

SUPERVISOR 'S CERTIFICATION

I, the undersigned certify that I have read and hereby recommends for the acceptance of the project paper titled; Ensuring Gender Equality Education through Awareness Creation among Community Members.” A case of Igwamanoni Village, Kahama District in fulfillment of the requirement of Master Degree in Community Economic Development.

.....

DR. LEONARD FWEJA

(Supervisor)

.....

DATE

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DECLARATION

I, **Editha Peter**, declare that this dissertation is my own work and that it has not and will not be presented to any other institution for the award of the degree or other similar award.

Signature:.....

Date:.....

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DEDICATION

This Project is dedicated to my dear parents, Mr. and Mrs. Frank Macha, who gave me moral support, advices and encouragement. I also dedicate it to my employer Care International Women and Girls Empowerment Department (WAGE) Coordinator Mama Leticia Pima, My previous supervisor Mr. Kitambi for providing me permit to enroll in this course.

ABSTRACT

The Present Project was done in Igwamanoni Village following the Community Assessment Needs (CAN) in which the problems and needs were identified and prioritized. The CNA revealed the following 4 problems; lack of infrastructures, lack of water, Ignorance, Gender segregation and lack of health centers. The identified needs included need for the improvement of the infrastructures, improved access to health services, improvement of water supply and ensuring gender equality in education which was also identified as the most pressing need. The overall objective in this study was to improve girls' education accessibility through gender equality awareness creation among community members. Igwamanoni community was capacitated and knowledgeable on gender equality issues, includes human right to be able create equality in accessing opportunities for both sexes. Outcomes of the project includes improved the capacity of targeted men and boys to act as change agents for gender equality, enhanced knowledge of targeted men and boys on becoming equal partners and sensitizing men and boys regarding their roles and responsibilities in promotion of gender equality. In assessing project implementation outcomes, 61% of women and girls witnessed their male counterparts to receive the knowledge on gender equality 49% witnessing their counterpart to show changes example stopped beating their wives.

LIST OF ABBREVIATIONS AND ACRONYMS

BMGL	Bulyanhulu Gold Mining Limited
FGDs	Focus Group Discussions
SPSS	Statistical Package for Social Science
CAN	Community Needs Assessment
VSLA's	Village Savings and Loans Associations
SHIUUKA	Shirika la Udhibiti wa Ukimwi na Ushauri Kahama
CARE	Cooperatives for Assistance and Relief Everywhere
CSO	Civil Society Organization
IG	Impact Group
MDG	Millennium Development Goal
MEVOT	Ministry of Education and Vocational Training
NGO	Non Governmental Organization
NGPRS	National Growth and Poverty Reduction
PQLO	Project Quality and Learning Officer
PO	Project Officer

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CHAPTER ONE

1.0 PARTICIPATORY NEEDS ASSESSMENT

1.1 Introduction

Needs assessment is a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". The discrepancy between the current condition and wanted condition must be measured to appropriately identify the need (Pijil et al 2005). The need can be a desire to improve current performance or to correct a deficiency. A need assessment is an important part of the planning process, often used for improvement in individuals, education/training, organizations, or communities.

It can refine and improve a product such as training or service a client receives. It can be an effective tool to clarify problems and identify appropriate interventions or solutions (Lee et al, 2009). By clearly identifying the problem finite resources can be directed towards developing and implementing a feasible and applicable solution. Gathering appropriate and sufficient data informs the process of developing an effective product that will address the groups' needs and wants. (Watkins et al, 2012).

The current participatory needs assessment was conducted in Igwamanoni village in order to identify their problems and needs and thus intervene to address the most pressing need.

1.2 Community Profile

1.2.1 Location

Igwamanoni village is located in Bugarama ward. The ward is located just about at latitude 3 degrees 13'' south and longitude 32 degrees 28'' eastward. The altitude ranges

from 1,050 to 1,500 meters above sea level. It is also situated 86 kilometers north of Kahama, 206 kilometres North West of Shinyanga regional headquarters and 210 kilometres South-West of Mwanza city. Bugarama ward comprises seven villages, namely Igwamanoni, Kakola, Bugarama, Busindi, Busulwangili, Ilogi and Buyange. Igwamanoni village is bordered by Bugarama village on the north western side, Ilogi village on the west side, Busindi village on the North, and Busulwangili village on the north east side, Kalole village on the eastern side.

1.2.3 Demographic Characteristics

Igwamanoni village had a total population of 1,239. About 50 percent of this population is female. The working population is 497 which is equivalent to 40 percent of the total population; of those 53 percent are women. The Igwamanoni village council data showed that; the total number of dependants (youth aged 0-17 years) which is 754 equal to 60 percent, out of this female are 51 percent. This group includes children who are in schools, tertiary education and college of higher learning if any. The village council data also revealed 2 disabled people in the village who are both male. As with other villages in Tanzania, female in Igwamanoni seem to be the leading working population in the village although the total population of female is almost equal to male. Women provide labour more than men in production as well as household tasks.

1.2.4 Land, Vegetation and Soils

The village is situated in the thicket and savannah area of the Central Tanzania Plateau, which relative to other regions of Tanzania is flat and at some places slightly undulating. The climate is subtropical. Mean daily temperatures range from 18 to 30 degrees centigrade. August and September are the warmest months. Rainfall is erratic; there is no clear pattern, highly unreliable conventional rainstorms causing considerable differences

both in terms of space and time characteristic. Annual rainfall ranges between 592 and 1066 mm. Rains fall mainly during a period of approximately five months lasting from August and September to early May. This rainy period is characterized by two weeks to one-month dry spells being most pronounced in January and February.

1.2.5 Education Level

There is only one primary school in Igwamanoni village with 11 teachers among whom 5 equal to 45 percent are female and the rest are male. The school has 5 classes, 4 toilets, and 2 houses for teachers. The total number of pupils is 457, among whom 48 percent are female and the remaining are male.

1.2.6 Village Resources

Igwamanoni village has a total area of 3850 hectares of which 46 percent is for settlement, 34 percent is farming land and 18 percent is land for grazing. The area occupied by institution is only 0.8 percent. The settlement area has occupied a larger land than farming area this maybe because the village population growth rate is very high this may result into shortage of land for cultivation. The village has very few institutions as seen in table 1. below.

Table1: Resources and Opportunities in the Village

Type of Resource	Total Area	% Area
Village area	3850 hectares	100%
Farm area	1320 hectares	34.0%
Grazing land area	700 hectares	18%
Institution area	30 hectares	0.8%
Settlement area	1800 hectares	46%

Source: Igwamanoni Village Council

1.2.7 Sources of Revenue in the Village

The main source of income in Igwamanoni village is from village contributions, grants or subsidies from institutions such as KMCL, fine, contributions and fees.

Table 2: Vital Revenue Statistics

Main Source of Revenue	Source
Main source No. 1	Villagers contributions
Main source No. 2	Grants/subsides form Institutions (KMCL)
Main source No. 3	Different fines from by laws

1.3 Community Needs Assessment (CNA)

1.3.1 Objectives of CAN

The overall objective in this study is to improve girls' education accessibility through gender equality awareness creation among community members

Specific Objectives

1. To identify the problems and needs of villagers
2. To prioritize their problems and needs
3. To plan for an intervention to address the most pressing need

Research Questions

- 1 What are the problems and needs of villagers?
- 2 What is the main the problem and the most pressing need?
- 3 What is an appropriate intervention in addressing the most pressing need?

1.3.2 Study Location

This research was designed to be done at Igwamanoni village, Kahama- Shinyanga.

According to the national census conducted in 2012, the population of Igwamanoni

village is 1,239 of which male are 619 and female 620. Igwamanoni village has 182 households which makes an average of household size 6. The total number of female is slightly bigger compared to that of men in the village. The reason may have to do with the proximity of these villages to the gold mining site of Bulyanhulu that might have been more attractive to men seeking employment.

1.3.3 Study Population

1.3.3.1 Sample Size and Sampling Methods

Probability Sampling, systematic random sampling were used where every ^{6th} household were to be interviewed from the counting point for questionnaires. Also 182 household were having equal opportunity to be selected for interviews. Purposive sampling was employed to only key informants from Institutions, and key Leaders (VEO, influential Persons, Leaders of VSLA's/SACCOS, Leaders of NGO's, Leaders of Youth Groups, School Teachers e.g.) with open -ended questions for qualitative data. 4 Focus group discussions were employed for in school and out of school boys and girls each group with 12 pupils each.

1.3.3.2 Data Collection Methods

Participatory needs assessment to identify the most pressing need at Igwamanoni village involved the following data collection Methods i) Questionnaires' ii) Focus Group Discussions (FGD's) and iii) Interviews.

1.3.3.3 Data Analysis Methods

Both qualitative and quantitative data was analyzed in this study. The Quantitative data of this study was analyzed through SPSS (Statistical Package for the Social Science). Where descriptive data to get frequencies, tables bar and pie charts which have been stipulated

after analysis. While Qualitative data were captured through (i) Questionnaires (ii) Focus Group Discussions and (iii) Interviews

1.3.3.4 Qualitative Information's

1.3.3.5 Questionnaire

Most pressing need at Igwamanoni was identified through Semi structures questionnaires, which gave the informants an opportunity to answer questions both closed questions and open ended questions to get wide range of information's. Every 6th Headed household were equal to get an opportunity to be interview and only 21 which represent 70% among 30 headed household were able to be interviewed in this study. Generally, the instrument was designed to generate information's on in the following areas; on the improvement of the knowledge of Men and boys, as change agents, to uphold the rights of school age and adolescent girls to equal opportunities as boys for sustainable, healthy and secure lives and advocate for their peers and community to do the same. Respondents were asked Questions on accessibility of Sexual Reproductive Health (SRH) services delivery for both girls and boys, at Igwamanoni village, teenage pregnancies occurrences and early marriages, Gender based violence and community support in girls' education.

1.3.3.6 Focus Group Discussions (FGD's)

The Igwamanoni participatory need assessment study Conducted 4 Focus Group discussions in school and out of school boys and girls of 12 people maximum each.

Pupils and out of school girls and boys witnessed that; gender equality does not exist in family up to the community due to the customs, traditions and upbringing. Women and girls are believed to perform better domestic chores than men and boys. These provide

more opportunities for boys' ample time to get more time to concentrate in their studies than girls. 70% of community and family systems do not support girls' education and health needs.

Many decisions have been made by fathers and boys compared to girls and boys. Again, the respondent showed that boys are also trusted than girls at family level. Therefore, due to poor knowledge on human rights, gender equality, gender based violence have been created gap between these two since some parents, guardians and community do not have enough and rights information's. Igwamanoni school children viewed fairness as something that should be fulfilled to both sides, meaning both sex (male and female). However, there were mixed feelings from boys and girls with regards to fairness, some especially girls said that, in real sense there is no fairness. Quote from a girl at Buhiti hamlet, *"There is no fairness at all, my brothers are just relaxing and waiting for me to cook for them, worse enough they don't even say thanks to me after they have eaten"*. Girls at Igwamanoni centre pointed out that, there is no fairness because a girl child never gets chance for playing especially after school while a boy has ample time to play. They added that, girls have a lot of work to do at home as compared to boys.

1.3.3.7 Interviews

Key informants were interviewed; these included Village leaders like village chair person, village hamlet and members of the villages' councils, were able to be interviewed and provided the useful information's. The information obtained shows that; the community needs to be sensitized on gender equality because Gender based violence (GBV) and early school aged and adolescent girls still existing regardless the interventions which took place on women empowerment. Men and boys are key stakeholders and victimizing girls to get pregnancies through forced marriage, rape, abandoning children, beating wives and poor knowledge on human rights. It has been

realized that; if a girl is forced to get marriage, their father's plays a big role in forcing those marriages.

The respondent acknowledged on relevant of Sexual reproductive Health information's to men and boys in stopping gender based violence. Since women and girls have no rights to make decisions on their own bodies. Again, men and boys have high opportunity in expressing their feelings concerning the problems they meet in relationships than women and girls.



Figure 1: An Interview Between me and Millage Hamlet.

1.3.3.8 Quantitative Data

Quantitative data were analyzed through (SPSS) and the results stipulated below:

1.4.0 CAN Findings

The CAN findings include the identified problems and needs of the involved community and their prioritization and hence identification of the most pressing need.

The Igwamanoni community participatory exercise identified four problems including gender segregation between men and women boys and girls through accessing different opportunities, like education, where customarily gender roles press girls to domestic

chores while boys getting enough time to study, access of resources like land are prioritized to men and boys than girls.

Lack of water points within the community which force community members to walk long distance to fetch water, this hinders to undertake other community development activities. Poor infrastructure is another common problem for the long time now at Igwamanoni village, this in inhibit community members to access important social services and in a timely manner. Again, the problem of health center, where women have been delivering along the way to hospitals and this create infants death and pregnancy women. Regarding gender segregation the following problems were clearly stipulated.

1.4.1 Lack of adolescent and Sexual Reproductive Health Services

The analysis showed that; 63.6% Of the respondents said no accessibility of adolescent and sexual reproductive health services for girls and boys, where 36.4% says yes. This shows that; there a need to advocate on these issues so that community understands its importance. When boys and girls will be able to get this information, at the right time will reduce early pregnancies and marriages. Below tables, bar and pie charts shows the results;

Table 3: Girls and Boys Do Get Access to Sexual Reproductive Health Information's

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	8	36.4	36.4	36.4
No	14	63.6	63.6	100.0
Total	22	100.0	100.0	

Girls and boys do get access to sexual reproductive health informations

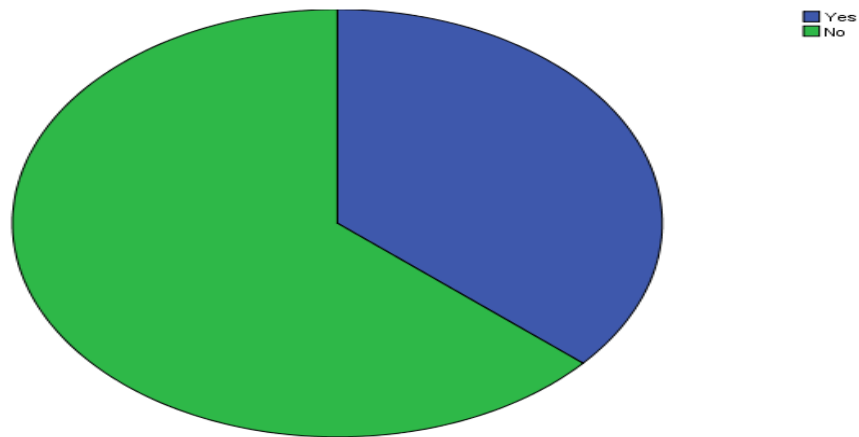


Figure 2: Source (SPSS) Descriptive Analyzed Data

1.4.2. Teenage Pregnancies

Teenage Pregnancies in Igwamanoni village is at high rate with 90% and girls have been getting pregnancies at below 14 Of age and 15- 17 which majority of them are immature and this is accompanied with early pregnancies complications of breeding which results into death. The tables below illustrate the percentages and age of early marriages.

