



PERSONAL ADVANCEMENT & CAREER ENHANCEMENT (P.A.C.E.) PROGRAM TANZANIA

ENDLINE EVALUATION REPORT

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LIST OF ACRONYMS

COVI_19	Coronavirus Disease
FGD	Focus Group Discussion
GoT	Government Of Tanzania
KII	Key Informant Interview
P.A.C.E.	Personal Advancement and Career Enhancement
PCI	Project Concern International
PSDM	Problem Solving and Decision Making
TSM	Time And Stress Management
WE	Women Empowered

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Yours sincerely,
Mr. Pascal M. Ntunda, M.P.H.-Team leader
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Executive summary

PCI, a Global Communities Partner, has partnered with Gap, Inc. since 2016 to implement Gap's Personal Advancement and Career Enhancement (P.A.C.E.) training in Tanzania. In Tanzania, the core modules covered under the P.A.C.E. curriculum are (1) Communication; (2) Problem Solving and Decision Making; (3) Time and Stress Management; and (4) Water, Sanitation & Hygiene. Additionally, the topics of Safety & Security and Gender are integrated across all modules. Gender describes gender roles and norms and how gender influences opportunities and access to resources. To date, PCI has enrolled 6,570 individuals through the P.A.C.E. program in Tanzania, i.e., 5,047 women and 1,523 men. Of those enrolled, a total of 3,182 individuals (2,584 women and 598 men) met the program criteria of graduation, which requires the completion of at least 70% of all sessions.

Methodology

The evaluation team used focus group discussion and key informant interview methods to collect data. The evaluation team conducted six focus group discussions (3 female-only FGDs and 3 male-only FGDs) with graduates of the P.A.C.E. program. The evaluation team conducted 45 key informant interviews with 23 graduates, 11 non-graduates, five silver Trainers, three PCI staff, and three government officials. In collaboration with the P.A.C.E. technical team, the evaluation team selected FGDs participants randomly from the pool of graduated P.A.C.E. participants. The team also selected key informant interviews purposively due to their participation in the project intervention.

Key Findings

a) Focus Group Discussion

Communication: The communication training helped participants address labor division within the family, domestic violence, and improved spouses' relationship. Both men and women reported a shift in traditional social and gender norms due to communication training. For example, the training helped some men change their attitudes so that they now can assume women's traditional responsibilities such as cooking and fetching water while their wives are doing other activities. The training also helped women increase their confidence to express themselves freely at home and in the WE group.

WASH: The training helped participants increase their knowledge and skills on Water, Sanitation, and Hygiene. The knowledge and skills gained helped them maintain personal Hygiene at home and the community, avoid water pollution, properly handle soft and hard wastes, and resist social norms that affect personal hygiene. For example, menstruating women were not allowed to visit pumpkin farms due to traditional beliefs about menstruation, but after the training, some women reported that now they can visit the pumpkin farms. Additionally, the training also helped the participants protect themselves and protect others against COVID-19. Both men and women participants reported that the P.A.C.E. training increased their knowledge and their practice of maintaining social distance, washing their hands with soap, and covering their nose and mouth with a bent elbow when coughing or sneezing.

Problem Solving and Decision Making (PSDM): Because of the PSDM training, both men and women reported having changed their behavior, attitudes and improved their techniques to address family, community, and WE group problems. It helped participants share their problems with others and find better solutions together in the group. Some men reported that training had changed them from avoiding problems to tackling and solving problems by finding the causes and addressing them accordingly. In addition to that, both men and women proved that they can now help each other in their

groups. Women also noted that the training helped them reduce conflicts and misunderstandings with their spouses because they now discuss and reach a consensus.

Time and Stress Management (TSM): The findings indicate that the P.A.C.E. training has helped the participants to be able to plan ahead and have enough time to build relationships with community members, friends, and family. They are also able to get to work early and complete their work within the planned time. All male and female participants also proved that their punctuality has increased. According to the male participants, a better understanding of time management has increased crop production and reduced stress because the P.A.C.E. program helped them pre-plan labor division at the family level, set priorities, and allocate time for having fun with family members

Male involvement: There are similarities in men's and women's perceptions of men's involvement in the P.A.C.E. group. Their perception is linked with the harmful gender norms that women are decision-makers and women are inferior to men. Their perception is that men should be included in the P.A.C.E. groups. Both men and women believe that men need to understand the importance of the training to support them in implementing the lessons learned and attending the training and WE group meetings. Another advantage of involving men in the P.A.C.E. training is that it's easy to disseminate the knowledge gained from the training to community members who didn't attend compared to women counterparts. Men will not accept gender-related messages from women, and they tend to ignore any messages if delivered by women. Both men and women also concluded that they are confident and comfortable working together in one group rather than in male or female groups alone.

The time allocated to conduct the training and WE group meeting was not sufficient to cover all topics. The facilitator rushed to complete the sessions, and the participant lacked time to ask the facilitator questions or clarifications. The participants recommend that the project allocate more time for the session like communication, and they also need the P.A.C.E. and WE events to be conducted on two different days. As far as training materials are concerned, Participants reported that the material was good and fit their needs, but some wished to have handouts to revise at home.

b) Key Informant Interview Graduates and Non-Graduates

Both participants who did and didn't graduate from the P.A.C.E. program confirmed they work collaboratively with their partners to decide on their family-level issues. Women stated they are now more freely able to communicate with their husbands compared to before the program. Though they are involved in decision-making, the findings indicate that women are involved in decision-making processes only as observers because men are final decision-makers at the family and community levels. During the interview, one graduated man reported that *"My wife and I usually discuss development issues, but I usually make final decisions because I'm a man"*. Furthermore, the individuals who graduated from the P.A.C.E. program (graduates) demonstrated stronger communication and problem-solving skills in the WE group than individuals who did not graduate from the P.A.C.E. program. According to their views, the graduates reported that the P.A.C.E. program strengthened their relationships and reduced conflicts among the group members; they can now communicate well and jointly solve the WE group problems than individuals who did not complete the P.A.C.E. program.

