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The U.S. Government's Global Hunger & Food Security Initiative



RAPID ASSESSMENT:

# NAFAKA GENDER, HUMAN RIGHTS, AND WOMEN'S EMPOWERMENT

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## INTRODUCTION

The gender approach of NAFKA, the Tanzania Staples Value Chain project, is *to create equitable and sustainable opportunities for women and men along the maize and rice value chains*. The NAFKA team has designed an integrated strategy that mainstreams gender equity across all project components, in addition to ensuring that a targeted approach is employed, designating specific activities and resources toward lessening the inequality between women and men. Project staff selected activities based on a literature review and gender analysis carried out post-award as well as a baseline survey in 2012 that gathered further information. Main areas of focus include the following:

- Gender sensitization
- Promotion of women's leadership
- Promotion of labor-saving technologies
- Expanding women's participation in marketing and trade

During the course of carrying out regular activities, the project's gender advisor noted repeated requests from both women and men in target communities to be trained in rights awareness, in order to enable both sexes to know how to negotiate their rights within their households and communities. The training was approved by project management in July 2014 and facilitated through a Training of Trainers (TOT) model. Volunteer peer educators began rolling out the training to community members in late 2014/early 2015. This rapid assessment was designed to answer the following three questions:

- 1) How effective were the trainings in promoting an understanding of human rights in NAFKA communities?
- 2) Did the trainings contribute to NAFKA's overall objective to increase farmer incomes?
- 3) What did NAFKA and ACDI/VOCA learn about the TOT model and how can we apply those lessons learned to future trainings?

This information will serve to assess the impact of the intervention as well as to improve performance when carrying out similar activities in the future.

## BACKGROUND

As above, the impetus for carrying out the human rights training came from project participant requests. Furthermore, while women were benefiting from the project's gender mainstreaming activities, and overall female participation was close to the project's 50 percent gender target, the gender team believed that access to the information provided in this training would enable women to more fully participate in the NAFKA value chains through access to land, shared household decision making, and decreased gender-based violence. This would have positive economic and social impacts, not only on the women, but also on men, children and the communities overall.

The main focus was on rights awareness, so that community members could understand national and customary laws and regulations as well as know what to do if they require recourse. The team also added in modules on gender sensitization and women's leadership, so that women would be in a position to have their voices heard in NAFKA-supported groups and communities. The training consisted of the following three components:

- Gender and human rights awareness
- Relevant Tanzanian laws and legislation (including the land act and the marriage and inheritance laws)
- Enhancing support to women's leadership

The gender team brought on board a highly experienced human rights expert with experience in facilitating rural communities in gender and human rights to design the curriculum and carry out the TOT. Her SOW is attached as Annex 1. She carried out a four-hour pre-testing training with a women's group in Mvomero on July 23, 2015. Results were very satisfactory. The session was very interactive and participants engaged enthusiastically. They also received the material eagerly and said it would be useful for them going forward. One woman was in the midst of a dispute with her brother over a piece of land, and said she now feels better equipped to face this challenge. Although the test was done with only female participants, the actual trainings were designed to target a mixed audience, as without male support change will not take place. Based on this, the training material was finalized and branded, and color training manuals were designed and distributed to TOT participants.



*Human Rights TOT in Ifakara*

The TOTs were carried out between October 2014 and February 2015. The team informed village-based agriculture advisors, lead farmers and leaders from farmers' groups/associations/youth groups, and field agents and private service providers from the Savings and Internal Lending Communities (SILC) groups about the opportunity. Individuals who were interested in the topic and who expressed willingness to train at least 50 community members were selected by the gender team. Chairpersons of land tribunals and other village chairpersons were also invited to the TOT. While they were not expected to conduct trainings, they would be well positioned to provide support to the peer educators going forward.

A total of 285 people participated in the three-day training (125 women and 160 men). Of those, 269 were peer educators and 16 were community representatives. Community-level trainings started in December 2014. As of June 2015, NAFKA had received reports from 82 peer educators, documenting that they had trained a total of 4,162 community members (40 percent male, 60 percent female). While we cannot count indirect beneficiaries, we believe a significant number of people who did not participate in the trainings have been reached and will continue to be reached through observation of new behaviors and informal discussions with peer educators and trainees.

