

**Environmental Management and Biodiversity Conservation of Forests,
Woodlands, and Wetlands of the Rufiji Delta and Floodplain**

A Gender Strategy for REMP

**Report of a Workshop to Prepare a Gender Mainstreaming Strategy for
REMP, Held in Utete, Rufiji District**

12th to 13th February 2001

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¹ The Rufiji District Council implements Rufiji Environment Management Project with technical assistance from IUCN – The World Conservation Union, and funding from the Royal Netherlands Embassy.

Rufiji Environment Management Project - REMP

Project Goal: To promote the long-term conservation through 'wise use' of the lower Rufiji forests, woodlands and wetlands, such that biodiversity is conserved, critical ecological functions are maintained, renewable natural resources are used sustainably and the livelihoods of the area's inhabitants are secured and enhanced.

Objectives

- To promote the integration of environmental conservation and sustainable development through environmental planning within the Rufiji Delta and Floodplain.
- To promote the sustainable use of natural resources and enhance the livelihoods of local communities by implementing sustainable pilot development activities based on wise use principles.
- To promote awareness of the values of forests, woodlands and wetlands and the importance of wise use at village, district, regional and central government levels, and to influence national policies on natural resource management.

Project Area

The project area is within Rufiji District in the ecosystems affected by the flooding of the river (floodplain and delta), downstream of the Selous Game Reserve and also including several upland forests of special importance.

Project Implementation

The project is run from the district Headquarters in Utete by the Rufiji District Administration through a district Environmental Management Team coordinated by the District Executive Director. The Project Manager is employed by the project and two Technical Advisers are employed by IUCN.

Project partners, particularly NEMC, the Coast Region, RUBADA, The Royal Netherlands Embassy and the Ministry of Natural Resources and Tourism, collaborate formally through their participation in the Project Steering Committee and also informally.

Project Outputs

At the end of the first five –year phase (1998-2003) of the project the expected outputs are:

An Environmental Management Plan: an integrated plan for the management of the ecosystems (forests, woodlands and wetlands) and natural resources of the project area that has been tested and revised so that it can be assured of success - especially through development hand-in-hand with the District council and the people of Rufiji.

Village (or community) Natural Resource Management Plans: These will be produced in pilot villages to facilitate village planning for natural resource management. The project will support the implementation of these plans by researching the legislation, providing training and some support for zoning, mapping and gazettement of reserves.

Established Wise Use Activities: These will consist of the successful sustainable development activities that are being tried and tested with pilot village and communities and are shown to be sustainable

Key forests will be conserved: Forests in Rufiji District that have shown high levels of plant biodiversity, endemism or other valuable biodiversity characteristics will be conserved by gazettement, forest management for conservation, and /or awareness-raising with their traditional owners.

Abbreviations

| | |
|--------|--|
| CEDAW | Convention on Elimination of All Types of Discrimination Against Women |
| CRC | Convention on the Rights of the Child |
| DALDO | District Agriculture and Livestock Development Officer |
| DED | District Executive Director |
| DC | District Commissioner |
| DCDO | District Community Development Officer |
| DMT | District Management Team |
| DLNREO | Director of Lands, Natural Resource & Environment Office |
| GOVT | Government. |
| IUCN | World Conservation Union |
| MUMARU | Swahili Acronym for Remp |
| NGO | Non Governmental Organisation |
| NR | Natural Resources |
| NRM | Natural Resources Management |
| PGN | Practical Gender Needs |
| PRA | Participatory Rural Appraisal |
| REMP | Rufiji Environment Management Project |
| SDCDO | Senior District Community Development Officer |
| SGN | Strategic Gender Needs |
| TAMWA | Tanzania Media Women Association |
| TAWLA | Tanzania Women Lawyers Association |
| TGNP | Tanzania Gender Networking Programme |
| UN | United Nations |
| VIPP | Visualized Participatory Programs |
| WEO | Ward Executive Officer |

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1 Introduction and Background

1.1 Background

Gender issues have been a concern of the Government of the United Republic of Tanzania as stipulated in different sectoral policies and regulations. The Rufiji Environment Management Project, popularly known by its Swahili name MUMARU, has also shown great concern in trying to integrate gender in her project activities. REMP Project Proposal document of May 1997 for example lays out clearly the project's policy in respect to gender consideration in the project activities.

It is clearly stated in her proposal document that: -

- The Project will recognise the special significance of women in natural resources management and the sensitivities of different communities to the roles of women and men.
- Social economic base line survey will emphasize the role of women in the use of natural resources.
- Starter activities will be designed, if possible, to improve access to and the situation of women in the villages where the project will intervene
- A serious attempt will be made to balance project personnel in terms of the existing social groups in the area of intervention.
- At least 30% of the senior experts of the project's staff should be females
- The needs of women as identified by the results of case studies at the pilot-villages in the different ecological zones will be represented in all community interactions.
- The project will ensure that gender balance is maintained in project discussions so that the needs and concerns of women and other disadvantaged groups are taken care of.

To this effect practical activities has been taking place including 'A gender training of six district staff. In public meetings at the villages there is a special section where equal opportunities for women and men are promoted and discussed. Generally great efforts have been initiated by the District Council Management and REMP as a starting point to mainstreaming gender in REMP activities. However a systematic practical approach is needed so that the stated intent contained in the program and policy statements can be put into practice. It is in this process that a workshop on gender strategy was planned for different key stakeholders of REMP as planned in Activity 3.1.1.1 in the Annual Plan of year 2001.

1.2 Workshop Organisation

This is a report of a two days workshop on gender sensitization and gender strategy formulation for REMP. The workshop was organised by Rufiji Environment Management Project in collaboration with Rufiji District Council and funded by The Royal Netherlands Embassy (RNE). Accordingly Ms Rose Mjema member of Tanzania Gender Networking Programme (TGNP) was the chief facilitator supported by Ms Pili Mwambeso and Mr.Revocatus Nandi member of the Environment Management Team from the District Council. The overall workshop Coordinator was the Project Technical Adviser on Community Development Ms Rose Hogan. A total of 30 participants attended the workshop, 11 females and 19 males. Of total attendants 33% were females. A detailed list of Participants is contained in Annex 1.

Workshop report production is in English and Kiswahili. The Chief Facilitator prepared the English version while the Kiswahili translation was prepared by the Secretariat under the two facilitators (Nandi & Pili).

