

**FACTORS INFLUENCING WOMEN PARTICIPATION IN WORLD  
FOOD PROGRAMME'S PROJECTS IN SOUTH SUDAN: A CASE  
OF FOOD FOR ASSETS (FFA) PROJECTS IN GOGRIAL EAST  
COUNTY**

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**A Research Project Report Submitted in Partial Fulfilment of the  
Requirements for the Award of Degree of Master of Arts in Project  
Planning and Management of the University of Nairobi**

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## DECLARATION

This research project report is my original work and has not been presented in this or any other University for examination or any other purposes.

Signature.....

Date 22<sup>nd</sup> Septmeber, 2021

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This research project report has been submitted for examination with my approval as the University Supervisor.

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## **DEDICATION**

I dedicate this research project to the memory of my late dad, Garang Akol, my dear mum and siblings, and those who have always believed in me and encouraged me to work hard and be among the best in whatever I pursue.

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Lastly, thanks God for taking care of me throughout my studies.

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>CBPP</b>	Community Based Participatory Planning
<b>ERKP</b>	Enhancing Resilience in Karamoja Programme
<b>FAO</b>	Food and Agriculture Organization of the United Nations
<b>FFA</b>	Food Assistance for Assets
<b>GDI</b>	Gender Development Index
<b>GDP</b>	Gross Domestic Product
<b>MPI</b>	Multidimensional Poverty Index
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>OLS</b>	Ordinary Least Squares
<b>PE</b>	Primary Education
<b>PMC</b>	Project Management Committee
<b>SE</b>	Secondary Education
<b>SPSS</b>	Statistics Package for Social Science
<b>TRA</b>	Theory of Reasoned Action
<b>TVET</b>	Technical and Vocational Education and Training
<b>UNDP</b>	United Nations Development Programme
<b>WFP</b>	World Food Programme
<b>WID</b>	Women in Development

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## ABSTRACT

In spite of various efforts to deal with food security and nutrition across the globe, about one in every three people in South Sudan are food insecure with women and children being the most vulnerable. This study was set out to establish the factors influencing women involvement in WFP, Food Assistance for Assets (FFA) Projects in South Sudan: A Case of FFA Projects in Gogrial East County. Research goals were: to assess how culture influence women participation; to examine how literacy influences women participation; to assess the influence of women empowerment on women participation and to explore how assets ownership influences women participation in WFP's FFA projects of Gogrial East County. The anchor theory that provided guidance to this research included Theory of Gender Development and Reasoned Action to expound on the factors that influence women to participate in development projects. To realize these objectives, the investigator applied a descriptive survey. The respondents in this study were women participating in FFA projects and women leaders in Project Management Committee from Gogrial East County. A stratified random sampling technique was used to select the participants, primary information was gathered using semi-structured questionnaires. A 10% proportion of the total population was arbitrarily taken as this is in conformity with Creswell (2003) which asserts that a size of a sample of 10%-50% when the population is high is suitable in descriptive studies. The population targeted included 1393 and therefore the sample size of this study was 139 respondents, and the response rate was 89.93%. Quantitative type of information was analysed using descriptive statistics that includes frequencies, percentages, mean and standard deviation which. Correlation analysis was applied to explore the link among the variables. The study established that cultural factors hinder women from effectively participating in FFA projects. It was further discovered that literacy levels among women greatly determined their participation in FFA projects, the more educated a woman was, the higher her chances of participation in FFA projects and the converse was true. The study found out that women empowerment led to an increase of the number of women participating in FFA projects. The study found out that asset ownership did not influence women involvement in FFA activities.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Food Assistance for Assets (FFA) is one of the major initiatives by the World Food Program (WFP) that seeks to tackle the food requirements of the most food insecure people across the world. The initiative entails providing cash, vouchers or food transfers for short-term food needs, as well as improving the long-term food security of food insecure people. According to Guideline (2015), the FFA concept is providing cash or food transfers to address the short-term needs, while building assets such as the construction of new roads and improving the fertility of derelict land to improve food production and livelihoods of the affected persons. FFA also seeks to create healthier environments, reduce the impact of shocks, and improve preparedness to natural disasters. To achieve its objectives, FFA conducts various activities like developing and managing natural resources, re-establishing the potential of agricultural and pastoral lands, as well as fisheries areas, enhancing community access to markets and other social services through building of the infrastructure, and lastly community members' skill development training on the creation, management, and maintenance of assets. FFA conducts its activities in partnership with various governments across the globe and partner intervention agencies like FAO and IFAD.

Kongolo (2009) explored the factors that limit women engagement in programs for development in South Africa and the findings revealed that government policies on development, education, cultural values were key hindrances towards women involvement in development projects. It was further ascertained that women were involved in development programs without their knowledge however, they were marginalized, isolated, unexposed and the fact that government development policies were non-interactive. Akinyemi and Okunlola (2019) examined factors which impact women engagements in programs for development in Ekiti, state in Nigeria and the findings established that poor financial status, lack of priority for community projects and education level were key factors that hindered women input in developmental projects.

Findings further established that education was significantly linked to participation in development projects. Ndambiri (2018) studied factor that drove women towards taking part in community developmental projects in Mombasa County and it was revealed that participation of women in community projects was positively associated to the level of education, socio-cultural and political factors. As of 2017, FFA had benefitted 3.1 million people directly in 8 countries in Eastern and Central Africa (Africa, 2018). Moreover, the initiative had rehabilitated 13,650 hectares, built 1640 fish ponds, constructed 3540 kilometres, and planted 610 hectares of forest. In Kenya, WFP has been working in conjunction with the government to mitigate drought emergencies and reducing communities' vulnerabilities and risks. The FFA initiatives in Kenya have been mainly implemented in ASALs in northern parts of the country. These projects have focused on creating assets aimed to address water and food scarcities by building dams to harness runoff water, constructing irrigation schemes, mitigating soil erosion, planting trees, and repairing feeder roads. In Uganda, WFP supports 33,000 food insecure households mostly in food insecure districts of Karamoja (Africa, 2018).

The initiative called Enhancing Resilience in Karamoja Programme (ERKP) includes the public works programmes to increase communities' socio-economic assets and household income support initiatives to improve productive assets and income generating activities. Moreover, in 2017 WFP began a nutrition-sensitization public works project in two districts of Kaabong and Napak. The prevailing insecurity and conflicts in South Sudan have jeopardized FFA initiatives in parts of the country. However, in parts that there is stability, WFP has launched FFA programmes to improve immediate food needs while at the same time developing resilience among families against any future shocks. FFA programmes of providing food assistance and creating assets have helped food insecure communities in South Sudan shift from overreliance on food assistance to achieving sustainable food security. Approximately, more than 455,000 people have benefited from FFA initiatives in different states of Abyei, Warrap, Western Equatorial, Lakes, and Northern Bahr el Ghazal in South Sudan (Africa, 2018). The initiative has engaged in activities such as enhancing access to water to improve agriculture productivity, construction of markets, schools, roads, and other facilities. The combination of initiatives such as Purchase for Progress (P4P) and Food for Education programmes.

The FFA strategy in South Sudan provided a range of support such as asset creation, providing safety nets, and improving communities' resilience to future shocks. The FFA programme has also been implemented in other African countries like Rwanda, Djibouti, Mali, and Niger among others besides countries in Asia, Pacific, Latin America as well as the Caribbean.

### **1.1.1 Overview of Food-for-Assets Program in South-Sudan**

The Food-for-Assets (FFA) Programme is a World Food Program (WFP) supported program with a dual objective of addressing food insecurity by ensuring short-term needs of food insecure individuals which are met through a conditional food or cash transfer. Secondly, the programme aims to bolster the productive asset base of individuals participating in the program while equipping them with additional capacity to enable them to become sustainably food secure while also boosting their resilience against future shocks (Johnson, Kovarik, Meinzen-Dick, Njuki, & Quisumbing, 2016). Against the dual objective of the FFA, participants are therefore able to become self-sufficient and hence reducing the dependency syndrome.

Notably, the participation in the FFA program is based on willingness to participate and hence an observed gender disparity despite women being the most vulnerable yet more placed to gain from the participation in the program. This calls for effective targeting of the program to be able to reach the neediest people in the face of a shrinking resource base. FFA is implemented based on four pillars as described below and the activities with the first pillar being mandatory for all participants since 2017: Restoration of productive capacity of arable lands: This category of activities includes opening up or restoration of farmland, development of vegetable gardens which is a mandatory activity since 2017 that should be created as household asset building, post-harvest handling as well as skills training associated with these activities. Development of community infrastructure: FFA empowers communities to develop their infrastructure such as roads, health care facilities, multi-purpose ponds, schools and shallow wells. As described above, infrastructural programs under FFA are constrained by low-tech, lower costs and labour-intensive work that could easily be managed by the communities.

Natural resource management for climate change adaptation: This category of FFA activities includes; establishment of nurseries and seedling production, seedling planting as well as development of flood control dykes. Nursery development and seedling planting help to restore environment, and at the same time serves as potential income generating venture especially for raising and selling seedlings. Fruit trees can also improve nutrition status of the targeted communities. Skills development: FFA helps people acquire new skills through various on-site trainings. These trainings include; technical skills on engineering of asset creation, improved technologies on livelihood activities, environmental issues, project management etc. It is critical that any asset creation activity is implemented in parallel with skills development activities, which will ensure longer-term sustainability of the project impact. The Food-for-Assets creates productive assets bases through two channels; Labour based physical asset creation activities, where communities invest their labour to create physical assets and skills development that enhances the skills and knowledge of the community mainly through training. The participants of the program receive incentives either in the form of food (2.695kg /HH/day) or cash (3 USD/HH/day and it can be changed depending on the UN existing rate). Participants are given food or cash ration for 15 days in a month to help them meet their short-term food needs, whereas the assets created are expected to improve their livelihood capacities and their abilities to cope when there are shocks and stressors that compromise the availability of the food.

### **1.1.2 South-Sudan**

According to the UN Human Development Index of 2017, South Sudan was ranked at 188<sup>th</sup> out of 189 countries. It was also ranked in the same position on UN Gender Development Index (GDI), that makes a comparison of disparities among men and women in three critical dimensions of human development: knowledge, standards of living and health. These low rankings especially in terms of Gender Development Index is attributable to country's patriarchal nature that keeps strict gender norms and rigid gender roles and often places women at a disadvantage especially on key decisions touching on their day-to-day lives. In addition, the country is faced with extraordinary food insecurity levels since approximately 4.8 million population estimated at 40% of the country's population, and this remains an urgent need of food assistance.