Information is still coming in, and we expect the trainings to continue after the harvest once people have more free time. However, we chose to carry out the assessment before all the trainings had been completed, so that the information could feed into the planning for NAFKA's expansion into Iringa and Mbeya, where the project intends to carry out a similar activity.

## ASSESSMENT METHODOLOGY

In June 2015, ACDI/VOCA's HQ gender advisor, who has been supporting NAFKA since start-up and is familiar with the project, spent a week in the field with the project's gender field coordinator carrying out focus groups. The team met with five groups of peer educators and four groups of trainees.

This rapid assessment was qualitative and covered a small percentage of peer educators and trainees. While the assessment may not be fully representative, it does provide information on the exercise that

helps NAFKA assess performance and capture lessons learned. The team had a list of guiding questions that were used in each focus group. Main topics included how the training was received; whether participants found it relevant and useful; if and how it had impacted life in the community; and what could be done to improve it. The questions are attached as Annex B.

Alabama village	4 peer educators (2 M, 2 F)	8 trainees (5 M, 3 F)
Igota village	4 peer educators (4 F)	N/A
Kikwawila village	2 peer educators (2 F)	9 trainees (5 M, 4 W)
Kanolo & Mpanga villages	2 peer educators (1M, 1 F)	11 trainees (4 M, 7 W)
Sagamaganga village	3 peer educators (2 M, 1W)	10 trainees (6 M, 4 W)

## IMPACT ASSESSMENT RESULTS

### General Feedback on the Trainings

Both peer educators and trainees reported that the trainings were very welcome in the communities, particularly among women who in many cases had no prior knowledge of their rights. Men also appreciated them, though some of them were threatened by the thought of losing their positions of power. Many of the focus group participants of both sexes said they were grateful to NAFKA for this important training as it has reached a lot of people. They felt that the content was appropriate. All the important topics were included, and nothing was missing. The most popular topics were the land act and the marriage act. Trainees were also interested in general information on the history of human rights.

During the TOTs, peer educators were not given any guidance on how to conduct the trainings, but were advised to begin training members of their own groups (farmers' groups, associations, youth groups, etc.). Not everyone took this advice. They applied a variety of training strategies, including the following:

- In Alabama village, the peer educators joined together to carry out a one-day training for 160 people, both group members and other community members. They did not use any of the interactive exercises from the TOT, but left time for Q&A. They reported that the discussions were very vibrant. Each peer educator took responsibility for a different topic. NAFKA did not provide any funds for refreshments, so the peer educators covered the cost of drinks out of their own pockets.
- The Igota village peer educators tried several strategies. In some cases they trained as teams, in other cases with just one trainer. They carried out two one-day trainings, one with 72 people and the other with 50. Participants were partially from their own groups and partially general community members. They also did shorter sessions in households with a few people.

We heard similar responses in the other villages. Some of the peer educators carried out more formal trainings ranging from a half day to full day with anywhere from 20-100 people, and others went house to house to share what they knew. Interestingly, all of these strategies seemed to be effective. Trainees from four of the five villages, who had participated in different types of trainings, retained information and were positively impacted by what they had learned. Some of the peer educators said smaller groups

of around 20 were ideal as that allowed for more discussion. The ones who did larger groups said that in the future, they might try to break out the groups according to age or sex; for example, groups of youth or the elderly as these groups have different interests.



*Peer Educators from Igota Village*

Only in Sagamaganga village did the team find little retention of the training topics. We believe that is because the peer educators had taken time from two other events--one a village meeting, the other an association meeting--to carry out the trainings. While the peer educators told us their sessions were half days, trainees said they were only 30 minutes. Trainees requested a dedicated slot for the training next time, and that it take place in the dry season, so they would not get distracted by peak season farming issues.