Table 4: At What Age do Girls of this Village Get First Pregnancies

At What Age do Girls of this Village Get First Pregnancies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 14 and below	10	45.5	45.5	45.5
15-16	10	45.5	45.5	90.9
17	1	4.5	4.5	95.5
18	1	4.5	4.5	100.0
Total	22	100.0	100.0	

Source: (SPSS) Descriptive Analyzed Data

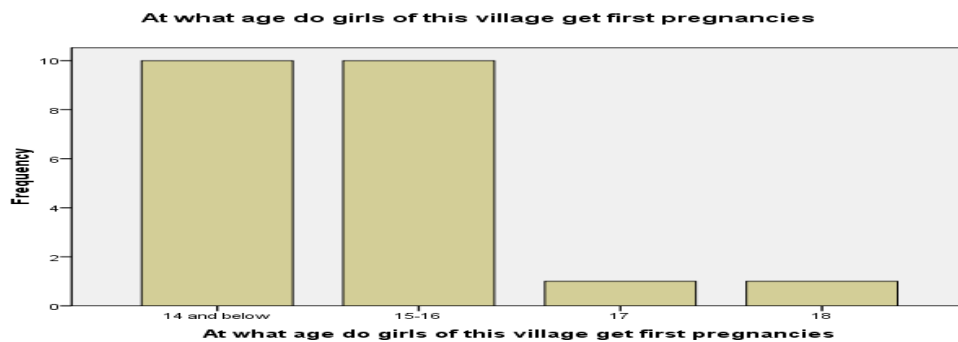


Figure 3: Source (SPSS) Descriptive Analyzed Data

1.4.3 Early Pregnancy Trend

The status of school aged and adolescent girls in Igwamanoni for the past 3 three years early pregnancy was less than 5 represents 11%, less than 10 represented by 4% , less than 15 represented by 15 % and More than 20 girls represented by 2%. The existences of school aged girls do exist in Igwamanoni and when reported to the laws enforcement corruptions take its course.

Table 5: Early Pregnancy Trend for the Last 3 Years

Responses on the number of girls with e3arly pregnancy		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5	11	50.0	50.0	50.0
	Less than 10	4	18.2	18.2	68.2
	Less than 15	5	22.7	22.7	90.9
	More than 20	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Source: (SPSS) Descriptive Analyzed Data

1.4.4 Ignorance

The study shows girls participation at family level 63.6% of respondents said no girls do not participate while 36.4% said do participate. Accorded for girls in the family compared to boys is 59.1 % while 40.9% said yes.

**Table 6: Need of Changing Attitudes Towards Gender Equality
Among Girls Men Boys and Women**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	21	95.5	100.0	100.0
Missing System	1	4.5		
Total	22	100.0		

Between a girls and boy to attain high education level is 50% for a boy and 50% for both while none for girl. Therefore, study needs to strengthen men and boys on gender equality.

**Table 7: Equal Opportunities for Women and Men in
Accessing Skills and Knowledge in Education and ASRH**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	21	95.5	95.5	95.5
No	1	4.5	4.5	100.0
Total	22	100.0	100.0	

Source: (SPSS) Descriptive Analyzed Data

1.4.5 Inadequate of Education Support for Girls' Education at Community Level

The study analyzed the Igwamanoni community support in girls' education where 72.7% said No support while 27.3% said yes. Again, respondents on their understanding on patriarchy system and gender based violence where 68.2% said they don't understand on patriarchy system and GBV practices at all while 31.8% understand it. Rate of support which has been provided on girls' education by men, 72.7% said not at all, 13.6% said medium, 4.5% high and 9.1 % said low support. Therefore, there is a need to sensitize the community, local leaders and other allies to advocate for girls education, reduction of early pregnancies and Gender based violence in order to address gender equality. The following few tables and pie chats illustrates;

Table 8:Community Support in Girls Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	6	27.3	27.3	27.3
No	16	72.7	72.7	100.0
Total	22	100.0	100.0	

Source: (SPSS) Descriptive Analyzed Data



Figure 4: Source (SPSS) Descriptive Analyzed Data

1.5 Prioritization of the Identified Problems

Four problems were identified among which included Lack of infrastructures, Lack of water, Lack of health centre, Gender segregation. Methodology used was through pair wise ranking where each individual participated in this exercise got an opportunity to vote her/his most stubborn problems by ranking wise.

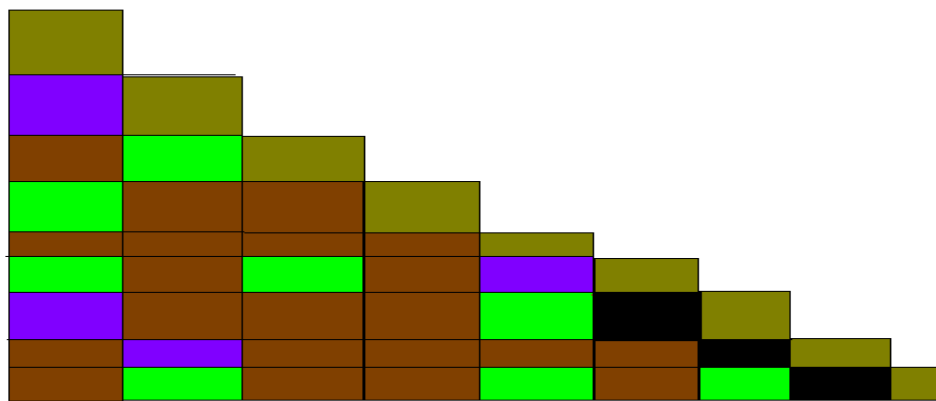


Figure 5: A Grid Showing Problems Votes During Village Meeting

Key: Total participants were 36 with following distribution

Green colour represents lack of health services center = 8 votes = 22%

Blue colour represents lack of water = 4 votes = 11%

Gender segregation represented by brown colour = 21 votes = 58%

Black colour represents poor roads = 3 votes = 8%

1.6 Identified Community Needs

Four needs were identified from community members. These include: ensuring equity in education, Construction of a health centre, Water supply and improved roads

1.7 Community Needs Prioritization

The method used for determining community needs of Igwamanoni population was pair wise ranking. The grid was drawn on a large sheet of paper and participants went through each pair and decided together which the priority in each pair was. The total scores were then added up and the most need realized.

EDUCATION ON GE												
	ED											
WATER	ED	W										
	ED	W	H									
HEALTH CENTER	ED	W	H	RD								
	ED	W	H	RD	EM							
ROAD	ED	W	H	RD	EM	TR						
EMPLOYMENT	ED	W	H	RD	EM	TR	H					
	ED	W	ED	EM	TR	TR	ED	ED				
TRANSPORT	ED	ED	ED	TR	RD	ED	W	RD	ED			

Figure 6: Grid Drawn Showing Priorities Votes of the Participants

Key and Number of Listing: (Ed): Education on Gender Equality (GE): 15 H: Health Center: 8 W: Water: 6 R: Road: 6 T: Transportation: 5 = Total Votes 45

Education on GE was the first priority need of the Igwamanoni community followed Health Center, and the third priorities were Water and Road together.



Figure 6: A Group of Participants in a Discussion for Prioritizing the Community Needs

Although there was so hot and prolonged discussion, it was agreed that ensuring equity in education was the most pressing need in Igwamanoni community as shown in figure 6.

Water was important than Road. Therefore, Education on GE, Health Center and Water& Road were identified as three most priorities.

1.8 Conclusion

The Igwamanoni Participatory needs assessment showed identified four which problems are gender segregation, lack of water, poor infrastructures and lack of health centre. While identified needs were Creation of knowledge on gender equality among community members specifically men and boys, construction of health center, construction of water points and improvement of roads.

Igwamanoni most pressing community need requires knowledge and advocacy on gender equality. This will enable the community to access different opportunities equally between men and women and girls and boys for sustainable development since women and girls have been playing big roles in economic growth from their domestic chores up to other economic opportunities like agriculture, entrepreneurship and businesses. Apart from biological differences women and men have been contributing a lot in country growth as a team. The worlds have been witnessing girls who get an access to education to reach far and even do better than boys. In Igwamanoni village, if women and girls will be able to access evenly resources like lands, education,, reduction of early pregnancies and school drop outs, women will enable to access markets in businesses, capital and being leaders in different positions. Girls will be able reach higher education level and bring back the knowledge in modern agricultural activities, health centers workers and extensions hence contribute to economic growth and village development.

CHAPTER TWO

2.0 PROBLEM IDENTIFICATION

2.1 Background to Research Problem

The community needs assessment at Igwamanoni village revealed that gender segregation between men and women, boys and girls has been entrenched in customs and traditions. As results Igwamanoni girls' had been lagged behind in accessing different opportunities and improve their livelihood and income.

From the CVNA findings four needs were identified and of these the most pressing need was ensuring gender equality education among community members. Thus the focus of the present study is to address the problem of gender inequality between men women and girls and boy in accessing opportunities like education, decision making, access to Sexual Reproductive Health (SRH), leadership, resources ownership like land and stopping Gender Based Violence (GBV) among community members specifically men and boys to be the champions of changes.

2.1.2 Problem Statement

Gender biasness has been a chronic problem in Igwamanoni village and has been affecting both women and girls in several social issues including education for girls. Exclusion of girls from formal education system due to early pregnancies and marriages, apart from its existence for several years now, nothing has been done to get rid of it. Again, customarily and traditions of the Igwamanoni community suppress women and girls to be denied in accessing different opportunities like land ownership, existence of gender based violence within the community. Thus the present project aims at addressing this problem to ensure gender equality education for either sex.

2.1.3 Project Description

The title of the proposed project is “*Ensuring education on gender equality through awareness creation among community members in Igwamanoni village, Kahama District.*” The project has been implemented at Igwamanoni village to create awareness to community members specifically men and boys to act as agents of change in addressing gender equality. At Igwamanoni village girls’ vulnerability to sexual violence, early pregnancies and marriages, which often expel and marginalize them from the society and, in particular, limit their education access at Igwamanoni village?

2.1.4 Importance of the Project to the Community of Igwamanoni Village

Addressing gender inequality education will enable Igwamanoni women and girls to access different opportunities like education, participate in leadership, participate in decision making at all levels, and reduce Gender based violence (GBV) hence women and girls will be able to benefit their fortune, live happily, reduce death, increase productivity which will contribute to improved well being and livelihood.

2.1.5 Project Primary and Secondary Beneficiaries

The project primary beneficiaries are men and boys in and out of school, who will be capacitated in different areas to address gender equality. Includes community mobilization and awareness on gender equality, facilitate community theatre groups and drama. The impact groups are girls in and out of school.

2.1.6 Project Summary of Inputs and Resources

The project required human resources specifically 1 project officer, in collaboration with 4 Community based organization group volunteers. Others will be stakeholders to support funding and technical support whom are SHIUUKA local partner and Care International.

Table 9: Showing Budget to Implement the Project

No.	Item	Amount	
1.	Staffing (1 Project Officer)	Salaries 300,000 per month	300,000 *6=1,800,000
2.	CBO Volunteers 4	Capacity building & facilitation	15,000* 4*6=360,000
		Training and workshop allowances	Estimated costs 2,660,000/=
3.	Technical expertise	Training and workshop allowances	Estimated costs 4,000,000/=
4.	Utilities and Stationeries'		Estimated costs 5,000,000
	EXPECTED TOTAL	BUDGET	15,000,000/=TSHS

2.1.7 Project Risks and Assumptions

Project Initiative Assumptions and Risks

The project initiative design was based on a number of assumptions. First it was assumed that household economic status at Igwamanoni village have been enabled parents to afford cost of education, healthcare and other basic needs for their children. It was also assumed that the local government will provide institutional support to reduce or eliminate situations that place school age and adolescent girls at risk of early marriage and pregnancy and enforce regulations and referral system that prohibit early marriages. The school environment was expected to be conducive for school-age and adolescent girls to remain in school. Other assumptions included the availability of adequate sexual and reproductive healthcare services that are accessible by women, men boys and girls and community members 'awareness of these services; communities led by elders and opinion leaders providing a supportive environment for men and boys to openly engage in gender equality initiatives. A number of potential risks that have been threatening the success of the initiative have been identified. These are: men in the target village would have not be

interested in participating in the project activities; ii) that engaging men in discussions about gender equality would have create negative reactions from men;

Table 10: Potential Risks and Mitigation Measures

Potential Risk	Risk Mitigation Measures
Men would have not been interested in participating in Men Engage activities.	<ul style="list-style-type: none"> Established simple reward systems (e.g. lunch to be provided for meetings) to be included in field activities in order to attract men to join meetings for the first time. Worked with sympathetic men and change agents to encourage the participation of their peers.
Engaging men in discussions about gender creates negative reactions from men	<ul style="list-style-type: none"> Worked through the efforts of various gender activists and NGOs under the support of government promoting men's participation.
Internal CODES capacity would not be strong enough to manage this program initiative successfully.	<ul style="list-style-type: none"> Provided training for CODES and its allies at the beginning of the program initiative. Used external experts to train staff. Provided continuous learning opportunities for staff e.g. through Community of Practice.

2.1.8 Target Community

Target Groups: In order to achieve the desired changes in the lives of school age and adolescent girls, the primary target of the project initiative were targeting groups be men and school age boys. This initiative aimed to reach 619 men and boys in Igwamanoni village. The initiative was also target adult women (mothers and teachers) and local government officials, as primary and secondary audiences. The respective target groups are described briefly below.

(i) School-age and adolescent boys aged 7-17: The Project understands the importance of early prevention and therefore wanted to involve boys of school age in gender discussion to get them to question traditional gender roles and promote gender-equitable behavior towards their female dating partners and classmates. Boys also have an important role as dating partners to respect girls and prevent early pregnancies and marriages.

(ii) **Fathers, mothers and guardians of school-age boys:** Fathers in particular, are not only their daughters' educators, but also make decisions about their marriages. Thus it was important to influence them. Mothers also have influence on girls' lives and need to be empowered equally, and also to support their husbands' and son's growth on gender issues.

(iii) **Male and female teachers:** Girls often see teachers as role models and Project would like to see male teachers treating adolescent girls respectfully, neither bullying them nor seducing them into sexual relations. The Project aimed to help teachers become more supportive to girls both in academics and in extracurricular activities without demanding sexual favors', which is an unfortunate practice in Tanzania. Female teachers also served as positive role models for girls. They can also help to deliver supportive messages and provide informal counseling services for girls based on their personal experiences as women, mothers and wives.

Community members: includes men and boys, in particular men in Village Savings and Loans Associations VSLA's groups, miners and village elders. Village elders are the key decision makers at the community level with the capacity to change and influence cultural practices. Their "buy-in" is crucial for this initiative to be successful. Elders served as role models and support other change agents as they worked to prevent and protect school age girls from pregnancies, gender based violence and forced early marriages.

v) **Local government:** The initiative was focusing on the District Education Office, Community Development Office, magistrate, Police Gender Desk and other authorities. The support of these groups is vital to promote legal accountability and enforcement of policies and the rule of law. They are also critical to create and sustain a referral system for women, and others, in need of services.

2.1.9 Stakeholders

The project initiative in Igwamanoni village was implemented through formal partnerships, with selected Community based Organization (CODES) and local Civil Society Organizations' (CSO's). Identified partner SHIUUUKA was having overall management responsibility for the initiative; partner and CSOs was the primary interface between the initiative and the impact and target groups. Specifically they were having primary responsibility for identification of male change agents; training and conducting community theatre dialogues; mobilization of community leaders to support project implementation; organizing community based advocacy events/campaigns and collecting monitoring data. Partners were also playing important role in the Kahama CSO gender/child protection coalition and Men Engage Tanzania Igwamanoni hub network through sharing information and best practices.

SHIUUUKA was ensuring that all selected local CSO(s) selected to implement this initiative were received exposure to the project approach through training, mentoring and coaching events during the first 2 months of implementation and thereafter. Partner organization was required to Monthly activity reports and other relevant operational reports to CODES.

In addition to formal partnerships with implementing local CSOs, the project in Igwamanoni initiative was established collaborative working relations with a variety of organizations working with Care International including national level NGOs, local government authorities, and research institutions. These relationships were contributing technical expertise related to gender issues, networking, constituency building as well as filling in information gaps. Four of such organizations identified as strategic collaborators are the Men Engage Tanzania Network, Haki Elimu, the CSO Gender/Child Protection Coalition and UNESCO and Concern Worldwide.

2.2.0 Project Goals in CED terms

Project Goal: Reduced Gender based Violence's, early marriages and early pregnancies among school age and adolescent girls in Igwamanoni through improved gender relations in families, household and community decision-making.

Sustainable development will be achieved if the Goal of gender equality in access to education, loans, land ownership, equal rights, and opportunities like business skills, capital, assets and decision making will be kept central in every initiative and actions. Customarily determined gender roles place the responsibilities for domestic chores and care giving on women and girls.

