

**AGRICULTURAL SERVICES SUPPORT PROGRAMME AND SOCIO-
ECONOMIC EMPOWERMENT OF RURAL WOMEN IN ZANZIBAR,
TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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ABSTRACT

Women in Zanzibar are socially and economically disadvantaged in many aspects. In view of this, the government made efforts to ensure women empowerment through development programmes such as Agriculture Services Support Programme (ASSP). However, the extent of socio-economic empowerment on women in rural areas is scanty. Therefore, this study aimed at assessing the contribution of ASSP intervention to socio-economic empowerment of rural women in Zanzibar. Specifically, the study assessed the ASSP empowerment strategies, women participation levels and attitude towards ASSP. The study also compared empowerment levels between programme and non-programme members. Primary data were collected using a structured questionnaire from 200 women in ten *shelia* of Mkoani district. Women empowerment levels were measured by using a Women Empowerment Index (WEI). The hypothesis to demonstrate the differences of women empowerment between programme and non-programme members was tested using Mann-Whitney U-test. The results showed high extent of women participation in study visits, training and regular meetings and moderate participation was noted on Participatory Action Research (PAR) and Participatory Rural Appraisal (PRA). Women benefited socially and economically due to their participation in ASSP. The results suggested high level of empowerment for women in the ASSP programme. This was confirmed by Mann-Whitney U-test, which revealed increased in women decision making on production resources, increase in income and contribution on household expenses. However, mobility decision and asset ownership did not differ among ASSP and non-ASSP members due to Islamic socialization culture. Women's attitude towards ASSP was positive indicating that strategies used to empower women were appropriate, while the lack of investment capital and time constraints hampered women's participation in the programme. Based on these findings, it is concluded that the initiative taken by the

government through ASSP left significant change on rural women's socio-economic status in Mkoani district. However, consideration of the women financial support is among other things recommended for other coming women empowerment programmes.

DECLARATION

I, Asha Omar Fakhri, do hereby declare to the Senate of Sokoine University of Agriculture that this dissertation is my own original work done within the period of registration and that it has neither been submitted nor being concurrently submitted in any other institution.

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Date

The above declaration is confirmed by:

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LIST OF ABBREVIATIONS AND ACRONYMS

ASSP	Agricultural Service Support Programme
CEI	Cumulative Empowerment Index
CSW	Commission on Status of Women
DFF	District farmer fora
FAO	Food and Agriculture Organisation
FFS	Farmer Field School
FGD	Focus Group Discussion
GAD	Gender and Development
HH	Household
HHC	Household contribution
HHD	Household decision
HHI	Household income
IFAD	International Fund for Agriculture Development
MALE	Ministry of Agriculture Livestock and Environment
MANR	Ministry of Agriculture and Natural Resources
MDGs	Millennium Development Goals
MFI's	Micro Finance Institutions
MSWYWCD	Ministry of Social Welfare, Youth, Women, and Children Development
MOFEA	Ministry of Finance and Economics Affairs
NBS	National Bureau of Statistics
NGO's	Non Government Organisation
OA	Ownership of assets

OCGS	Office of the Chief Government Statistician
OECD	Organisation for Economic Co-operation and Development
PADEP	Participatory Agriculture Development and Empowerment Project
PDO	Program District Officer
PRA	Participatory Rural Appraisal
RGoZ	Revolutionary Government of Zanzibar
SACCOS	Saving and Credits Cooperatives Organisations
SPSS	Statistical Package for Social Science
SUA	Sokoine University of Agriculture
UN	United Nations
UNDP	United Nations Development Program
UNIFEM	United Nations Development Fund for Women
URT	United Republic of Tanzania
WB	World Bank
WEAI	Women's Empowerment in Agriculture Index
WEI	Women Empowerment Index
WFM	Women's freedom of movement
WFP	World Food Programme
WID	Woman in Development
ZSGRP	Zanzibar Strategy for Growth and Reduction of Poverty

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background Information

Gender disparity and socio-economic inequality between men and women is common in many parts of the world, especially in developing countries (Rahman and Naoroze, 2007). Power imbalance between men and women is reported to be the cause for gender inequality (Jeckonia *et al.*, 2012). Women suffer from different types of powerlessness in social and economic spheres of life. Lack of power is reflected in their less education level, income, control over their own income, bargaining power in selling their own produce and labour. Furthermore, women have less participation in decision making bodies, low access to production inputs and resources and low employment opportunity than men (Hossain and Jaim, 2011).

In Africa, gender disparity is more pronounced in rural areas than in urban areas, and women are the main victims (FAO, 2011). Rural women are a significant portion of the agricultural labour force in over 30 countries, constituting an average of 43% in developing countries, ranging from 20% in Latin America to 50 % in Eastern Asia and sub-Saharan Africa (Feed the Future, 2011). Despite women's extensive and varied participation in agriculture, they continue to have less access than men to productive resources and opportunities such as land, water, extension services, agricultural inputs, technology and knowledge necessary to improve and sustain them and their families' livelihoods.

Women in Tanzania, like in other developing countries, are deprived socially and economically (Jeckoniah, 2013).

Agriculture is the main economic activity for most of Tanzanian population in rural areas. The majority of farmers are women, but gender differences are a significant attribute in agriculture, from access, control and ownership of land to marketing of raw and processed produce (CARE, 2010). Gender disparities are common in education, health, legal status, cultural perceptions, and in the economic arena. Most of these disparities have implication for the country's economic growth such as in the agricultural sector.

However, women empowerment is believed to bridge the existing inequalities, both in urban and in rural areas considerably (Nisha, 2013; Dighe and Wadhvaniya, 2013). Therefore, development practitioners are urged to raise women's' empowerment level, to challenge their oppressive situation in the family and in the society at large (Basu and Basu, 2001). From that perspective, in 1975, the first global inter-governmental conference of the International Women's Year in Mexico City addressed women's subordination position in the world (Pietila, 2000).

Since the first meeting was held in Mexico, several high-level international conferences were organized concerning women issues; aiming at supporting women's empowerment and articulating the policy statements (e.g. the 1995 Nairobi Forward Looking Strategies for the Advancement of Women held in Kenya, the Beijing Platform for Action of 1995, the Beijing+5 Declaration and Resolution, the Cairo Programme of Action, the Millennium Declaration, and the Convention on the Elimination of All Forms of Discrimination against Women [CEDAW]) (Malhotra *et al.*, 2002). All these conferences clearly recognized that gender equality and women's empowerment are essential for addressing the central development concerns of poverty and insecurity. This in turn will lead to sustainable, people-centred development.

Although such declarations have been able to increase an awareness and understanding of the challenges facing women and their dependants, as such they have not resulted in significant development priorities for rural women (UNIFEM, 2000).

In 2012, United Nations (UN) Women joined hand with World Food Programme (WFP), Food and Agriculture Organization (FAO) and International Fund for Agriculture Development (IFAD), to launch a joint programme to empower poor rural women through economic integration and food security initiatives (UN, 2014). The initiative meant to empower rural women to claim their rights to land, leadership and opportunities to make their life choices. Further, women would participate in shaping laws, policies and programmes. According to Rahman (2013) Empowerment is a process of awareness and capacity building leading to greater participation, to greater decision-making power and control, and to transformative action. In addition, empowerment is a process that is both individual and collective. Sometimes it involves people as groups that most often begin to develop their awareness and the ability to organize to take action and bring about change. UN emphasizes women's empowerment globally and in that regards it has established the Commission for the Status of Women (CSW) responsible for coordinating all women's issues in the globe (CSW, 2011).

Similarly, the United Republic of Tanzania (URT), in partnership with IFAD and FAO, made commitments on various women empowerment initiatives including the economic, social and political aspects. The initiatives are directed towards establishment of policies, strategies and legal frameworks as well as institutional mechanisms to enable integrating rural women in development programmes (URT, 2005).

In Zanzibar, efforts of empowering women focused more on rural community whereby many of international (donor funded) and national development programmes have focused their attention on improving social and economic status through provision of education, employment, healthcare and involvement in social and economic institutions, including agriculture training and cooperative groups. One of the programmes funded by IFAD is the Agricultural Services Support Programme (ASSP) which was implemented by the Ministry of Agriculture and Natural Resources (MANR). The programme was initiated in 2007 with the main focus on empowering rural poor including women among other objectives. The programme aimed at improving women's livelihood through relevant provision of agricultural knowledge and technologies. The programme used the Farmer Field School (FFS) approach to promote group formation, providing training; strengthening farmer organization and encouraging women participation in the programme activities (MANR, 2013).

The ASSP programme was closed in March 2014; yet to date neither the government nor any other major development agency has developed a rigorous method for measuring and tracking changes in levels of empowerment. In the absence of such measures, it is difficult for the national and international development community to be confident in their efforts to empower women. This study therefore determined the extent to which ASSP contributed towards socio-economic empowerment and bridged gender disparity among rural women in Zanzibar.

1.2 Problem Statement

Despite efforts taken by the Revolution Government of Zanzibar (RGoZ), non-governmental organizations, and international development agency (for instance, IFAD) funded programmes in empowering rural women in Zanzibar, women have low level of

education, low participation in workforce and income generating activities and low power in decision making process. Realising this situation, RGoZ has established various development programmes towards empowering women socially and economically. Some of these programmes include Participatory Development and Empowerment Programme (PADEP) and ASSP. All these interventions aimed at empowering women through training by making them economically vibrant and socially recognized but as to whether these interventions have really empowered women in the district remains to be seen.

Most of literature for example (Khan and Bibi, 2011; Dighe and Wadhwanian, 2013; Rahman and Naoroze, 2007; Ahmed, Chamhuri and Nor, 2011; Geetamma and Bulla, 2013; Nisha, 2013) advocated microfinance/microcredit as an intervention towards empowering women. A number of studies on women empowerment conducted in Tanzania (see for example, Kato and Kratzer, 2013); focused on empowering women through microfinance in Tanzania. While Jeckoniah *et al.* (2012), focused on empowerment of women in the onion value chain. None of these studies worked on empowering women through development programme such as ASSP. In view of this, it was the appropriate time to examine the contribution of development programme in rural areas towards women socio-economic empowerment. It is also important to understand the benefits enjoyed by participants of the programme. However, it is evident that since rural women started to participate in different socio-economic activities, little information is available on the extent to which women have been empowered socio-economically. Available data are mainly based on desk reviews on programme's progress and not on detailed field gender disaggregated data which provide the actual picture of programme results. Smee and Woodroffe (2013) argued that scores based only on the desk reviews of project documentation are lower than those obtained when the actual field experiences are directly examined, as in the country case studies.

Despite the remarkable achievements reported by IFAD through ASSP programme (2014), the assumption that women have been empowered by the programme cannot be generalised without data from the field. Results from this study bridged this gap.

1.3 Justification for the Study

The data regarding women's work in agriculture is deficient, inadequate, and conflicting (Cornhiel, 2006). Gender statistics are particularly important in the agricultural and rural sector as countries need such information to assess the particular problems faced by rural women and the significant roles played by rural women in the economic survival of their families (Tayyib *et al.*, 2012). Despite the increasing attention to gender issues, there is still limited focus on sex disaggregated data collection in agricultural, food and nutrition statistics. Likewise, there is little comprehensive data set for constructing continuous trends regarding women development in Zanzibar (Kessy and Omar, 2014). Most of the presented data are mainly from secondary official sources such as the Office of the Chief Government Statistician (OCGS) in Zanzibar. The agriculture and rural development sectors struggles with a lack of data on the impact of donor and government aid on rural women's empowerment and gender equality (MALE, 2010) and little information is available on their contribution towards rural women empowerment.

An available report (ASSP, 2014) has largely confined itself to measuring overall programme-level activities by applying metrics that capture increases in the number of women participating in programmes, training, or specific interventions. Very little attention has been paid to capturing the quality of women's participation in different interventions, or how that participation affects their lives.

The empirical evidences show clearly that, currently, there is inadequate information on women empowerment status for the programme and project results during and after programme implementation throughout ministries (UN, 2012). This study is in line with MDG - 3, which seeks to promote gender equality and empower women by 2015, hence it was essential to study the past and present position of women and suggested measures for their empowerment.

The findings from this study generated empirical evidence on the contribution of the ASSP in bridging the existing gender gap in agriculture. Furthermore, it is in line with Zanzibar Strategy for Growth and Reduction of Poverty (ZSGRP) and gender policy. The beneficiaries of this study include policy makers and development practitioners in government, non-governmental organizations, women and men, academicians and development partners.

1.4 Objectives of the Study

1.4.1 General objective

The general objective of this study was to examine contributions of ASSP programme towards women socio-economic empowerment in rural areas, Mkoani district Zanzibar, Tanzania.

1.4.2 Specific objectives

The specific objectives of the study were to:

- i. Assess the strategies used by the ASSP to empower rural women;
- ii. Determine the level of rural women's participation in the ASSP;
- iii. Assess attitude of rural women towards ASSP programme; and
- iv. Assess socio-economic empowerment levels of women participating in ASSP and non-programme participants in the study area.

1.5 Research Questions

- i. What were the strategies used by ASSP to empower women?
- ii. To what extent were rural women in Zanzibar involved in the ASSP?
- iii. What were the rural women attitudes towards the ASSP?
- iv. Are there differences in socio-economic empowerment levels between women involved in the ASSP and those who are not involved?

