THE ROLE OF THE MINISTRY OF WOMEN AFFAIRS, GENDER AND COMMUNITY DEVELOPMENT IN PROMOTING GENDER EQUALITY. A CASE OF CHEGUTU URBAN.

BY

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE BACHELOR OF SCIENCE HONOURS DEGREE IN SOCIAL WORK, DEPARTMENT OF SOCIAL WORK, FACULTY OF SOCIAL SCIENCES AND HUMANITIES
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ABSTRACT

This study investigated the role of the Ministry of Women Affairs, Gender and Community Development in promoting gender equality. The study explored the programmes and projects that are promoting gender equality in Chegutu urban, challenges being faced by the Ministry of Women Affairs, Gender and community Development in implementing the programmes and assessed the strategies that can be utilized to enhance gender equality. The study used a mixed research design consisting of a case study and a survey method. The target population comprised of 270 women of which a sample of 27 women were selected using systematic random sampling. An interview guide and a questionnaire were used to gather data from 27 women and the key informants who were the District Development Officer (DDO) and the Ward Councillor. Data collected from the respondents and the key informants was analyzed and presented using Microsoft Excel in form of graphs and tables. The study found out that projects such as dish washer making, peanut butter making, candle making, vegetable drying, floor polish making and sewing are the key projects being implemented by the and awareness campaign raising programmes are being conducted by the Ministry of Women Affairs, Gender and Community Development. Challenges such as lack of resources, lack of skills, political interference, cultural barriers and the effects of HIV and AIDS are being faced in the implementation of these projects. Strategies such as skills training, women economic empowerment, donor funding or provision of loans, women political empowerment and cooperatives can be used to enhance the programmes and projects. The study recommended that the Ministry of Women Affairs, Gender and Community Development programmes and projects must be well funded, monitored and supervised and the benefiting women must be engaged in intensive training in the projects they are doing to ensure effectiveness which will lead to gender equality.
DEDICATION

This study is dedicated to my parents Mr and Mrs Nyamugada and my sisters Robettah, Abigail and Nyasha and my brothers Robert and Takudzwa.
ACKNOWLEDGEMENTS

A great thanks to all who put their effort in making this research project a success, without them I would never have been able to make it a success.

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DEFINITION OF KEY TERMS

**Gender** - an array of socially constructed roles of relationships, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to the two sexes on a differential basis.

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

**Gender equity** - Gender equity denotes the equivalence in life outcomes for women and men, recognising their different needs and interests, and requiring a redistribution of power and resources.

**Gender mainstreaming** - is an organisational strategy to bring a gender perspective to all aspects of an institution’s policy and activities, through building gender capacity and accountability.

**Women’s Empowerment** - is a ‘bottom-up’ process of transforming gender power relations, through individuals or groups developing awareness of women’s subordination and building their capacity to challenge it.
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<td>Acquired Immuno Deficiency Syndrome</td>
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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

Gender equality has been an issue in which many countries have been striving to address. This is mainly because of the inequalities that exist between men and women in terms of access to economic resources and opportunities, decision making positions and discrimination they face from their male counterparts. This chapter looked at the background of the study, conceptualization of gender equality, statement of the problem, aims of the study, objectives of the study, justification of the study, research questions and definition of key terms.

1.1 Background to the study

Rodriguez (1992) states that for development to occur, gender equality is a necessity. Developmentalists have always highlighted the concept of gender inequality as a great impediment to socioeconomic development. The quest for social justice, equity and respect for human rights and elimination of discrimination as to gender has haunted development since women still appear to be marginalized and men being a group which reflects an advantage over women.

Globally, around the 1960s, women rose up in what has come to be known as the second wave feminism. According to Rodriguez (1992), in the U.S the black civil rights movements and protests against ill treatment of women, discrimination in terms of sex, ill treatment of women, unequal representation of men and women formed movements comprising the affected women as a key strategy to achieve change.
Hausmann and Tyson (2013) benchmark national gender gaps of 136 countries on economic, educational and health based criteria. The Global Gender Index (GII) was developed in 2008, partially to address the need for a consistent and comprehensive measure of gender equality that can track a country\’s progress over time. Finland was holding the 2nd position and Norway holding the 3rd position and Zimbabwe\’s GII for 2012 was 0.544 ranking the country at number 116 out of 148 countries.

Canada is the world leader in the promotion of gender equality (Global Gender Report, 2013). The protection of women\’s rights and promotion of gender equality is central to its foreign and domestic policies. Globally, there is still a huge gap in the highest ranking countries which still have low Gender Equality Indexes (GII) and that they have only closed 84% of their gaps and their scores are still less than one that is the gaps between men and women. Women were classed as second class citizens being deprived of many privileges such as access to political decision making positions, education and health, production and ownership of resources (Global Gender Report, 2013).

Canada is committed to the view that gender equality is not only a human rights issues but it is also an essential component of sustainable development, social justice, peace and security. Therefore, several world nations crafted policies, laws, acts and laws to promote gender equality. Canada ratified many conventions, treaties, ratifications including CEDAW (1981) that is the convention on the elimination of all forms of discrimination against women, Universal Declaration of Human Rights (UDHR), Beljing Declaration and Platform for Action and many others. The Canadian International Development Agency (CIDA) through its government which established the incorporation of women\’s perspective in governance as a central priority in foreign and domestic policy.
Fraser (2000) contempt that the promotion of gender equality is the Southern African context comprises socialist aligned liberation movements being an integral part of their struggle against colonial rule. Zimbabwe, Mozambique and South Africa advanced the idea that women face triple oppression on the basis of race, class and gender. The Southern African Development Community (SADC) has a vision of durable peace, freedom, and social justice, elimination of discrimination and sustainable development and economic prosperity of the people of southern Africa. SADC member states undertook that is SADC treaty article 6(2), not to discriminate against any person on the grounds of inter alia, sex or gender. SADC member states have committed to mainstreaming gender into the SADC programme of Action and Community Building initiatives as a prerequisite for sustainable development.

In a move to address gender inequality, the SADC crafted the protocol on gender and development. The SADC protocol on gender and development (2008) looks into the integration and mainstreaming of gender issues into the SADC programme of Action and Community Building initiatives which is important to the sustainable development the SADC region. The SADC protocol on gender and development (2009) benchmarks the key issues such as constitutional and legal rights, governance, education and training, gender based violence productive resources and training as the key issues to be addressed in a bid to promote gender equality for instance article 5 ~ Affirmative Action, Article 12 ~ Representation, Article 13 ~ participation, Article 14 ~ Gender Equality in Education and Article 17 ~ Economic Empowerment amongst others.

Jacobsen (2001) points out that the protocol aims to provide empowerment of women to eliminate discrimination and achieve gender equality by encouraging and harmonizing the development and implementation of gender responsive legislation, policies, programmes and
projects. According to the Freedom House (2012), the protocol is a tool used to set realistic, measurable targets, time frames and indicators for achieving gender equality and equity, monitoring and evaluating the progress made by the member states. To this regard the protocol clearly speaks to issues of constitutional and legal rights, governance, education and training, production, resources and employment, GBV, HIV and AIDS and conflict resolution.

Despite efforts or purported seriousness by the government in dealing with gender inequality there still remains a conspicuous fact that gender inequality is taking Zimbabwe’s development down. According to UNDP (2013) Zimbabwe is not doing very well in various development indicators including gender equality. It also states that Zimbabwe’s Gender Inequality Index (GII) is 0.544 ranking the country at number 116 out of 148 countries. The report states that gender based inequalities still exist in dimensions such as health (maternal health and adolescence fertility rates), empowerment and education empowerment. Hence, this shows low human development owing to inequalities that still persist between men and women such as unequal access to resources, opportunities and decision making positions. Zimbabwe, according to UNDP (2013) has higher gender inequalities as compared to other countries such as Lesotho (GII index of 0.534 and Senegal having GII of 0.540). A lot needs to be done lift up the human development in respect to gender equality.

Soon after independence the new black majority government recognized the importance of women and enacted Legal Age of Majority Act (LAMA), and various measures in terms of employment such as equal pay, the domestic violence act in response to gender based violence and the marriages act to uplift the status of women.
According to UNICEF (2012) 83% of men agreed that they have been abusing women either physically, emotionally or sexually, 68% of women were abused and that 90% of women after a survey which was conducted by ZWLA agreed or confirmed that they are comfortable with male dominance (MWAG and CD, 2003). Due to the fact that the quest for social justice, equality and respect for human rights, gender inequality in Zimbabwe has haunted development as witnessed by high numbers of unemployed women, unhealthy and uneducated women, discriminated or marginalized women. The National Gender policy (2003) states that Zimbabwe is highly unequal in terms of gender in which this factor impact on income distribution, power relations, political participation, access, control and ownership of resources.

Although Zimbabwe has promoted gender equality in primary school education through the chipping in of UNDP and its MDGs, there still remains a gap in secondary and tertiary education enrolments (UNDP). Before 2009, the diminishing provision of services pertaining to gender by the government coupled with the escalating numbers of domestic violence (GBV) and other inequalities such as ill treatment of women.

However, this position attracted a number of NGOs to step in as an alternative playing a critical role in advocating for the promotion of gender equality. These include ZWLA, PADARE, MSASA project and UNDP amongst others. Notwithstanding the generally valid critiques of the imperialist role of NGOs as agents of the multi-lateral institutions and dominant western governments, the repressive despotism and the consequent socioeconomic crisis in Zimbabwe has necessitated the government through its gender machinery MWAG&CD to play a pivotal role in promoting gender equality.
Zimbabwe has ratified many conventions, treaties, declarations, policies in a bid to promote gender equality such as CEDAW (1979), MDGs (2001), SADC declaration on gender and development, Universal Declaration of Human Rights, Beijing Declaration (1995), National Gender Policy, and Domestic Violence Act amongst others. This entire legal or policy framework was or is aimed to promote gender equality in a bid to phase out the gender inequalities that exist so that sustainable development can prevail in Zimbabwe. However, many societies do not understand the negative impacts of gender equality on development hence empowerment can promote the sensitization of the masses.

1.2 Conceptualization of gender equality

There are two categories, the biological gender and the socially constructed gender. Rubin (1975) discusses gender as a sex or gender system in which the social gender is described as enhancing the idea of biological gender, which in itself creates (gender). National Gender Policy (2013) defines gender as social meaning given to being either female or male in a given society. WHO (2001) defines gender as the economic, social and cultural opportunities and attributes associated with being male or female at a particular point. Oxaal (1997) defines gender equality as women having the same opportunities in life as men, including the ability to participate in the public sphere. The Zimbabwe National Gender Policy (2013) defines gender equality as equal enjoyment by women and men of socially valued goods, opportunities, resources and rewards.

Eitzen (2001) connotes that gender is a dichotomous social category that prescribes behaviours, attitudes, feelings and other characteristics as being appropriate for a male or female. Oxaal (2005) conceptualizes that gender is a complex variable that nestles in social, cultural, economic and political concepts and that it is a variable that must be integrated into all development
projects. Therefore, the categorization of people on the basis of their biological sex ultimately leads to questions of difference. Hence it means that the issue of equality is based upon the society’s expectations and what it ascribes men and women to perform like therefore leading to differential treatment between the two sexes. Also, gender equality can be conceptualized as aspects that are not rigid and can change over time and be different as from one culture to another thus the cultural dynamics.

1.3 Statement of the problem

There is a gap which needs to be filled in gender studies since many people focus much on economic development sidelining equality between sexes or genders which is also a great impediment to socioeconomic development (Jacobsen, 2002). However, a few realized the importance of gender equality as a key engine for both social and economic development. Eitzen (2001) observed that many communities especially women remain marginalized because they hesitate to advocate for gender equality. Many women still face many problems such as gender based violence, sexual and emotional abuse or harassment and unequal treatment from their male counterparts. Therefore, the promotion of gender equality by the government has off late started to emerge but it is still little known, hence this case study seeks to find out the role of the Ministry of Women Affairs, Gender and Community Development in promoting gender equality.

1.4 Aim of the study

The aim of the study was to investigate the role of the MWAG and CD in promoting gender equality and establish intervention strategies that can enhance gender equality.