Performing these roles commonly limits women's ability to engage in productive, self development and civic activities. Gender equality refers to the goal of achieving equal rights, responsibilities, and opportunities of women and men boys and girls. Equality does not mean that women and men are the same but that their rights, responsibilities and opportunities will depend on whether they are born male or female.

Gender equality is not a women's issue, but should concern and fully engage men as well as women. Equality between women and men is both human rights and a precondition for and indicator for sustainable, people centred developments. Achieving gender equality requires that the interests, needs, priorities and contribution of both women and men are taken into consideration, while fully recognizing the diversity of different groups of women and men.

2.2.1 Project Objectives

2.2.2 Overall Objective

The overall objective of this study is to improve girls' education accessibility through gender equality awareness creation among community members.

2.2.2.3 Specific Objectives

- i) To educate 250 headed household male and boys on gender equality issues by June 2013
- ii) To increase by 10% girls enrollment at Igwamanoni primary school by January 2014
- iii) To increase by 50% parents support specifically men and boys of girls access to education by August 2013

2.2.3 Host Organisation/CBO Profile

CODES – stands for Community Organization for Development and Environmental Services. It is a community based and voluntary organization. The main activities CODES is engaging in facilitating community animation in the community through community mobilization to join Village Savings and Loans Association (VSLA's) established with Care International in 2006. Their job is voluntary and do get supplements allowances during trainings, meetings, workshops and other capacity building provided by Care International. CODES is working in partnership with Care International in Tanzania, and (SHIUUKA), Shirika la Ushauri na Udhhibiti wa Ukimwi Kahama.

Their main goal is to improve livelihoods in equitable way. Aimed to foster youth to be volunteers in community development activities, and empower women and girls socially, economically and politically through imparting leadership skills. It is a group of 17 community animators with 11 female and 6 male.

CODES – Vision

Dedicated to serve not to save to end poverty

CODES – Mission

CODES works in partnership to empowers the most marginalized and vulnerable individuals, groups and communities through volunteering and capacity building socially, economically and decision making.

Organization Activities

- i) Community animation – this includes mobilizing community to join VSLA's and supervise them
- ii) Environmental services - this includes community mobilization in general cleanliness, around communities and dispensaries, mobilization of community in tree planting
- iii) HIV/ AIDs prevention and Care –this includes community awareness on HIV/AIDS AND encouraging community to visit orphanage centres and support them
- iv) Facilitation and community capacity building in engaging in Income Generating Activities (IGA's) and entrepreneurship

CODES Source of Funds

Through fundraising and partnership support with Care International and SHIUUUKA in agreed model for specific activities provided to CODES to accomplish.

CODES Organization Structure

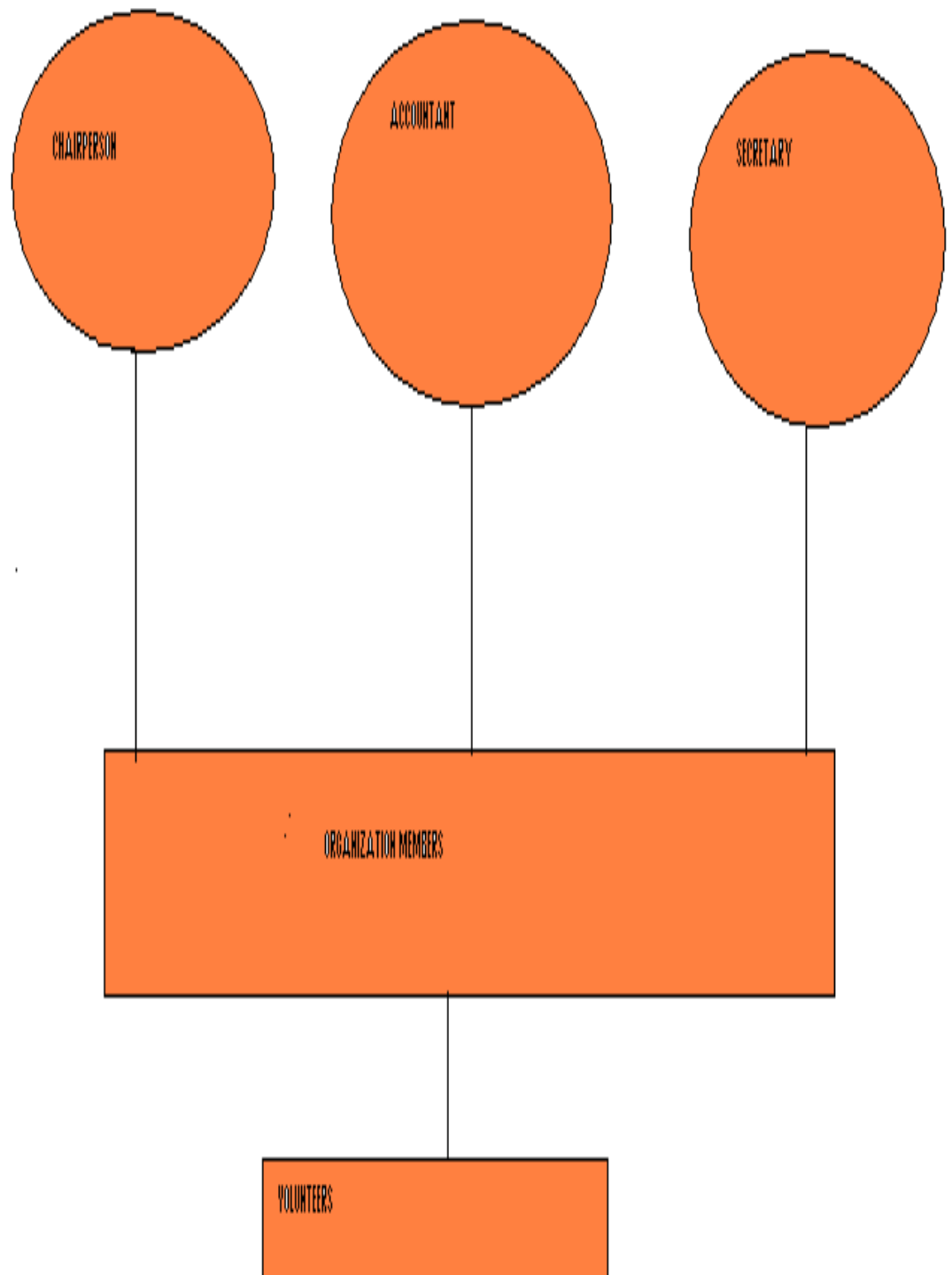


Figure 7 : Showing CODES Organization Structure

Table 11: Showing CBO Organization SWOC/SWOT Analysis

SWOT Analysis	CODES Organization
Strengthes: -Volunteering spirit is high -Committed - Collaboration	Threats: None
Opportunities: <ul style="list-style-type: none"> - Staffing - Network in local and International NGO - NGO's specifically on funding 	Weaknesses: <ul style="list-style-type: none"> - Lack of fund - Low education level
My role in this Project	CODES role in this Project
<ul style="list-style-type: none"> - Technical experties and supervision - Capacity building - Funding provision of small allowances - During inception meetings, forums,traini - and and community awareness 	<ul style="list-style-type: none"> - Staffing/human resources - Facilitation

Source: Supervisor and Codes Meeting Minutes

CHAPTER THREE

3.0 LITERATURE REVIEW

3.1 Introduction

Under this chapter, the study analysed the theories regarding independent concept of the Igwamanoni prioritizing need. Analysing other people's work on the same topic and the government policies, conventional and laws enacted to address the issue.

Feminist theory is one of the major contemporary sociological theories, which analysis the status of women and men in the society with the purpose of using that knowledge to better women's voice (Ritzer et al, 2004). According to a business dictionary defined theory as, a set of assumptions, propositions, or accepted facts that attempts to provide a plausible or rational explanation of cause – and – effect (causal) relationship among a group of observed phenomenon.

The world's origin (from the Greek *thoro's*, a spectator), stresses the fact that all theories are mental models of the perceived reality. There are four main types of feminist theory that attempt to explain the societal differences between men and women; Gender Inequality: Gender-inequality theories recognize that women's location in, and experience of, social situations are not only different but also unequal to men's. Gender Differences:

The gender difference perspective examines how women's location in, and experience of, social situations differ from men's. For example, cultural feminists look to the different values associated with womanhood and femininity as a reason why men and women experience the social world differently. Structural Oppression: Structural oppression theories posit that women's oppression and inequality are a result of capitalism, patriarchy, and racism. Gender Oppression: Theories of gender oppression go further than theories of gender difference and gender inequality by arguing that not only are women

different from or unequal to men, but that they are actively oppressed, subordinated, and even abused by men (Ritzer et al, 2004).

3.2 Theoretical Literature Review

3.2.1 Views on the Origin of Patriarchy System

One evolutionary psychology explanations for the origin of patriarchy starts with view that females almost invest more energy into producing offspring than males, and therefore in most species female are a limiting resource over which male will compete (Chavet, 2008). This is sometimes referred to as Bateman's Principle (Chavet, 2008). One important female preference is to control more resources which can help her and her children. This in turn has caused a selection pressure on men to be competitive and succeed in gaining resources and power in completion.

3.2.2 Definitions, Theories and Background

Patriarchy (rule of fathers) is a social system in which the male is the primary authority figure central to social organization and the central roles of political leadership, moral authority, and control of property, and where father holds authority over women and children. It implies the institutions of male rule and privilege and entails female subordination. Many patriarchal societies are also patrilineal, meaning that property and titles are inherited by the male lineage.

The female equivalent is matriarchy (ICRW, 2007). Historically, patriarchy has manifested itself in the social, legal, political and economic organization of a range of different cultures. Patriarchy also has a strong influence on modern civilizations, although many cultures have moved towards a more egalitarian social system over the past century (ICRW, 2007). In short patriarchy means the rule of the father. In history the term was used to refer to autocratic rule by the male head of a family. However, in modern times, it is referred to; as a social system in which power is primarily held by adult men and boys.

3.2.3 Patriarchy and Feminist Theory

Most forms of feminism characterize patriarchy as an unjust social system that is oppressive to women. As feminist and political theorist Carole Pateman stated, “The patriarchy construction of the difference between masculinity and femininity is the political difference between freedom and subjection”. In feminist theory the concept of patriarchy often includes all the social mechanisms that reproduce and exert male dominance over women (ICRW, 2007).

Feminist theory typically characterizes patriarchy as a social construction, which can be overcome by revealing and critically analyzing its manifestations.

3.2.4 Biological and Social Theories

Most sociologists reject predominantly biological explanation of patriarchy and contend that social and cultural conditioning is primarily responsible for establishing male and female gender roles. According to standard sociological theory patriarchy is the result of sociological construction that are passed down from generation to generation (Hamilton, 2006). These constructions are most pronounced in societies with traditional cultures and less economic development like Tanzania. Even in modern developed societies, however, gender messages conveyed by family, mass media, and other institutions largely favor males having a dominant status (Michael, 2008).

Biologist Richard Lewontin asserts that patriarchy persists through social and political reasons, rather than purely scientific reasons. In the determined patriarchy, Lewontin reflects feminist concerns for the future of patriarchy and how to rid society of it by uprooting the source. People who oppose feminism have argued that patriarchy has its births in biological reasons. This is called “biological determinism” which looks at humanity from a strictly biological view point. These people believe that because of a woman’s biology, she is fit to do what society perceives as womanly roles, such as cooking and cleaning. However, Lewontin, and other feminists argue that biological

determinism unjustly limits women. In his study, he states female behave a certain way not because they are biologically inclined to, but rather they are judged by “how well they conform to the stereotypical local image of femininity”.

Feminists believe that people have had gendered biases since others around them have set apart a social standard for people to follow. For instance, an American doctor said that women cannot make rational decisions during their menopausal periods (Polk, 2003). This claim may cloak the fact that men also have periods of time where they can be aggressive and irrational. Women biological traits, such as their ability to get pregnant are often used against them as an attribute of weakness (Hamilton, 2006). However, even as biology is used against women, it is often that the perceived biological bias towards them is not correct. For example, it has been asserted for over a century that women are not as intellectually competent as men because they have slightly smaller brains on average. However, no substantial significant differences in average intelligence have been found between the sexes.

3.2.5 Psychoanalytic Theories

Although the term patriarchy is loosely used to stand for “male domination” as has been pointed out above, it is more crucially means “the rule of the father” or “the responsibility of the father”. So patriarchy does not refer to a simple binary pattern or male power over women, but power exerted more complexly is age as well as gender and by older men over women, children and younger men. Some of these younger men may inherit and therefore have a stake in patriarchy’s continuing conventions (World Bank, 2005). The system is represented in unspoken traditions and conventions performed in everyday behaviors, customs and habits. The patriarchal triangular relationship of a father, a mother and an inheriting eldest son frequently form the dynamic and emotional narratives of popular culture and are enacted performatively in rituals of courtship and marriage

(UNICEF, 2004). They provide conceptual models for organizing power relations in spheres that have nothing to do with the family, for example politics and business.

Conclusion: Under this study, Feminist Theory has been used in which, the module allows for exploration of personal gendered experiences to making the links to the more systemic factors that denote the wide ranging nature of the struggle of women in society.

3.3 Empirical Literature Review

Women cannot achieve gender equality and sexual and reproductive health without the cooperation and participation of men. It is men who usually decide on the number and variety of sexual relationships, timing and frequency of sexual activity and use of contraceptives, sometimes through coercion or violence (UNFPA, 2012). Some research shows that men also want to be involved, and that many welcome the idea of mutually satisfying relationships built on trust and communication. UNFPA's work in the field also shows that male leaders, when presented with relevant data, can become valuable allies in addressing reproductive health issues, from maternal mortality to violence against women (UNFPA, 2012).

CHAMPION – Channeling Men's Positive Involvement in a National HIV/AIDS Response was an innovative five-year initiative in Tanzania made possible by the generous support of the American people through the United States Agency for International Development (USAID).

CHAMPION seeks to promote a national dialogue about men's roles and increase gender equity in order to reduce the vulnerability of men, women, and children to GBV, HIV, and other adverse reproductive health (RH) outcomes (USAID Report, 2012). As part of its work, the project implemented a mass media and community-based communications campaign that aimed to reduce societal acceptance of GBV in Tanzania in 2011-2012.

In Uganda, UNFPA has successfully partnered with male opinion leader leaders in the country's complex culture – including elders, kings, bishops and imams – to promote healthier behaviors and end harmful traditional practices (UNFPA Report, 2012). In the Dominican Republic, barbers were the conduit for getting messages about prevention of HIV/AIDS and other sexually transmitted infections to almost half a million men. A project in the Philippines targeted an educational campaign about reproductive health issues to men, who are often the gatekeepers to their wives' access to health services. Seminars and workshops gave men a chance to talk more openly about sensitive issues with their partners (UNFPA Report, 2012).

3.4 Policy Review

In Tanzania, the National legal, policy and institutional frameworks are conducive to the promotion of gender equality and women's empowerment.

3.4.1 The Constitution of the United Republic of Tanzania

Guarantees equality between men and women and supports their full participation in social, economic, and political life. Key components of the policy framework include: The Tanzania Development Vision 2025, National Strategy for Growth and Reduction of Poverty 2005 – 2010 (MKUKUTA), National Women and Gender Development Policy 2000, and the associated National Strategy for Gender Development (NSGD) 2005.

Vision 2025 for Tanzania Mainland envisions equality between men and women as stipulated in the Constitution. One of the strategies of Vision 2025 is “gender equality and the empowerment of women in all socio-economic and political relations and cultures”.

3.4 2 MKUKUTA (National Strategy for Growth and Reduction of Poverty 2005 – 2010)

Succeeded in Tanzania's first generation of Poverty Reduction Strategy Papers 2000/01 – 2002/03, and builds on Vision 2025

The strategy has three clusters of desired outcomes: (i) economic growth and reduction of income poverty; (ii) Improved quality of life and social well-being; and (iii) Good governance and accountability. The NSGD provides guidelines to government and non-government actors so that they may effectively incorporate gender concerns into their plans, strategies and programmes.

