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MROGORO/SHINYANGA RURAL WATER AND SANITATION PROGRAMME

WORKSHOP MATERIAL FOR WOMEN PARTICIPATION IN RURAL WATER
AND SANITATION PROGRAMME

TRAINING PROGRAMME ON THE PROMOTION OF WOMEN'S INVOLVEMENT IN
MROGORO/SHINYANGA RURAL WATER AND SANITATION PROGRAMME

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1.0 WORKSHOP MATERIAL FOR WOMEN PARTICIPATION IN RURAL WATER AND SANITATION PROGRAMME

1.1 Introduction

Participation of women in various development undertakings in societies is not a new phenomenon. Women have always been present but have remained invisible because they worked just like machines. They did and still do most of the work for household survival over which they had and have no say. However, the concept of women participation in active perspective is relatively new. A women's Decade was declared by the UN only fifteen years ago-in 1975, followed up by a conference in 1985 in Nairobi. These historical facts are significant in the sense that the interpretation of the concept of women participation in development is proving to be an exercise in itself. In Tanzania the concept of equal rights between men and women was introduced for the first time in 1967 through the Arusha Declaration and is now getting further attention. The Declaration of Women Decade in 1975 was appreciated and this appreciation was given more meaning by adopting the recommendations of the 1985 Nairobi Conference. In November, 1985 a Ministry of Community Development, Culture, Youth and Sports was formed. This Ministry had a Section on women. In October 1990 the Ministry was changed into the Ministry of Community Development, Women's affairs and Children with the aim of giving women further prominence. But still their participation in various projects, is not given its due attention even in areas like water and sanitation where they play a key role.

In the study undertaken on women involvement in the implementation of Morogoro and Shinyanga Rural Water and Sanitation programme, it was noted that the village leaders and even functionaries lacked appropriate educational and organizational techniques for effective mobilization of the villagers in general and women in particular. The gender issue was treated superficially. Women participation was looked more from physical presence rather than from other aspects including effective participation e.g. in needs assessment, planning and decision making. Women problems are considered as women problems rather than societal problems. This is fully reflected in the identified problems that hinder women's full participation in the programme.

- Women's heavy workload
- Women's restricted mobility
- Lack of organizational and management skills
- Subordinate position of women in the power structures of the village.
- Village leadership inability to solicit for support of women involvement among village members.
- Failure of village leadership to conceptualize how women should be involved.

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- Inadequate and insufficient training of extension workers in matters related to community participation and involvement of women.
- Sectoral programmes tackling problems of women participation from a sectoral rather than a holistic angle-i.e insistence on participation of women in VWSC's and not touching the other power structures in which the sectoral programme is integrated.

Two points can be concluded from the above overview: that sectoral approach to programmes is not likely to succeed and treating any project as a special project for women would be detrimental to enhancement of women status in achieving the aspired results. Women and men should be equal partners in needs assessment, planning, decision making and implementation. Understanding of gender issues is therefore very important for taking any measures that are intended for women's involvement in any programme. Awareness and understanding both men's and women's problems as well as anticipating their predictable reactions to the proposals are important. Such attitudes must be reflected in reasoned arguments leading to practical recommendations which, in turn, inspire confidence and enthusiasm. For instance it is worth noting, as pointed out by Cooper and Davidson (1982:82) that women have still to come out of the impacts of early gender stereotyping and socialization which affect them in a number of ways: internalized feelings of unequal abilities to that of men, particularly in performing male stereotyped tasks, learning to fear success, and lastly fearing to being assertive or aggressive or seeking power or control, lest they go contrary to the expected norms. Apart from their internalized feelings, they also equally suffer from gender bias treatment, as vividly expressed by Cooper and Davidson: (1982:82):

"For female managers, some of the stresses involved in dealing with male superiors tend to centre around the common assumption that women are poorly qualified, coupled with the finding that in order to gain additional support from their superiors, women have to succeed in being perceived as being more competent than their male counterparts."

Traditions organize reality. Relegation of women to subordinate role meant women's developing coping skills that are quite different from men. When one cannot dictate, one has to look for an alternative way of reaching the same goal. Women therefore work with their manipulative and nurturing skills. Because of developing different approaches, men and women tend to have their own ways of knowing things - ways that are gender biased. As the men's way is superior, and women's is subordinate, the men's way is therefore socially accepted as the

standard one. Hence, men tend to know only men's way while women have the advantage of knowing both ways but this fact is not socially accepted. It is therefore important for anyone dealing with women's participation issues in any programme to work with this understanding in mind as well as other issues that are related to women's workload which are relatively easy to notice. Until and unless functionaries or other persons dealing with issues of women participation in any project have eyes and ears that are gender sensitive and are willing to put this sensitivity to good use it will be very difficult to push women mentally into it and get men to accept it mentally. Therefore any lasting solution calls for a mutual understanding and acceptance of each other as equal partners who are ready to learn from each other for the mutual benefit.

On the other hand women have long been the focus of development plans and activities which demand a many-sided approach: national commitment, relevant policies, adequate resources and women's involvement are essential. Often the failure of the benefit of projects to reach women or their negative consequences stem from weaknesses in the initial stage. To avoid this a thorough study should be done and be incorporated early in the formulation and design of projects. A combination of research, training, information and hard work should become a built-in component of development planning and programming of women's activities.

It is therefore necessary, in order to involve women in planning and decision making in relation to programme implementation and village level operation and maintenance of Rural Water and Sanitation Programme, to organize a short workshop for Community Development Workers in order to equip them with knowledge and skills on how to go about it. The workshop will focus on three major areas:

1. To discuss the importance and the need for women's participation in planning, decision making and implementation of Rural Water and Sanitation Programme.
2. To discuss the underlying factors that interfere with women participation in the programme as listed above.
3. To conduct a participatory action survey in a village in order to put in practical terms, theories that would be learnt during the initial stage of the workshop.

In order to realize these objectives the following areas will be covered through lectures, discussions and assignments:

- The concept of women's participation in development ✓ *Lecture*
- Organising women - How women should be organized ✓ *Lecture*
- How women needs should be assessed in rural communities. ✓ *Lecture*
- Process of decision making when women are being involved.
- The need for women participation in planning and implementation of programmes ✓ *Lecture*

A considerable time will be spent on data collecting instruments (participatory action approach) to enable participants to carry out action oriented research in villages. During the training session they will work on a related case study.

The workshop will be planned for three days at Regional level, one and half weeks at District level and two weeks at Ward level with the aim to equip the programme implementors with the idea and knowledge that in order for women's participation to be true the women who are the target beneficiaries of the programme should be involved in making the important decisions that affect them. These decisions should be based on relevant information regarding what they can do to change or improve their situation, planning out the details so that such change can come about, as well as implementing that plan. The three days will be spent with Regional Community Development Officers (RCDOs), Regional Community Development Officer in Charge (RCDOI) and resource persons and district personnel to discuss and make amendments to the content and mode of running the training programme. One and half weeks will be spent with District Community Development Officers (DCDOs), and District Community Development Officers in Charge (DCDOI), as trainers of CDA's to go through the training Programme. DCDOs and DCDOI will be trained by resource persons, RCDOs and RCDOI. Two weeks will be spent with CDA's to go through the programme - last two days will be spent on revision and adjustment of their instruments that would be used in collecting required base line information (socio-economic base line study as well as ways for women to participate).

As CDA's work in their respective villages, they will instill these skills in the VWSC, village leaders, and the women.

In order to give CDA's time to work on their information collecting instruments they would use in their practical field work, the training case study exercise and the field study exercise, will be handed to them on the second day of the first week of the workshop. The validity of the instruments will be discussed on the last but one day to give them time to ask questions and to make the necessary adjustments.

In the training stress would be placed on participatory action approach in getting correct and relevant information which will be the basis for making good and sound decisions, designing good plans, and implementing what has been planned. Hence, during the first few days of the workshop participants would discuss the importance and the need for women's participation and identification of areas of their participation in project planning. This will be supported by the introduction of participatory action research thus preparing the participants for the conduct of need assessment survey in a village. Further, it must be stressed here that research in the past has been treated as a very specialized activity only trusted to those who have achieved a certain level of academic training.

Throughout the first week and part of the second week participants will be expected to work on the instruments they will use for collecting socio-economic baseline data as well as other qualitative information regarding women involvement in needs assesment, decision making and planning.

1.3 Workshop Objectives

The workshop aims at providing the Community Development staff at different levels with the knowledge and skills on how to involve women in needs assessment, decision making, project planning and its implementation.

In order for these participants to be fully equipped with the necessary skills to operationalize the concept of the involvement of women in the villages, the workshop would be supplemented by "on the job" practicum in participatory action research cum planning in the villages by doing an exercise (case study) during the workshop, followed by a practical assignment to be done when they go to their respective villages, under close supervision of both District Community Development Officers and District Community Development Officer in Charge. A report is expected to be completed within three months (see 1.1 above).

On completion of the field work, the participants are expected to come out with a report on the socio - economic and political profile of the relevant villages and village plans based on conclusions and recommendations reached by both parties - participants and villagers. It is important that the trainers visit the participants in the course of carrying out their research. This would give them the opportunity for discussing problems encountered in carrying out the exercise as well as filling in the gaps, if any, of areas not fully covered according to the expectations of both the trainers and trainees. The visit should also serve as a monitoring mechanism for the trainers to see whether the theories learned during the workshop were really applicable.

As part of their training, the trainees will do some exercises based on the Boko - Mnemela Village Case Study on Participatory Research done for the WAFT Project (see case study). This exercise is expected to strengthen their theoretical knowledge and to expose them to cases related to what they will be doing in a few days time.

The participants would again be called for two to three days for intensive training on how to involve women at different levels of programme implementation. During this time there should be a minimum of lecturers or input from resource persons but it should rely heavily on practical experience and processing of that experience by anticipation, immersion in activities and learning from reflections of "hindsights".

1.4 Expectations:

Participants should have the desire to acquire more knowledge and idea to broaden and strengthen their capability of working together with the villagers considering the fact that their role demands time to live and stay with the villagers. They should also come up with specific information that will guide them to project identification, especially that directed to women's participation in Water and Sanitation Programme.

The participants are also expected to acquire the following skills:

1. How to formulate project ideas with the villagers, particularly the village women as recommended by the results of the study done on the involvement of women in Morogoro and Shinyanga Rural Water and Sanitation Programme.
2. How to draft a project proposal or project request to mobilize support for a project.
3. To learn the basics of participatory project management particularly in time and resource maximization through exposing themselves to existing project.

After this training, the CDA's are expected to be skilled in taking a participatory approach in identifying needs, making decisions, planning and implementing projects with villagers as active participants, and CDAs as initiators and facilitators. With the village research report and plans, the implementors are expected to:

1. Make an evaluation of the reliability of the results of the research on Women Involvement in Rural Water and Sanitation Programme.
2. Make a feasibility study of any project put forth by the villagers.
3. Make a list of resources in the country and community that can be tapped for programme support.
4. Set up a programme management training at village level.

Another benefit from this training is that the participants will be able to write up their experiences and make it serve as their guide when applying this technique in village programme implementation.

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Lecture for workshop.

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MROGORO/SHINYANGA RURAL WATER AND SANITATION PROGRAMME

THE CONCEPT OF WOMEN'S PARTICIPATION IN DEVELOPMENT

TRAINING PROGRAMME ON THE PROMOTION OF WOMEN'S INVOLVEMENT IN
MROGORO/SHINYANGA RURAL WATER AND SANITATION PROGRAMME

1.0 THE CONCEPT OF WOMEN'S PARTICIPATION IN DEVELOPMENT

1.1 Introduction

There is need to sensitize the leadership, decision makers and the population at large - women and men, on the concept of women's participation. It is important to create awareness and understanding of the importance of acting on recommendations. The main focus is on the Concept of Women's participation in development. Participation does not merely means being there. It means being there as active actors, and not as passive actors. Effective participation would therefore mean a change from passive actors into active actors. This is a must if the concept of development in Tanzanian terms is to be adhered to - encompassment of human element as clearly elaborated by Nyerere:

"Development brings freedom, provided it is development of the people. But people cannot be developed; they can only develop themselves. A man develops himself by joining in free discussions of a new venture and participating in the subsequent decisions; he is not being developed if he is herded like an animal into a new venture" (Nyerere, 1974:28).

Participation of women in development means stopping herding them like animals because like men women know what they need; they have suggestions to possible alternative solution to problems facing the society; they have the ability of monitoring and evaluating the programmes that affect them most; and above all they do have a desire in exerting the same amount of control over the programmes that affect them most.