The team of the Secretariat included: Kilimba, Brighton Eliud, Ezekiel Chirwa and Abdulrahman Masoud

A detailed Terms of Reference for the Chief Facilitator is contained as annex 3

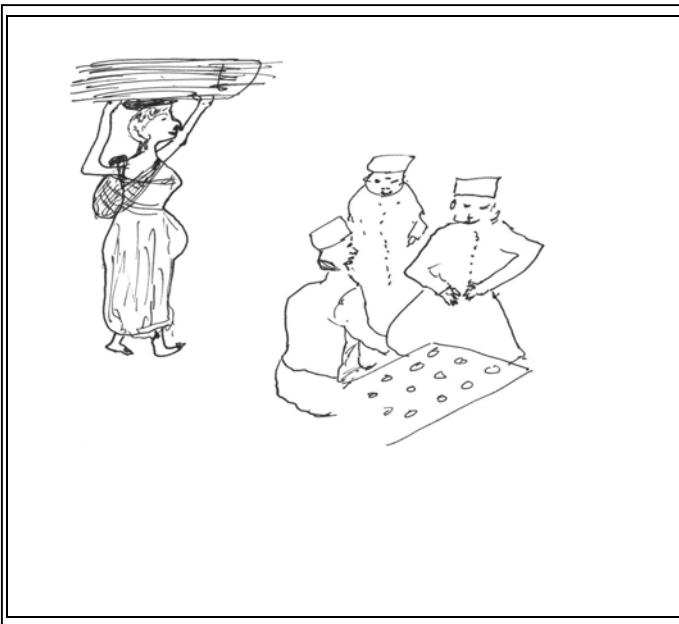
1.3 Workshop Opening

The District Commissioner of Rufiji District, Brigadier General Sylvester Hemed, officially opened the workshop. In his opening remarks he thanked all the organizers of this important workshop for recognizing the important role of women in the management of the natural resources. He also expressed his appreciation for the good attendance of community leaders from different levels of management as well as village representatives. He called upon all the Participants to become good ambassadors by taking back what they will learn from the two days workshop.



The DC after delivery of his speech

He reminded the participants that the aim of the workshop is to come up with a strategy on how gender will be integrated into REMP activities stage by stage. He gave a challenge on the need to change the common habit among the 'Wandengereko' (the main tribe in the district) to stop using women as a working tools while men are busy drinking and playing the game known as 'Bao'. This message was portrayed in a drama performed by participants and drawings displayed in the meeting room as shown below calling for a more equitable division of labor between men and women.



He also called upon participants to come up with ways of working together particularly in income generating activities that are generally monopolized by men. Studies have shown and the District has recognised that women are the principle users of the natural resources. He said this workshop is therefore very important as an eye opener on gender issues which will help to put women and men in their rightful place in the 'wise use' of natural resources. Whenever possible the community should take a leading role in eliminating customs, traditions and habits that in a way humiliate or sexually harass women or young boys and girls, he emphasised.

A practical Case Example

A recent practical case in Rufiji was given by the DC in which a biological father sexually harassed his 16 year daughter. The mother of the victim witnessed the scene. Information from the daughter is that her father has been sexually playing with her for sometime with a threat of killing her the moment she disclosed it to her mother. The case has been taken back to the village. The question is will the community with all the biases against women/girl child take any serious measures against the culprit?

1.4 The DC concluded his lively and harrowing opening speech by saying;

*‘How can we develop if we continue to oppress women?
We need their skills and opinions in decision-making bodies.
It is time to share our resources more equitably among the genders’*

He assured the organizers and REMP in general of his full support in ensuring that the gender strategy in the making meets its objectives and is implemented.

The Chief facilitator thanked the DC for his special introductory speech that brought to focus key issues to be considered during the workshop. She also welcomed the DC to witness the first part of the workshop that was in the form of a play showing the multiple roles of women in Rufiji. It also showed the stereotyping of behaviour in the allocation of specific roles for women and discouraging women to participate in any challenging jobs or in decision-making regarding matters that affect them. For example, in the dramatization of a village meeting, women were told to go to the kitchen while men discussed issues said to be of mutual community interest.

1.5 Participants Introductions

Through self-introduction Participants introduced themselves focusing on the following leading questions: -

- Participants name
- Daily activities
- Meetings or workshops on gender attended
- Expectations
- Fears

1.5.1 Names and Daily Activities

Participant’s names, work and their responsibilities are contained in Annex 1. In general however the workshop was attended by 8 Farmers (4 male and 4 female), 14 District staff (10 male and 4 female), 3 Ward Executive officers (all male) and 3 Councillors (1 female and 2 male).

1.5.2 Participants Expectations.

After the introduction the Facilitator summarized the following as general expectations as given by the participants: -

- To learn more about gender as a development concern
- To understand ways of integrating gender in REMP activities
- To learn from others and share experiences
- To spread the knowledge on gender to others at the village, ward and household levels
- To learn more on how best to change the bad behavior of men who oppress women and girls in Rufiji

1.5.3 Participants Fears.

The majority had no fears. 10% were worried about the practical aspect of the strategy that is being prepared. The concern was how to change the deeply rooted beliefs, traditions and regulations which have placed women and girls in a marginalised position in all aspects such as in decision making, in economic power, in division of labor etc. In a plenary discussion on fears the facilitator concluded by saying that gender as a social relationship requires social change which is slow and needs commitment of everybody in the society, especially men.

1.5.4 Knowledge on Gender

The majority has no knowledge about gender; they are attending this gender workshop for the first time. Only 15% have some basic knowledge on gender through workshops.

1.5.5 Workshop Norms

It was agreed to observe a few norms:

- Full participation without fear by all, and respect for everyone's contribution.
- Keeping time at all times, avoiding unnecessary absenteeism
- Avoid going out of the gender focus during the discussion
- Mr. Mtumbuka was appointed as the time-keeper

1.6 Workshop Methodology

The main methods used were participatory in which every participant took part in the process of learning and the final production of the strategy. The three facilitators co-facilitated through the following methods, illustrated in the photographs below:

Mini-lecture -



Role-play /Drama

Experience –sharing



Energisers

As part of the familiarisation with REMP activities, Ms Mjema was able to review a number of reports and REMP activities with critical gender analysis on the Project Logical – Framework. She was also able to conduct some discussions with the outgoing Acting Project Manager Mr. Francis Karanja and the Technical Advisor on Community Development, Ms Rose Hogan.

1.7 Workshop Objectives

The Facilitator presented the objectives of the workshop on the flip chart. After brief discussions, all the objectives were accepted and adopted. The objectives adopted included: -

- To increase awareness and understanding of gender roles and the position of women and men among District and Community Personnel in Rufiji society.
- To prepare a practical gender mainstreaming strategy for an equitable distribution of natural resource ownership and access, equitable participation in decision-making, management and use of natural resources among local resource users regardless of gender.
- To increase the District Capacity to analyze, implement, measure and monitor the impact of the strategy.
- To network and share experiences.

A woman and her girl-children harvesting rice at Mbunjumvuleni village



1.8 Workshop Timetable

The last part of the introduction was the workshop timetable which was visualized on the flip chart, discussed and accepted without any amendment: The timetable is contained in Table 1.