1.5 Objectives of the study
1.5.1 To identify the Ministry of Women Affairs, Gender and Community Development programmes which are promoting gender equality.

1.5.2 To examine challenges being faced by the Ministry of Women Affairs, Gender and Community Development in promoting gender equality in Chegutu urban.

1.5.3 To assess ways which the MWAG and CD can enhance gender equality in Chegutu urban.

1.6 The study question

1.6.1 What is being done by the Ministry of Women Affairs, Gender and Community Development in promoting gender equality in Chegutu Urban?

Sub questions

1.6.1.1 What are the challenges being faced by the Ministry of Women Affairs, Gender and Community Development in promoting gender equality?

1.6.1.2 What are the ways being used by the Ministry of Women Affairs, Gender and Community Development in enhancing gender equality in Chegutu urban?

1.7 Justification of the study

This study will possibly contribute with a fully grounded framework to the Ministry of Women Affairs, Gender and Community Development as it will explore or investigate the ways in which gender equality can be promoted as other nations are doing. Gender issues in the African continent were being neglected by the general populace (Jacobsen, 2001). UNICEF (2010) states that in Africa, about 80% of women still face problems such as gender based violence. CEDAW (2007), states that 45,454 cases of domestic violence in South Africa were reported to the police
yet many cases go unreported. Many developing countries such as South Africa, Zimbabwe and Nigeria still have many challenges in terms of ensuring gender equality. Worldwide, in developed countries such as Norway, Canada, Switzerland and many others, many studies have been conducted concerning gender and a lot of efforts have been put in place but however in Africa the implementation rate is very low (CEDAW, 2007).

Since, there is still a large gap in gender equality issues. The study will provide vital information to the field of social work and will provide a working framework on how social workers can advocate for gender equality through the use of the existing strategies and structures to use in promoting gender equality. The study will provide solutions to the marginalization of women and unequal treatment between men and women.

1.8 Chapter summary

This chapter outlined the role of the Ministry of Women Affairs, Gender and Community Development in promoting gender equality as highlighted in the background of the study. It has been highlighted that gender inequalities exist between men and women in many societies. The next chapter will review related literature related to the study.
CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter reviewed literature related to issues of gender equality promotion mainly gender perspectives and the role of the Ministry of Women Affairs, Gender and Community Development that is its affirmative programmes towards promoting gender equality in Chegutu, challenges being faced, case studies and strategies that can be utilized by governments to promote gender equality. It will then describe and explain the feminist and the conflict theories. Finally, it will look into the nature and scope of the role of the Ministry of Women Affairs, Gender and Community Development.

2.1 Theoretical framework

Giddens (2002) observed that, the promotion of gender equality is overlooked as a research focus yet it is an important which directly impacts the achievement of the MDG 3 “promote gender equality and empower women” and the enhancement of the gender equality and power relations between men and women. To note, gender equality depends on the full abolition of the gender segregation of all the social roles, especially work roles, whether performed in a private or public sphere.

It is of paramount importance to pre-conceptualize gender equality before explaining on the theories of gender. The concept of gender equality was or is aimed at advancing women’s rights through empowerment so that they can be at the same level with men. Mannson (2010) states
that gender theories talk of the feminine or masculine being socially constructed and that it has changed through-out history.

As Gumbonzvanda (2006) asserts, a larger conceptual framework is needed, which links empowerment, rights and mainstreaming in all social spaces in order to advance the discourse on gender relations and achieve gender equality. Oyewumi (1997) argued that gender mainstreaming has been associated with more failures than successes. Whilst, there have been positive gains for gender equality in the past ten years since the adoption of the Beijing Declaration or platform for Action.

2.1.1 Social contract theories

On the government`s role of promoting gender equality, Hobbes, Locke and Rousseau influenced how this can be done through their social contract theories. Hobbes (1588~1679) talks of radicalism and conservativeness, that political authority and obligation are based on the individual`s self-interest of members of the society who understood to be equal to one another. Boadi (2006) defines social contract theory as an agreement among the members of the governed and the government defining and limiting the rights and duties of each.

Hence, Hobbes, Locke and Rousseau concur that it is an agreement entered into by individuals that results in the formation of the state or of organized society, the prime motive being the desire for protection which entails the surrender of some or all personal liberties. Therefore, both the governed and the government have the sole responsibility to promote gender equality in any means possible. The trio concur that persons` moral and or political obligations are dependent upon a contract or agreement among them to form the society in which they live.
Locke, Rousseau and Hobbes clearly articulate the social contract between the government and its citizens in which the citizens must obey to the government, also the government serving and respecting its citizens in respect to the promotion of gender equality through enhancing the mainstreaming of gender into all the national and local programmes.

Locke was of the view that a government existed among others, to promote the public general good, and to protect the life, liberty, and property of its people. Hence, he argued that those who govern must be elected by the society and the society must hold the power to initiate a new government when necessary. According to Eitzen (2000) Locke and Hobbes talk of natural rights which are those rights which we are supposed to have as human beings before a government comes into being. Hence, equality in terms of gender is a natural right which the government must not take off but should promote and enhance through mainstreaming gender in all its programmes.

Jacobsen (2002) is of the view that the processes of development impede development. Therefore, it is the role of the government to fund gender lined programmes by the civil society as attested from the social contract theory for instance, the functions of the government are to promote women empowerment, ensure men and women access health services and education equally, ensure equal opportunities to employment and decision making positions.

Further, Locke wrote of Thomas Jefferson who said that (all men are equal despite their gender status and race as endowed by the creator with certain unalienable rights such as life, liberty and the pursuit of happiness. Jacobsen (2002) argues that Locke, Hobbes and Rousseau were not against the government but were in favour of it as long as it existed at the will of people. Therefore, as afore mentioned above, the government has the role to ensure the rights (natural) of
people are promoted. In respect to gender equality, it should guard against ill treatment of especially women in particular since they are the weaker sex, must eliminate all forms of violence and discrimination against women and children, and promote equal access to land, health, business opportunities and education. If the government acts according to the will of people then from the social contract theory it can be then said that the government is performing its functions and roles.

However, Easterly (2000) argues that the government might fail to function as expected due to a number of challenges that might be faced such as lack of resources, unfair policies by politicians, economic and political turmoil. From Locke’s argument on social contract, it is the government’s mandate to overcome these challenges to suit the social and political will of its citizens since it is their natural rights.

Jacobsen (2002) connotes that the social contract theory was successful in America and that it resulted in a good government which serves the interests of the citizens. In his theory Locke argued that if the government is detrimental to the citizens’ interests, the individuals have a duty to change the government. Locke concluded that social contract is an agreement between individuals and the government hence they form the agreement to secure life, liberty and property which include gender equality and social justice.

Boadi (2006) states that the American government constitution states that to form a more perfect union, establish justice, ensure domestic tranquillity, provide for common defence, promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution (US constitution). Therefore, the government despite challenges that can be faced must promote gender equality to ensure that violence against women and children is
eliminated and also driving up the process of socioeconomic transformation in the country. On the other hand, Plato disagreed to the adoption of the social contract whereby he talks of the pyramid in which the top class would be the rulers, middle class would be the warriors and the bottom would be the workers.

Lastly, Hobbes, Locke and Rousseau theories provide key ideas on how the government can promote gender equality that is people`s well-being and they outlined the functions of the government. It is therefore very important to note that in this study, the government should employ the ideas from the aforementioned theories.

2.1.2 Feminist theories

Eitzen (2001) states that the feminist theory is one of the major contemporary sociological theories, which analyses the status of women and men in the society with the purpose of using that knowledge to better women`s lives. Around 1960s, women rose up in what has come to be known as a second wave feminism. Rodriguez (1992) argued that this was a time of counter culture which challenged all forms of authority, which envisaged for reaching social change in terms of equal access, control and ownership to resources and equal opportunities to decision making positions between men and women To note, in the Southern African context, women`s liberation struggle especially in countries such as Mozambique, Zimbabwe and South- Africa. Therefore, feminists saw the need to change both the economic structure and the status order of the society, the noble cause being redistribution of resources and recognition of women (Frazer; 2000).

Eitzen (2001) proposes that the concept of promoting of gender equality using the Ministry of Women Affairs, Gender and Community Development as a stakeholder helps in integrating
gender dimensions (women’s and men’s concerns) into socio-economic and sustainable development. The feminist theory carries the view of social, political and economic equalness. However, the Gumbonzvanda (2012) states that the move to eradicate gender inequalities is a myth and an un-achievable as it will end up creating other gender in-equalities.

From this, the feminist theory which consists of radical feminism, liberal feminism and socialist feminist is of another view of gender equality.

2.1.3 Conflict theories

Haralambos and Horlborn (2005) argue that conflict paradigm offers a radical alternative to the structural functionalist theory. Karl Marx propounded the theoretical foundations of the conflict paradigm in the second half of the 19th century. The conflict paradigm holds that society’s development is influenced by the way in which humans produce goods, their live hoods (forces of production) and the way they relate to others in the process of harnessing nature to meet their needs that is social relationships of production.

Haralambos and Horlborn (2005) argued that production is a social enterprise. Central to the conflict paradigm is the notion that within all forms of societies are contradictions between social groups who are in an antagonistic relationship over the oppression and exploitation of one group by another. Gensburry (1990) states that the conflict paradigm emphasizes on the inherent instability of social systems and the conflict over values, resources and power between genders or ethnic groups. Moyo (2002) articulates that the conflict in Zimbabwe, oppression of women by men arises because of the conflict over resources and power. Men see women roles as mothers and wives in the family, pro-creation and daughter in the family of origin which require more time and energy than the comparable male roles. The conflict theory holds that women are
exploited because men control the means of production and that women are entitled to perform home based duties hence their subjugation to men.

2.2 Literature Review

Literature review is defined as a text written by someone to consider critical point of current knowledge including substantive findings as well as theoretical and particular topics (Anderson, 2009). This section explores various researches, publications, studies, strategies and programmes that have been initiated by various governments in the local, regional and International levels.

2.2.1 Gender equality programmes by the governments; An international overview.

Many years back up to date thus a world view, a lot have been done to fill in the gap in which women have globally less economic opportunities to improve their lives (Jacobsen; 2002). They were restricted in terms of education, the ownership of wealth, monetary return for their work, financial opportunities and opportunities to influence the decision making positions at the level of the family or society or even the political economy. Hence, this has haunted development (social, economic and sustainable development) since the omission of women in development initiatives impedes effectiveness. Easterly (2001) postulates that, since women`s status is considered as one of the top priorities in development. The UN bodies and governments have done a lot that involves policy measures, women economic and political empowerment through projects (SMEs), educational campaigns and occupation of women in decision making positions so that the gap is reduced among others.

Globally, the United Nations Development Programme (2000) developed the Millennium Development Goals (MDGs) with gender being one of its top priorities thus MDG 3 “promoting gender equality and empower women”. Jacobsen (2002) places the importance of women`s
empowerment which promote economic stability thus putting resources into poor women`s hands while promoting gender equality in the household in society results in development payoffs. Expanding women`s opportunities in public works, agriculture, finance and other sectors accelerates economic growth helping mitigate the effects of current and future financial crises. It was noted that mainly divorced and widowed women mainly face socioeconomic challenges.

World Bank (2000) presupposes that gender equality is a key to achieving gender equality. It states that countries that invest in promoting the social and economic status of women tend to have lower poverty rates. World Bank (2000) enlisted ways that can be used to achieve gender equality which are as follows: educating girls, increasing literacy rates among women`s labor force, participating and strengthening labour policies affecting women, improving women`s political rights and participation. According to the World bank`s statistics in its programmes, these are some of the MDG results: (a) Afghanistan: 2.7 million girls were enrolled in schools in 2012 up from 191,000 in 2002, (b) Kyrgyz Republic –close to 1 million women and girls benefitted from Community based micro-enterprises and improved local government between 2007 and 2010.

