A RESEARCH REPORT

TOWARDS ESTABLISHING SUSTAINABILITY OF COMMUNITY

BASED DEVELOPMENT PROJECTS WITH SPECIAL

REFERENCE TO CHISANKANE COMMUNITY PROJECT

SUBMITTED TO: ST. CLEMENTS UNIVERSITY

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TABLE OF COTENTS

ABSTRACT

World Vision Zambia (WVZ) is a member of the World Vision International Partnership. It is a Non-Profit Organization (NPO) whose income for all its activities comes from donors through the Support Offices (SO). Donors are both private (individuals) and public and it works with communities mainly in rural areas. This is done through the Area Development Programmes (ADPs), but initially this used to be done through Community Development Project (CDP). The ADPs came in through the expansion of the projects to cover for several communities in an area.

These Area Development Programmes (ADPs) have a gestation period or life-span in all the areas or communities, and in order to achieve the goals of these programmes with the planned resources there is need to find a way of how best these can be sustained or managed by the community after the gestation period (phased-out) through making them self-reliant or self-dependency.

The literature and field research that has been carried out in this dissertation was formulated by the writer following the observation made after the phasing out the projects and by the failure of the communities to manage or

sustain the project which means that there are some gaps left in the lives and development of the area despite the objective of the project of developing the areas by improving the lives of people through working with them hence making them self-reliant or reduce the dependency syndrome and leaving the gaps.

Calls for how these projects can be managed or be made sustainable after phasing-out have been emphasized and various suggestions on making them self-reliant, self-dependency and above all self-sustaining, were made through evaluation reports, senior management and donors that is the Support Offices. The pre-occupation was on the continuity of the community failure to manage or sustain the project when it phases-out this was also seen in the way the community treat the project with the will to continue but because of the Memorandum of Understanding (MoU) with the donors which part of the World Vision International policy has being also a limitation. Though many suggestions have been made, according to the view of the writer, there seem to be no clear factors and a gap to consider of how management and sustainability of these community development projects can be done.

The research sets out to find out the writer's assumption that poor management, failure by the community to make the community project self-reliant, and non-sustainability of these projects has been perpetuated because of not knowing exactly the best strategies and factors to consider when initiating and implementing of these community development projects. The research took the form of descriptive analysis of the sustainability of evaluating the evaluation reports of the phased-out community development project, literature review, quantitative and qualitative data collection through assessing the procedure followed and factors considered through out the all process of the project, with special reference to "Chisankane Community Development Project".

Both the finding of the literature and the quantitative and qualitative results were analyzed with the aim to identify the suitable recommendations to address the weakness in management and non-sustainability of these community development projects after phasing out.

The results indicated that there were some factors which need to be considered when setting up a project for its continuity after phasing out by the community through a strategic management of community projects.

DECLARATION

I, Sam Simon Sakala, do declare that I am the sole author of this dissertation, and that where other people's work has been used, this has been acknowledged, and I further declare that to the best of my knowledge this has not previous been presented for any academic award.

ACKNOWLEDGEMENT

I would also like to pay tribute to the respondents of Chisankane Community who generously spared their precious time to respond to our questions and for the valid data of which without them, this work would not have been complete.

Above all, to the: Almighty, Ever Lasting and Loving God, for granting me knowledge, wisdom, good health and seeing me safe thus far. I thank God for enabling me to complete the whole course, which was not easy due to work pressures. "To God be the glory".

DEDICATION

This work is dedicated to my dear wife, Joyce, Chimuka, my grand child, and my children, Faides, Simon, Isaac, Margaret, Sam(Jr) and Mbaita for giving me an enabling environment to carry out my study and their prayer support.

LIST OF ACRONYMS

CDP   Community Development Project

DDC   District Development Committee

CHW   Community Health Workers

CIP   Children In Programme

FAO   Food and Agriculture Organization

MoU   Memorandum of Understanding

NO   National Office

NGO   Non -Governmental Organization

NPO   Non-Profit Organization

PMC   Project Management Committee

PRA   Participatory Rural Appraisal

RHC   Rural Health Center

RR   Research Report

SCBD   Sustainable Community Based Development

SO   Support Offices

PO   Partnership Offices

PTA   Parent Teachers Association

WVZ   World Vision Zambia

CHAPTER 1

1.0 Introduction

1.1 BACKGROUND INFORMATION:

World Vision Zambia began operation in 1981 and has since facilitated key development initiatives in all the nine provinces of Zambia. "We estimate that not less than 2 million people are being positively impacted from our community based development efforts. The focus of the ministry over the years has included interventions in education, water, sanitation, health, agriculture, spiritual nurture, community capacity building as well as micro-enterprise development" (National Profile, 2001; 2). The approach of community projects began to be phased-out to the Area Development Programmes with an effort to make greater impact and the geographical distant between these projects.

This report presents an analysis of how community development projects can be managed and sustainable after phasing out within World Vision Zambia (WVZ) with special emphasis on Chisankane community project. Additionally, the report also presents the descriptive analysis study of the other community based project which where phased-out and the environmental situations of the knowledge and implementation processes of the project. The afore mentioned information was gathered through a

descriptive analysis of the sustainability of the community project of World Vision through the evaluation reports including the case at hand that of Chisankane and by finding out: the role played by the community, geographical determinants of the project size, who controlled and implemented the project, factors contributing to sustainability and how the project can be made effective with special reference to Chisankane.

1.2 **Brief Operations of WVZ**

World Vision International Partnership opened its office in Zambia, in 1981. The office was started as World Vision International - Zambia Field office. Child sponsorship was initiated in that first year three sponsorship development projects were started. The projects have been increasing in number every year. "World Vision Zambia has more than 48000 children in sponsorship programme" (Ibid; 78)

Originally community development projects (CDPs) were formed and eventually bigger projects came into being as the community based development projects were phased out. These bigger projects are called Area Development Programs (ADPs). The difference between the two is that the Area Development Projects (ADPs) cover a bigger area of operations or

catchment area. This was done in an effort to make greater impact than was being achieved through the community project.

World Vision Zambia (WVZ) is a human oriented, Christian Non-Governmental Organization (NGO) whose income for all its activities comes from donors. This is the more reason why management of these projects should mean a lot to World Vision Zambia.

1.2.1 World Vision Zambia's (WVZ) Mission:

"World Vision is an international partnership of Christians whose mission is to follow our Lord and Saviour Jesus Christ in working with the poor and oppressed to promote human transformation, seek justice, and bear witness to the good news of the Kingdom of God" (Ibid; 5) World Vision Zambia tangibly contribute to wholeness of life amongst the communities where World Vision has a presence.

1.2.2 World Vision Zambia's (WVZ) Vision statement

"Our Vision for every child, life in all its fullness: Our prayer for every heart, the will to make it so"

1.2.3 Project management within World Vision Zambia

World Vision Zambia has been running Projects called community based development project which are planned for a certain period of time called gestation period or life-span in which after the project life-span, it comes to an end and it is expected that the community has continue running the project through self-sustenance. When the project is phased-out, World Vision stops supporting the project because this is an agreement which is made with the Support Office and World Vision and this agreement is made with the community before starting the project and this part of the World Vision policy.   This simply means that the marriage between World Vision Zambia and the community is now a decree nisi. What is important is not the dissolution of the marriage but rather the process leading to it and the way the project is going to be sustained after World Vision has been phased out.

It is for this reason that community development projects are prepared for this eventuality right from day one so that the partners in development; i.e. the community are prepared for this separation.

World Vision Zambia has an obligation to inform its Support Office/donors of the phasing out of any project.

Some of World Vision Zambia's community based development projects have been phased-out and the community have failed to sustain them, hence living a lot of gaps in the lives of the people and the development of the areas as the aim all the project to make the people self-reliant, self-dependency as possible as they can be, because of the period given by the organization to run the project. This is evidenced by project evaluation reports, which show a number of projects which have phased-out and the communities have failed to sustain them.

This study will look at "Towards establishing the sustainability of community development projects" after phasing-out and issue that can contribute to the sustenance and there after make necessary recommendation so as to how the projects can be managed by the community after phasing out.

World Vision Zambia (WVZ) has had an opportunity in the past years to establish more than one hundred community projects Nation-wide. All of these were established under the assumption that the after the period which has been agreed by the Support office and the facilitating partner which is World Vision end the project would become self-supporting after phase-out.

"It is World Vision Zambia's belief that development can happen if opportunities for economic development are available to the poor. Our entire projects therefore, give emphasis on empowering the communities with socio-economic development programmes. This includes training in better farming methods, irrigation facilities and various income generating activities" (Ibid; 12)

The points which are stipulated in the "Memorandum of Understanding" (MoU) between WVZ and the communities are very clear as they stress the role of the entire partner in the project. The ultimate objective in part, had been to enhance the community to achieve "Self-reliance" as opposed to "Dependency Syndrome".

In light of this hence the need to carry-out an in-depth research to discover the inhibiting factors to achieving sustainable community development for the project after phasing-out.

1.2.4 The Move towards Self-Reliant

"There was a great move toward self-reliant back in the 70s, and then another in the 90s. Some are making this move towards self-reliance out of

concern for the future, while others are simply pursuing a more natural lifestyle" (Russell, 1976; 47)

For some, the terms "self-reliant living" has a negative connotation, more than likely, because it creates an image of being aloof or not needing fellowship or communication with others. For the African cultural set up, nothing could be further from the truth.

"Self-reliant" is defined as "people to are skilled in things that were part of our culture prior to the industrial and technical revolutions of this century, growing own food, creating shelter, heat, and light, and even making own clothes, to name a few" (

As a society, we have moved from a natural lifestyle of working the land and being multi-skilled in a variety of disciplines, to being highly specialized workers, living and working in artificial environments. To a large degree, we have lost touch with the necessity for necessary skills of survival on our planet, choosing instead, to "hire" all of that out energy, food, clothes, shelter, transportation, etc.

"Self-Reliant living brings a sense of joy and accomplishment. Many people have always known that there is a great deal of satisfaction that comes from working the land, and being self-reliant. They see the obvious flaws of living and working in the artificial environments of our time." (

People have recognized the damaging effects of, not being self-reliant, the modernization of things, overcrowded cities, and the pursuit of money, on our culture. We have become a society that seeks pleasure and recreation, and have "lost a sense of God's plan for provision, and a sense of God's pleasure" there is a growing need for people to become self-reliant in all their activities as if this is a life long thing." (

2.1.1.　Rationale for the Study:

World Vision Zambia (WVZ) in partnership with communities do establish community bases development projects, in line with the same World Vision partnered with Chisankane community residents and established a Community Based Development Project several years ago. However, the project activities collapsed following the phase-out of World Vision support.

World Vision Zambia evaluation reports analysis show that most of the community development projects have failed to sustain, become self-reliant

and the community have failed to continue running the project after World Vision stops supporting them. Some factors which should have been worked out, in order to stop this trend of projects collapsing were not done despite support being meant for a specified period with the objective of making the project become self-reliant.

Donors increasingly sought that community development projects become self-reliant, self-sustaining has been always the concern after phasing-out a project. This has been done through the facilitating organization that is World Vision by the Supporting Office being involved in partnership with the community by giving technical support to the community for the period the project had been planned for. The community is expected to learn and be able to manage and sustain the project after phasing-out. This has not been the case with managing and sustaining the project.

1.3. General rationale

The frequency of instance sluggish of the community development projects has come to light in the recent past with the obviously, increasing concern and frustration on the non-sustainability of the projects by the facilitating

organization (World Vision) and the Support Offices with the inclusion of the communities themselves.

It is now of vital importance to identify factors that impede sustainable development in community based development projects and best strategies to employ to the projects to make them sustainable after phasing-out such as Chisankane community development project in Lusaka Province of Zambia. If the identified the constraints can be eased and obstacles removed, then conditions for community development project sustainability, such as ownership, could be established and community developmental activities sustained in future developments.

This report would make a great contribution to World Vision Zambia as it will bring out issues learnt and challenges and make recommendations on how the community based development projects can be made sustainable after phasing-out. The report will also show the benefit of making the community development projects self-managed, self dependency and self-sustainable.

1.3.1. Working Title:

"Towards establishing the sustainability of community Development Projects for World Vision Zambia with special reference to Chisankane community situated in Lusaka province of Zambia"

1.3.2. Research Focus

Since World Vision Zambia runs community development projects, the study "Towards establishing the sustainability of Community Development Projects with special reference to Chisankane Community" focused on determining the factors that would make the community development project self-reliant and sustainable after phasing-out a project.

1.3.3. Statement of Research Problem:

None of the World Vision Zambia projects which has been phased-out and Chisankane project in particular, has had major impact on the community members' overall living standards because of them being not becoming self-reliant, managed and not sustainable by the community members.

The new programmes being initiated now are likely to join the graveyard path of the community development projects (CDPs) in failing to impact community beyond the planned intervention phase. There is no data as

evidence to that as those who plan these programmes systematically, undertake to work out for their sustainability in terms of involvement of members of the local community on the outset.

1.4.   SCOPE AND LIMITATIONS OF THE STUDY:

Although lack of sustainability seems to be a common phenomenon in many of these communities based development projects in Zambia and among World Vision supported projects, the scope of this research proposal has been limited due to the small budget facility.

This study is focused on the former World Vision supported project "Chisankane Community Development Project".

1.5.   OVERALL OBJECTIVE

In light of the above, this proposed research project, is aimed at identifying the factors that have inhibited the Chisankane Community Members from continuing with the project's activities they were beneficiaries after the project was phased-out by World Vision.

Further, to make the study findings and recommendations available to stakeholders in the community, World Vision and other donors on how the inhibiting factors identified could be considered in the current and future community based development efforts in the Chisankane and other Zambian communities.

1.6. **NULL HYPOTHESES:**

The problems of achieving sustainable community based development are related to:

- Few people in communities like Chisankane have being committed to the "Vision" or "Dreams" of their community.

- Community Decision- making process might lack promotion of collective responsibilities.

- Methods for promotion of active Participation might be lacking.

- Lack of capacity or skills to manage the project and inadequate financial resources.

- Control by a few people at political level and Misconception with regard to project ownership etc.

1.7. Research Methodology

This research used both quantitative and qualitative research methods. This is because, qualitative research aims at uncovering attitudes and behaviours of target audiences and motivates them, in this case, project staff and community in which the project operates from.

Qualitative research explores attitudes, behaviour and experiences through such methods as interviews or focus groups; (Dawson; 2002).

Quantitative research usually follows qualitative research, or may be used as a reactive method to observed market situations. "It gives statistically reliable data using large numbers of clients against the pre-chosen quotas of client types" (**http://www.blackbox-research.com/qualtr.html**). It has been explained that quantitative research generates statistics through the

use of large-scale survey research, using methods such as questionnaires or structured interviews (Dawson; 2002).

1.8. Expected benefits from the research

This study should be able to benefit the organization in the sense that once the results of my studies are implemented, there will be community sustenance in the community development project (CDPs) in World Vision Zambia (WVZ) projects and the processes to follow when starting up a project.

Chapter Two

2. LITERATURE REVIEW

2.1. Background

" It should be noted that the term 'literature review' encompasses the evaluation of all sources of information or data that relate to the topic and is not confined solely to academic publications " (Baker; 2003 : 55).

This chapter looks at what has already been published by some accredited scholars and researchers, on Community Development Project (CDP) management. The chapter further considers what has been learned about community development project (CDP) in World Vision and other non-governmental organizations for comparison purpose. And see how the community development project (CDP) can be sustained by the community after phasing out. Non-governmental organizations (NGOs) are also known as "quasi-government" because their operations are those for serving a need and are not expected to make a profit. Their main goal is that of serving and meeting their mission in the most efficient way. In implementing the programmes the organizations work hand in hand with the community members to make the projects sustainable after they phase out.

2.2. DEFINITION OF CONCEPTS:

There are a number of concepts used in this report which needs to be defined according to how they will be used in the report as most of the definitions have no clear definition or a one general accepted definition. When looking at the thematic of the report "Towards establishing the sustainability of Community Development Projects for World Vision Zambia", the case of Chisankane Project.

Obviously, then anyone writing a report on such a topic must define what the many concepts of the topic means. But that is not a simple task. If one defines the term straight off without first preparing the reader, the definition will probably not fulfil the author's intentions. Some of the phrases used may seem disappointingly technical or abstract and without real meaning. This is true because the concepts, "sustainability, community, development" are comparative products of the past. For such definitions to meet the present time, they must be expanded.

2.2.1. SUSTAINABLE DEVELOPMENT

Sustainable development**:** There no clear or generally accepted definition of Sustainable development. Sustainable development is a concept that is used in our daily talks but difficult to define. The Bruntland Commission memorably defined it in its 1987 report "Our Common Future" as;

> "Development that meets the needs of the present without comprising the ability of future generations to meet their own needs". (Bruntland Commission, World Bank 1995).

Most authors perceive Sustainable Community Based Development Project differently as can be seen here below in terms of sustainable development as other define Sustainable Development as:

> "Development is for the people and by the people. The essence of sustainable development is of people, with a change of their attitudes, leading to a change in their habits". (Roy Shaffer, MD, 1993)

It took many years of intensive work to reach a global consensus on the elements of sustainable development, but it was finally achieved in 1995 at the World Summit on Social Development, this definition brought together what is called the "three e's; environment, economy and equity.

The main concern though, is to help the poor maintain and improve their natural capital (natural resources), while developing their human capital (human resource development), human –made capital (investments infrastructure and directly productive capital goods), and social capital (the institutional and cultural bases and political systems that make a society function). (Celliso E. Madavo and Jean-Louis Sarbib 1996)

> "With this diversity, sustainability is an essentially vague concept, and it would be wrong to think of it as being precise, or capable of being made precise."(Robert Solow, 1993)

2.2.2. COMMUNITY

In every day usage, the concept community refers to a geographical location and its residents. The physical boundaries of the locality may include road, paths, forests, hills, mountains, rivers, and constituencies.

A community involves an aggregate of people and place. But what is the element that makes a particular population group a community? Is it common living conditions, common interests, shared facilities, political or social organization, or something else?

One of the definition and mostly common useful definition of a community is that of Amos H Hawley.

> "Community refers to the structure of relationship through which a localized population provides its daily requirements….Participation in daily rhythm of collective life is the factor which distinguishes and gives unity to the population of a locality." (Hawley, 1950; 180)

The other definition of the community is that of MacIver, he defines it as:

> "An aggregate of families and individuals, settled in a fairly compact and contiguous geographic area, with significant elements of common life, as shown by manners, customs, traditions and modes of speech." (MacIver, 1936; 22)

Other definitions of the community include the following:

Community**:** This is defined as;

> "A group of people who live and work together in a well defined geographical boundary." (Eduard, 1921; 47)

Others define a community as;

"A group of people with the same beliefs, norms, living in the same defined area and work together". (DeMarche, 1951; 13)

The community as a concept in this report will be used as been defined as:

- A group of people living together in several small/big villages, headed by a recognised village head women/man, in one geographical area, one district, under one Chief, and one or two political constituencies, recognised by the Local Government and that, each village head woman/man will know every other village.

2.2.3.   COMMUNITY DEVELOPMENT

Community Development: Community Development is a concept that is often invoked but difficult to define. This is because it is a compound of two concepts that is community and development.

Community Development, in the modern sense, is a phenomenon of the last century. It has been variously defined, and it has been characterized as;

"A process, a method, a programme, and a movement" (Irvin, 1966; 521)

Community Development is also defined as;

"Organized efforts of people to improve the conditions of the community life and the capacity of the people for participation, self-direction, and integrated effort in community affaires" (Sautoy, 1962; 430)

Batten as also defined Community Development as;

"A movement designed to promote better living for the whole community with the participation and if possible, on the initiative of the community, but if this initiative is not forth coming spontaneously, by the use of techniques for arousing and stimulating it in order to secure the active and enthusiastic response to the movement (Batten, 1957; 126)

In this report Community Development is regarded as;

- A process of organizing community members through their own efforts to participate in a developmental programme that will bring about an improvement in their lives so that they can become self-reliant.

Community Development has a number of characteristics which include the following:

"Community development is concerned with all the people of the people of the community rather than any one group or segment of the population. However, all the people do not participate in community development projects". (Dunham, 1970; 172)

"Community development is concerned with the total community life and the total needs of the community instead of any one specialized aspect, such as agriculture, business, health or education". (Ibid)

"Community development is always concerned with bringing about social change in the community" (Ibid)

"Community development is concerned with problem solving" (Ibid)

"Community development is based upon the philosophy of self-help participation by as many members of the community as possible" (Ibid)

"Community development usually involves technical assistance- in such form as personnel, equipment, supplies, money, or consultation-from governmental or intergovernmental sources or from voluntary organizations, both domestic and foreign" (Ibid)

"Community development, direct participation is normally open to practically any community resident who wishes to participate-as

distinguished from indirect participation through delegates or representatives. (Ibid; 174)

Accordingly, the term "community development" can not accurately be applied to a large community, but only to smaller sections of it. Of course, much of the spirit and philosophy of community development-democracy, self-help, consensus and widespread participation-may be and sometimes is found in delegate or representative bodies.

2.2.4. MANAGEMENT

Management is crucial to coordinate endeavours and managers are necessary when people seek to work together to achieve the objectives of the organization. Organizational management differs from community management.

Management: Management according to Dale and Michelon (1966: Chapter 1)

"is concerned with planning, organizing, staffing, directing, motivating and control" (Dale and Michelon)

Management in this report will be taken as;

- How organizations plan, organize, lead, and regulate their financial technological, and human assets to achieve goals systematically and effectively.

2.2.5. SUSTAINABLE COMMUNITY DEVELOPMENT PROJECT

This is a complex concept to define as it is a combination of so many concepts. One of the definitions of sustainable community development project is that of the United Nations. Both the United States and United Nations described it as:

> "A process in which a community organize themselves, for planning and action, defining their collective and individual needs and problems, make group and individual plans on how to meet their needs and solve their problems, execute these plans with maximum reliance dependent upon community resources, and they supplement these resources when necessary with services and materials from governmental and non-governmental agencies" (US. International cooperation Administration, 1956).

Therefore sustainable community development in this report will be defined as:

- The process or method of organizing the efforts of the people in a defined area to improve their living condition by utilizing the present resource without tempering with the future generation's resources.

Though Community Development Projects appears to be projects for the supporting organization, the objective is that the community should be able to manage it after the organization has stopped supporting the project. In a nut shell the Community Development Project are community projects which are meant for the people in a particular community so that it becomes a self-reliant project.

Community Development Projects, variously examined, may simply be understood as a trinity of economic growth, judicious distribution of benefits and accessibility to improvement opportunities, to fulfil the needs and aspiration of the community, who are heterogeneous and hierarchical in many respects.

The idea and philosophy of community development project have been widely accepted. "In some countries it has helped to awaken national leaders to the importance of rural development and social planning." (Whither, 1968; 48) Community development projects have spread to many countries through out the world. Most programmes are in developing countries, Zambia not being an exception, but there are some programmes in technically highly developed countries that are mostly called support offices.

The field of Community Development include action taken by an organization, and primarily designed to benefit the community. This view makes Community Development only a part of the overall process of the development of communities.

McPherson (1982) says that the United Nations uses community development to "connote the processes by which the effort of the people themselves are united with those of the government authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation, and to enable them to contribute fully in national progress".

This definition stresses on the participation of the people themselves in efforts to improve their level of living with as much reliance as possible on their own initiative, the provision of technical and other services in ways which will encourage initiative, self-help and mutual help and make them more effective. The definition further encompasses all the stakeholders involved in developmental work, that is, the government, developmental organizations together with the communities themselves. It emphasises integrated approach and cooperation of development organizations and the community.

Community development is involved in four areas that is:

- As a movement, community development is interested in examining the extent to which and the speed by which community development is accepted in every community.

- Process: as a process the interest of community development is to identify the stages or steps through which people experience change or improvement over their condition of living.

- As a method, community development puts much emphasis on knowing the procedures, principles and skills to apply when doing community development projects.

- As a programme, in this area, community development identify the various community projects whose activities cause the much needed interaction among community entities, effect relationship among them, and above all, enable them achieve beneficial experience in forms of knowledge and skills or tangible products.

Community development is carried out often under well established intentions. This is because the activities are governed by some principles.

The first principle is self-help:

"Every community development project is based on self-help". (Obbo, 1990; 113) Self-help should not be used interchangeably with lack of integration of efforts. It should be used to refer to a situation whereby the organization encourages or organises the community to do their own work without much dependence from outside. This is part of preparing the community for sustaining the project when the organization stops supporting the project or when the project is phased out. This starts at the beginning of the project. The community should rely much more on their own resources. In short self-help will at the same time mean self-reliance and self-dependence. In this way, self-help does not erode integration but promotes self-control. By

providing more resources the community is able to direct and control the course of the project and this equips them with the much knowledge of sustaining the project or manages the project. Without this notion, there is a much higher possibility of the out force taking over the control of the community project which later creates a problem of sustenance by the community when the project is phased-out. Self-help further encourages innovation and creativity from within the members of the community. The role of the outsider that is the organization is to offer those resources that are not within and which will facilitate the implementation process. When self-help is observed in community development it leads to self-reliance which is a state of independence or self-sufficiency or self-sustenance in meeting the needs in future without affecting the needs of the present.

However, it is somewhat difficult to achieve a satisfactory level of self-sufficiency in all the community development projects, say food production. This just involves the community more directly, in light with the same self-help is not applicable to certain community projects and this can affect sustainability of such a project if implemented.

One other principle of community development is popular participation. "Popular participation deals with broad issues of social development and the creation of opportunities for the involvement of people in political, economic and social life of the nation". (Ibid; 113)

Thus in this way it prepares a way for community participation, a concept "which connotes the direct involvement of ordinary people in local affaires such as building of roads, schools, or election of local and civic leaders". (Middler, et al 1986)

If well observed, the principles of self-help and self-reliance lead to the bottom-up approach. The latter brings about community participation.

The people will participate fully in community development if silence or aparthy is not allowed to creep in their midst. The developmental organizations will actively involve the people if pessimism among them is not allowed to take root. Silence and pessimism creep in because the top leadership in any society express fear of their people (Hunter, 1953). This can be avoided if there is a policy to promote popular participation. In community development people look for new possibilities for solving their

problems. The people develop new expectations once the top leadership fail to bring about new possibilities (Midgley and Rein, 1975)

The community development organization therefore has to understand the community it is serving. This understanding should be done continuously right from the start to the end of the process of the project as this accords them the opportunity to learn more skills. The organization should be seen to avail its resources including its policies to give focus content and direction to the process of helping. The organization should also identify and utilize the community as well as any other element that makes a direct or indirect contribution to the activities. The organization should ensure there is a working relationship with all the elements and among the elements themselves. It is through these relationships that community can take their own decision or be engaged to do so and become accountable to them (Smalley, 1967)

There is substantial evidence of the results of Community Development Project in various parts of Zambia, but there is no systematic or comprehensive picture of their sustainability. Concrete evidence and improvement in water wells, schools, staff houses, RHC, boreholes etc are

more easily measured as earlier eluded to in the descriptive analysis of sustainability of the community development projects of World Vision than the sustainability attitude. Too much of the information on community development project accomplishment is still in the form of case illustration or limited reports of the pre-phase evaluation reports.

There is lack of descriptive documentation regarding sustainable community based development project in the country, and basis research and evaluation are even more inadequate. It is amazing and of grave concern that, after so many years of operation, we do not know the factors affecting the sustainability of the community development project.

Sustainable Community Based Development (SCBD) efforts in Zambia, generally, are a cause of great concern. Failure in efforts to achieve SCBD has led to a lot of unanswered questions being asked by a substantial proportion of stakeholders regarding the impeding factors to sustainable community development.

A typical example of unsustainable community based projects is World Vision Zambia's phased out projects. These projects still show evidence of

lack of sustainability of their project activities and prevalence of acute deprivation and degradation in the communities that benefited. Therefore, the pertinent question is, 'what are the inhibiting Factors to sustainable community based development projects (SCBD) within the World Vision projects?'

2.3. SUSTAINABLE COMMUNITY BASED DEVELOPMENT PROJECT

Since the early 1970's there has been a re-emergence of interest in the SCBD movement of the 1950's and early 1960's, primarily as a result of the attention that is now being directed to the rural poor. However, the rapid growth and demise of the sustainable community based development (SCBD) in poor communities in 1950's and early 1960's has been not systematically documented as could be seen from the available literature.

The sustainable community based development (SCBD) approach of 1970's was directed at the promotion of better living for the whole community, with the active participation and, if possible, the initiative of the community. However, if this initiative was not forthcoming spontaneously, trained

community change agents were engaged for arousing and stimulating community initiative.

These definitions are derived from the experts on sustainable community based development (SCBD) as opposed from the beneficiaries themselves. It can be argued therefore, that a precise meaningful definition for sustainable community based development (SCBD) would have to spring up from the common ideas and experiences of both the beneficiaries and experts.

"At local level, sustainable community development requires that local economic development supports community life, using the local talents and resources of the local community It further challenges us to ensure that the distribution of the benefits of development are done in a more transparent manner and equitably" (Elizaberth Dondeswell, 1996).

"We need to now move from improving living standards to improving the quality of life. This will happen when development becomes fully, participatory and people centered, driven by spiritual values that embrace caring and nurturing at their core" (Ismail Serageldin and Richard Barrett, 1995)

However, the distinction between natural resource development and changes in human well-being needs to be made explicit. Further, we need to see development primarily from the point of view of its impact upon the poor people. Then we must go further and either defines development in such a way that the welfare of the poor people is incorporated in it, or show that material growth is a sufficient condition for an unambiguous improvement in human welfare. (Peter Hall, 1983)

Development, defined variously related to the improvement, growth, increase, increment – are the different facets of development. Development generally signifies improvement at the initial stages from undesirable state of affaires to desirable one in any field of social living. It is development in the economical economic sphere irrespective of the field of application- whether social, economic or otherwise, but it should be sustainable in the long run for the well-being of the people in the area concerned.

2.3.1. Vision:

"Where there is no vision, the people parish…" (Proverbs: 29:18, King James Version).