Table 1: Workshop Timetable

Day one

| Day/Time | Activities | Responsible Person |
|--------------------|--|---------------------------|
| 830 – 1030 | Registration, Introductions, workshop norms, Expectations / Fears Workshop objectives Official opening | REMP Facilitator DC |
| 1030-1100 | TEA BREAK | ALL |
| 1100 –1230 | Key Gender Concepts related to REMP activities personal case experiences | Rose Mjema |
| 1230 – 1300 | Policy, conventions and regulations related to gender | Rose Mjema |
| 1300 – 1400 | LUNCH BREAK | ALL |
| 1400 – 1530 | Rationale for gender in REMP Identification of gender gaps in the Project LFW (in groups) | R. Nandi |
| 1530 – 1630 | Presentation in Plenary | P. Mwambeso |
| 1630 – 1700 | The days evaluation Closing | R. Nandi Rose Mjema |

Day two

| | | |
|-----------------------------|--|----------------------|
| 13-2-01 830 – 930 | Recap for Day one | R. Nandi |
| 930 – 1030 | Prioritize the identified gaps in plenary | Facilitators |
| 1030 - 1100 | TEA BREAK | ALL |
| | | |
| 1100 – 1300 | Building the strategy (group work) | Rose Mjema |
| 1300 - 1400 | LUNCH BREAK | ALL |
| 1400 - 1630 | Presentation and discussion in plenary | R. Mjema |
| 1630 – 1700 | Summary of the workshop Workshop evaluation | R. Mjema R. Nandi |
| 1700 - 1830 | Workshop closing | DED |

2 Selected Key Gender Concepts Related to REMP

This section covers selected key gender concepts of relevance to the activities of REMP. This was the starting point of gender sensitization process. The aim of this session was to open up participants eye on gender language and use them in their daily life. The session started by brain storming, in which participants were divided into two groups according sex. Two questions were given for discussion in groups and presented in plenary as follows. The aim of this exercise was for participants both men and women to conceptualize the activities carried by women and girls and those of men.

1. **Question for women - Because we are women we do the following activities.**
2. **Question for men - Because we are men we do the following activities.**

The two groups presented a number of activities, on a flip chart, which were discussed under the direction of the facilitator. The men and women asked themselves whether activities said to be done by one gender can similarly be done by the other gender. After an intensive discussion participants came to agreement that men or women can do all the activities from washing and cooking to leadership and decision-making and even heading the house. Female-headed households were some of the examples given to show that women can also take the role the head of the household. The biological roles of pregnancy, breast-feeding and child delivery were defined as sex specific. It was also noted that while women start their busy working day at 5.00 A.M up to 11.00 P.M, men start their day at 7.00 A.M. to 8 P.M. It was noted that the majority of men in Rufiji spend most of their time playing ‘Bao’, a very popular game on the coast. The young boys are usually engaged in fishing. Wives are usually the breadwinners who have to look for food for the family. Men are generally very domineering.

In concluding the session it was stressed that, taking away the misconception that there are male and female activities will increase the equitable sharing of roles and increase women participation in leadership and decision making process as well as in ‘wise use’ and management of the Natural resources.

This exercise was followed by the discussion of gender concepts. Participants were randomly selected and given a VIPP (Visualized Participatory Programme) card containing one concept. The facilitator named the concept and the Participant with the relevant card gave his/her understanding on the concept. Then the rest of the participants shared and finally the facilitator summarized the meaning and visualized it on the flip chart as follows: -

2.1 Gender and Sex

Sex - There is a conceptual difference between gender and sex. **Sex** is the biological differences between men and women. This is a permanent feature in which one is born a man or a woman, there is no choice and cannot normally be changed.

Gender - **Gender** is social relationships built by the respective society. The relationships are usually built through socialization immediately the child comes to the world. The boys are socialized to a masculine behavior of ownership, management and control while a girl is socialized to a feminine behavior of submissiveness and other specific tasks related to reproductive roles. The society therefore forms the standard for a woman and that of a man. Doing otherwise one is seen as abnormal. ‘Jando and Unyago’ are the famous traditional institutions where socialisation for males and females takes place.

It was stressed therefore that,

- Gender is a socially determined and ascribed relationship between females and males
- These relationships are influenced by culture, religion, politics, ethnicity and place.
- The relationships are also socially constructed, not permanent. It can therefore be changed by the same society.

2.2 Gender Relations

Gender relations describe the position and relationship between males and females. It is an analytical concept that helps to make us aware of the needs, interest and the concerns of different social groups. An understanding of gender relations can help to clarify the best means to use in order to promote equitable sharing of resources and leadership positions.

2.3 Gender and Sex Roles

2.3.1 Sex roles

These are the biological activities done by a particular sex category. These roles are based on the characteristic of a particular sex. Pregnancy is for example a female sex role. Only members of the female sex may bear children or breast-feed. Participants were called upon to see the added responsibilities women have in reproduction as it greatly affect their effective contribution in production and the management of the natural resources.

2.3.2 Gender Roles

These depict the activities ascribed to males or female on the predetermined social differences. It is these roles which place one sex in a subordinate position. Gender roles, unlike sex roles, are interchangeable within the two sexes. Gender roles also include the *Community roles* - These are activities done in self-help schemes in school building, road construction, and social support services such as wedding and burial ceremonies. In this case again experience shows that, even where both sexes participate like in funerals, women would take the role of crying, singing fully covered with their 'kangas' on the floor. Men would sit outside discussing different issues sometime not even related to the occasion.

Community management roles – these are activities related to management and leading roles. This is where major decision making processes take place. The general concern was 'to what extent do women participate in the decision – making processes in the community?'

Do they participate in the same manner as men? How about the boys and girls? The discussion showed that 25% women seats in the village government are very small to ensure effective women's participation in issues of concern to them. Participants were called upon to wear gender lens to ensure meaningful changes in other Rufiji villages like that of Jaja where women representation has been increased to 50%.

- *Reproductive Roles* – these includes child bearing, pregnancy, delivery and breast-feeding. These activities are physical roles of women. The second level of the reproductive role is child rearing. Here men and women can join hands. However here again women and girls are the main people responsible.
- *Productive roles* – these are income-generating activities done for the production of goods and services. All social groups, women, men, girls, and boys do different activities although the control of benefits and resources are biased to men more then to the other groups. Examples in Rufiji communities show that while men do the fishing for sale, women deal with the small fishes

basically for food consumption popularly known as ‘uduvi’. The need for women to enter into more financially rewarding activities was stressed by participants of both sexes as a way of building economic power among women.

2.4 Gender Division of Labour

This is an overall social pattern where women are allotted one set of roles and men another set. In practice discrimination against women in gender division of labor means are mostly confined to the more menial, low skilled, monotonous and low paying jobs, or activities with low status in the society.

2.5 Gender Needs

These are needs, concerns and interests of different social groups. If these are not taken care of a gender gap normally exists among the social groups. In Rufiji society, like many other communities, women and girls are often ignored either in education, decision making processes, in community leadership etc. Two types of needs were discussed. Practical gender needs and strategic gender needs.

2.5.1 Practical gender needs (PGN)

These are basic welfare needs or basic needs. These respond to the immediate perceived necessity which tends to fulfill needs such as food, clothing, housing and health. After getting the immediate needs a person strives for high level needs. Generally it was noted that women usually strive for basic needs while men look for more strategic needs.

