

**INCREASING THE PARTICIPATION OF WOMEN IN  
PEOPLES PARTICIPATION PROJECT (PPP)  
KILIMANJARO REGION - TANZANIA  
GCP/URT/105/NET**

**END OF ASSIGNMENT REPORT**

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**FOR FAO OF UNITED NATIONS**

***MAY, 1996***

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### ACKNOWLEDGMENTS

This report is the result of the follow-up study I carried out in Kilimanjaro for two months. During this time many people assisted and guided me for which I would like to acknowledge my debt.

First of all I am grateful to FAO and all who made it possible for me to undertake the assignment. I am especially grateful to Mr. E. Patrick Alleyne FAO Representative, Ms. Marjan Boonzaijer Programme Officer FAO, Prof. R.N. Meghji NTA - PPP, Mr. O.T Kibwana NPC - PPP, MS Damball E., F.A. Macha, Mr. M.J. Sizya, Ms. Msonganzila M. and all the staff at Cooperative College without whose help I could not have accomplished the task endowed upon me.

Further I would like to thank all the Group Promoters and field workers who patiently listened to my questions to come out with the output that now we all pride in. To all the farmers in the Action Areas and especially:

"The women of Kilimanjaro sweepers, smearing floors and walls with cowdung and black soil, cooks, ayas, the baby on your back. Washer of dishes, Planting, weeding, harvesting, storekeepers, builders, runner of errands, cart, lorry, donkey, Women of Kilimanjaro what are you not?"

I am also grateful for all those listed in the itinerary. Finally but not least I extend my sincere thanks to Mrs. J. Ngatulile and Mr. S. Hizza for typing the manuscript; Mr. E. Luambano, Ms. Batuli Mbande, Mr. A.A. Mshana and Mr. S. Khatib for their handy assistance whenever I needed them. I say thank very much to all I did not mention but assisted me in one way or another. Your sense of humour and spontaneity contributed significantly to the great time I had in Kilimanjaro. However total responsibility as regards to the facts and views of the report and its quality is mine.

## EXECUTIVE SUMMARY

### 1. Background

- 1.1 The Peoples Participation Project (PPP) which operates in Kilimanjaro Region Tanzania, is executed by the Cooperative College Moshi, under the technical guidance of FAO and financial support from the Netherlands Government. The Projects philosophy is based on empowering the people through participation of beneficiaries in all stages of activities. The Process of participation is through Group Promoters (GPs) who organize groups of small farmers for income generating activities (IGA).

The terms of reference for the present exercise was to undertake a follow-up on previous studies undertaken on gender issues in the Project. The purpose for the follow-up study was to revisit recommendations made and steps necessary to enhance and improve participation of beneficiaries on an equal basis.

The objectives of the study were to first identify ways of increasing the participation of women in self-help groups and improve the quality of participation of both sexes. -The second objective was to document positive and negative factors facilitating or constraining gender equality in the Action Areas. The third objective was to make a training needs assessment on gender issues and mount a training event for GPs and field workers. The fourth objective was to prepare an end of assignment report, documenting the process and experiences for future use. (See Annex 1).

This report therefore is the result, the process, and the experiences for future use for the Peoples Participation Project. In the course of the follow-up and study, several outputs have been made to the future of the Project; these are as follows:

#### OUTPUT 1

- 1.2 Existing experiences and information on Women and Cooperatives for Gender Sensitization.

An extensive literature review on global and National Materials was made and the outcome was a package of a source report for the Project. This source report is a summary of reviews on existing materials and experiences in gender and cooperatives and Participatory Programmes in Tanzania and elsewhere. The methodology into this review was through contacts, documents and experiences from similar programmes. The source report is to become the basic reference for the field workers. The report is given as a separate package to this report.

## OUTPUT 2

### 1.3 Field Impressions of the AAs

The follow-up included field visits where the consultant was able to find out the general feeling about gender in the action areas. Indeed a Participatory approach had taken root. However there was a general impression of taking it for granted that women's special needs were being addressed by PPP field workers. This was not so because GPs could not yet fully reach women as they did not give consideration to the specific needs of women. Discussion of the situation of women is given in Chapter III of this report.

## OUTPUT 3

### 1.4 Training Needs Assessment

Another output of the follow-up exercise was the needs assessment which I made during the field study. One of the main hinderance for the project to be balanced in approach was due to the minimum decision making power of women. One of the main reasons for this imbalance was inadequate skills for Group Promoters towards gender sensitivity and planning. The needs assessment to farmers, GPs, field workers and planners indicated the need for Gender Sensitization training which was done in the form of a Gender sensitization workshop. The Training needs assessment report is expounded in chapter 3.

## OUTPUT 4

### 1.5 The Training Package for Gender Sensitization

A training package for Gender Sensitization was found necessary and was developed by the consultant during the course of the follow-up. The package was developed for several reasons. Firstly it was to serve as a tool for reference for future gender sensitization exercises as a training manual and secondly the document was to cater for the need for reference materials that arose during the needs assessment. The training package contains the following components.

- (i) Aim and objectives
- (ii) The Training Contents
- (iii) The Training Guideline
- (iv) The handouts
  - General introduction
  - The Planning process
  - The Logical Framework of implementation
  - The Project Cycle

- (v) Flip Chart Contents
- (vi) Tools for Field workers

The Training package for Gender Sensitization is presented on a separate Cover and the contents and guide are appended to this report as appendix IV

#### OUTPUT 5

#### 1.6 The Workshop: Gender Sensitization on Gender and Participatory Approaches

The Consultant led the workshop process of the workshop process which took three days. Facilitators from the CC and PPP teamed up with the consultant. In ensuring delivery a combination of training methods and materials were used. These included Lecturettes, group discussions, case studies, Role plays, Question and answers, Planaries, and buzz groups. Training Materials included handouts, flip charts, transparencies, video, checklists, newsprints and posters.

The workshop was evaluated and the results of the evaluation are given in appendix 7. On the whole the workshop was rated as very good with indications for a bright future. A total number of 20 participants attended the workshop (appendix 6).

All field Workers Committed themselves to action Plans which are reported in appendix 8. Some of the actions include are conducting women only meetings to find out specific needs, and same for men. Conducting role plays with the Community to sensitize them on how to plan participatory activities.

Participants came out with Bumper Sticker Words for promoting the Project. Another output of the workshop was the initiation of the Pioneer book of Group Promoters for PPP. The GPs committed themselves to action plans which will be followed up by the Project Management.

#### OUTPUT 6

#### 1.7 Remarks:

- 1.7.1 The most important conclusion that can be reached from the follow-up study and exercise, is that the recommendations that were made by different gender studies in the past are now getting attention both at the College and PPP. The practicability of the attention however needs patience and time due to the cultural and social nature of gender issues, especially because they differ from one AA to another.

- 1.7.2 The Consultant is of the opinion that the exercise was a noble undertaking and that it threw challenge to both the PPP and GPs. The outcome of this is the commitment to sensitivity towards gender issues, balanced planning and implementation. Action Plans will lead to improved monitoring of impact points.
- 1.7.3 The findings of the surveys confirm that women in Kilimanjaro PPP action area are the core producers of both food and cash crops. The economic situation of women has not stabilized yet even though some modest gains have been realized in the growth of agricultural output. This will push the Management of PPP to take steps to monitor and make sure that the gains are balanced in accessing them to the farmers.
- 1.7.4 The problems that were found out-standing in constraining gender equality in the action areas included access to land and inputs. Another problem was that of control of labour and time. Husbands make all the major decisions about farming activities. The Control over income is yet another constraint into the gender relations. The majority of women have no power over the family income, this puts certain social pressure on the men who are often not free to share income with wives.
- 1.7.5 Improving the access of women to the different inputs of development packages will also improve their income, such as access to training education and information not to forget also women access to land.
- 1.7.6 The quality of the GPs is the key factor to the success of the activities in the Action areas. Therefore it is advised that GPs of PPP be given more opportunities to increase their skills and self confidence in guiding and supervising sustainable groups. Commitment of the Management team and a form of monitoring system that keeps GPs informed is helpful to follow-up the progress. Continuous in service training of GPs on gender issues is also required (see evaluation comments).
- 1.7.7 The approach to extension in the PPP is intended to be participatory as the name of the Project indicates. In practice however this approach is time consuming. The element of time, mismatch the time-frame of the project. The GPs while committed to the participatory approach, are required to fulfil certain milestones for the reporting system of the project. This leads to superficially addressing the Central Concerns of the small farmer and hence the woman.

- 1.7.8 In order for FAO to fulfil the commitment to develop and plan gender sensitive interventions a long term promise is required for a sustainable approach, therefore an extension of the Project will ensure a gender sensitive plan for future.



## CHAPTER ONE

### I. AN OVERVIEW OF PPP

#### The Peoples Participation Project (PPP)

- 1.1 The Project GCP/URT/105/NET, Peoples Participation in Rural Development: Sub-Village Participation in Rural Development: Sub-Village Participatory Action Project operates in Kilimanjaro Region.

The main element of PPP is to empower people through participation. The people themselves are eventually required to form their own groups through the guidance of Group Promoters who are equipped with tools and skills for implementing the process. The main focus of PPP is the rural poor.

The Project which is also operating in different countries in the world under FAO of the UN was adopted in Tanzania following Rome's guidance. After some time it was realized that it was necessary to adapt to the natural environment of Tanzania which meant changes at times. Many studies have been carried out which have given light to the problems and hence ways to strengthen the participatory philosophy of the Project. A major problem in the Participatory process has been the balancing of gender in the Action Areas. One of the objectives of the project is to guarantee the full participation of women on equal basis with the men. (Gerrit Huizer 1983 pp.25).

In recent years studies done showed a slow progress of women participating in the PPP. Responding to the studies and complaints, FAO/PPP commissioned this follow-up study to look into possible actions to improve and enhance gender perspectives in the project. The follow-up was carried out between 3rd March, 1996 and 4th May, 1996.

#### 1.2 Objectives of the Follow-up

The major objectives of the study were to:

- (a) Identify ways of increasing participation of women in self help groups.
- (b) Improve the quality of participation of both sexes.
- (c) Document positive and negative factors for gender equality in Action Areas.
- (d) Make a training needs assessment on gender and Mount a Training event for GPs and other field staff.

- (e) Prepare an end of assignment report, documenting the process and experiences for future use.

### 1.3 The Terms of Reference:

The follow-up was organized and executed according to the conditions and terms of reference as in annex 1. The follow-up study has resulted into various outputs to improve and enhance a gender balanced participatory approach of PPP.

- 1.4 The study covers the PPP action areas in Kilimanjaro Region namely Sisa Maro in Moshi Rural District, Shiri Mgunani and Mijongweni in Hai District, Keryo/Ushiri in Rombo District, Kiti cha Mungu and Kirya in Mwanza, Ruvu Mferejini in Same and Lotima/Himo in Moshi Rural District.

