  

**Gender Analysis and Mainstreaming in**

**Strengthening Management Effectiveness and Generating Multiple Environmental Benefits Within and Around the Greater Kafue National Park and West Lunga National Park in Zambia (GEF V) Project Areas**



Gender sensitive beehives found in the Project area

*Submitted by*

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# **ACRONYMS**

CFU Conservation Farming Unit

CBNRM Community Based Natural Resources Management

CEDAW Convention on the Elimination of all forms of Discrimination Against Women

CRB Community Resource Boards

CLA Community Liaison Assistants

CVA Capacities and Vulnerabilities Assessment Framework

CDC Centre for Disease Control

ECOSOC Economic and Social Council of the United Nation

FGD Focus Group Discussion

GAM Gender Analysis Framework

GEF Global Environmental Facility

GFPP Gender Focal Point Persons

GMA Game Management Area

GKNP Greater Kafue National Park

HAF Harvard Analytical Framework

IPs Implementing Partners

KBU Kafue Business Unit

M&E Monitoring and Evaluation

NRM Natural Resources Management

NRMO Natural Resources Management Officer

NGOs Non-Governmental Organisations

PA Protected Area

PIU Project Implementing Unit

POP People Oriented Planning

PPP Public Private Partnership

REDD Reducing Emissions from Deforestation and Degradation

SADC Southern Africa Development Community

SRF Social Relations Framework

TNC The Nature Conservancy

TORs Terms of References

UNDP United Nations Development Programme

VAG Village Action Group

WLNP West Lunga National Park

ZAWA Zambia Wildlife

ZEMA Zambia Environmental Management Agency

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# **Executive Summary**

**Background**

The United Nations Development Programme (UNDP) in Zambia with the Global Environment Facility (GEF) and the project implementing partners - Ministry of Lands and Natural Resources – Forestry Department and the Ministry of Tourism - Department of National Parks and Wild Life have been implementing the Strengthening Management Effectiveness and Generating Multiple Environmental Benefits within and around the Greater Kafue National Park (GKNP) and West Lunga National Park (WLNP) in Zambia. The main objective of the project is as follows: Biodiversity and carbon sinks of Greater Kafue / West Lunga Protected Area Systems in Zambia are better protected from threats and effectively managed by national and local institutions, communities, and economic actors using sustainable forestry and land management practices**.** The main objective of the study was to design ways of mainstreaming gender equality and empowerment of women in the Global Environment Facility (GEF 5) project.

## Methodology

The study used a combination of both qualitative and quantitative methodologies. Qualitative methodology followed a participatory research tradition which used various research tools for data collection: semi-structured interviews, Focus Group Discussions (FGD) and document analysis. Participants for the study were purposively selected. Quantitative data was collected using (semi- structured) questionnaires with both open-ended and closed-ended questions.

Four tools were developed to address the terms of reference. These were (i) Snap Gender audit questionnaire for project staff and implementing partners, (ii) Gender gap analysis interview guide for community focus groups and key informants interviews (iii) Gender sensitive Monitoring & Evaluation reporting questionnaire and (iv) Guide for gender analysis of project documents.

A gender analysis of documents related to the activities of the project was conducted focusing on seven areas namely: situation analysis, target group analysis, institutional context, problem identification, goals and objectives, activities and other. The following documents were analyzed :- National Gender Policy, National Forest Policy, Second National Agricultural Policy, National Strategy to Reduce Deforestation and Forest Degradation, National Climate Change Policy, Zambia’s Second National Biodiversity Strategy and Action Plan, National Energy Policy, End of year and quarterly project reports, Integrated land use planning for Chibwika and Muwozi Village Action Groups (VAGS) get an understanding of the project and its contribution to the national priorities in natural resources management and climate change.

Snap gender audits were carried out involving staff from the Project Implementing Unit (PIU) and field offices and the Implementing Partners (IPs) from the headquarters, provincial and district offices. Interview guides for the community and focus group discussions were conducted with four game management areas (GMA). These are:- Mufunta and Mumbwa situated in the KNP and Musele Matebo and Ntambu Chibwika in WLNP. In Mufunta GMA information was collected from the following VAGs:- Lalafuta, Kalale and Litoya. In Mumbwa GMA information was collected from the following VAGs Musapa, Isalama and Katele. Shalamba, Nkangozhi and Musele VAGs are in Musele Matebo GMA and Lwamukunyi, Chibwika Central and Muwozi VAGs are in Ntambu Chibwika GMA. The VAGs were selected by Community Liaison Assistants (CLAs) operating from these areas.

## Findings

Gender analysis of the documents revealed that all the reports generated by the GEF5 project did not identify gender gaps or a gender analysis of the target group, data presented was not disaggregated by sex, and there was no mention of gender throughout the report(s). Other policy documents did not fully articulate the issues on gender and natural resources.

Project members of staff knowledge on the concepts of gender was low. Most of them could not clearly define gender equality and gender mainstreaming. In general, most project staff lacked gender analysis skills which are vital for gender mainstreaming. A few employees had taken individual initiatives to improve their knowledge and skills on gender. Majority of project staff were not well informed about international instruments that guide the gender agenda. In addition, majority of the staff implementing the project expressed the desire to be trained in gender because the levels of knowledge are low.

From the gender gap analysis, the study findings show that both females and males have access to natural resources. However, males have more control than females. Further, males dominate control of high value natural resources such as minerals, timber, wild animals and grass. Females collect natural resources such as caterpillars, wild fruits, mushrooms and these are used mostly for household consumption. Access to other natural resources, such as honey among females is dependent on the use of gender-sensitive beehives. However, in some project areas mainly in the Kafue Ecosystem the population of bees is reducing due to the use of pesticides when spraying cotton or maize.

The community members understood the concepts of gender and gender roles due to the sensitization and awareness teachings from various Non-Governmental Organizations that operated in the project areas.

The findings also show that female’s representations are less in the Community Resource Boards (CRB) executives because of the competitiveness of the elections and long distances to CRB meeting places. At VAG level, the number of females are more compared to CRB levels in both the Kafue National Park and West Lunga National Park.

The community members have benefited in acquiring intangible benefits such as information on gender, gender roles, environmental management and protection. However, they have not received tangible benefits such as livestock, farming inputs, other income generating activities as well as infrastructural development such as schools, hospitals and boreholes. These would improve their livelihoods and be able to provide for their families.

## Conclusion

GEF5 Project documents reveals that they are generally gender blind as they do not identify gender gaps and gender related issues, they also do not show specific gender issues that the documents should address. Additionally, there is no sex disaggregation of data and gender is not mentioned in some reports.

GEF5 project did not consider gender when partnering with NGOs for instance, with The Nature Conservancy and Conservation Farming Unit (CFU) in the analysis of the two Organizations it was shown that gender was not actively considered because they mostly worked with males. Under the Conservation Farming Unit, the lead farmers are mostly males, but they consider that women are indirectly benefiting. Sex disaggregated data was available at the CFU but was not used for further gender analysis of the project participants. The Nature Conservancy activities did not include women.

The findings indicate that the majority of the respondents from the staff involved in the project do not have knowledge on the international instruments on gender and at regional level very few were able to identify the Southern Africa Development Community (SADC) Gender Protocol. At the national level only a handful identified the National Gender Policy and the Anti-Gender Based Violence Act.

From the study, majority of the staff implementing the project expressed the desire to be trained in gender because their level of knowledge are low. This is also evident from the information coming from the project implementation, gender expertise and gender monitoring evaluation and reporting. The findings from the study further reveal that due to lack of understanding of social construction of gender and gender roles the staff implementing the project. This is because a review of the GEF5 reports do not reflect that gender was considered. Sex disaggregated data was collected but not used for gender analysis and was not included in all the major reports. Funds for monitoring and evaluation (M&E) were also not available. Generally, gender responsive budgeting (GRB) was not actively considered. Therefore, there is no understanding of the link between gender, gender roles as well as access and control to resources. Further, the study revealed that there are no specific Gender Focal Point Persons (GFPP) who are responsible for ensuring that gender is incorporated in all the activities.

From the gender gap analysis the study findings show that males control the resources. Women use natural resources for household consumption. The community members understood gender and gender roles concepts due to the sensitization and awareness from NGOs operating in the study sites.

The findings also show that females are less in the CRB executives. At VAG level, the number of females are more as compared at CRB levels in both the Kafue National Park and West Lunga National Park.

The community members have benefited in acquiring intangible benefits such as information on gender, gender roles, environmental management and protection. However, they have not received tangible benefits such as livestock, farming inputs, other income generating activities as well as infrastructural development such as schools, hospitals and boreholes. These would improve their livelihoods and be able to provide for their families.

## Recommendations

**GEF5 Project Implementation Unit**

* GEF5 Project should endeavor to include a gender analysis in the project documents and relate to international gender instruments in their work
* Quarterly, Annual and other relevant reports should have gender analysis of the target group and sex disaggregated data
* GEF 5 Project should coordinate or train the implementing partners on how to report from a gender perspective
* GEF5 Project staff should be trained on gender and thereafter include gender actions as key result areas for assessing staff in performance appraisal so that each staff is assessed on progress in addressing gender issues in their work. This will also be a good tool to identify staff training needs that have to be met and for them to have a clear understanding of the social construct of gender.
* GEF5 project should ensure that the gender training is contextualized to forestry, national parks and wild life, conservation farming, nature conservation as this will enable the staff to realize the importance of mainstreaming gender in their programmes but at the same time link gender to natural resources.
* GEF5 Project should maintain a gender profile which shows gender issues such as common livelihood sources and social practices for women, girls, men and boys; sex composition in the various committees in each project site at inception stage. The gender profile should be updated periodically as a monitoring tool indicating the progress been made and identify the gaps.
* GEF5 Project should create a data base where all the data collected will be stored.

**Implementing Partners and NGOs**

* They should revise the policies related to natural resources so that they are gender responsive to the needs of women, girls, men and boys.
* The implementing staff need contextualized training on gender, gender roles and gender analysis to enable them mainstream gender.

# **Chapter One**

## 1.1 Background

The United Nations Development Programme (UNDP) in Zambia with the Global Environment Facility (GEF) and the project implementing partners - the Ministry of Lands and Natural Resources – Forestry Department and the Ministry of Tourism - Department of National Parks and Wild Life have been implementing the Strengthening Management Effectiveness and Generating Multiple Environmental Benefits within and around the Greater Kafue National Park (GKNP) and West Lunga National Park (WLNP) in Zambia.

The main objective of the project is as follows: Biodiversity and carbon sinks of Greater Kafue / West Lunga Protected Area Systems in Zambia are better protected from threats and effectively managed by national and local institutions, communities, and economic actors using sustainable forestry and land management practices**.**

The project to Strengthening Management Effectiveness and Generating Multiple Environmental Benefits Within and Around Protected Areas in Zambia is complex and multifaceted; it therefore requires a multi - pronged approach in various institutions. The project has several components as stated below:

* **Outputs for Component 1 is:**

Increased management effectiveness and financial sustainability of Greater Kafue and West Lunga PA system.

**Biodiversity Focal Area 1**

1.1 Develop a strategy for improved management effectiveness and increased revenues for KNP and WLNP;

1.2 Increase PA Revenue;

1.3 Strengthening management operations (patrolling, wildlife monitoring, fire control, support to CBNRM and performance effectiveness;

1.4 Management and monitoring of fire, biodiversity, and water

* **Output for Component:**

1. **Land use governance and planning in GMAs strengthened:**
2. Village Action Groups (VAGs) acquire stronger rights and governance, management and monitoring systems improved
3. VAGs develop and implement Integrated Land Use Assessment plans linked to the national REDD readiness programme, delineating appropriate REDD compliance and MRV mechanism in VAGs areas
4. Participatory and remote sensing monitoring system established for all VAG conservation areas, including updated biomass inventories
5. Increased revenues into selected VAGs improved through REDD pilots (via sale of offsets) and/or PES schemes
6. Identification of potential buyers for the REDD+ carbon credits from the VAG pilots
7. Integrated support systems for CBNRM established through forums, training, capacity-building and evidence –based monitoring in all targeted GMAs
8. Land and forest resources managed more sustainably:
9. Land use and forest conservation plans developed and adopted by all VAGs, supported and monitored by Kafue Central Business Unit (KBU)
10. Increased capacity of communities and partners (e.g. Forestry Department) through performance monitoring and training
11. Strengthened forest and wildlife patrolling and protection by Village Scouts
12. Fire control action plans adopted and in use in all VAGs
13. Introduction and testing of efficacy/suitability of conservation farming practices in 40 VAGs
14. Wood fuel collection zones established in all VAGs and coppicing best practices adopted

## 1.2 Main objective of the study:

The main objective of the study was to design ways of mainstreaming gender equality in the Global Environment Facility (GEF 5) project areas in Zambia

**Specific terms of reference are as follows:**

1. To develop practical guidelines for delivery of project outcomes that promote gender equity.
2. To assess and analyze the Zambian policy / legislation on gender
3. Conduct a gender gap analysis and recommend measures to address the gaps
4. Develop guidelines that the project management team should use to engage women as well as men at the community level in the project sites so that project outputs reflect women and men’s priorities
5. The consultant should familiarize herself with the UNDP gender tool kit
6. Design practical ways the consultant can segregate stakeholders in project areas according to gender, and age class to address their specific needs for targeted intervention.
7. Provide technical advice to prepare portfolio/focal area levels reporting on progress and lessons learned on gender issues as part of the Annual Monitoring Report.

## 1.3 Literature Review

Parker (1993) defines gender as the socio-cultural roles, functions and characteristics of men and women as they relate to each other within a specific socio-cultural context. Therefore, it is important to understand the concept because gender issues cut across the Natural Resource Management (NRM) activities in several ways. First, men and women do not have equal or same rights over natural resources. Second, due to their different roles based on the gender division of labour, men and women have different priorities and benefit differently from natural resource use and management (IDRC, 2000).

Ostergarrd (1992) advances that men and women have different realities and therefore, use natural resources in different ways and at different rates (Byers and Sainju, 1993). Thus, the knowledge, skills and practices of both men and women contribute to the conservation, management and improvement of natural resources (Homberg, 1993). Hence, it is necessary to look into both men and women’s roles, their knowledge, needs and contributions to Natural Resource Management.

Natural resources, in the present context, refer to life and inert forms on earth, and particularly Zambia, on its land and in its waters; that, in one way or the other, are useful to mankind. They may be animals, plants, insects, birds, soils, minerals, or fish. According to Miller and Craig (1996) forests and rangelands provide food and livelihood to the mountain communities through critical inputs to agriculture, through soil and water conservation, and through inputs of fodder, fuel and organic fertilizer. Therefore, it can be concluded that in whatever shape or colour they may be, natural resources deserve protection for now and the future, and for one or more purposes. The exact form of protection they are given and who exactly may give it may not matter as long as they are protected wisely. The protectors may be traditional societies using indigenous knowledge systems or States or governments using specially crafted legal instruments.

USAID (2010) in the study conducted on ‘Community Based Natural Resource Management: stocktaking assessment’ states that Community-Based Natural Resources Management (CBNRM) refers to the management of natural resources under the control and eventual ownership of the communities themselves. Community-based natural resources management (CBNRM) was introduced to encourage the local communities get involved in the management of natural resources. In Zambia, they were introduced in the areas surrounding national parks known as Game Management Areas (GMAs). The Zambia Wildlife Act allows local communities to coexist with wildlife within GMA’s. It is envisaged that the conservation of wildlife and surrounding natural habitats will promote tourism, improve people’s livelihoods and contribute to rural development. ([www.ukessays.com](http://www.ukessays.com)).

The rights to benefit from wildlife for both males and females have improved over the past years due to CBNRM, which has also attempted to address issues of rural poverty and unemployment in order to gain local support for wildlife conservation. In the past, local communities were alienated from benefiting from natural resources, including land. Current legislation has introduced rights to benefit from natural resources. The Zambia Wildlife Act No. 12 of 1998 allows greater participation of local communities, thus establishing their rights to use and manage natural resources in GMAs and Open Areas. This includes provisions for participation in developing management plans.

To promote participatory management and use of sustainable forests requires all stakeholders including, men, women, boys and girls to take active and sustained interest in effective conservation, production, management and utilisation of the nation’s forest resources. The United Nations Economic and Social Council (ECOSOC) (1997) states that mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres, so that women and men benefit equally and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve equality.

Gender mainstreaming is a strategy that can be used to ensure that both males and females benefit from the natural resources. Vohra (2009) also advances that gender mainstreaming is the public policy concept of assessing the differential implications for women and men of any planned policy action, including legislation and programmes in all areas and levels. In mainstreaming gender, Vohra emphasises that policy-making and implementation should lead to changes in the structure of the mainstream. Policy must respond promptly to changes in requirements, interests and perceptions with regards to men’s and women’s social roles and promote equality.