1.6 Hypothesis of the Study

Null Hypothesis

The following null hypothesis was tested in line with objective number four whereby Man-Whitney U test was used:

Ho= There is no difference in socio-economic empowerment level between women involved in the ASSP Programme and those who are not involved.

Alternative Hypothesis

H_A=There is difference in socio-economic empowerment level between women involved in the Programme and those who are not involved.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Definition of the Key Concepts

2.1.1 Empowerment concept and women

Empowerment is difficult to measure and often misused and poorly defined. According to Narayan (2002), empowerment refers broadly to the expansion of freedom of choice and action to shape one's life. It implies control over resources and decisions. Kabeer (1999) defines empowerment as the process of gaining access and developing one's capacities with a view of participating actively in shaping one's own life and that of one's community in economic, social and political terms.

Women's empowerment can be viewed as a continuum of several interrelated and mutually reinforcing components and particularly used in the context of women and poverty (Mathew, 2013). According to Kabeer (1999), women's empowerment is the expansion of women's abilities to make strategic life choices in a context where this ability was previously denied to them. Mosdale (2005) defines women's empowerment as the process by which women re-define and extend what is possible for them to be and do in situations where they have been restricted, compared to men, from being and doing. Almost all definitions of women's empowerment include some reference to expansion of the choice and freedom in making decisions and taking actions necessary to shape life outcomes and improve their development (Malhotra *et al.*, 2002).

The empowerment of women occurs when women participate and are involved in decision making, which leads to their better access to resources, and therefore improved socio-economic status.

A process of socio-economic empowerment for women is contingent upon available resources and whether women have the skills to use them; access to economic opportunities; and control over economic benefits that can be used to achieve positive change. In reality, women face obstacles throughout the process of transforming resources into strategic choices (OECD, 2011). Women have a central role to play in development processes, but their particular needs and rights are often not reflected in development policies and practices.

2.1.2 Women and development

According to Jaidrath (2012), development is an integral process to promote a better quality of life in economic, social, political, cultural and moral aspects. Basically, it is a process of liberalization from structures and mechanisms which are exploitative, oppressive and discriminatory. Development came under criticism of women development practitioners for their failure to recognize the contribution of women to the economy in many developing countries while lacking political and social power (Duflo, 2011). The issue of women and development entered the development discourse in the 1970s. The UN First World Conference on Women in Mexico in 1975 assembled women from all over the world, and they demanded gender equality (Ryan, 2007). After the conference, the UN proclaimed a Women's decade and Women in Development (WID). WID units were established within agencies, seeking to bring women into development mainly by including women's components in wider development projects and programmes. The assumption was that if women were "made visible" and included in the development process, and there was a change of policy from welfare provision to equality, women would no longer be marginalised, and everyone would benefit.

By 1980, the critical feminist opinion was that the WID approach did not question the existing social structures or the causes of women's subordination in society; the focus was

instead on women's role in production without any access to power and decision-making in society (Ryan, 2007). This criticism led to a shift in focus from WID to gender and Development (GAD), which became a major concern. This led to a more bottom-up participatory approach, and the main concern was advocates of women's development who mainly focused on improving women's economic capacity and their participation in the drive for economic prosperity.

2.2 Women Socio-economic Empowerment and Agricultural Programme

Agriculture and natural resources management are crucial for pro-poor growth; empowerment is a key to the success and sustainability of development initiatives in Agriculture and natural resources management (Prato and Longo, 2012). In most sub-Saharan African countries women make a significant contribution to food production and to the processing and marketing of food stuffs. However, rural women in Africa still face formidable obstacles to their potential role as a major economic and social force in the development of the agricultural sector in their countries (Booth and Protais, 2010). In Tanzania, agriculture is a significant source of livelihood, and the share of adult population working in agriculture is higher than regional averages, especially for women: 81% of the female population works in agriculture in Tanzania, compared to 55% in the rest of sub-Saharan Africa (Joel, 2013).

According to Leaven and Anderson (2011), agriculture is a principal source of livelihood for the Tanzanian population. Agriculture provides more than two-thirds of employment and almost half of Tanzania's GDP. In rural areas, 98% of women depend on agriculture as their main socio-economic activity (IFAD, 2011). However, women face a serious gender gap in access to productive resources.

Women control less land than men and the land they control is often of poorer quality and their tenure is insecure. Women own fewer of the working animals needed in farming. They also frequently do not control the income from the typically small animals they manage. Women farmers are less likely than men to use modern inputs such as improved seeds, fertilizers, pest control measures and mechanical tools. They also use less credit and often do not control the credit they obtain (FAO, 2011).

Finally, women have less education and less access to extension services, which make it more difficult to gain access to and use some of the other resources, such as land, credit and fertilizers. These factors also prevent women from adopting new technologies as readily as men do. The constraints women faces are often interrelated and need to be addressed holistically. To address the above mentioned constrains, most of the agriculture programmes use FFS approach to empower women. FFS is a school without walls whereby farmers obtain seasonal training on crop and livestock of their choice, aiming to empower farmers in their production and in decision making process so as to be self-sufficient (IFAD, 2003). Many donors, governments and non-government organization (NGOs) enthusiastically promote FFS in Sub-Sahara Africa today. As a result of their popularity, there are some discussions as to whether the FFS approach should be scaled up and out and incorporated into main stream extension practices (Anandajayasekerum *et al.*, 2007).

FFS have proved to be a participatory and an effective way of empowering and transferring knowledge to women farmers; and are shown to have positive impact on production and income among women, low-literacy, and medium land size farmers. Participation in FFS improved agricultural income and crop productivity overall. This implies that FFS is a useful approach to increase production and income of small-scale farmers in East Africa, and that the approach can be used to target women and producers with limited literacy.

For example, women in Kenya, Uganda and the United Republic of Tanzania who participated in FFS were more likely to adopt major technologies, including improved crop varieties, livestock management and pest control techniques. In all the three countries, women made up, on average, 50% of all FFS participants, and they benefited significantly from their participation (Davis *et al.*, 2012).

2.3 IFAD/ASSP and Women's Empowerment

IFAD is an international financial institution which finances innovative agricultural and rural development projects/programmes through low-interest loans and grants (IFAD 2010). IFAD approaches aimed of assisting poor rural women and men to build the skills and the social capital that they need to sustainably increase their incomes and enhance their food security. In addition, they are assisting national institutions to provide an effective policy and organisational framework (IFAD, 2010). ASSP is an IFAD-funded Programme in Zanzibar, which commenced in 2007 with the objective of offering training and technical support to poor rural families in Zanzibar, However, the programme was closed in March 2014. Farmers' empowerment was one of the ASSP programme's components. During the programme implementation period ASSP organized social mobilization for group formation and provided training to farmer groups including women, so as to improve their knowledge in production and to increase their production and productivity.

According to ASSP (2014), during the tenth evaluation mission, a high number of women (61%) who participated in the programme were reported. It was also noted that women were quite willing to express their demands and articulate the issues affecting them. Additionally, women appreciated that the exposure achieved resulted in increased self-confidence, decision making power and enabled them to taken up community responsibilities.

However, the mission was advised to go beyond the number and to measure the empowerment level of the women who participated in the programme. On the other hand, ASSP facilitated provision of other services which are necessary in production in order to increase awareness and abilities of farmers, especially women, to demand those services such as extension, savings and credit services. According to Cornhiels (2006), women do not have the same access to agricultural services and resources (such as agricultural extension, input suppliers, product markets, and credit institutions) as men.

2.4 Women Attitude towards the Programme

A simpler definition of attitude is a mindset or a tendency to act in a particular way due to both an individual's experience and temperament (Pickens, 2005). Attitudes help us define how we see situations, as well as define how we behave toward the situation or object. As illustrated in the tri-component model, attitudes include feelings, thoughts, and actions. Attitudes may simply be an enduring evaluation of a person or object.

According to Yekinni (2010), the self-perception of women regarding their empowerment and the process of women's empowerment begins in the mind, by changing women's consciousness. The first aspect of the process of women's empowerment to be considered is the issue of awareness and consciousness. Awareness usually comes first at the manifest level of power relations, where women's subordination is most clearly visible and felt, followed by participation.

2.5 Women's Participation in Development Programmes

Participation in development programmes has emerged as a major area of practical application for women's agenda. Participation, in the development context, is a process through which all members of a community or organization are involved in and have influence on decisions related to development activities that will affect them (Kgosiemang

and Oladele, 2012). This implies that development projects will address those community or group needs on which members have chosen to focus and all phases of the development process will be characterized by active involvement of community or organization members (Kgosiemang and Oladele, 2012). This refers to involvement of women farmers in all stages of the programme implementation. As a result of participation, all members of the group or community understand not only the goals and objectives of the project, but also the roles and responsibilities each member has in the implementation of the project. Development projects are most likely to succeed when there is active involvement and commitment of those people who will be effected by and have a vested interest in the activity to be pursued.

According to Aziz *et al.* (2011), the achievement of women's empowerment as an end goal or even initiation of the process necessitates usage of approaches that promote participation and action. Women's low participation in national and regional policy-making, their invisibility in national statistics and their low participation in extension services has meant that those issues of most concern to women have been neglected in the design and implementation of many development policies and programmes (Joel, 2013).

Moreover, it is only through participation at the grassroots-level that marginalized groups become contributors to economic progress in their countries. The foundation of national economic growth and prosperity rests in part on the extent to which those with the least are able to become economically viable. In view of a lack of recognition of women's contribution towards agricultural development, efforts need to be put towards social changes and well planned and appropriate strategies that will enable them to actively participate in the process so that their input is duly recognised.

2.6 Programme Strategies and Women Empowerment

This refers to the framework which guides those choices that determine the nature and direction of an organization (Nickols, 2012). Many agencies used the term ‘women’s empowerment’ in association with a wide variety of strategies including those which focused on ‘enlarging the choices and productivity of individual women, for the most part, in isolation from a feminist agenda; and in the context of a withdrawal of state responsibility for broad-based economic and social support (Bisnath, 2001). Agarwal (2001) argued that any strategy that seeks women’s empowerment should have a central component on the enhancement of women’s ability to function collectively in their own interest. A Batliwala (1994) point out that empowerment is not a necessary result of economic strength (rich women suffer domestic abuse and rape too). The process of empowerment involves first, women recognizing the ideology that legitimizes male domination and understanding the strategies on how to perpetuate their oppression.

Several strategies have been adopted in agricultural development by most countries to address gender inequalities that exist in the sector. However; changes seem to be very minimal as women still continue to be marginalised. The empowerment strategies which were used by ASSP programme created farmers' awareness on the programme, opportunity for women to take leadership position and provision of extension services. During group formation stages, it was necessary that among the five committee member participated in leadership three must be women.

2.7 Women Empowerment Indicators and Measurement

Many projects and programmes which espouse the empowerment of women show little, if any, evidence to attempts even to define what this means in their own context (Mosedale, 2005). In assessing their effort in doing so, it seems that most of the projects and programmes use their traditional development goals, such as better health or increased

income, as an evidence of empowerment. In such cases it is not clear what is added by using the word 'empowerment'. ASSP, like many other programmes, was not clear in describing their indicators of empowerment in the programme documents. To identify those factors and to know the level of empowerment, measurement is necessary.

Scholars and development practitioner proposed a number of frameworks and indicators for measuring women empowerment depending on their purposes. Alkire (2012) uses Women's Empowerment in Agriculture Index (WEAI) to measure the roles and extent of women's engagement in the agricultural sector. Similarly, CARE (2013) adapted and modifies WEAI indicators by including additional indicators within these broad domains in order to measure social relations dimensions of empowerment. Jeckoniah *et al.* (2012) and Varghese (2011) measure empowerment level by using Women Empowerment Index (WEI) as per the United Nations Development programme (UNDP) framing human development indices. Kabeer (1999) looked at indicators of the various components (resource, agency and achievement) that can help development actors to better measure the process and identify programmes and policies that promote the empowerment approach. Agency is the heart of the process by which choices are made. It is the ability to define one's goals and act upon them. Resources and agency together constitute as capabilities, the potential that people have for living the lives they want, achieving valued ways of 'being and doing'. Achievements are the outcomes of choices.

However, the common indicators used for women empowerment include freedom of speech, freedom of movement, power in decision making, participation in leadership position, contribution in household needs, access and control over resources and assets and participation in social and development activities (Chung *et al.*, 2013).

In this study women empowerment is measured by comparing socio-economic empowerment level between women participated in programme and non-programme women on the ability to make decision on agricultural production and productive resources, women mobility, ownership and acquisition of assets, contribution in house hold expenses and women income level.

2.8 Theoretical Framework

The study was guided by empowerment theory. Analyzing changes in women's agency involved both the individual and collective level. According to Zimmerman *et al.* (2000), empowerment is both value orientation for working in the community and a theoretical model for understanding the process and consequence of effort to exert control and influence over decisions that affect one's life. The notion of empowerment is thus inescapably bound up with "disempowerment" and refers to the processes by which those who have been denied the ability to make choices acquire such ability. In other words, empowerment entails a process of change (Kabeer, 1999). Empowerment assists people in reaching their goals of becoming more independent. An empowered outcome refers to the effects of the process or intervention which can be directly studied or observed. The processes of empowerment entail change at different levels and in different dimensions: change can occur at the level of the individual, in their "inner" sense of self or in their access to material resources; it can occur in relationships within the family and household; or it can reflect alteration in position in the wider hierarchies of the economy and state (Malhotra *et al.* 2002).

