

**WOMEN LEADERSHIP PROGRAM INITIATIVE:
TRAINING WORKSHOP ON COMMUNICATION
FOR ADVOCACY STRATEGY TO ERADICATE
GENDER-BASED VIOLENCE
NIC TRAINING CENTRE DAR ES SALAAM
27TH – 31ST JANUARY 2003**

TRAINING WORKSHOP REPORT

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ACKNOWLEDGEMENTS

This report is a result of training that was held in Dar es Salaam from 27th - 31st January 2003. It was made possible due to the support of WLP - CEDPA and EQUITY Tanzania. As a participant of MTOT that took place in Ghana in 2001, I would wish to thank CEDPA for their enormous support that enabled me to implement my initiative.

Special thanks should also go to Ms Motomoke Eomba who came to Dar es Salaam from Ghana to support me during the process.

Ms Fortunata Temu

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INTRODUCTION

1.0 BACKGROUND

From 27th-31st January 2003, EQUITY Tanzania organized a Training workshop on leadership, gender and human rights. This is part of the MTOT Leadership Training that **Ms Fortunata Temu** the Executive Director of EQUITY Tanzania attended in Ghana in 2001. The theme of this training however is part of a bigger initiative on **Communication For Advocacy Strategies** to eradicate gender based violence/violence against women that EQUITY Tanzania is implementing as part of its five year program on eradication of gender-based violence.

2.0 OBJECTIVE OF TRAINING:

The training was part of MTOT certification were by Ms Fortunata Temu who had attended the training in Ghana was implementing her initiative.

In the opening of the workshop **Ms Motomoke Eomba** from CEDPA Regional Office elaborated very well the role of CEDPA in empowering women in various aspects. The women Leadership Training that Ms Temu had participated in is one of such measures that are being implemented to build the capacity of women leaders across continents. In her opening statement Ms Temu gave a background about EQUITY Tanzania and its effort to fight social injustices so as to achieve gender equity and equality.

3.0 Workshop Objectives

By the end of the training workshop 31 EQUITY Tanzania Partners from TV, Radio, Newspaper Medias, Non-Government Organizations and Community based Organizations, were able to:

- Appreciate themselves and appreciate one another as Leaders & Change Agents through the strengthening their Leadership Skills on issues related to Gender Based Violence.
- Explain Gender concepts.
- Link Gender Based Violence/ Violence Against Women to Human Rights.
- Explain Leadership from gender perspective.
- Practice a communication for advocacy against Gender Based Violence and develop an Action Plan for Networking.

4.0 PARTICIPANTS CHARACTERISTICS

Participants came from Media, Community Based Organizations (CBO) and Non Government Organizations (NGO).

6 participants came from Radios; 1 from TV; 9 from Newspapers; 15 from CBO's and NGO's.

5.0 METHODOLOGY

The training was co-facilitated by Ms Fortunata Temu and Ms Motomoke Eomba the CEDPA Regional Training Advisor for Africa. They used a number of participatory adult learning methods such as brain storming, discussions, questions and answers, group work, role plays, case studies and brief presentations.

B. WORKSHOP PROCEEDINGS

1.0 INTRODUCTORY SESSION

The introductory session was co- facilitated by Ms Fortunata Temu and Ms Motomoke Eomba .

1.1 Participant Introduction:

This was a kind of an ice breaker meant to enable participants know each other better .Ms Eomba began the session with appreciative inquiry method. This method which is another way of looking at things and people differently in a positive way, enabled the participants know each other by name, organization , different strengths and achievements accomplished by participants which were taken up as resources brought into the workshop.

Each participants put personal information in brief on a VIPP card which were then pasted on a Roots(strength) and Fruits(achievements) tree which was displayed on a wall for reference.

1.2 Workshop Overview

This session had the objective of enabling participants to :-

- Share expectations of the workshop
- State workshop objectives
- Explain workshop schedule
- List norms to guide the workshop
- Be acquainted with logistics of the workshop

1.3 Participants Expectations

Participants were then invited to state their expectations from the workshop. At the end, a list of expectations was pasted on the wall and it had the following items:

- Critical discussion on gender issues
- Acquire leadership skills that will enable women to join the CBO
- To have a better perspective on gender so as to be able to write better for community education
- Gain an understanding on gender and sexual rights
- To learn about leadership, equal rights in property ownership between men and women
- Acquire new techniques on how to educate community on gender issue
- Law enforcement challenges
- Understand gender equality and gender differences
- To get a certificate
- Know on magnitude of gender violence in Tanzania

- To come out as a courageous woman able to fight for her rights and those of other woman
- To get tangible solutions on gender violence
- To be a better mother who is just/ fair to her children
- To learn more about other organizations
- Get more knowledge on gender- based violence to improve work
- Form a network among participants

1.4 Workshop Objectives:

The expectations were then matched with workshop objectives which were:

- To promote greater understanding on issues pertaining to gender – based violence
- To train partners (media, NGOs and CBOs) on gender, law and human rights issues for better reporting and assistance.
- To promote collaboration and networking

Participants were comfortable to see that the objectives can facilitate attainment of most if not all of their expectations.

1.5 Workshop Norms:

Participants set their own norms to guide them in the 5 days of the workshop. The following were adopted :

- Full participation from time –in to time - out
- Cooperation among participants
- Put off cell phones or set them on vibration or inaudible tones
- Use of both English and Swahili languages
- Punctuality and time keeping
- Respecting everyone’s contributions
- Speaking loudly
- Keeping alert all the time

As penalty for breaking the rules, participants set a penalty .A defaulter would be required to present and ice-breaker or article on sexual violence.

1.6 Participants’ Tasks Groups Formation

In order to ensure team leadership and sharing of responsibilities, participants fitted into three task groups that would be responsible for daily synthesis, evaluation and logistics.

Group one was responsible for presentation of synthesis of learning of the day both methodologically and content wise. **Group two** was responsible to pick out the key learning and how it could be applied in daily work of the participants while **group three** was responsible for house keeping issues including time keeping.

The groups rotated to ensure equal division of labor and practical experience of skills .

2.0 SESSION 2 : INTRODUCTION TO GENDER

2.1 Introducing the session

This session was facilitated by Ms Fortunata Temu .It was meant to enable participants define gender concepts, differentiate between gender and sex and identify gender roles. The facilitator began by giving out a short story of a couple who were in desperate need of getting a child. They were offered a chance to make a wish and chose just one child a baby girl or boy no twins. Each participant was given a piece of paper to make that wish. Men were asked to use a blue marker while women were asked to use green. The papers were then collected.

The facilitator then began probing to enable participants think deeply about gender, drawing from their own life experiences. This culminated into group work for in-depth reflection.

2.2 Group Work

Participants were asked to form groups of 5 of same sex to do the following task:

- Recall earliest significant memories/ experiences of discovering being a male or female and hence different from the other sex
- After individual reflection, share with rest of the group
- Group to develop a picture, story, song or poem reflecting what was shared in the group
- Put on a flip chart and report to the plenary

2.3 Group Presentation:

There were 3 groups of women and 2 groups of men who presented the following:

1st group (men)- Drew a nice cartoon showing boys and girls swimming in a river. Whereas boys were on one side of the river just swimming, girls had buckets with them such that after the swim/bath they would also carry water with them for home use. The sexes did not mix at all. A group of small boys who just came to the river was strongly warned not to go to the women/girls' side instead they were told to follow where other men were.

2nd group(women) presented a story about 3 girls who were very inquisitive about the difference in boys and girls bodies and why do they differ from the opposite sex. They always observed these difference while playing, watching others and also themselves.

3rd group (men) came up with a role play. It depicted different scenario in upbringing for instance the kind of games that were considered

appropriate for their sex, it also showed how a new born baby girl looked different from boys in that her sex organs were different.

4th group (women) discussed about up bring of boys and girls. The kind of toys each sex was given reflected the roles that they were assumed to play when they grow up.

5th group(women) presented a role play in which a girl was reluctant to pass in front of men as she felt shy. She was always conscious of her ever changing body , her growing breasts and body curves. Her mother also bought her “ appropriate clothes” to enable her cover those parts properly.

