junior primary school up to grade three. This most likely could have been what contributed to majority having low income levels disadvantaging them in that they had to be dependant and submissive to their husbands for economic support. As a result they had to seek their husband's approval to participate. It is worth mentioning that, even though married women have no much control in decision making, they are more involved in productive work; expenditure of time and effort to sustain everyday life of family members and relatives, thereby making an indispensable contribution to their family development and the community at large.

6.1 RECOMMENDATIONS

6.1.1 The best immediate intervention this study recommends to enact and enforce mainstreaming of gender, HIV and AIDS and Human Rights in strategic plans of World Vision Zambia as well as its partners. This is an important element in realizing the vision and achieving the strategic aim of the organization planned for its targeted population. Therefore, there should be specific budget lines to ensure implementation of gender, HIV and AIDS and Human Rights mainstreaming strategy in the near future.

6.1.2 World Vision and its partnering organizations should design a mainstreaming toolkit that outlines how to mainstream gender, HIV and AIDS and Human Rights for use by Community Development Officers and community leaders in all implemented programs activities. Further, the capacity of community leaders need further strengthening in public relations, skills and facilitation.

6.1.3 World Vision Zambia should facilitate delivery of gender analysis and mainstreaming skills to a core team of men and women trainers who would train and sensitize the community. A standardized reporting form that captures gender disaggregation data should be an integral part of the training.

6.1.4 In order to see the progress made in the implemented activities in the communities and also see the impact the activities have made on the lives of those targeted, it is important that World Vision Zambia monitors and evaluates the activities regularly. The organization should set up a system for monitoring and evaluation of the implemented activities.

6.1.5 World Vision Community Development Workers and community leaders should give notice of meetings at least one week earlier especially during farming seasons to enable project members adjust their individual program so that they can attend and participate effectively in project activities.

6.1.6 There is need for World Vision Zambia to support a diverse of livelihood activities that women and men are already engaged in such as poultry farming, fish mongering, weaving and knitting instead of supporting only three livelihood activities-crop production, vegetable farming and goat management. These could be done by linking members involved to potential markets or supply outlets within Monze.

6.1.7 World Vision should ensure that participant registers are introduced both in the zones and at the main office for easy monitoring of gender gaps. This would help the project which group between the men and women need more encouragement if their participation is low.

6.1.8 World Vision Zambia should address the socio-economic imbalance between women and men by monitoring closely and evaluating efficiently the implemented empowerment programs such as goat and agricultural programs. Moreover, it should in addition implement deliberate empowerment programs for women such as credit schemes, allocation of land where possible and other means of production to women.

6.1.9 World Vision Zambia should train participants on ways of saving money and the benefits accrued from saving. For instance, educating participants either on better methods of saving individually or on how to establish collective saving groups. This would help participants effectively run income generating activities which would bring out sustainability of food security in their households.

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Appendix I

SURVEY QUESTIONS

Topic: Gender Dimension of Labor involvement in livelihood security programs of World Vision in Monze District

INTRODUCTION

Dear Respondent,

My names are Nchimunya Mwanza, a student at the University of Zambia. I am attached to World Vision Zambia to conduct a research on: 'Participation in the livelihood security programs of World Vision Zambia in Monze District: a gender dimension'.

You have been identified as one of the respondents to participate in this research. Your participation is purely voluntary. You have the right to withdraw at any time without explanation. I would like to ask you questions about the participants' participation rates in the World Vision livelihood security programs. This information will also help the organization plan on improving the services it offers so as to benefit everyone in the community. You are therefore asked to answer the questions provided in this questionnaire. You have the right not to answer questions you feel you do not want to in this questionnaire.

Whatever information you will provide will not be shown to other persons, it will be kept strictly confidential to the extent permitted by law.

If you need any clarity or help, please feel free to contact my supervisor Dr. Kusanthan, school of Humanities and Social Sciences, Gender Department, University of Zambia, P.O Box 32379, Lusaka.