The complex of causal factors resulting in the denial of choice to women in terms of these different levels can be conceptualized as deeper level, intermediate level and immediate level.

2.8.1 Conceptual framework

Figure 1 presents the conceptual framework for the present study which indicates the tentative relationship among the variables of the study. The variables used in the present study were classified into four categories: socio-demographic characteristics, programme interventions, empowerment indicators and dependent variables. The conceptual framework was based on the assumption that agricultural interventions such as extension services through women training programme, programme awareness, use of appropriate strategies and positive attitude of women to agriculture programme leads to increased agricultural production, income, women confidence and food security as explained by Alkire (2012). The study focused on the relationship between the agricultural programme interventions and women's socio-economic empowerment level. The empowerment indicators which are dependent variables are decisions on household production issues, freedom of movement, access and ownership of assets and household income. The dependent variable is women empowerment. Availability of resources, cultural and political factors which are indicated by dotted lines was intermediate factors which contributed to the empowerment to happen or not. However, this study did not attempt to examine the intermediate variables.

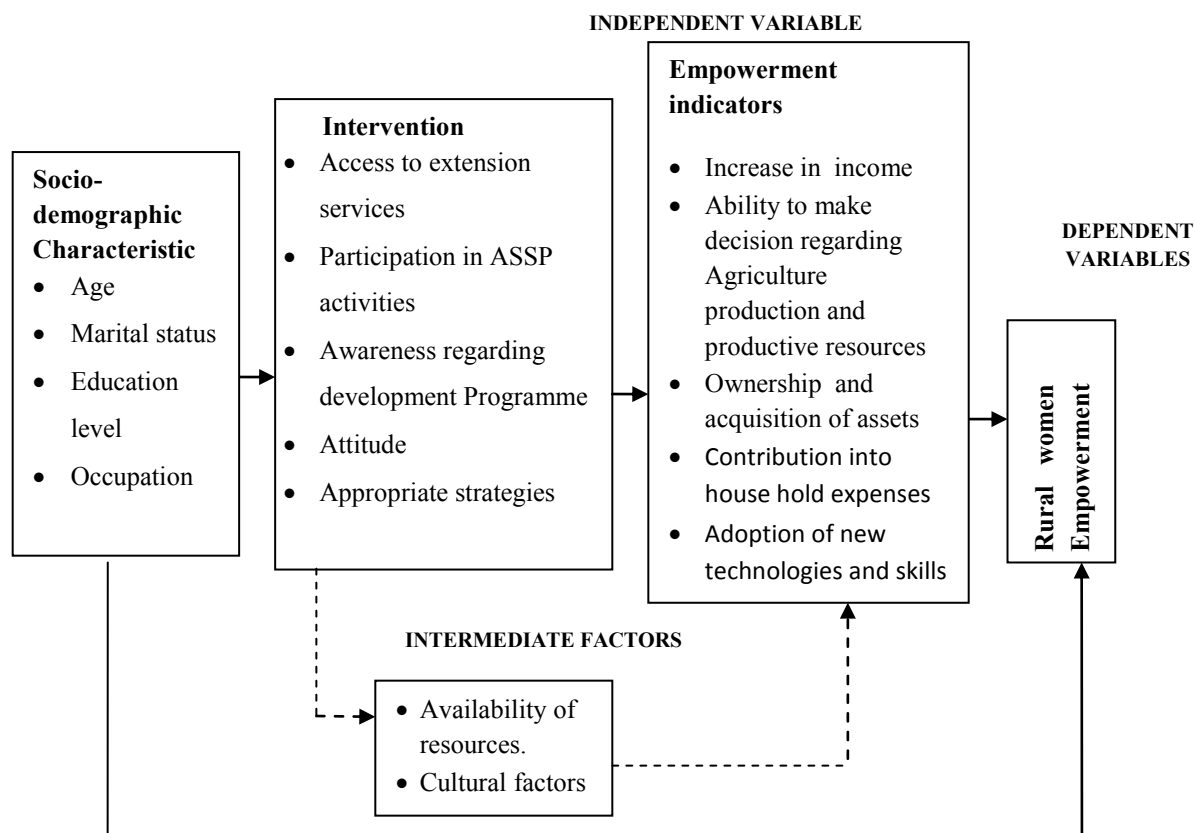


Figure 1: A conceptual framework for measuring women empowerment as a result of ASSP intervention

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Description of the Study Area

The study was conducted in Mkoani district, which is one of nine districts of Zanzibar where the ASSP was implemented. The district is situated in the South Region of Pemba Island, Zanzibar Tanzania. It shares boundaries with the Indian Ocean in the South, East and West, while at the Northern part it is bordered with Chake Chake district. Administratively, the District Commissioner is the head at the district level. The district comprises two local government authorities which are Town Council and District council. The district is subdivided into 33 *shehia* (*Shehia* is the lowest administrative level in the government of Zanzibar, normally comprising of 3 to 4 villages), 19 wards and 5 election constituencies (RGoZ, 2013). A *shehia* is led by a *sheha* and his/her committee of 10 members. Mkoani district occupies a total land area of 207 square kilometres. The district also comprises small off shore Islands of Makoongwe, Kisiwapanza, Shamiani, Kwata and Matumbini.

Agriculture is the main economic activity which provides the largest income compared to other sectors in Mkoani district. It plays an important role in providing food and income. About 90% of Mkoani people are subsistence farmers on small plots of land in the valleys and near streams growing rice, cassava, bananas, yams etc (MALE, 2010). The only cash crops of the district are cloves and seaweed (MALE, 2010). Non-farm activities include fishing and livestock keeping. Mkoani district has a population of 97 867 people (Table 1), whereby 47 460 are male and 50 407 are female (OCGS, 2013).

Table 1: Population size in the sampled district

District	Total population	Population (Number)		Average Household Size	Sex Ratio
		Male	Female		
Mkoani	97,867	47,460	50,407	5.4	94

Source: the 2012 population census

Mkoani district was selected due to presence of majority of women who participated in the programme compared with other districts where ASSP programme was implemented (MALE, 2010).

3.2 Research Design

A cross-sectional research design was used because it allows collection of data at once, which is useful in both description and determination of relationships between variables which are examined to detect patterns of association (Kothari, 2004).

3.3 Sampling Frame

The sampling frame for this study was women members and non-members of ASSP programme in Mkoani district. The sampling frame was obtained from the general list of all FFS members from Programme District Officer (PDO) and then the list of women involved in the programme was prepared and 150 women were randomly selected for the study. For non-programme members, the list of community members which were available from local leaders (Sheha) of specific *shehia* were obtained and 50 respondents were randomly selected

3.4 Sample Size

According to Bailey (1995), a sample size of 30 or more will usually result in sampling distribution that is very close to the normal distribution, and the larger the absolute size of sample, the closer its distribution will be to the normal distribution.

In that respect, the sample size of this study was 200 respondents whereby 150 were programme respondents and 50 were non-programme respondents. This sample size has an implication that too small sample size diminishes the utility of results and too large sample size implies wastage of resources.

3.4.1 Sampling procedures

This study adopted both probability and non-probability sampling procedures. This was based on the fact that the combination of methods helps in triangulation, flexibility and allows meeting multiple interests and needs (Mugo, 2002). Purposeful sampling design was used to select eight *shehia* where ASSP was implemented and two *shehia* where ASSP was not implemented was selected randomly, but with the same geographical characteristics in both cases. The eight *shehia* where ASSP was implemented were Makombeni, Stahabu, Mjimbini, Kuuu, Kendwa, Minazini, Kengeja and Wambaa while the two *shehia* where ASSP was not implemented were Mbuyuni and Mgagadu. Simple random sampling was used to select 150 ASSP programme respondents from FFS lists. For non-ASSP programme *shehia*, 50 women were randomly selected from the *shehia* prepared list.

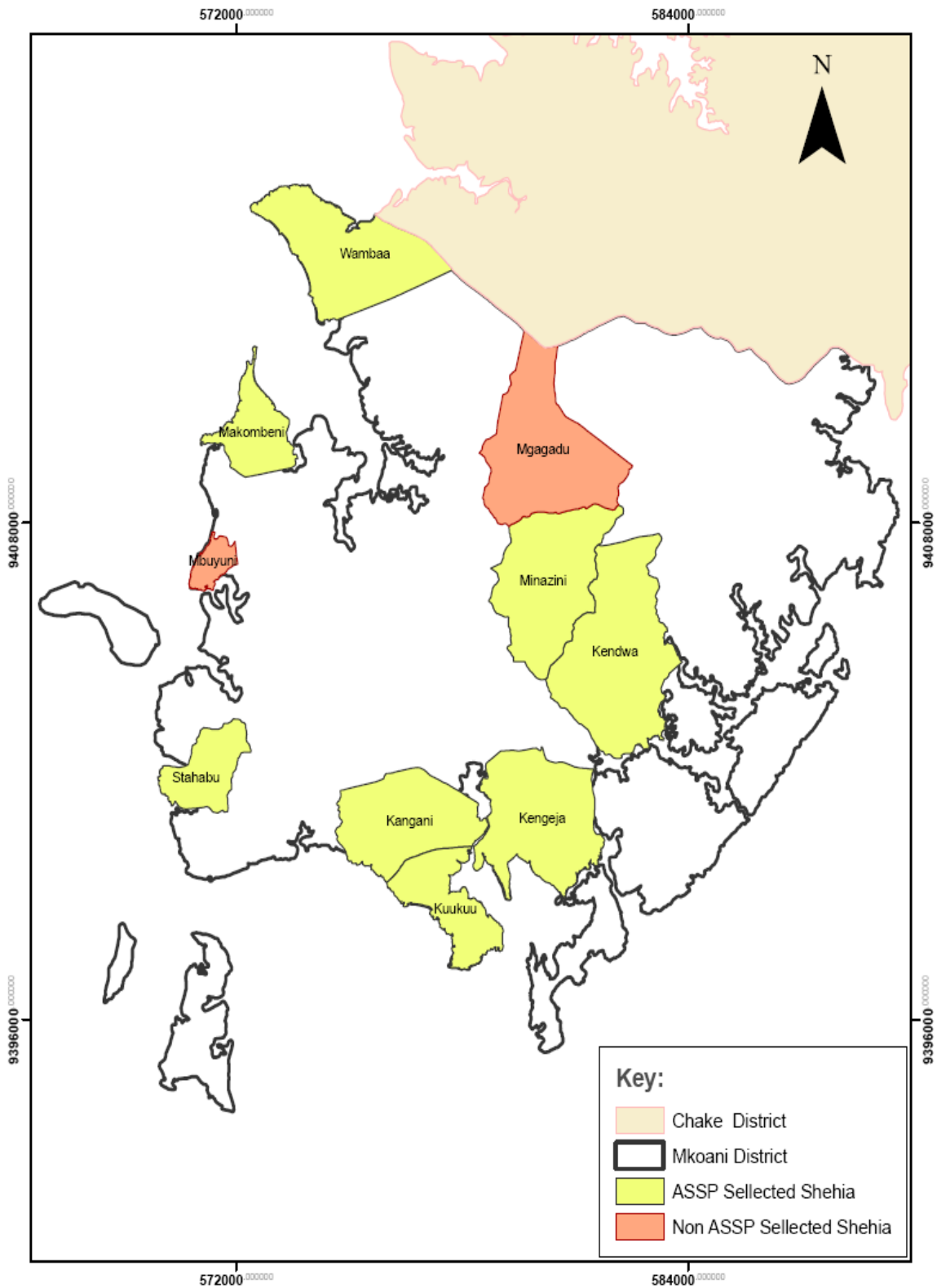


Figure 2: Map Mkoani District (selected Shehia)
Source: Department of survey and mapping Zanzibar 2014

3.5 Data Collection

The study employed mixed methods (quantitative and qualitative). The combination of methods helped to strengthen quality of the results. The quantitative methods such as structured interview involved the use of structured questionnaire as a data collection instrument. Interview guide was administered to the participants during Focus Group Discussions (FGD) and key informants interview to collect the qualitative data

3.5.1 Quantitative data

Quantitative data were collected using structured questionnaire administered through face to face interview. In connection with the objectives of the study, the primary data collected were used to explore specific issues such as involvement of women in the programme, assets acquisition, access and control over resources and services offered. Before the data collection exercise commenced, two enumerators were trained, and the questionnaires were pre-tested in Chake Chake district. In this district ASSP was also implemented.

3.5.2 Qualitative data

Qualitative data were collected through Focus Group Discussions and Key Informant interviews conducted in the study area. The purpose of applying the two qualitative methods was to obtain more detailed information for the study. Three focus group discussions were conducted, whereby in every 3 *shehia* 1 focus group discussion was carried out using a focus group discussion guide (Appendix 2). The focus group discussion was organized in a form of a deliberative debate whereby the researcher discussed issues to women who were ASSP beneficiaries and those who were not. Six participants per each FGD (two from each *shehia*) who had participated since the beginning of the programme were selected purposively for focus group discussions.