It is now common knowledge that, 'so many of the problems being addressed have their roots in local activities. Therefore, the participation and cooperation of local communities is the determining factor in achieving sustainable community based development (SCBD). It requires a great deal of courage and commitment from all stakeholders to ensure attainment of sustainable community based development (SCBD).

2.4.   TECHNIQUES IN COMMUNITY DEVELOPMENT

Prior to the introduction of the concept of cooperation in community development, it has been difficult to win the support and commitment of the community members in development work. Cooperation is a social order. Cooperation is one of the techniques in community development. This related to integration in the sense that the various units actually join together practically giving rise to cooperative groups with various principles. The principle involves people from the community to agree to form, own and control a business in production, marketing or consumption. Community Development needs cooperation as there is community development without cooperation. In any community development there is need for cooperation between the organization and the community. Most of the communities

which World Vision operates in are characterized by social problems, which include poverty, unemployment and other social evils. In view of the prevalence of the socio-economic problems and geo-physical characteristics, the people in these communities have limited options for their development. Consequently these people remain backward and the mass living in these backward pockets are affected socially and physically. This has resulted in the shaping of their behavior in tune of the prevailing

2.4.1. COMMUNITY ACTION

Community action means differently to different individuals, but in this report we shall rely on Poplin's (1979) analysis of community action. Poplin gives three analyses of activities or events that are considered part of the universe of community action. In this report only two of them will be examined.

Firstly, he views an activity or event to be part of the universe of the community action if the participants in that activity or event intend to solve some problem related to the locality where they live. An example can be a local community coming together to build a clinic in its area. In some cases

it may even build a house for the medical staff just to ensure that the community gets medical facilities in its locality.

Secondly, an activity or event is deemed to be part of the universe of the community action when most of the persons who are involved in, or influenced by the activity are the members of the local community. Furthermore it must be seen that the participants in the action play roles that are relevance to the entire community. An example of this can be when students in institutions of learning within the community come together to stage a demonstration march to local education authority asking for free education or increased educational allowances.

Community action activity or events should be free from vested interests groups whose aim is self-centered. All participants should contribute to the goal setting, realizing that the end results benefit the entire community. The role of the organization is to facilitate rather than direct the action.

2.4.2. **PARTNERSHIPS**:

The second technique is "partnership or integration, which is used here to describe a community as whole, whose various parts are unified, coordinated

and working harmoniously towards the desired end, thereby making the community act as a balanced whole" (Ssengendo, 1978) The organization must be aware of the differentiation necessary in any community of the people or of a team that handles a community project. It is only after that awareness that the organization can estimate the level of integration that is required and the partnership among the various units. To bring out integration the organization has to ensure that the various units have a common cause to partner with and work together, that is, their objectives are interrelated and they bring about a better interaction and cooperation.

Sustainable development planning engages stakeholders such as, local residents, key institutional partners, and interest groups, in designing and implementing action plans. Planning is carried out collectively among the groups affected. It is organized so as to represent the desires, values and ideals of the stakeholders within the community.

Lack of clear development objectives may lead to collapse of sustainable programmes. Donors should pursue objectives based on promoting self-reliance. Support to the poor people should help them to attain the desired objectives by providing support for active rural development, which promotes self-reliance. Help to develop human resources and foster

awareness of cultural aspects of development, systematically exploit all natural resource potential, restore and preserve the ecological balances.

In its development activities, the community will seek ways to take political dialogue beyond mere negotiations on programmes to be funded. The community respects the sovereign right of the donor countries over the use of the resources it puts at their disposal, it also considers that it has a right and duty to engage in dialogue with the donors concerning the effectiveness of objectives it is supporting. The community also believes it should look again to the facilitators at ways to help them build capacity to administer aid better.

2.4.3. POLICY FRAMEWORK:

An examination of the available literature reveals lack of commonly accepted definition of the concept of policy. There is agreement on the domain, function and processes of policy (Gil, 1976).

Schorr (1968); Miller and Riessman (1968); and Miller and Roby (1970); define a policy in terms of action to reduce inequality through redistribution and access to resources, rights and social opportunities. Freeman and

Sherwood (1970) conceive of policy as principles whereby societies and/or institutions come together to seek solution to common problems.

Studies have in the recent past clearly shown that desk-made aid policies that govern developmental programmes at community level, can limit the quality and degree of trust between the donors, local institutions, and the beneficiaries.

> "Transplanting policies or guidelines that are foreign to the local communities can lead to substantial dislocation of social and economic relations". (Ismail Serangeldin 1997)

The need to bring greater accountability and rationality to decision making has led to policy formulation and planning. Accountability and rationality raise the central question of efficiency and reducing social economic problems and the ability to justify actions and programmes on the basis of objective evidence.

With the same objectives of being accountable and rationalizing it project in terms of performance World Vision has it own policies it follows. There is a MoU which is part of the policy for the community development project

(CDP). This dossier is one which has be drawn by World Vision and the supporting offices. A similar document is drawn between the community and World Visio on the terms of reference and an agreement is reached which is later availed to the supporting office. It is a well detailed document that put all activities and clearly shows the duration of the project the role of all the partners or stakeholders.

2.4.4. CULTURAL CONTEXT AND GENDER

There exists a slight confusion in the usage of the words like, sex, gender, sexism, female and male. The tendency has been to use them interchangeably creating some difficulty of comprehension and logical classifications. Gender refers to, "The role of the female and male, as determined by society" (Central Statistics Office, 1996). This is also referred to as "A socio-economic variable to analyses roles, responsibilities, constraints, potential and opportunities of men and women which give rise to the relations between them" (Moyoyeta, 1996)

These roles have a cultural determination that is cultural specific. The potentiality for change of the roles does exist because after all, these roles are learned and vary from culture to culture. So, when we talk of women's issues one is not necessarily talking about gender. Issues that deal with either

women or men cannot necessarily be classified as gender issues. Where roles are concerned inequalities have ever over time been prevalent whether in traditional or in modern institutions.

2.4.5. CULTURAL CONDITIONING

The roles women were to play in traditional culture were explicitly outlined making the socialization process bent on inculcating them in the young early enough. Their responsibilities and opportunities markedly differed from those of the men folk. These differences had an overt bias for men in employment opportunities and development.

Women's participation in some communities in Zambia, are prohibited to speak openly in any public gatherings. Sustainable community based development projects (SCBD) may face cultural obstacles. Donor and local stakeholder's policies therefore, can try to overcome such obstacle by establishing a set of rules that ensure that even if the traditional culture excludes women, provision is made for them.

World Vision as part of its policy towards development in the communities has put gender has on of the priority in all its activities under the Quality Ministry in Gender and Development department.

2.4.6. LEGAL AND POLICY CONTEXT

Other aspects of Aid Policy may include the need for legal status for fostering SCBD as might be required by each participating country such as Memorandum of Understanding (MoU) with the District Development Committee (DDC) and the community.

Policies should seek and harness the power of participation and enable the community to negotiate. Bottom up is better than top down approach. This is necessary to clear up any controversies, and allow communities to actively take part in enforcement.

The major challenge though, to International institutions is to translate their policy commitments into meaningful actions. Sustainable community based development (SCBD) policy should not be developed according to some predetermined design, but in response to changing circumstances and the collective empiricism of its community population.

The Civil Society organizations ought to be consulted for checks and balances purposes and also to help to remove barriers created by biased thinking that guides policies and actions.

Individuals, groups and local institutions in the country, are to be considered as stakeholders in their own right, and as equal partners in negotiations. This implies respecting traditional (local) knowledge, values and perceptions, seeking to understand and use them, and possibly integrating them with the modern (outsiders) knowledge and values.

This expresses certain assumptions for example, that democratically self-determined change has a better chance of enduring than imposed change, and it ends with a sound and solid statement of attitudes expected in the outsiders.

- Respect for the individual in all his dignity and worth
- A commitment to the democratic processes and goals
- A recognition of the diversity of groups and organizations
- A commitment to seek change

"In other words, the authoritarian nature of policy should gradually change into community based. The top-down administrative systems should change into one based on consultation and cooperation. To improve efficiency, a network based, horizontal structure, should be encouraged." (Willy Brandt, EEC and the third World, 1983).

2.4.7. PARTICIPATORY DEVELOPMENT:

Participatory development has been on the development agenda since 1950's and 1960's, mostly in the guise of community development, but the concepts underlying the terminology have radically changed in the recent years. This change is mainly due to a better understanding of the driving forces of the socio-economic and political processes of development and innovative approaches introduced by some progressive practitioners and academics.

Participatory development has definitely gained a new topicality, since it has been recognized that it can help in meeting the conventional development objectives of growth, equity as well as, more recent concerns for sustainability, good governance and democratization.

Many evaluations have shown that projects and programmes following participatory approaches produce high and more sustainable returns. Participatory development is no "quick fix" but a learning process which takes time, resources, imagination and sometimes courage to implement. It requires behavioural change on the part of many actors, calls into question old habits and often reveals conflicts of interest because of the need for power sharing.

The novelty in participatory development, lies in a new, people centred vision and development, which replaces the top-down procedures with approaches based on joint learning and negotiation. Another new feature is that participatory development can no longer be seen as an exclusively local issue, but has strong national and international dimensions.

> "Given the basic tenet that participation requires not a single "blue print" approach but a learning approach tailored to each specific situation, under different circumstances, progress has been made in practice towards more genuine participation ie, participation in decision making with the new partnership where the conventional top-down relationship is considerably modified, if not completely reversed." (Jean Bonvin 1995).

It is true to say that projects or programmes that have been initiated or followed popular participation have been considered either an essential condition for sustainability or an end in itself. Although not all of the projects or programmes have shown the expected results, they offer worth-while lessons for future initiatives. Communities however, should not be left to develop by themselves alone rather, they should be integrated into provincial, districts and chiefdom systems that will protect and simultaneously facilitate their programmes organizations.

Participation serves a range of general development objectives such as efficiency, equity and capacity building. Sustainability in particular depends on the people being in-charge. FAO (1991) puts it succinctly thus: "Without participation, rural development initiatives are unlikely to be sustainable in the long run and rural inequalities are unlikely to be redressed". (Bhati, 1985; 34)

2.4.8. THE CHRISTIAN PERSPECTIVE ON DEVELOPMENT:

As Christians, we should be the most sensitive of all to the relatively greater importance of people over things. In the Christian perspective, personal

development includes a dimension which is hardly considered by the secular world—the spiritual dimension. The spiritual effect is as follows:

- Knowledge of moral fundamentals (i.e., "sin, righteousness and judgment to come" can lead to

- Attitude of repentance and confession of sin, paving the way for acceptance of forgiveness and re-birth into God's family. This produces a heightened sense of self-worth which can lead to

- Practical changes in personal habits and initiatives which reflect the responsibilities of a new life in Jesus Christ.

The new life in Jesus Christ can and should revolutionize the new believer's attitude to his/her environment which God created. People who are inwardly so transformed should be at the forefront of community development. They will be busy doing and being like Jesus Christ, living a lovingly careful life (1 John 3:16-18). This is the yet-deeper inside job of community development. Because they are so motivated from within, Christians should be least dependent upon outside aid based initiatives and resources. As Christians, our motivation coupled with our perspective on people should put us and the Church in forefront of community development, symbolically; the local Church was seen as a "basket" woven of reciprocal responsibilities

into useful, durable, inspiring and developing community. (Roy Shaffer, Community-Balanced development, second edition, 1993)

2.4.9. DISASTERS:

> "The depressing economic conditions of the poor people have been compounded by physical disasters such as droughts, floods and earthquakes. The miserable conditions in which the majority lives, seem to have persisted and in many cases to have worsened."
>
> (Ackim L. Mabogunje, 1980)

The world conference on natural disaster reduction, which took place at Yokohama, Japan, from 23-27 May 1994, provided a unique opportunity to review the economic efforts of disasters. Natural Disasters threaten sustainable development world-wide, representing a considerable challenge for global community.

Reason tells us that it is cost effective to protect our investments by developing disaster reduction and prevention measures than cure. Disaster reduction involves a combination of measures ranging from risk and

vulnerability analysis to policies, regulations, management plans and furtherance of education, training and public information.

Disaster reduction should be based on sound analysis of costs and benefits of past experiences.

> "In the past twenty years, earthquakes, volcanic eruptions, floods, landslides, and tropical storms, drought lucastinvasions, and other natural calamities world wide have killed many people and inflicted injury, disease, homelessness, and misery."
>
> (World Bank, Washington D.C. 1995).

It is true to say that the developing countries like Zambia where in part, droughts are the order of the day; people suffer the most debilitating consequences due natural disasters.

Zambia experienced one of the worst droughts in its recorded history in the 1991/1992 agriculture season. The drought was caused by the failure of the rains over much of the Southern Zambia during the most critical period of crop growth. The drought had serious effects on crop and livestock production. The problem was compounded by late rains. The drought also

seriously reduced the income of agricultural households most of whom derive income from sale of maize and other production.

Droughts are a great challenge to sustainable development as they are caused naturally and there are no much solutions to them. In community development there are agriculture activities which are meant for the farmers and other community members such as giving them loans in form of fertilizer and seeds, but these farmers are sometimes trapped aware by the natural disasters such as droughts and some time too much rains which in the end destroy their produce hence making them fail to pay the loans. This is seen to have an effect in the area of agriculture.

2.4.10.   ENVIRONMENT:

Part of obstacles on path to sustainable development in sub Saharan Africa is due to the fact that more than any other region in the world today, it relies on its environmental resources base, from both an economic and social perspective. Its resource base, however, is at risk for a number of interdependent issues. Most of Sub-Saharan Africa depends heavily on their natural capital (natural resources), two –thirds of the population lives in rural areas and derives its main income from agriculture.

In light of this, caring about environment in Sub-Saharan Africa is not a luxury but a prime necessity because African economies depend heavily on their natural resources. This is even very true in the context of alleviating poverty because environment degradation is, therefore, a key element of strategy to reduce poverty in Sub-Saharan Africa.

> "Such a strategy requires every effort to maintain natural capital and to use it sustainably by promoting sound environmental management." (Calliso E. Madavo and Jean-Louis Sarbib, 1996)

It can further be said that protection of the environment is today one of the most urgent responsibilities of society. One of the participants is Government whose primary task is to achieve an ecologically sustainable industrial society.

> "In 1987, the World Commission for Environment and Development, the so -called Bruntland Commission, presented its paper: "Our Common Future". The message was that the countries of the World must create a global policy of permanent sustainable development. The new challenge was to satisfy today's needs

without jeopardizing the possibility of future generations to satisfy their needs."(Carl Axel Petri, 1996)

Although environment is not the focus of this research, this view should be that there is a need now than ever before, to integrate the environment challenges in the development programmes. Sustainable development may indeed require a strong policy on the part of Government and other stakeholders of protecting the natural resource base if the same is not in place. The source base including all forms of capital should perhaps be maintained intact or eve enhanced.

2.4.11. IDENTIFICATION OF NEEDS, DESIGN

Development is sustainable if the rules of the game are transparent and the game is inclusive. The challenge for sustainable community development is to ensure a better quality of life for all people while meeting everyone's aspirations for well-being.

A sound programme design, adapted to local conditions and based on simple methods that facilitate beneficiary involvement ie, Participatory Rural Appraisal (PRA) should always be chosen and beneficiaries should be

involved in the selection. Participatory survey should define the social context of support, and communities should be well organized, trained, and sensitized before needs are identified.

> "Judy Justice (1981) has explored the ways in which knowledge of the local conditions becomes sidetracked before it can affect other planning or implementation of programmes largely initiated from outside."

2.4.12. EVALUATION:

The definition of evaluation depends on the intellectual background of the person define the concept. Writer like Suchman (1967) have a broader view of evaluation which include outcomes (impacts) as well as analysis of efforts (programme input). However this definition excludes consideration of programmes activity.

The other definition is that whose major concern is with outcomes. The focus here is with output related to the achievement of programmes goals.

For this report evaluation will be defined in a more or less comprehensive terms as "A robust area of activity devoted to collecting analysing,

interpreting information on the need for implementation of, and effectiveness and efficiency of intervention efforts to better the lot of human kind by improving social conditions and community life" (Rossi, et. al, 1985; 13)

Evaluation of an on- going projects requires a proper strategy which can work if one is to achieve the desired results.

It is of vital importance to discuss about "participatory evaluation", asking the people concerned to participate in evaluating their own projects thereby, enable them to determine the future effectiveness of there goals of the project.

"Evaluation is a process integral to the development process and by which a community (where project is established) assesses whether what is being done is bringing the desired results ". (Rufi Macagba, 1985, Principles and Philosophy of Evaluation)

In view of the definitions above, there are many reasons of conducting an evaluation which include the following:

1. To judge the worth of on going programmes/ projects

2. To estimate usefulness of attempts to improve programmes

3. To increase the effectiveness of management and administration of programmes

4. To delay a decision

5. To justify and legitimise already made decisions

6. To free a programme/ project from controversy

7. To vindicate the programme/ project in the eyes of constituency

8. To facilitate better decision making

9. To help in changing direction as necessary to enhance development (Suchman, 1967)

2.4.12.1. KEY PRINCIPLES:

This brings one to discussing about some of the key issues in evaluation.

A. Developmental programmes are seen in this case, as an attempt to produce change that will improve the quality of life in a given community.

B. Change can therefore, only occur if the participants (beneficiaries) are open-minded and constantly asking them whether what they are doing is effective. Of course, the donors of the financial resources will need to have their input with regard to accountability and integrity.

C. Measurement of progress is a tool for achieving objectives for motivation and for sharpening the team. It can also be a political tool, illustrating injustice and inequality. It is also threatening to those who want to maintain a status quo.

D. Evaluation helps to understand the situation and its problems. Some of the most aspects of evaluation may not be measurable. Examples include effects of the programme and local culture, politics and relationships.

E. It is essentially important to look beyond baseline measurements. The following should also be considered in establishing the criteria for evaluation: relevance, effectiveness, technical, efficiency and cost-effectiveness, acceptability, role in promoting community development, flexibility or adoption to a changing situation, contribution to community development, effect on attitude and effect on equity. The later includes coverage of disadvantaged groups, including women and children.

F. One should also consider the extent of community participation. Are the people concerned involved in planning, implementing and evaluating the programmatic what extent are the women participating. What about the minority groups?

G. The community itself should be involved in the evaluating process. In doing so, they will learn to work at themselves and their community. To identify problem areas that will in turn stimulate a problem solving process in the community.

H. The results of evaluation, whether internal or external, should be communicated to the people who can do something about it. This refers to the community itself.

I. Evaluation should mainly be internal, that is done by the people working in the programme. It is true however, to say that external evaluation reinforces, but does not take the place of internal evaluation. Its results should be fed-back into the decision making people.

2.4.12.2. PROJECTS FOR EVALUATION

The following suggestions regarding which projects should be evaluated and when this should be done:

A. Project starting: For a project which has just been established with proper baseline, ought to have an evaluation starting on quarterly basis. Evaluation should be present right from the beginning with well defined monitoring systems. This depend on how large is the project.

Some may prefer to do it annually. This is called implementation evaluation.

B. Project on-going: To find out how well the desired end results are being achieved, evaluation should be conducted periodically. This is called "Informative Evaluation", designed to make a project move effective and provide data for annual planning.

C. Project ending: If a project is about to be phased-out, there is a need to conduct a final evaluation. This helps the organization to conduct a final evaluation. It helps the concerned or rather the beneficiaries in the community to assess whether the short and long rang goals were accomplished or not and thus provide the reasons for achieving them. This is called effort or activity evaluation as it relates to the quantity and quality of change activities in a given project. The focus of this evaluation is on what has been done.

2.4.12.3. PARTICIPATORY EVALUATION:

Participation, in its truest sense means active involvement with others in a process. This involves more than simply consulting with various groups, it includes sharing responsibility for decision with these groups. Participation involves contribution of each individual to a common endeavour.

Therefore, participatory Evaluation is kind like a style of operation in which people are actively involved in the decisions and activities that affect their lives. This approach helps to facilitate decision making and planning process regarding long-term effects on the community.

2.4.13. COMMUNITY BASELINE:

A baseline survey is the first step in setting up a monitoring and evaluation system through which the organization, partners and donors can assess a programme progress in meeting its goals. This survey provides a baseline measurement of indicators that will be reassessed throughout the project's lifespan.

Information background is essential for effective evaluation. Therefore, community baseline in this case should be provided. A baseline or starting line in other words, provides on overview of the conditions and characteristics of a community. It is the kind of information which is collected prior to initiative of activities designed to change the situation.

A baseline forms the basis fro measurement which is essential to assess later whether change has taken place. It includes both statistical and descriptive

information as well as information about values and customs. A pre-project baseline is collected soon after the initial contact with the community and prior to a decision to proceed with a relationship.

It includes elements such as:

- Demographic data (population, family groups etc)

- Health and nutrition status

- Economics and sources of livelihood

- Political situation

- Education level (children and adults)

- Religion affiliations

- Formal and informal community structures.

A Problem Specific Baseline- is collected with a high degree of community participation and includes detailed information about identified problems. Therefore, there will be a separate baseline for each problem to be focused on, forming the basis for writing measurable goals and choosing indicators.

Baselines also need to include information concerning values on which later basements can be made about the community's movement toward a better future. This kind of information will thus provide a baseline for evaluating:

-What future is the community moving toward?

-What process of change is the community going through to get

 there?

-What human values are emerging?

Information in these areas should continue to be collected and added to the baselines throughout the duration of the project. It will be vital to all the concerned for the purpose of the on-going and final evaluations.

2.4.14. MEASURABLE GOALS:

A measurable goal is a written statement of the final desired result. It is essentially realistic, time bounded, acceptable, and measurable. In other words, a goal should answer the following goals:-

- Who?

- How many?

- How much?

- What?

- When?

- Where?

Like baselines, a measurable goal is essential to be able to evaluate progress or change.

2.4.15. INDICATOR

After setting measurable goals of any project in the community, what should follow next is an indicator. An indicator is something that can be counted, measured, or observed which will indicate whether or not progress has been made toward a goal.

2.4.16. MONITORING SYSTEM

This is a kind of system which is maintained throughout the duration of a project which keeps truck of activities and measurements of indicators, and records necessary information for evaluation. Ideally, monitoring system is designed and maintained at the community level. It can vary from simple pictorial graph to complex charts or forms according to the abilities and needs of those who create it and who use the information.

2.4.17. RESULTS

It is important to point out here that, the results of evaluation, whether eternal or external, should be communicated to the decision making group.

With this opinion, anyone undertaking evaluation programme of the project based in a community, should not overlook some of the essentials regarding the participation of the community members.

Evaluation should measure success and how to build on this success (or lack of it).the participation on the part of the people therefore, is always essential. It can be done in the participatory mode as opposed to top down.

Monitoring is the basis of evaluation, and both should be conceived as an integral part of the programme cycle, so that the learning can take place as events unfold.

> "The most important audience of evaluations is the beneficiaries themselves. Participatory evaluation should be promoted, so that communities can be involved through rapid appraisal techniques." (David W.Pearce. Jeremy J. Warford, 1993).

Edmond Racloz said,

> "Silence is not the most appropriate conclusion for our efforts, if at the end of the project, all we hear from the community members is: 'it is finished'.

Therefore, in light of this,

> "Let us search out and examine our ways, and turn back to the Lord, Let us lift our hearts and hands to God in heaven". (Lamentations 3:40 – 41, New King James Bible).

Batchelor Peter observed that,

> "Development is a slow process, because the less privileged people are the last in the line to be reached due to poor communication and transport system in the rural areas. They keep a low profile. They are last to speak. In light of this therefore, they need to be encouraged in what they are already doing for survival" said, Batchelor Peter in his book entitled: "People In Rural Development" Revised Edition, 26-01-1985. He goes on to say that, "The idea of development is an attractive one. It could mean that more people should have a voice in deciding how to improve their community and that the project should be seen and understood as their own and not something imported or imposed on them".

Many attempts at locally initiated rural development projects unfortunately fail. Rural people have often have limited organizational and managerial skills. This not only makes them vulnerable to intentional mismanagement and theft, but also causes projects to fail due to inadequate planning. Self-help projects are easily frustrated because of inability to analyze problems and formulate simple solutions. When such failures occur, the negative experience goes along way to discourage similar initiatives in future.

Women are consistently left on the fringes of most development activities. Though women supply the bulk of labour when local projects require it, they have minimal access to information, education opportunities, or decision-making. This is particularly tragic because women, as care-takers of rural families, are extremely practical. They can bring much needed-common sense to project planning but are usually excluded from the process.

There are indeed substantial impediments to broad participation in rural development. Different approaches for promoting participation have all had to contend with these obstacles. (Terry D Bergdall, "Methods for Active Participation: Experiences in Rural Development from East and Central Africa", 1993.

In part, Robert Chambers in his book, discusses about the reversals on the part of all the stakeholders that,

> "The reversals of current positions and practices by all stakeholders are required if the nature and extent of community development is appreciated and if the future actions are to be tailored to the felt needs of the less privileged members of the community".

He further says that,

> "It is important for the beneficiaries themselves to realize that, development is something very different from what they had always understood it to be."

Development that they should see, is not a matter of receiving funds from the donors for infrastructures, rather, it should be all about helping

> "Peoples' Attitudes and their habits" and helping them to do together things that, alone, they could never have achieved (Chambers Robert, "Rural Development, Putting the Last First, 1983."

It has been said also that,

> "Community organization is very essential in achieving development. 'Community organization is a descriptive term which has been applied on a wide variety of activities and programmes. More recently, the definition of the phrase has been narrowed down to focus on a method or process of affecting social change. In this process the community members are organized, so that they are able to identify their own felt needs, establish priorities among their needs, develop a programme of action and move to implement this programme" (Lyle E. Schaller, Community Organization: Conflict and Reconciliation, 1996).

The authors whose works have been reviewed above, none has produced a definite and a holistic discovery of consensus on what are the inhibiting factors to sustainable community based development.

CHAPTER 3

3.0 WORLD VISION ZAMBIA COMMUNITY BASED DEVELOPMENT PROJECTS DESCRIPTIVE OF THE EVALUATION REPORTS

3.1 COUNTRY OVERVIEW

Zambia is a land locked country located in Sub-Sahara Africa and covers a total area of 753,000 square kilometer. It shares boarders with eight countries namely: the Democratic Republic of Congo and Tanzania in the North, Malawi and Mozambique in the East, Zimbabwe and Botswana in the South, Namibia in the South-East and Angola in the West.

The population of Zambia is now estimated at 10 million people. The country's largest population is concentrated along the line of rail especially on the Copperbelt and Lusaka provinces. The population growth rate is about 3.0 percent per annum. When you compare the vastness of the size of the land, Zambia is sparsely populated at an average population density of 10.4 persons per square kilometer.

Administratively the country is divided into nine provinces and 61 districts. The provinces are North-Western, Western, Southern, Lusaka, Copperbelt, Eastern, Northern, Luapula and Central. Each province has its own provincial capital city. Lusaka is the capital city of Zambia. There are 73 tribes and more than 40 languages are spoken throughout Zambia. The major ones are Bemba, Nyanja, Lozi, and Tonga. The official language is English.

There are three seasons in Zambia, namely:

Summer   -November to April

Winter   -May to August

Spring   -September to November

May through to August is usually cool and dry. The hot dry season is from September through to November. The rain season is from December through to April (with an average temperature range from a mean monthly minimum of about 10 degrees Celsius in June/ July to a maximum of 30 degrees Celsius in October/ November. Rainfall varies from 600mm in the South to 1500 mm in the North. While the Northern part of Zambia enjoys heavy rainfall, the Southern part receives recurrent droughts, hence making household food security in the areas been low.

3.2 Economy

Copper mining has been the backbone of Zambia's economic development despite low prices on the world wide market. The copper industry still provides about half of the government revenue and 85% of the country's export earning. The industrial sector is still small but diversified with food, beverage and tobacco forming the largest sub-sector in terms of employment, investments and output. Other industries are textile, saw milling, cement products and pharmaceuticals, metal, paper products and chemical industries.

Agriculture accounts only for 13% of the Gross Domestic Products. However it provides livelihood for about 50 percent of the Zambian people. Small-scale farm families cultivating land with oxen or hand hoes make up over 90 percent of the farming population in the all country. A further nine-percent is classified as medium scale farmers, with only one to three percent in the large scale-farming sector. The main crops grown are maize, sorghum and cassava. Other cash crops are irrigated wheat, cotton, coffee, tobacco and horticulture crops.

Poverty in Zambia is high and it is widespread with the rural areas being more affected. The high levels of poverty in rural areas is mainly blamed on the government which is concentrating in developing the urban areas which is already developed in terms of infrastructures, roads, etc while the majority of the people particularly in the rural areas have to struggle to obtain the basic needs for survival. The World Bank report (1994) reveals that in 1991 about 69 percent of all Zambian were living in household with expenditure per adult equivalent below the level sufficient to provide basic nutritional needs, 55% of persons fell below the line. Those who have the least choice and are hit most are the children and women.

The impact of decreasing income and increasing poverty among the rural population has been extensive. Over the past two decades or so, Zambia has experienced one of the most rapid economic declines in Sub-Saharan Africa. One of the most consequences of this economic decline has been increasing poverty with varying levels between and within rural and urban communities.

3.3 Social

The impact of decreasing income and increasing poverty among the rural population has been extensive. The Government of the Republic of Zambia and the United Nations systems in Zambia report (1996) gives some of the indications of the worsening situation.

- Life expectancy at birth life expectancy reached 54 years in the mid 1980s. By 1992, the average life expectancy of a Zambian was only 45.5 years (UNICEF, 1994b)

- Women as mothers' neonatal rate declined until the early 1980s, but have since risen by about 50 percent. The report points out that the high and increasing neonatal mortality reflects the declining health and nutritional well being of the pregnant women's as well as the poor standard of maternal care. Post-neonatal mortality is reported to be at 70 percent higher than in the early 1970s.

- Malnutrition-Apart from malaria, malnutrition is a major cause of death among the children. Between 1985 and 1992, the proportion of child deaths was attributed to malnutrition varied between 20 to 40 percent. Malnutrition also puts the health and development of children at risk, 40 percent of the children is stunted as the result of chronic malnutrition.