At the end of this exercise the facilitator asked the participants who were very excited to reflect on what they had just presented to discuss the issues that had come out. In the course of discussions participants came up with the following observations:

- Children themselves can differentiate that they are different at various stages in their lives but more so after reaching puberty when body changes become obvious
- Biological differences were spotted very early in life
- Parents assign different roles to boys and girls from a tender age
- Children play different games which mimic their own sex’s roles
- Parents also make statements like “ don’t cry like a woman, you are a man” which

2.3 Defining Gender and differentiating it from Sex

After this reflection the facilitator then gave a working definition of gender which is socially contracted and differentiated it with sex which is the biological make up of the human body. Participants were then asked to give examples of what makes a man and woman different of which they mentioned sexual and reproductive organs and functions.

At the end of this session, the facilitator read out the participants wishes to have a baby. 11 men out of 13 wanted a baby boy while 6 out of 13 women wanted a baby boy. Which means 17 participants wanted a baby boy and 9 wanted a baby girl .A brief discussion was held to find out why majority wanted boys and the participants assigned the following reasons:

- Socially men are considered as head of the family and the obne who ensures continuity of generation
- Society constructs roles and values that influence the decisions .Men are seen as more superior than women

The conclusion was that girls are rejected even before they are born

3.0 SESSION3 :PROFILE OF A WOMAN LEADER

3.1 Traits of a Leader

This session which was facilitated by Ms Motomoke Eomba had the objective of enabling the participants to identify characteristics of a woman leader and the related characteristics of issues facing women in Tanzania. Participants were taken through a brainstorming session to name characteristics of a leader/woman leader. This could represent traits of a person one admires such as ones' own mother, wife, political leader etc. The characteristics were written on cards and pasted on a large picture of a woman. Traits were pasted on the head, heart or hands depending on where that trait reflected. Intelligence, competence, beauty, visionary, advisory and good listening skills were pasted on the head to reflect engagement of intellectual mind in the leader; transparency, commitment, generosity, true love, tolerance and patience were more of the heart and so were placed accordingly. Hard working traits were pasted on the hands to show the involvement of the whole body in delivering what one was supposed to do as a leader.

3.1 Relevance Of The Traits To A Woman As A Leader

Male participants ascribed the above traits to men but after the above engagement they agreed that such traits were also found in women. Yet women hold fewer leadership positions because of

- Few opportunities given to women due to historical factors and societal attitudes
- Lack of confidence on part of women due to psychological and physical violence that they experience in the society
- Stereotype thinking about women that is prevalent in the society regarding women's ability to lead. The labeling and name calling and negative adjectives given to those who dare do things statements like ' *yes she does it like a man*'' are common in the society.

The facilitator summed up by saying that there is no difference between women and men in terms of qualifications to becoming a leader although each sex may have their own leadership styles.

4.0 SESSION 4: WOMEN'S LEADERSHIP DIMENSIONS

4.1 Introducing the Topic

The facilitator, Ms Eomba began the session with a short story about two women who were heading institutions. Asha usually called meetings with directors of departments, she makes strategic plans and after 3 months she evaluates progress and asks for suggestions for improvements. On the other hand, Mary has a style that is totally different. She goes to top meetings like parliamentary meetings, she asks about her subordinates'

family welfare and involves others in discussing organizational matters that they are responsible in implementing.

The facilitator then asked the participants to tell which of the two is a leader and which one is a manager. She then summed up by saying that a leader is one who motivates people by satisfying their fundamental human needs as well while a manager is one who just maintains people in the right direction in accordance with organizational goals.

4.2 Sources Of Power

The facilitator called upon the participants to reflect on situations in which women function as leaders and link them up with the competencies that enhances women's inclusion, participation and benefits accrued from leadership. Women function in various situations like the family, community and organizations or society. They need to be competent by having knowledge and skills. Attitudes also play a role in that the three are sophisticatedly interwoven in such a way that they can make one succeed or fail in leadership. At both levels i.e family, community and wider society there are powers that play and challenges that have to be faced as well. There is symbolic power(cultural meanings) which includes the beliefs, values and education that one needs to be aware of and have strong influence on how one is accepted as a leader. Social power is linked to norms, laws, procedures, systems within which the society operates and also material power which involves tangible things like money, land, technology and they are key in influencing many decisions as well. Both sources of power are important for serious transformation. Most women lack most of the sources of power that is why it very difficult to assume positions of power.

5.0 SESSION 5:GENDER-BASED VIOLENCE (GBV): DEFINITIONS,CONCEPTS AND ISUES

5.1 What is GBV

The facilitator, Ms Fortunata Temu introduced the session by probing from participants to find out what they understand by the term violence. A number of actions such as fighting, harassment, riot, conflict and misunderstanding were mentioned as constituting violence

There after participants went into mixed sex groups to discuss case studies that were distributed .Each of the 5 groups went through 1 case study to analyze the issues coming out and what could be the reason for actions that were taking place .

5.1.1 Group Presentation

Group 1 : The case study was on a girl who had accepted an offer of drinks from a man who then ended up escorting her home. On reaching

the place, the man forced himself into the house and raped her. The group came up with the following findings:

- There could be forced sex as a payment for favors extended to the girl. Why did the girl accept the offer? she ought to have known what will follow thereafter
- The girl had impliedly invited the man because she let him escort her and so the man had interpreted that she was also willing
- From this forced action, she could get pregnant and STIs including HIV/AIDS
- She could be injured as a result of resistance and fighting

From this case study it was observed that there are myths and stereotypes about men and women sexuality. Women are often misunderstood by men when they refuse sex. Many men interpret that if a woman accept some favors then she is willing to have sex as an appreciation for the same. Sexual abuse often results from this kind of myths and stereotypes.

Group 2: Case study on property grabbing after death of a man. In this case, a man dies intestate leaving behind his widow and 5 young children four of them girls. The deceased's brother moves from the village and came to live in the house. What could happen is:

- He can dispossess of the property thereby depriving the widow and her children
- He can force to inherit the widow as well
- If the above happens, the family can fall into poverty, the inherited widow can suffer psychologically, she contract diseases, the man can contract disease too.
- It could lead to a big family conflict
- Traditional practices promote violence

Group 3: Case study was on a young girl of 18 years getting married to a 30 year old man who pays a hefty bride price in exchange for the marriage. The group came up with the following analysis:

- Age difference is too big, the man will always dominate the girl
- The girl could have been forced into such a marriage due to the hefty bride price
- The man would mistreat the girl because he paid heavily for her
- There is no equality since the man has more social and material power that he can use to do what he wants. They cannot negotiate so they will only resort to violence

Group 4: Case study was on a highly empowered woman with economic power married to an ordinary man whose income is low. Whereas the woman always consults the man regarding improvement of family welfare

and her willingness to support it, the man was always not happy and would not support such moves. The following could be the outcome:

- Conflict between the spouses
- Inferiority complex on the man because he has no material power
- The woman can dominate and the man feel powerless
- The man can resort to violence because he want to show he is in command in the house

Group 5: Case study was on access, use and control of resources . In this case the woman was the one who produces by tilling the land, planting, weeding and harvesting maize. On the other hand the man who played no role in production (creation of wealth) controlled the resources and made decisions on how it should be used. He sold and drank the proceeds. Even though the woman produced she had no access to any decision making. At times she would put her foot down preventing her husband from selling all the food for alcohol consumption. What could happen in such situation is:

- Quarreling and fighting
- Family starvation
- The man will resort to violence to get what he want

From the above it came out clearly that acts of violence were rampant in the family, community and wider society, and the reasons varied from attitudes, traditions, stereotypes and poverty. It all boils down to power relations between men and woman and how they are brought up and socialized. The facilitator then made a presentation that contextualized the problem and the definition of VAW and GBV and why emphasis is on women even though it is gender based. She looked at it from global, regional and local perspective as follows:

5.2 Perspectives on GBV

5.2.1 International level:

Following a number of international conferences from Mexico 1975, Copenhagen 1980, Nairobi 1985 World Women Conferences were violence against women was discussed and seen as a major problem in 1993, the General Assembly adopted the Declaration on the Elimination of violence Against Women. From this point the International government attention was focused in the problem. Women's rights advocates succeeded in getting the recognition by the International community that violence against women whether it occurs in public or in private is violation off women's fundamental human rights.

5.2.2 Regional level

In many African countries, women's lives are governed by customary and religious laws, which are very discriminatory in nature and purpose and in most cases, women are subjected to discrimination in marriage, divorce, inheritance and citizenship which encourages violence against women in the African continent. Although the situation has remained very grave for many years, violence against women remained invisible, unrecognized as well as trivialized.