This however, shows the UNDP and World Bank`s programmes towards the promotion of gender equality. Programming for women became a reaction to the gender effects of structural adjustment policies, which emphasized privatization and cutting government spending with negative impacts on employment, income and social programmes (Gender and Development: (GAD) and Women in Development(WID). The U.S have been grounded in feminist theoretical frameworks, it made mainstream institutions, agents of social change under the Economic and Social Council of the United States (ECOSOC).
Canada as the main actor in the gender mainstreaming process institutionalized gender equality. It initiated Gender Equality Mainstreaming (GEM) thus translating policy into action. The Agriculture Institute of Canada (AIC) is a key player in Canada in gender mainstreaming and it laid out the following gender strengthening programmes; strengthening programming outcomes thus gender equality must be reflected in the structures, budgets and policies of the nation, strengthening gender sensitive indicators, investing in capacity building, strengthening international programmes for example, the integrated Crop and Livestock Project in Ghana which has the influence of women in community development and decision making (Easterly, 2001).

Canada has provided loans and funds to women for income generating projects and co-operations or cooperatives and it has provided education to women especially sexual reproductive health education. Also, Canada has increased women`s access to land and other natural resources. In 1995, Canada made the federal plan for gender equality, the federal government of Canada established the incorporation of women`s perspectives in governance as a central priority in foreign domestic policy on gender equality and women`s rights.

Also, the Canadian International Development Agency (CIDA) has identified gender equality as a key of its development cooperation programmes. CIDA supports a broad range of projects which encourage an enhanced decision making role for women in developing countries. Some of its foreign policies include the elimination of violence against women, the full and equal opportunity of women in decision making and the mainstreaming of gender.

According to the World Gender Report (2002), Sudan holds a lower status of gender equality. However, to promote gender equality, the Sudanese government used funds of international
agencies to set up women projects rather than actually seeking to improve welfare of the women themselves. For instance, the Sandug in Saggana which is an association of rotating credit groups, it is composed of small groups of people who trust each other and are thus accountable for each other’s credit worthiness (women economic empowerment).

Also, in 1983, there has been a women’s union which set a house wives organization with the goal of facilitating access to rare consumer goods at reasonable prices for housewives. The SADC governments have done or initiated a lot of programmes towards promoting gender equality. Jacobsen (2002), states that the SADC region have seen it being of paramount importance to initiate appropriate policies, legislation, programmes, projects and activities aimed at ensuring women’s empowerment, women’s access to land.

Mesner (2000) states that the SADC governments ratified legal instruments such as CEDAW, Beijing Declaration and its platform of Action, the protocol of the African Charter on Human and people’s, MDGs and the protocol on gender and development amongst others. SADC has identified key priority areas for gender and development with a view to accelerate progress in the achievement of gender equality and women’s empowerment thus gender mainstreaming (integrating gender into all sectors of regional development involving women in politics and decision making, eradicating gender based violence (GBV), and lobbying for the New Economic Partnership for Africa’s Development (NEPAD) which was adopted in 2001.

In response to high levels of gender in equalities in Africa, the SADC region strategized initiatives to promote gender equality in Africa. According to the Trainer’s Manual on Gender of Sudan (2000), the following were the initiatives in response to the problem; increasing women’s access to land, inheritance and property rights and how they affect women, inclusion of women
in decision making and conflict resolution, strengthening of gender programmes at the national level with more human and financial resources and the prioritization of gender equality to enhance economic growth.

The Sudanese government responded to the gender inequalities in its country in pursuit of development. The Sudanese constitution (2005) was formulated having gender sensitive provisions that promote gender equality especially women empowerment since it is the sex which is still lagging behind men. Mainly, the protection of women to such adverse acts such as female genital mutilation, unequal access to education, unequal access to health services and power of decision making was the motive of the Sudanese government (Flood, 2003).

Jacobsen (2002) furthers that the Sudanese government established the ministry of gender equality and children in pursuit of protecting women and children. This was done with the help of nongovernmental organizations which were fighting against gender based violence, elimination of discrimination against women and children.

In South Africa, there were men organizations that were working towards promoting gender equality such as Sonke Gender Justice and PADARE Men`s Forum in Zimbabwe. Mesner (2000) argued that the men`s organization in South Africa consolidated strategies developed to end violence and discrimination against women through public awareness campaigns such as consciousness raising rallies, marches, workshops for example 16 days of activism in schools and tertiary institutions, prisons and workplaces.

Flood (2003) states that in South Africa, political groups saw the need to address power and politics, and to move beyond consciousness raising and education but to raise questions of institutional functioning and culture, domestic work, equal pay and their own exercise of
masculine privileges. Also, these organizations are mainly centred on domestic abuse (GBV) and HIV and AIDS. The 5 in 6 project set up in Cape Town in 1993 appears to be the first of the men’s organizations working for gender equality and protection of women against violence and all forms of discrimination. Hood (2003), added that in 1993, South Africa set up the Agisanang Domestic Abuse, Prevention and Training (ADAPT) based in Alexandra township (Johannesburg) focused on training, advocacy, counselling and healing of survivors of physical, emotional and sexual violence. Hence, the government of South Africa initiated a lot to promote gender equality.

Finally, many governments have tried their best through the initiation of various programmes such as women empowerment, law enforcement, and educational campaigns, advocacy and the inclusion of women in social, economic and political levels through a 50~50 basis. However, there are various hindrances that impede the success of the programmes. There are to be discussed in the section to follow.

2.2.2 Challenges being faced by governments in promoting gender equality.

According to Gumbonzvanda (2012), a number of factors including the challenging policy environment within which gender programmes are being initiated, inadequate resources, political adversities, cultural limitations (Alienity to African cultures) the effects of HIV& AIDS and lack of skills are the challenges faced.

Nancy (2001) argues that overcoming these challenges to promote gender equality requires a stronger and diverse but unified voice for change, greater accountability and increased targeted resources. Furthermore, the effectiveness of gender mainstreaming efforts has been associated
with more failures than gains. She argued that, to move forward, it is necessary to examine the policy environment, resources, strategies and institutional features.

2.2.2.1 Lack of resources

The Global Gender Gap Index introduced by the World Economic Forum (2006) benchmarks national gender gaps on economic, political, education and health based criteria in which developed countries such as Finland, Canada, Sweden and Norway have the top rankings. On the other hand, developing nations have lower rankings due to lack of financial resources.

Sen Amatya (1999) postulates that gender equality is key to socioeconomic and sustainable development. Women and men’s equal participation is classed as of paramount importance to socioeconomic development. Therefore, the absence of resources in the African governments has been a key barrier to the enhancement of gender equality programmes. For instance, several governments through the SADC region have had crafted powerful and sound policies and they have initiated programmes that can enhance the achievement of gender equality. However, many of the programmes are prone to failure for instance, UNDP (2000) crafted the MDGs which are targeted to last for 15 years (15 year development plan, 2000 to 2015) but many programmes are behind the spearheading organizational targets for example developing countries such as Zimbabwe, Sudan, Mozambique and many others.

The MDG 3 (promote gender equality and empower women) in the latter named countries have been far behind the schedule as stated by the UNDP progress review of the MDGs (2010), community development programmes for example in Sudan and Zimbabwe in which there are ministries responsible for gender equality, funds are lately released and also misappropriation of funds will be at peak to the extent that only a few programmes can be implemented. In respect to
women empowerment, had it been that NGOs have not played a pivotal role in funding these projects and gender mainstreaming programmes, the promotion of gender equality would have been a myth (Easterly, 2000).

Eitzen (2001) argues that the concept of using the government through its gender machineries that are the ministries which deal with gender equality is a move which is a myth and unachievable due to budgetary constraints and prioritization of economic policies. If it is not all, the move will create another imbalance if not strategically initiated. The move to promote gender equality, require many strategies that require financial resources and skilled personnel which also need to be paid. Hence, the social transformation from an unequal society in terms of gender to an equal one is highly difficult.

2.2.2.2 Political adversities

The move to promote gender equality involves the awareness and understanding of these instruments (protocols and legal instruments) intended to provide information that helps decision makers appreciate the international, regional and local contexts in which gender as a development tool are applied. Eitzen (2001) argued that a number of commitments by governments have been blocked or looked down upon because of unfavourable political conditions. Although those nations under the framework of the UN bodies are duty bound to their citizens to honour commitments at the international level. However, the problem will come when it comes to the implementation stage.

Jacobsen (2002) argued that despite the fact that governments will be accountable for its actions locally by its national and civil society groups, international agencies and UN bodies through the established reporting mechanisms and through peer reviews by other governments, political
adversities will hinder the progress of promotion of gender equality due to dictatorship tendencies and political resistance.

Moreover, there are the international covenants on civil and political rights and economic, social and cultural rights (1996) but it recorded in the Global Gender Gap Report (2009) that there still remains a gap in the socioeconomic and political status of women.

In the countries classed by the UNDP as having low human development at the political level, women also have less voice and that women hold 5 to 15 percent of the higher positions with Finland and Sweden being the leaders in terms of ranking (Jacobsen, 2002). He argued that lack of economic resources is likely restricting women`s economic choices more than men`s lesser purchasing power translates to lesser decision making power. Hence, the fewer the numbers of females in decision making positions, the more gender equality can be prioritized on a greater coverage. However, in South Africa and Zimbabwe, there are men organizations that also fight for gender equality and empowerment of women.

Therefore, the political adversities and unwelcome or unfavourable conditions prior to the social transformation of gender normally disfavour women`s status increment thereby reducing their chances of the upliftment of their standards of living, rights, access and opportunities (Eitzen, 2001).

2.2.2.3 Cultural barriers

Cultural barriers pose a challenge in the implementation of gender mainstreaming programmes. Jacobsen (2002) articulates that the societal norms and values can highly affect the achievement of gender equality due to the alienity of the concepts of balancing the two sexes for instance issues to do with patriarchy. In Sudan, female genital mutilation and the disparity of women to
men in the labour market such as of being house wives still exist hence posing a challenge in the move of the international community in promoting gender equality.

To note, in the African societies, women are generally believed to be submissive to their husbands worse still the religious sector also second the idea holding the that men are the majors and women being minors. However, Dangarembga (1990) talks of the marginalization of women stemming from customary traditions that put them at the stance of being physically, sexually and emotionally abused by their (masters) thus men in particular.

On the other hand, the SADC and other nations crafted gender policies for instance, the National Gender policy in Zimbabwe and acts and other legal instruments that protect against the violation of women`s rights such as the domestic violence acts in different nations. Due to lack of funding to use in pursuit of empowering women, the emerging policies that protect women and communities still stick to their cultural practice because the government cannot reach all the communities to empower those who are marginalized. UNDP (2009) pose a fact that in most African societies, women are not a research priority, for instance, a survey conducted by ZWLA which holds that 90 percent of women agree to male dominance and that there are not aware of their rights and even all the instruments that protect them against violence and discrimination.

Many governments that are still developing are facing difficulties as compared to developed nations that are still disadvantaged by cultural differences or barriers in which the achievement of gender equality remains unachievable as Eitzen (2001) argued due to a number including resource limitations, political limitations and many others.

2.2.2.4 The effects of HIV&AIDS
The SADC committee aimed on strengthening programmes that reduce the incidence of HIV and AIDS among women and to increase support by governments. WHO (2008) states that health is a key factor to human development and that the absence of it impedes development. At the end of 2008, it was estimated that out of 31.3 million adults worldwide living with HIV and AIDS, half of them were women. Also, it was suggested that 98% of them were in developing countries. Due to social construction roles, responsibilities and power control, women in Africa bear the biggest burden of HIV and AIDS infection. The countries mainly affected are Botswana, Zambia, Lesotho, South Africa, Namibia, and Zimbabwe. Therefore, the WHO (2008) argued that the move to promote gender equality is rather complicated since the target population (women) is the most widely affected in terms of health so as the complexity of achieving gender parity especially in Africa since there is need to first to mitigate the scourge of HIV and AIDS which is also causing poverty among other problems.

Therefore, HIV and AIDS is a major challenge of promoting in the agenda of promoting gender equality since there is need to have a health populace so that they can participate well in the programmes.

2.2.2.5 Poor monitoring and evaluation

Monitoring and evaluation involves the revisiting of the initiated programmes and monitoring in existence viewing strengths and weaknesses (Nancy, 2000). Jacobsen (2002) is of the view that generally in developing countries, monitoring and evaluation is the worst problem which fails many programmes under progress in Africa. Generally, UNDP (2009) states that many government ministries are not in a position to monitor and evaluate gender equality programmes even if planned due to lack of resources, poor planning, the negative foreign policies, top down
approaches and bureaucratic decision making processes. Mainly, the actors in the monitoring and evaluation team lack skills required in the process. In fact without the chipping in of NGOs, it will be a total failure for the initiation of gender programmes.