The process for the follow-up was participatory drawing the experiences, opinions and activities of men and women in Action Areas. Formal and informal discussions were made with:-

- PPP farmers - men and women in mixed and separate meetings
  - Farmers who had joined groups and non members.
  - Group Promoters and Field Workers in the Action Areas.
  - The Project Management at Cooperative College.
  - Other Consultants working for PPP.
  - The Women in Development Department.
  - The Kilimanjaro Field Education Department.
- o The Consultant had the opportunity to discuss and make indepth observations both at the Cooperative College, the Action Areas and various other relevant organizations.
- o The Action areas visited and the people met are as per appendix 3.
- o There was an opportunity for a workshop of three days where Group Promoters, Field workers, and planners were able to exchange and gain skills for incorporating gender aspects in all the stages of the project. It was also chance to develop tools and action plans for addressing gender sensitive plans. A gender sensitive training package was made use of and is available a separate package.
- o In the process of the follow-up, an extensive review was made to develop a basic reference resource for Group Promoters and other field workers on women and Cooperatives. A separate Source Report on Existing Experiences and Information on Women and Cooperatives for Gender Sensitization is available.

## CHAPTER 2

### 2. FIELD IMPRESSIONS

2.1 PPP philosophy is to empower beneficiaries through participation in the identification, implementation, management and evaluation of their income generating activities. The GPs achieve this strategy by assisting farmers to form small groups around an income generating activity. The involvement of men and women in these decisions has resulted into the main problems which has hindered women from participating fully in income generating activities (IGAs). Following are impressions from the different AAs of the PPP as were recorded the time of this follow-up.

#### 2.2 Selected Impressions

- There are mixed groups as well as women only groups, e.g. Sisa Maro, Ruvu Mferejini
- They gain from PPP in terms of guidance and advice
- The women who belong to the women only groups feel independent and secure.
- The mixed groups were mainly of husband and wife, the wives show signs of insecurity, they tend to leave to the husband all matters such as training and technological packages.
- In all the Action Areas women seem to be overburdened by the triple roles of the household. We found women in the fields at work in most action Areas.
- The Group Promoters are experienced Community development field workers and Agricultural Extension workers.
- The GPs were inadequately exposed to gender sensitive training, naturally they have approached the population by gender where there are male and female GPs but this did not necessarily guarantee gender sensitive plans.
- In some AAs the beneficiaries were already empowered enough to even refuse a leader who mislead them.
- The PPP do not operate by giving loans or grants but the people already had a sense of dependency on projects, which created an air of distrust between farmers and GPs, but which is gradually clearing to a sense of independent groups.

- The IGA groups differ from one AA to another due to the traditional and cultural set up of the different tribes.
- Women are quiet and reserved until some effort is made to make them give their experiences.
- Most GPs had difficulties to reach their clients because they did not have transport especially during the rainy season.
- Most farmers were impressed and learnt a lot during the farmer study tours.
- Very few women joined study tours.
- Very few women attended group meetings.
- Different AAs had different taboos pertaining men and women and some of these taboos were detrimental to development for example gender roles that kept the woman at home always that were now ideologies such as women should sweep the cattle shed.
- The men and the women live in two separate worlds, the public and the domestic world respectively. Women comments included statements like: A husband is like a baby he does not help in the house (Rombo woman) when they are finally at home it is only to ask for food". We do not count on men, they use their money on drinking and other women (Kiria woman).
- On the other hand men had their own comments on women. "Women are always busy and therefore they cannot join groups" a man from Ushiri. "Women have to watch over our houses and children, we cannot all go out (Ruvu Mferejini).
- In most cases women were constrained by several other factors to join groups. Some of which are economic resources and cultural hinderances.
- We came across very prosperous groups of farmers who had gained a lot from PPP intervention. They were already building even permanent houses for their families.
- In most Action areas there was marked increase in crop production. Some marketing problems were now lingering. The GPs were trying to solve some of these market oriented problems. For example the GP at Ruvu Mferejini went to Dar es Salaam with the group leaders to sell onions.

- The groups that are in existence in the action areas, show a promising future and could be made reference points for new groups emerging.
- There are very few women in leadership positions. (Shiri Mgungani) even where females exceed the number of men in the group, the leader is still a man (Lotima).

## CHAPTER THREE

### 3. TRAINING NEEDS ASSESSMENT ON GENDER ISSUES FOR PPP FOR GENDER SENSITIZATION

#### 3.1 Statement of the Problem

The training needs assessment is based on studies done in the field by myself and many other colleagues who documented their useful studies.

In the present phase of the PPP, participation of women and their minimum decision power in participatory processes has been identified as one of the main hinderances for the project to be gender balanced in approach. This hinderance is also attributed to other factors such as: Shortage of female field staff members, at present there are only three women Group Promoters, lack of desegregated data on women, Group Promoters inadequate skills and tools towards gender sensitivity, generally non consideration of gender issues in the Project policy and non democratic ways of involving women in mixed groups.

Having realized, the programme is therefore making a commitment to maximize the involvement of women in the Peoples Participation approach, from the planning stage to implementation and maintenance of group processes especially due to the fact that women join groups for perhaps different reasons than those of men. For while a man can join a group for economic reasons, a woman joins the same group for welfare reasons. In Shiri Mgunani action area, Esta Mallya joined Tumaini group to help her friend who had family problems. Although this is a localized example it shows how important it is to approach the different target groups differently. The intention of the project has always been to pay attention to specific needs of women however this was not specifically attended to, because indicators show negative results. The status of women in groups is low leave alone the numbers which are also low (Mkwizu 1992).

The few women who participate do not have a sense of entrepreneurship, they are in the group sometimes because the husband is in the group. The only market that they are aware of is that of the neighbourhood. The technical skills remain with the man, who decides what the wife should do. In most cases the husband will go for training and therefore it is expected that the "trickle down" effect will work, however in

many cases this is not automatic. Renata Joseph of Mwangaza Group in Rombo AA did not know the rates of the chemicals she was to apply on her tomato plot. She did not attend meetings of their group, because her husband who was in the same group was expected to bring home the news, which did not always work.

The women appear at the corner of the house, shyness ruling their faces due to cultural and traditional hinderances. Even with the shyness, they could have joined into groups if their workloads at home were less. Margaret Eliezer of Kiria AA could not join a group although she know the benefits of joining a group, she had this to say "kazi zota hizi nitamwachia nani?" meaning, I cannot join a group because I have nobody to help with the chores that I have at home and in the field.

The intensive field visits that were made confirm the observations, (Chap.2) however the observations were so strong that it seems worthwhile to note for the need to make a gender sensitive approach in the action areas. The official statistics of the project show small numbers of women participating in groups. The small number of women is confirmed by the many dramatic life stories of the women which is one sign of increasing frustration of gender insensitivity. In several AA the women bluntly told me that they did not see much use of telling the truth of the questions that I asked. Their grievance was so strong that despite the interview situation, they spoke quite frankly about their problems when they realized they were attentively listened to; with considerable insight as well as bitterness. Due to minimum skills and approaches to attend women, very little has been done to stimulate effective and peaceful participation of women in groups. Although the GPs have shown confidence in the participatory approaches which are used to approach communities, they have not succeeded in entering the community with a gender balanced approach.

### 3.2 Implementation for the Training Needs Assessment on Gender Issues for PPP

A gender impact study carried out by the Cooperative College in 1992 highlighted three of the aspects; social, economic and organizational sustainability as these are more easily overlooked and are crucial from a gender perspective. Women as household managers are central to the sustainability of PPP. If they do not perceive benefits of new approaches, if they have not "improved" their own situation or those of the family, the added cost will not be worth the effort.

In general it is found that PPP has the potential to address both the practical needs and strategic interests of women: to provide a service, build capacity and empower women.

However there is need to enhance and maximize this potential, particularly in the area of strategic interests as well as to minimize potential dangers or risks which would negatively affect women. For example in Kiti cha Mungu AA, signs of men marrying a second wife due to the first wife doing well in the group project and improving her economic position. Men becoming drunkards because their wives now are better off. Adjustments to the negative effects on women would include strengthening of gender advocacy skills.

3.3 The recommendation for implementation of the training needs assessment include the following outputs.

3.3.1 Materials for gender sensitization

Group Promoters should get hold of materials that will enrich them with knowledge on how to reduce the workload of women with regard to group work and to ensure adequate participation of women in the decision making process regarding their small added projects.

3.3.2. Training Package for gender sensitization

GPs will participate in training for gender - sensitive implementation and monitoring to be carried out and should be able to link this to the step by step procedures which summarizes activities at the village level, together with the approach that they are using for community participation. The training package will include among others.

- guides
- handouts
- flip charts

3.4 Conceptual and Methodological Framework

The concept of Peoples Participation in rural development is seen as an alternative to the conventional approaches. Based on the concept one comes to the conclusion that the present phase of the project is mainly focusing on empowering the target group (men and women) to be able to manage their group enterprises. This assumes that the project is adopting the Gender and Development Approach. In this case then the GPs have to put main emphasis on Practical and Strategic needs. This approach will ensure equitable and sustainable development with men and women as decision makers. The strategies include identifying and addressing practical needs determined by women and men to improve their condition, and at the same time addressing women's strategic needs through people centered development interventions.



The Gender Sensitization activity ensure to enhance the programme's commitment to gender advocacy.

### 3.5 Indicators for Monitoring Training Impact

It is important to formulate indicators that will keep the gender sensitization training in the management cycle. The indicators will target planners and implementors as well as the community (men and women in their formal and informal roles).

- 3.5.1 For Planners and implementors.
- The developed strategies elicit participation of and identify benefits for both men and women.
  - The availability of a designed and implemented continuing and integrated education on gender issues.
  - Availability of gender conscious field implementors (men and women).
- 3.5.2 For the Community:
- Number of men and women attending meetings.
  - Number of men and women aware of the participatory approaches.
  - Number of men and women involved in decision making and leadership positions.
  - Men and women attending training.
  - Awareness in their own problems.

**"SAID IS NOT YET HEARD  
HEARD IS NOT YET UNDERSTOOD  
UNDERSTOOD IS NOT YET APPROVED  
APPROVED IS NOT YET APPLIED  
APPLIED IS NOT YET CONTINUOUSLY APPLIED  
CONTINUOUSLY APPLIED IS NOT YET BEING  
SATISFIED"**

**DSK**

## **CHAPTER FOUR**

### **4. THE TRAINING PACKAGE ON GENDER SENSITIZATION AND CONSULTATIVE METHODS TO BE USED BY THE GROUP PROMOTERS/FIELD WORKERS**

#### **4.1 Introduction**

The Content in this training package is designed to cover what has been considered as the main principles and philosophy required for any training exercise that is geared towards gender sensitization. The Content is designed to serve the pressing need that has been expressed by the field workers and project management staff of PPP in Moshi who wish to incorporate gender issues in the programme after a needs assessment and recommendations put forward by different Consultants (1993). The content which is fundamental to many other participatory programmes specifically addresses the participatory approach of PPP.