Institutional arrangements for promoting gender equality are also in place, including the

3.4.3 Ministry of Community Development, Gender and Children (MCDGC)

Sectoral gender desks/focal points and committees within central government MDAs, regional administrations and traditionally the position of women in Tanzania have been low compared to men. Women are not expected to influence the decision-making processes from the household level to the public space. These attitudes are rigidly based on patriarchal structures, which limit women voices from influencing major decisions. At national level, the existing attitudes influence the election and appointment of women to high profile positions and hence limit women's voices from impacting decision making and the planning.

3.4.4 Women and Opportunities

In Tanzania it is estimated that women especially rural women provide 80 percent of labour force in rural area and producing 60 percent of food, but they don't own land and sometimes their own bodies, for example most women cannot decide on the number of children to have; majority of women cannot use family planning methods without the

consent of their husbands; in some cases women require permission even to visit their relatives.

Gender patterns in employment, in farm and non-farm activities has changed in Tanzania during the last ten years, as an increasing number of women have become active in market-oriented activities, and have gained more responsibilities in terms of providing cash needs of the household.

Women are in the forefront in expanding micro and small enterprises in what is often referred to as the informal sector. Gender roles and relations are powerfully source of the cause and consequences of HIV/AIDS epidemic. Gender-related factors shape the extent to which men, women, boys and girls are vulnerable to HIV infection, the ways in which AIDS affects them, and the kind of responses that are feasible in different communities and societies.

Gender-based inequalities overlap with other social, cultural, economic and district authorities, and civil society organizations (CSOs) political inequalities and affect women and men of all ages. These inequalities increase the vulnerability of women and girls to HIV/AIDS. For the past years, the Tanzania government has taken different efforts to address gender – based violence and promote gender equality.

Women predominate in the younger age groups and comprise an estimated 61 percent of all adults living with HIV, a reflection higher vulnerability of women to HIV infection and generally lower status of women in social and sexual context. At the end of 2009 it was estimated that out of 33.3 million adults worldwide were living with HIV and AIDS, slightly more than half are women.

In Tanzania HIV prevails more among women and that the most vulnerable are young women between 30 – 34 years of which the prevalence of HIV is 10.4 percent compared to the male counterpart in the same age group in which the prevalence of HIV is 7.4 percent.

3.4.5 Land Laws and Sexual Offences Special Provision Act

At the national level, reforms have been made to the land laws and Sexual Offences Special Provision Act. Again, the government has ratified different international conventions in particular the Conventions on the Elimination of all Forms of

3.4.6 Discrimination against Women (CEDAW)

The Ministry of Community Development, Gender and Children are mandated to promote gender equality and empower women. The Ministry works with women's groups, government sectors and NGOs, development agencies and other sectors to coordinate and support efforts to eliminate all forms of violence against women, improving their livelihood and enjoying their constitutional rights. The Ministry plays a role in a coordination role in realizing the MKUKUTA and National plan of action targets on issues of violence against women by facilitating reforms and national campaigns to end gender based violence.

3.4.7 The Child Development Policy of 1996

Furthermore, The Child Development Policy of 1996 promotes child survival, development, participation and non discrimination. The policy aims at protecting children from all forms of abuse, including early marriage. The policy emphasizes that the government, community, legal guardians and parents have the duty to take initiatives and make sure that children are protected from all forms of harm and abuse. It states that; the Ministry of Health and Social Welfare, department of Social welfare has the responsibility of ensuring that children in difficult circumstances receive their rights.

3.4.8 The Law of Marriage Act of 1971

States that a girl can get married at age 14 with special directives from a court of law and at age 15 with consent from her parents. These provisions are obviously against the spirit of the Law of the Child Act and the international conventions protecting children. Thus

the government is in the process of reviewing this legislation. It is because of the efforts to advocate against early marriages that the trend is beginning to change.

Conclusion: Under this study vision 2025 is adopted since, The Tanzania Vision 2025 aims at achieving a high quality livelihood for its people in gender equality way. Attain good governance through the rule of law and develop a strong and competitive economy. The Tanzania development Vision 2025 seeks to realize patriotism, nationalism and to strengthen national cohesion of all the people in society, taking into consideration current environment in the economic, political and other relevant factors. The national cohesion will be realized only when the implementation of the Development Vision entails equal opportunities for participation of all the people and the same opportunities extended to all people for the enjoyment of the fruits of its achievements.

CHAPTER FOUR

4.0 PROJECT IMPLEMENTATION

4.1 Introduction

This chapter describes both original plan and actual implementation of the project activities. Implementation refers to fulfill, accomplish, or execute and finish a task, an activity, or project (Peace Cops, 2003) Module 4). During the implementation of this project, the following activities were identified in rank after the CNA:

- i) Conducting community inception meetings to local leaders and public awareness campaigns to the community.
- ii) Identification of Champions or male and boys agents of change from the community who are stipulating equal gendered behavior from their families and community at large.
- iii) Capacitating male and boys in advocating different issues on gender equality, gender mainstreaming, Sexual Reproductive Health (SRH) and community tool kit in addressing Gender Based Violence (GBV).
- iv) Male and boys raising awareness to the community on gender equality issues like human rights, through community mobilization, capacity building, and theatre groups. CODES were identified as community based organization working in a partnership with Care International (Funders) and SHIUUKA as community partners and community leaders to work with.

4.2 Products and Outputs

Activity 1: Training on identified male agents of change on concepts of gender equality and skills for gender equitable behavior.

Outputs: (i) 20 participants gained knowledge on gender, roles and inequalities (ii) participants gained knowledge on different kinds of violence existing in their communities (iii) 20 participants gained knowledge on risks and harms of early pregnancies and early marriages

Activity 2: A training to community theatre groups on men engaging issue using Concern Worldwide approaches

Outputs: (i) 4 Community theatre groups with 120 people were trained on men engage issues using Concern Worldwide approach (ii) 151 representatives gained skills in performing in mass events using engage men messages

Activity 3: Training to men and boys on the behavior skilled required for improving gender equitable relations within household and community

Outputs: (i) 12 agents of change acquired and improved knowledge on trainings contents and monitoring tools. (ii) At least 90 house households have been trained on behavior skills necessary to achieve gender equality 12 agents of change have been assisted on setting individual goals for their roles as change agents.

4.2 Project Planning

Project was planned to be implemented through the following Strategies and Activities

4.2.1 Implementation Strategy

The program initiative was planned to apply the following strategies:

- i) Participatory selection of male change agents: Change agents have been selected using participatory community process. This was planned to involve not only community leaders but all peer groups.

- ii) Provision of ongoing training and support for male change agents: A schedule of trainings for essential capacities such as community engagement, planning, behavior change communication, and advocacy planned to be developed and carried out over the duration of the initiative. Training planned to be focused on men and boys, though women may also be included as appropriate. Women's participation were planned to be limited to a maximum of 30%. Facilitators were planned to be trained to provide the required training to male change agents.

Venues were planned to be created for facilitators to use the curriculum in diverse community settings, like in Village Savings and Loans Groups (VSL) groups. Measures have been put in place to ensure the quality of delivery of the curriculum.

- iii) Building capacity of CODES, Local governmental and NGO partners like SHIUUUKA to implement male involvement approaches: Trainings were planned to cover gender equality issues, human rights, use of role models men and boys. Methodology as well as policy analysis, advocacy, and monitoring and evaluation of the interventions.

4.2.2 Activities

The planned activities under each of the specific outcomes were summarized in Table 4.1 below. The activities proposed under each outcome are designed to directly contribute to the achievement of the Respective outcome and were also expected to contribute to the development of effective strategies for the project in promoting gender equality in Igwamanoni village.

Table 12: Project Initiative Activities

Specific Outcomes	Activities
<p>Agency: Outcome #1:</p> <p>To educate 250 headed household male and boys on gender equality issues by June 2013.</p> <p>Men and boys as change agents uphold the rights of school age and adolescent girls to equal opportunities as boys for sustainable, healthy and secure lives and advocate for their peers and community to do the same.</p>	<ul style="list-style-type: none"> • Identify and train male change agents • Assist change agents to set goals for their roles as change agents and to develop a work plan to target their peer group with behavior-change activities • Train community theatre groups on Men Engage issues • Community dialogue using theatre and sports as entry points • Sponsor male change agents to participate in national gender equality events (e.g. Gender Festival, IWD)
<p>Relations: Outcome #2:</p> <p>To increase by 10% girls enrollment at Igwamanoni primary school by January 2014</p> <p>Men and boys promote equitable participation of women and girls in household and community decision-making that impact school age and adolescent girls' education, marriages and pregnancies.</p>	<ul style="list-style-type: none"> • Awareness raising among men and boys on gender equality • Training men and boys on behavioral skills for improving gender equitable relationships • Education of school age and adolescent boys and girls on reproductive cycles and safe sex • Training women on handling of early marriages and reporting using referral system • Advocacy for local government authorities to implement corruption free referral system for reporting early marriages and sexual violence • Essay and drawing competitions on gender equality for school age boys and girls
<p>Structure: Outcome #3: To increase by 50% parents support specifically men and boys of girls access to education by August 2013.</p> <p>SHIUUUKA and CODES Tanzania and allies (including governmental partners) apply Men Engage approaches in facilitating girls' and women's empowerment.</p>	<ul style="list-style-type: none"> • Train SHIUUUKA and CODES and allies' staff on Men Engage methodology, Policy Analysis, Advocacy, Monitoring and Evaluation • Research and Documentation of lessons learned

4.2.1 Project Implementation Plan

Logical Framework for "Ensuring gender equality education through awareness creation among community members" project at Igwamanoni village

INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS	INFORMATION SOURCES AND MEANS OF VERIFICATION	ASSUMPTIONS
GOAL: Reduced early marriages and early pregnancies among school age and adolescent girls at Igwamanoni village through improved gender relations in household and community decision-making.	Current marital status of school age and adolescent girls at Igwamanoni village Number of reports of forced early marriages recorded through government referral system Teenage pregnancy rate at Igwamanoni	- Interviews with school age and adolescent girls - Interviews with men and women - Records of early marriage reports - Demographic and health survey reports - Baseline and end line surveys	
SPECIFIC OUTCOME OBJECTIVE 1: To educate 250 headed household male and boys on gender equality issues by June 2013 Objective outcomes: Men and boys, as change agents, uphold the rights of school age and adolescent girls to equal opportunities as boys for sustainable, healthy and secure lives and advocate for their peers and community to do the same.	% of men, boys and women with changed attitudes towards gender equality % of men and boys who report personally and publicly advocating among their peers for girls educational and SRH rights and non violence	- Simple surveys, utilizing the Gender Equitable Male (GEM) Scale - Interviews with school age and adolescent boys - Baseline and end line surveys	Household economic status enables parents to afford cost of education, healthcare and other basic needs for their children. Local leaders provides institutional support to reduce or eliminate situations that place among school age and adolescent girls at risk of early marriage and pregnancy and enforce regulations and referral system that prohibit early marriages.
SPECIFIC OUTCOME OBJECTIVE 2: To increase by 10% girls enrollment at Igwamanoni primary school by January 2014	% of couples making informed joint decisions regarding adolescent girls' marriages % of households reporting equitable distribution of household resources to enable boys and girls to receive an education	- Interviews with men and women - Focus group discussions with men, women, girls and boys - Baseline and end line surveys	School environment is conducive for school-age and adolescent girls to remain in

INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS	INFORMATION SOURCES AND MEANS OF VERIFICATION	ASSUMPTIONS
Objective outcomes: Men and boys promote equitable participation of women and girls in household and community decision-making that impact school age and adolescent girls' education, marriages and pregnancies.	% of adolescent boys and girls reporting shared decision-making about sexual relationships, including condom and family planning use. Average number of hours per day spent by on housework, in relation to the duration of the working day, by sex and age		school. Adequate sexual and reproductive healthcare services are available and accessible by women, men boys and girls and community members are aware of them.
SPECIFIC OUTCOME OBJECTIVE To increase by 50% parents support specifically men and boys of girls access to education by August 2013 Objective outcomes: Care Tanzania and allies like CODES, SHIUUUKA apply Men Engage approaches in facilitating girls' and women's empowerment.	- % of CODES and allies programs using internationally-recognized ME tools % of CODES Tanzania and allies' program initiatives with a ME strategy Evidence of CODES Tanzania and its allies' application of lessons learned from the Men Engage in Kahama initiative.	- Interviews with Care, CODES SHIUUUKA and allies staff - Documentation in Care program progress reports - New proposal documents - Interviews of Care staff on initiatives other than Igwamanoni Men engage initiative - Focus group discussions with Care and allies' staff - Direct observations in the field - Interviews with policy stakeholders	
KEY RESULT AREA/OUTPUT 1: Improved capacity of targeted men and boys to act as change agents for gender equality	% of change agents who can explain risks and harms of early marriage and pregnancy % of change agents who can describe existing policy and regulations concerning girls	- Interviews with men and boys - Focus group discussions with men and boys - CAN findings	Community led by elders and opinion leaders provide supportive environment for men and boys to openly engage in

INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS	INFORMATION SOURCES AND MEANS OF VERIFICATION	ASSUMPTIONS		
	education, and early marriages		gender equality initiatives		
	% of men and boys who report that they feel confident to engage other men on issues of gender equality				
KEY RESULT AREA/OUTPUT 2: 2.1 Enhanced knowledge of targeted men and boys on becoming equal partners.	% of men and boys who can explain the benefits of achieving gender equality	- Interviews with men and boys - Focus group discussions with men and boys Interviews with women			
	% men and boys with increased knowledge of SRHR				
	% of boys who can describe appropriate behavior for treating their female peers				
2.2 Enhanced knowledge of targeted women on referral system	% of women who know Tanzania laws concerning forced early marriage and sexual violence				
	% of women who know where to report forced early marriages and sexual violence				
	% of women ready to report cases of forced early marriage and sexual violence				
KEY RESULT AREA/OUTPUT 3: Improved capacity of Codes and its allies to mainstream men and boys engage approach on women's empowerment programs	% of CODES's and allies' staff able to explain the essential principles of the Men Engage approach			- Interviews with Care, CODES and SHIUUUKA and allies' staff - CODES program progress reports - CODES's allies' program progress reports - Direct observations of CODES and allies' staff in the field	Men Engage remains a priority for CODES Men Engage movement continues to operate in Tanzania
	% of CODES's and allies' staff who report being confident to engage target groups at community and national levels on gender equality issues				
	Level of involvement of CODES and its allies in national Men Engage networks				
ACTIVITIES FOR					

INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS	INFORMATION SOURCES AND MEANS OF VERIFICATION	ASSUMPTIONS
OBJECTIVE 1			
1.1.1 Identify potential male agents of change from among WAGE VSL groups, LEADER and SAGE participants (including male teachers)	Number of potential male agents of change identified	<ul style="list-style-type: none"> - Program activity reports - Activity participants lists - Program progress reports - Direct observation in the field - Interviews with target groups (men, boys, community theatre group members, community members) 	
1.2 Train identified male agents of change on concepts of gender equality and skills required to adopt and promote gender equitable behavior as a way of life	Number of trained male agents of change		
1.3 Assist male agents of change to set individual goals for their role as change agents and to develop a work plan to target their peer group with behavior-change activities	Goal statements of male change agents Developed annual work plan for the change agents		
1.4 Train community theatre groups on Men Engage issues using CONCERN Worldwide approach	Number of community theatre groups trained		
1.5 Organize community dialogue, among men and boys, women and girls, parents and guardians on child protection, risks and harms of early marriages and	Number of community theatre and sporting events organized		

INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS	INFORMATION SOURCES AND MEANS OF VERIFICATION	ASSUMPTIONS
<p>pregnancies, and safe sexual behavior, using community theatre and sporting events as an entry point and male change agents as facilitators</p>			
<p>1.6 Sponsor male change agents to participate in national events, such as (i) International Women's Day, (ii) TGNP Gender Festival and (iii) 16 days of Activism Campaign to facilitate their cross-learning from others.</p>	<p>Number of male agents of change who attend national gender equality events</p> <p>Number of ME initiatives planned and carried out during these events</p>		
<p>ACTIVITIES FOR OBJECTIVE 2</p>			
<p>2.1 Raise awareness among men and boys on the concept of good fatherhood, joint decision-making, male participation in care giving and household domestic tasks and their importance and benefits for achieving gender equality, using VSL groups, sports and community theatre events as an entry point</p>	<p>Number of awareness raising events organized</p>	<ul style="list-style-type: none"> - Project activity reports - Activity participant lists - Program progress reports - Direct observation in the field - Interviews with target groups (men, boys, women, local government authorities) 	
<p>2.2 Train men and boys on behavioral skills required for</p>	<p>Number of men and boys trained</p>		

INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS	INFORMATION SOURCES AND MEANS OF VERIFICATION	ASSUMPTIONS
improving gender equitable relationships within their households ,and community			
2.3 Educate school age and adolescent boys and girls on their reproductive cycles and safe sexual practices	Number of school age and adolescent boys and girls who have received education on reproductive cycles and safe sexual practices		
2.4 Train VSL women and female teachers on the how to handle cases of early marriage including the use of the referral system for reporting early marriages	Number of VSL women and female teachers trained on handling and reporting early marriages		
2.5 Undertake advocacy directed at local government authorities on the need to implement a corruption-free referral system for reporting early marriages and sexual violence	Number of advocacy initiatives undertaken		
2.6 Organize essay and drawing competitions among school-age girls and boys on gender equality, girls' education and risks of early marriages and pregnancies	<p>Number of essay competitions organized</p> <p>Number of school-age boy and girl competitors</p>		

4. 2. 2 Inputs

Funding: Care International in Tanzania funded the project from the initial stage up the end and other technical support since, the project idea matched in their interventions as they are implementing Programs on Women and girls Empowerment approaches in the same and near areas. Funds supported in payment of staff, volunteer allowances and covered cost in facilitating community awareness and campaigns, inception meeting with local leaders, trainings, workshops, forums and

Human Resources: these include, 1 Project officer internship, 6 host CBO's volunteers' monthly allowances, male agents' allowances during interventions and trainings.