Millions of people are facing challenges in ensuring food safety as the crisis takes its toll both on food production as well as the economy. The situation is worse in countries like South Sudan where about 33% of citizens countrywide are severely food insecure with 3.6 million suffering from stress. Also, among the pregnant and lactating women, one in three is severely malnourished. Among children aged below five years, over 686,200 are acutely malnourished, which comprised of over 231,300 being severely malnourished. Irrespective of the efforts made by some organizations, the food crisis is getting worse. The conflict has caused destruction of livelihoods and also economic decline, with livestock being killed, disease-prone, and looted, with crops being destroyed or even delay in planting as a result of violence, unfavourable weather, and displacement. In South Sudan, gender inequalities are specifically salient. Additionally, women and girls are disadvantaged as a result of customary laws together with the perpetuation of some cultural traditions. At the same time, gender mainstreaming in development programs faces challenges in South Sudan because of various factors like limited education levels, inadequate access to and ownership of productive assets, and division of labor, where women involvement in the development process is limited.

Cultural norms and values have exacerbated these factors because they tend to promote unequal power relations between the different genders (FNDP, 2006). For males and females, the opportunities of engaging in productive income-generating practices like sale of livestock and agriculture have been significantly diminished. However, there is an ongoing shift in gendered division of labor where more females are driven by necessity to take up the opportunity of actively engaging in construction and petty trade, both in respect to time and tasks taken as a result of the growing need to cater for more individuals.

## **1.2 Statement of the Problem**

Women are key pillars in pastoralism way of life, considering the different responsibilities that they take up on livestock, land as well as household support. In their routine, women have acquired knowledge on managing natural resources which they practice for the good of their community and the environment. When natural resources are scarce, and people experience economic downturn, women are overburdened with heavy workloads as they strive to compensate for the difficult times.



WDR (2008) on agriculture for development avows that lack of optimal exploitation of women potential in agriculture in areas where they are the majority in smallholding or subsistence farming is a key contributor towards sluggish growth and food shortage. Notwithstanding the major efforts to deal with issues of food shortage and nutrition across the world, about one in every three people in South Sudan are food insecure with women and children being the most vulnerable. In addition, regardless of several programs being initiated such as the WFP's Food Assistance for Assets, a project meant to provide welfare safety nets for the food insecure people in the most vulnerable areas, the participation among women remains limited. World Development Report Agricultural Development (2008) opine that agriculture programs comprised of just 4% of ODA and another 4% of public expenditure in Sub-Saharan Africa, whereby agriculture was found to be a key element of growth of the economy. The International fund for Agriculture Development postulated that poverty at the grassroots is deeply entrenched in the imbalances among what women own and their daily activities. An understanding of the limited participation is limited to the extent that it lacks may eventually impede the efficacy and effectiveness of the program in achieving its intended purpose.

Additionally, women are perceived to influence resources for food aid and ensure that household members consume them with a low chance of selling the ration for items that are non-essential for example, tobacco and alcohol. However, their input in these programs may be limited by several factors. For example, while it might be easy to ensure that women's presence is felt in the distribution committees or food aid, it is more challenging to make sure that they play a pivotal role in decision making and that their views and suggestions are given equal consideration to those of their male colleagues. Holden, Shiferaw *et al.* (2001) reported in their investigation in Ethiopia that female-headed households have low participation in agricultural production because cultural norms make ploughing a task that should be exclusively performed by men. Therefore, the study helped to bridge the gap to aid proper targeting of the program to realized its intended outcomes while also guiding the review on eligibility of certain sub-populations after the factors influencing their likely participation were unearthed. Manda (2002) contended that small-holding agriculture in Africa cannot be discussed while excluding women who comprise a bigger percentage of the rural populations.

### **1.3 Purpose of the Study**

The main purpose of this study was to assess the factors influencing women participation in FFA Projects in Gogrial East County, South Sudan.

### **1.4 Objectives of the Study**

The study is guided by the following objectives:

- i. To assess how culture influences women's participation in WFP's Food Assistance for Assets projects in Gogrial East County;
- ii. To examine how literacy influences women's participation in WFP's Food Assistance for Assets projects in Gogrial East County;
- iii. To assess the influence of women empowerment on women's participation in WFP's Food Assistance for Assets projects in Gogrial East County;
- iv. To explore how assets ownership influences women's participation in WFP's Food Assistance for Assets projects in Gogrial East County.

### **1.5 Research Questions**

The study is guided by the following research questions:

- i. How do culture influence women's participation in WFP's Food Assistance for Assets projects in Gogrial East County?
- ii. How does literacy influence women's participation in WFP's Food Assistance for Assets projects in Gogrial East County?
- iii. To what extent does women empowerment influence women's participation in WFP's Food Assistance for Assets projects in Gogrial East County?
- iv. How does assets ownership influence women's participation in WFP's Food Assistance for Assets projects in Gogrial East County?

### **1.6 Significance of the Study**

The recommendations from the study findings might be instrumental to humanitarian assistance practitioners and donor community in understanding some of the drivers that facilitate women to take part in development projects. They will learn targeting of the program for improved inclusion criteria and ensuring that the program achieve its set goals and objectives in addressing food insecurity and promoting productive asset base

participants in the program and equipping them with adequate capacity to become sustainably food secure.

Research outcomes may be useful to policy makers: The government of South Sudan, in developing policies that engender a supportive environment for women to participate in development programs particularly food-for-assets hence addressing issues of gender disparity in women's involvement in development programs which is critical towards the realization of gender equality.

Researchers who are interested in this subject may utilize the findings obtained in this research as a basis for further investigation. Additionally, they will learn theories anchoring the study, as well as their relevance and applicability.

### **1.7 Limitations of the Study**

During the course of the study, the following challenges were encountered by the researcher and they may have limited the researcher's access to critical information, which may adversely affect the accuracy as well as reliability of the collected information. Additionally, the researcher lacked control of the perception and attitude of study participants because bias or personal judgment may have influenced the responses. Also, there was reluctance on the part of the participants to provide information because they feared the possibility of information being accessed by third parties. These challenges were dealt with by the researcher by offering an explanation of the study's objective to the respondent prior to beginning data collection. Secondly, the researcher had authorization for data collection through a letter from the University of Nairobi to ascertain that the responses sought were specifically for academic use.

### **1.8 Delimitations of the Study**

The study context was Gogrial East of South Sudan and it mainly focused on factors influencing women participation in WFP's Food Assistance for Assets (FFA) Projects in South Sudan. The study delimited itself to a population of women selected to participate in FFA projects in 6 Payams and women members nominated to serve on Project Management Committees in those Payams.

## **1.9 Definition of Important Terms as Used in the Study**

### **Assets Ownership**

The term refers to owning the tools of production. Use of the term assets ownership is common in organizations where owners of the means of production do not generally have to be running the business (Rydqvist et al., 2011).

### **Culture**

Is knowledge as well as traits of a particular group of individuals. It also includes language, social behaviour, food, arts, religion, cuisine and music (Eliasoph, 2011).

### **Development Projects**

They comprise of projects that set up organizations, tools, and networks and have an impact in respect to synergy as well as development for the community, a region, or a sector among others (Chris, 2013).

### **Food Assistance for Assets (FFA) Projects**

FFA was initiated by WFP to deal with immediate food needs through food transfers, cash or voucher and promoting the rehabilitation or construction of assets that will help in improving the long-run food security as well as resilience (Gundersen, 2014).

### **Literacy**

Traditionally, literacy is one's ability to read, write and understand. Despite these components being essential in literacy, modern definitions have expanded to define the term as the ability, confidence as well as willingness to engage with language in acquiring construct and communicating meaning all forms of daily life (Mills, 2014).

## **Women Participation**

It entails women taking a role in the decision-making on matters advocacy, legal, and policy reforms. Women participation in the decision-making process on matters affecting society, in general, is a critical recipe to equality.

## **Women's Empowerment**

It relates to the process through which females elaborate and recreate their capabilities and accomplish in a means that they were initially denied (Rahmanto et al., 2017).

### **1.10 Basic Assumptions of the Study**

The suppositions that formed the foundation of this research include:

That the participants that were sampled from women development projects were well informed of the factors that drive women to participate in projects of development in Gogrial East County.

The population that was targeted was sufficient in providing the researcher with accurate and consistent information in relation to the factors that drove the participation of women in developmental projects in Gogrial East County.

### **1.11 Organisation of the Study**

The structure of the study as follows: Chapter one consists of the background of the study, the research intention, problem statement, hypotheses, research significance, assumptions, limitations, delimitations, terms definition and the research structure. Chapter two covered a review of extant literature in line with objectives (independent variables) that include culture, literacy, women empowerment and assets ownership. The dependent variable includes women participation in development projects.

The chapter has also discussed theories anchoring this study and their relevance, a conceptual outline and the gap in knowledge. Chapter three: is the methodology that was applied, design, population, sample (size), processes of sampling, instruments for research, procedures for collecting information and analysis.

In chapter, there was analysis and results interpretation and chapter five encompassed wide-ranging findings, discussion, conclusion, recommendations as well as areas for researching in future.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter gives a detailed review on women participation in development projects, the study variables and constructs and how they are related to the objectives of this research, theoretical framework, conceptual framework, summary of the reviewed literature and the table showing empirical studies.

#### **2.2 Women Participation in FFA Projects**

Women involvement in development is an approach of development projects that have their roots back to the 1960s, that calls for the inclusion of women issues in development projects. This involves involving women in the world economies by assisting them in developing and improving their status in the society. According to Jaquette (2017), a proposal was put forward by Gender and Development (GAD) approach which emphasized on gender relations as opposed to women issues single handedly.

The realization of the importance of women in farming in Africa can be traced back in 1928 when Hermann Bauman wrote an article titled “The Division of Work According to African Hoe Culture”. A detailed study involving African women was published by Kaberry in 1952 in Cameroon and further documentation of empirical data was done by Galletti, Baldwin and Dina in 1956 on male and female activities in Nigeria among cocoa farmers (Joeke, 2013).

Ascher (2002), Ester Boserup’s pioneering women's role in economic development contributed significantly in understanding the contributions of women in agricultural economics as well as the failure to align development projects with such reality. As Agrawal and Aggarwal (1996) note, the vast and equally ever-growing research on economic development, little focus has been directed at specific problems faced by women. Gunewardena (2002) demonstrated that women undertake over half of the agricultural work, and in some instances, up to 80% and they equally contribute to trade. Ascher (2002) indicated that there was severe underemployment of women. In a census carried out in India in 1971, it was established that women comprised 48.2% of the overall population, yet only 13% was involved in economic activity. With women being

excluded in most formal jobs, it was found that 94% of the female workforce was involved in the unorganized sector, specifically in agricultural activities.

