National Energy and Gender Training Workshop

Held at Landmark Hotel in Dar es Salaam, Tanzania
From May 29th to 31st 2006

Participants of a National Training Workshop

Workshop Report

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ACKNOWLEDGEMENTS

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Special thanks goes to the ENERGIA of ETC-Netherlands specifically Ms. Sheila Oparaocha for her decision to work with TaTEDO as a National focal point for gender and energy network and in conducting this training workshop in Tanzania. Also, in line with this, we express our thanks to Ms. Lydia Muchiri of Practical Action-Kenya for her coordination and technical backstopping during the workshop.

The generous financial support from the ETC Foundation of the Netherlands under TIE-ENERGIA programme which enabled training of the TOTs (country workshop facilitators) and the workshop itself is highly appreciated.

Special thanks are also extended to Ms. Gisela Ngoo and Mr. Francis Songela for facilitating the national training workshop. Their efforts which lead to a successful training workshop are highly appreciated.

Appreciations also go to the Management of Landmark Hotel of Dar es Salaam, Tanzania for all arrangements and logistics in accommodating the workshop.

Lastly, we would like to thank all those, who either directly or indirectly contributed towards the success of the workshop. We are greatly indebted to them all.

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<tr>
<td>AGEN</td>
<td>Africa Gender and Energy Network</td>
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<td>EATDN</td>
<td>East Africa Energy Technology Development Network</td>
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<td>FODA</td>
<td>Foo Development Association</td>
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<td>RFDP</td>
<td>Ruvu Fuelwood Development Project</td>
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<td>KAKUTE</td>
<td>Kampuni ya Kusambaza Teknolojia</td>
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<td>NGSEN</td>
<td>National Gender and Sustainable Energy Network</td>
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<td>NSGRP</td>
<td>National Strategy for Growth and Reduction of Poverty</td>
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<td>TaTEDO</td>
<td>Tanzania Traditional Energy Development and Environment Organisation</td>
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<td>TIE-ENERGIA</td>
<td>Turning Information into Empowerment - ENERGIA</td>
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<td>TNA</td>
<td>Training Needs Assessment</td>
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<td>TOTs</td>
<td>Trainer of Trainers</td>
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1.0 INTRODUCTION

1.1 Background

The TIE-ENERGIA (Turning Information into Empowerment) programme started in January 2005 as part of the activities implemented within ENERGIA, an International Network on Gender and Sustainable Development that is formally hosted by ETC Foundation.

This programme builds on the existing Africa Gender and Energy Network (AGEN), which was established in 2000, through a recognized regional consultative process facilitated by ENERGIA. AGEN exist as an informal network based on organizations working on energy and sustainable issues in Africa, who share agreed principles on gender, women’s empowerment and sustainable development. AGEN has national focal points in 13 countries: Kenya, Swaziland, South Africa, Zambia, Botswana, Ghana, Nigeria, Mali, Senegal, Tanzania, Uganda, Lesotho and Zimbabwe.

The national training workshops form one element of the larger TIE-ENERGIA capacity building programme and which took place in the form of a series of training workshops for different stakeholders within each of the 13 countries, implemented by the national network focal points, with the assistance of EU partners, involving the trainers trained during the sub-regional TOI workshops.

These workshops are crucial for building up a critical mass of self-confident women leaders and gender sensitive men within AGEN, to change policies, programmes and practices that affect women’s energy choices within the context of poverty. The workshops are designed to strengthen the capacity of development practitioners in the 13 above mentioned countries and create better awareness within these countries on the importance to address gender and energy issues in poverty reduction.

This initiative is being undertaken as a collaborative effort between the ENERGIA secretariat, Practical Action – Eastern Africa, the East Africa Energy Technology Development Network (EAETDN) and kuSini Centre for Knowledge and Sustainable Governance and Natural Resource Management, and the ENERGIA Focal Points in each country.

Therefore, this report explains in details a three-day National Gender and Energy Training Workshop, which was held at Landmark Hotel in Dar es Salaam, Tanzania, from May 29th to 31st 2006. The workshop was organized by TaTEDO which is a National Focal Point for National Gender and Sustainable Energy Network (NGSEN) in collaboration with Africa Gender and Energy Network (AGEN) under the financial support of ETC Foundation. The NGSEN was initiated in 1998 during the National Consultation Workshop held from 26th to 27th November 1998 in Dar es Salaam under financial support of ENERGIA of the Netherlands for the aim of promoting women’s involvement in the energy sector in Tanzania, through exchange of information, awareness creation, transfer of knowledge and skills, advocacy and actions aiming at
strengthening the role of women in sustainable energy development. The NGSEN has 23 members national wide.

The workshop was organized as part of the TIE-ENERGIA capacity building programme activities which occurred at regional and national levels for the aim of increasing awareness, knowledge, and skills of a selected group of development practitioners – planners, policy makers, and project implementers – to integrate gender and energy concerns into sustainable development and poverty reduction programmes.

Through this training workshop, participants from different government sector ministries, civil society and faith based organizations were able to expand their knowledge on various issues related to gender concepts, gender mainstreaming, gender goals and needs, participatory gender gathering and analytical tools. The report presents methods used to select participants and results of the participants’ needs assessment, training methodologies, proceedings of the workshop, workshop evaluation, conclusion and recommendations.

1.2 Training Workshop Objectives

The training objectives were formulated to meet objectives of the TIE-ENERGIA programme as narrated in item 1.1 above, needs and expectations of participants as spelt out in their training needs assessment forms (refer item 1.3). The following were objectives of training workshop:

- To enrich knowledge of the participants with the key concepts relating gender in energy and poverty.
- To help participants understand the links between gender, energy, poverty and sustainable development.
- To provide participants with set of gender tools for use in energy planning which can easily be adapted to diverse situation.
- To help participants develop action plans that mark the beginning using the knowledge they have gained.

1.3 Training Needs Assessment (TNA)

The training was preceded by the training needs assessment (TNA) to enhance the facilitators to understand needs and priorities of the participants towards the training. Another objective of the assessment was to help the facilitators to design the training in a manner that it will meet needs and expectations of the participants without conflicting with the programme objectives.

Analysis and evaluation of TNA forms revealed that many participants needed a training to be able to accord gender, energy and poverty issues in their day to day programmes/activities. Many needs were related to their geographic isolation, For instance, one participant from District community Development department indicated that; I normally face problems on how to relate gender, energy and poverty problems while planning for community development. In dissemination of technologies and skills to male and women we find male more skilled enough. In this situation all project plan are conducted by men leaving women behind. This training will help me understand how to take both women and men on board.
relationship with tribal, different cultures, and organizational structure which suggest that the participants require wide range of knowledge, skills and abilities to work effectively within the existing systems and structures.

Summary of issues raised by participants through TNA forms are as follows:-

- In depth analysis in the gender, energy and poverty and linking them to the prevailing socio-economic situation of the Tanzanians
- To link gender needs with energy needs
- Skills in communication and sensitization of gender at lower lever.
- Raise the level of knowledge gender and energy that can help in mainstreaming the gender in project planning
- Skills in incorporate the gender issues in the phase of project planning and implementation
- Increase skill in gender and sustainable energy for poverty reduction
- Lack of awareness about relationship of national policies concerning gender, energy and poverty issues
- Participatory logical framework for problem identification
- Mainstreaming sustainable energy technologies and gender
- Changing of the mind setting of the people on gender
- Lack of knowledge on gender and environment
- Energy planning skills
- Gender and Energy concepts and analysis
- Monitoring Gender issues

1.4 Training Workshop Participants

The Workshop brought together about 26 participants with diverse backgrounds, from various institutions, including, among others, sector ministries, non-governmental organizations, private and public institutions, faith based organization and from the Government. A total of 19 participants (8 women and 11 men) attended the training (see Appendix I). Most of the participants had energy and environment backgrounds (80 percent) while all were familiar with the world Jinsia (a Swahili word for gender) but not details on gender issues.

1.5 Training Facilitators

Ms. Lydia Muchiri of Practical Action of Kenya, Mr. Francis Songela and Ms. Gisela Ngoo of TaTEDO facilitated the workshop sessions. While Mr. Songela and Ms. Ngoo made lectures and presentation of learning materials and case studies, Ms. Muchiri presented an overview of the TIE-ENERGIA programme in Africa and provided an overall guidance to the training workshop.
2.0 WORKSHOP ORGANIZATION AND STRUCTURE

The training workshop was planned to be for 5 days. However, due to high costs to cover accommodation, lunch, dinner and transport for participants from upcountry, it was agreed with Ms. Lydia of Practical Action – Kenya to conduct the training for 3-days. Therefore, facilitators had to restructure and organize the workshop materials so that needs and expectations from participants are met within 3 days.

2.1 Training Methodology and Delivery

The training was facilitated in participatory methods basing on the adult learning principles. The methods used encouraged, experience sharing and exchange; learn by doing, freedom to share and active participation in the learning process.

The course started with familiarization sessions that enabled participants, facilitators and course organizers to introduce each other, levelled expectations and establish norms that were to be observed during the training period.

The training workshop was designed in such a way that in day one and two, facilitators made lectures and presentation of case studies. The presentations of learning materials covered, among others on gender and gender roles, importance of gender consideration in energy planning, gender mainstreaming, identifying gender needs and goals, framework for gender analytical tools, participatory data gathering tools, and presentation of case studies giving experiences elsewhere. Small group discussions were held to share experiences in relation to what they have learned.

In day three, participants were able to shared experiences from case studies, and developed data collection and analytical tools, which were used in a field trip made to a sub-ward of Mwembe Madafu in Ukonga, about 18 kilometers out of Dar es Salaam city center.

At the end of day three, and before closing ceremony, participants were able to draw an action plan for follow-up activities. In addition, participants made an evaluation of the workshop for future improvements of such events.

Training workshop timetable is attached as Appendix II.

2.2 Training Methods

The methods used during the whole training program were interactive and allowed participants to learn through engaging in learning activities through individual. Short lectures were used to describe definitions and explain important principles and clarify issues that were raised by participants or emphasising points.

The core methods used are: brainstorming, small group discussions, demonstration, exercises and experience sharing. Both energizers and brainteasers were used to enhance the learning. In each fresh day, the sessions started with a recapitulation of the previous day and ended up by a day evaluation by participants (individual
exercise). The daily evaluation results were part of the recapitulation of the previous day.

2.3 Tools and Delivery Process

The facilitators used various visual aids to assist and motivate participants to actively engage in the training events and internalize important aspects of the training. Principles of adult learning were observed throughout the training modules. The training modules developed in early stages of implementing TIE-ENERGIA but adapted into Tanzanian case were used as training guides. Prior the training each participant was given the two training modules (Module 1: Gender concept; Module 2: Gender tools for energy projects) comprised of important components discussed in each topic during the training and the case studies. The modules also serve as reference material for the participants after the training. Module 1 was adapted by including some case studies that are specific for Tanzania.

2.4 Summary of Sessions

2.4.1 Summary of day 1

In the first session, participant made self-introduction and each participant outlined her/his expectations. Participants were also able to identify their shadow friends.

After self-introduction, Ms. Gisela Ngoo presented an overview of the National Gender Sustainable Energy Network and how the network was evolved in 1998. When it was evolved in 1998, the network had 23 members although some of the members are not active. Through the process, most of the workshop participants agreed to become new members of the network.

Ms. Lydia presented an outline of the TIE-ENERGIA as a programme focusing on mainstreaming gender into policy, planning and strengthening human and institutional capacity in Africa, building on existing experience through increased awareness, knowledge and skills, creating mass of self-confidence and addressing gender gaps in energy and poverty policies.

The second session started by reviewing participants’ expectations in relation to the workshop objectives. Participants were able to summarize their expectations in 6 categories:

- Gender concept,
- Gender analysis,
- Gender mainstreaming,
- Policy and planning,
- Networking,
- Cross-cutting issues.
Ms. Gisela Ngoo presented learning materials on gender and gender roles, followed by discussions on gender and gender roles. Participants were able to understand how we do the traditional culture and attitudes shape our tasks and responsibilities. Participants expressing themselves how they understand about gender. Some of expressions about gender were:

(a) He (masculine)/she (famine) /it (neutral).
(b) Terminology used to classify male and female socially.
(c) A social construction between men and women.
(d) Men and women and their livelihood.
(e) The relationship between men and women in respective.
(f) The relationship between men and women and their daily activities.
(g) A socially and culturally embedded social idea.
(h) Balance relationship between male and female.
(i) Relation between male and female in terms of equality.
(j) Interaction and responsibilities distinguished among men and women in the society.
(k) A social relationship between men and women.
(l) The working relationship between man and woman.

Participants learned and shared experience that gender is a general term to both sex (men and women) and has definition of different roles and responsibilities to men and women. In addition, the participants learned that gender contracts differ between country to country and between one community and another. Therefore gender roles differ in community depending on the nature of their social relations.

Mr. Francis Songela facilitated on gender and gender in energy planning giving example of biomass use. In Tanzania, use of biomass energy is common in every household with an indication that in rural areas firewood is mostly used while in town centers, charcoal is predominant. Apart from use of biomass, the facilitator indicated that there are other forms of renewable energy used for income generating activities such as crop drying.

Participants were able to note an example of crosscutting issues that, biomass use contributes to environmental degradation due to cutting trees for making charcoal and firewood. Importantly, participant indicated that unsustainable use of biomass may be associated with the lack of policy on firewood and charcoal, and pricing of trees is marginalized. Biomass which is household energy for the poor is ignored and marginalized a compared to fossils fuels, water, etc. Participants indicated that there is no full Ministry for Rural Energy. Participants discussed policy issues several times but how do the recommendations channeled to higher authority for consideration?

Participant noted that there is lack of understanding/awareness of alternative technologies suitable for communities. Participants feel that information on simple technologies should be readily available. Another crosscutting issue is that life pattern may influence choice on fuels used for example pastorals are potential biogas user but move from area to area.
The participants learned also that in community there are several priorities and traditional values are important issues. For example use of firewood in local beer brewing need be addressed while consideration fuels switch to higher energy ladder. Another point raised by participants is that gender was not considered fully in energy planning in Tanzania. As we say energy is a critical input in economic development, even in National Strategy for Growth and Reduction of Poverty (NSGRP –MKUKUTA) there is no concrete strategy to address energy issues.

Participant cited an example that many technologies have been tested but not disseminated. Most are done in the laboratory and scientists forgetting that women are the main users so they should be consulted. Gender and planning during design of technology should be considered. For example in Kenya, a company promoted and disseminated solar cookers but cultural settings of the area never looked at and technologies in households disseminated became white elephants (never touched).

In examining one of the case studies, participants were able to share experience of cultural influence on local market as place where people buy and sell goods at small price, but also is the place where women meet and socialize themselves. So women prefer to use the local market than region market. Therefore, if sensitizing a technology, one has to consider where a large audience can be met.

2.4.2 Summary of day 2
Mr. Songela and Ms. Ngoo facilitated on gender needs and goals. In a participatory way, participants were able to share their working experiences on various needs that community may have and how they can be incorporated in planning and implementation of projects/programme activities in consideration of gender issues. Facilitators elaborated further on how to identify gender needs (practical, productive and strategic interest) and goals (welfare, productivity, equity/equality/empowerment and project efficiency).

Also, Mr. Songela facilitated a session on framework for gender analytical tools. Again participants presented their experiences on the use of various participatory tools. At the end of the day, participants were grouped into two groups and given homework to prepare participatory gathering tools for the field visit.