Technical expertise: Different people were consulted to provide their expertise in the project cited areas to bridge the knowledge gap like Concern Worldwide in using community theatre; WILDAF on the use of community activists' kit to deal with Gender based Violence (GBV), TWIFUNDE on gender equality, gender mainstreaming, Sexual and Reproductive health (SRH).

4. 2.3 Staffing Pattern

The project on the “*Ensuring gender education equity through awareness creation among community members in Igwamanoni village, Kahama District*” was implemented by a CBO known as CODES, members who are volunteers in the community through their animation activities. 1 Project officer who was working as an internship position

Myself as supervisor in facilitation and technical expertise together with the support of 1 Project Monitoring and evaluation Officer

Table 13: Showing Project Staff

s/n	Position title	Number of people	Roles in the project
1.	Myself	1	Technical expertise Facilitation of funding, planning, organizing, monitoring and evaluating the project implementation. Make sure Reports available Managing the Project
2.	Monitoring and Evaluation Officer	1	Technical expertise on the project Monitoring and Evaluation
3.	Project Officer (Intern)	1	Implementer of the project, this includes field visit, training, workshop, forums, meetings planer, and organizer. Report writing Monitoring and Evaluation
4.	Volunteers animators	4	Facilitation in the community, information's providers on meetings, training, workshops, forums.

4.2.4 Project Budget

Care International supported the “*Ensuring education on gender equality through awareness creation among community members in Igwamanoni village, Kahama District*” project through funding.

Table 14: Showing Project Budgeted and Used to Date

S/n		Item description	Budgeted	Budget Used
1.	Utilities	Water and electricity bills monthly, breakfast	2,000,000/=	1,500,000/=
2.	Stationeries'	Notebooks, marks pens, flip charts, round taps, venues	3,000,000/=	2,000,000/=
3.	Salaries	1 Project intern salary 300,000 x 1x 6 months	1,800,000/=	1,200,000/=

4.	Allowances for Volunteers	4 Community volunteers 30,000 x 4 x 6	720,000/=	480,000/=
5.	Facilitators allowances	Expected facilitators 14	750,000/=	500,000/=
6.	Activities	Workshops and Trainings	9,670,000/=	3,330,000 + 5,680,000/=
			Used budget	9, 010, 000/=
	Total		Remained	5, 990, 000/=

A total of 15,000,000/= Tshs was expected to be provided up to the full implementation of the project through paying one Project staff internship, volunteers allowances, facilitating community meetings, trainings, workshops, forums, campaigns, advocacy and lobbying and utilities.

4.3 Project Implementation

The “*Ensuring education on gender equality through awareness creation among community members in Igwamanoni village, Kahama District*” has been implemented in Igwamanoni Village, Bugarama wards showed achievements in educating the community on gender equality. Resources were used as follows in step wise;

Table 15: Showing Resources used in Project Activities Implemented

S/n		Item description	Budgeted	Budget Used up to date
1.	Utilities	Water and electricity bills monthly, breakfast	2,000,000/=	1,500,000/=
2.	Stationeries'	Notebooks, marks pens, flip charts, round taps, venues	3,000,000/=	2,000,000/=
3.	Salaries	1 Project intern salary 300,000 x 1x 6 months	1,800,000/=	1,200,000/=
4.	Allowances for Volunteers	4 Community Volunteers monthly allowances 30,000 x 4 x 6	720,000/=	480,000/=

5.	Facilitators allowances	Expected facilitators 14 x 50,000/=	750,000/=	500,000/=
	Total			5,680,000/=

Table 16: Implemented Activities Financial Resources Used per Activities

S/n	Activity	Item	# of People	Cost	Total
1.	Community needs Assessment	2 Meeting	24 + 16	10,000/=	800,000/=
2.	Inception workshop	1 workshop	23	10,000/=	230,000/=
3.	Identification of Male agents	1 Training	20	10,000/=	200,000/=
4.	Training on Gender equality concepts	1 Training	20	10,000/=	200,000/=
5.	Training on community theater	1 Training	153	10,000/=	1,530,000/=
6.	Training on equitable gender relations at household and community	1 Training	14	10,000/=	140,000/=
7.	Training to adolescent girls and boys on reproductive cycles and safe sexual practices	Training	23	10,000/=	230,000/=
	Total budget				3,330,000/=

Total budget used for the implemented activities **9, 010,000/=**

4.3. 1 Project Implementation Reports

A Report on inception workshop to village stakeholders and local leaders

Background

The aim being to promote male's involvement in achieving gender equality at Igwamanoni village, the state which aimed to reduce prevalence of pregnancies and marriages among school age and adolescent girls through improved decision making in the project area. Through this initiative, Participants discussed about gender inequity

issues like responsibility for child care, care giving, domestic tasks, sexual and reproductive health matters and fair distribution of resources between men and women and the need for both sex to have equal opportunities in realizing their rights and contribute to and benefit from all spheres of society be it political, social or cultural sphere. The initiative addressed problems men and boys have due to their own marginalization in communities living in poverty and lastly to involve men and boys as allies in promoting gender equality.

Objective

1. The objective of the meeting was to introduce the Project to local leaders.

Specific objectives

1. The project scope of work understood by ward and village stakeholders
2. To establish strategies for collaboration with local leaders.

Mode/Methodology

The workshop involved 23 participants included 1 CODES Chairperson, 1 CARE staff, and district staff. Ward Community Development Officer , Cultural, Council's HIV/AIDS Coordinator, District Executive Officer, District HIV/AIDS Coordinator, Medical Officer, NGO Coordinator, Police gender desk representative, Health officer, Planning Officer, Reproductive and Child Health Coordinator, and Social Welfare Officers, 1 ward education coordinator and 1 ward executive officer, 1 Village chairperson and 4 Hamlets Chairpersons.

The meeting was conducted through presentations from Kahama community development officer followed by participatory discussions. Village council representatives provided an overview of the current marital status of school age and adolescent girls in Igwamanoni,

including the number of pregnancy reports filed and school dropout rates due to pregnancy. They shared strategies planned and employed to curb the situation and the challenges faced during implementation of the planned strategies. Possible solutions to curb the problem in the area were also discussed. The project then made a presentation on project rationale, objectives, implementation strategy, coverage and activities to be implemented.

Achievements

Based on CODES presentation, participants were able to understand scope of the project that includes its rationale, objectives, implementation strategy, coverage and activities to be implemented. Among of the project rationales are as follows:-

Table 17: An Analysis of Gender Relations Igwamanoni Village

Analysis of Gender relations	Gender gap	Reasons
Equal participation between men and women in planning, managing, monitoring and evaluating development activities in the district	<ul style="list-style-type: none"> • Few women participate in planning and decision making meetings as compared to men 	<ul style="list-style-type: none"> • Traditions and customs that says women cannot speak in front of men • Women do not feel confident that they are capable like men
Division of daily household activities in relation to gender and time	<ul style="list-style-type: none"> • Men have less time for household activities • Women have many roles at households like cleanliness, doing business for income generation, cooking, child care and farm activities 	<ul style="list-style-type: none"> • Unequal distribution of roles • Traditions and customs
Equal opportunities in acquiring/accessing education	<ul style="list-style-type: none"> • Unequal relations between girl and boy child in accessing education • Truancy in schools is high for both boys and girls 	<ul style="list-style-type: none"> • Traditions and customs that recognize the value of a boy child • A belief that a girl child can not contribute anything to the family for she will get married and leave the house • Forced marriages for bride price

		<ul style="list-style-type: none"> • Too many roles assigned to children that prevent them to attend school like washing, cooking and animal grazing
Accessing health services	<ul style="list-style-type: none"> • Both sex have equal access to medical treatment in dispensaries, health centers and hospitals • Many women fail to join the family planning services • Women are affected by sexually transmitted diseases as compared to men, causing early deaths among women 	<ul style="list-style-type: none"> • National Health Policy • Reproductive health and child birth is seen as an issue for women and not a responsibility for men and the family • Traditional beliefs that the value of a woman is bearing children, therefore if a woman practice family planning methods especially tub ligation • Traditions and customs of polygamy and multiple sexual relationships among men
Ownership of resources	<ul style="list-style-type: none"> • Men own valuable resources like cattle, land, houses, farms, vehicles while women own household utensils 	<ul style="list-style-type: none"> • A belief that men are decision makers and so they can manage valuable resources
Decision making	<ul style="list-style-type: none"> • Men are decision makers at households, when they allow contribution from women, it is to a very little extent 	<ul style="list-style-type: none"> • Traditions and customs that women cannot make right decisions
Participation in leadership and good governance	<ul style="list-style-type: none"> • Many leaders are men especially those leaders found by vote • There are few women in employed and executive jobs 	<ul style="list-style-type: none"> • Traditional belief that women are incapable of have no right to lead men • Women feeling okay that men should be leaders and not women and therefore they do not vote for fellow women whenever they stand up for elections • Traditions and customs of not sending girls to school and so disqualify them to hold important positions due to lack of education

A table shows an analysis of gender relations in Igwamanoni village: source: Ward Community Development Office.

The situation of Marriage and Teenage Pregnancy at Igwamanoni village

Early Marriage

At Igwamanoni, early marriages is a main problem and this is being contributed greatly to the indigenous people of this village who see that education is not the key to a girls, but she is a person to be married and bring dowry. Access to actual figures of early marriages has been a challenge and this is due to parents not being open during this reporting marriage.

Causes of Early Marriage

- The desire of parents to dowry in advance.
- The poor quality of life and see dowry as capital.
- The formation and growth, many girls as future mothers and this influence the desire to get married soon.
- Many parents, especially rural girls not to give priority to education.
- Physical desire for children.
- Men see woman's marriage as capital in labor issues.

Causes of Teenage Pregnancies

- Lack of quality care from parents.
- Physical desires.
- Low priority accorded to education child at school
- Orphaned children.
- The poor quality of life.

Effects of Early Marriages

- Lack of education which leads to poverty and less confidence in life.
- Lack of the right to comment due to lack of knowledge and limited scope.
- It leads to teenage pregnancies that are harmful during child birth.
- Psychological effects which causes failure to deal with major responsibilities within marriage.
- To work hard and being paid less such as household labor.
- It causes street children for marriages do not have the consent of two people.
- Increases widows for older marriage.
- It causes health effects for these children their body needs to grow.

Challenges

- Parents don't clarify well when reporting
- Some teachers and parents cooperate on early child marriage activities.
- Traditions and customs of the indigenous people of Igwamanoni village give blessing to early child marriage still in school in order to get dowry (cows), low income in the family.
- Many schools have no dormitories.

Based on presentations it was noted that many people do not confront early marriage and early pregnancies, even if it goes to the court level, there have been a tendency of hiding correct information to judges; parents also play a negative role whenever pregnancy issue is being reported from these vulnerable adolescent girls. So this has made a significant level of behavior to be part of living of Shinyanga including Igwamanoni people.

Recommendation

It was recommended by participants to educate the community about education policy, and community sensitization on the importance of girl child education. Also to encourage villagers enact law on equality of education for girls and boys in order to reduce early pregnancies and so reduce school dropout rate.

4.3.1.1 A Report on the Training of Identifying Men and Boys as Agents of Change and Roles Models

The aim of the training was to discuss on how to get those 12 from 4 hamlets of Igwamanoni Village, men and boys of whom will be agents of change in behavioral change to gender mainstreaming. Participants discussed on which ways/the process to be used to get those men and boys in the community

- i) Through village meeting
- ii) Village animators who are working as volunteers in the community will support the selection of people whom community knows have qualities during the village meeting.

Achievements:

- a) Criteria for selecting those men and boys were set which included;
 - i) Must understand how to read and write
 - ii) Must be acceptable within the community
 - iii) Must be able to articulate voice
 - iv) Must be pro- active
 - v) Must be a volunteer person
 - vi) Must be ready to criticize and being criticized
 - vii) Must have vision

- viii) Must be kind
- ix) Must be tolerance
- x) Should not be a local government leader
- xi) A man or a boy who appreciate women and girls social contributions
- xii) Should be ready to support gender sensitive
- xiii) Must be ready for change/development
- xiv) Must be ready to collaborate with others
- xv) A person whom others can learn from him

The above criteria includes animators inputs

- b) The process of getting those men and boys, two proposals were provided;

Participants discussed on which ways/the process were used to get those men and boys in the community

- i) Through village meeting
- ii) Village animators who are working as volunteers in the community will support the selection of people whom community knows have qualities during the village meeting.

4.3.1.2 A Report on the Training of Men Engage Agents of Change for Achieving Gender Equality

The project conducted a six days training to 12 participants who are men and boys who will be used by the project as male change agents towards the efforts to bring the society which take into consideration issues concerning gender equalities. The Project also invited local leaders whom included 1 WEO, 1 Village Chairperson and 4 Village hamlets, Community development officer, and CODES Chairperson.

The workshop was held at Bugarama Teachers Resource centre.

Objectives

2. To explore attitudes about gender differences, roles and inequalities.
3. To explore the different kinds of violence's existing in our communities.
4. To increase awareness on the existing power in relations and its impact on individuals and relationships. (Role play)

Participants

The workshop involved 12 participants from Igwamanoni Village both men and boys who will be used as change agents to sensitize the community for gender equality through education provision. Again, local leaders were invited to attend because their potential stakeholders in community development and shaping the community in different issues.

Outputs

1. 20 participants gained knowledge on gender, roles and inequalities
2. 20 participants gained knowledge on the different kinds of violence existing in our communities.
3. 20 agents of change have learnt how to prepare the work plans to be implemented within their hamlets community members.
4. 20 agents of change have learnt and shared the experiences from CHAMPION Role model representative.

Facilitation

The workshop was facilitated by two facilitators, Mr. Leonard Temu from CHAMPION in Shinyanga and the Project Quality and Learning Officer (PQLO) from Care International, Project intern Officer, Mr. Temu, an experienced facilitator from CHAMPION in Shinyanga had facilitation on the following topics:

- Child rights.
- Characteristics of a good family.
- Marriages
- Family planning.