#### **4.2 Aim**

The purpose of this training package is:

- (a) To outline the content that will stimulate development practitioners to consider advocacy of gender issues in their work by learning and exercising the significance of gender as a pre-requisite for the success of participatory methodologies.
- (b) To provide training materials so that they can adapt them and use them in for their own purpose in other sensitization exercises in the AA.

#### **4.3 Objectives**

After the sensitization workshop, the participants who will include the planners and implementors will be expected to handle the following:

- (a) Identify needs of different groups in PPP
- (b) Use appropriate approaches of including gender issues at different levels of implementation process of the programme.
- (c) Coordinate information about gender issues to other field staff at community level.
- (d) Promote the integration of gender issues in development practices.

#### **4.4 The Training Contents**

- 4.4.1 **General Introduction**
  - o Concepts and terminology
  - o Gender and Culture
  - o Why gender is an issue
    - (a) in development
    - (b) in PPP
- 4.4.2 **The Planning Process**
  - o Introduction
  - o The empowerment framework
  - o Aims and Objectives of PPP
  - o Gender Needs and Wants in PPP
  - o Diagnosing gender Problems in PPP
  - o Integrating gender concerns in Planning
- 4.4.3 **Logical Framework for Implementation**
  - o Introduction to the Framework
  - o Activity Profile
  - o Access and Control Profile
  - o Analysis of Factors influencing activities, access and control
  - o Project Cycle analysis
- 4.4.4 **The Project Cycle**
  - o Project Identification
  - o Project Design
  - o Project Implementation
  - o Project Evaluation
- 4.5.4 **Training Materials to be Used**
  - Handouts
  - Flip Charts
  - Posters
  - Transparencies
  - Video
  - Checklists
- 4.6.4 **Training Methods**
  - Discussions
  - Questions and Answers
  - Role Plays
  - Buzz Groups
  - Plenary
  - Case Studies
  - Lectures
- 4.7.4 **The training guide is given in appendix 4 while the developed content, has been reported in a separate volume titled. TRAINING PACKAGE ON GENDER SENSITIZATION AND CONSULTATIVE METHODS TO BE USED BY THE GROUP PROMOTERS/FIELD WORKERS: TRAINING CONTENTS FOR PPP, MOSHI TANZANIA Prepared by M.T. Liwa May, 1996.**

## **CHAPTER FIVE**

### **5. THE GENDER SENSITIZATION WORKSHOP**

#### **5.1 Organization of the Workshop**

The Consultant teamed up with the Trainers at Cooperative College to lead the process of the training in form of a workshop. The implementation followed the contents and guide as in Chapter 5 and appendix 4 of this report. The facilitators met before the workshop process started to feed each other on the process. A three day timetable was developed. Three days were however too little for the contents to be imparted but this time period was advised due to the limited resources at the time at PPP.

A total number of 20 participants attended with 9 women and 11 men. From these, 9 were Group Promoters. The workshop took place from 15.4.96 to 17.4.96 in one of the halls - Cooperative College.

#### **5.2 The Methodology**

The methods and techniques used during the workshop were addressing the problems and gaps which were identified during the training needs assessment (Chapter 4) which was carried out as one of the follow-up exercises. Participants were stimulated to reflect on their own experiences and to express their opinions to other group members. On the first day leaders were chosen to control whole process. The leaders were a chairperson, a timekeeper and a recorder.

Great emphasis was put in the involvement of the participants to identify problems of their own communities and to share these with other participants for solutions.

#### **5.3 The training Process**

The workshop was opened by the PPP National Coordinator Mr. Kibwana O.T. emphasizing the importance of the training the planning of gender sensitive programmes.

- Introductions were made and name tags were made by each participant using a colour that matched their character. The facilitator explained the meanings of the colours before one choose the colour.
- The purpose and objectives of the workshop was displayed and explained by the Consultant out of which highlights of the workshop were made as follows:

Output after the workshop:

- The pioneer book - future reference for the Group Promoters and field workers, with photos of each and short histories of participants.
- Little black books - Participants were given small notebooks to note any positive or negative experiences including warm fuzzes. These were shared every morning to stimulate team-spirit.
- Bumper stickers - these were phrases of 8 words or less that the development philosophy of PPF which were to indicate the target population, the major problem and the goal. The Bumper sticker phrases are given in appendix 9.
- Action Plans - to commit individuals to action for change. Action plans coordinate individual actions into collective action and monitoring. They also allow monitoring and indicate timetables for change. They are specific, measurable, achievable, realistic and time limited.
- Role play - this was to indicate the participant's understanding and commitment to issues raised during the discussions in the workshop.
- Levelling - the participants are encouraged to share by levelling out. Shutting off all other aspects of work or home.
- Other climate setters were used to keep the participants interested and their perceptions awakened.

#### 5.4 Expectations and Fears

The participants were asked to express their expectations and fears concerning this training. The following were raised.

##### Expectations:

- The Mystery about gender issues will be de-mystified.
- Workable action plans in our Aa for balancing gender relations.
- Share experiences
- experiential learning
- exchange ideas
- the ability to explain to others
- re-visit, re-evaluate and make new resolutions about dealing with gender issues.

### Fears:

- This is a tradition
- Too optimistic to act
- depth of socialization and strength of culture
- It will take a long time and not the span of time that we think of. We tried to link up the expectations and fears during the workshop and these would be checked how the participants felt afterwards. The process as far as the subjects are concerned follow the timetable, and the Training package which was handed out in seven different parts. (see Package for Gender Sensitization).

### 5.5 Evaluation of the Workshop

The participants were asked to make an evaluation of the workshop by filling out a questionnaire. The evaluation instrument is as in appendix 7. 12 participants responded to the questionnaire.

From the evaluation results it is clear that the message intended to the participants was well received. The participants appreciated very much the topics discussed and valued them as very useful and useful. The participants gained knowledge which will effect a positive change towards increased efficiency and sensitivity in gender advocacy.

In any training program, time is an important factor and is budgeted according to the amount of materials to be covered, training methods used and the nature of training. In this case there was too much to be covered in a very short period. Even though this was known by the Consultant, it was not possible to increase time due to other logistic factors. The time factor has therefore affected very much the scores of the evaluation. The methodology planned was participatory which needs a lot of time, however many topics were not discussed in detail and this also led the "too much lecturing" comments that appear in the comments. The contents were left as they were even though time was a limit in order to make use of the same contents and guideline in other settings in the Project at a longer time by the Group Promoters who will become the Master trainers in the project. The training guideline required a participant centered approach with several case studies which required much more time to interact. From my own experience I strongly advise such a workshop to take at least eight days. This would increase the training and learning efficiency. Eight days would also include at least one day for a visit to one action area to verify on a case discussed. The participants themselves thought one to two weeks period would be ideal for such a selling.

5.6 Areas of the Workshop that were rated as Very Good and Good.

- Organization 25% and 50% respectively.
- Teaching approach and concepts 8% and 67%
- Atmosphere - 50% good and fair
- Introduction 75%
- Sensitivity 8% and 67%
- Identification of needs and wants 67%
- To use appropriate tools for gender advocacy at different levels - 8% and 33%.
- Factors for activity profiles - 28%, 42%
- Linking information - 8%, 42%
- Usefulness of Workshop:
  - for yourself - 67%, 25%
  - for community - 50%, 25%
  - for Project 58%, 25%
- Main topics:
  - Concepts - 42%, 33%
  - Planning 33%, 50%
  - Framework for implementation 33%, 50%
  - The project Cycle 42%, 42%
  - Action plan 42%, 33%
- Training Methods:
  - Discussions 33%
  - Question and Answers 67%
  - Plenaries 50%
  - Case Studies 58%
  - Video 58%
- Gain in knowledge - 33% and 58%
- Skills - 17%, 67%
- Attitude - 8%, 50%
- Benefits received - 42%
- Future recommendation for the workshop 58% yes.

5.7 Participants overall Comments

- The participants comments on the overall conducting of the workshop is summarized as follows:
  - (a) That workshops of this kind should continue.
  - (b) The time for the workshop should be increased to between one and two weeks.
  - (c) That follow-ups after the workshop from the Management were very necessary.
  - (d) That the aim and objective of the workshop had been achieved.
  - (e) That the participants were now sensitized on gender issues.

- (f) Such Workshops be extended to other field workers.
- (g) Action plans were made and would be useful.

5.8 Remarks from the Facilitators:

5.8.1 Please also refer to the evaluation results which are in appendix 7. The training was effective and objectives were achieved. The participants participated fully right from the first day. The energizers used were useful and kept the participants awake for effective participation. From the evaluation the facilitators also put forward the following for action.

- (i) Follow-up visits have to be made to evaluate the usefulness of the workshop at field level.
- (ii) More workshops should be scheduled for GPs and field workers so as to keep them abreast with new knowledge and changes. Also to exchange ideas, opinions among themselves and their seniors.
- (iii) It is argued that such a workshop should be given more time for effective participation.
- (iv) It is also the Consultants hope that the workshop has been an eye opener to issues as necessary for balancing and advocating gender sensitive programmes.



## CHAPTER SIX

### 6. REMARKS

#### 6.1 Constraints to Gender Equality

##### (a) Social/Cultural Obstacles

In the course of this follow-up the consultant concluded a number of constraints that limit gender equality in PPP. The most powerful obstacle was rated to be the Social/Cultural factors that surround the people in the AAs. The mentality of dependance is deeply rooted into the lives of the farmers. In practice these factors have led to lack of Confidence especially among the women farmers (see field impressions). This has caused difficulties for the GPs to face the men and women to come up with any balanced interventions.

The Social Cultural situation has led women to marginality from activities of development, they have acquired a culture of silence and are therefore dominated by their husbands who belong to the local elite group. This is spelt out in the action areas. Examples of such constraints include:

- Group interests eventually being reduced to individual interests in the hands of men.
- In most women groups for IGA profit is the main aim which at a later stage becomes work generation and not income generation. This hinders further development in terms of education and training of the groups.
- Lack of management and technical skills among women, because the social cultural factors have molded women into believing that only men could venture into such learning while they take care of the homes.
- Status of Women groups being lower than of mixed groups or men because women groups address the nutrition of their families.
- The specific gender needs which pose issues, but which are not easily recognized if we address the people as homogeneous groups. Such as increased workload among women due to their triple roles in the families.

(b) Project Design as an Obstacle:

- The nature of the PPP has not historically put issues of balance as a measure to the fairness of the participatory approach that is advocated the PPP was only conscious of the problems of gender advocacy, this has become a hindrance into balancing of gender. However the commitment to gender sensitivity has been enhanced during the workshop at Cooperative College. What is awaited now is to see that the indicators to gender sensitivity come out such as:
  - Project document committing frameworks of action throughout the project cycle.