2.5.2 Strategic gender needs (SGN)

These are needs geared toward empowering the disadvantaged groups particularly girls and women. Some of the SGN includes: -

- The right to own land
- Access to productive resources
- Economic empowerment
- Participation in decision making and leadership positions
- The need to question the patriarchal structures which accelerate subordination and oppression of women, girls and other social groups in the society.
- To build gender capacity in the community to see the need for by-laws which can check on customs and traditions oppressive to any group in the society.

2.6 Gender Gap

These are social differences which originate and are maintained in a given society by systems of gender discrimination. Through such discriminations women are nurtured at the level of traditions and social practices. In many cases it is also supported by discrimination against women in official administrative practice. The gaps manifest themselves in the various spheres of human life. Gender analysis brings to surface the existing gender gaps as a problem. A gender strategy is built in the identified gaps in any intervention.

2.7 Gender Stereotyping

This is a process where society put one sex together based on the ascribed roles to them. This is all about socializing women and girls that they are all the same. They cannot fish in the river, cannot make good decisions, cannot lead the house, the office etc. Is an image or character fixed to a

particular sex and accepted as real even if it is not reality. This wrong perception is at all levels. It is at the family, community, institutional and policy levels. Some of the decisions at these different levels are biased on this wrong premise sometimes unconsciously. For example a female staff in a meeting would be called to help in the serving her fellow male staff. Gender sensitivity is called for in all activities.

2.8 Gender Sensitivity

This is a process where constantly gender concerns, interest and needs of men, women, boys and girls are taken care of at all levels. One is conscious and sees with gender spectacles the need to integrate gender in all aspects and at all levels.

2.9 Gender Analysis

This is a process where issues are clarified and gap identified. It looks at the existing relationships not only at the individual and household level but also at community and institutional levels. Gender analysis also brings into surface the difference needs of women, men, boys and girls, which are of importance to the management of natural resources and ‘wise use’ of the same.

2.10 Gender Planning

Gender planning takes care of all the social groups in the area of intervention. It questions who is doing what, who will do what. Who is the target group, and whether the target group is featured. It is always important for the planners to bear in mind ‘who they are planning for, the facilitator stressed.

2.11 Gender Budget

A budget is what the government, community or the family will spend its money on to achieve the identified priorities. A gender budget is a budget that is fair to men, women, boys and girls. It considers both biological differences and other differences between the social groups in the society. It is therefore expected that a gender budget will be initiated in Rufiji District and in REMP activities in particular at all levels of the project. It will also include women in the budgeting process as important users of the natural resources.

2.12 Gender Sensitive Indicators

Gender indicators are pointers or tools that measure the impact of any planned activity or set goals as they affect men, women, boys and girls. They also help to ensure that gender equity and equality as well as women empowerment is taken care of. The indicators take note of both qualitative as well as quantitative impact and are expected to produce gender desegregated data and information. The indicators should measure whether the target group has benefited in the said intervention as planned. In the process of discussion the Facilitator stressed the need to avoid words like *many people* are benefiting from the wise use of the natural resources, the *community or stakeholders* are now attending village meetings. These homogeneous words may not represent all the social groups. The evaluated impact may not be real. Gender Indicators are therefore important in any REMP monitoring and evaluation activities. Indicators are usually prepared according to what one want to measure – what impact. Some examples of gender indicators are given below.

Table 2: Examples of Gender Indicators

| Factor | Gender Indicator | Means of Verification |
|--------|------------------|-----------------------|
|--------|------------------|-----------------------|

| | | |
|---|--|--|
| Wise use of Natural Resources | a. The % of women, boys, girls and men use the natural resources available for income generation fishing, bee - keeping, etc) | Use a questionnaire survey to identify the user per gender. |
| Access to information and training on wise use of N/R | <p>a. The % of men/women time use in reading or getting in touch with the available information on REMP.</p> <p>b. The % of women and men attending NR training courses and applying the lessons learned.</p> <p>c. The change of behavior in terms of use, advocating the wise use of NR resource among different social groups</p> | <p>Conduct time – tracer study for women/men workload and measure the time remaining for reading, accessing information. Consult participant’s lists and follow-up their activities in their respective villages. Disaggregate data on gender lines.</p> |

The important issue at this stage is to ensure that the strategy is accepted and people are sensitive so much that the tools used, whether they are visitation, questionnaire, workshops, research, come up with intended impact both qualitatively and quantitatively.

It should be noted that, development of gender indicators is an exercise of its own which requires time and further study to develop gender indicator instruments which measure the milestone shown in the strategy.

3 International and National Gender Related Policies and Regulations

The Chief Facilitator gave a mini – lecture on international and national policies and laws. She looked at the International and National policies especially the National Constitution.

3.1 International policies

Tanzania has ratified various UN conventions that enhance women’s status in the society. All together there are 14 UN resolutions which are of direct relevance to women, of central importance is the “Convention for Elimination of all Forms of Discrimination Against Women’ (CEDAW) adopted in 1979.

Since 1975 there have been four world conferences on women. The conferences provided guidelines and frameworks for women’s advancement and governments like Tanzania committed themselves to these recommendations. These were the *Mexico women meeting of 1975*; *The Nairobi meeting of 1985* and the latest famous *Beijing Conference of 1995* which produced a ‘Platform for Action’ focusing on the following main issues:

- The burden of poverty on women
- Equal access to education and training
- Health care and related services
- Violence against women
- Inequality in economic structures and policies
- Power sharing and decision making
- Mechanisms to promote women’s advancement
- Human rights of women
- The role of media
- The environment

Other gender related conventions include the ‘Convention on the Rights of Children (CRC).

3.2 Convention on the Right of the Child (1990)

This Cairo convention defines the right of the boy and girl child among all the countries that have signed this convention. Tanzania is one of them. Some of the rights stressed are:

- The right to proper education
- The right to live a decent life
- The right to be protected
- The right to be heard etc.

3.3 Tanzanian Policies and Regulations

The existing legal framework in Tanzania has three forms that act in parallel and guide everyday relations between men and women. These laws are:

- The statutory laws based on the British legal system
- The religious law
- The customary law

Conflicts often arise between these in matters such as marriage, inheritance, and property rights. The laws often work against women, especially at the lower levels of the system. On the whole these are dominated by male power. A number of laws are under review. The priority has been given to the Law of Marriage and the Law of Succession or Inheritance.

3.4 Tanzania Constitution

This is the mother law. It stresses human equality regardless of race, tribe, religion and colour. It does not however specify the equality of sexes. There is no Law of Equal Opportunity to protect women and serve as a weapon in their struggle. The constitution is also under review. Nevertheless the constitution stipulates clearly the country's direction, the powers of head of the State and how to elect members of Parliament. It also stipulates clearly the Constitutional rights for her citizens. The following are some of these rights:-

- The right to be born and the right to live a decent life.
- The right to work
- Freedom to acquire and control wealth
- Freedom of speech etc.