Care PQLO shared with participants on:

- Orienting the agents of change on the Project goal, Specific objectives, outputs, activities and their roles towards achieving gender equality society.
- Understanding of gender terminologies and participating playing gender game.
- Violence, its types and cycles of violence.
- Work plans for agents of change.
- Sexual violence in daily routine.



Figure 8: Facilitator Insisting on some Important Issues during Men Engage Training

Discussions

Participants got enough time to discuss the socio-cultural barriers that hinder bringing the gender equality society. They shared that the areas which need improvement towards

reaching the equality between men and women are education that boys are favored than girls and the completion rate at STD VII is lower for girls compared to boys. Workloads also are not evenly. Girls tend to have more workloads compared to girls. These lead to poor performance in schools compared to boys. Decision makings at the household level are done by men and women are given little time to contribute and hence leading to the male dominance system. Women and girls are not given an opportunity to inherit land or property as it is believed that land is for men. Agents of change agreed to go to each household to talk on these barriers and discuss with them on how to change these behaviors towards getting the behavioral skills for example human rights in reaching towards gender equality. Agents of change were required to prepare the work plans to be used when making visits to the households. The work plan had the following format:

Name.....Ward.....Village.....Hamlet.....Objective.....

Activity..... Methodology used.....Expected outputs.....Household visited.....

Mr. Temu had a wide discussion on child rights as rights to Education, play, live, be respect, to be listened. He had a wide discussion on ideas on the box that those issues which hinder the efforts towards reaching gender equality are the ideas in the box and people should come out of the box. He elaborated on the characteristics of a good family as living in peace, talks each other, have common decision making, share activities together, values children of both sex and educate all children regardless of sex. Participants also discussed on the meaning of gender, sex, gender equality, violence and the types of violence that occurs in our society.

Participants also participated in the role plays which involved one old person who does not want gender equality changes, he keeps insisting traditional believes and harmful

practices that hinder efforts towards gender equality but after strong advocacy efforts he agrees to change and be a role model for gender equality.

Challenges

The major challenge we faced was the low level of understanding to some terminologies and inabilities to read and write to some of the agents of change to some of the hamlet members. It was shared that those were the only persons within the hamlet who can assist the project in reaching its project goal.

Conclusion

It was concluded that the agents of change will prepare their personal work plans and they will start to implement the activities in April, 2013 and the Project Supervisor insisted that all work plans should consider in empowering girls and women towards eradicating traditional cultures and beliefs that hinders efforts towards reaching the society which considers gender equality.



Figure 9: Agents of Change Male and Boys in Group Discussion during Gender Mainstreaming Training.

4.3.1.3 Training Report on facilitating community theater group on gender issues

Training theater for Community development and addressing gender equality started on 22nd - 26th April, 2013. The training aimed at training community theater groups with 15 people each groups from 4 hamlets of Nduhani, Luseni, Igwamanoni Kati and Buhiti from Igwamanoni Village.

The overall objectives of the training was to train the group on how to use theater to educate the society on gender issues such as risk and harms of early marriage and pregnancies, importance of equality in decision making equal distribution of resources and house hold chores, equal opportunity in accessing education between girls and boys , health seeking behavior and family health responsibilities in relation to gender participation in hardship child care and protection responsibilities. Facilitator started to introduce the subject matter of the training by introducing the concept of Theatre for social Development starting with the concept of ART, SOCIETY, and DEVELOPMENT AND THEATRE FOR SOCIAL DEVELOPMENT. The facilitation method was participatory method using presentation, questions and answers. To lead the participants in the discussion of the concept of theater for development was discussed especially on:

- Characteristics of theatre for social development and stages of theatre for social development which are:-
 - 1) Selection of society 2) Familiarization 3)Identifying problems
 - 2) Problem analysis
 - 3) Theater creation and rehearsal
 - 4) Performance
 - 5) Discussion and strategies for implementation
 - 6) Evaluation
 - 7) Fall – up



Figure 10: Using pictures and Drawings to Educate Community on how to Stop Early Marriages was one of the Methodologies Used by Male Agents.

Facilitation on discussion of gender and gender equality the participants discussion and presented gender and sex roles in their society and discussing how to solve the problems concerning with issues of gender equality in as stated in objective of the training. Discussion on how send messages concerning gender issued by using the approach of theatre for community development by following the stages for theatre for development by using songs, plays, dance and storytelling in group. Continuing creating and rehearsing plays song and dance canceling the issues of gender. Participants presented the play, songs and dances with messages concerning with issues of gender in their community and conduct a discussion on the messages given. Supporting the participants to prepare action plan, on how to implement the knowledge of using theater for community development so as to send the message concerned with gender issues in their society.

4.2.1.4 A Report on training for male agents on behavioral skills required for improving gender equitable relations within the household and community.

Project conducted five days training to 12 men and boys agents of change on behavioral skills required for improving gender equitable relations within the household and community. The initiative covered four hamlets of Igwamanoni village namely: Nduhani, Luseni, Igwamanoni kati and Buhiti.

The Project conducted five days from 6 – 10 May, 2013 at Bugarama Resources Centre (TRC). Objectives: (i) Analyze the working plans made by male agents (ii) Orient male agents of change on the training topic to be facilitated and monitoring tool (iii) Monitor male agents of change during the household training on behavioral skills required for improving gender equitable relationship in households and community. Participants: The monitoring activity involved 12 identified male agents of change from five hamlets of Igwamanoni village.

Outputs: (i) 12 agents of change acquired and improved knowledge on training contents from five hamlets of Igwamanoni village. (ii) 120 households were trained on behavioral skills necessary to achieve gender equality. 12 agents' male agents of change were assisted on setting individual goals for their role as change agents.

4.2.1.5 A Report on the Training for agents of change, to teach School and Adolescent boys and girls, on gender Equality, their Reproductive Cycles and Safe sexual Practices

Through this initiative, men and boys have been discussed about gender inequity issues like responsibility for child care, care giving, domestic tasks, sexual and reproductive health matters and fair distribution of resources between men and women and the need for both sex to have equal opportunities in realizing their rights and contribute to and benefit

from all spheres of society be it political, social or cultural sphere. These training took place as from 8 - 12 June, 2013 for 2 schools, 1 from primary school and 1 secondary schools agents of change. Four teachers led the primary and secondary schools agents of change. Two facilitators will facilitate this training namely Dr. Flora Sanga and Dr. Denis Ngatale, Intern project officer making a total of 25 participants.

Objectives

5. To explore attitudes about gender differences, roles and inequalities.
6. To explore the different kinds of violence's existing in our communities.
7. To increase awareness on the existing power in relations and its impact on individuals and relationships.(Role play)
8. To raise awareness on risks & harms of early pregnancies and early marriages.

Outputs

5. 23 participants gained knowledge on gender, roles and inequalities
6. 23 participants gained knowledge on the different kinds of violence existing in our communities.
7. 23 participants gained knowledge on risks and harms of early pregnancies and early marriages.

Methodology

Participants were divided into two groups and each group trained for two days starting with Igwamanoni primary and Bugarama Secondary school. The training also identified ME agents of change from their respective schools, the following methods were employed during the training: Group Discussions.

- Role plays, Questions and answers, Debates.

4.2.1.6 A Report on Essay and drawing competitions on gender equality for school age boys and girls

Pupils participated on essay competition on the following topics: Gender equality, effects of early marriages and early pregnancies. This aimed to measures pupils understanding on the interventions of the project focus. Winners from the 1st up to 3rd were awarded Exercises and pens.



Figure 9 & 10: Before essay competition pupils were given instructions on the topics to on and the requirements of the sessions.



Figure 11& 12: Pupils Writing their Essays and the First Winner Receiving his Prize. Winning essay (Refer Appendix A)

4. 3. 2 Project implementation Ghannt Chart

S/n	Activity	Months						
		Feb	March	April	May	June	July	August
1.	Participatory community needs assessment							
2.	Identify and train male change agents							
3.	Assist change agents to set goals for their roles as change agents and to develop a work plan to target their peer group with behavior-change activities							
4.	Train community theatre groups on Men Engage issues							
5.	Community dialogue using theatre and sports as entry points							
6.	Sponsor male change agents to participate in national gender equality events (e.g. Gender Festival, IWD)							
7.	Awareness raising among men and boys on gender equality							
8.	Training men and boys on behavioral skills for improving gender equitable relationships							

9.	Education of school age and adolescent boys and girls on reproductive cycles and safe sex							
10.	Training women on handling of early marriages and reporting using referral system							
11.	Advocacy for local government authorities to implement free referral system for reporting early marriages and sexual violence							
12.	Essay and drawing competitions on gender equality for school age boys and girls							
13.	Train CODES and allies' staff on Men Engage methodology, Policy Analysis, Advocacy, Monitoring and Evaluation							
14.	Research and Documentation of lessons learned							

CHAPTER FIVE

5.0 PROJECT PARTICIPATORY MONITORING, EVALUATION AND SUSTAINABILITY

5.1 Introduction

The “Ensuring education on gender equality through awareness creation among community members project” at Igwamanoni village has been implemented through a participatory, results-based monitoring and evaluation (M&E) approach that have been prioritized tracking the results of interventions instead of tracking mere completion of activities. A project initiative monitoring and evaluation plan has been developed during the first three months of the initiative. The M&E plan have been described the information to be collected over the lifespan of the initiative, define how and when this information have been collected and analyzed, and explain the purpose for which it have to be used.

Monitoring have been a collaborative effort involving CODES, SHIUUKA and Care International (funders), local partners, community-based mobilizers, male and boys change agents and the impact and target groups themselves. A combination of qualitative and quantitative indicators have been tracked to give an overall picture of the type and magnitude of changes taking place in attitudes and behaviors of men and boys towards women and girls, changes in household power relations, and changes in community, CODES, Care staff and allies’ understanding of project . Monitoring have been also involving an analysis of the dynamics influencing and surrounding observed changes.

5.1.2 Participatory Monitoring

Participatory monitoring of this project “*Ensuring education on gender equality through awareness creation among community members in Igwamanoni village, Kahama District*” Community based methods were used which are: (i) Participatory Rural

Appraisal (PRA) during participatory needs assessment and (ii) Gender Analysis (GA) during baseline and midterm evaluation stages. Tools used in Participatory Rural Appraisal (PRA) during the project monitoring were:

5.1.3 Preference Ranking

Preference ranking: also called direct matrix ranking, an exercise in which Igwamanoni identified what they do and do not value about a class of objects. Ranking allowed participants to understand the reasons for local preferences and to see how values differ among local groups. Understanding preferences was critical for choosing appropriate and effective interventions.

Needs assessment: a tool that draws out information about people's varied needs, raises participants' awareness of related issues, and provides a framework for prioritizing needs. This sort of tool was an integral part of gender analysis to develop an understanding of the Igwamanoni villagers' needs of both men and women and to do comparative analysis.

i) Semi Structured Interviewing

Semi structured interviews: also called *conversational interviews*, interviews that were partially structured by a flexible interview guide with a limited number of preset questions. This guide ensured that the interview remains focused on the issues to be identified at hand while allowing enough conversation so that participants could introduce and discuss topics that are relevant to them. 64% witnessed change after receiving education from male and boys change agents on how should treat both child boys and girls to access education through gender roles distribution.

5.1.4 Focus Group Discussions (FGD's)

Focus group meetings: Relatively low-cost, semi structured, small group which involved twelve participants plus a facilitator) consultations used to explore peoples' attitudes, feelings, or preferences, and to build consensus. Focus group work was compromised

between participant-observation, which was less controlled, lengthier, and more in-depth, and preset interviews, which are not likely to attend to participants' own concerns.

Village meetings: Meetings with many uses in participatory development, including information sharing and group consultation, consensus building, prioritization and sequencing of interventions, and collaborative monitoring and evaluation. Multiple tools such as resource mapping, ranking, and focus groups have been used, village meetings are important venues for launching activities, evaluating progress, and gaining feedback on analysis.

5.1.5 Gender Analysis (GA) Method Applied the Following Tools:

Access to resources: A series of participatory exercises that allowed Igwamanoni villagers to collect information and raises awareness among beneficiaries about the ways in which access to resources varies according to gender and other important social variables. This user-friendly tool drawn on the everyday experience of participants and was useful to men, women, trainers, project staff, and field-workers.

Analysis of tasks: a gender analysis tool raised community awareness about the distribution of domestic, market, and community activities according to gender and familiarizes planners with the degree of role flexibility that was associated with different tasks. Such information and awareness was necessary to prepare and execute project interventions that benefited 80 % both men and women.

Force field analysis: a tool similar to one called "Story With a Gap," which engaged people to define and classify goals and to make sustainable plans by working on thorough "before and after" scenarios. Participants reviewed the causes of problematic situations, consider the factors that influence the situation, think about solutions, and create alternative plans to achieve solutions. The tools are based on diagrams or pictures, which minimize language and literacy differences and encourage creative thinking.

Health-seeking behavior: culturally sensitive tool for generation of data about health care and Health-related activities. The tool produced qualitative data about the reasons behind gender inequality practices as well as quantifiable information about beliefs and practices. This visual tool used pictures to minimize language and literacy differences.

Participant observation: was a fieldwork technique used by CODES to collect qualitative and quantitative data that led to an in-depth understanding of peoples' practices, motivations, and attitudes. Participant observation entailed investigating the project background, studying the general characteristics of a beneficiary population, and living for an extended period among beneficiaries, during which interviews, observations, and analyses are recorded and discussed.

Logical Framework or Log FRAME: a matrix that illustrates a summary of project design, emphasizing the results that were expected when a project is successfully completed. These results or outputs are presented in terms of objectively verifiable indicators.

5.1.5 Monitoring Information System (MIS)

The fundamental principle of a Monitoring system was to allow project implementers to capture data, process and disseminate information in a systematic way. Monitoring system enabled us to measure trends of various indicators based on the data collected in the field. Monitoring system was vital in supporting us to get changes among the communities through Human interesting stories and most significant changes. Systematic assessment and review at one point in time of activities helped us monitor the progress and support to evaluate the sustainable impact on Igwamanoni community changes and attitudes.

5.1.7 Participatory Monitoring Methods used to engage community in the monitoring.

In this Project method used to engage community were;

5.1.7.1 Participatory Rural Appraisal (PRA)

PRA has been defined as a growing family of approaches and methods to enabled Igwamanoni people to share enhance and analyze their knowledge of life and conditions, to plan and to act. The origin of PRA was in rural areas, but now has been employed into variety of settings successfully (Mc Cracken et al, 1988). Participatory rural appraisal was evolved from Rapid Rural Appraisal (RRA) – as set of informal methods to collect data and analyze them in rural areas by development practitioners. This method was developed in 1970s and 1980s. It is an approach for learning, sharing ideas and priorities between the local people and people from outside the community (Theis et al, 1991).

PRA is the method which enabled Igwamanoni community to appraise their concerns, analyze, plan and monitor the project. PRA in this project used animation group and exercised to enhance information's sharing, analysis and action among stakeholders.

5.1.7.1 Key Elements in PRA which were Applied in this Project Included;

- (i) Participation- As a means to development participatory rural appraisal required Igwamanoni community inputs in implementing the project activities. This was essential to its value as a organizing and planning methodology.
- (ii) Team work – This measured the extent which participatory rural appraisal accommodated informal interaction and brainstorming of those who were involved. The team involved needed to balance well diversity of social economic, gender, cultural and other perspectives generally. It required

Igwamanoni community knowledge of the areas traditions, conditions and culture.

- (iii) Optimal ignorance – Participatory rural appraisal activities needed to gather enough information's to make the required and necessary decisions and recommendations. This was important in order to be effective and efficient in term of both money and time.
- (iv) Flexibility – Participatory rural appraisal was the combination of techniques which were appropriate in different particular development of this project. This has been determined by such variables as size, skills and mix of PRA team, resources available, location and topic.
- (v) Triangulation - Participatory rural appraisal teams follow the rule of thumb that is at least three resources which must be consulted and techniques that have been used to investigate the same topic. This was because PRA deals with qualitative data. For the aim of ensuring reliability and validity.