2.4.2.1 Presentation of case studies
On the same day, participants were able to share experience from FODA, RFDP, Conservators Bureau and KAKUTE related to activities addressing energy, poverty and gender issues through presentation of case studies.

i. Presentation from FODA
Foo Development Association (FODA) as NGO based in Kilimanjaro Region. One of their main activities is to promote use of improved firewood stoves and ovens for
poverty reduction and forest conservations. Mr. Meena, Executive Director of FODA presented that one of the method used to promote stoves and ovens is through demonstrations and trainings. He said, in the trainings on construction of improved firewood stoves they usually invite men and women to participate. However, turn-up of women during the trainings is not encouraging. He added that they get a good number of women during the training on how to use oven for baking breads, scones and cakes; and less number of men.

**ii. Presentation from RFDP**

Ruvu Fuelwood Development Project (RFDP) is a project under the Ministry of Natural Resources and Tourisms implemented in the villages of Coast Region. Core activities of the project are facilitation of participatory forest management practices through various interventions like establishment of woodlots for woodfuels (firewood and charcoal) and building poles, promotion of improved firewood stoves and improved charcoal making methods. Mr. J. Sondi who is a forest officer under RFDP, presented their experiences in the beginning of the project where there were less participation of women in resources allocation. BUT now, both men and women are benefiting from the forest products.

**iii. Presentation from Conservators Bureau**

Conservators Bureau is based in Morogoro Region for the purpose of promoting sustainable use of natural resources. Engineer Matimbwi, presented their experience on the Women Household Energy Projects in the villages of Morogoro. He mentioned a group with 15 women members called Mshikamano (means unity). The group was trained and are now producing the clay energy saving charcoal stoves, clay household utensils and grass household products like like mats, hand bags and baskets. Conservators Bureau has helped with founding the group, developing the kiln, and now in promoting the market. There are plans to implement a project on fruits and vegetable drying using solar dryers. He mentioned that more 24 women from 12 established groups will be trained. The sensitisation phase will include husbands.

**iv. Presentation from KAKUTE**

Kampuni ya Kusambaza Teknolojia (KAKUTE) is a private company based in Arusha Region promoting technologies for urban and rural communities. Mr. Manyanga, Managing Director shared his experiences on the potential benefits of Jatropha oil to complement fusel fuel for household energy.

He mentioned that from year 2000 – 2006, KAKUTE is promoting *Jatropha curcas* for commercial use is two districts of Arusha (Monduli and Arumeru). One of the main
target groups is women groups and youths in rural area. Therefore, women have been trained on establishment of Jatropha nurseries and farms, processing oil and making soap for sale. The project has created means of sustainable income to the rural community (especially women) while at the same time control soil erosion and improve land use management.

2.4.3 Summary of day 3

2.4.3.1 Field visit
Participants were able to use developed data collection and analytical tools in a field trip made to a sub-ward of Mwembe Madafu in Ukonga, about 18 kilometers out of Dar es Salaam city center. The participants divided themselves in two groups, one dealt with a women group engaged in tailoring and gardening and the other group visited an entrepreneur household engaged in weaving using handlooms. After field visit, participants analysed data and information they collected and made field reports writing and presentation.

2.4.3.2 Action plans, evaluation and closing

After field trip, the participants were able to prepare an Action Plan for follow-up activities (see Appendix III). It was followed by evaluation (see Appendix IV). Thereafter, the workshop was closed by Mr. E.N. Sawe, the Executive Director of TaTEDO.

Detailed description of action plans and evaluation are indicated in the following chapters.

3.0 SUMMARY OF ACTION PLANS

Most of participants expressed their intention to use the acquired knowledge and skills at their work places although they were not certain with resources required to accomplish their plans. Generally the actions proposed by the participants focused on:-
- Knowledge and information sharing through various methods based on their field of work,
- Gender mainstreaming in project planning and implementation,
- Sensitization on gender issues.
- Use gender approach in project monitoring and evaluation.
- Use the acquired knowledge to influence policies and strategies.

More specifically the plans are as follows:-
- To training more participants on the important of energy and gender.
- Propose a gendered approach for rural electrification projects
- Use gender approach to identify energy needs for both men and women
• Use the knowledge gained to improve all department training manuals and training programme so as to incorporate gender issues
• Use gender based approach in monitoring and evaluation, especially in data collection, analysis and report writing.
• Use the skills to sensitize men that they do not frustrate the project by not involving women,
• Use gender tools while conducting interview through field visit while implement other programmes.
• Mainstream gender and energy issues in various projects, politic and strategies in my work place.
• Promoting gender and energy issues in production of bio-energy crops and processing into biofuels. Training local community on production and use of biofuels such as bioethanol from sugarcane, biodiesel from Jatropha, oil palm, etc.
• Gathering information on needs and roles of specific groups in a society in question.

4.0 WORKSHOP EVALUATION

Workshop evaluation was guided by structured forms filled on daily bais and at the end of workshop. Also, the two facilitators in collaboration with Ms. Lydia had an opportunity to evaluate the training workshop.

4.1 Participant's Comments in Daily Evaluations
Summary of participants’ daily evaluation is as follows:
• Happy with the sessions and training methods
• The training language is clear and easy to understand
• The training is very relevant our daily business activities
• Good training methods
• Competent and friendly facilitators
• Well facilitated training but training materials and program were very tight such that it did not leave room to digest what has been taught.
• Case studies were very enlighten on gender and energy issues
• Happy to learn how use gender tools in project planning
• A close follow up from what was learnt is important. It will foster fast and effective implementation of the training

4.2 Participants Comments on Final Workshop Evaluation
Evaluation made by participants at the end of day three revealed that, the workshop was generally well organized, attended and participatory. The following were strong observations from participants:
• The training modules should be reviewed to include men and the training should not focus on empowering women but also men so as to have the really meaning of gender.
• The method used was simple and understandable. However, the participants recommended for more practical and more time for group discussion in the future.
• There is a need for sensitizing policy makers on gender and energy issues and mainstream gender in all sectors of the economy.
There is a need to allocate more time for discussions to match with the materials given. In the Training Workshop, relevant reading materials were given to the participants.

Participants raised an opinion that in future similar training Workshop a module on communication skills should be considered and added.

Training of this kind should be conducted to all levels of the gender and energy stakeholders as there is a lot to be learnt if policy makers they would like to reduce poverty at local level.

Country specific case studies should be considered more. For example, a training workshop in Tanzania should have featured more case studies from Tanzania so as to reflect to the society the participants come from.

The participants recommended that the output of the workshop be circulated widely including to the high authorities and follow-up should be made.

4.3 Facilitator's Comments and Recommendations.

The following are issues, comments and recommendations made by facilitators regarding the training workshop:

- The training was well promoted, prepared and facilitated,
- Participants were active, hardworking and eager to learn during the training (no one missed session(s) in all 3 days),
- A follow up action is required to ensure implementation of what was learned,
- Participants were happy and training expectations well met,
- The training duration was too short, considering profiles of participants (age, education and levels of exposure to energy and gender issues. In future 6-7 days could be allocated,
- Participants were very appreciative TaTEDO and ENERGIA for the training opportunity.

5.0 MONITORING

Monitoring will based on the action plan as prepared by each participant. The following methods will be used to track and monitor implementation:

- Participants will write a brief report on implementation status. The report will be circulated to other participants for learning and experience sharing. To facilitate the process, all participants were encouraged to have access to internet services,
- Post-workshop meetings with individual participants will be arranged to discuss issues regarding the implementation. This will include, field visits within Dar es Salaam and upcountry.

6.0 CONCLUSION

The workshop was successfully conducted with active participation from all participants. It expected that, participants will use knowledge and skills acquired to address gender and energy issues in the projects and programmes. Therefore the workshop was crucial for building capacity of gender sensitive men and women who will help to facilitate changes in policies, programmes and practices that affect both
men’s and women’s energy choices within the context of poverty and environment conservation
APPENDICES
## Appendix I: List of Participants

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<td>Tel: 2756828</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Email: <a href="mailto:angaza@elct.org">angaza@elct.org</a></td>
</tr>
<tr>
<td>5</td>
<td>Mr. Mashauri Emil Peter</td>
<td>Community Development Department</td>
<td>P.O. Box 52</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mkuu Rombo-kilimanjaro</td>
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<td>Tel:</td>
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<td></td>
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<td></td>
<td>Mob: 0748328526</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Email: <a href="mailto:salunzowa@yahoo.com">salunzowa@yahoo.com</a></td>
</tr>
<tr>
<td>6</td>
<td>Ms. Pamela Semiono</td>
<td>TaTEDO</td>
<td>P.O. Box 32794</td>
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<td>Dar-es-Salaam</td>
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<td></td>
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<td></td>
<td>Tel: 2700438</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Email: <a href="mailto:energy@tatedo.org">energy@tatedo.org</a></td>
</tr>
<tr>
<td>7</td>
<td>Mr. Stephen Msemo</td>
<td>Ministry of Natural Resource and Tourism (Forestry and Beekeeping division)</td>
<td>P.O. Box 426</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Tel: 211062</td>
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<td></td>
<td></td>
<td></td>
<td>Fax: 2130091</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Email: <a href="mailto:stevmsemo@yahoo.com">stevmsemo@yahoo.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Website:www.mnrt.g.tz</td>
</tr>
<tr>
<td>8</td>
<td>Mr. Robert Mtengule</td>
<td>Planning Privatisation Commission</td>
<td>P.O. Box 9242</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Tel: 2112681</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Fax: 21115519</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Email: <a href="mailto:rmtengule@plancom.go.tz">rmtengule@plancom.go.tz</a></td>
</tr>
<tr>
<td></td>
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<td>Website: <a href="http://www.tanzania.go.tz/mppe">www.tanzania.go.tz/mppe</a></td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Organization</td>
<td>Address</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
| 9 | Mr. Noah Kajigili        | Himo Environmental Management Trust Fund         | P.O. Box 131                   | Himo- Kilimanjaro  
 Tel: 2756260  
 hemtrustfund@kicheko.com                                                      |
| 10 | Mr. Livinus Manyanga     | KAKUTE Ltd                                       | P.O. Box 139541                | Arusha  
 Mob: 0746662646  
 Email: kakute@tz2002.com  
 Website: Jatropha.de/tanzania                                                 |
| 11 | Mr. Henzron Kajange      | Ministry of Education and Vocational training    | P. O.Box 9121                  | Dar-es-Salaam  
 Tel: 0744 041448  
 Fax: 2123686  
 Email: kajangehezron@yahoo.co.uk  
 Website: www.moec.tz.org                                                          |
| 12 | Mr. Joseph Sondi         | Ruvu Fuelwood Development Project                | P.O. Box 30072                 | Kibaha-Pwani  
 Mob: 0748439372  
 nishatiruvu@yahoo.com                                                          |
| 13 | Mrs. Sabina Daati        | TANESCO                                          | P.O. Box 9024                  | Dar-es-Salaam  
 Tel: 2451159  
 Fax: 245120  
 Mob:  
 Email s.daati@tanesco.co.tz  
 spmdaati@yahoo.com                                                               |
| 14 | Mrs. Jane Materu         | ENVIROCARE                                       | P.O. Box 9824                  | Dar-es-Salaam  
 Fax 2701407  
 Mob: 0745689161  
 Email: janemateru@yahoo.com  
 /envirocare_2002@yahoo.com                                                       |
| 15 | Mrs. Esther Mfugale      | Ministry Agriculture, Food and Cooperatives     | P.O. Box 9192                  | Dar-es-Salaam  
 Tel: 2868499  
 Fax: 2868499  
 Mob: 0744579489  
 Email: mkofue@yahoo.com  
 Website: kilimo.go.tz                                                            |
| 16 | Mrs. Tatu Issa           | Tanzania Home Economics Association              | P.O. Box 1125                  | Dar-es-Salaam  
 Tel: 2451159  
 Fax 245120  
 Mob: 0745689161  
 Email: janemateru@yahoo.com/envirocare_2002@yahoo.com  
 Website:                                                      |
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Organization</th>
<th>Address</th>
<th>Contact Details</th>
</tr>
</thead>
</table>
| 17  | Mr. Mtama Bahali | Ministry of Natural Resources and tourism - Forestry and Beekeeping division | P.O. Box 426  
Dar-es-Salaam  
Mob: 0746363781 | |
| 18  | Ms. Aghatha Damas | CARITAS      | P.O. Box 2133  
Dar-es-Salaam  
Tel: 2451159  
Fax 245120  
Mob:0748797601 | Email: |
| 19  | Mr. Shima Sago | TaTEDO       | P.O. Box 32794  
Dar-es-Salaam  
Tel: 2700438  
Mob:  
Email: energy@tatedo.org  
www.tatedo.org | |
## Appendix II: Training Programme

National Energy and Gender Training Workshop – Tentative Timetable  
(Landmark Hotel, Dar es Salaam, 29 – 31 May 2006)

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Time</th>
<th>Topic</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monday, 29 May</strong></td>
<td>8.00 – 8.20 am</td>
<td>Registration and training materials collection</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>8.20 – 8.40 am</td>
<td>Introduction, getting to know the participants and expectations</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>8.40 – 8.50 am</td>
<td>Introduction on National Gender and Sustainable Energy Network</td>
<td>Focal Point Coordinator</td>
</tr>
<tr>
<td></td>
<td>8.50 – 9.00 am</td>
<td>Introduction on the TIE-ENERGIA Programme</td>
<td>Lydia Muchiri, Practical Action – Kenya</td>
</tr>
<tr>
<td></td>
<td>9.00 – 9.40 am</td>
<td>Coffee break and Group photo</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>9.40 – 11.40 am</td>
<td>What is gender and what are gender roles?</td>
<td>Facilitator</td>
</tr>
<tr>
<td></td>
<td>11.40 am – 1.00 pm</td>
<td>Why is gender important in energy planning and how can energy help women?</td>
<td>Facilitator</td>
</tr>
<tr>
<td></td>
<td>1.00 – 2.00 pm</td>
<td>Lunch break</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>2.00 – 4.00 pm</td>
<td>Why is gender important in energy planning and how can energy help women?</td>
<td>Facilitator</td>
</tr>
<tr>
<td></td>
<td>4.00 – 4.15 pm</td>
<td>Coffee break</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>4.15 – 5.30 pm</td>
<td>Gender mainstreaming versus the “Women-only” approach.</td>
<td>All</td>
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<tr>
<td><strong>Day 2</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Tuesday, 30 May</strong></td>
<td>9.00 – 11.00 am</td>
<td>Identifying gender needs and goals</td>
<td>Facilitator</td>
</tr>
<tr>
<td></td>
<td>11.00 – 11.15 am</td>
<td>Coffee break</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>11.15 am – 1.00 pm</td>
<td>Identifying gender needs and goals</td>
<td>Facilitator</td>
</tr>
<tr>
<td></td>
<td>1.00 – 2.00 pm</td>
<td>Lunch break</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>2.00 – 3.00 pm</td>
<td>Framework for gender analytic tools</td>
<td>Facilitators</td>
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<tr>
<td></td>
<td>3.00 – 3.45 pm</td>
<td>Framework for gender analytic tools</td>
<td>Facilitators</td>
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<tr>
<td></td>
<td>3.45 – 4.45 pm</td>
<td>Presentation of case studies</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>4.45 – 5.00 pm</td>
<td>Coffee break</td>
<td>All</td>
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<tr>
<td></td>
<td>5.00 – 6.00 pm</td>
<td>Homework</td>
<td>All</td>
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<tr>
<td><strong>Day 3</strong></td>
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<tr>
<td><strong>Wednesday, 31 May</strong></td>
<td>9.00 – 10.00 am</td>
<td>Participatory data gathering tools</td>
<td>Facilitators</td>
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<tr>
<td></td>
<td>10.00 – 11.00 am</td>
<td>Preparation of tools</td>
<td>Facilitators</td>
</tr>
<tr>
<td></td>
<td>11.00 – 11.15 am</td>
<td>Coffee break</td>
<td>Facilitators</td>
</tr>
<tr>
<td></td>
<td>11.15 am – 1.00 pm</td>
<td>Field visit – use of analytical tools</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>1.00 – 1.45 pm</td>
<td>Lunch break</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>1.45 – 3.00 pm</td>
<td>Field report writing and presentation</td>
<td>Facilitator</td>
</tr>
<tr>
<td></td>
<td>3.00 – 4.00 pm</td>
<td>Action Plan for follow-up</td>
<td>Facilitators and All</td>
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<tr>
<td></td>
<td>4.00 – 4.45 pm</td>
<td>Evaluation</td>
<td>Facilitators</td>
</tr>
<tr>
<td></td>
<td>4.45 – 5.00 pm</td>
<td>Closing remarks</td>
<td>TaTEDO Executive Director</td>
</tr>
<tr>
<td></td>
<td>7.00 – 9.00 pm</td>
<td>Get together dinner</td>
<td>All</td>
</tr>
</tbody>
</table>
Appendix III: Participants Action Plan

Name: Mashauri Emil

Title: Community Development Officer

Organisation: Community Dev. Department – Rombo District

Topic: Gender and Energy

1. | Knowledge Acquired | Skill Acquired |
---|---|---|
♦ Energy derived from biomass. | ♦ Manufacturing of textile or traditional textile industrial. |
♦ Metabolic energy. | ♦ Field work in data collection regarding gender and energy. |
♦ Relation between gender and energy needs gender goals. | |
♦ Gender issue | |
♦ Gender main streaming | |

2A. What issue related to gender and energy do you want to address in terms of your work?
♦ Solar energy especially to women in households and cooking stove using woods/fire woods.