Individuals who successfully graduated from the P.A.C.E. gained more leadership skills than individuals who didn't complete the P.A.C.E. program. The knowledge gained from P.A.C.E. training influenced participants' leadership roles in community groups and local government authorities. Due to the P.A.C.E. program, most of the graduates competed for different leadership positions at the WE group and local

government authorities. For example, most of the graduates had the following leadership positions in the local government authorities (Division chairman, ward executive officer, school committee member, and village council), and most of them also have the following positions (the group's secretary and the group assistance secretary) in the WE group. For example, in the Bwai ward, the special seat. Her responses indicated that the P.A.C.E. program's self-confidence, good communication skills, and problem-solving skills helped qualify her for this position. As far as non-graduate participants are concerned, most of them had little or no knowledge of proper communication and problem-solving skills. Few of them reported a leadership position in the WE group, but none had a leadership position in the local government authorities.

Individuals who completed the P.A.C.E. training reported having higher aspirations than those who didn't complete the P.A.C.E. program. Graduates reported that the P.A.C.E. program helped encourage their aspirations to have their businesses, houses, assets, livestock, and basic needs such as water and electricity in the future. Both graduates and non-graduates are facing similar challenges in attaining their aspirations. The challenges include financial constraints, unpredictable weather, knowledge, and skills on what and where to invest. Although participants face many challenges to achieve their aspirations and expectations, P.A.C.E. training helped them resolve some of these challenges in collaboration with their family and community members. For example, the P.A.C.E. program helped graduates and non-graduates get money to cover family expenditures and start petty businesses.

Some P.A.C.E. participants dropped out of the P.A.C.E. program. The following are the reasons: (a) The training was inconvenient and meaningless for them, and they didn't see the benefits of participating in the P.A.C.E. training; (b) They were sick (c) The training collided with the farming seasons; (d) Some group's division of share/stocks (ending /closing the group) occurred parallel with the P.A.C.E. training, so some participants left the session after receiving their share in their respective group.

c. Key Informant Interview with-Implementers PCI staff, GOT staff, and Silver Trainer

- All four P.A.C.E. modules were very important and highly relevant to the Tanzania context. The training complements the Government of Tanzania's efforts in addressing gender equality and women's empowerment in all socio-economic and political relations and cultures. The choice of approach and methodology were relevant to the P.A.C.E. participant, and the training used more pictures and practical exercises, including discussion during the training. The training was conducted in the Kiswahili language, and local facilitators were responsible for conducting all training.
- Peace and harmony in the society motivated the family to have a common goal and plan to achieve their life goals. Generally, the P.A.C.E. training helped the participants to have the confidence to make plans to meet future aspirations. The participants also disseminated knowledge, such as WASH, to the non-P.A.C.E. participants to build their interest in reflecting on their current WASH priorities and ambitions for future aspirations.
- All implementers interviewed reported that the P.A.C.E. training had improved the participant's life at home and the community level. Attendance, punctuality, and communication skills had improved due to the P.A.C.E. training. Furthermore, men are no longer reluctant to help their partners cook or washcloths, and families are free to talk and listen to women and hold various positions in the WE group and the community.

d. Recommendations

- The P.A.C.E. program has effectively changed the lives of males and females who participated in the training program. The P.A.C.E. program has also changed the lives of those who didn't participate in the training program. There is a need for the project to extend its scope of operations to cover all Mara regions districts.
- PCI conducts the P.A.C.E. training the same day as the WE group meeting, where the participant buys a share and pays loans. The arrangement caused the participant to lose attentiveness during the training. The participants discouraged this arrangement and requested the P.A.C.E. program management to hold the two events on two different days—the suggested arrangement is expected to increase concentration among the P.A.C.E. participants.
- Although knowledge dissemination was not the intention of the P.A.C.E. Program, the results indicate that participants shared the knowledge and skills learned with other friends who didn't attend the P.A.C.E. training. So, there is a need for the project to have a standalone session on knowledge dissemination to all its participants to equip them with knowledge dissemination techniques. It will help the program to cover the larger population at a low cost.
- There is not enough time to cover all the topics within 90 minutes adequately. There is a need to adjust some of the sessions, such as communication, to allow the facilitator to cover all topics effectively. The adjustment of the time is expected to give participants time to ask the facilitator questions.
- Addressing community beliefs and culture is challenging, and it needs long-term investment in terms of financial, skilled human resources, and multiple strategies. There is a need for the P.A.C.E. program to add more than three to five years of operations to respond to women's empowerment because it has been recognized that women are still inferior to men, especially in making the final decision at the household level and the community level.
- Give the dropout participants a second chance to enable them to reach their life goals.
- Expand involvement of the men in the P.A.C.E. program: They are key decision-makers at the family and the community level. At the community level, the sustainability of the P.A.C.E. knowledge and skill depends on the presence of the men in the P.A.C.E. program.
- There is a need to leave the teaching and learning modules to participants. The material /handouts will enable the participants to revise at home and teach people who didn't attend the P.A.C.E. training.

1.0 INTRODUCTION

Project Concern International (PCI), a Global Communities Partner, and Gap, Inc. share a common vision to enable women worldwide to gain the skills and confidence they need to reach their full potential. Evidence shows that putting economic resources in women's hands is the best way to accelerate development and sustainably reduce poverty. Women Empowered (WE) is PCI's evidence-based social and economic empowerment platform that enables women to save money, develop financial literacy, and invest in income-generating activities. In addition to increasing women's access to financial services, Women Empowerment (WE) groups also focus on building skills and self-esteem, increasing access to information and resources, and promoting collective action and community organizing. This combination of economic and social empowerment positions women as leaders and decision-makers in their households and communities.

PCI has partnered with Gap, Inc. since 2016 to implement Gap's Personal Advancement and Career Enhancement (P.A.C.E.) training in Guatemala, Nicaragua, Tanzania, and India. Over the lifetime of the partnership, PCI has enrolled 11,129 women, 1,523 men, and 81 PCI team members have been certified as P.A.C.E. facilitators. P.A.C.E. has been a solid complement to PCI's economic empowerment programming for women. In a recent evaluation of the 2018-2019 cohort in PCI's P.A.C.E. training, participants reported that their participation in P.A.C.E. improved their ability to express themselves and negotiate in their interpersonal relationships and significantly increased their confidence in accomplishing personal goals and contribute to their households and communities.

The P.A.C.E. curriculum covers various topics related to life skills that are crucial to the growth and development of women. Each module is designed to enhance specific competencies and to help participants holistically understand concepts. Currently, the program covers up to four core modules of Learning: (1) Communication, (2) Problem Solving and Decision Making, (3) Time and Stress Management, and (4) Water, Sanitation & Hygiene. Additionally, the topics of Safety & Security and Gender are integrated across all modules. Gender describes gender roles and norms and how gender influences opportunities and access to resources. The core modules (1-4) require approximately 40 hours of Learning and are delivered to mature WE groups in 45-90-minute sessions every week.