- From the 1980s Zambia's education system has been deteriorating. Primary school enrollment rates in the rural areas began falling in the middle 1980s and less than half of the children primary age was attending school. Reasons for reduced enrollment included:

o Inability to pay school fees and provide requisites such as school uniforms, exercise books and other educational materials.

o Poor and inadequate educational facilities and loss of interest on the part of the parents because many children that go through the education system do not find employment.

- The situation of girls' participation in school is significantly worse than that of boys especially in rural areas. The extent of their disadvantage increases between primary, junior and senior secondary levels. The senior secondary level enrolls only ten percent of the girls in rural areas.

- For many years, expenditure on primary education has been low. The shares of education within the public budget declined over the years from peak level of 16 percent in 1984 to nine percent in 1992 and 11 percent in 1993. Between 1989 and 1993 expenditure on primary education represented only 0.8 percent Gross National Products

compared with the levels of around two percent, which is generally considered if primary education is to be worthwhile.

- Failure to retain teaching staff is one of the biggest problems that impeded the teaching service in Zambia. Between 1986 and 1990, 5000 teachers in primary, secondary and college resigned to go and work in the neighboring countries. While 2000 found jobs within the private sector in the country.

3.4 Political

Zambia was a British Colony up to 24th October 1964. When she attained political independence from Britain, since then the country has undergone three major phases of governance. Soon after 1971, the country was declared as one party participatory democracy until 1991 when the country reverted back to the multi-party system in October due to strong opposition from the then Zambia Congress of Trade Union whose leadership gave birth to MMD, which is now ruling the country.

The background to this is that, dictatorship in Africa was failing out of favor. In 1990s, there was a wind of political changes in Africa as one party rule was no longer a political solution for the countries in Africa. It

was during this time when good governance and proponents of Democracy from western countries reached the soil of Africa. The wave was so strong that Zambia joined the race. In November 1999, multi party elections were held in Zambia and MMD, through the Leadership of Chiluba.

Political and economic reforms have created a conducive environment for development organizations.

3.5 Environment

Zambia has a rich natural resource base and an environment that is not spoiled in that much of the land is virgin and is under utilized. However, there are some environmental concerns both in the urban and rural. In urban, health effects of lack of clean water and sanitation facilities, air pollution problems on the Copperbelt province are the most critical environmental problems. In rural areas soil erosion and soil fertility decline on agricultural land, deforestation, and potential depletion of wildlife and fisheries are the critical environmental problems

The Government of Zambia's National Environmental Action Plan (1994) elaborated some of the causes of environmental problems. These are:

- Traditional institutions for allocating and protecting natural resources are no longer providing the institutional mechanisms required protecting the environmental and natural resource base of the country

- Government institutions mandated to manage the various natural resources and environmental, lack the technical and financial capacity to implement the programmes.

- Rapid demographic changes caused by urbanization, industrialization and the population growth are threatening the sustainable use of natural resources and environment.

- The general economic decline over the past decades which has led to the high rates of unemployment and output. The sanitation has resulted into more pressure on the natural resources for survival (for example, charcoal production for urban population energy needs, over fishing in some fisheries).

- The inadequate policy and legal framework that integrate the socio-economic development objectives with environmental management objectives.

Zambia being a country of poor communities is beset with numerous socio-economic problems affecting the well-being of the people. The living condition in these communities manifests a pathetic scene in all walks of social life from problems of transport, communication, education, health etc. However, given the abundant natural endowment life should be comparatively full, rich and prosperous if the resources can be utilized well through the initiation of community development project by the government and Non-Governmental Organizations like World Vision. There is need to foster self-sufficiency, self-reliance and self dependence for anything on the Zambian community, soil and environment. Its conditions that would make the community autonomous in every respect are far reaching because of the people's attitude and perception of the community development projects, by the organizations.

Currently, such community abundance and potential prosperity would not last long, due to the backwardness in the economy and the living condition of the people; proliferating socio-economic problems like unemployment, poverty, illiteracy, school drop-outs, ill-health and the failure by the community themselves to manage or sustain the projects which are meant to improve their living condition through empowerment done by some

organizations towards self-sufficiency, and self-reliance community development projects.

In the efforts to mitigate the poor people's suffering and bring them back to their original pre-independence rich, prosperous and autonomous life, organizations in the country like, World Vision have been helping these communities in many areas of their lives to improve both their welfare and their wellbeing through setting up some projects called community based development project, which are planned to be run by the organization a period of time after which the community is expected to continue running the project.

3.6 World Vision Country Strategy and History

World Vision Zambia (WVZ) was established in 1981, and has since operated in all nine provinces of the country through community development projects. For sometime since its inception, World Vision carried out its ministry through the community based development projects affecting more than two million people. The focus of the ministry over the years, included interventions in education, water, sanitation, health,

agriculture, Christian witness and community capacity building as well as micro-enterprise development projects.

World Vision Zambia has made attempts and frantic efforts in this direction by setting up community based development projects (CDPs) in several parts of the country. The community based development project's objective includes the following:

- o To provide transformational development among community through community based and sustainable, focused especially on the needs of the children and the community members to have a better quality of life both physically and spiritually
- o To foster development in the areas of Leadership, Health, and Education, Water and sanitation, Christian Witness, Agriculture (Food security) and child basic sponsorship programs.
- o Emergency relief that assists people affricated by conflict or disaster.
- o Promotion of justice that seeks to change unjust structures affecting the poor among whom we work
- o Strategic initiative that serve the church in the fulfillment of her mission

o Public awareness that leads to informed understanding giving involvement and prayer

o Witness to Jesus by life, deed, word and sign that encourage people to respond to the Gospel

World Vision Zambia, supported community based development projects have a period (gestation period) in which they are supported and the objective is to make these projects self-reliant, and sustainable or become self-managed by the community after the gestation period.

It is against this that this chapter of the report explores, World Vision Zambia community based development project for their attributes regarding self reliance and sustainability through a descriptive sustainability analysis of the number of project which have already been phased-out and they have failed to be sustained by the community.

The community projects were described and analyzed on the basis of the pre-phase evaluation reports and they include the following phased community development projects (CDPs), Simango, Moomba, Luchena,

Munyumbwe, and Chisankane in that order. However, Chisankane community development project (CDP) is also a case study.

3.7 COMMUNITY BASED DEVELOPMENT POJECTS DESRIPTION

3.7.1 SIMANGO COMMUNITY BASED DEVELOPMENT PROJECT BACKGROUND:

Simango was a World Vision USA funded project which was planned for a gestation period of ten (10) years. It is located in the Southern Province of Zambia in the area of Chief Musokotwane in Kazungula District. The project was situated on the north west of Livingstone town. It is about 30km from the main road (Lusaka/Livingstone road). The project has a population of about 8000 people (i.e. 1000 males, 2000 females and 5000 children.) The ethnic group in this area is the Toka Leya speaking people. The people of Simango community depend on farming for their livelihood. They grow maize and finger millet as their staple foods and sunflower, groundnuts, and beans as cash crops. They also keep cattle, goats, pigs and chickens.

The people of Simango area were faced with a lot of social and economic problems. The community was faced with "poor education facilities, poor health facilities, no safe and clean drinking water, no dipping tanks for their

animals which were dying in large numbers. The community requested for assistance from World Vision International through the churches of Pilgrim Wesleyan and Church of Christ.

The overall objective of the project was:

- To provide transformational development among 8000 people of Simango to have a better quality of life both physically and spiritually.

This was planned to be achieved through interventions in agriculture, water, home craft skills, health, evangelism, benefits to children, capacity building and gender and development.

World Vision did a need assessment together with the community to determine the extent of the problems and prioritize the needs. The project was initiated with the support period of 10 years starting from October, 1990 to September 1999." (Chiholyonga, et. al, 1991; 3)

The objectives were planned to be achieved through interventions on agriculture, water, home craft skills, health, evangelism, benefits to children, capacity building and gender and development.

AGRICULTURE

GOAL: CROP PRODUCTION

"150 households in Simango CDP had increased maize production from 15 x 90kg per household to 25 x 90kg per household on average through adoption of improved farming practices by September 1999."(Ibid)

The community formed farmer's groups, which were very active when the project was not yet phased-out. "A committee was formed, which was working hand in hand with Agricultural Extension Officers from the Ministry of Agriculture". (Ibid; 6) This was done with the facilitation of World Vision. This committee was expected to take up the leading role in farmers' concerns in agricultural matters in the area after the phasing-out of the project.

The project was assisting farmers with seed and fertilizer loans. Some farmers were also trained in crop production and management. The farmers acquired skills in new farming methods and this resulted in farmers increasing their food production from 15 x 90kg per household to 25 x 90kg per household. "This had improved food security in the community and the farmers were able to pay back the loans which were in turn given to other

farmers." (Ibid) This was made to be a revolving loan for the community members. The community hoped to continue with this revolving fund even after the project has phased out through loan repayment as farmers were able to diversify to other crops other than maize.

GOAL: ANIMAL HEALTH

"Reduction in cattle death from 6 to 2 per 20 animals among 300 livestock farmers in Simango Community Development Project"(Ibid)

The community with the help of the project constructed 2 dip tanks at Simango and Makowa and at the time of the pre-phase evaluation constructing 2 dip tanks at Kachenje and Sikumba were still under way.

"The 2 dip tanks at Simango and Makowa were supplied with initial dipping chemicals and 200 livestock farmers are benefiting from the dip tanks. This has resulted in reduction of animal death rate from 6 to 2 per 20 animals, as farmers were able to combat the animal disease (corridor disease) through dipping." (Ibid) The project set up some youth groups to help some youths with the training in agriculture skills. "The project organized training for 15 youths in livestock management and after the training the youths were able to teach others on how to manage their animals through dipping and

formation of dip tank committees. Those who were trained in livestock management testified that they now know the importance of dipping their animals."(Ibid)

Dip tanks were sunk and committees were put in place to take charge of their management and maintenance. The process of building the dip tank involved community contribution of local materials which included stones, water and labor for the molding of concrete blocks and the construction of the dip tanks. On the other hand, World Vision provided cement, timber, roofing materials and initial dipping chemicals doors and window frames, roofing iron sheets and other expensive materials. This was done because the project was meant to be self-reliant after phasing-out.

The community formed some dip tank committees and hope to sustain their dip tanks through user fees, or cost recovery system managed by the same committees.

WATER GOAL: DEEP WELLS

"9 800 people in Simango CDP had access to adequate safe domestic water supply through construction of 10 protected wells by September 1999" (Ibid)

"The project dug only 1 well and constructed 2 Weirs. The project could not dig the 10 wells as planned because UNICEF in conjunction with World Vision came in the project area and sunk 4 boreholes. The community therefore, felt that there was no need to dig the wells since they had water from United Nations Children Fund (UNICEF) and World Vision Zambia (WVZ). 700 people in 3 villages are benefiting from the weirs."(Ibid)

EDUCATION

"Better primary school places and supplies for 3 000 children in Simango CDP are provided through construction of two 1 x 3 classroom block, 4 teacher's houses and rehabilitation of 1 x 2 classroom block by 30th September 1999"(Ibid)

The community had poor education infrastructure. When the project started, education improvement was on the agenda. Construction work of the school was undertaken through both World Vision and community contribution. The community provided local materials including stones, sand, water and

labour during the moulding of mud bricks and the construction itself, while World Vision provided cement, doors and window frames, roofing iron sheets and other expensive materials.

The work of the Parents Teachers Association (PTA) was enhanced by the inception of the community project. This included among other things, planning the improvement work to undertaken, mobilizing the community to contribute in the work and presenting the school needs to the Project Management Committee (PMC) and to the District Education Office at Kazungula District. The Parent Teachers Association had put in place school infrastructure. When the project was phases-out, the Parent Teacher Association (PTA) working with the Project Management Committee (PMC) was meant to continue with its role of looking after the school. After phasing-out the project failed to be sustained by the community despite all the necessary arrangement and the agreement which was made by World Vision and the stakeholders in terms of a MoU. This was revealed in the pre-evaluation report.

HEALTH

"Medical services and facilities accessible to 8000 people in Simango CDP through construction of a Rural Health Center and 2 Health Workers' houses by September 1999" (Ibid)

Most of the rural communities of Zambia are faced with health service problem and Simango is not an exception. The community had no health center and the people had to kilometres to the nearest health center. With the starting of project, the construction of the health center was put on the programme of the project.

"A maternity ward at Kabuyu Clinic was constructed by the community and World Vision, a Rural Health Clinic (HRC) and a medical staff house at Siakasipa RHC." (Ibid; 7) At the time of the evaluation the community was there still some construction work going on.

Some community members who were talked to "said that the presence of the Rural Health Center (RHC) in the area will help to facilitate teaching of primary health care. They further said that when opened the RHC will reduce walking distances from the nearest RHC, from 20 km away to about 5-7 kilometres." (Ibid; 7)

The disease burden on the Zambian children especially the rural children is significant. Many factors have contributed to the increasing mortality, under nutrition exacerbated by poverty and lack of the health services. The children of Simango were found to be malnourished. World Vision being a child focused organization had to respond to this problem by supplying some food. "Malnourished children were supplied with nutrition supplements (High Energy Protein Supplement – HEPS)." (Ibid; 7)

In the constructing of the health center the community provided local resources, including sand, stones, water and labour. It also contributed towards the payment of the builder's fees. World Vision provided cement, doorframes, window frames, roofing materials and other costly materials. World Vision facilitated the establishment of Health Management Committees in keeping with government policy of the Ministry of Health. The role of the committee was to plan and oversee the activities of the RHC. It mobilized community contribution for various construction works going on at the Rural Health Cebter (RHC). In addition the Neighbourhood Health Committees was established in the villages and these served as contact points at village level on health issues. Funds for simple maintenance work

were managed by the Health Management Committee and this was raised through contributions from the community members. The clinic will be run by the Government of Zambia when completed. "Malnutrition level reduced from 70% to 55%" (Ibid; 7)

CHILDCARE:

When the community project was started it was found that most of the children were not in school, because of the failure by their parents to pay for their fees. The project started a child sponsorship project. The children who are sponsored are called children in programme (CIP).

Through out the community development project lifetime sponsored children were visited frequently to monitor the impact of the project on them and to determine their need. Besides enjoying common community amenities, sponsored children had specific benefits provided by the project.

All sponsored children were assisted with school fees and medical fees. In addition, they received school supplies such as books, pencils and uniforms. This was done yearly. Some of children were able to graduate from primary to secondary schools as a result of sponsorship.

This assistance helped children in Simango Community to be able to continue with their education.

GENDER AND DEVELOPMENT

"100 men and women of Simango Community were trained in Gender and Development Concepts to facilitate integration of gender consideration in project implementation each year up to September 1999." (Ibid; 12) This was done to empower the women in the development of the community.

The implementation of the Simango community development project helped improve the quality of lives of the children and the whole community in various ways, as pointed out above.

CHRISTIAN WITNESS

"10, 000 people in Simango CDP are reached with the word of God through leadership seminars and evangelistic meetings by September 1999."(Ibid)

The project together with the community held open air crusades and seminars per on a quarterly basis in the centers. "15 church leaders from different churches (Pilgrim Wesleyan church, Apostolic Church, Seventh

Day Adventist, Church of Christ) were sponsored by the project to go and learn leadership skills within the respective churches."(Ibid) The word of God brought unity among the community members and churches. Before these evangelical meetings and crusades, there was a lot of finger pointing among churches, but now the community has come to understand that it is the same God they all worship.

The community was made to form Evangelism Committees, which are very active. The committees are expected to take up the leading role in the spiritual life development of the community. This made the different church denominations to get united from project inception till the time of inception. The level of unity was considered to difficult before the project was introduced in the area.

The implementation of the Simango community development project (CDP) had helped improve the quality of lives of the children and the whole community in various ways, as pointed out above.

3.7.2 MOOMBA COMMUNITY BASED DEVELOPMENT PROJECT

BACKGROUND

"Moomba Community Development Project is located in the Southern Province of Zambia in Monze District 210 Km away from Lusaka the capital city of Zambia. It is situated in Chief Choma's area 57 Km to the east of Monze District. The population for Moomba community is estimated at 4, 560 people." (Kabungo, 2001; 7)   These are the Tonga speaking traditional peasant farmers who grow maize (corn) as their staple food and cotton (lint) forming as their cash crop. They are pre-dominantly headsmen who rear cattle, goats, pigs, and poultry. Cattle are mainly kept for prestige purposes. In some cases their animals are used for lobola (dowry), milk and draft power in case of oxen while goats and pigs are sold during drought period for house hold income to buy food..

The project began in 1991and was phase out in September, 2001. It had a gestation period or a life span of ten (10) years. "In total, it had seven goals but four (4) received significant attention, health, customer services, Education and Christian Witness." (Ibid, 5)

In general the place is mountainous, hilly and bisected by seasonal fast flowing streams. "The climatic condition is hot and dry from August to

November, wet from May to July. The average temperature is approximately 30 degrees Celsius in the hot season and 15 degrees Celsius in the cool season. Normal rainfall is 600mm or below in a year." (Ibid) The project accessibility during rain season is difficulty due to its peculiar terrain.

"Moomba community has an approximated population of 4560 people desegregated as follows 960 male, 1400 female and 2200 children respectively." (Ibid, 6)

Moomba community had a number of problems which the people were facing which included education_poor health facilities and services, water and sanitation.

The overall objective of the project was:

- "The project was aimed at fostering development in the areas of Leadership, Health, Education, Water and sanitation, Christian Witness, Agriculture (Food security) and child basic sponsorship programs." (Ibid, 7)

LIFETIME GOALS OF THE PROJECT

The Project had seven (7) lifetime goals namely agriculture, health, education, water and sanitation, Christian Witness, basic child Sponsorship, gender and development.

EDUCATION

"The Project will enable 2000 school going children of Moomba community to have access to quality basic education and 30 women gain skills in Homecraft" (Ibid, 7)

"The development of the education sector in Moomba area was seen to be gradual probably due to inadequate investment by Government based on poor macro-economic policies in the pre-colonial era."(Ibid, 7) Owing to this problem of education, the community had lagged behind in development. The situation was bad, in that only three primary schools existed namely, Namateba, Nadongo and Moomba, and that is how World Vision intervened through the Moomba community based project to improve the educational sector in the area. Prior to World Vision's interventions these schools were deplorable far below any human acceptable standard.

Namateba Primary School

"Wanting to improve the school structure, the project uplifted the educational standards of 2000 children at Namateba school through constructing and rehabilitating classroom blocks and teachers houses." (Ibid; 7) This was revealed during the evaluation period.

"The project constructed one 5-roomed teacher's house from foundation to roofing level. Furthermore, the project rehabilitated two teachers' houses and two and classrooms." (Ibid; 7)

The project made sure that this was done with the help of the community members, through the contribution of providing local resources, including sand, stones, water and labour. World Vision provided building material, roofing materials and technical man power.

Nadongo Primary School

Nadongo School is a community school which was built through the community initiatives. The school had dilapidated structure. Before World Vision intervened, the school had deplorable infrastructures, which was not conducive for learning and teaching atmosphere of children. Owing to this

pathetic situation Moomba community development project constructed "one teacher's house from foundation to roofing level and rehabilitated three teachers' houses. Furthermore, the project constructed classroom block and rehabilitated three classroom blocks." (Ibid; 7)

In order to curb the outbreaks of water and air borne diseases the project constructed some pit-latrines at the school. Following the existence of these structures the Government upgraded Nadongo to basic secondary school status. This increased the number of children in the community to be enrolled.

Moomba Primary School

Moomba Primary school is also a community school initiated by the community but now run by Government. The situation before World Vision intervened was also not very pleasant. "The school was a lower Primary running from Grade 1 to Grade 4 having a one classroom block and two teachers' houses." (Ibid; 8) Since then the project constructed four teachers' houses from foundation level to roofing level and rehabilitated one staff house. Furthermore, the project constructed classroom block and has also started constructing another classroom block by the time of the evaluation.

In trying to promote improved sanitation the project supported the construction of nine pit-latrines at the school.

Through sensitization, the community members took a leading role in the provision of the locally available materials such as sand, bricks, crushed stones, water and unskilled labour. The community was actively involved in the running and maintenance of the schools through elected Parents Teachers Associations (PTA) in all the three schools. The Parent Teachers Association (PTA) was also charged with the responsibilities of fund raising for the maintenance of the school. This initiative was made for the project to self-sustain itself after phasing out.

The deplorable road infrastructure meant that the project affected the project finishing time and it had a cost turn over in terms of transportation of the building materials to the project site. This also affected the completion of the teacher's houses.

IMPACT

According to the pre-phase report for Moomba community based development project, the report stated that because of the inception of the

project in the area, there are a number of impact in the educational sector which includes the following:

- The construction of six (6) teachers' houses and rehabilitation of six (6) more staff houses in three schools improved the staffing establishments for teachers. This has motivated the teachers and enhanced their teaching performance.

- The construction of 2x1x3 and 2x1x2 classroom blocks and rehabilitation of five (5) 1 x 3 classroom blocks at Namateba School and 2x1x2 at Nadongo school has created enough school places for children of Moomba community. Owing to this development in the area, Nadongo Primary School was up graded to a basic school to cater for the children who do not qualify to secondary schools. This has increased school enrolment from 600 to 773.

HOMECRAFT

"30 women in Moomba Community will have acquired skills in Homecraft activities." (Ibid, 9)

The purpose of this goal was to train women in homecraft activities, personal and home hygiene to improve the diets of their families.

Before the formation of women clubs, women of Moomba had problems in knitting and designing baby coats, shawls and other clothing for their children. Mothers did not have adequate knowledge on childcare and use of sewing machines. This was revealed during our meetings with the community.

World Vision through the community based development project of Moomba and the community initiated a Home craft project. Before the formation of women clubs, women of Moomba had problems in knitting and designing baby coats, shawls and other clothing for their children. Mothers did not have adequate knowledge on childcare and use of sewing machines. This was revealed during the initial meetings with the community.

The project in the three centers namely Moomba, Namateba and Nadongo respectively. "Thirty women were trained in these clubs with the help of a Home craft Instructor employed by the project." (Ibid; 9) Women were trained in knitting, needle work (sewing) cookery, house keeping, making brooms, reed mats, baskets, pottery, gardening, tailoring and personal hygiene. To promote these activities the project purchased and supplied three hand and one foot sewing machines respectively, wool, needles, cloth

materials and cookery item. This project was meant for self-sustenance as the community women were trained in life long skills.

Although the sustainability aspect of it was thought to be almost frail the project recorded a tremendous success in terms of impact as indicated below: -

- The women are able to prepare nutritious foodstuffs for their families. This has reduced malnutrition amongst children. It was not possible to get the statistics from the clinic.

- Women are able to knit baby coats, shawls and other clothing for their children. This has protected babies from the cold hence reduced cases of pneumonia amongst babies. Three women during the interviews pointed out that they are able to raise income for their families through the sale of baby coats, shawls, baskets, clay pots, reed mats, brooms etc.

- The little income realized has lifted families out of economical hardships. Mothers are able to buy books, pens and pencils for their school going children. On the other hand women are able to buy small household requirements like salt and sugar.

- Some women have learnt how to use the sewing machines for the first time in their life.

AGRICULTURE

"1,500 households of Moomba Community Development Project will have increased maize production from 15x90kg bags to 20x90kg bags per household through the adoption of improved farming practices by September 2001."(Ibid, 9)

"Agriculture in Moomba was flourishing during the past independence years. This was the time when Government policies were favourable to agriculture. This led to Agricultural lending Institutions becoming bankrupt due to the non repayment of loans which government would write off once in a while." (Ibid; 9) The rainfall pattern was also changing with time against the favour of the Moomba community which was becoming more food insecure each day which passes only to be rescued unsustainably by the World Food Programme.

Training in agriculture skills

The project trained the community people by conducting seminars and the continuous Agricultural Extension approach. In both approaches the project worked with the Ministry of Agriculture as a partners

(a)   Training workshops were organized through project funding with resource personnel coming from the Ministry of Agriculture. These training workshops were targeted to beneficiaries to pig and goats revolving loans.

(b)   Throughout the project life span the Ministry of Agriculture worked with the project to impart technology to build farmers knowledge in crop production and other agricultural related disciplines was being conducted. This was being done through farmer group meetings and individual farm visits.

Agriculture Revolving Loans

Two types of Agricultural revolving loans were given to the community by the project in:

(a)   Maize production input revolving loans and

(b)   Pigs and goats' revolving loans.

Maize production input revolving loans

The project gave seed and fertilizer loans to farmers which was meant for two agriculture seasons with the objective that the community will continue

sustain the loans after the organization stops supporting the project. This was done as follows:

(i)   During the first season the project gave only fertilizer loans to farmers spread out within its catchments area of basal dressing fertilizers and top dressing fertilizers were given to each beneficiary.

(ii)   During the second agriculture season the project gave maize seeds and fertilizers to the community as revolving loans.

The loans were meant in such a way that, in the first season the farmers were required to half of what was given and in the second farming season the finish the loans. The farmers were required to become self-sustaining as they were expected to have produced enough both for their consumption and for sell, because of the flexible conditions which were attached to the loans, for example the farmers were made to pay in terms of the produce.

Pigs and goats revolving loans

The project gave pigs and goats to the community during the first agriculture season and the farmers benefited from the loans. Each beneficiary of the goats revolving loan scheme was given two female goats and those from the pig scheme were given one female and one male.

The community through training and the Agricultural revolving loans scheme improved their household food security level. For example after paying back their loans to the project, they were able to remain with enough food supplies for the families. Those who did not benefit from the loans benefited indirectly because they were able to buy grain locally from those who had benefited from the scheme.

The community had improved their income base as they were able to raise money through the sale of excess grain, goats and pigs for other household needs or services.

"The prices of grain in the community have stabilized due to the availability of locally produced grain. Grain has become affordable as it has become cheap. In the past a tin was costing $2.4, but now it's costing $1.6 per tin and people have food even during this period of the year which was characterized by relief from the WFP." (Ibid; 11)

Despite all the effort the project did towards Agricultural Development the following constraints were met which reduced the impact of the agricultural intervention the project made.

- "The drought of 1995/96 season had a very negative effect on agricultural development in the Moomba community. As this was the year the project invested much in the Agricultural input revolving loans scheme, it lead to almost a standstill towards the whole idea as there was almost no payback at all due to the effects of the 1995/96 drought on the first input revolving loans."

- "The transport set up of the area which is due to the remoteness, road network and the fact that there is no transportation in the area leaving the only alternative being hiring expensive vehicles as the project had no transport of its own made transportation of agricultural requisites very expensive and left the project with very little funds to use for agricultural development."

- "The community failed to market grain, which it received from beneficiaries of fertilizers and seeds revolving loans due to the poor market structures prevailing in the area. As the money to be realized from the sale of this grain was to be used to purchase other inputs, this raises many questions on the sustainability of the Agricultural input revolving loans. The grain storage capacity of the community worsens the situation the more as the community is loosing much grain through poor storage facilities."

- "It was learnt that even farmers with the potential to pay back loans could not do so. This was attributed to the farmers' ignorance as to the importance of paying back loans in a Revolving loans scheme."

- "It was mentioned that there was high mortality especially in pigs due to the high cost and the non-availability of veterinary drugs in the area."

- "Farmers from the Sub-Centres indicated that they usually found problems in transporting seeds and fertilizers from Moomba where the community development project (CDP) office is due to shortage of draft power." (Ibid; 12)

According to the report the agriculture sector through the help of the community project by World Vision had recorded some impact in the agriculture sector that included the following:

- The community through training and the Agricultural revolving loans scheme have improved its household food security level. For example after paying back their loans to the project were able to remain with enough food supplies for the families. Those who did not benefit from the loans, did so indirectly because they were able to buy grain locally from those who had benefited from the scheme.

- The community has improved its income base. Now they are able to raise money through the sale of excess grain, goats and pigs for other household needs or services.

- The prices of grain in the community have stabilized due to the availability of locally produced grain. Grain has become affordable as it has become cheap. In the past a tin was costing $2.4, but now its costing $1.6 per tin and people have food even during this period of the year which was characterized by relief from the World Food Programme (WFP).

The communities' status had improved due to the empowerment of the community members by the project during the period it was running.

INCOME GENERATING ACTIVITIES

"The Project will assist 2,000 community members of Moomba by proving a grinding mill and a grocery shop at Moomba centre" (Ibid 10).

Moomba, which is located along the eastern boarder of Monze district, is accessed by a small dusty road passing through hills

"Moomba's remoteness due to distance and lack of Interesting features led to very little or no Government intervention towards industrialization not mentioning private investment which could improve the income base of the community and the provision of the necessary services like grinding and grocery shops." (Ibid; 12) One of the interventions of the community development project was to empower the community through income generating activities.

"The Project bought a grinding mill for the community, which was installed at Moomba centre. The money which was being realized from the grinding mill was being deposited into a bank account." (Ibid; 12) This activity was meant for the community to raise some income to help them. A committee was put in place the running of the grinding mill project.

During the pre-evaluation it was found that the project of grinding mill was not running as the hammer mill had a fault. This simply shows that the account was bankrupt because of the non-repairing of the hammer mill by the committee.

The community benefited greatly from the grinding mill as they needed not have to walk long distances to grind their grain and the time they used to spend pounding was now being utilized on other productive activities.

HEALTH

"The project will assist 2,000 people in Moomba community to have access to improved medical facilities."(Ibid, 13)

"Moomba is 57 Km from Monze hospital which is in Monze District, Moomba had problems of primary health services."(Ibid; 13) With the view to improve the health of the community members, the project together with the communities and Ministry of Health worked tirelessly to improve the health standards of people in Moomba. "Pregnant mothers were dying due to obstructed labour and deliveries conducted by untrained birth attendant. Children were dying of measles because they could not travel long distance to Monze or Moomba Rural health Centre (RHC) for vaccinations." (Ibid; 13)

The community had no house to accommodate the health staff; the community development rroject built one staff house and constructed three

Health posts at Nachiseka, Simwalu and Hagumba. "These are manned by Community Health Workers (CHW) who where trained by the project and cooperating partners. They also trained 6 Trained Birth Attendant (TBA) who are now responsible for conducting deliveries in the villages.