2B. Where do you intended to use the skills you have acquired?
♦ Work places (the Organisation you are working with?)
♦ Policy/decision makers?
♦ Local communities √

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
♦ Cooking stove and solar energy manufactory will be tools to address the skills I acquire in the workshop.

3. What factors might hinder you from implementing your action plan?
♦ Source of income because every action plan needs funds to make it implemented.

3.1 Organisational factors?
♦ Lack of supports

3.2 External factors (If any)?

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.
♦ To sensitize communities at gross roots to contribute and participate in action plan.

5. Where will you obtain the resources to implement your action plan?
♦ Maximum contribution must come from community and the rest from donors or volunteers or organisations.

6. Timescale – when will you start and finish implementing your action plans (indicative dates)
♦ I may implement any time if resources are available. But preferably the end of June i.e. 26/06/2006.
Name: Pamela Semiono

Title: Project Staff & Consultancy Services Coordinator

Organisation: TaTEDO

Topic:

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Gender Concept.</td>
<td>♦ How to organize the project even if is very small, also different energy sources can be used in the project and resulting into three necessary gender needs such as practical needs, productive needs and strategic needs.</td>
</tr>
<tr>
<td>♦ Gender and Energy in Project Planning.</td>
<td></td>
</tr>
<tr>
<td>♦ Gender main streaming</td>
<td></td>
</tr>
<tr>
<td>♦ Gender needs</td>
<td></td>
</tr>
<tr>
<td>♦ Participatory data gathering tools.</td>
<td></td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?

♦ Energy alternatives e.g. Efficiency energy sources.
♦ Energy technology alternative e.g. the use of improve stove to minimize the cooking fuel consumption.

2B. Where do you intended to use the skills you have acquired?

♦ Work places (the Organisation you are working with?) √ (sharing information with other staff in my office)
♦ Policy/decision makers?
♦ Local communities

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?

♦ Through project, and also by participating in the other workshops and sharing the concepts obtained from the training and sharing the information with other project planners.

3. What factors might hinder you from implementing your action plan?

♦ Access to fund to reach to the required project site.

3.1 Organisational factors?

3.2 External factors (If any)? √

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.

♦ By sharing the idea with donors, in order to get access to fund. Introduction of time, budget for the project.

5. Where will you obtain the resources to implement your action plan?

♦ Not yet determined, but through sharing the proposed idea with donors, it helps to get resource for action plan implementation.

6. Timescale – when will you start and finish implementing your action plans (indicative dates)

♦ By June 2006
Name: Noah Kajigili

Title: Extension Officer

Organisation: Hem Trust Fund

Topic: Energy and Gender Training

1. **Knowledge Acquired** | **Skill Acquired**
--- | ---
♦ Gender rules and gender relations. | ♦ Participatory methodology
♦ Gender contract. | ♦ PRA
♦ Gender analytical framework. | |
♦ Energy and Gender. | |
♦ Types of Gender. | |
♦ Gender main streaming | |
♦ Participatory methodologies | |
♦ Gender goals. | |

2A. What issue related to gender and energy do you want to address in terms of your work?

♦ Gender main streaming
♦ Energy planning
♦ Gender roles and needs

2B. Where do you intended to use the skills you have acquired?

♦ Work places (the Organisation you are working with?) ✓
♦ Policy/decision makers?
♦ Local communities ✓

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?

♦ Main streaming of gender issues in the project activities.
♦ Identifying of energy needs of the community and identifying gender roles and needs.

3. **What factors might hinder you from implementing your action plan?**

♦ Lack of funds.

3.1 **Organisational factors?**

3.2 **External factors (If any)?**

♦ Willingness of the donors/partners to release funds.

4. **Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.**

♦ Proposal writing
♦ Collaborating with other partners involved in energy.
5. Where will you obtain the resources to implement your action plan?
   ♦ Donors and partners

6. Timescale – when will you start and finish implementing your action plans (indicative dates)
   ♦ August 2006 – July 2007

Name: Stephen Msemo

Title: Beekeping Officer

Organisation: Ministry of Natural Resources and Tourism

Topic: Gender and Energy

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
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<tbody>
<tr>
<td>♦ Energy ladder.</td>
<td>♦ Analytical tools.</td>
</tr>
<tr>
<td>♦ Gender needs.</td>
<td>♦ Triple rules in relation to gender and energy production and use.</td>
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<tr>
<td>♦ Participatory data collection.</td>
<td>♦ Framework for project formulation.</td>
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<tr>
<td>♦ Gender rules and relations.</td>
<td></td>
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</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?
   ♦ Utilization of natural resources sustainability.
   ♦ Alternative source of energy (supply, service and technology)
   ♦ HIV/AIDS version energy supplies.

2B. Where do you intended to use the skills you have acquired?
   ♦ Work places (the Organisation you are working with?) √
   ♦ Policy/decision makers? √
   ♦ Local communities √
   ♦ Others as an environmental journalist and communication.

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
   ♦ Through my duties and responsibilities (Scheduled)
   ♦ Through extension services.

3. What factors might hinder you from implementing your action plan?
   ♦ Time, work plan objective, finance.

3.1 Organisational factors?
   ♦ N/A I am presenting the organization.

3.2 External factors (If any)?
   ♦ Family problems or sick (Uncertainty & risk)

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.
   ♦ Time budget
   ♦ Action plan and proposal to employer.

5. Where will you obtain the resources to implement your action plan?
Optional but depends on the financial position of the organization or collaborative institutions and NGO's.

6. **Timescale – when will you start and finish implementing your action plans (indicative dates)**
   ♦ 15th July 2006.

Name: **Joseph Sondi**

**Title:** Forest Officer

**Organisation:** Ruvufuel Wood Development project

**Topic:** Energy and Gender Workshop

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
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</thead>
<tbody>
<tr>
<td>♦ Gender roles, contracts, relations and mainstreaming.</td>
<td>♦ Participatory methodologies.</td>
</tr>
<tr>
<td>♦ Gender needs and energy project.</td>
<td>♦ Baseline information collection.</td>
</tr>
<tr>
<td>♦ Gender empowerment and project efficiency.</td>
<td></td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?
   ♦ **Gender roles and needs differ, integrating energy project/plans and mainstreaming.**

2B. Where do you intended to use the skills you have acquired?
   ♦ Work places (the Organisation you are working with?) √
   ♦ Policy/decision makers?
   ♦ Local communities √

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
   ♦ Gathering information on needs and roles of specific society in question.
   ♦ Gender mainstreaming at house level, at my work place and planners.

3. **What factors might hinder you from implementing your action plan?**
   ♦ Funds for fuel to communications.

3.1 **Organisational factors?** -

3.2 **External factors (If any)?**

4. **Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.**
   ♦ I will write a proposal to partners about my action plan.

5. **Where will you obtain the resources to implement your action plan?**
   ♦ My organization and partners.
6. Timescale – when will you start and finish implementing your action plans (indicative dates)
   ♦ July 2006 up to June 2007

Name: Akusuria
Title: Angaza Women Centre
Organisation:
Topic: Energy and Gender

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Gender roles.</td>
<td>♦ Participatory rural appraisal.</td>
</tr>
<tr>
<td>♦ Concepts in gender and energy.</td>
<td>♦ Use different tools.</td>
</tr>
<tr>
<td>♦ Gender mainstreaming.</td>
<td></td>
</tr>
<tr>
<td>♦ Relating energy and gender needs goals.</td>
<td></td>
</tr>
<tr>
<td>♦ Gender goals in energy planning.</td>
<td></td>
</tr>
<tr>
<td>♦ Gender tools.</td>
<td></td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?
   ♦ Gender needs goals.

2B. Where do you intended to use the skills you have acquired?
   ♦ Work places (the Organisation you are working with?) ✓
   ♦ Policy/decision makers?
   ♦ Local communities

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
   ♦ I plan always before to start any project.

3. What factors might hinder you from implementing your action plan?

3.1 Organisational factors? ✓

3.2 External factors (If any)?

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.
   ♦ My institution will organize.

5. Where will you obtain the resources to implement your action plan?
   ♦ The organization Angaza Women Centre will make available to me.

6. Timescale – when will you start and finish implementing your action plans (indicative dates)
   ♦ Will depend on my availability.
Name: Ester Mfugale

Title: MAFC

Organisation: National Energy and Gender Training Workshop

Topic: Energy and Gender

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Definition of Gender.</td>
<td>♦ How to plan for gender sensitive programmes.</td>
</tr>
<tr>
<td>♦ Important of Gender in planning for energy.</td>
<td>♦ Different groups of people were different energy needs.</td>
</tr>
<tr>
<td>♦ Gender mainstreaming.</td>
<td></td>
</tr>
<tr>
<td>♦ Relating gender in energy planning.</td>
<td></td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?

♦ Energy promotion through agricultural crops like Jatropha, sugarcane and oil palm.

2B. Where do you intended to use the skills you have acquired?

♦ Work places (the Organisation you are working with?) ✓
♦ Policy/decision makers? ✓
♦ Local communities ✓

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?

♦ Promoting production of bio-energy crops and processing into biofuels. Training local community on production and use of biofuels such as bioethanol from sugarcane, biodiesel from jatropha, oil palm etc.

3. What factors might hinder you from implementing your action plan?

3.1 Organisational factors?

♦ The limited budget
♦ Limited resources

3.2 External factors (If any)?

♦ Rainfall reliability
♦ Political will

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.

♦ Water harvesting and irrigation facilities.

5. Where will you obtain the resources to implement your action plan?

♦ Write a proposal and forward to funding agents.
6. **Timescale – when will you start and finish implementing your action plans (indicative dates)**
   - Starting from June 1\(^{st}\) 5 years.

**Name:** Robert Mtengule
**Title:** Economist
**Organisation:** Ministry of Planning, Economist and Environment
**Topic:** National Energy and Gender training workshop

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Gender mainstreaming in energy panning.</td>
<td>♦ Uses of various gender analytic tools.</td>
</tr>
<tr>
<td>♦ On existing of various gender and sustainable energy networks.</td>
<td>♦ Participatory data analytic tools.</td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?
   - Gender mainstreaming in energy panning.
   - **Uses of various gender analytic tools.**

2B. Where do you intended to use the skills you have acquired?
   - Work places (the Organisation you are working with?) ✓
   - Policy/decision makers? ✓
   - Local communities ✓

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
   - To incorporate them in various projects, politic and strategies whenever I encountering them in my work place.

3. **What factors might hinder you from implementing your action plan?**
   - Perhaps lot of cooperation from my colleagues.

3.1 **Organisational factors?**
   - The organisation is gender sensitive.

3.2 **External factors (If any)?**

4. **Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.**
   - To encourage my colleagues on how relevant is the concept of gender in energy planning for sustainable.

5. **Where will you obtain the resources to implement your action plan?**
   - Economy organisation and various partners/stakeholders of energy in the country.

6. **Timescale – when will you start and finish implementing your action plans (indicative dates)**
   - 12 month from today, although I do expect them to be prolonged to fortune dates.
Name: Tatu Issa

Title: Secretary General

Organisation: Tanzania Home Economic Association

Topic: Energy and Gender

1. Knowledge Acquired | Skill Acquired
--- | ---
♦ Definitions of terms | ♦ Gender mainstreaming.
♦ Methods/approaches to Gender and Energy. | ♦ Gender approach.
♦ Objectives of gathering data. | ♦ Methods for gathering data.
♦ Goals of Gender and Energy. | ♦ Tools for analysing data.

2A. What issue related to gender and energy do you want to address in terms of your work?
♦ Gender mainstreaming in local/district and regional level where we have members.
♦ **Issues of reducing biomass use to reduce burden to women and girls.**
♦ The issue of gender issue in all developmental programmes/projects.

2B. Where do you intended to use the skills you have acquired?
♦ Work places (the Organisation you are working with?) √
♦ Policy/decision makers?
♦ Local communities √

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
♦ To report this workshop report to other organisation, office bearers, second to give this information of the report to regional coordinator whether letters or meeting them. (meeting will depending financial position)

3. What factors might hinder you from implementing your action plan?
♦ Financial position
♦ Work load of implementers, as most are employees.

3.1 Organisational factors?
♦ Financial position
♦ Work load as no. 3.

3.2 External factors (If any)?
♦ Release from employers.
♦ Donor interest.

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.
♦ To sensitive people about gender issues.
♦ To have a strong network of NGOs on Gender and Energy.
♦ Sensitive members to contribute for action plan implementation.

5. Where will you obtain the resources to implement your action plan?
♦ Come from members, themselves to enhance implementation before acquiring from donors.
6. **Timescale – when will you start and finish implementing your action plans (indicative dates)**
   ♦ 1st June 2006 up to 31st December 2008. As this will help to fix it in our organisation action plan which goes for 1 year short term and 3 years medium term.

Name: **Agatha Damas**

**Title:** Assistant. WID/GAD Coordinator

**Organisation:** Caritas Tanzania

**Topic:** Energy and Gender

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ The usefulness of gender analysis to the energy planning project.</td>
<td>♦ Conducting energy a gender needs assessment in the community.</td>
</tr>
<tr>
<td>♦ The energy ladder and its impact to the environment.</td>
<td>♦ Analysis of the data collection from the communities to overcome the barrier on implementing and formulation of the project.</td>
</tr>
<tr>
<td>♦ Different types of energy which can be used to improve efficient and effectiveness of the women productivity.</td>
<td></td>
</tr>
</tbody>
</table>

2A. **What issue related to gender and energy do you want to address in terms of your work?**
   ♦ Awareness creation to the people about gender and energy.
   ♦ **Gender needs and appropriate technology on energy.**
   ♦ **Gender goals and the types of energy to improve productively.**

2B. **Where do you intended to use the skills you have acquired?**
   ♦ Work places (the Organisation you are working with?) √
   ♦ Policy/decision makers?
   ♦ Local communities √

2C. **How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?**
   ♦ Information collection on the existing energy technology and the preferred technology.
   ♦ Through consultative workshop sensitization can be conducted.
   ♦ Observation and interview through field visit while implement other programmes.
   ♦ Information sharing amount staff on availability of type of energy.

3. **What factors might hinder you from implementing your action plan?**
   ♦ The knowledge of skills on the development of the stove appropriate to serve energy.