A gender gap analysis study carried out in GKNP and WLNP in 2013 revealed the following:-

* Policy and program documents from all the institutions involved in the project lacked a comprehensive gender perspective.
* Community knowledge on gender in general was good.
* There was a gender gap in the attitudes of some men who did not appreciate the social change brought about by community gender considerations.
* Men had more rights, benefits and access to natural resources compared to women.
* Women faced a number of traditional and cultural inhibitions compared to men.
* Gender issues identified included alcoholism mostly among men resulting in high cases of gender based violence (GBV) against women, extra marital activities and polygamous marriages.
* Early marriages and early pregnancies among girls.
* Children (mostly boys) not interested in school but in selling natural resources and acquiring trendy (fashionable items).
* Community knowledge on CRBs and VAGs was limited in WLNP compared to KNP.
* Generally, women had limited information on VAGs compared to men, resulting too few women participating in VAGs activities.
* Women’s educational levels were low compared to men disqualifying them to be elected in leadership positions. ZAWA guidelines demands that a candidate be able to speak and write in English. Most decision-making positions at CRB and VAG levels were occupied by men.
* High value natural resources like trees, charcoal, wild animals, minerals, stones, grass, fish, honey, mushrooms, caterpillars, munkoyo roots, sand, land men had control and high participation levels compared to women (Mulunga 2013).

From the study conducted it is therefore, cardinal to complement the gender mainstreaming strategy with the targeted interventions to promote gender equality especially where there are glaring instances of persistent discrimination of women and inequality between men, women, boys and girls as well as other vulnerable groups in the community.

There are several gender analytical tools that are used for gender analysis. These are Harvard Analytical Framework (HAF), Moser (triple roles) Framework and Levy (web of institutionalisation) Framework, Gender Analysis Matrix (GAM), Equality and Empowerment Framework (Longwe), Capacities and Vulnerabilities Framework (CVA), People Oriented Framework (POP) and Social Relations Framework (SRF). This study will utilize the Longwe framework for the following reasons.

The Women’s Empowerment framework aims to assist planner’s question what women’s equality and empowerment means in practice and to what extent a development intervention is supporting empowerment. Women’s empowerment is defined as “enabling women to take an equal place with men, and to participate equally with men in the development process in order to achieve control over the factors of production on an equal basis with men’’

The Longwe framework introduces the concept of five levels of equality by which to assess the level of women’s empowerment in any area of economic and social development.

Women’s Empowerment: Levels of Equality are Control, Participation, Conscientisation, Access and Welfare. The framework can be used for planning, monitoring and evaluation. It can be useful in questioning whether or not development interventions have transformatory potential or not and to translate a commitment to women’s empowerment into policy and plans. It can also be used for training. It encourages users of the framework to examine what is meant by empowerment. The Longwe Framework shares some common ground with the Moser Framework’s concept of practical and strategic gender needs. However, Longwe moves beyond the notion of separate needs showing in the framework that development intervention can contain both.

The framework is not complete as it does not take into account a number of aspects. It does not track how situations change over time. The relationship between men and women is examined only from an equality perspective, failing to take account of the complex system of rights, claims, and responsibilities that exist between them. By not taking into account other forms of inequality, women may be seen as a homogenous group. Using a hierarchy of levels may give the impression that empowerment is a linear process (Mukhopadhyay 1999).

# **Chapter Two**

## 2.0 Methodology

Peoples’ perceptions and attitudes are very critical in the investigation and analysis of social phenomena more so with gender issues. It is essential therefore, to employ suitable approaches and modes of inquiry that facilitate the assessment of how men, women, boys and girls who are the project beneficiaries and other stakeholders that perceive themselves and their roles in addressing the gender disparities in accessing, utilization and benefiting from natural resources. A mixed method of qualitative and quantitative were used. The qualitative method employed a participatory research tradition which uses various research tools for data collection: semi-structured interviews, Focus Group Discussions (FGD) and document analysis. Participants for the study were purposively selected. Quantitative data was collected using questionnaires with both open-ended questions and closed-ended questions. Four tools were developed to address the terms of reference. These were (i) Snap Gender audit questionnaire for project staff and implementing partners, (ii) Gender gap analysis interview guide for community focus groups and key informants interviews (iii) Gender sensitive Monitoring & Evaluation reporting questionnaire and (iv)Guide for gender analysis of project documents.

## 2.1 Research Instruments and Sampling Methods

### 2.1.1 Guide for gender analysis of project documents

A gender analysis of documents related to the activities of the project was conducted focusing on seven areas namely: situation analysis, target group analysis, institutional context, problem identification, goals and objectives, activities and other. Gender analysis measured the extent to which gender is mainstreamed or addressed in each of the themes above. The seven areas of analysis were compressed to show two aspects of the strength and weakness in terms of identifying, analyzing and addressing gender issues. The following documents were analyzed:- National Gender Policy, National Forest Policy, Second National Agricultural Policy, National Strategy to Reduce Deforestation and Forest Degradation, National Climate Change Policy, Zambia’s Second National Biodiversity Strategy and Action Plan, National Energy Policy, End of year and quarterly Project reports, Integrated land use planning for Chibwika and Muwozi VAGS.

### 2.1.2 Snap Gender Audit questionnaire

Snap gender audits were carried out involving staff from the project implementing unit and field offices and the Implementing Partners (IPs) from the headquarters, provincial and district offices. The two institutions have been involved in the project since its inception. These are, Ministry of Lands and Natural Resources – Forestry Department and Ministry of Tourism and Arts – Department of National Parks and Wildlife. In addition, two Non-Governmental Organizations - NGOs these are: - Conservation Farming Unit and Nature Conservancy involved in the project were included. The total number of staff interviewed at each level was determined by the availability and willingness of staff. Community Liaison Assistants (CLAs) assisted in identifying staff.

Gender audit is a participatory process and a tool for identifying challenges to mainstreaming gender in the organization’s system and operations, programs and projects. It helps to identify organizational strengths and challenges to integrating gender in the organization’s systems and operations. The basic assumption of gender audits is that public policy impacts differently on men and women. The variance stems from the different roles of women and men in the family and from the lower economic status of women. The purpose of gender audits is to lead to changes in public policy that contribute to an increase in gender equality [www.interaction.org](http://www.interaction.org).

Gender audit also permits the organization to examine whether policies, processes, and practices are effective, whether they are being followed, and if they appropriately reinforce gender mainstreaming objectives. It provides a foundation for:

1. strategic organizational gender related planning and decision making,
2. the development of an organizational process that systematically identifies opportunities for improvements,
3. the development of an information/data collection mechanism to support evidence based analysis in measuring progress made against the baseline information on an ongoing basis, and
4. Identifying, recommending, and implementing new and more effective gender strategies.

In addition, gender audit can also assist in identifying gender biases and perceived biases and inform the development of policies and practices to address those biases. It can also help to identify existing institution resources that are, or can assist in addressing gender issues and identify training and equipment needs <http://www.swc-cfc.gc.ca/rc-cr/gapo-ebop/index-eng.html>. In this study gender, auditing provided valuable information that will promote gender mainstreaming at all levels.

#### Table 1. No of persons interviewed per each institution

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **Name of Institution** | **F** | **M** | **TOTAL** |
| **1.** | Project Implementation Unit (GEF5 project) | 01 | 07 | 08 |
| **2.** | Ministry of Lands and Natural Resources – Forestry Department | 00 | 06 | 06 |
| **3.** | Ministry of Tourism and Arts – Department of National Parks and Wildlife | 04 | 04 | 08 |
| **4.** | Conservation Farming Unit | 00 | 1 | 1 |
| **5.** | The Nature Conservancy | 00 | 0 | 0 |
|  | Totals | 05 | 18 | 23 |

(**Source: Fieldwork Data, 2017**)

The table above indicates that all the organizations implementing the project have few females involved. Only five females were interviewed for the gender audit questionnaire and were drawn from the Project Implementation Unit and the Ministry of Tourism and Arts, the Department of National Parks and Wildlife. The study interviewed eighteen (18) males from the Project implementation Unit, the Ministry of Lands and Natural Resources – Forestry Department and Ministry of Tourism and Arts – Department of National Parks and Wildlife.

### 2.1.3 Gender gap analysis interview guide

Interview guide for the community and focus group discussions were conducted in four game management areas (GMA). They were designed to assess the outputs/outcomes of various interventions at the points of delivery and solicit for views from the community members in West Lunga National Park and Kafue National Park. A *‘dip-stick’* approach was adopted instead of ‘representative’ sampling. This is because the study wanted to find out whether gender has been considered in the GEF 5 project, therefore this approach was efficient in investigating the social phenomenon. Furthermore, this approach was used in the event of time and financial constraints. The study sites identified are in the table below:

#### Table 2. Study Sites

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Protected Areas** | **GMA** | **CRB** | **VAGs** | **Ethnic Group** |
| **KNP** | Mufunta | Kahare | * Lalafuta * Kalale * Litoya | * Nkoya |
| **KNP** | Mumbwa | Mulendama | * Musapa * Isalama * Katele | * Ila |
| **WLNP** | Musele Matebo | Musele | * Shalamba * Nkangozhi * Musele | * Kaonde |
| **WLNP** | Ntambu Chibwika | Chibwika | * Lwamukunyi * Chibwika Central * Muwozi | * Lunda |

(**Source: Fieldwork Data, 2017**)

The table above shows the study sites. The following GMAs were selected. These were Mufunta and Mumbwa in the Kafue National Park and Musele Matebo and Ntambu Chibwika in the West Lunga National Park. The total number for CRBs in both GMAs was four (4) and twelve (12) VAGs as listed above. Ethnic groups in the study sites were diverse in the sense that there was a mixture of Tonga, Lozi, Nkoya, Ila, Lunda, Luvale and Kaonde.

Focus Group Discussions (FGDs) were used as a method for collecting information because of their qualitative and descriptive attributes. In this study the focus groups were comprised of 6 to twelve (12) individual community members who were purposively sampled from the communities with assistance from VAG Executive members. The following were the selection criteria for establishing individual groups:

* Sex – the focus groups were separated by sex. One for females, the other for the males. This allowed for freedom and enhanced participation from the womenfolk who culturally would not speak in the presence of males. Facilitation was conducted by both males and female research assistants due to language barrier and translators. In some of the study sites teachers were recruited as research assistants.
* Age – given the involvement of the young people in natural resources, it is envisaged that a bulk of knowledge and innovative minds lie in the younger age. This study therefore, blended in the younger people because they are an important resource of information. The FGDs for the youths, both males and females were also sex disaggregated.
* Culture- The study considered culture because of the social construction of gender and gender roles. Furthermore, culture plays a role in the access and control to resources.

The Centre for Disease Control and Prevention (CDC, 2008) defines a FGD as a group interview of approximately six to twelve people who share similar characteristics or common interests. A facilitator guides the group based on a predetermined set of topics. The facilitator creates an environment that encourages participants to share their perceptions and points of view. Focus groups are a qualitative data collection method tools, meaning that the data is descriptive and cannot be measured numerically. It is, based on structured, semi-structured or unstructured interviews and allows the researcher to pose questions to several individuals in a systematic and simultaneous manner. It involves a small number of people ranging from six to twelve that are purposively selected based on their relevance to the topic under discussion (Rubin and Babbie, 2005). In this study some FGD groups were large due to good response from villagers who wanted to know more about the project.

Further, Bryman (2008) asserts that the original design of a focus group interview was to allow people who were perceived to have a certain experience to be interviewed in an unstructured way about their experience. This has become a popular method for researchers that seek to examine the way people understand or interpret, in general, the topic under investigation by the researcher. However, this method has its own merits and demerits. The merits are that, it is quick and relatively easy to set up. The group dynamic does provide useful information that individual data collection does not provide. The method is also useful in gaining insight into a topic that may be more difficult to gather through other data collection methods. The method however, has its disadvantages. There is less experimental control therefore, there is high susceptibility to facilitator bias. Furthermore, the chances that the discussion can be dominated or sidetracked by a few individuals are also possible. Bryman, (2008) also asserts that data is more difficult to analyze as the analysis is time consuming and needs to be well planned in advance. The method does not provide valid information at the individual level and where more focus group discussions are conducted information is not representative of other groups as the groups may vary considerably. The table below shows the number of VAGs and sex disaggregation of the FGDs in the Study Sites:

**Table 3. No of people interviewed per each VAG**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/n** | **VAGS name** | **F** | **M** | **Y/F** | **Y/M** | **Total** |
| **1.** | Lalafuta | 10 | 13 | 06 | 09 | 38 |
| **2.** | Kalale | 15 | 08 | - | - | 23 |
| **3.** | Litoya | 06 | 10 | - | - | 16 |
| **4.** | Musapa | 09 | 10 | 06 | 06 | 31 |
| **5.** | Isalama | 19 | 14 | - | - | 33 |
| **6.** | Katele | 08 | 09 | - | - | 17 |
| **7.** | Shalamba | 09 | 16 | - | - | 25 |
| **8.** | Nkangozhi | 08 | 10 | - | - | 18 |
| **9.** | Musele | 10 | 26 | - | - | 36 |
| **10.** | Lwamukunyi | 06 | 08 | - | 08 | 22 |
| **11.** | Chibwika Central | 13 | 13 | - | - | 26 |
| **12.** | Muwozi | 08 | 15 | 06 | 07 | 36 |
|  | **Totals** | **121** | **152** | **18** | **30** | **321** |

**(Source: Fieldwork Data 2017)**

The table above shows that both males and females participated in the FGDs and in some VAGs male and female youths also participated. In Lalafuta, Musapa and Muwozi youths were present, however in Lwamukunyi only male youths participated. In Isalama and Katele the local traditional leaders also participated in the FGDs. In other sites such as Kalale, Litoya, Isalama, katele, Shalamba, Nkangozhi, Musele and Chibwika, youths were combined with adults in the FGDS because of limited numbers.

### 2.1.3.1Key Informant Interviews

Key informant interviews were qualitative in-depth interviews with respondents who knew what was going on in the community on the gender gaps, community and individual priorities as well as needs. Through the triangulation process in-depth information was also obtained on how the community, the project, NGOS and the Government could improve the situation in the study sites. The purpose of key informant interviews was to collect information from a wide range of people - including community leaders, professionals, or residents - who have firsthand knowledge on the communities under study. These experts, at community level with their particular knowledge and understanding, provided insight on the nature of problems and gave recommendations for solutions on the project. These were also purposely sampled from the following groups: Community Liaison Assistants, Community Resource Boards Executives and Traditional leadership such as Village Headmen. A total of fifteen (15) key informants were interviewed.

### 2.1.4 Gender sensitive M & E reporting questionnaire

Gender-sensitive M&E was conducted to help identify and track differences in the project outcomes and impacts with respect to gender mainstreaming. This would further help the project identify actions needed to correct the discrepancies across sexes. These are simple techniques for improving the quality of data so that it allows for adequate gender analysis. Gender-sensitive M&E can improve the project’s performance by maximizing inclusive and equitable benefits to all members of the target group and will help avoid otherwise unforeseen negative impacts on different segments of the target group. The questionnaire was administered to the key project staff, IPs staff at all levels, and NGOs staff. A total of eighteen (18) respondents were interviewed.

**Chapter Three**

# **3.0 Findings**

## 3.1 Guide for gender analysis of documents

A gender analysis of the policy and program documents was conducted focusing on seven (7) areas namely: situation analysis, target group analysis, institutional context, problem identification, goals and objectives, activities and other. The gender analysis measured the extent to which gender is mainstreamed or addressed in each of the themes above. The seven (7) areas of analysis were compressed to show two aspects of the strength and weakness in terms of identifying, analyzing and addressing issues. Almost all the policy documents, guidelines and strategies addressing natural resources in Zambia addressed gender issues to a lower extent. The general weakness in most of the documents was the inability to make reference to international, regional and national instruments on gender and lack of gender analysis of target groups. A summary of results of the gender analysis of documents is presented in table 4.

**Table 4: Gender Analysis of Documents**

|  |  |  |
| --- | --- | --- |
| **Document** | **Strength** | **Weakness** |
| **National Gender Policy 2014** | * Expanded on a range of cross cutting gender issues such as energy and environment * Highlighted several sector based gender issues * Activities to address gender issues are stipulated | * Does not fully articulate the issues on gender and natural resources |
| **National Forest Policy 2014** | * Identified contribution of forest to the national economy and the environment * Recognized the major contribution made by women and other groups through trading of forest products | * Makes no reference to the international instruments on gender |
| **Second National Agricultural Policy 2016** | * Gender and other cross cutting issues are adequately articulated | * Makes no reference to the International instruments on gender |
| **National Strategy to Reduce Deforestation and Forest Degradation 2015** | * Highlights poverty as one of the underlying causes of deforestation | * No gender analysis of the target groups |
| **National Policy on Climate Change 2016** | * Highlights gender and other cross cutting issues in all the related sectors. * Climate change programs have been engendered | * Makes no reference to instruments on gender |
| **Zambia’s Second National Biodiversity Strategy and Action Plan 2015** | * Identified Protocol on Gender and Development 2008 as one of the relevant plans supportive of biodiversity conservation in Zambia | * No Gender Analysis of the target group |
| **National Energy Policy 2008** | * To mainstream cross cutting issues such as HIV/AIDS, gender and environment into the planning and implementation of energy programmes, projects and activities. | * No Gender Analysis of the target group |
| **Guidelines for Community Resource Boards elections 2013** | * Outlines clear guidelines on the CRB election process | * Does not identify gender gaps and issues * No Gender Analysis of the target group * Does not show specific gender issues guidelines will address |
| **GEF5 First & Second Quarter Reports** | * Highlights achievements and challenges the project faced during the two quarters | * Does not identify gender gaps and issues * No Gender Analysis of the target group * Data presented is not disaggregated by sex * No mention of gender throughout the report |
| **GEF5 Annual Report 2016** | * Highlights achievements and challenges the project faced | * Does not identify gender gaps and issues * No gender analysis of the target group * Data presented is not disaggregated by sex * It does not mention gender |
| **Chibwika ILUP Report 2017** | * Detailed land use planning | * Does not identify gender gaps and issues * No Gender Analysis of the target group * Goals and objectives are gender blind |
| **Muwozi ILUP Report 2017** | * Desires of women, men and the youths are articulated | * Does not identify gender gaps and issues * No gender analysis of the target group * Goals and objectives are gender blind |

(**Source: Fieldwork Data, 2017**)

The table above shows that the gender analysis conducted indicated that some of the documents are gender blind. Gender analysis of the National Gender Policy does not fully articulate the strategies on how to address gender and natural resources. The study further showed that all the documents except for the national gender policy do not make reference of international instruments on gender. The National Strategy to reduce deforestation and forest degradation 2015 does not mention gender. Other documents analyzed that are gender blind include the guidelines for Community Resource Boards (CRBs) elections in 2013, which outlines how the elections will be conducted but makes no mention of gender. The study included the GEF 5 Quarterly, annual report and the Integrated Land Use Planning (ILUP) reports to analyze how gender has been incorporated. The gender analysis of the reports show that there was no sex disaggregation of data.

