

CARE INTERNATIONAL IN TANZANIA AND TANZANIA FOREST CONSERVATION GROUP (TFCG) - LIVING PROJECT -

**GENDER ISSUES ASSESSMENT REPORT CONDUCTED IN VILLAGES
SURROUNDING SOUTH NGURU MOUNTAINS, MVOMERO, MOROGORO**



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ABSTRACT

This report presents the findings of a gender issue assessment which was undertaken to assess the social and economical status of the target communities through institutional gender assessment. The study was undertaken in order to collect the vital gender baseline information to be used in directing to project on how efficiently to improve the living standards of men and women, by seeking to shift decision-making structures within households, village-level development groups and community institutions so that they are more inclusive of women. On doing so the project will have been addressed MDG 3 by explicit efforts to eliminate gender disparities in decision-making processes, empowering women with business skills and offering them new economic opportunities.

Although CARE, TFCG and village councils and district council in Tanzania have explicit gender mainstreaming policies, a lack of practical experience in gender issues at local level means that the integration of gender considerations in development programming is not assured. Again however, through gender sensitization at village and household levels, reinforce wherever possible through legally binding written commitments, there is a need to improve the real involvement of women in local development institutions (LIVING Proposal, 2006). It is in this vein that the LIVING project has adopted a gender perspective where equity, efficiency, empowerment, participation and a rights-based approach are taken as critical elements to poverty reduction around the South Nguru Mountains in Mvomero District, Tanzania.

In order to produce a gender assessment report (highlighting women's development constraints and ways to overcome them), a standard gender analytic tool was employed to collect quantitative data commonly known as Harvard matrix (Gender assessment matrix) and checklist to collect qualitative data. Individual interview and focus group discussion techniques systematically were used to ask questions about differences between men and women in a given population, with respect to their roles and responsibilities, access and control of resources, opportunities and constraints affecting men and women's development and the ways to overcome them.

The gender issues assessment enabled key gender issues to be identified in the project's focal areas and highlighting key areas where measurable improvements will be sought. This assessment was vital for the project to come out with possible problems in order to be addressed with project actions. Also this assessment report is vital, since has an input in development and adaptation of gender training materials, gender mainstreaming in M&E framework; ensuring gender equity in group formation, planning, decision-making and implementation through various training, sensitization and direct peer support; training of village and district government in gender techniques and planning tools. This training will incorporate the development of drama sessions on gender issues, which has proven a popular and effective communication.

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LIST OF ABBREVIATIONS

FBD- Forest and Beekeeping Division

LIVING- Livelihoods, Incomes and Village Institutions in the Nguru

MDG- Millennium Development Goals

M&E- Monitoring and Evaluation

NSO-National Statistical Office

PIRTP- Pilot Integrated Rural Transport Project

PEMA- Participatory Environment Management Programme

TFCG- Tanzania Forest Conservation Group

VNRC- Village Natural Resource Committee

VS&L- Village Saving and Loan

CHAPTER ONE

INTRODUCTION

1.1 Background information

The South Nguru landscape (1425 km²), located in the South Nguru Mountains, comprises the Kanga Forest Reserve (67 km²), Nguru South Forest Reserve (184 km²) and Mkindo Forest Reserve (86 km²). Located in the Mvomero district, Morogoro Region, the landscape comprises 56 villages in nine wards. The South Nguru Landscape is inhabited by approximately 60,000 people, of whom 20,000 are estimated to live in villages adjacent to the forest. South Nguru Mountains are located in Mvomero District, Morogoro Region, Tanzania. The South Nguru area is characterized by signs of rural underdevelopment and environmental deterioration which typify many parts of Tanzania. About 26 percent of the population of the Mvomero district lives below the basic poverty line (Tanzania's basic needs poverty line is equivalent to US\$ 0.79 per capita per day).

Being part of the Eastern Arc Mountains, the South Nguru landscape provides services to stakeholders from local to international level. As part of one of the largest and richest intact rainforest areas of the Eastern Arc, with high levels of plant and animal endemism, the landscape is considered a biodiversity hotspot, but the eco-region is currently experiencing high deforestation rates. At local level, the forest reserves provide ecological services and goods in terms of timber and non-timber products, agricultural land and water resources. Vegetation types within the forest reserves range from lowland rainforest to submontane and montane rainforests. At regional level the water catchment of the South Nguru Mountains supplies the largest sugarcane plantation in Tanzania in addition to a number of towns within the region.

The pressure on the forest reserves relates to a number of factors. The increasing population in most of the areas in the landscape causes an increasing pressure on agricultural land, declining soil fertility and expansion of the agricultural frontier into the forest reserve, the Miombo woodlands, the traditional woodlots and clan forest. At the same time the usability of land for farming drops quickly as one moves away from the mountainous areas. The relative aridity of the surrounding landscape, (especially on the western and north western sides) limits the population movements in the landscape. Lack of alternative ways of deriving a livelihood means that people rely on agricultural activities and extraction from the forest reserve. At the same time non-local stakeholders have had and continue to have great interest in timber and other commodities that they extract, process and distribute to markets outside the South Nguru landscape.