3.5 Natural Resource policies and laws.

National Government commitment to equality of genders in natural resource management is outlined in many new policies and strategies including those listed below. The mandate and responsibilities given by the national government to civil servants and donors regarding policies and strategies towards gender equality are clear in the following documents:

- National Poverty Eradication Strategy,(June 1998) Pgs 27 (vii &viii), pg 26(vii) Pg 24(vi) , Pg 25 (v), Pg 30 (viii), Pg 41 (iv), pg 45 (v) , Pg 51 (3.1.9)
- National Agriculture and Livestock Policy (1997),
- National Beekeeping Policy (1998)
- National Wildlife Policy (1998)
- National Forest Policy (1997)
- National Fisheries Policy (1998).
- The Tanzania Land Law of 1999. (Land Act and Village Land Act).

The newly enacted land laws (May 2001) insist on the right of every citizen and the freedom to use and control the land. It however has a gender gap when it refers to traditional land laws. The law says that the right to own land is left to the customary law. Yet the customary laws are well known for protecting the patriarchal systems in which women and the girl child are not counted in the land ownership. Amendments are still being worked out in this area.

Forthcoming laws such as the Forest Bill and the new guidelines on Community Wildlife Management will provide for equality of genders in management of these resources.

3.6 The New Sexual Harassment Bill of July 1998.

The law aims at protecting women and children from sexual harassment, rape and other related mistreatment of any group in the society on the basis of sex. The concern during the discussion is the lack of awareness about this law among the majority of our people in Rufiji. This is a gap because it may not benefit the target group as expected. The example of a 16 year- old daughter who was sexually harassed by her own father is a case in point. Information has it that instead of handling the case in the court of law the case was taken back to the community. It is feared that justice will not be done because of the biased patriarchal systems in the community. It was noted that lack of important information is a problem to be taken care off.

This mini lecture was concluded by a quotation from a gender workshop held in Singida 1998 it says:

*‘There is no information about gender in the District.
The Councillors and District management are not informed of the various gender related laws and regulations. How can they protect the different victims in the District?’*

The Chief Facilitator asked participants to think about this question:-

“Here in Rufiji, how informed are the leaders and community on human rights and the different laws that protect them?”

4 Rational for a Gender Strategy in REMP

The aim of this session was to consider why having a gender strategy is important for the project and why there is a need to use a gendered approach in REMP activities. The discussion started with a question from the facilitator on ‘why is gender an issue in development?’

4.1 Why is a gender strategy also a development strategy?

In her introductory note, the Facilitator said that:

- By its very nature the society has a gendered structure. Therefore for any meaningful development intervention gender approaches cannot be ignored.
- People have different interests, needs, attributes and concerns, they are not homogeneous. Implementation of any plans and programmes need the involvement of men, women, boys and girls.
- Gender addresses different groups regardless of sex. It is a strategy that brings about sustainable development as it analyses the underlying gaps that constrain the effective contribution of people to their household and community development and the national at large.
- The Facilitator finally stressed that justice for men and women needs to be part and parcel of the development process. Marginalising one group not only increases dependence and poverty but also gravely violates rights of that particular individual.

4.2 Why have a gender strategy for REMP?

Participants were then facilitated to discuss the rationale for a gender strategy in REMP activities. A number of issues were mentioned and posted on the flip chart for plenary discussion. The Facilitator summarised the points as follows:

- Women and men are the implementers of the project. That is, the role of natural resource management touches both men and women.
- The benefits should also reach all the implementers – women and men, boys and girls without discrimination. Without a gender strategy some groups will be left out especially the marginalised groups in the society.
- The ‘Wise use’ of natural resources aim at enhanced livelihood. This strategy can get all the groups on board.
- To ensure effective implementation of the project plans women, who are the majority of the population, cannot be overlooked.
- As owners of the project both men and women must be part and parcel of the project.
- Natural resources touch all the social groups in the community; to protect, to control and to develop the project is the responsibility of all.
- It will help to change the over-burdening women as illustrated below and increase the sharing of responsibilities in the community and increase efficiency of women on the ‘wise use’ of the natural resources.



5 Gender Gaps and Opportunities in REMP

After gender awareness sessions, participants were called upon to identify the existing gaps and opportunities in the project plan. This was the starting point in the building up of the gender strategy. Participants were therefore divided into six working groups according to the six result areas in the log-frame and plan. The six groups presented their findings in plenary. With inputs from other groups the following are the gender gaps and opportunities identified by participants as shown on Table 3 below.

Table 3: Gender Gaps and Opportunities Based on the Work Plan – 2001.

| RESULT AREA | GENDER GAPS | OPPORTUNITIES |
|--|--|---|
| 1: A knowledge base to support env. planning and sustainable development established. | All social groups not involved in the planning process | Groups are at the villages if capacitated can participate. REMP is ready to co-operate and will be delighted to widen its contact base. |
| 1.1 Natural resources assessed | Apart from the few selected representatives the villagers in general are not aware of the natural resource assessments little feedback to villagers | The representatives who participated are there and could inform the wider community. REMP is willing to continue showing representatives further methods for communicating with their fellow villagers. |
| 1.2 Key social economic and cultural factors assessed | Not all the social groups in the community were represented on all occasions | Men, women, girls and boys are all available in their respective villages. REMP can continue to challenge the reasons for leaving women in the fields/working while men attend the meetings. REMP can continue to try to hold meetings and events at times and in places (e.g. in the fields) that suit women better. |
| 1.3 Land use and environmental factors assessed | Women representation poor. 25% in the village government continue to oppress them. Lack confidence to take forms for village leadership. | Can pass some local arrangement including women to take leadership forms for election Jaja village is a case in point where they were able to encourage women who now make 50% in the village government |
| 1.4 Information resource Centre established and being effectively used | Is not effectively utilized because of geographical location of Utete Many villagers are not aware of the library. Information on gender is limited in the Resource library. Lack of staff in the centre | Other villages could follow example of the pilot villages. Councillors are aware of the centre. Other Institutions have a lot of information on gender, can be consulted. The District and REMP are there to co-operate. Ward education co-ordinators are there can be encouraged to revive their libraries and give teachers regular information and encouragement. |
| 2: Key stakeholders aware of the env. values, lessons learned and using information to improve management | Wards and Districts were not effectively involved. Many male leaders not gender sensitive. Women not encouraged to participate by males. | Groups are there at the wards and District. Government leaders are ready to take part. Lessons learnt from Jaja village can be communicated to others. |
| 2.1 Promote the use of resource management information at ward, district, regional and national levels. | All groups at the Wards and District not involved. Women leaders not gender sensitive | Reports are there, gender strategy in making Leaders at different levels are there. |