2.2.3 Strategies that can be utilized by governments to promote gender equality

There are many strategies that can be used to promote gender equality. Some of the strategies are as follows, community development, women political empowerment, women economic empowerment, cooperatives, educational campaigns or empowerment, initiating women to participate in politics and occupying decision making positions, Women in Development (WID) and Gender and Development (GAD), mainstreaming gender in all sectors thus, in budgets and plans and protecting women against all forms of discrimination and violence. Equal opportunities are a key factor sustainable development, especially in areas where this inequality is so pronounced (Nancy, 2001). The protection of women by governments provides a platform for the achievement of gender equality.

2.2.3.1 Community development

Gender equality implies a society in which women and men enjoy the same opportunities, rights and obligations in all spheres of life (Eitzen, 2001). Community development is defined as a way of strengthening civil society by prioritizing the actions of communities, and their perspectives in development of social, economic and environmental policy (Barro, 1995). Community development seeks empowerment of local communities of interest or identity and organizing around specific themes or policy initiatives. This is a strategy by the government in trying to promote gender equality and it is mainly spearheaded by the government’s gender machines that are ministries that deals with issues of gender equality and children.
Sen Amatya (1999), states that community development strengthens the capacity for the people as citizens through the community groups, organizations and networks to work in dialogue with others to shape and determine change in their communities. Hence, governments can utilize their strategy in promoting gender equality since it involves the inclusion of both men and women. Siddique (1998) argues that community development supports active democratic life by promoting autonomous voice of the disadvantaged and vulnerable communities. In Canada groups of women were given capital and tools by CIDA and OXFARM to do market and herbal gardening so as to strengthen their projects.

Therefore, community development helps people to recognize and develop their ability and potential to respond to problems and needs which they share. The fact that it enhances establishment of strong communities that control and use the assets to promote social justice and help improve gender equality and opportunities of the people in terms of access, control and ownership of resources. Therefore, community development can be used by governments to empower women to be at the same level as men in terms of access, control and ownership of resources.

2.2.3.2 Women political empowerment

In the world, women are much more likely than men to be poor and illiterate. They usually have less access than men to medical care, property ownership, credit, education, training and employment. Also, women are far less likely than men to be politically active and far more likely to be victims of domestic violence.

Therefore, governments can enhance the promotion of gender equality through women empowerment. For instance, in South Africa, women have been given the opportunity to occupy
decision making positions for instance the 50-50 position occupation in the parliamentary seats (Global Gender Report; 2009). Also, women can be granted mines, loans, projects or cooperatives so that men and women can enjoy equal access to education, health, business amongst others. A survey conducted in South Africa indicates that women secured gold mines in Egoli which made them able to open businesses that are prominent (Oxaal, 2005). World Bank (2008) argued that a critical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing power imbalances and giving women more autonomy to manage their own lives. The empowerment of women is vital to sustainable development and realization of human rights for all hence, promoting gender equality. The SADC protocol on Gender and Development (2008) speaks of ensuring women`s representation and participation in governance issues (article 12).

The UNFPA (2008), states that the process of women empowerment involves economic empowerment, educational empowerment, and political empowerment. If these programmes are integrated, sustainable development can happen which can lead to gender equality.

2.2.3.3 Women economic empowerment

Women economic empowerment (National Gender Policy, 2013) states that it refers to the process which increases women`s real power over economic decisions that influence their lives and priorities in society. This can be achieved through equal access and control over critical resources and opportunities and the elimination of structural gender inequalities in the labour markets. Oxaal (2005) states that women economic empowerment is based on the Beijing declaration which talks of (women empowerment and their full participation in all spheres………).
Jacobsen (2002) states that the inclusion of women in developmental programmes and projects creates a chance for their full participation therefore women must be assisted in starting their own developmental projects or enterprises that can enable them to be self-reliant or sustainable and can lift up their status and access to economic resources at the same basis with men. These projects include small to medium enterprises (SMEs) of peanut butter making, sewing and knitting, gold mining, gardening (agriculture) dish washer making. NGOs such as UN men and MSASA project, ILO and OXFARM amongst others link women with resources so that they can be economically empowered and reduce their marginalization as compared to their counterparts through these projects.

Therefore, empowering women economically is a noble move which facilitates the promotion of gender equality thus equalizing the opportunities between men and women in terms of their access, control and ownership of economic resources.

2.2.3.4 Cooperatives

Sen Amatya (2009) is of the view that equal opportunities are a key factor for sustainable development, especially in areas where this inequality is more pronounced in developing countries. A cooperative is a joint or a union of people who share a common goal of production through contribution of ideas and resources (Jacobsen, 2002). UNDP (2009) articulates that provide loans to women to start their own enterprises or cooperatives is the only way that can enhance the marginalized women to share the same opportunities to their counterparts. For instance, Sudan initiated projects for women actually seeking to improve their welfare. For instance, in Saggana (Sandugs), those are associations of rotating credit groups. Sandugs are composed of people who trust each other. Also, in Canada there was women’s funding that was
directed to women cooperatives for instance, CIDA (Canadian International Development Agency) which was promoting women’s access to land.

The cooperatives provide women with an opportunity to gain access to raise and realize their potential through acquiring strength and also fighting off poverty. Hence, it is of paramount importance for governments to form or craft programmes that promote cooperatives that can result in the emancipation of women.

2.2.3.4 Educational empowerment

The World Gender Gap Report (2009) states that 98% of women agree to male dominance, to mean that they do not know or understand their rights and even the legislative instruments that protect them. The UNDP’s MDGs provide a framework for universal primary education for all which was aimed at empowering all the people.

Jacobsen (2002) argues that governments must empower communities through different programmes such as the celebration of the Women’s day, 16 days of activism and establishing women’s forums such as Msasa project in Zimbabwe amongst others. In line with the MDG 3 “promote gender equality and empower women”, the government can promote gender equality through educating people especially girls and women so that they have the same access with men.

In this specification, if women are educated, they can stand on their ground to occupy decision making positions and to deny oppression by men which hinders them to develop. Eitzen (2001), posits that long term sustainable development can be achieved when both men and women are educated mainly on gender issues so that women in different countries cannot continue facing challenges they are facing.
Finally, educational empowerments can put women on equal footing with men and that can unlock transformation of marginalized women to realize their potential in life hence having equal access, control and ownership of resources and decision making positions with men.

2.3 Case studies

The case studies were drawn from the following countries Canada, Sudan and South Africa to gain a deeper understanding of gender equality.

2.3.1 Canada

Canada has committed itself a lot to gender equality and the achievement of women`'s rights internationally. Canada is a world leader in the promotion and protection of women`'s rights and gender equality. Gender issues are central to its foreign and domestic policies. Easterly (2001) states that Canada views gender equality as not only a human rights issue but as an essential component of sustainable development, social justice, peace and security.

Canada in terms of policy and legal frameworks, it has ratified CEDAW (1981), Beljing Declaration and Platform for Action (1995), MDGs (2001), Optional Protocol to the CEDAW (2002), Fourth World Conference on Women in Beljing (1995), property laws amongst others. Secondly, Canada has improved the status and well-being of women by ensuring their full, equal and effective participation in decision making at all levels of political, economic and social life.

Also, the government of Canada has also done much to promote gender through the support of commonwealth, Canadian International Development Agency (CIDA) which supports a broad range of projects which promote an enhanced decision making role in developing countries. For instance, the Agriculture Institute of Canada (AIC, 2009) participated a lot in promoting gender
equality by including women in agriculture. AIC managed to have 42% of women to have been participants in agriculture in 2009 since 1921 when there were only 3% of women in agriculture (Easterly, 2001).

Despite these achievements, Canada also faces a number of challenges which include lack of resources, lack of realization of the importance of promoting gender equality by decision makers and ignorance of the masses or women who are hesitant to advocate for equality promotion.

2.3.2 Sudan

The Sudanese government has committed itself a lot to promote gender equality following a rampant record of gender inequalities that involve GBV, female genital mutilation, unequal access to land and business opportunities, unequal pay and lack of the importance of women’s full participation in the process of socioeconomic transformation amongst others. Easterly (2000) states that it has been described as a state which has been still behind the human development index and having the lowest gender equality score. Sudan ranks number 171 out of 186 countries on the Human Development Index and that it has not yet affiliated to CEDAW.

However, despite all this the Global Gender Report (2012) states that there have been positive changes in regards to gender equality in Sudan for instance, as of 2012, women comprise 24.1% of the National Assembly of Sudan. The report also states that all along women in Sudan were seldom preferred to be a research priority but now the coming in of international funds that prioritize women’s projects but not just improving the welfare of women. One of these projects is a Sandug in Saggana which is composed of small groups of people who trust each other accountable for credit worthiness.
Off late, Sudan has also improved by setting in organizations that promote gender equality forming a ministry (Ministry of Women Affairs, Gender and Children), affiliating to regional and international policies and crafting their own constitution and gender legislation that has gender equality in all its forms. Its` interim constitution of 2005 talks of imploring the judiciary of Sudan to adjudicate justice to all the citizens irrespective of gender status, providing gender sensitive programmes, parliamentarian selection to be based on gender so that decision making will be fairly represented in terms of gender. Moreover, the constitution highly speaks of condemnation of the elimination of all forms of violence and discrimination against women and the girl child.

Therefore, gender equality promotion in Sudan has been addressed so that the country can rise in terms of socioeconomic development.

2.3.3 South Africa

Apartheid in 1984 affected many things including gender relations and men`s involvement in promoting gender equality. World Bank (2011) states that South Africa ratified many of the conventions of the SADC including the African Charter, CEDAW, Beijing Declaration amongst others. The Human Development Report (2011) was 0.619 placing it 123rd out of 146 countries, gender inequality index score being 0.490 placing South Africa at 94 out of 135 countries with a score of 0.7478.

However, the government of South Africa has taken steps to equalize women`s rights in all spheres. For instance, women were not granted the custody to hold land, resources or inheritance. However, an act that is the Interstate Succession Act (1987) which provides that for civil
marriage widows and daughters have equal inheritance rights. Many organizations were having the vision of a gender equitable society as stipulated by articulated 33 of its constitution.

Jacobsen (2002) states that the criminal law, sexual offences and related matters act of 2007 consolidates South Africa`s laws on sexual offences. Also, the government of South Africa has crafted the domestic violence act to protect victims of domestic violence. It also managed to have final shelters and care centres for women who are victims of physical and sexual abuse. CEDAW report (2008), notes that from one January 2007, 45, 454 cases of domestic violence were reported to the police yet many cases go unreported.

2.4 The role of non-governmental organizations in promoting gender equality in Zimbabwe.

In Zimbabwe, NGOs have also played a pivotal role in promoting gender equality and women`s rights. The nongovernmental organizations include local, regional and international organizations such as , UN Women, UNDP, UNFPA, Zimbabwe Women Lawyers Association (ZWLA), MSASA project, Women in Politics Support Unit (WIPSU) and the Women`s Coalition of Zimbabwe (WCOZ) and other organizations being funded by DFID, UNDP and CIDA (UNESCO, 2012).

2.4.1 UN Women

UN Women is a United Nations non-governmental organization which is working in Zimbabwe towards the promotion of gender equality, elimination of violence and discrimination against women. Funding, lobbying and advocacy of gender mainstreaming programmes are the focal points of interest of UN Women. The elimination of gender disparities in all spheres of life thus social (health and education), economic and political arenas is the key area of concern of the
organization. It is also playing a pivotal role in advancing the rights of women and the girl child and advancement of policy and legislative frameworks that safeguard and protects the best interests of women.

2.4.2 United Nations Development Programme (UNDP)

In promoting gender equality, UNDP has played a prominent role through its MDGs that is MDG 3 ‘promote gender equality and empower women’. It has initiated projects, programmes and cooperatives in Zimbabwe in trying to promote gender equality. UNDP (2012) states that it has initiated integrated efforts towards gender analysis and that it should be factored into all the programmes. Also, UNDP is greatly working on the elimination of discrimination and violence against women and girls to include child marriages and domestic violence. Therefore, the work of UNDP is of paramount importance in the promotion of gender equality.