For the women in Africa the issue of violence against women coincided with the International outcry and mobilization. Many Africa government delegates openly opposed the idea and were not ready to support any resolution on violence against women with the reason that violence was a "Northern priority issues". The situation motivated more action against violence to women and a lot of lobbying was done until the issue got an International cognisance.

5.3 Definition of VAW:

For a long time violence against women lacked one single definition. The definitions used looked at the forms the violence took. The General Assembly of the United Nations in 1993 which adopted the **Declaration On The Elimination Of Violence Against Women**, defined the term, violence against women as;

"Any Act of gender based violence that results in or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life: Violence against women shall be understood to encompass but limited to; physical, sexual and psychological violence occurring in the family, including battering sexual abuse of children in the household, dowry related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non spousal violence related to exploitation; physical, sexual and psychological violence related to exploitation; physical, sexual and psychological violence perpetrated or condoned by the state whether it occurs". (This is the working definition that was adopted at the training.)

5.4 CONCEPTS:

5.4.1 Violence Against Women/Gender Based Violence

In many writings the two terms “**Violence against women**” and “**Gender Violence**”.. are used interchangeably to refer to the same thing. The reference on gender-based violence is mostly being analyzed using violence against women in various literature. “*Gender violence in various forms is endemic in all communities and countries around the world. Within African societies, gender violence includes sexual assault... violence against women in the family, violence linked to traditional or customary practices*”

5.5 ISSUES:

5.5.1 Human rights issue

From the expounded definition by general comment 19 of CEDAW, violence against women is a human rights issue. The International community is obligated to confront the issue of violence against women from its logical complications to its magnitude. The appointment of the UN special rapporteur on violence against women is one of very positive initiatives in addressing violence against women in the human rights framework.

5.5.2 Development Issue

Violence against women is also explained to present a steep barrier to the cultivation of respect of human rights and the achievement of human development. This then stretches it further to be a developmental issue since threats of violence against women looms over women’s everyday lives, endangering their ability to participate in development projects to exercise democracy and to engage fully in society

5.5.3 A Gender issue

Violence against women has been evidenced to be a gender issue in that it is a function of socially constructed norms of acceptable behavior. There are issues of power and gender relations as embedded in the context of cultural, socio-economic and emotional dependency, the property of some male protector. Most of violence against women is a manifestation of the historically unequal power relations between men and women, which has led to domination over and the discrimination against women by men.

5.5.4 A Legal Issue: Violence Against Women and The Sexual Offences Special Provisions Act 1998 (SOSPA)

The Sexual Offence Special Provision Act was enacted to amend various laws making special provision in these laws with regard to sexual and other offences so as to further safeguard the personal integrity, dignity, liberty and security of women and children. Under this law that was specifically enacted to protect women and children, acts, which falls under violence against women such as rape, female genital mutilation, murder, trafficking in women, have been criminalized and grave punishment and wide definitions given.

6.0 SESSION 6: TYPOLOGY OF GENDER-BASED VIOLENCE:

6.1 Describing Gender-Based Violence

This session which was facilitated by Ms Fortunata Temu had the objective of enabling participants to describe different types of abuse, that are gender-based and to describe societal beliefs and misconceptions contributing to tolerance of abuse of women and children. She began with a reflection of the previous session where participants analyzed case studies to enable participants look at some of the actions that contributed to violence. The first case was on sexual violence, the second was on Assault, battery, or physical abuse, the third was on Institutional and Psychological abuse emanating from property grabbing after death of a husband. The fourth case which was culturally based, was on forced marriage which could lead to physical abuse.

An elaborate presentation then followed:

6.2 Group Work:

Participants were given tasks in mixed sex groups. A case study from Papua New Guinea (see annex---) was distributed .It was on various types of abuse and how the community dealt with such problem. The 1st and 2nd groups were asked to discuss the similarities and differences of the situation in the case study to Tanzanian context. They came up with the following:

6.2.1 Similarities

- Like in the Case study, bride price is also paid by various communities in Tanzania as a gesture of respect for the girl and her family
- Wife beating is also treated a private matter that does not warrant outside interference
- Women have no support from their families or their own community in case there is conflict in the marriage

- Most Tanzanian society is patriarchal and like in the case study, women are also assumed to belong to husbands
- Women who are battered stay on because they cannot be accepted back into their original families which cannot repay back the bride price
- Rural police posts cannot provide services to cover large areas because they are under-resourced like in the case study

6.2.2 Differences:

- Tanzania has no rural refuge centers to shelter battered women

Group 4 & 5 had to look at **why women get beaten** and what kind of men beat their wives. They came up with the following:

6.2.3 Why women are beaten

- Women are powerless
- jealous, rude women
- Women who answer back

6.2.4 Which men beat their wives:

- Infidel men beat wives as a way to shut them
- Inferiority complex,
- jealous,
- drunkards men beat their wives

7.0 SESSION 7: CHILD ABUSE & VIOLENCE AGAINST WOMEN

7.1 Contextualizing Child Abuse

This session which was facilitated by Ms Fortunata Temu, began with a brainstorming on why child abuse is linked to violence against women. It came out that women and children were likely to be abused due to powerlessness, dependency and the hierarchies that are obtained in the society. Participants were asked to reflect on why do children get abused, where does abuse take place, who are the abusers and different forms of child abuse. From the discussion it came out clearly that powerlessness, dependency, and ignorance on the existence of child rights made the situation worse. Poverty was seen as the underlying factor that worsens the situation. Because of poverty, children get exploited by parents and guardians through child labour, they get sexually abused as it is easy to lure a child in such circumstances. Also, where peace is lacking in the family children become the worst victims.

Abuse can be done by parents, guardians, media, teachers, and employers.

Children suffer different types of abuse such as sexual abuse, physical abuse resulting from assault including corporal punishment and child labour.

7.2 Group work:

Participants in groups were tasked to discuss why child abuse is linked to gender –based violence

7.3 Group work outcome:

This link is made because:

- child abuse can be a result of marital conflict which can lead to divorce or separation. In the course of these conflicts children become victims.
- A child happens to be in the lower level of hierarchy in the family where if a mother or domestic worker is abused she then vent out the anger to children.
- A child's sex makes him or her vulnerable to sexual abuse
- Children of both sexes can be victims of abuse due to their being powerless
- Although both boys and girls can suffer abuse, girls are more prone because traditional practices, culture and customs discriminate against girls

8.0 SESSION 8: INTRODUCTION TO COMMUNICATION AND GENDER

8.1 What is communication?

The facilitator Ms Temu began the session by provoking a discussion so that participants can explain what communication is. They mentioned that it is a process of sending messages and information

The facilitator then summed up the discussion with a simple definition whereby Communication was defined as a two-way process, which includes the right to receive information and the right to express oneself freely. She made a presentation to explain the following:

- Types of communication: interactive, static/written and audio/video or audiovisual.
- Advantages and disadvantages of both

She also underscored the fact that as an essential part of any effort to promote empowerment, communication is also a key ingredient in effective advocacy work. Strategic approaches to communication by gender activists can make a vast difference to the way stories are shaped and told.

8.2 Communication and Gender

In order to showcase how communication is being used to enhance negative attitudes about women, the facilitator Ms Temu called upon the participants to list down proverbs about men and those about women. Whereas there was long list on part of women, there were very few proverbs on men. Most of proverbs on women were either derogatory or demeaning, those on men were empowering and portrayed power and status in the society. Communication through proverbs, songs, stories, articles in the media, advertisements, exploited women.

8.3 Group Work

Participants in groups were given the task of analyzing newspaper clippings that carried stories of women and children abuse that they were asked to bring with them to the workshop the previous day. Participants were asked to highlight the kind of issues that were raised by the reporter/publisher, who were the parties involved in the story, why such kind of reporting.

Group Presentation:

Group 1- Analysed a story about a husband who neglected her older wife for a younger woman. The older woman decided to leave her matrimonial home simply because she felt challenged by the youthfulness of her rival.

Issue here was psychological torture inflicted by men in marital relations and the role of women in perpetrating violence against other women.. Also ignorance of women about their rights.

Who is involved? Two women and a man

The story was reported not to attract sympathy but rather as one of those issue about women and how jealous women can be when men get younger women to the extent of leaving their marriages .

Group 2- Story was about male employer harassing a female employer

Who is involved? Male superior and a woman subordinate

Issue: sexual abuse (rape), psychological abuse (female feeling uncomfortable and insecure in employment

Why such kind of reporting?