SIGNATURES (i) Interviewee / respondent..... Date.....

(ii) Interviewer Date.....

*NOTE: For your answers, please **Tick** in the provided boxes.*

Residential Area/ location:

PERSONAL DETAILS OF RESPONDENT/ BACKGROUND:

Q1. Sex of respondent:

- 1. Male []
- 2. Female []

Q2. Age of respondent

- 1. Between 15-19 years old []
- 2. Between 20-24 years old []
- 3. Between 25-29 years old []
- 4. Between 30-34 years old []
- 5. Between 35-39 years old []
- 6. Between 40-44 years old []
- 7. Between 45 years old and above []

Q3. Ethnicity group/ tribe of respondent

- 1. Tonga []
- 2. Toka-leya []
- 3. Chewa []
- 4. Nyanja []
- 5. Others (specify)..... []

Q4. Religious faith or denomination of respondent

- 1. Roman Catholic []
- 2. New Apostolic []
- 3. Salvation Army []
- 4. Pentecostal []
- 5. United Church of Zambia []
- 6. Seventh Day Adventist []
- 7. None []
- 8. Others (specify)..... []

Q5. Highest level of education attained by respondent

- 1. Junior primary []
- 2. Senior primary []
- 3. Junior secondary []
- 4. Senior secondary []
- 5. University []
- 6. College []
- 7. None []

Q6. Marital status of respondent

- 1. Single []
- 2. Married []
- 3. Separated []
- 4. Cohabiting (living together) []
- 5. Divorced []
- 6. Widowed []

Q7. Who is the head of the household you live in?

- 1. Female []
- 2. Male []
- 3. Child []

Q8. a) How many biological daughters do you have?

- 1. Between 1-3 []
- 2. Between 4-6 []
- 3. Between 7- 10 []
- 4. 11 and above []

b) How many biological sons do you have?

- 1. Between 1-3 []
- 2. Between 4-6 []
- 3. Between 7- 10 []
- 4. 11 and above []

c) How many dependants other than your biological children live with you: males and females?

- 1. Between 1-3 []
- 2. Between 4-6 []
- 3. Between 7- 10 []
- 4. 11 and above []

d) Total number of members you live with including yourself:

Males [.....] Females [.....]

Q9. What are your household duties? *More than one tick is allowed.*

- 1. Cooking meals for family members []
- 2. Cleaning e.g sweeping the house []
- 3. Washing clothes (laundry) []
- 4. Fetching or collecting water []
- 5. Child discipline []
- 6. Household repair []
- 7. Firewood collection []
- 8. Farming []
- 9. Care-giving e.g child care, education, caring for the sick []
- 10. Others (specify).....

- 5. A house []
- 6. Own land []
- 7. A refrigerator []
- 8. A telephone/cell phone []
- 9. Livestock/animals []

Q18. What type of land ownership does your household possess?

- 1. Traditional []
- 2. Government []
- 3. Others (specify) []

Q19. How much land does your household normally cultivate?

- 1. Hectares (specify)
- 2. Acres (specify)
- 3. Lima (1/4 hectare) (specify).....
- 4. Others (specify)

Q20. Who owns the land your household normally cultivates?

- 1. Respondent []
- 2. Spouse []
- 3. Headman []
- 4. Relative []
- 5. Friend []
- 6. Respondent and spouse jointly []
- 7. Others (specify).....

Q21. Who in your household ensures that your land is ploughed or crops are grown?

- 1. Respondent []
- 2. Spouse []
- 3. Respondent and spouse jointly []
- 4. Others (specify).....
- 5.

Q22. In a year, how many times do you work on your piece and? Is it throughout the year or do you work seasonally or once in a while?

- 1. Throughout the year []
- 2. Seasonally/part of the year []
- 3. Once in a while []
- 4. Others (specify).....