Unfortunately in most African countries development of women is restricted to training in domestic science i.e. needle work, cookery, general housecraft, and children because of the colonial legacy and the cultural traits of the colonizers where men were bread earners and women were housewives. Lately the idea of income generating activities was brought in as a coping up mechanism for demands exerted by the economic problems. However, after the UN Women Conference in Nairobi (1985) the interpretation of women in development has taken on many new dimensions. The policy on women development in Tanzania has incorporated some of those suggestions as follows:

- (1) That women's issues and needs should be addressed as a legitimate part of the national, regional, district and village plans of action.

Development planners have a tendency to think that those activities which are the main responsibility of women such as domestic fuel supply, domestic water supply, child care

facilities, cooking facilities and utensils, are not sufficiently macro to be included in the national development plans or given a sizeable amount of resources. Yet domestic fuel and water are used by the entire family. The scarcity of either gives rise to a host of other costly problems to the nation.

(ii) Giving value and visibility to women's activities by targeting resources to women:

Evaluation of development projects is beginning to show significantly better results in those project where resources are targeted ~~to~~ women to improve their efficiency and increase their productivity. These resources may take the form of training, information, child care facilities, technology or assistance with domestic chores. Once planning officers become aware of this new perspective, it is expected that they will ensure that women get a fair share of development resources. Planners should also bear in mind the importance of women controlling the resources required for their activities. For example, it is doubtful whether the women own hoes in this country even though that is their main farm implement.

Another dimension of the women in development concept, which is not always accepted, is the woman's quest ~~for~~ self improvement for which time and energy are required. Women are overworked. Their domestic chores are such that they do not have time to rest. Life to them is a continuous, monotonous early rising and late retirement to a not so pleasant bedding.

There is a great need for assistance with domestic chores through provision of improved household technologies including child care facilities.

To relieve women drudgery to work is only one change. Policy makers and local leaders will need help in adopting their methods of work to ones more suitable for women's participation. For example, this may mean that village work time table may have to change to provide for effective contribution from the women but care should be taken that this is not made a device for increasing their working hours. On the national level leaders may ask themselves whether the education and training presently available is the one required for effective women participation in development activities.

The above concept, touching on human dignity, goes beyond the principle of equality before the law. It also implies ascribing to women, authority and control over herself, others, and resources, as well as giving worth or value to women's productive and reproductive roles. The status of women can be improved by

minimizing her poverty and enhancing her health status by easing her workload and demands made on them by their reproductive roles. Poverty is a result of failure to utilize available resources effectively. This failure can stem from one being denied access to resources, lack of knowledge about available resources or how to handle resources, poor tools and implements or lack of credit facilities targeted towards the poor. For example, most financial institutions in Tanzania were created for trade, industry and commercial sectors. There is need to promote a credit scheme for the poor women and men as is done by Grameen Bank in Bangladesh.

"Grameen Bank Managers and workers are required to live in the village. They do their work, dispensing loans and collecting payment, not in the office but in the jute and mud huts of their clients. 'Take the bank to the borrowers not the borrowers to the bank' is Grameen's cardinal rule (Todd, 1987:4)

1.2 Policy on Women in Development:

In Tanzania the policy on Women in Development is awaiting decision from top leadership. The importance of policy is that it can show specific goals and objectives, which when achieved can be measured in tangible or meaningful results. Such goals for use are:

- (a) To eliminate obstructions to women's full use of their skills and to effective participation: needs assessment, decision making, and planning in national development. This goal implies a careful study of the constraints and problems women face, how these problems are expressed; the extent of their effects to them; and the implications and underlying causes of these problems. A careful study will also help in focusing and streamlining activities, for the purpose of identifying problems that can be solved.
- (b) To ensure that women and the nation as a whole understand the concept of women's liberation materially and morally and be ready to build and sustain equality and justice in the country.
- (c) To address the issues and needs of women as part and parcel of the national development plan.
- (d) To give women confidence in using their rights to participate fully in development activities.
- (e) To involve women in the development and use of science and technology in order to reduce the heavy burden of their work and hence increase their productivity.

Effective participation of women can be determined by:

- (a) Closely examining the decision making process in the relevant programme.
- (b) Identifying actors and their defined roles
- (c) Identifying the needs of various actors in the programme.

1.3 Priority Areas:

Tanzania has focused on the felt needs of women. The main preoccupation of our women is ensuring that the family gets food to eat. Come rain, come sunshine, come heat, come cold, the woman has to provide food. Women are the last to eat and they would rather starve than see their children go without food. The women's pre-occupation in the food cycle is clearly shown in the following table which shows the number of hours women spend in the food cycle activities and in household chores compared to men.

THE TIME SPENT BY WOMEN, MEN AND CHILDREN
ON DIFFERENT ACTIVITIES IN TANZANIA

Activity	Time in Hours						Total
	Women	%	Men	%	Children	%	
Total							
Fetching water	587	85	32	5	68	10	687
Collecting firewood	324	83.5	20	5.5	44	11	388
Digging	251	49.4	194	38.2	63	12.4	508
Weeding	99	49.5	76	38	25	12.5	200
Harvesting	91	51	64	36	23	13	178
Selling crop at the village	9	64	4	29	1	7	14
Following Health Services	73	74.5	25	25.5	0	0	98
Milling	169	83	21	10	13	7	203
Going to the market	227	82.0	51	18	0	0	278
Selling crop outside the village	12	63	5	26	2	11	19
Total number of hours by each	1,842	76.6	492	19.1	239	9.3	2,573

Source: "Women, Technology and Rural Productivity: Analysis of the Impact of Time and Energy - Saving Technologies on Women" by Marilyn Carr and Ruby Sandhu 1987.

Studies such as this one have helped the Ministry of Community Development to come up with priority areas of action for the coming five years. The areas for action are:

- (a) To lessen the workload of women, a pre-requisite to their participation in economic activities. This is to be undertaken by better organisation of daily activities, exposure to new ideas and introduction of appropriate technologies.
- (b) To strengthen the economic power of women. Programmes to give women access to training, extension services, credit facilities and other productive resources.
- (c) To increase participation in decision making particularly at village level. Remember the representation of women at the village council is mostly restricted to the cultural and education committees. Besides training to create awareness and strengthen confidence, a strategy of intervention might be needed.
- d) To improve the status of women involving issues such as employment rights, women's health, legal rights and environment.
- (e) To ensure women's participation at the international level.

1.4 Women and Appropriate Technology

There is need to reduce the time spent by women on the food cycle processes. The above data show that women spent 1842 hours on the food cycle process of digging, weeding, harvesting, carrying crop from farm to house, processing, preserving, preparing including fetching water and serving as well as selling the surplus. As is the case in this study and the one done on Involvement of Women in Morogoro/Shinyanga Rural Water and Sanitation Programme, participation of women needs a special consideration because of a number of factors: the long working hours are likely to interfere with the whole concept of participation as generally taken - a woman to be physically there. A new approach where a woman's participation is sought more in needs assessment, decision making and planning would be more appropriate because all the way through women have been participating at implementation stages but as passive actors. Further to this, increasing their participation in implementation of projects would add more burden to them but without enhancing their status. However, it is worth noting that provision of appropriate technology is important for enhancing effective women participation.

Women are part and parcel of the community in which they live. So their activities and needs must be fulfilled within the context of the community needs. The Community Development Assistants should go into the villages and by participatory research methods they could help the villagers work out and analyze their needs. After this they can focus on the analysis of the women needs. The important thing to realize here is that CDA is a mobilizer and a facilitator who acts as a catalyst to speed up a process. So the people themselves should be able to identify their own needs and address them by the help of this staff member. As needs are many and resources limited, a priority of needs should be drawn up and means for getting required resources sought.

1.5 The National Machinery for Monitoring: The Status of Women:

The NMMSW includes a number of strategies advocating the establishment of government machinery to manage the development of policies aimed at reducing women inequality in all its forms. In November 1990, Tanzania established the Ministry of Community Development, Women Affairs and Children. A Department of Women and Children has recently been formed. The Ministry has other departments such as Training for Rural Development, Audio Visual Media and Publicity, Research Planning and Statistics, as well as Technology and Construction. All the departments have the duty of mobilizing the community, both women and men for full participation in their own development.

The major role of the Ministry of Community Development Women's Affairs and Children are:

- To interpret and to reflect the realities and goals of women in Tanzania and to monitor implementation of their development.
- To put forward recommendations for a policy on Women in Development and to monitor the policy's implementation.
- To ensure that the post Nairobi Women in Development concepts of mainstreaming and targeting a fair share of resources to women are understood. Further more to make sure that the concepts are put into operation on behalf of all the women in Tanzania.
- To guide government's use of resources to implement the policy on Women.

- To develop and foster the team approach to work, therefore the Ministry has a role to work closely with UWI, focal points in other ministries and other departments within the ministry.
- To keep abreast with new concepts emerging on what is meant by women in development and to mobilize resources and provide information accordingly.

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lecture for workshop.

MOROGORO/SHINYANGA RURAL WATER AND SANITATION PROGRAMME

THE NEED FOR WOMEN PARTICIPATION IN PLANNING AND
IMPLEMENTATION OF PROJECTS/PROGRAMME.

TRAINING PROGRAMME ON THE PROMOTION OF WOMEN'S INVOLVEMENT IN
MOROGORO/SHINYANGA RURAL WATER AND SANITATION PROGRAMME

1.0 THE NEED FOR WOMEN PARTICIPATION IN PLANNING AND IMPLEMENTATION OF PROJECTS/PROGRAMMES

1.1 Introduction:

Development is the process of alleviating mentally, physically and materialy, a person, or a community from an inferior condition to a better one. Associated with development is the need to assess needs, prioritize them, plan and make decisions on the processes of the plan's implementation. Any development undertaking before implementation should be planned.

In Tanzania there are a lot of development activities being introduced at various levels. Accordingly, development plans, both short and long term ones have been prepared at various levels: village, district, regional and national. Experience shows that although we have been planning, making decisions, and implementing various projects in the name of the community development, one section of the community has been neglected in the major processes of undertaking various projects. Women have been taken for granted when assessing needs, planning, and making decision. It is only in implementing projects that they surface prominently in the form of providing labour/services as robots rather than human beings who are capable of expressing needs, suggesting how they can participate effectively and have an equal say over the community affairs, and yet they bear the biggest share of the burden - work. Omission of or failure to involve women in every aspect of development especially in needs assessment, project planning, and decision making has a strong repercussion on overall national development.

Apart from being responsible for the other developmental activities like agriculture and the like, women have the capacity to produce and bear children while at the same time carrying out a great deal of other productive work like fetching water, collecting firewood, cooking, cleaning and attending to the needs of their families and children.

The increase of population is quite a problem to the nation as production cannot meet the population demands/requirements. This means that it is the women who are responsible for the food crop production. This increases their workload and yet efforts put in assessing their needs is minimal compared to what it should have been in the light of the workload they shoulder.

In spite of the praises given to women for carrying out heavy workload and their contribution to national development, women are still bogged down by subordinate position they hold in the society. Coupled with low level of technology, there is very little effort made to involve women in planning and decision making.

Other studies show that even at various levels of government seats, only a few women occupy high positions. Research done in Morogoro and Shinyanga regions on Women Involvement in Water and Sanitation Programme showed that from each sampled villages, 75% of them in each region have VWSC, but most of them have only one woman in the committee. This reveals that women are rarely found in planning committees which have the power of identifying, planning and directing village development. Non-participation of women in these key areas not only affects them, but has an adverse impact on national development and income in particular.

1.2 Place and contribution of women

Women are part of the community. They are members of a household, a village, a district, a region, a nation and the world. In Tanzania women constitute more than 50% of the entire population. Looking at the population figure, we can say that women are already an important section of this nation. Other than constituting more than half of the whole population, women have a big impact in the development of the country. The load of producing food crops is mainly left to women. Eighty five percent of Tanzanians are farmers and 54.6% of them are women. This is the reason why women play a key role in the development of the nation economically and socially. They do not only participate in agricultural activities but in almost all economic activities like tree planting, road maintenance and other activities. This is in addition to their reproductive and reproductive related roles.

1.3 The importance of women participation in planning

Experience has shown that human beings participate fully in implementing programmes/project which they know why it is being implemented, its benefit and who is benefiting. Other researchers have shown how women reduced their effort in participating in crop production because they are not involved in the planning activities and they are not getting an income which is equal to their work. Sometimes the result would be either the planners/implementors get partial cooperation from them or completely no cooperation. The involvement of women in planning and implementation will make them feel responsible for the established project for they will value it because they know its importance to the improvement of their life style. Hence, the need for women's involvement in needs assessment, decision making, planning and implementation of projects. Their level of active participation in community development processes can only be assessed in terms of their participation in these key areas, particularly the first three.