Concerning the rise of women activities in the 1970s, development planners made efforts to integrate women into their projects by making them more productive. According to Mohammed and Shepherd (2015), women in development (WID) approach is in agreement with social structures that exists in some countries and integrate women in development. This is meant to ensure an increase in productivity as well as women earnings. There are various activities that drive women development, which comprise of: The United Nations Development Program (UNDP), which was established as a special Division for Women in Development and promotes concrete action towards ensuring that women take part in UNDP projects. Gunewardena (2002) notes that the United Nations paper International Development Strategy for the Third United Nations Development decade, which was issued in the year 1980, take into cognition the increase in the number of females involved in development activities.

It calls for women to actively be involved in all levels and sectors of the Program of Action that was put forth by the World Conference of the United Nations Decade for Women, where they act as beneficiaries and agents. Women should be involved in policies on food and agriculture, industrialization, social development, and science and technology (Joeke, 2013). In an OECD report produced in 1985, they surveyed various samples of developmental programs directed at women. It was found out that most of the projects were oriented towards improving women wellbeing. This influenced the recommendation that futuristic programs should not entail the home economic model; rather, pay attention to activities that earn them income which are key and impactful on women contribution (Campillo, 2014). The report equally realized the unavailability of data pertaining to women activities and functions emphasized the need for further exploration as a necessary prerequisite for developmental programs.

### **2.3 Cultural Factors and Women Participation in FFA Projects**

Theoretically, there are direct associations between family structure, socio-economic status, employment, ethnicity and welfare dependency. However, the most significant



factor that influences welfare programs dependency is not well established in the literature. According to Hiromi and Rosina (2000), the need for child support and other welfare programmes depends on the demographic characteristics of the children. The more children a family has, the higher the likelihood of depending on welfare programs like FFA.

The number of children increases the dependency ratio which is defined the number of children and elderly people that every working adult supports. Therefore, dependency not only depends on the number of children but also elderly citizens. The higher the dependency ratio, the higher the likelihood of depending on welfare programmes. Besides the number of dependents, the demographic characteristics of the dependents affect welfare initiatives participation. For instance, the presence of young children enhances participation in cash and food transfers. Jeon, Kalb and Vu (2011) investigated differences in the participation of teenage mothers and older mothers' participation in welfare benefits and whether such differences were doing to individual characteristics in the two groups. Teenage mothers are generally disadvantaged compared to older mothers in that they are likely to be unemployed, face difficulties finding marriage partners, have low education outcomes, and more likely to rely on welfare benefits than older mothers. Applying a dynamic random effects Probit model, Jeon, Kalb and Vu (2011) found out that welfare participation in teenage mothers and older mothers was equal. In others, the time a mother conceives a baby does not influence the level of participation in welfare benefits like FFA. Rather previous participation in welfare programs is the most important determinant of participation. Moreover, the study established that the marginal effects of being a welfare recipient in previous periods increased the probability of welfare participation for teenage mothers than older mothers. This suggests that state or welfare dependency is more important for teenage mothers as opposed to older mothers. Older mothers are likely to continue using welfare benefits due to unobserved individual effects.

## **2.4 Literacy Levels and Women Participation in FFA Projects**

Harris (2000) discusses the idea of participation as a means of achieving self-sufficiency. Participation in this context means engagement in paid work and employment training programs. Paid work or employment is considered as the most critical factor that influences welfare participation; those employed are unlikely to engage in welfare

benefits like FFA initiative, while those not engaged in gainful employment will participate in these programs. However, to be employed, one must have attained some levels of education or participate in employment training programs. High education or literacy levels increases the probability of employment and reduces the chances of engaging in welfare benefits.

Paid work and high education levels are associated with self-reliance, while lack of employment or low education (literacy) levels associated with passivity or dependence. As a result, several governments have adopted the participation strategy of increasing paid work as a means of reducing welfare dependency. For instance, the Australian government in the 1980s emphasized on return to work through providing education and training schemes to single parents and unemployed persons besides other strategies such as disability laws reforms (Harris, 2000). These reforms were aimed to reduce reliance on welfare programs which were construed to increase dependency, lead to erosion of work skills, lower self-esteem of the recipients, and create isolation from society. Harris (2000) explains that the harmful effects of welfare dependency could be passed from one generation to another whereby children where children from income and food support families could leave school early, are likely to become parents at a young age, and high income and food support reliant. The exclusion of unemployed welfare recipients from society has harmful effects on their health, physical and psychological well-being, and relationships. Reducing their welfare dependence and improving their education levels and work skills were considered the best strategy of reducing the number of income and food support recipients.

The influence of education levels on welfare programs participation was also confirmed by Jeon, Kalb and Vu (2011). According to the study, mothers who engaged more in paid work after completing full-time education were less likely to participate in welfare. The effect on education was found to be higher among older mothers compared to teenage mothers. Jeon, Kalb and Vu (2011) found that both groups of mothers who had attained university education had negative associations with welfare participation. However, even though low education is associated with higher levels of welfare participation, differences in participation between teenage mothers and older mothers were explained by health differences. Nonetheless, to the general population, low literacy (education) levels increase welfare dependency since it causes negative labour market outcomes.

Whereas education levels play a critical role in determining welfare benefits participation, it does not for the non-working population. The non-working population includes the elderly, persons with disabilities, and children. In these groups, high literacy levels do not affect their involvement in welfare benefits. Involvement in previous paid work among the elderly explains participation in food and cash support programs.

Elderly persons who had previous meaningful paid work with good retirement plans are unlikely to be involved in food support as opposed to those who had no gainful paid work. Discriminatory practices in the labour market against persons with disabilities limit their chances of employment and increase the likelihood of welfare support participation irrespective of their education levels. Among children, high literacy levels increase their probabilities of future employment and the lower the likelihood of future food stamps dependency. Lack of peace and stability in a country limits the production process making it difficult to engage in work to generate income to buy food. Consequently, prolonged wars and conflicts increase the probability of involvement in food support irrespective of the literacy levels.

## **2.5 Women Empowerment and Women Participation in FFA Projects**

According to Mathur (2014), in far too many cases, women and children are the most affected by food insecurity. This is due to the fact that women in most African and Asian countries are denied basic rights like having education, good health, owning property, and engaging in decent jobs. Women constitute a large percentage of the agricultural labour force in most rural areas hence are key in ensuring food security. Since women and children constitute a huge proportion of food insecure populations, they often participate more than men in food support programs like the FFA initiative. Due to cultural and traditional practices, women are usually more affected by poverty and hunger than men. The situation is particularly worse for nursing mothers who often need not only special food but also high food intake. Hunger or food insecurity is often inherited in that a mother who is suffering from malnutrition, is stunted, or underweight is likely to give birth to a child who is low weight.

Women constitute a higher proportion of food insecure persons because they face obstacles in access to vital farm inputs. In most developing countries, traditionally women are not allowed to own land but instead provide labour on their family or husband's land.

Moreover, women face difficulties in accessing fertilizers, mechanical equipment, new seed varieties, extension services, and even credit (Mathur, 2014). Women also play more household roles in addition to the time they spend to produce food. Market accessibility is another major burden to women which further hamper their opportunities of earning more income and buying more food.

As a result, with more obligations, fewer income opportunities, and assets, women are more vulnerable to shocks and likely to experience food insecurity. Women empowerment is crucial in increasing agricultural productivity and eliminating the percentage of populations who are food insecure. Tripathi et al. (2012) elaborate that closing the gender gap in agriculture production could reduce the number of food insecure people in the world by 100 to 150 million. In fact, empowering women in small-holder agricultural production has gained traction over the years as it is considered an efficient solution in addressing food insecurity, poverty, and enhancing economic development. Addressing the unequal access to the assets and productive resources between men and women farmers is vital in empowering women farmers. Women need access to clean water for agricultural production and domestic use. Therefore, women must be present in community decision making processes especially in the management of water and irrigation schemes (Tripathi et al., 2012). Most developing countries have gender discriminatory customary land holding and tenure systems that bar women from owning lands in their birthplaces. Giving women equal access to land and other farm inputs could increase farm yield by 20-30%.

Women farmers also rely on benefit from agricultural extension services, training, and new research and technologies. Investments are required in extension services, training, and new technologies specifically targeted for women farmers. Gender sensitive practices including literacy programmes for women, establishing plant clinics, supporting farmer-to-farmer exchanges, and improving women farmers' technical skills are some examples of the necessary policies required to empower women farmers. In addition, most women farmers lack information on credit services with favourable terms that will allow them to purchase farm inputs and expanding their production. Empowering women farmers by eliminating underlying gender discrimination practices will reduce global hunger, the number of women participating in FFA initiatives, and poverty levels in rural households of developing countries.



## **2.6 Asset Ownership and Women Participation in FFA Projects**

Different governments or organizations have various eligibility criteria that determine participation in welfare programs like food and cash transfers. However, the common practice has been to use measures of poverty levels and asset ownership to determine those who should participate in the support programs. The Multidimensional Poverty Index (MPI) is a measure developed by United Nations Development Programme (UNDP) that examines poverty levels beyond income by including indicators such as assets, floors, electricity, water, toilet, and cooking fuel to measure living standards besides other indicators for education and health. The use of a multidimensional approach of including income levels and asset ownership is the most appropriate since it ensures that most deserving persons qualify for welfare programs. Issar, (2010) elaborates that in the US, food ration vouchers are issued to families whose total incomes are lower than 130% of the proportion of federal levels of poverty, disposal incomes of less than a hundred per cent of the federal poverty level, and asset below a given amount. As a result, food stamp in the US is the only welfare support program that serves all financially needy households in the US. Most food stamps recipients in the US is the elderly.

Rice and Bansak (2014) explain that while asset ownership rules are meant to ensure that welfare benefits target the most disadvantaged, they unintentionally provide disincentives for the family to save and own other the assets like vehicles. Asset tests may, therefore, discourage households from saving and purchasing assets in order to qualify for welfare programs like FFA. However, other empirical studies on the effect of asset ownership rules on household ownership have found mixed results. Using OLS regression model, Rice & Bansak (2014) found out that relaxing asset ownership rules did not lead to an increase in welfare participation. However, the results by Rice and Bansak (2014) may not be applicable to developing countries where incomes are very low and a huge proportion of the populations live in poverty. Moreover, the study found that asset rules affect auto ownership. These results are not applicable in developing countries where only the high class and middle-income households can afford vehicles due to low incomes.