(c) Structural Obstacles:

The traditions and traditional laws have often posed as limitations in balancing of gender in PPP. Examples from the field include:

- Land ownership limited to men and women unaware of their own rights.
- Women not aware of the benefits of credit facilities.
- Women are not holding permanent positions in the home - they can be divorced and have to move to look for a future elsewhere.

(d) Other limitations to gender equality:

(i) There are problems that are basic to women for example empowerment at individual level, unsatisfied and felt needs. The felt needs generate common interests. At Lotima AA a Milling Machine. This limitation has been a motivation for the IGA group initiatives. The women living in hopes that one day alternative help to their problem of Milling Machine will come. Addressing the basic problem by a group will also lead to individual benefits in the long run.

(ii) Gender relations as a limitation:

For women IGA often means a heavier workload and less control over their labour input. Women's negotiating power is limited and they have little influence over anything. Example in Ruvu AA - irrigation water could not be distributed fairly to

all the plots and those belonging to women suffered most. The reason behind being women are traditionally not involved in clearing at the intake and therefore should not claim as a right the water that comes to their irrigated plots.

## 6.2 Towards Women Participation in PPP

### (a) Community Participative Education

Education to the Community will build a process whereby people will actively get involved in their own development - participative education is a process of informal education aimed essentially at stimulating peoples consciousness.

The creation of groups which are able to diagnose and analyse their own problems and to decide what action to take independent of outside influence. GPs have already committed action plans in the line of education for the people in the AA.

### (b) Resource provision Mechanisms

This will mean development of local organizational capabilities which will enable men and women to have direct involvement in the control over the resource provision system e.g. Savings and Credit Schemes. For example in Sisa Maro the Savings and Credit association serves as a bank where if women join - they can be sure to control their own income by saving up in the Savings and Credit Scheme.

### (c) Trained Group Promoters and Field Workers

- As the concept of participation influences the way rural development should be. Trained GPs in participatory and gender sensitive methodologies will be a valuable step towards balanced participation. The preparation of such agents to gender balanced skills and participatory approaches is of paramount importance.

### (d) Balanced gender relations

It is important to practically balance relations in many aspects if we are to move towards any women participation in PPP. Such gender related issues include access to land which is limited. Work-load being heavy limited time use to IGAs. Therefore development activities should strive at improving the positions of women through increasing women's access to land bearing in mind however women heavy load.

(e) Decrease Women's Workload

Many women refuse to join IGAs due to the workload that they already have. There are several possibilities for decreasing women workload in domestic activities these include.

- Improved technology for example processing technology such as Milling Machine will reduce women workload and hence give chance for women to participate in IGAs.
- Water harvesting - will reduce a considerable amount of time walking back and forwards to fetch water. In the AA drinking water - sources have been far from the homestead.
- Planting trees for firewood. This would decrease women workload. If the trees are on plots obtained by women themselves it adds to their security.

(f) Increasing Women's income

If women's income is guaranteed they are bound to participate more in the projects. This can be done by influencing more economic groups.

(g) Representation in decision making

Women participation in PPP will be greatly improved if the women are able to make decisions regarding their own lives and positions. This could be enhanced through encouraging women to take leadership positions in their IGAs and training them to create awareness on the situation of women.

(h) PPP to stay

PPP has reached a stage whereby they can be able to address different issues of participation in the villages. The experiences at PPP Moshi can be spread far and wide. While on the assignment the consultant was able to meet other consultants from South Africa and Kenya who came to consult PPP on issues of participation. If the time-frame is pushed to a future, I am confident that a sustainable strategy will develop and this will be a further step into action for a gender sensitive Project.

## APPENDIX 1

### TERMS OF REFERENCE

#### GENDER ISSUES CONSULTANT GCP/URT/105/NET

Under the general supervision of the FAO Representative and working in collaboration with the Project Management, the Gender Issues Consultant will undertake a follow-up exercise on previous studies undertaken on gender issues in the Project. He/She will revisit recommendations made and other relevant steps deemed necessary to enhance and improve participation of project beneficiaries on an equal basis:

- Identify ways of increasing the participation of women in self-help groups.
- Improve the quality of participation of both sexes in sustainable self-help Income Generating Activities.
- Document the various positive and negative factors facilitating or constraining gender equality in the Action Areas.
- Make a training needs assessment on gender issues and mount training event for GPs and other field-workers.
- Prepare an end of assignment report, documenting the process and experiences for future use.

**WORKING STATION:** Moshi

**DURATION:** Two Months.

APPENDIX 2

SCHEDULE OF WORK FOR GENDER ISSUES FOLLOW-UP  
FOR PPP MOSHI 22ND FEBRUARY - 4TH MAY, 1996

<u>DATE</u>	<u>PLACE</u>	<u>COMMENTS</u>
22.2.96	Tanga - Dar es Salaam	Travel
23.2.96	Dar es Salaam	Report to FAO Country Rep.
24.2.96	Dar es Salaam - Tanga	Travel
28.2.96	Tanga - Dar es Salaam	Travel
29.2.96	FAO Da es Salaam	Sign Contract Logistics
1.3.96	Dar es Salaam - Tanga	<del>Tanga Travel</del>
2.3.96	Tanga	Preparations and Packing
3.3.96	Tanga - Moshi	Travel
4.3.96	Moshi	Report at PPP Discussions with PPP Officials Study Documents
5.3.96	Moshi	Discussions with Project Management and Women Department. - Discuss with Consultant on documentation of experiences of PPP.
6.3.96	Sisa Maro AA	Field Visit
7.3.96	Lotima & Keryo AA	Field Visit
10.3.96	Machame	Tour
11.3.96	Moshi Coop. College	Discussions with the Women in Development Department - Literature Review.
12.3.96	Moshi	Discussions with EUSUN Consultants. Courtesy call to the Principal and Discussions.
13.3.96	Kiti Cha Mungu - Kiria	Field
14.3.96	Moshi Coop. College	Literature Review.

15.3.96	Moshi Coop. College	Discussions with Director for Research and Consultancy.
16.3.96	Moshi	Reporting
17.3.96	Moshi	Reporting
18.3.96	Ruvu Mferejini AA	Field
19 - 22.3.96	Moshi	Training Needs Assessment
23.3.96	Moshi - Tanga	Travel
25.3.96	Tanga	Training Package
10.4.96	Tanga - Moshi	Travel
11.4.96	Moshi	Preparation for Training
15 - 17.4.96	Moshi	Workshop for GPs and Field Workers.
19.4.96	Moshi Coop. College	Evaluation of Training with Project Management.
20 - 26.4.96	Moshi .	End of Assignment Report
	Moshi - Dar es Salaam	Travel
30.4.96	Dar es Salaam	Report to Management Team.
1.5.96	Dar es Salaam	Logistics <i>Mayday</i> .
3.5.96	Dar es Salaam - Tanga	Travel
4.5.96	Tanga	Report to work.

ITINERARY AND PERSONS MET

- 22.2.96 - Departure from Tanga
- 23.2.96 - Meeting with Marjan ((JM) Boonzaaijer - Programme Officer  
 - Meeting with E. Patrick Alleyne - FAO Representative
- 24.2.96 - Dar es Salaam - Tanga
- 28.2.96 - Tanga - Dar es Salaam
- 29.2.96 - Dar es Salaam - Logistics
- 1.3.96 - To Tanga
- 3.3.96 - To Moshi
- 4.3.96 - Discussions with Management of PPP  
 - R.N. Meghji - Technical  
 - O.T. Kibwana  
 - Familiarization tour of the College  
 - Study documents
- 5.3.96 - Discussions with Project Management and Women in Development Department - An overview of the Project.  
 - Meghji R.N.  
 - Kibwana O.T.  
 - Maonganzila Margaret - Head of the Women Department  
 - Esta Damball  
 - Macha F.A. - Kilimanjaro Wing  
 - Richard Mabala - Consultant on Documentation of PPP experiences  
 - Tarimo P.N. - Director of Field Education
- 8.3.96 - Discussions with O.T. Kibwana, R.N. Meghji  
 - Check Study materials for Gender Sensitization at PPP.
- 9.3.96 - Field visit to Shiri Mgungani AA  
 - Esta Mallya - Tumaini Group  
 - Paulo Murro - Tumaini Group  
 - Antoni Kiria  
 - Visit to Mijongwani AA  
 - Discussions with Jitegemee Group  
 - 7 members  
 - Jabu Arudia - chairperson of Jitegemee Group



- Richard Mabala - Consultant
- Makalo A. - Group Promoter
- 10.3.96 - Visit to Machame
- Familiarization tour
- 11.3.96 - Discussions with:
- Eta Dambali - Women in Development Department
- Literature Review
- 12.3.96 - Discussions with:
- S.A. Chambo - The Principal of Cooperative College
- Marcus Solomon - EUSUN Consultant from South Africa
- Paulo Saliwa - EUSUN Consultant from South Africa
- Mosi Kisare - EUSUN - Arusha
- Sizya M.J. - Director of Research and Consultancy Department - Coop. College
- John Temu - Head of Research Department
- 6.3.96 - Field visit to Sisa Maro in Kibosho District
- Discussions with:
- R.N. Meghji
- Richard Mabala
- Julius Lelo Mashikao member of Changamoto Group
- Mrs. Mashikao
- Nguvu Kazi Group (Women)
- Maria Eusebi - Awamu ya Pili Group (Women only group)
- Mary Shule - Group Promoter
- Mshana A.A. - Driver
- 7.3.96 - Field Visit to Rombo District
- Keryo Action Area
- Discussions with:
- Tarimo Francis - Group Promoter
- Eta Dambali - Women Department - Coop. College
- Richard Mabala - Consultant
- Tarimo - Umarini Vegetable Growers Group
- Karoli Joseph - Umarini Vegetable Growers Group
- Petronila Martin - Umarini Vegetable Growers Group
- Renata Joseph - Mwangaza Group
- Keryo Ushiri Actin Area:
- Mathias Joseph Marandu of Mapambano Group
- Helmingilde Mathias Marandu
- Catherine Ignas Kavishe - Group Promoter