Given the length of the trainings, the peer educators had to make some decisions on content. Some tried to cover everything they had learned, some listed the topics on a board at the beginning of the session and asked participants which topics they were most interested in, while others focused on topics that they had identified as problems in their communities such as gender-based violence or child marriage. Others focused on topics that were of interest to them. For example, one peer educator works as an HIV counselor, and he chose to educate the people he works with on patient rights. He told the assessment team that women had been afraid to get tested because they were concerned the results would not be kept private. Now that they know that they can report their doctors if that happens, they have been willing to get tested, and since the doctors know they will be reported if they share the women's results, they have behaved correctly.

The peer educators all said that the fact that they were doing the trainings during the planting season limited participation, both in terms of number of participants and the time they were willing to commit. The majority of the peer educators claims to be interested in continuing to train on human rights, and would like to do longer trainings of two to three days as well as refresher trainings for people who have already been trained. They may be able to do that after the harvest. This would allow them to go into more detail on the more popular topics, and would probably mean greater attention to some of the topics such as gender sensitization and women's leadership, which did not get much attention in this first round. However, asking people to come together even for a one-day training without providing refreshments is difficult. Some trainees believe that the peer educators received money from NAFKA, and expected payment for participating in the training. This was a challenge, and was one of the reasons some of the peer educators chose to share information in individual households rather than in large groups.

### **Specific Feedback from Peer Educators**

Overall, the peer educators said that the TOTs were well designed and prepared them adequately to train their peers. They all counted on the training manuals to make sure they were providing accurate information. The trainees said that the peer educators seemed like experts, organized the trainings well, and were continuing to spread knowledge in the communities. Several people said they had low expectations when they learned that it would be their neighbors training them, but they were pleasantly surprised.

TOT participants received certificates at the end of their sessions. They were able to use these to gain credibility from government officials and other community members. In all but one of the villages we visited, land tribunal members, religious leaders, and other village leaders sat in on the trainings. In some cases they were knowledgeable and were able to respond to trainee questions. In other cases, they were not familiar with all of the rules and regulations and benefitted from the training. In Kanolo village they did not attend the first round of trainings, but have expressed interest in attending if there is another round.

The biggest challenges mentioned include the following:

- Trainees expected food, drink, and in some cases money. NAFKA did not provide peer educators with any resources for the trainings, and while a few were able to provide refreshments, most of them were not able to. This inhibited attendance, and in a few cases trainees were suspicious and aggressive. (Although in one village, some of these people who complained and walked out have seen the impact of the training, and have now returned to the peer educators asking for another session.)
- Peer educators were given training manuals as well as land, marriage, and inheritance law booklets. Many of the participants asked for materials to take home and study, even small brochures, but these were not available.
- Some of the topics were difficult. People especially had many questions around land rights. The TOTs were considered excellent, but some felt they could use more in-depth training.
- Many of the peer educators have carried out trainings in their own communities, but would also like to take the knowledge to more distant villages. For example, one woman mentioned a village five kilometers from her own where child marriage is rampant. However, she cannot get there easily.
- Many of the peer educators requested more oversight and participation from NAFKA staff. One group asked for exchange visits with neighboring peer educators to share experiences and also to have their community members learn from outsiders. They also suggested peer educator uniforms.

## Ongoing Learning

Many people who were not trained have been asking questions on human rights issues so the learning is spreading. Peer educators have become mentors to their communities around these topics. One peer educator said she had listened to her neighbor beating his wife for years, but was never able to do anything about it. Due to the knowledge and confidence she gained from the TOT, when she heard the couple fighting one night she went to the house, took the woman to her home, and then explained to them both about the marriage act and gender-based violence. After some negotiating, the woman returned home, and she and her husband are now back together.

This was one of several positive examples. However, one peer educator told the team that she sometimes gets pushback from community members who tell her it is none of her business when she tries to intervene.

## Impact on Communities

The training has motivated many people to challenge others for their rights rather than accept negative circumstances. Some are dealing directly with other individuals, some are asking the peer educators to serve as go-betweens, while others are working through the police or court system. While they have seen success using both strategies, many people acknowledged the lack of knowledge and corruption inherent in the latter, as well as the high cost of going to court. While knowledge is valuable, the system remains flawed. For example, one woman bought land from her husband's family. She made the land very productive, and when her brother-in-law saw that he tried to chase her away. Although the land tribunal ruled in her favor, the court did not. Her house has been torn down and she has disappeared.