In the least developed economies in Africa, South East of Asia and Latino America nations a wider population percentage live in poverty, relaxing asset-ownership will increase participation in welfare programs like FFA. The number of households or families who are eligible for cash and food support programmes is high in developing countries. In most cases, governments and humanitarian assistance agencies like WFP, UNHCR, and FAO among others do not have adequate capital and resources to provide welfare-enhancing programs to all the disadvantaged members in these countries. A constellation of factors has contributed to the high number of people in need of welfare enhancement programs in African countries.

Slow sustainable economic growth that can lift the majority of the citizens from poverty, lack of safety nets, low agricultural productivity causing food insecurity, natural calamities like droughts and famines, and incessant conflict and wars have resulted in a large disadvantaged population in dire need of humanitarian assistance like food support. As of 2017, 10 million people were direct beneficiaries of FFA initiative in 52 countries (Guideline, 2015). However, there are still millions of people across the globe who still need food assistance especially in Africa, Latin America, and Asia. In this regard, asset-ownership rules would be integral in determining the most eligible persons for the welfare programmes like the FFA. The asset-ownership rules must consider the differences in national income or GDP per capita across countries. A disadvantaged population in one population may be better off and have many assets than another in a different country. As such, using the same asset-ownership rules may disadvantage poor families in relatively better countries. Nonetheless, asset-ownership rules should be applied in evaluating families eligible for welfare programmes like FFA.

## **2.7 Theoretical Framework**

In this section, the study will discuss the theories supporting factors affecting women participation in development projects; these theories entail Gender and Development Theory and Systems Approach theory. These will entail theoretical developments, significance, assumptions and relevance to the study.

### **2.7.1 Gender and Development Theory**

Gender and development entail an interdisciplinary field that focuses on the social relations between males and females in both developing as well as transition nations. Since the 1970s, the field has experienced significant development and comprises of innovations in research, political strategies, and analysis that are as a result of diversely located activists and scholars together with a set of practices as well as to disclosures that are institutionalized by central governments as well as multilateral organizations like the World Bank (Clisby, 2015).

The emergence of the literature of gender and development was as a result of opposing the common views in the 1970s and 1980s that there was the exclusion of women in the development process and thus there was a need for their incorporation into institutions, mainstream policies as well as programs (Theobald, Elsey & Tolhurst, 2014). Early theorists of gender and development critiqued the existing development aspect that promoted structural adjustment and market-led development as well as stabilization packages in responding to the problems of balance-of-payments and debt together with the notion that integration of women should happen in a process where benefits end up with a few, whereas a majority are impoverished (Evans, 2014). As opposed to previous literature on women in development, gender and development theorists specifically focused on social transformation in respect to the eventual development aims and practices and the relations between women and men. In promoting their ideas, gender feminist theories use the term gender in a specific manner.

According to Theobald, Elsey, and Tolhurst (2014), gender is defined as a social construct that entails the relationship between men and women and depicts hierarchies among them on other bases as opposed only to biology, but also on race, ethnicity, life-cycle position, age, wealth, and income among other features. Changes in gender relations are experienced over time and tend to be different across societies. However, in all societies, there are structures in respect to the distribution of wealth, work and Labor, income, education, and productive inputs. Theorists of gender and development rely on six major approaches to support their argument. First, they assert that the focus is not directed to females, rather to gender relations between the two genders in various settings that are interlocked with social relationships like race, ethnicity, income, and caste (Clisby, 2015).



Again, females are perceived as active agents despite their inability to have a perfect understanding of what causes subordination and discrimination. Thirdly, the approach is holistic and focus is directed at gendered social relations together with the production and distribution of products. Additionally, according to Clisby (2015), development is evaluated in the context of complex processes that involve cultural, political, and economic transformation over time. Fifth, the achievement of women's empowerment and gender equity should be driven by multiple strategies and approaches that will necessarily be different based on circumstances. Lastly, the organization and collective action role by women is critical to achieving women empowerment and gender equality. By relying on these approaches, gender and development theorists have influenced governments towards coming up with measures that promote gender equality. Chopra and Sweetman (2014) assert that major focus has been directed at dealing with the issues of gender and poverty, women empowerment, paid employment as well as unpaid work. Further focus has been directed at development institutions together with gender mainstreaming as a critical institutional response to promote gender equality. Irrespective of these measures and approaches, there are a host of developmental challenges that need to be addressed towards ensuring gender equity as well as women empowerment.

### **2.7.2 Theory of Reasoned Action**

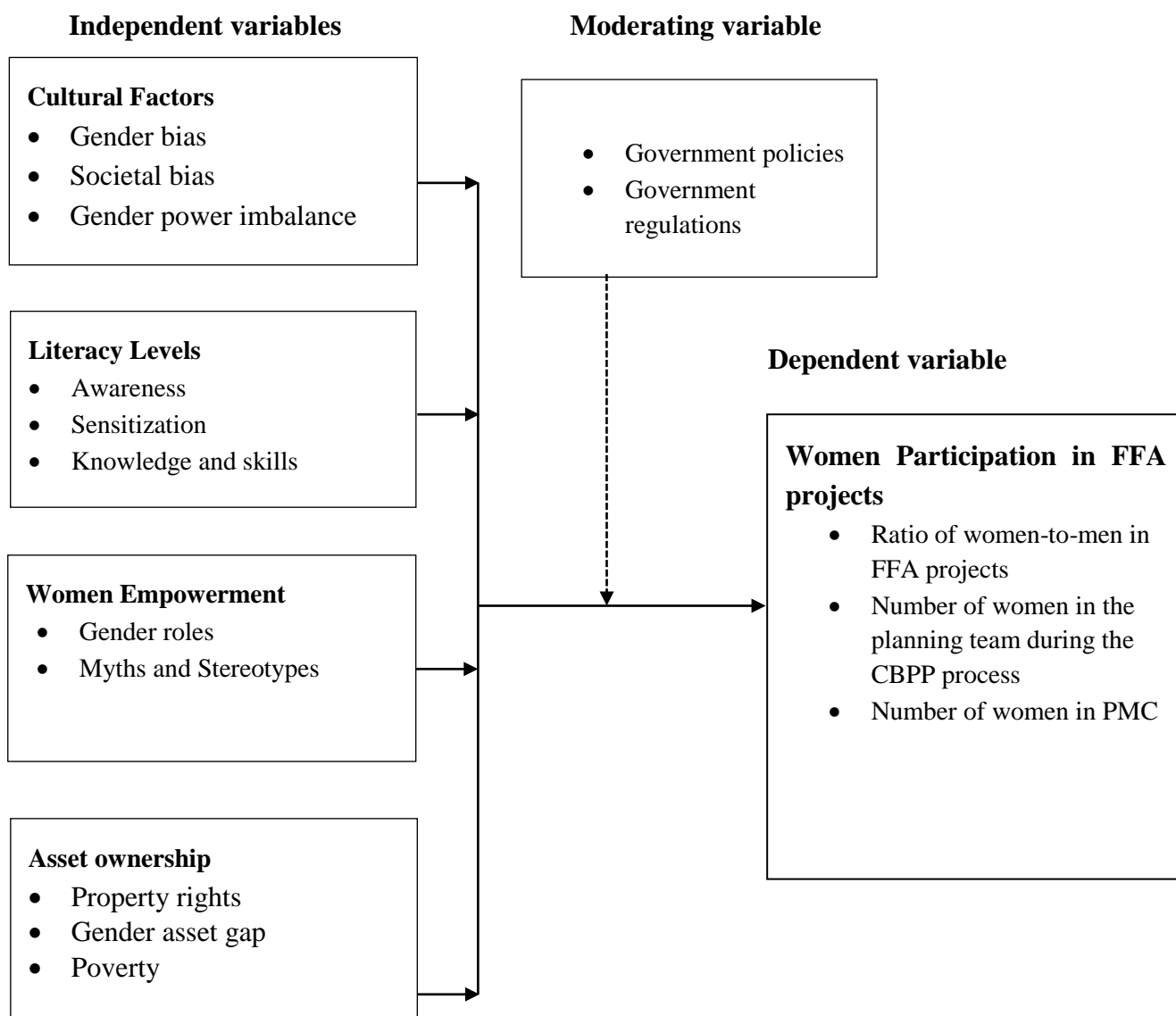
Fishbein Martin and Ajzen Icek established this theory in 1967. This was an advancement of attitude theories, persuasion models, and social psychology's previous studies. Fishbein's theories proposed the A-B relationship (the link between attitudes and behaviours (Fishbein & Ajzen, 1974). Therefore, the Theory of Reasoned Action (ToRA or TRA) purposes to explain the link between ethics and attitudes in the activities of humans. With the help of previous attitudes and behaviours, the theory explains future behaviours of individuals. The expectation of an individual after behaving in a certain way is what inspires him or her to engage in certain behaviours (Ajzen & Madden, 1986). The underlying aim of TRA is to draw an individual's intended behaviour by examining the enthusiasm to perform an act (Ajzen, 1991). Social customs that surround individual actions affect performance and non-performance of behaviours. The main objective of performing an action is referred to as the behavioural purpose and it's brought about by certainty. An individual behaviour leads to a certain outcome.

This purpose is critical to the theory since the objectives are as a consequence of attitudes, personal customs and behaviours (Armitage & Conner, 1999).

The relevance of this theory is that attitude and subjective norms plays a critical role in persuading women to participate in development projects. It contributes predicts the intentions by women to change behaviours for example, by assessing women attitude and behaviours one can predict tendencies to change behaviour. For example, women who have undergone through training and development programs on development projects may consider taking part in development projects since they are motivated and understand the importance of the project (Fishbein & Ajzen, 2010). Women participation in development projects can be determined by evaluating things that motivate them to join these projects. The intention of women to participate in development projects is a key predictor of whether or not they actually perform that behaviour. Further, the normative element that is social norms also contributes to whether or not an individual will actually perform that behaviour. This view is echoed by Ajzen and Fishbein (1980) who argues that the intention to execute certain behaviours precedes the actual behaviour. This is regarded as behaviour intention and is as a result of a belief that performing certain behaviours will result to certain outcomes.

## **2.8 Conceptual Framework**

The conceptual framework is an analytical devise that explains the relationships between variables. The conceptual framework was utilized in making conceptual differences and organizing ideas. It highlighted real issues in a simpler manner that was easy to apply. In addition, it provided a basis for interpretation of the study findings and improved theory development that was considered important for practice.