Combining PCI's Women Empowered (WE) and Gaps, P.A.C.E. curricula aim to enhance both programs' impact and strengthen the capacity and competence of program participants. The core objective of including the P.A.C.E. training with WE groups was to increase their knowledge of the four core modules and utilize it within the WE group and their personal lives.

1.1 Beneficiaries

To date, PCI has enrolled 6,570 individuals through the P.A.C.E. program in Tanzania, i.e., 5,047 women and 1,523 men. Of those enrolled, a total of 3,182 individuals (2,584 women and 598 men) met the program criteria of graduation, which requires the completion of at least 70% of the sessions in the four modules.

1.2 Objective & scope of an evaluation assessment

According to the assessment terms of reference, the objectives of the assessment were:

1. Assess the relevance of the project strategy and approach and the validity of assumptions made during project design.
2. Understand perceived benefits and effects of participation in P.A.C.E.

3. Evaluate the effectiveness and possible unintended consequences of including male participants in P.A.C.E. groups.
4. Document lessons learned, challenges, and unanticipated effects of the program.

PCI staff supported logistics planning and beneficiary selection, and they actively supported data collection activities in the field. The scope of the evaluation included the entire project, including PCI, project partners, beneficiaries and stakeholders, United States Department of Agriculture (USDA), and key GoT actors.

1.3 Key Evaluation equations

A. Decision-Making

- In what ways, if any, has communication changed between participants and their partners or parents after participating in the P.A.C.E. program?
- In what ways have communication, problem-solving, and decision-making changed after participating in the P.A.C.E. program?
- In what ways, if any, did communication, problem-solving, or decision-making change in your WE group due to participation in P.A.C.E.?

B. Community Participation

- In what ways, if any, has participation in P.A.C.E. influenced participants' involvement or leadership role in community groups or local government?

C. Future Aspirations

- To what extent did participation in P.A.C.E. influence or change perceptions of future aspirations among participants?
- In what ways, if any, do participants think P.A.C.E. influenced their self-efficacy in overcoming obstacles to their future aspirations?

D. Male Engagement in P.A.C.E.

- Have men's attitudes and behaviors changed as a result of participation in P.A.C.E.? If so, how?
- To what extent has men's participation in the P.A.C.E. program contributed to more acceptance and support of women's empowerment (including agency, decision-making power, and autonomy)?
- Do women in P.A.C.E. groups think it was valuable to have men participating in P.A.C.E. training? If so, why?
- Does men's participation constrain women's discussions and reflections on the curriculum? If so, how?
- Do women think men should participate in P.A.C.E. in separate male-only groups? If so, for the entirety of the program or only for certain sessions?
- How satisfied are male participants with the intervention, including its content and mode of implementation, and why?

2.0 METHODOLOGY

2.1 Assessment Approach

The consultant carried out a comparative cross-sectional qualitative study to answer key evaluation questions. The primary methods of the assessment were the Focus Group Discussion (FGDs) and key informant interview (KIIs). The evaluation team collected qualitative data from a sample of participants, both male and female, in the P.A.C.E. groups. The evaluation team conducted a total of six (6) focus group discussions; three (3) focused on female-only P.A.C.E. participants, and the three (3) male-only P.A.C.E. participants. The FGDs covered two topics: male involvement in the P.A.C.E. Program and relevance and effectiveness, which comprised four (modules).

KII participants included individuals who did not graduate and those who successfully graduated from the P.A.C.E. program to ascertain the pathways through which P.A.C.E. achieved its outcomes. KII participants also included silver trainers and P.A.C.E. staff. The evaluation team also reviewed secondary data: training module pre and post-tests, past evaluation, self-assessment reports, monitoring, evaluation framework, training reports, training modules, deliverables from project activities, e.g., published reports and training materials. In addition, the team reviewed documents related to gender issues in Tanzania.

2.2 Data collection techniques

The consultant used the following data collection tools.

- Desk review
- Key informants' interviews, and
- Focus group discussion.

The detail for each method is discussed below:

- a) Desk review:** The desk review helped the consultant to understand the project context and the PCI country program, identifying the sample of stakeholders, secondary data, identifying specific interview questions, completing the evaluation matrix, and validating and cross-checking preliminary findings. These documents reviewed included: Past evaluation/ self-assessment reports, M&E frameworks, training reports, training modules, and deliverables from project activities, e.g., published reports and training materials.
- b) Key informant interview (KIIs):** The KIIs provided rich and contextual insights into their personal views, beliefs, perceptions, and judgments of the project's secondary and primary beneficiaries. During the KIIs, the consultant interviewed 42 respondents: 23 graduates, 11 non-graduates, 5 silver trainers, and 4 P.A.C.E. staff. The interview guide was developed using the Gap Inc. Global Evaluation Framework Reference Guide.
- c) Focus Group Discussion (FGD):** The consultant conducted six (6) FGDs to capture the target communities' normative views and perceptions of beneficiaries (men and women). Each FGD included an average of seven 7 participants per focus group discussion. During the FGDs, the enumerators engaged the participants in an open discussion structured around predetermined open-ended questions led by the moderator. The enumerators sought Informed consent for participation and recorded the interview before starting the discussion. The FGD guide was

adapted from the Gap Inc. Global Evaluation Framework Reference Guide and included additional questions by the project team to answer the complete evaluation questions.

2.3 Sampling strategy

The consultant and PCI Technical team collaborated to compile the final list of respondents for FGDs and KIIs.

The consultant and PCI technical team purposively selected PCI staff, [WE Manager, P.A.C.E. Focal Person, and two (2) P.A.C.E. Gold Badge Trainers] for KIIs because they have been involved directly in the implementation of the P.A.C.E. program. The selection of government officials followed the same sampling methodology (purposive sampling) because they were also involved in the P.A.C.E. intervention.

The selection of KII respondents (graduates and non-graduates) relied on the list of P.A.C.E. participant groups to identify those who did and did not graduate from the program. For graduates, the evaluation team first arranged the group per each district and randomly selected eight participants (6F:2M) from each district for KIIs. From each district, two groups were formed, namely graduates groups and non-graduate groups. The evaluation team applied similar methods to select four (3F and 1M) non-graduate participants from each district for the KIIs.