- Lotima Action Area:
  - Miembeni Moto Group - 18 members
  - Mndasha - Group Promoter
- 13.3.96 - Field visit to Kiti cha Mungu and Kiria Action Area
  - Discussions with:
    - Frank Urio - Group Promoter
    - Margareth Eliezer - Non member
    - Sophia Muya - Kajembe Group
    - Jacob Mvungi - A Primary School Teacher
    - Rahim Eliezer - Nguvu Kazi Group
    - Mzee Hussein - Non member
    - Prudenciana Lewange - Kajembe Group
    - Margaret M. Kitonga - Net worker (Participatory Methodologies Forum of Kenya)
    - Paulos Saliwa - Khanyisa Educational Project - South Africa
    - Marans Solomon - Children's Resource Centre - South Africa
    - Esta Damball - Women Department - Coop. College
    - F. Macha - Department of Field Education - Kilimanjaro Wing
    - Mshana A.A. - PPP
- 14.3.96 - Review of Existing information and Experiences on Women and Cooperatives for Gender Sensitization.
- 15.3.96 - Discussions with:
  - Sizya M.J. - Director of Research and Consultancy at the Cooperative College
  - Jonaisi Mkilindi - Group Promoter - Lotima AA
- 16-17.3.96 - Report Writing (Source Report for PPP)
- 18.3.96 - Field visit to Ruvu Mferejini in Same District
  - Discussions with:
    - Ahadi Msangi - Group Promoter
    - Mbonea Kamba - Nyumeni Group
    - Sophia Mndeme - Women Group
    - Bakari Salum - Mgahawa Group
    - Getness Goodluck - Women Group
    - Anna Kimbey - Women Group
    - Zaina Amiri - Mwanzo Mguumu Group
    - Adam Ali - Mongola Group
    - Nicky Exporters
    - Nakama Raphael
    - Fortunata Macha - Kilimanjaro Wing
    - Esta Damball - Women in Development

- 19.3.96 - Documenting training needs assessment and Planning for the training event.
- 20.3.96 - Training contents, guide, timetable
- 21.3.96 - Training contents, guide, timetable
- 22.3.96 - Reporting land sharing training plan with the PPP team at Coop. College Moshi. Discussions with:
  - Meghji R.N.
  - Macha F.A. (Mrs) - Kilimanjaro Wing
  - Damball E. (Mrs) Women in development
- 23.3.96 - Travel to Tanga
- 25.3.96 - - Training Package on gender sensitization for GPs
- 9.4.96 - - Typing, Printing of copies, Flip Charts, OHPs, Handouts, Charts and other training materials.
- 10.4.96 - Travel to Moshi
- 11.4.96 - - Final plans for the gender sensitization workshop
- 14.4.96 - - for GPs and Field Workers of PPP at Coop. College
- 15-17.4.96 Gender Sensitization Workshop for GPs and Field Workers of PPP - 20 participants attended.
- 18.4.96 - GPs monthly meeting to discuss issues arising and reports from action areas. 9 GPs attended.
- 19.4.96 - Evaluation of the Training with the Project Management.
  - Discussions on the Executive summary and inputs from the Management
  - Kibwana O.T. (NPC)
  - Meghji R.N. (NTA)
  - Macha F.A. (Kilimanjaro Wing)
- 20.4.96 - Arusha Connie Quist, Els Upperman - FAIDA/Small Enterprise Project SNV
- 21.4.96 - Arusha - TIP (SNV)
- 22-26.4.96 End of Assignment Report
- 29.4.96 - Travel Moshi - Dar es Salaam
- 30.4.96 - Reporting and Discussions with Management Team
- 1.5.96 - Dar es Salaam - May Day
- 3.5.96 - Dar es Salaam - Logistics
- 4.5.96 - To Tanga

APPENDIX 4

**TRAINING PACKAGE ON GENDER SENSITIZATION AND CONSULTATIVE  
METHODS TO BE USED BY THE GROUP PROMOTERS/FIELD WORKERS**

**A TRAINING GUIDE FOR:  
THE PEOPLES PARTICIPATION PROJECT**

**MOSHI : TANZANIA**

**PREPARED BY: MARY LIWA  
NATIONAL CONSULTANT ON GENDER ISSUES  
FOR: FAO**

**MAY, 1996**

## DAY I

### INTRODUCTION TO WORKSHOP

#### PURPOSE:

- To sensitize development practitioners to consider advocacy of gender issues in their work by learning and exercising the significance of gender as a pre-requisite for the success of participatory and community based projects.
- To enable Field Workers to perform other sensitization exercises in their AA.

#### OBJECTIVES:

- After the Workshop, the participants will be able to:
  - Identify needs and wants of different groups in PPP
  - To plan gender neutral community activities
  - To use appropriate methods of including gender issues at different levels of the implementation process of the programme.
  - Assess gender factors that determine activity profiles and access to and control profiles.
  - Link information about gender issues to other users at community level.
  - Promote the integration of gender issues in the project.

#### TRAINING METHOD:

- Present objectives and highlights of the workshop by lecture.
- Utilize energizers The DOCTORS, THE IMPOSSIBLE POSSIBLE

#### TRAINING MATERIAL:

- The Training Package
- Transparency

#### SETTING:

- Classroom, oval or round sitting

TIME USED:

- One Hour

ORGANIZATION OF TRAINING

- Introduction of Participants and trainers
- Expectations of participants
- Fears of participants

DAY: 1

GENERAL INTRODUCTION

- CONTENT:
- Concepts and terminology
  - Gender and Culture
  - Why Gender is an issue
    - in development
    - in PPP
- OBJECTIVES:
- At the end of the Session participants will be able to:
    - Differentiate between different concepts of gender.
    - Rationalize the importance of gender particularly in PPP.
- TRAINING METHOD:
- Presentation of the terminologies and the importance of gender using:
    - a flip chart
    - handout
    - case study of PPP in group discussions
    - plenary
- TOTAL TIME - 5 hours
- ORGANIZATION
- Present the terminologies using handout and Flip - Chart
  - Allow Question and Answer and discussion - (1hr)
  - Discuss why gender is an issue in PPP and development.
    - Handout, Posters, discussions - Q/A. (1hr)
    - Case Study (1hr 30 min.) in groups
    - Reporting of case study and important issues coming out (1½)

- THE PLANNING PROCESS

- LOGICAL FRAMEWORK FOR IMPLEMENTATION

- CONTENT:

- Introduction
- Empowerment framework
- Gender needs and wants
- Diagnosing problems
- Integrating gender concerns
- Framework of implementation
- Activity Profile
- Access and Control Profiles
- Analysis of factors influencing activities access and control.

OBJECTIVES:

- At the end of the day participants will be able to:
- Explain and use the empowerment framework
- Identify gender needs and wants
- Diagnose problems
- Integrate gender concerns
- Explain the framework for implementation
- identify activity profiles in AA
- Determine access and control
- identify factors that influence activity profiles and access and control profiles in the Action Areas.

TRAINING METHOD

- Lecture using:-
- Transparencies, Flips
- Case Study of PPP in group discussion
- Handouts
- Video



#### ORGANIZATION OF TRAINING

- Introduce empowerment framework using flip chart and allow discussion - 30 minutes.
- Case study of PPP on gender needs and wants - Problem identification - The exercise should be done in groups
  - 1 hour 30 minutes
- Divide into groups and discuss using checklists on:
  - diagnosing problems
  - integrating gender concerns
- Activity profiles and access and Control
- Analysis of factors - 3 hours
- Plenary - 1 hour

Total time: 6 hours

### DAY 3

#### THE PROJECT CYCLE:

- CONTENT:**
- PROJECT identification
  - Project design
  - Project evaluation
  - Summary of the workshop
- OBJECTIVES:**
- At the end of the session, the participants will be able to:
    - o Describe the stages of the Project Cycle
    - o Assess Women's dimension in the different states of the project cycle
    - o Determine different roles that should be played by women in the different stages of the project Cycle
    - o Identify linkages between the stages
    - o Summarize and evaluate the course

#### ORGANIZATION OF TRAINING MATERIALS AND METHODS

- Explain the different stages of the project cycle - using handout and flip chart. Allow questions and answers.
- Link the stages to the project cycle in PPP.
- Divide into groups to discuss checklists of womens dimensions in the different stages of the cycle.
- Discuss views in a plenary sessions - views of participants on checklists and how far this has been achieved in the project.
- Discuss the important points they have gained in the workshop.
- Evaluate the workshop
- Role play depicting what they have learnt.

**APPENDIX 5**

**TIMETABLE FOR THE GENDER SENSITIZATION WORKSHOP**  
**FOR PPP 15 - 17 APRIL, 1996**

<b>TIME</b>	<b>FIRST DAY</b>	<b>SECOND DAY</b>	<b>THIRD DAY</b>
	<b>15.4.96</b>	<b>16.4.96</b>	<b>17.4.96</b>
<b>8.00 - 10.00</b>	Opening &  Introductions	Summary of First Day  The Planning Process  Logical Framework for implementation.	Summary of Second day  Project Cycle  Checklists and Discussions.
<b>10.00 - 10.30</b>	Tea Break	Tea Break	Tea Break
<b>10.30 - 13.00</b>	Concepts and Terminologies	Profiles and Factors	Summary of the Workshop and Action Plans.
<b>13.00 - 14.00</b>	Lunch	Lunch	Lunch
<b>14.00 - 17.00</b>	Case Study & Discussions	Case Study and Discussions	Role Play Evaluation, Closing.

APPENDIX 6

**LIST OF PARTICIPANTS FOR THE GENDER SENSITIZATION WORKSHOP**

<b>NAME</b>	<b>ACTION AREA</b>
1. Mr. Meghji R.A.	PPP
2. Mr. Kibwana O.T.	PPP
3. Ms Macha F.A.	Kilimanjaro Wing
4. Ms Damball E.	CC WID Department
5. Ms Makallo A.	GP - Shiri Mgungani
6. Ms MKilindi J.	GP Lotima
7. Ms Shule M.	GP Sisa Maro
8. Ms Ignace	GP Keryo
9. Ms Shio F.	Field Worker Kibosho
10. Mr. Tarimo F.	GP Keryo
11. Mr. Orio F.	GP Kiti cha Mungu
12. Mr. Mndasha L.	GP Lotima
13. Mr. Msangi A.	GP Ruvu Mferejini
14. Mr. Suleiman M.	Teacher Ruvu Pr. School
15. Mr. Martin L.	Field Worker - S/Mgungani
16. Ms. Msonganzila	WID, Coop. College
17. Mr. Izumba	Field Worker - K/Mungu
18. Mr. Mahanga F.	GP - Sisa Maro
19. Mr. Sizya M.J.	CC, Research & Consultancy Directorate
20. Ms. Liwa M.T.	Gender Issues - Consultant

# APPENDIX 7

## EVALUATION QUESTIONNAIRE FOR THE GENDER SENSITIZATION WORKSHOP FOR GPs AND FIELD STAFF OF PPP MOSHI TANZANIA

WORKSHOP DATES:     15-4-96  
                              16-4-96  
                              17-4-96

Please complete this form to help us evaluate the workshop and its relevance to you as participants, and the service we have provided. There is no need to write your name or sign it if you do not wish to do so.

- Score: 5 = Very good or very much  
 4 = Good or much  
 3 = Fair or rather much  
 2 = Unsatisfactory or little  
 1 = Poor or very little  
 0 = I have no answer.