Natural forests are being rapidly reduced in size and integrity due to illegal encroachment and resource extraction further diminishing the livelihood base for local communities. It has been found that communities living closest to the natural forests are most disadvantaged because of their remoteness and relative inaccessibility. They are the furthest from rural trading centres where agricultural

commodities can be sold and where schools and health facilities are located and they are the poorest served by the District's roads and communication network. In exploring the survival strategies of these communities, it became evident that they derive variety of their basic needs from within the forest reserves, such as firewood, water, construction materials, grazing and medicines. These tend to be low economic value and environmental deterioration. It is obvious that efforts are required to substantially strengthen village institutions to overcome widespread rural poverty, natural resources destruction, ensure food security and social exclusion.

As part of the efforts to improve the community livelihoods, incomes and village development support institutions in the area the Livelihoods, Incomes & Village Institutions in the Ngurus (LIVING) project was developed. The LIVING project is continuation of Participatory Environment Management (PEMA) project implemented around Nguru Mountains in Mvomero District in Morogoro Region between January 2005 to December 2006. Overall objective of the the LIVING project is to improve the social and economic status of marginalised rural communities in Mvomero District, Tanzania. Specifically, the project seeks to strengthen representatives, community-based institutions for natural resource management, economic development and the empowerment of women around the South Nguru Mountains.

The project is funded by European Commission and CARE Denmark, and targets 46,000 poor women, men and children in 20 villages around Nguru Mountains. The LIVING project started in January 2007 and will end in December 2009 and is being implemented in partnership with the Tanzania Forest Conservation Group (TFCG). Other collaborators/partners includes Ministry of Natural Resources and Tourism through Forest and Beekeeping Division (FBD), Mvomero District Council and local communities in the South Nguru Forest Landscape

1.2 Introduction to LIVING Project Gender Equity component

This report presents the findings of a gender issue assessment which was undertaken to assess the social and economical status of the target communities through institutional gender assessment. The study was undertaken in order to collect the vital gender baseline information to be used in directing to project on how efficiently to improve the living standards of men and women, by seeking to shift decision-making structures within households, village-level development groups and community institutions so that they are more inclusive of women. On doing so the project will have been addressed MDG 3 by explicit efforts to eliminate gender disparities in decision-making processes, empowering women with business skills and offering them new economic opportunities.

Therefore, LIVING Project Gender Equity Component expect to produce results through activities under gender equity component which will be that the economic and social vulnerability of poor rural women will be reduced through increasing capacity to engage in development process and improvements in livelihoods. The project has the set of specific gender equity activities to assess gender-related livelihood disparities and introduce measures in all project actions to tackle them. In order to address gender issues, Gender equity Component will

implement the following activities:- develop gender assessment report(highlighting women's development constraints and ways to overcome them), develop gender awareness training curriculum(directed towards natural resources and VS&L issues) perform drama sessions on gender issues, conduct training sessions for VNRC groups and VS&L groups in gender equity, mediation and conflict resolution.

In order gender issues to be tackled efficiently, there is a need to integrate the gender equality objective into the policies that have a direct or indirect impact on the lives of women and men. Women's concerns, needs and aspirations should be taken into account and assume the same importance as men's concerns in the design and implementation of policies and development.

In general, the report highlights disposition and the situation of women in relation to leadership, social responsibility and economic empowerment. Therefore, report gives the gender relations and gender position in the surveyed villages.

1.3 Assessment goal

- To assess the situation of gender mainstreaming in the representative, community-based institutions and Community at large for natural resource management and economic development around the South Nguru Mountains

1.4 Assessment Specific Objective

- To assess the status of women in the management of natural resources and house hold finance
- To assess an access to and control over resources and how affects the household economy, welfare, share, explore and values among women.
- To assess an awareness of gender discrimination and the need for a gender balance in groups activities
- To assess the situation of gender equity in composition of VNRC and VS&L groups set up
- To assess different roles and responsibilities of women in society and how affect their development
- To assess the opportunities and constraints might affect men and women development

1.5 Justification

The experience shows that there are particular risks in forest-related development processes that management of natural resource, male may fail to ensure the appropriate inclusion of women in decision-making fora and management structure are established.

Stakeholders' analysis research done around the South Nguru Mountains in Mvomero District, Tanzania (Kim el tal, 2006) showed that women, who head

households 30% in Mvomero, bear at least 80% of the labor burden but do not have equal opportunities and rights concerning ownership and inheritance of land and do not generally control the earnings from crop sales. This is to show that despite many [international agreements](#) affirming their [human rights](#), women are still much more likely than men to be poor, malnourished and illiterate. They usually have less access than men to medical care, property ownership, credit, training and employment. They are far less likely than men to be politically active and far more likely to be victims of domestic violence (<http://www.unfpa.org/gender/violence.htm>, 2007).

Although CARE, TFCG and village councils and district council in Tanzania have explicit gender mainstreaming policies, a lack of practical experience in gender issues at local level means that the integration of gender considerations in development programming is not assured. Again however, through gender sensitization at village and household levels, reinforce wherever possible through legally binding written commitments, there is a need to improve the real involvement of women in local development institutions (LIVING Proposal, 2006).

Given the importance of making the institution-building processes representative and inclusive at the outset, there is a need for the LIVING project to take explicit measures to develop and incorporate appropriate gender equity considerations in all project actions. Therefore, Living project under its Gender equity component will efficiently improve the living standard of men and women, the project will seek to shift decision making structure within house holds, village level development groups and community institutions so that they are more inclusive of women. The LIVING project will therefore undertake gendered poverty analysis to identify how poverty affects women and men differently and implement income-generating activities that will economically empower both women and men. The project will also address social and political disempowerment of women through gender sensitization in village government institutions and capacity building of civil society institutions for mainstreaming of gender in the development process (LIVING Proposal, 2006).