2.4.3 UNFPA (UNITED NATIONS POPULATION FUND)

It is a United Nations organization which supports coordinated multi sectoral programmes that aim at promoting gender equality and elimination of gender inequalities such as advocating for gender equality, support and implementation of the Domestic Violence Act, strengthening Gender Based Violence (GBV) monitoring and evaluation and helping or treating survivors of sexual violence. It facilitates gender programmes which seek to strengthen institutional mechanisms and socio cultural practices that promote and protect the rights of women. World Bank (2009) states that the seminal work done by UNFPA has improved the human development index to the extent that women`s status as compared to their counterparts has been increased.

2.4.4 Zimbabwe Women Lawyers Association (ZWLA)
It is an NGO that is made up of women lawyers that works to improve the status of women and children through utilization of the law. It also works to amend laws and policies that do not accord women and children the utilization of the law. It also works to amend laws and policies that do not accord women the right of recognition as equal members of the society. Human Development report (2009) states that ZWLA has made a number of women realize their marginalization and road to emancipation.

2.4.5 MSASA Project

It’s a civic organization whose vision is to have a society free from Gender Based Violence (GBV). It provides counselling, public education and training and shelter to survivors of GBV. MSASA project laid ground for effective interventions in reducing GBV. MSASA project has pushed for the emancipation of many women who were under the oppression of men notably GBV and unequal access and control to resources and benefits.

2.4.6 Women in Politics Support Unit (WIPSU)

It is an NGO which is working on increasing women`s qualitative participation and influence in policy and decision making with clear understanding and commitment from these women to focus on women`s issues while holding these positions. WIPSU aims to empower women legislators in technical capacity and resource allocation so as to minimize the hindrances to women wanting to rise to decision making positions. It also strengthens the skills and capacity of current women in parliament so that they can represent women`s issues and are able to take the gender agenda into the decision making process and product.

2.4.7 Women`s Coalition of Zimbabwe (WCOZ)
WCOZ is a network of women’s rights activists and women’s organizations with natural structures. WCOZ is a forum where women meet to engage in collective activism affecting women and girls. Focal points for activism on women and girls rights. WCOZ brings females from diverse backgrounds to collectively advocate for the attainment and enjoyment and their rights. Its fields include health, legal aid, and access to education gender based violence, torture, skills training, poverty reduction, research, property rights and governance issues. It launched the SADC gender protocol barometer Zimbabwe 2013 and it has made efforts in tracking Zimbabwe’s progress in promoting gender equality. Therefore, the role played by WCOZ supplemented the shortfalls of the government thus the gender machineries.

Jacobsen (2002) concludes that gender equality to be achieved, the inclusion of NGOs is very essential since they assist with funding, strategies and support such as work force filling the gaps of the government. Therefore, in Zimbabwe the participation of the NGOs necessitated a great improvement in the motive behind promoting gender equality.

2.5 Chapter summary

This chapter reviewed literature related to the role of the government in promoting gender equality. Research gaps were being identified in previous researches and this literature review will be used in discussing the findings from this research if there are any relationships. The next chapter focuses on the methodology which was utilized in this study.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter will describe and explain research designs, location of the study, target population, sample and sampling procedures, data collection methods and techniques, data presentation and analysis, feasibility of the study, ethical considerations and limitations of the study.

3.1 Research design

In this study, the researcher used a mixed research in investigating the role of the MWAG & CD in promoting gender equality. Babbie (2010) defines qualitative research paradigm as a subjective approach used to describe life experiences and give them meaning. He also connotes that qualitative research aims at gaining a deep understanding of a specific organization or event, rather than surface description of a large population. Binder (2003) defines quantitative research paradigm as objective measurements of numerical analysis of data collected through questionnaires or surveys. Binder (2003) is of the view that qualitative research entails the use of descriptive, inductive, and unobtrusive techniques for data collection which are viewed as compatible with the knowledge and values of the social work profession.

In this study, the researcher used a case study as a qualitative research design. A case study is defined as a strategy for doing research which involves an empirical investigation of particular contemporary phenomenon within its real life context using multiple sources of evidence (Binder, 2003). The case study approach was chosen because it helps the researcher gain an in-depth understanding of the context under investigation. The case study was used because it
allows the researcher to get an understanding of the role of the Ministry of Women Affairs, Gender and Community Development in promoting gender equality.

In this study, the researcher used qualitative approach or paradigm in which interviews were used as the tools, which best investigate the objective of assessing ways which the MWAG and CD can enhance gender equality in Chegutu urban. Berg (2000) outlined the advantages of using qualitative research design as follows, it is easier to gain better understanding of the target population, it is not expensive to use and it requires a small sample which is easier to work with. Whilst the disadvantages of qualitative research paradigm are that assumptions cannot be made outside the scope of the sample, it does not allow for statistical data but that it can be easily overcome by adding in another research method.

The researcher also carried out a survey which is a quantitative design to obtain the views of the people. Binder (2003) defines quantitative research as objective measurements of numerical analysis of data collected through questionnaires or surveys. Hence, in this study questionnaires will best address the objective of identifying MWAG and CD’s programmes in promoting gender equality. The researcher has chosen quantitative research paradigm because it is statistics driven so it can provide a lot of information, it is easier to compile the data into a chart or graph because of the numbers that are made available (Binder, 2003). He also states that its disadvantages are that it is more costly and that the numbers change often and requires the study to be repeated and also that questionnaires can be returned unfilled.

3.2 Location of the study

The study focused on women of Chegutu urban in particular who are benefitting from the programmes of MWAG and CD which are promoting gender equality. Chegutu urban is located
129km along the Harare Bulawayo road with a total population of 49,832 in which 25,267 are women (Zimstats; 2012).

### 3.3 Target Population

A target population is an aggregation of elements from which we can select a sample (Rubin and Babbie, 2007). The target population for this study were the 270 women from wards of Chegutu urban whom the Ministry of Women Affairs, Gender and Community Development is working with. The study also targeted 6 key informants consisting of a District Development Officer (DDO). Chegutu urban was chosen because it is an area which contains a high record of gender inequalities such as gender based violence and unequal access to land and resources (Ministry of Women Affairs, Gender and Community Development, 2008). Hence, Chegutu urban would be a hub of information pertaining to the role of MWAG and CD in promoting gender equality.

### 3.4 Sample and sampling procedures

**Table 1, Study Sample Frame**

<table>
<thead>
<tr>
<th>Category</th>
<th>Target population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>270</td>
<td>27</td>
</tr>
<tr>
<td>Key Informants</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>276</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

Rubin and Babbie (2007), define a sample as a subset of a population observed for the purpose of making inferences about the nature of the entire population. The purpose of a sample is to approximate the measurement of the whole population well enough, within acceptable limits.
The number will be representative or will generalize the population of 270 women which the MWAG and CD is working with as this meant that the sample size was 10% of the total population and the method of sampling used was purposive sampling to select the key informants in which 1 ward councillor and 1 district development coordinator were chosen providing vital information to the study that is the programmes being used by the Ministry of Women Affairs, Gender and Community Development in promoting gender, challenges being faced and the strategies which can be used in enhancing the promotion of gender equality.

Also, the selection of the study sample was done using systematic random sampling. Rubin and Babbie (2007) define systematic random sampling as a method of sampling that applies a constant interval to choose a sample of the elements from the sampling frame. From 270 women, a sample of 27 women was selected using systematic random sampling thus from a list of the names of women who are benefitting from the ministry`s programmes the researcher will systematically pick the names thus counting from the first name up to the 3rd name (sampling interval) will be selected until 27 names are selected that is 270 divided by 10 is equal to 27.

3.5 Data collection methods and techniques

The techniques of gathering data employed by the researcher were interviews and questionnaires.

3.5.1 Questionnaires

The researcher used questionnaires (see Appendix C) to capture data from the 30 respondents. The tool consisted of a Licket type of questions. Oppenhein (2000) defined a questionnaire as any data collection instrument which encompasses checklists, attitude scales, projects in which the information through the use of a variety of questions to be answered by the respondents. Oppenhein (2000) states that the design of a questionnaire is critical to ensure that the correct
research questions are addressed and that accurate and appropriate data for statistical analysis are collected.

The researcher also considered reliability and clarity in crafting questionnaires for this study. Structured and semi-structured questionnaires were used to respondents of which designed to extract specific information. Boyce and Neale (2006) indicates that they serve the following basic purposes that is to collect appropriate data, make data comparable to analysis and minimize biased information and asking questions.

The researcher used questionnaires because they provide a platform or opportunity for respondents to freely express their views on paper, it is a quick method of collecting data and that it is less expensive (Kinner and Taylor, 2010). They also added that questionnaires provide much less biased influence on responses, and that respondents will be free to express any views hence their comments and explanations provided by the researcher with a rich insight into the area of research. The questionnaire was anonymous and confidential and it required less time to administer. However, questionnaires gave no room to clarify ambiguities and rephrasing of questions which might result in nil returns due to non-completion of the questionnaire items (Kinner and Taylor, 2010). Also, another disadvantage is that respondents may withhold information best known to themselves and that they can only be administered to a literate sample thus side-lining the aged, the young and the illiterate.

A scale which is a type of a questionnaire designed to produce scores indicating the intensity and direction a person’s feelings and views about something. The Licket attitude scale was used because of the following advantages, it is simple to construct, and items of equal value are
matched so that responses are scored and are easy to read and complete. 30 questionnaires were distributed.

3.5.2 Interviews

It is a qualitative research technique which involves conducting intensive interview with a small number of respondents to explore their perspectives on a particular idea, programme, or situation (Boyce and Neale, 2006). In the interviews the researcher used an interview guide (see appendix A and B) to collect data from the two key informants namely a ward councillor and District Development Officer (DDO). Booking for interviews was done to the MWAG & CD six days before the date of the interview a chance to allocate the programme on the schedule.

Interviews were conducted using an interview guide as a tool because they provide detailed information through what is available through other data collection methods, such as surveys (Boyce and Neale, 2006). They also stated that interviews provide a more relaxed or comfortable and open platform in which detailed data can be gathered. Moreover, interviews are easy to administer and cheap as compared to questionnaires which needs to be typed and printed and fine-tuned. However, using interviews can sometimes hinder the divulgation of detailed information in some cultures and even the issue of language barrier (Saunder, 2007).

3.6 Data presentation and analysis

The data collected from the study was presented using pie charts, frequency distribution tables, graphs Microsoft excel was chosen because they are very easy to use and requires little knowledge and experience for one to be able to use them (Fouche’, 2000). Descriptive statistical analysis was used because it gives a representative view of all the data collected since it uses frequencies, averages and ranges.
3.7 Ethical considerations

According to the American Psychological Association (APA) (2010) states that research ethics are important when dealing with members of the general public who may serve as respondents or participants. There is a possibility that interaction with the respondents may harm them in some way.

3.7.1 Protection against harassment, discrimination and harm.

In this study, the researcher took into consideration minimization of harm, harassment and discrimination that could be suffered by the respondents. The researcher makes sure in any way psychological harm may be directed towards there the respondents.

3.7.2 Confidentiality

Ensuring the confidentiality of the person and extracting the informal and voluntary consent, the researcher will acquire first the consent of the respondents who are willing to participate in the study. The researcher ensured confidentiality and privacy of the respondents to the questionnaires as well as participants in the interview were respected. No name was written on the questionnaires and once collected the questionnaires were mixed up with the others. The researcher made sure that confidential information obtained from the MWAG & CD was not misused and that the ministry’s image was protected.

3.7.3 The right to withdraw from the study

The researcher made sure that the respondents are well informed of their right to withdraw at any given moment they feel they are no longer comfortable.

3.7.4 Informed consent
The researcher sought permission to conduct the study from the authorities of MWAG & CD for Chegutu urban. Approval was granted by the authorities (see Appendix D).