The project purchased High Energy Protein (HEP) foil for children under weight and supplementary drugs for Community Health Workers (CHW) and the rural health centre.

The project purchased building materials for construction of one staff house at Moomba Rural Health Centre, one toilet for both male and female patients and three Health Posts at Nachiseko, Simwalu and Hagumba. The community provided labour by collecting sand, stone, molding bricks and drawing water. Builders were paid in kind – maize (food for work)

The project provided building materials which would not be found in the area while the community provided water, sand, stones, bricks, paying builders in kind, such as maize.

"The project selected and trained four men as Community Health Workers and six (6) women as Traditional Birth Attendants in 1996 for 42 days and was presented with certificates." (Ibid; 15)

Some village headmen were selected and trained in HIV/AIDS awareness at programmes. Further the Ministry of Health continued holding community health education on HIV/AIDS awareness, malaria prevention, child health and maternal care.

A borehole was installed between Namateba and Moomba so that both communities could benefit from the water supply. The community provided labour by collecting sand, stone and drawing water.

The community were educated in Health Education on water and sanitation to prevent the out break of diarrhoea diseases which has since been reduced. Educational materials were provided to the community on management of diarrhoea cases.

IMPACT OF THE PROJECT

The project had the following impact:

- The distance to the nearest health institution (Moomba RHC) has been reduced.

- Pregnant mothers attend antenatal care; trained traditional birth attendants conduct post-natal care and deliveries.

- Community health workers provide health services at the health post and mothers are happy to have their children vaccinated near their homes.

- The six killer diseases have been reduced. These are poliomyelitis, diphtheria, whooping cough, tetanus, tuberculosis and measles. The community were every happy to have the health services close to their homes where all common ailments are treated by the community health workers instead of travelling to the Rural Health Centre.

- The nutritional status of children improved after receiving HEPS supplement.

- The communities are aware of the dangers of HIV/AIDS and the importance of one wife one man or faithful partner.

WATER AND SANITATION

"300 people of Namateba sub-centre will have received portable clean water supply by September 2001." (Ibid, 15)

Moomba is one of the droughts stricken areas in Monze district. In view of this there were diarrhoea disease such as cholera and dysentery. The community had no knowledge of the cause of the diseases.

The objective of the project in this area of problem was therefore to ensure that the community were involved in the:-

- Construction of wells and protection

- Construction of pit latrines and dish racks

- Management and prevention of diarrhoea cases

In view of the above, the project and the community sank a bore-hole between so that the communities can benefit from the supply of clean water.

The community constructed a double pit latrine at the Rural Health Center (RHC) by providing labour for molding bricks, crushing stones, collecting sand and drawing water. The project purchased cement for construction of one toilet at Moomba Rural health Centre to be used by male and female patients.

GENDER AND DEVELOPMENT

In Moomba Community women were been associated with house keeping whose main job was to look after the family especially the care of children and provision of food. They have been socialized from birth to be submissive to men and accept that their role is in the kitchen. All the times that they participated in communal development men usually suppress them. On the other hand men are made to believe that they are the heads of households, providers and decision-makers. With the World Vision community project the purpose of the goal was meant to empower women and men to fully participate in the development of their homes and community through gender awareness and by encouraging dialogue among couples on how gender issues be integrated in their daily activities.

"In 1998 a Gender and Development (GAD) workshop was conducted in three centres within Moomba community development project (CDP). A total number of people who attended the workshops were not less than 280. During the evaluation, couples who participated in these workshops were asked to explain how they benefited from the gender and development (GAD) workshop. They said currently both men and women work together.

Two couples clearly said that they help each other in sweeping, cooking and preparing the bed. " (Ibid; 19)

Women were encouraged to participate in areas of development, organize themselves to address their needs, plan and take responsibility for development actions. Some families have responded positively towards gender and development (GAD) whilst other families still regard women low compared to men. Through this assessment, it is possible to deduce that the concept is not fully appreciated.

During the evaluation "three interviewed couples said that they both speak to each other with respect. There was realization for peace, prosperity and respect in homes and the entire community as a whole." (Ibid; 19) There is equal opportunity of participation from opposite sex in planning, implementation and decision-making. The gender awareness programmes had an impact in the families of the community.

As part of sustainability, it was hoped that those community members who attended the workshop will be role models in the community on promotion of gender and development (GAD) practices in the community as they were

told to teach other the importance of women in development both at home and at community level.

CHILD CARE

Child Sponsorship Program had a great deal of change not only in the lives of children's families and community but also in the general outlook of the operational area i.e. Nadongo, Moomba and Namateba centres. The existence of newly constructed teacher's houses, medical staff houses, boreholes and pit latrines, gives evidence to the achievements of the sponsorship Program in Moomba community development (CDP). Many community members and children's lives had been spiritually transformed due to World Vision's emphasis on holistic transformation. Many parents valued education as many girls were encouraged to go back to school even after undergoing the initiation ceremony. The initiation ceremony was found be one of the contributing factors of the girls education.

The existence of the community project (Moomba) had ensured continued education for many school going children through provision of school uniforms, school fees, boarding fees and casual clothes, whilst ensuring that their health was not neglected through the Child Care programme.

For Instance from 1992-2001:

- 12 children received school shoes

- 102 school uniforms were bought for CIP

- 173 books, 112 pens and 103 pencils were bought for school going CIP

- 562 blankets were bought for children in programme (CIP) and they were distributed according to the assessed level of each children in project (CIPs) need. This created a positive impact in the lives of children, as they are usually the most vulnerable group especially in the rural setting.

- A feeding Program was established for malnourished children in programme (CIP), in an effort to boost the nutritional value of their diet. 134 children in programmes (CIPs) benefited through the distribution of HEPS (High Energy Protein Supplements) and cooking oil while 89 CIP received skimmed milk, sugar and some groundnuts (peanuts).

- The impact of 1995-96 drought seasons was cushioned through the distribution of 32 x 50kg bags of maize grain to CIPs families. The timely intervention mitigated the number of malnutrition cases amongst the children in programmes (CIP).

- 269 goats were purchased and given to all the children. The distribution of goats was intended to uplift the children's economic status when the

animals multiply, thus leading to economic sustainability when the Project phases out.

- Many children no longer look shabby due to the community development projects (CDP's) commitment in ensuring that casual clothes are bought each year for the children. 101 dresses, 142 shirts, 80 shorts and 98 pairs of trousers were bought and distributed to all the children. Due to the parents awareness regarding the importance of educating their children. Girl children now go back to school after undergoing the initiation ceremony.

- Moomba community has further manifested their willingness to develop through the enrollment of 25 children for Grade 8 class, which is yet to be opened later this year (2001). The community in Partnership with the project has constructed a 1x2-classroom block to facilitate Nadongo Primary School being upgraded to a Basic Secondary school.

- The training of Community Health Workers (CHWs) and the construction of Health Posts have helped to reduce people's walking, distance to the only clinic in the area. The community Health Workers are able to treat minor illnesses such as headaches, diarrhea and can detect early symptoms of malaria and provide medication. The number

of children in programme (CIP) seeking medical attention at the clinic has reduced as they can be attended to within their villages.

- The project conducted 7 crusades for the entire community i.e. adults and children in programme (CIP) since 1993. These crusades have assisted in fostering high moral standards amongst the children and also heightened their respect for elderly people in their community. 5 children in programme (CIP) i.e. 3 boys and 2 girls attended a 5-day scripture Union Seminar at Canisius, one of the Secondary school in the Southern Province of Zambia. The children's expenses were paid by the Project.

- Last year (2000) 2 children in programme (CIP) (female and male) traveled to Taiwan where they met CIP from other countries. The Project bought them clothes and paid for their transport costs to and from Taiwan. The children not only benefited through the clothes, which they received but they were able to see places, things and experience a life they had just heard of.

- Through child sponsorship a total of 94 children in programme (CIP) received Gift notifications from their sponsors from 1992 to-date. The children were able to purchase tangible items such as cattle, goats, pigs, beds, and blankets, shoes, school uniforms, clothes, bed sheets and chickens. The animals will be a viable source of income for the children

once they reproduce. The children in programme (CIP) can sell and assist their families and themselves once the project has phased out. This will help the children to continue with their education.

- Many needs of children in programme (CIP) and family/community were met through the gifts notifications (GN) received that supplemented very much on the normal sponsorship funding.

CHRISTIAN WITNESS

"2000 people in Moomba Community Development Project are reached with the Word of God and receive spiritual nurturing through leadership seminars and evangelistic meetings by 30th September 2001."(Ibid, 16)

Moomba Community Development Project based in Monze district in Southern Province did not attract missionaries and Evangelists to reach the place because of its remoteness and poor road network. This left the community so deeply rooted into ancestral spirits worship. As a result of this, most of the people in the area had a wrong impression about Christianity. For example many church going people have been involved in ancestral activities like going to shrines (Malende in Chitonga) seeking

advice from the spirit of the dead going for tattoos and complete shaving of hair on the head using razor blades.

The project in conjunction with local churches introduced the following activities in order to help the community understand the true meaning of Christianity: Leadership Seminars, Crusades, nurturing new converts, Creation of awareness on negative effects of shrines to the community and Scripture Union

"Moomba Community Development Project worked hand in hand with the Roman Catholic, Seventh Day Adventist and Salvation Army for the success of these crusades. Seven crusades were conducted from 1993 to 1999." (Ibid, 16) Each year the project was holding a crusade. "A total number of 525 people had an opportunity to hear Gods' word through the crusades that were conducted. Those who responded positively during the crusades were helped to grow spiritually by their respective local church leaders. An average of 2,475 people were given an opportunity to listen to the gospel over the life span of the project." (Ibid, 16)

Seminars

"The project in 1998 conducted a Spiritual leadership seminar. 12 local church leaders attended the seminar. The local church leaders were blessed with powerful lessons that led to greater impact in the work of Church Leaders." (Ibid, 16) For example during our interaction with the community we were informed that there was an organized way of presenting a sermon and they were more stead.

Scripture Union

"During the course of the project life span the project sponsored 5 Children in Program for Scripture Union in Choma district at Njanse Girls Secondary school. They were 3 boys and two girls. These children on their return from scripture union came with some Biblical Literature books, which helped them, further in their spiritual growth." (Ibid, 16)

Follow-up of New Converts

"The main emphasis after the leadership training in 1998 and 1999 was placed on follow-ups of new converts to encouraged them to attend church services." (Ibid, 16) To promote this activity the project bought and donated

bibles and hymnbooks to new converts in Churches. The following churches received bibles and hymnbooks for the new converts: -

"A number of people interviewed indicated that they had observed a number of changes resulting from the crusades and seminars, which were conducted." (Ibid, 17) The local church leaders, Project Management Committee and Project staff made follow ups to ensure that what was taught was implemented.

The local Church leaders had taken leading role in the spiritual development of the community. What is most outstanding is that Seventh Day Adventist Church in this community is fully involved in the Spiritual development of the community. For example the SDA and Salvation Army had continued conducting leadership meetings and crusades at the time of the evaluation after the pattern of the project.

After 12 years of project work in the community, there has been an improvement in the life style of the people. For example, most of the 2000 community members are able to access better health facility at Moomba RHC and the three health posts put up by the project. Better educational

facilities have been provided for children through the construction of classroom blocks.

3.7.3 LUCHENA COMMUNITY BASED DEVELOPMENT PROJECT BACKGROUND

"Luchena community development project (CDP) is a Switzerland project is situated 145kms west of Choma in the Southern Province of Zambia. The community development project (CDP) has a population of approximately 37,000 people."(V. Akayombokwa, 1999; 4)

Before World Vision went to Luchena in 1987, most of the area was virgin land, which was occupied by settlers in search of farming land. A large part of the catchment area is in the Kafue National Park.

"There was only one dilapidated school in the area catering for approximately 6,000 children. Upon entering this area, the project set out to address this and other felt needs. There are now three new schools in the area as a result of help from World Vision." (Ibid, 4)

After a series of communal meetings following World Vision's entry in Luchena, the community with the facilitation of World Vision formulated some goals and objectives.

"Luchena community based development project, is situated 145kms west of Choma in the Southern Province of Zambia. The main occupation of the people of Luchena community is small-scale agriculture with a few people in formal employment. The crops grown are maize, sweet potatoes, vegetables, pumpkins and groundnuts. Livestock such as cattle, goats, pigs and chickens is another component of this community's agricultural practice." (Ibid, 4) Low levels of education, health and sanitation, poor quality of houses and road net work are some of the problems which were faced by the community.

Before World Vision went to Luchena, most of the area was virgin land, which was occupied by settlers in search of farming land.

"There was only one and dilapidated school in the area catering for approximately 6,000 children." (Ibid; 4) Upon entering this area, the project

set out to address this and other felt needs. There are now three new schools in the area as a result of help from World Vision.

After a series of communal meetings following World Vision's entry in Luchena the community with the facilitation of World Vision some priority problems were identified.

The project fostered development in the areas of leadership enhancement, community organisation, water and sanitation, health, education and food security for all the people in the project area with a particular focus on the needs of children.

Community contributed towards the project in form of labour, time, natural resources such as sand, water, home made bricks and in kind such as providing food for constructors and paying for skilled labour.

The project was meant to sustain itself through its activities through an income generating. This retail shop was established to raise some income which was later used to sustain project activities after phase out.

Sustainability in the areas of health and education was envisaged as activity such as classroom blocks, primary health campaigns and the building of the RHC which later handed over to the Government under the Ministry of health who later were made to be in charge of managing the operations of the health center in collaboration with local community after project phase out.

In order for the Luchena to be where it is today the following goals and objectives were specified and the project and has been working towards achieving the following:

To promote transformational development whose impact is indicated through better quality of life for the people both physically and spiritually.

"The project will foster development in the areas of leadership enhancement, community organisation, water and sanitation, health, education and food security for all the people in the project area with a particular focus on the needs of children. Annual target number of sponsored children has been 432 since the project started in October 1989."(Ibid, 5)

HEALTH

"15,500 people of Luchena have access to improved health facilities and services by September 1999." (Ibid, 8)

Through community participation and project contribution a rural health center (RHC) was built. This center meant to cater for over 8,000 people. It consists of two wards, treatment rooms, offices and one unit for under fives and Antenatal Clinic.

"Two health worker's houses have been constructed for the center but for it to be opened there needs to be three staff house so this has been put into FY'99 PLANS." (Ibid, 9) At the time of the evaluation the community was found working on this house. The was officially opened in FY'99. Due to escalation and inflation of the Zambian Kwacha (ZK) the project did not succeed to purchase a solar panel was included in the same Fiscal year (FY'99).

Before opening it the center was operating as Rural Health Post where simple cases are attended to and under five clinics are held every week. This centre has been a blessing to this community because this community has only one Health Centre where some minor illnesses were attended. This

centre was not sufficient to cater for all the medical requirements of this community. "The only reliable hospital that the people of Luchena depended upon is at least 70km away" (Ibid, 9). This new centre did not only reduce the walking distance but also ensured that qualified medical staff is in charge of its operations because it was built in collaboration with the Ministry of Health who later send the staff. The centre was planned to be sustained by the Ministry of Health (MOH) after project phase out.

EDUCATION

"3,000 children of Nanzhila, Kachinka and Shambala in Luchena CDP have educational facilities by September 1999." (Ibid, 9)

Under education, the project renovated two dilapidated schools in the area. The major success under education however, was the opening of a school that was started by the project and community. "The community had a volunteer teacher teaching about 40 children in a grass-thatched structure before World Vision came in help them." (Ibid; 9) This school was given a trained teacher and recognised by the Ministry of Education after World Vision helped. "Over 80 children have access to quality education in this community at the time of the pre-evaluation". (Ibid; 9)

The project built ventilated pit latrine (VIP) latrines at the school to ensure that there is proper sanitation at the school and to prevent some diseases.

As part of showing commitment and appreciation to World Vision "the project through its initiative was able to assemble 120 desks for local schools instead of purchasing only 80 that were budgeted for." (Ibid; 9) This was done by the community's engaging of local carpenters to assemble the desks from locally available timber.

Through these interventions by the project, school enrolment was said to have increased, as there was a deliberate effort on the part of parents to send their children to school having participated in the renovations and constructions of schools in the area. This is more of a sustainable part of the project.

VOCATIONAL

"25 young men of Luchena CDP acquire carpentry skills yearly by September 1999." (Ibid, 9)

This goal was abandoned by this community because the carpentry equipment was too expensive and not available at the time when this goal

should have been implemented. Further more the project failed to find a suitable carpentry instructor with his own tools to train these youths.

HOMECRAFT

"300 women of Luchena community have acquired home craft skills to enable them improve their homes by September 1999." (Ibid, 10)

"This goal was undertaken from FY 89 to FY97. This was when the Homecraft Instructor decided to leave the area on medical grounds. 4 women's clubs were established at four centers (Mbila, Kanchinka, Shambala and Nanzhila)." (Ibid, 10)

The project initiated the Home craft programme to teach the women in home craft skills. The project was started and "4 women's clubs with a membership of 30 were established at each of the centers named above." (Ibid; 10) The idea behind this programme was for women to acquire home craft skills so as to improve their homes. The women in these clubs were taught how to sew, cook balanced meals, and care for children and other home craft skills. These were also taught how to make handcrafts such as baskets and mats. Some of their products were sold in town for little profit.

This project on the other hand provided life-long skills to the women in these communities.

The acquired home craft skills was said to have improved the lives of these women and their families at the time of the evaluation. "The women who were interviewed indicated that their children no longer suffer from malnutrition because these mothers have learnt how to prepare balanced meals." (Ibid; 10) In the past malnutrition was considered to be a real threat to the lives of children especially those under five. Most mothers lacked information on how to balance meals for their families and children ended up being malnourished in a community abounding with groundnuts vegetables and wilds fruits in good agricultural seasons.

"The women also testified that they are able to cook better and sew clothes for their families and this has helped them become better mothers." (Ibid; 10)

AGRICULTURE

"250 peasant farmers in Luchena community have acquired improved farming methods to increase maize production from 15 bags per hectare to 25 bags by September 1999" (Ibid, 11)

The community development project (CDP) aimed at improving farming methods in order for farmers to increase maize production.

The agriculture programme started by sending some farmers to some short term courses and according to the evaluation report "15 farmers on average were sent for short course in farming methods each year, from FY 89 to FY 97." (Ibid; 11)

These were taught improved farming methods such as crop multiplication, rotation and diversification. Farmers interviewed during the evaluation "indicated that they were able to increase their maize production from 15 to 22 bags per hectare except in FY97 when the area was hit by drought and corridor (foot and mouth) disease which wiped most of the community's source of drought power (Cattle)." (Ibid; 11)

Some of these farmers have since planted citrus fruits as a result of these courses.

"After the short courses, the trained farmers were given seed and fertilizers on a loan basis. These were to pay back some so that this scheme became a revolving loan fund." (Ibid; 14) Over the years under review some farmers were given an opportunity to increase their maize production as a result of the scheme.

This project was meant to continue after World Vision has stopped supporting the project, as it was meant to be a sustaining loan recovery project, but at the time of the evaluation the project was found to be non-functional because according to some farmers that "the project could not continue with this scheme due to poor loan recoveries". (Ibid; 14)

ANIMAL HEALTH

"800 livestock farmers of Luchena community have access to tick-borne disease control measures for their animals by September 1999" (Ibid, 11).

Under the agriculture project World Vision had an objective of also improving the health of the animals. "The community through the help of the project has constructed a dip tank at Manimbwa." (Ibid; 11) The project has also assisted the community to renovate the existing dip-tank for the

purpose of dipping livestock in order to control tick-borne and corridor diseases. "In the original agreement, the government of Zambia was to provide the dipping chemicals through their Veterinary Extension workers."(Ibid; 11) When the dip tanks were completed the government gave the initial dip and the community was able to dip their animals and there was a reduction in the incidences of tick-borne disease.

WATER (BOREHOLES)

"8,700 people and 15, 000 domestic animals of Luchena CDP have access to safe domestic water supply of September 1999." (Ibid, 12)

Although the southern province of Zambia has generally been regarded as having abundant water resources because of the main rivers, efforts to develop and regulate them lagged behind. Lack of government commitment and inadequate programmes impeded the development of irrigation facilities water supply for household use. "The development of rural water supply should be given high priority in the government's programmes to improve the level of service in the rural areas." (Cheetham, 1976; 184) It is against this background that World Vision projects had to look at the poor water sanitation in the area has one major priority for the community. But, due to

high rate of inflation and escalation of prices on Zambian market the cost of drilling boreholes could not accord the project to drill many boreholes. Instead the project decided to "re-deepen 10 wells in the project area so as to provide 2,500 people and their domestic animals with access to safe and clean water, purchased a hand pump for one borehole that supplied water to another 600 people." (Op cit; 11)

GENDER AND DEVELOPMENT

This subject still remains to be addressed by the project because of their unbalance in gender aspects within this community. The sharing of responsibilities is not fairly done though men and women usually work together. Men in this community usually marry up to four wives so that they can use these women on the farms. More wives are meant to work more and produce more crops. Due to gender and development being incorporated in World Vision's community based projects, both women and men are meant to work normally together to accomplish the set goals, "whilst women haul water and sand the men would be digging up stones and river sand and molding and burning bricks for project constructions." (Ibid; 14) These in other words have been complimenting each other because of the introduction of gender in all development works of World Vision projects.

CHRISTIAN WITNESS

"11,500 people in Luchena CDP are reached with the word of God and receive spiritual nurturing by September 1999."(Ibid; 12)

Under this goal, the main emphasis was been the proclamation of the word of God to the people of the community through crusades, leadership seminars for local denominations and outreaches. This was co-ordinated by an Evangelism committee, a sub committee of the main Project Management Committee (PMC). Representatives of different church denominations comprise the membership of this committee. According to the pre-phase evaluation report:

- During the period FY88 through FY 98 evangelistic meetings and outreaches were undertaken at the four different sub-centers. Preachers from different churches facilitated these meetings. Those committing their lives to the Lord were followed up in their respective denominations. During these years, the project also undertook leadership seminars after every two years so as to improve the capacity of local church leadership. Main areas of focus were church organisation, planning skills, evangelism, conflict resolution and working with other

denominations. The committee members follow up the leaders in their respective denominations providing the required assistance when necessary.

During the evaluation exercise "The team was able to interview a number of people on Christian Witness impact in this community. These indicated that many of them had stopped unnecessary conflicts with their neighbours after attending evangelistic meetings. Some said they had stopped drinking and living promiscuous lives after committing their lives to God. Many others were converted from ancestral worship to Christianity and this was indicated by an increase in church membership." (Ibid; 12) The project had purchased Bibles and hymnals to assist these churches in nurturing these new converts.

3.7.4 MUNYUMBWE MINISTRY SERVICE PROJECT BACKGROUND

"Munyumbwe Ministry Service Project is located 380 kilometres south of Lusaka the capital city of Zambia, among the Tonga people of Gwembe Valley." (Mankhungwe, et.al 1998; 2)

The project's Life Span was between the period FY 86 to FY 98, which was the project end date.

"Munyumbwe Ministry Service Project was opened in 1986, primarily as a development assistance centre to the other eight community development projects making up DAC 1." (Ibid; 2) The project has existed side by side with Munyumbwe West community development project which has since been phased-out it has been the same in the other communities.

"Geographically Munyumbwe Ministry Service Project is located in the remote mountainous valley area which is without public transport and where the roads are impassable during the rainy season. The communities' major source of income is farming and the crops grown are maize, sorghum and finger millet." (Ibid; 3)

There were two projects which had drawn children from the same villages and as a result, Munyumbwe Ministry Service Project was meant to be contributing the resources towards the project activities which were carried out by Munyumbwe West community development project which phased out already.

The Munyumbwe Ministry Service had accommodated the children that could not be incorporated into then Munyumbwe West community development project sponsorship programme. This was done in this manner because the Munyumbwe West community development project had a high population of the children almost half of the total population, "the population is 30,900 of whom the children are 15,100" (Ibid; 3), so the project despite being the development center had to enter into the activity of sponsoring some children to improve the education level of the children in Munyumbwe community.

After World Vision, the project had extra support from local churches. "These are Catholic Church, Bread of Life Church, New Apostolic Church, Seventh Day Adventist, Munyumbwee Baptist Church and United Church of Zambia." (Ibid; 3) These churches have helped the project to mobilise the community and worked as partners with World Vision in the project implementation.

EDUCATION

The project targeting children and their families to over come their Social-Economic, Spiritual standing which needed improvement and their

education. The project established a pre-school at Munyumbwe DAC centre in and it is still functioning to date. The project has helped children from 3 years to 6 years to attend to quality education before entering grade one. The children at Munyumbwe DAC centre pre- school have covered the following topics: English, Mathematics, Science, Religious Education, Physical Education, Social Study and Drawing. The reason for putting up a pre-school was to introduce the community children of Munyumbwe to early education.

The community had lack of teachers at one of the school because of accommodation problem. The Munyumbwe West community project had to work hand in hand with the community people to build a staff house.

With the help of the churches to mobilize the community, the people had to contribute the local resources such as sand, stones and the moulding of the blocks. "In 1990 the project built a teacher's house at Fumbo Lower Primary School." (Ibid; 5)

The building of a teacher's house attracted trained teachers to the area than before when school used to have untrained teachers. A trained teacher in the house will help the pupils to have better knowledge.

AGRICULTURE

"To enable 32 families in Munyumbwe produce 20 / 25 bags of maize as a result of using 20 kg treated seeds, 100 kg to dressing fertilizers and 3 ploughs to use in their fields starting FY 86 through FY 90." (Ibid; 3)

With the start up of the project by World Vision, the farmers stated getting help in form of farm implements as agricultural loans. The farmers benefited as before the project, they had a big problem of agricultural imputes. "A hundred and twenty- eight (128) families were assisted with maize seeds and fertilizer covering sixteen villages. Four families per village in two years were given maize seeds and fertilizer in Chief Munyumbwe's area." (Ibid; 4)

After starting receiving the agriculture loans, the farmers harvest improved and the families started having surplus food because of using treated maize seeds and fertilizer. This meant that the farmers had enough to eat, pay back the loan and sell as another source of income for their livelihood. "One

family at the time off evaluation mentioned having had harvested six-ox cart than before as they used to harvest two ox-cart only. Also the family was able to feed properly and had to pay back their credits." (Ibid; 4)

Animals were found to have a problem in the dry season as water was mostly available in the rainy season and the community found it hard to irrigate their crops, because of the same problems the Munyumbwe West community project had to build a dam with the community people. A dam was erected with the purpose of holding water for animal and agricultural use during the dry season, but this was not completed by the time of the evaluation due to a lot of silt collecting in the dam.

The project had a great impact on the lives of the communities in terms of the agriculture produce as the farmers appreciated the loans especially that the conditions of payment were made flexible for the farmers.

HEALTH

"To reduce infant mortality rate from 35% to 20% and to reduce under nourishment from 45% to 30% BY supporting under five clinic and health

education at Munyumbwe DAC through the life span of the project starting FY 86."(Ibid; 4)

The project had helped the community by supplying nutritious foods such as beans, powdered milk, kepenta (small fish) and ground nuts to feed the children

"The project in conjuction with the health department has taught the 2,500 community members the importance of under five clinics. The mother's have continued taking children to under five clinics." (Ibid; 4)

The project together with the community members had to look at health services as one of the priority problems of the people. The project started looking at the infrastructure of the already existing structures. On Health, the project "renovated a ward at Munyumbwe Health Centre and equipped it with the following: 14 beds, 14 mattresses, 28 blankets, and 14 pillow cases." (Ibid; 1) Also the project continued to buy the clinic requirements such as the syringes and drugs for the Health Centre.

Food supplement

The area had a number of malnutrition cases and the project had to start supplying extra food to the families to supplement with those foods which are rich in protein nutrients. The project had to help the community in supplying nutritious foods such as beans, powdered milk, kepenta (small fish) and ground nuts to feed the children.

The project with the help of the health center had to teach the women in the community about the importance of feeding the children timely and giving them the food rich in nutrients. The mother's learnt how to cook nutritious food, feed their children with the right tape of food timely and care for them. This is as a result of attending under five lessons. "Malnutrition rate reduced from 45% to about 20% because women are now able to prepare nutritious foods for their children. Infant mortality rate has also reduced from 35% to about 15% because mothers have been able to monitor the health of their children by continuing taking them to under five clinics." (Ibid; 5)

HOME CRAFT

"The project will create more learning opportunities for 300 women in home craft and nutrition, build one teacher's house at Fumbo Lower Primary School beginning of the quarter one FY 88 up FY 90." (Ibid; 5)

As one of the income generating activities the project had to teach the women in life-long skills that were going to make them self-reliant. They had to be involved into the some training courses. "The project trained 200 women from 1988 to 1990 in Knitting, Sewing, Cookery, Child care, Home management and nutrition within the whole project area." (Ibid; 5)

A number of women learnt how to sew children clothes and how to maintained cleanness in their homes. Also women were to prepare nutritious foods for their families. This helped in the reduction of diseases such as malnutrition.

CAPACITY BUILDING

The project aimed at building the capacity in the selected community members of Munyumbwe West project. This was meant to equip these people with life-long skills which later make them help the sustenance of the

project after phasing-out the project. The project built capacity of Project Management Committee members and project staff in project management skills to ensure the management of project after phasing-out, hence raise quality of the community lives.

In doing so the project had to make arrangement for the selected members to attend the meeting in project management. "The 12 Project Management Committee Members and 6 project staff had quarterly seminars to update themselves with change in the project approaches." (Ibid; 11) This process helped the community members to have knowledge on how management meetings were held and how management give plan for the activities and plan with management the way forward and changes of the project.

WATER AND SANITATION

Under water and sanitation, the project had the goals:

To enable 80 families and livestock have water by constructing a weir dam across a stream to trap water beginning quarter 3 FY 88 through FY 90.