Advocacy for policy change in favor of women's more equal realization of rights and benefits will remain as long term of LIVING project achievements for the benefit of future generations of women. Men will be also be involved and directly benefit from LIVING project activities through increased income and savings accruing at the household level. In general, equal rights for men and women in decision making and access to rights and benefits will be assured through a distinct set of gender equity activities (LIVING Proposal, 2006).

CHAPTER TWO

LITERATURE REVIEW

2.1 Gender Assessment as a Development tool

A gender analysis of poverty is concerned with understanding how gender differentiates the social processes leading to poverty as well as the options available to women and men to move out of destitution (Razavi, 1998; Baden 1998). Women and men experience poverty differently and they become poor through gender-differentiated processes. Poverty is experienced in a gendered manner. Thus, the broad biases in, and unequal opportunities in decision-making, education, health, employment and access to, and control over productive resources mean that women have fewer opportunities to lift themselves and their children out of poverty (Naomi, N, el tal, 2003).

Furthermore, women's own lack of assets and knowledge about their rights means that the majority are kept away from mainstream development. Experience has shown that gender-based asset inequality reinforces poverty, leading to diminished productivity, output and growth. It therefore follows that the release of women's productive potential is decisive in breaking the cycle of poverty and enabling women share the full benefits of development and the products of their labor (United Nations, 1995). It is in this vein that the LIVING project has adopted a gender perspective where equity, efficiency, empowerment, participation and a rights-based approach are taken as critical elements to poverty reduction around the South Nguru Mountains in Mvomero District, Tanzania. In its relations with local government, and more particularly its gender equity policies, the project will promote the equal participation of men and women in development activities with respect to management of natural resources and economic empowerment (LIVING Proposal, 2006).

Also, the experience has shown that women who live around natural forest often experience discrimination in access to incomes, market, nutrition, health care, education, training, decision making, and property rights. The project underlines that redressing gender disparities and enhancing the role of women are crucial for both social justice and development (LIVING Proposal, 2006).

2.2 Understanding gender equality concept

Gender equality implies a society in which women and men enjoy the same opportunities, outcomes, rights and obligations in all spheres of life. Equality between men and women exists when both sexes are able to share equally in the distribution of power and influence; have equal opportunities for financial independence through work or through setting up businesses; enjoy equal access to education and the opportunity to develop personal ambitions. A critical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing power imbalances and giving women more

autonomy to manage their own lives. Women's empowerment is vital to sustainable development and the realization of human rights for all.

2.3 Gender Equality: An End in Itself and a Cornerstone of Development

Gender equality is, first and foremost, a [human right](#). Women are entitled to live in dignity and in freedom from want and from fear. Empowering women is also an indispensable tool for [advancing development](#) and reducing poverty.

Empowered women contribute to the health and productivity of whole families and communities and to improved prospects for the next generation. The importance of gender equality is underscored by its inclusion as one of the eight [Millennium Development Goals](#) that serve as a framework for halving poverty and improving lives. As clarified in the [2005 State of World Population](#), gender equality is also key to achieving the other seven goals.

Yet discrimination against women and girls - including [gender-based violence](#), [economic discrimination](#), [reproductive health inequities](#), and [harmful traditional practices](#) - remains the most pervasive and persistent forms of inequality. In addition, women and girls bear enormous hardship during and after conflict and other [humanitarian emergencies](#). For more than 30 years, the Fund has been in the forefront of advocating for women, promoting legal and policy reforms and gender-sensitive data collection, and supporting projects that improve women's health and expand their choices in life (<http://www.unfpa.org/gender/violence.htm>, 2007).

2.4 Empowering Women

Despite many [international agreements](#) affirming their [human rights](#), women are still much more likely than men to be poor, malnourished and illiterate. They usually have less access than men to medical care, property ownership, credit, training and employment. They are far less likely than men to be politically active and far more likely to be victims of domestic violence.

The ability of women to control their own fertility is absolutely fundamental to women's empowerment and equality. When a woman can [plan her family](#), she can plan the rest of her life. When she is healthy, she can be more productive. And when her reproductive rights—including the right to plan her family in terms of birth timing and spacing, and to make decisions regarding reproduction free of discrimination, coercion and violence—are promoted and protected, she has freedom to participate more fully and equally in society.

Where women's status is low, family size tends to be large, which makes it more difficult for families to thrive. [Population and development](#) and reproductive health programmes are more effective when they address the educational opportunities, status and empowerment of women. When women are empowered, whole families benefit, and these benefits often have ripple effects to future generations.

The roles that men and women play in society are not biologically determined -- they are socially determined, changing and changeable. Although they may be justified as being required by culture or religion, these roles vary widely by locality and change over time. Researches found that applying [culturally sensitive approaches](#) can be key to advancing women's rights while respecting different forms of social organization.

Addressing women's issues also requires recognizing that women are a diverse group, in the roles they play as well as in characteristics such as age, social status, urban or rural orientation and educational attainment. Although women may have many interests in common, the fabric of their lives and the choices available to them may vary widely (<http://www.unfpa.org/gender/violence.htm>, 2007).