None of the participants refused to be interviewed. However, some FGDs participants from Kwibara secondary school didn't attend because of a village member's death —invited respondents attended the funeral. The evaluation teamwork in collaboration with PCI technical team to replace the participants. The consultant conducted KIIs close to the participants' locality, with a preference for convening at the district level or wherever was convenient. The P.A.C.E. technical team arranged, organized, and oversaw all logistics issues. KIIs took around 45-60 minutes.

Likewise, the consultant and P.A.C.E. technical team drew FGDs participants from the P.A.C.E. graduate list. The consultant clustered the participant in Male and female and randomly selected FGDs participants. The consultant conducted two focus group discussions from each district of Bunda, Musoma, and Butiama: one for females and one for males.

Table 1: Data collection methodology and sampled size information

Method	Respondent	Respondents interviewed	Data collected
KIIs	Graduates	23	<ul style="list-style-type: none"> Decision-making participants (both male interviews) Community Participation and female) Future Aspirations Relevance and Effectiveness
	Non-Graduates	11	
	Silver trainers	5	
	P.A.C.E. staff ¹	4	
FGDs for graduates	Male only	27	<ul style="list-style-type: none"> Male engagement in P.A.C.E. participants Relevance and Effectiveness

¹ PACE staff includes: WE Manager, PACE Focal Person, and 2 other program staff who are also PACE Gold Badge Trainers.

	Female only	21	<ul style="list-style-type: none"> • Male engagement in P.A.C.E. participants • Relevance and Effectiveness
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2.4 Data Collection Tools Translation

The consultant translated all KIIs and FGDs data collection tools into the National language (Swahili) spoken in the study area. The questionnaire translation passed several steps before actual data collection. First, the consultant shared the translated version with P.A.C.E. technical team for further review and comments. The consultants addressed comments and reconciled the translated version with the original version. There was no discrepancy found for reconciliation between the two versions. The final version was submitted to P.A.C.E. for approval.

2.5 Training of Data Collectors and Pretesting of Data Collection Tools

The evaluation team conducted two days of training to nine enumerators. The training covered the following topics: Project Background and Purpose of the Study, Research Ethics, Confidentiality, and informed consent, Interviewer Techniques & Gaining Cooperation, Qualitative Survey Methods and Quality Control Assurance, understanding of data collection tools – two concurrent sessions (KII/FGD), Review of Data collection tool – Beta testing and feedback session, closing, and other logistics. After the training, the evaluation team conducted the pretesting at Mwibagi village in the Bunda District. The pretesting aimed to adapt the data collection tools to reflect actual fieldwork conditions, estimate the time required to implement the data collection tools per participant, and test for the additional information needed to complement the data collection tools.

The evaluation teams used the pretest findings to adjust the data collection tools in terms of wording and rephrasing of Kiswahili for some questions without changing the original meaning of the English version. The team also edited some of the Kiswahili words that were not conversant with the pretesting respondents during the interview.

Findings from the pretesting indicated that most FGDs and KIIs participants could not recall the modules taught by P.A.C.E.. Recall bias occurred because the participants didn't remember the types of modules and content taught. The team decided to add an introduction section to each data collection tool to address the recall bias. The interviewee needed to read and explain the modules and brief content before starting the actual interview. During the interview, the team also edited some of the Kiswahili words that were not conversant with the respondents.

2.6 Quality Assurance Mechanism

Two teams were involved in data collection. Each team had three (3) members; one team leader, one enumerator/facilitator, and one note-taker. All discussions were recorded in the software.

The consultant adopted the following strategies to ensure that the data collected were of high quality:

- The team convened a meeting every day after fieldwork for feedback to discuss issues that arose in the KIIs and FGDs and other logistics and administrative issues that needed to be resolved in real-time for the success of the collection exercise and data quality improvement.
- The team leader was responsible for managing fieldwork activities duration of data collection. Moreover, he was responsible for overseeing fieldwork logistics and ensuring adherence to data collection protocols (including sampling). In addition, the team leader was responsible for observing

the interview process, assessing the enumerator's performance, and flagging areas for Improvement.

2.7 Ethical Considerations

Ethical clearance was obtained from the National Bureau of Statistics (NBS). P.A.C.E. Management also sought permission from local government authorities before actual data collection. The enumerators obtained verbal consent from participants and informed them that their participation is voluntary, and they were informed that they could withdraw from the study at any time without any consequence. The data collection process adhered to the principle of anonymity. The evaluation team excluded the names of the respondents from the recorded and written materials to avoid disclosure of the identity of the participants. PCI intended to keep all material as per the retention Policy.

2.8 Data Analysis

The evaluation team applied the content and thematic analysis methods to analyze the data collected through FGDs and KIIs. The evaluation team used transcription software to upload the audio recording to the computer. The evaluation team used the uploaded audio recording to listen while playing back slowly and record what is heard into a text document. The evaluation team developed a skeleton code frame before data collection (structural codes) from the evaluation objectives and key questions and later transformed it into a data-driven codebook by refining codes and themes using Transcripts. First, the evaluation team coded the text according to the available themes of interest that fit the evaluation and sub-evaluation questions. The themes were pre-described and demonstrated using participants' quotes and perspectives on various study objectives. Next, everything was coded in the codebook, including definitions of the themes. Finally, the evaluation team applied this code using a qualitative analysis software program called "Dedoose" to analyze the data.

2.9 Study Limitations

- Respondents found it challenging to recall information on P.A.C.E. training modules. It happens because most of the questions asked participants to reflect on activities many years ago. So, they don't remember or remember things more positive or negative than they were. As a result, the interviewee needed to read and explain the modules and brief content before reminding the respondents of the module's type and content. The team mitigated this by adding the introduction section in each data collection tool to address the recall bias.
- The evaluation team uses qualitative data only to write this report. The study didn't examine any other P.A.C.E. documents, such as training reports, activity reports, and baseline reports. Thus, some findings in this report may have been assessed negatively or positively for not including secondary information in the report.

3.0 FINDINGS FOR FOCUS GROUP DISCUSSION

The findings for this study are based on the evidence captured across six sites visited in three districts of Bunda, Butiama, and Musoma district council in the Mara region. The findings section is divided into two sections:

- Relevance and Effectiveness and
- Male engagement in P.A.C.E. participants.