The project will improve communal water system at the centre through out its life span starting FY 86."(Ibid;5)

With the view to help in alleviating the water problem, the Munyumbwe West community based development project had to embark on the drilling of the boreholes in the community project area. By the time of the evaluation it was found that the project had drilled and installed the tank for the community. "The project has drilled a borehole and installed tank and fixed pipes with tapes in the area. At least 5,000 people have access to the new water point at Munyumbwe DAC centre." (Ibid; 10)

In putting up the borehole and the tank World Vision worked with the community members in which the community availed themselves through digging and the project supplied cement and other necessary materials.

This helped the village all round to have access to get safe and clean drinking water from the tap. This also helped in the reducing of the time taking by the community people to walk the long distances to fetch for water.

The water borne diseases such as diarrhoea and bilharzias were reduced since the people resorted to drinking clean safe water and bathing water from tap rather than drawing from the rivers and bathing in the same river.

CHRISTIAN WITNESS

"The project will assist local churches in their efforts of evangelism through crusades, bible study groups, and personal witnessing and provision of materials starting FY 96."(Ibid, 12)

"The project distributed 500 Christian books and 500 bibles to 6 local churches. Also the project has given financial support to Seventh Day Church to buy cement and United Church of Zambia to buy uniforms for the choir to foster evangelism in song sharing.

The project has helped 6 churches in the area in conducting by financing the crusades and marriage seminars annually.

A good number of the people have confessed Christ and turned to God. Project Management Committee Members are able to work well with all the churches as a result of meeting together in seminars and crusades.

Some people in the community have changed their thinking over polygamy as a result of the word of shared during marriage seminars. Marrying two wives in this community is their custom.

The community appreciated the work of World Vision through the community project in working with them. They said that phasing out of the project had come at the time when people weree more cooperating and ready to work together. They wished to have a three years extension so that the can continue with development.

3.7.5 CHISANKANE COMMUNITY BASED DEVELOPMENT PROJECT

BACKGROUD

Chisankane community development project was supported by World Vision Austria. The project was situated among the Soli people who traditionally fall under chieftainess Nkomesha. The current population of the area covered by community project was estimated at 13,000 people. The Community Development Project in this area was planned for 10 years, it was started in 1988 and was closed in 1999.

"Chisankane community development project lies 30 km south-east of Lusaka, the capital city of Zambia". (Kalawe, etal, 1999; 6)

World Vision was contacted by the local committees and the churches representing the community. The community lacked a number of development facilities which included the following education, health, sanitation etc. Meetings were held with the local leaders, church leaders, village headmen and some community members.

EDUCATION

"Goal: Increase the number of school places for pupils in Grades 1 to 7 280 to 400 by the end of FY99"

Developing the educational sector has been one of the major areas of emphasis by the government of Zambia to improve the educational level in the country. With the same objective of the government, World Vision Zambia went into the area to rehabilitate and construct schools to improve the learning environment and teacher's houses. The schools in the area were understaffed because of lack of teacher's accommodation, which lead to poor quality education.

Under the education sector, the Community Development Project renovated two classroom blocks and constructed one teacher's house. "A classroom

block was built up the roof level" (Ibid; 4) by the time of the pre-evaluation. Because of the same development, the school has been upgraded to provide for 9 years education as it was initially up grade 7 classes.

Construction work was undertaken through both World Vision and the community contribution. The community provided local material including stones, sand, water and labour during the moulding of blocks and the construction itself, World Vision provided cement, doors, and window frames, roofing iron sheets and other building materials.

The work of the parent teachers association was enhanced by getting involved in planning the improvement work to be undertaken, mobilizing the community to contribute in the work and presenting the school needs to the Project Management committee and the District Education Office. The PTA had put in place a system of raising funds from the parents for the maintenance of the school infrastructure when the project phase out.

With the help of the project there where a lot of improvement in the educational sector which included:

- Two 1x2 classroom blocks were rehabilitated, thereby improving accommodated for 160 pupils. Rehabilitation was in the form of providing a new roof and painting the classroom blocks. Prior to this, the roof was made of thatch and often got blown off, making it difficult for classes to be held, especially during the rainy season.

- One 1x3 classroom block currently under construction, will be completed by 30th September, 1999 and this will provide additional accommodation for 120 pupils.

- One teacher's house was constructed and this led to one more teacher being posted to the area and housed.

- 80 desks made by local artisans were supplied by the school. Prior to the project pupils in classroom blocks rehabilitated sat on the floor.

- 3 school toilets were constructed.

The Government of the Republic of Zambia supported the school development projects by providing new desks and posting more teaching staff.

HEALTH

"1100 families (11,000 people) in Chisankane community development project have access to improved health facilities and services by September, 1999."

Chisankane rural sector had received poor health services as a result of the difficult financial position that the Government of Zambia, finds itself in. At the time of the community development project was being conceived, the pressing need was the poor access to health services nearby.

World vision has always considered health has as one of the basic need of human being. Chisankane community had ill-health conditions before World Vision moved into the area as the area had no health center and this made the community members to walk several kilometres to reach the nearest health center. The area was said to have received poor health services as a result of the government to put up one. When the community development project moved into the area the community members and leaders felt that one of the major needs of the community was a health center. The project's objective in this area was to build a clinic.

The health rural health center was built by the project and was handed over to the government to run it. The rural health center was built to alleviate the health problems of the community. By the time of the evaluation the health center was under the operation of the government, with the government staff, drugs and equipment. "The Rural Health Center (RHC) is now being run by Government of the Republic of Zambia (GRZ) which has since staffed it with one clinical officer, one environmental health technician, two nurses and a cleaner." (Ibid; 10)

The community worked hand in hand with World Vision in the construction of the RHC, as the community provided local resources. World Vision facilitated in the formation of the Health Management Committee, to be in charge of keeping up of the following of the government's health policy. The responsibility of the Health Committee was to plan and oversee the activities of the health center. In addition to the health committee, Neighbourhood Health Committees were established in the villages and these served as contact point at village level on health issues. There was a minimum fee which the community members contributed towards the maintenance of the health center, this was done per age and per village and this was done per month.

A rural health center was completed in 1994 and opened in 1996. the facility has the following:

- A clinic with two wards (male and female) to accommodated 8 patients and a section for out-patients and under 5 immunization sessions.

- 3 staff houses

- An extension to the rural health center with two rooms

VOCATIONAL SKILLS

"400 youths in Chisankane community development project equipped with vocational skills to enable them become self-reliant by September, 1999"

The project started up some vocational training skills to enable the people become self-reliant. The goal of this was "youths in Chisankane CDP equipped with vocational skills to enable them become self-reliant". (Ibid; 12)

The idea behind this goal was to create informal employment for many youths so that they could earn some income. "24 youths received training

on business management skills in 1995." (Ibid; 12) However, they could not use the skills as they did not have any capital.

"20 women had started sewing lessons, but this could not be sustained because of poor attendance and the sewing machine had broken down" (Ibid; 12)

Besides helping the youths only the project aimed also at helping the community through income generating activity. The Community Development Project established community businesses to raise funds for the other projects. A grinding mill was purchased, but this project could not be sustained because the machine had a major breakdown. Apart from the grinding mill project, a tuck shop was built as part of the income generating activity for the community. This failed after three years of operation.

BUSINESS SKILLS
"40 people in Chisankane community development project to acquire business skills which will enable them raise at least US$120 per month."

The community development project aimed to improve the income generation capacity of the people under this goal. In addition, the project established community businesses to raise funds for other project activities.

- A grinding mill was purchased in 1992, but it stopped working in 1995 after a major breakdown. Income generated was not ploughed back into the business activity but other things.

- Besides, a tuck-shop was established in 1992. Again, this failed after three years in 1995.

WATER SUPPLY

"30 households have access to clean water and safe drinking water by September, 1999"

The community development project (CDP) planned to drill one borehole but, this never happened as "the GRZ installed 11 bore-holes in 1995, one per village." (Ibid; 14) The Community Project shifted the attention to training of the village people in how to repair and maintain the boreholes and they established a water user fee per family, as this was maintain the sustenance of the boreholes. "Funds collected are used to buy spare parts and

pay skilled personnel who undertake repairs and maintenance work." (Ibid; 14)

The Community Development Project also helped to build the skills of the community leaders to plan and implement the community development projects. This was meant to enable them to prepare proposals for funding from other sources. The leaders who were trained comprised of the women in that "between 9 to 13 members of the project management committee, three of the members are women" (Ibid; 4)

GENDER AND DEVELOPMENT

"by FY99, 1000 people in Chisankane community will have been trained in gender and development concepts so as to bring gender balance" (Ibid; 14)

Despite World placing much emphasis on gender and development, with the goal of the same goal of improving the role of women in development in Chisankane community project, there was nothing which was done in terms of gender. This was the go for the FY99, but by the time of the evaluation

nothing had taken place as all the gender projects which were planned for the projects were not done.

CHRISTIAN WITNESS

"1000 church leaders acquire skills in church leadership and evangelism to enable them share the Gospel effectively by September, 1999."

Under the Christian Witness goal, the main emphasis was to preach the Word of God to the people in the community project through leadership seminars, outreaches and bible studies. This has been led by an Evangelism Committee consisting of representatives from different church denomination in the community development project.

During the evaluation it was discovered that the goals set were too high an unattainable for the period of the project. However, activities which were accomplished by the time of the evaluation in the lives of the community members within the community project include:

- Outreach and evangelism meetings were undertaken mainly during the period FY98 through FY99. Preachers were invited to preach the

Word of God. Those committing their lives to the Lord were followed up in their respective denominations.

- From FY96 the main emphasis was placed on church leadership seminars to improve the capacity of local church leadership, conflict resolution, among other things. The committee members follow up the leaders in their respective denomination, providing any assistance required.

- Bible study groups are operating in the community project in shantumbu village (with two groups active), Mapompho (2 groups), Chibeleka (1), Libubi (1) and Siachibondwe (1). Altogether, there is a total Bible Study membership of over 365 people meeting every Wednesday. World Vision Zambia, also assisted with Bible Study literature.

- A local Baptist Church in the community development project was funded by Southern Baptist of Australia through World Vision Zambia to construct a church hall to be used for various church programmes.

A number of people interviewed indicated that they had observed a number of changes resulting from the Christian Witness activities. Many people had

been converted from ancestral worship to Christianity, the indicators being significant increase in the church membership. In addition, the Bible study programme has enabled those attending to understand the Word of God better.

The Evangelism Committee continued to be active even at the time of the evaluation

3.8 WORLD VISION ZAMBIA COMMUNITY BASED DEVELOPMENT PROJECT SUSTAINABILITY ANALYSIS

The development of human resources is as essential for growth as is the development of natural resources. The range of human development in the world is vast and uneven, with astounding progress in some areas amidst stagnation and dismal decline in others. Balance and stability in the world will require the commitment of all nations, rich and poor, and a global development compact to extend the wealth of possibilities to all people.

"In the 1970s, 1980s and even in the 1990s there were numerous development goals agreed upon at international conferences. Most of these had one target in common - achieving something by the year 2000. For example, health for all by the year 2000, education for all by the year 2000,

shelter for all, clean water for all, etc." (http://www.ccjp.org.zm/humandev.htm) The list goes on. At the time it seemed the year 2000 was far off, there was no renewed vigour in implementing the targets. Now the year 2000 is on us and the targets have not been achieved at all. In most African countries and in Zambia especially the situation has deteriorated. The picture of health, education and shelter for the Zambian people is really disturbing. In Zambia the target for basic education for all was moved further from 2000 to 2004. Despite this shift it appears that basic education for all was not achieved by 2004.

Zambia today is characterized by a people of broken dreams, a people with little hope for themselves and their children. Zambia is characterized by high levels of poverty. Zambia is characterized by malnourished children and adults, children and adults that cannot read and write, children that are not in school, young men and women that cannot find meaningful work, men and women that are struggling to put food on the table for their families. Today Zambia is characterized by health workers that cannot offer any healthcare, teachers that cannot offer any lessons because they have nothing with which to do their work.

The crucial problem of Zambian development lies in the people's culture of dependency, lack of education opportunities especially in the rural area, poor sanitation which has resulted into several outbreaks of water borne diseases and lack of training of those who have special skills for building and running a nation, lack of political will, poor planning, etc. The main task is in the devising of a system where all human needs are met through efficient utilization of both human and natural resources for development. "The skills needed for socio-economic growth and raising the standard of living has become depended on formal education, as established by the British and maintained by the nationalist governments after political independence." (Punabantu, 1989; 185)

EDUCATION

Education is implicit in much community organization activity. Education, as the term is used here, includes the attempt to help people obtain knowledge and understanding and develop their capacities, powers, faculties and sense of values. Knowles says that, "the purpose of all teaching is to produce changes in human behaviour.

One clear lesson for truly sustainable development – in Zambia or in any other part of the World of the country – is the need for good education system. There is simply no possibility for a country to develop unless it has a solid resource base of educated citizens, with the skills, knowledge, experiences and motivation to build the country. It is clear that pre-school and primary education are the foundations for building the edifice of human capital that is required for both growth, poverty reduction and sustainability of human and community development.

The lesson is one that leaders and parents in Zambia may know in theory but seem reluctant to put it into practice and priority of their programmes that will make a difference. The dramatic decline in the educational system at every level over the past decade, in terms of both quantity and quality of education opportunities for youths and children, is not a very sad situation but also a very dangerous situation.

To date, the educational system, as a whole, has failed to accommodate all the school age going children. Those who have been to school, most of them are unable to continue their education because of the economic problems they are faced which include, according to the Oxfam-Zambia report (2001):

- Household currently are spending on primary education nearly twice the amount that is provided through the public budget. But the economic constraints on households are increasingly intolerable and as a consequence many young people are not being sent to school.

- Government funding of primary education is highly erratic, with actual expenditure being only on small percentage of authorised expenditure. Minimal capital expenditure is available and teachers' salaries and living conditions have deteriorated with resultant negative effect on education.

- Despite good intentions that might have been behind the original idea of cost sharing, continued reliance on this method of funding is both ineffective in providing needed resources and negative in discouraging enrolment of pupils from poor families.

- Resources for improving primary education must be increased and can indeed be mobilized through giving budgetary priority to task, minimising corruption that wastes resources and discourage donors, and creating mechanisms for monitoring resources inflows and use.

"Zambia is undergoing rapid social and economic development, and the education sector is no exception. Education is in itself an agent of change,

making it possible in the long run for the national economy and society in general to step into the 21st century with confidence and competence." (Kasanda, 2000; 3)

Since education is the key to development and progress, the quality of education in the rural areas is a matter of great concern to the Government and World Vision Zambia. Lack of infrastructure and motivation contribute to the low level of education in the communities.

In line with the same views and the objectives of the government, World Vision Zambia, pay special attention to quality formal education in schools as well as non-formal education for out of school children through community schools and adult education, through distribution of uniforms, other education materials for poor children and embarked on the improvement of the educational sector by renovating and building of schools in the communities of its operations. In all the community based development projects which have been described in the previous section, World Vision Zambia renovated the already existing schools blocks, staff houses and further more built one or two classroom blocks to improve the learning environment of the pupils. "By averages, the 110-plus community

development projects have recorded to date 110 rehabilitated teachers' houses and 330 constructed ones. At least 110 rehabilitated classrooms are on record, alongside 220 classrooms newly-built in the areas." (National Profile, 2001; 13) The projects did not only look at the plight of the pupils or children only but, also the staff. In this area, World Vision, in some projects renovated and built both the classroom blocks and houses for the staff.

From the descriptive of all the projects in the educational sector, the organization worked hand in hand with the community in all the community development work, as the community helped in providing human resources and some materials like stones, sand etc. this showed that their was partnership between the organization and the community showering the partnership aspect of the project and the problems where identified by the community, stakeholders and the World Vision through meeting in the initiating of the project.

As part of sustainability, the organization had to work also in partnership with the community by working with the existing Parent Teachers Association (PTA) of the schools, the Ministry of Education through the District Education Officer (DEO) and the Project Management Committee

(PMC) from the communities which was put in place by the community to work with the fore mentioned bodies in the sustainability of the educational project after phasing-out. Not only did the organization ended at this level of partnering, but some income generating activities were also put in place to maintain the repairs of the schools. For example the Project Management Committee and the Parent Teachers Association was entrusted with the Grinding mills to raise money for the maintenance but by the time of the evaluation it was found that the grinding mills were not working as the committee failed to repair after the grinding mill working for some time.

Another sustainable project is that of Munyumbwe community development project, were World Vision with the promotion of early education had to build a pre-school and in order for the school to sustain itself, it introduced a fee and at the time of the evaluation the pre-school was still running but what is of great concern is that, is the pre-school going to continue running, because most of community parents by the time of the evaluation of the project, had stopped taking their children to school due to the introduction of the school fees. "The number of children entering pre-school has reduced from 80 to 38 because of fees introduced to cater for administration, registration, and food at break time. The amount charged is K2, 500 and also

the fee charged is for continuity of the school when the project phases out."
(Mankhungwe, 1989; 11) This is a constraint to sustainability of the project
as people want free education for a community project which is not feasible
to be sustained for free because of the main requirement and maintenances.
This is pure dependency syndrome by the community people.

HEALTH

Community health and welfare planning is concerned with seeing that, as far
as possible, the health and welfare needs of the people of the community are
adequately met. Such planning may be involved with process and
relationship goals. If needs are not being met adequately-as they almost
never are-change should be made.

"Community health welfare planning is focused on bringing about change in
the existing health and welfare system. Change may range from gradual
adjustment or realignment of services to a radical departure from present
ways of operating. Specific change goals include the introduction of new
knowledge so as to affect attitudes and behaviour of people, the affecting of
existing agency policies so as to provide new ways for delivering services,
the introduction of programmes in line with new knowledge and changing

conditions, and the development of entirely new service organizations through which one or all of the preceding goals may be realized. These goals may be goals related to a single cause or multiple causes (e.g health, welfare, recreation and informal education)" (Violet M Sieder, 1966; 150)

The World Health Organization (WHO) defines Health as "Complete physical, mental and social-well-being and not merely the absence of disease and infinity" (Eshleman and Cushion, 1985; 471). The World Health Organization (WHO) definition thus conceives of Health as both a biological and a social issue. The importance of health relates to the very survival and development of individuals and societies. If members of the community are not healthy then they cannot be expected to contribute to the development of that community in that they cannot fulfil their social rules and obligations.

"Zambia is home to 10 million people, with 64 percent living in rural areas. Delivering adequate health care to people in remote areas is a challenge, and a task with which Zambia has been struggling." (ZIHP, 2004; 6)

The major health problems of the community described are communicable diseases and malnutrition. The prevalence of the former is and has been due

to lack of sanitary water in the case of water-borne diseases, too crowded and unsanitary housing in the case of air-borne diseases. The promotion of better health in these communities required better nutrition.

Poor road, lack of adequate transportation and high fuel costs making visiting these communities difficult and nearly impossible during the rainy seasons. Health centres are few, understaffed making the large portion of the population receiving inadequate health care. As most of Zambians are not within normal walking distance of health centres, placing accurate and consistent health services in the hands of the families and individuals, and making them realise better health was within their power, to assist with this as earlier eluded in the descriptive section that, the community development project embarked on improving the health conditions of the people. In all the projects described in area of health, World Vision Zambia, rural health project had put health as one of the priority in developing the communities as it believes "healthy is wealthy". Under the health, the project built Rural Health Center and staff houses to serve the community from the communicable diseases. For example in Chisankane, the health centre's, "major services being treatment of malaria, diarrhoea, pneumonia, sexually transmitted diseases and malnutrition." (Kalawe, 1999; 10)

The building of the rural health centers has not only been the organization's priority but, also the community need as it can be seen in the community contributions towards the building of this infrastructure towards improving their healthy. The organization worked with the community and the line ministry which is the Ministry of Health in completing the health centers as the ministry provided staff and medicine. The reason for this is to make the operation of the health center to be in line with the government of Zambia health policy.

Housing is a major concern all over the world. It is a problem in both industrialised and non-industrialised countries, rural and urban areas. However, the problem is compounded by very rapid urban and population growth. Housing refers to structures, services and social functions associated with dwelling. Housing and community development are related in two particular ways: particular kinds of housing have particular effects on the development of the community and certain communities face certain kind of problems with regarding to housing unique to them. There are several types of housing having different effects on people and on communities.

The specific problems associated with housing in community development, which the professional must deal with include: housing availability and/or shortages: structure (how it is constructed in terms of materials used, style): security. Houses were built for the health personnel in order to provide decent accommodation.

As part of sustainability on the health sector projects and the community's as part of the project and that the community own the project, the community were able to provide local resources, stones, sand and labour as a contribution towards the building of the infrastructure. Health Management Committees were formed to help in the sustaining of the project alongside with the Neighbourhood Health Committee which served as contact points. For maintenance of the damages, the community were advised to introduce health paying schemes that made the community to pay a minimal manageable fee. "Funds for simple maintenance work which are managed by the Health Management Committee are raised through a rural medical scheme whereby people aged 6-14 years paid K700 per month and those between 15-65 years paid K1000 per month. In addition, each village contributed K2000 per month" (Ibid; 10)

Another sustainability strategy deployed in the area of health by the organization is the handling over of the health center by the organization to the Ministry of Health and the community through the Project Management Committee with different roles but at the same time working together, the role of the Ministry of Health was/is to continue supplying the health center with the medical requirement medical staff while that of the Project Management Committee was/is to mobilise the community in the maintenance of the health center and the provision of labour where ever necessary to repair any damages.

The other way in which, the project was made sustainable by the organization in the health sector is the networking/ partnering with the Ministry of Health, who brought the medical staff after the building of the staff houses. In terms of having staff with medical profession, with the building of the staff house and partnering with the line ministry (Ministry of Health), the project was made sustainable.

INCOME GENERATING ACTIVITY

Zambia is faced with so many socio-economic problems, which require not only communal interventions, but, also family and individual interventions.

One of the main aims of the community development projects is to empower the community, families and the individuals so that they become self-sustaining or self-reliant or self-managed by the community in the operations after phasing out.

With the principle of self-help, self-sustaining, self-managed, every community development work is based on self-help for sustainability purposes. Self-help is not supposed to be used interchangeably with lack of integration of efforts. It should be used to refer to a situation whereby the worker encourages or organizes the section of the community to do their own work without much dependence from outside. The community members should rely much more on their own resources for sustainability. So self-help does not erode integration but promotes self-control. By providing more resources the community is able to direct and control the course of its work. There is a possibility of outside forces taking over the control of a community project if they do not use self-help as a principle. Self-help further encourages innovation and creativity from within the members of the community. The role of the outside agency (supporting organization) including government institutions is to offer those resources that are not within and which will facilitate the implementation or change

programmes. When self-help is observed in the execution of the programmes it leads to self-reliance which is a state of independence or self-sufficiency in meeting its needs.

From the descriptive study of the phased-out community development projects of World Vision Zambia, the organization through the same projects had embarked on different types of the income generating activities as one way of making the community people become self-reliant and these valid from project to project.

The projects ranged from self to community income generating and by this, it simply means that the project's income generating activities were that to help an individual through some training skills and that of helping the all community through providing income generating machineries such as grinding or communal tuck shop etc.

The individual income generating activities were done through home craft course and vocational trainings which introduced the community youths, men and women to so many self-skills which are life-long. This included knitting, barking, sewing, business course, repairing of machines etc. The

community income generating activities were done through the building of tuck shops and the buying of the hammer mill for the community by the project. The community income generating activity had a committee which was put in place to help in the management of the hammer mill and tuck shop. In some of the projects bank accounts were opened for the safe running of the project. In nearly, all the community projects described above where the hammer mills were bought, by the time of the evaluation, none was found functioning because the committee failed to maintain and repair the machines because of poor accountability and planning. Kettner at. al (1985), defines accountability as the legal obligation to fulfil the terms of an agreed upon transaction. In community development these obligations are to the public and effectiveness of planned activity. This accountability demands that each step in the planning process is documented to reflect accomplishment of goals and objectives. The specified programme goals, objectives and plans become the basis for accountability in social services transactions. Accountability occurs at various levels. In the income generating activities developed by the organization there were no checks and balances to monitor the movement of funds for the activity, hence poor accountability and the non sustainability of the project.

The individual income generating activities in terms of sewing being self-sustaining failed because of the limited budget of the sewing machine which was not equal to the number of people trained for example 12 people would be trained but only 3 machines would be bought in that 4 people were required to use one machine. The empirical evidence can be drawn from the Moomba evaluation report. "The project in the period under review opened three (3) women clubs in three centres namely Moomba, Namateba and Nadongo respectively. Thirty (30) women were running these clubs with the help of a Homecraft Instructor employed by the project. Women were trained in knitting, needle work (sewing) cookery, house keeping, making brooms, reed mats, baskets, pottery, gardening and personal hygiene. To promote these activities the project purchased and supplied three- (3) hand and one (1) foot sewing machines respectively, wool, needles, cloth materials and cookery item." (Kabungo, 2001; 9) The limited budget of the machines against the number of people trained in the sewing trade is somewhat a contributing factor to none sustainability of the project. There was poor planning. Planning involves making decisions about the allocation of limited resources among competing interest and programmes. Thus it aims at allocating resources in such a manner as to obtain desired social goals with the best available means. Camhis (1979) sees planning as a

special way of deciding and acting in that it applies scientific method and knowledge to policy making. In this regard planning as a science places premium on objectivity, rationality and validity. Ecklin and Lauffer (1976) maintain that planning is not a recent phenomena. For them modern planning is different from earlier models in its acceptance of conflict of interest and differences of opinions within it. Modern planning accepts conflictual and collaborative strategies as legitimate models in community development. It rejects the notion that one can be perfect in planning. In planning for community development project, there is rationality. Rationality pertains to choosing the best means among alternatives for achieving desired results. In considering the injection of rationality in community development planning, we follow several models set by Faludi (1973), Conyer (1982), Janis and Mann (1982), etc. All these specify several elements important to each model. Banield (1973) list the following:

- Analysis of the situation

- End reduction and elaboration

- Design of courses of action and:

- Comparative evaluation of consequences

Concerning analysis of the situation, the organization examines the conditions to be changed: the organization looks at both prospects and obstacles, examines alternative actions to be followed and reflects on possible solutions. End reduction and elaboration consists in setting goals and objectives in specific operational terms. The planner task is to identify the contextual as well as the active components of desired results. Designing courses of action imply describing the necessary commitments and key sets of action to be made. The organizations' task is to choose between courses of action and working the details of the desired course of action. With regard to comparative evaluation of consequences, the organization's task is to compare consequences (intended or unintended) so as to attach a net value upon which to base decisions in evaluating outcomes.

Citing Carey, Conyers (1982) presents a model with five sequential steps in community development planning. These are: problem identification, classification and organization of goals and value related to the problem: listing of alternative strategies or courses of action for achieving goals and objectives pertaining to a given problem; predicting and estimating the consequences of each alternative strategy; a comparison of the consequences of each alternative strategy with identified goals and objectives; and finally

the selection of that alternative which closely relates to the goals and objectives.

Janis and Mann (1982) present the following criteria as the basis for rational planning:

- A thorough survey of the range of alternative courses of action

- Study of the objectives to be fulfilled and their associated values

- Assessing the positive and negative implications of the alternatives

- A comprehensive search of information to enhance evaluation of alternatives

- Comprehension of information and expert judgements relevant to alternative courses of action

- Re-examination of positive and negative consequences of all known alternatives including the unacceptable ones prior to making the final decision

- Detailing comprehensive courses of action for implementation, paying particular attention to contingent measures that may be necessary.

For the community income generating activities introduced in the community by World Vision as an organization, the problem lies in the gap

of community development planning, as there was poor planning in the development of the goals compared to the limited resources available and the lack of commitment by the project committee to see the project to sustain itself. And the community can be seen somehow to impede the project as they can be seen to feel like they own the project by not working hand in hand with the community after phasing-out the project as there are so many thing which happened such as the changing of the committee more often. "The management of the grinding mill has not been stable due to frequent changes in Management responsibilities. This has resulted into poor management and Accountability." (Ibid; 13)

From the entire above community based development project, the income generating activities could not sustain itself because of several factors which include, poor planning, communal ownership and management of business concerns did not work well.

WATER AND SANITATION

Zambia has rich water resources with adequate rainfall, rivers, lakes and under-ground water. There is enough water to meet all possible needs, although in some places this is difficult at times. Despite these resources,

most people in Zambia do not have access to safe drinking water, adequate sanitation, or water for crop irrigation, livestock or industry. Women and children spend many hours unproductive collecting water. As we saw on the parts of water and sanitation in the descriptive section of the community based development project, water is a one of the common and priority problems in the community including the community understudy.

"Since 1994, World Vision Zambia has collaborated with a number of international development agencies in the drilling of boreholes." (National Profile,2001; 14) The problem of water is very common in all the communities World Vision is operating from especially that, most of them are in the rural areas. This has had a number of effects in the development of these areas as people fail to irrigate their crops and their animals die in the long dry seasons and when there is drought. Despite all the works of World Vision in putting up the boreholes and dip tanks in the described communities, the communities have failed to maintain them. In trying to ensure sustainability in the area of water and sanitation, the organization (World Vision) worked with community in the initiating and implementation of the boreholes. A water committee was established in the entire community projects and these were trained in how to repair and maintain the

boreholes. The water committee was also responsible for overseeing the proper use of the drilled boreholes. But at the time of the evaluation some boreholes were found to be not function as the community water committees could not repair them despite having been taught all the skills of repairing.

In Chisankane the "GRZ installed 11 boreholes in 1995, one per village. With this development, the role of the community project became that of training people in the repair and maintenance of the boreholes and establishing a water user fee per family." (Kalawe, 1999; 14)

On average two boreholes have been sunk in each community development project by World Vision to help in the alleviation of water problems in these communities.

GENDER AND DEVELOPMENT

Research from around the world has shown that gender inequality tends to slow economic growth and make the rise from poverty more difficult. The reasons for this link are not hard to understand. Half of the world's population is female, hence, the extent to which women and girls benefit from development policies and programs has a major impact on countries'

overall development success. Research also shows that women and girls tend to work harder than men, are more likely to invest their earnings in their children, are major producers as well as consumers, and shoulder critical, life-sustaining responsibilities without which men and boys could not survive much less enjoy high levels of productivity. Women's empowerment is particularly important for determining a country's demographic trends— trends that in turn affect its economic success and environmental sustainability.