1.4 Who is responsible for women's involvement?

The participation of women in various sectors is not yet fully sought especially in areas like decision making, and programme planning. At the national level, there has been efforts to involve women in the national executive committee and parliament. The party has given out various policies covering development of women. The government and private parastatals are also concerned about the involvement of women in various programmes: their participation in project planning, decision making and implementation. Women on the other hand should develop in themselves the sense of belongingness and hence make use of the opportunity given to them by the community. However, for this to be effective, conscientization efforts geared to both men and women is necessary. This aspect was fully reflected in the study done on Involvement of Women in Morogoro/Shinyanga Rural Water and Sanitation Programme in February/March 1990. Village leadership was not able to conceptualize how women should be involved, and village leaders were not able to solicit support of women involvement among village members. It is therefore apparent that the government machinery at various levels, advisors and implementors of various programmes, and women themselves are responsible, through taking relevant steps, to get women involved in various programmes according to women's convenience. Women have to be reached, and have to be made visible through joint efforts based on understanding of their problems and how to resolve them. Suggestions on how to reach them and how to resolve them are as follows:

- Meet with women separately where there is an indication of uneasiness in joint meetings.
- get permission of the head of the household or male members where there is a sign of suspicion in meeting with outsiders.
- meet with women in places they are likely to be found: at home, in the field, at village water points, firewood gathering points etc.
- organize separate meetings for men and women until such time men and women are comfortable in joint groups.
- contact the wives of local leaders and leaders of women organizations. They are often influential. Gain their support. They can assist in reaching other women in the community.

1.5 How to involve women

In order for women to be involved in project identification, planning and implementation, it is necessary to strengthen the

women's self-confidence, leadership skills and reduce the practices of existing beliefs and customs which hamper women in participating in all aspects of development. For example 50% of respondents in Morogoro said that there are some cultural barriers for women to go out after child birth, maturation or when bereaved. They said these practices interfere with women's mobility. Respondents in Shinyanga said, wives have to seek permission from their husbands when they want to go out, and some do not attend village council meetings because women are not allowed to air their views in the presence of male - in - laws. In fact in all surveyed areas, it shows that a wife has to seek permission from her husband if she wants to go out for whatever purpose. Also women are expected to remain invisible and they have internalized this. The degree of internalization varies with level of education, avenues for meetings and exposure to new ideas and environment. Limited access to sources of information also *plays* a key role in determining women's position, e.g. they did not know who to consult for information related to income generating activities. This can be done through educating the people and women themselves by way of conducting seminars, meetings, workshops etc. and more important through improvement of information dissemination mechanism in the villages.

Participation of women can be enhanced through positive discrimination for seats in key areas - planning and decision making bodies, particularly at village levels and also through strengthening avenues for increasing their economic powers.

Project evaluation should also involve women by means of getting and giving feedback on the development of the project.

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Lecture for workshop.

MROGORO/SHINYANGA RURAL WATER AND SANITATION PROGRAMME

WOMEN NEEDS ASSESSMENT IN THE RURAL COMMUNITIES

TRAINING PROGRAMME ON THE PROMOTION OF WOMEN'S INVOLVEMENT IN
MROGORO/SHINYANGA RURAL WATER AND SANITATION PROGRAMME

1.0 WOMEN NEEDS ASSESSMENT IN THE RURAL COMMUNITIES

1.1 Introduction

People who work for village projects witnessed various projects which for good reasons started to help bring development to the community but failed. This may be because of the following factors identified below which usually affect the rural women:

- Lack of appropriate tools required for the particular project.
- Misconception of how villagers, and particularly plan or budget their time and other resources.
- Misconception of what is meant by development in the context of the relevant society.
- Lack of proper programming of activities for implementation.
- Wrong assessment of available manpower/labour. At times it is assumed that a man and his wife equalled working units without considering the 'invisible' long list of women's commitments.
- Lack of women's full participation because they think they do not benefit from it.
- Lack of women's involvement in the projects selection and planning.
- Lack of good leadership.

The problem of bringing project plans to women without knowing their real needs for the development of various aspects such as economic, social, health, technological education, etc. are usually the major source of the rural projects failure.

In most cases, leaders and implementors think and believe they know thoroughly well the needs and problems identified but this may not be the community's priorities, hence clash of interests between the leaders and implementors on one hand and the would be beneficiaries *on the other hand.*

1.2 Identification of Women's Needs

1.2.1 Definition of a Need.

A need is the existing gap between what one wants to have and that which one has in order to provide a better life. For

example, a woman wants to have more time and attention for her children but because of her enormous work load using inferior tools and technologies, leaves the children unattended. To meet this problem, she needs to have better tools and access to appropriate technology thus increasing her free time to attend to her children's needs.

It is important to know that a need differs according to the specific life style, stage of development and their expected goals. Therefore, women's needs change according to time, existing political situation as well as economic, social, and cultural situation, educational level and exposure to various places and situations, age etc.

1.3 The Needs for Development are of two Types:

- a). Peoples' felt needs.
- b). Real needs.

Both of these needs should be taken into consideration and where possible any relevant information that may help in guiding them provided and disseminated to them in a convenient form for respective group/individuals (print, oral or pictorial literates) when we want to help women in identifying plans required for their needs. This means that when women express their needs, they should be analyzed thoroughly well in order to know their real needs.

Their expressed needs may just be a result or an outcome of the existing problem in the community or even an anticipated one depending on the existence or non-existence of the problem and information available or even the impression given by whoever is behind the needs assessment and a probable donor.

1.4 Importance of Knowing Women's Needs for Their Development

If women's needs are not known and are not considered in the initial stage, the result would be either to get partial cooperation from them or completely no cooperation at all. This is the reason for failure or unsatisfactory speed of the development of women's projects. If we want to see women's project being successful, we should involve them and have them participate from the initial stage of needs assessment and planning down to the implementation stage.

This will make the women responsible for the established projects. They will value it as their projects - the need and importance of the project to the improvement of their life style. Women can also be a vital resource in rural development if plans are well made and efficiently implemented. Their socialization into use of manipulative skills enriches their decision making skills when forced to look for alternatives in cases of problems. Their daily exposure to long list of things to be done enforces this skill.

1.5 Knowing Women's Needs

Village field assistants for community development, agriculture, water, forestry, health or political leaders can use various methods of knowing women's needs:

1. Live in the village - Experience obtained from the Planning for Rural Development at village level project in Mpwapwa, Kilosa and Iringa District have shown that when community development field workers live in the village, they get enough time to know the women and their problems through familiarization and participation in solving problems. However, since men's way of thinking, acting and behaving is quite different from that of women it is necessary to equip the CDA's with skills that enhance the ear and eye sensitivity to gender issues. This skill carries an equal weight if not more than mere living experience in understanding women problems and needs.
2. Observation - Other women's needs can be identified through observing values and norms, people's activities and knowing the needs and problems which come as a result of these existing values and norms. For example, the Community Development Assistant can observe why the harvest in the village is very low. He may associate it with the non-usage of fertilizer, non-availability of appropriate technology, water problem etc. From there, he can take the necessary actions, discuss the recommendation made with the people (women) and together they plan for what is best to solve the problem.
3. Talk to women/people - There is a need for constant interaction and communication with the village women to make them feel they are part and parcel of the community plans.
4. Use of Questionnaire - Another method of getting information on women's needs is through research using questionnaires. These are prepared questions which require answers from the respondents about various things in the villages which later can reveal the needs of the community and women in particular. The answers taken through the use of questionnaires can then be validated through consultation with them.
5. Future Plans and Programmes - Women needs can also be known through reading thoroughly and analyzing well future plans and programmes. For example, the village government plans to expand agricultural activities by 20% of the present situation in the coming five years by way of introducing the use of ox-ploughs. It has been known that most of the

farm activities are carried out by women who do not know how to use ploughs. In line with the government's plan of introducing said technology, the need to educate the women of the proper use of ox-ploughs should likewise be incorporated in the plan.

6. Evaluation of the Past and New Project Plans - By evaluating the plans and women projects, community development assistants will be able to know what is needed to promote and improve said plans.
7. Improvement on information dissemination mechanism may also alert women and the community in general on what is happening elsewhere. They can apply experiences of other communities where relevant in assessing needs and formulating future plans.

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MROGORO/SHINYANGA RURAL WATER AND SANITATION PROGRAMME

ORGANIZING WOMEN

TRAINING PROGRAMME ON THE PROMOTION OF WOMEN'S INVOLVEMENT IN
MROGORO/SHINYANGA RURAL WATER AND SANITATION PROGRAMME

1.0 ORGANIZING WOMEN

1.1 Introduction

Effective implementation of any project calls for a concrete organization of the relevant section of the society or community. The same thing applies to the implementation of the Water and Sanitation Project. It is not enough to disseminate information technologies and innovations to the women. It is equally important to help women find out what they can do for themselves by being better organized.

The word community will be used interchangeably with 'women'. It is narrowed down to mean a geographical location with people living under the same administrative structure and having some common bonds like language, customs, norms and traditions. To organize is to mobilize women so that they will be able to effectively solve their own problems. It is important to form formal and informal structures within which women can work together to achieve common objectives.

1.2 Purpose of Organizing the Women

1. It ensures the participation of the women in the very early stages of planning activities
2. It makes it possible for women to work in co-operation with others, thereby accomplishing things which they could not have otherwise been able to accomplish.
3. It encourages local responsibility. Women learn from each other and share experiences. This promotes growth of individual skills.
4. Gives solidarity (sense of togetherness) in working towards a common goal and achieving practical results.
5. It forms a basis through which women can be heard and listened to more effectively.
6. Women groups or committees can get assistance more easily and hence benefits from development programmes.
7. A women group can help build confidence and self reliance in the community.
8. To benefit women. This point needs emphasis. Women have been tied to household and agricultural chores and have had little time and experience in working in groups and committees. Becoming part of an organized group can raise their awareness about themselves, their capabilities and skills and give them self - confidence. It also brings them in closer contact with the outside world.

1.3 How to Organize a Women Group or Committee

The first step in forming a women group or committee is to sensitize women as to why they need to organize themselves. You start organising women by:

1. Establishing good contacts in the community.
2. Meeting women to get them motivated and interested in the project you are organizing.
3. Explaining to them the benefits the programme can bring to them.
4. Doing with them needs assessment
5. Setting priorities for the most important problems or needs that have to be dealt with and beginning to form groups.

The next step is to organize the community according to the activities to be performed. Whatever activity you carry out, keep in mind the following points when forming groups or committee:

1. Description of the main responsibilities of the committee or group.
2. Composition of members.
3. Who should be selected as leaders - Chairperson, secretary treasurer and for how long.
4. The committee or group's meeting frequency.

As far as possible work with existing groups or committees. What follows are examples of groups/committees that are existing or could be formed by field workers.

Please adapt and work with the most competent groups or committee in the village.

Existing Groups/Committees:

Composition	Functions
1. CCM: - Village Chairman - Secretary - Members of the Executive Committee	Functions (1) Provides political leadership to the masses of the people (2) Gives development guidelines.

-
2. Cell:
Ten - cell leaders
All members in 10 households.
- Provide political leadership for the cell.
- Mobilize the people for self reliance activities.
-
3. Village Council:
- Chairman
- Secretary
- 15 - 25 members
- 3 committees
(1) Committee for Planning
(2) Committee for Community Services and self-help
(3) Committee for defence and security.
- Day to day administration of village:
- Planning and Co-ordinating village activities.
- Promoting village development
- Encouraging Co-operation and communal activities.
-
4. U.W.T.
Chairperson
Secretary
Executive Committee composed of 10 members.
- Political wing of the party for politicizing and mobilizing women for development.
-
5. VWSC
Chairperson - also Chairperson to the Committee for Community Services.
4 elected members
- Is vested with the responsibility of overseeing matters pertaining to water and water points in cooperation with programme implementors.
- N.B.: At least two members of this committee should be women.
-

There are many ways of organizing communities. One way of organizing the communities is to assist them in finding the right information and to use that information for planning whatever is at hand. The model is known as Community Information and Planning System or CIPS model for Community Organizing. The

system is widely used in the developing countries, especially in Asia.

Below is some suggestion on how to use CIPS model when working with village committee e.g. Village Water and Sanitation Committee.

1.4 Outline of Community Information and Planning System (CIPS) Model for Community Organizing

In this model the village committee oversees the entire system progress and the field workers see to it that the decisions of the village committee get communicated to the concerned bodies. It is also incorporated here the fact that when committee functions, unconsciously they follow the logic of gathering information, planning and coming out with concrete results. The consultation is provided so that the entire community knows what the village committee is up to.

The main objective of this model is to institutionalize at village level the process of problem solving by providing local experts with skills needed in needs assessment, project planning and implementation. The second objective should be to encourage VWSC to participate actively in every step and in the process instill the same expertise in other committees.