| RESULT AREA | GENDER GAPS | OPPORTUNITIES |
|---|---|--|
| 2.2 Local communities aware of NRM and conservation, problems, benefits of improved management and willing to take action | Information not gender disaggregated to show male/female who are aware. No clear indicator to measure community understanding of the results. The awareness programme is just Beginning in 2001 More women are illiterate than men. | The existing indicators can be genderised to catch all the social groups. Awareness methods which appeal to and accessible to both genders can be used more e.g. drama, art, music. |
| 2.3 Promote use of the Information internationally and nationally. | Most of the reports and information did not integrate gender in a systematic way. Gender activist NGOs are not included enough in the network. The project is still young to promote lessons learned. | The reports are there. The process is an ongoing activity. Gender can be incorporated in the process. National NGOs are there and ready to share experience and materials. |
| 3.0. Improved capacity of key stakeholders and local institutions for NR management and conservation. | Gender capacity missing among the stakeholders. | The gender strategy can accommodate this. |
| 3.1 Counterpart and key government staff employed within the district with improved environment management knowledge and skills. | Gender knowledge missing. Most government staff lacks capacity in Gender skills. Most Government staff are males who are not gender sensitive. There are very few women staff in middle officer positions in the District. There are no women in senior positions in the District council. | The strategy has room for capacity building for key government staff. Some key Government staff are gender sensitive and willing to change. Some Governments staff have some gender skills. |
| 3.2 Equipment and facilities to enable improved environment management provided. | Some of the equipment and facilities are not gender friendly. | The equipment is available This workshop has availed gender specs in REMP. Women and men can be consulted about the choice of equipment. |
| 3.3. Counterpart and key government staff employed within the district with improved environmental management knowledge and skills. | Lack of gender awareness among key players. We talk about gender sensitisation as something to do in the villages but do not apply it to our own lives. | The gender strategy can take care of that. Key players can be challenged to change their attitudes and actions. We can challenge ourselves to make changes to our habits e.g. when looking for casual labour look for women first, learn women's real names not that of their first born, hire women as district staff, don't use female officers and secretaries as tea/food providers at meetings. |
| 3.4. Educate resource users in environmental management | The users are generalised. Women may be overlooked. Women are less literate and shy than men. Gender focused materials not planned for. | The process is to continue after 2001. Education materials can be revisited to mainstream gender. Education methods can be designed for illiterate and semi –literate users. |

| RESULT AREA | GENDER GAPS | OPPORTUNITIES |
|--|--|--|
| 4.0. Environment planning and monitoring process and initial environment plan developed | | |
| 4.1 District environmental management plans developed. | District plans overlooked gender issues | The existing draft of the environmental management plans is being gender scanned by this workshop. The next planning workshop can incorporate gender considerations into its deliberations and products. |
| 4.2. Pilot village environmental management planning developed | Women not confident. Unable to share their opinions. Men speaking on behalf of women in meetings. Men sneer at women during meetings and scare them from speaking. | Technical workshops giving women 50% of the places should continue. Some scouts are female, they give others confidence. Capacity building skills can be incorporated for women. Some women are in village committee and can give others information and encouragement. Men can be urged not to interrupt and respect women when participating in meetings. |
| 4.3. Environmental and social economic monitoring | Men control the big share of the economy, women do not feature in the project results. | M & E is being reviewed, room is there to incorporate women in the process. |
| 4.4. Legislation and policy issues. | Gender related policies are not known. They are overlooked and not considered adequately in the implementation of environment management plans. | The developed gender strategy Implementation of the EMP while taking serious consideration on national policies, gender policies can get room on that. The laws are there (sexual harassment bill) There is some will to take gender issues into consideration. |
| 4.5. Environmental planning integrated with other district and national planning and policy mechanism. | Gender related policies not integrated into District decision-making systems/bodies. | Policies are in place to integrate gender. Leaders can be challenged to implement those policies. Gender –sensitive men in high positions can be reminded about these policies. |
| 5.0. Wise use activities researched developed piloted and developed. | A large % women are not active participants in the wise use of NR. | Women as major potential users of the NR. are there and willing. There are women beekeepers in Rufiji for the first time. There are women scouts in Rufiji and the District and communities can be reminded of how unusual this is and be encouraged to follow suit. Women potential trainees and actual trainers in wise use activities. Women have been very successful in tree care and in showing others how to do it. |
| 5.1. Investigate enabling environment for sustained use activities. | Implementation has been slow. Good proportion of men is also not in NR. wise use. | The gender strategy in making. |
| 6.0. Project effectively managed, monitored and evaluated. | Decision making mainly done by men. Women not aware of their rights in the project. Lack of gender sensitive indicators. | 2001 Plan is there and annual meeting for M & E is scheduled. Gender strategy is being put in place Monitoring indicators exist, gender indicators can be worked out. Ground work has started. |

6 Gender Mainstreaming Strategy Developed

After the summary of Day One which was facilitated by Mr. Nandi, participants in plenary started to prioritise the identified gaps. In each Result area, at least two gender gaps were identified in which the strategy was to be based. In their groups again, participants started to prepare the strategy. A guideline and format of the strategy was given by the Chief Facilitator to be followed by each group. All the groups presented their section in plenary where all the participants and the facilitators discussed the strategy in making. The product of the two days workshop is contained below.

| Result area | Identified Problem | Activities | Target Group | Responsible Persons | Time Frame | Indicators |
|-------------|---|--|--|---|---------------------------------|--|
| I | Not all social groups are effectively involved esp. women. | 1. Enact by laws. | Men Women | Village Govt, Ward & District management | By Oct. 2001 | By-laws enacted Women in village Govt. Increased to 50% |
| | | 2. Sensitisation meetings and w/shops for different groups organised | Youth, Women groups, religious Opinion Leaders. | Management at all levels, REMP | From July 2001 ongoing | Minutes & reports produced Women attend and talk in meetings |
| | | 3. Study tours at the Pilot villages | Different Social groups | AS ABOVE | May-2001 Ongoing | |
| | NR reports and gender related information do not reach all target groups | 1. Inform people through the popular traditions system (poems, drama etc.) | Men, women, boys, girls | Village leaders and REMP | AS ABOVE | Share of roles – M/F NR efficiently managed. |
| | | 2. Enact by-laws to facilitate women & men attendance in meetings. | AS ABOVE | Villagers and Village Govt. | By Oct 2001 | By –laws in place Women attendance increase. |
| II | Lack of gender awareness among leaders at all levels | 1. Build a gender team from the village to district levels | Different Social groups at all levels | Village government DED, REMP | Between may-October 2001. | Gender team in place |
| | | 2. Circulate gender related information pamphlets and the gender strategy. | AS ABOVE | REMP Participants at gender workshop. | Ongoing | Leaders more supportive to women issues |
| | | 3. Conduct gender workshops for District leaders | DMT Religious & Opinion leaders | Village Govt. DED REMP TGNP | Between May and October | Gender issues incorporated in decisions. |
| Result area | Identified Problem | Activities | Target Group | Responsible Persons | Time Frame | Indicators |