A total of 18 members from nine *shehia* were involved in FGDs. Moreover, six key informants were selected purposively to provide detailed information on issues which needed more clarification after survey of individual respondents. These were 1 ASSP Project Officer, 2 Farmers Field School Facilitators (one from government and one from farmers), District Programme Officer, Farmer fora member and 1 local leader (Sheha). Using a key informant checklist guide, each key informant was interviewed in his/her respective location (Appendix 3).

3.6 Data Processing and Analysis

Data were cleaned, sorted, coded and analysed using the Statistical Package for Social Science (SPSS) (Version 16.0) computer software. The study employed both descriptive and inferential analysis in relation to the objectives of the study.

Objective number one aimed at soliciting information in relation to strategies used by ASSP in empowering rural women. This was assessed descriptively whereby frequencies and percentages of each strategy were determined. Each respondent was asked to rate the effectiveness of each of the strategies on a five point scale with (1) being very ineffective, (2) ineffective, (3) neutral, (4) effective and (5) very effective. Then the responses were minimized by grouping them into three categories, very ineffective and ineffective into ineffective, neutral was left to stand alone and very effective and effective were grouped into effective. The assessed strategies included (i) Training through FFS approach, (ii) Use of Farmers Facilitators for providing services and knowledge dissemination, (iii) Establishment of District Farmer Forum and establishment of District Resource Centres for supporting farmer networking, and (iv) Annual stakeholders' meeting. Then, by using SPSS, cumulative value was computed to find general overview of the strategies effectiveness.

Further, objective number two, was meant to assess the extent of women participation in programme activities. Respondents were asked to indicate which of the listed ASSP activities they were engaged in during the programme period; by using a three-point continuum namely 'mostly', 'occasionally' and 'not at all' which was assigned scores of 3, 2 and 1 respectively. The activities were listed, and the respondents were asked to rate their levels of participation accordingly. Therefore, the score ranged from 5 to 15, for five activities. Frequency counts of responses for each of the activity were used to measure participation level for each of the respondents. In order to understand the general responses whether the respondents had high, low, or moderate participation level the cut off point was created. The highest likely score was 15 point (i.e. 3×5), the lowest score was 5 (i.e. 1×5) while 10 (i.e. 2×5) was the mid score. Therefore, the range of scores for high participation was 10.1 to 15; the range of scores for low participation was 5 to 9.9 while 10 indicated moderate level of participation. Cumulative participation index was calculated by adding the score of all the five listed activities. Then by using SPSS mean, standard deviation was computed and used to rank activities in which the respondents mostly participated in the study area. In addition, frequency and percentages were used to analyse benefits and challenges of women in their participation in the programme activities.

For objective number three, a likert scale was employed to assess the attitude of rural women towards ASSP. Frequencies and percentages were used to gauge the general attitude of rural women on ASSP and data reliability was tested by using Cronbach's alpha. Six statements (with positive and negative connotation) were formulated for measuring attitude of women towards ASSP. To achieve this, a 5-point Likert type scale was used. The 5 scores was assigned strongly agree, while scores 4, 3, 2 and 1 were assigned agree, neutral, disagree and strongly disagree respectively.

In case of negative attitudinal statements, reverse score was assigned to each response. Then responses were grouped into three categories: strongly disagree and disagree into disagree; strongly agree and agree into agree while neutral (3) was left to stand alone.

In order to understand the general responses on whether the respondents had unfavourable attitude, favourable attitude or indifferent attitude the cut off point was created. The highest likely score was 30 point (i.e. 6×5); the lowest score was 6 (i.e. 1×6) while 18 (i.e. 6×3) was the mid score. Therefore, the range of scores for favourable was 18.9 to 30; the range of score for unfavourable was 6.9 to 17.99 while 18 indicated indifferent attitude.

Objective number four, that is to assess socio-economic empowerment level of women involved and those who are not involve in the programme, five constructs were developed and assessed according to Women Empowerment Index (WEI) measurement. Following the methodology used by Bose *et al.* (2009), WEI was constructed in consideration of women participation in household (HH) decision on agricultural production and resources distribution (HHD), women freedom of movement (WFM), women's access and ownership of assets (OA), women's contribution to household expenses (HHC) and women HH income level (HHI). The first one was household (HH) decision on agriculture production and resources (HHD). Twelve items were identified and women were asked to identify who were making decisions concerning land size to cultivate, type of crops to be grown, purchasing inputs, selling agricultural products, amount to sell and selling price, utilization of income from sales, purchasing food, paying school fees, purchasing assets and luxury items and joining SACCOS.

The second one was women's freedom of movement (WFM) whereby women were asked to score who was making decision on the following movements, attending training,

participating in training trip, visiting neighbours, going to the market, sending children to hospital, attending communal meetings, attending weddings and attending funerals. The third one was women's access and ownership of assets (OA). In this construct, assets were listed, and women were asked to comment on their access and ownership. These were land, bicycle, television, radio, sewing machine, house, gold, local cattle, dairy cattle, poultry and goats.

For these first three constructs, the lowest assigned value was = 1 when the decision was taken by male alone, in this case women being lowest “empowered”. When the decision was taken jointly by husband/male and wife/female a value of 2 was assigned. The highest value =3 was assigned when the decision was taken by female alone, that is, when women were most “empowered”.

The fourth one was women’s contribution to household expenses (HHC). In this construct common sources of income in the study area were listed, and women were required to choose if money obtained from those activities contributed to household expenses or not by putting ‘Yes’ (1) for households where women contributed and ‘No’ (0) for household where women did not contribute. The fifth construct was women's income level. This was measured by categorizing four levels of income earned by women monthly, due to their participation in different activities, and women were required to choose which category they belonged to.

Each individual construct was assessed separately, and then to understand the Cumulative Empowerment Index (CEI), SPSS programme was used to find average empowerment level of respondents. To assess the individual empowerment status and position of all women respondents in HH decision, mobility decision and asset ownership, two randomly

defined ranges were arranged as: Not empowered WEI < 2 and empowered WEI > 2 while for HH the contribution range was 0 for those who were not contributing and 1 was for those who were contributing. For HH income level, the range was 1 for the lowest level and 4 for the highest level.

The CEI was computed by averaging these five indices. $CEI = (HHD + WFM + AO + HHC + HHI)/5$. The highest likely score was 104 point $[(12 \times 3) + (8 \times 3) + (11 \times 3) + 7 + 4]$. The lowest score was 32 $[(12 \times 1) + (8 \times 1) + (11 \times 1) + 0 + 1]$ while 68 i.e. $[(12 \times 2) + (8 \times 2) + (11 \times 2) + 3.5 + 2.5]$ was the moderate score. Therefore, the scores ranged from 32 to 104. The smallest value of CEI represented the lowest level of empowerment or no empowerment and the largest value of index indicated highest level of empowerment while 68 indicated moderate empowerment.

This study also sought to compare the empowerment level between women involved in the ASSP programme and those who were not involved. Therefore, inferential analysis was done by using Mann-Whitney U test to examine the variation in socio-economic empowerment level of women involved in ASSP programme and non-ASSP programme in connection with the hypothesis of the study. Mann-Whitney U test is the alternative of the t-test for independent samples and also it analyses differences in the positions of ordinal dependent variables in two independent groups (Nachar, 2008). In addition, it is used to test the null hypothesis, subject to both samples coming from the same basic set. In the analysis, first the percentages were calculated for women members of ASSP programme and non-members. Any significant statistical difference suggests that the dependent variable differs significantly between women who are members and non-members of ASSP programme.

3.7 Study Limitations

The main limitations encountered during the study included insufficient time for women to participate in study area because it was a farming season as women were busy with field activities. To overcome this limitation several appointments had to be booked before interview schedule was conducted and sometimes researcher had to reschedule the time table and come after. Further, unwillingness of some the respondents in providing information; this constraint was offset by providing elaboration about the research before started interviewing the respondents. Lack of detailed information due to unavailability of empirical study on the topic under study area hence, most of the literature used was based on studies from other countries and few from Tanzania Mainland. In addition, researcher asked previous reports and programme documents from MANR and district office.

3.8 Ethical consideration

In this study, ethical issues were highly observed so as to ensure that human rights and country's policies were followed by the researcher. Before the data collection process, the researcher obtained permission from district office and explained the purpose of the research to local leader. In collaboration with *Sheha*, meetings were conducted in each *shehia* to inform respondents about the survey. During the conduct of the interviews, informed consent was sought from all potential participants. This was achieved by reading the statement presented in Appendix A. At the beginning of each interview respondents were informed that their participation was voluntary, that the information they provided would remain confidential and that the information would be used for the purpose of this study. They were also informed that they had the right to end their participation at any time without the need to provide a reason. Confidentiality also was ensured. Reports and documents obtained from district office, programme office and MANR were used to provide previous information.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Socio-Economic Demographic Characteristics of Respondents

This section presents demographic characteristics of the respondents. These are age, education level, marital status, family size, religion and occupation.

4.1.1 Age of respondents

The age of the respondents ranged from 20 years and 75 years old. The mean age was 44.3. Table 2 shows that over one third of the ASSP members (38%) were in the age group that ranged between 41 and 50 years. Age is a key demographic variable closely related to empowerment and engagement of women in development interventions. These findings suggest that the study captured the right group of respondents who were in active age to fully engage in agricultural activities through the ASSP programme. Moreover, the findings suggest that, despite women being responsible for household activities, still they participated in agricultural production as explained in Zanzibar Development Vision 2020 (MOFEA, 2002). This finding is in line with Davis *et al.* (2012) who contend that farmers in active ages are more likely to participate in groups than older ones.

Table 2: Age of respondents

Age groups	Group member		Non group member	
	Frequency (n= 150)	Percent	Frequency (n = 50)	Percent
20 - 30	16	10.7	9	18.0
31-40	46	30.7	12	24.0
41-50	57	38.0	12	24.0
51-60	22	14.6	8	16.0
>61	9	6.0	9	18.0

4.1.2 Education level

Fig. 3 presents the education level of respondents (programme and non-programme members) in the study area. It was observed that nearly half of both groups (47.4% and 48%) for programme and non-programme respectively had secondary education level.

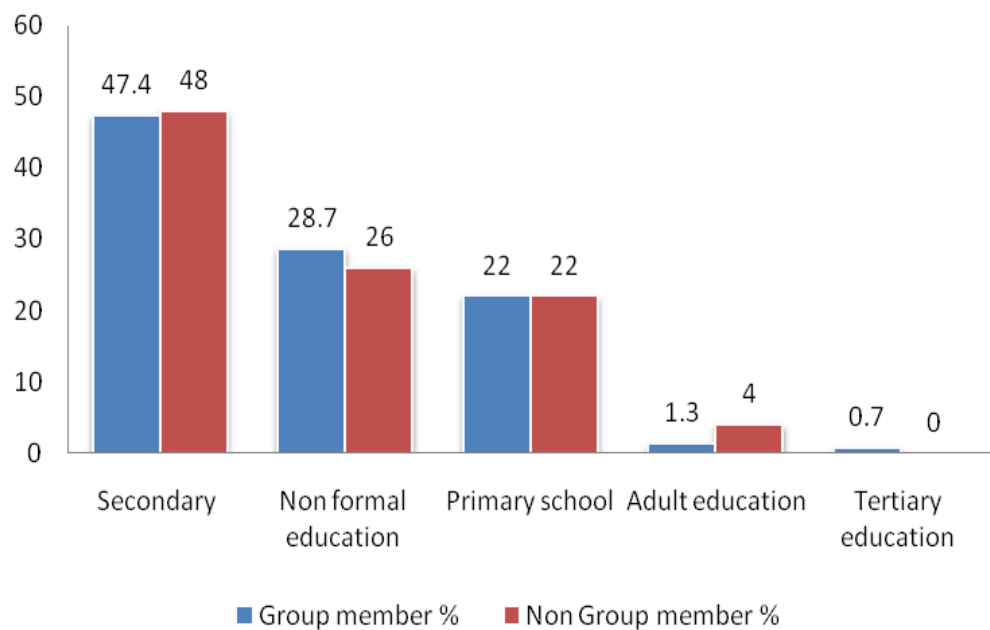


Figure 3: Respondents education level

High literacy level among respondents can act as a vehicle towards more participation of women and enhance farmer's adoption and application of new technologies. It is not surprising because in Zanzibar basic and compulsory education is up to form two (nine years). Very few (0.7%) of the respondents had managed to attain tertiary education. According to NBS (2014), more females have attained secondary education (81%) compared to males (78%). However, at University level or equivalent, the percentage of males was higher (5%) than that of females (3%). Similarly, Kessy and Omar (2014) reported that gross enrolment ratio for female was higher in some cases than male gross enrolment.

On the other hand, the findings revealed that the proportion of sampled women who had no formal education was slightly higher among women; while very few among programme members had tertiary education (Fig 3). The findings suggest that still there was a portion of women with high illiteracy rate in study areas. According to Ugboh (2006), illiteracy diminishes self- confidence, aggravates inferiority complex and stifles the actualization of one's potential for participating in development. During focus group discussions and key informant interviews women said that higher education was expensive and also time consuming, so it was difficult for women to attend. Majority of women in Zanzibar marry at young age (15 to 25 years) hence, the reason for not aspiring for tertiary education; thus more attention is needed to address the gender gaps in education.