1.5 Using CIPS Model in working with Village Water and Sanitation Committee.

1. Determine whether CIPS can be useful to the VWSC who will be using community organizing techniques in:
 - (a) Integrating women needs in the programme
 - (b) Gathering data on village profile
 - (c) Use of logbook for plan activities for the day/month
 - (d) Do groundwork/legwork to convince VWSC to apply CIPS and prepare for the general meeting.
 - (e) Conduct meeting to decide whether the community will try CIPS - this may be just one of the agenda of the village meeting. Discuss CIPS in relation to solving problems existing in the community.
2. Training of the Village Water and Sanitation Committee on the model
 - (a) This can be an informal training, if possible train VWSC from different villages together.
 - (b) Brief them of their responsibilities in the CIPS framework:
 - (i) Overall co-ordination of the CIPS cycle.
 - (ii) Conduct internal evaluation of the process whether the processes involve women.

- (c) Explain the mechanics of CIPS methodology.
 - (d) Train them on the general concepts of development, commitment, community organizing.
3. Training of VWSC in need assessment
- (a) Emphasize on the difference between participatory action research and conventional research.
 - (b) Brainstorm on what are the things they like to know about their community and ask if they may be able to get information.
 - (c) Train them on the research tools that may be useful in getting the information they need.
 - (d) Train on the basic research tools.
 - (e) Train them on the basic analysis of data like editing, tabulation and simple statistical treatments of average, percentage, graphs.
 - (f) Have a practicum in writing a report.
4. Consultation - presentation of research results, validation, and analysis of data and to come out with a general plan of the community.
- (a) Preparation for the consultation
 - (i) data to be presented;
 - (ii) do legwork to invite the community to the consultation;
 - (iii) invite persons who may be helpful in the consultation,
 - (iv) prepare for a more creative way of presenting the data: (drama, song, poem, quiz show, pantomime)
 - (b) Programme for Actual Meeting
 - (i) Prepare welcome by the village chairperson;
 - (ii) Introduction why the consultation is conducted;
 - (iii) Presentation of the data;
 - (iv) Take note of the remarks of the community;
 - (v) Break assembly into small discussion groups to discuss implications of data;
 - (vi) Plenary session after group discussions;
 - (vii) Summary or consolidation of data, conclusions and recommendations;
 - (viii) Get consensus of the community for the important actions to be taken.
 - (c) Consultation in Planning with VWSC
 - (i) VWSC discusses the general plan;
 - (ii) Make a tentative schedule on when the plan will be presented to the community;
 - (iii) Closing or concluding activity.

- (d) Concluding Activity:
- (i) General summary of the consultation;
 - (ii) Acknowledgement of those who helped in the consultation;
 - (iii) Closing remarks.
- (e) Training in Planning
- (i) General training methodology is to make them plan;
 - (ii) Critique the plan that they make;
 - (iii) Input basic planning elements like time scheduling, tasking, process, procedures, budget, resource allocation summarized in a planning tool.
 - (iv) Critique on the practicability of the plan.
 - (v) Train them on making a simple project proposal or feasibility study.
 - (vi) Write up the plan.
- (f) Planning Consultation:
- (i) Consultation for the VWSC to critique the plan:
 - Introduction on how the plan was made.
 - Presentation of the plan in a planning bulletin.
 - Request the VWSC to critique the planning possibly.
 - VWSC matches resource with the plan
 - Come out with the improved plan.
 - (ii) Negotiation with cooperating agencies:
 - Present plan or project proposal to agency.
 - Defend proposal.
 - Make some more improvement.
 - Finalize the plan.
- (g) Project Implementation:
- Provide the training requested:
- technical aspect of the project.
 - management skills.
 - record and bookkeeping.
 - how labour and benefits are shared and distributed.
 - project evaluation.
 - training strategy should include exposure to similar projects, practicum, resource persons from outside.
 - implementation or monitor the project according to plan.
- (h) Project Progress Report - Consultation III:
- (i) Done on a regular basis so that the community can discuss and act on the problems of the project.
 - (ii) Reports on the status of the project:
 - accomplishment
 - financial statements
 - problems encountered and action taken
 - activities to be done

- consolidate what the community has learned
- formulate policies or ammend policies
- correct or examine the records
- sharing of the cost and benefits of the project
- monitoring of the cost and benefits of the project.
- set schedule for the next assembly.

(i) Evaluation - Evaluation Questions:

- (i) Is the project going as planned?
- (ii) Are the objectives of the project achieved?
- (iii) Are there concrete benefits realized in the community as a result of the activities undertaken?
- (iv) Are the women participating?
- (v) Are there benefits worked for by women?
- (vi) Are there benefits enjoyed by women?
- (vii) Is the community able to solve other problems using CIPS technique?
- (viii) Are there leaders emerging from the village?
- (ix) Do women have access to technologies that lessen their burden or give them income?
- (x) Do women have control over the technologies adopted in the community?

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MOROGORO/SHINYANGA RURAL WATER AND SANITATION PROGRAMME

DECISION MAKING

TRAINING PROGRAMME ON THE PROMOTION OF WOMEN'S INVOLVEMENT IN
MOROGORO/SHINYANGA RURAL WATER AND SANITATION PROGRAMME

1.0 DECISION MAKING

1.1 Introduction

Decision simply means "a determination arrived at after consideration" (Webster's Dictionary). It is a common process to all human beings of any age. Basically it involves making a choice between a number of things and preferably having them in a certain order or rank. At times it might be explained explicitly and at times not because an individual may not be aware that he/she is making a decision on something. The degree of simplicity or complexity of this process depends on the level of individual's understanding, the seriousness of the issue on which the decision has to be made and most of all the decision making powers that are vested with the individual who has to make a decision. It involves awareness by an individual, of either short term or long-term or both consequences of the decision he/she makes.

Choices made are usually guided by reasons. Such reasons may be sound or not, and whether sound or not are normally influenced by a number of factors; factors that vary from simple likes and dislikes to complex ones like resources and existence or non-existence of power(s) that could limit one's making of ... choice(s). Individuals, families or communities at large may be forced to take certain decisions because of resources available, both human and material. There are different resources available to each individual, family or community, but resources are generally scarce for all these groups. For instance a dire scarcity of resources noted in a number of villages studied (Chachage et al, 1990) calls for a better understanding on the part of the villages when setting up their priorities, and this is particularly so in the light of the paucity of the information sources - one of the key tools needed when making sound decisions. One has to be fully informed of an issue/subject before making any viable decision. This also applies to functionaries because of the limited resources in terms of funds and skills.

1.2 What does decision making involve?

The process of decision making involves:

- finding occasions for making decisions
- consideration of or examining alternatives preferably based on sharing of information and building of skills.
- making a choice or reaching a decision. Each alternative has particular consequences, and some of these consequences may last for many years. For instance what are the short term, consequences of starting with the water and sanitation project to women in the village? What would be the long term consequences of starting with the shop project to the

villagers in a village where there is no permanent road? etc

- accepting consequences of decisions - both short-term and long-term.

Right from the start, it is worth noting that the more the decision making is practised, the better the chances for making good choices. It is therefore very important to have enough time allowed for practice, bearing in mind the length of time spent on each set of exercise. Exercises should be done when people are enthusiastic and relatively free from possible or actual interferences such as other commitments of parallel importance, individuals, or community may have; the working environment, group composition, information available etc. At community level decision making involves creation of accepted organizational structure. It could be a traditionally accepted one or an artificial one, formal or informal or a mix of both aspects. But the most important factor that needs special attention is its working machinery. It should be conducive for community (men and women) spirit and undertakings as envisaged in the whole exercise of pursuing development programmes through self-help projects. In order to avoid lopsided community spirit, sensitivity to gender issues in getting community or sub groups within the village organised is crucial. Otherwise enthusiasm for participation of women will lose meaning of the whole concept of women participation; hence defeat the whole purpose of paying attention to involvement of women at all stages. It may therefore be necessary in some cases to have several groups of either one sex or both sexes; of different levels of understanding, of different interests as the cases may be convenient in order to get the best out of it.

As the study done in the two regions clearly identified that water is the first priority of the villagers, there is no doubt that a certain amount of time will be allocated to it. The time allocated to it would, however, depend on other several problems identified and the anticipated manner of resolving them. And this is why it is very important to have women fully involved in all the processes of all stages. All other areas touched demand an equally and in some instances more portions of the women's time-average (Shinyanga and Morogoro) of 1.9 hours on fire wood and water collection, 3.9 hours on domestic work and child care, and 5.2 on agriculture. In this case it may be necessary perhaps to have women meet on their own and discuss how best they could participate in various projects/activities in the village by defining in terms of what, who, where and when and then have their decisions presented at the village council meeting. This approach may give them more room for discussion, exchange of ideas, confidence and skills building where cultural practices interfere with women participation at village council meetings. Gradually

cultural practices as a barrier may erode away and give more room for effective women participation as women gain more skills and build confidence in decision making and enforcing their ideas through group support or solidarity.

The same approach could be used for educating the village leadership on how to involve women in the Water and Sanitation programme and other programmes run in the villages. Change in organizational structure may not necessarily have a positive impact if attention is not paid to underlying factors such as women's workload. Brain's (1976:280) experience with Ruvuma Development Association may be relevant here.

"In spite of the fact that the Ngoni were a patrilineal people who traditionally demanded a high degree of subservience from their women, in these new villages every effort was made to involve the women in decision-making, all profits were to be divided exactly equally between all the settlers regardless of age or sex, and, most surprisingly of all, women were allowed to go to the fields at eight and return at noon. Men went at seven and returned at three or four. The point was that domestic work was understood to be just as much work as field work, and just as important to the effective running of a village". (Brain, 1976:280).

Failure of village leadership to conceptualize how women should be involved and its inability to solicit for support of women involvement among village members is a clear indicator of need for revisiting the whole outlook of relying heavily on 'artificial' organizational structures like village government, ten cell units, UWT etc. which may emphasize women participation but without going deep into mechanisms of effecting it.

For instance, as has been noted in the study one of the factors interfering with women's participation in the programme is their workload. Unless and until something is done towards reducing their workload it is unrealistic to talk of their effective participation. Reducing workload does not necessarily mean omitting doing some of the things. Workload could be reduced, for example by applying more appropriate technology or acquiring time management/planning skills that would enable an individual to plan his/her work in such a way that some things are done simultaneously, important things are attended to

first, alternatives for performing certain things are sought or even through involving other persons in executing the required jobs, or through job specialization done on equitable basis. Most of all it may be done by giving value to every work performed so that both men and women value each others contribution through application of the same yardstick and hence share responsibilities accordingly.

Much as these structures are very important in the introduction and execution of programmes, existing informal women groups have, if used effectively, a key role to play in building and enhancing women confidence in entering the "male" world in order to participate effectively. Sharing of information and building of skills starts at micro level. It is at these levels that women can take more time to hammer their problems, priotize them and in general have more time on practising decision making at group levels. Group solidarity at these levels may ease their entering into other groups mixed (male and female) or not mixed. This would ultimately fulfil the goals of getting the community organised (Kimei, 1988).

Village leadership may interpret women's absence at meetings as women's disinterest in meetings while the underlying factors could either be heavy workload, their restricted mobility or as a passive way of protest - why waste time when the final decision lies with men or village authority! In this case if no efforts are made to make their presence felt by having their views solicited and included, possibility of their participation in the programme and other developmental programmes is hampered. It may therefore be wise for the village leadership to devise a system that will reach them. The following suggestions made at the Workshop on Participatory Action Research and Project Planning and Implementation for WAFT may be helpful here.

- Meet with women separately where there is an indication of uneasiness in joint meetings.
- get permission of the head of the household or male members where there is a sign of suspicion in meeting with outsiders.
- meet with women in places they are likely to be found: at home, in the field, at village water points, firewood gathering points, etc.
- organize separate meetings for men and women until such time men and women are comfortable in joint groups.

- contact the wives of local leaders and leaders of women organizations. They are often influential. Gain their support. They can assist in reaching other women in the community.

Known informal women groups may be used to solicit their views and have these views carefully incorporated in needs assessment, decision making, planning and implementation. Any move towards incorporating women views may not only encourage women attendance and participation at meetings but will in due course erode the strong feeling built over time, through socialization, of the subordinate position of women in the society. Unlike men, who enjoy high status in the society and therefore are less inclined to notice small changes, women are fast at noting small changes that enhance their status. They are also fast, given the chance, to expound on them for self-advancement.