Q23. Are you paid or do you earn in cash or kind for this work you perform or you are not paid at all?

- 1. Cash only (specify).....
- 2. Cash or kind (specify).....
- 3. In kind only (specify).....
- 4. Not paid []

Q24. What type of farming do you practice on your piece of land?

1. Subsistence []
2. Commercial []
3. Non-agriculture []
4. Others (specify).....

Q25. Which of the following assets do you personally own?

- | | | | |
|-------------------|-----|----------------------------|-----|
| 1. House | [] | 14. Treadle pump | [] |
| 2. Radio | [] | 15. Hand mill | [] |
| 3. Television | [] | 16. Sickle | [] |
| 4. Bicycle | [] | 17. Panga | [] |
| 5. Land | [] | 18. Fishing net | [] |
| 6. Axe | [] | 19. Ox-cart | [] |
| 7. Harrow | [] | 20. Goats | [] |
| 8. Plough | [] | 21. Poultry (e.g chickens) | [] |
| 9. Crop sprayer | [] | 22. Pigs | [] |
| 10. Watering cane | [] | 23. Cattle | [] |
| 11. Shovel/spade | [] | 24. Donkey | [] |
| 12. Wheel borrow | [] | 25. Others (specify)..... | |
| 13. Hoe | [] | | |

SECTION C: LEVEL OF PARTICIPATION IN THE PROJECT

Q26. How long have you been participating in the World Vision Livelihood security programs?

Q27. How did you become a participant in the project?

1. The organization identified me []
2. My family encouraged me to join []
3. Decided to register myself with the organization []
4. The village headman recommended []
5. Others (specify).....

Q28. What challenges did you face when enrolling in the project /program?

1. Lack of education []
2. Discrimination from male/female participants []
3. No support from spouse []
4. No problem faced []
5. Others (specify).....

Q29. What position do you hold in the livelihood security program?

1. Group leader []
2. Project member []
3. Project secretary []
4. Project treasure []
5. Others (specify).....

Q30. Are you paid for the position you hold?

1. Yes, paid in kind (specify).....
2. Yes, paid cash only (specify).....
3. Not paid []

Q31. Have you ever participated in the decision making of any project activities?

1. No []
2. Yes []

Q32. How satisfied or dissatisfied are you with the way the project runs?

1. Satisfied []
2. Dissatisfied []
3. Neither satisfied nor dissatisfied []
4. I do not know []

Q33. Over the past six months, how would you rate your level participation in the livelihood project; satisfying, dissatisfying, neither satisfying nor dissatisfying or you do not know?

1. Satisfied []
2. Dissatisfied []
3. Neither satisfied nor dissatisfied []
4. I do not know []

Q34. What factors or events encouraged you to participate in the livelihood security program?

1. Availability of agricultural inputs e.g seed and fertilizer []
 2. Market provision for agricultural produces []
 3. Provision of training and skills []
 4. Others (specify).....
-

Q35. What is currently promoting the participation of men and women in the project?

Tick in appropriate boxes; more than one tick is allowed.

<i>Factors</i>	<i>male</i>	<i>female</i>	<i>both (male & female)</i>
1. Agricultural inputs such as seeds	[]	[]	[]
2. Market for agricultural produce	[]	[]	[]
3. Trainings (new farming methods & skills)	[]	[]	[]
4. Asset ownership	[]	[]	[]
5. Others (specify)

Q36. What is currently hindering the participation of men and women in the project?

More than one tick is allowed.

<u>Factors</u>	<u>male</u>	<u>female</u>	<u>both (male & female)</u>
1. Male dominance in the project	[]	[]	[]
2. Domestic work	[]	[]	[]
3. Lack of education	[]	[]	[]

- 4. Lack of immediate material benefits [] [] []
- 5. Poor communication concerning project activities [] [] []
- 6. Lack of or low asset ownership [] [] []
- 7. Project catchment is far from home [] [] []
- 8. No market for project recommended crops [] [] []
- 9. Low or lack of training [] [] []
- 10. Others (specify)

SECTION D: BENEFITS FROM PARTICIPATING IN THE PROJECT

Q37. What materials things or items have you received since you joined the project?