**Figure 2.1: Conceptual Framework**

In the above conceptual argument, it illustrates the anticipated associations among the variables. It was assumed that the predictor variables would influence changes on the response variable. Response variable is also regarded as the criterion variable. Under this study, independent variables included culture, literacy, women empowerment and assets ownership which were assumed to influence the dependent variable which was women participation in development projects.

## **2.9 Summary of the Literature Review and Knowledge Gap**

This chapter has reviewed existing literature on factors that women participation in development projects globally, in the region and locally. The reviewed literature shows that there are various factors that affect women participation in development projects however, the most common factors are culture, literacy, women empowerment and assets ownership. Most of the focuses by few studies that have been done on development projects have restricted themselves to road projects and development projects without specific consideration of women contribution towards developmental projects. However, studies have highlighted that lack of training and development programs, illiteracy and culture as key factors that hinder community participation in development projects and programs. Development projects play a critical role in improving livelihoods and steering economic development of a country. These projects serve different purposes, some projects aim at developing infrastructure, other projects are meant to provide basic amenities while others aim at improving livelihoods of the less fortunate in the society. With the emerging research on women development projects, it would be appropriate to understand the factors that affect women participation in development projects and the improvements that need to be carried out to ensure their women inclusion and involvement in these projects.

Research has shown that the factors affecting development projects are unique to a country and also to the structure and institutional frameworks employed. Even though development projects targeting women empowerment have successfully been implemented in developed countries, various challenges have been encountered in the implementation of development projects particularly projects that target to improve the livelihoods of women. In this study, the researcher investigated the factors affecting women participation in FFA projects in South Sudan with a specific focus of FFA projects in Gogrial East County.

<b>Variables</b>	<b>Indicators</b>	<b>Authors</b>	<b>Title of the Paper/Book</b>	<b>Findings</b>	<b>Knowledge Gap</b>
Cultural factors	<ul style="list-style-type: none"> <li>• Gender bias</li> <li>• Societal bias</li> <li>• Gender power imbalance</li> </ul>	Jeon, Kalb and Vu, (2011)	The dynamics of welfare participation among women who experienced teenage motherhood in Australia.	Teenage mothers are generally more disadvantaged than old mothers therefore they are more likely to rely on welfare programs/benefits unlike old mothers.	There is a need to study how cultural factors influence the participation of the women(both old and teenage mothers) in FFA projects.
Literacy levels	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Sensitization</li> <li>• Knowledge and skills</li> </ul>	Harris (2000)	Participation and the new welfare.	High education or literacy levels increases the probability of getting a gainful employment hence reduces chances of engaging in welfare projects.	The study focused only on women with higher education in high income countries. There is a need to study how basic education for women in developing countries affect their participation in FFA projects.
Women Empowerment	<ul style="list-style-type: none"> <li>• Gender roles</li> <li>• Myths and Stereotypes</li> </ul>	Mathur (2014)	Women and food security: South Asian	Women in Africa & Asia are the most food insecure due to the fact that they	There is not study done to assess how women empowerment

			Survey	have no access to education, good health, owning property, and engaging in decent jobs.	influence women participation in FFA projects.
Asset Ownership	<ul style="list-style-type: none"> <li>• Property rights</li> <li>• Gender asset gap</li> <li>• Poverty</li> </ul>	Rice and Bansak, (2014)	The effect of welfare asset rules on auto ownership, employment, and welfare participation: A longitudinal analysis.	Possession of huge productive assets base provides a disincentive for the households to participate in welfare projects.	The study was generally about assets ownership irrespective of the gender. There is a need to determine how assets ownership by women headed households influence their participation in FFA projects.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter unveils the approach that was applied in this study. It covered the philosophy paradigm that the study used, research design, the study universe, sample frame, data collection tool, reliability and validity test, data collection, analysis and analytical model.

#### **3.2 Research Design**

The research design encompasses a framework of methods that were chosen by the researcher to align various study facets in a manner that is logical to address the study problem. The study applied a descriptive kind of a design that depicted a realistic situation of how things took place in a natural setting. The design was also employed for developing theories and making judgement.

This design was deemed suitable for bigger populations where characteristics are considered to be homogenous allowing the researcher to easily gather information. Through this design, the researcher was able to collect related information from similar category of respondents and interpret it. The design did put more focus on the significance of determining the frequency level of something taking place or a level to which the study variables co-vary. With the adoption of this design, the research was able to explore the link between culture, literacy, empowerment of women, ownership of assets and women participation in WFP's food assistance for asset projects in South Sudan.

#### **3.3 Target Population**

Goodwin (2010) defines population as sum of all units or objects under investigation comprising of similar characteristics. The target population for this study was women who participate in WFP's food assistance for assets in Gogrial East County and members of Project Management Committee. The total population of women participating in FFA projects in Gogrial East County is 1,333, and a total of 60 women members of all the Project Management Committees for 6 payams.

FFA is being implemented in all the 6 Payams of Gogrial East namely; Pathuon East, Pathuon West, Toch East, Toch North, Toch West and Nyang. Each of these Payams have a FFA participating female population of 180, 276, 231,244, 201 and 201 respectively. And all the 6 Payams have a total of 120 members of Project Management Committees which had a 50%-50% composition for both men and women, meaning the entire population of women members in the PMCs is 60.

### 3.4 Sample Size and Sampling Procedure

According to Moore and Buttner (2011), a sample consists of a small section of a population that represents the whole population. Sampling can be described as a process of selecting some objects from a given population that acts as a representative of the whole population. The sample size for this study was 139 respondents.

#### 3.4.1 Sampling Procedure

A stratified random sampling method was used to categorize Payams in Gogrial East of South Sudan. This is driven by the nature of the population (places with the highest number of women) in order to establish a representation that is realistic of a sample. Creswell (2005) posit that stratification is a process involving division of members into groups that are homogenous (subgroups) prior sampling. The subgroups (stratas) are considered as mutually exclusive and every population facet is accorded a single stratum. The study utilized a sample that constituted 10% of the target population as recommended by Mugenda and Mugenda (2003). Hence, 10% of available population was adequate to establish the sample size. Target population and size of the sample are outlined in Table 3.1 below:

**Table 3.1: Sample Size**

Distribution	Population	Sample	Percentage
Pathuon East	180	18	13
Pathuon West	276	28	20
Toch East	231	23	17
Toch North	244	24	18
Toch West	201	20	14
Nyang	201	20	14
Total number of women in all the project Management Committee for 6 Payams	60	6	4



<b>Total</b>	<b>1,393</b>	<b>139</b>	<b>100</b>
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**Source: Kuajok Field Office FFA Operational Plan (2020)**

### **3.5 Data Collection Instruments**

Collecting information is highly required to enable the research to conduct an analysis (Kothari, 2004). The method of collecting data depends on the kind of research design employed in a study. Primary data was utilized, it was collated through use of questionnaires (semi-structured). Questions that were structure contained answers that were predetermined that were only meant to collect quantitative information using Likert Scale; that measured the opinion and attitude of the respondents. Responses to these forms of questions was rated using a 5-points Likert Scale (as follows: 1-Strong disagree 2-Disagree 3-Neutral 4-Agree and 5-Strongly agree). The reason for use of questionnaires was because they enabled the researcher to collect huge amount of data easily and objectively as compared to conducting interviews. Secondary data may be got from books, journal, magazines and dissertation and the internet.

### **3.6 Validity and Reliability of Research Instruments**

In this part, the researcher gave a discussion on how tests of validity and reliability were executed.

#### **3.6.1 Validity of the Research Instruments**

The capacity of a study tool to measure what is expected is regarded as validity (Kothari, 2013). The different types of validity entail construct, face and content validity. The degree to which data collection tool is capable of covering a wide scope of the subject under investigation is called content validity. It is normally subjective and intuitive hence depends on the researcher’s perspective (Kerlinger, 2000; Goodwin, 2010). A pilot study was conducted using ten respondents from one Payam in Gogrial East County. The ten respondents were divided into two groups each comprising of 5 respondents. In one of the groups, the respondents were asked to review the questionnaire tool and ascertain whether there were errors. For the second group, the researcher administered questionnaires to the respondents and requested them to correct any underlying errors that may exist in the questionnaires.

The pilot study was aimed at predicting risks and warning concerning the research especially when the suggested approaches or instruments became complex or inappropriate. Findings obtained from the pilot study was not considered in the actual study.

### **3.6.2 Reliability of the Research Instruments**

Reliability criterion is met if a tool is able to produce consistent results (Saunders, Lewis, & Thornhill, 2015). Reliability has two dimensions, namely: equivalence and stability. The stability dimension is inferred when a tool is capable of eliciting consistent results from the same respondent. Equivalence dimension, on the other hand, relates to the consistency of results across samples. The aspect of stability in reliability in this research was tested using internal consistency through assessing Cronbach's Alpha coefficient, usually utilized in cases whereby there is many rating scales. Cronbach's Alpha ( $\alpha$ ) is within the range of zero (0) to one (1) which is a reliable coefficient that reflects how well a metric item positively intercorrelate. Nunnally (1978) indicates that only the measures that meet the threshold of 0.7 or more continue for analysis in a study. A pilot investigation issued information that was used to produce the coefficients of Cronbach alpha that was utilized to perform internal consistency test on the research tool.

### **3.7 Data Collection Procedure**

Data collection was carried out with the help of self-administered questionnaires so as to collect the right information. To ascertain that the questionnaires administered to the respondents were returned, the researcher exercised care and control. Questionnaires were administered using a 'drop and pick later' method. This was achieved through maintaining a register of questionnaires, monitoring the administered questionnaires against the ones returned. To effectively monitor filling up of the questionnaires by the respondents, the researcher made phone calls to remind, push and encourage the respondents to fill and completed the questionnaires on time. University of Nairobi issued a letter of authority as evidence that permission was granted to the researcher to collect data. Usually, a letter of authorization to collect data is requested from NACOSTI for any research project being done in Kenya but since the data was collected in South Sudan, there was no need to request a letter from NACOSTI.

### **3.8 Data Analysis Techniques**

Descriptive statistics were employed in analysing data in summarizing quantitative data and giving meaningful description on distribution of scores. Upon collection, the data was compiled, edited, and also coded in different categories through the use of numerical values. This happened following an assessment of data consistency and reliability. The Statistical Package for Social Sciences (SPSS) version 24 was used as a data analysis tool. Analysis of quantitative data was done through inferential and descriptive statistics. Frequency, mean, standard deviation, and percentages were used to present quantitative data. Additionally, the researcher used the study findings to make inferences while addressing the research questions.