The ambiguous behaviour of men in private and public places may also be the cause of women's failure to attend meetings. A male leader may expect other women to participate in village programmes and yet expect his wife not to act likewise. Such an attitude may count for village leadership's inability to solicit for support of women involvement among village members - both men and women. In general, understanding and analysis of the underlying problems is very important in the whole process of "soliciting" effective women participation in programmes. Sensitization of participants/advisors at different levels of operation - regional, district, ward, village etc. is crucial. In-depth understanding of gender related problems is likely to open more avenues for handling the problems individually, at group level or even village level. Conscientization could be done at various levels as deemed appropriate by the situation e.g. in order to get concrete women views a village leadership may decide to have two sessions to discuss one thing - women made to sit separately and come out with their common stand and then to have their stand given a due attention at the general meeting deliberating on the same issue. In another environment where women are relatively free to express their views, a general meeting approach may be adopted. However, care should be taken that whatever approach is taken in finding the most appropriate means of 'soliciting' women participation does not create a negative outlook - treating women's problems as women's problems and not as community's problems. It is important to get the community, and particularly women organised because organisation:

- Ensures the participation of the villagers in the very early stages of planning activities.
- Makes it possible for people to work co-operatively to accomplish tasks that could not be accomplished or would take a longer time if done on individual basis.

- Encourages sharing of skills and experiences for confidence building and self-reliance at individual and community levels. This aspect is particularly important for women because they are mostly tied to domestic chores. They hardly get enough time to work in groups. Therefore, becoming part of an organised group widens their scope of sharing experiences and their space of operation.
- Encourages a sense of togetherness in working towards a common goal for the benefit of all.
- Forms a basis through which people can be heard and listened to more effectively in terms of fighting for the rights or even seeking assistance - financial or service from the government or donor agencies.
- Organizes Activities. Organization of activities assumes that the problem is known to the group/community and that they have it hammered, needs assessed, and priorities set and are interested in handling it accordingly. The following questions could be used as a guide in organising activities.

QUESTIONNAIRE APPROACH

CURRENT FACTS	REASONS	POSSIBLE ALTERNATIVES	FUTURE COURSE OF ACTION	
What	What is done now?	Why is it done?	What else could be done?	What should or will be done in future?
Who?	Who does it?	Why that person(s)?	Who else could do it?	Who should or will do it in future
How?	How is it done?	Why in that way?	How else could it be done?	How should or will it be done in future?
Where	Where is it done?	Why in that place?	Where else could it be done?	Where should or will it be done in the future?

After going through these questions decisions should be reached together though it may be necessary to guide decisions without

creating the domineering feeling among the group members. All possible tactics should be used as demanded by the situation without losing the track - clarity is very important at every point of operation. The above questions could be used for cross - checking coverage of the areas to be analysed.

As much as is physically possible all functionaries in the area should be invited as either observers or participants at all stages of the programme implementation - from introduction to operation for the sake of sharing skills and experience; and also creating the feeling of belongingness. This feeling is necessary for smooth integration of activities.

Water and Sanitation is an aspect that touches every individual and people - young or old, male or female live with it. It is therefore important to include the school system which is normally likely to be forgotten. Children learn a lot through the school system; so teachers' inclusion in such programmes would help a lot in encouraging women participation in programmes. School girls are future women and are expected to play a key role, in the development of the community - with due recognition to men's contribution in the matter.

As situations vary from village to village and from time to time within the same village it is very important to take note of such differences and use them as an indicator or base for choice of appropriate groups or identified members of these various groups for needs assessment where it applies, implementation and further discussions regarding project(s) as convenient and agreed upon at meetings. Common structures - Ten cell units, CCM, UWT and village governments could be used along with other informal or formal groups through representation or otherwise depending on the obtaining situation.

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MOROGORO/SHINYANGA RURAL WATER AND SANITATION PROGRAMME

PARTICIPATORY ACTION RESEARCH METHODOLOGY

TRAINING PROGRAMME ON THE PROMOTION OF WOMEN'S INVOLVEMENT IN
MOROGORO/SHINYANGA RURAL WATER AND SANITATION PROGRAMME

1.0 PARTICIPATORY ACTION RESEARCH

1.1 Introduction

Participatory Research, first advocated by Paul Freire a Brazilian born educator is mostly applied to social science and anthropological studies. Anthropologists go to live in a small community and record what they see of daily life around them. Much can be learned by observing what people actually do and how they do it. Observation involves more than just looking at what is going on. Because people can talk and therefore explain their behaviour, observation includes listening and asking questions, and often participating in activities of the group to get first hand experience of what daily life involves. It is aimed at obtaining a qualitative rather ^{than} quantitative data, and that is why its use is advocated to a small community level and to be used along with other methods of research. It is very difficult to use it on its own. However, it is worth noting that a successful participatory research should:

1. Study the social-economic/cultural set up of a community
2. involve the community in all aspects of research plans
3. let the community be involved in determining of outcome and implementation mechanisms.

Like any other method of research, participatory research has both advantages and disadvantages and unique preparation procedures and working stages for realization of meaningful results.

1.2 Getting on the job

participant observation may be divided into five stages:

1. Establishing oneself in the community
2. Active involvement in the collection of data
3. Writing up the report - Draft
4. Discussing it with the subjects and drawing conclusion and recommendations.
5. Writing up the report.

Normally the first stage is the most difficult one. It may take days, weeks, or even months before one is accepted by the community to carry out his/her work effectively. The manner of entry and the identity which is established in this period may have a bearing on the success or failure of the project.

The problems which arise vary with:

1. the nature of the observation proposed
2. Its duration and complexity
3. the researcher's prior knowledge of the culture
4. the acceptability of unknown persons in the society in question.

In most cases the participant, as ^{an} observer, must go through a long process of socialization[^] into the community while gradually developing contacts and gaining acceptance and trust. The acquaintanceship process involves explaining to community members the ambivalence of one's social role in that while neutrality is observed, membership to it^{is} sought. Striking the balance for the purpose is in most cases very difficult, and particularly where the language and culture are different from that of the researcher.

The initial approach to the community is eased if some personal contacts have been made in advance, so that some members of the community is willing to serve as a guide or sponsor. The most useful role, especially at the initial stage, is that of a learner. The community can accept that, as a new person and perhaps novice, an observer needs to ask any questions and makes mistakes in behaviour - which would be impolite if done by a full member. Great care is needed in avoiding some misunderstandings or gaps that may result because of either taking too long or too short a time on issues. Sensitivity to what goes on around is very important. Participation in community activities is part of the learning process and attention should be paid to a number of key questions - when, where, with who and why. Letting people taking an active role in the research could help in eliminating the biases that may be associated with participatory research. When real rapport has been created the researcher should look for patterns in activities, meanings, forms of participation, relationship and settings; should watch for things which happen in cycles as well as recording what goes on at any one time. The following

questions could be used for background information (Peil, 1982:165).

- what is going on?
- who are the participants - age, sex, function, position in society, cliques and isolates
- what is the frequency and duration of this situation? Is it typical? Why or why not?
- what does this activity mean to the participants? To those who do not take part?
- to what extent are these meanings specific to this situation, relatively circumscribed or basic to the whole value system of the participants or the community as a whole?
- are the relationships among participants relatively stable or do they go through regular phases or cycles?
- how do the relationships reflect community differentiation?
- how does the setting (environment) affect the activities, participants and relationships?
- what appear to be the causes and effects of these activities and relationship?
- insofar as roles, functions and goals are changing, what are the causes and effects of these changes?
- what are the future expectations?

As participatory action research here is specifically centred at women's participation in projects it is important that whenever situations allow, conscientization of their role in community development is cemented to enable them express their views and hence slowly move from passive actors positions to active actors positions.

Note-taking is an important part of observations - should be as complete as possible, and written as soon as possible. There are normally three types of notes: mental, jotted and full. In the midst of activity, only mental notes - key words or ideas to bring to memory points to be covered later, can be taken. However, with practice, considerable detail can be mentally recorded, provided it is written out within a short time. Jotted notes are much safer, and should be written as soon as it is possible to get some privacy. As details are easily forgotten, field notes should be written within a few hours of the observation, and should include a log of what was said and done, by whom, and the reaction of others. Always make distinction between description and interpretations. For more meaningful results it is often useful to include the versions of various participants on what happened, to show how interpretations differ. Hence bits of descriptions and interpretations recorded in notes can eventually grow into an explanation of wider processes.

However, care should be taken in taking notes. Personal interests, cultural background and length of time in the field may influence what is recorded. One's interest in certain types of behaviour may lead to often recording of such behaviours than is in fact the case. People may also report occurrences because they know you are interested, or give the impression that they are more significant to the community than they are. There is also a danger of getting too used to certain behaviours that they go unnoticed while putting too much effort on unusual occurrences. In order to narrow gaps between the two realities - of the researcher and the subjects. It is important to have room for discussions with members of the community. In this way biases may also be minimized and hence airing of more constructive views during the consultation session(s). Prior to drawing conclusions, recommendations and writing of the final report.

1.3 Advantages

It has many advantages for development of hypotheses, in socializing strangers working outside their own society and in the range and reliability of the information it provides (Peil, 1982:159). The open endedness of the nature of the method allows for flexibility in approach and hence more chance of making corrections and learning more about the subjects, and subjects understanding more about the researcher. In the process understanding and trust between them may be built. Economic, social or political data gathered without considering the cultural implications of the questions and answers is likely to be inadequate if not useless. This element is very important for effective participatory action research, whose basic aim in this respect is to find out how women can best participate in community development as equal partners and not as subordinates to men; as people who have self identity and have equal opportunities and rights as reflected in what they do and would like to do as appropriate to them in terms of who, when, where, what and how.

Getting most out of this method of research depends on how it is blended well with other methods of research. It should therefore be used along with other suitable methods. For instance a survey method could be used for testing, among other things, hypotheses developed through PR, as this provides data on how widespread the observed patterns are.

1.4. Disadvantages

It is very difficult to use this method of research where the community is not friendly enough to the researcher or

where there are other barriers like language, cultural practice etc. An even where barriers do not exist it is very difficult to observe certain things simultaneously otherwise a longer time may be needed to cover a small area than would have been necessary if other methods were used. There are also instances where some things or behaviours cannot be observed e.g. things that happened in the past as well as future plans.

5 Conclusion

Because participatory action research depends on what people are doing, the research is more likely to be relevant to the needs and interest of the community members than for example a survey completely devised from outside. Social life is observed as defined by the community rather than in terms of abstract concepts which may be meaningless to the community in question. The relevance element therefore increases the reliability of the data. People tend to be asked relevant questions and there is room for assessing actual behaviour of people - something that cannot be done through survey because people normally report idealized behaviour or community norms, rather than what is actually practiced. This method is therefore ideal when dealing with women issues because of the way women are socialized to behave in the society - should remain invisible.

However, PR has its limitations in terms of area to be covered, length of time and resources available, and degree of acceptability of the researcher to the community.

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MOROGORO/SHINYANGA RURAL WATER AND SANITATION PROGRAMME

CASE STUDY

IN

PARTICIPATORY ACTION RESEARCH IN BOKO-MNEMELA VILLAGE

TRAINING PROGRAMME ON THE PROMOTION OF WOMEN'S INVOLVEMENT
IN MOROGORO/SHINYANGA RURAL WATER AND SANITATION PROGRAMME

CASE STUDY

IN

PARTICIPATORY ACTION RESEARCH IN BOKO-MNEMELA VILLAGE

INTRODUCTION

Participants of a Seminar/Workshop on "Increasing Women's Productivity Through Assessing their Needs and Improving Participation in Using Appropriate Technology" conducted a research in Boko-Mnemela village between March 14 - 26, 1988. This is part of their preparation as implementors of the women's appropriate food technology project in the Coastal Region of Tanzania especially in enhancing their skills in participatory action research. Boko-Mnemela was chosen as the village to be surveyed by Participants as it is among the pilot villages for the project and is the nearest village where the seminar was being held.

I. OBJECTIVE

Generally, the survey aimed to help women of Boko-Mnemela to know and be aware of the socio-economic and political situation and of the food production and post harvest technologies found in the village.

Specifically, the survey aimed to:-

1. Know the situation of the village, the projects, available services and their needs and to see how these can develop or hinder the development of the community.
2. Know the socio-economic situation of the community so as to involve the community in finding out the relationship between the social situation and the use of appropriate technology.
3. Assist the Boko-Mnemela women know the technology used in food production and to see the possibility of developing them so as to increase their income.
4. Know the various problems and ways which relate to harvesting, storage and food processing and to help the Boko-Mnemela women in finding out other ways which could lighten their workload.

II. PROCEDURE

Participants selected the village to be surveyed. Questionnaires were prepared and participants went through the questions contained therein. Sampling procedure were discussed.