- 1. Maize seed []
- 2. Sorghum seed []
- 3. Vegetable seed []
- 4. Hammer mill []
- 5. Cowpeas seed []
- 6. Hoes []
- 7. Poultry []
- 8. Loans []
- 9. Others (specify).....

Q38. Have you received any training from the project?

- 1. No [] (then go to Q.42)
- 2. Yes []

Q39. State the type of training you have received and its training duration.

<u>Subject offered</u>	<u>How long/duration</u>
1. Vegetable production
2. Maize production
3. Conservation farming
4. Fish farming
5. Poultry management
6. Goat management
7. Business management
8. How to start a business
9. How to access market
10. HIV/AIDS awareness
11. Counseling and guidance
12. Malaria awareness
13. Others (specify).....

Q40. Are you satisfied with the services you receive from the project?

- 1. No []
- 2. Yes []

Q41. How long do you think you will be provided with assistance or support?

- 1. 1 year []
- 2. 2 years []
- 3. 3 years and more []
- 4. Not sure []

Below are statements for you to indicate whether you agree, disagree or have no comment.

Q42. The project has given women power to make personal decisions in homes (e.g. income generating programs and budgeting) than was the case before.

- 1. Agree []
- 2. Disagree []
- 3. No comment []

Q43. The project has improved the income levels of women community.

- 1. Agree []
- 2. Disagree []
- 3. No comment []

Q44. The project has improved the income levels of men in my community.

- 1. Agree []
- 2. Disagree []
- 3. No comment []

Q45. The project does not involve participants in decision making.

- 1. Agree []
- 2. Disagree []
- 3. No comment []

Q46. Men have benefited from the livelihood programs more than women.

- 1. Agree []
- 2. Disagree []
- 3. No comment []

Q47. Women have benefited from the livelihood programs more than men.

- 1. Agree []
- 2. Disagree []
- 3. No comment []

Q48. The livelihood activities have helped to improve my life.

- 1. Agree []
- 2. Disagree []
- 3. No comment []

Q49. I will be able to sustain myself when the project stops offering me assistance.

- 1. Agree []
- 2. Disagree []
- 3. No comment []

CLOSING REMARKS: Thank you very much for taking your time to answer my questionnaire.

Appendix II

FOCUS GROUP DISCUSSION GUIDE

1. Who between the men and women in your households has more access to and control over resources?
2. i) What are the factors contributing to inequality in accessing and having control over your household resources? Explain your answers.
ii) Explain your experiences in accessing and in controlling of resources in your families? (for women only)
3. Do you as men or women of your families have access to saving facilities? Please explain your answer(s).
4. What duties do you as (a) women and (b) men perform at household level and at project level?
5. i) What are your experiences in having dual roles in the family?
ii) Have your dual roles contributed to the increase or decrease of your participation levels in project programs? Explain your answers please.
iii) Are there any strategies designed to mitigate them?
6. i) Who between the men and women are benefiting from the project interventions? Why?
ii) What should be done to close the gap between the men and women?
7. i) Which gender is more in the project and who participates more
ii) What are the causes of gender inequality in participation?
8. How many men and women participate in the decision making in the running of the project?
9. Why do men or women dominate in decision making?
10. What are the cultural customs and practices that affect the participation of men and women in the project?
11. What strategies would you suggest would contribute to increase or improve the participation rate of both men and women in the project?

12. What are gender discriminatory practices have you experienced in the project as women and as men?
13. What problems are you currently encountering in being project participants?
14. What measures would you suggest would promote equal participation of men and women in the project?
15. Do you have any questions or comments to make?

Thank you so much for your cooperation and taking your time answer my questions.