Sexually related news are seen as storis that can sale newspaper

Groyp 3 – story was on a woman who killed another woman who she found drinking local brew with her husband. And another one on a woman who has been beated andd gang-raped

Who is involved: men and woman, woman and woman

Issue: jelousy, drunkardness, sexual assault

Why such reporting?

Sexual abuse is now common thing to hear about and sells newspapers

After the presentation, a general discussion followed for the purposes of clarifying the issue.

8.4 Experience from the Media

Two presentations were done by two journalists a woman and a man so as to show gender issues and how media is addressing gender-based violence as an in-house /internal problem before going out to the wider society. It came out clearly that although the media is expected to fight vigorously to end this problem through public education , the institution itself is a culprit in that there is a lot of gender based abuse. Male superiors abuse junior female journalists in that they take advantage of their naivety and newness in the profession. Before one's story is published a female journalist has to give sexual favors to the editors. At the end of the presentation which was quite thought provoking and an eye opener participants engaged in a general discussion. The only editor in the workshop had a hard time trying to answer some of the questions that participants were raising. Finally the Facilitator Ms Temu summed up the session by saying that sensitizing local, community-based workers and social workers on gender violence can yield real dividends in eventually changing community values. Real and lasting change in social perceptions of gender-based violence can only come from within.

Media is a product of demand and supply. Strategic approaches to communication by gender activists can make a vast difference to the way stories are shaped and told. This area of work looks at the other side of the coin: those who are in a position to supply the news, and how they can do so better by understanding what news is and how it is constructed. Community-based organizations are already providing medical, legal and counseling services for victims of gender violence and advocating changes in existing laws and customs through education and lobbying. They can therefore link up very well with media in bringing about change.

9.0 SESSION 9: COMMUNICATION FOR ADVOCACY

9.1 Defining Advocacy

The session was facilitated by Ms F. Temu. She began by inquiring from the participants to find out their understanding of the term "advocacy" .Participants related it to defense of one person by another; standing on behalf of someone, supporting or defending a cause. The facilitator presented a working definition of Advocacy as 'a set of organized actions to change public policies in a way that will empower the marginalized.' She also cautioned that the definition of advocacy depends on the context, the objective and the actors. Most of all it depends on the

values, perspective and principles on which it is based. She also differentiated between People-centered advocacy and policy-centered advocacy. Whereas the later uses policy analysis to advocate on behalf of people, the former is born from the people, and from that perspective looks into policy.

It is important to clearly identify the different arenas for effective advocacy, to understand them well in order to apply these principles of communication correctly. In people-centered advocacy it is the people who are the source of legitimacy. But *the people* are distinct from *the public*, who in reality are the media/middle-class nexus, middle-class opinion presented as popular by the media. Whereas the media can be used to communicate to the public, other strategies and methods are also needed to communicate effectively with the people, and to encourage *popular* participation. We also need to understand how to communicate with two other arenas for advocacy, the *networks and alliances*, and the *decision-makers*

9.2 Steps in Advocacy (influencing and changing policy):

1. **Clearly defined long and short-term goals and priorities.** (many gains are incremental).
2. **Establish a strategic plan**, identifying:
 - Timeline for the campaign/initiative;
 - Research needed;
 - Decision points and opportunities in the process;
 - Key decision-makers at each point in the process;
 - Who are your allies, keeping an open mind to unusual bedfellows;
 - The media plan.
3. **Develop analyses and general materials.** A variety of materials can be used for different audiences, long detailed papers, short punchy fact-sheets, training and forums. At the time findings are released, you need to be prepared to respond to all types of requests and needs.
4. **Follow-up your successes.** A new law on the books does not equal food in people's mouths or money in people's pockets. You have to have a contingency to inform people of new rights or benefits owed them due to changes in legislation.

9.3 Principles of Communication for Advocacy

The facilitator also made a reference to the previous session on communication. She said that Advocacy is essentially an act of communication and we need to understand some of the principles of communication so as to have effective advocacy. These include:

Participation: those who mediate information can become very powerful. We need to demystify terms and concepts so that people can understand and use information without become power brokers ourselves.

Legitimacy: this can come from your beliefs, your knowledge base or your base in mass movements.

Effective Communication Strategy for advocacy needs to follow certain steps. When communicating there are several things to think about:

Audience: *Who are you trying to reach? Whether it is policymakers, the media, other NGOs or particular communities, being clear about who your audience is will determine in many ways how you present the information, and through which media.*

Purpose & timing: *What are you trying to achieve? If you are trying to influence a particular vote or decision, or a debate in parliament for example, or making a general case for policy change, clarifying your purpose will inform you on the timing of your communication.*

Release strategy: *Who are you going to give the information to, when and how? Knowing your timing and audience, you should be able to determine a strategy for releasing the information. You may want press coverage to coincide with an event or debate, or you may decide to release the information through a meeting or public hearing. You may choose to partner with another NGO in publishing or launching a report.*

9.4 Designing Communication

Once you are clear about the objectives and strategy of the communication, you can design the materials accordingly. Different style, format and density of communication are appropriate for different purposes and audiences, and sometimes it is necessary to prepare more than one version of a communication to cover different needs and objectives. You can produce ten versions of the same analysis, from the

full 30-page report, to summaries and targeted highlights on different questions and issues. This way you can reach a wider audience more successfully, ensuring that everyone gets something they will read and use.

Other suggestions for clear and effective communication include:

Format:

- Many people in the media and policy arenas receive a lot of papers daily. *Your message must be clear and accessible from the front page*, with a summary of your conclusion, findings and recommendations up front.
- More detailed information can be provided in the body of the report or as appendices.

Style:

- *The use of color and visual material* such as charts, graphics and photos will make the report more attractive, and bring points home;
- *Language* should be factual, clear and concise and non-academic. Language that is overly ideological or partisan will reduce the impact and audience so you end up preaching to the converted;
- *Write and rewrite* the piece with feedback from others further from the detail to ensure that it is easily readable and that technical information is presented clearly.

Content:

- *Don't overwhelm with data*, but ensure that you strike a balance between too much and too little detail; data and interpretation;
- Keep your analysis to *facts, not assertions*, and document or footnote all information sources to ensure maximum credibility;
- You may be clear of your long term goals, but it is also important to *think about short term recommendations* or milestones which can be mentioned in communications. Focus on credible recommendations which can be achieved within the timeframe of the debate;

Local variations in information or perspective can be presented in different, locally specific communications.

Media:

- *Duplication is a good idea.* The more that people hear your message through as many different media the more it will get through.
- *Brief key audiences directly,* for example you may wish to present your findings and recommendations to a caucus in parliament working on that particular theme to engage in dialogue about the issues.
- *Encourage people to use and share your information* as it is not your organization but the information which needs to get attention and profile.
- To ensure good reception in the media, you need to *establish long-term relationships with journalists* and publications and build credibility as a source of information. This includes local and national reporters, and those interested in specific issues.
- *The business section* of the newspaper often covers socio-economic issues in more detail.
- *The global media* are harder to attract, you can try to establish relationships with your country correspondent, or assignment editors – but remember they are competing for column inches with the rest of the reporters in your continent!
- *Take advantage of new media* such as the Internet that have more space for varied interests. *Email is a useful medium,* briefings can be sent through email and backed up through reports, press stories and hearings.
- *Always follow up* with the media, with policy makers and with NGO colleagues to ensure that the communication has been received, and how it was received or used, and to maintain the relationship.

Keep a record of where your reports are quotes or mentioned in a database to track media coverage and establish new relationships.

9.5 Lessons in communication strategies and practices.

- **No permanent friends, no permanent enemies.** While it is important to construct ongoing relationships with a wide array of people, including political decision-makers, if you remain independent, reliable and credible you can bring pressure to bear on people where necessary and be taken seriously. You also have to establish yourself as a reliable and independent source for the media, be an honest broker on all sides.

- **Choose your battles carefully:** You need to choose what to get involved in based on your principles, opportunities and capacity.
- **The art of compromise is not necessarily dishonorable:** it can lead to a good result, if not the best potential end.
- **Stick to the facts:** you have to be able to back up your facts. Avoid ideologically highly charged language with the media.
- **Broaden the constituency as much as possible for the campaign** Think laterally about tracks on which to work, push the debate and expand what is possible.
- **The messenger is as important as the message:** identify and use highly respected independent experts where appropriate.
- **Build bridges:** You can make a big impact by translating work from the field of research into simple language and bringing it to bear in the policy debate.
- **Put pictures in people's minds.**
- People interested in the budget are few, and it is our role to **crystallize the trade-offs** and choices made in the budget in simple language that puts pictures in people's minds. Big numbers make more sense when referred to in terms of what they could pay for.