4.1.3 Marital status

The majority of ASSP members (73.3%) and non-ASSP members (66%) were married and only 5.3% and 4% were single in the study area, while 16.7% and 18.0% for programme and non-programme members respectively were divorced (Table 3). These findings conform to those of Tologbonse *et al.* (2013) who found that a greater proportion of married women participating in Women in Agriculture (WIA) programme were similar to non-WIA members in Nigeria. The results indicate the situation that can have positive or negative effects on participating in household decision making and mobility. Literature indicates that marital status of respondents was another factor which determines participation in rural development initiatives (Chifamba, 2013). In most cases levels of participation was relatively low among women who are married. This is because decisions for women participation in the programme are made by men (Hassem, 2008). On the contrary, during Focus Group Discussions married woman confirmed that they must be allowed by their husbands in order to participate in the programme as they quoted

“Saying, “we are not restricted to attend any programme activities such as training; however, we must ask for permission from our husbands, in case of any obstacle, our husband may not permit, and we must give in”.

This discussion implies that marital status influenced women's mobility decision on participation in the programme in the study area. This means that women needed to ask for permission from their husbands in order to attend any training. On the other hand, high percentages of divorce have implication for the incidence of poverty, income security, child care and social networks. Empirical evidence from the United States shows that declining marriage rates and increasing divorce rates had important implications for poverty rates among women and children, as single mothers were more likely to be poor than their married counterparts (Danzinger and Haveman, 2001).

4.1.4 Religion of the respondents

All the respondents interviewed were Muslims. This is a popular religious denomination in the Islands of Zanzibar and in most of the coastal areas of Tanzania Mainland. These findings are similar to a report by CARE (2010), which indicates that majority of people in the coastal regions of Tanzania are Muslims. This has implications for gender relations and participation in social and economic activities since Muslim religious norms tend to limit interaction between men and women in various community activities. During Focus Group Discussions, it was observed that religion has nothing to do with women's participation in ASSP as indicated by discussants. This implies that women were *not* restricted in participating in programme activities including training, but what is important is to abide to the dressing codes (cover the whole body) and to agree with their husbands prior to participation in such programmes.

This discussion implies that a sensitization meeting before the programme is very important as it allows every community member to be aware of programmes activities.

4.1.5 Occupations of the respondents

Majority of the respondents (97.3% ASSP members and 88% non-ASSP members) were farmers in the study area. The findings suggest that very few ASSP and non-ASSP members were employed in off farm income activities across the study area such as government employees and private company/sectors employees. These results conform to those of URT, (2013) and World Bank (2007) that women form the majority of Tanzania's agricultural work force, particularly in rural areas. According to MOFEA (2012), about 60% of the active labour force derives their livelihood from agriculture-related activities, and the majority of farmers are women who mostly have little resources to invest in agriculture. Most of women are engaged in the informal sector whereby they specifically do petty businesses such as selling cooked food, seaweed farming, pottery and handcrafts with very low economic returns. Available evidence shows that women have limited access to employment opportunities in the formal sector (see Table, 3).

Table 3: Respondent Socio-Economic Demographic Characteristics

Socio-economic demographic	Group member		Non group member		Total	
	Frequency (n= 150)	Percent	Frequency (n = 50)	Percent	Frequency (n = 200)	Percent
<i>Marital status</i>						
Married	110	73.3	33	66.0	143	71.5
Single	8	5.3	2	4.0	10	5
Divorced	25	16.7	9	18.0	34	17
Widow	6	4.0	6	12.0	12	6
Separated	1	0.7	0	0	1	0.5
<i>Occupation</i>						
Farming	146	97.3	44	88.0	190	95
Small business	2	1.3	1	2.0	3	1.5
Government employee	1	0.7	4	8.0	5	2.5
Private employee	1	0.7	1	2.0	2	1

4.2 Strategies used by ASSP in Empowering Rural Women

Strategies to empower women used by the ASSP programme were assessed by asking women if they were familiar with the strategies, and if the strategies benefited them. The findings in Table 4 illustrate that more than half (55.5%) of the respondents mentioned that FFS seasonal training and use of farmer facilitator (50.5%) respectively, as the most effective strategies in empowering women. During the FGD women reported that seasonal training helped to acquire agricultural knowledge depending on their training needs. They explained emphatically that the knowledge and skills learnt during the training improve their agricultural innovation and made them capable of teaching others.

Table 4: Strategies used by ASSP in empowering women

Strategies	Ineffective (n=150)	Neutral (n=150)	Effective (n=150)
FFS seasonal training	19.5%	25.0%	55.5%
Farmer facilitator	14.0%	35.5%	50.5%
Farmer network	12.5%	41.5%	46.0%
Annual stakeholder meeting	17.5%	52.0%	30.5%
Participatory action research	50.0%	27.5%	22.5%
Average score	22.7%	36.3%	41.0 %

Waddington and White (2014) said that training is very important for women involved in food production because it increases women's self-confidence, enables them to be more active in social life and contributes to forming modern and innovative generation as well.

One of the FGD participants, also reported that

“ Training of trainers amongst farmers commonly known as facilitator helps us in knowledge dissemination as we easily obtain knowledge from our fellow farmers who are staying with us in our respective locality...”

Literature was able to support the information quoted above as the use of FFS approach is a good strategy for transferring knowledge to farmers as they encourage learning by doing

(Davis *et al.*, 2012). Friis-Hansen and Duveskog (2008) indicated that, in most programmes, empowerment of women through farmer facilitators often provides positive results than using extension staff. It is further urged that FFS approaches are suitable means for empowering women who have limited access to formal training opportunities. According to Waddington and White (2014), farmer facilitators are more effective as they speak the same language as participants. Additional evidence from literature reported that recruiting and training women as facilitators particularly in areas where cultural norms restrict male-female interaction increases women's participation in programmes (OECD, 2012). This result reveals that, the programme managed to empower rural women through training using FFS approach. Also provided them with appropriate knowledge and skills on agricultural interventions in such a way that they were confident and capable of applying and disseminating the knowledge and skills they had learnt to other farmers. In addition, the use of farmer facilitator strategy was appropriate as it increased provision of extension services and sustainability of the programme activities in the study area.

Results in Table 4 show that 46% of the respondents agreed that farmers' network was an effective strategy; while 41.5% were neutral. Information from programme reports revealed that ASSP encouraged farmers' network in maintaining sustainability of the services. It is based on the fact that farmers establish network at *shehia* and district levels. The commonly established farmers' networks were district farmer fora (DFF), SACCOS, farmer association and farmers group. Of all networks established, women reported that farmers' groups and SACCOS were the most familiar networks compared to farmer fora and associations. Focus group discussants informed that:

“Farmer fora have been established to increase the network among us. However, we are still not very knowledgeable on what to do, we do not have enough resources to perform our activities well and some of farmers are not familiar with this network. We still need more support to be able to practice it.”

It has been reported in literature that networking as well as sharing between community groups and organizations contributes largely to community empowerment (Zimmerman, 2000 and Hassem, 2008). This is because it brings together members that share the same concerns and experiences and hence can help to introduce women to the public sphere, providing an effective entry point for information dissemination and technical support. The results are consistent with that of Khan and Bibi (2011) in Pakistan who highlighted that smallholder networks such as groups are the key to the development of agriculture, partly because they improved access to relevant knowledge. This result implied that the programme managed to reduce women social seclusion by improving group network among them; however sometimes networking requires resources for travelling and effective means of communication. District or regional networking is needed for women to be able to solve their challenges collectively.

Furthermore, the findings showed that half (50%) of the respondents rated Participatory Action Research (PAR) as an ineffective strategy compared to 22.5% who rated PAR as an effective strategy used to empower women in the study area. During focus group discussions with ASSP beneficiaries it was observed that the majority of farmers were complaining over PAR as being an ineffective strategy. However, those who managed to practise it had high confidence in farming, and they were able to solve their small problems collectively.

These results imply that even though PAR methods and techniques used in empowering women they were not clear to some of them, the approach is believed to have quick beneficial returns to women than other approaches (Oumer, *et. al.* 2014). Therefore, simple participatory methods which have quick results should be applied to ensure greater women participation. This is in line with arguments by Van Niekerk (2009), and Rugumamu (2014) that participatory action research facilitates knowledge transfer and ensures greater farmer participation.

As far as annual stakeholder meetings are concerned, the results in Table 4 showed that the majority (52%) of the interviewed respondents were neutral, rating annual stakeholder meetings as a strategy used to empower women, while 30.5% rated the strategy to be effective and only few (17.5%) reported that the strategy was ineffective. During focus group discussions, women acknowledged the importance of the annual stakeholder meetings. However, they complained that the number of farmers who were involved were not reasonable number to represent all farmers.

This argument by farmers was supported by key informants (PDO) who asserted that only few women were selected to participate in annual stakeholder meetings as representatives of their fellows. The meetings were organized to collect farmer's opinions for developing annual work plans and budget of the programme for the subsequent financial year. This implies that just few women farmers attended the meetings as representatives; who sometimes were not able to represent the interests of the majority and vulnerable groups. The average score on the effectiveness of strategies used by ASSP programme in empowering farmers showed that a high percentage of the respondents (41%) agreed that the strategies were effective to them and few respondents' (22.7%) showed negative responses about the strategies used.

4.3 Extent of Rural Women's Participation in the ASSP Programme

The extent of women's participation in ASSP programme activities was also assessed. An index scale score ranging from 1 to 15 which was constructed by the researcher was used to measure the participation level, based on five ASSP activities. Benefits and challenges on their participation and form of participation were measured descriptively.

The results in Table 5 shows that field study visits was ranked 1 with the highest mean value ($M = 2.27$ and $SD = 0.87$) as more than half (55%) of the respondents interviewed participated in the field study visit in their respective farmer field groups. It is true that farmer field visits through FFS provide a platform for farmers to learn. Moreover, it can act as part of social inclusion of women and a way to exchange information which can motivate more women to participate in the programme.

Table 5: Ranking women's participation in ASSP programme activities

ASSP programme activities	Mean	SD	Total Score	Rank
Field study visits	2.27	0.872	454	1
Training activity	2.27	0.853	453	2
Farmers group meetings	2.18	0.805	435	3
PRA activities	2.16	0.865	432	4
Participatory research activities	1.77	0.537	354	5

Scale: 1=Not at all, 2=occasionally, 3=Mostly

The focus group discussants also added that *"Through ASSP we got chances to participate in different activities and to share ideas with our colleagues.*

Seasonal training of farmers was ranked as the second activity with a mean value ($M = 2.27$ and $SD = 0.85$) as a greater proportional of women (53%) participated. It is believed that education and training are powerful tools against poverty and hunger, and for women empowerment. According to Mathew (2013), training promotes achievement, particularly in the areas of knowledge definite changes, skills, attitudes and practices. In addition,

Waddington and White (2014) reported that participating in FFS improves decision-making skills and encourages learning by an individual of the new ways of doing things.

Majority of the farmers who participated in ASSP training confirmed that: through FFS training women learnt new techniques for crop production and increased productivity. One of the key informants also confirmed that:

“Training sessions have been the most important part of the ASSP activity that facilitates women empowerment in a number of ways, but the most crucial is the skills and knowledge that we have learnt help us to improve food production and income of our households”.

This finding implies that women are empowered technically and economically and also their incomes and decision making power improved through their participation in the ASSP training.

Farmers' groups were ranked third ($M = 2.18$; $SD = 0.80$) as 42.5% of the women participated followed by (32.5%) of women who occasionally participated and (25%) who did not participate at all. Qualitative findings from focus group participants indicated that these were regular group meetings that brought together women in their respective farmer field groups to discuss different issues. It has been reported that each meeting would depend on what specific activities needed to be done in particular periods of time or related to critical season of the year when there were key issues to be done and discuss in the field. This implies that women had multiple roles including the household chores; it was difficult for them to attend all the events conducted outside their homes. This means that they were overburdened with a lot of things to do and hence sometimes they did not participate in group decisions.

Participatory action research activity was ranked low ($M = 1.77$ and $SD = 0.53$); two-thirds (66%) of women occasionally participated and 28.5% did not participate at all in the study area. Qualitative findings showed that a high percentage of women who occasionally participated indicated to have limited knowledge that women acquired from their participation in the activity. Majority reported that during the training on participatory action research they were not able to acquire enough knowledge on how to conduct the exercise on their own as required. It is believed that participation in action research aims to restore the ability of the farmers to create knowledge and practice in their own interests, concurrently engaging them in consciousness raising and action (Aziz *et al.*, 2011). However, it is important to understand the geographical, socio-economic and cultural realities of the research participants before introducing the process with them. These results show that this activity is somehow technical; therefore women as adults needed simple knowhow with quick results to adopt.

Table 6: Distribution of respondents according to the extent of participation in ASSP programme (n = 150)

ASSP programme activities	Not at all (%)	Occasionally (%)	Mostly (%)
Study visits	28.0	17.3	54.7
Training activity	26.7	20.7	52.7
PRA activities	30.7	23.3	46.0
Farmers group meetings	25.3	32.7	42.0
Participatory research activities	28.7	66.0	5.3
Average score	27.88	32.0	40.1

Scale: 1=Not at all, 2=occasionally, 3=Mostly

The results in Table 6 indicate that the average percentage of the women who participated mostly in activities organized by ASSP was high (40.1%), followed by those who occasionally participated (32%) and those who did not participate at all (27.8%). These findings indicated that even though the participation of women in ASSP activities was high (72%, as seen in Table 7), not all women participated fully in all activities; some of

them participated occasionally due to various reasons. The most common reasons for low attendance and drop out were that FFS sessions were too time-consuming and sometimes they had other commitments.