3.1 **Organisational factors?**
   ♦ Time and priority.

3.2 **External factors (If any)?**
   ♦ The subject might not be interested or preferred by the target group hence no implementation.

4. **Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.**
   ♦ To communicate closely with TaTEDO for capacity building to the people interested to adopt the skills.
   ♦ Advocate for the importance of the gender energy technology to the management.
   ♦ Finding out different methodology for information sharing and case studies for examples.
5. **Where will you obtain the resources to implement your action plan?**
   - Use the mainstreaming approach.
   - Communicate with TaTEDO on issue of donors funding such project write up for more impact.

6. **Timescale – when will you start and finish implementing your action plans (indicative dates)**

Name: **Mathew Matimbwi**

Title: **Engineer**

Organisation: **Conservators Bureau**

Topic: **Energy and Gender**

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ The importance of incorporating gender issues in the process of energy projects.</td>
<td>♦ I have acquired the tools/methods in gender mainstreaming.</td>
</tr>
</tbody>
</table>

2A. **What issue related to gender and energy do you want to address in terms of your work?**
   - I would like to address the issue of gender roles and participation in all steps of project/programme e.g. the food project using solar energy.

2B. **Where do you intended to use the skills you have acquired?**
   - Work places (the Organisation you are working with?) ✓
   - Policy/decision makers?
   - Local communities ✓

2C. **How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?**
   - I will use the skills to sensitive men that they do not frustrate the project, as the key group will be women.

3. **What factors might hinder you from implementing your action plan?**

3.1 **Organisational factors?**
   - No Organisational problem.

3.2 **External factors (If any)?**
   - If men will not perceive that the project will be for the benefit of the family from which the participant comes from.

4. **Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.**
   - I will carry out awareness activity in the start to both men and women.

5. **Where will you obtain the resources to implement your action plan?**
   - **Human resource:** from within the target group and my organisation.
   - **Information:** From the community and other organisation, which have already carried out such as activity like TaTEDO.
Finance: From my organisation, beneficiaries and partners.

Materials: Within the community of the target group.

6. Timescale – when will you start and finish implementing your action plans (indicative dates)
   ♦ Start in October 2006 finished June 2008.

Name: **Hezron Kajange**

Title: Principal Education officer

Organisation: Ministry of Education and Vocational Tradition

Topic: Energy and Gender

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Gender in Energy Planning.</td>
<td>♦ Gender analysis.</td>
</tr>
<tr>
<td>♦ Gender mainstreaming.</td>
<td>♦ Identifying gender needs and goals.</td>
</tr>
<tr>
<td>♦ Framework for gender analytical tools.</td>
<td>♦ Presentation of the workshop topics.</td>
</tr>
<tr>
<td>♦ Gender ladder.</td>
<td>♦ Participatory methodology.</td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?
   ♦ **Framework for gender analytic tools.**

2B. Where do you intended to use the skills you have acquired?
   ♦ Work places (the Organisation you are working with?) MOEV
   ♦ Policy/decision makers? In monitoring and Evaluation
   ♦ Local communities? School level

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
   ♦ In monitoring and Evaluation, especially in data collection, analysis and report writing.

3. What factors might hinder you from implementing your action plan?
   ♦ Availability of funds.

3.1 Organisational factors?
   N/A

3.2 External factors (If any)?
   ♦ Understanding the relevance of energy to education.

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.
   ♦ Incorporating or having an action plan indicating activities relating to gender, energy and education.

5. Where will you obtain the resources to implement your action plan?
   ♦ From the programmes in place and also institutions promoting gender and energy.
6. Timescale – when will you start and finish implementing your action plans (indicative dates)
   ♦ September 2006 up to June 2007.

Name: Shima Sago

Title: Project Staff

Organisation: TaTEDO

Topic: Energy and Gender

1. **Knowledge Acquired** | **Skill Acquired**
   ♦ How to mainstreaming.
   ♦ Gender in the process of planning.
   ♦ Energy Project. ♦ Developing gender sensitive data gathering tools.

2A. What issue related to gender and energy do you want to address in terms of your work?
   ♦ To incorporate men and women in the training, which I’ll be organising in the area of improved charcoal production, tree planting, CDM projects.

2B. Where do you intended to use the skills you have acquired?
   ♦ Work places (the Organisation you are working with?) √
   ♦ Policy/decision makers?
   ♦ Local communities √

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
   ♦ In collaboration with my manager I will improve all department training manuals and training programme so as to incorporate gender issues.

3. What factors might hinder you from implementing your action plan?
   ♦ There will be no problem as my manager is a very gender sensitive woman.

3.1 Organisational factors?
   ♦ Despite of being the only man in our department it’s my hope that there will be no problems.

3.2 External factors (If any)?

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.
   ♦ The main strategy will be to collaborate with other staff in my department.

5. Where will you obtain the resources to implement your action plan?
   ♦ From the organisation I’m working with.

6. Timescale – when will you start and finish implementing your action plans (indicative dates)
   ♦ I’ll start immediately as we are about to start implementing four year programme in our department and organisation in June 2006.
Name: Nsalu Mzowa

Title: Economist

Organisation: Ministry of Energy and Mineral

Topic: Energy and Gender

1. Knowledge Acquired | Skill Acquired
   ♦ Men and women had different energy need.
   ♦ What is gender and gender roles.
   ♦ Important of energy plan.
   ♦ Participatory data collection tools.
   ♦ To use metabolic energy to produce different products like Vikoi.

2A. What issue related to gender and energy do you want to address in terms of your work?
   ♦ Women and men have different energy need.

2B. Where do you intended to use the skills you have acquired?
   ♦ Work places (the Organisation you are working with?) √
   ♦ Policy/decision makers? √
   ♦ Local communities?

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
   ♦ By conducting research in order to know energy needs of men and women and type of energy.

3. What factors might hinder you from implementing your action plan?
   ♦ Lack of fund.

3.1 Organisational factors?

3.2 External factors (If any)?

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.

5. Where will you obtain the resources to implement your action plan?
   ♦ To the Ministry if budget is there.
   ♦ Development partners (Donors)

6. Timescale – when will you start and finish implementing your action plans (indicative dates)
   ♦ Three month after getting financial support (Fund).
Name: Sabina Daati
Title: Senior Research Engineer
Organisation: TANESCO
Topic: Energy and Gender

1. Knowledge Acquired | Skill Acquired
---|---
♦ Concept of gender and energy. | ♦ Preparation of tools for data gathering.
♦ Gender roles and responsibilities. | ♦ Use of different tools in data collection for planning a project.
♦ Energy planning and services. | ♦ Gender mainstreaming.
♦ Gender mainstreaming. | ♦ Gender analytical tools.
♦ Gender analytical tools. | ♦ Participatory data gathering methods.
♦ Participatory data gathering methods. | ♦ Preparation of tools for data gathering.

2A. What issue related to gender and energy do you want to address in terms of your work?
♦ Gender needs and goals.
♦ Types of project approach as regards to gender.

2B. Where do you intended to use the skills you have acquired?
♦ Work places (the Organisation you are working with?) ✓
♦ Policy/decision makers?
♦ Local communities? ✓
♦ Family.

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
♦ Propose a gendered approach for rural electrification projects.

3. What factors might hinder you from implementing your action plan?
3.1 Organisational factors? ✓
3.2 External factors (If any)?

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.
♦ The ministry of energy and Minerals to give directives to TANESCO as an implementers to incorporate gender issues in planning, designing and implementation of Renewable Energy projects.

5. Where will you obtain the resources to implement your action plan?
♦ Main support and resource should be availed by TANESCO.
♦ Deliberate effort should be taken to make my company aware of this activity.

6. Timescale – when will you start and finish implementing your action plans (indicative dates)
♦ Subject to company’s commitment and seriousness regarding gender and energy related issues.
Name: Livinus Manyanga
Title: Managing Director
Organisation: Kakute Ltd
Topic: Energy and Gender

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>The concepts gender and energy adopted in Tanzania.</td>
<td>How to organize workshops and design projects that is gender sensitive.</td>
</tr>
<tr>
<td>Gender tools for energy project design.</td>
<td>Design of tools for field data collection.</td>
</tr>
<tr>
<td></td>
<td>Design the action plan for future implementation.</td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?
   ♦ Designing of training materials for gender and energy.
   ♦ Discuss the important of what I had learned to my board of directors.
   ♦ Prepare the list of organisation to attend the workshop.

2B. Where do you intended to use the skills you have acquired?
   ♦ Work places (the Organisation you are working with?) √
   ♦ Policy/decision makers? √
   ♦ Local communities? √

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
   ♦ To training more participants in my area and organization the important of energy and gender.

3. What factors might hinder you from implementing your action plan?
   ♦ Time and financial resource.

3.1 Organisational factors?
   ♦ This was not a priority so board of director need to be convinced.

3.2 External factors (If any)?
   ♦ Participants from different organisation might fail to attend the workshop.

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.
   ♦ Sensitization.

5. Where will you obtain the resources to implement your action plan?
   ♦ From our own source and partners.

6. Timescale – when will you start and finish implementing your action plans (indicative dates)
   ♦ September to December 2006.
Name: Mtama Siuhi

Title: Forester

Organisation: Ministry of Natural Resources and Tourism

Topic: Energy and Gender

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ The importance of gender in energy developing projects.</td>
<td>♦ Designing different project based on gender consideration by using gender matrices in analyzing data, gender framework etc.</td>
</tr>
<tr>
<td>♦ Gender consideration in energy planning process.</td>
<td>♦ The use of data gathering tools e.g. focus, group, ranking, meetings, discussions etc.</td>
</tr>
<tr>
<td>♦ Data gathering by the use of participatory methods.</td>
<td>♦ Preparation of action plans/programmes which consider gender considerations.</td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?

♦ To find alternative energy source to give relief to the natural forest which is over exploited.

2B. Where do you intended to use the skills you have acquired?

♦ Work places (the Organisation you are working with?) √
♦ Collection of data on forest utilization.
♦ Policy/decision makers? √
♦ Institution of forest laws in the management of the forest for sustainable utilization.
♦ Local communities? √
♦ Advise the communities to introduce energy source alternatives.

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?

♦ Promotion of improved stoves and other alternative energy sources such as the use of Jatropha oil, Biogas, solar etc.

3. What factors might hinder you from implementing your action plan?

3.1 Organisational factors?
♦ Availability of fund to initiate, implement the plan might be a problem.

3.2 External factors (If any)?
♦ Unawareness among communities and some which will be related to gender norms.

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.

♦ Present the draft of the plan to the government and other donors to support.
♦ Creation of awareness of the communities.

5. Where will you obtain the resources to implement your action plan?

♦ Form the ministry of Natural Resources and Tourism and donors.
♦ Application of locally available materials at local areas.
6. **Timescale – when will you start and finish implementing your action plans (indicative dates)**

- Fiscal years 2007/2008 when the drafted plan will be presented to the Ministry for approving/to be allocated fund.

**Name:** Jane Materu

**Title:** Programme Coordinator/Environmental Officer

**Organisation:** Envirocare

**Topic:** Energy and Gender

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Gender.</td>
<td>♦ Filed data collection by using participatory data gathering tools.</td>
</tr>
<tr>
<td>♦ Why is gender important in energy planning?</td>
<td>♦ How to incorporated gender in projects.</td>
</tr>
<tr>
<td>♦ Gender mainstreaming.</td>
<td>♦ How to reduce poverty by introduction of energy and gender projects in the rural communities.</td>
</tr>
<tr>
<td>♦ Gender goals and needs.</td>
<td></td>
</tr>
<tr>
<td>♦ Frame work for gender needs and goals.</td>
<td></td>
</tr>
<tr>
<td>♦ Frame work for gender analytical tools.</td>
<td></td>
</tr>
<tr>
<td>♦ Participatory data gathering tools.</td>
<td></td>
</tr>
</tbody>
</table>

2A. **What issue related to gender and energy do you want to address in terms of your work?**

- In sustainable farming programme. *(Food processing and preservation and Irrigation)*
- Environment conservation and women economic empowerment.

2B. Where do you intended to use the skills you have acquired?

- Work places (the Organisation you are working with?) ✓
- Policy/decision makers? ✓
- Local communities? ✓

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?

- Food processing and conservation (Solar dryer, solar cooker, energy sawing stoves)

3. **What factors might hinder you from implementing your action plan?**

- Construction of energy sawing stoves.
- Tree planting – fast growing trees and biofuels trees.
- Biogas.

3.1 **Organisational factors?**

- Funds
- Organizational prioritization.

3.2 **External factors (If any)?**

- Willing of the community to accept the knowledge and project.

4. **Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.**

- Proposal writing.
- Awareness to the community before implementation of the project.
♦ Use of analytical tools to find community needs.

5. **Where will you obtain the resources to implement your action plan?**
   ♦ Donors.
   ♦ Fundraising among the community.
   ♦ Network.

6. **Timescale – when will you start and finish implementing your action plans (indicative dates)**
   ♦ Data collection and report writing but still we have programmes which are taking care it of the activities mentioned above.

Name: **Joshua S. Meena**

Title: Executive Director

Organisation: FODA

Topic: Scaling up building of stone stoves with chimney by training 5 men and women stove artisans.

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Knowledge of volcanic stones and material required.</td>
<td>♦ Building the body of the stove.</td>
</tr>
<tr>
<td>♦ Tools required.</td>
<td>♦ Making and building chimney chamber.</td>
</tr>
<tr>
<td></td>
<td>♦ Assembling of chimney.</td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?
   ♦ To have equal number of women and men stove makers in FOO village.
   ♦ This is because women stove makers have stake.
   ♦ This issue and they want to solve it by learning from the present men stove makers.

2B. Where do you intended to use the skills you have acquired?
   ♦ Work place (the Organisation you are working with?) √
   ♦ Policy/decision makers? √
   ♦ Local communities √
   ♦ Schools and teachers, regions institutions their members etc

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
   ♦ To train stakeholders in 9 sub-villages of FOO.

3. **What factors might hinder you from implementing your action plan?**
   ♦ Lack of desire or time to learn.

3.1 **Organisational factors?**
   ♦ Lack of Trainers of trainers

3.2 **External factors (If any)?**
   ♦ Other important functions for the villagers

4. **Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.**
♦ Study the calendar of different activities.

5. **Where will you obtain the resources to implement your action plan?**
   ♦ Write a project proposal to would be benefactors

6. **Timescale – when will you start and finish implementing your action plans (indicative dates)**
   ♦ July 2006 – June 2007
Appendix IV: Workshop Evaluation Form

Name of participant (OPTIONAL)
................................................................................................................

Name of organization...(OPTIONAL)................................................................
................................................................................................................

Expectations and time of the allocate to training workshop

1. What were your expectations about the programme?
................................................................................................................
................................................................................................................
................................................................................................................

2. Were your expectations fulfilled?
   Yes [    ] or No [    ]

   Please elaborate below
................................................................................................................
................................................................................................................
................................................................................................................
................................................................................................................

3. In the light of the objectives of the programme, do you think the time allocated for
the whole training workshop was sufficient?

   Yes [    ] or No [    ]

   Please elaborate below
................................................................................................................
................................................................................................................
................................................................................................................
................................................................................................................

Course content

4. What content of the sessions did you find easy to understand and you feel that
you will be able to use in your own situation?

   ................................................................................................................
   ................................................................................................................
   ................................................................................................................
   ................................................................................................................

38
5. What made it easy for you to understand?