9.6 Summary of Steps in Advocacy

At the end of Ms Temu's presentation, Ms Eomba summarized steps that should be followed in Advocacy as follows:

1. Identify an issue
2. Define a long term and short term goal
3. Identify audience
4. Develop the message
5. Identify communication channel
6. Identify allies
7. Raise funds
8. implement your strategy
9. Gather information/data
10. Monitor and evaluate

10.0 SESSION 10 : PRACTICUM

This session was facilitated by Ms Eomba. The task that was given to participants was as follows:

- Pick your issue
- Develop your goal
- Who are your target /audience
- Develop your action(message)

- What means of communication are you using
- Participants worked in small groups of 3-4 to practice the skills that they learnt. The radio people produced radio programs that were meant to sensitize the public about gender based violence and what has been taught in the workshop, newspaper people prepared articles while Ngos developed and acted role plays and organized sessions showing how they are going to reach out to the community with activities that are meant to advocate against gender-based violence. During the presentations participants critically assessed each other first by appreciating what is good in the presentations before commenting on the faults and recommending areas to be improved.

11.0 ACTION PLANNING

Each participant developed an individual action plan that showed how s/he is going to utilize the skills learnt at the workshop. (see annex.....)

12.0 CLOSING AND CERTIFICATION

The workshop was officially closed by Professor Seith Chachage from the University of Dar es Salaam who also presented the participants with their certificates of attendance and participation

ANNEXES:

Annex I :PARTICIPANTS PROFILE

S/NO.	NAME	ADDRESS	DESIGNATION
1	Issa Isihaka	ESAYNOA P.O. Box 8289 DSM	Coordinator
2	Cliford Ndimbo	Clouds FM, P.O. Box 31512 Tel: 0744-379065/0748-367474	Radio Presenter/Journalist
3	Omary Gepadi	Times FM, Tel: 0741-249779	Radio Presenter
4	Tumaini Charles	Kimara Youth Group, Tel: 0741-307917	Member
5	Alli Shani	Vijana Group, Tel: 0741- 499340	Member
6	Adellah Mushi	Mama Masawe Group, Tel: 0744-584114	Member
7	Joseph Shayo	PST, P.O. Box 310412, DSM Tel:22-2123928	Editor
8	Patrick Mbuyanzi	Tokomez Aids Group, P.O. Box 20341, Tel:0744-349447	Member

9	Rashid Salim	Radio Tanzania, Tel: 0741-518456	Radio Presentor
10	Christina Mbezi	Radio Free Africa, Tel:0744-496474 Email: mbezi2001@yahoo.com.tz	Journalist
11	Mwanne Ambari	UMUA, Tel: 0744-307690	Member
12	Lilian Timbuka	Kiongozi, P. O. Box 9400, Tel: 0744-591754	Journalist
13	Flora Mzema	East Africa Radio, P.O. Box	Journalist
14	Lucy Ogutu	Radio Uhuru, Tel: 0741- 540994	Radio Presentor
15	Lucy Semindu	Building Africa, Tel: 0744-293777	Public Relation Officer
16	Alice Muro	CEPEDE, center For Peace and Development	Researcher
17	Ashura Kishimba	Mwanachi Papers, Tel: 0744-571082	Journalist
18	Judica Tarimo	The Guardian, Tel: 0741-220160	Journalist
19	Nathan Mpangala	PACT, P.O. Box 76904 DSM, Tel:	Journalist
20	Sharon Sauwa	Alasiri, Tel: 0744-317305	Journalist
21	Joseph Mwendapole	The Guardian Tel: 0744-293791	Journalist
22	Elinaike Mollel	TOYOA, Tel:0744-260996	Trainer
23	Peter Masika	TAYOA,	Director
24	Bruno Gumpi	Equity Tanzania, Tel:	Member
25	Mwajuma Mahundi	WILDAF, P.O. Box 79677, 0741-232771	Member
26	Baila Mohamed	Youth Life Foundation Tel: 0744-441191	Member
27	Fatma Iddi	P.O. Box2052	Member
28	Clara Hendry	MYAAM Tel: 0744-203044	Member
29	Ester Sangu	ITV, Tel: 0744-278131	Journalist
30	Martin Malera	Majira,	Journalist
31	Deus Alex	Tukolane, Tel: 0744-442845	Administrator

Male Participants	13
Female Participants	18
Participants from media	15
Participants from NGOs	16

Annex ii Participant introduction

	Name	Organisation	Bold Wish
1	Rashid Salim	Radio Tanzania	Giving first priority to gender issues
2	Shoron Shuwa	IPP Media	To se total eradication of Violence against Women
3	Ashura Kishimba	Mwananchi News Paper	Ensure that training is targeted at both men and women
4	Kristina Mbezi	Radio Free Africa	Provision of gender equality rights including right of women to

			contribute ideas in the families
5	Joseph Shayo	PST	Men and Women to live equally
6	Alli Shani	Vijana Group	Gender should not be based on one side (women)
7	Baila Mohamed	Youth Life Relief Foundation	To see Community understand gender issues
8	Clara Hendry	Mwembechai Youth Against Aids Movement	To succeed in Sensitizing youth about AIDS
9	Tumaini Charles	Kimara Youth Club	Women get equal opportunity to education and decision making
10	Joseph Mwendapole	The Guardians	To see women violence completely eradicated
11	Judica Tarimo	The Guardian	To ensure total eradication of gender domestic violence in Tanzania
12	Mwanne Ambari	UMUA	To improve living standards of women
13	Bruno Ghumpi	Equity Tanzania	Men and Women have an equal access to resource
14	Deus Alex	Tukolane Chang'ombe	To improve living standards of women and children in the community
15	Alice Muro	Center for Piece and Economic Development	To see Gender Equality in Tanzania on Leadership
16	Fortunata Temu	Equity Tanzania	To see Men and women resolving conflicts through a dialogue
17	Moto Moke Eomba	CEDPA	Boys and Girls given equal opportunities to go to school
18	Nathan Mpangala	Popular Association of Cartoonist in Tanzania	Equal Education for all
19	Patrick Mbuyanzi	Tokomezza Aids Group	Those who goes against gender rights to be sent to the courts
20	Frola Nzema	East Africa Radio	Equal rights between men and women
21	Mwajuma Mahundi	WILDAF	Women to be educated on rights and Law
22	Fatuma Iddi	HYAMAD	Women and Men are not treated differently
23	Issa Issihaka	ESAYNOA TANZANIA TRUST	To have good participation of young girls in our daily programme
24	Cliford Ndimbo	Clouds FM	Human Rights are maintained to every one
25	Omary Gepadi	TIMES FM	Gender based violence is eradicated by using media
26	Rachel Mkundai	The Guardian	Using media to eradicate Gender violence
27	Adella Joseph Mushi	KIMARA STOP OVER	To take care against AIDS

Annex III

TRAINING PLAN

1. **SESSION: WORKSHOP OVERVIEW**
OBJECTIVE: At the end of the session participants to be able to :-
 - Share expectations of the workshop
 - State workshop objectives
 - Explain workshop schedule
 - List norms to guide the workshop
 - Be acquainted with logistics of the workshop**METHODS:** Brainstorming, Presentation, Discussion
TIME: 30 mins

2. **SESSION: INTRODUCTION TO GENDER**
OBJECTIVES: At the end of the session, participants to be able to
 - Define gender concepts
 - Differentiate between gender and sex
 - Identify gender roles**METHODS:** Brainstorming, Presentation
Group work exercise
Role Play
TIME : 120 mins

3. **SESSION: GENDER BASED VIOLENCE: DEFINITION, CONCEPTS AND ISSUES**
OBJECTIVES: At the end of this session participants to:-
 - Familiarize with concepts of Gender Based Violence (GBV) and Violence Against women (VAW)
 - Describe profile of VAW/GBV
 - Understand issues in GBV/VAW**METHODS:** Probing, Presentation, Brainstorming, Case studies
TIME: 150 mins

4. **SESSION TYPOLOGY OF GBV**
OBJECTIVES: At the end of this session participants will be able to state the different acts that constitutes GBV and link them to the Law in Tanzania
METHODS Brainstorming, Presentation, Question and answers
Case studies
Group work
TIME: 160 MINS