## 3.2 Snap Gender Audit questionnaire

Snap gender audits were carried out to identify gender biases and inform the development of policies and practices to address the gender gaps. Gender audits also helped identify the existing institutional resources that are, or can assist in addressing gender gaps and identify training needs. Gender auditing also provided valuable information that would promote gender mainstreaming at all levels. A total of twenty-three (23) respondents participated in the study. These were drawn from the Project Implementing Unit (PIU), Two IPs and two NGOs implementing the project. Of these five (5) were females and eighteen (8) were males. Age group ranged from twenty-four (24) to fifty-three (53) years old and they had worked for the various organizations implementing the project ranging from two (2) to twenty-seven (27) years.

### 3.2.1 Gender in Partnerships

The Ministry of Gender and Child Development is responsible for coordinating all ministries, their statutory bodies and other government agencies on gender matters. The study sought to find out how the various institutions implementing the project, engage with the Ministry of Gender. The results showed that 43% did not have a working relationship with the Ministry, 39% had a good working relationship with the Ministry and only 13% work with other NGOs that deal with gender matters. Respondents from the Ministry of Lands and Natural Resources stated that, “w*e work together in terms of creating awareness through community meetings and also when undertaking capacity building programs for communities.”* This shows that there is partnership between the two implementing partners and the Ministry of Gender. Furthermore, other views from the Ministry of Tourism and Arts expressed that, “a*s Law Enforcement Officers in the organization all gender imbalance cases and violation of the law are reported to relevant offices so that perpetrators of gender based violence are brought to book.”* Cases of GBV arise as a result of access and control to the natural resources. The partnership between the Ministry of Gender and Ministry of Tourism and Arts shows that there is an understanding and awareness that GBV cases should be reported and handled by the relevant authorities.

According to GEF 5 Liaison officer in Kahare, *“we work very well with the Ministry of Gender and they have been helpful with regards to gender awareness and sensitisation. However, programmes have to be upgraded and taken further to rural communities where challenges still exist to close the gaps.”* However, some Ministries located outside Lusaka for instance, in North-Western Province state that*, “there is very little coordination between the Ministry of Tourism and Arts and Ministry of Gender because there is no representation at District level.”*  Despite not working with the Ministry of Gender, the Ministry is working with NGOs such as WLSA, World Vision and One-Stop Centers to address GBV cases. Furthermore, they also work with the District Gender Sub-Committee.

According to the Ministry of Lands and Natural Resources in Mumbwa, *“interaction is through the District Sub-Committee of the District Development Coordinating Committee. We are involved through the District Administrative Office which spearheads all gender related issues.”* The study also revealed that there are NGOs such as Conservation Farming Unit and The Nature Conservancy that do not work with the Ministry of Gender. The respondent explained that*, “we always struggle to bring gender issues and awareness. So we are not working with the Ministry of Gender.”* The study findings also indicated that commitment to gender equality is one of the issues considered when entering into partnership with other organizations. Almost half of the respondents 48% considered this aspect as very important while 39% did not consider it.

### 3.2.2 Gender Training

Gender training is important in the implementation of GEF 5 project among the Project Implementing Unit (PIU), Implementing Partners (IPs) and the NGOs. Gender training is helpful if lessons are drawn from the experience used to improve future activities. It should be used as a tool, strategy and a means to effect individual and collective transformation towards gender equity/equality through consciousness raising, empowering learning, knowledge building and skills development (eige.eoropa.eu). The study sought to find out the extent to which project staff apply any of the international instruments on gender. Gender is internationally recognized as a basic human rights issue for women and men and is a condition for social justice, development and peace (BPLA, 1995). Zambia has endorsed and is a party to several international instruments which aim at promoting gender equality. Some of the key instruments on gender include the following:

* Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) of 1979
* Beijing Platform for Action (BPA) of 1995
* Sustainable Development Goals (SDGs) 2015
* Southern Africa Development Community (SADC) declaration of 1997and
* SADC protocol 2008

As such, these should provide a framework within which gender programs are developed and delivered by all development organizations. Zambia has formulated her own policies on the same. Among these are:

* National Gender Policy 2014,
* Vision 2030,
* Revised Seventh National Development Plan, and
* Anti-Gender Based Violence Act of 2011.

The study sought to find out the extent to which project staff apply gender instruments in their work. Findings indicate that staff members are not conversant with international, regional and national instruments on gender. Project staff were asked to mention any international, regional, national, instruments, conventions, protocol, policies on gender equality that they were using to guide their work on gender. Only 17% indicated some instruments such as Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) and SADC Gender Policy. They also included National Forest Policy. The majority 83% of the respondents left the question unanswered and others indicated not applicable. Knowledge on gender varied with some giving accurate knowledge and others confusing it with sex and gender equality. The terms gender equality and gender mainstreaming were both not well understood. Based on the foregoing, staff knowledge on gender among project staff is low.

In the period 2012 to 2016, 17% of the project staff attended gender training ranging between one and seven days. The topics covered included mostly gender concepts or definitions and training of trainers on gender. 83% of the respondents had never attended any gender training. Results of staff’s own assessment of their ability to address gender issues adequately in their work indicate that 43% thought that they have adequate ability, while 57% mentioned that they did not have the ability to adequately address gender issues. On the other hand 26% of those that felt they had the ability to address gender further expressed desire to be trained on gender. The study further investigated on the initiative staff have taken to build their skills on gender. The results indicate that 49% of some of the project staff had not built their skills to improve on the knowledge; while 35% had taken keen interest to improve their gender knowledge and skills. Among the personal initiatives taken are as follows:

* *Collaborating with other stakeholders who had knowledge on gender*
* *Research on the internet and read books on gender*
* *Undertaking a Master’s program with a component on gender*
* *Learnt from other institutions on how they are addressing gender*
* *Participated in meetings and discussion forums on gender.*

**(Source: Fieldwork Data, 2017)**

During the gender audit the staff also identified the training needs that would enable them effectively address gender in their programs. The following were training needs identified:

* 60%[[1]](#footnote-1) suggested all necessary gender topics
* 13% Training of trainers on gender
* 9% Gender analysis
* 9% Management
* Others were interested in community mobilization and negotiation skills.

(**Source: Fieldwork Data, 2017**)

### 3.2.3 Project Planning and Programming

Project planning and programming that has taken gender into consideration involves analysis of conditions, setting goals and identifying strategies that will enable a project reach its intended goals and benefit both women and men, girls and boys. The study sought to find out if gender was taken into consideration during the current project implementation. The findings revealed that 65% said yes and they have considered gender in the implementation as they are mandated to include it in all programs while 28% stated that it was not necessary to include gender in the programs. However, 7% did not respond to the question.

**Gender equality**

The study revealed that 52% of the staff said yes, they consider gender equality goals and objectives in the project design; while 30% said no and 18% did not respond. It was further revealed that community needs assessment are conducted that include gender roles and responsibilities and 61% of the staff said yes while 28% said no and 11% did not respond. The study also sought to find out the use of participatory methods to incorporate the views and preferences of both female and male community members in the project design. 70% of the staff said yes; while 17% said no and 13% did not respond. The following reasons were given why the use of participatory methods were used to incorporate the views and preferences of females and males:

* *They provide all-inclusive decision making process.*
* *Enhance community ownership which is a basis for appropriate and tangible development in every society.*
* *Significant in that there will be ownership of programs.*
* *Participatory methods are important in order to get clear views on certain issues.*
* *It is a good collective analysis and creates good rapport to investigate work together in interdisciplinary and inter-sector team approach.*
* *They are inclusive of cocktail of individuals of different backgrounds, sex and professionals.*
* *Enables outsiders gain insights and information about certain conditions in a project.*
* *Combined groups meetings open up minds of both females and males.*

(**Source: Fieldwork Data, 2017)**

### 3.2.4 Project Implementation

The study sought to investigate the project implementation status focusing on the activities that strengthen skills and provide equal access to resources, services and training among men, women, boys and girls. In addition, the study sought to gather information whether gender roles are considered or not and the value of the project to the beneficiaries. Below is a table showing the responses on the project implementation:

**Table 5. Project Implementation Responses**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SN** | **Questions** | **Yes (%)** | **No (%)** | **No response (%** |
| **1.** | Does the project implementation plan include activities that specifically strengthen skills and provide women/girls equal access to resources, services and training? | **48** | **30** | **22** |
| **2.** | Does the project implementation plan include activities that specifically strengthen skills and provide handicapped girls/women equal access to resources, services and training? | **35** | **43** | **22** |
| **3.** | Does the project implementation plan include activities that specifically strengthen skills and provide men/boys with equal access to resources, services and trainings? | **39** | **35** | **26** |
| **4.** | Does the project implementation plan include activities that specifically strengthen skills and provide handicapped boys/men with equal access to resources, services and training? | **30** | **43** | **27** |
| **5.** | Does the project implementation plans take into account existing gender roles of female, male and youths participants? | **57** | **17** | **26** |
| **6.** | Do female, male and youths beneficiaries of the project value the project as beneficial to their lives. | **48** | **26** | **26** |

(**Source: Fieldwork Data, 2017**)

The table above indicates that 48% said yes that the project implementation plan includes activities that specifically strengthen skills and provide women and girls equal access to resources, services and training. However, 30% said no and 22% did not respond. In planning similar activities and providing equal access to resources, services and training among the boys and men 39% said yes and 35% said no whereas, 26%did not respond.

The study also sought to find out if the project implementation plans take into account existing gender roles of female, male and youth participants and it was revealed that 57% said yes and 17% said no, 26% did not respond. 48% of the respondents stated that female, male and youth value the project as beneficial to their lives; 26% said no and 26 did not respond.

### 3.2.5 Gender Expertise

Gender expertise involves examining cultural issues and the dynamics between males and females. Organizations that desire to mainstream gender should have individuals who have such skills and knowledge and be advocates for such. The study sought to find out who is responsible for incorporating gender in various institutions implementing the project. The study revealed that they were no specific Gender Focal Point Persons (GFPP) mandated or responsible for incorporating gender. 19% of the respondents stated that in their institutions there is no one responsible for incorporating gender in their activities. Other respondents explained that indicated there is no designated office or individual responsible for incorporating gender in all the activities. However, the following offices and institution were identified by the respondents as being responsible for incorporating gender:- PIU,IPs, CLA, Field Officers / Facilitators, Human Resource Officers and Heads of Department.

Gender incorporation can be done in many ways. The study sought to investigate on how gender is incorporated in the departments/section. The following responses were advanced:-

* *Through the gender and forest policy*
* *By involving all the stakeholders*
* *All management positions up to field staff gender is incorporated in recruitment*
* *During staff recruitment both females and males are rendered equal opportunities and selection is done on merit*
* *Ensuring that initiatives not only respond to gender differences but seek to reduce gender inequalities*
* *Through work plans and monitoring reports*
* *Through inclusion of women and men in decision making positions*

**(Source: Fieldwork Data, 2017)**

### 3.2.6 Engendering Monitoring and Evaluation (M & E) Reporting

Engendering monitoring and evaluation (M&E) means that the institutions implementing the GEF5 project should consider gender. The gender-responsive M&E can help identify and track differences in project outcomes and impacts with respect to gender and can thereby help projects identify actions needed to correct discrepancies in project impact among the sexes. In the M & E, implementing partners should be able to disaggregate the sex of the beneficiaries, the needs and priorities. Moreover, this will also help in the identifying who has access and control to the natural resources among the males and the females. In the study a total of eighteen (18) staff participated in the survey. They were seventeen (17) males and one (1) female. Age groups ranged from thirty (31) years to fifty-four (54) years and they had worked for their organizations ranging from two (2) years to twenty-seven (27) years.

**Figure 1. No of respondents on sex disaggregated data**

**(Source: Fieldwork Data, 2017)**

The study further that 50% said yes sex disaggregate data was collected in the project and programs, 39% said no and 11% did not respond. The following reasons were given why the project staff collected sex disaggregated data:-

* *In order to monitor female participation*
* *To give a clear picture of what is taking place*
* *Only social data and economic information is categorical on sex. Other data on natural sources such as forest survey and stocking don’t apply*
* *The templates used to collect data are disaggregated by sex*
* *Need to know the sex of the beneficiaries*
* *Project documents have a louder emphasis on gender balance*

***(Source: Fieldwork Data, 2017)***

**Table 6. Involvement of women and men in M& E**

|  |  |
| --- | --- |
| **Responses** | **Percentages** |
| **Yes** | 67 |
| **No** | 11 |
| **N/A** | 22 |

(**Source: Fieldwork Data, 2017**)

The table above indicates that 67% involved women and men in M & E, while 11% mentioned that they did not and 22% did not respond. Below are some of the suggested mechanisms from the respondents that have been put in place to monitor the negative impacts of the project on women, men, girls and boys.

* *Participatory approach during meetings, where all is free to participate especially in focus group discussions*
* *Project Managers are expected to track the changes and report on the same regularly.*
* *Task force has been formed to spearhead monitoring of resources*
* *Field visitations*
* *Awareness meetings.*
* *Involvement of all age groups and sexes.*

**(Source: Fieldwork Data, 2017)**

**Figure 2. Availability of sufficient budget for M&E**

(**Source: Fieldwork Data, 2017**)

The table shows that 22% said yes funds are not sufficient for M & E, whereas 50% mentioned that the funds were not sufficient and 28% did not respond. Availability of funds to carry out gender sensitive M&E is of utmost importance. Majority respondents felt that allocated funds were not sufficient to undertake the required exercises.

**3.3. Project Objectives, Logframe and indicators**

**Table 7. Availability of gender responsive objectives**

|  |  |
| --- | --- |
| **Responses** | **Percentages** |
| **Yes** | **67** |
| **No** | **11** |
| **N/A** | **22** |

(**Source: Fieldwork Data, 2017**)

The study revealed that 67% of the respondents said there is availability of gender responsive objectives, 11% said no and 22% did not respond. According to the respondents the following measures have been put in place to verify achievements of the gender responsive objectives:--

* *The project has deliberately provided for at least 40% women representation in governance structures*
* *It provides for the tracking, monitoring, empowerment and control of the gender responsive objectives by the Project Manager and CBNRM Coordinator throughout the project period*
* *VAG committees and Forest Management Committees are encouraged to have female representation*
* *Project activities have clear inclusion of females*
* *Involvement of both sexes in decision making*
* *By attendance list where we indicate gender during project programs.*

(**Source: Fieldwork Data, 2017**)

**3.4 Empowerment**

**Table 8. Empowerment analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **Responses** | **Yes (%)** | **No (%)** | **No Response (%)** |
| **1.** | Does the M&E assess whether women and men have been disadvantaged socially or economically? | **39** | **28** | **33** |
| **2.** | Does the M&E assess if women’s and men’s status improved because of the projects inputs? | **44** | **22** | **44** |
| **3.** | Does the project assess if there is improvement in awareness of women’s rights? | **44** | **22** | **44** |
| **4.** | Does the project assess if there is improvement in awareness of social issues like domestic violence and laws relating to these issues? | **33** | **40** | **27** |
| **5.** | Does M&E assess if women’s or men’s workload increased as a result of projects inputs? | **33** | **39** | **28** |
| **6.** | Are women compensated for the time they put in the project work? | **0** | **61** | **39** |
| **7.** | Is women’s work considered as voluntary work? | **39** | **33** | **28** |

**Figure 3. Empowerment analysis**

(**Source: Fieldwork Data, 2017**)

The table above shows that 39% of the respondents said that the M & E assesses whether females and males have been disadvantaged socially or economically. However, 28% said no and 33% did not respond. It was further revealed that 44% of the respondents said that the M&E assess if women’s and men’s status improved because of the projects inputs; 22% said no and 44% did not respond. From the empowerment analysis, 44% said that there is improvement in awareness of women’s rights, 22% said no and 44% did not respond. 33% of the respondents indicated that project assessed if there is evidence that improvement in awareness of social issues like domestic violence and laws relating to these issues, is minimal as 40% said no and 27% did not respond. In the study, 33% of the respondents indicated that the M & E assesses if women’s or men’s workload increases as a result of the project’s inputs; whereas 39% said no and 28% did not respond. It was indicated in the study that women were not compensated for the time they put in the project work, as none of the respondents said yes, whereas 61% said no and 39% did not respond. 39% of the respondents revealed that women’s work is considered as voluntary and 33% said no. However, 28% did not respond.