2.5 Economic opportunity with regards to gender in developing countries

This section, (Naomi, N, et al, 2003) discusses economic opportunity with regards to gender in developing countries and Malawi has taken as a case study. She says that, there are wide gaps in women and men's economic opportunities in terms of labor force participation, earnings and control of productive assets. Of the 6.8 million people aged 10 years and over, 66% are economically active. A person is considered economically active if s/he performs work for a wage, salary, profit or other income (NSO, 2002), 83% of the economically active persons are in agriculture and related activities. Women dominate the agricultural sector, 97% of rural women are engaged in subsistence farming. Men dominate in the production, services, operation and laboratory, and administrative occupations. This trend conforms to gender role expectations as well as patterns in women's educational attainment. These jobs require specific kinds of training and levels of education that most women do not have.

2.6 Gender-based role within households in developing countries

In developing countries, gender-based role expectations within households compound the constraints of wood scarcity on women's workload. Thus, even though there has been an improvement on access to safe water sources from 47% of households in 1992 to 65% in 2000 (NSO, 2001), urban –rural differences exist that have an impact on rural women's well-being. The median time to a water source in urban areas is 4.8 minutes, while it is 19.9 minutes for rural households. A 1994 Pilot Integrated Rural Transport Project (PIRTP) showed that for each dwelling unit, women and girls spend annually about 143 hours traveling to collect wood alone and 458 hours on travel for water collection (Malawi Government, 1995). Since wood and water sources are in opposite directions, this has resulted in the "walking up for wood and walking down for water" phenomenon that severely affects women's ability to engage in other economic activities. In most instances, girls' labor is called upon to supplement or replace that of their mothers. This has intergenerational effects since time demands on girls' labor affects their ability to utilize available educational opportunities, thus increasing the likelihood of their eventually becoming poor adults and parents.

The multiple demands on women's labor illustrate the critical role women play in the maintenance of household and national economies. For instance, the majority of Malawian women live in rural areas where they produce their own food, goods and services while at the same time exchanging some of their commodities on the market for cash. In order to accomplish this, the average length of a rural woman's day varies between 16 and 17 hours in which she is engaged in cultivating, food processing, childcare and housework (Kaufulu, 1992). Women therefore have to wake up early in order to accommodate both agricultural work and household maintenance tasks.

Despite the involvement of other family members, the woman is the driving force behind the household and by implication, the national economy. It must be noted that even for urban women who are employed in the formal sector, employment does not lead to a substantial redistribution of household maintenance tasks between the sexes but rather to a redistribution of tasks among women in the household, especially older daughters. A study on "Women's Use and Allocation of Time" has shown that the average length of a low-income employed woman's day in town is between 15 and 16 hours (Kaufulu, 1992). Regardless of residence, and whether they are engaged in wage employment or use-value labor, women on average spend 16 hours working. Therefore, instead of using traditional approaches to valuing work, models that incorporate women's contribution to the maintenance and survival of families and societies should be utilized. This should become a key variable in the computation of developing country's productivity, since most women and men are outside the formal exchange sector.

CHAPTER THREE

METHODOLOGY OF THE ASSESSMENT

3.1 Introduction

This chapter briefly describes the methodology of the assessment. It defines the procedures, data collection methods and analysis.

3.2 Procedures and data collection

In order to produce a gender assessment report (highlighting women's development constraints and ways to overcome them), a standard gender analytic tool was employed to collect quantitative data commonly known as Harvard matrix (Gender assessment matrix). Matrices was developed to collect quantitative data based on following aspects:- different between sex and gender, different gender needs, different gender roles and responsibilities, access to and control of resources and benefits and lastly are constraints affecting men and women's development and the ways to overcome them. Also, checklist was developed to collect qualitative data based on the above aspects. These tools were pre-tested in Kanga ward at Dihinga village, and then administered in other wards in project area. Primary target of the assessment were village natural resource committees (especially Kanga ward), village committees and village leaders but other villagers will be involved in order to capture their awareness on gender issues. Both individual and focus group discussion were employed to capture data.

3.3 Data analysis

A social statistical method was used to analyze data including Microsoft Office Excel database.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Assessment results

Down you will find tables which describe quantitative data as results from gender assesment matrix administered with discussion on these results. Also, in this section you will find qualitative results discussion as the result of Focus group discussion using checklist of questions.

4.2 Gender assesment matrix method

Gender analysis matrix is a tool used to explore the nature of gender issues in the society. In doing gender analysis, we systematically ask questions about differences between men and women in a given population, with respect to their roles and responsibilities, access and control of resources, opportunities and constraints affecting men and women's development and the ways to overcome them. In summary this tool:-

- examines the differences in women's and men's lives, including those which lead to social and economic inequity for women, and applies this understanding to policy development and service delivery
- is concerned with the underlying causes of these inequities
- aims to achieve positive change for women

Table1: Knowledge on difference between sex and gender

Statement	M(n=66)			F(n=51)		
	Sex	Gender	Don't know	Sex	Gender	Don't know
Women earn less money than men	10.6	78.8	10.6	39.2	56.9	3.9
Men can't cook	33.3	56.1	10.6	47.1	51	1.9
Women have larger breasts than men	69.6	24.2	6.2	74.5	21.6	3.9
Women cannot be religious leaders	43.9	53	3.1	66.7	33.3	0
Women menstruate, men don't	72.7	19.7	7.6	72.5	23.5	4
A girl cannot propose marriage to a boy	51.5	45.5	3	62.7	37.3	0
Women are natural child care provider	60.6	37.9	1.5	64.7	33.3	2
There are more male miners than female miners	37.9	56.1	6	62.7	33.3	4
A man cannot get pregnant	75.8	22.7	1.5	74.5	21.6	3.9
Men make good doctors, women make good nurses	28.8	63.6	7.6	35.3	64.7	0