5. **SESSION INTRODUCTION TO COMMUNICATION AND GENDER**
OBJECTIVES: At the end of this session participants will be able to:
 - Understand how to communicate better for advocacy
 - Understand how to be strategic in community gender issues for purposes of advocacy**METHODS** Brainstorming, Presentation
Question and answers

Case studies
Group work

TIME:120 MINS

6. **SESSION: ADVOCACY USING MEDIA TO COMBAT GBV**
- OBJECTIVES:** Participants able to define Advocacy and link it to communication
- Participants able to know how to design a communication for advocacy strategy to eradicate GBV using the media.
- METHODS** Presentation
 Case Study
 Group work
- TIME: 120 MINS**

ANNEX IV

ACTION PLAN

NAME	ACTIVITIES	OBJECTIVE	MATERIAL	DATE
Martin Malera	<ul style="list-style-type: none"> • To prepare topics through our organization based on Upanga called Salesiana Past People (SPP) • As a journalist of Majira News Paper, I will write news cornering issues which oppress women • To make interviews with women whom men have oppressed. • To make interviews from children's especially those who have been born outside marriage those are humiliated 	<ul style="list-style-type: none"> • To educate people on rights of children and women • To create awareness on people to know Child rights • To educate mass and to advise the government on the rights of the children's who have been born outside marriage. 	<ul style="list-style-type: none"> • Poster, Brochures, transport, traditional dance and poem. • Different materials from this workshop, Using Computers and interrogating oppressed women. • Documents from this workshop, from other organizations who educate people on child's right and women. 	<p>Feb. – March 2003</p> <p>Feb. – March 2003</p> <p>The whole year</p>
Patrick Mbuyanzi	<ul style="list-style-type: none"> • Seminar 	<ul style="list-style-type: none"> • To provide education on violence against 	<ul style="list-style-type: none"> • Drama, Traditional dance and poems 	<p>10 Feb. – 10 March 2003</p>

	<ul style="list-style-type: none"> Findings To prepare art activities in order to educate people on oppression 	<p>women</p> <ul style="list-style-type: none"> To know if in our family there are humiliating behavior ,why and how, what should be done to eradicate this. To educate mass on any violence which may result to spread of HV/Aids 	<ul style="list-style-type: none"> Drama, traditional dance, poems Drama, traditional dance, poems 	<p>12 March 2003 – 30 March 2003</p> <p>30 March to 30 April 2003</p>
Shani Ali	<ul style="list-style-type: none"> Prepare notes on GBV Call a meeting (NGO) To call a meeting with parents, guardians and teachers Meeting new victims of GBV and VAW 	<ul style="list-style-type: none"> To educate people by using notes on GBV To talk about VAW and GBV Letting them understand gender equity and differences child abuse To get more information on how VAW & GBV happens and why 	<ul style="list-style-type: none"> Handouts Brochures and help from Equity Tanzania Articles on booklets and different stories from different people Songs, drama articles, pen, papers. Transport, Booklets and other materials such as pens Articles 	<p>10 Feb. 17 Feb. 2003</p> <p>20th Feb. 2003 – 27th Feb 2003</p> <p>1st march 2003</p> <p>5th March to 10th March 2003</p> <p>15th March</p>

	<ul style="list-style-type: none"> • Providing new materials to different NGOs and institutions (Media) 	<ul style="list-style-type: none"> • To make sure that the materials on gender based violence reach people in different areas 	<p>finance for transport, drawings reports.</p>	<p>– 20th March 2003</p>
Joseph Shayo	<ul style="list-style-type: none"> • Contact all press services Tanzania Ltd. Correspondents in the regions • Receiving and editing stories and articles of successful stories on GBV from PST correspondents sending or distributing stories to PST subscribers Uhuru, Hoja The Guardian Radio and TV stations. • Make visit to Equity Tanzania, CBOS, courts, NGOs and institution that deals with women 	<ul style="list-style-type: none"> • To direct them to look for positive and successful stories about gender based violence eradication • To come up with stories and articles for publication, radio and TV stations • To collect materials for writing stories and feature articles for distribution to PST subscribers 	<ul style="list-style-type: none"> • Phone and fax, emails and PST Correspondents • Computer Fax and Email • Camera, Note book, pen Computer, Fax/Email • Books, magazine and newsletter 	<p>Feb. to March 2003</p> <p>Feb. to December 2003</p> <p>Feb. - March 2003</p> <p>Feb.- March 2003</p>

	<p>and children and conduct interviews and take photographs</p> <ul style="list-style-type: none"> • Read magazine, books and other materials focus on GBV 	<ul style="list-style-type: none"> • To enrich myself about the gender based violence from different countries 		
Nathan Mpangala	<ul style="list-style-type: none"> • Draw a cartoon every week showing GBV at work places 	<ul style="list-style-type: none"> • To educate, to help those who are oppressed and to show those who are oppressing that what their doing is not good 	<ul style="list-style-type: none"> • Newspapers, drawing, pens, paper, ink rubber, transport, editors, constitution, gender specialists, victims and lawyers. 	From 10 Feb. to 10 th may 2003
Alice Muro	<ul style="list-style-type: none"> • Staff meeting • Preparation of leaflets on small arms and gender based violence 	<ul style="list-style-type: none"> • To educate them about gender based violence • To empower them so that we can work together in advocating about the issue of gender based violence • To educate people how the 	<ul style="list-style-type: none"> • Handouts, stationeries, pens, flip chart, writing pads, marker pen coffee, and lunch • Stationary, paper, photocopies , computer • Human resources experts on preparation of leaflets 	5 th 7 th Feb. 2003 Two weeks

	<ul style="list-style-type: none"> • Preparation of news letters 	<p>availability of illicit fire arms within the societies can facilitate gender based violence actions</p> <ul style="list-style-type: none"> • To sensitize people so that they can give information of the availability of small arms • To do public awareness • To sensitive people on gender based violence • To empower women 	<ul style="list-style-type: none"> • Stationary, Human resources 	
Issa Isihaka	<ul style="list-style-type: none"> • To organise a workshop on girls right in fighting of HIV/AIDS • Debriefing my fellow staff in the 	<ul style="list-style-type: none"> • To promote and bring awareness to young girls to know their rights and role in fighting of HIV/AIDS in our community • To facilitate them to come up openly in fighting their rights to report cases on rape • Train them on leadership and communicat 	<ul style="list-style-type: none"> • Funds, stationeries, resources persons venue. 	<p>April Two hours</p>

	organization	ion • To understand what I learn in this workshop		
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Baila Mohamed	<ul style="list-style-type: none"> • Provision of aids prevention education to the fishing village on shores of lake Tanganyika south of Kigoma region, gender based violence against women. • Provision on AIDS child abuse prevention education to the primary schools AIDS committees at magomeni ward Dar es salaam city 	<ul style="list-style-type: none"> • Prevention and control of further transmission of HIV AIDS • Improving the qualities of life for infected individuals and their families • Delaying progress of symptoms through proper management • Training committee members who will be responsible for educating student and teachers on AIDS 	<ul style="list-style-type: none"> • Videos screens decks and cassettes recorded with HIV/AIDS subjects, drama events • Power generators • Flip charts, markers, masking tapes, writing pads photocopies paper, file clips, pins, manila papers and posters. • Fuel for running generators • As above 	<p>1st March – 30th March 2003</p> <p>Feb. March 2003</p>
Lucy L. Semindu	<ul style="list-style-type: none"> • To conduct a seminar with parents • Advocacy meeting 	<ul style="list-style-type: none"> • To educate parents the effects of child abuse and sexual violence to children • To inform the public 	<ul style="list-style-type: none"> • Flip charts, brochures, marker pens, writing pads, • Invite potential facilitators and collaborators NGO and media, 	<p>15th March 20th March 2003</p> <p>10th to 17th April 2003</p>