Peer Educators from Sagamaganga Village

Having said that, most of what the team heard was very positive. Below are some of the stories resulting from the training, from both peer educators and trainees. Many of them were on how an understanding of the marriage act and shared decision-making has impacted relationships between men and women:

- Now, when there are relationship problems, couples work through them instead of just leaving. One female trainee had a friend who was having trouble with her husband and was going to leave, which meant leaving all financial resources behind. She explained to her friend about the marriage rights act, and gave some examples from the

training. The woman went to her husband and demanded her rights. The couple was able to stay together.

- One of the peer educators is engaged. She asked her fiancée to attend the training, and they now agree on how to proceed with their relationship. She will make sure her name is on all land titles.
- When women went home and told their husbands about the training, some changed their behavior, others didn't. Men are used to being in charge and are reluctant to change.
- Many men said they are now making joint decisions about money and agriculture with their wives, and are already seeing that couples do better economically when they work together.
- One man is now fetching water and helping with his wife with other household tasks. Some men laugh at him, but he doesn't care. His wife was surprised when he started, but is very happy. Now his home is loving and peaceful, and they also have more money, as it turns out his wife is better at budgeting than he is.
- A peer educator says the trainings have helped her personally. Her own husband used to be aggressive and dictatorial, now they collaborate, and after 30 years of marriage both are finally happy. Their relationship is good, and his children now love him.
- One man said in the past, neither men nor women understood women's rights. He was always fighting with his wife, but now he understands the issues better and they are at peace and have already seen an increase in household income. Some people laugh at him, but enough were trained that collaboration between the sexes is becoming more common, and the knowledge continues to spread.
- One man said that after the training, he observed that when they went to the farm, he walked empty handed, while his wife carried the baby on her back, firewood on her head, and tools in her hands. Now he helps with everything, and if they can't manage, they leave it and come back for it later. Another man confirmed that he has observed him with the baby on his back.
- One peer educator says he used to be the boss of the house. Now he involves his wife in all decisions. In the past he would sell their production and spend the earnings himself. Now he brings their earnings home. He can see economic improvement.
- One of the female peer educators invited her husband to the training. They now work together, and found they are achieving higher yields and that there is more money for the household.
- A member of a youth group says the training has helped him understand relationships and laid the groundwork for his future marriage.

Many people talked about land rights and inheritance. Their comments include the following:

- A male peer educator said that doing the trainings have changed him personally. He now knows his wife can inherit from him.

- A female, married peer educator said that now that she understands the inheritance law, she feels happy and at peace.
- A widow who participated in the training is following up with her husband's family to get her land back. She understands all of the procedures and thinks she will be successful.
- A woman invested in farming equipment with her husband. He has a new woman and wanted to buy his wife off with a small amount of money, but once she understood her rights, she decided not to leave. Now her future is secure.
- A woman was given land by the government three years ago, but did not receive any documentation. After the training, she went to the land office and got her land title.
- One man built a house on a piece of land that he owned, but he did not develop the land. Another man assumed it was free and took it over. The chairperson of the land tribunal called a peer educator to provide advice, and she said the land belongs to the original owner. The tribunal ruled that he should keep the land, but needed to reimburse the second man for any investment. He agreed, and both men are satisfied.
- A father died when his children were young, and a relative took the land. When the children became adults and wanted the land back, the relative refused. After the training they were able to explain their rights, so in the end he agreed.
- A woman had one child with her husband. He remarried and had more children before he died. The new wife kept all the land for her children. After the training, the first wife was able to regain part of the land for her child.
- One of the peer educators is a widow whose her husband died in 1997. His family took all the land. Once she understood her rights she went to court and was able to get it back, even after so many years.
- One man learned that his daughters are entitled to his land as well as his sons, so he redistributed it. The sons are displeased, but he has made his decision.
- One trainee is a widow. Her husband died 12 years ago and his family took the land. After the training, she went to her brother-in-law with the land act booklet and explained the law to him. He called the whole family together and they agreed to return the land to her. She is grateful that she can now take care of her children and grandchildren.