The criticality of incorporating gender perspectives in community development programmes lie in the fact that decision-making processes always start at home and at the individual level. Power structures not-with-standing, most of the decisions at the household level are taken by women, and directly affect the household to which she belongs. Also, benefits accrued from education and awareness building programmes targeted at women, are ploughed back to the family and household. The resource presented here aim at providing a comprehensive picture of gender and related issues.

The criticality of gender issues is being increasingly recognized, particularly in community development, developing countries, and emphasis on gender sensitivity and inclusiveness is being called for, and it's strongly integration into developmental policies, programmes and projects.

But dilemmas with respect to gender issues do exist - Do we look for gender specificity or look at human dimensions? Do we work on gender stereotypes, or work on new/emerging roles? Is there a difference/distinction in the way women collect process and use information and in the way they take decisions? Should gender development be separate or should be mainstreamed? Should it be 'gender' and development or 'women' and development? Should 'Gender' focus on women, on men, or on both?

Gender Analysis

A thorough gender analysis is a critical starting point for any programme or project that aims to be more gender sensitive. Questions such as the difference in impacts of the policy/programme on women and men; the advantages and disadvantages; roles and responsibilities; who does what, who has what, who needs what; strategies and approaches in closing the gap between what men and women need; etc. need to be asked and analyzed in

building a comprehensive picture of the existing situation. This will identify the lacks (that which is not there), gaps (that which is not enough) and mismatches (that which is not right).

Information and knowledge

Key to developing a comprehensive gender framework is the effective management of information and knowledge. Attention needs to be paid to the collation, packaging and dissemination of information-the right information, at the right time, at the right level, to the right person, so that the intended and right decision can be taken. All three stages of the information management continuum-collation, packaging and dissemination is therefore critical. Issues that need to be kept in mind for collation include - who has the information, what is the quality and quantity of the information available, what format is the information in; for packaging include - how will the information be used, what format should it be in, what decisions and actions are expected from the information provided, who is the user of the information; for dissemination include - what is the best media to use for reaching the intended target group, how can the dissemination facilitate long term capacity building, etc.

Participation and Decision-making

As mentioned above, the household is the smallest decision-making unit in a society, where decisions are taken daily - that not only affects the household

itself, but cumulatively have a long-term and global impact. As the slogan "Think Global, Act Local" extols, it will be the effective action taken at the local / micro level that will have maximum impact. Effective involvement of all levels of decision-making, particularly at the household level will ensure that decisions taken at the macro level will have its intended micro impacts. The participation of women in all decision-making processes - whether micro or macro - will ensure that broader goals are achieved, and will benefit all sections of the society

Legislation, rules and regulations

A comprehensive set of legislation, rules and regulations at the organization and programm levels - that address short, medium and long term issues are important, but so is its implementation. Both women and men need to be made aware of the protection and provisions made under different legislation, rules and regulations. These cover remedial, preventive, and management strictures that aim to create a gender-balanced society. Effective legislative frameworks in fact lie at the core of good governance.

Organizational and Community balance

Maintaining a gender balance within any organization - in the public or private sector - is critical to ensure that concerns and needs of both women and men are taken into account in decision-making and implementation of community development projects. Day-to-day operations of an organization, whether a local government, a business, a company or a school or university, need to benefit all its members. This is done though conscious and stated policies, regulations, and/or management practices.

Capacity building and Training

Despite well intended policies, legislation or practices, achieving a gender balance in World Vision programmes and meeting needs and concerns of both women and men does not just happen. There is a clear need for better capacity building and training to be undertaken to increase the viability and effectiveness of gender policies and programmes remedy the situation, as well as proactively prevent discrimination and bias from happening. Gender sensitivity has to be built in both women and men, particularly in those who are in positions of decision-making.

Gender equality is based on the premise that women and men should be treated in the same way. This fails to recognize that equal treatment will not

produce equitable results, because women and men have different life experiences.

Gender equity takes into consideration the differences in women's and men's lives and recognizes that different approaches may be needed to produce outcomes that are equitable.

Gender analysis provides a basis for robust analysis of the differences between women's and men's lives, and this removes the possibility of analysis being based on incorrect assumptions and stereotypes.

The Activity Profile also identifies where the activities take place, at home or elsewhere (the village, marketplace, fields, or urban centers), and how far these places are from the household. This information gives insights into female and male mobility, and allows an assessment of the impact of the program on mobility, method of travel, travel time for each activity, and potential ways of saving time.

Figure 7.2.1

Gender Analysis process

Gender Analysis of Projects

Activity Profile Who does what?	What men and women (Adults, children, elders) do, and where and when these activities take place
Access and Control Profile Who has what?	Who has access to and control of resources and services, and decision-making
Analysis of factors and trends What is the socio-economic context?	How activities, access and control patterns are shaped by structural factors (demographic, economic, legal, and institutional) and by cultural, religious, and attitudinal ones.
Programme Cycle Analysis What gender considerations are needed for the project?	Gender-sensitive project planning, design, implementation, monitoring and post-evaluation.

Issues considered under Activity Profile include:

- Production of goods and services

- Reproductive and human resource maintenance activities

- Community work

- Community organization and activities

Access and control profile

The Access and Control Profile considers productive resources such as: land, equipment, labor, capital and credit, and education, and training. It differentiates between access to a resource and control over decisions regarding its allocation and use. It enables planners to consider whether the proposed project could undermine access to productive resources, or if it could change the balance of power between men and women regarding control over resources.

The profile examines the extent to which women are impeded from participating equitably in projects. For example, if women have limited access to income or land, they may be unable to join groups, which provide production inputs and commercial opportunities, or to become independent commercial producers. In some subgroups, men may also suffer the same disadvantage.

Program management mechanisms (e.g., the creation of water users) groups or cooperatives) may determine who has access to and control over productive resources and may change existing gender relations.

Analysis of factors and trends

What is the socio-economic context? How activity, access, and control patterns are shaped by structural factors (demographic, economic, legal, and institutional) and by cultural, religious, and attitudinal ones.

This analysis considers the structural and socio-cultural factors that influence the gender patterns of activity and access and control in the project area:

- demographic factors, including household composition and household headship;
- general economic conditions, such as poverty levels, inflation rates, income distribution, internal terms of trade, and infrastructure;
- cultural and religious factors;
- education levels and gender participation rates; and
- political, institutional, and legal factors.

The analysis should consider the following: Which policies and programs aimed at ensuring women's participation could affect the project? Which community norms and beliefs could influence women's participation in the

project's activities? Are there laws or regulations that could affect women's participation in the project or their access to its benefits?

Program cycle analysis

What gender considerations are needed for the project? Gender-sensitive project planning, design, implementation, monitoring, and post-evaluation

This analysis will indicate if and where the objectives and methods proposed for the community project should be modified to improve the chances that the project will succeed and to minimize the likelihood that women will be disadvantaged as a result of it. Some questions that may need to be considered in this analysis deal with production processes, training, information, participation, access, institution building, project framework etc.

Particularly within the Project framework, the following issues need to be considered:

- Do the planning assumptions (at each level of the planning framework or logical framework, for example) adequately reflect the constraints on women's participation in the program?

- Do project performance indicators identify the need for data to be collected, disaggregated by gender? Will changes in the gender division of labour be monitored? Will data on women's access to and control over resources be collected during the project?

- Can the project meet both practical gender needs (supporting and improving the efficiency of women's and men's productive roles) and strategic gender needs (improving gender equity through women's participation in the project)?

- Do the goals, purposes, or objectives of the program explicitly refer to women or reflect women's needs and priorities?

- Do the project inputs identify opportunities for female participation in program management, in the delivery and community management of goods and services, in any planned institutional changes, in training opportunities, and in the monitoring of resources and benefits? Will the project resources be relevant and accessible to poor women in terms of personnel, location, and timing?

- Does the project include measurable indices for the attainment of its GAD objec-tives, to facilitate monitoring and post-evaluation?

The three corners of a gender policy relate to (1) creating the right conditions for the delivery of a variety of resources to support empowerment of women, especially where they have a say on the type and mode of delivery of resources of their choice; (2) the provision of cost-effective and complementary services - for example, training and gender sensitivity workshops, covering all issues of economic, social, cultural and other aspects, that leads to empowerment, and (3) mainstreaming of gender issues within larger developmental policies, which may call for a in-depth review of norms and regulations from a gender perspective, identifying empowerment indicators for a programme or policy, etc.

The community development projects strived to empower women take their rightful places in family and society. Gender development has therefore been given special emphasis in our programmes. Efforts are being made to sensitise men and women about gender issues of the projects. This can be seen mostly in the income generating activities, small scale schemes and revolving loans for the enterprises run by women. "In 1998 a Gender and Development (GAD) workshop was conducted in three centres within Moomba community development Project (CDP). A total number of people who attended the workshops were not less than 280. During the evaluation,

couples who participated in these workshops were asked to explain how they benefited from the Gender and Development (GAD) workshop. They said currently both men and women work together. Two couples clearly said that they help each other in sweeping, cooking and preparing the bed." (Kabungo, 2001; 17)

While women are increasingly gaining ground and access to health care, education and civil facilities, they however continue to face discrimination in social, economic, political and cultural spheres. In all the described community projects the gender aspect is mentioned but the impact has not been felt very much because of the procedure used when mainstreaming gender in the community project. The gender analysis format is not well designed at the beginning of the project and this has had an adverse effect on the sustainability of the women in the projects.

Gender and development is a key to sustainable community development, therefore it could be one of the other reasons that not the full incorporation of gender in the initiation of the project could attribute to the failure of sustaining the community based project. Like in the Chisankane case since its inception up to the time of the evaluation the gender goal was not done.

Not including women in all the activities concerning community development is the failure in the latent form at the beginning and a manifest of failure to sustain the project by the community. Gender is very important for community projects as women play a critical role in the sustaining of the projects.

AGRICULTURE

Some terms defy definition. "Sustainable agriculture" has become one of them. In such a quickly changing world, can anything be sustainable? What do we want to sustain? How can we implement such a nebulous goal? Is it too late? With the contradictions and questions have come hard looks at our present food production system and thoughtful evaluations of its future. If nothing else, the term "sustainable agriculture" has provided "talking points," a sense of direction, and an urgency, that has sparked much excitement and innovative thinking in the agricultural world.

The word "sustain," from the Latin *sustinere* (*sus-*, from below and *tenere*, to hold), to keep in existence or maintain, implies long-term support or permanence. As it pertains to agriculture, sustainable describes farming systems that are "capable of maintaining their productivity and usefulness to

society indefinitely. Such systems must be resource-conserving, socially supportive, commercially competitive, and environmentally sound." [John Ikerd, as quoted by Richard Duesterhaus in "Sustainability's Promise," *Journal of Soil and Water Conservation* (Jan.-Feb. 1990) 45(1): p.4. NAL Call # 56.8 J822]

Sustainable agriculture" was addressed by Congress in the 1990 "Farm Bill" [Food, Agriculture, Conservation, and Trade Act of 1990 (FACTA), Public Law 101-624, Title XVI, Subtitle A, Section 1603 (Government Printing Office, Washington, DC, 1990) NAL Call # KF1692.A31 1990]. Under that law, "the term sustainable agriculture means an integrated system of plant and animal production practices having a site-specific application that will, over the long term:

- satisfy human food and fiber needs

- enhance environmental quality and the natural resource base upon which the agricultural economy depends

- make the most efficient use of nonrenewable resources and on-farm resources and integrate, where appropriate, natural biological cycles and controls

- sustain the economic viability of farm operations

- enhance the quality of life for farmers and society as a whole."

The long-term viability of our current food production system is being questioned for many reasons. The news media regularly present us with the paradox of starvation amidst plenty-including pictures of hungry children juxtaposed with supermarket ads. Possible adverse environmental impacts of agriculture and increased incidence of food borne illness also demand our attention. "Farm crises" seem to recur with regularity.

The prevailing agricultural system, variously called "conventional farming," "modern agriculture," or "industrial farming" has delivered tremendous gains in productivity and efficiency

Conventional farming systems vary from farm to farm and from country to country and from community to community. However, they share many characteristics: rapid technological innovation; large capital investments in order to apply production and management technology; large-scale farms; single crops/row crops grown continuously over many seasons; uniform high-yield hybrid crops; extensive use of pesticides, fertilizers, and external energy inputs; high labor efficiency; and dependency on agribusiness. In the case of livestock, most production comes from confined, concentrated systems.

Philosophical underpinnings of agriculture include assumptions that "a) nature is a competitor to be overcome; b) progress requires unending evolution of larger farms and depopulation of farm communities; c) progress is measured primarily by increased material consumption; d) efficiency is measured by looking at the bottom line; and e) science is an unbiased enterprise driven by natural forces to produce social good." [Karl N. Stauber et al., "The Promise of Sustainable Agriculture," in *Planting the Future: Developing an Agriculture that Sustains Land and Community*, Elizabeth Ann R. Bird, Gordon L. Bultena, and John C. Gardner, editors (Ames: Iowa State University Press, 1995) p.13 NAL Call #: S441 P58 1995]

Philosophical Considerations

Historically, farming played an important role in our development and identity as a nation. From strongly agrarian roots, we have evolved into a culture with few farmers. Very few farmers produce to sell their produce on a large scale. Can sustainable and equitable food production be established when most consumers have so little connection to the natural processes that produce their food? What intrinsically Zambians values have changed and will change with the decline of rural life and farmland ownership?

World population continues to grow. According to recent United Nations population projections, the world population will grow from 5.7 billion in 1995 to 9.4 billion in 2050, 10.4 billion in 2100, and 10.8 billion by 2150, and will stabilize at slightly under 11 billion around 2200. The rate of population increase is especially high in many developing countries. In these countries, the population factor, combined with rapid industrialization, poverty, political instability, and large food imports and debt burden, make long-term food security especially urgent.

Finally, the challenge of defining and dealing with the problems associated with today's food production system is inherently laden with controversy and emotion. "It is unfortunate, but true, that many in the agriculture community view sustainable agriculture as a personal criticism, or an attack, on conventional agriculture of which they are justifiably proud. 'I guess that the main thing people get defensive about when you say sustainable,' explained one agent, 'is that it implies that what they've been doing is not sustainable. And that's the biggest issue.'" [Judy Green, "Sustainable Agriculture: Why Green Ideas Raise a Red Flag," *Farming Alternatives Newsletter [Cornell]* (Summer 1993). Available at (8/99):

According to the World Bank, over the last twenty years agricultural production in Zambia has accounted for, on average, only fourteen percent of total Gross Domestic ProductGDP. In comparison, industrial production and manufacturing, combined, have made up approximately eighty three percent of total GDP over the last twenty years. Clearly, the agricultural industry is not one of the most economically powerful industries in Zambia. Consequently, the Zambian government has neglected the agricultural industry in order to pay more attention to the politically and economically influential industries such as manufacturing and industrial production.

Since the 1970's, Zambia has relied on simple, relatively inexpensive agricultural research programs to enhance agricultural productivity. In the early stages of the research programs, research was conducted in order to develop productivity enhancing technologies (i.e. fertilizers, pesticides and capital intensive crops). During this period, research took place on research stations, which did not imitate the typical conditions of a Zambian farmer's fields. In general, the research programs were designed by wealthy bureaucrats, who were only interested in fast results, and short term productivity gains

.

By the late 1970's, the Zambian Ministry of Agriculture and Water Development recognized that the needs of small scale and traditional farmers were not being appropriately addressed by the previously implemented research programs. In 1978, with the help of CGIAR (The Consultative Group on International Agricultural Research), the Zambian government implemented the Farming Systems Research and Extension (FSR/E) approach to agricultural development.

The FSR/E approach to agricultural development involves development and implementation of production technologies for the traditional and small scale farming sectors. The FSR/E methodology relies on provincial Adaptive Research Planning Teams (ARPT) to carry out the appropriate farming system research. Each provincial ARPT has at least one agronomist, one economist, and one research extension liaison officer, who acts as the middleman between the farmer and the ARPT. In addition, each team is supported by a national ARPT rural sociologist and nutritionist (Bezuneh et al. 151).

In Zambia, significant differences exist among traditional and small scale farmers within each province. For example, the type and degree of technology requirement varies with each farmer. In order to take these differences into account, the Adaptive Research Planning Teams developed specific technology recommendation domains for each farmer. These domains were defined on the basis of wealth, risk aversion and level of mechanization. In the Central Province, recommendation domains existed with the following criteria: (1) low wealth, high risk aversion and manual tillage; (2) intermediate wealth, intermediate risk aversion and manual/oxen tillage; (3) relatively wealthy, low risk aversion and oxen/tractor tillage (Bezuneh et al. 151). Such criteria made up the basis for developing appropriate production technologies for each farmer.

Since it's implementation, the Zambian Farming System Research and Extension approach to agricultural development has achieved significant productivity gains in several Zambian provinces. For example, in the Central Province, the development of an improved bean variety (Carioca) has produced significantly higher yields than the farmers' own local variety.

Also, the implementation of no till technology in the Central Province has proven to be highly efficient, especially during the critical period of crop establishment when labor is scarce. With these gains in productivity have come higher farm income. In the Central Province, for example, the improved bean variety generated over 61 percent higher income than the previously used local bean variety (Bezuneh et al. 153).

Although the Zambian FSR/E approach to agricultural development has achieved some success, there is little indication that the FSR/E program promotes sustainable agriculture. The FSR/E program, like Zambia's original research programs, has continued to emphasize fast results and the meeting of farmers short term needs. Productivity gains have often come through the expansion of cultivated land. Far too often, this expansion has been into marginally productive areas that are susceptible to soil erosion. Also, the Adaptive Research Planning Teams have placed too much emphasis on developing environmentally harmful, capital intensive technologies such as toxic fertilizers and pesticides. According to the World Bank, fertilizer consumption in Zambia more than doubled between 1970 and 1987. Not enough emphasis has been placed on developing "farming systems that are compatible with the particular environmental attributes constraining small

scale   producers"   (Bezuneh   et   al.   153).

The FSR/E approach to agricultural development in Zambia has adequately addressed the agricultural productivity issues of small scale and traditional farmers, but has, unfortunately, overlooked the concept of sustainable agricultural development. What could be done so as to incorporate sustainability onto the FSR/E approach? In general, reform of the current FSR/E system should include changes which incorporate natural resource management issues into agricultural development strategies. In order for this to occur, the Adaptive Research Planning Teams must first become familiar with the concept of sustainable agricultural development. Researchers must gain an understanding of farmers needs for long term food security. Finally, there must be more coordination between the research teams and the farmers they are trying to help.

Once researchers understand farmers' needs and realize the long term importance of sustainable agricultural development, they will be more likely to design farming systems that are compatible with the particular constraints (i.e. financial, environmental) on each farmer. More emphasis will be placed

on achieving improvements in productivity, through the development and implementation of low input technologies (i.e. organic and green manure, and non capital intensive crops).

Sustainability has been defined in a number of ways. According to Bezuneh et al., sustainability in agriculture "reflects a sense of intergenerational obligation to manage agricultural resources so that subsequent generations can continue to produce food and fiber at acceptable costs" (150). It has been shown that the Zambian FSR/E approach to agricultural development has failed to take into account the issues of sustainability. The Zambian system has placed too much emphasis on meeting the short term needs of small scale and traditional farmers. If the Zambian FSR/E system is to be sustainable, both short term and long term development issues must be addressed.

Agriculture is the "sleeping giant" of Zambia's economy. Agriculture could be the driving force for economic growth and development in the nation, but in reality it is failing. Production is low and the use natural resources are inefficient. Most of the rural household suffer from poverty and hunger.

Many farmers complain that Government no longer supplies agriculture inputs and buys maize from them. Farmers in rural areas find it particularly difficult to access credit and inputs. Poor infrastructure means that their access to market is very limited. The government of Zambia view agriculture as one of the main areas which can help the country develop as their will be food security, no malnutrition and the other produce can be exported for forex.

It is in the same line that World Vision through the community development projects has always put agriculture on the top of the agenda, because in all the communities where it operates the infrastructure is bad, and most of them are very rural in that they find it difficult to access loans from the Government. As it was seen in the descriptive of the community projects, World Vision with the view of improving the lives of the community people in terms of agriculture had to provide loans to farmers in terms of farm input such as fertilizer and maize seed. "The project assisted 50 farmers with seed and fertilizer loans. 30 farmers were also trained in crop production and management. The farmers acquired skills in new farming methods and this resulted in farmers increasing their food production from 15 x 90kg per household to 25 x 90kg per household." (Chiholyonga et al, 1999; 4) The

giving of agriculture loans to the farmers had a great impact on the lives of the community farmers as they improved food security in the community and was able to pay back the loans which were in turn given to other farmers. As part of making the farmers sustainable after phasing-out, World Vision made the condition of payment of the loans very flexible to give the farmers time to raise produce more for their sustainability. This was done in form of revolving loans.

The way in which the community was made sustainable was through the formation of farmer's groups. The groups formed a committee, which was made to work in partnership with Agricultural Extension Officers from the Ministry of Agriculture. This committee was expected to take up the leading role in agricultural matters concerning farmers in the area.

AGRICULTURE REVOLVING LOANS

Two types of agricultural revolving loans were given to the community by the project in Pigs and goats' revolving loans. "The project gave pigs and goats to the community during the 1998/99 agricultural season and nineteen (19) farmers benefited from the loans. Each beneficiary of the goats

revolving loan scheme was given two female goats, one male and those from the pig scheme were given one female and one male." (Kabungo, 2001; 10)

The community people who were involved in these agriculture revolving loans were put in groups and some committees were formed for the loans. The main purpose of this loan was to increase the livestock of the people. The loans were meant in such a way that, they were rotating from one community beneficiary member to the other. The goal was that once the animal breed the first beneficiary had to give the male and female animal to the next beneficiary, this was meant to continue up to the last beneficiary in a group.

The sustainability of this project was left in the hands of the community people as they were given all the powers to run this project. This loan was made self-sustaining, the only task the beneficiaries had was just to care for the animal properly. This agriculture revolving loan has its on risks, especially that it dealing with animal lives which means that, there was no control for natural death in that animal death can be seen as a factor which can contribute to the failure of sustainability of the project.

For the health of the animals the projects had to put up the dip tanks to control the tick-borne disease. As for sustainability purposes the projects partnered with the veterinary department to take up the leading role in the control of the diseases. For example in Luchena community development project the project had to make an agreement with the Government. "In the agreement, the government of Zambia was to provide the dipping chemicals through their Veterinary Extension workers." (Ibid; 11)

For the sustainability of the dip tanks, the community projects had to establish the dip tank committees, which were in charge of maintenance and management of the dip tanks in the area. The committee had to be trained in the maintenance skills. The committee also were expected to sustain these dip tanks by the inclusion of a user fee. For example in Simango "The community has formed dip tank committees and hopes to sustain their dip tanks through user fees, or cost recovery system managed by the same committees." (Chiholyonga, 1999; 5)

CAPACITY BUILDING

The contemporary view of capacity-building goes beyond the conventional perception of training. The central concerns of community development and

management - to manage change, to resolve conflict, to become self-reliant to manage institutional pluralism, to enhance coordination, to foster communication, and to ensure that data and information on community project activities is shared - requires a broad, holistic and robust view of capacity development. This definition covers both institutional and community-based capacity-building in all project activities.

One of the key requirements in this regard is to recognize that the social whole in the communityis more than the sum of its individual components. People form social systems which provide for a range of needs not met through market transactions - households, communities of interest, locality and neighborhoods create networks of mutual obligation, care, concern, interest and even conflict (access to other points of view). In the development and organizational learning literature these networks, norms and trust which facilitate co-operation for mutual benefit are referred to as 'social capital'. Social capital can be thought of as the framework that supports the process of learning through interaction, and requires the formation of networking paths that are both horizontal (across agencies and sectors) and vertical (agencies to communities to individuals).The quality of the social processes and relationships within which learning interactions take place is especially influential on the quality of the learning outcomes in

collaborative approaches. Taken one step further, this suggests that social capital plays an important role in fostering the social networks and information exchange needed to achieve collective action - and sustaining a social and institutional environment which is ready to adapt and change.

If we assume that in the short term, there will be no major shifts in financial resources to the community project or development sectors, nor will current programmes be massively altered to change the status quo, then we need strategies for other ways of empowering people and changing current practices to make them sustainable. The use of approaches to improve social capital to better strengthen and harness many existing aspects of social relationships in community development may work to foster constructive change and sustainability.

An organization's ability to develop more sustainability depends on the capacity of the people and institutions to understand complex development projects and activities concerning the development issues so that they can make the right development choices and manage to sustain the project after phasing-out.

People need to have the necessary skills and knowledge to understand the potential and the limits of the project. They will face difficult problems and

programmes that will need them to apply the skills to arrive at those choices when dealing with such complex problems as community development, project management, repairs of machines etc to sustain the project. This will require some knowledge and other skills.

Organizations should use wide community consultation to determine what improvements in capacity their people need to implement their community for sustainable community development. This analysis should be done by the organization and the people, if possible, and should be based upon a broad community members consensus..

Capacity building is an essential step in preparing community development for sustainable development. Organizations can build the capacity and the experience to the community of how to managing the community projects after phasing-out.

Community members need more knowledge and skills to cooperate and assist in setting priorities so that they can deal with the project for sustainability purposes and manage challenges on there own without external help, rather than depending on the help of the organizations

Assistance in the form of skills, knowledge and technical know-how can come from the supporting organization, other non-governmental organizations, government, universities, research centers, and business and other private organizations.

There is no community development without capacity building. Capacity building is in all about making the other people learn and know how to do the work on their own by equipping them with the knowledge and skills of doing the work. One of the characteristics of community development is that it is an educational process as it always involves people. The emphasis of World Vision community based project has always been on capacity building, because of the gestation periods of the project. This meant that after the project is phased-out, the people if equipped with the necessary capacity they will be able to manage and sustain the project. As it has been seen in all the description of the projects, capacity building has been part of the agenda, though this can also be seen on the one hand as directly and on the other hand indirectly.

Directly capacity building can be seen in the areas were the project had to take the people for some training to learn some skills and also giving them

the knowledge of how to repair and maintain the broken hemmer mills, how to handle development works etc. This can be seen in case of the people of Luchena community project as described above the involvement of the Project Management Committee members by involving them annually on various aspects of project management meetings and seminars with the goal of training them to be able to facilitate development activities in the community after phasing-out.

The other direct capacity building can be derived from Simango community development in which some women were trained in home management skills, the training of the Project Management team of the same project in how project are implemented can also be seen as direct capacity building. After the training the Project Management Team members were able to understand the development process of the project and this resulted in the projects producing quality work.

In Chisankane there were some direct skill which were offered to the community by the project in vocational training and business skills as part of them becoming self-reliant. In vocational skill, the youth received training in

business management. The women had received some training in tailoring through the support of the project.

The people in these community project have received direct training as part of capacity building for their sustainability which included financial accountability (preparation and checking of financial books) ownership, sustainability, community mobilization and participation. These have been facilitated by World Vision.

The indirect capacity building project training are those were the community or the people are called to participate in the community work where no formal skill or knowledge is giving to the community in a formal way. This is done in one of the techniques of community development called supervision. Supervision is a technique of making people get work through and or learn how to do the work better. It can also be said as a way getting the work accomplished by those who are assigned the different pieces over a particular time. In a nut shell supervision is overseeing, checking, instructing or passing on techniques used in particular work to another person.

This usage of the term suits the work environment but not a training environment where trainees are supervised to learn methods, techniques and skills in various professions, hence the reason it is called indirect capacity building.

From the above descriptive of the evaluation reports, people had some indirect capacity building by participating in the building of the Health Centers, schools, teacher's houses, sinking of the boreholes etc. The main reason why World Vision was working with the community in this manner was to give them the capacity to know how they could sustain the project for example when the building collapses or any maintenance work after phasing out the project.

CHILD CARE PROGRAMME

"Concern for children has been the cornerstone upon which the international Ministry of World Vision has been built" (National Profile, 2001; 40) World Vision Zambia is concerned about the growing exploitation, neglect and abuse of children in the communities and the country at large. It is against this that all World Vision community project are tailored towards children. Has it can be seen in the evaluation reports, that the child care project are

very much emphasised in the area of health and education through the sponsorship programmes. Child Sponsorship Program has brought a great deal of change not only in the lives of children's families and community but also in the general outlook of the operational area. Most of the developments in the area are done in the name of the children. For example, with the view of improving the education and the health standards of the children, the all community had to benefit in one way or the other. "The existence of newly constructed teacher's houses, medical staff houses, boreholes and pit latrines, gives evidence to the achievements of the sponsorship Program in Moomba community development projects (CDP)". (Kabungo, 2001; 17)

The child sponsorship programme of Chisankane community development project can be seen in the following ways. "At the beginning of the community development project had 522 Children In Programme (CIP), but the number began to decline as the World Vision National Office phased-out." (Kalawe, et al 1999; 13) Besides enjoying common community development programmes with the total community, the sponsored children had specific benefits provided by their sponsors through the project.

The Child Care sponsorship programme looks not to be a sustainable one as this is done through the private sponsors. There is a policy which states what type of children (poor or needy) should be sponsored and it has the age category. What is done is that through the Customer Relations Service department, the children in the community are sourced sponsorship by the Support Office in their respective countries. When the child is found a sponsor, the child is included on the list of the Children in Programme and the child through benefit as a child. After the phasing out of the project, meaning World Vision has stopped supporting the project which in turn the sponsor will stop supporting the child. This is not a sustainable way of developing a community.

The sustainability of the community development project has a lot of gaps which need to be considered if these projects have to be made sustainable after phasing out a project. This is all evidenced by project evaluation report results which were high lighted in the descriptive analysis of the sustainability of the community based development projects of World Vision.

3.3 REASONS FOR CONDUCTING A DESCRIPTIVE COMMUNITY DEVELOPMENT PROJECT AND SUSTAINABILITY ANALYSIS OF THE PROJECTS

It was very important and imperative to have a comparative community development project assessment through a descriptive and an analysis on the sustainability of the projects as this helped to yield and validate the study so as to know how to make improvements and the common factors which have affected the sustainability of the projects after phasing out.