3.1 Relevance and Effectiveness

The evaluation team examined /assessed the PCI program's performance in implementing the P.A.C.E. program. This section presents the P.A.C.E. program findings on Communication; Problem Solving and Decision Making; Time and Stress Management; and Water, Sanitation & Hygiene modules.

3.1.1 Communication

The Communication module aimed to improve and enhance the communications skills of male and female P.A.C.E. participants at WE group, community, and within their families. The enumerators asked all participants to describe changes that occurred due to their participation in the P.A.C.E. training. This study indicates that the P.A.C.E. training has shifted participants' behavior and improved relationships at the household and community levels, as summarized below.

- **Improved parent's and children's relationships**
- **Shifted traditional social and gender norms**
- **Improved family, neighbors, and community members relationships**
- **Improved WE group relationships**
- **Improved confidence and leadership skills**

Improved parent's and children's relationships: The responses from study participants indicate that P.A.C.E. training had improved knowledge among parents about the importance of parent's and children's relationships in the family. Communication training is the reason for this behavior change. The findings revealed that P.A.C.E. participants are no longer having lousy communication with their children. For example, they are now supporting and discussing the importance of education with their children, following up on their homework, and guiding them whenever they make a mistake. According to female participants who observed the change:

"...I had a problem with my children, particularly communication; I didn't know the importance of being close to them...I was not responsible for assisting them socially and academically...for example, and I had poor communication with them when they make a mistake. The P.A.C.E. program enhanced my communication skill and realized that it is my responsibility to assist them to complete homework and guide them whenever they make mistakes. Thanks to PCI for giving us these opportunities." [Female only FGD participant, June 2021]

One Male participant also added that:

"...my wife is also a participant in this, so we recall the lessons while teaching our children when we meet at home. Our children are now communicating properly, something which was not possible before the training." [Male only FGD participant, June 2021]

Though the majority of the parents confirmed that they are supporting their children at home, a few parents said that they can't support their children because they have limited educational backgrounds. They said they can now tell them the importance of education in their lives and expect good results.

Shift in traditional social and gender norms: Findings from all FGDs indicate that male engagement in previously considered women's responsibilities had shifted their perceptions and practices to the women's roles. Traditionally, cleaning the floor and cooking food are the women's responsibilities, but men become responsible for these roles after the communication training. Other men were reported to assist their wives in taking care of children and washing clothes while doing other family chores. Generally, the communication training motivated and empowered men to play essential roles in their

families by reducing the workload to their spouses. In particular, women pointed out how the training shifted the traditional social and gender norms:

“...The communication training helped us share the responsibilities with our spouses; the training changed my husband; nowadays, he fetches water, cares for our baby in my absence, and washes clothes while cooking or doing other family activities.” [Female only FGD participant, June 2021]

The following quote also explains the situation before and after the P.A.C.E. training:

“...Men were not helping their wives at home. For example, when we come from the farm, we (women) continue with household chores by themselves, but now men may take a bucket and fetch water while I’m cooking, or sometimes men can help us sweep the ground in the morning. So, we have mastered the distribution of roles.” [Female only FGD participant, June 2021]

Men also had the following to say regarding shifting in traditional social and gender norms:

“...Before the training, we (men) used to leave home without any information, but after the program, we started planning early in the morning, and everyone’s movements are known among us. There is a clear division of labor/responsibilities at home.” [Male only FGD participant, June 2021]

Improved family, neighbors, and community members relationships: P.A.C.E. participants reported that the communication training improved their relationships at the family level because now they speak well, confidently, and engaged in communication. They shared positive opinions on how the communication training improved their family or marital relationships and transformed their lives. The most positive practices shared across all respondents include increased division of labor and decreased domestic conflicts. When asked how the communication training had reduced conflicts and enhanced their marital relationships, the participants reported that domestic conflicts had been reduced because they are free to talk, share ideas, and respect each other. The findings also indicated that men and women now discuss the issues positively and make a decision together. In their view, they reported that they usually discuss family investments and other business issues such as selling off family livestock and crops. In the following quotes, women explained how the training helped them improve their relationships:

“...Before, we believed that arguments and being reluctant is the best means for resolving family issues. After the training, we become more mature and effective in any communication we had. For example, our wives now listen, pay attention, and have sufficient confidence to ask questions or clarify when discussing with their husbands. Before the P.A.C.E. program, we were fighting, and we had many misunderstandings in our families.” [Female only FGD Participant, June 2021]

Additionally, female P.A.C.E. participants further reported how the communication training had impacted them to communicate well with their spouses, neighbors, and community members.

“...P.A.C.E. helped us to communicate effectively to avoid quarrels and misunderstandings in our family. Not only it had improved communication in our families, but also to our neighbors and community members in our village. Now I don’t fear or worry about talking with my husband or in public. For example, I can express my problems clearly to my husband in my family, and he is

positive nowadays compared with the situation before P.A.C.E. Training.” [Female only FGDs participant, June 2021]

Men also had the following to add:

“...My participation in this program has helped me improve how I communicate with my family. Before participating in this program, I didn't want to have a close relationship with my family, but after this, I chat with my family when I come back home.” [Male only FGDs participant, June 2021]

Improved WE group relationships: The findings indicate that the communication module brought many changes in the WE group; first, the communication training empowered women and men in the WE group through interaction and other social activities. Secondly, the communication training helped the participants change their attitudes and behaviours regarding how they usually speak, listen, and communicate—the training had improved participants’ listening skills and speaking skills and their ability to engage all of their group members in the discussion. Thirdly, the communication training had improved the confidence among WE group members—it helped them build self-reliance and self-confidence when communicating with others and WE group leaders; they previously lacked that opportunity. In short, it builds a stronger relationship between the WE group members. For example, now men and women participants are free to ask for permission from their group leaders and share the problems in the WE group. The following quote explains how P.A.C.E. training impacted the WE group

“...we notice many changes in our group due to P.A.C.E. training. Our groups had no peace, and people were not respected each other. The P.A.C.E. training helps us work together and help each other; you ask your WE group member to answer or clarify what you don't understand. Many groups are in the peace no more misunderstanding, and group members respect each other.” [Men only FGD participant, June 2021]

