



## VOLUNTEER REPORT FORMAT

*To be submitted to CRS at the end of volunteer assignment and shared with the Host*

### 1.1 Assignment information

- a) Volunteer Name: Mary Crave
- b) Host Organization: Women in Poverty Alleviation (WOPATA), Morogoro
- c) State of origin: Wisconsin
- d) Assignment: TZ72 – Gender Mainstreaming
- e) Dates of Assignment: June 19-July 5, 2016 (US departure June 17, arrival in US July 6)
- f) Number of days worked: 17

**1.2.1 Overall Objective:** Build capacity of CRS and partner staff with specific knowledge and skills for gender integration in program management and quality through equipping them with skills and knowledge.

- a) Progress towards objective: The main strategy for accomplishing this was by the volunteer facilitating a 5-day training session for CRS, Soya ni Pesa and partner staff. This was held at the Flomi Hotel in Morogoro June 27-July 1, 2016. Attending: 20 men, 15 women

This training strategy encompasses several of the more specific SOW objectives:

- Provide training on understanding gender concepts, different levels of integration, and how to integrate gender into program design, implementation, and M&E.
- Facilitate the team to develop gender mainstreaming guidelines and tools for the Soya ni Pesa project use from CRS to the community level and finalize as an output of the training.
- Facilitate the team towards a good understanding of power relations and dynamics in economic activities affecting men, women, boys and girls, especially as related to Soya ni Pesa project.
- Using the results of the training needs analysis, facilitate a process using the CRS gender analysis toolkit as a foundation to provide training and reinforce capacities of CRS Soya ni Pesa and partner staff for gender mainstreaming: engendering the project at all stages.
- Facilitate the trainees on how to advocate and monitor for behavior change on gender; develop BCC and IEC materials.

#### Training objectives (guided by the SOW):

- Define key gender concepts, analysis domains, and levels of integration into programming,
- Examine and expand awareness of gender values, beliefs, attitudes and myths,
- Explain how gender inequality can impact participants of agricultural value chain projects such as Soya ni Pesa and of the economic status of communities in general
- Apply tools for conducting gender analysis,
- Develop action plans for and apply results from project gender analyses to project design at all stages.



### Training Concepts:

#### Day 1:

Gender values, beliefs and attitudes  
Gender basics  
Results of Soya ni Pesa analysis  
Personal values and beliefs

#### Day 2

Gender analysis domains  
Gender continuum  
Contextual analysis of gender  
Elements and levels of analysis

#### Day 3

Gender analysis tools:  
Daily Calendars  
Seasonal Calendars  
Pocket-Chart Voting  
Pair-Wise Ranking

#### Day 4

Practice using gender analysis tools in the field  
Details to be determined and announced

#### Day 5

Behavior change communication  
Action plans for Soya ni Pesa staff in office and field, way for forward

#### b) Impacts, Results:

For consistency, the volunteer adapted training materials from a CRS gender strategy for East Africa as identified in one of the objectives. Not only were the materials well done, they saved an immense amount of preparation time. She used her professional judgement to modify the materials and added other tools. Eliwina Mjachakwe, Gender-Based Livelihood Specialist from NAFKA, a CRS sub-contractor in Morogoro, also provided guidance on the needs assessment, cultural interpretation, and co-facilitated many of the sessions during the training. (Many, many thanks to Eliwina.)

A summary of the training evaluation is attached.

Participants rated themselves very highly on new knowledge and skills attained.

Knowledge: All gained a better understanding of the differences between gender equity and gender equality, the domains of gender analysis, and of the levels of gender integration. These are all very important concepts to understand in order to fully promote gender mainstreaming in CRS, Soya ni Pesa, or any development project.

Skills: The workshop was highly participatory (listed as the best part of the training by 2/3rds of the participants) and therefore the participants had an opportunity to practice analyzing gender integration, defining terms, practice using tools for gender analysis, and developing behavior change communication tools.

Attitudes: The participants appeared to embrace the need to be gender sensitive in their programming, with a goal of becoming gender transformative. At the beginning of the training about one-third considered themselves to be “gender blind/neutral”. By anonymous vote, all



but two said they were committed to addressing gender concerns in their jobs. The remaining two were “neutral”. Evidence of commitment was also demonstrated in the action plans that each program team developed on Day 5.

An important part of the training was identification of actions each of the participants could take to mainstream gender into their programs. Examples of plans from extension field officers included training on legal issues of land ownership, analyzing the barriers to participation in Soya ni Pesa separately for men and for women; and working with community leaders and elders on addressing gender issues.

c) Recommendations:

Participants seemed eager to advance the causes of gender mainstreaming in their programs. However, they would highly benefit from additional training on qualitative data analysis, and facilitation skills in implementing tools for addressing gender issues at the community level. While they do have some tools, the cultural context of the agricultural projects suggests that tools for “sensitizing” community members, especially men and elders, would be very useful. This includes tools for behavior change communication. If there had been more time in the training, the volunteer would have included more role-playing and other activities to help the extension officers practice how they would address some of these challenges.

Participants developed action plans on steps to take to mainstream gender. This included the CRS staff from Dar es Salaam. The plans are to be sent to the Soya ni Pesa MEAL director, Philemon Chiputa, for accountability and monitoring. The MEAL officers at all levels should develop some indicators to help evaluate the action plans and general mainstreaming of gender into the MEAL process.