**1. General aspects of the workshop (overall impressions)**

	5	4	3	2	1	0
. Organization	25%	50%	25%			
. Time-efficiency		8%	50%	42%		
. Teaching approach/concepts	8%	67%	25%			
. Place, setting		33%	67%			
. Atmosphere		50%	50%			

Comments: - Workshop impact points needed more time  
 - In future the workshop should be more participatory  
 - There were a lot of things to do but the time was limited.  
 - In general the workshop was good.

## 2. General outline of the workshop

	5	4	3	2	1	0
• The part of the workshop on introduction, aim, and objectives		75%	25%			
• General introduction, concepts, why gender is an issue	33%	50%	17%			
• The planning process, empowerment framework gender needs and wants diagnosing gender problems integrating gender concerns		25%	58%	18%		
• Logical framework for implementation, activity profiles, access and control analysis of factors project cycle analysis		25%	67%	18%		
• Project cycle, identification design implementation evaluation		25%	67%			
• Action plans		25%	25%	18%		

- Comments:
- Time was too short to understand properly
  - Time need to be reviewed.
  - There is a need to give more time for topics which were not satisfactorily
  - Was good
  - If possible the project should again or arrange for another workshop on this subject (gender).

## 3. Have the aim and objectives been achieved?

	5	4	3	2	1	0
To sensitize development practitioners to consider advocacy of gender issues in their work by learning and exercising the significance of gender as a prerequisite for the success of participatory and community based projects	8%	67%	25%			
Identify needs and wants of different groups in PPP		67%	33%			
To plan gender neutral community activities		33%	67%			
To use appropriate tools of including gender issues at different levels of the implementation process of the programme	8%	33%	50%	8%		
Assess gender factors that determine activity profiles and access to and control profile	28%	42%	58%			
Link information about gender issues to other users at community level	8%	42%	42%		8%	
Promote the integration of gender issues in PPP		58%	33%			8%

Comments: - To some extent I am now sensitized gender issues.

- The aim and objectives have been achieved.
- May need ample time to cover this.
- Some of these things should be addressed by the group members themselves.
- The aim and objectives were achieved.
- If possible give awareness studies to extension workers at the field about gender sensitization so as to work together on this at our A.A.

## 4. Usefulness of the workshop

	5	4	3	2	1	0
For yourself	67%	25%	8%			
For your community	50%	25%	25%			
For the project (PPP)	58%	25%	8%			8%

- Comments:
- Please conduct this type of workshop (gender sensitization) frequently.
  - It's useful for peoples development.
  - Workshop like this is better regularly.
  - May increase knowledge.
  - I was really happy to be one of the participants in this touching issue of gender.

## 5. Usefulness of main topics for you.

	5	4	3	2	1	0
Concepts	42%	33%	25%			
The planning process	33%	50%	17%			
Framework of implementation	33%	50%	17%			
The project cycle	42%	42%	17%			
Action plan	42%	33%	25%			

- Comments:
- There are some topics which needed more time for discussion. i.e framework of impl
  - It is useful but the time was too short.
  - I promised to make an action plan to fit my area
  - May lead to achieve the objectives/go to the targeted groups.
  - I did not feel that we discussed ab action plans; I feel sorry for that.



6. Please evaluate where possible the time allocated to the different training methods used on this workshop (5-Too much, 1- too little)

	5	4	3	2	1	0
Discussions	17%	8%	33%	17%	17%	
Question and Answers		25%	67%	8%		
Role plays	17%	17%	50%	25%		
Plenary		8%	50%	8%		
Case studies		8%	58%	8%		
Lectures	8%	42%	25%	17%		
Video	8%	8%	58%	8%		

Comments: - Next time will you please reduce too much lectures which lead to boredom.  
 - Next time is better to have discussion than lectures  
 - Time allocation be improved

7 (a). Workshop aimed at learning on three levels.

- To know (knowledge)
- To be able (skills)
- To be (attitude)

What have you gained in terms of:-

	5	4	3	2	1	0
Knowledge	33%	58%				
Skills	17%	67%	17%			
Attitude	8%	50%	33%			

Comments: - Can help me to go on well with my activities.  
 - I am now knowledgeable

(b) Are there any subjects which were not covered that you feel should be included in future workshops.

- Nothing else, but it is better to learn more about what we learn.  
 - No  
 - The result of the Beijing China Meet about gender issues: what is the outcome

(c) Are there any subjects that were included in the workshop that should have been left out?

- No - No
- No
- No
- Gender issues.

(8) Time allocation

(a) Any topics which was spent too much time on during the workshop?

- Nil
- No
- None
- Prof less a factors, Logical Framework gender sensitization

(b) Any topics which was spent too little time on during the workshop?

- Time for those topics was very little.
- Time too short for many subjects
- None - Action Plan - All topics.

(c) For this particular workshop, what is your preferred length?

- To go in detail about gender
- All subject matters
- The knowledge of gender sensitization in our community development. - 1-2 weeks - At least 1 weeks

(9) Effectiveness of Resource persons

(a) In general the resource persons for this workshop were (please tick)

Very effective 5 4 3 2 1 Not effective

38% 50% 25%

(b) Are there any specific comments to make about resource persons:

- Very competent
- To struggle to have another workshop of more sensitization about gender.
- Increase participatory approaches in presenting topics.

(10) What were the other major benefits you received?

	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	0 (%)
Made me better understand the concept of gender sensitization	42	25	8			
Made me better understand and improve my knowledge of gender issues	33	42				
Made me capable of getting the basics of gender issues	25	50				
Made me capable of advocating gender issues	33	33	8			

(11) Would you like to attend workshops of similar nature in future

- 58% Yes
- No
- Not sure

(12) Describe any exercises you remember as being particularly good or poor  
 All were useful; All good. Football.

(13) Please comment and recommend freely on any aspects of the workshop and PPP in general

- Time for Workshop was too short and we stayed under a bit of pressure.
- PPP should make a followup after the work at action Areas.
- Workshops to continue.
- Training is very necessary.
- Workshop and PPP in general is good

**APPENDIX 8**

**ACTION PLANS FOR GROUP PROMOTERS AND FIELD WORKERS**

**SISA MARO ACTION AREA  
ACTION PLAN APRIL - JUNE, 1996**

F.A. MSHANGA & M.J. SHULE

OBJECTIVE	TIME FRAME			OUTPUT
	APRIL	MAY	JUNE	
1. STRENGTHENING OF EXISTING GROUPS - Farmer to Farmer - Study visit - Group Meeting - Training Needs Assessment & Presentation				GROUP SUSTAINABILITY
2. GROUP FORMATION - Home Work Place Visit - Mobilization & Sensitisation Through Meeting				FORMATION OF TWO GROUPS
3. STRENGTHENING OF INTER-GROUP ASSOCIATION - Work place visits to group members. - Association Meetings - Marketing Research				SOLVING COMMON PROBLEMS SECURING AN OFFICE
4. GENDER ISSUES SENSITIZATION - Through Group Meetings - Home/Work Place visits				EQUAL PARTICIPATION & DISTRIBUTION OF INCOMES WITH GROUPS.

**ACTION PLAN FOR THE MONTH OF MAY 1996**  
**SISA MARO ACTION AREA**

TIME FRAME	ACTIVITY	BY WHOM	MATERIALS	EVALUATORS
2, 3.5.96 6.5.96	Group Meetings - Masua Group - Mtoole Group	Group Members, GPs	News Print Marker Pen Rusking Tape	Group Members GPs PPP Office Management
10, 13, 14.5.96 15, 16 & 17.5.96 20, 21 & 22.5.96	Training Needs Identification/ Assessment  - Mt. Karwali Group  - Nguvu Kasi Group  - Awamu ya Pili Group	GPs, PPP Group Meetings	"	"
23 & 24.5.96	Market Research	GPs & Marketing Committee		"
27 & 28.5.96	Influencing Inter Group Association Meeting Home & Work Place Visit	- Group Leaders - GPs		"
30 & 31.5.96	- Monthly Report Writing - Preparation of June Calander of Work	GPs		"

Prepared by:  
 F.A. Mshanga & M.J. Shule  
 GPs Sisa Maro Action Area

FRANK E. URIO

GENDER PROBLEM

WOMEN ARE NOT ALLOWED TO PARTICIPATE IN CLEARING THE CANALS

ACTION PLAN (FROM MAY - JULY)

ACTIVITIES	DONE BY WHOM	RESOURCES PERSON/MATE- RIALS	TIME TAKEN - THREE MONTHS			ON GOING EVALUATION	OUP PCT
			1ST	2ND	3RD		
1. Calling a village meeting	GP	Ext-worker				Number of attendance	Presenting the Role Play.
2. Role IPlay	Some of the villagers and Ex-worker/GP					Checking the understanding of the villager concern the issues.	To come up of an agreement of having a study tour.
3. Prepara- tion of study tour	Some of the villagers and Ex-worker/GP	Contribution from the people				Checking the willing and the progress of contributing the money.	Setting up the date and commencement of the tour.
4. Clearance of the canal	Villagers group members	hoes, pangas etc.				Checking the participation of women and their number including men.	To evaluate this activity before and ater the involvement of women iten of time taken to clear the canal.

**ACTION PLAN OF WORK FOR ONE MONTH  
SHIRI NGUNGANI ACTION AREA**

MAKALLO A.

DATE	PLACE	BUSINESS	PARTICIPANTS INVOLVED	OTHER EXT. WORKER INVOLVED	OBJECTIVE OF THE BUSINESS	TIME
2.3.96	Matunda Location	Work and Home visits	One family GP	Community Development Worker	To discuss with families about Gender relationship which will lead me to call meeting.	9.00 a.m. - 3.00 p.m.
6.3.96	"	"	"	"	"	8.00 a.m. - 3.00 p.m.
7-8.5.96	Weruweru Location	"	Three families GP	"	"	8.00 a.m. - 3.00 p.m. for all days
13.5.96 - 14.5.96	"	"	Two families GP	"	"	8.00 a.m. - 3.00 p.m.
20.5.96 - 22.5.96	"	Visit and work with Jitengeee group, and Matunda ya Uhuru Group	Group Members GP	Agricultural Officer	To know their field problems and discuss together how to solve it	8.00 a.m. - 3.00 p.m.
24.5.96 - 25.5.96	"	Visit and work together with Chapokazi & Flamingo Group	"	"	"	"
30.5.96	To the village office	Report writing	GP	-	To late the office know what I had done for this Month.	"



**LOTIMA ACTION AREA**

**ACTION PLAN FOR THE MONTH OF MAY 1996**

ACTIVITY	1ST WEEK	2ND WEEK	3RD WEEK	4TH WEEK
Empowerment of the Group Members: (Planning Process) Done through meetings				
Strengthening of the Groups. Through workplace visits and group discussions.				
Gender Sensitization. Through meeting, discussions				
Evaluation of Activities done.				