| | | | | | | |
|-----|---|---|--|---|------------------------|--|
| III | Working tools not gender friendly. | Conduct gender-balanced meetings to identify needs of different groups. | All social groups in the village Key stakeholders | REMP NR/Committee, NGOs Village Govt. | June 2001 Ongoing | Report of meeting |
| | | Plan to acquire the tools and distribute them accordingly and educate on gender positive use. | AS ABOVE | AS ABOVE | July Ongoing | Equipment according to gender needs available |
| | | Identify & review village gender oppressive regulations/customs Pass gender supportive by-laws. | Traditional Leaders, Youth & Women groups | Village Govt, Opinion leaders, NR Committee, Traditional Leaders, the Community | May Ongoing | By –laws in place. Oppressive Customs regulated |
| | Gender related Institutions NGOs overlooked. | Identify and communicate and network with Institutions/NGOs dealing with gender related issues. | Relevant Institutions/ CBO/NGOs at National, District and community | REMP NR Committee | May Ongoing | Institutions identified Networking Schedules in place |
| IV | Women not giving opinions in meetings | Conduct awareness meetings. Start drama, music groups. | All social groups in the community. | Village leaders, Participants in gender workshop, youth & women groups | From April- Ongoing | Drama groups in place. Women attend and participating in meetings |
| | | Conduct sensitive meetings and give opportunities meetings to every women to contribute Sensitise men in meetings to value and encourage women opinions. | All social groups in the community. Men, women leaders at all levels. | AS ABOVE | May Ongoing | Increase women contribution in meetings Women confidently participate |

| Result area | Identified Problem | Activities | Target Group | Responsible Persons | Time Frame | Indicators |
|--------------------|---|--|---|---|-------------------|---|
| IV cont. | Gender policies and strategies not incorporated in REMP. | Select women friendly venue and gender conducive time | AS ABOVE | Village Chairperson. G/workshop representative | May Ongoing | Women fully participate. |
| | | Call meetings to report and strategize on the implementation of Gender Strategy. | DMT. Village leaders community members | NR. committee REMP Village leaders | July Ongoing | Minutes on the meeting Implement schedule in place. |
| V | Women not active participants in wise use of Norse. | Conduct gender awareness meetings to build women understanding on NR products. | Men, women boys and girls. | REMP, DLNREO | May Ongoing | Women participate on use and protection of NR. |
| | Division of labour biased in the basis of Gender. | Skill build women on fishing and bookkeeping activities. Initiate formation of fishing and bookkeeping groups on the basis of gender. | Women, Men and youth groups. | REMP NR Committee | May Ongoing | AS ABOVE Women participate in fishing and beekeeping effectively. |
| VI | Customs and traditions, a cause for women and men poor participation in NRs. | Conduct PRA to identify unfriendly customs and traditions on the basis of sex. Establish or use traditional groups for gender sensitisation (dances, drama, songs) | Community members. Traditional leaders. Youth/Women groups. | Opinion religious leaders, leaders at all levels. REMP Existing Institutions. | May Ongoing | Effective participation of men and women in NR management . |
| | Women not giving opinions in meetings | All village meetings to be used as gender sensitisation forums make it a continuous process. | | | | Oppressive customs to women/ girls removed. |
| | Lack of Gender Indicators | Establish gender indicators Incorporate gender indicators in the existing indicators. Project evaluation to show the impact to men and women. | Women and men in the community | REMP NR Committee. Leaders at all levels. | May Ongoing | Gender sensitive indicators in place. Beneficiaries desegregated according to gender. |

7 Workshop Closing and Recommendations

7.1 Conclusion

The District Executive Director Mr. Fissoo officially closed the workshop late in the evening. Rose Hogan, the workshop co-coordinator expressed her appreciation of participant's attendance and their contributions during the two days workshop. She stressed that the gender sensitisation process has just begun and the process needs to continue. She asked each participant to think of how she or he could make a change to the position of women in relation to men in their own home, field or community. She suggested many examples such as:

- ✓ In the morning, the woman resting for an extra hour while the man sweeps the house, fetched the water and made breakfast.
- ✓ The earnings from selling poles, ukindu, chickens, eggs, doughnuts, fish, rice and other being left with the woman of the household or at least their use being decided jointly by the man and the woman of the household.
- ✓ Men doing at least as much field work as women.
- ✓ Men staying in the fields to scare the birds in order to allow their spouses to participate in community work e.g. membership of the village environment committee.
- ✓ Male District officers serving tea in meetings while the few women officers who exist are given time to participate fully in the proceedings.
- ✓ Women letting men do cooking, cleaning, weeding and praising them for their efforts rather than laughing at them.
- ✓ District staff seeing and addressing women as individuals not as a group "Akina Mama".
- ✓ Women learning how to speak clearly (express themselves) at meetings and improving their reading and writing skills.

She said that making such changes could be a very enjoyable way of reducing drudgery and learning about each others lives. Both women and men would be learning new skills and progressing in their self- development. The next generation, the children watching these changes, would accept the changed roles as norms for their own lives.

The closing session was attended by the CTA Dr. Olivier Hamerlynck and a visiting team from the Belgium Embassy.

The Project Manager welcomed the DED to make a closing statement. The District Executive Director started by thanking the organisers for a well-planned and timely workshop. He thanked the participants, especially the villagers, for spending their important two days in skill building. He commended the objectives of the workshop saying that gender sensitisation and a gender strategy for Rufiji comprise a development strategy because of the tradition of Rufiji men of over working and over-using their women. He commented that he has often asked himself about the whereabouts of Rufiji men. It is always either women and girls who are going to the farm or boys who are going fishing. "Where are the Rufiji men" he called and stressed.

The DED called upon all the Participants to make use of the two days learning experience as a starter for behavioural change. "Having a strategy is one good step but implementing the plan is another", he stressed. His main call was for participants to ensure implementation of the strategy. "Start working on

negative traditions which limit the effective participation of women in development by oppressing and over-burdening them” he advised.

Lastly he thanked the facilitators for their good work and called upon all the District officials to see the need for gender-sensitisation training for effective development of men and women in Rufiji. He assured the Chief Facilitator that there would be more networking with TGNP in future.

Councillor Hon. Mtumbuka, on behalf of the Participants, presented a vote of thanks. He promised that the participants would become good ambassadors by changing their own behavior and by informing the people they represent about what they have learnt.

The Chief Facilitator finally gave her appreciation for the co-operation and effective participation from the Participants, Co-facilitators, the Secretariat and workshop Co-ordinators. She also thanked REMP management for making her part of this important sensitisation process. She concluded that TGNP is ready for future networking with the District.

7.2 Recommendations.

The District and REMP initiative to sensitise key stakeholders in the project is an important initiative that cannot be overlooked. We have seen the importance of gender in the management and wise use of the Natural resources. We have also noted that gender involves ascribed social relations and roles strongly built in a patriarchal system. For the Rufiji community to realise change of behavior among her dominant men and dominated women, a continuous and systematic gender sensitisation is needed. As mentioned earlier this workshop should be taken as an eye opener. All the directors and staff in the district need this awareness and more at the community and down to the household level.

For effective implementation of this strategy every body needs to understand and accept the gender ideology.