The following day, participants went to the village to conduct the survey. They were introduced to the village leaders and explained the purpose of their coming in the village. Respondents/interviewers were identified and provided to the interviewers. The survey was done and questionnaires were collected. The interviewers left after expressing gratitude to the village leaders and to the people for the cooperation they have shown and for their active participation in the conduct of the survey.

The gathered questionnaires were compiled and analyzed. Corresponding observations were derived after the statistical computations and analysis of the data. The participants went back to the village to present to the villagers the result of the survey. Villagers were consulted as to the validity of the data gathered. After the consultation, several conclusions were arrived at and the interviewers made recommendations based on the observations/data gathered. A survey report was prepared and submitted to the community and the participants. The recommendations formulated would be the basis for the plans and projects to be implemented in Boko-Mnemela.

III. OBSERVATIONS:

A. Village and Villagers Profile:

The village of Boko-Mnemela is practically a Muslim dominated area. There are a number of Christians. Male population is larger than the female population. Majority of the villagers are between the ages of 45-55 years by which the male group occupies this age level. It was known that most of the young men migrated to the towns and cities to look for better opportunities. There are more married men than women but most of the women are divorced. More men have undergone primary and adult education compared to the women. None of the children in the village were able to get secondary school education because of the time constraints where children spent most of their time helping the women fetch water rather than spending it reading their lessons.

Women in the village are engaged in various activities like farming, livestock keeping, mat weaving, tailoring and brew making while men are engaged in farm clearing, masonry works and charcoal making. Majority of the men and women are members of the party (Chama cha Mapinduzi), various village organizations and special groups.

The social services available in the village are inadequate as in the case of dispensary, medical services and transportation. Professional services except for the primary school teachers are not always available in the village. These services can be obtained from the ward or district which is a bit far from the village. No extension

worker is stationed in the village.

There is only one village cooperative shop which most of the time is closed because it does not have enough supply of goods for the whole village. No available space for the village government office. The village government office is presently placed in one building where the villagers also use for storing their farm produce.

The village has only one source of water from a well at Kibaoni, about 1.5 hours walk to and from the village. Chances of drilling shallow/pumps within the village is very slim because the underground water is quite deep. Villagers identified the inavailability of water in the village as their major problem. The task of fetching water is normally done by the women.

B.1 Food Production and Past Harvest Activities

Agriculture is the major activity of the villagers of Boko-Mnemela. They grow paddy, maize, cassava, potatoes, cowpeas and cashewnuts. Few of them grow bananas, coconut and cotton. Ninety-one (91%) percent of the villagers use handhoes where women account for fifty-three per cent (53%) of the users. Axe and matchets are mostly used by men for clearing and preparing the land for cultivation. Cultivation is usually done by the women using hand hoes. Livestock keeping is also among the activities which the villagers are engaged in. Very few are engaged in commercial activities like shop keeping, tea kiosk, cooking and handcrafts.

B.2 Transportation:

It was observed that most of the farm produce is transported either through the use of bicycle, push carts, carrying on the head or shoulder. The inavailability of transportation facilities pose a problem to the villagers especially in transporting the farm produce from the farm to the house and from the house to the market.

B.3 Storage, Processing and Preservation:

The bulk of the farm produce is kept for food while the rest is processed and sold. Eighty four per cent (84%) of the women and sixty six per cent (66%) of the men revealed that crop storage poses a big problem to them. The traditional method of storing the crop through the use of sacks, baskets, house ceilings are still commonly used in the village. These were found not very effective because they cannot be used for storing crops for a long period because crops are exposed to insects and rodents. Villagers storing maize and cassava which are their staple food usually use these methods.

Processing of food crops are usually done by women. The use of milling machine (the only milling machine in the village) is the only improved technology used by the women to process maize, millet and cassava into flour.

Pounding is one of the traditional method used by women to process maize, millet and cassava which is very tedious and time consuming. Time used in preparing food varies according to the method used and kind of food crops. The preparation for maize usually covers 30 minutes to one hour while cassava and millet usually take one to four days.

Cooking food is also a problem to the women as presented by eighty two per cent (82%) of the interviewees. The lack of firewood, lack of permanent cooking stove, lack of water and the frequent breakdown of milling machine have been identified as major constraints to the preparation and cooking activities of the women.

CONSULTATION MEETING WITH BOKO-MNEMELA VILLAGERS ON MARCH 23, 1988

The participants together with the trainers went out for a consultation meeting with Boko-Mnemela village to present and discuss with them the result of the survey. The group received a very warm welcome from the village leaders and the villagers themselves. What made it fascinating was the presence of the NGOMA Dance group and of the villagers who were already gathered in front of the Chama cha Mapinduzi (CCM) Office.

The meeting started with the formal introduction of the village Chairman. This was followed by the introduction of the participants and of the resource persons. Before the survey result was presented to the villagers, one of the resource persons explained in brief the objectives and procedures undertaken by the participants and after which the presentation of data gathered started. The presentation covered four major areas, to wit, village profile, villager's profile, food production technology and food preservation. Each area was presented very well and villagers responded and reacted to some of the observations given by the presentors. Simultaneously, they voiced out their problems and immediate needs. Others gave out recommendations/suggestions which the participants carefully noted down.

Below are the problems and recommendations raised by the villagers of Boko-Mnemela.

VILLAGE PROFILE

The village has only one source of water from a well at Kibaoni, about 1.5 hours walk to and from the village. The task of fetching water is normally done by the women. Chances of drilling shallow wells/pumps within the village is very slim

because the underground water is quite deep. Villagers identified the inavailability of water in the village as their major problem.

Other facilities like transportation, dispensary and medical services are not available in the village. Medical services are obtained from Kibaha Hospital. Patients have to be brought on foot to the nearest dispensary.

There is one village cooperative shop which most of the time does not open because it does not have enough supply of goods for the whole village.

As to the Agriculture Extension workers, they do not live in the village. They used to stay in the nearby village where the Ward Headquarter is located.

VILLAGERS' PROFILE

Majority of the vilalgers are between the ages of 45-55 years. This was justified by one of the villagers that most of the young men migrated to the towns and cities to find jobs for a better living.

None of the children in the village were able to get secondary school education because they have no time to read their lessons. Time which is supposed to be spend for attending classes is spent for fetching water.

MAJOR ACTIVITIES OF THE VILLAGERS

Agriculture is the major activity of the villagers of Boko-Mnemela.

FOOD PRODUCTION ACTIVITIES

One of the villagers reacted to the idea that men did the production of cash crops while women did the food production. Both husband and wife work together in farm preparation, cultivation and harvesting. The major tools used in farming are hand hoes.

The quantity of the agricultural produce depends largely on the weather condition.

Among the problems identified by the villagers in the farming activity is the presence of wild animals like wild pigs and monkeys which eat their crops before it is harvested. Handhoes are still the major tools used in cultivation. They are time consuming and limit the number of acreage being cultivated in spite of spending long hours in the farm. There is only one milling machine which caters for the whole village. This is owned by a private individual from Dar es Salaam.

RECOMMENDATIONS OF THE VILLAGERS:

The villagers raised several recommendations that they felt would improve the agricultural productivity of the village, to wit:-

- a) Tractor for cultivation;
- b) Transportation facilities like push carts and vehicles to ferry their crops from the farm to their homes and from their home to the market;
- c) Good variety of seeds;
- d) Fertilizers and pesticides;
- e) Installation of water system within the village;
- f) Milling machine which a group of villagers can operate.

In addition to the recommendations mentioned, the issue of providing them with an expert who could help them plan and assist how to make use of the farm implements was identified. Otherwise, the provision of these things will be useless if nobody would direct them on the proper use of each farm implement. Hence a request for one CDA to stay and live with them in the village was also raised.

IV. ANALYSIS OF DATA:

Data gathered from the village shows that the bigger portion of the population are men. The men outnumbered the women by about 2.4%. Seventy-nine per cent (79%) of the male population is within the ages of 45-55 years which accounts for the majority of the male population who are left in the village while most of the young men have migrated to the town and cities. None of the villagers have gone to secondary school although a number have attended adult education conducted in the village. Of the total number who have attended primary and adult education, men are better off than women because women are occupied in various economic and household activities. The data show that 80% of the women in the village have various skills. Of the 80%, 50% have skills on farming and mat weaving. It is the belief of the people to teach young women various skills in order to prepare them for married life. The mat making accounts for the second highest women activity in the village because of the easy and abundant supply of raw materials.

Other than farming and mat weaving, women have turned to other economic activities to supplement their income, as the bulk of the farm produce are kept for food while only a few are processed and sold. The reason why women keep a big part of the crops for food is that the responsibility of feeding the family lies on their shoulder.

On the other hand, men usually are the keepers of cash from the crops sold because they are responsible for the buying of clothes for the family, payment of school fees, and other

basic needs. It is very clear that women who carry an excessive share of the burden in agriculture, do not have sufficient control over any income they generate. The data, therefore, showed that generally men are more concerned with getting cash while women reserved the big portion of the harvest for food.

Relative to the agricultural activities of the village, majority of the women revealed that as they are responsible for the land cultivation, they need to have a tractor in the village and for them to be able to expand the area for food crop production. Since they are the main producers of food crops, they felt that the availability of a tractor will help them increase the number of acreage to be cultivated thus increasing the production of the food crops. Other agricultural inputs like fertilizers, pesticides, appropriate tools and better seeds are also needed to increase their production.

On livestock keeping, men and women shared equal responsibility. Many expressed interest to undergo training on poultry production and animal husbandry. They believe the said project will augment their income and food requirement. A number of the villagers have a few local chicken but they don't have enough supply of feeds. Apart from educating them on this project, they also need some capital and veterinary services to start with the project.

The village has only one milling machine which is privately owned and could not provide adequate services to the villagers. The frequent closing makes the processing of staple food a problem. The villagers could not do otherwise since it is owned by a private individual. They resorted to using the traditional method of processing which is pounding. This process is very tedious for women and time consuming. Time used in preparing and processing food crops. Cooking food is also a very tedious work for women because of the lack of firewood, lack of permanent cooking stove and lack of water. Women have to go for miles to collect firewood and fetch water thus have most of their time eaten up by these activities.

Transportation is also among the problems identified by the villagers. Eighty-one (81%) of the villagers responded to having the crops carried on the head. Bicycles and push carts are also used but most of the crops are carried by women on their heads and by men on their shoulders. Vehicle and other means of transportation are not available in the village. The existing type of transporting products is quite tiresome and exhausting thus affecting some of their productive household activities. The inavailability of transportation facilities also resulted to losses of crops in the farm due to the delay of transporting it to the house/storage or losses of crops along the way to the

market. Other times, crops are damaged or rotten because of the delay in transporting to the market.

Analysis of the data revealed that the most critical problem of the village is the inavailability of water. It was gathered from the villagers that the people from the Ministry of Water have initiated the digging of shallow wells within the village but of the 12 shallow wells, only one is working and is about 4 kilometers from the village or 1.5 hours walk. The existence of only one well in the village is not sufficient to meet the need for water of the 1,177 villagers. Commodities and basic goods are not always available in the cooperative shop because the shop depends on the availability of goods at the Regional Trading Company (RTC) which most of the time goods are not available.

Lastly, the village is in need of one extension worker who will be stationed in the village because of present project. There are a number of extension workers but are stationed at the ward headquarter which is far from the village and they cover several villages other than Boko-Mnemela. Professionals and technicians except for the primary teachers are not readily available in the village when needed.

V. CONCLUSION/RECOMMENDATIONS

The reserach conducted revealed that Boko-Mnemela village lacks various services such as dispensary, milling machines, shops, transportation and water. There is need for one expert or extension worker who can help and direct the villagers in coming up with plans and strategies of how the aforementioned problems can be solved. He has to be stationed in Boko-Mnemela.

Most of the production activities lie in the hands of women because this has been the traditional practices in the village. Women are responsible for the agricultural activities and providing food for the family. Women are overburdened of performing both the household and food production activities. The introduction of better services and improved technologies both for the household and production activities will somehow lighten the work load of women and will give them enough time to attend to other activities in the community.

For the agricultural activities which includes food production and post harvest technologies, following are the inputs needed to improve the existing methods used in the village.

1. The introduction of plough and/or the possibility of hiring a tractor during cultivation period.

2. Use of fertilizers, insecticides and better seeds to increase production of maize, paddy and cassava which are the staple food of the village. This will somehow help the village women to increase their production thus giving them enough income and food for the family.
3. Introduction of better storage facilities to prevent crops from insects and rodents.
4. In lieu of the vehicles, push carts may be utilized for short distances, i.e. farm to house/storage, to ferry their crops.
5. The installation of a milling machine which the villagers can manage. This can be worked out together with the expert assigned in the village and with the village leaders to submit the proposal to CRDB, SIDO or CDTF.