Prepared by:

L.A. Mndasha & J.E. Mkilindi  
GPs - LOTIMA ACTION AREA

### PLAN OF OPERATION

<u>Overall Objective:</u>	Promotion and integration of Gender issues in the programme.
<u>Project Purpose</u>	Creation of Gender awareness in the Action Area by training both men and women.
<u>Results</u>	Step by step some Gender constraints will be removed after 3 years.
<u>Indicators</u>	Gender issues to be looking a Fashion/Custom by the project beneficiaries at the end of 1998.

### WAYS TO REACH THE OBJECTIVE/ACTIVITIES

1. To conduct a women meeting and make them to mention/list all their roles at the house hold level and how their feelings rom these responsibilities (15 members).
  2. To do the same for the men as above and how they about the women workload (15 members).
- For the 1 and 2 to be implemented from April to June, 1996.
3. To conduct a role play concerned socially sharing of the daily activities at the house hold level. To pick one household and record the interruction among mother, father, daughters and sons throughout their dailys activities.
  4. To prvide the members with 2 cards the First card to write what S/He see from the role play and the second one to write what S/He think can be done so as to alleviate what s/he see from the first card.
  5. To plans the cards at the boards in order to share the group discussion and how to meet consensus.
  6. To plan the activities which can be done to remove the problem of Gender imbalance.

The point No.3 - 6 to be implemented from July to December, 1996.

Prepared by A. Msangi  
GP - Ruvu Mferejini AA

**BUMPER STICKERS FOR PPP FROM GROUP PROMOTERS  
AND FIELD WORKERS**

<b><u>Sticker Phrase</u></b>	<b><u>Name</u></b>
1. Ushirikishwaji wa Jamii kwa ajili ya Maendeleo yao	Magid Sulciman
2. PPP Hushirikisha Watu katika Maendeleo yao	A.H. Makallo
3. PPP - Elimu ya Uzalishaji Mali kwa Wananchi Kilimanjaro.	Francis Tarimo

The above Sticker Phrases Won the Prize which was offered by the Consultant - M.T. Liwa.

## APPENDIX 10

### SELECTED REFERENCES

1. GCP/URT/105/NET - Peoples Participation in Rural Development: Sub Village Participatory Action Project Phase II - Report of the Evaluation Mission.
2. Gerrit Huizaer FAO (1983) - Guiding Principles for Peoples Participation Projects. Design, Operation, Monitoring and Ongoing evaluation.
3. Mary T. Liwa (1996) - Existing Experiences and information on women and Cooperatives for gender sensitization.
4. Peter Oakley (1988) - Strengthening Peoples Participation in Rural Development.
5. Rida E. Mkwizu(1992) - Women Participation in Cooperatives, Pre Cooperatives and other rural Organizations including representation in decision making bodies in Kilimanjaro region A survey Sponsored by FAO.
6. Torpouzis Daphne N. (1993) - Womens participation in Cooperative and other self help organizations: A review of three FAO Projects in Tanzania.  
- A Source Report for Peoples Participation Project (PPP) Moshi Tanzania.

<b>ACRONYMS</b>
-----------------

<b>AA</b>	-	<b>Action Area</b>
<b>CC</b>	-	<b>Cooperative College</b>
<b>FAO</b>	-	<b>Food and Agriculture Organization of the United Nations</b>
<b>GP</b>	-	<b>Group Promoters</b>
<b>IGA</b>	-	<b>Income Generating Activity</b>
<b>NPC</b>	-	<b>National Project Coordinator</b>
<b>PPP</b>	-	<b>Peoples Participation Project</b>
<b>NTA</b>	-	<b>National Technical Adviser FAO</b>

## APPENDIX 12

### PEOPLE PARTICIPANTION PROGRAMME

#### REPORT IN SUMMARY FOR THE FIRST DAY (15TH APRIL, 1996

#### WORKSHOP ON GENDER SENSITIZATION

##### O.2. Opening : The Workshop;

The workshop was opened around 11.00 am by the facilitator Ms. Mary Liwa directing the participants to make suggestions for our Leaders, who will be responsible to take control of the workshop. The required leaders were Chairperson, time keeper and the recorder-rapporteur.

The suggestions was as follows:

1. Ms. Jonayce Mkilindi - Chairperson
2. Frank Urjo - Time Keeper
3. Frank Mshanga - Rapporteur

##### O.2.1. INTRODUCTION AND PARTICIPANTS

After a brief introduction; following were the participants of this first day workshop:

1. Mr. R.A. Meghji
2. Mr. O.T. Kibwana
3. Ms. F. Macha
4. Ms. E. Damball
5. Ms. A. Makalo - Group Promoter - Shiri Mgunani
6. Ms. J. Mkilindi - Group Promoter - Lotima AA
7. Ms. M. Shale - Group Promoter - Sisamaro AA
8. Ms. C. Ignance - Group Promoter - Kyero AA
9. Ms. F. Shio - Kibosho Kati - Bi Maendeleo
10. Mr. F. Tarimo - Group Promoter - Kyero AA
11. Mr. F. Urjo - Group Promoter - Kiti cha Mungu AA
12. Mr. L. Mudasha - Group Promoter - Lotima AA
13. Mr. A. Msangi - Group Promoter - Ruvu Mferajini AA
14. Mr. M. Saleiman - Group Promoter - Ruvu - Agriculture Teacher
15. Ms. L. Martin - Group Promoter - Shiri Mgunani - Bi Maendeleo
16. Ms. Msongazila -
17. Mr. M.T.L. Izumba - Kiti cha Mungu - Extension Worker

After the introduction the facilitator pointed out that the workshop is going to be experiential learning. And we have to forget our personal status and act/participate just like a participant during the three days workshop. There at 11.30 am we had tea break for half an hour.

We turned back at 12.00

### 1.0. HIGHLIGHTS

The facilitator pointed out following issues so as to highlight the participants about the workshop.

- |    |                                      |  |
|----|--------------------------------------|--|
| 1. | <b>Pioneer Book:</b>                 | To put record of ourself.<br>That is in case if the project come to the end this record will remain for future use.                                    |
| 2. | <b>Little black book:</b>            | To record down issues we find interesting during the workshop  |
| 3. | <b>Bumper Sticker</b>                | Every participants will prepare a bumper sticker whichn explain what RPP is all about.   |
| 4. | <b>Action Plans.</b><br>dates of our | To prepare an action polan with time table or work   |
| 5. | <b>Role play</b><br>play,<br>we      | At the end of the workshop we are going to do a role we will decide what sort of role play depending on what have went through during this three days. |
- will

The intention of the workshop is to find out how we can balaaoc life of people we are working with. 'We will think about our mothers and fathers'.

When we are living in a society the reaction can come out in different levels.

- |                         |  |
|-------------------------|--|
| 1) Personal level       | 2) Professional level                  |
| 3) Organizational level | 4) Political level and(s) Social level |

### 1.1. THE CHALLENGE

When we are talking on gender issues we will go through all that reactions, so we have to be ready to face this challenge during the workshop and in our daily activities.

## 1.2. WORKING TOOLS

The facilitator provided following working tools to the participants:

- i) Training contents for the peoples participation project (No.1)
- ii) Training guide for Peoples Participation Project (No.2)
- iii) Training contents for The People Participant Project (No.3)

She provided these tools so as to be used during the workshop, and also be used at the field but sometimes we have to modify there depending on the area concern.

At 13.00pm we had a lunch break.

1.3. After lunch the facilitator (Mary Liwa) presented following question to the participants.

A) What is gender issues?

Following we are the answers from the participants:

- 1) Activities of men and women (related)
- 2) The struggle for women liberation from the oppression of the society.
- 3) Relationships that are culturally socially and economically
- 4) Skills used to balance the rights of the community by considering difference of nature
- 5) .....

B) The expectation for the participants after the workshop

- The mystery about gender issue will be de-mystified
- Workable action plan in our AA for balancing gender relations
- Share experience (i.e. experiential learning)
- Exchange ideas
- The ability to explain to others
- Re-visit, re-evaluate and make new resolutions about dealing with gender issue.

C) Fears for participants on gender issued:

- This is a tradition
- Too optimistic to act
- Depth of socialization and strength of culture
- It will take a long time and not the span that we are thinking of



## **2.0. 1) THE CONCEPT OF GENDER**

**a**  
**in a** According to the facilitators definition the concept of concept of gender is descriptive term that refers to the Commonly held ideas, attitudes and roles in a house hold, community related to being female or male.

## **2) GENDER AND CULTURE**

The concept of gender is socially constructed depending on culture and influence variable, while sex is biologically determined and changeable.

## **2.1. THE STORY**

One day the doctor on duty was called to the theatre to attend to an emergency when the doctor arrived on the scene, it was not possible to help the patient by an operation because the patient happened to be the doctor's own child.

Question: Who was the doctor?

Some of the participants said the doctor was the father of the child others mother of the child but the true answer was the doctor was the mother of the child due to the fact that women are weak/fearful than men.

## **2.2. Why is gender an issue?**

The participants divided into 4 groups so as to answer this question by putting down examples, the presentation for this will be tomorrow (i.e. 16, April, 1996)

## **2.3. TIME TABLE RE-ARRANGE FOR SECOND DAY WORKSHOP - 16TH, APRIL, 96**

- 1. FIRST SESSION 8.30 - 12.00 \* 30 MINUTES BREAK**
- 2. SECOND SESSION - 12.30-4.00PM \*15 MINUTES BREAK IN BETWEEN**

## **0.3. CLOSING: THE FIRST DAY WORKSHOP**

The Chairlady Ms. J. Mkilindi closed the meeting at 4.30 by reminding the participants to be on their seats at exactly 8.30 am tomorrow.

Prepared by:

**Mr. F.A. Mshanga**  
**G.P. - SISA MARO AA**

## GENDER SENSITIZATION WORKSHOP

### DAY TWO

Facilitator	-	Mrs M. Liwa
1.	-	Mr. O. Kibwana
2.	-	Mr. R. Meghji
3.	-	Mr. Sizya
4.	-	Mrs F. Macha
5.	-	Mrs E. Dambal
6.	-	Mr. S. Khatib
7.	-	Mr. M. Izumba - Exte. Worker (Kiti cha Mungu)
8.	-	Mr. A. Msangi - CDO - Ruvu Mferejini
9.	-	Mr. S. Magid - Ext. Worker - Ruvu Mferejini
10.	-	Mr. F. Mshanga - GP - Kibosho Centre
11.	-	Ms. F. Shio - CDO - Kibosho Centre
12.	-	Miss M. Shule - GP - Sisa Maru
13.	-	Mr. F. Tarimo - GP - Kycro/Ushiri
14.	-	Mrs C. Ignance - GP - Keryo/Ushiri
15.	-	Ms. L. Martin - CDO - Shiri Mgungani
16.	-	Mrs A. Makallo - GP - Shiri Mgungani
17.	-	Mr. L. Mndasha - GP - Lotima
18.	-	Ms. J. Mkilindi - GP - Lotima
19.	-	Mr. F. Urrio - GP - Kiti cha Mungu

- I. Day two started at 8.45 am.
- II. Summary of what we did in day one by-every one to write in a piece of paper what he/she remember from day one.  
  