### **3.9 Ethical Considerations**

Information derived from the study participants was kept confidential as it was purely for academic purposes. For the respondents, they were not exposed to any form of cognitive, psychological, or physical harm by the study. The respondents were informed by the researcher on the questionnaire's objective, which is basically for gathering data on the impact of women involvement in WFP's food assistance for assets projects (FFA) in South Sudan. Firstly, the researcher sought to seek consent through interactions with the study participants in order to win their confidence, permission, and support during data collection. The respondents were briefed by the researcher on the significance of the study together with the intended objectives. To achieve privacy, the respondents were assured that the data gathered and their identities would be a secret, and this also served as a motivator for research involvement. Also, the researcher deemed it beneficial to share the study findings with the institution if such a request was made. Questionnaires administration was done to all the participants after communication. This served in enhancing their willingness to take part in the study by providing accurate and reliable data, which enhanced the research findings quality.

### **3.10 Operational Definition of Terms**

Table 3.1 below provided the independent and dependent variables including the research objectives, indicators, method of analysis and the tool of analysis.

**Table 3.2: Operationalization of Variables**

Research Objectives	Type of Variable	Indicators	Measuring Scale	Method of analysis	Tool of analysis
To assess how culture influences women's participation in WFP's Food Assistance for Assets projects of Gogrial East County.	Independent variable: culture	<ul style="list-style-type: none"> <li>The level at which gender violence has perpetuated</li> <li>Extent of society bias where men are preferred over women in development projects</li> <li>Extent to which gender power imbalance in households limit women participation in development projects</li> </ul>	Ratio  Ratio	<ul style="list-style-type: none"> <li>Descriptive Statistic</li> <li>Pearson's correlation analysis</li> </ul>	Mean and standard deviation
To examine how literacy influences women's participation in WFP's Food Assistance for Assets projects of Gogrial East County.	Independent variable: literacy	<ul style="list-style-type: none"> <li>The level awareness and sensitization</li> <li>The level of women participation of development projects</li> <li>The extent to which women have improved their skills on development projects</li> </ul>	Nominal  Nominal  Nominal	<ul style="list-style-type: none"> <li>Descriptive Statistics</li> <li>Pearson's correlation analysis</li> </ul>	Mean and standard deviation
To assess the influence of women empowerment on women's participation in WFP's Food Assistance for Assets projects of Gogrial East County.	Independent variable: women empowerment	<ul style="list-style-type: none"> <li>Level to which women empowerment has enlightened women on gender roles</li> <li>The level to which women empowerment has shattered the myths of patriarchy and negative stereotypes</li> <li>Level at which</li> </ul>	Nominal  Nominal	<ul style="list-style-type: none"> <li>Descriptive Statistics</li> <li>Pearson's correlation analysis</li> </ul>	Mean and standard deviation



## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSION

#### 4.0 Introduction

The chapter contains discussions on key research findings in line with the underlying purpose of this research. A mixed type of study design was applied and analysis involved descriptive statistic and correlation analysis. The output is presented in form of tables followed by prose interpretation of output.

#### 4.1 Response Rate

Of the 139 questionnaires that the researcher had administered to the study participants, 125 were returned having been filled to completion. This signified a rate of response of 89.93%, which was regarded a satisfactory representative of the total population. This result is consistent to the suggestions of Sekaran (2008) who posited that a response rate exceeding 60% and above was an adequate representation of a sample from a whole population.

**Table 4.1: Response Rate**

<b>Variable</b>	<b>Frequency</b>	<b>Percentage</b>
Returned	125	89.93%
Not returned	14	10.07%
<b>Total</b>	<b>139</b>	<b>100</b>

Table 4.1 and Figure 4.1 above shows the response rate. The study attained a strong response rate of 89.93% and only 10.07% of the respondents did not return the questionnaires.

### 4.3 Demographic Information

The demographic traits of the respondents have been discussed in this section of the study. They include social traits such as age, academic qualification and years of participation in FFA projects.

#### 4.3.1 Age Brackets

The participants were asked to note their age brackets. The results are presented in Table 4.2:

**Table 4.2: Age Brackets**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
18-25 years	35	25.18
26-35 years	80	57.55
36-45 years	19	13.67
Over 45years	05	3.6
<b>Total</b>	<b>125</b>	<b>100.0</b>

In Table 4.2, majority of the study participants (57.55%) fell between 26 and 35 years, 25.18% of the study participants were between the ages of 18-25 years, 13.67% of the study participants were between the age of 36-45 years while 3.6% were over 45 years. These imply that majority of the women who took part in WFP projects were above 18 years.

#### 4.3.2 Education Background

The participants were requested to note their educational level. The results are provided in Table 4.3:



**Table 4.3: Education Background**

<b>School</b>	<b>Frequency</b>	<b>Percentage</b>
Never been to school	25	17.99
Primary School Certificate	109	78.42
Secondary School/ Vocational Certificate	05	3.6
Diploma/Higher	00	00
<b>Total</b>	<b>125</b>	<b>100.0</b>

The results portray that most of the respondents (78.42%) were holders of primary school certificates, 17.99% of the respondents never went to school, only 3.6% respondents had completed secondary school while none of them had either a diploma or a certificate from an institution of higher learning.

#### **4.3.3 Length of Service in FFA Projects.**

The respondents were requested to indicate the duration that they had been involved in implementation of FFA projects. The results are given in Table 4.4:

**Table 4.4: Length of Service**

<b>Length of Service</b>	<b>Frequency</b>	<b>Percentage</b>
0-1 year	00	00
1-2 years	19	13.67
2-3 years	85	61.15
Over 3 years	35	25.18
<b>Total</b>	<b>125</b>	<b>100.0</b>

The outcome in Table 4.4 depicts that majority (61.15%) of the respondents had been involved in the implementation of FFA projects for 2-3 years, 25.18% of the respondents had been involved in FFA projects implementation for over 3 years while 13.67% of the respondents for 1-2 years. None of the respondents had been involved in FFA projects implementation for 0-1 year. It's evident that many respondents were involved in FFA projects implementation for more than 3 years which means that they had accumulated relevant experience in FFA projects implementation.

#### 4.4 Factors Influencing Women Participation in FFA Projects

Factors influencing women participation was considered independent variable; these factors were examined with the help of a 5-points scale. The researcher projected that the study participants would either agree “to a very great level”, “great level”, “moderate level”, “small level” or “not at all”. For every statement, a positive response towards these factors was allocated 5 points followed by 4,3,2 and 1 as the least positive response. A mean score of  $\geq 4.5$  was an indication that the respondents were in agreement to a very huge extent;  $3.5 \leq 4.5$  signalled that the respondents were in a consensus to a wide extent;  $2.5 \leq 3.5$  meaning that the respondents were in harmony to a moderate level;  $1.5 \leq 2.5$ ; indicating that the respondents agreed to a small extent, and a score of  $\leq 1.5$  implied that the respondents did not agree. A SD of  $\leq 1$  meant that the respondent shared the same view in their responses. When SD was more than 1; it demonstrated that there lacked consensus in the responses by the respondents.

##### 4.4.1 Cultural Factors

The study determined the extent to which cultural factors influenced women to take part in FFA projects. The results are illustrated in Table 4.5:

**Table 4.5: Cultural Factors**

<b>Cultural Factors</b>	<b>Mean</b>	<b>SD</b>
Cultural norms dictate who between a woman and a man in a household participates in public work of community development matters	4.15	0.781
Power imbalance at household level constraints women participation in developmental projects at the grassroots	3.99	0.442
Gender stereotypes and biases view women as weak and incapable to participate in labour intensive community development projects.	3.89	0.779
Society views men as the breadwinners in their households hence favour men over women participation in development projects	3.85	0.871
Gender based violence perpetuated by male-dominated institutions harm women psychologically and discourage them from participating in community development programmes	4.05	0.733
<b>N=125: Mean Score</b>	<b>3.986</b>	<b>0.721</b>

*Source: Research data, 2021*

*SD is standard deviation*

Cultural factors influenced households’ decisions on public work participation in community development, gender violence exacerbated by male-led institutions have psychological effects on women and this demotivates them from taking part in

community projects for development, imbalance of power in households limited women engagement in development projects at the local level, stereotyping of gender and bias perceive women as weak and unable to take part in manual work in the community, and society perception on men as the providers tend to favour them against women in development projects participation in the community. The resultant mean values are 4.15, 4.05, 3.99, 3.89 and 3.85, respectively. The Grand mean was 3.986 and standard deviation is 0.721.

#### 4.4.2 Literacy

The participants were requested to note the magnitude to which literacy levels influenced the participation of women in FFA projects. The output is displayed in Table 4.6:

**Table 4.6: Literacy**

<b>Literacy</b>	<b>Mean</b>	<b>SD</b>
Literacy has created awareness and sensitization among women about the gender issues in development and has led to increased participation of women in development projects	3.75	0.891
Literate women are able to understand and articulate issues that pertain to development projects and are an important pillar in development interventions	3.60	1.002
Literacy has enabled women to campaign for gender mainstreaming at all levels of development interventions	3.35	0.995
Literacy has provided a level playing field for men and women making it possible for women to have representatives in project management committees	3.55	0.573
Literacy has sharpened women's skills resulting to better project outputs through women participation in implementation of development projects	2.99	0.611
<b>N=125: Mean Score</b>	<b>3.448</b>	<b>0.814</b>

*Source: Research data, 2021*

*SD is standard deviation*

The findings established that through literacy, there is more awareness and sensitization among women on matters of gender in development and this has resulted to a rise in women participation in development projects, literate women have better understanding of issues on development project and play a central role in development interventions, it has provided equal opportunities to both women and men, and this has made it possible for women representation in project management committees. Through literacy, women are able to campaign for gender equity in all aspects of development in the community

and improved the skills of women leading to quality output in development projects. Mean values entailed: 3.75, 3.60, 3.55, 3.35 and 2.99, respectively. The Grand mean is 3.448 and standard deviation is 0.814.

#### 4.4.3 Women Empowerment

The study determined the extent to which women empowerment influenced women participation in FFA projects. The results are illustrated in Table 4.7.

**Table 4.7: Women Empowerment**

<b>Women Empowerment</b>	<b>Mean</b>	<b>SD</b>
Women empowerment has emboldened women by increasing their participation in development projects	3.85	0.61
Women are enlightened on gender roles and equality	3.65	0.72
There is improved power balance between women and men in community development issues	3.46	0.64
Myths of patriarchy and negative stereotypes about women is slowly dying	3.30	0.99
WFP and cooperating partners give priority to women headed households during targeting of FFA participants	3.75	0.441
<b>N=125: Mean Score</b>	<b>3.602</b>	<b>0.680</b>

*Source: Research data, 2021*

*SD is standard deviation*

In Table 4.7, to a large extent, the respondents were in agreement that the empowerment of women inspired them to be involved in development projects, WFP among other players gave priority to women who headed households when recruiting participants of FFA projects, women were cognisant of gender functions and equality and power balancing among men and women in community development matters. To a moderate extent, the research participants were in consensus that patriarchy myths and profiling of women negatively was gradually dying. The mean values are: 3.85, 3.75, 3.65, 3.46 and 3.30, respectively. The overall mean is 3.602 and standard deviation is 0.680.