*Peer educators from Kanolo & Mpanga Villages*

Some talked about the changes they were seeing in local government, including the following:

- The village government had not been giving anyone, male or female, land titles, now they are.
- When the government sells land, they don't clarify the borders, so pieces of property overlap, leading to eventual conflict. Now the villagers insist that things be done properly. They are now able to question the government instead of taking what they say at face value, and this has helped people access land without worry of future issues.
- The village would often give the same piece of land to more than one person, which would eventually lead to conflict. Now that the community members are aware that this is illegal, they are able to call a stop to it.

A few people commented on leadership and women's participation, including the following:

- After the training, one woman ran and was elected to the village council.
- Some men did not allow their wives to join groups. Now communities are seeing increased membership in women's group.
- In the past, the villagers were afraid of leaders and just accepted what they said. Now they are more confident and are able to question and negotiate.
- The number of women in village government positions in the village has doubled. Now they are having elections for the association, and both male and female members are encouraging women to run.
- Now half the leadership in the Kanolo village association is female. This has drawn more women to join the association.

There were a number of stories around children's rights, including the following:

- A 13-year-old girl came to a peer educator and told him that her parents were forcing her to get married. He told her she had the right to refuse, so she did. She was able to remain in school. Her 14-year-old friend is from a farming family and wanted to go to school. The peer educator sent her to the ward secretary who was able to help. The parents in both cases accept what happened now that they know the law and understand the consequences of violating it.
- In one community, when a man remarried, his new wife made the children from his first marriage fetch water while her children slept in. A peer educator explained to the woman that all children are equal and she has since changed her ways. Now all the children share the work.
- Some parents were beating their kids, thinking that they had the right to do so. Now they know that their neighbors can report them so have stopped doing so.
- Not only are men and women sharing decisions, they are also including children in some decision-making.
- One trainee said she learned about children's right to play. Before, she only let her children study or do household tasks. Now she allows them leisure time and they are much happier.
- One stepmother would go to the farm and not leave food for her husband's first wife's child. Sometimes she beat him. The child grew weak and could not go to school. Since she learned about children's rights she has changed her ways.



*Trainees from Kikwawila Village*

## Impact on NAFKA

It was not possible to assess how many of the people who participated in the trainings have received other support from NAFKA. It was also difficult to attribute changes in the communities directly to the human rights training. NAFKA has been promoting gender equity and women's empowerment since project start-up, and this activity was able to build on those efforts. For example, much of the increase in women's leadership in associations is likely due to the leadership module in the Sell More For More training. Other donors active in the region as well as the government of Tanzania have also been focusing on gender issues for many years.

However, the trainings clearly had a positive impact. Both sexes have a good understanding of human rights, in particular around land rights, marriage and inheritance rights, and children's rights. Many

women now have access to land and other resources, as well as support from their husbands and male relatives. Men are sharing income with their wives and families are making household decisions as a unit. In this environment, women will be able to benefit more fully from the resources offered by the project, and to increase their participation in the maize and rice value chains. In that sense, the activity has had a significant contribution to NAFKA's gender strategy and overall objectives.

Furthermore, the message keeps spreading through these small changes to households and communities. We can observe shifts in attitudes, norms, and values. While social transformation does not happen overnight, interventions like this are the foundation for larger and sustainable change.

## Refresher Training for Peer Educators

On June 30, 2015, the NAFKA gender team hosted a one-day workshop in Morogoro for the 38 top-performing peer educators from the four project districts. The objective of the event was to share experiences and challenges among the peer educators, as well as to recommend the way forward. The participants were divided into five clusters from the four districts/project areas for ease of discussion. They discussed the challenges they faced in the following areas in the course of cascading the training modules:

- Gender and human rights
- Land laws, laws of marriage and inheritance
- Leadership and women's empowerment
- Timing of trainings
- Their own capacity in delivering trainings

The group discussions were very lively, and each group presented a summary of their discussions in the plenary for more questions and discussions. Most of the peer educators said the training was comprehensive and prepared them well. They agreed that participating in this activity has helped them in their own lives and also had a positive impact in their communities. They have taken pride in becoming mentors in their communities and being able to help their friends and neighbors. They are now recognized as human rights experts and advocates, and are being sought out for help from people who are being marginalized. Learning from the human rights trainings has built on the full package of support provided by NAFKA, which they believe has led to improved livelihoods and increased incomes.