	<ul style="list-style-type: none"> • Conduct a peaceful demonstrations 	<p>the effects of GBU to women at working place</p> <ul style="list-style-type: none"> • To enable women to know their rights e.g. sexual abuse against women. 	<p>finance.</p> <ul style="list-style-type: none"> • Brochures, Yombo vituka groups for a role play, invite Mrs. Temu from EQUITY Tanzania to facilitate, three other members from collaborative NGO, invite the public men and women, invite other resources people e.g. Media • Resources people to be invited, First Lady Mama Ana Mkapa, Her Excellency Minister Asha Rose Migiro and Hon. Zakia Megji • Posters with strong messages of stopping GBV, sexual abuse and abuse against women. • Women and men to perform the peaceful 	
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			demonstration, invite media, finance.	
Bruno Gumpi	<ul style="list-style-type: none"> To organise a press conference with journalist Seminar with members of parliament (Special committee on social services) Seminar with law enforcers i.e. police, magistrates. 	<ul style="list-style-type: none"> To enlighten them on an alternative way of reporting gender based violence against women in positive approach. To share with them how to encourage more women to take up leadership To share with them how to protect women rights by focusing on gender based violence 	<ul style="list-style-type: none"> Papers to write press releases Finance to pay for conference room Money for soft drink to journalists Flip chart, papers, finance, moderator, pen, writing pads Flip chart, papers, finance, moderator, pen, writing pads 	<p>15th –20th March 2003</p> <p>20th July 2003</p> <p>8th Sept. 2003</p>
Rachel Mkundai	<ul style="list-style-type: none"> To visit not less than 5 street children and orphanage centers To talk to various leaders from different organization such trade unions political leaders and family leaders 	<ul style="list-style-type: none"> To talk to some children and to see if there are any successful stories To report positive stories against child abuse and 	<ul style="list-style-type: none"> Transport, stationeries, communication, phone, email, internet 	<p>Feb. 2nd – March 2003</p>

	<ul style="list-style-type: none"> • Sensitisation About gender based violence to women in media • Collaborate with NGO, CBO and other governmental organization in advocating these issues on to the society 	<p>gender based violence</p> <ul style="list-style-type: none"> • To get more knowledge about leaders • Write as many as stories to support it • How they can overcome editors demand for sex as corruption • To get new stories and articles for publication • To change the inactive society to be active 	<ul style="list-style-type: none"> • Stationeries, transport, communication 	<p>March 16th – 30th, 2003</p> <p>April 2003</p>
Mwanne Ambari	<ul style="list-style-type: none"> • Hold a meeting with members of my organization • Organise a seminar in my area • Organise a seminar at mbezi juu 	<ul style="list-style-type: none"> • To share with them from what I have been learning from this work shop • To facilitate on GBV & VAW • To facilitate on GBV & VAW 	<ul style="list-style-type: none"> • Writing pads pens, brochures a qualified facilitator and money • Writing pads pens, brochures a qualified facilitator and money 	<p>3-13 Feb. 2003</p> <p>16th –18th March 2003</p> <p>15th – 17th April 2003</p>
Judica Tarimo	<ul style="list-style-type: none"> • write new articles on gender related violence in a newspaper 	<ul style="list-style-type: none"> • to educate the community on the 	<ul style="list-style-type: none"> • Money for transport urban and upcountry 	<p>1st Feb. – March 15th 2003</p>

	<ul style="list-style-type: none"> • Write feature articles 	<p>concept of gender and related issues</p> <ul style="list-style-type: none"> • To inform the society on various mandents related violence gender rape, sodomy • Enhance gender equality in the country • To curb gender violence in Tanzania • The same subject but critically analyzed 	<p>regions</p> <ul style="list-style-type: none"> • Written materials 	<p>March 15th – 1st April 2003</p>
Deus Alex	<ul style="list-style-type: none"> • Organise Two open forums invite people from chang'ombe ward • Seminar to educate about children rights against women, to local government leaders 	<ul style="list-style-type: none"> • To see equal rights for men and women • To protect children and women from being abused 	<ul style="list-style-type: none"> • Brochures, posters, drinks • Hand out, writing pad, transport allowances for participants, brochures, drinks 	<p>1st – 30th April 2003</p> <p>1st – 31st March 2003</p>
Lilian Timbuka	<ul style="list-style-type: none"> • To interview ordinary citizens • To visit different NGOs concerning gender issues, journalists, • Read brochures, concerning with 	<ul style="list-style-type: none"> • To write stories concerning with gender violence, • To interview different 	<ul style="list-style-type: none"> • Hand out, writing pad, transport allowances for participants, brochures, drinks 	<p>31st Jan – 28th March 2003</p>

	gender based violence	people especially government leaders, men and women.		
Tumaini Charles	<ul style="list-style-type: none"> To organise a meeting with my group members To conduct an open seminar in my locality 	<ul style="list-style-type: none"> To educate on GBV on children and women. 	<ul style="list-style-type: none"> Leaflets, paper, money and soft drinks 	20 th Jan – 2 Feb 2003
Fatuma Iddi	<ul style="list-style-type: none"> To conduct an open seminar To learn more from media. 	<ul style="list-style-type: none"> To educate people on GBV To educate people through press. 	<ul style="list-style-type: none"> Leaflets, drama, dance 	March 1 st , 2003
Clara Hendry	<ul style="list-style-type: none"> Call a meeting Organise a seminar Produce a play on child abuse and VAW 	<ul style="list-style-type: none"> Explain about GBV Educate On GBV Sensitize community through meetings and events 	<ul style="list-style-type: none"> Pens, papers and soft drinks Resources person, financial resources, transport, soft drinks and lunch Speakers 	16 th Feb. 2003 Mid-March 2003 Mid-March 2003
Adellah J. Mushi	<ul style="list-style-type: none"> Sensitize girls not to engage in commercial work Sensitize women on their family responsibilities Establish youth group 	<ul style="list-style-type: none"> To prevent HIV/AIDS spreads To enable them raise good families and be good role-models To explain objective of the group To sensitize on dangers of commercial sex and 	<ul style="list-style-type: none"> Use of messages in news papers, TV, Newsletter Organise women groups Hold meetings frequently Soda and water 	March – June 2003 Feb - May

		drug abuse		
Sharon Sauwa	<ul style="list-style-type: none"> • Interview women to find out about their achievement and how gender issues are being taken up. Then write features articles • Visit NGOs and centers dealing with women and write feature article. • To help women journalists who are new in the field So that they may gain confidence and avoid getting into unwanted sexual relationship with their superiors especially chief editors 	<ul style="list-style-type: none"> • Build confidence of other women • To make them enhance their activities so as to address problems in the society. • To eradicate the problem of sexual harassment at work place 	<ul style="list-style-type: none"> • Time, transport • Facts from center • cooperation • Transport • Information 	<p>Feb. – March 2004</p> <p>Feb. – March 2004</p> <p>Feb. – March 2004</p>
Cliford Ndimbo	<ul style="list-style-type: none"> • Analyse women’s participation in sports in the news • To give women’s sports a priority in news • To stay in-touch with Equity Tanzania 	<ul style="list-style-type: none"> • Ensure women participate as sports leaders and players • Sensitive women and give moral support to encourage them to take part in all sports • To building 	<ul style="list-style-type: none"> • Women, Transport • Women and transport • Contact phone number for Ms. Temu, Email address. 	<p>April 2003</p> <p>Jan. 31, 2003</p> <p>Jan. 31, 2003</p>

		<p>capacity and widen my scope in various issues including human rights</p> <ul style="list-style-type: none"> To know about their programs and see how we can give them publicity through clouds 88.4 FM 		
Christina Mbezi	<ul style="list-style-type: none"> Produce Radio programs on GBV and child abuse 	<ul style="list-style-type: none"> Educate community on women's rights To empower women so that they refuse being harassed To spread information fast 	<ul style="list-style-type: none"> Resources persons Computer 	<p>15th May 2003</p> <p>10th Feb. – 15th 2003</p>
Ashura Kishimba	<ul style="list-style-type: none"> Meeting Write articles in Newspaper on gender based violence Produce leaflets 	<ul style="list-style-type: none"> Spread news on how to archive gender equality Sensitize women and children on their rights especially in inheritance Reach out communities easily 	<ul style="list-style-type: none"> Pictures, papers 	<p>1 week</p> <p>throughout my life</p> <p>1 Month</p>
Rashid Salim	<ul style="list-style-type: none"> Interview 	<ul style="list-style-type: none"> Sensitization 	<ul style="list-style-type: none"> Fax/phone, 	<p>1st Feb. 29th</p>