Girls drop of school ore than boys do	27.2	66.7	6.1	28	58.8	13.2
A man is the head of the household	54.5	40.9	4.6	64.7	29.4	5.9
It is not the job of father to change nappies	34.8	60.6	4.6	64.7	31.4	3.9
Men don't cry when are in problems	27.3	65.2	7.5	58.8	41.2	0

From the table above, assessment results showed that 51.5% of men and 62.7% of women who participated in exercise said women can not propose marriage to men, also 60% of men and 64.7% of women said that women are created to take care of children, another thing is that 54.5% of men and 64.7% of women said that it is a sex issue for men to be family leaders while it is gender issue. These percentages show that society assume some of gender issues as sex issues, which is implying that society has low knowledge on differences between gender and sex issues.

Also results shows that 66.7% of women who participated in filling questionnaires pointed out that women can't be religious leaders, 62.7% of women said that there are more male miners than female miners, 64.7% of women said that it is not the job of father to change nappies, and 58.8% of women said that is a sex (biological) issue for men don't cry when are in problems. This result shows that women are in a situation not able to differentiate between sex and gender issues. Also it shows that women agree with cultural and historical situation of being undermined by men in the society since they agree some of gender issues as right to be sex (biological) issues

Table 2: Gender Roles

ROLE	M(n=66)				F(n=51)			
	ROLE OF				ROLE OF			
	M	F	Both(M&F)	Don't know	M	F	Both(M&F)	Don't know
Giving birth	1.5	95.5	0	3	1.9	96.1	1.9	0.9
Breast feeding	1.5	86.4	1.5	10.6	9.8	86.3	1.9	2
Taking care of children	0	34.8	60.6	4.6	7.8	64.7	25.5	2
cooking	6	43.9	43.9	6.2	15.7	68.6	11.8	3.9
Head household	42.4	7.6	43.9	6.1	49	13.7	33	4.3
Educate children	13.6	10.6	71.2	4.6	15.7	41.2	41.2	1.9
Buying items in market	3	36.4	56.1	4.5	5.9	74.5	19.6	0
Fetch water	3	47	45.5	4.5	9.8	82.4	7.8	0
Fuel wood collection	0	54.5	39.4	6.1	7.8	84.3	7.8	0.1
Wash clothes	1.5	62.1	33.3	3.1	5.8	80.4	1.9	11.9
Take a baby to clinic	4.5	50	42.4	3.1	15.7	60.8	21.6	1.9
Ploughing	15.2	3	77.3	4.5	5.9	11.8	81.3	1
Weeding	16.7	1.5	78.8	3	9.8	7.8	78.4	4
Taking care of crops in farm	30.3	3	62.1	4.6	21.6	9.8	66.7	1.9

Provide family needs	56.1	4.5	37.9	1.5	43.1	7.8	47.1	2
Become a leader in community	33.3	3	62.1	1.6	29.4	15.7	50.9	4
Harvesting	13.6	1.5	78.8	6.1	9.8	7.8	78.4	4
Drive vehicles	18.2	0	78.8	3	29.4	5.9	64.7	0.1
Decision making at household level	39.4	0	59.1	1.5	39.2	9.8	50.9	0.1
Decision making at community level	31.8	1.5	63.6	3.1	33.3	3.9	58.8	4
Building house	56.1	3	39.4	1.5	60.8	3.9	34.9	0.4

Results show that 60.6% of men said that taking care of children is both men and women's responsibility, while 64.7% of women said that it is women's responsibility. 43.9% of men said that cooking is both men and women's responsibility, while 68.6% of women said that it is women's responsibility. 56.1% of men said that buying items in market is both men and women's responsibility, while 74.5% of women said that it is women's responsibility. It shows that men were not read to fill in questionnaire that those responsibilities are done by women only shying from researchers. And more than 50% of participants said that the following responsibilities are done by female only and are biological such as bread feeding, giving birth etc). Also more than 50% said the following responsibilities are done by both male and female such as educate children, cultivating farm, weeding, be a leader in society, harvesting etc.

Table 3: Access and control of resources and profits

RESOURCES	M(n=66)			F(n=51)		
	Access and controlled by			Access and controlled by		
	M	F	Both(M&F)	M	F	Both(M&F)
Land	13.6	0	86.4	31.4	0	68.6
Farm	21.2	0	78.8	33.3	0	66.7
House	18.2	4.5	77.3	33.3	1.9	64.8
Animals	10.6	4.5	84.9	19.7	3.9	76.4
Forest products	18.2	6.1	75.7	31.4	5.9	62.7
Family income	16.7	4.5	78.8	21.6	1.9	76.5
Family capital	6.1	4.5	89.4	15.7	5.9	78.4
Family business	18.2	1.5	80.3	21.6	9.8	68.6
Entrepreneurs skills	13.6	3	83.4	19.6	5.9	74.5
Technology	21.2	3	75.8	29.4	5.9	64.7
Vehicles	13.6	1.5	84.9	43.2	1.9	54.9
Furniture	24.3	1.5	74.2	32.3	5	62.7
Education	21.2	3	75.8	17.9	0	82.1
Food	27.3	0	72.7	15.9	1.9	82.2

Results show that more than 50% of men and women, said that both male and female access and control resources together in the society. And less than 10% of men and women said that women access and control resources such as land, farm, house, etc. It implies that even if women are involved in access and control of resources, still women are not empowered to access and control resources their own.