## 3.5 Gender gap analysis

### 3.5.1 Understanding of Gender and Gender Roles

In the Focus Group Discussions participants defined gender as men and working together and they observed that if males and females do not work together, development would not take place. According to one male respondent, *“men and women can both do the work, for example at home I help my wife with some of the domestic chores such as drawing water from the borehole.”* Other examples that were cited from the participants included males and females sweeping indicating that there is an understanding of gender roles and that they can be performed by either sex. In all the sampled areas in the study sites the participants stated that World Vision has been sensitizing and creating awareness among the community members on gender. In other study areas the participants revealed that it was Kalumbila Mines and the church that has been creating awareness on gender. Furthermore, at the rural health posts the community members in Musele receive information on gender from the Safe Motherhood Action Group (SMAG).

According to the participants, gender is necessary and they stated that *“because either sex can perform gender roles as we are the same, male and female.”* The participants in all the study areas also agreed that for development to take place in the area males and females should share information on how they can work together. They are of the view that when males and females work together programmes and projects been introduced in the areas will be accomplished and benefit the community members.

### 3.5.2 CRB and VAG Executive Compositions

Across the study sites it was revealed that the sex composition of the VAG and CRB varied. In one study site there was an equal number of males and females and according to the participants*, “the VAG Executive comprises of 5 males and 5 females because we want to work together and achieve what we want. We can’t separate women from men because we need to work together.”* The committee members were represented by both males and females and participants reported that, *“we have five villages here and each member is selected from those so that there is gender equality. A man or women cannot work alone but working together we are able to achieve the goals.”* According to the participants the composition is like this because men and women cannot work in isolation and they further stated that this is an ideal situation.

Other participants stated that men and women are the same and that is why the composition of the VAG Executive comprises of males and females. However, other VAG Executives in the study areas did not have a gender balance but instead males were voted into most of the positions and females did not contest in the elections. According to the participants *“there are more men than women because most of the women fear to come out because they cannot read and write in English. When the VAG was established most women did not attend because there was miscommunication with the way the information was disseminated. Also the women think that for one to be in leadership they must be literate and be able to read and write.”* It was revealed in the study that despite the gender imbalance with the men holding the key positions of Chairperson, Secretary and Treasurer especially in CRBs compared to VAGS. The participants stated that, *“they do not want to change the situation as they prefer it this way.”* The male participants do not want to change the composition, whereas female participants are of the view that both sexes need each other as they cannot work in isolation. The figure below shows sex presentation at CRB level in WLNP. This picture is the same at KNP. Results show that all the positions are occupied by males.

**Figure 4. Sex presentation at CRB level**

**Figure 5. Sex presentation at VAG level**

The figure above shows that female representation at VAG level is higher compared to CRB. It was noted that the positions of Chairperson, Secretary and Vice Secretary were still a preserve for men even at VAG level. However, positions of Treasurer and Vice Treasurer were dominated by females. Further, probing revealed that women are trusted with keeping money safe compared to men.

### 3.5.3 Benefits

The study discovered that community members had benefited from the project. The benefits across the study sites were similar and the participants stated that they had learnt how to prevent destruction and damage of natural resources but managing them. Participants unanimously agreed that they had been sensitized on the importance of natural resources and the significance of working together as males and females. A male respondent shared that*, “with the sensitization we have been educated as males and now we are working together our wives e.g. drawing water. We are also helping our wives in the fields. We are working with our wives because we were told about the gender roles.”* Despite the benefits that the participants highlighted some of members in the focus group stated that they have not benefited from the project. According to one female participant, *“we have not seen any benefits so it is hard to say what we hope to benefit. However, we want to see that our children get educated and have a good life. We want to take our children to school.”* Some of the participants expressed that there are somehow partial but at the same time full benefits from the project. Another female respondent explained that, *“I say we have only benefited from the project fully because these natural resources we are conserving are helping us when there are disasters. By conserving the trees we are also able to have land for farming and also keeping our livestock. Partially, we have benefited because we have been told not to cut down the trees. But that means we are not allowed to burn charcoal and this affects us because that was our source of income.”* However, even though charcoal is mostly practiced by the males the women also benefited as they use the charcoal for cooking.

Community members expressed their hope that the project would enable them have access to health care. According to the participants they hoped to benefit from the project and requested that a school and hospital be constructed in their area. According to the participants, *“hospitals will help us treat the sick and because at the moment we are walking long distances for medical attention.”* The participants further indicated that the benefits they are hoping to receive from the project were farming inputs, construction of good schools, clinics and boreholes. According to the participants they would like to receive *“cattle, chicken, fertilizer, fish ponds, a clinic and other farming inputs.”* The community members are of the view that the livestock and farming inputs will improve their livelihood as they will be able to earn incomes. According to another female participant, *“when the animals reproduce we will sell and earn an income therefore be able to pay school fees for our children. The fish ponds will also help us to earn income and the money will also be used for school fees and buy items for our households.”* In the focus group discussion it was revealed the equipment used for fishing inhibits women from catching fish in the river. Therefore, they would like the project to assist them in constructing fish ponds as a source of income. The female participants stated that the income would assist them pay school fees for their children. They agreed that alternative sources of income will help them send their children to school and they will be educated. On the other hand the male participants stated that they also need goats and livestock to sustain their livelihoods.

According to the participants the area lacks clean and safe drinking water and they would like the project to assist in providing boreholes. The participants stated that*, “we need the project to help us with sanitation because we don’t have clean water. We need boreholes. In the streams where we draw water you will find some people are bathing and washing their clothes.*” It was revealed in the focus group that stomachache is a major problem in the area due to the unclean water that the community members are drinking.

### 3.5.4 Natural Resources

The study reveals that the natural resources available in the areas are minerals such as quartz, amethyst, copper, uranium and cobalt. The participants also stated that in the areas there are trees, rivers and water. Natural resources such as food are available in the area and include honey, caterpillars, mushrooms, fish and wild fruits. The participants pointed out that, *“it is mostly men that have access and control to these natural resources.”* However, access to the natural resources among women is inhibited because *“they are occupied with ploughing, child care whilst the men are drinking alcohol and having extra marital affairs.”* (FGD, Participant). Some of the participants have observed that it is not the men that have access to the natural resources such as minerals. Gershom says that, *“the minerals in this areas are controlled by government, chiefs and others.”* The participants in the focus group discussion pointed out that they do not have good leaders and the community members are not involved at all levels and therefore are not benefiting from the minerals in the area. Their view is that the leaders in their areas have no heart for the community because they are not from within.

The study further revealed that access to natural resources is dependent on the type and in all areas it was agreed that men and women have access to the following:

**Table 9: Men and women access to Natural Resources**

|  |  |  |
| --- | --- | --- |
| **No** | **Males** | **Females** |
| **1.** | Firewood | Water |
| **2.** | Fish | Caterpillars |
| **3.** | Mushroom | Firewood |
| **4.** | Beekeeping | Grass |
| **5.** | Grass | Wild fruits |
| **6.** | Minerals |  |
| **7.** | Wild animals |  |

***(*Source: FDG, 2017*)***

The table above shows that males and female have access to the natural resources however, the use differs according to the sex. According to the participants the males earn income from the natural resources. Male participants stated that, *“with the beehive I can harvest honey and earn some income.”* It was also revealed that males catch fish in large quantities for sale and the women buy for consumption. It has been observed that males destruct the natural resources as they cut down trees and the grass as the former is used for charcoal and the latter for thatching houses. According to the participants, even though poaching is prohibited the practice has continued by the males and this is a source of livelihood. However, in the focus group, female participants stated that *“the males do not give us the money they use it for drinking and even when you are pregnant the husband will not give us the money to buy the clothes for the babies. They don’t even pay for the school fees for the children. The men engage in extra marital affairs when they have money.”*

On the other hand it was revealed that access to the natural resources among women is for consumption. According to the participants, *“the women collect the mushroom and the men escort us. Also both men and women harvest the caterpillars but the males collect more and sell and us we feed the families because that is relish.”* However, there are other factors that inhibit women from accessing the resources. One female participant revealed that, *“women are inhibited from going in the forest to also collect the caterpillars or mushrooms along and sell the way the males do it. We also do not have the tools to use to cut down trees and grass. So as women we are asking if we can also be given tools. We are not allowed to enter the river to fish so we are asking for fish ponds. We also need money and not loans so that we can start-up business. We also need fertilizer so that we can have high yields which can sell and send the children to school.”*

Participants were of the view that in order to address the situation the tools should be provided for women, it was also indicated that the distance covered is very long, fish ponds, loans for education and sensitization should be conducted as well. Other participants however, stated that *“VAG should combine with the mines to work together and prospective licenses should be made accessible for mining.”* The community members are of the view that they are not benefiting from the mines and they need other sources of income so that they are able to send their children to school. However, another female participant said that, *“there should be a combined effort where women learn from the men’s clubs. Men should teach the women on how they are doing things and also train us because we need each other.”*

In the focus group discussions some participants were of the view that leadership is needed among the community members. One male respondent stated that, *“if we can have leaders among ourselves who can also be involved as we the community members do not have access to the minerals but yet they were left by our ancestors.”* The participants have observed that despite living in the area and born there they have limited access to the minerals because government brought investors who are mining in the areas. They explained that, *“the land has been grabbed from us by the investors. The mine has also been grabbed and the community does not have access to the minerals. We have access but when we try to mine we are prosecuted. In the community everyone has access but no control to the minerals. Chiefs and Headmen have access because they are the community leaders.”* The participants further stated that *“ZAWA officers/GEF project, Headmen, Chiefs also control the natural resources. They don’t allow us to destroy the trees. There are some rules which the Chiefs and the Headmen have put in place.”* The rules from the Chiefs and Headmen are not written and according to the participants the information is disseminated verbally to the community members.

According to the community members the Chiefs should collaborate with the people in the areas and create opportunities for the locals to get licenses so that they are able to engage in legal mining. They explained that, *“with the illegal mining been conducted we sell the minerals such as copper, quartz, gold, rubies and earn some income which we use to buy household items and pay school fees. The women do not have access to the minerals and they are not involved in the process.”* The study therefore reveals that both males and females have access to the natural resources however, minerals are controlled by the government, however the local communities feel that the local leadership does not care for their people. It is evident that the local communities are seeking alternative sources of income apart from selling charcoal, fish, mushrooms, caterpillars and farming.

### 3.5.5 Community and Individual Needs

The community needs for men and women in the study sites are houses, good roads, good markets, hospital, teachers, water, good schools, iron sheets, water, and electricity as well as farming inputs. The respondents said that this was important as these would reduce poverty in the area and children must be educated to reduce the illiteracy. The participants explained that the hospital is important for treatment of ailments as currently the community members walk 7 to 8 kilometers to access health care. Furthermore, the need for a school is important as this will help the children get an education. Housing for the communities is also important because *“we are protected in the night time and we sleep in them.”* (FDG, Participant). In all the areas the participants stated that water is important they use it for domestic use, for instance cooking, washing and bathing. Other community needs that were identified by the communities were teachers’ houses and according to the participants, *“there are only three teachers and when they are posted to this area they do not last long because there are no accommodation for them.”* It was also revealed that it is not only the teachers that lack accommodation but the doctors and as well and the participants pointed out that there was need to construct houses for the medical officers. According to the participants the community members are engaged in farming however they do not have a market to sell the produce.

The individual needs identified by the participants were food, water, sanitation, clothes, children, salon, and sewing machines. Other participants stated that college, piggery, starting a women’s club was what they needed. According to one female participant*, “I want to go to college so that I can get a better job and that is why am saying we need a college in the area.”* Among the youths they agreed that a college was important to them because they have finished high school and would like to pursue their studies and be able to find good jobs.

### 3.5.6 Community and Individual Priorities

In the focus group discussion the participants were able to identify the three priorities for the communities. Their priorities varied due to the different needs that the communities have. Below is a table showing the priorities for the communities.

**Table 10: Community Priorities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Community Priorities** | | | |
|  | Hospital | Clinic and houses for medical staff | Good schools | Market |
|  | Water | Farming Inputs | Good housing | Food |
|  | School and teachers’ houses | Loans for livestock | Clean Air | Fish ponds |

***(*Source: FDG, 2017*)***

The table above shows that the priority for the community members varies as some participants indicated that hospital, clinic, good schools and market are top on their list. According to the participants*, “we need a market to sell the produce. The project or government should come every Friday with a car to pick us up and take the produce to Kalumbila for sell.”* Other participants stated that their second priorities as a community were water, farming inputs and good housing. Schools and teachers’ houses as well as loans for livestock were third on the list of priorities for the communities.

According to the participants these individual priorities are important because they use water for domestic use. One male participant explained that, *“if you don’t have these things then you won’t have good living, but if I have these 3 priorities I will not suffer. If I have food at household level I will be important to everyone and I will be respected by everyone in the community. Food will also give me energy and I will be able to work.”* The participants agreed that the community priorities identified were key for survival and the study reveals that the communities in the study sites know the importance of having the basic needs which are water, food, air and housing.

The study further revealed that there are individual priorities and these were identified by the community members in the Focus Group Discussions. Below is a table showing the individual priorities.

**Table 11: Individual Priorities**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Individual Priorities** | | | | | | |
| **1.** | Loans for cattle | Fertilizer | Goats | Clinic | borehole | Farming inputs | Sewing machines |
| **2.** | Livestock | Village | Village chickens | Business trading | Market |  |  |
| **3.** | Beans/agriculture | Poultry | Water Dams |  |  |  |  |

***(*Source: FDG, 2017)**

The table above shows that individual priorities among the community members were loans for livestock, fertilizer, goats, clinic, boreholes, farming inputs and sewing machines. The participants also revealed that their second priorities included livestock, village chicken and start-up businesses. The third priorities among the individuals were beans/agriculture, poultry and water dams. Individuals in the community prioritized activities that would generate income and ensure that that they are able to take care of the families. On another hand, a clinic was a priority because of the need for health care among the community members. According to the respondents the individual priorities are important because they will be able to educate their children. The participants further pointed out that, *“the individual priorities will bring us money for consumption, help our children and the community as well.”*

### 3.5.7 Suggestions

From the focus group discussions there were suggestions on how the community, the project, NGOS and Government should do in order to improve the situation. Below is a table is table outlining the suggestions:

**Table 12: Suggestions to improve the situation by the Community, the Project, NGOs and the Government**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **The Community** | **The Project** | **NGOs** | **Government** |
| **1.** | * The community needs a hospital to improve the community because people will be healthy and able to work. * The community should manage and protect the natural resources then the investors will bring money to construct a hospital. * The community should have a dam as it will change the face of the community and will generate electricity. * The communities are blessed with the natural resources and the investors will negotiate with them so that they construct a dam. * The communities should work together as one community so that they can bring development. * The communities should unite and come together. * The communities should stop cutting trees anyhow. * The communities should tighten the rules so that they safeguard the natural resources * The communities should have clean adequate water. * The communities should be given alternative sources of livelihoods such as fish, fish ponds and broilers (chicken). * There should be an expansion of the school structures, construct a boarding school, good clinic or hospital because going to the District is very far. * The communities should work in collaboration with the churches, government and NGOs so that they are able to help the people. | * The project should construct a school, clinic and water dam. * The project and the local communities should work together in order to protect the natural resources. * The project should provide the community members with alternative sources of livelihood. * The project should put more effort so that it can work and benefit the community members. | * There is only one school, NGOs can help construct more classrooms and a secondary school. * Construct a clinic and staff houses and bring human resources to work in the hospital. * construct a very big hospital with trained personnel/ good educational infrastructure, good and water sanitation | * Construct a good road network and a tarmac. We need to be connected to the national grid. * Provide good clean water, good hospital, schools and communication towers because we are not connected. * Construct a market to sell our vegetables. * Post enough teachers. * Construct houses for the teachers at these schools * Provide farming inputs such as fertilizer so that the local communities could have good yields to curb food security. |

**(Source: Fieldwork Data, 2017)**

# **3.5.8 Conclusion**

An analysis of the documents from the implementing partners indicate that the National strategy to reduce deforestation and forest degradation 2015 highlighted poverty but did not include gender. Documents such the national gender policy, national forest policy, 2014, second national agricultural policy (2016), National policy on climate change, national energy policy (2008), Zambia Second biodiversity strategy and action plan (2015) have included gender. However, they did not make reference to international instruments on gender and there was no gender analysis of the target groups. GEF5 Project documents reveals that they are gender blind as they do not identify gender gaps and gender related issues, do not show specific gender issues that the documents will address. Furthermore there is no sex disaggregation of data and gender is not mentioned in the reports.

GEF5 project did not consider gender when partnering with NGOs for instance, The National Conservancy and Conservation Farming Unit. In the analysis of the two Organisations it was shown that gender is not actively considered because they mostly work with males. Under the Conservation Farming Unit, the lead farmers are mostly males, but they consider that women are indirectly benefiting. Sex disaggregated data was available at the CFU but was not used for further gender analysis of the project participants.