#### 4.4.4 Asset Ownership

The respondents were requested to indicate the level at which asset ownership influenced women participation in FFA projects. The output is displayed in Table 4.8:

**Table 4.8 Asset Ownership**

<b>Asset Ownership</b>	<b>Mean</b>	<b>SD</b>
Lack of assets encourage women to participate in community development projects to improve livelihood	3.45	0.544

Women who own huge assets are less likely to take part in community development programs	3.15	0.602
Asset ownership by women has contributed towards women participation in development projects to safeguard assets from depletion	2.95	0.317
Women that own assets are given minimal priority by project stakeholders to participate in welfare and development programs	2.55	1.005
<b>N=125: Mean Score</b>	<b>3.025</b>	<b>0.617</b>

*Source: Research data, 2021*

*SD is standard deviation*

The output in Table 4.8 depicted that lack of assets motivated women to take part in projects to develop the community, women who held many assets were reluctant to participate in programs to develop the community, ownership of asset by women inspired women to participate in development projects to secure their assets from depreciation and that women who had assets were accorded little attention by WFP to take part in development programs and welfare. The mean values are: 3.45, 3.15, 2.95 and 2.55, respectively. The grand mean is 3.025 and standard deviation is 0.617

#### 4.5 Pearson Correlation Coefficient

Correlation analysis coefficient evaluates linear dependence between two parameters: independent and dependent. The researcher did a correlation between the factors that influenced women participation in FFA projects and women participation. The outcome is illustrated in Table 4.9.

**Table 4.9 Correlation Analysis**

		<b>Women Participation</b>	<b>Cultural Factors</b>	<b>Literacy Levels</b>	<b>Women Empowerment</b>	<b>Asset Ownership</b>
<b>Women Participation</b>	Pearson Correlation	1				
	Sig. (2 tailed)	0.000				

<b>Cultural Factors</b>	Pearson Correlation		0.792**	1			
	Sig. (2 tailed)		0.000	0.000			
<b>Literacy</b>	Pearson Correlation		0.645**	0.712**	1		
	Sig. (2 tailed)		0.015	0.000			
<b>Women Empowerment</b>	Pearson Correlation		0.717**	0.545**	0.485**	1	
	Sig. (2 tailed)		0.000	0.000	0.000		
<b>Asset Ownership</b>	Pearson Correlation		0.357**	0.090	0.172	0.096	1
	Sig. (2 tailed)		0.042	0.489	0.291	0.478	0.243

Correlation analysis output between cultural factors and women participation recorded a coefficient of 0.792 and a value of probability of 0.000. This insinuated that the outcome was significant at  $\alpha= 5\%$ , hence, if cultural factors was not a hindrance more women would have taken part in FFA projects. Empowerment of women and women participation recorded a correlation of 0.717 and a value of probability of 0.000; significant at 5%. Literacy level and women participation recorded a correlation of 0.645 and a value of probability of 0.015. Ownership of asset and women participation recorded a positive correlation of 0.357 and a value of probability of 0.042. This was an indication that cultural factors recorded the highest influence on women participation followed by empowerment of women and then level of literacy whereas asset ownership recorded the least effect on women participation in FFA projects.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter contains main core study findings in line with the study purpose that involved assessing the determinants that drove women engagement in FFA projects in Gogrial East County. Other pieces include a conclusion, prescriptions, limitations and gaps that future scholars can explore.

Limitations

#### **5.2 Summary of Findings**

The research was based on the factors that drove women engagements in FFA projects in South Sudan. It sought to explore whether cultural factors, empowerment of women, literacy and ownership of assets influence participation of women in FFA projects.

##### **5.2.1 Cultural Factors**

Findings established that to a large extent cultural factors influenced family decision on the choice between a man and a woman to engage in community projects, gender violence perpetuated by male-driven organisations psychologically affects women and demoralises them from engaging in development programs in the community, imbalance of power at home limited the participation of women in projects at the local level, negative gender stereotypes perceive women as weak and unable to engage in labour intensive community activities and projects and men are regarded as breadwinners by the society thus they are given first priority during selection in community projects over their female counterparts. Generally, cultural factors influenced the involvement of women in FFA projects as evidenced through its mean of 3.986 and standard deviation of 0.721. In line with this is the observation by Jeon et al. (2011) who argued that culture influenced the decision of women engagement in community welfare programs.

## **5.2.2 Women Empowerment**

The research output depicted that enablement of women encouraged their involvement in development programs, WFP prioritises women headed households when targeting and selecting participants, they are more conversant with gender equity and roles, there is an improvement in power balance among men and women in community matters and negative stereotyping of women and myths is gradually diminishing. Overall, women empowerment influenced women participation in FFA projects as revealed by the mean of 3.448 and standard deviation of 0.814. Consistent with this finding is the observation by Mathur (2014), who emphasised on the need to give women equal chances with men as a basis for community development and improved livelihoods.

## **5.2.3 Literacy Levels**

The results depict that through literacy, women got awareness and sensitization on gender matters and economic development issues, this increased their involvement in development projects, literate women have a deeper understanding of development issues and play a central role in development interventions, literacy has also given equal opportunities for men and women thus women are represented in PMC, being literate has helped women to realize the significance of gender equity in areas of development interventions and sharpening women technical skills leading to quality outputs through women involvement in development projects implementation as revealed by the mean of 3.448 and deviation from the normal distribution of 0.814. Jeon *et al.* (2011) opined that literacy played a significant role in equipping women with skills to engage productively in economic activities and minimize their dependence on men. This was found to minimize family conflicts and establish stable families.

## **5.2.4 Asset Ownership**

The output illustrates that asset poverty influenced women to engage in community development programs to enhance their livelihoods, on the other hand, women who possess assets were unlikely to participate in community development projects, women who held assets were more reluctant to participate in FFA projects. Women that possessed assets were given little attention by project implementers to engage in development and welfare programs.



Generally, asset ownership was found to be moderate on influencing women participation in FFA projects (M=3.602, S. D= 0.680). This finding is in line with the views of Rice and Bansak (2014), who concluded that most women who were economically empowered were less interested to participate in community development projects.

### **5.3 Discussion of Findings**

The discourse on findings has been done in line with the research objectives as follows: Cultural factors was found to be an essential determinant of women engagement in community development programs. Issues such as cultural norms, imbalance of power, gender chauvinism, society perception and gender violence fuelled women's decision to engage in FFA projects where they are accorded similar rights and opportunities as men. Consistent to this finding is Jeon et al. (2011), who found that culture in the local communities created barriers that pushed women to be economically empowered by being given equal opportunities as men. He further noted that in some cases, women perceived culture as a barrier towards their growth and improvement of livelihood.

The study observed that women were given the first priority during targeting and selection exercise since the program was intended to empower them economically. The women were found to be cognizant of gender equity and their roles, an improvement in power balancing among men and women was observed and negative traditions of gender stereotyping and myths was gradually fading away. These views abide to the findings by Mathur (2014), who insisted on the importance of giving equal chances to both men and women as a way of resolving economic rivalry between families and reducing economic dependence of women on men.

Through education and training, women got to know about gender matters and the need to be economically independent. This increased their participation in development projects to assist their husbands to provide for the family while single mothers were able to raise their children independently without leaning on their parents, siblings or extended family members. Findings revealed that literate women were well grounded on development matters and played an integral role in development interventions. Through it, women got representation in PMC and were productively involved in community development matters. In light of this is suggestions by Jeon et al. (2011) who maintained that education was one of the ways to empower women in the local communities.

This enabled them to understand their rights, privileges, opportunities and know their place in the community. As such, women realized that they can also work and assist their husbands to provide for the family. Asset ownership moderately influenced on women involvement in FFA projects. This is because women who had assets already failed to see the worth of these projects thus, they were reluctant to participate in such projects. However, women who were impoverished of assets saw it as a path towards community development and asset ownership and this motivated them to take part in FFA projects. This view coincides with the findings by Rice and Bansak (2014), who asserted that women regarded community projects as a way of achieving economic empowerment and improvement of livelihoods, and this attracted many women to engage in community development activities.

#### **5.4 Conclusion**

The study found that the main factors that influence women involvement in FFA projects include, cultural factors, women empowerment, literacy levels and asset ownership. Cultural factors entrenched in the local communities, women were motivated to participate in community projects since they wanted to be economically empowered and enjoy similar rights and privileges as men. In an attempt to empower women, WFP gave them priority by targeting, selecting and recruiting them in the project to benefit through asset ownership. This was also a way of power balancing and discouraging negative stereotype amongst women including traditions and myths that painted women as a weaker being compared to men; this has also enhanced women participation in FFA projects. Awareness programs enhanced women participation in FFA projects through educating them on gender matters and giving them equal opportunities as men and representation in PMC. On asset ownership, most women who owned assets were reluctant to engage in FFA projects. On the contrary, asset impoverished women saw it as an opportunity to own assets and this attracted them to participate in community development projects.

## 5.5 Recommendations of the Study

In reference to the research outcomes, the researcher put forth these recommendations regarding FFA programs implementation. To ensure a successful implementation of FFA projects, there is need to ascertain that all the key parties are engaged in decisions and project implementation processes.

WFP including other development actors should build the capacity of women through trainings on development programs to arm them with relevant skills set to efficiently participate as well as realizing meaningful results during the implementation of the projects. The training programs ought to cover women sensitization to certify that women are educated about the project goals and implementation procedures. This will enable them to eventually own assets, gain economic empowerment and improve livelihoods.

There is a need for WFP and cooperating partners to implement gender mainstreaming at all levels of the projects implementation in order to attract as many women as possible to participate in community developmental projects.

Also, there is a need to ensure that proper structures are put in place between the project beneficiary groups and WFP/Cooperating partners' staffs to ensure cases of gender discrimination, sexual abuse and harassment that may arise are promptly dealt with.

WFP and cooperating partners should develop a targeting guideline that favour women participation in resilience projects like FFA. This will facilitate effective implementation of FFA projects leading to women empowerment and community development.