3.8 Feasibility of the study

Fouche’ (2000) indicates that a study is feasible if all the necessary data can be collected and analyzed by the particular researcher, given his or her own resource situation. The study is feasible since the researcher is supposed to strike a balance between field work commitments and research project. Financial resources were also a challenge since there was need to travel to the location of the study. However, access to the key informants and respondents was not difficult since they are located within the same area. Also, the time was enough for the researcher to collect data.

3.9 Limitations of the study

Gathering women properly can be useful to come up with a reasonable number that is representative of the women in the ward. Acceptance of the researcher by women maybe with mixed feelings because it is a sensitive area of study which requires mutual understanding of the respondents that the study is not politically oriented. It may be difficult as the leaders such as ward councillors might not be comfortable to see a person carrying out a study in their area. The husbands of women who are benefitting from the programmes of the Ministry of Women Affairs, Gender and Community Development might feel it as insecure for their wives to participate in the study.
3.10 Chapter summary

The chapter described and identified the research designs, target population, sample and sampling procedure, data collection methods and techniques, ethical considerations and feasibility. The next chapter will focus on the presentation and analysis of study findings.
CHAPTER FOUR

DATA PRESENTATION, DISCUSSION AND ANALYSIS

4.0 Introduction

This chapter analyses the data collected quantitatively and qualitatively. The chapter will look at demographic characteristics of the study respondents, programmes being implemented by the Ministry of Women Affairs, Gender and Community Development, challenges being faced and the strategies to enhance gender equality.

4.1 Demographic characteristics of the study respondents

Table 2, Age and marital status of the respondents.

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>Age 21 ~ 30</td>
</tr>
<tr>
<td>Married</td>
<td>Age 51 and above</td>
</tr>
<tr>
<td></td>
<td>41 ~ 50</td>
</tr>
<tr>
<td></td>
<td>21 ~ 30</td>
</tr>
<tr>
<td>Divorced</td>
<td>Age 51 and above</td>
</tr>
<tr>
<td></td>
<td>41 ~ 50</td>
</tr>
<tr>
<td></td>
<td>21 ~ 30</td>
</tr>
<tr>
<td>Widowed</td>
<td>Age 51 and above</td>
</tr>
<tr>
<td></td>
<td>31 ~ 40</td>
</tr>
<tr>
<td></td>
<td>21 ~ 30</td>
</tr>
<tr>
<td>Separated</td>
<td>Age 41 ~ 50</td>
</tr>
<tr>
<td></td>
<td>31 ~ 40</td>
</tr>
</tbody>
</table>

N = 27

It was noted from the study that the majority of the respondents (n = 9) were aged 41 ~ 50 years, (n = 7) for those aged 21 ~ 30), for those women aged 51 and above years (n = 7), and (n = 4) for the women aged 31 ~ 40. One factor that could explain the domination of the 41 ~ 50 years age
group is that it has many responsibilities such as paying for school fees, food and shelter since most of them are widowed.

The study found out that 19 of the respondents are divorced, widowed and separated and being in the 31 ~ 40 and 41 ~ 50 age groups which depicts that these women face social and economic challenges such as lack of resources, violence from men and lack of access to resources hence benefitting from the programmes and projects of the ministry.

The results of the study shows that many women who are benefiting from the programmes are widowed, divorced and separated hence they are the care givers of their families so there is need for them to have means of acquiring income to cater for the family.

Fig 1 Level of education

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Number of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>12</td>
</tr>
<tr>
<td>Vocational</td>
<td>10</td>
</tr>
<tr>
<td>Tertiary</td>
<td>3</td>
</tr>
<tr>
<td>Primary</td>
<td>3</td>
</tr>
</tbody>
</table>

N = 27

4.1.2 Level of Education of respondents

The majority of the respondents (n = 12) reached secondary level, (n = 6) attained other qualifications such as certificates in baking, condensed milk manufacturing and vegetable
drying, (n = 4) acquired vocational training, (n = 3) reached primary level and (n = 3) reached tertiary education. The educational level reached by the women benefiting from the programmes of Ministry of Women Affairs, Gender and Community Development was of paramount importance since it was assumed that it can influence them in their participation which can increase their access to resources and opportunities and decision making positions.

The results from the study are in line with the status quo of women in developing countries in which many women have low status in terms of education hence having slim chances of getting employment opportunities and to participate in decision making platforms (Global Gender Report, 2009).

4.2 Ministry of Women Affairs, Gender and Community Development programmes which are promoting gender equality.

*Table 3 Women`s projects in Chegutu urban under the Ministry of Women Affairs, Gender and Community Development*

<table>
<thead>
<tr>
<th>project</th>
<th>no of women doing the project</th>
</tr>
</thead>
<tbody>
<tr>
<td>dish washer making</td>
<td>9</td>
</tr>
<tr>
<td>peanut butter manufacturing</td>
<td>8</td>
</tr>
<tr>
<td>sewing</td>
<td>8</td>
</tr>
<tr>
<td>baking</td>
<td>6</td>
</tr>
<tr>
<td>candle making</td>
<td>5</td>
</tr>
<tr>
<td>mini market (musika)</td>
<td>5</td>
</tr>
<tr>
<td>vegetable drying</td>
<td>5</td>
</tr>
<tr>
<td>capentry (coffin making)</td>
<td>3</td>
</tr>
<tr>
<td>floor polish making (cobra)</td>
<td>3</td>
</tr>
<tr>
<td>credit society groups</td>
<td>3</td>
</tr>
<tr>
<td>knitting</td>
<td>2</td>
</tr>
<tr>
<td>poultry production</td>
<td>2</td>
</tr>
<tr>
<td>herbal gardening</td>
<td>1</td>
</tr>
</tbody>
</table>

N = 27

As indicated in table 3 above, the study respondents were asked on the projects being implemented by the Ministry of Women Affairs, Gender and Community Development. The
DDO in the interview highlighted a number of projects and programmes being implemented although she mentioned that dish washer making, peanut butter making and sewing are the most dominated. It was established most of the respondents do a number of the above mentioned projects.

4.2.1 Dish washer making

From the results obtained from the study, (n = 9) women in Chegutu urban are doing the project of dish washer making. The women do the project in groups each consisting of 3 members. The group members make the dish washer in large amounts of capital which they contribute on the onset of the project. The proceeds from the projects at the end of the year are then used to buy intended properties such as kitchen material and then they will share the proceeds amongst themselves. This findings agree with what Easterly (2001) `s studies that have suggested the making of soap is profitable since it is highly demanded for use in many households. This can then enables the women to get income.

4.2.2 Peanut butter making

The study findings obtained indicate that the Ministry of Women Affairs, Gender and Community Development implemented the project of manufacturing peanut butter to women in Chegutu urban. (n = 8) women are doing the project. These women are being assisted by the ministry in business management skills and being linked to the market. They manufacture peanut butter and supply their products in many of the tuck shops in the high density suburbs of Chegutu urban. According to CIDA (2009) asserts that in its projects in Canada with Agriculture Institute of Agriculture (AIC) the women who were into farming manufactured peanut butter
from the ground nuts they grow. This has managed to raise their socioeconomic status as compared to that of men.

4.2.3 Sewing

The study findings indicate that (n = 8) women in Chegutu urban are doing clothing and designing with the assistance of the Ministry of Women Affairs, Gender and Community Development. From these women (n = 3) got funding from the ministry and they are sewing garments, uniforms and wedding garments. This is in line with the Sandugs in Sudan in which rotation credit groups purchased sewing machines in which of them set a target of making a number of garments and uniforms (Eitzen, 2001). This enabled them to be economically sound since their businesses grew rapidly in Sudan.

4.2.4 Baking

The study findings show that (n = 6) women in Chegutu urban specialise in baking cakes, rolls and buns being assisted by the ministry in terms of skills training, business management training and being linked to markets. Gumbonzvanda (2012) in her studies agrees with the project of baking saying that rolls, bread and cakes have demand since they are needed on every day basis for home use and occasions therefore engaging in these can enable the improvement of women`s access to resources and opportunities.

4.2.5 Candle making

It was obtained that (n = 5) women as indicated by the study findings are doing candle making after being trained by the resource persons from the Ministry of Women Affairs, Gender and Community Development. They funded themselves in terms of the raw materials since the raw
materials do not require much money. They sell the candles to the residents of Chegutu urban on low and affordable prices as compared to the shop prices. Easterly (2001) in her studies cited that candle making groups of widowed women in Nigeria who succeeded in securing property and educating their children. She furthers that candles have a ready market in less developed countries due to persistent power cuts.

4.2.6 Mini market and vegetable drying

The study findings indicate that (n = 5) are doing this project in Chegutu urban in their wards under the ministry’s programmes. They dry vegetables (mufushwa) using the modern ways and they sell the dried vegetables on their mini markets together with other perishables such as tomatoes, onions, oranges and fresh vegetables. This is in line with the Agriculture Institute of Canada which dealt with women in agriculture in which those were doing vegetable gardening dry vegetables using the new methods and supply the dried vegetables in supermarkets and tuck shops. The products have demand in areas which receive little rainfall where gardening is difficult to do.

4.2.7 Credit society groups

It was indicated in the study findings that (n = 3) women participate in credit society groups (community banks) in which they inject their income into a pool then make it multiple through lending it themselves on a reasonable interest. They got the income from the above projects and that they operate as a group. These credits groups are also carried out in Sudan where women in a group lend each other money which accumulates from the interests of the paybacks. This is in agreement with credit groups which were done in the 5 to 6 project in South Africa which initiated this project to women and these women managed to be self reliant and sustainable.
4.2.8 Floor polish making

It was shown that (n = 3) women manufacture floor polish (cobra) under the programmes initiated by the ministry. They sell the cobra to the residents of Chegutu urban selling using door to door method and on (musika). Jacobsen (2002) is of the view that small projects which have much demand can help the women to gain access to secure income. This is so because floor polish (cobra) has high demand in high density suburbs where people living under the poverty datum line live since the polish is of a lower price.

4.3 Benefits being derived from the programmes of the ministry.

4.3.1 Gained access to resources

The study findings indicate that (n = 24) of women who are benefiting from the programmes of the ministry are now able to get income to secure basic needs such as food, paying of rents and rates amongst others. The women who are earning income from the most dominated projects such as dish washer making and peanut butter making indicated that they now have access to resources. A woman in these projects said “....ndakutobatawo mari inonzi yangu ndichitotenga muriwo, kutengera vana vangu mabhuku ndisinga miriri kuti baba vatange vatambira kupera kwemwedzi......” (This means that the women are now able to gain income which enables them to afford basic needs such as food).

4.3.2 Self esteem

The findings show that the respondents have built self esteem from gaining access to resources. Another member of a dish washer making group said that “.....iko zvino ndave kukwanisa kumira ndoga samai zvese sababa kuchengeta mhuri yangu asi ndainge ndichingomirira kuchengetwa
Johannesen (2002) states that the inclusion of women in developmental projects and programmes creates a chance for their full participation at the same basis with men giving them the chance to become self-reliant hence the projects initiated by the ministry enables women to develop economically. Barro (1995) who asserts that community development, women economic empowerment through projects and women political empowerment can best enable women’s status to rise as compared to men’s.

4.3.3 Access to opportunities

The majority of the respondents indicated that they now have gained access to opportunities such as opening bank accounts, joining societies, community banks, credit society groups, burial societies and chance to participate in community programmes that require subscriptions. This in accordance with what Eitzen (2001) termed as the unlocking or transformation of marginalized women through having access to resources and opportunities.

4.3.4 Access to financial loans

*Fig 2 Number of women who accessed loans from the Ministry of Women Affairs, Gender and Community Development.*
It is indicated by Fig 2 that \((n = 15)\) did not get loans, \((n = 7)\) did get loans from the local business people and that \((n = 5)\) got loans from the ministry. A member of a group which managed to get a loan in 2012 said that “*loan iyi yakatibatsira semadzimai tikakwanisa kukura mukuita maprojects edu tikaendesa vana kumaboarding, kuextenda dzimba nekutenga mimwe michina... “* (The loan has helped us to educate our children and make our businesses grow big).

Also, the DDO highlighted that those women who successfully used the loans they got managed to develop economically and socially and they have become role models in their wards who are influencing other women who are aspiring to be engaged in the projects and programmes of the ministry.