We asked them to focus on the challenges they faced during implementation. Participants reiterated some of the topics that came up during focus groups, including seasonality; lack of incentives for community members to participate in trainings; need for more in depth knowledge on certain topics including marriage, inheritance, and land; and lack of training materials to hand out to participants (brochures, pens, etc.). Additional challenges included the following:

- Many men did not like the idea that women were becoming aware of their rights, especially leaders who have benefited from the existing system.
- Some community leaders did not give the necessary support to peer educators, possibly because they were expecting payment from NAFKA, or because they do not support increased rights awareness because it will lead to increasing demands from community members.
- Some men are slow to accept marriage laws; they would prefer to continue using customary laws because they benefit more.
- Many people also do not like children to know their rights, especially guardians.
- Some village governments are reluctant to accept women as leaders.

- Many women fear taking on leadership roles given their responsibilities as wives and caretakers.
- It was difficult to get women to participate in discussions on leadership as it is an unfamiliar topic and many believe only educated women can be leaders.
- The peer educators lack transportation to reach remote villages where there are gross violations of human rights.



*Peer educator refresher training*

The peer educators agreed that they need to be more confident and seek out more knowledge on their own. They do not intend to give up, but to continue promoting this important information, even in small ways. They understand that they need to work with village government officials on planning any future trainings so that they get government support and also give training participants ample notice. They will conduct trainings through existing groups in their areas rather than just calling a mix of community members together. They intend to leave their contact information with village officials so people can reach out them with questions. In the future they will not marginalize special groups, such as people with disabilities, but instead will be sure to include them. They would like to be linked to organizations specializing in human rights for sustainability and ongoing support. They will work with community development officers in their respective areas for the same reasons.

## Evaluation of the TOT model

Using TOTs is a way to achieve broad outreach when there are few staff people and limited project funding. However, concerns include the following:

- Because the peer educators are volunteers, they may be less motivated to fulfill their obligations, let alone continue, as there is no incentive other than their own interest.
- The project has little control or oversight over the roll out of the trainings.
- Accessing quantitative and qualitative data about the activity is difficult.

## RECOMMENDATIONS

Depending on availability of resources, we recommend the following:

- Share the list of peer educators with community development officers in existing areas so that the officers can follow up on trainings and provide support (human rights falls within their mandate).
- Carry out a TOT in Iringa and Mbeya for up to 100 peer educators to roll the training out in the new regions. Make sure community development officers are included from the start and understand the need for their support.
- Reach out to the local organizations such as the Legal and Human Rights Center, the Tanzanian Women Lawyers' Association, and the Tanzania Media Women's Association to determine interest in providing ongoing training or other support to the peer educators.
- Consider incentives for peer educators (for transportation, refreshments, etc.).
- Print brochures/flyers with critical information for trainees. Leave more extensive material with producer groups and associations.
- Work with the M&E unit and communications team to strategize on effectively gathering baseline and impact data and sharing success stories.

- Task all NAFKA field staff with collecting success stories.
- Share success stories from existing areas to promote broad adoption of improved human rights practices.
- Consider hiring a local firm to track success through a promotional video.
- Include a budget to continue/expand the human rights training for any follow-on to NAFKA.

# ANNEX I: CONSULTANT SOW

## GENDER, HUMAN RIGHTS, AND WOMEN'S EMPOWERMENT

### Scope of Work

Gender-based constraints in the value chains (maize and rice) have been identified by the NAFKA project. Through a series of consultations and in the course of related trainings on good agricultural practices and association development, both men and women farmers have acknowledged and appreciated those few women leaders who have been able to overcome many obstacles and hurdles within their communities and households.

A need was expressed for women in the communities to be trained in rights awareness; that both women and men will be able to learn how to negotiate their rights within their households and communities if they are empowered through rights awareness trainings.