Tools used in Participatory Rural Appraisal (PRA) during the project

Participatory Rural Appraisal has been used in communication and knowledge transfer. It was carried out regardless of either it was used out as a part of project identification, appraisal or as a part of country work and economic sector, team work spirit and learning by doing. This technique required transparent and procedures and therefore it needed a series of open meetings (i.e. an initial open meetings, follow- up and final meetings. Generally, PRA activities were in form of a certain sequence.

Preference ranking, Semi structured interviewing, Focus Group Discussions (FGD's)

5.1.7.2 Organizing in Participatory Rural Appraisal

Participatory Rural Appraisal involved a team of people (included local leaders and) animators working for two to three weeks on workshop discussions, field work and analyses. The following aspects were considered;

Logically – logical arrangements were required and considered nearby accommodations, lunch for fieldwork days and funds, .Funds were important for purchasing refreshments, and supplies such as marker pens and flip charts.

Trainings - PRA team members required a training since the PRA has the second objective in addition to data collection.

PRA results- length of time allocated to conduct the PRA exercises were influenced results. This included scheduling, critical analysis of all data, conclusions, recommendations and assignment of report writing.

Timing – Participatory rural appraisal activities covered one topic which was undertaken within a week.

Reports - the report was written immediately after field work period while putting into consideration of notes from PRA team members. The first report draft was available within five days and the final report was available to all participants and all other institutions involved like partners.

5.1.7.3 PRA Techniques and Sequences Used in this Project

Participatory Rural appraisal was a participatory technique in this project which followed some sequences to be fulfilled. Depending on the topic worked on for investigation, PRA were combined in a different ways. This was a rule of thumb and sometimes needed to be followed, modeling and mapping involved several people

stimulate discussion, enthusiasm and provide PRA team with an overview of the area concern therefore needed to start with. Sensitivity of the information's gathered determines the degree of the report provided. At the beginning of group interviews and focus group discussions preference ranking was most preferable since it broken the ice. Later on, individual's interviews followed up on the preferences different among the groups and the reasons of their choices.

5.1.3 Participatory Monitoring Plan

General and Specific activity	Specific activity being assessed	Schedule of activity	Responsible parts for data collection and analysis	Lead person/ Party	Reporting Frequency	Report to
MONITORING						
• Context, risks and assumptions	Social, political, economic, and cultural environment Negative outcomes	Monthly	PQLO, PO, Local Partners, Male agents of change	PO	Monthly	Supervisor, Care, Partner and local government
• Unintended Outcomes (Positive and Negative)	Response of target population to project output	Monthly	PQLO, PO, Local Partners, Male agents of change	PO	Monthly	Care, Supervisor, Partner and local government
• Outputs, including institutional and organizational issues	Project products achieved	Monthly	PQLO, PO, Local Partners, Male agents of change	PO	Monthly	Care, Partner, Supervisor and local government

• Special studies	Outcome Indicators	Whenever the need arises	Project Staff, volunteers,	PO	Soon after CNA	Codes
• Training on M&E related topics	Contents, Output, Outcome			PO	Soon after training completes	Codes, Supervisor

5.2.1 Performance Indicators

Indicator	Data Required	Possible Methods/Tools	Unit of Results
% of men, boys and women with changed attitudes towards gender equality	Trained men, boys and women regarding gender equality issues	Qualitative Data; Structured and Semi Structured interviews, F. G. D, -Quantitative Data Survey	Enhanced knowledge of community members on gender equality
% of men and boys who report	Trained male agents of change who work to	Qualitative Data: Semi Structured interview,	Improved capacity of men and boys to act as change agents for gender

personally and publicly advocating among their peers for girls educational and SRH rights and non violence	educate their peers on importance of realizing girls rights to education and SRH rights and non violence	Quantitative Data: Survey, Gender Equitable Male Scale	equality
% of couples making informed joint decisions regarding adolescent girls marriages	Men's and women's realization of women's rights to participate in decision making at household level	Interviews, FGDs, Baseline report review	Enhanced knowledge of men and boys on becoming equal partners

Participatory Evaluation Methods

The “*Ensuring education on gender equality through awareness creation among community members in Igwamanoni village, Kahama District*” project was evaluated through;

5.2.1.1 Participatory Method of Gender Analysis (GA)

Gender Analysis is an approach which have been applied during participatory and project planning process of this project. Gender analysis focused on documenting and understanding needs, opportunities, activities and gender roles in Igwamanoni village community. The approach involved disaggregation of quantitative data considering gender issue. It stipulated clear the learned behavior of men and women and identified their different roles. This varies due to variation in ethnicity, income, cultures, class, education, and time. But gender analysis does not treat women as homogenous group in a certain society or gender attributes as immutable.

Gender analysis methods aimed at mainstreaming women interest and their needs. The method took consideration women's roles in reproduction, production and management of communities. Women needs need to be better understood and viewed in the relation to men roles and needs economic, political, social and cultural. Gender analysis has been an important approach in the formulation in any country sector strategies, country portfolio management, poverty assessment, structural adjustment, sector specific project planning, monitoring and evaluation.

5.2.1.2. Gender Analysis Purposes in this Project

Gender analysis has been applied in this project interventions specifically it helped in;

Developing training packages to sensitize Igwamanoni community leaders on gender issues and training strategies for beneficiaries

(ii) Identified gender based differences in accessibility of resources, analyze how members of the families, household, groups and societies can participate in different ways and be affected by the project interventions.

5.2.1.3. Gender Analysis Key Concepts

In Gender analysis method, the following concepts were considered; Intrahouseholdrelations, Interhouseholdrelations, Strategic gender needs and Practical gender needs. Gender analysis principles

Integration of gender issues into overall objectives was very important at the early project implementation. This is because gender issues analysis was important part as a part of overall planning process, data collection timing, tabling of issues and planning team. This needed to incorporate planning process, gender objectives, gender diagnosis, gender strategy and Gender monitoring and evaluation. Gender Analysis Framework: This included five categories of gender analysis (i) Resources, control profile and access

- (i) Activity profile
- (ii) Needs assessment
- (iii) Benefits and incentives analysis
- (iv) Institutional opportunities and constraints.

5.2 Project Evaluation Summary

5.2.3 Table: Project Evaluation Summary

Project Goal	Reduced early marriages and early pregnancies among school age and adolescent girls Igwamanoni village through improved gender relations in household and community decision making		
Objectives	Performance indicators	Expected outcomes	Actual outcomes

<p>Obj.1: To educate 250 headed household male and boys on gender equality issues by June 2013</p> <p>Objective outcomes: Men and boys as change agents uphold the rights of school age and adolescent girls to equal opportunities as boys for sustainable, healthy and secure lives and advocate for their peers and community to do the same</p>	<p>% of men, boys and women with changed attitudes towards gender equality.</p>	<p>Output1: Improved capacity of targeted men and boys to act as change agents for gender Equality.</p>	<p>158 Trained men, boys and women regarding gender equality issues. Enhanced knowledge of community members on gender equality.</p>
	<p>% of men and boys who report personally and publicly advocating among their peers for girls educational and SRH rights and non violence</p>		<p>12 Trained male agents of change who work to educate their peers on importance of realizing girls' rights to education and SRH rights and non violence. Improved capacity of men and boys to act as change agents for gender equality.</p>
<p>Obj.2: To increase by 10% girls enrollment at Igwamanoni primary school by January</p> <p>Objective outcomes: Men and Boys promote equitable participation of women and girls in household and community decision making that impact school age and adolescent girls' education, marriages</p>	<p>% of couples making informed joint decisions regarding adolescent girls marriages.</p>	<p>Output2: Enhanced knowledge of targeted men and boys on becoming equal partners.</p>	<p>437 Men's and women are realized of women's rights to participate in decision making at household level. Enhanced knowledge of men and boys on becoming equal partners</p>
	<p>% of households reporting equitable distribution of household resources to enable boys and girls to receive education.</p>		

and pregnancies.	% of adolescent boys and girls reporting shared decision making about sexual relationships, including condom and family planning use.		302 Trained girls and boys on sexual rights and SRH issues. Enhanced knowledge of men and boys on becoming equal partners
	Average number of hours per day spent on housework, in relation to the duration of working day, by sex and age		150 Men, Women, Boys and Girls trained on the participation equally in household domestic work. Enhanced mentors and champions for girls
Objective. 3: To increase by 50% parents support specifically men and boys of girls access to education by August 2013 Objective outcomes: CODE and allies apply Men Engage approaches in facilitating girls' and women's empowerment	% of CODES and allies programs using internationally recognized Men Engage tools. % of CODES Tanzania and allies' program initiatives with ME Strategy. Evidence of CODES Tanzania and its allies' application of lessons learned from the Men Engage Kahama initiative. % of change agents who can explain risks and harms of early marriage and pregnancy		20 parents witnessed to change next year and enroll their girls to number of girls 15 formal and 5 non formal education(COBET)

5.3 Project Sustainability

Care as indirect implementers have been built the capacity of partner organizations to implement the project approaches beyond the lifespan of the initiative. It is expected that partner organizations will mainstream the project approach into other programs in their portfolio. CODES and the capacity of male change agents will also be built in order that they are able to continue promoting women and girls' empowerment within their respective communities without direct support from Care and partners. CODES and Partners have owned this project from the beginning through a full participatory at every stage from Community Needs Assessment, implementation, monitoring and evaluations. This has been done purposely for them to own the project and feel it's their responsibility to its sustainability.

Another approach to ensure the sustainability of this project is that; the project used local resources specifically human resources of Animators, who are working with Care as community voluntary group and their Community Based Organizations' (CBO's), male and boys agents of change whom the Project connected them to CODES. Therefore two approaches have been used

- (i) Using local resources specifically human resources from the stage of project identification from need identification, implementation, monitoring and evaluation
- (ii) Capacity building for the local resources available within the area, their full participation from local partners SHIUUKA, CODES, local leaders, community volunteers, animators and male and boys agents of change.
- (iii) Community ownership through full involvement/participatory.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATION

6.1 Introduction

This chapter summarizes the entire project work from the initial stage of Igwamanoni community needs assessment up to the end. It stipulates the main findings, what have been done in term of project implementation completion plan and the remained task if any. It put clear what have been achieved and the challenges counted. Lastly, it stipulates on what is recommended concern the most results to be achieved.

6.2 Conclusion

Generally, Project has been succeeded about 75% on knowledge creation and awareness raising and 66% target people since the project aimed to strengthen knowledge on gender mainstreaming for men and boy 619 and 409 men and boys were reached. The project interventions tried to involve the community in stopping gender based violence (GBV) through educating men and boys of human rights and girls education importance.

- **Summary on the Participatory Assessment**

The exercise was achieved through local leaders' full participation and collaboration. The community collaborated to identify first their problems which are facing them and the main priority need of their village to be intervened by 58% among voters; gender segregation, poor roads 8%, and lack of water 11% and health centers 22% are main problems facing Igwamanoni community. During Needs ranking, educating community to address gender equality and stopping GBV was highlighted as their priority need.

- Summary on the Literature review

For the past ten years, many approaches have been implemented women and girls empowerment, although it has shown some improvements for addressing girls rights to access education, women accessing different opportunities socially, politically and economically, but more efforts are needed to involve men and boys since gender inequality has been entrenched in customs, traditions and practices by men and boys.

The project succeeded because men and boys feels being recognized, ownership and since are the main actors to practice gender inequality in the community through forcing early marriages, denying girls education and women resources like land, pregnancy providers and beating their wives.

- Summary on the reasons which guided the choice of the project

Igwamanoni village is the place among many villages in Bugarama ward, where women empowerment approaches have been implemented since for about 11 years. But still, gender based violence is at high rate; girls school drop outs, adolescent pregnancies and forced early marriages. Women and girls have improved in understanding their rights but it is witnessed that; men and boys still acting as an obstacle for their development.

Majority of men and boys does not have right information's on gender equality and mainstreaming since they are main decision makers. Therefore, men and boys need to be involved and participate full to understand that even women and girls need to access equal opportunities as human being in other sphere regardless of their biological differences.

Summary on the project implementation of the project:

Project goal and objectives did not change over the entire project. $\frac{3}{4}$ of the project objectives were achieved; $\frac{1}{3}$ quarter was not achieved. This is because of the time limitations and availability of the resources. But, since the community itself is implementing all activities will be achieved up to the end of the project because right now resources are available from the funders.

Summary on the Participatory Monitoring, Evaluation and Sustainability plan.

The entire project was full participatory from local leaders, community, animators who are owners of the local CBO's, the project worked with; male and boys who were agents of change from within the community and they have been working as community volunteers with Care International and Partner SHIUUKA.

All stakeholders worked together as group and since the community owned the project through need assessments that assure the project sustainability.

- Availability of resources and time specifically funds at the right time would have been enhanced the project to complete all the project elements.
- Sometimes working timetable and project activities were merging together with same timetable contributed to affect my ability to complete successfully and timely.
- If the project would have been completed; it would be easy to evaluate and capture the real changes among the communities hence get the success of the project.

6.3 Recommendations

In undertaking this kind of project: *“Ensuring education on gender equality through awareness creation among community members.” Project*, Community is eager to learn if at all the projects involve them full in all the stages and processes.

But also, the gender equality theme needs to be addressed well in its potentiality to both men and women, boys and girls in accessing opportunities not changing their biological roles and differences, since criticism at the beginning is high specifically from men who think that; the project is intending to destroy their culture, traditions, customs and their wives.

The packaging of human rights knowledge is the very good tool in achieving this kind of projects. Also, with relevant data to proof the reasons of addressing gender equality. But, also needs to technical in probing information's to get the real data specifically on gender based violence and Sexual Reproductive Health (SRH).

- Participatory Assessments

Needs Assessment requires to be full participatory this enable the community to feel the ownership and being recognized.

- Project design and implementation

Community understands a lot of things and since they know better their community and environments, culture, traditions, productive activities, customs if given an opportunity they can provides useful ideas and make things easy.

- Literature review

Information's about what has been done in other areas are available and easy to access; therefore the approaches on how to go about during the interventions are available.

- Monitoring, Evaluation and Sustainability

Project initiative and implementation was participatory for the entire project from the initiation, monitoring and evaluation through data collection and main implementers, the community includes leaders, and male and boys change agents, community animators as volunteers. Therefore, since the community is owning the project hence it's sustainability.

- Strategies, best practices or models particularly helpful in this project

Were using Participatory needs assessment, animators and male and boys change agents

- Research Methods which were helpful; use of the combination of both Preference ranking, Semi structure interviews, Focus Group Discussion (FGD's), Village meetings, role playing, Participants observation, Secondary data review and Social cultural profile helped very much to get the required data both qualitative and quantitative.