6. What content of the sessions did you find difficult to understand and use in your own situation

7. Why was it difficult for you to understand?

8. What changes do you suggest should be made in the manual?
9. Appraise areas where satisfactory work was done and make suggestions on change or improvements that need to be done in the following:

<table>
<thead>
<tr>
<th>Preparation for the Tanzania National Gender and Energy Training Workshop</th>
<th>Action that was undertaken in a satisfactory way</th>
<th>Suggestions for change or improvement</th>
</tr>
</thead>
</table>

**A. Preparation for training**

i) Participants’ application process

ii) Admission of participants to training; communication to participants and orientation to the training

iii) Participants’ travel arrangements

iv) Training space

v) Meals

**B. Training process**

i) Participants’ expectations requested for and discussed

ii) Trainers illustrated how to adapt the core materials to the specific audience and target group

iii) Trainers provided participants with practical guidelines on how to deliver the material of a particular unit and to adopt the core materials to specific audience as well as target group.

iv) Participants evaluated the course content, methods of delivery and its relevance to their work situation (during the training as well as at the end of the training)

**C: Achievement of Objective of the course**

**Skills objective:** Strengthened the knowledge and skills of already experienced trainers to implement and evaluate national gender and energy training courses based on the content of the training packages developed

**Learning objective:** Provided trainees with a comprehensive understanding of the concepts and tools of individual training packages so that the trainees themselves can impart this knowledge to practitioners at the national level

**D: Contribution to expected outcome of the training workshop**

Participants’ capacity built to develop and deliver training sessions on key energy, poverty and gender issues

Participants’ awareness, knowledge and skills increased in ways that enable them to integrate gender and energy concerns into sustainable development and poverty reduction programmes.
National Energy and Gender Training Workshop
Held at Landmark Hotel in Dar es Salaam, Tanzania
From May 29th to 31st 2006

Participants of a National Training Workshop

Workshop Report

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P.O. Box 32794
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Fax. 255 22 2774400
Email. energy@tatedo.org
Website. www. tatedo.org

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ACKNOWLEDGEMENTS

The Tanzania Traditional Energy Development and Environment Organization (TaTEDO) acknowledges with thanks all participants for their valuable contribution and sharing of knowledge and experience to expressed to the Training Workshop on Gender and Energy held from May 29th to 31st 2006 at Landmark Hotel in Dar es Salaam, Tanzania.

Special thanks goes to the ENERGIA of ETC-Netherlands specifically Ms. Sheila Oparaochia for her decision to work with TaTEDO as a National focal point for gender and energy network and in conducting this training workshop in Tanzania. Also, in line with this, we express our thanks to Ms. Lydia Muchiri of Practical Action-Kenya for her coordination and technical backstopping during the workshop.

The generous financial support from the ETC Foundation of the Netherlands under TIE-ENERGIA programme which enabled training of the TOTs (country workshop facilitators) and the workshop itself is highly appreciated.

Special thanks are also extended to Ms. Gisela Ngeo and Mr. Francis Songela for facilitating the national training workshop. Their efforts which lead to a successful training workshop are highly appreciated.

Appreciations also go to the Management of Landmark Hotel of Dar es Salaam, Tanzania for all arrangements and logistics in accommodating the workshop.

Lastly, we would like to thank all those, who either directly or indirectly contributed towards the success of the workshop. We are greatly indebted to them all.

TaTEDO
December 2006
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<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>AGEN</td>
<td>Africa Gender and Energy Network</td>
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<tr>
<td>EATDN</td>
<td>East Africa Energy Technology Development Network</td>
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<tr>
<td>FODA</td>
<td>Foo Development Association</td>
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<tr>
<td>RFDP</td>
<td>Ruvu Fuelwood Development Project</td>
</tr>
<tr>
<td>KAKUTE</td>
<td>Kampuni ya Kusambaza Teknolojia</td>
</tr>
<tr>
<td>NGSEN</td>
<td>National Gender and Sustainable Energy Network</td>
</tr>
<tr>
<td>NSGRP</td>
<td>National Strategy for Growth and Reduction of Poverty</td>
</tr>
<tr>
<td>TaTEDO</td>
<td>Tanzania Traditional Energy Development and Environment Organisation</td>
</tr>
<tr>
<td>TIE-ENERGIA</td>
<td>Turning Information into Empowerment - ENERGIA</td>
</tr>
<tr>
<td>TNA</td>
<td>Training Needs Assessment</td>
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<tr>
<td>TOTs</td>
<td>Trainer of Trainers</td>
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1.0 INTRODUCTION

1.1 Background

The TIE-ENERGIA (Turning Information into Empowerment) programme started in January 2005 as part of the activities implemented within ENERGIA, an International Network on Gender and Sustainable Development that is formally hosted by ETC Foundation.

This programme builds on the existing Africa Gender and Energy Network (AGEN), which was established in 2000, through a recognized regional consultative process facilitated by ENERGIA. AGEN exist as an informal network based on organizations working on energy and sustainable issues in Africa, who share agreed principles on gender, women’s empowerment and sustainable development. AGEN has national focal points in 13 countries: Kenya, Swaziland, South Africa, Zambia, Botswana, Ghana, Nigeria, Mali, Senegal, Tanzania, Uganda, Lesotho and Zimbabwe.

The national training workshops form one element of the larger TIE-ENERGIA capacity building programme and which took place in the form of a series of training workshops for different stakeholders within each of the 13 countries, implemented by the national network focal points, with the assistance of EU partners, involving the trainers trained during the sub-regional TOT workshops.

These workshops are crucial for building up a critical mass of self-confident women leaders and gender sensitive men within AGEN, to change policies, programmes and practices that affect women’s energy choices within the context of poverty. The workshops are designed to strengthen the capacity of development practitioners in the 13 above mentioned countries and create better awareness within these counties on the importance to address gender and energy issues in poverty reduction.

This initiative is being undertaken as a collaborative effort between the ENERGIA secretariat, Practical Action – Eastern Africa, the East Africa Energy Technology Development Network (EAETDN) and kuSini Centre for Knowledge and Sustainable Governance and Natural Resource Management, and the ENERGIA Focal Points in each country.

Therefore, this report explains in details a three-day National Gender and Energy Training Workshop, which was held at Landmark Hotel in Dar es Salaam, Tanzania, from May 29th to 31st 2006. The workshop was organized by TaTEDO which is a National Focal Point for National Gender and Sustainable Energy Network (NGSEN) in collaboration with Africa Gender and Energy Network (AGEN) under the financial support of ETC Foundation. The NGSEN was initiated in 1998 during the National Consultation Workshop held from 26th to 27th November 1998 in Dar es Salaam under financial support of ENERGIA of the Netherlands for the aim of promoting women’s involvement in the energy sector in Tanzania, through exchange of information, awareness creation, transfer of knowledge and skills, advocacy and actions aiming at
strengthening the role of women in sustainable energy development. The NGSEN has 23 members national wide.

The workshop was organized as part of the TIE-ENERGIA capacity building programme activities which occurred at regional and national levels for the aim of increasing awareness, knowledge, and skills of a selected group of development practitioners – planners, policy makers, and project implementers – to integrate gender and energy concerns into sustainable development and poverty reduction programmes.

Through this training workshop, participants from different government sector ministries, civil society and faith based organizations were able to expand their knowledge on various issues related to gender concepts, gender mainstreaming, gender goals and needs, participatory gender gathering and analytical tools. The report presents methods used to select participants and results of the participants’ needs assessment, training methodologies, proceedings of the workshop, workshop evaluation, conclusion and recommendations.

1.2 Training Workshop Objectives

The training objectives were formulated to meet objectives of the TIE-ENERGIA programme as narrated in item 1.1 above, needs and expectations of participants as spelt out in their training needs assessment forms (refer item 1.3). The following were objectives of training workshop:

- To enrich knowledge of the participants with the key concepts relating gender in energy and poverty.
- To help participants understand the links between gender, energy, poverty and sustainable development.
- To provide participants with set of gender tools for use in energy planning which can easily be adapted to diverse situation.
- To help participants develop action plans that mark the beginning using the knowledge they have gained.

1.3 Training Needs Assessment (TNA)

The training was preceded by the training needs assessment (TNA) to enhance the facilitators to understand needs and priorities of the participants towards the training. Another objective of the assessment was to help the facilitators to design the training in a manner that it will meet needs and expectations of the participants without conflicting with the programme objectives.

Analysis and evaluation of TNA forms revealed that many participants needed a training to be able to accord gender, energy and poverty issues in their day to day programmes/activities. Many needs were related to their geographic isolation, leaving women behind. This training will help me understand how to take both women and men on board.
relationship with tribal, different cultures, and organizational structure which suggest that the participants require wide range of knowledge, skills and abilities to work effectively within the existing systems and structures.

Summary of issues raised by participants through TNA forms are as follows:-.

- In depth analysis in the gender, energy and poverty and linking them to the prevailing socio-economic situation of the Tanzanians
- To link gender needs with energy needs
- Skills in communication and sensitization of gender at lower lever.
- Raise the level of knowledge gender and energy that can help in mainstreaming the gender in project planning
- Skills in incorporate the gender issues in the phase of project planning and implementation
- Increase skill in gender and sustainable energy for poverty reduction
- Lack of awareness about relationship of national policies concerning gender, energy and poverty issues
- Participatory logical framework for problem identification
- Mainstreaming sustainable energy technologies and gender
- Changing of the mind setting of the people on gender
- Lack of knowledge on gender and environment
- Energy planning skills
- Gender and Energy concepts and analysis
- Monitoring Gender issues

1.4 Training Workshop Participants

The Workshop brought together about 26 participants with diverse backgrounds, from various institutions, including, among others, sector ministries, non-governmental organizations, private and public institutions, faith based organization and from the Government. A total of 19 participants (8 women and 11 men) attended the training (see Appendix I). Most of the participants had energy and environment backgrounds (80 percent) while all were familiar with the world Jinsia (a Swahili word for gender) but not details on gender issues.

1.5 Training Facilitators

Ms. Lydia Muchiri of Practical Action of Kenya, Mr. Francis Songela and Ms. Gisela Ngoo of TaTEDO facilitated the workshop sessions. While Mr. Songela and Ms. Ngoo made lectures and presentation of learning materials and case studies, Ms. Muchiri presented an overview of the TIE-ENERGIA programme in Africa and provided an overall guidance to the training workshop.
2.0 WORKSHOP ORGANIZATION AND STRUCTURE

The training workshop was planned to be for 5 days. However, due to high costs to cover accommodation, lunch, dinner and transport for participants from upcountry, it was agreed with Ms. Lydia of Practical Action – Kenya to conduct the training for 3-days. Therefore, facilitators had to restructure and organize the workshop materials so that needs and expectations from participants are met within 3 days.

2.1 Training Methodology and Delivery

The training was facilitated in participatory methods basing on the adult learning principles. The methods used encouraged, experience sharing and exchange; learn by doing, freedom to share and active participation in the learning process.

The course started with familiarization sessions that enabled participants, facilitators and course organizers to introduce each other, levelled expectations and establish norms that were to be observed during the training period.

The training workshop was designed in such a way that in day one and two, facilitators made lectures and presentation of case studies. The presentations of learning materials covered, among others on gender and gender roles, importance of gender consideration in energy planning, gender mainstreaming, identifying gender needs and goals, framework for gender analytical tools, participatory data gathering tools, and presentation of case studies giving experiences elsewhere. Small group discussions were held to share experiences in relation to what they have learned.

In day three, participants were able to shared experiences from case studies, and developed data collection and analytical tools, which were used in a field trip made to a sub-ward of Mwembe Madafu in Ukonga, about 18 kilometers out of Dar es Salaam city center.

At the end of day three, and before closing ceremony, participants were able to draw an action plan for follow-up activities. In addition, participants made an evaluation of the workshop for future improvements of such events.

Training workshop timetable is attached as Appendix II.

2.2 Training Methods

The methods used during the whole training program were interactive and allowed participants to learn through engaging in learning activities through individual. Short lectures were used to describe definitions and explain important principles and clarify issues that were raised by participants or emphasising points.

The core methods used are: brainstorming, small group discussions, demonstration, exercises and experience sharing. Both energizers and brainteasers were used to enhance the learning. In each fresh day, the sessions started with a recapitulation of the previous day and ended up by a day evaluation by participants (individual


2.3 Tools and Delivery Process
The facilitators used various visual aids to assist and motivate participants to actively engage in the training events and internalize important aspects of the training. Principles of adult learning were observed throughout the training modules. The training modules developed in early stages of implementing TIE-ENERGIA but adapted into Tanzanian case were used as training guides. Prior the training each participant was given the two training modules (Module 1: Gender concept; Module 2: Gender tools for energy projects) comprised of important components discussed in each topic during the training and the case studies. The modules also serve as reference material for the participants after the training. Module 1 was adapted by including some case studies that are specific for Tanzania.

2.4 Summary of Sessions
2.4.1 Summary of day 1
In the first session, participant made self-introduction and each participant outlined her/his expectations. Participants were also able to identify their shadow friends.

After self-introduction, Ms. Gisela Ngoo presented an overview of the National Gender Sustainable Energy Network and how the network was evolved in 1998. When it was evolved in 1998, the network had 23 members although some of the members are not active. Through the process, most of the workshop participants agreed to become new members of the network.

Ms. Lydia presented an outline of the TIE-ENERGIA as a programme focusing on mainstreaming gender into policy, planning and strengthening human and institutional capacity in Africa, building on existing experience through increased awareness, knowledge and skills, crating mass of self-confidence and addressing gender gaps in energy and poverty policies.

The second session started by reviewing participants’ expectations in relation to the workshop objectives. Participants were able to summarize their expectations in 6 categories:

- Gender concept,
- Gender analysis,
- Gender mainstreaming,
- Policy and planning,
- Networking,
- Cross-cutting issues.
Ms. Gisela Ngoo presented learning materials on gender and gender roles, followed by discussions on gender and gender roles. Participants were able to understand how we do the traditional culture and attitudes shape our tasks and responsibilities. Participants expressing themselves how they understand about gender. Some of expressions about gender were:

(a) He (masculine)/she (female) /it (neutral).
(b) Terminology used to classify male and female socially.
(c) A social construction between men and women.
(d) Men and women and their livelihood.
(e) The relationship between men and women in respective.
(f) The relationship between men and women and their daily activities.
(g) A socially and culturally embedded social idea.
(h) Balance relationship between male and female.
(i) Relation between male and female in terms of equality.
(j) Interaction and responsibilities distinguished among men and women in the society.
(k) A social relationship between men and women.
(l) The working relationship between man and woman.

Participants learned and shared experience that gender is a general term to both sex (men and women) and has definition of different roles and responsibilities to men and women. In addition, the participants learned that gender contracts differ between country to country and between one community and another. Therefore gender roles differ in community depending on the nature of their social relations.

Mr. Francis Songela facilitated on gender and gender in energy planning giving example of biomass use. In Tanzania, use of biomass energy is common in every household with an indication that in rural areas firewood is mostly used while in town centers, charcoal is predominant. Apart from use of biomass, the facilitator indicated that there are other forms of renewable energy used for income generating activities such as crop drying.

Participants were able to note an example of crosscutting issues that, biomass use contributes to environmental degradation due to cutting trees for making charcoal and firewood. Importantly, participant indicated that unsustainable use of biomass may be associated with the lack of policy on firewood and charcoal, and pricing of trees is marginalized. Biomass which is household energy for the poor is ignored and marginalized a compared to fossils fuels, water, etc. Participants indicated that there is no full Ministry for Rural Energy. Participants discussed policy issues several times but how do the recommendations channeled to higher authority for consideration?

Participant noted that there is lack of understanding/awareness of alternative technologies suitable for communities. Participants feel that information on simple technologies should be readily available. Another crosscutting issue is that life pattern may influence choice on fuels used for example pastorals are potential biogas user but move from area to area.
The participants learned also that in community there are several priorities and traditional values are important issues. For example use of firewood in local beer brewing need be addressed while consideration fuels switch to higher energy ladder. Another point raised by participants is that gender was not considered fully in energy planning in Tanzania. As we say energy is a critical input in economic development, even in National Strategy for Growth and Reduction of Poverty (NSGRP –MKUKUTA) there is no concrete strategy to address energy issues.