The National Gender Policy (2013) in concurrent with the SADC protocol on Gender and Development (2008) states that women empowerment can economically develop women to the extent that their dependence on males is reduced or eliminated hence women being able be at the same footing with men in terms of access to resources and opportunities and even to be free from violence from men. Therefore, the study findings indicate that if the women are given a chance to be actively involved in the economy gender equality can be attained.
This is in line with Flood’s studies (2003) that in South Africa and Zimbabwe women experienced gender based violence, less opportunities to education, resources and opportunities and health services. This then deprives women to acquire the same status quo as their male counterparts through the projects that are initiated under community development and educational empowerment therefore the programmes and projects of the ministry enabled the women of Chegutu urban to manage to have access to resources although little.

4.3.5 Occupation of decision making positions

The study findings indicate that (n = 12) women have initially occupied decision making positions, (n = 10) have not yet occupied any position. The study findings indicate that women are now occupying decision making positions in clubs, churches, credit society groups, support groups, Women’s league and in cells, branches and districts in the political arenas. One of the respondents said that “I am a member of many groups in Zanu PF, at the church and other
society groups and people including popular men in Chegutu now trust me to lead them in these groups”. The ward councillor also highlighted when being interviewed that the work done by the ministry has made women to be motivated to occupy decision making positions and lobby and advocate for women empowerment through the influence from motivational women speakers such as mai Munchenje (a Chegutu based business woman), Ward Development Coordinators (WDCs) from the Ministry of Women Affairs, Gender and Community Development and Dexter Nduna who always support women in Chegutu urban.

4.3.6 Success of the programmes which are empowering women in Chegutu urban

The study findings indicate that the majority of the women secured gold mining points which were allocated for women being initiated by the ZANU PF party in Gadzema. In the interview conducted the ward councillor indicated that 7 women managed to secure the gold mines, 6 women secured loans and 2 women managed to get trained for condensed milk making.

This in line with the recommendations of CIDA (2009) that women must be motivated to actively be involved in income generating activities such as agriculture, mining and internal savings and lending.
4.4 Challenges being faced by the ministry in promoting gender equality.

Table 4 Challenges being faced in doing the projects of the Ministry of Women Affairs, Gender and Community Development.

<table>
<thead>
<tr>
<th>CHALLENGE</th>
<th>A</th>
<th>S.A</th>
<th>D</th>
<th>S.D</th>
<th>D.K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of resources</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Political interference</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
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<td>3. Cultural barriers</td>
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<td>4. The effects of HIV &amp; AIDS</td>
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<td>13</td>
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<tr>
<td>5. Lack of skills</td>
<td>15</td>
<td>6</td>
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N = 27

KEY: A: Agree, S.A: Strongly Agree, D: Disagree, S.D: Strongly Disagree, D.K: Do not know

4.4.1 Lack of resources

As shown in table 4 the findings from the study depicts that (n = 27) indicated that lack of resources is the major challenge they are facing in doing their projects. One of the respondents said that “dambudziko guru ratiri kusanganaro nderemari yekutenga zvekushandisa saka dai zvaigona ministry yatipawo mamwe maloan kana midziyo nemuchina yekushandisa kuti tikwanise kugadzira zvinokwana nekugutsa macustomer edu”. (We are facing the problem of inadequate resources so if the ministry can provide us with loans for us to secure capital and raw materials in doing our projects).

The DDO in the interview highlighted that the ministry’s major stumbling block is inadequate resources. She indicated that they do not have even a single car to use in doing their assessments in the wards of Chegutu urban worse still that they are responsible for the whole district. In the interview conducted with the ward councillor, it was realised that those few resources that are accessed during campaigning times are then misappropriated by party officials. One of the respondents said that “....zvekuparty hazvina transparency since mari yacho isinga consider
collateral security uyezve havambotarisi kuti munhu wavari kupa mari anokwanisa here kushandisa mari yacho”. (The resources from the party are not transparent and they end up being in the wrong hands). This then shows that the programmes are bound to fail.

The findings of the study are in line with the UNDP progress review (2010) which states that funds for programmes and projects which promote gender equality are lately released and misappropriation of the funds is high in developing countries to the extent that the targeted people fail to the funding. This is so because the funds have been misappropriated and issued to those who do not deserve. According to Nancy (2001) overcoming resource challenges in promoting gender equality requires a stronger and diverse but unified voice for change, greater accountability and increased targeted resources.

4.4.2 Lack of skills

The respondents (n = 21) agreed that lack of skills is also a challenge in doing their projects since some of them started the projects using general knowledge. (n = 6) indicated that they were trained at a workshop on business management and basic baking methods before starting their projects. One of the respondents said that ``we need to be trained so that we produce products that are competitive as compared to those registered manufactures or traders``. The DDO also indicated that lack of skills is failing the women`s projects to grow big because their customers will be local residents other than shops such as OK, TM amongst others, this is because the women are operating unregistered and that they do not meet the standards that are expected.

The results of the study are in line with the trainings which were conducted in Sudan, Norway, Canada and South Africa whereby groups of women were trained in vocational training centres through workshops and seminars. In Zimbabwe, the Ministry of Women Affairs, Gender and
Community Development has got a training centre called Jamaica Inn in Marondera in which women are equipped with skills in various projects. This is in line with Nancy (2000) who argued that skills are an essential requirement for women to be empowered hence women educational empowerment is the way forward.

4.4.3 Political interference

The study found out that (n = 5) disagreed that they do not face any political interference in doing their projects, (n = 4) of the respondents agreed that politics interfere with their projects and that and (n = 1) indicated that she is unaware of political interference. The results show that political interference is not much affecting their projects. However, from the interview conducted with the ward councillor it was obtained that funds which come through the party office are liable to be manipulated by those who have political muscles.

Jacobsen (2002) argued that political interference hinder the progress of the promotion of gender equality in developing countries due to dictatorship tendencies and political resistance by the party officials and dominant affiliates. Therefore, it is depicted in the study findings that those funds that come through the party are liable to political interference whereas those from the ministry are transparent without any allowance for political interference.

4.4.4 Cultural barriers

The study findings indicate that (n = 3) women agreed of cultural barriers in their projects, (n = 7) indicated that they do not know about it and the remaining respondents returned the section nil. One of the respondent who agreed to cultural barriers said that "varume vedu havatibvumidze kuita maprojects anotipa mari hanzi munozodiwa nevamwe varume, vanoti tingogara kumba chete tichichengeta vana apa tinotoita zvenharo sezvo tichizowanawo imwe"
mari kumaprojects aya”. (The respondent said that she is denied the permission by her husband to participate in these projects because they believe the wife will engage in love affairs with other men).

From the interview with the DDO she indicated that they end up intervening by empowering the couple on the importance of the projects but due to resource challenges and manpower it ended up being on paper. This is in line with the views of Eitzen (2001) who argued that women are socialised to be denied the chance to participate in social, political and economic spheres but to base on household chores that is child bearing and care. However, Eitzen (2001) states that strong and diverse legislative policy frameworks and educational empowerment can emancipate women.

4.4.5 The effects of HIV & AIDS

The study findings indicate that (n = 13) do not know about it and (n = 1) of the respondents agreed that HIV & AIDS is a challenge in the projects. The respondent indicated that the effects of HIV & AIDS impede them to effectively do the projects especially those that require physical fitness and also the issue of stigma and discrimination. The DDO stated that it is difficult for the women to disclose their HIV status on issues to do with projects.

4.5 Strategies to enhance gender equality in Chegutu urban

The study sought to investigate the strategies that can be utilised to promote gender equality from the women who are benefiting from the programmes of the Ministry of Women Affairs, Gender and Community Development.

4.5.1 Donor funding and money lending for the projects and programmes
The study found out that (n = 12) recommended for getting viable loans from the ministry, (n = 7) recommended for donor funding, (n = 5) opted for both donor funding and getting loans from the ministry and (n = 3) recommended for creating society credit groups. One of the respondents said that “we want the Ministry of Women Affairs, Gender and Community Development to source donations for us in form of either money or raw materials and tools or machines to use in doing the projects”. The DDO in the interview indicated that many will potential donors and NGOs approach the district or the province but due to the negative attitude held by the political systems it is very difficult for the NGOs to be absorbed into the system of empowering women. A respondent recommended that if the ministry helps them to be engaged in credit society groups which can provide them with a chance to achieve their life aspirations through micro finance.

The study findings are in line with the views of Sen Amatya (1999) who articulates that developmental NGOs such as UN Women, UNFPA, UNDP, Civil society organisations and women based organisations can fund programmes which are aimed at empowering women. Also, the SADC protocol on Gender and Development (2008) speaks of women economic
empowerment indicating that women must be provided with loans by the responsible ministry so that they can do their projects that allow them to be self-reliant and realise potential in life.

4.5.2 Women economic empowerment

The study findings indicate that the respondents opt for their economic empowerment. The DDO in the interview suggested that there is need to empower women economically so that they can have real power over economic decisions that influence their lives and priorities in society. She further suggest that if the women in Chegutu urban are economically empowered they can gain equal access and control over resources and opportunities so that gender inequalities can be eliminated. The study respondents indicated that they want the ministry to link them with donors who can fund their projects and can link them with the market.

The findings from the interview with the DDO it has been obtained that cooperatives can enable women can help women in Chegutu urban to secure resources for their projects. She added that “since cooperatives are composed of members who share a common goal of production, they can start their own enterprises by combining their capital”. This can help them to gain access to raise and realise their potential thus fighting off poverty. This in line with what was done in Sudan in what they call Sandugs which are rotating credit groups composed of women who trust each other and can work towards a certain goal of personal development (CIDA, 2009).

One of the respondents said “...dai ministry yatitsvagirawo madonor akaita sana FAO nana OXFARM anopa midziyo yekushandisa”. (If the ministry can mobilize donors such as OXFARM and FAO to help us with funding in doing our projects)

This means that the Ministry of Women Affairs, Gender and Community Development must engage those organisations that can fund women’s projects and link them to the market. Oxaal
(2005) argued that women economic empowerment is based on the Beijing Declaration which talks of women empowerment and women`s participation in all spheres of life. He then recommended that the inclusion of women in developmental projects and programmes creates a chance for their full participation in the economy leading them to be self reliant and sustainable.

4.5.3 Skills training to improve projects

The majority of the study respondents cited educational empowerment or skills training as strategy that can enable them to acquire skills needed in doing their projects. One of the respondents said that “dai ministry yaikwanisa kugara ichitumira vanhu vanouya vachitidzidzisa kuita maprojects edu nemazvo kunyanya zvekubika sipo nekusona mbatya dezchimanje manje”. (If the ministry can provide us with resource persons training us on our projects especially dish washer making and sewing).

The respondent meant that the ministry must offer resource persons who can train the women regularly on new modern ways of doing the projects so that the products from the projects will be effective. The DDO reflected the challenge of resources in so far as outreach trainings programmes and workshops are concerned. She also added that women must be educated on their rights for them to realise the importance of occupying decision making positions and unlocking transformation of marginalised women for them to realise their potential.

Canada has done used educational empowerment in promoting women and it has done it through gender mainstreaming (Eitzen, 2001). Eitzen concluded that educational empowerments raise awareness on women and can enhance their placement on equal footing than their male counterparts. The World Gender Gap Report (2009) states that 98% of women agree to male dominance to mean they do not know or understand their rights and laws that protect them.
4.5.4 Women political empowerment to improve projects

The majority of the respondents cited that they need to be empowered politically so that they can participate in decision making platforms. One of the respondent indicated that “many decisions are made by men at the top positions and women tend to have been designed to follow suit”. The respondent cited that if they actively participate in decision making they can address the shortfalls within the existing systems that tend to discriminate and poorly consider women’s interests and needs.

This in line with what has been done in South Africa whereby women have been given the opportunity to occupy decision making positions and they were also given mines and loans so that they can enjoy equal access to business opportunities. The World Bank (2008) argued that a critical aspect of promoting gender equality is empowering women focusing on redressing power imbalances and giving women more autonomy. The SADC protocol on Gender and Development (2008) speaks of ensuring women’s representation and participation in governance issues (article 12).