Table 7: Participation index

Participation level	Participation rate (%)
High	72
Moderate	0
Low	28
Total	100

One of the key informants revealed that: *“Women have so many responsibilities at home; taking care of the children, cooking; cleaning the houses etc; so it is difficult to attend training every week.”*

Reducing women’s workload to enhance their participation in the programme activities was an issue requiring an attention from the development actors. Therefore, the other programmes should find the ways to support women in minimizing workload such as providing labour saving technologies, e.g. drip irrigation, small working machines (e.g. small power tillers).

4.3.1 Benefits of women's participation in ASSP activities

The main idea behind this section was to gauge the benefits obtained by women through their participation in the ASSP activities in the study area. The results in Table 8 indicate that a greater proportion of farmers (97%) had benefited through increased production. This is due to skills and knowledge acquired as a result of their participation in the ASSP programme that used FFS approach. Corresponding to that, 92.7% reported that participation in ASSP programme enabled them to acquire knowledge.

Table 8: Benefits of women participation in ASSP

Benefits	No (%)	Yes (%)	Total (%)
Increase of production	3.0	97.0	100
Farming Knowledge	7.3	92.7	100
Social inclusion and exchange of ideas	8.7	91.3	100
Access to services	12.7	87.3	100

These results imply that the ASSP programme had multiplier benefits as knowledge acquired that led to increased production which ultimately increased household income. The findings are consistent with those of Rugumamu (2014) who found that empowered members were optimistic about increased yields once the learnt knowledge could be applied in an integrated manner.

Qualitative findings from focus group discussions also supported the finding that the ASSP programme was beneficial; one of the participants was quoted saying:

“The programme has benefited us in a number of ways on one side there has been notable production increase; while of the other side the programme ensures food availability to our households and even increases our income.

Similarly, the qualitative findings from the key informants conducted in the study area also showed that the ASSP project was beneficial. This is indicated in the following quotation, which supports the findings:

“Due to my involvement in the ASSP project, my knowledge and skills improved and production increased. Before the programme the production was very low, but now I even get excess for selling. The bunch of mtwike banana variety before was about 7 to 8 kg, but now such bunches have increased up to 30 kg. . The problem now is marketing.”

As a way of demonstrating key observation on increase of production among the ASSP participants, photos were taken to provide photographic evidence on increase of production as indicated in Plate 1.



Plate 1: Woman showing a banana bunch

According to Kessy and Omar (2014), a person who manages to acquire more knowledge than others is considered to be better off than others. Knowledge is important for its own sake as well as for the sake of empowering a person to attain various other goals. These goals include higher earning and better enjoyment of life. This result provides evidence that programme intervention helps to empower women economically and socially. Through training, women obtain extension services and farming knowledge which increase their farming techniques thereby increasing production and income. It is believed that increase in women's income helps to improve women's status at household level as well as at the community level.

Similarly, 91.3% of the respondents reported that they benefited from social inclusion and exchange of ideas. This result was also supported by FGDs; during discussions a woman said:

“Through our participation in training, interaction between us improved; now we have chances for exchanging ideas, participating in leadership positions, and in general there is social ecological development. For example, in our group, the secretary and treasurer are women; only the chairperson is a man. This is a step forward...”

The same results were reported by URT (2013) during country programme review; the FFS were reported to be a source of new knowledge by 77% of the respondents. Among these farmers, about 98% considered the knowledge was relevant for them, and they benefitted from it and could use it. The results revealed that socio-economic empowerment of women improved.

4.3.2 Challenges of women participation in ASSP programme

The results in Table 9 indicate that majority (74.7%) of the respondents reported that inadequate capital was the major challenge that hindered their active participation in ASSP activities; while only 25.3% indicated capital was not a challenge.

Table 9: Challenges of women participation (n=150)

Challenges	Responses		Solutions
	No (%)	Yes (%)	
Limited capital	25.3	74.7	Provision of loans and inputs
Time	69.3	30.7	Proper arrangement of time
Religion/cultural	83.3	16.7	Increase awareness

These findings conform to that of Tologbonse (2013) who asserts that inadequate capital was the greatest challenge hindering active participation of Women in Agriculture programme in Nigeria. The focus group discussion results from the participants confirmed this as one of the participants was quoted saying

"Among the common challenges which we faced are insufficient resources for up scaling our activities; such as lack of financial resources, land, inputs such as organic manure and improved seed varieties.."

Other challenges included limitation of time (30.7%) and religion/cultural aspects (16.7%). According to Rebecca (2012), Women's' daily workloads do not usually allow them to be absent from home for residential training; even attending short courses may cause insuperable problems in arranging substitute care for children or the home. Also Sme and Woodroffe (2013) indicated that, in most countries, women spend at least 16 million hours in domestic activities compared to 6 million hours spent by men per year. Moreover, this domestic burden on women reduces the time they have for other activities such as education or income generating activities. These results imply that a woman needs simple technologies which will reduce workload in the field so they will have enough time for resting and doing economic activities.

4.3.3 Forms of women participation

The findings show that 54% of the respondents participated in the programme to achieve the programme goals; however, they were consulted, and they joined the programme voluntarily. More than one third (39.3%) participated through interaction with their colleagues and agreed on the programme objectives. These farmers were those who participated in the process but joined the groups after the dropout of some group members who had joined the groups for the believe that they would obtain material incentive. Few (6.7%) were those who established their group by themselves and later on the programme adopted them and gave them training (Table 10).

Table 10: Form of Women Participation Type

Group membership	Frequency (n=150)	Percent
Function participation	81	54.0
Interactive participation	59	39.3
Self-mobilization	10	6.7

According to Chifamba (2013), all these forms of participation (functional participation; interactive participation and self-mobilization) were effective and increased empowerment of the beneficiaries. During focus group discussion, participants confirmed that they joined the group differently, some of them joined at the beginning after sensitization, while some of them were adopted by programme, but they were self-mobilized. These results reveal that women were free to participate in the programme and were encouraged to do so. Unlike the formal institutions, the voluntarily formed associations had the potential of facilitating poor women to undertake activities that can reduce poverty. Also, because the programme is participatory, sustainability of the programme activities would be enhanced.

4.4 Attitude of Women towards ASSP

The results in Table 11 show that statement numbers 1 to 3 had positive connotations, while 4 to 6 had negative connotations. Of the 3 statements with positive connotations, the majority of the women (63.0%) agreed to the fact that ASSP was very understood by rural women at the beginning and was useful to them. Women also supported the view that ASSP programme increased their confidence and hence empowered them as 55.0% of respondent confirmed this with a weighted mean score of 3.70. Further, 53.0% of the respondents agreed that awareness meetings were conducted before programme implementation to provide information and sensitize women participation.

Table 11: Attitude of women towards ASSP

Attitudinal Statement	Disagree (%)	Neutral (%)	Agree (%)	Mean
ASSP was well understood by rural women and useful to them	18.0	19.0	63.0	3.51
ASSP is very important for empowering rural women	27.0	18.0	55.0	3.70
Awareness meeting was conducted before programme implementation	19.5	27.5	53.0	3.36
ASSP increase load for rural women	61.0	23.0	16.0	3.99
Knowledge and skills provided was not appropriate to women	60.0	19.5	20.5	3.66
ASSP was not involving us completely	60.5	18.0	21.5	3.67

On the other hand, of the 3 statements with negative connotations, most women (61%) with a mean score of 4.0 disagreed with the idea that ASSP increased load for rural women. Others (60.0%) with weighted mean of 3.7 of women disagreed that knowledge and skills provided was not appropriate to women. Similarly, 60.5% who disagreed that ASSP programme was not involving women completely with a 3.67 mean score. These results suggest that women received appropriate knowledge and skill provided by ASSP programme. Similar finding were reported by Yekinni (2010) indicating that majority of the women in rural areas were aware on agriculture development programmes in the study area.

Table 12: Overall attitude of women towards ASSP programme

Categories of overall attitude	Frequency (n = 200)	Percentage (%)
Unfavourable	43	21.5
Neutral	2	1.0
Favourable	155	77.5

The findings in Table 12 show that majority of the respondents agreed that the programme was very important to them, and they were aware of the programme. The cumulative percentage shows that the majority of the respondents (77.5%) had favourable attitude towards the programme.

4.5 Comparison of Socio-Economic Empowerment Level of Women Involved in

ASSP and those who were not involved

To assess socio-economic empowerment levels of women involved and those who were not involved in the ASSP Programme, five constructs were developed according to WEI measurements. These were HH decision on agricultural production and resources, women freedom of movement, women ownership and acquisition of assets, women contribution on HH expenses and HH women income level.

4.5.1 HH decision on Agriculture Production and resources

To assess the extent of participation of respondents in HH decision, 12 family aspects were considered. The respondents were asked to choose from three different scores given by putting a number; whether the decision was taken by male alone (1) or male and female jointly (2) or female alone (3) with respect to each of the listed issues. The results in Table 13 show that high percentages (55.85%) of programme members took decision alone, followed by joint decisions (34.96%) with their husbands in most cases; while many of the non-programme members' decision were made by their husbands (37.83%).

Similarly, Kato (2013) found that the women participated in programme have greater role in household decision. However, some literature indicates that women still do not have equal access to resources; they have limited decision making power (Hassem, 2008).

Table 13: Respondents decision on household issues

Issues	Programme members % Score			Non programme members% score		
	M (1)	M & F (2)	F (3)	M (1)	M & F (2)	F (3)
Land size to cultivate	9.4	30.6	60.0	36.0	40.0	24.0
Type of crop to be grown	8.0	33.0	58.7	32.0	36.0	32.0
Purchasing inputs	9.3	34.7	56.0	38.0	30.0	32.0
Selling your product	10.7	33.3	56.0	38.0	30.0	32.0
Amount for sell consumption	7.3	34.7	58.0	40.0	28.0	32.0
Selling price	10.0	35.3	54.7	42.0	26.0	32.0
Utilization of income from sale	6.7	39.3	54.0	38.0	28.0	34.0
Purchasing food from sales	10.0	34.0	56.0	38.0	30.0	32.0
Paying school fees	10.0	35.3	54.7	40.0	24.0	34.0
Purchasing assert	14.7	29.3	56.0	42.0	26.0	32.0
Purchasing luxury things	5.3	47.3	47.4	36.0	24.0	40.0
Joining SACCOS	8.0	33.3	58.7	34.0	32.0	34.0
Total % score	124.1	419.5	670.2	454	354	390
Average % score	10.34	34.96	55.85	37.83	29.5	32.5

1 decision done by men, 2 decisions done by both and 3 decisions done by women alone

During the FGD and key informant interviews, women clarified that they were free to decide concerning their production and for the income which they obtained from their production; the important thing to consider was just to inform their spouse on what they want to do. This finding implies that programme women were the ones who made final decisions on all production issues concerning household issues compared to non-programme women. The results in Table 13 differ from the overall picture given earlier that men are the ones who made decisions on all issues; this could be due to increased income due to participation in the programme. Therefore, ASSP contributed in improving women empowerment level in household decisions on issues related to agriculture

4.5.2 Women freedom of movement

To assess women freedom of movement, eight social and community activities were listed and the respondent were asked to choose who had power to decide for women mobility in attending those activities. The finding in Table 14 shows that programme women and non-programme women had no difference in freedom of movement from their household. Majority of the respondents (62.6% and 62.3% of the programme and non-programme

members respectively) said that men were the ones who had power on their movement, especially married ones. The situation was different for widows, single and divorced women; they might go out without any permission; though sometimes they were also needed to ask permission from their brothers or their fathers, if they were staying in the same house. This is due to socialization culture of Muslim society.

Table 14: Women's freedom of movement

Decision on Movement	Programme members %			Non programme members %		
	Score			score		
	1	2	3	1	2	3
Attending the training	68.0	3.3	28.7	72.0	0.0	28.0
Participating in training trip	67.3	14.0	18.7	72.0	0.0	28.0
Visiting neighbour	68.0	10.7	21.3	62.0	10.0	28.0
Going to the market	68.0	10.7	21.3	66.0	6.0	28.0
Sending children hospital	65.3	11.4	23.3	56.0	8.0	36.0
Attending communal meeting	67.3	10.7	22.0	62.0	10.0	28.0
Attending weeding	68.7	10.0	21.3	62.0	10.0	28.0
Attending funeral	28.0	8.7	63.3	46.0	0.0	54.0
Total % score	500.6	79.5	219.9	498.0	44.0	258.0
Average % score	62.57	9.93	27.48	62.25	5.5	32.25

1 decision done by men, 2 decisions done by both and 3 decisions done by women

The Findings in Table 13 showed that married women had no permission to travel within or outside their localities regardless of their income or authority; they depended on their husbands' consent. This is a common culture for Muslim women; even though one is a leader or has high authority, one need to follow religion guidelines.

4.5.3 Women ownership and acquisition of assets

Eleven different assets were listed, and the respondents were requested to comment on their access to and ownership of the assets. The results show that almost all women interviewed had access to land and houses acquired by different means: owned, inherited, purchased or rented. This is not surprising since in Zanzibar women have the right to inherit land/house or even to rent from their families, friends or relatives. However, the ownership was only 33.9% and 28.9% for land and 27.3% and 34.2% for houses for programme and non-programme members respectively (Table 15).