Improved confidence and leadership skills: Based on their responses, women participants believed that the training improved their leadership skills, confidence, and overall communication skills. Most of the women interviewed had interest in leadership roles. When asked why they are interested in leadership roles, they cited that the P.A.C.E. training helped them become influential leaders who can listen carefully, speak confidently in public, and believe that the training had prepared them to be future leaders. A quick change noted immediately after the training was that a majority of the WE group members competed for various elected positions in their last election in 2020. For example, eight women from the WE group in the Chitamui village competed for various village-based positions. The election results indicated that all eight women won the election. According to participants, it was a surprise for all these women to contest and win the election. Other men participants from Mugango village noted that many women in his village contested school committee positions and won the election. The following quotes provide proof that the training had helped them to compete in various leadership positions:

“...What changed as a result of this communication topic from my group to my household is that at the beginning, most women were scared, (i.e., they were unable to speak in public), but now women are courageous and confident. They can speak in public confidently. Most of them had been contesting for the various leadership position in the village.” [Female only FGD participant, June 2021]

3.1.2 Water, Sanitation & Hygiene

The enumerators asked all participants to describe changes that occurred due to their participation in the WASH training. The changes are, as summarized below:

- **Increased knowledge to resist cultural norms**
- **Improved knowledge on waste management**
- **Improved personal Hygiene**

Increased knowledge to resist cultural norms: Most participants reported behavior change in relation to adopting positive cultural practices. For example, they are now able to resist some cultural norms that exclude women from socio-cultural lives. They reported that women were restricted from visiting pumpkin farms to eliminate the possibility that they may cause the pumpkin to wilt and die. The training helped them understand what they believe was not true, and in some families with people who attended the P.A.C.E. training, the women were allowed to visit pumpkin farms. However, pumpkin leaves did not wilt or die. Regarding observations and the P.A.C.E. training, both women and men interviewed in the FGDs affirmed no relationship between low pumpkin production and the menstruation cycle. The following quote illustrates the positive (shift in gender norms) change that occurred due to P.A.C.E. training:

"...One of the challenges before the training was that we were not allowed to attend the pumpkin farms during our menstruating periods. People in our society believed that we could cause the pumpkin leaves to dry, drop down and cause low production. After the training, my colleagues and I learned that this belief was not true. Women, particularly from the family with trained participants, can now attend the pumpkin farms; they have never seen any decline in pumpkin productivity." [Female only FGD participant, June 2021]

However, some participants spoke of the need to continue expanding the scope of intervention to reach more people in Mara districts. Addressing community beliefs and culture is challenging and is not a one-day event, and it needs long-term investment in financial and skilled human resources. Global Communities Partner and Gap, Inc needs more years of operations to achieve long-lasting impacts regarding changes in beliefs and cultural attitudes on menstruation and other related, harmful cultural norms such as women empowerment.

Improved knowledge on waste management: most FGDs participants interviewed reported increased knowledge of water recycling, separating solid and soft wastes, and proper waste disposal handling. The training was helpful to them on many levels, starting from understanding how to separate soft and solid wastes, personal understanding Hygiene, water recycling, and water treatment. Almost all male and female participants mentioned one or more of their experiences in sorting and separating solid and soft wastes, boiling and filtering water, and using the bathroom water to irrigate their gardens. Moreover, other participants had adopted rainwater harvesting technology. The following quotes illustrate how WASH training improved knowledge of WASH:

"...I didn't know how to store waste, and I just kept together all kinds of waste, whether solid or soft; but I remember the sold material tends to obstruct the drains. Through the P.A.C.E. training, my family members and I had changed our behavior---- solid materials are separated from soft materials before they are disposed of in the well-prepared family hole that later we cover to allow the waste to decompose." Female only FGD participants, JUNE 2021.

Other participants from male-only FGDs had the following to say:

“...I was not aware of anything on Hygiene and sanitation at home, but after learning from P.A.C.E. training, I decided to collect all dust and burn them, slashing all long grasses around the house, clearing all water ponds to avoid mosquitos then. After that, I planted flowers around my house to be more attractive. I also used not to boil water, but after the training, I started to boil water for drinking after fetching them, then I filter and store them in a clean and safe place/container. Before disposing of any materials, now I’m taking time separating them according to their types, hard and soft materials: male-only FGD participants, JUNE 2021.

Improved personal Hygiene: The majority of the men and women interviewed in FGDs appeared to pay attention to personal hygiene, prevention, and control measures for the COVID-19 pandemic. For example, the majority of the male and female participants mentioned experiences maintaining personal hygiene and taking recommended measures to protect themselves and others from COVID-19. The training helped them understand the necessity of handwashing with soap, boiling water, and proper toilets. They are now drinking boiled water, avoiding touching their eyes and nose, taking a shower, and washing their hands with soap after using latrines. The available evidence also indicates that the latrine utilization among the community members had increased due to P.A.C.E. training. Overall, hygienic practices at many households were reported to have improved following the P.A.C.E. training. In the following quote, for instance, many FGDs mentioned how WASH improved personal hygiene.

“...We were not boiling the drinking water before the P.A.C.E. training; after the P.A.C.E. training, my family and I changed our minds and adopted best practices to boil and filter our drinking water to ensure they were safe for consumption.” [Female only FGDs participant, June 2021]

“...after the P.A.C.E. training, I realized that rainwater should be boiled before consumption; this was not the case before the P.A.C.E. training; we used to drink rainwater without boiling.” [Female only FGD participant, June 2021]

“...in this COVID-19 season, we had a chance to receive the training on COVID-19. Mainly we learned about symptoms, prevention, and possible control measure of this new disease. Most people, including me, are trying to maintain social distance (though it is tricky) and wash hands with soap—this has helped us avoid getting this disease.” [Male only FGDs participant, June 2021]

3.1.3. Problem Solving and Decision Making

The module aimed to improve the problem-solving and decision-making skills among P.A.C.E. participants. The module is also intended to enhance the participant’s ability to think about issues systematically and find appropriate solutions. Each P.A.C.E. participant was asked to describe how the module changed their solving problems and making decisions. The following are the changes that occurred due to their participation in PSDM training:

- 1. Improved teamwork and reduced conflicts/problems**
- 2. Involvement of women in making family-level decisions has increased**
- 3. Improved trust and respect among the WE Group**
- 4. Improved the adherence of group protocols**
- 5. Enabled leaders to make evidence-based decision making**