Participant cited an example that many technologies have been tested but not disseminated. Most are done in the laboratory and scientists forgetting that women are the main users so they should be consulted. Gender and planning during design of technology should be considered. For example in Kenya, a company promoted and disseminated solar cookers but cultural settings of the area never looked at and technologies in households disseminated became white elephants (never touched).

In examining one of the case studies, participants were able to share experience of cultural influence on local market as place where people buy and sell goods at small price, but also is the place where women meet and socialize themselves. So women prefer to use the local market than region market. Therefore, if sensitizing a technology, one has to consider where a large audience can be met.

**2.4.2 Summary of day 2**

Mr. Songela and Ms. Ngoo facilitated on gender needs and goals. In a participatory way, participants were able to share their working experiences on various needs that community may have and how they can be incorporated in planning and implementation of projects/programme activities in consideration of gender issues. Facilitators elaborated further on how to identify gender needs (practical, productive and strategic interest) and goals (welfare, productivity, equity/equality/empowerment and project efficiency).

Also, Mr. Songela facilitated a session on framework for gender analytical tools. Again participants presented their experiences on the use of various participatory tools. At the end of the day, participants were grouped into two groups and given homework to prepare participatory gathering tools for the field visit.

**2.4.2.1 Presentation of case studies**

On the same day, participants were able to share experience from FODA, RFDP, Conservators Bureau and KAKUTE related to activities addressing energy, poverty and gender issues through presentation of case studies.

i. **Presentation from FODA**

Foo Development Association (FODA) as NGO based in Kilimanjaro Region. One of their main activities is to promote use of improved firewood stoves and ovens for
poverty reduction and forest conservations. Mr. Meena, Executive Director of FODA presented that one of the method used to promote stoves and ovens is through demonstrations and trainings. He said, in the trainings on construction of improved firewood stoves they usually invite men and women to participate. However, turn-up of women during the trainings is not encouraging. He added that they get a good number of women during the training on how to use oven for baking breads, scones and cakes; and less number of men.

ii. Presentation from RFDP
Ruvu Fuelwood Development Project (RFDP) is a project under the Ministry of Natural Resources and Tourisms implemented in the villages of Coast Region. Core activities of the project are facilitation of participatory forest management practices through various interventions like establishment of woodlots for woodfuels (firewood and charcoal) and building poles, promotion of improved firewood stoves and improved charcoal making methods. Mr. J. Sondi who is a forest officer under RFDP, presented their experiences in the beginning of the project where there were less participation of women in resources allocation. BUT now, both men and women are benefiting from the forest products.

iii. Presentation from Conservators Bureau
Conservators Bureau is based in Morogoro Region for the purpose of promoting sustainable use of natural resources. Engineer Matimbwi, presented their experience on the Women Household Energy Projects in the villages of Morogoro. He mentioned a group with 15 women members called Mshikamano (means unity). The group was trainined and are now producing the clay energy saving charcoal stoves, clay household utensils and grass household products like like mats, hand bags and baskets. Conservators Bureau has helped with founding the group, developing the kiln, and now in promoting the market. There are plans to implemnet a project on fruits and vegetable drying using solar dryers. He mentioned that more 24 women from 12 established groups will be trained. The sensitisation phase will include husbands.

iv. Presentation from KAKUTE
Kampuni ya Kusambaza Teknolojia (KAKUTE) is a private company based in Arusha Region promoting technologies for urban and rural communities. Mr. Manyanga, Managing Director shared his experiences on the potential benefits of Jatropha oil to complement fusel fuel for household energy.

He mentioned that from year 2000 – 2006, KAKUTE is promoting *Jatropha curcas* for commercial use is two districts of Arusha (Monduli and Arumeru). One of the main
target groups is women groups and youths in rural area. Therefore, women have been trained on establishment of Jatropha nurseries and farms, processing oil and making soap for sale. The project has created means of sustainable income to the rural community (especially women) while at the same time control soil erosion and improve land use management.

2.4.3 Summary of day 3

2.4.3.1 Field visit
Participants were able to use developed data collection and analytical tools in a field trip made to a sub-ward of Mwembe Madafu in Ukonga, about 18 kilometers out of Dar es Salaam city center. The participants divided themselves in two groups, one dealt with a women group engaged in tailoring and gardening and the other group visited an entrepreneur household engaged in weaving using handlooms. After field visit, participants analysed data and information they collected and made field reports writing and presentation.

2.4.3.2 Action plans, evaluation and closing
After field trip, the participants were able to prepare an Action Plan for follow-up activities (see Appendix III). It was followed by evaluation (see Appendix IV). Thereafter, the workshop was closed by Mr. E.N. Sawe, the Executive Director of TaTEDO.

Detailed description of action plans and evaluation are indicated in the following chapters.

3.0 SUMMARY OF ACTION PLANS

Most of participants expressed their intension to use the acquired knowledge and skills at their work places although they were not certain with resources required to accomplish their plans. Generally the actions proposed by the participants focused on:-
- Knowledge and information sharing through various methods based on their field of work,
- Gender mainstreaming in project planning and implementation,
- Sensitization on gender issues.
- Use gender approach in project monitoring and evaluation.
- Use the acquired knowledge to influence policies and strategies.

More specifically the plans are as follows:-
- To training more participants on the important of energy and gender.
- Propose a gendered approach for rural electrification projects
- Use gender approach to identify energy needs for both men and women
• Use the knowledge gained to improve all department training manuals and training programme so as to incorporate gender issues
• Use gender based approach in monitoring and evaluation, especially in data collection, analysis and report writing.
• Use the skills to sensitize men that they do not frustrate the project by not involving women,
• Use gender tools while conducting interview through field visit while implement other programmes.
• Mainstream gender and energy issues in various projects, politic and strategies in my work place.
• Promoting gender and energy issues in production of bio-energy crops and processing into biofuels. Training local community on production and use of biofuels such as bioethanol from sugarcane, biodiesel from Jatropha, oil palm, etc.
• Gathering information on needs and roles of specific groups in a society in question.

4.0 WORKSHOP EVALUATION

Workshop evaluation was guided by structured forms filled on daily bais and at the end of workshop. Also, the two facilitators in collaboration with Ms. Lydia had an opportunity to evaluate the training workshop.

4.1 Participant's Comments in Daily Evaluations
Summary of participants’ daily evaluation is as follows:
• Happy with the sessions and training methods
• The training language is clear and easy to understand
• The training is very relevant our daily business activities
• Good training methods
• Competent and friendly facilitators
• Well facilitated training but training materials and program were very tight such that it did not leave room to digest what has been taught.
• Case studies were very enlighten on gender and energy issues
• Happy to learn how use gender tools in project planning
• A close follow up from what was learnt is important. It will foster fast and effective implementation of the training

4.2 Participants Comments on Final Workshop Evaluation
Evaluation made by participants at the end of day three revealed that, the workshop was generally well organized, attended and participatory. The following were strong observations from participants:
• The training modules should be reviewed to include men and the training should not focus on empowering women but also men so as to have the really meaning of gender.
• The method used was simple and understandable. However, the participants recommended for more practical and more time for group discussion in the future.
• There is a need for sensitizing policy makers on gender and energy issues and mainstream gender in all sectors of the economy.
• There is a need to allocate more time for discussions to match with the materials given. In the Training Workshop, relevant reading materials were given to the participants.
• Participants raised an opinion that in future similar training Workshop a module on communication skills should be considered and added.
• Training of this kind should be conducted to all levels of the gender and energy stakeholders as there is a lot to be learnt if policy makers they would like to reduce poverty at local level.
• Country specific case studies should be considered more. For example, a training workshop in Tanzania should have featured more case studies from Tanzania so as to reflect to the society the participants come from.
• The participants recommended that the output of the workshop be circulated widely including to the high authorities and follow-up should be made.

4.3 Facilitator's Comments and Recommendations.
The following are issues, comments and recommendations made by facilitators regarding the training workshop:
• The training was well promoted, prepared and facilitated,
• Participants were active, hardworking and eager to learn during the training (no one missed session (s) in all 3 days),
• A follow up action is required to ensure implementation of what was learned,
• Participants were happy and training expectations well met,
• The training duration was too short, considering profiles of participants (age, education and levels of exposure to energy and gender issues. In future 6-7 days could be allocated,
• Participants were very appreciative TaTEDO and ENERGIA for the training opportunity.

5.0 MONITORING
Monitoring will based on the action plan as prepared by each participant. The following methods will be used to track and monitor implementation:
• Participants will write a brief report on implementation status. The report will be circulated to other participants for learning and experience sharing. To facilitate the process, all participants were encouraged to have access to internet services,
• Post-workshop meetings with individual participants will be arranged to discuss issues regarding the implementation. This will include, field visits within Dar es Salaam and upcountry.

6.0 CONCLUSION
The workshop was successfully conducted with active participation from all participants. It expected that, participants will use knowledge and skills acquired to address gender and energy issues in the projects and programmes. Therefore the workshop was crucial for building capacity of gender sensitive men and women who will help to facilitate changes in policies, programmes and practices that affect both
men’s and women’s energy choices within the context of poverty and environment conservation
## Appendix I: List of Participants

<table>
<thead>
<tr>
<th>S/N</th>
<th>NAME</th>
<th>ORGANIZATION</th>
<th>CONTACTS</th>
</tr>
</thead>
</table>
| 1   | Mrs. Nsalu Nzowa     | Ministry of energy and Minerals                                               | P.O. Box 2000  
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<table>
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<tr>
<th>No.</th>
<th>Name</th>
<th>Organization</th>
<th>Address</th>
<th>Phone/Fax/Mob/Email/Website</th>
</tr>
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<tbody>
<tr>
<td>9</td>
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<td>Ministry Agriculture, Food and Cooperatives</td>
<td>P.O. Box 9192</td>
<td>Dar-es-Salaam Tel: 2868499 Fax: 2868499 Mob: 0744579489 Email: <a href="mailto:mkofue@yahoo.com">mkofue@yahoo.com</a> Website: kilimo.go.tz</td>
</tr>
<tr>
<td>16</td>
<td>Mrs. Tatu Issa</td>
<td>Tanzania Home Economics Association</td>
<td>P.O. Box 1125</td>
<td>Dar-es-Salaam Tel: 2451159 Fax 245120 Mob: 0745689161 <a href="mailto:janemateru@yahoo.com">janemateru@yahoo.com</a>/envirocare_2002@yahoo.com website:</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Organization</td>
<td>Address</td>
<td>Contact Details</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td>17</td>
<td>Mr. Mtama Bahali</td>
<td>Ministry of Natural Resources and tourism - Forestry and Beekeeping division</td>
<td>P.O. Box 426 Dar-es-Salaam Mob: 0746363781</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Ms. Aghatha Damas</td>
<td>CARITAS</td>
<td>P.O. Box 2133 Dar-es-Salaam Tel: 2451159 Fax 245120 Mob:0748797601 Email:</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Mr. Shima Sago</td>
<td>TaTEDO</td>
<td>P.O. Box 32794 Dar-es-Salaam Tel: 2700438 Mob: <a href="mailto:energy@tatedo.org">energy@tatedo.org</a> <a href="http://www.tatedo.org">www.tatedo.org</a></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix II: Training Programme

### National Energy and Gender Training Workshop – Tentative Timetable
*(Landmark Hotel, Dar es Salaam, 29 – 31 May 2006)*

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Time</th>
<th>Topic</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monday, 29 May 2006</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.00 – 8.20 am</td>
<td>Registration and training materials collection</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>8.20- 8.40 am</td>
<td>Introduction, getting to know the participants and expectations</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>8.40 – 8.50 am</td>
<td>Introduction on National Gender and Sustainable Energy Network</td>
<td>Focal Point Coordinator</td>
<td></td>
</tr>
<tr>
<td>8.50 – 9.00 am</td>
<td>Introduction on the TIE-ENERGIA Programme</td>
<td>Lydia Muchiri Practical Action – Kenya</td>
<td></td>
</tr>
<tr>
<td>9.00 – 9.40 am</td>
<td>Coffee break and Group photo</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>9.40 – 11.40 am</td>
<td>What is gender and what are gender roles?</td>
<td>Facilitator</td>
<td></td>
</tr>
<tr>
<td>11.40 am – 1.00 pm</td>
<td>Why is gender important in energy planning and how can energy help women?</td>
<td>Facilitator</td>
<td></td>
</tr>
<tr>
<td>1.00 – 2.00 pm</td>
<td>Lunch break</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>2.00 – 4.00 pm</td>
<td>Why is gender important in energy planning and how can energy help women?</td>
<td>Facilitator</td>
<td></td>
</tr>
<tr>
<td>4.00 – 4.15 pm</td>
<td>Coffee break</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>4.15 – 5.30 pm</td>
<td>Gender mainstreaming versus the “Women-only” approach.</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday, 30 May 2006</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.00 – 11.00 am</td>
<td>Identifying gender needs and goals</td>
<td>Facilitator</td>
<td></td>
</tr>
<tr>
<td>11.00 – 11.15 am</td>
<td>Coffee break</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>11.15 am – 1.00 pm</td>
<td>Identifying gender needs and goals</td>
<td>Facilitator</td>
<td></td>
</tr>
<tr>
<td>1.00 – 2.00 pm</td>
<td>Lunch break</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>2.00 – 3.00 pm</td>
<td>Framework for gender analytic tools</td>
<td>Facilitators</td>
<td></td>
</tr>
<tr>
<td>3.00 – 3.45 pm</td>
<td>Framework for gender analytic tools</td>
<td>Facilitators</td>
<td></td>
</tr>
<tr>
<td>3.45 – 4.45 pm</td>
<td>Presentation of case studies</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>4.45 – 5.00 pm</td>
<td>Coffee break</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>5.00 – 6.00 pm</td>
<td>Homework</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td><strong>Day 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday, 31 May 2006</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.00 – 10.00 am</td>
<td>Participatory data gathering tools</td>
<td>Facilitators</td>
<td></td>
</tr>
<tr>
<td>10.00 – 11.00 am</td>
<td>Preparation of tools</td>
<td>Facilitators</td>
<td></td>
</tr>
<tr>
<td>11.00 – 11.15 am</td>
<td>Coffee break</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>11.15 am – 1.00 pm</td>
<td>Field visit – use of analytical tools</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>1.00 – 1.45 pm</td>
<td>Lunch break</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>1.45 – 3.00 pm</td>
<td>Field report writing and presentation</td>
<td>Facilitator</td>
<td></td>
</tr>
<tr>
<td>3.00 – 4.00 pm</td>
<td>Action Plan for follow-up</td>
<td>Facilitators and All</td>
<td></td>
</tr>
<tr>
<td>4.00 – 4.45 pm</td>
<td>Evaluation</td>
<td>Facilitators</td>
<td></td>
</tr>
<tr>
<td>4.45 – 5.00 pm</td>
<td>Closing remarks</td>
<td>TaTEDO Executive Director</td>
<td></td>
</tr>
<tr>
<td>7.00 – 9.00 pm</td>
<td>Get together dinner</td>
<td>All</td>
<td></td>
</tr>
</tbody>
</table>
Appendix III: Participants Action Plan

Name: Mashauri Emil

Title: Community Development Officer

Organisation: Community Dev. Department – Rombo District

Topic: Gender and Energy

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Energy derived from biomass.</td>
<td>♦ Manufacturing of textile or traditional textile industrial.</td>
</tr>
<tr>
<td>♦ Metabolic energy.</td>
<td>♦ Field work in data collection regarding gender and energy.</td>
</tr>
<tr>
<td>♦ Relation between gender and energy needs gender goals.</td>
<td></td>
</tr>
<tr>
<td>♦ Gender issue</td>
<td></td>
</tr>
<tr>
<td>♦ Gender main streaming</td>
<td></td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?
♦ Solar energy especially to women in households and cooking stove using woods/fire woods.