The descriptive community development of the project and a sustainability analysis gives a broad picture and factors which have been a hindrance to the community development project's sustenance and there after gives an opportunity for an organization to see the strategies and alternatives for approaching the inception of the community development project and helps to establish factors to considered for new community projects to be developed so that they can be made self-sustenance, self-reliant, managed and sustainable after phasing-out.

There was great need to compare community development projects that have phased-out with reference to Chisankane on their failure to sustain

themselves after phasing-out, this showed how the different factors have affected the other community based development projects failure to sustain themselves, and it also helped out to show if all the phased-out projects have similar factors or the trends were the same. Some of the phased-out community projects were analyzed including Chisankane in all the development areas of the operations, in order to increase on the scope of understanding of the research subject this added value in validating of some of the findings in the quantitative and qualitative research.

The analysis identified important contributing factors of the failure of the community development project to sustain itself other than those from the field survey only (Chisankane). It would be possible to implement the new project between the organization and the community in order to ensure sustenance.

CHAPTER 4

4.1 Methodology

Saunders et al (2000:84) identifies that there are five layers to a research approach. The first layer is about the research philosophy to be adopted. The second layer is on the subject of the research approach that flows from the selected research   philosophy. Thirdly is the research strategy. Fourth is the time for conducting the whole research. Fifth layer is the data collection methods. These layers form up what Saunders et al calls the research process "onion".

4.2 Research Philosophy

"Two views about the research process dominate the literature: positivism and phenomenology. They are different if not mutually exclusive" (Ibid, 2000:85)

Positivism

Here the researcher assumes the role of an objective analyst, making interpretations about those data collected in a value-free manner.   This involves   highly structured methodology and some quantifiable observations that could be analyzed statistically.

Phenomenology

The supporters of this research philosophy are critical of positivism as it is argued that business situations such as complexities can not allow theorizing by definite "laws".

Research Approach

A research project normally involves theory, yet the theory could or could not be made explicit as the research design. There are two types of approaches: deductive and inductive.

Deductive is a scientific research as it involves the testing of theory. Inductive builds theory. This could be simplified by considering an interview. The researcher would try to make sense from the interview by analyzing the data collected. The result of this analysis would be the formulation of a theory (Ibid, 2000:88).

Research Strategy

This is a general plan on how to tackle the research questions that have been set up by the researcher. Saunders et al (2000:92) explains that there should be a clear distinction between strategy and tactics. Strategy is about the

overall approach adopted by a researcher while tactics on the other hand involves the finer detail of data collection and analysis.

Types of Research Strategies

There are different types of research strategies namely: experiment; survey; case study; grounded theory; ethnography; action research; cross-sectional and longitudinal studies; and exploratory, descriptive and explanatory studies.

In this research, both the survey research strategy and the interview method have been used. In short a multi-method approach was been used. Survey as explained by (Ibid, 2000:93) is usually associated with the deductive approach. It involves a collection of a large amount of data from a sizeable population in a highly economic way. This is, mainly, based on use of a questionnaire. The data are standardized so that comparison could be made. Multi-method approach involves the combination of quantitative and qualitative methods and using both primary and secondary data.

In this research, a questionnaire and a check list was used to conduct the research interviews and focus group. Two hundred and five (205) standard

questionnaires were administered to Chisankane community members and three (3) focus group discussions were also held with the community involving children, men, women and community leaders.

It is advantageous to use the multi-method approach as it enables triangulation to take place. (Ibid, 2000:99) explains that triangulation is the use of different data collection methods within one study in order to ensure that the data are telling you what you think they telling you.

Sample

The Sample consisted of 205 households and 3 focus group discussions

4.3Data Quality Control

Training of the Research Assistant

Research assistants were trained for two days. They were trained in interviewing techniques, recording and to have a clear understanding of the objective of the study.

Pre-testing the Questionnaire

Questionnaires were pre-tested in different a community project where the project has also phased out. This was done to see the feasibility and how clears the information was coming out.

Data Collection Techniques

The study involved both secondary and primary data collection using qualitative and quantitative methods. Data was also collected through the analysis of the evaluation reports of the phased-out project including that of Chisankane. The purpose for this data collection method was to validate the data and draw a strong conclusion of the research.

Secondary Data

Secondary data collection involved a review of the World Vision evaluation reports and other relevant published documents and books. The review served a number of objectives. Firstly, the background information helped to locate the study within a wider body of knowledge on the subject on related issues while helping to identify the gaps available in management of the community development project (CDP), secondly, it provided a perspective

for the study. Thirdly, it provided the baseline or foundation data upon which the collection of primary data was configured

Primary Data

In the collection of primary data using questionnaires - some authors quoted by Saunders et al (2000), define questionnaires to be exclusively for use in surveys where the person answering the question actually records their own answer (Kervin, 1999), while Bell, 1999 uses it more as a general term to include interviews that are administered either face to face or even by telephone. Saunders et al (2000) explains that questionnaires are not good for exploratory or other research with large numbers of open-ended questions but they work best with standard closed questions which you can be confident will be interpreted the same way by all respondents (Robson,1993).

Quantitative data was collected in community through structured questionnaires based on standardized set of questions. The questionnaires consisted of seven questions

Qualitative data was collected through focus group discussions with community members.

Data Analysis

- **Software for Analyzing Data**

The questionnaires were analyzed with the use of the Statistical Package for Social Scientists (SPSS). The software is very robust and user friendly hence its selection to be used for the analysis. The data was analyzed on intra and inter variable basis. This meant that the raw data was compared within itself for frequencies (age profile) and with other variables for tendencies or relationships (Age profile with gender profile).

CHAPTER 5

5 FINDINGS FROM THE RESEARCH SURVEY AND THE DESCRIPTIVE ANALYSIS OF THE EVALUATION REPORTS OF THE SUSSTAINABILITY OF THE COMMUNITY DEVELOPMENT PROJECT WITH SPECIAL REFERENCE TO CHISANKANE

5.1 Social-demographic Characteristics of the respondents:

In total, 205 respondents were interviewed in Chisankane Community.

Table 5.1.1 below presents the profile of respondents by their age and sex within specified age bounds. Among the male respondents, the majority were in the age range 31-50 years at 47 percent followed by those above the age of 50 years at 31 percent while the female respondents the majority was in the age range 10-30 years age group at 44 percent seconded by those in the age group 31-50 represented at 34 percents. The trend was different among the males and females. On average the majority of the respondents were in the 31-50 years age group at 40 percent followed by those in the 10-30 years age group at 34 percent. The respondents in the age 50+ were the

minority among the females and 31 percent was the second highest among the males.

Table 5.1.1 Number of respondents by age

Total Number	N=205		
Age of respondent	Male	Female	Total
10-30	22.2	43.5	34.1
31-50	46.7	33.9	39.5
50+	31.1	22.6	26.4

5.1.2 Marital status by gender

The respondents were asked their marital status and the majority was married with a mean of 72 percent. Among the male and female respondents the majority were those married at 82 percent and 64 percent respectively. There were more widows at 19 percent than widowers at 3 percent as shown in the table below.

Table 5.1.2: Marital status by gender

| Total Number	N=205		
Marital status	Male	Female	Total
Single	11.1	9.6	10.2
Married	82.2	63.5	71.7
Divorced	1.1	7	4.4
Widow	0	19.1	10.7
Widower	3.3	0	1.5
Separated	2.2	0.9	1.5

5.2 Role played by the Community in initiating the project:

The graph below shows the role played by the community during the initiation process of the Chisankane community project plotted by age. The majority of the respondents, who mentioned that the organization approached the community when initiating the project, were in the age range 10-30 followed by those in the 31-50 age groups.

Those in the sample who mentioned that the community participated in the PRA exercise, majority were in the age range 31-50 at 46 percent followed by those in the 10-31 age range though there was not much difference with those in the 50+ age at 29 percent and 28 percent respectively. Half of the respondents who mentioned the community participated in the implementation stage only were in the age 50+.

Figure 5.2.1: Role played by the Community by age
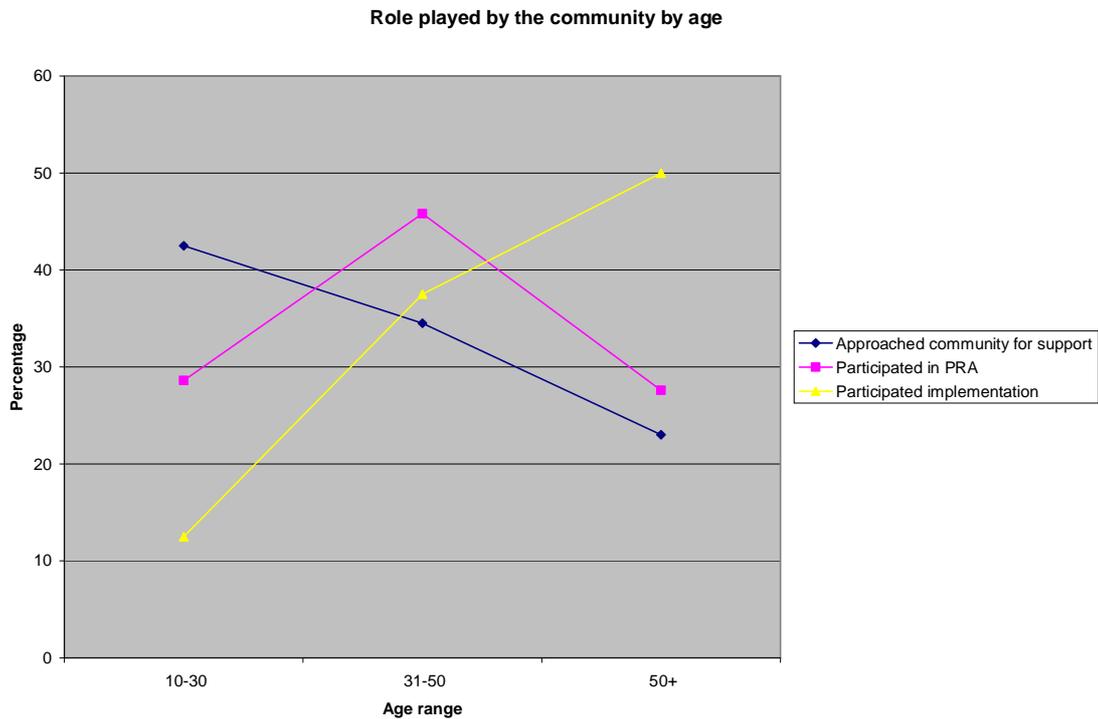
Role played by the community by age

The graph below shows the role played by the community during the initiation process of the project by gender. About half of the respondents both males and females mentioned that the community was involved much during the Participatory Rural Appraisal (PRA) stage at 53 percent and 50 percent respectively. There were a remarkable percentage of males at 38 percent and females at 46 percent who said the community was approached during the initiation stage.

Figure 5.2.2: Role played by the community by gender

Role played by the community by gender
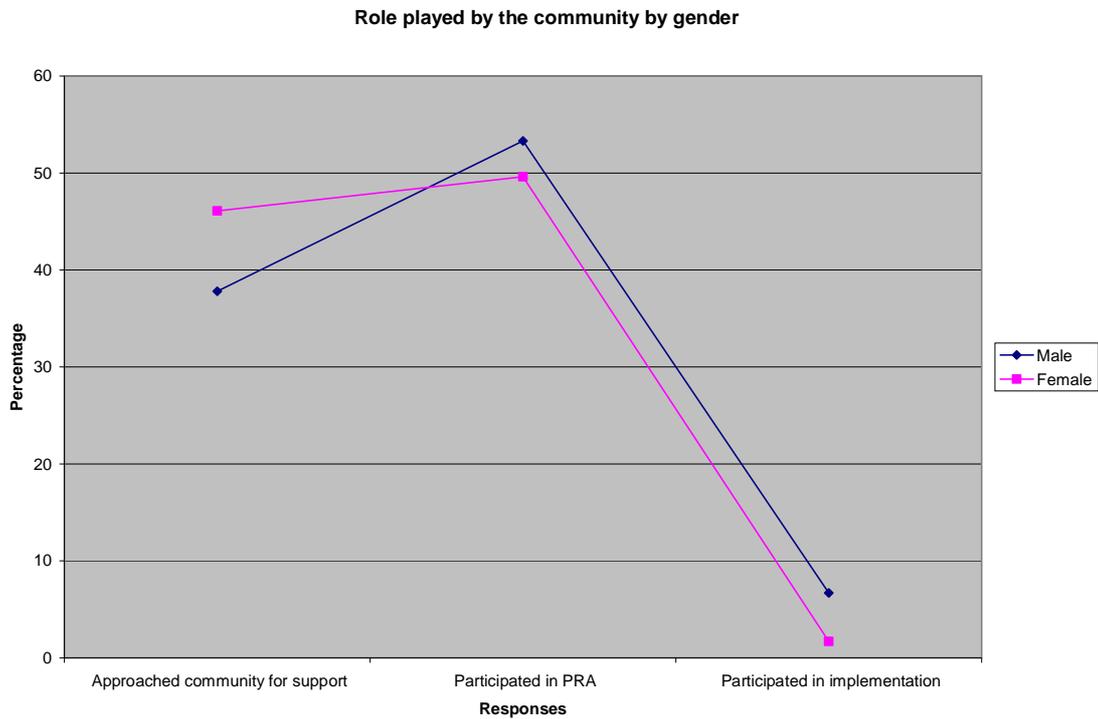
However, during the focus group discussion, it was mentioned by the participants that, the community was involved partly, as they mentioned to have been involved in the participatory rural appraisal (PRA)

During the descriptive of the evaluation report of Chisankane community project, it was revealed that, prior to the start of the project, there were meeting which were held by the organization and the key stakeholders and the community members, this simply en tells that the community and the key stakeholder were involved in the initial activities of the project. "World Vision Zambia was contacted by a local committee representing a number of

churches including Baptist Church, United Church of Zambia, Roman Catholic Church and the New Apostolic Faith Mission, among others including representing the community. World Vision responded by sending its staff to conduct an assessment meeting with local leaders, Church representatives from various denominations, village headmen and some community members" (Kalawe, et al 1999; 6)   This shows both the community and the organization played a role in the inception of the project. The only way in which can happen is through participating. During the descriptive analysis of the sustainability it was revealed the community were participating in both the development works and meeting by working in partnership with the line ministries.

From the above research findings, it is revealed that, the community was very much involved in participatory rural appraisal (PRA) process in initiating the Chisankane community Project though the community was approached to find out if they could be supported and the partnering with World Vision and the other relevant stakeholders in the community.

5.3 Determinants of the geographic boundaries

Most of the respondents who mentioned traditional leaders having determined the geographical boundaries of Chisankane were in the age group 10-30 at 42 percent followed by those in the 31-50 at 35 percent. The majority of the respondents close to three-quarters who mentioned political leader were in the age range 50+ and those who mentioned World Vision were in the 31-50 at 62 percent. Of those who mentioned community members the majority were in the 31-50 age group followed by those in the 50+ at 31 percent

Table 5.3.1: Determinants of the geographic boundaries by age

Characteristics	Age of respondents		
Determinants of the geographical size	10-30	31-50	50+
Traditional leaders	42.4	35.3	22.3
Political leaders	14.3	14.3	71.4
World Vision	5.9	61.8	32.4
Community members	27.3	40.9	31.0

5.3.2 Determinants of the geographical boundaries by gender

The figure below shows the respondents' view of who determined the geographical boundaries of the project area. The majority of the female respondents at 84 percent mentioned that traditional leaders were the ones who determined the geographical size, though within the male respondents the majority said the same, the percentage was almost half of the female

respondents at (48 %). Twenty-eight percent of the male respondents mentioned World Vision followed by those who mentioned community members at 16 percent as shown in the figure below. Among the female respondents very few mentioned World Vision and community members at 8 percent and 7 percent respectively.

Determinants of geographical size by gender
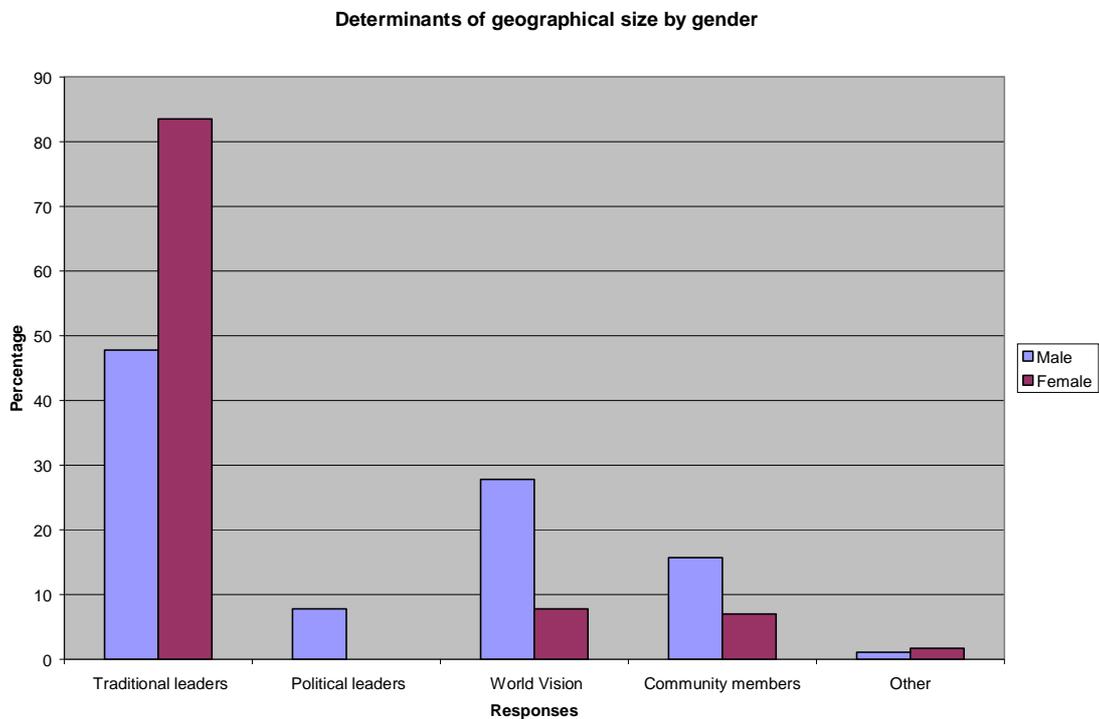
From the focus group discussion, it was discovered that the people who were involved in determining the geographical boundaries of the project were World Vision and the community. The majority of the participants mentioned World Vision and the community worked hand in hand. Very few of the discussants mentioned traditional leaders and political leaders.

From the descriptive analysis of the evaluation report of Chisankane community project, the boundaries were determined at the initial meeting before the project plans were set. After which a Project Management Committee was set up and the action plan of action was developed.

The all three research finding show that the determinants of the geographical boundaries were the community and the world vision through the participatory rural appraisals. This is so because social mapping is one of the components of participatory rural appraisal.

5.4   Control of project and implementation:

The table below shows who controlled the project and implementation. The majority of the respondents who mentioned community members only were in the age range 10-30 and 50+ each at 40 percent. The trend with the

majority of those who mentioned World Vision only did not differ as the majority with the same percentage at 43 percent was in the same age range. The majority of those who mentioned World Vision and the community members were in the age range 31-50 at 41 percent followed by those in the 10-30 age groups.

Table 5.4.1 **Control of project and implementation by age**

Characteristics	Age of respondents		
Who controlled the project implementation	10-30	31-50	50+
Community members	40	20	40
World Vision	42.9	14.2	42.9
World Vision and Community members	33.2	41.2	23.1

5.4.2 Control over the project by gender

The respondents were asked who had control over the project implementation in terms of gender. The responses below shows that, almost all the respondents mentioned World Vision and community members, among the males 89 percent while among the females 93 percent. Some respondents among the males and females mentioned community members only and World Vision only, though the percentages were very small.

Figure 4.4.2 Control over the project by gender

Control over the project by gender
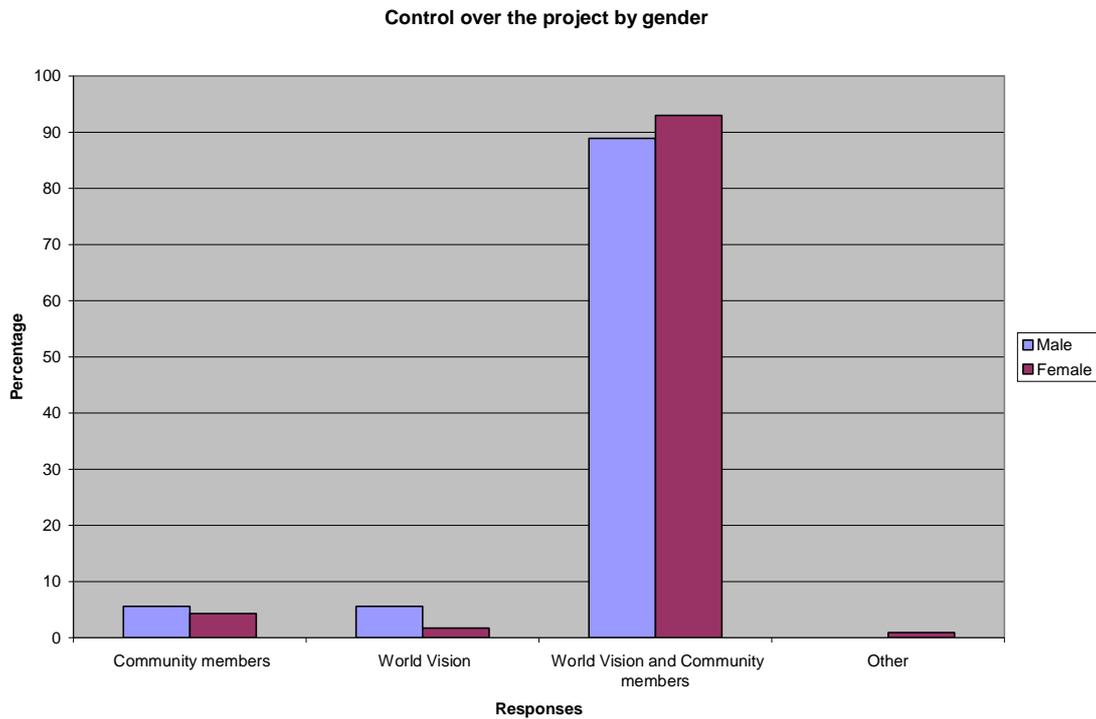
During the focus group discussion, it was mentioned by the majority of participants that, the project was controlled and implemented by the community and World Vision which was considered to be a Partner. A few number of the participants in the discussion mentioned that the project was controlled and implemented by the community.

From the evaluation report, it is revealed that project implementation was done by the implementing partners (World Vision) and the community members. In that the Project Management Committee was established to work with the organization by being involved in mobilizing the community

to participate in the development of the community. "Construction work was undertaken through both World Vision and the community contribution." (Ibid; 8)

From both the quantitative and qualitative results it seems that the control of the project and implementation was done by both World Vision and the community.

5.5 Factors contributing to community development project Sustainability:

Asked, about factors contributing to community development of the project sustainability, Community financial support was the majority stated in the 50+ age group. The majority of those who mentioned that for a CDP to be made sustainable there is need for community participation were in the age range 31-50 followed by those in the 50+. Community funding the project was supported by the 10-30 and 31-50 age groups at 40 percent each as one of the factors that can help sustenance of a CDP.

Figure 5.5.1 Factors Contributing to CDP Sustainability by age
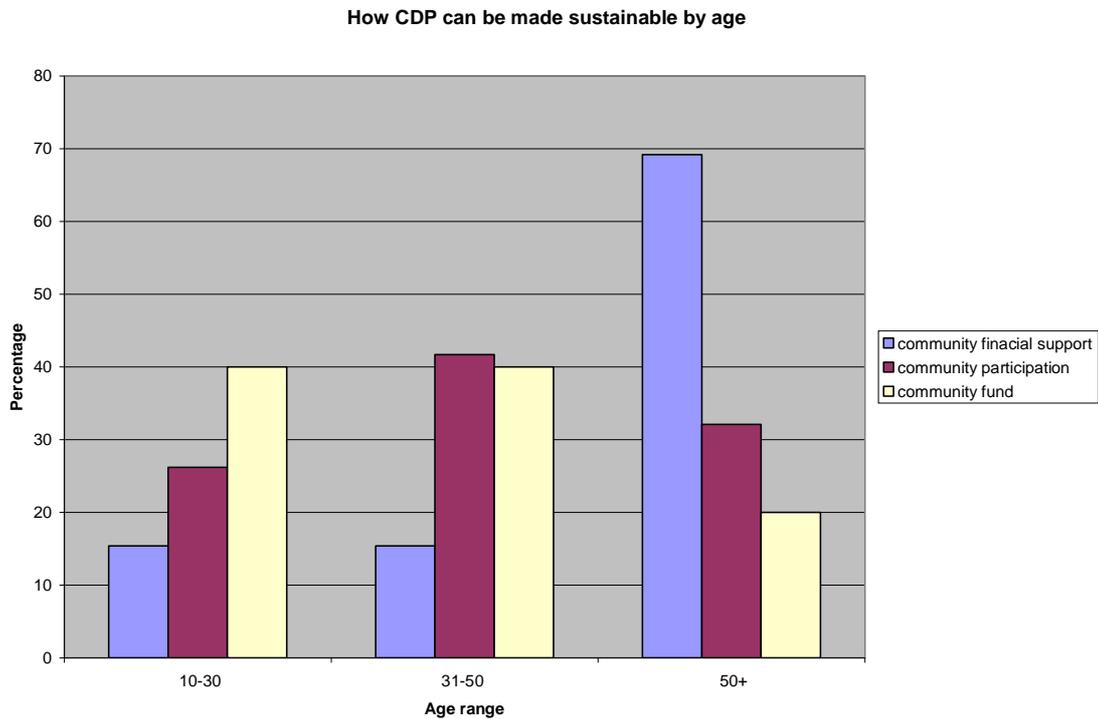
5.5.2 Factors contributing to community development project

Sustainability by gender

The data on the perception of project sustainability was also analyzed in terms of gender. The percentage did not differ in the responses as the majority nearly all among the males and females mentioned community participation at 94 percent each as the major contributing factor for project sustainability

Figure 5.5.2 Factors contributing to community development project

Sustainability by gender

Project made sustainable by gender
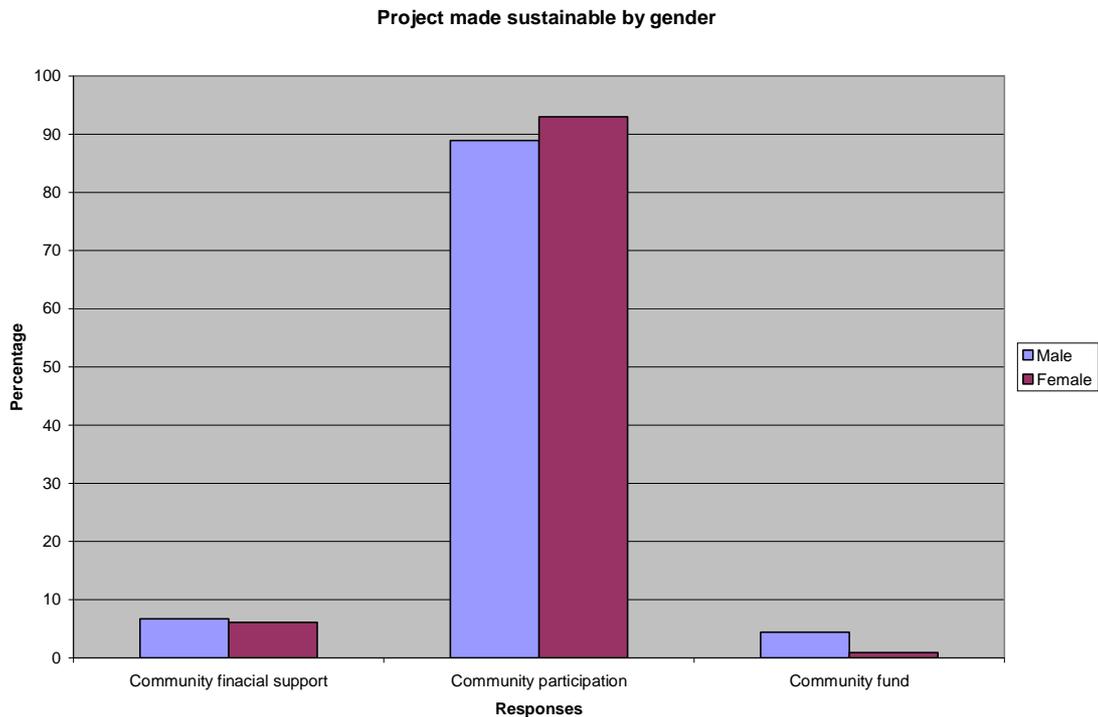
All the respondents in the focus group discussion were in agreement that community participation is the major contributing factor for sustained community project because without the community the project cannot stand on its own.

From the analysis of the report evaluation, the other factor that can be seen to make the community development project sustainable include, planning, programme operations, fact finding and research, budget allocation and analysis, public relation, human commitment, team work, location etc all these come from the implementing organization.

In line of the Chisankane community project, it can be safely concluded that project sustainability is dependent much on the community's full participation and there is need to include the community at all stages of the programme which is not the case for community sustainability.

5.6 Preparation of the community when phasing out the project:

Table 4.7.1 below shows, the respondents' view of how the community can be prepared when phasing out the project in the community by age. The majority of the respondents of those who mentioned capacity building and management skills were in the age groups 10-30 and 31-50 at 34 percent each. Among those who said community and stakeholder involvement when phasing out the project were in the age range 31-50 followed by those in the 10-30 age group at 34 percent. A high percentage of the those who mentioned community funding and management as one other factor that can help sustain the project were in the 10-30 and 31-50 age groups.