Improved teamwork and reduced conflicts/problems: The study shows that P.A.C.E. Participants believed that their knowledge and practical skills had improved due to their participation in the PSDM training. These beliefs are based on the fact that they learned about consensus building, the role of communication, problem-solving, and accountability in decision making. The majority of the women interviewed asserted that training played a crucial role in helping many family members (wife, husband, and children) to work as a team to discuss problems, complaints, conflicts, and find solutions. In addition to that, some women interviewed highlighted that the training helped them compromise with partners during conflicts and resolve them through discussion to reach a consensus. Women also asserted that men no longer recall past mistakes or look back for past faults and no longer escape family problems, but they solve problems by analyzing, identifying the causes, and looking for a solution with their partners. The following quote indicates how the P.A.C.E. helped the P.A.C.E. participants:

“...The communication lesson has helped me a lot in my family. Before the P.A.C.E. training, I did not know what Communication means; in fact, my husband and I were arguing a lot; after the P.A.C.E. training, I see my husband has changed a little compared to the past where we used to quarrel every time. Surprisingly, my husband can now help me to cook and fetch water. Furthermore, we can sit and discuss our issues together and agreed. Mmh (Emphasis), it helped me a lot. The communication module facilitated my relationship with my neighbors. We are apologizing to each other if any mistakes occur, and we are helping each other.” [Female only FGD participants, June 2021]

Involvement of women in making family-level decisions has increased: Men and women highlighted the changes in their daily lives due to their participation in their P.A.C.E. training. Collectively, men believed that P.A.C.E. training had improved their ability to solve the problem and make decisions at the household level in collaboration with their wives. For example, women and men jointly make decisions related to family issues such as expenditure, purchasing household assets, and purchasing foodstuff, which was not the case in the past years. It is important to note that before training, many participants reported that everyone made their own decision, such as searching for a loan, investing in purchasing assets, and financial expenditures. After training, all participants had witnessed changes in their households. According to them:

“...I sell the milk and spend the money without telling my husband and my children because we were fighting regularly; I didn’t have the interest to tell them about my other sources of income. After the training, we had no quarterly quarrels or misunderstandings; we settled our problems, and I decided to share what I did. My husband was pleased, and he has been supportive to me, something which I never expected. I have also been helping him several times, and we are living a more comfortable life now than before. Generally, the training helped us to improve our lives. [Female only FGD participants, June 2021]

Similarly:

“...I learned to control my temper. I was a short-tempered person and easy to fight. After participating in this training, I learned to control my temper and calm down, even if I’m not the one who made a mistake. This helps me resolve the problem peacefully.” [female-only FGDs participant, June 2021]

Improved trust and respect among the WE Group. Before the training, there was no respect and trust in the WE group. Some WE group members didn't respect group leaders. In addition to that, most of the members didn't follow the group's rules and regulations. These problems caused confusion and frustration among WE group members. After the training, things have changed; the training enabled the majority of the participant to respect and trust themselves.

Moreover, the participants reported that they now respect their leaders, their confidence in the WE group had improved, and they are not scared of making mistakes in the WE group because they can communicate openly. Open communication enabled them to learn from other WE group members, work as a team, discuss problems and look for alternative means to solve problems. The P.A.C.E. participants can now comprise and constructively discuss problems with respect and reach a consensus as a team.

"...Before the training, men didn't trust and respect women; some women did not also trust themselves. Society believed that man is the one who is capable of everything and makes the final decisions in the group. But, through the P.A.C.E. training, I realized that we should share our problems and stay together as a group, discuss and develop the solution. There is trust and respect in most of the group now." [Male only FGD participant, June 2021]

Improved the adherence of group protocols: Regarding rules and regulations, few participants cited that the training helped them adhere to WE group rules and regulations, e.g., confidentiality protocol. The knowledge was helpful to them to stop sharing sensitive information about their group's meeting, who took a loan, who failed to pay the loan and the group's total savings to non-WE group members. It should be noted that the training was new to participants, so many participants shared group information with the non-WE group. The following is the quote illustrate how the training helped the participants:

"... I had a fever for the two weeks and didn't repay my loan on time; this information was all over the community. When I recovered, I went to the group very mad and told them to stop sharing group secrets with non-WE group members. After the training, members realized that they were unknowingly making a mistake; now, they are not sharing group information and secrets outside there WE group. All members have now adhered to WE group's confidentiality protocol..." [Female only FGD participant, JUNE 2021]

Enabled leaders to make evidence-based decision-making: Based on the responses given during the FGDs, the training helped the WE group leaders to have appropriate fines for latecomers regardless of their mistakes. The latecomers are not forced to pay fines without being listened to or given a chance to provide reason(s) on why they were late. After the discussion, then the decision is provided based on the discussion. These fines encourage participation, reduced conflicts, and absenteeism. It should be noted that before the training, latecomers were forced to pay fines without finding a reason why they came late to the meeting. Generally, leaders were making decisions without evidence. The following quote provides evidence on how WE leaders provided evidence-based decision-making after the training.

"...What has changed now is that even fines are provided according to the correct decisions, i.e., we are constantly discussing to come up with the right decisions." [Female only FGD Participant, June 2021]

3.1.4 Time and Stress Management (TSM)

The module aimed to improve the Time and Stress Management (TSM) skills among P.A.C.E. participants. The following are the changes that had occurred due to their participation in PSDM training:

1. **TSM improved participant ability to manage time (Time management)**
2. **TSM improved the participant's ability to organize and plan activities according to their priorities**
3. **TSM enabled P.A.C.E. participants to provide feedback and improved division of labor**

TSM improved participant ability to serve time (Time management): According to the interviewed P.A.C.E. participants, the TSM training helped the majority of the P.A.C.E. participants reduce the time spent on tasks that are not a priority. For example, most men and women interviewed reported reduced time spent making an unnecessary visit to friends, reducing time spent watching films/television, and drinking local beer. The Participants reported that now they have enough time to attend to family issues timely and have enough time to participate in the WE group and community activities. The following quote illustrates how the P.A.C.E. participants managed their time and reduce stress:

"...Before the training, I spent much time cultivating and doing other unnecessary activities. I do not have enough time to do other activities like cooking for children, cleaning my house, and attending WE group meetings. I find it difficult—sometimes I arrived at the meeting late. Now I can manage my time and schedule my activities because I have reduced time doing unnecessary things like drinking local beer during working hours. [Female only FGD participants, June 2021]