4.3 Discussion in groups

Research team divided participants in two groups, one group consisted women and another men. These groups was composed of representatives from village natural resource committee, village saving and loans groups and village councils. Researchers assisted participants to discuss on various gender issues concern natural resources and income, roles and responsibilities, access and control of resources, social and economical development participation in the society. Discussion form both sex groups were recoded and presented at preliminary discussion and make consensus on gender issues. Also at preliminary discussion was able to give recommendation on various gender issues in villages. The following are leading questions and discussion results in preliminary which resulted to give out recommendation on how to tackle problems concern gender issues

“Women we have to change, let us know that whatever we do is for the benefit of our family, let us not shay our husbands when they help us” - Restituta Masawe- Kanga village

“I thank for the education on gender issues provided by PEMA II, I suggest to be provided to all community members” -Amosi Lwabe- Kanga village)

“Let us cooperate both sex in development activities, but we ask men to be polite” Mwanahamisi Hamisi- Kanga village)

4.3.1 Natural resources and income

During discussion participants were required to explain which sex is benefiting more form natural resources compared to the other? What are the possible reasons?

4.3.1.1 Discussion with women only

Form discussion with women only, it was reported that men benefit more with natural resources and income compared with women. The reasons are as follows:-

- Men are leaders and have power in their families and community and control resources
- Women are dependent and most of time stay back in development process
- Women are not strong to perform some of the works which are considered to be harder works for instance faming.
- Men are more educated compared to women
- Community give more periority to male children for instance inhereitance of farms and other resources
- Men do not give chance to women to express their opinion and make dicion on access and control of resources and income
- Men are mostly access and control resources and incomes
- Women leaders are not involve in beneficial leadreship process
- Community has bad practice of disvaluing, opperasing and dectating women

4.3.1.2 Discussion with men only

Form discussion with men only, also it was reported that men benefit more with natural resources and income compared with women. Few of them said that both sex benefit from natural resources and income. The reasons are as follows:-

- Men access and control resources and most of time possess business unknown to their wives.
- Men control their wives during income sharing since lack voice.
- Men are family leaders, discriminate women in decision making process on resource access and control.
- Men engage mostly in family income activities compared to women
- Men engage mostly in market search of family crops compared to women
- Most of time men use family income in luxury things without involving their wives

4.3.2 Roles and responsibilities

During discussion participants were required to explain which roles and responsibilities are performed by women mostly as well as men?

4.3.2.1 Discussion with women only

During their discussion it was reported that role such as cooking, washing clothes napping babies, fetching firewood and water and etc are performed by women only. It was reported that men fear to perform these roles because will be shied by society simply because they are doing women's roles. In their discussion it was clear that men perform roles such as building houses, farm work, preparing toilet holes and etc, which are considered to be harder works. But at the end of discussion it was concluded that it is possible to change in performing these roles regardless both sex, if the community will be aware of importance of both sex to collaborate

“We thank PEMA II for bringing both sex together in order to share experiences on gender” (Bakari Mdyavedi, VS&L member at Dihinda)

“I thank for education provided by PEMA on gender issues, definitely we will change” (chairperson VNRC- Dihinda)

“We thank for this exercise of gender assessment, we ask PEMA to continue to teach us” (Mwanaisha Bakari, member of village council- Dihinda)

4.3.2.1 Discussion with men only

In discussion it was reported that men perform roles such as building houses, farm work, preparing toilet holes and etc, which are considered to be harder works. Like wise in women discussion, it was reported that role such as cooking, washing clothes napping babies, fetching firewood and water and etc are performed by women only. Moreover it was concluded that there is a need to change and help their wives in performing all roles.

4.3.4 Access and control of resources

In discussion they were required to explain which sex mostly access and control resources?

4.3.3.1 Discussion with women only

It was revealed that women are not given equal opportunity to access and control natural resources, income and inherit properties during the death of their husbands. During discussion it was reported that even women themselves are treated as commodities in community and are controlled by their husband. So men fear to inherit women their properties since are treated as stranger in family (mean do not belong to family).

4.3.3.2 Discussion with men only

In men's discussion also it was revealed that men mostly access and controls resources such as land, farm, animals, and since woman come from another family, therefore men are afraid to inherit women properties because may run away during separation.

4.3.4 Social economical situation

During discussion participants were required to explain socio-economic situation, and how affect women development?

In both discussions (men and women) it was reported that women are not given equal opportunity to make decisions, give their contributions in production activities, lag behind in education, not involved in development process, miss some their rights, have burden of family responsibilities, are discriminated and oppressed, and are not valued in society. This situation has lead women to be disadvantaged group in the society hence remain poor for long time.

4.3.5 Participation in community works

Participants were required to explain how do men and women participate in planning, implementation and evaluation of activities in community?

In both discussions (men and women) it was reported that in family level women are not involved in planning instead are involve in implementation stage. In monitoring market and income of family crops women are not involved at all. Only during community works such as building schools, dispensary etc, and women are involve from planning to evaluation stage of development.