**1.2.2 Objectives 2 and 3:** Conduct gender programming needs assessment for the study team identified (Soya ni Pesa and partners); *and* Conduct a small gender audit to understand CRS staff and partners specific technical capacity needs and attitudes that would influence their adoption.

- a) Progress with the objectives: Sent a standardized CRS needs assessment – Gender Training Needs Assessment Questionnaire (Program Staff) – to program participants about 1 week prior to a training workshop. Response rate: 16 of 38.

The volunteer familiarized herself with a 2014 *Gender Assessment of Soya ni Pesa* conducted by a private consulting firm.

The volunteer spent 2 days in the field prior to the training meeting with farmer groups (men and women separately), using daily calendar tools to assess roles and responsibilities of each gender in the value chain from production to sales.

Participatory training methods used throughout the training continually assessed participants’ attitudes and needs.

- b) Expected impacts/results: Response data was used to determine time spent on various training concepts. Only one of the participants had had any training in gender mainstreaming and participants indicated that they knew little about basic gender concepts. The recommendations from the Soya ni Pesa assessment were used in the workshop for participants to develop action plans for implementation in their communities. The data and process to gather the data were used throughout the 5-day training as examples of gender issues and analysis processes in Tanzania
- c) Recommendations: CRS staff in Dar es Salaam complete a Training Needs Assessment to assess not only their own beliefs and practices, but also to identify ways they can support field staff.

### 1.3 Action Plan

Recommendation	Specific Action	Responsible person	By when
1. CRS Dar es Salaam staff conduct gender analysis of their own practices and attitudes.	Use Gender Training Needs Assessment Questionnaire from CRS tool kit to assess staff, F2F Gender Assessment for East Africa	Build on EA F2F SOW	
2. Provide additional training for office and field staff on gender issues.	Provide funding in the FY17 budget for additional audits and training on gender issues.		
3. Integrate gender concerns into CRS staff policies.	Review human resources, professional development and other policies and integrate guidelines within.	Note that many organizations designate a "gender" person, usually a woman, to implement integration efforts. "Gender" is not a person or a desk but an attitude and process that all should be conscious of and actively address.	
4. Write gender mainstreaming processes into future CRS/Soya ni Pesa proposals.	Identify future proposals and language and plan steps for integration from project design, implementation to evaluation.		
5. Provide additional tools for extension field officers on gender	Tools for working with community groups on sensitization. Materials/resources for behavior change communication on both technical topics (e.g. seed spacing) and on gender mainstreaming/ sensitivity (e.g. legal rights, abuse) would better target farmers and omit duplication of efforts by staff.		
6. Follow up on training action plans.		Philemon Chiputa, F2F MEAL lead and project MEAL specialists	

#### 1.4 Number of people Assisted

- a) Formal training  
CRS and partner staff  
35 hours of training each for 20 males + 15 females = 35
- b) Out of these above, number of host staffs – ALL

While the volunteer was not “assisting” them, the following farmers attended meetings where the volunteer did gender analysis for preparation for the training and for practicals (Makuyu) for the training participants.

Village	Male	Female	Total
Msowero	8	22	30
Msimba	15	18	33
Makuyu	18	28	46
Total	<b>41</b>	<b>68</b>	<b>109</b>

#### 1.5 Gender

NA as the entire assignment was about gender mainstreaming.

- a) How might CRS or the host organization improve opportunities for the women in this host or host community?

Good that you are asking these questions.

#### 1.6 Value of volunteer contribution in \$

- a. Hours volunteer spent preparing for assignment – 20 hrs. x \$50/hr = \$1,000
- b. Estimated value of all material contributions volunteer contributed to host during assignment – 0

#### 1.7 Value of hosts’ contribution in \$ (Please consult the host as well)

- a) Meals -- \$35/day x 17 days
- b) Transportation -- \$100?
- c) Lodging -- \$80/day x 17 nights
- d) Translation – none
- e) Photocopying and training stationaries and supplies -- \$200  
Direct training costs – transportation, meals, lodging, venue for 35 participants, 5 days  
Co-facilitator time from NAFKA -- \$2000

#### 1.8 Host Profile Data:

Did you obtain any data that supplements or corrects the data in the existing host information as detailed in the SOW? Please list it. No

#### 1.9 Recommendations for CRS:

There was a lot of helpful information from CRS beforehand and Maria was a great help. However, sometimes I received updates or duplicates of some forms from CRS TZ, including the SOW and Constant Companion (good idea, by the way). This meant I had to sort through the forms and which were more recent, etc.



It would have saved me a lot of worry if I had known of the CRS Gender Training materials prior to my arrival in Tanzania. I spent time before leaving the US researching potential training materials – which would have not been consistent with CRS's methods and models.

Please make it explicit in the pre-travel communications if the volunteer needs to provide his/her own laptop computer. I was able to use my office laptop but with past assignments (other F2F programs) I have not had access to one and I needed to make arrangements to rent one at the program expense. Sometimes there are laptops in the host organization's office.

Valerie Rhoe Davis, Senior Technical Advisor, Agriculture – Gender & Nutrition, Program Impact and Quality Insurance, at CRS Baltimore was extremely helpful in reviewing the status of gender audits and training in Tanzania. I also talked with a colleague from my university who had volunteered with some of the same learners just a month before I did and found it very helpful to know what he taught and to whom. I was given another volunteer's name to contact if I had not known of my colleague.