## 5.6 Recommendations for Further Research

A study should be conducted to assess the impact of women contribution to FFA on the socio-economic status of women headed households selected to participate in FFA projects implementation.

Another study should also be carried out on how best to increase women participation in resilience building interventions like FFA projects. This will help the humanitarian actors

engaged in developmental projects to come up with the selection criteria that will increase women involvement.

Another suggestion for futuristic investigation is investigating women involvement impact in humanitarian interventions like FFA projects on gender relations between a woman and her husband at the household level.

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## APPENDICES

### APPENDIX I: Research Questionnaire for women participating in FFA Projects in Gogrial East County.

Please make sure you provide feedback for all the questions in the spaces given. Do that by use of a tick through appropriate selection of the choices given.

#### Part A: Demographic Data

1. How old are you?

18-25 years

26- 35 years

36- 45 years

Over 45 years

2. Indicate the highest level of education you have accomplished?

Never been to school       Primary School Certificate       Secondary School or  
Vocational Certificate       Diploma or Higher

3. For how long have you been participating FFA projects?

0-1 year       1-2 years       2-3 years       Over 3 years



**Section B: Cultural Factors**

4. Point out your agreement level with the statements below with regards to the influence of culture on women involvement in WFP’s FFA activities in Gogrial East County. Tick appropriately, 1-Strongly disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly agree:

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i	Cultural norms dictate who between a woman and a man in a household participates in public work of community development matters.					
ii	Power imbalance at household level constrains women participation in developmental projects at the grassroots					
iii	Gender stereotypes and biases view women as weak and incapable to participate in labour intensive community development projects.					
iv	Society views men as the breadwinners in their households hence favour men over women participation in development projects					
v	Gender based violence perpetuated by male-dominated institutions harm women psychologically and discourage women from participating in community development programmes					
vi.	indicate other ways other than the ones stated above-does culture influence women participation WFP’s FFA projects	..... ..... ..... ..... ..... ..... ..... ..... .....				

5. Give your concurrence level with regards to the statements below on the influence that literacy has on women engagement in WFP’s FFA projects in Gogrial East County.

**Section C: Literacy**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i	Literacy has created awareness and sensitization among women about the gender issues in development and has led to increased contribution of women in developmental programs					
ii	Literate women are able to understand and articulate issues that pertain to development projects and are important pillar in development interventions					
iii	Literacy has enabled women to campaign for gender mainstreaming at all levels of development interventions					
iv	Literacy has provided a level playing field for men and women making it possible for women to have representatives in project management committees					
v	Literacy has sharpened women’s skills resulting to better project outputs through women participation in implementation of development projects					
vi.	indicate other ways other than the ones stated above-does literacy influence women participation WFP’s FFA projects	..... ..... ..... ..... ..... ..... .....				

6. Provide your agreement level concerning the following statements on women empowerment influence on participation in WFP’s FFA projects in Gogrial East County.

**Section D: Women Empowerment**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i	Women empowerment has emboldened women by increasing their participation in development projects					
ii	Women are enlightened on gender roles and equality					
iii	There is improved power balance between women and men in community development issues					
iv	Myths of patriarchy and negative stereotypes about women is slowly dying					
v	WFP and cooperating partners give priority to women headed households during targeting of FFA participants					
vi.	indicate other ways other than the ones stated above- does women empowerment influence women participation WFP’s FFA projects	..... ..... ..... ..... .....				

7. Note the agreement level with regards to the ensuing statements with regard to the asset ownership influence on women engagement in WFP’s FFA projects in Gogrial East County.

**Section E: Asset Ownership**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i	Lack of assets encourage women to participate in community development projects to improve livelihood					
ii	Women who own huge assets are less likely to take part in community development programs					
iii	Asset ownership by women has contributed towards women participation in development projects to safeguard assets from depletion					
iv	Women that own assets are given minimal priority by project stakeholders to participate in welfare and development programs					
vi.	indicate other ways other than the ones stated above- does asset ownership influence women participation WFP's FFA projects	..... ..... ..... .....				

**SECTION F: Women Participation in WFP'S FFA Projects**

8. Please indicate the level of agreement in relation to women participation in WFP's FFA projects in in Gogrial East County.

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The ratio of women-to-men in FFA projects have increased					
The number of women in the planning team during the CBPP process have increased					
Number of women in PMC have increased					
Indicate the other factors that influence women participation in FFA projects in Gogrial East County	..... ..... .....				

**THANKS, YOU FOR YOUR INPUT**

**APPENDIX II: Research Questionnaire for Project Management  
Committee Members overseeing FFA projects in Gogrial East County.**

Kindly answer all the questions provided. Do this by selecting and ticking the most appropriate answer of choice.

**Section A: Demographic Information**

1. State your gender

Male [ ]

Female [ ]

2. How old are you?

18-25 years [ ]

26- 35 years [ ]

36- 45 years [ ]

Over 45 years [ ]

3. What is your highest academic qualification?

Never been to school [ ]      Primary School Certificate [ ]      Secondary School or  
Vocational Certificate [ ]      Diploma or Higher [ ]

4. For how long have you been participating FFA projects?

0-1 year [ ]      1-2 years [ ]      2-3 years [ ]      Over 3 years [ ]

**Section B: Cultural Factors**

5. Show the extent to which you agree with the following statements regarding the influence that culture have on women involvement in WFP’s FFA projects in Gogrial East County. Tick appropriately, 1-Strongly disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly agree:

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i	Cultural norms dictate who between a woman and a man in a household participates in public work of community development matters.					
ii	Power imbalance at household level constrains women participation in developmental projects at the grassroots					
iii	Gender stereotypes and biases view women as weak and incapable to participate in labour intensive community development projects.					
iv	Society views men as the breadwinners in their households hence favour men over women participation in development projects					
v	Gender based violence perpetuated by male-dominated institutions harm women psychologically and discourage women from participating in community development programmes					
vi.	indicate other ways other than the ones stated above-does culture influence women participation WFP’s FFA projects	..... ..... ..... ..... ..... ..... ..... ..... .....				

6. Illustrate the extent to which you concur with the following statement regarding the influence that literacy has on women engagement in WFP’s FFA projects in Gogrial East County.

**Section C: Literacy**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i	Literacy has created awareness and sensitization among women about the gender issues in development and has led to increased participation of women in development projects					
ii	Literate women are able to understand and articulate issues that pertain to development projects and are important pillar in development interventions					
iii	Literacy has enabled women to campaign for gender mainstreaming at all levels of development interventions					
iv	Literacy has provided a level playing field for men and women making it possible for women to have representatives in project management committees					
v	Literacy has sharpened women’s skills resulting to better project outputs through women participation in implementation of development projects					
vi.	indicate other ways other than the ones stated above-does literacy influence women participation WFP’s FFA projects	..... ..... ..... ..... ..... ..... ..... .....				

7. Depict the level at which you concur with the following statements on women empowerment influence and women engagement in WFP's FFA projects in Gogrial East County.

**Section D: Women Empowerment**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i	Women empowerment has emboldened women by increasing their participation in development projects					
ii	Women are enlightened on gender roles and equality					
iii	There is improved power balance between women and men in community development issues					
iv	Myths of patriarchy and negative stereotypes about women is slowly dying					
v	WFP and cooperating partners give priority to women headed households during targeting of FFA participants					
vi.	indicate other ways other than the ones stated above- does women empowerment influence women participation WFP's FFA projects	..... ..... ..... ..... .....				

8. Point out the extent to which you agree with the following statements with regards to asset ownership influence on women contribution in WFP's FFA projects in Gogrial East County.



**Section E: Asset Ownership**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i	Lack of assets encourage women to participate in community development projects to improve livelihood					
ii	Women who own huge assets are less likely to take part in community development programs					
iii	Asset ownership by women has contributed towards women participation in development projects to safeguard assets from depletion					
iv	Women that own assets are given minimal priority by project stakeholders to participate in welfare and development programs					
vi.	indicate other ways other than the ones stated above- does asset ownership influence women participation WFP's FFA projects	..... ..... ..... .....				

**SECTION C: Women Participation in WFP'S FFA Projects**

9. Please indicate the level of agreement in relation to women participation in WFP's FFA projects in in Gogrial East County.

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The ratio of women-to-men in FFA projects have increased					
The number of women in the planning team during the CBPP process have increased					
Number of women in PMC have increased					

**THANK YOU FOR YOUR CONTRIBUTION**

## APPENDIX III: RESEARCH AUTHORIZATION LETTER



**UNIVERSITY OF NAIROBI**  
OPEN, DISTANCE AND e-LEARNING CAMPUS  
SCHOOL OF OPEN AND DISTANCE LEARNING  
DEPARTMENT OF OPEN LEARNING  
NAIROBI LEARNING CENTRE

Your Ref:

Our Ref:

Telephone: 319262 Ext. 120

REF: UON/ODeL/NLC/31/278

Main Campus  
Gandhi Wing, Ground Floor  
P.O. Box 30197  
NAIROBI

19<sup>th</sup> November, 2019


### TO WHOM IT MAY CONCERN

RE: MALONG GARANG AKOL - REG. NO. L 50/95491/2016

The above named is a student at the University of Nairobi, Open Distance and e-Learning Campus, School of Open and Distance Learning, Department of Open Learning pursuing a Masters course in Project Planning and Management.

He is proceeding for research entitled "*Influence of women participation in world food programme's projects in south sudan: A case of food assets (FFA) projects in gogrial east county.*"

Any assistance accorded to him will be appreciated.

  
**CAREN AWILLY**  
CENTRE ORGANIZER  
NAIROBI LEARNING CENTRE



## APPENDIX IV: LETTER OF INTRODUCTION

Malong Garang  
Kuajok, South Sudan  
8<sup>th</sup> December, 2019

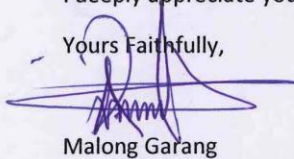
Dear Sir/Madam,

My name is Malong Garang. I am a final year graduate student pursuing Masters of Art degree in Project Planning and Management at University of Nairobi in Kenya conducting a research on **Factors Influencing Women Participation in FFA Projects in Gogrial East County of South Sudan.**

I humbly request you to participate in this research by answering the questionnaires as your responses are important in this research. I would also like to assure you that your responses will be **STRICTLY CONFIDENTIAL** and will only be used for the purpose of this research. Kindly note that your participation in this research is voluntary and there will be no consequences whatsoever for participation or non-participation thereof.

I deeply appreciate your support in this study.

Yours Faithfully,



Malong Garang

L50/85491/2016