A trainer will facilitate a TOT that will cover three modules that have been identified. Each module will provide background information that defines some key concepts and provides information on the topic, participatory methodologies in facilitation, tools, and case studies relevant to the topic and the activities. At the end of the training the conclusion will include setting priorities and the way forward for the future.

#### 1. Gender and Human Rights Awareness (1 Day)

- Gender awareness and constraints - drawing examples relevant to:
  - The situation of men/women and their rights
  - Participants' experiences, geographical areas, and local power relationships
  - NAFKA projects' gender analysis and current implementation and experience in addressing gaps in access and control of resources
- Strategic gender needs and issues of concern to women and men:
  - As voiced by women
  - As voiced by men

#### 2. Relevant Existing Tanzanian Laws and Legislation (1 Day)

Tanzanian policy and legal framework is strongly committed to addressing gender issues in all sectors as illustrated by the following developments:

- Human rights principles and framework in Tanzania, as enshrined in the constitution: (non-discrimination, equality and equity). Through a special amendment passed in the year 2000, discrimination on the basis of gender is prohibited under the Tanzanian constitution, which also protects the rights of women to own land.
- Women rights as in CEDAW, AU Convention, and other international Conventions.
- Relevant laws and legislations in Tanzania relevant to women/men in agriculture such as Land Act of 1999 and the Village Land Act No. 5 of 1999; marriage and inheritance laws, SOSPA 1998, etc.
- Customary laws and their limitations in application of land laws, marriage and inheritance laws, etc.

#### 3. Enhancing Support To Women's Leadership (1 Day)

- Supporting women leaders (role models) in farmer associations, groups, and communities
  - Support mechanisms to assist women
  - Opportunities, access to, and equity of leadership roles

## Outputs

- (i) Develop a user-friendly Facilitators' Guide in Kiswahili with three modules (1-3 above), including time for each session and use of participatory methodologies, case studies, etc.
- (ii) Facilitate 10 TOTs (three days each) in the following districts:
  - 4 TOTs in Kilombero District (Mangula, Ifakara, KPL, and Mlimba Clusters)
  - 2 TOTs Mvomero District
  - 4 TOTs in Kiteto and Kongwa Districts
- (iii) Provide TOT Reports at end of each training
- (iv) Finalize Facilitators' Guide and incorporate comments, issues from NAFKA.

## Qualifications

- Advanced Degree in Social Sciences, Gender Studies, Rural Sociology, etc.
- Knowledge and experience in working with/researching rural communities
- Experience in facilitating rural communities in discussions of Gender and Human rights

Good command of both English and Swahili languages.

# ANNEX 2: FOCUS GROUP GUIDING QUESTIONS

## Peer Educator Questions

- Please provide some background (marital status, education level, role in HH, role in group).
- How many people did you train? How long were the trainings? How many sessions did you do? How many people were in each group?
- Did the time of year (agricultural season) impact attendance?
- Please give general feedback; how did it go?
- Would you change anything next time?
- Did you feel sufficiently prepared? What did you find challenging?
- How did the students respond to the topics?
- Did you use the manuals? If not, why not? Tell us how it was to use the materials.
- What topics were easy/difficult to train on? Why?
- What topics did the students find easy/difficult/interesting? Why?
- Are there any topics you think should be taken out/added?
- Have you noticed any differences in your groups/communities/individual HHs since the training? Please give examples.
- Has anything changed in your own life?
- How were you accepted as a trainer? Did the certificate help you?
- Did you receive help from the village government?
- Is more of this training needed? Why or why not?
- If yes, how can you make it happen?
- What can we do better next time?
- Other comments?

## Trainee Questions

- Please share your family background (marital status, role in HH, education level).
- Which month was the training?
- What do you remember most from it?
- What was easiest to understand? What was most difficult?
- Which topics were most relevant to the community? Or to you personally?
- What if any economic or social benefits have you or your colleagues experienced as a result of the trainings? Please provide details.
- Have you noticed any difference (improvements) in the way men and women interact since the training (at home or in the group or in the community)?
- Please provide feedback on:
  - Training content: Was the subject matter relevant?
  - Training methodology
  - Facilitators
- How can we improve the training in the future?
- Other comments?