The findings indicated that the majority of the respondents from the staff involved in the project do not have knowledge on the international instruments on gender and at regional level very few were able to identify the SADC Gender Protocol. At the national level only a handful identified the National Gender Policy and the Anti-Gender Based Violence Act.

From the study the majority of the staff implementing the project expressed the desire to be trained in gender because the levels of knowledge are low. This is also evident from the information coming from the project implementation, gender expertise and gender monitoring evaluation and reporting. The findings from the study further reveal that there was lack of understanding of social construction of gender and gender roles among the staff implementing the project. Sex disaggregated data was collected but not used for gender analysis and was not included in all the major reports. Funds for M&E were also not available. Generally GRB was not actively considered. Therefore, there is no understanding of the link between gender, gender roles as well as access and control to resources. Further, the study revealed that there are no specific Gender Focal Point Persons who are responsible for ensuring that gender is incorporated in all the activities.

From the gender gap analysis the study findings show that males control the resources, however, both sexes have access. However, the access to the resources among the males is due to the high value of the resources such as minerals, timber, wild animals and grass. Among the females, access to the resources such as caterpillars and mushrooms was used for household consumption. The community members understand gender and gender roles due to the sensitisation and awareness from NGOs operating in the study sites. Access to other natural resources, such as honey among females is dependent on the use of gender-sensitive beehives. However, in Kafue Ecosystem the population of the bees is reducing due to the use of pesticides when spraying cotton or maize.

The findings also show that females are less in the CRB executives because of the competitiveness of the elections. At VAG level, the number of females are more as compared at CRB levels in both the Kafue National Park and West Lunga National Park.

The community members have benefited in acquiring intangible benefits such as information on gender, gender roles, environmental management and protection. However, they have not received tangible benefits such as livestock, farming inputs, other income generating activities as well as infrastructural development such as schools, hospitals and boreholes. These would improve their livelihoods and be able to provide for their families.

**3.5.9 Recommendations**

|  |  |  |
| --- | --- | --- |
|  | **Organisation** | **Recommendations** |
| **1.** | **GEF 5 Project Implementation Unit** | * GEF5 Project should endeavor to include a gender analysis in the policy documents and relate to international gender instruments in their work * Quarterly, Annual and other relevant reports should have gender analysis of the target group and sex disaggregated data * GEF 5 Project should coordinate or train the implementing partners on how to report from a gender perspective * GEF5 Project should train the staff on gender and include gender actions as key result areas for assessing staff in performance appraisal so that each staff is assessed on progress in addressing gender issues in their work. This will also be a good tool to identify staff training needs that have to be met and for them to have a clear understanding of the social construct of gender. * GEF5 project should ensure that the gender training is contextualized to forestry, national parks and wild life, conservation farming, nature conservation as this will enable the staff to realize the importance of mainstreaming gender in their programmes but at the same time link gender to natural resources. * GEF5 Project should formulate a gender profile which shows gender issues such as common livelihood sources and social practices for women, girls, men and boys; sex composition in the various committees in each project site at inception stage. The gender profile should be updated periodically as a monitoring tool indicating the progress been made and identify the gaps. |
| **2.** | **Implementing Partners:**  **Ministry of Lands and Natural Resources**  **Ministry of Tourism and Arts** | * They should revise the policies related to natural resources so that they are gender responsive to the needs of women, girls, men and boys. * The implementing staff need contextualized training on gender, gender roles and gender analysis to enable them mainstream gender |
| **3.** | **NGOs:**  **The Nature Conservancy**  **Conservation Farming Unit** | * They should revise the reports and documents related to natural resources so that they are gender responsive to the needs of women, girls, men and boys. * The implementing staff need contextualized training on gender, gender roles and gender analysis to enable them mainstream gender |

* 1. **Practical Guidelines on how to engage women/girls/men/boys**

The following guidelines are based on the outcome of the Gender Gap Analysis and lessons learned from the needs, priorities of males and females as well as the gender audit conducted among the project staff and implementing Partners.

|  |  |  |
| --- | --- | --- |
| **S/N** | **Project Outcome** | **Practical Guidelines** |
| 1. | Gender Indicators | GEF5 Project should develop Gender Indicators by:   * Identifying the changes that have occurred as a result of the Project in the communities * Identifying and involving women, girls, men and boys to define the Vision of Change for their communities * Capture qualitative changes such as the increase in the levels of empowerment among women, girls, men and boys in the communities * Capture and document the attitude changes about gender, gender roles and sex and sex roles among the women, girls, men and boys in the communities * Measuring gender equality by addressing changes in the relations between men and women; boys and girls. |
| 2. | CRB and VAG Executive Members | GEF 5 project should develop the Context Analysis Framework to ensure that:   * Women/girls/boys and men hold positions in the CRB and VAG Executive * There is promotion of the factors that support women/girls/boys and men in the CRB and VAG Executive * The constraints that hinder the women/girls/boys and men in the CRB and VAG Executive are addressed * The Constitutions and other documents for the CRB and VAG are gender sensitive to women/girls/boys/men and include gender sensitive language. |
| 3. | Gender-Sensitive Approaches | GEF 5 Project and the community members should:   * Develop the gender activity profile for women/girls/boys/men to implement the gender-based division of labor and gender related control and access over resources of the community. * Ensure that the time and place is suitable to women/girls/boys/men. An appropriate time and suitable place is crucial for the full and active participation of males and females. Implementing partners must choose a time when both women/girls and men/boys are available; or conduct different meetings for women and men at times convenient to both. * Use the venue that is comfortable to women/girls/boys/men. When separate meetings are held with women/girls, Implementing Partners should choose a place where they feel free to speak without being afraid of intrusion by men/boys. |
| 5. | Gender Responsive budgeting |  |
| 6. | Monitoring and Evaluation | GEF 5 Project should develop the Monitoring and Evaluation system by:   * Conducting Continuous Assessment of women, girls, boys and mens’ needs and this will lead to possible adaptation of the programme activities. * Ensuring that the field staff and implementing partners are actively involved in monitoring the impact of the activities implemented by the project. This is of critical importance in order to permit identification of any constraints and barriers inhibiting impact and effectiveness of interventions, and rapid response to overcome these |
|  | Income Diversification and Economic Development | GEF 5 Project should create strong linkages with the Ministry of Agriculture to:   * Provide a choice of economic opportunities to the women, girls, men and boys in the communities * Increase the villagers’ participation in Alternative Development Options, to reduce income derived from production of crops and to increase their income levels. * Provide the exact activities derived from the priorities and needs: * Fish ponds for the women and girls * Chicken rearing for the women and girls * Livestock (goats, cattle) for men and boys   For the activities to be viable the GEF 5 Project should consider the following:   * Women, girls, men and boys should have access to Technical Knowledge on alternative crops, livestock production and/or other economic activities * Training and technical support must be linked to verified market opportunities. * GEF 5 Project should make special efforts to ensure that also women and girls have access to the new knowledge, skills and equipment, especially when these relate to their actual roles and responsibilities. |
|  |  |  |

* 1. **ACTION PLAN**

**PERIOD ACTIVITIES** **RESPONSIBLE OFFICE**

|  |  |  |
| --- | --- | --- |
| **Short term – 1 to 4 months** | * **Implement gender training program on:**   + **Create awareness in international, regional and national instruments**   + **Gender analysis and planning, including skills on addressing practical gender needs and strategic gender needs.**   + **Gender responsive budgeting and mainstreaming** * **Implement a gender sensitive monitoring, evaluation and reporting framework.** * **Implement a community gender sensitization program in operational areas** * **Formulate a gender profile for each project area** * **Prepare Quarterly Reports that have baseline gender information for the project areas** | * **PIU** * **IPs** |
| **Medium term – 5 to 8 months** | * Implement guidelines for delivery of project outcomes that promote gender equity and equality * Strategies to address gender gaps * Incorporate sex, age and class according to the community and individual needs and priorities. * Prepare Quarterly Monitoring Reports that include gender issues | * PIU * IPs * Officers from WLNP & Kafue * CLAs |
| **Long term – 9 to 12 months** | * Prepare Annual Monitoring Reports that include gender issues * To strengthen the tangible and intangible benefits to the community members to sustain their livelihoods | * PIU * IPs * Officers from WLNP & Kafue * CLAs |

### Annex 1. Tools

**ANNEXES**

**GEF 5 Project Site:.....................................................................................................**

**Tool 1: Quantitative Gender Indicators**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Gender Indicators** | **Women** | **Girls** | **Boys** | **Men** |
| **GEF 5 Project Beneficiaries** | | | | |
| **Sex** |  |  |  |  |
| **Age Group** |  |  |  |  |
| **Levels of Education** |  |  |  |  |
| **Marital Status** |  |  |  |  |
| **Implementing Partners** | | | | |
| **Gender Experts** |  |  |  |  |
| **Trained in Gender Analysis** |  |  |  |  |
| **Knowledge and Attitude Changes** | | | | |
| **Knowledge on gender** |  |  |  |  |
| **Attitude changes about gender** |  |  |  |  |
| **Knowledge on gender roles** |  |  |  |  |
| **Attitude changes about gender roles** |  |  |  |  |
| **Knowledge on sex and sex roles** |  |  |  |  |
| **Attitude changes about sex and sex roles** |  |  |  |  |
| **Knowledge on gender stereotypes** |  |  |  |  |
| **Attitude changes on sex stereotypes** |  |  |  |  |
| **Empowerment** |  |  |  |  |
| **Vision of change for the community through the GEF 5 Project** |  |  |  |  |

**GEF 5 Project Site:.....................................................................................................**

**Tool 2: Qualitative Gender Indicators**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Gender Indicators** | **SEX** | | | |
|  | **Women** | **Girls** | **Men** | **Boys** |
| **Changes that have occurred as a result of the GEF 5 Project** |  |  |  |  |
| **Forms of Empowerment** |  |  |  |  |
| **Knowledge on gender** |  |  |  |  |
| **Attitude on gender** |  |  |  |  |
| **Knowledge on gender roles** |  |  |  |  |
| **Attitude on gender roles** |  |  |  |  |
| **Knowledge on sex and sex roles** |  |  |  |  |
| **Attitudes on Sex and sex roles** |  |  |  |  |
| **Knowledge on sex stereotypes** |  |  |  |  |
| **Attitudes on sex stereotypes** |  |  |  |  |
| **Notable changes in the gender relations among women, girls, boys and men before and after the GEF 5 Project** |  |  |  |  |
| **The vision of change for the community through the GEF 5 Project** |  |  |  |  |
| **Legal frameworks that enable gender equality** |  |  |  |  |
| **Legal frameworks that inhibit gender equality** |  |  |  |  |

**GEF 5 Project Site:...............................................................................................................**

**Tool 3: Context Analysis Framework: CRB and VAG Executives**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Group** | **Sex** | **Position** | **Support Factors** | **Constraints** | **Action/Intervention by GEF 5 Project** |
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**GEF 5 Project Site:..........................................................................................................**

**Tool 4: Gender-Sensitive Approaches: Sex Activity Profile**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Who does what?** | | | | **Why** |
| Women | Girls | Boys | Men |
|  |  |  |  |  |  |
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**GEF 5 Project Site:...............................................................................................**

**Tool 5: Access and Control of Resources Profile**

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| **Resources** | **Control** | | | | **Access** | | | |
| Women | Girls | Boys | Men | Women | Girls | Boys | Men |
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***Note: Consider what factors over time influence and change Gender Relations, Division of Labor, Access and Control over Resources.***

**GEF 5 Project Site:.........................................................................................**

**Tool 6: Benefits to the Access and Control of Resources Profile**

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| **Benefits** | **Control** | | | | **Access** | | | |
| Women | Girls | Boys | Men | Women | Girls | Boys | Men |
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**GEF 5 Project Site:..................................................................................................**

**Tool 7: Influencing Factors to Access and Control of Resources Profile**

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|  | **Sex** | | | |
|  | Women | Girls | Boys | Men |
| **Factors** |  |  |  |  |
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| **Opportunities** |  |  |  |  |
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***Note: Women, girls, boys and men should be assisted to fill the profile separately. After the compilation of the profile by the women, girls, boys and men they should come together to discuss the results and the implications of the results on the GEF 5 Project.***

### **Annex 2. Example on how gender can be incorporated into a quarterly report**

**Implementing Agency/Agencies):** Department of National Parks and Wildlife (DNPW) and Forestry Department (FD)

**Project Title:** GEF V StrengtheningManagement Effectiveness and Generating Multiple Environmental Benefits within and around The Greater Kafue National Park and West Lunga National Park in Zambia

**Project No(s):** 00088132

**Project Start Date:**

**Original:** April 2014

**Actual:** May2014

**Project End Date:**

**Original:** October 2018

**New:** December2018

**Fiscal Year:** 2017

**Reporting Period: April to June 2017**

**Project Budget (US$) for the Reporting Period (***Use annual budgets in quarterly reports)***:**

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| --- | --- | --- |
|  | **Original Budget (US$)** | **Latest Signed Revision (US$)** |
| Core/Trac Resources (UNDP): |  |  |
| Donor 1 (Name): GEF | **761,000.00** |  |
| Donor 2 (Name): Flemish |  |  |
| Donor 3 (Name): ...................................... |  |  |
| Government:............................................. |  |  |
| **Total Budget (US$):** | **761,000.00** |  |

**Submission Date: April 2017**

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1. **Executive Summary**

In the reporting period, FD and DNPW with key stakeholder participation conducted assessment of PA management effectiveness applying the adapted METTPAZ for protected forestry and wildlife areas. The consultant processed the data and produced draft reports which were presented to a meeting of stakeholders for validation. Following stakeholders’ comments, the Consultant will be finalising the reports in the 3rd Quarter 2017. Data from this exercise could be disaggregated by sex and budget lines expenditures to indicate how much was allocated and used by women, men, boys and girls.

In the same period, the supplier of Scout Patrol Kits ( indicate how many kits were to be delivered and further disaggregated by sex eg 100 for women and 5 for men) once delivered this information can easily be quantified showing how much was used by women, men, girls and boys). Breakdown of information in this manner enables us to see who is benefitting more from project resources per each quarter. We then can easily address the anomaly in our implementation in the next quarter.still reported as experiencing challenges on the procurement that supply of combat boots had remained outstanding by end of the reporting period. As a result all other components of the patrol kits could not be distributed since combat boots were key. On the other hand, Mercury Express Logistics of Kitwe was selected as the supplier of patrol rations (for how many women, men, girls and boys) up to the end of 2017 therefore covering three quarters. However by end of the reporting period the supplier had made not a single delivery to any of the Law Enforcement Units namely Mufumbwe, Kasempa and Mumbwa. The final report of the Strategy for KNP and surrounding GMAs was admitted and submitted to UNDP and IPs for implementation. The Consultant developing a Database for the Project completed work and installed the developed Database on Project laptop for operationalisation of the system (Data generated should be disaggregated by sex). The Nature Conservancy (TNC) on the other hand led a team of stakeholders (How many women, men, girls and boys) in the development of a Fire Management Strategy for KNP and surrounding GMAs. Following conclusion of a consultancy that facilitated development of Landuse Plans in six VAGs (how many women, men, girls and boys) the Project initiated full-scale development of the Landuse Plans in the first 30 VAGs (how many women, men, girls and boys) (16 from Kafue and 14 from West Lunga) employing personnel that was trained by consultants. The exercise will be completed at the end of July 2017. (Sex disaggregated data will further allow you to analyse whether your budget is gender responsive or not and enable you make changes next quarter.

Documentation for the establishment of a Public-Private-Community Partnership in the West Lunga Ecosystem was prepared following which a meeting of Snr staff (sex disaggregated data) were both sexes involved? Why not? Next consultation to endeavour to include both sexes. Invitation letters to indicate the importance of both sexes) from FD and DNPW approved and agreed on a road map for the undertaking. The documents were submitted to (Government) the Ministry of Tourism and Arts for clearance. The MTA Procurement cleared the documents for advert (calling for Expression of Interest) to be placed in public print media including Government website in the 3rd Quarter 2017. (IPs & NGOs to be included in future gender trainings so that gender is taken into consideration – advertising, procurement etc, by all partners).

A Mid-Term review (next review gender should be considered and prominently reported) of the Project was concluded with final reporting led by an International Consultant who worked with a National Consultant. The Consultants presented their final report (findings and recommendations) to UNDP and IPS and later discussed it a meeting of stakeholders arranged by IPs. The meeting was attended by the Regional Technical Adviser (Biodiversity) from Ethiopia. MTR recommended accelerated implementation of the Project noting there was fatigue. Immediate recruitment of a Project Accountant (to be trained in gender so that gender responsive budgeting is embarked on and reported consistently, each project activity should have sex disaggregated statistics and how much women, men, boys and girls have benefitted from any activity. At the end of a quarter project staff can tell at a glance which sex has/has not benefitted and take remedial action), opening of Project Bank Account, Project to operate on Advance Funds not on RDP/RDS except for big procurement, establishment of a Project Technical Reference Group or Project Technical Committee, recruitment of SFM/REDD Coordinator were among notable recommendations submitted. It is worth to mention that a Project Accountant was engaged but who would only report in the early part of the 3rd Quarter 2017.