Table 15: Asset access and ownership

Asset	Programme members % Score				Non programme members % Score			
	Access		Ownership		Access		Ownership	
	Yes	No	Yes	No	Yes	No	Yes	No
Land	100.0	0.0	33.9	66.1	100.0	0.0	28.9	71.1
Bicycle	46.7	53.3	5.0	95.0	42.0	58.0	2.6	97.4
TV	14.0	86.0	5.0	95.0	16.0	84.0	2.6	97.4
Radio	60.0	40.0	31.4	68.6	50.0	50.0	18.4	81.6
Sewing machine	40.7	59.3	41.3	58.7	38.0	62.0	31.6	68.4
House	100.0	0.0	27.3	72.7	100.0	0.0	34.2	65.8
Gold	45.3	54.7	61.2	38.8	38.0	62.0	55.3	44.7
Local cow	44.4	56.6	18.8	81.2	24.1	75.9	5.0	95.0
Dairy cow	4.6	95.4	5.9	94.1	3.4	96.6	5.0	95.0
Poultry	90.7	9.3	92.9	7.1	93.1	6.9	95.0	5.0
Goat	24.1	75.9	21.2	79.8	13.8	86.2	0.0	100
Total % score	570.5	530.5	343.3	757.1	518.4	581.6	278.6	821.4
Average % score	51.8	48.22	31.2	68.8	47.12	52.88	25.32	74.68

There was a difference between the two groups on access and ownership over other assets. The ASSP group members owned more assets (31.2%) compared to their colleagues (25.32%); however, the difference was not significant as seen in Table 19 (pg. 59). On the side of livestock asset, the results revealed that the majority of the respondents (both groups) accessed and owned poultry than ownership of other livestock types of livestock. In addition, programme members owned fewer goats while other livestock were owned by men (Plate 2). Moreover, the percentages of non-programme members owned houses are higher compare with the programme members (34.2% and 27.3 respectively). This is due to the reasons that number of widow and single women respondents was high for non programme members compared with programme members. Therefore is likely for them to own houses as an inheritance from their husband or their parents



Plate 2: The most common Livestock asset (poultry keeping) own by women in the study area

4.5.4 Women's contribution towards household expenses

In assessing women's contribution to household expenses, common sources of income in the study area were listed, and women were to choose if money obtained from those activities contributed to household expenses or not. The findings in Table 16 show that programme women contributed more from the money coming from livestock keeping and credit and saving groups (75.3% and 56.0% livestock and 61.3% and 26% for programme and non-programme members respectively).

Table 16: Women Contribution on Household Expenses

House hold contribution items	Programme members % Contribution		Non programme members % Contribution	
	Yes	No	Yes	No
Land cultivation	98.0	2.0	98.0	2.0
Livestock for HH contribution	75.3	24.7	56.0	44.0
Use of harvest for HH consumption	98.7	1.3	98.0	2.0
Other source of income	84.0	16.0	80.0	20.0
Member of credit and saving	58.7	41.3	30.0	70.0
Utilization of credit for HH expenses	61.3	38.7	26.0	74.0
Total % score	474	124	388	212
Average % score	79.0	20.66	64.66	35.34

Information from key informants and group discussion also reported that the programme women were contributing to their households' expenses. During the discussion they confirmed that the women were no longer depending entirely on their husbands for household needs, schools fee and medical costs of their families. These results reveal that the increase in contribution to households' expenses was due to increase in production, which led to increase in income, where by women were able to join credit and savings groups; as a results they contributed more to their families' expenses compared to non-ASSP members. As it was reported by Ellis *et al.* (2007), women are responsible for purchasing food and household goods. Therefore, any increase in income earned by women leads to higher household expenditure on food and education. Likewise, OECD (2011) said that women usually invest a higher proportion of their earnings in their families and communities than men.

4.5.5 Women's income level

Women's level of income was measured by categorizing four levels of income earned monthly due to women participation in different activities. Women were required to choose in which category they belong. The results show that there was a difference in income levels between programme respondents and non-programme respondents. Eighty per cent (80%) of the non-programme members were at the lowest income of level

categories compared with 60.7% of programme members earning less than 200 000/per month. Additional observation showed that 34.0% and 4.7% were in the second and third categories respectively for programme members, while for non-programme members it was only 18.0% and 2% only as shown in Table 17.

Table 17: Level of Income

Income categories (Tsh)	Programme members (Income distribution)		Non programme members (Income distribution)	
	Frequency (n=150)	%	Frequency (n= 50)	%
Less than 200 000	91	60.7	40	80.0
200,001 to 400 000	51	34.0	9	18.0
400,001 to 600 000	7	4.7	1	2.0
More than 600 000	1	0.7	0	0.0

The findings in Table 17 show an increased number of programme members with income ranging from 200 001 to 400 000 from 21% as reported by MALE during a baseline survey (2010) to 34%, and a decrease in numbers of respondents with income level less than 200 000 from 82% (as reported by MALE; 2010) to 60.7% as shown in Table 17. The increase in level of income was considered to be an indicator of economic empowerment. The results suggested that ASSP achieved its goal of increasing income of rural poor.

4.6 Cumulative Empowerment Level

Women's empowerment is a multidimensional construct. Therefore, it was essential to measure it by combining all the dimensions of empowerment. For this purpose a Cumulative Empowerment Index (CEI) was developed by summing up the individuals' scores for all the five dimensions of women's empowerment. The value of CEI ranged from 32 to 104. The smallest value of CEI represented the lowest level of empowerment or no empowerment and the largest value of index indicated the highest level of empowerment while 52 indicated moderate empowerment.

Table 18 shows that majority of the programme members (70.6%) scored the empowerment level above 68 and 27.33%, which was below the moderate level, while the majority of non-programme members (60%) had low level of empowerment and only 40% had the level above the moderate level. This shows that high level of empowerment was found among the programme members.

Table 18: Overall empowerment level

Empowerment level	Programme members (%)	Non-Programme members (%)
Highest	70.6	40.0
Moderate	2.0	0.0
Lowest	27.33	60.0

4.6.1 Testing hypothesis

In order to test the hypothesis of the research, the non-parametric Mann-Whitney U-test was used to determine whether there were significant differences between the women members and non-members of ASSP. The findings in Table 19 show that the results of Mann-Whitney U-test for three variables among five between ASSP and non-ASSP members, were statistically significant at $p < 0.005$ (Z-test -2.49 $p < 0.013$). However, the median score of HH income level was one out of four, but the test showed significant difference between the two groups; that is programme participants earned more income than non-programme members. The results in HH decision on production resources show significant difference (Z-test -5.3 and $p < 0.000$) with high median score range of 32 out of 36, while household contribution shows significant difference with median score range of six out of seven (Z-test -3.43; and $p < 0.001$). This result depicts that the programme members participated more in HH decision in production resources and HH contribution compared with non-programme members.

Table 19: Comparison of respondents' members and non-members of ASSP on socio - economic empowerment variables

Variable	Mann-Whitney U	Z - test	Asymp. Sig. (2-tailed)	Median
Women level of income***	3014.000	-2.496	0.013	1
House hold decision***	1917.500	-5.308	0.000	32
Mobility decision	3602.000	-0.476	0.634	10
Asset ownership	3543.000	0.585	0.558	11
HH contribution***	2556.500	-3.435	0.001	6

Note: * indicates significant at 1% ** at 5%**

These results conform to that of OECD (2012) which reported that women's participation in ASSP in Zambia resulted in improving their farming skills, gaining increased control over household income, and in turn these increases led to improved relationships between women and men. Women's self-esteem and confidence increased, and the women became more involved in decision making both at home and in the community. Similarly, Davis *et al.* (2012) found that FFSs had the largest impact on agricultural income in Tanzania, compared with Uganda and Kenya. The focus group discussions carried out in the study area confirm the findings as illustrated with one of the participants in the following quotation:

“Programme members are more active than non-programme members. They can express themselves and work together and share ideas. This has increased our decision making in our households as we decide and plan regarding our issues.”

This finding reveals that there is a relation between increase in income, increase in household decision and increases in household contribution. The increase in income for ASSP members was due to increase in production as a result of using improved technologies, while increased women's participation in HH production decision might be due to increase in HH income which increased women's confidence and self-esteem. Likewise increase in production and income lead to increase in women's contribution to

households' expenses. All these three are indicators of women empowerment in the study areas. These results suggest that ASSP members generally earned more income, participating or making HH decision alone and contributing more to HH expenses than non-members in the study area.

However, freedom of movement and asset ownership were not statistically significant between women in the ASSP programme and women not in the ASSP programme. This can be due to the fact that most of the respondents were Muslim and, according to Muslim culture, women cannot go anywhere without the permission of their spouse. Similar results were obtained by Hossain (2011) in his study on the obstacles of women empowerment in Bangladesh; women restriction was the major obstacle found in the study areas. Also Njuki (2013), in their study on six countries of Africa and Asia, found that over 80% of women always or most often have to get permission to leave the house to earn money or to travel outside the village.

As for asset ownerships, the results show that women contributed more to the HH. These results are similar with the results obtained during basic demographic and socio-economic survey NBS (2014) that ownership of assets was higher among male-headed than among female-headed households. Therefore, the results indicate that the null hypothesis “there are no difference in socio economic empowerment status between women involved in the Programme and those who are not involved” is rejected and the alternative hypothesis is confirmed.

4.7 Relevance of the Empowerment Theory in the Study Areas

In general, the findings agreed with the empowerment theory. The findings show that there was an individual and collective change for those women involved in the programme

(Zimmerman, 2000). Women are in a position to make decision on issues concerning their lives as well as sharing ideas and knowledge and their social life improvement. Furthermore, the results show that, in order for change to happen, it is very important for the following steps to be followed. In this study the process of women empowerment involved awareness on programme objectives to encourage women's participation; developing appropriate strategies which allow women to participate. These in turn will improve/enhance their mind-set that could lead to positive attitude and willingness of women to participate in the programme activities and adopt the technologies. This process leads to increased women's participation in household decision making on agricultural production, contribution to household expenses and increase in HH income, as explained by Kabeer (1999).

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

On the basis of the findings, the conclusions are given in the same chronology as that of the specific objectives in terms of implications of the findings. Likewise, recommendations for empowerment and to decrease gender gap between women and men are also provided.

5.1 Conclusions

The agricultural programmes through FFS groups are the agencies which hold enormous potential for empowerment of women, and more particularly the rural women. Different strategies were used to improve socio-economic empowerment of rural women involved in agriculture. The study concluded that FFS seasonal training and use of farmer facilitators were the most strategies used to empower women. These strategies were appropriate and encouraged women to participate.

The study findings showed high participation of women in regular training and study visit through ASSP. However, cultural issue such as unequal division of roles and inadequate capital resources hindered active participation of women apart from there being limitations; women retained a strong orientation to self-help and FFS group cooperation. This shows that ASSP managed to encourage women farmers to be self-reliant instead of depending on their husband and external supports.

The ASSP was able to create a positive attitude of the women beneficiaries towards the programme. This led to improvement in intra-household decision and make women to be socio-economically empowered.

Women were able to contribute towards household wellbeing, and also managed to be engaged in other income generating activities beside agriculture due to increased in income. On the issue of free movement of women, Muslim socialization religious process considers being the right route and it is supported by Islamic religion rules. According to the Muslim society women are socialized to respect their husbands and they are not allowed to go anywhere without the permission of their spouse. This is the right route for socio-economic development in a Muslim society.

Using Mann-Whitney U-test, the above variable was tested. It was found that for three variables among five between ASSP and non-ASSP members, were statistically significant (women level of income, household decision and household contribution). while mobility, decision making power and assert ownership were not. Based on these findings, it is concluded that the initiatives taken by government through ASSP under IFAD support in empowering rural women through FFS approach left significant change on women's socio-economic status in Mkoani districts.

5.2 Recommendations

In view of the above conclusion, the study recommends as follows:

- i. To further strengthen, sustain, improve participation and encourage women to participate in developmental programmes, government and development programmes are urged to provide the inputs and other resources to support empowerment of women in rural areas. As far as reducing women workload is concerned, it is recommended that appropriate and simple technologies such as drip irrigation could be adopted to reduce women working time.

- ii. Since the ASSP project was able to create a positive attitude of the women beneficiaries towards the project, more women can join other such projects, if they were mobilised. Therefore, it is recommended that development practitioner should mobilise more women to participate in future projects which may be started so that they can be empowered economically and socially.
- iii. Since agriculture is the main women's economic activity in rural areas, agricultural development programmes should be given priority as a process of empowering women. This will enable women to play their roles and participate effectively in achieving their livelihood. It is therefore necessary for government and development partners to increase the programme outreach to non-programme areas in order to provide more participation opportunities for women so as to improve women's socio-economic status as well as of other poor/vulnerable smallholder farmers in Zanzibar.
- iv. In order to change women and men's perception towards free women's movement in participation of development aspect, it is recommended that development practitioner should sensitize the society/community. This will increase women's awareness on their rights and minimize conservative gender-biased, understanding of religion and ignorance of socio-cultural principles regarding women. Also religious leaders should be involved in seminar and workshop so as to mobilize and sensitize them towards changing direction.