2B. Where do you intended to use the skills you have acquired?
♦ Work places (the Organisation you are working with?)
♦ Policy/decision makers?
♦ Local communities ✓

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
♦ Cooking stove and solar energy manufactory will be tools to address the skills I acquire in the workshop.

3. What factors might hinder you from implementing your action plan?
♦ Source of income because every action plan needs funds to make it implemented.

3.1 Organisational factors?
♦ Lack of supports

3.2 External factors (If any)?

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.
♦ To sensitize communities at gross roots to contribute and participate in action plan.

5. Where will you obtain the resources to implement your action plan?
♦ Maximum contribution must come from community and the rest from donors or volunteers or organisations.

6. Timescale – when will you start and finish implementing your action plans (indicative dates)
♦ I may implement any time if resources are available. But preferably the end of June i.e. 26/06/2006.
Name: Pamela Semiono
Title: Project Staff & Consultancy Services Coordinator
Organisation: TaTEDO

Topic:

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Gender Concept.</td>
<td>♦ How to organize the project even if is very small, also different energy sources can be used in the project and resulting into three necessary gender needs such as practical needs, productive needs and strategic needs.</td>
</tr>
<tr>
<td>♦ Gender and Energy in Project Planning.</td>
<td></td>
</tr>
<tr>
<td>♦ Gender main streaming</td>
<td></td>
</tr>
<tr>
<td>♦ Gender needs</td>
<td></td>
</tr>
<tr>
<td>♦ Participatory data gathering tools.</td>
<td></td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?

♦ Energy alternatives e.g. Efficiency energy sources.
♦ Energy technology alternative e.g. the use of improve stove to minimize the cooking fuel consumption.

2B. Where do you intended to use the skills you have acquired?

♦ Work places (the Organisation you are working with?) ✓ (sharing information with other staff in my office)
♦ Policy/decision makers?
♦ Local communities

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?

♦ Through project, and also by participating in the other workshops and sharing the concepts obtained from the training and sharing the information with other project planners.

3. What factors might hinder you from implementing your action plan?

♦ Access to fund to reach to the required project site.

3.1 Organisational factors?

3.2 External factors (If any)? ✓

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.

♦ By sharing the idea with donors, in order to get access to fund. Introduction of time, budget for the project.

5. Where will you obtain the resources to implement your action plan?

♦ Not yet determined, but through sharing the proposed idea with donors, it helps to get resource for action plan implementation.

6. Timescale – when will you start and finish implementing your action plans (indicative dates)

♦ By June 2006
Name: Noah Kajigili
Title: Extension Officer
Organisation: Hem Trust Fund
Topic: Energy and Gender Training

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Gender rules and gender relations.</td>
<td>♦ Participatory methodology</td>
</tr>
<tr>
<td>♦ Gender contract.</td>
<td>♦ PRA</td>
</tr>
<tr>
<td>♦ Gender analytical framework.</td>
<td></td>
</tr>
<tr>
<td>♦ Energy and Gender.</td>
<td></td>
</tr>
<tr>
<td>♦ Types of Gender.</td>
<td></td>
</tr>
<tr>
<td>♦ Gender main streaming</td>
<td></td>
</tr>
<tr>
<td>♦ Gender roles and needs</td>
<td></td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?
♦ Gender main streaming
♦ Energy planning
♦ Gender roles and needs

2B. Where do you intended to use the skills you have acquired?
♦ Work places (the Organisation you are working with?) ✓
♦ Policy/decision makers?
♦ Local communities ✓

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
♦ Main streaming of gender issues in the project activities.
♦ Identifying of energy needs of the community and identifying gender roles and needs.

3. What factors might hinder you from implementing your action plan?
♦ Lack of funds.

3.1 Organisational factors?

3.2 External factors (If any)?
♦ Willingness of the donors/partners to release funds.

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.
♦ Proposal writing
♦ Collaborating with other partners involved in energy.
5. Where will you obtain the resources to implement your action plan?
   ♦ Donors and partners
6. Timescale – when will you start and finish implementing your action plans (indicative dates)
   ♦ August 2006 – July 2007

Name: Stephen Msemo

Title: Beekeping Officer

Organisation: Ministry of Natural Resources and Tourism

Topic: Gender and Energy

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Energy ladder.</td>
<td>♦ Analytical tools.</td>
</tr>
<tr>
<td>♦ Gender needs.</td>
<td>♦ Triple rules in relation to gender and energy production and use.</td>
</tr>
<tr>
<td>♦ Participatory data collection.</td>
<td>♦ Framework for project formulation.</td>
</tr>
<tr>
<td>♦ Gender rules and relations.</td>
<td></td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?
   ♦ Utilization of natural resources sustainability.
   ♦ Alternative source of energy (supply, service and technology)
   ♦ HIV/AIDS version energy supplies.

2B. Where do you intended to use the skills you have acquired?
   ♦ Work places (the Organisation you are working with?) ✓
   ♦ Policy/decision makers? ✓
   ♦ Local communities ✓
   ♦ Others as an environmental journalist and communication.

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
   ♦ Through my duties and responsibilities (Scheduled)
   ♦ Through extension services.

3. What factors might hinder you from implementing your action plan?
   ♦ Time, work plan objective, finance.

3.1 Organisational factors?
   ♦ N/A I am presenting the organization.

3.2 External factors (If any)?
   ♦ Family problems or sick (Uncertainty & risk)

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.
   ♦ Time budget
   ♦ Action plan and proposal to employer.

5. Where will you obtain the resources to implement your action plan?
Optional but depends on the financial position of the organization or collaborative institutions and NGO's.

6. **Timescale – when will you start and finish implementing your action plans (indicative dates)**

Name: **Joseph Sondi**  
**Title:** Forest Officer  
**Organisation:** Ruvufuel Wood Development project  
**Topic:** Energy and Gender Workshop

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Gender roles, contracts, relations and mainstreaming.</td>
<td>♦ Participatory methodologies.</td>
</tr>
<tr>
<td>♦ Gender needs and energy project.</td>
<td>♦ Baseline information collection.</td>
</tr>
<tr>
<td>♦ Gender empowerment and project efficiency.</td>
<td></td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?
   - **Gender roles and needs differ, integrating energy project/plans and mainstreaming.**

2B. Where do you intended to use the skills you have acquired?
   - ♦ Work places (the Organisation you are working with?) ✓  
   - ♦ Policy/decision makers?  
   - ♦ Local communities ✓

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
   - ♦ Gathering information on needs and roles of specific society in question.  
   - ♦ Gender mainstreaming at house level, at my work place and planners.

3. **What factors might hinder you from implementing your action plan?**
   - ♦ Funds for fuel to communications.

3.1 **Organisational factors?** -

3.2 **External factors (If any)?**

4. **Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.**
   - ♦ I will write a proposal to partners about my action plan.

5. **Where will you obtain the resources to implement your action plan?**
   - ♦ My organization and partners.
6. **Timescale – when will you start and finish implementing your action plans (indicative dates)**
   - July 2006 up to June 2007

Name: **Akusuria**
Title: **Angaza Women Centre**
Organisation: **Energy and Gender**

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Gender roles.</td>
<td>♦ Participatory rural appraisal.</td>
</tr>
<tr>
<td>♦ Concepts in gender and energy.</td>
<td>♦ Use different tools.</td>
</tr>
<tr>
<td>♦ Gender mainstreaming.</td>
<td></td>
</tr>
<tr>
<td>♦ Relating energy and gender needs goals.</td>
<td></td>
</tr>
<tr>
<td>♦ Gender goals in energy planning.</td>
<td></td>
</tr>
<tr>
<td>♦ Gender tools.</td>
<td></td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?
   - **Gender needs goals.**

2B. Where do you intended to use the skills you have acquired?
   - Work places (the Organisation you are working with?) ✓
   - Policy/decision makers?
   - Local communities

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2A?
   - I plan always before to start any project.

3. **What factors might hinder you from implementing your action plan?**

3.1 **Organisational factors? ✓**

3.2 **External factors (If any)?**

4. **Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.**
   - My institution will organize.

5. **Where will you obtain the resources to implement your action plan?**
   - The organization Angaza Women Centre will make available to me.

6. **Timescale – when will you start and finish implementing your action plans (indicative dates)**
   - Will depend on my availability.
Name: Ester Mfugale
Title: MAFC
Organisation: National Energy and Gender Training Workshop
Topic: Energy and Gender

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Definition of Gender.</td>
<td>♦ How to plan for gender sensitive programmes.</td>
</tr>
<tr>
<td>♦ Important of Gender in planning for energy.</td>
<td>♦ Different groups of people were different energy needs.</td>
</tr>
<tr>
<td>♦ Gender mainstreaming.</td>
<td></td>
</tr>
<tr>
<td>♦ Relating gender in energy planning.</td>
<td></td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?
♦ Energy promotion through agricultural crops like Jatropha, sugarcane and oil palm.

2B. Where do you intended to use the skills you have acquired?
♦ Work places (the Organisation you are working with?) ✓
♦ Policy/decision makers? ✓
♦ Local communities ✓

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
♦ Promoting production of bio-energy crops and processing into biofuels. Training local community on production and use of biofuels such as bioethanol from sugarcane, biodiesel from jatropha, oil palm etc.

3. What factors might hinder you from implementing your action plan?

3.1 Organisational factors?
♦ The limited budget
♦ Limited resources

3.2 External factors (If any)?
♦ Rainfall reliability
♦ Political will

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.
♦ Water harvesting and irrigation facilities.

5. Where will you obtain the resources to implement your action plan?
♦ Write a proposal and forward to funding agents.
6. **Timescale – when will you start and finish implementing your action plans (indicative dates)**
   ♦ Starting from June 1<sup>st</sup> 5 years.

Name: Robert Mtengule

**Title:** Economist

**Organisation:** Ministry of Planning, Economist and Environment

**Topic:** National Energy and Gender training workshop

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Gender mainstreaming in energy planning.</td>
<td>♦ Uses of various gender analytic tools.</td>
</tr>
<tr>
<td>♦ On existing of various gender and sustainable energy networks.</td>
<td>♦ Participatory data analytic tools.</td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?
   ♦ Gender mainstreaming in energy planning.
   ♦ **Uses of various gender analytic tools.**

2B. Where do you intended to use the skills you have acquired?
   ♦ Work places (the Organisation you are working with?) ✓
   ♦ Policy/decision makers? ✓
   ♦ Local communities ✓

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
   ♦ To incorporate them in various projects, politic and strategies whenever I encountering them in my work place.

3. **What factors might hinder you from implementing your action plan?**
   ♦ Perhaps lot of cooperation from my colleagues.

3.1 **Organisational factors?**
   ♦ The organisation is gender sensitive.

3.2 **External factors (If any)?**

4. **Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.**
   ♦ To encourage my colleagues on how relevant is the concept of gender in energy planning for sustainable.

5. **Where will you obtain the resources to implement your action plan?**
   ♦ Economy organisation and various partners/stakeholders of energy in the country.

6. **Timescale – when will you start and finish implementing your action plans (indicative dates)**
   ♦ 12 month from today, although I do expert them to be prolonged to fortune dates.
Name: Tatu Issa

Title: Secretary General

Organisation: Tanzania Home Economic Association

Topic: Energy and Gender

1. **Knowledge Acquired** | **Skill Acquired**
---|---
♦ Definitions of terms | ♦ Gender mainstreaming.
♦ Methods/approaches to Gender and Energy. | ♦ Gender approach.
♦ Objectives of gathering data. | ♦ Methods for gathering data.
♦ Goals of Gender and Energy. | ♦ Tools for analysing data.

2A. What issue related to gender and energy do you want to address in terms of your work?

♦ Gender mainstreaming in local/district and regional level where we have members.
♦ **Issues of reducing biomass use to reduce burden to women and girls.**
♦ The issue of gender issue in all developmental programmes/projects.

2B. Where do you intended to use the skills you have acquired?

♦ Work places (the Organisation you are working with?) √
♦ Policy/decision makers?
♦ Local communities √

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?

♦ To report this workshop report to other organisation, office bearers, second to give this information of the report to regional coordinator whether letters or meeting them. (meeting will depending financial position)

3. **What factors might hinder you from implementing your action plan?**

♦ Financial position
♦ Work load of implementers, as most are employees.

3.1 **Organisational factors?**

♦ Financial position
♦ Work load as no. 3.

3.2 **External factors (If any)?**

♦ Release from employers.
♦ Donor interest.

4. **Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.**

♦ To sensitive people about gender issues.
♦ To have a strong network of NGOs on Gender and Energy.
♦ Sensitive members to contribute for action plan implementation.

5. **Where will you obtain the resources to implement your action plan?**

♦ Come from members, themselves to enhance implementation before acquiring from donors.
6. **Timescale** – when will you start and finish implementing your action plans (indicative dates)
   ♦ 1st June 2006 up to 31st December 2008. As this will help to fix it in our organisation action plan which goes for 1 year short term and 3 years medium term.

**Name:** Agatha Damas

**Title:** Assistant. WID/GAD Coordinator

**Organisation:** Caritas Tanzania

**Topic:** Energy and Gender

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ The usefulness of gender analysis to the energy planning project.</td>
<td>♦ Conducting energy a gender needs assessment in the community.</td>
</tr>
<tr>
<td>♦ The energy ladder and its impact to the environment.</td>
<td>♦ Analysis of the data collection from the communities to overcome the barrier on implementing and formulation of the project.</td>
</tr>
<tr>
<td>♦ Different types of energy which can be used to improve efficient and effectiveness of the women productivity.</td>
<td></td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?
   ♦ Awareness creation to the people about gender and energy.
   ♦ **Gender needs and appropriate technology on energy.**
   ♦ **Gender goals and the types of energy to improve productively.**

2B. Where do you intended to use the skills you have acquired?
   ♦ Work places (the Organisation you are working with?) √
   ♦ Policy/decision makers?
   ♦ Local communities √

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
   ♦ Information collection on the existing energy technology and the preferred technology.
   ♦ Through consultative workshop sensitization can be conducted.
   ♦ Observation and interview through field visit while implement other programmes.
   ♦ Information sharing amount staff on availability of type of energy.

3. **What factors might hinder you from implementing your action plan?**
   ♦ The knowledge of skills on the development of the stove appropriate to serve energy.

3.1 **Organisational factors?**
   ♦ Time and priority.

3.2 **External factors (If any)?**
   ♦ The subject might not be interested or preferred by the target group hence no implementation.

4 **Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.**
   ♦ To communicate closely with TaTEDO for capacity building to the people interested to adopt the skills.
   ♦ Advocate for the importance of the gender energy technology to the management.
   ♦ Finding out different methodology for information sharing and case studies for examples.
5. **Where will you obtain the resources to implement your action plan?**
   - Use the mainstreaming approach.
   - Communicate with TaTEDO on issue of donors funding such project write up for more impact.

6. **Timescale – when will you start and finish implementing your action plans (indicative dates)**

Name: **Mathew Matimbwi**

Title: **Engineer**

Organisation: **Conservators Bureau**

Topic: **Energy and Gender**

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ The importance of incorporating gender issues in the process of energy projects.</td>
<td>♦ I have acquired the tools/methods in gender mainstreaming.</td>
</tr>
</tbody>
</table>

2A. **What issue related to gender and energy do you want to address in terms of your work?**
   - **I would like to address the issue of gender roles and participation in all steps of project/programme e.g. the food project using solar energy.**

2B. **Where do you intended to use the skills you have acquired?**
   - Work places (the Organisation you are working with?) √
   - Policy/decision makers?  
   - Local communities √

2C. **How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?**
   - I will use the skills to sensitive men that they do not frustrate the project, as the key group will be women.