4.5.4 Rating of the programmes of the Ministry of Women Affairs, Gender and Community Development

The researcher provided a section for the respondents to rate the programmes of the Ministry of Women Affairs, Gender and Community Development.

*Fig 6 The rating of the ministry of Women Affairs, Gender and Community Development*
The results of the study show that (n = 12) of the women rated the programmes as good, (n = 7) rated them as very good (n = 6) rated the programmes as excellent, (n = 1) rated the programmes as poor and (n = 1) rated the programmes as very poor. The study findings generally mirror a pivotal role being played by the Ministry of Women Affairs, Gender and Community Development in promoting gender equality in Chegutu urban.

### 4.6 Chapter summary

This chapter looked at data presentation and analysis. Data that was obtained from interviews and questionnaires was analysed and the research findings discussed and compared with findings from other studies. The next chapter will look at summary, conclusions and recommendations of this study.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This final chapter presents the summary of study findings, conclusions of the study, recommendations of the study and recommended areas for further study.

5.1 Summary of study findings

The study established that there are a number of programmes or projects being implemented by the Ministry of Women Affairs, Gender and Community Development such as candle making, dish washer making, poultry production, vegetable drying, sewing and knitting, carpentry (coffin making), peanut butter making, baking, condensed milk manufacturing and credit society groups.

Women in Chegutu urban from the onset of the programmes they were facing challenges such as abuse or violence from men, having no access to basic needs (access to resources and opportunities) since some of them were widowed or divorced and that they had no equal chance with men to decision making positions and business opportunities. Most of the women were unable to meet the needs of their families such as payment of rates and rents and school fees.

The respondents since they started benefiting from the programmes have realised an improvement in terms of access, control and ownership of resources and opportunities, they have the potential to make it in life as women and that they now occupy decision making positions in society groups and other or boards at ward and district levels. Also, they are now participating in advocacy and lobbying activities on issues to do with violence and discrimination against women and the girl chid.
The study findings established that the Ministry of Women Affairs, Gender and Community Development face challenges such as lack of resources, political interference, cultural barriers, the effects of HIV & AIDS and lack of skills. The respondents indicated that these challenges impede their projects to grow to those large businesses as those of their male counterparts.

The respondents (n = 15) indicated that they have not been trained in doing the projects they are doing and that they operate using the general knowledge base which impedes or declines competitiveness of their products such as bakery products. Also, it was obtained from the respondents that donor funding and loaning can solve the problem.

It was obtained from the study respondents that if resources are secured through loans, donor funding and micro finance loaning the projects of women can grow tremendously to become big projects. Also, the women will be able to be self-reliant and sustainable in their lives since they will be now having equal business opportunities with men and they can decision making positions.

The study respondents indicated that they are doing their projects without having proper or adequate skills. Therefore, they indicated that training is done through workshops, seminars and vocational training. The study findings also indicate that lack of skills fail the products from the women’s projects to compete with well other established or acclaimed groups.

5.2 Conclusions of the study

5.2.1 Types of projects being implemented by the ministry of Women Affairs, Gender and Community Development.
The results of the study show that the types of projects being implemented by the Ministry of Women Affairs, Gender and Community Development in Chegutu urban are effectively sustainable and that they have changed the situation of women in Chegutu urban since they started benefiting from the programmes of the ministry.

5.2.2 Benefits of the projects

The study findings obtained from the study mirrors that the programmes and projects of the Ministry of Women Affairs, Gender and Community Development are the effective and efficient ways of making women realise their potential in life, occupation of decision making positions, access and control to resources and opportunities and participation in advocacy and lobbying platforms. However, availability of resources determines the degree to which women can develop to be at equal footing with men in all spheres of life.

5.2.3 Lack of resources

It was found in the study that lack of resources or capital to purchase raw materials and ingredients is failing the respondents’ products to be competitive as compared to other big enterprises especially those in dish washer and candle making.

5.2.4 Lack of skills

Most of the study respondents highlighted the issue of having inadequate skills in doing their projects. Hence lack of skills is a great impediment in the projects being implemented by the ministry of Women Affairs, Gender and Community Development.
5.2.5 Skills training

Vocational training, seminars and training workshops are the best ways which can be utilised in equipping women with skills that can increase competence in their projects.

5.2.6 Funding

Provision of loans and grants from banks, donors and other government departments can enhance the promotion of gender equality.

5.3 Recommendations of the study

This researcher recommends that:

5.3.1 The projects being implemented by the Ministry of Women Affairs, Gender and Community Development must be enhanced by being well funded, monitored, supervised and evaluated (Nancy, 2000).

5.3.2 The enhancement of the programmes and projects of women in Chegutu urban through awareness campaigns can enhance the realisation of potential in life, access and control of resources and opportunities, participation in decision making positions and lobbying and advocacy (Jacobsen, 2002).

5.3.3 Intensive and purposive training of skills to women who are doing their projects enables the growth of SMEs and their projects therefore leading to self-sustenance, sustainable development and gender equality (Eitzen, 2001).
5.3.4 More resources should be channelled towards Gender Mainstreaming (GEM) so that the ministry can lobby and advocate for the implementation of gender sensitiveness in all programmes in private and public sectors.

5.3.5 The Ministry of Women Affairs, Gender and Community Development must engage its staff in training workshops with experts in gender, short term courses and should engage in research.

5.4 Recommended areas for further study

The researcher feels that there is need to research further on

5.4.1 An investigation into the factors leading to the lack of women`s will to participate in economic and political women centred programmes in Chegutu urban.

5.4.2 A study into the factors associated with Gender Mainstreaming in Chegutu urban.

5.5 Chapter summary

This chapter looked at summary of the study findings, conclusions of the study, recommendations of study and recommended areas for further study.
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APPENDIX A

INTERVIEW GUIDE FOR KEY INFORMANTS

INTERVIEW GUIDE FOR DISTRICT DEVELOPMENT OFFICER

Introduction

My name is Benevolence Nyamugada a fourth year Social Work student at Bindura University of Science Education. My topic being the role of the Ministry of Women Affairs, Gender and Community Development, Gender and Community Development in promoting gender equality. A Case of Chegutu Urban. Participation in the study is voluntary and the respondents have the right to withdraw from the study at any given time they want. After conducting the research, strategies will be established and these strategies can enhance gender equality in Chegutu urban. The interview will take about 25 minutes. The researcher will ensure that the information gathered will be treated as private and confidential and will be used only for research purposes.

SECTION A, Demographic profile

Gender, Male     Female

Working Experience, ..................................................................................................................................

Designation, ...........................................................................................................................................

SECTION B, Interview questions

1. May you kindly describe the functions of the Ministry of Women Affairs, Gender and Community Development?

2. What programmes are you implementing to promote gender equality in Chegutu urban?
3. How many women are benefiting from these programmes per year?
4. How are these programmes addressing problems faced by women in Chegutu urban?
5. What challenges are you facing in implementing programmes that are promoting gender equality in Chegutu urban?
6. In your view what should be done to address the challenges being faced in implementing programmes that are promoting gender equality in Chegutu urban?
7. How is Chegutu Municipality complementing the Ministry of Women Affairs, Gender and Community Development in programmes that promote gender equality?
8. How are NGOs complementing the Ministry in programmes that promote gender equality?
APPENDIX B

INTERVIEW GUIDE FOR WARD COUNCILLOR

Introduction

My name is Benevolence Nyamugada a fourth year Social Work student at Bindura University of Science Education. My topic being the role of the Ministry of Women Affairs, Gender and Community Development, Gender and Community Development in promoting gender equality. A Case of Chegutu Urban. Participation in the study is voluntary and the respondents have the right to withdraw from the study at any given time they want. After conducting the research, strategies will be established and these strategies can enhance gender equality in Chegutu urban. The interview will take about 25 minutes. The researcher will ensure that the information gathered will be treated as private and confidential and will be used only for research purposes.

SECTION A, Demographic profile

Gender, Male ☐ Female ☐

Working experience..............................................................

SECTION B, Interview questions

1. May you kindly describe the role you are playing in promoting women’s rights and access to opportunities and resources as a ward councillor.

2. What is the situation of women empowerment in terms of access and control of resources?

3. What projects are you implementing for women empowerment in Chegutu urban?
4. From the period you have been a ward councillor how successful are the programmes to the improvement of the lives of women in Chegutu urban?

5. What challenges are being faced in the implementation of the projects?

6. What can be done to address these challenges?

7. Does the work of NGOs complementing the work of the Ministry of Women Affairs, Gender and Community Development?

8. How are you working with the Ministry of Women Affairs, Gender and Community Development in promoting gender equality?

9. How are you working with NGOs in promoting gender equality?
APPENDIX C

QUESTIONNAIRE FOR WOMEN WHO ARE BENEFITING FROM THE PROGRAMMES THAT ARE BEING IMPLEMENTED BY THE MINISTRY OF WOMEN AFFAIRS, GENDER AND COMMUNITY DEVELOPMENT TO PROMOTE GENDER EQUALITY IN CHEGUTU URBAN.

My name is Benevolence Nyamugada a fourth year Social Work student at Bindura University of Science Education. My topic being the role of the Ministry of Women Affairs, Gender and Community Development, Gender and Community Development in promoting gender equality. A Case of Chegutu Urban. Participation in the study is voluntary and the respondents have the right to withdraw from the study at any given time they want. After conducting the research, strategies will be established and these strategies can enhance gender equality in Chegutu urban. The researcher will ensure that the information gathered in the questionnaires will be treated as private and confidential and will be used only for research purposes.

Tick or write in the appropriate box or spaces below where applicable.

SECTION A: Demographic profile

1. Age group
   - 51 and above
   - 41 - 50
   - 31 - 40
   - 21 - 30

2. Marital Status: Single, Married, Divorced, Widowed, Separated
3. Level of education: Primary ☐ Secondary ☐ Tertiary ☐ Vocational ☐ Other (Specify).................................................................................................................................

SECTION B: Ministry of Women Affairs, Gender and Community Development
programmes which are promoting gender equality.

4. What type of projects is the Ministry of Women Affairs, Gender and Community Development implementing in your ward?

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5. How was your situation when you started benefiting from the programmes of the Ministry of Women Affairs, Gender and Community Development in terms of access to resources, decision making positions and violence from men?........................................................................................................................................................................

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6. Since you started benefiting from the programmes and projects of the Ministry, have you realised any improvement in your access and control to resources and opportunities, building of self esteem........................................................................................................................................................................

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7. Are the programmes and projects of the Ministry making you realise your potential in life such as zeal to participate in decision making positions and in lobbying and advocacy initiatives?........................................................................................................................................................................

........................................................................................................................................................................................................................................................................
SECTION C: Challenges being faced by the ministry in promoting gender equality.

8. Are there any challenges you face during the implementation of the ministry’s programmes. If there are there, please tick where appropriate in the boxes.

KEY: A: Agree, S.A: Strongly Agree, D: Disagree, S.D: Strongly Disagree DK: Don’t Know

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9. Have you been trained to do the projects you are doing?.................................................................

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

10. Have you been assisted with financial assistance or loans in doing the projects in your ward?

Yes  No  

11. If yes to 10, what was the source(s) of the assistance............................................................................

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

SECTION D: Strategies that can be used to enhance gender equality

12. What do you think can be done for you to secure enough resources for your projects and programmes?..........................................................................................................................
13. What can be done to address political interference?

14. What can be done to address the negative effects of HIV & AIDS on your projects?

15. What do you think can be done for you to attain skills needed in doing your projects?

16. How do you rate the programmes of the Ministry of Women Affairs, Gender and Community Development in promoting gender equality? Good □ Very good □ Excellent □ Poor □ Very poor □

17. Any other comment on issues we have discussed?

Thank you for your support
6 February 2014

TO WHOM IT MAY CONCERN

RE REQUEST TO UNDER TAKE RESEARCH PROJECT IN YOUR AREA

This serves to introduce the bearer NYAMUGADA BENEDICT who is an HBSc SOCIAL WORK student in the Department of SOCIAL WORK, Bindura University of Science Education and is carrying out a research project in your area.

Your usual co-operation and assistance is therefore being sought.

Thank you for the continued support.

Yours faithfully

DR. C. NYONI
CHAIRPERSON – SOCIAL WORK

20 MAR 2014

DIRECTOR