4.4 Preliminary discussion

During preliminary discussion, results show that men enjoy profit form natural resources and family income compared to women, this is because of the following reasons: -

- Men are leaders and have power in decision making on family and community benefit in general.
- Women are dependent and lagged behind in development compared to men
- Men have education compared to women and they are mostly access and control resources
- Community give more priority to male children compared to female children eg education, family properties
- Community does not give equal chance to women in leadership and business opportunities.
- Men do not give equal opportunity to women family expenditure decision making

“I thank very much for education on gender issues we got today let us transfer to others” (Mwajuama Omary, VS&L member-Kwadoli)

“I thank for knowing that works are for both sex” (Shabani, VNRC-Kwadoli)

“I have learnt that all works are for both men and women and both sex, I thank PEMA II for education on gender equity” (Mwanahawa, Village council-Kwadoli)

- Men involve more in searching market of family products compared to women
- Most time men misuse family income and benefits such as increasing another wife
- Home works (such as washing dish, clothes cooking etc) are performed by female only, but still are not given equal opportunity in family income distribution. Also it was reported that these activities consume time and it is tedious.
- Men are afraid to help there wives because the society tend to shy them
- Also men are afraid to inherit their wives home's properties because when are separated or died, they will go to other husband.
- The tendency of men not involving their wives in family benefits and income decision making, women steal part of home property for their future security.
- Women are not given freedom to attend meeting, seminar and development activities by their husbands due to cultural prohibitions.
- Women have the ability to fear from expressing themselves in front of audience, this seems to be a result of being neglected historically.
- Women have got no experience in control resources which might be left by their husband due to death.
- Women's contributions are not valued in society compared to men, they are treated as means of productions.
- Youth are not read to learn and participate in development process, because very few of them do attend in meeting.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

Gender issues Assessment has been conducted by LIVING(PEMA II) Project to analyze gender needs in villages surrounding South Nguru Mountains, with particular reference to the status of women in the management of natural resources and household finance. The gender assessment enabled key gender issues to be identified in the project's focal areas and highlighting key areas where measurable improvements will be sought. This assessment was vital for the project to come out with possible problems in order to be addressed with project actions. Also this assessment report is vital, since has an input in development and adaption of gender training materials, gender mainstreaming in M&E framework; ensuring gender equity in group formation, planning, decision-making and implementation through various training, sensitisation and direct peer support; training of village and district government in gender techniques and planning tools. This training will incorporate the development of drama sessions on gender issues, which has proven a popular and effective communication

Assessment results will help to give the direction to project on how efficiently to improve the living standards of men and women, by seeking to shift decision-making structures within households, village-level development groups and community institutions so that they are more inclusive of women. On doing so the project will have addressed MDG 3 by explicit efforts to eliminate gender disparities in decision-making processes, empowering women with business skills and offering them new economic opportunities.

The assessment itself as participatory tool, helped community members and households discuss in groups on how control over resources affects the household economy and welfare and share, explore and value their success stories. Starting from recognising what works well in the communities built confidence in their capacity to bring about positive change themselves in future. The assessment aimed to enable them build on their indigenous knowledge systems, face change or challenges and help to ensure that the analysis, planning, implementation processes and activities will not lead to conflicts within the communities.

Through this assessment results show that there is a need for key power structures, including members of the Village Councils and District Council, to be supported to better understand and employ gender techniques and tools for planning and implementation of their programmes and respond to community demands, issues and concerns. This aims to ensure an enabling environment for increasing women's rights and a change in their roles. Therefore there is a need for project to facilitate these actors to coordinate planning and natural resource management systems that recognise and respond to the requirements and contributions of all concerned stakeholders, as well as the tensions between them.

Therefore, CARE and TFCG will support existing and newly established networks, helping to ensure that gender is mainstreamed throughout all project interventions.

5.2 Recommendations

- Bad traditional practice should be abolished since discriminate women and make them poor.
- Community members to be educated on gender issues and the importance of both sex to participate in development process.
- To involve village council members in gender training since they are vital in mobilization..
- To involve civics teachers in gender training to make them competent in gender issues so that can transfer effectively to students as part of community members.
- To make use of cross visit so that people can learn from communities which have achieved in equal participation of gender.
- To make use of female fora and festivals whereby women's voice will be heard but men also will be involved
- To empower women socially and economically so that they can demand their right.
- Community to encourage youth to participate in project trainings because they are catalytic in social changes.
- Community to be encouraged to provide equal opportunity to both sex for hastening development.

“Parents let us educate our children the importance of both sex to cooperate in development” (Mwanzo mgumu VS&L group-Kanga)

“We as government will provide gender equity education to all people and we will be role model, and from today I will start to help my wife in fetching firewood” (Village Chairperson- Kanga)

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Appendices

Apendex I

Harvard Matrix-Matrices (Quantitative data)

Jina la kijiji.....Jinsia yako(me au ke).....Umri miaka.....

1. Jinsi na Jinsia

Lengo: Zoezi hili linasaidia kutofautisha kati ya Jinsi na Jinsia

Njia: Soma taarifa, kisha bila kufikiria sana jibu linalikuja weka tiki kama ni la jinsi au jinsia.