In the same period under review 63 local community representatives from VAGs in 9 CRBs (chiefdoms) and 9 Community Liaison Assistants in the Kafue Ecosystem were oriented in their roles and responsibilities and other issues/subjects such as Landuse Planning, REDD+/Sustainable Forestry Management, Wildlife Management, Financial Management (Basic Book-Keeping) including Gender and HIV/AIDS to name but a few. To ensure skills enhancement, a dedicated short course was conducted for the 14 CLAs under the Project. The course focused on specialised subjects such as Conservation Farming, Fire Management, Landuse Planning and Wildlife Management. This ensured CLAs were reasonably knowledgeable about issues as they set out on conservation (education) awareness campaigns in their respective chiefdoms.

The MKM Management Consultants concluded Audit of 2016 Financial Operations of the Project and the Project obtained an Unqualified Report.

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1. **Background and Purpose of Programme/Project**
2. **Background and Purpose of Programme/Project**

The ***Objective*** of the project is that biodiversity and carbon sinks of the Kafue/West Lunga protected areas systems in Zambia are better protected by women, girls, boys and men from threats and effectively managed by national and local institutions, communities, and economic actors using sustainable forestry and land management practices. The project objective will be achieved through two components:

***Component 1*** – Increased management effectiveness and financial sustainability of Greater Kafue and West Lunga Protected Areas systems.

This Component has four outputs, namely; 1. To develop a strategy for improved management effectiveness and increased revenues for Kafue and West Lunga National Parks; 2. Increased Protected Areas (PA) revenue through capacity building of PA males and female staff in financial and economic assessment to develop a financial and economic plan; 3. Strengthening management operations (patrolling, wildlife monitoring, fire control, support to Community Based Natural Resources Management (CBNRM) and performance effectiveness and; 4. Management and monitoring of fire, biodiversity and water.

***Component 2*** – Sustainable land and forest management by “Community Conservancies” in GMA buffer areas through selected CBNRM practices”. This Component has two major outputs, namely; 1. Land use governance and planning in Game Management Areas (GMAs) strengthened; and 2. Land and forest resources managed more sustainably by women, girls, boys and men.

It is expected that the activities to be implemented under the Project will contribute to the New UNDP Strategic Plan Area of Work 1: Sustainable development pathways that can eradicate extreme poverty and reduce social and economic inequality and exclusion focusing on development planning and policy reforms to build productive capacities that can generate sustainable livelihoods among the women, girls, boys and men. It is further expected that the project will contribute to the achievement of the Zambia-UN Sustainable Development Partnership Framework 2016-2021 Output 2.1.4: Government, private sector and non-state actors have increased capacity to sustainably manage natural resources and land leading to diversified, decent and sustainable livelihoods and the CPD Output 1.2: Ministry of Lands, Natural Resources and Environmental Protection and its partners have developed policies, systems and measures at national and sub-national levels for sustainable management of natural resources, ecosystem services, chemicals and waste.

Zambia’s vast Protected Area (PA) estate covers nearly 40% of the country’s surface area, with 8.5% of land set aside for biodiversity conservation in National Parks, 22% for sustainable utilisation of natural resources and human settlement in GMAs, and 8.9% for sustainable utilisation of resources in Forest Reserves. The country, through the project, has the potential to meet its sustainable development needs and achieve multiple environmental benefits through an integrated approach. This will ultimately lead to the achievement of the Revised-Sixth National Development Plan (SNDP) goal to provide sound productive ecosystem goods and services by the end of the Plan period. (PIU, IPs, NGOs, and other relevant actors to be trained in the following topics - incorporating gender sensitive M&E reporting, how to engender the logical framework in various stages, how to engender indicators and the relationship between indicators and objectives).

**Reporting Period January to March 2017**

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| ***Progress on Implementation of Activities*** *(Quarterly based on agreed quarterly workplan)*  *OUTCOME 1*  *OUTPUT 1.1 : PA System framework strengthened* | | | | | | | | | | | | | | | | | | | | | | | |
| **Annual Target** | | **Main Activity** | **Target** | | | | **Progress against planned activities and targets** | | **Planned Completion Date** | | | **Implementation Status (Completed, Ongoing-On Track, Ongoing-Off Track & Cancelled)** | | | | **Reason (s) for slippage *(if progress and implementation is not on track)* and remedial measures taken** | | | **Budget & Expenditure Monitoring Framework** | | | | |
| **Budget (US$)** | **Expenditure (US$)** | | | **Delivery (%)** |
| 1.1.1 Management effectiveness and Revenue (Wildlife and Forest) increased by 4% KNP, 4% KNP GMAs, 4% WLNP, 4% WLNP GMAs | | 1.1.1.4 Conduct METTPAZ | 1 consultant engaged | | | | FD and DNPW respectively conducted assessment of 8 FPA and 8 WPAs with participation of key stakeholders. The Consultant analysed the data and prepared reports which were presented to stakeholders for validation – gender considerations undertaken | | 30th September 2017 | | | Completed | | | | Consultant finalising the report incorporating final submissions from FD and DNPW. Results to be publicised in the 3rd Quarter  ( Data to be disaggregated by sex) | | | 40,000  (Gender responsive budget) | 52,169.57  ( Breakdown beneficiaries figures –  Women 13,042.00  Men 18,989.57  Girls 0  Boys 20,138.00) | | | 130%  Can this be broken down also? |
| *1.1.3 Strengthening management operations (patrolling, wildlife monitoring, fire control, support to CBNRM) and performance effectiveness* | | 1.1.3.1 Conduct resource protection patrols and report monthly on analysed, audited financial effectiveness of patrolling  Processes and documents to actively consider gender in all areas | Site level operation strengthened. 6 % of carrying capacity in both KNP and productive GMAs. Forest cover increased by 10% 42,840 patrol man days achieved by the 238 village scouts | | | | Village Scouts and Wildlife Police Officers – how many women, men, girls and boys youths) continued conduct of Law enforcement activities in the three Units namely Mumbwa, Kasempa, & Mufumbwe.  Sex disaggregated data for each unit | | 31st December 2017 | | | On-going/On track. | | | | Patrol kits and rations to be supplied to enhance patrolling effort - ( Data to be disaggregated by sex) | | | 40,000  As above | 47,395.84  As above | | | 118%  As above |
| 1.1.4 Facilitate formulation and implementation of an effective fire management strategy | | 1.1.4.1 Finalisation of fire management strategy  Processes and documents to actively consider gender in all areas | Reduced area burned by 25% (156,450 ha) | | | | A workshop of stakeholders was conducted led by TNC at which a draft Fire Management Strategy was developed  Sex disaggregated data for each area | | 30th September 2017 | | | Completed | | | | TNC finalising the document for validation in the 3rd Quarter 2017  Document to actively consider gender in all areas | | | 85,000  As above | 9,257.53  As above | | | 11%  As above |
| 1.1.4.2 Create/upgrade fire breaks, access routes and boundaries as per fire management strategy  Processes and documents to actively consider gender in all areas | Number Firebreaks and access routes created/upgraded | | | | Activity deferred to 3rd Quarter 2017 | | 31st December 2017 | | | On-going/On-track | | | | TNC still working out a strategic approach based on the developed Fire Management Strategy  Document to actively consider gender in all areas | | | 95,000  As above | 0 | | | 0% |
| 1.1.5 Wildlife surveys | | 1.1.5.1 Conduct wildlife aerial and ground survey in WLNP | 1 aerial and a ground survey conducted | | | | TNC developed Concept Note  Document to actively consider gender in all areas | | 31st December 2017 | | | On-going/On-track | | | | Activity scheduled for 3rd Quarter 2017 | | | 10,000  As above | 0 | | | 0% |
| *OUTCOME 2* **Sustainable land and forestry management by “Community Conservancies” in GMA buffer areas through selected CBNRM practices**  *OUTPUT 2.1* Land Use governance and planning in GMAs strengthened | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 Establish CBNRM Support Unit at Kafue Business Centre to facilitate implementation and monitoring of participatory VAG land use plans | | 2.1.1.1.Recruit project staff and mantain the existing staff  Processes and documents to actively consider gender in all areas | | Existing staff maintained | | * All project staff remunerated regularly and on time * Accountant engaged and will be reporting in first month of the 3rd quarter 2017 * Processes and Documents to actively consider gender in all areas | | | | 30th December 2017 | | | | On-going  on-track | Recruitment process for REDD+ Coordinator underway  Document to actively consider gender in all areas | | | 139,900  As above | | | | 46,458.88  As above | 33%  As above |
| 2.1.1.2 Provide technical support to project staff  Processes and documents to actively consider gender in all areas | | Emoluments paid timely | | UNDP continued to provide invaluable technical support through their participation in the selection of consultants, recruitment of Project staff and payment of salaries to Project staff  Processes and Documents to actively consider gender in all areas | | | | 31st December 2017 | | | | On-going On track | None  Processes and Documents to actively consider gender in all areas | | | 0.00  As above | | | | 165,131.27  As above | %  As above |
| 2.1.1.3. Management of CBNRM Unit  Processes and documents to actively consider gender in all areas | | CBNRM Unit functional | | Office stationery and security procured, utility bills, office rentals paid and operations of transport and security services maintained  Processes and Documents to actively consider gender in all areas | | | | 31st December 2017 | | | | On-going-on track | None | | | 8,000  As above | | | | 45,477.5  As above | 568%  As above |
| 2.1.2 To explore possibilities of strengthening community rights within existing legal provisions at VAG level | | 2.1.2.1 Conduct assessment of legal constitution of VAG boundaries and use zones with clear resource rights  Processes and documents to actively consider gender in all areas | | 1 Consultant engaged | | Activity deferred to the 3rd Quarter 2017  Processes and Documents to actively consider gender in all areas | | | | 30th September 2017 | | | | On-going | None | | | 3,000  As above | | | | 0 | 0% |
| 2.1.2.2 Delineation of legally recognised VAG bounderies and Use Zones  Processes and documents to actively consider gender in all areas | | 77 VAGs delineated | | FD and DNPW GIS teams conducted this activity alongside VAG Landuse Planning exercise in the first 30 VAGs (16 and 14 in Kafue and West Lunga Ecosystems respectively). 6 ILUPs were completed by Consultants  Sex disaggregated data for each area | | | | 31st December 2017 | | | | On-going/On-track | Delineation of the remaining 41 VAGs to be undertaken in the latter part of 2017 | | | 17,000  As above | | | | 19,080  As above | 112%  As above |
| *2.1.4* Implement, monitor and enforce participatory VAG landuse plans to protect and manage wildlife, forests, and ecosystem services | | 2.1.4.1. Facilitate development, Implementation, monitoring and enforcement of participatory VAG land use plans to protect and manage wildlife, forests and ecosystem services  Processes and documents to actively consider gender in all areas | | 1 Consultant engaged | | Activity to be implemented in 3rd Quarter  Processes and documents to actively consider gender in all areas | | | | 31st December 2017 | | | | On-going/On-track | None | | | 60,000  As above | | | | 142,154.72  As above | 237%  As above |
| 2.1.4.4 Deployment and supervision of Village Scouts, VAG members  Processes and documents to actively consider gender in all areas | | 238 Scouts supported with patrol rations, equipment  Sex disaggregated data for each area | | 72 ten-day patrols conducted by Village Scouts supervised by WPOs (18 by each Unit – Mumbwa, Kasempa and Mufumbwe)  Sex disaggregated data for each area | | | | 31st December 2017 | | | | On-going/on-track | Distribution of patrol kits and supply of patrol rations delayed but this to be addressed in 3rd Quarter once combat boots and rations are delivered by the supplier. FD and DNPW continued to apply own resources to avert disruption of deployments | | | 7,000  As above | | | | 4,650.79  As above | 66%  As above |
| 2.1.5 Establish commercially, environmentally and governance sound community-private partnerships with VAGs and groupings of VAGs and DNPW | | 2.1.5.1 Establish a PPP in West Lunga ecosystem  Processes and documents to actively consider gender in all areas | | Engage consultant to facilitate the process | | Documentation elaborating roadmap prepared and presented to FD and DNPW senior staff. Submitted to PS Ministry of Tourism (MTA) and Arts for a go-ahead  Processes and documents to actively consider gender in all areas | | | | 31st December 2017 | | | | On-going/On-track | MTA Procurement Unit revised the documents in line with current ZPPA and PPU requirements. All await a go-ahead from the PS to effect advert for the Expression of Interest. Advert to be placed in the national print media and MTA website.  Processes and documents to actively consider gender in all areas | | | 20,000  As above | | | | 0 | 0% |
| *OUTCOME 2* **Sustainable land and forestry management by “Community Conservancies” in GMA buffer areas through selected CBNRM practices**  OUTPUT 2.2 Land and forest resources managed more sustainably | | | | | | | | | | | | | | | | | | | | | | | |  |  |  |  |  |  |  |
| 2.2.1 Conduct socio economic baseline surveys | | 2.2.1.1 Twenty five (25) VAG baseline surveys conducted | | 1 consultant engaed | ToR developed and consultancy advertised in 2016 | | | | | | 30th June 2017 | | Ongoing/off-track | | Recruitment of Consultant rescheduled and to be conducted in 3rd Quarter 2017 | | | 50,000  As above | | | | 0 | 0% |
| 2.2.2 Intensify uptake of conservation farming and SLM | | 2.2.2.1 Four hundred (400) farmers in 10 VAGs engaged in conservation farming covering 1,200 Ha  Processes and documents to actively consider gender in all areas | | *400* farmers in 10 VAGs engaged in conservation farming covering 1,200 Ha  Sex disaggregated data for each area | CFU continued training farmers in land preparation and compost making  Sex disaggregated data for each area | | | | | | 30th December 2017 | | On-going On track | | None | | | 70,000  As above | | | | 81,284.66  As above | 116%  As above |
| 2.2.4 Establish REDD pilots where VAGs are compensated for achieving Sustainable Forest Management targets and carbon sales | | 2.2.4.2 Consultancy to set up and establish criteria for making payments to identified REDD+ communities (for avoided deforestation, REDD+readiness pilot  Processes and documents to actively consider gender in all areas | | 1 Consultant engaged | TORs developed | | | | | | 31st December 2017 | | Ongoing-on track | | Procurement process has delayed and activity therefore to be completed in the 3rd and 4th Quarters and | | | 30,000  As above | | | | 0 | 0% |
| 2.2.4.3 VAG grants paid annual on the basis of quantified performance assessments.  Processes and documents to actively consider gender in all areas | |  | Await completion of a consultancy establishing criteria for making payments  Sex disaggregated data for each area | | | | | | 30th June 2017 | | Ongoing-off track | | Activity deferred to 3rd and 4th Quarters as SFM/REDD Coordinator is in place.  However, Conservation Awareness Posters (800 prints) in 2 local languages (Mbunda and Nkoya) spoken in the Project including Project Bill board (8), banner (1) and pop-ups (1 set) for the Project in Mumbwa are yet to be paid for and printed  Sex disaggregated data for each area.  Processes and documents to actively consider gender in all areas. | | | 54,000.00  As above | | | | 143,703.54  As above | 266%  As above |
| ***OUTCOME 3 Project Management***  **OUTPUT 3.1 Project Implementation Unit established and functional** | | | | | | | | | | | | | | | | | | | | | | | |
| 3.1.2 Monitoring and evaluation | 3.1.2.2 Conducting monitoring visits to the Project sites by Inter-ministerial Committee and UNDP reps | | | 1 visit each by Permanent Secretaries and UNDP Res Cordinator respectively | | One visit for 2 PS MTA and MLNR was booked | | 31st December 2017 | | | | | On-going On track | | The 2 PS have been encouraged to spare time for the visit in the last half of 2017 | | 12,000.00 | | | | 4,340.80 | | 36% |
| 3.1.3 Audit of 2016 books | 3.1.3.1 Facilitate audit of 2016 books | | | Audit conducted | | EMM Management Consultants finalised conduct of audit at the Project produced an Unqualified Report for the Project  Independent Gender Consultant to be engaged to undertake gender audits | | 30th June 2017 | | | | | Completed | | UNDP and PIU provided management response to the Audit Report and prepared an Audit Action Plan  Gender auditing should be undertaken by a Gender Consultant for future inputs | | 4,000.00 | | | | 6,336.71 | | 158% |
| 3.1.4 Payment of Salaries | 3.1.4.1 Regular payment of staff salaries | | | Staff paid regulary and on time | | Project staff paid regularly and on schedule  Sex disaggregated data | | 31st December 2017 | | | | | On-going On track | | None | | 16,100.00  As above | | | | 16,602.81  As above | | 103%  As above |
| **Total** | | | | | | | | | | | | | | | | | **761,000.00**  As above | | | | **784,044.69**  As above | | **103%**  As above |