Apart from the sensitisation exercise the following outputs were also realised from the workshop:

- Identified the existing gender gaps and opportunities in the project plan in the six key result areas in the programme.
- Prioritised the gaps into ten key problems.
- Prepared a gender strategy to address the selected ten gender issues.

Other general outputs from the workshop, in the process of discussion and in the review of some of the project reports, which need to be stressed for the effective implementation of the strategy are as follows:

- Build structures which accommodate all social groups in the community e.g. by-laws and gender teams can be instituted at all levels (district, ward, village and sub-village.)
- Each result area in the present and future plans, of REMP, District, ward, village, sub-village, should integrate gender concerns.
- All Terms of reference in the studies and researches for the project should include aspects or experts on gender.
- Strengthen networking for gender information with other NGOs and relevant Institutions in Rufiji and outside.

- Build women's capacity in leadership skills and economic empowerment for effective NR management and use.
- Take an interest in the customs and traditions that humiliate any social group
- Form and encourage traditional artistic/social groups for performing drama, songs and video shows for gender awareness raising.
- Include women, men, boys, girls in meetings, leadership, in plans, in different committees and in decision-making.
- Conduct specific sensitisation meetings for the youth, religious leaders existing institutions and opinion leaders.
- All project evaluation should include the target groups (male and female, boys and girls.) to measure the impact in terms of benefit.

A strategy is just a guide to direct the mainstreaming of gender into REMP activities. It is expected that an implementation schedule including the cost estimate will be prepared by the respective responsible persons identified in the strategy under the guide and co-ordination of the REMP desk officers and District management at large. Finally REMP, as part of district development strategy, needs to integrate gender in her district plans for effect implementation of the strategy. A separate District gender mainstreaming strategy for the district needs to be developed.

As commented repeatedly by the participants, time was a serious constraint in trying to meet the objectives of the workshop. The two days were short for the exercise. This is why the participants were not able to go into the details of costing the activities in the strategy. The ideal time suggested could have been a minimum of three days. It is hoped that REMP and NRM will fill in the noted gaps.

8 Appendices

8.1 Appendix 1: Names of Participants

| NO. | NAME | SEX | ACTIVITY | AREA OF WORK |
|-----|----------------------|-----|--------------------------------------|-----------------|
| 1 | Ali .O. Mnete | M | Farmer | Jaja |
| 2 | Bakari .M. Nyuki | M | Farmer | Mbunjumvuleni |
| 3. | Yusufu .A. Nyamuguni | M | Farmer | Mkongo |
| 4. | Kaimu .H. Mkwanywe | M | WEO | Mkongo |
| 5 | Zamda Abdalah | F | Farmer | Mtanzamsona |
| 6. | Aggrey Mwakanga | M | Acting DALDO | Utete |
| 7. | R. .V. Mwipi | M | WEO | Mwaseni |
| 8. | Uwesu .S. Mbembeni | M | WEO | Mwaseni |
| 9. | Silanga .O. Seifu | M | Councillor | Mbwara |
| 10. | Maulidi .H. Mtumbuka | M | Councillor | Umwe |
| 11. | Moza .J. Gogomeko | F | Councillor | Mchukwi |
| 12. | Bofi .A. S. Mpili | M | Hospital Matron | Utete Hospital |
| 13. | Agatha .V. Mkikima | F | Nurse | Utete Hospital |
| 14. | Tuakeje .J. Samata | F | Farmer | Mtanza -msona |
| 15. | Hadija .A. Ngingo | F | Farmer | Mbunju -mvuleni |
| 16. | Juma .A. Lipwemwike | M | WEO | Maparoni |
| 17. | Fortunatus Ndasi | M | D.Sports and Games Officer | Utete |
| 18. | Ilhamu .A. Mtimbwa | F | Small business | Jaja |
| 19. | Mohamed .S. Ngotiae | M | Farmer | Jaja |
| 20. | Cecilia Hemedi | F | Nursing Officer | Utete |
| 21. | A. M. Nondo | F | Small business | Mbunju -mvuleni |
| 22. | S.O. Nindai | M | Natural Resources, Fisheries Officer | Utete |
| 23. | Juma I Mkungura | M | Ag. DGO | Utete |
| 24 | Abdalah Y. Ngwiwi | M | FAI | Utete |
| 25. | Mohamed S. Chande | M | Natural Resources | Utete |
| 26. | S.O. Msumari | M | Resident Engineer. | Utete |
| 27. | N. Tengeza | F | Office attendant | Utete |
| 28. | Nassir .O. Mmbaga | M | SCDO | Utete |
| 29. | Saidi Mtambo | M | DCDO | Utete |
| 30. | F. Ndozero | F | Teacher | Utete |

8.2 Appendix 2: Workshop Evaluation

Participants evaluated the workshop on a daily basis and at the end of the workshop as follows:-

1. *Level of participation in plenary and in groups.*
10% of participants evaluated the level of participation as very poor, and 90% saw it as very good or good.
2. *Exercises and energisers*
96% of participants were very happy with the exercises and energizers given. One person rated it as bad (4%).
3. *Ability of the facilitator to deliver the message to meet the expected goal.*
The message was very well delivered due to high level facilitation as rated by 90% of participants.
4. *Meeting of workshop objectives and expectations.*
To 8% of the Participants the objectives and expectations were not completely met. 92% however rated the meeting of objectives as completely met.
5. *Time management.*
As expected time management was very poor in terms of the scheduled time for closing each day. 60% rated it as bad. Only 40% found it good, may be because participants were very busy in their group work. The two days were observed as too short for a sensitisation and strategy formulation.

Generally however, participants showed a high level of satisfaction with the way in which the workshop was conducted. The majority were able to share their experiences. Even women from the villages participated without fear. In the process of building the strategy it was clear that they owned the formulated strategy.

8.3 Appendix 3: Reference Books

Environmental Management and Biodiversity Conservation of Forest Woodlands/Wetlands Project-May 1997: UCN. Rufiji District Council admin.

Gender and Development: The CEDPA Training Manual Series Volume III.

Gender and Development Policy, 2000 – Ministry of Community Development Women Affairs and Children.

Fuel wood and charcoal uses with possible alternative energy sources in Ikwiriri township and Mbunjumvuleni villages - Rufiji District-July 2000: By TaTEDO

Some Socio-economic Observation on Rufiji Flood Plain and Delta – July 2000: REMP.

Some Economic Roof Cause of Biodiversity loss in Tanzania: The cause of Mangrove Forest in the three Major Dental of Rufiji/Ruvu/Wami-1998: Mgaya; Sosevelle, Kulindwa.

The Use and Value of Natural Resources in Rufiji Flood Plain and Delta of Tanzania: Jane Turpie - November 2000.

Work Plan: January – December 2001 –REMP

Workshop Report on Gender Mainstreaming in LAMP and SCAPA Programme: Programme support Office. Tanzania – Sweden local Management of Natural Resources Programme – By Rose Mjema 1999.

Workshop Report on Gender Mainstreaming for Ulanga District Heads of Department – Year 2000: By TGNP (R Mjema).