Tafadhari weka tiki sehemu moja ya kibox tu

Taarifa	Jinsi(Biologia)	Jinsia (Jamii)
Wanawake wanapata pesa nyingi kuliko wanaume		
Wanaume hawawezi kupika		
Wanawake wana matiti makubwa kuliko wanaume		
Wanawake hawawezi kuwa viongozi wa dini		
Wanawake wana hedhi, wanaume hawana		
Msichana hawawezi kumwomba mvulana kumuoa		
Wanawake wameumbwa kulea watoto		
Kuna wanaume wengi wachimba madini zaidi ya wanawake		
Wanaume hawawezi kupata mimba		
Wanaume huwa ni madakitari wazuri, wakati wanawake huwa ni manesi wazuri		
Wototo wa kike ni watoro zaidi shuleni kulinganisha na wanaume		
Wanaume ni viongozi wa familia		
Si kazi ya wanaume kuwabadili watoto wachanga nguo		
Wanaume hawalii wakipata matatizo		

2. Majukumu ya Kijinsi

Zoezi hili linakusaidia kutambua majukumu ya kijinsia kupitia kazi mbalimbali wafanyazo wanaume na wanawake kati ya majukumu mabalimbali ya kijinsia. weka alama ya tick katika sehemu unayoona inahusika.

	Majukumu		
SHUGHULI/JUKUMU	KIUME	KIKE	YA KIUME
Kujifungua			

Kunyonyesha			
Kuangalia watoto			
Kupika			
Kuongoza nyumba			
Kuelimisha watoto			
Kwenda kunununa mahitaji sokoni			
Kuteka maji			
Kutafuta kuni			
Kufua nguo za familia			
Kumpeleka mtoto kiliniki			
Kulima shamba			
Kupalilia shamba			
Kulinda mazao shambani			
Kutoa mahitaji ya familia			
Kuwa kiongozi katika jamii			
Kuvuna mazao shambani			
Kuendesha vyombo kama gari,pikipiki na baiskeli			
Kutoa maamuzi ya familia			
Kutoa maamuzi katika ngazi ya kijamii			
Kujenga nyumba			

3. Raslimali na faida

Zoezi hili linasaidia kujua upatikanaji na usimamizi (umiliki) wa raslimali (Weka tiki sehemu ya upatikanaji wa rasilimali)

RASLIMALI NA FAIDA	RASLIMALI		
	PATIKANA KWA WANAUME TU	PATIKANA KWA WANAWAKE TU	PATIKANA KWA WANAWA WANAUME TU
Ardhi			
Shamba			
Nyumba			
Mifugo			
Mazao ya misitu			
Kipato cha familia			
Mikopo			
Mtaji wa Familia			
Biashara ya familia			

Mbinu za ujasiria mali			
Tekinologia(mf. Ufundi, kilimo cha kisasa, mawasiliano)			
Vyombo vya kuendesha(mf. Gari, pikipiki,baiskeli)			
Samani(mf. Viti,meza,runinga,redio,jokofu)			
Elimu			
Mazao ya chakula			

4. Mahitaji ya Kijinsia

Zoezi hili linasaidia kujua mahitaji ya kijinsia

Lengo: Ni ukusanya taarifa kuongeza ufahamu na uelewa wa ahitaji ya wanawake kutokana na majukumu yao.

UCHANGANUZI WA MAHITAJI			
JAMBO HUSIKA	NGUMU KUFANYIKA	RAHISI KUFANYIKA	HAICHUKUWA
Kuzaa			
Kunyonyesha			
Kuangalia watoto			
Kupika			
Kuongoza nyumba			
Kuelimisha watoto			
Kwenda kununa mahitaji sokoni			
Kuteka maji			
Kutafuta kuni			
Kufua nguo za familia			
Kumpeleka mtoto kiliniki			
Kulima shamba			
Kupalilia shamba			
Kulinda mazao shambani			
Kutoa mahitaji ya familia			
Kuwa kiongozi katika jamii			
Kuvuna mazao shambani			
Kuendesha vyombo kama gari,pikipiki na baiskeli			
Kutoa maamuzi ya familia			
Kutoa maamuzi katika ngazi ya kijamii			
Kujenga nyumba			

5. Mianya na Vikwazo

Njia: Eleza mianya ya faida inayopatikana kitika masuala yafuatayo hapa chini, pia na vikwazo vilivyopo. Pia pendekeza njia za utatuzi.

Eleza wewe ni jinsia gani (ME au KE)

MIANYA NA VIKWAZO		
SUALA	MIANYA	VIKWAZO
Uchumi		
Hali ya Kijiografia		
Mpangilio wa taasisi za kijamii(mf. Kamati za mazingira, vikundi)		
Mila, desturi na tamaduni		
Siasa		
Muundo na hali ya uongozi katika jamii yenu		
Mafunzo na elimu		

Appendix II

Harvard Matrix-Checklist (Qualitative data)

Gender issues analyses

1. Which sex is getting better/worse (form natural resource and incomes). Why?
2. What do women and men respectively do in the management of natural resource and household finance? Do you think that gender roles in traditional communities in your village should be changed? Do you think it is possible to change these roles? How?
3. What does women and men respectively access to and control of natural resources and incomes? Do you think what the needs of women are and men respectively concern on natural resource and incomes?
4. What are social economic contexts affect women in managing natural resources and incomes? How does poverty affect women and men to implement a PFM and income generating activities in your village?
5. How does both sex are involved in planning, designing, implementing, monitoring and evaluating natural resource management and income generating activities in this society? How do decision making and women voice heard (Have women been directly consulted) during development activities?
6. What can the committees or groups (*VNRC/VS&L*) do to increase women's access to and control of natural resources and incomes? What should be done with LIVING project and District in general to close the gaps between women and men?

[Checklists adapted from Overholt, Anderson, Cloud and Austin, *Gender Roles in Development Projects*, Kumarian Press, Connecticut, 1985.]