Table 5.7.1: Preparing the community when phasing out the project by
Age

Characteristics	Age of respondents		
Project prepare the community when phasing out	10-30	31-50	50+
Capacity building and management skills	34.1	34.1	31.8
Community and stakeholder involvement	33.8	40.9	25.3
Community funding and management skills	42.9	42.9	14.3

5.6.2 Preparing the community when phasing out the project by gender

Over three-quarters (75%) who were the majority of the respondents among the female respondents and 69 percent of the male respondents mentioned that when a project is phasing out the community should work with the stakeholders in the process of phasing out followed by those who mentioned capacity building and management training at 29 percent males and 16 percent females.

Figure 5.6.2: Preparing the community when phasing out the project by gender

How can the project prepare the community for phasing out
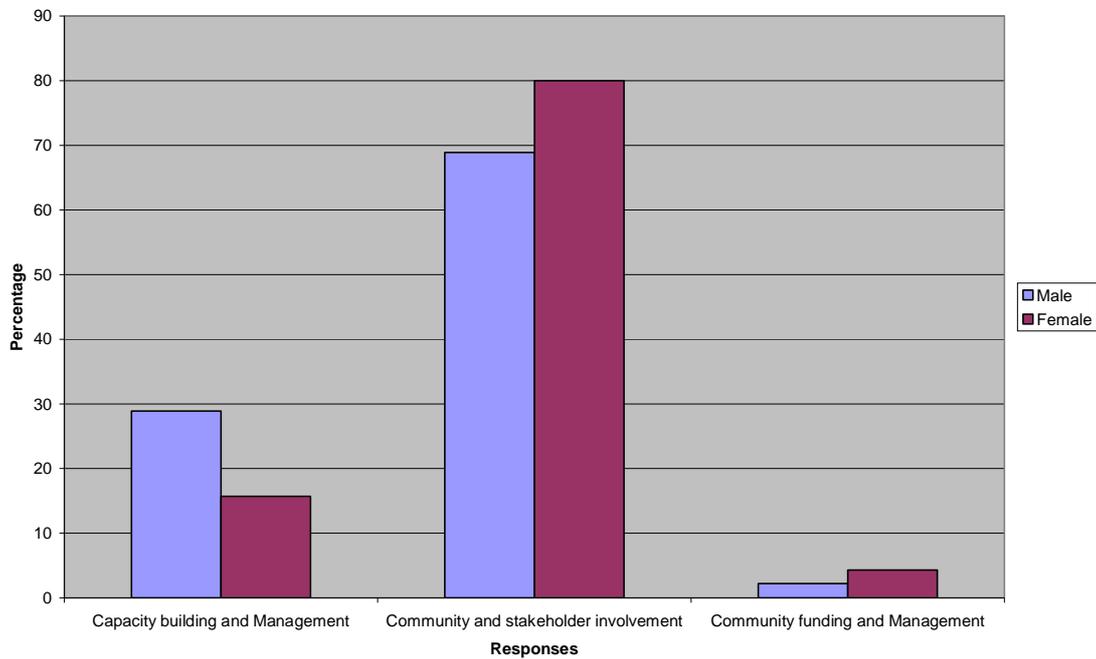
During the focus group discussion, it was discovered that most of the participants were of the view that capacity building skills are very important when the project is phasing out for sustainability.

The finding from all the evaluation reports analyzed including Chisankane indicate that capacity building begins with the inception the project, in that the communities are involved in both direct and indirect capacity building skills. There are several other things to consider when phasing-out a project, these include, goal achievement, enough of the planned activities have been meet, human and community capacity skills, infrastructure development etc.

This is because it was found that some of the planned goals were not achieved even at the time of the evaluation, for example the issue of gender and development was not done in Chisankane even at the time of evaluation, the other structure were not yet furnished, no contact person left in place to monitor the progress of the project after phasing-out, the central aspect of leaving the Project Management Committee to be in charge of the all project is seen to be a major weakness to sustainability of the project as the members feel not to be part of the project after the project is phased-out.

The research reveals that there is need for the community to work with the stakeholders and capacity building skills for the community members when phasing out the project.

5.7.1 CDP made more effective

The respondents were asked how the community development project can be made more effective. Most of the respondents were of the view that there is need for community involvement in needs assessments programs with an average of (85%) in all the age groups and adequate planning and implementation (13%) as shown in the figure below

Table 5.7.1: CDP made more effective by age

Characteristics	Age of respondents		
How can a CDP made more effective	10-30	31-50	50+
Community involvement in needs assessment	33.1	40.0	26.9
Adequate planning and implementation	40.7	37.0	22.2
Adequate funding	50.0	50.0	0

5.7.2 CDP made more effective by gender

The respondents in both males and females were of the view that for the community development project to be made more effective there is need for the community itself to be involved in needs assessment which stood at 81 percent and 88 percent for males and females respectively, followed by adequate planning and implementation of what was planned.

Figure 5.8.2 **CDP made more effective by gender**

Community development project made more effective by gender
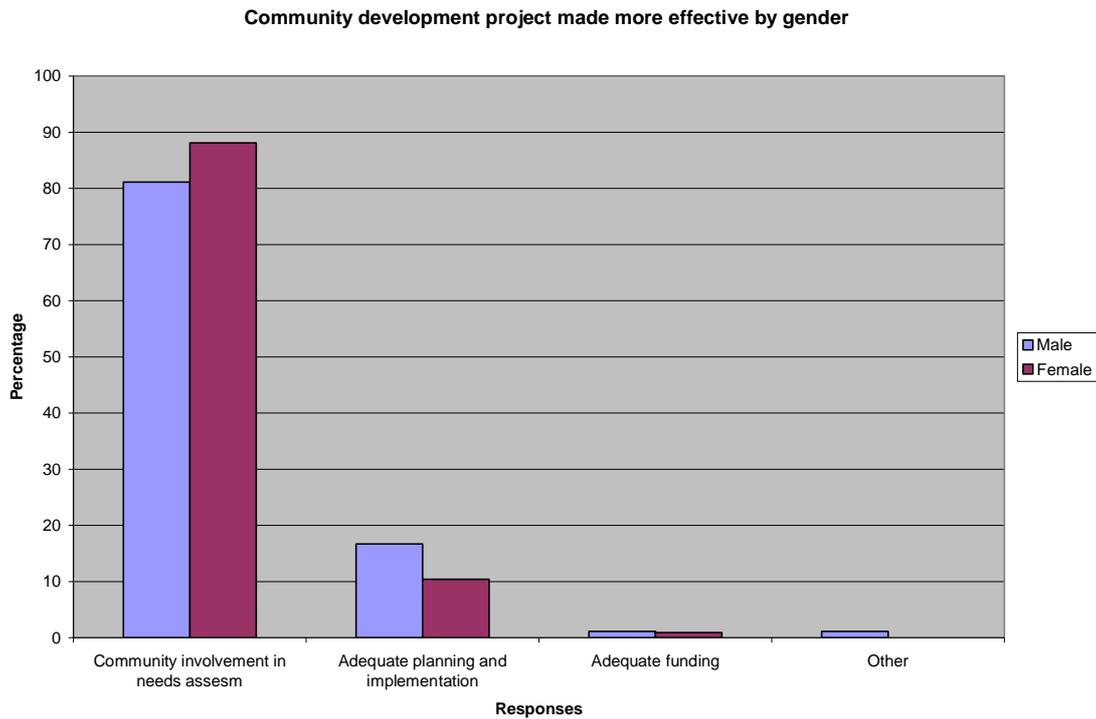
The participates in the focus group were also of the view that for the community development project to be effective there is need for full community participation, involvement and commitment in all the stages of the programme,

The research results from the evaluation analysis of the report do not look at community participation in all the project cycle as the most effective way of making the project sustained as it reveals that, the community have been involved in all the stages, the finding from the reports starts with one evaluation which is done almost at the closure of the project and this has

found to be a weakness of the effectiveness, communal ownership as a killer of effectiveness, limited budget compared to the gestation of the project hence making the project to accomplish all the set goals.

The two research methods suggest that community participation in the project will make it effective in its operations.

CHAPTER 6

6.0 DISCUSSION

6.1 Participant selection and sample size.

The sample size was calculated at 205.Therefore 205 respondents were sampled and the respondents were sampled using purposively sampling and the two research methods used were qualitative and quantitative methods. The reason for using these two types of research methods was to complete each other's weakness.

6.2 Social-demographic characteristics of the respondents

The respondents in the study were mostly middle aged, and the sample comprised more females in the 10-30 and males in 31-50. Despite the difference in the majority the respondents in the age groups, on average the majority were in the age group of 31-50, this entails that most of the people in the area are within the age range of 31-50.

On average most of respondents were married and there were more widows than widower, meaning that there are more men who die more than women.

6.3 Role played by the Community in initiating the project

During project initiating most of the people who mentioned that the community was consulted were in age range 10-30, followed by those in the 31-50 age groups. Of those who mentioned that they community participated in the participatory rural appraisal exercise the majority were in the age range 31-50 followed by those in the 10-31 age range. From the survey it was found that half of the respondents mentioned the community participated in the implementation stages only were in the age 50+.

During the survey it was found that most of the males and female mentioned that the community was involved in the Participatory Rural Appraisal (PRA). It was revealed that there were a more of males and females who said the community was approached during the initiation stage.

From the above findings, it can be deduced that, in terms of the age groups and the initiating of the project by gender, the 10-30 and 31-50 age groups were very prevalent in mentioning that the community, was approached and they participated in the PRA exercise. This suggests that there were more of the males and females who said so and can further be said that, this can be the age groups which could have been involved in the above two activities.

The 50+ age group can be said that they came in as beneficiaries looking at the survey statistics as they majority mentioned the implementation stage as the activity at which the community was involved and this is an operational stage of the project.

From both the survey and the focus group discussions, the responses differed from age to age and among the males and females. In community development project, the role of the organization is very minimal as this promotes self-dependency. If community development is to make a significant contribution to the development of people-youths, women, children and their programmes, then it must mobilize these people towards the progressive attainment of control over the condition of life in which they live. "People should acquire awareness, knowledge and self-confidence through broadly based educational programmes, that will enable them participate fully" (Obbo; 1990; 90)

6.4 Determinants of the geographic boundaries

During the study it was discovered that most of the traditional leaders were the determinants of the project boundaries and the majority of respondents who mentioned this were in the age group 10-30 followed by those in the

31-50 at 35 percent. Political leaders were found to have had a role in determining the boundaries as more of the 50+ age group said so and World Vision and community members were also found to be the other determinants of the project boundary and these were found in the 31-50.

In terms of gender, it was found that among the females (84%) and males (48%) most them said that traditional leaders were the ones who determined the geographical size, though more of the females were strongly of this view. Some male respondents mentioned World Vision and community members, though very few of the female respondents World Vision and community members.

From the qualitative study with the community men and women, it was found that most of the participants mentioned World Vision and the community as the ones who were involved in determining the geographical boundaries of the project, as they said they worked hand in hand. Very few of the discussants mentioned traditional leaders and political leaders.

The study revealed that the determination of the geographical boundaries of the project varied and differed in terms of the age group, gender and the method used.

From the above discussion it can be concluded that there were more females in the age group 10-30 and 31-50 who mentioned traditional leaders and those who mentioned World Vision and community members were males in the 10-31 age group.

This can be deduced that, during the determination of the project, from the different respondents and the methods used that there were no specific people who were completely involved in the process as this represents the participation of different stakeholders.

6.5 Control of the project implementation

The research finding show that project control and implementing was done by community members only and World Vision only were in the age range 10-30 and 50+. On average the majority were found to mention that the project was controlled and implemented by both World Vision and the community members were in the age range 31-50 and 10-30 age groups.

The project was found to be controlled by both World Vision and community members among both males (89%) and females (93%) respondents. Some among the males and females mentioned community members only and World Vision only, though the percentages were very small.

The reveal of the discussion was the same with that of the quantitative survey as the majority was of the view that project control and implementation was done by both World Vision and the community.

From the survey it can be said that control of the project implementation was jointly done by the World vision staff and the community members and this is by those both males and females in the 31-50 and 10-30 age group and from the discussion.

6.6 Factors contributing to community development project sustainability

The data showed that the 50+ respondents were of the view that CDP sustainability depends on community financial support while the 31-50 were

of the view that a community development project (CDP) can be sustained by the need for community participation. It was further revealed that for community development project (CDP) to be sustained there is need for the community to be contributing in terms of fund to the project was supported by the 10-30 and 31-50 age groups.

The responses were found to be the same that community development programme can be made sustainable in both males and female as they were of the view that community participation.

During the discussion all the participants were in agreement of the view that they see community development project (CDP) sustenance through them participating in the project fully.

From this it can be mentioned that, the views of the 50+ is that of creating dependence syndrome and that of the 31-50 is that of showing contribution and capacity building within the people. Though the views expressed by the 10-30 are also of showing contribution, it has no sustainability as it can work only in the short run. It can there fore be concluded that the only way out to make community development projects (CDPs) sustainable is community involvement in all the process of the project as this will build capacity in the

people, able to control the project and implement the activities. Therefore community development project's sustainability is all depended on community participation.

From the project evaluation report of Chisankane, there are many factors which have to be considered if the community development project is to be made sustainable, for example in the area of education, despite the building of schools and the staff houses as the way of improving the education standards of the people with the full participation of the community in the construction of the building, this is not enough to make the project sustain itself, there is need to sensitize the community on the benefits of education for them to appreciate the structure and care for the structure, even if fees are introduced the will be able to pay for their children as a way of sustaining the project in the educational sector. The direct opposite happened in the analyzed reports in that because of the community not appreciating early education as a way of contributing for the children's education the could not pay hence having it difficult to sustain the project of early education, therefore with this find one on the other contributing factor of community development project is awareness of the benefit of the selected project.

The analysis of the evaluation report further revealed that, the community youths were given some capacity building skills in vocational training. The idea behind was to create informal employment for the youths who were not in school so that they could earn some income. "24 youths received training in business management skills in 1995" (Ibid, 1999; 12) However, by the time of the evaluation it was found that they could not use the skills as they did not have any capital. Another similar event is the training of people who are not interested in the project. "20 women had started sewing lessons but this could not be sustained because of the poor attendance and sewing machine had broken down. In this scenario it can be discussed that the project did not plan well when training the youths in the business skills because the trained youths did not use the skills because of not capital. This simply shows that there was poor planning when starting this activity as the budget was not adequate. In the second case some participants had to stop on the way and the machine also contributed to the failure to sustain the project. Critically looking at this case, it can be concluded that the project had called people who were not serious and committed to the activity they were doing and at the same time the project bought one machine because of the limited finds for the use for 20 people of the break down of the machine made the programme to hold. Therefore the factors to consider that can contribute to

the sustainability of the project include proper planning, budget analysis for any activity, etc.

6.7 Project can prepare the community for phase-out the project

The views of the respondents of how the project can prepare them before phasing out were that, they needed capacity building and management skills those in the age groups 10-30 and 31-50. The same age groups were also of the view that community and stakeholder involvement and capacity building and management skills were very key when phasing out the project. The

The data in terms of gender revealed that more females and males were of the view that when a project is phasing out the community should work with the stakeholders and capacity building and management training.

From the discussion, it was discussed that, capacity building skills are very important when the project is phasing out.

Community development project are planned for certain gestation period because they have limited source of funds, despite this fact, these project can be sustained to maintain the living standards of the people. They play a

bigger role in improving the lives of the people. For this to happen there is need to make people self reliant to reduce dependency syndrome.

The evaluation reports reveal that the when phasing out a project from the community, the organization should be very considerate several factors. These include the reaching of the target or having had completed all the planned activities. For example the goal of the Chisankane community project on vocational skills "*400 youths in Chisankane community development project equipped with vocational skills to enable them self-reliant by September 1999*" (Ibid; 12), but by the time of the evaluation on the ratio of one-twentieth of the total target had received the training. These are the major factors to consider when phasing-out the project. The other factor which alluded to area on is the leaving of the Project Management Committee has the ones to run the project after phasing-out and not up a link person from the organization to monitor progress of the activities. When phasing-out the project there is great need to link an organization staff to the project as this will still make the community feel part of the all system, because just closing to the complete it like forsaking them and with the aspect of leaving some people from the same community to be in charge of the other is a great challenge.

6.8 Community development programme made more effective

Community involvement in need assessment was found to be making the project more effective. This is very important as it involves them in the first stages of the programme and once they are involved they are involved in this initial stage, they will help in identifying all the needs of the project other than imposing on them. This also makes them feel part of the team as they will also participate in planning of the activities.

This was also found to be true in terms of gender responses among the males and the females as they were of the view that for the community development project to be made more effective there is need for the community itself to be involved in needs assessment.

The participates in the focus group were also strongly of the view that for the community development project to be effective there is need for full community participation, involvement the needs assessment as they argued that through this only are they able to put up best recommendation and with the sponsors on the way the project can best be achieved.

Pre-phase evaluation was found be a hindering factor to the effectiveness of the project. For the project to be made effective there is need for some evaluation to be done at a timely interval as this will help monitor progress and align things which are not being done well. If possible the projects should be attached with process monitoring, as this type of monitoring is more effective and very efficient accurate in depicting errors.

The evaluation report further found that for the community project to be effective it should rely on individual capacity building as the communal ownership was found to have a problem. For example, the ownership of the tuck shop, hammer mills were deemed to be a failure because of the communal ownership. This can be evidenced by the grinding mill which was purchased for the community of Chisankane and after a major breakdown the hammer stopped working. This was an income generating activity for the community and the raised was put in a bank for repairs and maintenance of the same. But for this activity in Chisankane the income generated was not ploughed back into the business activity. The tuck shop was also put up for the community to raise some income but it also failed as earlier eluded in the descriptive section. "Communal ownership and management of business did not work well. One lesson learnt is to focus on individual ownership of

viable business activities in future." (Ibid; 13) This trend is common in all the evaluated community development project in this report. For effectiveness of the project in this area, there is need to at individual ownership other than communal.

CHPTER 7

CONCLUSION

World Vision Zambia, a human oriented organization with the quest of contributing to human development and the nation at large has been implementing projects in the communities called community based development projects, which are aimed at improving the education, health, water and sanitation , gender and development, agriculture, micro-enterprise development, Christian Impact (*CI)* and child sponsorship. World Vision community projects are not made to continue as they have a period in which they have to be implemented and after which expect the community to manage or sustain them after phasing-out. Sadly, "End of Project Evaluation Reports" revealed that some projects have been collapsed shortly after phasing-out. The problem has been long over search as the discovery is been made in an attempt has been made in this report, "towards establishing sustainability of community based development projects".

Community development has always been at the heart of World Vision programmes through out the country. The sustainability of these projects lie in many factors and not only in the strategies of initiating and implementing them. The Chisankane community project and many others have had a big

weakness for their failure to be sustained. Their failure of the project to be sustained including many other lies in the organization's not meeting the intended goals by the time of phasing-out, poor planning of the project activities, fact finding is done in half way at the time of initiating the project, budget not in concomitant with the gestation period, communal ownership, poor evaluation strategy of the projects, no follow up after phasing the project among many others.

On the other hand, the evaluation assessments have regularly found that, with the involvement of World Vision Zambia (WVZ), in the community-based project, there is speedy implementation and improved programme management, but the sense of ownership, responsibility, and capability of the community is undermined and not understood properly. This has not community oriented as World Vision has taken over the decision-making, planning and implementation of the project by running very fast as opposed to walking with the community

If community development is to be made sustainable, it should be basically be taken as a democratic process as this need not to be an imposed decision on the people. Community development would only reach maximum

effectiveness only if the principle of democracy prevail as it emphases on the desirability of decision making on the basis of general consensus or general agreement rather than on the basis of sharp cleavage or close votes that will tend to divide the community. If sustainability is to achieved the should be open participation, felt need and aspiration by the community members, it should an educational process, it should have both process and task goals, the philosophy of self-help, self-reliant, self-dependency and participation by the members of the community, it should be problem solving oriented and above all community development sustainability is based on community participation rather than any one group of the total population.

It therefore follows that community development project self-management, self-reliant, sustainability should be considered as a development tool by organizations and the community's continuous development as it is a process not an ad hoc or crash programme.

RECOMMENDATIONS

From the above research findings the following are the recommendations:

Social-demographic characteristics of the respondents

There is a great need to incorporate gender in the development of the community development project to strengthen their sustainability. The gender aspect was very much at the core of the implementation stage despite being on the agenda. This can be evidenced by some evaluation reports analysis that gender issues were not done at the time of the evaluation. "There should an equal number of women and men involved in programme development and decision making processes". (World Vision, 2000; 26) From this it therefore, recommended that gender issues should be at the of the initial meeting to make sure people understand the role of women in development.

When starting a project there is need to have the middle aged involved as they are the ones who were found to have greater view of the whole process of the project. The gender aspect should not be left out as both men and women were found to have a role in the project. Women were found to have a greater commitment to the project.

Role played by the community in initiating the project

The community should be seen to have a bigger role to play when starting up a project as this gives them the confidence that they own the project. The project should be made community oriented. The community should be seen at play as the role of the organization should only be that of a facilitator, enabler, guide, etc. Community development is the involvement of all the community rather than special groups. It is therefore recommended that if the project is to be made sustainable the community should be in the fore front of every activity.

From the evaluation analysis, it was revealed that the community had a full hand in the project process as they were meetings held with the community leader and the community members, compared to the research finding from the field that the community was involved in the participatory rural appraisal, despite this the community did not manage to sustain the project after phasing-out, it is therefore recommended that, when initiating the project there is need to go beyond community participation in the meeting and in the participatory rural appraisal but there is need to do some fact finding and research with the community.

Determinants of the geographic boundaries

When doing the social mapping of the area when starting up the project it is important that the community people and their leaders are involved as this will give them the opportunity to identify critical problems of the area.

When determining the geographical area of the project there is need to involve key stakeholders or there should be specific people to be in charge of this exercise. This is one of the most important stages of any community project as this is part of the initial levels and the initial stages determines the whole process, hence the need to pay attention when this is been done.

This can be seen be one of the contributing factors of the failure of the project to sustain its self as there seem to be no one specific responsible for this assignment. Community development organization in the social mapping exercise should play the learning role, especially it is coming in as an outsider. The organization should just rely on specific group of people (key informant) and assign them to determine the geographical boundaries. Because when doing an evaluation in the same line the same people can be used to determine if the size of the area has had an effect on the sustainability of the project. The size of the community can be also a

contributing factor to the sustenance of the community development project because, the bigger the size the more difficult it becomes to manage. The organization should discuss with the key informants of the manageable size or there should be a deliberate policy within the organization on the size of the community of where to put up a project. The way will be to divide the bigger community into sub communities which will make up one community for one project.

Control of the project implementation

From what was found from the study, the project was controlled by both World Vision and community members, this create a weakness in the community when phasing out, as the community will not work on there own without the help of the organization, therefore, it is recommended that as much as the organization is the implementing partner, it should not have as much powers as the community in implementing the project. The role of the organization should be that of the facilitators and should be involved at technical levels. This will build the capacity within the community for sustainability. If possible the organization should be involved only 25 percent. The age to consider should be that of the 18-40.

The project after starting should be left to the community to spear head it and the sponsors should only come in for technical guidance as project sustainability is dependent much on the community's full participation and there is need to include the community at all stages of the programme.

Community's full participation in the project will make it effective in its operations.

Factors contributing to community development project sustainability

On the sustainability of the project, it can be recommended that, the major factor is to involve the community in all the stages as this will give them the capability to control and implement the project as this will also enhance them with the capacity to sustain it without the help of extra support from the external partners.

When it comes to income generating activities, there is need for the project to draw a line on ownership. From the community descriptive analysis of the project, it was found that the income generating activities including that of Chisankane could not sustain itself because of the communal ownership. Therefore it is recommended that, the focus should be on individual

ownership if viability and sustainability is to be achieved in the income generating activities of the community development pojects.

Project can prepare the community for phase-out the project

From the research finding, it can be recommended that when phasing out the project, the way in which the project can prepare the community is through capacity building. This happens in many stages of the project and it should begin in the initial stages of the project.

It is important to involve the community in all project phases as this will build their capacity to continue running the project when it is phased out by the sponsors because participation in all the planning process of the project by the community will make them feel to be part and parcel of the project and they will perceive to be the owners of the project.

This will enable them also know how to control and implement the project. But it should go beyond capacity building as there are other several factors to consider.

When phasing-out a budget, it is recommended that the project has to complete all the goals as this is was found to be factor which contributed to failure of sustainability. It is further recommended that the budget should be made consummate to project activities.

It was further found from the analysis of the evaluation reports that, when working in the community the organizations just partners with the support organization (World Vision) as they do not want to network with other organization apart from the Government line Ministries. It recommended that one other way to prepare the community when phasing out a project is to make the community work with other developing organization by just linking them.

Community development project made more effective

Community projects are seen to be very viable when the community is involved in critical stages of the project as they seem to know and have first hand experience of the problem being faced. This can either be true or not depending on how the people present the problem. Directly implementation of the programmes has its own weakness without the involvement of the community in identifying the problems. This is done through problem ranking and that is one of the best community needs assessment. The

community identifies the problem and you let them rank which one is the biggest problem.

From the research finding, for the CDP to be more effective it is recommended that the community should be involved in the needs assessment activities as this will help priorities the major problems of the community and this will call for commitment.

From the evaluation report analysis it was found that, evaluation is done once for as a pre-phase evaluation. This is a weakness to sustainability as it as there is no clear monitoring of the activities of the project. To make the project more effective in terms of sustainability, there is need to deploy process evaluation.

It was also found that after a pre-phase evaluation which is done almost at the end of the project, there is no any other evaluation being done, it is therefore recommended that for effectiveness, for example if the project has a gestation period of 10 years, despite having a process evaluation, there is need to have the pre-phase evaluation midway and the post-evaluation which should be done almost at the end of the project.

From the evaluation reports analysis, it was further found that the project also sponsor children before phasing-out but this activity can be made effective and sustainable if the parents or guardians are empowered with self-reliant skills that will enable them sustain themselves after the project is phased-out.

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APPENDIX A

A   RESEARCH   FOCUS GROUP CHECKLIST

"TOWARDS ESTABLISHING SUSTAINABILITY OF COMMUNITY

BASED PROJECTS WITH SPECIAL REFERENCE TO

CHISANKANE COMMUNITY -- SITUATED IN LUSAKA

PROVINCE OF ZAMBIA."

FOCUS GROUP No.

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Note: *This checklist is meant to collect information on the Chisankane community*

regarding the CDP activities that were undertaken by World Vision. The information will

be part of the study being undertaken on development among communities and will be

used by organizations that may wish to support this community including World Vision.

All information given will be treated as confidential. I am requesting if I could discuss

some questions on the same development subject. We need about 30 to 45 minutes of

discussions.

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1. How did World Vision initiate the project in this community?

_____

_____

_____

2. What was the role of the community play in the initiation of the project

_____

_____

_____

_____

3. How was the area to be covered by the project determined?

_____

_____

_____

_____

4. Who was involved in the project implementation and what was the nature of

involvement?

_____

_____

_____

_____

5. How can the dilemma of giving less authority to the grass roots in development

programmes be resolved?

_____

_____

_____

_____

6. How can community development programmes become sustainable?

_____

_____

_____

_____

7. How do many of the community members perceive project ownership?

_____

_____

_____

_____

8. How can community development projects best prepare for continuity after phase-out of the financial and management support by the Sponsors such as World Vision?

_____

_____

_____

_____

9. How can the practice of community development be made more effective?

_____

_____

_____

_____

_____

APPENDIX B

A   RESEARCH   QUESTIONNAIRE

"TOWARDS ESTABLISHING SUSTAINABILITY OF COMMUNITY

BASED   DEVELOPMENT PROJECTS WITH REFERENCE TO

CHISANKANE COMMUNITY -- SITUATED IN LUSAKA

PROVINCE OF ZAMBIA."

QUESTIONNAIRE No.

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Note: *This questionnaire is meant to collect information on the Chisankane community regarding the CDP activities that were undertaken by World Vision. The information will be part of the study being undertaken on development among communities and will be used by organizations that may wish to support this community including World Vision. All information given will be treated as confidential. I am requesting if you could respond to the questions in this questionnaire. We need about 30 minutes to complete the questionnaire.*

1. Name of respondent _____

2. Age of Respondent   [ ]

3. Sex of respondent

      a. Male   [ ]

      b. Female   [ ]

4. Marital status

      c. Single   [ ]

      d. Married   [ ]

      e. Divorced   [ ]

      f. Widow   [ ]

      g. Widower   [ ]

      h. Separated   [ ]

5. How did World Vision initiate the project in this community?

_____

_____

_____

6. What role did the community play in the initiation of the project

    b) Approached World Vision to support the community ☐

    c) Participated in PRA exercise ☐

    d) Participated in project implementation ☐

    e) Had no role ☐

    f) Other (Specify)_____ ☐

7. Who decided on what geographical area the project should cover?

    i. The local traditional leadership ☐

    j. Local Political leadership ☐

    k. World Vision ☐

    l. Community members ☐

    m. Other (Specify)_____ ☐

8. Who controlled the project implementation?

    n. Community members ☐

    o. World Vision ☐

    p. Both community and World Vision ☐

    q. Other (Specify)_____ ☐

9. How can the dilemma of giving less authority to the grass roots in development

programmes be resolved?

_____

_____

_____

10. How can community development programmes become sustainable where

success depends upon the elite controlling the funds?

r. Encouraging community financial contribution

s. Facilitating more community participation

t. Building community spirit in the elite controlling the funds

u. Other (Specify_____

11. How does the community perceive project ownership?

v. When community initiate the project and seek support

w. When community members participate in the planning and

implementation of the project

x. Other (Specify)_____

12. In what ways can a project best prepare for continuity after phase-out of the

financial and management support by the Sponsors such as World Vision?

y. Build community capacity in project management skills

z. Involve community and other stake holders

aa. Increase community participation in funding and management

bb. Other (Specify)_____

13. How can the practice of undertaking community development be made more

effective?

cc. Involving the community in needs identification, planning and

management of community development initiatives

dd. Adequate planning and implementation

ee. Adequate funding

ff. Other (Specify)_____