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LIST OF APPENDICES

Appendix A

(26) 74% Vizuri (3)	MADHARA/ATHARI ZA MIMBA NA NDOA ZA UTOTONI
	Mimba na ndoa za utotoni ni mimba au ndoa zinazopatikana kwenye umri chini ya miaka kumi na nane (18), kwa mujibu wa katiba ya jamhuri ya maungano wa Tanzania. Zifuatazo ni sababu ya mimba na ndoa za utotoni ugumu wa maisha uliopo nyumbani, mila na desturi zilizopitwa na wakati, kukawa jamii kutokuwa na elimu juu ya athari za mimba na ndoa za utotoni.
15	Yafuatayo ni madhara ya mimba na ndoa za utotoni. Vifo. Vifo hivi hutokana na mtoto mdogo wa kike kupewa mimba, kwa sababu viungo vyake vya utazi havijakomaa hupata matatizo wakati wa kujifungua, ambapo hupelekea kutokwa damu au kufanywa Upasuaji, ambapo hupelekea mtoto au mzazi kupoteza maisha. Siyo tu wakati wa kujifungua, lakini pia hata magonjwa mbalimbali ya zinao kama UKIMWI, Klamedia, kisonzo, fungua, kaawendo nakadhalika.
15	Kuongezeka kwa idadi ya yatima na watoto wa mitaani. ongezeko la watoto ya mitaani na yatima hutokana na: - kutokea wakati wa kujifungua mama akapoteza maisha husababisha kuwepo kwa watoto wasio na wazazi, hali mbaya ya maisha inayotokana na utazi hawa kutokuwa na ajira maalumu, ambapo hupelekea watoto hawa kuwa ombamba na wazuniraji tu.
10	Kukosa haki za msingi anazotahili mtoto. Haki za mtoto ni kama kupata - elimu, kufundwa, kuishi, kutoa maoni na mwinginezo. Mtoto anapotelewa au kupata mimba katika umri mdogo, mtoto huyu hana uhuru tena wa kudai haki zake kama zilivyotajwa hapo juu, kwa maana anaonekana hana thamani tena na ni mzigo tu kwa familia.
15	Taifa kukosa wataalamu wa kutosha. Asilimia hamsini ya taifa la Tanzania ni watoto, kwa hiyo watoto hawa wanapopata mimba, taifa hupungukia na wataalamu wa taifa la kesho.
12	Kutofikia malengo. Mfaji husoma akiwa na malengo mbalimbali kama kuwa rubani, daktari, mwalimu, anapopata mimba hana muda tena mwingine wa kutimiza malengo kwa sababu anaweza kuachishwa masomo.
2	Nirapenda kuwashauri baba na dada zangu kwa ujumla tuchirikiane kutekomeza mimba na ndoa za utotoni, kwa kujikita zaidi katika masomo na michezo ambao ni msingi mkuu wa kuweza kufikia malengo yetu, na kuweza kusepukana na mimba na ndoa za utotoni, kwani, Tanzania bila mimba na ndoa za utotoni inawezekana.

Appendix B

“Ensuring education on gender equality through awareness creation among community members, Kahama District.” Project

TOOL: 1

Name of school:

Date:

Starting time:; Closing time:

Name of the interviewer:

Introduction - The facilitator introduces her/him and explains what the assessment is about; informs the group that the information will be used to analyze gaps in order to improve gender relations to reduce the prevalence of early marriage and early pregnancies among adolescent girls. The interviewer should confirm that the group is ready and willing to be interviewed.

1. What do you think are the main inequality issues in this village between men and women, boys and girls? Who has more space at family and community level to make decisions?
2. What is the average age of marriage of girls? What determines this age and who make decisions regarding age of marriage?
3. What do you think pushes girls to marry at an early age? What pushes them to get pregnant at an early age?
4. What is the usual process for a girl to get married in a family? Are girls usually consulted? Who plays what role?

	Women (mother, auntie e.t.c)	Men (father, uncle, grandparent)	Girls	Boys
Decide that girl should not continue with school				
Decides it is time to get married				
Choose a suitor				
Decides the bride price (amount)				
Decides date of marriage				
Get share of the bride price				

5. What is the usual process for a girl to get married in a family? Are girls usually consulted? Who plays what role?
6. Let us play the rating game. If you rate 5 it is the most important, if it's 1 the lowest important

	1	2	3	4	5	Explanation
Boys and girls should be treated equally – in terms of accessing education						
Schools should prioritize needs of girls						
Girls should be married at an older age, for example from 20 years						
Boys and girls should do similar space for decision making at home, school and community						
Girls should be supported to complete primary and secondary school						
Schools should provide education on impact of early marriage and early pregnancy						
Girls should have a right to refuse marriage						
Boys should support girls to refuse marriage at an early age						
Boys should advocate against early pregnancy						

7. What are the gender concerns at school, community and family level that need awareness, identify gender concerns which needs awareness in your community (e.g. Reproductive health, GBV, early marriage etc). Priorities five main areas

	Area of awareness – Priority 1	Area of awareness – Priority 2	Area of awareness – Priority 3	Explanation for prioritizing
School				
Family				
Community				

8. What type of violence do girls and women face? What action is taken to ensure girls rights are protected and promoted?
9. What type of violence do girls and women face? What action is taken to ensure girls rights are protected and promoted.

Appendix C

“Ensuring education on gender equality through awareness creation among community members, Kahama District.” Project.

TOOL: 2

KEY INFORMANTS (To be administered to Institutions and key leaders – VEO, WEO, Influential Persons, Leaders of VSLA’s /SACCOS, Leaders of Youth Groups, School Teacher, Nurse, Doctor, Community Development officer e.t.c).

- i. Unafikiri kuna hali gani kuhusiana na kuolewa kwa msichana wa umri wa kwenda shule na wasichana ambao hawajaolewa (adolescent) katika kijiji hiki?
.....
- ii. Unajua nini kuhusu namba ya wasichana walioolewa kwa kulazimishwa ambao taarifa zao ziko serikalini kwa mashtaka baada ya rufaa?
.....
- iii. Kama matukio yanapelekwa sehemu husika, kwa nani na hatua gani huchukuliwa, kama sivyo kwa nini hawafanyi hivyo?
.....
- iv. Kuna matatizo ya mimba za utotoni katika kijiji hiki? Nini sababu za matatizo haya na nani wahusika wakuu? What is the cause of the problem and who are key players?
(mfano: wazazi, jamii, serikali n.k)
.....
- v. Nini sababu hasa ya mimba za utotoni na hatua gani zinachukuliwa kutatua hili? Nini kiini cha tatizo?
.....
- vi. Nini wajibu wa msichana katika kufanya maamuzi? Ni kwa namna gani wanashiriki katika kufanya maamuzi katika jamii? Shuleni na katika makundi?
.....
- vii. Ni kwa kiwango gani unaamini kwamba wasichana wanafanya maamuzi kuhusu kuolewa kwao (Marriage) ? Je, wana nguvu ya kukataa kuolewa? Kuna tamaduni na imani gani katika jambo hili?
.....
- viii. Kwa maoni yako, wasichana na wavulana wa ujuzi/uelewa wa afya ya uzazi? Tafadhari elezea?
.....
- ix. Nini mtazamo wa wanaume, wanawake, wavulana na wasichana kuhusu usawa wa kijinsia? Nini imani zake mazoea (practice), elimu (knowledge) na desturi kuhusu usawa wa kijinsia?
.....
- x. Ni kwa kiwango gani unafikiri kuna unyanyasaji wa kijinsia katika jamii hii. Nani muathirika?

-
- xi. Ni msaada gani waathirika wa unyanyasaji wa kijinsia wanapata? Serikali, Mashirika yasiyo ya kiserikali na jamii wanafanya nini?
-
- xii. Je, wasichana na wavulana wanapata nafasi sawa ya kuhudhuria masomo/shule? Inakuwaje kwa masomo ya juu?
-
- xiii. Je, wasichana na wavulana wanafanya maamuzi kuhusu matumizi ya kondomu? Au kujikinga na UKIMWI/ Virus na mimba? Je, wana taarifa hizo?
-
- xiv. Unafikiri wanaume wana wajibu gani katika kuwezesha mimba za mapema?
-
- xv. Unafikiri wanawake wana wajibu gani katika kuwezesha mimba za mapema?
-
- xvi. Kwa wastani, ni masaa mangapi kwa siku yanatumika katika kazi za nyumbani katika siku za kazi, kwa jinsi na umri

	Wanawake	Wanaume	Wavulana	Wasichana
Masaa				
Aina				

Appendix D

Care International in Tanzania

Mradi wa utoaji Elimu juu ya usawa wa kijinsia kupitia uhamasishaji kwenye jamii” kijiji cha Igwamanoni, Bugarama Kata ya Bugarama, Wilaya ya Kahama, and Mkoa wa Shinyanga .

TIKI JIBU HUSIKA (V) DODOSO LA KAYA.

SEMI – STRUCTURED (to be administered to Households)

Jina:

1. Jinsia: 1. Mume

2. Mke

2. Umri wako:

1. 15-18

2. 19- 25

3. 26-35

4. 36-45

5. 46-60

6. Zaidi ya 60

3. Unyumba (Marital status): 1.Umeolewa

2. Umeoa

3. Mjane

4. Mtalaka

5. Kutengana

6. Kuishi pamoja

7. Hujaoa/Hujaolewa

4. Elimu yako:

1. Shule ya msingi

2. Kidato cha nne

3. Kidato cha sita

4. Diploma

5. Chuo kikuu

5. Shughuli inayokuingizia kipato

1. Kilimo

2. Biashara

3. Uchimbaji wa madini

4. Ujasiriamali

6. Ufugaji

7. Kuajiliwa

6. Una watoto wangapi? 1. 1- 3

2. 3-6

3. Zaidi ya 6

7. Uliolewa/Oa ukiwa na miaka mingapi? 1. Chini ya miaka 14

2. 15 – 16

3. 17

4. 18

5. Zaidi ya 19

8. Nani mkuu wa kaya?

1. Baba

2. Mama

9. Je, wasichana wanashiriki katika kufanya maamuzi ngazi ya kaya? 1. Ndiyo

2. Hapana

Elezea jibulako.....

10. Kwa mawazo yako wasichana wamejaliwa uwezo sawa na wavulana? 1. Ndiyo

2. Hapana

11. Je, wasichana wanafikia huduma za elimu kama ilivyo kwa wavulana? 1. Ndiyo

2. Hapana

Elezeajibu lako.....

12. Je, wasichana wana uamuzi wa kuchagua mchumba au uwezo wa kukataa kuolewa? 1. Ndiyo

2. Hapana

20. Unafikiri ni haki ya msichana kufanya maamuzi katika ngazi ya familia?

1. Ndiyo
2. Hapana

Kama JIBU NI NDIYO. Elezea jibu lako.....

21. Unakubali kwamba lazima wasichana wawe na maamuzi ya kuamua kutoolewa katika umri mdogo?

1. Ndiyo
2. Hapana

Kama JIBU NI NDIYO. Elezea.....

22. Nani anayefanya maamuzi kuhusu matumizi ya elimu ndani ya familia?

1. Baba
2. Mama

23. Nani ana fursa/nafasi ya kupata elimu juu katika familia?

1. Mtoto wa kike
2. Mtoto wa kiume
3. Wote

24. Je, jamii imefanya juhudi zozote kumsaidia msichana ili apate elimu sawa na mvulana?

1. Ndiyo
2. Hapana

Kama JIBU NI NDIYO. Elezea jibu lako.....

Elezea aina ya msaada ambao wasichana wanapata kama upo.....

25. Unaelewa nini kuhusu mfumo dume?

.....

26. Unafikiri mfumo huu una usawa kwa wasichana na wavulana/wanawake na wanaume?

1. Ndiyo
2. Hapana

Unadhani nini kifanyike kubadili mtazamo wa jamii juu ya hali ya wasichana

.....

SEHEMU YA PILI: VIASHIRIA HALISIA

27. Ni wasichana wangapi wenye umri wa kwenda shule wameolewa katika kijiji hiki kwa miaka mitatu iliyopita?

1. Chini ya 5
2. Chini ya 10
3. Chini ya 15
4. Zaidi ya 20

28. Wasichana walio olewa walikuwa na umri gani ?

1. Miaka 12 - 14
2. 15- 17
3. 18 na zaidi

29. Je, wasichana walio olewa katika kijiji hiki walikuwa na kiwango gani cha elimu?

1. Elimu ya msingi
2. Elimu ya secondary
3. Elimu ya chuo

30. Wameolewa kwa njia gani ?

1. Kwa kulazimishwa
2. Kwa kupenda

31. Unafikiri wazazi/walezi wana uelewa wa madhara ya ndoa za utotoni? Hasa wanapokuwa wanafanya maamuzi ya kuwaoza watoto wao katika umri mdogo.

1. Ndiyo
2. Hapana

Kama JIBU NI NDIYO.

Elezeajibu lako.....

32. Una uelewa wa madhara ya ndoa katika umri mdogo?

1. Ndiyo
2. Hapana

Kama JIBU NI NDIYO.

Elezea jibu lako.....

33. Umewahi kupata mafunzo yoyote ya elimu ya afya ya uzazi?

1. Ndiyo
2. Hapana

34. Ungependa kupata mafunzo hayo?

1. Ndiyo
2. Hapana

35. Je, wanawake na wanaume wana fursa sawa katika kupata elimu na ujuzi juu ya afya ya uzazi?

1. Ndiyo
2. Hapana

Kama JIBU NI HAPANA.

Elezea jibu lako.....

36. Elimu hii ya afya uzazi ina umuhimu kwa wanaume?

1. Ndiyo
2. Hapana

Kama JIBU NI HAPANA. Elezea

.....

37. Unafikiri Wanawake na wanaume wana haki ya kuamua au wana maamuzi juu ya afya ya uzazi katika ngazi ya familia?

1. Ndiyo
2. Hapana

Kama JIBU NI HAPANA.

Elezea.....

38. Ni nani wako huru kuelezea hisia zao juu ya matatizo ya mahusiano yanayowapata, ikiwa ni pamoja na kushiriki tendo la ndoa.?

1. Wanaume na wavulana
2. Wanawake na wasichana

39. Unapimaje kiwango cha ushirikiri wa wanawake na wasichana katika kufanya maamuzi katika ngazi ya familia?

1. Nzuri sana
2. Wastani
3. Mbaya

40. Kuna kesi zozote za unyanyasaji wa kijinsia katika kijiji hiki?

1. Ndio
2. Hapana

41. Ni unyanyasaji wa aina gani unatokea sana katika kijiji hiki ?

1. Kubaka
2. Kupiga
3. Kutukana au kunyanyasa
4. Kutelekezwa kwa watoto
5. Vibarua kwa watoto
6. Mauaji ya vikongwe

42. Ni kwa kiwango gani cha msaada kinachotolewa na wanaume kwenye elimu kwa wasichana?

1. Kizuri sana
2. Wastani
3. Hakuna

43. Unadhani kuna haja ya kubadilisha mtazamo wa jamii juu ya usawa wa kijinsia baina ya wanaume, wanawake, wasichana na wavulana?

1. Ndiyo
2. Hapana

Elezea JIBULAKO

Asante kwa muda wako.

Appendix E

Physical Location of the Project

EDITHA PETER,

P.O.BOX. 653,

KAHAMA, SHINYANGA.

TO,

VICE CHANCELLOR,

OPEN UNIVERSITY OF TANZANIA (OUT),

P. O.BOX. 23409,

DAR- ES-SALAAM.

RE: PHYSICAL LOCATION OF MY PROJECT DISSERTATION 2011/2013.

Refer the above heading. My name is Editha Peter pursuing Masters in Community Economic Development at your University for the year 2011/2013 at the department of Community Economic Development (CECED).

The main theme of this letter is to inform you on the physical address, where I was undertaking my Project Dissertation from January this year up to August. The Project Dissertation titled the name "ENSURING THE EDUCATION ON GENDER EQUALITY THROUGH AWARENESS CREATION AMONG COMMUNITY MEMBERS" Kiswahili mradi wa utoaji Elimu juu ya usawa wa kijinsia kupitia uhamasishaji kwenye jamii" kijiji cha Igwamanoni, Bugarama Kata ya Bugarama, Wilaya ya Kahama, and Mkoa wa Shinyanga .

Igwamanoni Village is found at the famous area of Bulyanhulu Gold Mining Limited (BGML) located 75 Kilometers from Kahama town. Igwamanoni is among the villages surrounding BGML. I was luck to work with local CBO known as CODES (Community Development and Environmental Services which is owned by community animators who have been working as community volunteers since 2006 working with CARE International in Tanzania and Local NGO known as Shirika la Ushauri na Udhiti wa Ukimwi Kahama (SHIUUKA).

CONTACT PEOPLE

S/n	Name	Title	Mobile Phone
1.	Milembe Mahona (CODES)	Chairperson	0763080271
2.	Charles Michael (CODES)	Secretary	0759508691
3.	Teddy Chagula (CODES)	Accountant	0763279648

4.	Shigi Mchele	Igwamanoni (VEO)	0765926930
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