### Annex 3. List of people interviewed

1. WEST LUNGA NATIONAL PARK – CHIBWIKA CHIEFDOM & CRB

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| **SN** | **NAMES** | **SEX** | **POSITION** | **VAG** | **MOBILE NO** |
| 1. | Snr Chief Chibwika | M | Patron |  |  |
| 2. | Chiwoza Joseph | M | CRB C/person |  |  |
| 3. | Kambita Clement | M | CRB Secretary |  |  |
| 4. | Kazomba Martha | F | CRB C/M |  |  |
| 5. | Kachawa Edina | F | CRB C/M |  |  |
| 6. | Nzumbu Loveness | F | CRB C/ M |  |  |
| 7. | Salungu Timothy | M | Community member | Lwamukunyi |  |
| 8. | Njopi Simon | M | Community member | Lwamukunyi |  |
| 9. | Kambida Abel | M | Community member | Lwamukunyi |  |
| 10. | Saluyu Kennedy | M | Community member | Lwamukunyi |  |
| 11. | Mudenda Sylvester | M | Community member | Lwamukunyi |  |
| 12. | Mahinge Teddy | M | Community member | Lwamukunyi |  |
| 13. | Mwanawuta Hiton | M | Community member | Lwamukunyi |  |
| 14. | Makesa Evicsson | M | Community member | Lwamukunyi | 0975197977 |
| 15. | Kapwipu Fredick | M | Community member | Lwamukunyi |  |
| 16. | Muzangalu Salungu | M | Community member | Lwamukunyi |  |
| 17. | Kasapato Panwell | M | Community member | Lwamukunyi |  |
| 18. | Kankiza Doreen | F | Community member | Lwamukunyi |  |
| 19. | Kampita Genes | F | Community member | Lwamukunyi |  |
| 20. | Kanema Aggie | F | Community member | Lwamukunyi |  |
| 21. | Kapaipi Emelda | F | Community member | Lwamukunyi |  |
| 22. | Chiyengi Rhoda | F | Community member | Lwamukunyi |  |
| 23. | Mashata Cecilia | F | Community member | Lwamukunyi |  |
| 24. | Mukosayi Danny | M | Community member | Lwamukunyi | 0979999887 |
| 25. | Kambita Praven | M | Community member | Lwamukunyi | 0977978572 |
| 26. | Malunga Brighton | M | Community member | Lwamukunyi | 0972317919 |
| 27. | Kambita Aaron | M | Community member | Lwamukunyi |  |
| 28. | Kutela Lenweek | M | Community member | Lwamukunyi |  |
| 29. | Kambita Chripson | M | Community member | Lwamukunyi |  |
| 30. | Kapata Use | M | Community member | Lwamukunyi |  |
| 31. | Chiyanga Paul | M | Community member | Lwamukunyi | 0977419151 |
| 32. | Salungu Muzanola | M | Community member | Lwamukunyi | 0976077005 |
| 33. | Kabwiku Matthias | F | Community member | Lwamukunyi |  |
| 34. | Kapata Eriza | F | Community member | Lwamukunyi |  |
| 35. | Musonda Mercy | F | Community member | Lwamukunyi |  |
| 36. | Musonda Rindah | F | Community member | Lwamukunyi |  |
| 37. | Kasapatu Lute | F | Community member | Lwamukunyi |  |
| 38. | Kambita Deris | F | Community member | Lwamukunyi |  |
| 39. | Machipisa Sira | F | Community member | Lwamukunyi |  |

WEST LUNGA NATIONAL PARK – CHIBWIKA CHIEFDOM & CRB

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| **SN** | **NAMES** | **SEX** | **POSITION** | **VAG** | **MOBILE NO** |
| 1. | Kachawo Martha | F | Treasurer | Muwozi | 0965431095 |
| 2. | Kabola Doris | F | C/member |  |  |
| 3. | Samukwapa Eliza | F | Co. Dev Cord. |  |  |
| 4. | Kanyane Nowiski | F | Vice Treasurer |  |  |
| 5. | Kanyanga Janet | F | C/member |  |  |
| 6. | Sondoyi Luka | M | C/person |  | 0975373743 |
| 7. | Kauseni Fred | M | RMC |  | 0961405536 |
| 8. | Syambozhi Clifford | M | Village Scout |  | 0969908610 |
| 9. | Kamutadi Jerald | M | Vice Secretary |  |  |
| 10. | Kamutadi Zuze | M | Secretary |  |  |
| 11. | Kazomba Kambada | M | Community member |  |  |
| 12. | Henry Kachawo | M | Community member |  |  |
| 13. | Dikome Charles | M | Community member |  |  |
| 14. | Kazhinga Philemon | M | Community member |  |  |
| 15. | Kayeba Felix | M | Community member |  |  |
| 16. | Kazadi Ogi | M | Community member |  |  |
| 17. | Kamwandi William | M | Community member |  |  |
| 18. | Salungu Rhodeson | M | Community member |  |  |
| 19. | Musumali Paul | M | Community member |  |  |
| 20. | Mphenzi Lenny | M | Community member |  |  |

WEST LUNGA NATIONAL PARK – CHIBWIKA CHIEFDOM & CRB

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| **SN** | **NAMES** | **SEX** | **POSITION** | **VAG** | **MOBILE NO** |
| 1. | Ndezi Muyinda | F | VAG member | Chibwika C |  |
| 2. | Nzambu Loveness | F | FMC | Chibwika C | 0976825652 |
| 3. | Mukanda Lucy | F | C/M | Chibwika C | 0978961415 |
| 4. | Muzembeno Fides | F | Community member | Chibwika C |  |
| 5. | Frida Muhemba | F | Community member | Chibwika C |  |
| 6. | Filda Mukoma | F | Community member | Chibwika C | 0975651074 |
| 7. | Masumba Zinia | F | Community member | Chibwika C | 0978952585 |
| 8. | Samaleku Ruth | F | Community member | Chibwika C | 0974618319 |
| 9. | Llyness Kapasu | F | Community member | Chibwika C | 0979218418 |
| 10. | Kakoma Lillian | F | Community member | Chibwika C |  |
| 11. | Grace Kakwema | F | Community member | Chibwika C |  |
| 12. | Lillian Namasambo | F | Community member | Chibwika C |  |
| 13. | Trista Mabwe | F | Community member | Chibwika C |  |
| 14. | Samalesu Victor | M | Secretary | Chibwika C | 0976197700 |
| 15. | Masuwa Justine | M | Member | “ | 0977929931 |
| 16. | Ndamala Joseph | M | Member | “ | 09744444085 |
| 17. | Dino Njapawa | M | Member | “ | 0976136871 |
| 18. | Daniel Nzumba | M | Member | “ | 0976768441 |
| 19. | Winston Mukosayi | M | Member | “ | 0973703643 |
| 20. | Ackim Mukoma | M | Member | “ | 0973009828 |
| 21. | Kalenga Christopher | M | Member | “ |  |
| 22. | Justine Mutorongu | M | Member | “ |  |
| 23. | Andrew Muthemba | M | Member | “ |  |
| 24. | Katilingu Chris | M | Member | “ |  |
| 25. | Eddy Muhemba | M | CDC | “ | 0979724031 |
| 26. | Brian Chiwaya | M | Member | “ | 0976562918 |
| 27. |  |  |  |  |  |

MUMBWA

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| **SN** | **NAMES** | **SEX** | **POSITION** | **VAG** | **MOBILE NO** |
| 1. | Mpanda Misheck | M | CRB Chairperson | Mulendema | 0979249971 |
| 2. | Rachel Musukuma | F | RMV V/ Chairperson | ‘’ | 0973182215 |
| 3. | Masiku Mbwaun’ga | M | ‘’ | ‘’ | 0979411244 |
| 4. | Brightone Chityamba | M | CDC Chairman | ‘’ | 0978801309 |
| 5. | Derrick Katungu | M | Field office manager | ‘’ | 0976168349 |
| 6. | Mwemba Harrison | M | Vice Chairperson | ‘’ | 0973045484 |
| 7. | Gabriel Malemdeka | M | CLA | ‘’ | 0975659144 |
| 8. | James Mulombwanyam | M | FMC | ‘’ | 0976546677 |

KALUMBIKA- MUSELE CENTRAL VAG

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| **SN** | **NAMES** | **SEX** | **POSITION** | **VAG** | **MOBILE NO** |
| 1. | Kasongo Lemmy | M | chairperson | Musele | 0964916862 |
| 2. | Lufupa Wire | M | R Chairperson | ‘’ | 0969118522 |
| 3. | Katembo Judith | F | FMC Chairperson | ‘’ |  |
| 4. | Albert Mbombombo | M | Community member | ‘’ | 0968593016 |
| 5. | Elijah Madika | M | Community member | ‘’ | 0971645510 |
| 6. | Jacob Sambachi | M | Chairman | ‘’ |  |
| 7. | Happy Kaboyi | M | Member | ‘’ | 0979988081 |
| 8. | Kafwayo Mathews | M | Community member | ‘’ |  |
| 9. | Chrispin Kafwaya | M | Community member | ‘’ | 0974662063 |
| 10. | Kinamanda Zastone | M | Community member | ‘’ | 0979753541 |
| 11. | Ian Chizuka | M | Community member | ‘’ | 0971645537 |
| 12. | Dawson Lukama | M | Community member | ‘’ | 0972332151 |
| 13. | Ernest Lukama | M | Community member | ‘’ | 0961474445 |
| 14. | John Campo | M | Community member | ‘’ | 0974573730 |
| 15. | Ebson Sachenga | M | Community member | ‘’ |  |
| 16. | Kailma James | M | Community member | ‘’ |  |
| 17. | Manfwela Grian K | M | VAG Member | ‘’ | 0971645200 |
| 18. | Kamalonga Lasfura | M | Teacher / Member | ‘’ | 0972952761 |
| 19. | Kasonda Elijah | M | Community member | ‘’ | 0976777285 |
| 20. | Lombwa Lloyd | M | Community member | ‘’ | 0973481399 |
| 21. | Kuluza Enock | M | Community member | ‘’ | 0966457217 |
| 22. | Kansekeu Lawrence | M | Community member | Musele |  |
| 23. | Samudata Josaia | M | Community member | Musele |  |
| 24. | Memory Murita | F | Community member |  |  |
| 25. | Concillia Njwanamunme | F | Community member |  |  |
| 26. | Gladys Meleki | F | Community member |  |  |
| 27. | Abigail Kapelembi | F | Community member |  | 0977935761 |
| 28. | Emeldah Lukama | F | Community member |  | 0966691170 |
| 29. | Elizabeth Matoka | F | Community member |  |  |
| 30. | Rosety Kamawu | F | Community member |  |  |
| 31. | Brendah Chiwaya | F | Community member |  | 0969823941 |
| 32. | Daphine Mbanza | F | Community member |  | 0962868829 |
| 33. | Prudence Kaunamba | F | Community member |  |  |
| 34. | Prosper Kanyembo | M | Community member |  |  |
| 35. | Peter Mwawoka | M | Community member |  |  |
| 36. | James Kabelenga | M | Community member |  |  |
| 37. | Happson Kabulayi | M | Community member |  |  |
| 38. | Davison Samakayi | M | Community member |  |  |
| 39. | Kennedy Mupunga | M | Community member |  |  |
| 40. | Ronald Makinga | M | Community member |  |  |
| 41. | Allan Manyinga | M | Community member |  |  |
| 42. | Ilunga Patson | M | Community member |  |  |
| 43. | Gedion Dinala | M | Community member |  |  |
| 44. | Ackson Machayi | M | Community member |  |  |

NKEHEMA- KALALE VAG

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| **SN** | **NAMES** | **SEX** | **POSITION** | **VAG** | **MOBILE NO** |
| 1. | Margret Hanumu | F | Community member | KALALE |  |
| 2. | Sitali Mubita | F | Community member | KALALE |  |
| 3. | Linyunyi Mwenyi | F | Community member | KALALE |  |
| 4. | Puteho Kakula | F | Community member | KALALE |  |
| 5. | Monde Namitondo | F | Community member | KALALE |  |
| 6. | Reginah Silulu | F | Community member | KALALE |  |
| 7. | Veronica Ntonga | F | VAG Member | KALALE | 0976299230 |
| 8. | Namwano Namitondo | F | Community member | KALALE | 0966263750 |
| 9. | Namushi Namitondo | F | Community member | KALALE |  |
| 10. | Ester Namunji | F | Community member | KALALE | 0960897029 |
| 11. | Ester Kanjindo | F | Community member | KALALE |  |
| 12. | Rose Mutumba | F | Community member | KALALE |  |
| 13. | Namukolo Lisulo | F | Community member | KALALE |  |
| 14. | B.P Aikayo | F | Community member | KALALE | 0969432873 |
| 15. | Gertrude Kamungoma | F | VAG Member | KALALE | 0971843757 |
| 16. | Mutoyiwa Jonathan | M | Community member | KALALE | 0967456890 |
| 17. | Njali Michelo | M | FMC Chairperson | KALALE | 0979480901 |
| 18. | Muyunda Yoyo | M | VAG Member | KALALE | 0965090062 |
| 19. | Clever Siakayele Hanunu | M | Vice CDC | KALALE | 0964086861 |
| 20. | David Lubasi Mukata | M | Chairperson CDC | KALALE | 0963317756 |
| 21. | Manyando Kayama | M | Community member | KALALE | 0963531522 |
| 22. | Given Namtonso | M | Community member | KALALE | 0965004312 |
| 23. | Muletalifu Munyaka | M | Vice Chairperson | KALALE | 0961004271 |

LALAFUTA VAG

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| **SN** | **NAMES** | **SEX** | **POSITION** | **VAG** | **MOBILE NO** |
| 1. | Lute kambowe | F | Community member | Lalafuta |  |
| 2. | Salamu Jipobs | F | Community member | Lalafuta |  |
| 3. | Elika Katiti | F | Community member | Lalafuta |  |
| 4. | Ndonia Manjanji | F | Community member | Lalafuta |  |
| 5. | Astride Kambotwe | F | VAG Member | ‘’ |  |
| 6. | Florence Mwese | F | Community member | ‘’ | 0965362357 |
| 7. | Lidia Mangowa | F | Community member | Lalafuta |  |
| 8. | Mununga Lubwei | F | Community member | Lalafuta |  |
| 9. | Melody Chinjenge | F | Community member | ‘’ | 0962175136 |
| 10. | Racheal Kayombo | F | Community member | Lalafuta |  |
| 11. | Katiti Yvou | F | Community member | ‘’ | 0964624203 |
| 12. | Beatrice Matomola | F | Community member | ‘’ | 0977421326 |
| 13. | Inutu Sindila | F | Community member | ‘’ | 0969751894 |
| 14. | Purity Lipefu | F | Community member | ‘’ | 097881360 |
| 15. | Jenny Mundia | F | Community member | ‘’ | 0963386816 |
| 16. | Nkumbwa Grace | F | Community member | ‘’ | 0973007625 |
| 17. | Mafulo Katiti | F | Community member | ‘’ | 0960228338 |
| 18. | Bendo Chinyemba | F | Community member | Lalafuta |  |
| 19. | Esther Kamwata Kamwaya | F | V/ Chairperson | ‘’ | 0964297567 |
| 20. | Musiwa Anthony | M | Head teacher | ‘’ | 0968983119 |
| 21. | Biemba Chiliba | M | VAG Member | ‘’ | 0977323414 |

MUSAPA

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| **SN** | **NAMES** | **SEX** | **POSITION** | **VAG** | **MOBILE NO** |
| 1. | Element Mukokomena | M | Community Member | musapa | 0976882611 |
| 2. | Mulamate Morgan | M | Community Member | musapa | 0971892481 |
| 3. | Justin Chingama | M | Community Member | musapa | 0975880275 |
| 4. | Ronald Tumusiye | M | VAG Member | musapa | 0975452821 |
| 5. | Dominic Kalemba | M | Community Member | Musapa |  |
| 6. | Edward Mukakomena jr | M | Community member | musapa | 0975769326 |
| 7. | Adam Kampengele | M | Community member | musapa | 0977238692 |
| 8. | Given Chiuma | M | Community member | musapa | 0966836371 |
| 9. | Edward Mukakomena snr | M | Community member | muapa | 0973139329 |
| 10. | Maxon Nsanga | M | Community member | musapa | 0976326765 |
| 11. | Alroko Mabika | M | Community member | musapa | 0974120610 |
| 12. | Kapaipi Levy | M | Community member | musapa | 0974065070 |
| 13. | Everisto Mushambahume | M | Community member | Musapa |  |
| 14. | Titus Kakoma | M | Community member | musapa | 0977116464 |
| 15. | Aswell Mabika | M | Community member | musapa | 0974401829 |
| 16. | Joseph Milaka | M | Community member | musapa |  |
| 17. | Enia Kapeta | F | Community member | Musapa |  |
| 18. | Beauty Kashweka | F | Community member | musapa | 0975199247 |
| 19. | Ruth Ntondo | F | Community member | Musapa |  |
| 20. | Sharon Mupondwa | F | Community member | Musapa |  |
| 21. | Emma malowa | F | Community member | Musapa |  |
| 22. | Jennipher Kwanda | F | Community member | Musapa | 0972116420 |
| 23. | Ruth Mundunda | F | Community member | ‘’ | 0975326186 |
| 24. | Rodah Kapaipi | F | Gender chairperson | ‘’ | 0972541952 |
| 25. | Maggie Kalemba | F | Member | ‘’ | 0962013919 |
| 26. | Esnart Phiri | F | Community member | ‘’ | 0965194342 |
| 27. | Yvonne Situmbeko | F | FMC Chairperson | ‘’ | 0978411068 |
| 28. | Mulumba Mary | F | Community member | ‘’ | 0975558244 |
| 29. | Mawini Mukokomena | F | Community member | Musapa |  |
| 30. | Maggie Kabula | F | Community member | Musapa |  |
| 31. | Margret Kapumbu | F | Community member | Musapa |  |