In like manner, many of the villagers expressed interest to be educated on poultry production, at the same time extending them some capital and equipment to start the project.

The presence of an expert or extension worker will provide direction to the villagers on how to go about the deficiencies of services and technologies identified in the village. Along with this, the extension worker or any project implementors should look into and consider the values, environment and Islamic customs in the village. The introduction of any training on technology should be adopted to their level of education programme they have in the village.

Water which is the most critical problem in the village should be given priority. Once this problem will be attended to, the rest of the problems and needs of the villagers will follow. On the other hand, if water problem will be left out, the introduction of other services will not be of much importance to the villagers because their time will be consumed on fetching water.

This was expressed by the villagers themselves during the consultation meeting with them. Likewise, the question of how water can be brought to the village, for them to have more time for other economic activities was also raised. The possibility of solving this problem can be worked out together by the village leaders and the villagers. Plans and strategies can be drawn out by the villagers themselves.

2.6.1 SUMMARY TABLE OF SURVEY RESULTS:

Village (Kijiji)	<u>BOKO-MNEMELA</u>
Ward (Kata)	<u>Soga</u>
Division (Tarafa)	<u>Kibaha</u>
District (Wilaya)	<u>Kibaha</u>
No. of female respondents	<u>15</u>
Idadi ya wahojiwa wanawake	

Profile of the village:
(Wataalam walioko vijijini)

House-holds - 326

A:	<u>Population</u>	Male (Wanaume)	Female (Wanawake)	Total (Jumla)
1.	Population of the village (Idadi ya wanakijiji)	315	338	653
2.	Children (Watoto)	288	236	524
3.	Labour Force (Wenye uwezo wa kufanya kazi)	-	-	-
4.	Disabled (wasio na uwezo wa kufanya kazi)	-	-	-
	Total (Jumla)	603	574	1,177
B.	<u>Facilities (Huduma)</u>			
1.	Primary School (Shule ya Msingi)	1	-	-
2.	Secondary School (Shule ya Sekondari)	-	-	-
3.	Agricultural Centre (Vituo vya Kilimo)	-	-	-
4.	Day Care Centre (Vituo vya Watoto Wadogo)	-	-	-
5.	Dispensary (Zahanati)	-	-	-
6.	Water Services (Huduma za Maji)	-	-	-
7.	Shallow wells (Maji ya Visima)	-	-	-
8.	Piped Water (Maji ya Bomba)	-	-	-
9.	Grinding Machine	1	-	-
10.	Dips (Majosho)	-	-	-
11.	Shops (Maduka)	2	-	-
12.	Post Office (Posta)	-	-	-
13.	Transportation (Usafiri)	-	-	-
14.	Accessible Roads Barabara zinazopitika	-	-	-
15.	Farm Implements Zana za Kilimo	-	-	-
C.	<u>Village Extension Workers</u>	<u>Male</u> (Wanaume)	<u>Female</u> (Wanawake)	<u>Total</u> (Jumla)
1.	Community Development (Bwana Maendeleo/Bibi)	1	-	-
2.	Agriculturalist (Bwana Shamba/Bibi)	1	1	2

3.	Teacher (Mwalimu)	3	4	7
4.	Livestock Expert (Bwana Mifugo)	-	-	-
5.	Forester (Bwana Misitu)	1	-	1
6.	Health Workers (Bwana Afya)	1	-	1
7.	Fisheries (Afisa Uvivu)	-	-	-
8.	Others (wengine)	-	-	-

D. Village Projects:
(Jina la Mradi)

a) Name of village Project
(Jina na Mradi wa Kijiji)

-
1. When started (Tarehe ulipoanzishwa).....
 2. Donor (Mpaji).....
 3. Profit/Loss (Faida/Hasara).....
 4. Number of paid workers male/female.....
(Nambari ya wanaume wanaolipwa)
(Nambari ya wanawake wanaolipwa)
 5. Community or Privately Owned.....
(Maendeleo ya Vijiji au Binafsi)

b) Name of Village Project
(Jina la Mradi wa Kijiji)

1. When started (Tarehe ulipoanzishwa).....
2. Donor (Mpaji).....
3. Profit/Loss (Faida/Hasara).....
4. Number of Paid Workers Male/Female.....
(Nambari ya wanaume/wanawake wanaolipwa)
5. Community Privately owned.....
Inamilikiwa Vijiji au Binafsi

c) Name of Village Project:
(Jina la Mradi wa Kijiji)

1. When started (Tarehe ulipoanzishwa).....
2. Donor (Mpaji).....
3. Profit/Loss (Faida/Hasara).....

4. Number of paid workers Male/Female.....
(Nambari ya Wanaume/Wanawake wanaolipwa)
5. Community/Privatey Owned).....
(Inamilikiwa na vijiji au Binafsi)

Profile of Respondents Male Female Total
(Historia ya anayehojiwa) (Wanaume) (Wanawake) (Jumla)

1. Age (Umri)
Distribution

15	0	0	0
15-34	2 = 14%	5 = 25%	7
34-54	6 = 43%	9 = 45%	15
55 - above	5 = 35%	2 = 10%	7
Age not known	1 = 7%	4 = 20%	5

2. Religion (%) (Dini)

Moslem	12 = 86%	14 = 70%	26 = 78%
Christians	2 = 14%	6 = 30%	8 = 22%

3. Marital status (%) (Ndoa)

Married (Umeolewa)	13 = 93%	11 = 55%	74%
Concubinage (umeoa/ Umeolewa mitara)	0	1 = 5%	2.5%
Divorce	0	4 = 20%	10%
Widowed	0	2 = 10%	5%

4. Education % (Elimu)

Formal Education (Elimu Darasani)	11 = 79%	13 = 65%	72%
No Formal Education (Wasio na Elimu ya Darasani)	3 = 21%	7 = 35%	28%
Adult Education (Elimu ya Watu Wazima)	7 = 50%	8 = 40%	45%
Primary Education	4 = 29%	8 = 25%	27%
Secondary Education (Elimu ya Sekondari)	-	-	-
Higher Education (Elimu ya Juu)	-	-	-

5. Skills (Ujuzi)

Sewing	0	1 = 5%	1
Mat making	0	10 = 50%	10
Local Brewing	0	1 = 5%	1
Hair Plating	0	1 = 5%	1
Midwife (Tradition)	0	3 = 15%	3

Masonry	3=21.4%	0	3
Carving	1=7.1%	0	1
Charcoal Making	1=7.1%	0	1

6. Membership in Party Association

(Mwanachama wa Chama/
Kikundi)

Not a member (Sio Mwanachama)	3=21%	6=30%	9
A member (Ndiyo Mwanachama)	11=79%	14=70%	25
Party/Association Membership Chama/ Kikundi)	-	-	-
CCM	9=64%	9=45%	18
Jumuiya ya Wazee	0	1=5%	1
UWT	0	9=45%	9
Washirika	4=29%	1=5%	5
Wazazi	2=14%	1=5%	3
Vijana	2=14%	0	2
Umati	0	1=5%	1
Kikundi cha Kwaya	0	1=5%	1
Kikundi cha Kupika			
Pombe	0	7=35%	7
Kikundu cha kupika			
Chai	0	1=5%	1
Kikundi cha Ufinyanzi	0	1=5%	1
Activities (Shughuli)			
Shop keeping	0	5=36%	5=25%
Local beer brewing	0	7=50%	7=35%
Choir (Singing)	0	1=7%	1=5%
Tea Kiosk	0	1=7%	1=5%
Pottery	0	1=7%	1=5%

7. Major Source of Livelihood
(Kazi Muhimu)

a) Employment (Ajira)	-	-	-
b) Farmer/Livestock keeper (Mkulima/ Mfugaji)	14=100%	8=90%	32
c) Business Person (Mfanya Biashara)	1=7%	3=15%	4
d) Fisherman (Mvuvi)	-	-	-
e) Others - not working (Nyingine Old age)	-	1=5%	1

8	Secondary Source of Livelihood (Kazi nyingine)			
a)	Employment (Ajira)	-	-	-
b)	Farmer/Livestock Keeper (Mkulima/Mfugaji)	-	-	-
c)	Business person (Mfanya Biashara)	-	-	-
d)	Fisherman (Mvuvi)	-	-	-
e)	Others (Nyingine)	-	-	-
	Local Beer Brewing	0	2=10%	2
	Mat Plaiting	0	3=15%	3
	Small Business	3=25%	0	3
	Teaching Adult Ed.	0	1=5%	1
	Sewing	0	1=5%	1
	Casual Labour	1=7%	0	1

III. Production (Teknolojia za Uzalishaji Tools for production Activities (Vifaa vya Uzalishaji mali)	Male (Wanaume)	Female (Wanawake)	Total (Jumla)
a) Agriculture (Tools) (Kilimo vifaa)			
Hand Hoes	73	100	91
Panga	53	60	55
Axes	48	16	32
File	13	-	6
Small hoe	6	-	3
Knife	13	-	6
Ox cart	6	-	3
Hammer	6	-	3
Seeds	-	13	6
b) Livestock (Mifugo)			
Ashes and dry grass	-	6	3
c) Business			
Karai, Bamboo baskets	6	6	3
Tins	6	-	3
Drums	-	6	3
Sufuria	-	6	3
Trays	-	6	3
Knife and spoons	-	13	3
Spoons	-	6	3
Oil Measure	-	6	3
Bottles	-	6	3
Funnels	-	6	3
Rolling Board	-	6	3

d) Crafts (Sanaa)

Leaves	-	30	15
Coloring	-	18	9
Needles	-	36	18
Synthetic threads	-	18	9
Wooden board	-	18	9
Sisal fibers	-	12	6
Buckets	-	6	3
Knife	-	6	3
Mats	-	6	3

e) Others (Mengineyo)

Brewing			
Drums	-	6	3
Firewood	-	6	3
Charcoal making	-	6	3
Axes	6	6	3
Panga	6	-	3
Spade	6	-	3
Forked shovel	6	-	3
Saw	6	-	3

9. Production, Consumption,
Income in 1987 (Uzalishaji
mali, ulaji mapato)

1.	Farmer (mkulima)			
	a) Crop Rice (zao)			
	1. Average acres			
	cultivator	0.95	1.0	1
	(wastani, ekari			
	iliyolimwa)			
2.	Average yield	1.75	2.7	2.2
	(bags/kilos) wastani			
	mavuno, magunia/kilo			
3.	Average kept for	1.25	2.7	1.5
	food (wastani			
	chakula na ulaji)			
4.	Average sold (Bags/			
	kilos) (wastani			
	chakula magunia/			
	kilo yaliyouzwa	1	0	0.5
5.	Average income			
	(shs) Wastani			
	fedha ulizopata)	-	-	-

b. Crop Cassava (Zao)

1.	Average acres cultivated (Wastani ekari iliyolimwa)	2.2	1.7	1.95
2.	Average yield (bags/kilos) wastani mavuno magunia/kilo	12.3	12.5	12.45
3.	Average sold (bag/kilos) (wastani chakula magunia yaliyouzwa)	6.75	7.5	7.13
4.	Average kept for food (wastani chakula na ulaji)	7.9	12	9.95
5.	Average income (shs) (wastani fedha ulizopata)	3,7000	1,665/=	2,684/=

c) Crop Maize (Zao)

1.	Average acres cultivated (wastani ekari zilizolimwa)	1.3	1.65	1.48
2.	Average yield (bags/kilos) (wastani chakula magunia/kilo)	9.3	2.3	6.8
3.	Average kept for food (wastani chakula na ulaji)	12.6	2.3	6.8
4.	Average sold (bags/kilos) wastani chakula na mavuno yaliyouzwa	1	-	-
5.	Average income (shs) wastani fedha ulizopata).	-	-	-

d. Crop Sweet Potatoes

1.	Average acres cultivated (wastani ekari zilizolimwa)	2.5	1.5	2.0
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2.	Average kept for food (wastani chakula na ulaji)	2	1	1.5
3.	Average yield (bag/kilo (wastani mavuno magunia/kilo)	14	-	8.5
4.	Average sold (bags/kilos) wastani chakula mavuno yaliyouzwa	12	2	7.0
5.	Average income (Shs) (wastani fedha ulizopata)	9600/=	1,000/=	4,800/=
e)	Crop Sorghum (Zao)			
1.	Average acres cultivated (wastani mavuno magunia/kilo)	0.25	1.1	0.93
2.	Average yield (bags/kilos) wastani mavuno magunia/kilo)	0.2	0.6	0.4
3.	Average kept for consumption) wastani ya ulaji)	0	0.6	0.3
4.	Average sold (bag/kilos (wastani chakula mavuno yaliyouzwa)	0.2	0	0.1
5.	Average income (wastani fedha ulizopata)	500	-	250
2.	Livestock keeper (Mifugo)			
a)	Livestock (mifugo)			
	<u>Chicken</u>			
1.	Average number (idadi, wastani)	26	12	19
2.	Average sold shs. Wastani iliyouzwa)	0	8	8