5.3 Suggestions for Further Studies

This research was carried out to assess contribution of ASSP in Mkoani District, Southern Region of Pemba Island Zanzibar, Tanzania. It is recommended that similar studies should be carried out in the other remaining districts where ASSP/ASDPL was implemented. Also another study should be on assessing ASSP spill over effects in non-programme areas.

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APPENDICES

Appendix 1: Research Questionnaire

**SOKOINE UNIVERSITY OF AGRICULTURE
DEVELOPMENT STUDIES INSTITUTE, P.O.BOX 3024, MOROGORO**

**TITLE: CONTRIBUTION OF IFAD-FUNDED PROGRAMME TO WOMEN
EMPOWERMENT, THE CASE OF ASSP PROGRAMME-ZANZIBAR**

1. Individual questionnaire.

Questionnaire no.....

Respondent no

I'm a student from SOKOINE University of Agriculture (SUA), this research is a part of my study, designed to understand the extent to which ASSP programme contribute to empower rural women. Your participation in this study is entirely voluntary. The Information obtained will provide a picture of women empowerment status in the rural area for development practitioner and women themselves. The Interview will take about 30 minutes to complete. Your answers will be anonymous and confidential and cannot be linked to you, your Shehia or Programme, in any way. You may withdraw from the interview at any stage if you wish. Would you like to go ahead and complete the questionnaire?

Please feel free to answer as honestly and openly as you can, and don't hesitate to ask for additional explanation where required. I will ask you for some personal information such as your full name and telephone number. Providing this information is optional, but it will help us in contacting you if we need to follow-up for any clarifications.

A. BACKGROUND INFORMATION

INSTRUCTIONS

Write your answer in the space provided or tick the appropriate answer (A01 to A11)

-
- 1. Name of interviewee: Mrs. / Miss.....
 - 2. Age
 - 3. Region.....

4. District.....
5. Shehia.....
6. Education level: 1. Primary.....2. Secondary.....3. University.....
4 Informal.....Other (specify)
7. Marital status: 1. Married.....2. Single.....3. Divorced.....4. Widow..... 5
Separate.....6 Cohabiting.....(circle /tick)
8. Family size.....1-3.....4-6.....> 6.....
9. Religion.....
10. Occupation.....
11. Date of interview.....
12. Year of joining with ASSP Programme for programme members.....

B. PARTICIPATION IN THE PROGRAMME

(For programme participants)

14. Are you familiar with ASSP programme?

1. yes 2 No

15. What are the activities implemented by ASSP programme in empowering women in your area?

1. Field study visits
2. Training activity
3. Farmers group meetings
4. PRA activities
5. Participatory research activities

16. Have you been participating in the activities listed in Qn. 15 above?

1. yes 2 no

17. How do you describe your extent of participation in ASSP women empowerment activities?

S/N	Activities	1=Not at all	2=Occasionally	3=Mostly
1.	Field study visits			
2.	Training activity			
3.	Farmers group meetings			
4.	PRA activities			
5.	Participatory research activities			

Detailed Participation Information

18	Are you a member of ASSP group?		<p>How did you join the group?</p> <ol style="list-style-type: none"> 1. Voluntary <input type="checkbox"/> 2. Selected by programme staff 3. Selected by sheha 4. Convinced by friends 5. Other <p>(Specify).....</p>
19.	Do you have responsibilities in your group?		<p>a. What is your position</p> <ol style="list-style-type: none"> 1. Chairperson 2. Secretary <input type="checkbox"/> 3. Treasure 4. Group committee member 5. Just a group member <p>b. What benefit do you get in your position?</p> <ol style="list-style-type: none"> 1. I can express myself any where 2. I can participate in community activities easily 3. I got the chance to contribute on behalf of other women 4. I got experience and chances to make a decision. 5. Both 1,2,3,4 6. Is just a burden to me 7. Any other specify..... <p>.....</p>
20	Do you participate in FFS group activities?		<p>Which activities do you participated</p> <ol style="list-style-type: none"> 1. Training 2. PAR research , <input type="checkbox"/> 3. Group meeting 4. Study visit 5. PRA process

				6. All above 7. Other specify.....
21	Is there any benefit obtained after participating in groups			What is the benefit of your participation in the group 1. Knowledge and skill increased 2. Obtain services <input type="checkbox"/> 3. Increase in production 4. Social inclusion and exchanging ideas 5. Both 1,2, 3 and 4 6. Other specify.....
22	Is there any barrier which hinders your participation			What are they <input type="checkbox"/> 1. Religion 2. Limitation of chances 3. Many responsibilities 4. Not informed about the programme 5. Others (specify).....
23	Can you suggest any solution for those challenges			Mention 1..... 2..... 3.....
24	Do you know any efforts done by ASSP programme to encourage women participation			What were the efforts? 1. Conduct sensitization meetin <input type="checkbox"/> 2. Inform local leaders 3. Formulate criteria for group formation 4. Others (specify).....
25	Do you participated in the			If yes, how often?

	training conducted by ASSP regularly (frequency of participation)			1. Once a week 2. Once a month 3. Twice a month 4. Other specify.....
26	Beside the activities organized by ASSP do you participate in any other community activities?			What are they, mention 1..... 2..... 3..... 4.....
27	Do you decide yourself to participate in ASSP Programme?			1. Manipulative participation 2. Passive participation 3. Participation by consultation 4. Participation for material incentives 5. Functional participation <input type="checkbox"/> 6. Interactive participation <input type="checkbox"/> 7. Self-mobilisation

Key characteristic of participation:

1. Manipulative participation: Just participated but don't have any power everything is controlled by Programme
2. Passive participation; People participate by given Information from programme management without any listening to people's responses.
3. Participation by consultation: People participate by being consulted or answering questions. No compromise in decision making
4. Participation for material incentives: People participate by contributing resources, e.g. labour in return for food, cash or other material incentives.
5. Functional participation: Participation is seen by external agencies as a means to achieve project goals. Such involvement may be interactive and involve shared decision-making, but tends to arise only after major decisions have already been made by external agents.

6. Interactive participation; People participate in joint analysis, development of plans, and formation or strengthening local institutions. Participation is a right, not just the means to achieve project goals.
7. Self-mobilisation; People participate by taking initiatives independent of external institutions to change systems. They develop contacts and projects with external institutions for resource and technical advice they need, but retain control over how resources are used.

C. STRATEGIES USED BY ASSP PROGRAMME (For participants)

SN	Strategies	Participation		
		Yes 1	No 0	If yes (put a tick)
1	Do you acquire any knowledge or skills through ASSP programme			What is the main source of new knowledge in the crop for you? 1. Other Farmers 2. Farmer Facilitator 3. Block Extension Officer 4. Private Sector
2	Have you received any kind of new knowledge or skill from the FFS?			How that knowledge or skills benefit you? 1. Increase in Production 2. Increase in food consumption 3. Increase in income 4. Increase my knowledge on husbandry practices and new technologies on cultivated
3.	Are you able to adopt the knowledge you learnt through the FFS?			If Yes What was they (Tick) 1. Husbandry practices on specific enterprise 2. Monitoring skills. 3. Cross cutting issue 4. 1,2,and 3 5. Other specify..... If no, why not? 1. Do not have the resources 2. Do not have the time 3. Do not think it is useful 4. Other Specify.....
4	Are you familiar with any Participatory Action Research during FFS training?			What are those 1. Use of organic fertilizer vs farmer practices. 2. Use of improved practices vs farmers' practice

				3. Control of pest and diseases by using botanical pesticide 4. Use of proper spacing 5. Others specify.....
5	Do you know about farmer facilitators?			How do you benefit from them 1. Provide knowledge and skill increase 2. Provide extension services 3. Both 1, and 2, 4. Other specify.....
6	Are you aware on any farmer network in your Shehia?			What are they 5. District Farmer fora 6. Farmer Association 7. SACCOS 8. Farmer groups 9. NGOs 4. Others (specify).....
7	Are you aware of Annual stakeholder meeting which are organized by ASSP			What are the benefit of that meeting 1. Provide overview of progress performance of development activities. 2. Provide chances for farmers to discuss their challenges and way forward. 3. Just wastage of time 4. Exchanging ideas from different Programme areas and stakeholder 5. Both 1, 2 , 3 and 4 Other specify.....

Summary of the strategies used by ASSP programme *(Please fill the tables below)*

SCORE STRATEGIES code	Very ineffective	Somewhat ineffective	Neutral effective	Somewhat effective	Very effective
1. Provision of knowledge and skills					

2. FFS seasonal Training duration					
3. Participatory Action Research					
4. Farmer facilitators					
5. Farmer networking					
6. Annual stakeholder meeting					
7.					

General comments on the strategies used by ASSP to empower rural poor women in particular

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D. ATTITUDE OF WOMEN TOWARDS ASSP PROGRAMME.

D01 a How do you think about ASSP Programme?

D01b Is the programme useful to you? 1. Yes 2. No

D01c Why explain.....

D02. If the programme come again which things do you like to happen for women?.....

How do you perceive ASSP programme

SCORE Perception code	Strong dis- Agreed 1	Dis- agreed 2	Neutral 3	Agree 4	Strongly Agree 5
1. ASSP programme is very important programme for empowering rural women					
2. ASSP programme increase load for rural women					
3. Programme was well					

understood by rural women and useful to them.					
4. Just join the programme but it is not clear to me the benefit of this programme.					
5. Knowledge and skill provided was not appropriate to us					
6. Programme was not involving us completely					

Any other comments on ASSP Programme

E. EXTENT TO WHICH ASSP PROGRAMME CONTRIBUTED TO EMPOWERMENT OF RURAL WOMEN

Ability to make decision on household farming issue and income obtained

SN	Who makes a decision on the following family issues?	Programme Participants				Non Programme Non participants			
		1	2	3	4	1	2	3	4
1	Land size to cultivate								
2	Type of crop to be grown								
3	Purchasing Inputs								
4	Selling your product								
5	Amount for sell and for food consumption								
6	Selling price of your produce								
7	Utilization of income from sale of your crop								
8	Purchasing food from sale of your crop								
9	Paying school fee from your income								
10	Purchasing Asset								
11	Purchasing luxury things (Gold, clothes)								
12	To join SACCOS								

Key: Women = 1, Men = 2, Men and women = 3, other = 4

What factors hinder your participation in decision?

1.
2.
3.

Contribution in house hold expenses

		Programme participants			Non Programme participants		
SN	Household expenses	Contribution					
		Yes 1	No 0		Yes 1	No 0	
1	Do you own any land which you cultivate crop			Which crop you grown 1. 2. 3. 4.			Which crop you grown 1. 2. 3. 4.
2	Do you own livestock which contribute to household income			List 1. 2. 3. 4.			List 5. 6. 7. 8.
3	Do you use your harvest for household food consumption						
4	Do you have any other source of income which contribute to house beside agriculture			What are they 1. 2. 3.			What are they 4. 5. 6.
5	Are you a member of any credit and saving group which provide you a credit						
6	Do you spend your credit for house hold expenses						

7	Do you spend your money for family needs?			Expenses 1. Food 2. Clothes 3. Electricity bills 4. Health issues 5. Children school fee 6. Other specify.....			Expenses 7. Food 8. Clothes 9. Electricity bills 10. Health issues 11. Children school fee 12. Other specify...
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F. WOMEN INCOME LEVEL

Income per month	Programme participants	Non Programme participants
Level of income (Tsh)	Response (put tick)	Response (put tick)
Less than 200 000		
200 000 - 400 000		
400 001 - 600 000		
More than 600 000		

Thanks for your participation

Appendix 2: Interview guide for Key Informants

These are women farmer facilitators, extension personnel, women group leaders, Programme staff and shehia local leader).

1. Are you familiar with ASSP Programme? How you perceive it?
2. What do you understand on empowerment of women? What are the criteria of empowerment?
3. How women participate in this programme?
4. What can you say about ASSP Programme?
5. What strategies used by ASSP to empower rural women? What do you think about that strategy, Discuss?
6. Is there any achievements obtained by women due to their participation in this programme?
7. What were the main challenges during the empowerment process?
8. If the programme comes again for the second phase which different intervention do you wish to happen?
9. Are there any socio-economic changes happen due to this programme
10. What are those changes?

Appendix 3: Interview guide for Focus Group Discussion

1. Date.....
2. No of participantsNo of men No of women
- Time taken
1. Are you familiar with ASSP Programme? How you perceive it?
2. How is women empowerment defined in your area?
3. What are the indicators of women empowerment in your areas?
4. Is there any difference between women involved in ASSP Programme and those who are not involved?
5. What changes happen due to women participation in ASSP Programme
6. What were the challenges
7. What were the strategies used by Programme? How effective was it?
8. What are the position of women on leadership and decision making in the societies as well as in the family.
9. Are you familiar with farmer facilitators?
10. What are their roles?
11. Is there any benefit obtained from farmer's facilitators?
12. Is there any difference in participation of women in community activities between women involved in the programme and those who are not involved (participating in meeting, visiting other farmers, visited by others etc)?
13. Is there any diffusion of knowledge or skills adopted from ASSP?
14. Are there any socio-economic changes that happen due to this programme
What are those changes?
15. How does the community benefit from the Programme?