	<ul style="list-style-type: none"> • Radio Programmes • News writing on child abuse • Investigative report on violence against women (sexual harassment at workplace) • Continue with public education on justice delivery and gender. 	<ul style="list-style-type: none"> • of men and women • About harassment occurring in inheritance and need to stop it • Educate women on how to pursue their rights • Obtain statistics of women and children who have been harassed. • Get information on successful women • Get data on those harassed • Sustainable awareness raising 	<ul style="list-style-type: none"> • tape recorder, cassettes, reporting programmes producing, papers, pens, transport 	2003
Joseph Mwendapole	<ul style="list-style-type: none"> • Write one article each month on gender based violence • Produce newsletter on child rights 	<ul style="list-style-type: none"> • To educate the public on women and child rights and violence against women • To promote good relations between men and women 	<ul style="list-style-type: none"> • Newspaper, Phone, transport, research paper, from different institutions that deal with child and women rights. • Computer, transport, telephone, finance 	<p>From Feb. 2003</p> <p>From Feb. and onwards</p>
Omary Gepadi	<ul style="list-style-type: none"> • Produce radio programmes twice per week 	<ul style="list-style-type: none"> • Educate on GBV at work place 	<ul style="list-style-type: none"> • Drinks, transport allowances 	9 th Feb. 2003

	<ul style="list-style-type: none"> • Radio program two times a week • Radio programs two times per week 	<ul style="list-style-type: none"> • Educate on problems • Arising from broken marriages 	<ul style="list-style-type: none"> • for the guests • Radio studio, drinks, transport allowances for guests 	
Mwajuma I. L Mahundi	<ul style="list-style-type: none"> • Meeting for women in my groups 	<ul style="list-style-type: none"> • Share what I learnt from workshop • Meeting to disseminate information on legal and human rights to sensitive women on their rights 	<ul style="list-style-type: none"> • Need more information on rights 	4 months

Annex v

TASK GROUPS

Group 1 Synthesis

Omary gepadi
Issa Issihaka
Alice Muro
Lilian Timbuka
Lucy Ogutu
Tumain Charles
Baila Mohamed
Joseph Shayo
Peter Masika

Group II Evaluation

Fatuma Iddi
Rachel Mkundai
Rashid Salum
Adela Mushi
Ashura Kishimba
Cristina Mbezi
Ali Shani
Bruno Ghumpi
Flora Nzema

Group III

Judica Tarimo
Nathan Mpangala
Joseph Mwendapole
Patrick Mbuyanzi
Lilian Timbuka
Clara Hedry
Mwajuma

ANNEX VII CASE STUDY: Papua New Guinea Situation:



“ Men pay bride-price for their wives, which leads them to feel that they own them, and can do whatever they like with them. However, in other parts of the country marital violence is much less frequent, and bride price is usually viewed as a sign of respect for women. But almost everywhere the traditional attitude is that if a wife is beaten, she must have deserved it. Wife- beating is seen as a private matter between husband and wife, and other people don't interfere unless the beatings are unusually frequent or severe.

“A rural beaten wife in PNG (Papua New Guinea) has almost no viable options, unless she can get support from her husband's relatives or from her own relatives. Women cannot stand up for themselves, unless they have some kind of support in the community, because women have very little power in PNG's mainly patrilineal societies (where men control land rights and clan membership is based on links between men).

“That is why we have not tried to develop a system of rural refuges in PNG. If women have support in their husband's or their own communities, then they don't need to go a refuge and stay with strangers. If they don't have support in the community, going to a refuge might provide an escape in an emergency, but if the wife then has to go back to an angry husband, it could make the situation worse.

“If she does not go back to her husband, she has no choice but to return to her own relatives. Often her relatives will not have her back, because it means they will have to repay the brideprice (which will certainly have been spent already), then give her land to make food gardens on ... Another deterrent to women leaving their husbands is that in partilineal societies, children belong to the father, so leaving, the husband means leaving the children too. Therefore most rural beaten wives feel it is better to stay than to leave.

“ Village courts are the lowest level of the court system, and most have access to them. Local elders appointed as magistrates run them. They apply local custom, unless the custom clashes with government law. Most village court magistrates did not know that the government law forbids wife-beating, and that they have the power to make 'preventive orders' against men who beat their wives, to stop them from doing it again.

“we do have rural police posts in PNG, but they cover very large areas and many people are out of reach of police help. In any event, the police had a policy of not taking action on domestic assaults, except in serious cases”;

(Adopted from: Taylor, J. & Stewart, S-Sexual and Domestic violence: Help, Recovery and action in Zimbabwe, A Von Glelin & J. Taylor, in collaboration with WLSA P.O. Box UA 171, Union Avenue, Harare, Zimbabwe)

GROUP ACTIVITY no.1

Discuss how similar you think the situations described above are to our own Tanzanian situation today. What do you think are some of the main differences in our situation?

GROUP ACTIVITY no.2

Make a list of possible explanations of wife beating. When you are making your list, think about what kind of men beat their wives and why. What kind of women get beaten and why? What are some of the things that make a man beat his wife?

Annex viii EVALUATION OF WORKSHOP

The workshop was evaluated on the following criteria: -

1) **Value of the workshop**

All participants said it was **very valuable** because of

- Good facilitation
- Many relevant examples to illustrate the issues
- Clear objectives and relevant/critical issues that were discussed, valid topics
- Practical and well organised and good team work
- Eye opener
- The workshop agenda is relevant to all participants
- Good preparations
- Good co-facilitation style and skills all the time
- Has new dimensions that are not normally touched in other workshops
- Good cooperation between facilitator and participants
- Build skills and confidence of participants
- Very educative
- Cleared out some misconceptions about women and leadership, and gender based violence.

2. **Clarity of objectives of workshop**

22 out of 29 participants said they were **very clear**

7 out of 29 said they were **clear**

3. **Expectations of participants** vis. a viz. what transpired in the workshop. This was said

- All expectations were met 25 participants
- 1 said **most** were met
- 3 said they **exceeded** their expectation

4. **Appropriateness of content** of Training

17 **strongly agreed** that it was appropriate

12 **agreed**.

5. **Key learning** from the workshop that participants can apply most in their work:-

- 6 participants - communication in gender issues
- 5- leadership
- 2 -positive reporting to change people's mind sets in the fight against GBV
- 3 -Advocacy strategies
- 8 -rights of women, men and children
- 1- everything taught
- 16 -reporting on GBV and child abuse more
- 2- action planning to eradicate GBV
- 10 -defend rights of women at workplace
- 1 -importance of empowerment in the eradication of VAW
- 2 -women's ability in leadership if given opportunity
- 3 -community education on GBV
- 3 -targeting men as victims of GBV

6. What can **constraint** you in applying the skills learnt

- 12 participants said -Lack of resources (Material, financial) to organise activities
- 2 -Editors
- 14 -non

- 1 -Lack of cooperation from those who don't have similar knowledge

7. **Appropriateness of methodology** used in the workshop.
- very appropriate 24 participants
 - Appropriate 5
 - Not appropriate 0

8. How useful was group work and exercise
- Not all useful 1
 - Not very useful 0
 - Useful 3
 - Very useful 23

Suggestions

- 3 each participant must take chance to present in plenary
- 1 more exercise and group work
- 1 have smaller groups
- 1 more sharing
- 2 more time for group presentation
- 1 time not enough for group work

Additional comments

- 4 participants commented that methodology and group work was good and well done and useful
- 1 said keep it up

9. **Clarity of materials**
- Clear 29
 - Not clear 0

10. how useful were handouts
- Not at all useful 0
 - Somehow useful 4
 - Very useful 25

11. **Trainers and presentation** of sessions was well done
- Strongly disagreed 0
 - Undecided/disagree 0
 - Strongly agree 24
 - 1 participant didn't say anything

Suggestions

- Use projectors and power point in the presentation if they can access them.

Other comments on trainers

- 6 participants said they are splendid, good facilitators
- 3 -should conduct more such kind of training to buttress the fight against GBV
- 2 -Need residential workshop to ensure full participation if funds are available
- 1- good presenter
- 2 -they should be congratulated. They kept participants alert all the time unlike in the workshop where participants sleep most of the time
- 3 -need to train more people in the society

- 2 -this training was a module in itself we need 2nd module
- 1 -strong and charming trainers
- 1 -used effective participatory approach
- 1 -I didn't expect the trainers will do such a wonderful job they should keep it up

12 **Length of the workshop**

- Too short 3
- Just right 25
- Too long 1

Suggestions/comments

- This kind of workshops should be conducted frequently
- Follow the time table/schedule
- No need to increase number of days people will be tired
- Increase number of days
- EQUITY should provide more training
- All participants should network and work together against GBV
- Editors should be contacted well in advance so as to release invitees
- People were able to contribute and participate because the facilitators were able to do their work
- Cartoonist should be invited to such training because they have a role to play in activism
- Need to have residential training
- Same participants should be invited to a similar workshop in future