3.	Average income (Shs) wastani ulizopata	0	850/=	850/=
b)	Livestock (Mifugo) <u>Dogs</u>			
1.	Average number (Wastani idadi)	0	3	3
2.	Average sold Wastani iliyouzwa)	0	8	8
3.	Average income (shs) wastani ulizopata)	0	300/=	300/=
c)	Livestock (Mifugo) <u>Ducks</u>			
1.	Average number (Wastani idadi)	0	6	6
2.	Average sold Wastani iliyouzwa)	0	6	6
3.	Average income (shs) wastani ulizopata)	0	2,000/=	2,000/=
3.	Products from livestock (zao toka kwenye mifugo)			
a)	Milk (Maziwa)			
1.	Average amount wastani kiasi)	_____	_____	_____
2.	Average consumed (wastani, kilicholiwa)	_____	_____	_____
3.	Average sold (Wastani uliyouza)	_____	_____	_____
4.	Average income (Wastani ulizo- pata)	_____	_____	_____
b)	Hide (Ngozi)			
1.	Average amount wastani kiasi)	_____	_____	_____
2.	Average sold (wastani, iliyouzwa)	_____	_____	_____
3.	Average income (Wastani ulizo- pata)	_____	_____	_____

c)	Eggs (Mayai)			
1.	Average number (wastani/kiasi)	826	50	438
2.	Average consumed	203	25	114
3.	Name of Craft Sweater (Jina la Sanaa)			
a)	Number (idadi)	-	6	6
b)	Sold (mauzo)	-	6	6
c)	Income (mapato)	-	840/=	840/=
10.	Technology needed to increase income (Teknolojia uliyohitaji kuongeza mavuno yako)			
1.	Agriculture (Kilimo)			
	Tractor	60.0	48.8	72.7
	Fertilizer	36	66	21.4
	Plough	42	30	32.3
	Pesticides	24	30	27.2
	Better Seeds	6	18	12.0
2.	Livestock keeping (Mifugo)			
	Poultry feeds	18	18	18
	Capital	18	6	12
	Veterinary Care	6	-	3
	Poultry Education	-	6	3
3.	Fishing (Uvuvi)			
4.	Craft (Sanaa)			
	Reeds	6	36	18.1
	Dying colour crochet	0	42	21.5
		-	25	12.5
11.	Transport used (Usafiri uliotumiwa)			
1.	Farm/Sea to home (Shambani/Baharini hadi nyumbani)			
	Carry on head	60	100	81.8
	Push carts	12	6	9.0
	Bicycle	-	12	6.0
	On shoulder	6	-	3.0
	Chanja	24	24	24
2.	Capacity (uwezo)			
	No response	_____	_____	_____

3.	Type of crop (Njia ya mavuno) Cassava			
a)	Facility/method used (Njia zinazotumika)			
	Chanja	36	30	33
	Sacks	42	30	36
b)	Capacity (uwezo) No response	_____	_____	_____
12. b)	Problems in Preserving crops (matatizo katika kuhifadhi mavuno)			
1.	Agriculture (kilimo)			
	Insects	18	6	12
	Rodents	18	18	18
	Unavailability of chemicals	12	-	6
2.	Livestock (ufugaji) No problem/ response	_____	_____	_____
3.	Fishing (uvuvi)	_____	_____	_____
4.	Crafts (Sanaa)	_____	_____	_____
5.	Others (nyingine)	_____	_____	_____
c)	Methods to prevent spoilage (njia za kuzuia uharibifu wa chakula)			
1.	Crop (mazao)	_____	_____	_____
2.	Home to market (nyumbani hadi sokoni)			
	Carry on head	54	72	63.5
	Push cart	12	12	12.0
	Bicycle	-	-	-
	Vehicle	12	12	12.0

Problems Transportation
(Matatizo na usafirishaji)

Problem 1 (Matatizo 1)			
Lack of transport	42	18	30.1
Problem 2 (tatizo la 2)			
Burden of work	24	72	48.4
Problem 3 (tatizo la 3) - time consuming	12	12	12

IV Post Harvest Technologies
(Teknolojia baada ya kuvuna)

a) Method used for preserving
crop (Njia ya kupanua na
kuhifadhi mavuno)

1. Type of crop (Rice)
(mavuno/aina _____)

a. Facility/method
used (njia
zinazotumika) _____

Chanja	6	6	6.06
Sacks	12	50	30

b. Capacity (uwezo)
No response _____

2. Type of crop
(aina ya mavuno)

Maize	60	66	63
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a. Facility/method
used (njia
zinazotumika)

Sacks	36	24	30
Method (Njia)	_____	_____	_____

b. Crop (Zao)
Method (njia) _____

c. Crop (zao)
Method (njia) _____

d. Preservation method
known but not used
(Njia za kuhifadhi
lakini hakuzitumia)

1.	Ngokwe, Kidimbi	6	-	3
2.	Chanja	6	6	6
3.	Mabando	-	24	25
4.	Vihengo	6	24	15
5.	Mitungi	0	18	9
6.	Mapipa	-	12	6
7.	Ghala	-	12	6
8.	Reason why not used (Sababu)			
1.	Financial problems	9.09	6.06	15.15
2.	Rodents	6.06	6.8	12.86
3.	Theft/thieves	6.06	-	6.06
4.	Lack of knowledge	3.03	-	3.03
13.	Method tools and time used to process crops before cooking (njia, zana, muda wa kuhifadhi mazao kabla kupika)			
1.	Maize (Mahindi) Method (Njia)			
	Kukoboa	18.18	42.42	60.6
	Kutwanga	30.30	36.36	66.66
	Tools (vifaa)-kinu	6.06	12.12	18.18
	Time (muda) 1 min.			
	30 min.	15.15	9.09	24.24
	1.30 -2 hr.	3.03		
	hr. - 1.30		15.15	15.15
2.	Rice (mchele) Method (njia)			
	Kukoboa	27.27	36.36	63.63
	Tools (vifaa) kinu	21.21	27.27	48.48
	Time (Muda)			
	1.30 min.			
	1 hr - 1.30	12.12	12.12	24.24
	1 hr - 1.30	-	24.24	24.24
	1.30 - 2 hrs.	6.06	6.06	12.12
3.	Cassava (Muhogo) Method (njia)			
	Kutwanga	24.24	24.24	48.48
	Kusaga	15.15	15.15	30.30
	Tools (vifaa) Kinu	6.06	18.18	24.24
	Kisu	18.18	18.18	36.36

	Time (muda)			
	dakika 1-30	6.06	12.12	18.18
	dakika 30 - 1 hr	9.09	-	9.09
	Saa 1 - 1.30	6.06	18.18	24.24
	Saa 1.30 - 2	3.03	3.03	6.06
4.	Wheat (Ngano)			
	Method (Njia)			
	Kukoboa	-	-	-
5.	Sorghum (mtama)			
	Method (Njia)			
	Kukoboa	18.18	21.21	39.39
	Kutwanga	15.15	27.27	47.47
	Tools (vifaa)			
	Machine	12.12	-	12.12
	Time (muda)			
	dakika 1 - 30	-	3.03	3.03
	dakika 30 - 1	9.09	-	9.09
	Saa 1 - 1.30	3.03	9.09	12.12
6.	Coconut (Nazi)			
	Method (Njia)			
	Kukuna	-	15.15	15.15
	Tools (vifaa)			
	Kibao cha Mbuzi			
	Time (muda)			
	1 min. - 30 min.	-	15.15	15.15
7.	Fish (Samaki)			
	Method (Njia)			
	Kupaa	-	6.06	6.06
	Kukatakata	-	6.06	6.06
	Kupika	-	3.03	3.03
	Tools (vifaa)			
	Kisu	-	3.03	3.03
	Sufuria	-	9.09	9.09
	Time (muda)			
	dakika 30 - 1 hr	6.06	-	6.06

Saa 1 - 1.30	-	-	-
Saa 1.30 - 2	-	3.03	3.03
Saa 2 - 2.30	-	3.03	3.03
8. Vegetable (mboga za majani) Method (Njia)			
Kutwanga	12.12	21.21	33.33
Kuchemsha	12.12	6.06	6.06
Kuchuma	15.15	15.15	27.27
Kuanika	-	3.03	18.18
Tools (vifaa) Visu	9.09	-	-
Time (muda) Dakika 1 - 30	12.12	39.39	51.51
Saa 1 - 1.30	3.03	3.03	6.06
9. Beans (Maharage) Method (Njia)			
Kuchemsha	-	9.09	9.09
Kuchambua	-	15.15	15.15
Kuosha	-	12.12	12.12
Tools (vifaa) Time (muda)			
30 min. - 1 hr.	-	6.06	6.06
1 hr. - 1.30	-	3.03	3.03
1.30 hr. - 2	-	3.03	3.03
14. Problems of processing food (Matatizo katika kutayarisha chakula)			
(a) Before cooking (Kabla ya kupika)			
1. Maize (Mahindi)			
Kutwanga	12	23	35
Upatikanaji kuni	6	-	6
Kuharibika mashine	6	-	6

2.	Rice (Mchele)			
	Kutwanga	12	12	12
	Kupukuta kwa mikono	6	12	9
	Kukosa hela	12	6	9
3.	Cassava (Muhogo)			
	Kutwanga	24	6	15
	Kutokauka	6	-	3
	Muda mrefu	18	12	15
4.	Sorghum (Mtama)			
	Kutwanga	18	-	9
	Muda mrefu	6	12	9
5.	Fish (Samaki)			
6.	Beans (Maharage)			
7.	Meat (Nyama)			
8.	Vegetable (Mboga za majani)			
9.	Coconut (Nazi)			
	Kukuna	-	3	3

(b) During cooking (Wakati wa kupika)

	Yes	58	82	70
	No	6	18	12
	No comment	36	-	18
1.	Ugali			
	Kutafuta kuni	18	36	27
	Kukosa jiko la kudumu	-	26	13
	Kuungua mikono	6	12	9
2.	Rice (Wali)			
	Ukosefu wa mchele	-	6	3
	Mwendo mrefu maji	6	-	3
	Viungo aghali	-	6	3

3. Cassava meal (bada)			
kutumia nguvu	6	6	6
Ugali kunata	6	6	6
Hakuna jibu	6	42	24
Preservation Duration (Muda wa kuvihifadhi)			
1 month - 1 year	58	70	64
Meat (Nyama)			
Method used (Mbinu zinazotumika)			
Kukausha jikoni	48	36	42
Tools (vifaa)			
Sufuria, vikaango	48	36	42
Preservation Duration (Muda wa kuvihifadhi)			
1 - 2 days	48	36	42
Fish (Samaki)			
Method used (Mbinu zinazotumika)			
Kubanika/kuanika	6	6	6
Tools (vifaa)			
Waya, Mbao, jua	6	6	6
Preservation Duration (Muda wa kuvihifadhi)			
1 week - 6 months	6	6	6
(c) Do you have left-over (Kuna chakula chochote kinachobakia baada ya kula kiporo)			
Yes (Ndiyo)	82	100	91
No (Hapana)	12	6	6
No answer	6	-	3

Method and tools used for storing left-overs (Njia na vifaa vinavyotumika kwa kuwekea viporo)			
Type of food (Aina ya chakula)			
Wali	48	58	53
Method (mbinu)			
Weka katika chombo funika	48	48	48
Tools of food (vifaa) Sinia, ndoo, kawa, mkungu wa tano, sufuria			
Maize legum mixture (Kande)			
Kukukutua	6	-	3
Ukosefu wa kuni	6	12	9
Ukosefu wa mashine	6	-	3
Fish (Samaki)			
Vegetable (mboga za majani) Kisamvu (Kitoweo)			
	-	12	6
Ujuzi	-	-	-
Kukosa viungo	12	-	6
(d) Do you store after processing (baada ya kutayarisha chakula kuna vinavyohifadhiwa)			
Yes (Ndiyo)	64	94	79
No (Hapanä)	12	6	9
No comment	24	-	12
1. Vegetables (mboga za majani)			

Methods used (mbinu zinazotumika kukausha)	30	42	36
Tools (vifaa) Mikeka, jamvi	30	42	36
Preservation Duration (muda wa kuhifadhi)			
1. Month - 6 months	30	42	36
2. Cassava (Muhogo)	-	-	-
Methods used (mbinu zinazotumika - kuanika)			
Tools (vifaa) Mikeka - majamvi	58	70	64