3. **What factors might hinder you from implementing your action plan?**

3.1 **Organisational factors?**
   - No Organisational problem.

3.2 **External factors (If any)?**
   - If men will not perceive that the project will be for the benefit of the family from which the participant comes from.

4. **Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.**
   - I will carry out awareness activity in the start to both men and women.

5. **Where will you obtain the resources to implement your action plan?**
   - **Human resource:** from within the target group and my organisation.
   - **Information:** From the community and other organisation, which have already carried out such as activity like TaTEDO.
♦ **Finance:** From my organisation, beneficiaries and partners.
♦ **Materials:** Within the community of the target group.

6. **Timescale – when will you start and finish implementing your action plans (indicative dates)**
   ♦ Start in October 2006 finished June 2008.

Name: **Hezron Kajange**

**Title:** Principal Education officer

**Organisation:** Ministry of Education and Vocational Tradition

**Topic:** Energy and Gender

<table>
<thead>
<tr>
<th>Knowledge Acquired</th>
<th>Skill Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Gender in Energy Planning.</td>
<td>♦ Gender analysis.</td>
</tr>
<tr>
<td>♦ Gender mainstreaming.</td>
<td>♦ Identifying gender needs and goals.</td>
</tr>
<tr>
<td>♦ Framework for gender analytical tools.</td>
<td>♦ Presentation of the workshop topics.</td>
</tr>
<tr>
<td>♦ Gender ladder.</td>
<td>♦ Participatory methodology.</td>
</tr>
</tbody>
</table>

2A. What issue related to gender and energy do you want to address in terms of your work?
   ♦ **Framework for gender analytic tools.**

2B. Where do you intended to use the skills you have acquired?
   ♦ Work places (the Organisation you are working with?) MOEVT
   ♦ Policy/decision makers? In monitoring and Evaluation
   ♦ Local communities? School level

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
   ♦ In monitoring and Evaluation, especially in data collection, analysis and report writing.

3. **What factors might hinder you from implementing your action plan?**
   ♦ Availability of funds.

3.1 **Organisational factors?**
   N/A

3.2 **External factors (If any)?**
   ♦ Understanding the relevance of energy to education.

4 **Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.**
   ♦ Incorporating or having an action plan indicating activities relating to gender, energy and education.

5 **Where will you obtain the resources to implement your action plan?**
   ♦ From the programmes in place and also institutions promoting gender and energy.
6 Timescale – when will you start and finish implementing your action plans (indicative dates)
♦ September 2006 up to June 2007.

Name: Shima Sago
Title: Project Staff
Organisation: TaTEDO
Topic: Energy and Gender

1. | Knowledge Acquired | Skill Acquired |
   | ♦ How to mainstreaming. | ♦ Developing gender sensitive data guttering tools. |
   | ♦ Gender in the process of planning. | |
   | ♦ Energy Project. | |

2A. What issue related to gender and energy do you want to address in terms of your work?
♦ To incorporate men and women in the training, which I’ll be organising in the area of improved charcoal production, tree planting, CDM projects.

2B. Where do you intended to use the skills you have acquired?
♦ Work places (the Organisation you are working with?) ✓
♦ Policy/decision makers?
♦ Local communities ✓

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
♦ In collaboration with my manager I will improve all department training manuals and training programme so as to incorporate gender issues.

3. What factors might hinder you from implementing your action plan?
♦ There will be no problem as my manager is a very gender sensitive woman.

3.1 Organisational factors?
♦ Despite of being the only man in our department it’s my hope that there will be no problems.

3.2 External factors (If any)?

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.
♦ The main strategy will be to collaborate with other staff in my department.

5. Where will you obtain the resources to implement your action plan?
♦ From the organisation I’m working with.

6. Timescale – when will you start and finish implementing your action plans (indicative dates)
♦ I’ll start immediately as we are about to start implementing four year programme in our department and organisation in June 2006.
Name: Nsalu Mzowa

Title: Economist

Organisation: Ministry of Energy and Mineral

Topic: Energy and Gender

1. Knowledge Acquired | Skill Acquired
---|---
- Men and women had different energy need. | - Participatory data collection tools.
- What is gender and gender roles. | - To use metabolic energy to produce different products like Vikoi.
- Important of energy plan. | 

2A. What issue related to gender and energy do you want to address in terms of your work?
- Women and men have different energy need.

2B. Where do you intended to use the skills you have acquired?
- Work places (the Organisation you are working with?) ✓
- Policy/decision makers? ✓
- Local communities?

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
- By conducting research in order to know energy needs of men and women and type of energy.

3. What factors might hinder you from implementing your action plan?
- Lack of fund.

3.1 Organisational factors?

3.2 External factors (If any)?

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.

5. Where will you obtain the resources to implement your action plan?
- To the Ministry if budget is there.
- Development partners (Donors)

6. Timescale – when will you start and finish implementing your action plans (indicative dates)
- Three month after getting financial support (Fund).
Name: Sabina Daati

Title: Senior Research Engineer

Organisation: TANESCO

Topic: Energy and Gender

1. Knowledge Acquired | Skill Acquired
| Concept of gender and energy. | Preparation of tools for data gathering. |
| Gender roles and responsibilities. | Use of different tools in data collection for planning a project. |
| Energy planning and services. | |
| Gender mainstreaming. | |
| Gender analytical tools. | |
| Participatory data gathering methods. | |

2A. What issue related to gender and energy do you want to address in terms of your work?

♦ Gender needs and goals.
♦ Types of project approach as regards to gender.

2B. Where do you intended to use the skills you have acquired?

♦ Work places (the Organisation you are working with?) √
♦ Policy/decision makers?
♦ Local communities? √
♦ Family.

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?

♦ Propose a gendered approach for rural electrification projects.

3. What factors might hinder you from implementing your action plan?

3.1 Organisational factors? √

3.2 External factors (If any)?

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.

♦ The ministry of energy and Minerals to give directives to TANESCO as an implementers to incorporate gender issued in planning, designing and implementation of Renewable Energy projects.

5. Where will you obtain the resources to implement your action plan?

♦ Main support and resource should be availed by TANESCO.
♦ Deliberate effort should be taken to make my company aware of this activity.

6. Timescale – when will you start and finish implementing your action plans (indicative dates)

♦ Subject to company’s commitment and seriousness regarding gender and energy related issues.
Name: Livinus Manyanga
Title: Managing Director
Organisation: Kakute Ltd
Topic: Energy and Gender

1. Knowledge Acquired | Skill Acquired
---|---
* The concepts gender and energy adopted in Tanzania.
* Gender tools for energy project design. | ♦ How to organize workshops and design projects that is gender sensitive.
| ♦ Design of tools for field data collection.
| ♦ Design the action plan for future implementation.

2A. What issue related to gender and energy do you want to address in terms of your work?
♦ Designing of training materials for gender and energy.
♦ Discuss the important of what I had learned to my board of directors.
♦ Prepare the list of organisation to attend the workshop.

2B. Where do you intended to use the skills you have acquired?
♦ Work places (the Organisation you are working with?) ✓
♦ Policy/decision makers? ✓
♦ Local communities? ✓

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
♦ To training more participants in my area and organization the important of energy and gender.

3. What factors might hinder you from implementing your action plan?
♦ Time and financial resource.

3.1 Organisational factors?
♦ This was not a priority so board of director need to be convinced.

3.2 External factors (If any)?
♦ Participants from different organisation might fail to attend the workshop.

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.
♦ Sensitization.

5. Where will you obtain the resources to implement your action plan?
♦ From our own source and partners.

6. Timescale – when will you start and finish implementing your action plans (indicative dates)
♦ September to December 2006.
Name: Mtama Siuhi

Title: Forester

Organisation: Ministry of Natural Resources and Tourism

Topic: Energy and Gender

1. **Knowledge Acquired** | **Skill Acquired**
   - The importance of gender in energy developing projects.
   - Gender consideration in energy planning process.
   - Data gathering by the use of participatory methods.
   - Designing different project based on gender consideration by using gender matrices in analyzing data, gender framework etc.
   - The use of data gathering tools e.g. focus, group, ranking, meetings, discussions etc.
   - Preparation of action plans/programmes which consider gender considerations.

2A. What issue related to gender and energy do you want to address in terms of your work?
   - To find alternative energy source to give relief to the natural forest which is over exploited.

2B. Where do you intended to use the skills you have acquired?
   - Work places (the Organisation you are working with?) √
   - Collection of data on forest utilization.
   - Policy/decision makers? √
   - Institution of forest laws in the management of the forest for sustainable utilization.
   - Local communities? √
   - Advise the communities to introduce energy source alternatives.

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
   - Promotion of improved stoves and other alternative energy sources such as the use of Jatropha oil, Biogas, solar etc.

3. **What factors might hinder you from implementing your action plan?**

3.1 **Organisational factors?**
   - Availability of fund to initiate, implement the plan might be a problem.

3.2 **External factors (If any)?**
   - Unawareness among communities and some which will be related to gender norms.

4. **Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.**
   - Present the draft of the plan to the government and other donors to support.
   - Creation of awareness of the communities.

5. **Where will you obtain the resources to implement your action plan?**
   - Form the ministry of Natural Resources and Tourism and donors.
   - Application of locally available materials at local areas.
6. **Timescale – when will you start and finish implementing your action plans (indicative dates)**
   ♦ Fiscal years 2007/2008 when the drafted plan will be presented to the Ministry for approving/ to be allocated fund.

Name: **Jane Materu**

Title: Programme Coordinator/Environmental Officer

Organisation: Envirocare

Topic: Energy and Gender

<table>
<thead>
<tr>
<th><strong>Knowledge Acquired</strong></th>
<th><strong>Skill Acquired</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Gender.</td>
<td>♦ Filed data collection by using participatory data gathering tools.</td>
</tr>
<tr>
<td>♦ Why is gender important in energy planning?</td>
<td>♦ How to incorporated gender in projects.</td>
</tr>
<tr>
<td>♦ Gender mainstreaming.</td>
<td>♦ How to reduce poverty by introduction of energy and gender projects in the rural communities.</td>
</tr>
<tr>
<td>♦ Gender goals and needs.</td>
<td></td>
</tr>
<tr>
<td>♦ Frame work for gender needs and goals.</td>
<td></td>
</tr>
<tr>
<td>♦ Frame work for gender analytical tools.</td>
<td></td>
</tr>
<tr>
<td>♦ Participatory data gathering tools.</td>
<td></td>
</tr>
</tbody>
</table>

2A. **What issue related to gender and energy do you want to address in terms of your work?**
   ♦ **In sustainable farming programme. (Food processing and preservation and Irrigation)**
   ♦ **Environment conservation and women economic empowerment.**

2B. **Where do you intended to use the skills you have acquired?**
   ♦ Work places (the Organisation you are working with?) √
   ♦ Policy/decision makers? √
   ♦ Local communities? √

2C. **How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?**
   ♦ Food processing and conservation (Solar dryer, solar cooker, energy sawing stoves)

3. **What factors might hinder you from implementing your action plan?**
   ♦ Construction of energy sawing stoves.
   ♦ Tree planting – fast growing trees and biofuels trees.
   ♦ Biogas.

3.1 **Organisational factors?**
   ♦ Funds
   ♦ Organizational prioritization.

3.2 **External factors (If any)?**
   ♦ Willing of the community to accept the knowledge and project.

4. **Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.**
   ♦ Proposal writing.
   ♦ Awareness to the community before implementation of the project.
Use of analytical tools to find community needs.

5. Where will you obtain the resources to implement your action plan?
   ♦ Donors.
   ♦ Fundraising among the community.
   ♦ Network.

6. Timescale – when will you start and finish implementing your action plans (indicative dates)
   ♦ Data collection and report writing but still we have programmes which are taking care it of the activities mentioned above.

Name: Joshua S. Meena

Title: Executive Director

Organisation: FODA

Topic: Scaling up building of stone stoves with chimney by training 5 men and women stove artisans.

1. Knowledge Acquired                                Skill Acquired
   ♦ Making of chimney templates.
   ♦ Knowledge of volcanic stones and material required.
   ♦ Tools required.
   ♦ Making 10 chimney.
   ♦ Building the body of the stove.
   ♦ Making and building chimney chamber.
   ♦ Assembling of chimney.

2A. What issue related to gender and energy do you want to address in terms of your work?
   ♦ To have equal number of women and men stove makers in FOO village.
   ♦ This is because women stove makers have stake.
   ♦ This issue and they want to solve it by learning from the present men stove makers.

2B. Where do you intended to use the skills you have acquired?
   ♦ Work place (the Organisation you are working with?) ✓
   ♦ Policy/decision makers? ✓
   ♦ Local communities ✓
   ♦ Schools and teachers, regions institutions their members etc

2C. How do you intend to use the skill gained in the workshop to address the problem you have identified in part 2a?
   ♦ To train stakeholders in 9 sub-villages of FOO.

3. What factors might hinder you from implementing your action plan?
   ♦ Lack of desire or time to learn.

3.1 Organisational factors?
   ♦ Lack of Trainers of trainers

3.2 External factors (If any)?
   ♦ Other important functions for the villagers

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.
♦ Study the calendar of different activities.

5. Where will you obtain the resources to implement your action plan?
   ♦ Write a project proposal to would be benefactors

6. Timescale – when will you start and finish implementing your action plans (indicative dates)
   ♦ July 2006 – June 2007
Appendix IV: Workshop Evaluation Form

Name of participant (OPTIONAL)
…………………………………………………………………………………………

Name of organization...(OPTIONAL)……………………………………………………
…………………………………………………………………………………………

Expectations and time of the allocate to training workshop
1. What were your expectations about the programme?
………………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

2. Were your expectations fulfilled?
Yes [    ]      or  No  [    ]
Please elaborate below
………………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

3. In the light of the objectives of the programme, do you think the time allocated for
the whole training workshop was sufficient?
Yes [    ]      or No [    ]
Please elaborate below
………………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Course content
4. What content of the sessions did you find easy to understand and you feel that
you will be able to use in your own situation?
5. What made it easy for you to understand?

6. What content of the sessions did you find difficult to understand and use in your own situation

7. Why was it difficult for you to understand?

8. What changes do you suggest should be made in the manual?
9. Appraise areas where satisfactory work was done and make suggestions on change or improvements that need to be done in the following:

<table>
<thead>
<tr>
<th>Preparation for the Tanzania National Gender and Energy Training Workshop</th>
<th>Action that was undertaken in a satisfactory way</th>
<th>Suggestions for change or improvement</th>
</tr>
</thead>
</table>

### A. Preparation for training

i) Participants’ application process

ii) Admission of participants to training; communication to participants & orientation to the training

iii) Participants’ travel arrangements

iv) Training space

v) Meals

### B. Training process

i) Participants’ expectations requested for and discussed

ii) Trainers illustrated how to adapt the core materials to the specific audience and target group

iii) Trainers provided participants with practical guidelines on how to deliver the material of a particular unit and to adopt the core materials to specific audience as well as target group.

iv) Participants evaluated the course content, methods of delivery and its relevance to their work situation (during the training as well as at the end of the training)

### C: Achievement of Objective of the course

**Skills objective:** Strengthened the knowledge and skills of already experienced trainers to implement and evaluate national gender and energy training courses based on the content of the training packages developed

**Learning objective:** Provided trainees with a comprehensive understanding of the concepts and tools of individual training packages so that the trainees themselves can impart this knowledge to practitioners at the national level

### D: Contribution to expected outcome of the training workshop

Participants’ capacity built to develop and deliver training sessions on key energy, poverty and gender issues

Participants’ awareness, knowledge and skills increased in ways that enable them to integrate gender and energy concerns into sustainable development and poverty reduction programmes.