MUMBWA DISTRICT- ISALAMA

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| **SN** | **NAMES** | **SEX** | **POSITION** | **VAG** | **MOBILE NO** |
| 1. | Grace Chifweba | F | Community member | Isalama |  |
| 2. | Elizabeth Kamwendo | F | VAG member |  | 0977328511 |
| 3. | Royce Mboote | F | Community member |  |  |
| 4. | Alice Twala | F | Community member |  |  |
| 5. | Esther Kapaipi | F | Community member |  |  |
| 6. | Esther Nchimunya | F | Community member |  | 0974466035 |
| 7. | Sateli Mudenda | F | CDC Chairperson |  |  |
| 8. | Ziwagi Masate | F | Community member |  | 0974181444 |
| 9. | Edah Libamba | F | Community member |  | 0969510747 |
| 10. | Emma shilubinga | F | Community member |  |  |
| 11. | Josephine Kapela | F | Community member |  |  |
| 12. | Juliet Chakalala | F | Community member |  |  |
| 13. | Faustina Shikome | F | Community member |  | 0971541630 |
| 14. | Precious Sitenge | F | Community member |  | 0978471085 |
| 15. | Mercy Sakala | F | Community member |  |  |
| 16. | Modesta Kalenda | F | Community member |  | 0973625805 |
| 17. | Betty Sikufele | F | Community member |  | 0967666189 |
| 18. | Evelisi Chiposhi | F | Community member |  |  |
| 19. | Gladys Shamano | F | Community member |  |  |
| 20. | Stanley Mwana | M | Community member |  | 0963447159 |
| 21. | M. Masati | M | Community member |  |  |
| 22. | Ackim Ndebele | M | Community member |  | 0978941460 |
| 23. | Vincent Kayoyi | M | Community member |  |  |
| 24. | Collin Chaniga | M | Community member |  |  |
| 25. | Best Ngandu | M | Community member |  | 097 2846109 |
| 26. | Fanwell Sande | M | Community member |  | 0978435007 |
| 27. | Albert Sakala | M | Community member |  | 0971126010 |
| 28. | Boris Sibande | M | Community member |  | 0973979891 |
| 29. | Ezekial Mpofu | M | Community member |  | 0977142367 |
| 30. | Stephen Sande | M | Community member |  | 0973780460 |
| 31. | Mbuli Trust | M | Snr Head men |  | 0975880275 |
| 32. | Webster Kalima | M | Community member |  | 0975761291 |
| 33. | Geofrey Mutamina | M | Community member |  | 0975801623 |

NKEYEMA DISTRICT- LITOYA

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| **SN** | **NAMES** | **SEX** | **POSITION** | **VAG** | **MOBILE NO** |
| 1. | Catherine Bishaka | F | Community member | Litoya | 0971526642 |
| 2. | Fridah K Mutesi | F | FMC Secretary |  | 097722983 |
| 3. | Mary Mulimbika | F | CDC Chairperson |  | 0965742687 |
| 4. | Memory Ntwima | F | RMC Secretary |  | 0967433851 |
| 5. | Namasiku Mubiana | F | Community member |  | 0964288535 |
| 6. | M.M Mulele | F | Community member |  | 0972984041 |
| 7. | Katongo Mubanga | M | RMC Chairperson |  | 0972492781 |
| 8. | Pelekelo Sinyungu | M | Vice Chairperson |  |  |
| 9. | Mailon Chisamu | M | Member |  | 0977637710 |
| 10. | Kanyanga Chilumbu | M | VAG member |  | 097973011 |
| 11. | Wesley Maliko | M | VAG member |  | 0962017444 |
| 12. | Litia Kutibiwa | M | Community member |  | 0976941749 |
| 13. | Leonard C Solochi | M | Community member |  | 0965743316 |
| 14. | Chrispin K Ntwima | M | Community member |  | 0964606168 |
| 15. | Oliver K Njamba | M | Community member |  |  |
| 16. | Charles M Katongo | M | VAG Chairperson |  | 0972637666 |

MUMBWA DISTRICT- KATELE

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| **SN** | **NAMES** | **SEX** | **POSITION** | **VAG** | **MOBILE NO** |
| 1. | Mwila Musukuma | F | CDC V/Chairperson | Katele | 0974601330 |
| 2. | Beauty Nganzyi | F | Community member |  |  |
| 3. | Alice Bota | F | Community member |  | 0973026702 |
| 4. | Violet Mulimo | F | Community member |  | 0976159866 |
| 5. | Joyce Chidoma | F | Community member |  | 0971074301 |
| 6. | Dorothy Chityamba | F | Community member |  | 0978300167 |
| 7. | Margret Mulimo | F | Community member |  | 0977953397 |
| 8. | Akifuna Wamunyima | F | Community member |  | 0979572062 |
| 9. | Spencer Jeremiah Chiyabi | M | VMC |  | 0978658116 |
| 10. | Chifita | M | Head man |  | 0967821875 |
| 11. | Victor Kabwe | M | CDC |  | 0979277791 |
| 12. | Watson Mulola | M | Community member |  | 0962351453 |
| 13. | Jerryson Ndubula | M | Community member |  | 0975151191 |
| 14. | Namaketo Simasiku | M | Community member |  | 0975785773 |
| 15. | Prayer Chilala | M | Community member |  | 0964627337 |
| 16. | Lovemore M Chiyabi | M | Community member |  | 0973614008 |
| 17. | Simon Kasongo | M | Headman |  | 0972258269 |

KANKOYO

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| **SN** | **NAMES** | **SEX** | **POSITION** | **VAG** | **MOBILE NO** |
| 1. | Happiness Kalolozhi | F | Community member | KANKOYO | 0969517477 |
| 2. | Jestin Kanchula | F | Community member |  |  |
| 3. | Minisi Mulenga | F | Community member |  |  |
| 4. | Mercy Buluwango | F | Community member |  | 0951640024 |
| 5. | Clememtina saini | F | Community member |  |  |
| 6. | Irene Botoni | F | Community member |  |  |
| 7. | Gloria Mukanda | F | Community member |  |  |
| 8. | Gilder Sakuwaka | F | Community member |  |  |
| 9. | Melody Samakayi | F | Community member |  |  |
| 10. | Meeniva Samundengo | F | Community member |  |  |
| 11. | Annie Kandemba | F | Community member |  |  |
| 12. | Edith Masuwa | F | Community member |  |  |
| 13. | Gloria Kaloloji | F | Community member |  | 0969145734 |
| 14. | Betty Samakayi | F | Community member |  |  |
| 15. | Julia Bulawayo | F | Community member |  |  |
| 16. | Suzeki Muvubo | F | Community member |  |  |
| 17. | Agness Kabamba | F | Community member |  |  |
| 18. | Lizze Kenaa | F | Community member |  |  |
| 19. | Eunice Chitewula | F | Community member |  |  |
| 20. | Mary Labakasa | F | Community member |  |  |
| 21. | Lilian Kamili | F | Community member |  |  |
| 22. | Martha Kaloloji | F | Community member |  |  |
| 23. | Gina Matuka | F | Community member |  |  |
| 24. | Womba Chiyeza | F | Community member |  |  |
| 25. | Mary Sawana | F | Community member |  |  |

NKEYEMA DISTRICT- MUFUNTA

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| --- | --- | --- | --- | --- | --- |
| **SN** | **NAMES** | **SEX** | **POSITION** | **VAG** | **MOBILE NO** |
| 1. | Agripa Shalila | M | Community member |  | 0960296934 |
| 2. | Andrew Gambwe | M | Community member |  | 0968617536 |
| 3. | Elvis Siachibuye | M | Community member |  | 0962808373 |
| 4. | Kenneth Mukonda | M | Community member |  |  |
| 5. | Fred Katungo | M | Community member |  | 0969490626 |
| 6. | Bisenga Njamba | M | Community member |  | 0974947730 |
| 7. | David Chibumbu | M | Community member |  |  |
| 8. | Abel N. S. chiliba | M | Community member |  | 0967921068 |
| 9. | Yvonne Katiti | F | Community member |  | 0964624203 |
| 10. | Florence Mwanse | F | Community member |  | 0965362357 |
| 11. | Astride Kambotwe | F | Community member |  |  |
| 12. | Deeca Sewaya | F | Community member |  |  |
| 13. | Edna Gapauya | F | Community member |  |  |
| 14. | Ericka Katete | F | Community member |  |  |
| 15. | Peter Kamuti | M | Community member |  | 0968980298 |
| 16. | Ernest Kamamba Mukwala | M | Community member |  | 0963766466 |
| 17. | Kababu Kayombo | M | Community member |  |  |
| 18. | Mununga Lubwei | M | Community member |  |  |
| 19. | Melody Chinjenga | F | Community member |  |  |
| 20. | Ridia Mangowa | F | Community member |  |  |
| 21. | Mafulo Katiti | F | Community member |  | 0978139271 |
| 22. | Lute Kambotwe | F | Community member |  |  |
| 23. | Kalimbwe Chikatu | F | Community member |  | 0974095726 |
| 24. | Mbendo Chinyemba | F | Community member |  |  |
| 25. | Sindisa inutu | F | Community member |  | 0969751894 |
| 26. | Matomosa Beatrice | F | Community member |  | 0977421326 |
| 27. | Purity Lipesu | F | Community member |  | 0978881260 |
| 28. | Jane Mundia | F | Community member |  | 0963885816 |
| 29. | Grace Nkumbwa | F | Community member |  | 0973007625 |
| 30. | Esther Kamwata Kamwaya | F | Community member |  | 0964297567 |

DNPW- CHILANGA

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SN** | **NAMES** | **SEX** | **POSITION** | **MOBILE NO** |
| 1. | Mastano Ngandu | M | Snr NRM office | 0976619499 |
| 2. | Betty Musumuko Ngoma | F | Snr NRMO | 0977516441 |
| 3. | Selita Mutonga | F | CLA | 0979554289 |
| 4. | Willa Namutowe | F | CLA | 0955362408 |
| 5. | Bupe Banda | F | Nat. coordinator | 0978405727 |

### Annex 4. Definitions

**Access**

Having an opportunity to use a resource (material, financial and human).

**Affirmative Action**

Special measures aimed at creating state of equality between females and males through implementation of deliberate strategies aimed at elevating the status of the disadvantaged.

**Benefits**

Economic, social, political and psychological retributions derived from the utilization of resources, including the satisfaction of both practical needs (food, housing) and strategic needs (education and training, political power).

**Child Labor**

Child labor is when children are engaged in work (paid and unpaid) which deprives them of their rights of development, protection, survival and protection.

**Control**

The power to make decisions regarding the use of a resource such as land.

**Culture**

The distinctive patterns of ideas, beliefs, and norms which characterize the way of life and relations of a society or group within a society.

**Cultural Practices**

Functional roles and rituals which are culturally determined and may be assigned to the sexes.

**Customary Laws**

Laws based on tradition and may be influenced by public opinion in a particular society about standards governing behavior or what society considers as a norm.

**Empowerment**

The process of gaining access to resources and developing one’s capabilities with a view to participating actively in shaping one’s own life and that of one’s community in economic, sociocultural, political and religious terms.

**Engendering**

Engendering to make the process or activity gender sensitive or gender-responsive by incorporating gender needs and interests and or eliminating gender discriminatory policies, strategies and practices.

**Feminization of Poverty**

Concept used to describe the state of poverty affecting mainly women because of their poor access to productive resources.

**Gender**

Gender refers to the attributes and opportunities associated with being male and female, and the socio-cultural relationships between women and men, and girls and boys, as well as the relations between different groups of women and different groups of men. These attributes, opportunities and relationships are socially constructed and learned through socialization processes.

**Gender Analysis**

Gender analysis is a systematic gathering and examination of information on gender differences and social relations in order to identify, understand and redress inequities based on gender.

**Gender Awareness**

Gender Awareness is being conscious of the fact that men, women, boys and girls have different roles, responsibilities and needs.

**Gender Based Violence**

Gender-based violence means any physical, mental, emotional, social or economic abuse against a person because of that person’s gender and includes sexual or psychological harm or suffering to the person, threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.

**Gender Biased**

Gender biased is when socio-cultural beliefs favor specifically men, women, boys and girls only.

**Gender Blindness**

Gender Blindness is inability to perceive that there are different gender roles, need, responsibilities of men, women, boys and girls, and as a result failure to realize that policies, programs and projects can have different impact on women, men, girls and boys.

**Gender Division of Labor**

Gender Division of Labor is an overall societal pattern where women are allotted one set of gender roles and men are allotted another set. An unequal gender division of labor refers to situations in which there is an unequal division of the rewards of labor by sex, i.e., discrimination. The most obvious pattern in the gender division of labor is that women are mostly confined to unpaid domestic work and unpaid food production, whereas men dominate in cash crop production and wage employment.

**Gender Equality**

Gender equality denotes women having the same opportunities in life as men, including the ability to participate in the public sphere.

**Gender Equity**

Gender equity is the equivalence in life outcomes for women and men, recognizing their different needs and interests, and requiring a redistribution of power and resources.

**Gender Gap**

Gender gap refers to disparities between men and women in terms of their levels of participation, access to resources, rights, remunerations, benefits etc.

**Gender Inequality**

Gender inequality is the disparity between individuals due to gender.

**Gender Inequality Index**

Gender inequality index reflects gender inequality along three dimensions – reproductive health, parliamentary representation and educational attainment for empowerment, and labor force participation for the labor market.

**Gender Imbalances**

Gender imbalances are inequalities which exist between females and males and are not related to sex roles.

**Gender Mainstreaming**

Gender mainstreaming ensures women, men, girls and boys benefit equally from the development process by highlighting the impacts of policies, programs and laws on the real situation of women, men, girls and boys.

**Gender Parity Index**

Gender parity index is a measure that assesses and compares the level of participation of women and men in particular development undertaking.

**Gender Planning and Budgeting**

Gender planning and budgeting acknowledges the gender patterns in society and develops policies/programs and allocates money that will change these patterns in a way that moves towards a more gender equal society. It includes taking into consideration sex and gender perspectives.

**Sex Perspective** needs the government to ensure that policies and programs are available and adequately financed to address the different biological needs of women and men (e.g. Child bearing for women).

**Gender Perspective** needs the government to have vision of the type of roles, responsibilities and relationships that it wants to see in the country for women and men, girls and boys, and design, fund and implement policies and programs to move towards this goal.

**Gender Roles**

Functional responsibilities which are assigned by society and are influenced by cultural, political, religious or economic situation vary from region to region, within cultures and change over time.

**Gender Roles Stereotyping**

Portrayal of socially assigned gender roles which are viewed as "normal" and "natural."

**Gender Sensitive**

Gender Sensitive is taking into account the impact of policies, projects and programs on men, women, boys and girls and trying to mitigate the negative consequences thereof.

**Labor Force**

The economically active population who are either employed or unemployed but are available for work.

**Ladder of Citizen Participation**

Citizen participation is considered to be a categorical term for citizen power. It is the redistribution of power that enables the have-not citizens, presently excluded, to be deliberately included in the future.

**Poverty**

A state of being insufficient in productive resources and income to ensure sustainable livelihood, access to and control over basic needs such as food, clothing, shelter and social services like education, health care, water and sanitation.

**Practical and Strategic Needs**

Practical needs are ones that, if met, help women in current activities. Strategic needs are needs that, if met, transform the balance of power between men and women.

**Reproductive Health**

A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity in all matters relating to the reproductive system, its functions and processes.

**Resources**

Resources are means and goods, including those that are economic which include land, equipment, tools and finances.

**Sex**

Sex refers to the biological or physiological characteristics which define humans as female or male based on their reproductive make-up.

**Sex disaggregated data/statistics**

Collection and separation of statistical information by sex to enable comparative analysis.

**Sex Roles**

Roles which females and males perform on the basis of their physiological or biological makeup.

**Sex Role Stereotypes**

Rigidly held and over generalized beliefs that males and females by virtue of their sex possess distinct traits and characteristics.

**Socialization**

A process through which a person learns all things that she or he needs to know to function as a member of a specific society.

**Traditional Practices**

Acts that are performed by people over and over again and which become part and parcel of one’s day to day life and are actually subsets of the mainstream society.

**Transformational Education**

Transformative education involves 4 stages of learning and reflecting – elaborating existing frames of reference, learning new frames of reference, transforming habits of mind and transforming points of view.

**Triple Roles**

Describes three categories of work that both women and men do to maintain households and communities.

**Productive work** involves the production of goods and services for consumption and trade (farming, fishing, employment and self-employment).

**Reproductive work** involves the care and maintenance of the household and its members including bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping and family health care.

**Community work** involves the collective organization of social events and services: ceremonies and celebrations, community improvement activities, participation in groups and organizations, local political activities, and so on. This type of work is seldom considered in economic analyses of communities.

(All the definitions used were extracted from the National Gender Policy 2014).

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1. The percentages were arrived at by dividing the number of respondents out of the total number of staff implementing the GEF 5 Project [↑](#footnote-ref-1)