Every one to write the most interested thing happened in day one.
- III. Impression from an office.
- IV. Joints of more dots by using four straight lines.

Before

After

The implication is to widen up our knowledge.

We need to change from culture and traditional believes.

### Discussions of group works

Is Gender an Issue? Group 1 presentation.

It is an issue because woman have many activities more than men. Such as cooking going to fetch some water, caring for the children. Religious hinder woman to participate on income generating activities.

Income generating by women are owned by (male) men while men didn't participated.

Example:

- when there are some meeting women tend to be inferior than men.
- they are not talkative enough
- they mind behind men.

### Group 2

Why gender is an issues.

a) When family cattle were stolen women were not allowed to made a follow up.

E.g. from Then believes that when they follow-up the cattle will not be recovered.  
Kiti cha Mungu)

b) When the main canal needs maintenance woman were not allowed to participate

They believe that when they participated yields will be poor.

c) Land is owned by men and women they don't have chance to decide.

### Group 3

Gender is an Issue

a) It is a taboo for women to visit the main canal (Ruvu Mferejini)

b) Masai women are not allowed to talk them decisions on the presence of men.

c) There is an even distribution of their produce or income (Kycro)

- d) Women do not want to be decision makers.
- e) Women take the domestic activities as the right work for them and they want men to intervene.
- f) According to cultural factors women do more productive work than men (No equal participation)

**Group iv**

- Gender issues in PPP management representation in management team
- Inadequate gender sensitive programme in action area
- there was no integration of gender issues in management plan during the stages of the project
- Specific gender analysis in action area not done. Intensive gender programmes at grass root level.

**VI. HOW TO CLOSE THE OBSERVED GENDER GAPS**

This can be done by:

- increasing the information base for women in development activities.
- developing and formulating policies based on this knowledge.

Supporting women in their roles as producers and workers in development activities.

**STAGE IN THE PROCESS OF MOVING TOWARDS GENDER PLANNING**

**Stage I**

Gender blindness is where the project takes no account at all of gender issues and makes no attempt to differentiate between the needs of female and of males.

**Stage 2**

Gender awareness

**Stage 3**

Gender consciousness

**Stage 4**

Gender sensitivity

## **THE EMPOWERMENT FRAMEWORK**

The empowerment framework for women is composed of stages which the women goes through before she can reach the stage of breaking the 'bound' from men and society lies and be able to take part effectively in a project that is outside her household.

These stages are as follows:

- a) Welfare
- b) Conscientisation
- c) Access to resources
- d) Participation and
- e) Control

## **VII - NEEDS FOR EMPOWERMENT**

- a) Practical needs
- b) Strategic interests

## **VIII. VIDEO CASSETTE**

A typical example which shows the woman activities (from Tanga)

## **IX. TYPICAL TIME USE PATTERNS FOR WOMEN AND IN PPP ACTION AREA**

### **Man Day**

- Rise when breakfast is ready
- eat
- Walk to field
- Work to field
- Walk home
- Eat
- Rest
- Walk home
- Go to bed
- Find grass to livestock
- Slice trees for firewood
- Plan for next day activities

### **Women Day**

- Rises
- Kindles fire
- Breast feeding
- Fix Breakfast
- Eat
- Wash
- Dressing Children
- Walk 1km for water
- Walk home
- Walk livestock
- Clean livestock
- Clean shade
- Breast feed
- Pound
- Sweep compound
- Kindle fire
- Prepare food
- Eat
- Breast feeding

Send from to husbandry  
Gather fire wood

**GROUP DISCUSSION USING PPP AS A CASE STUDY**

Questions to discuss for the case study:

1. What are the specific gender needs and wants in PPP
2. Does PPP address these needs in the Programme? If so how?
3. Diagnose gender problems in PPP
4. Priorities the problems by gender
5. What does the difference in priority of problems suggest to you?
6. Use the checklists to discuss PPP
7. Does the video reveal activity profile and is desegregated by gender? If so outline the activities.
8. What factors do you see in the video that influence activity profiles and access to and control of resources.
9. What are your views on the empowerment of women in this video.

**GROUP 1**

**1. NEEDS**

To influence PPP members about their needs through meetings.

- Increase income
- Equal rights
- To establishment of good relationship PPP and group member

2. By arranging study visits at action area

3. One female or male Cps in some action Area.

Transport in some action area.

4. It refers Q 3(a)

**WANTS**

Materials tools to enable the training needs

Assessment by collaborating with extension

Workers in the field

5. It happens when there is gender balance for GPs in action area it home some how difficult.  
A GP is concern to carry out is daily Activities

#### **GROUP 2**

1. Specific gender needs and wants training.  
To raise income generating activities
2. Yes  
By forming a groups which enable them to identify their problems and how to solve ;them.
3. Women have a lot to do so they don participate fully in PPP Programme.

#### **GROUP 3**

1. Agriculture inputs, marketing, transport skills food storing, child care.
2. Yes  
To insist gender participation in group  
  
It incourage women in talking and making decision
3. Poor working facilities (bicycle)
4. Priority  
Produce ownership

#### **GROUP 4**

##### **Women Needs**

1. Improved technologies to reduce work load
2. Rights to ownership and control of critical resources
3. Personal control over fruits of labour access to training opportunities and Other information.
4. Credit accessibility mechanism
5. The need for effective participator at Various levels (Social, political etc)

##### **Mens Needs**

- do -

Do to those who are land less.

**6. Access to health in balancing facilities  
E.g. MCH**

**Comment on what to do:**

- Making more contact who will help GPs
- Use of posters.

**DAY TWO ENDED AT 4.40 PM**

**- END -**

**Prepared by:**

**Francis Tarimo  
GP Kyero/Ushiri  
P.O. Box 420,  
MKUU ROMBO**

**THE PARTICIPANT OF THE 3RD DAY**

1. MR. R.A. Meghji
2. Mr. O.T. Kibwana
3. M.s. F. Macha
4. Ms. E. Dambal
5. Ms. J. Mkilindi
6. Ms. A. Makalo
7. Ms. M. Shule
8. Ms. C. Ignace
9. Mr. P. Tarimo
10. Mr F. Urio
11. Mr. L. Mndasha
12. Mr. F. Msanga
13. Mr. A. Msangi
14. Mr. M. Sulciman
15. Ms. L. Martin
16. Ms. Msongazila
17. Mr. Y. Izumba



## THE SUMMARY OF REPORT IN DAY 3 (17/4/1996)

After the synthesis of the yesterday report which was made by Mrs M. Liwa, other was a point of electing repateur. The elected repateur Mrs Catherine Ignace assisted by Mr. Mdasha. After that Mrs M. Liwa welcomed Mrs E. Dambal to continue with matters of on 17th, April, 1996

### Q.1. Project Identification

Needs for the women led to opportunities for productivity of production. At this point there was a discussion so to different between needs and opportunities, so the chart below show the different.

<u>Needs</u>	<u>Opportunities</u>
Basic Needs	Time Factor
Organizing Groups	Knowledge
Food Security	Training
Decision making	Training

Q.2. Need and opportunities access to and control of resources. The examples we can consider are milling machine. At this resources are land and building material. Another example for getting meaning of resource are when we consider the vegetable growing and paddy growing activities so women opportunities to own land depends on the area e.g. upper and lower AA.

Q.2.1. Benefits depending on the house hold and also on the situation.

### PROJECT OBJECTIVES

Is the project addressing women needs? Yes because they benefit something from the project.

Who settle the objectives - In most cases the man settle the objective more than the women if so what to do so to overcome the problem.

Women have to have to be with their own groups but during challenge, is good to combine men and women in order to share ideas so as to strengthen groups. After these we had to prepare role play according to the areas:

- Process empowerment
- Implementation
- Analysing

**Group No. 1**

The role play concerning the culture where by the men dominate. Women do many activities while all the time men drinking, rest and give order to the women.

Synthesis - All culture which are good may extended but all bad must be abolished.

**Group No. 2**

The role play led to the problem facing the people in the AA and the way of making the people to mention their problems without fear. Also it show that if there is an activities people have to come together and make decision in order to overcome their problems.

Synthesis - Mrs M. Liwa thank all groups for what they have presented which actual led to what we were taught.

Then after we had an evaluation test about the workshop which led us to know if the workshop is good or not. After Mrs M. Liwa said fare well to the participant. Before living Mr. Kibwana facilitated that he was very happy that extension worker are invited and that if there is any workshop they have to see that it is a part of the job and they are welcomed. Also a chairperson chose one extension worker and one GP to say thanks for all have been done since the three days of the workshop.

After that chairperson thanked Mrs Liwa for the workshop and then closed then workshop at 3.00pm

Prepared by:

C. Ignace and L. Mandasha

- (e) Prepare an end of assignment report, documenting the process and experiences for future use.

1.3 The Terms of Reference:

The follow-up was organized and executed according to the conditions and terms of reference as in annex 1. The follow-up study has resulted into various outputs to improve and enhance a gender balanced participatory approach of PPP.

- 1.4 The study covers the PPP action areas in Kilimanjaro Region namely Sisa Maro in Moshi Rural District, Shiri Mgunani and Mijongwani in Hai District, Keryo/Ushiri in Rombo District, Kiti cha Mungu and Kirya in Mwangi, Ruvu Mferejini in Same and Lotima/Himo in Moshi Rural District.

The process for the follow-up was participatory drawing the experiences, opinions and activities of men and women in Action Areas. Formal and informal discussions were made with:-

- PPP farmers - men and women in mixed and separate meetings
  - Farmers who had joined groups and non members.
  - Group Promoters and Field Workers in the Action Areas.
  - The Project Management at Cooperative College.
  - Other Consultants working for PPP.
  - The Women in Development Department.
  - The Kilimanjaro Field Education Department.
- o The Consultant had the opportunity to discuss and make indepth observations both at the Cooperative College, the Action Areas and various other relevant organizations.
- o The Action areas visited and the people met are as per appendix 3.
- o There was an opportunity for a workshop of three days where Group Promoters, Field workers, and planners were able to exchange and gain skills for incorporating gender aspects in all the stages of the project. It was also chance to develop tools and action plans for addressing gender sensitive plans. A gender sensitive training package was made use of and is available a separate package.
- o In the process of the follow-up, an extensive review was made to develop a basic reference resource for Group Promoters and other field workers on women and Cooperatives. A separate Source Report on Existing Experiences and Information on Women and Cooperatives for Gender Sensitization is available.