Similarly:

"...I spent almost ten hours working on multiple activities, which I failed to accomplish on time and sometimes forgot to attend the community and WE group meetings. In contrast, now I plan my time well ahead of time, allocating time for farming, my family, and attending the WE group. Now I can complete my tasks on time and have sufficient time to spend with my family and friends. I don't have stress for our work again, and we are living a comfortable life with my family than before. [Female-only FGD participant, June 2021]

Other participants also stated that they share the TSM skills and knowledge with other family members who didn't participate directly in the P.A.C.E. training. The following quote indicates the positive impacts of the P.A.C.E. training for school-going students:

"...My daughter was delaying to go to school and going very late on some days; her performance was not good. After the training, I taught her about time management, and she followed my advice and started to be serious with her studies; she planned and scheduled her time well. As we are speaking, she passed her standard seven examinations, and now she is in secondary school. I'm thankful to PCI for this training." [Female only FGD participants, June 2021]

TSM improved the participant's ability to organize and plan activities according to their priorities. According to their views, the P.A.C.E. participants confirmed that the training helped them organize and plan their tasks according to their priorities. These initiatives have helped them complete the task on time, increase crop production, and now have free time to spend with family, friends, and other community members.

“...to a large extent, the P.A.C.E. training changed my life; I was desperate in my work and worked without plans and priorities. Now, I can organize and plan my work well ahead of time. Proper plans helped me to increase the income in my family.” [Male only FGD participant, June 2021]

TSM enabled P.A.C.E. participants to provide feedback and improved division of labor: In their view, most of the P.A.C.E. participants indicated that TSM helped them to have the ability to provide updates on family activities, share problems within the family and pre-plan activities for the next day. As far as the division of labor is concerned, most of the participants interviewed reported that the TSM training helped the men understand their wives’ workload, and now they are taking the lead, helping their wives wash clothes, fetching water, and cooking. Men’s initiatives reduced women’s work stress, and women now can balance the family, work, and community roles. The following quotes illustrated changes noted as a result of TSM training:

“...Before the TSM, my husband and I had no time to discuss our family issues and share daily updates regarding family chores. After the training, my husband and I return home earlier and have a feedback meeting before planning the next day's workload.” [Female-only FGDs participant, June 2021]

Similarly:

“...I appreciate the TSM training because it helped us improve our relationship as a family and reduce some of the workloads from my wife. After the training, I have managed to take over some of her roles at home, such as cooking and collecting firewood.” [Male-only FGDs participant, June 2021]

It should be taken into consideration that all participants did not know TSM before training. Hence all changes explained in the paragraphs above are due to P.A.C.E. training.

3.2 Effectiveness and inclusion of males in the P.A.C.E. groups

Female and male perspectives are analyzed per each evaluation question as follows:

QN1: Do you think there were benefits to having male participants in your P.A.C.E. program? If so, what were they?

There are similarities in men’s and women’s perceptions of men’s involvement in the P.A.C.E. group. Their perception is that men should be included in the P.A.C.E. groups. Their perception is linked mainly to the perception of the importance of men in society. In society, men are considered the head of the household and decision-makers at the family and the community levels. So, excluding them from the training is not a good idea because they need to understand the importance of training and support their wives to implement knowledge and skills gained from training. According to their views (most of the Women) reported that men's inclusion would support to practice /adopt best practices gained from the training. Another advantage of involving men in the P.A.C.E. training is that it's easy to disseminate the knowledge gained from the training to community members who didn't attend compared to women counterparts. Men cannot accept gender-related messages from women, and they tend to ignore any messages if delivered by women.

Moreover, some women reported feeling confident and comfortable having men in the P.A.C.E. group; they don't prefer the women-only group. Men also said that they feel comfortable and happy having

women in the WE group. Men also believe that having men and women in one group is essential in achieving positive outcomes in implementing the P.A.C.E. training. The following quotes illustrate the reason why men should be involved in the P.A.C.E. training:

“...Engagement of men as an agent of change is critical. The advantage of having a man in P.A.C.E. is that men can be ambassadors for their fellow men, and men can disseminate the P.A.C.E. skills and knowledge to others easily compared to women who are not easily trusted and listened to by the community members, particularly men.” [Female only FGD participant, June 2021]

“...Men are home and community decision-makers; they are responsible for supporting their wives and deciding whether they should go to P.A.C.E. training/WE group. If they see the importance of P.A.C.E. training, they can support their wives to attend the training and also attending the WE group meeting.” [Female-only FGD participant, June 2021]

“...Mixing both genders has made the group strong because males have been a catalyst for strengthening the group.” [Men-only FGD participant, June 2021]

QN2: Do you think there were adverse effects to having male participants in your P.A.C.E. program? If so, what were they?

Although most women agree that men should be included in the P.A.C.E. participants, women reported several adverse effects of men’s participation in the P.A.C.E. training. Some of these adverse effects include: Men tend to dominate the discussion in WE Group, men want to be WE group decision-makers, and sometimes undermine women. Men have different observations regarding the adverse effects of the inclusion of women in the group. First, men believe that women are uncomfortable and feel oppressed in the group and believe that men are exercising their fatherhood power, and the second adverse effect is that women feel jealous if it happens her husband appreciates the comments or contributions from other women in the group. The jealousy occurred only when couples (men and women) are in the same group. This kind of jealousy also applies to both men and women. Men reported that it causes some misunderstanding after the meeting.

QN3: If we did this program again in a different community, are there any important sessions to separate men and women? Which sessions, and why?

QN 4: Did having men in your group change your ability to discuss topics or participate in anyways? If so, how?

Yes, there is. According to the study findings, men and women proposed separating them during the WASH training, particularly the menstruation cycle session. Women find it challenging to express their views in the group with male participants, and sometimes the group may have a father-in-law or her male children. Men also came up with the same comments that women must be separated during the personal hygiene session because they feel uncomfortable discussing personal hygiene in the presence of women and other relatives such as aunties, uncles, and parents. The majority of the women and men recommended that men and women be taught the following modules together: Communication, TSM, and PSDM. Quotes from women are presented below:

“...Talking about menstruation is against our culture, and it is challenging to talk about it when we are together with men and other relatives such as our uncles and our children...but our trainer tried to make everyone comfortable.” [Female-only FGD participant, June 2021]

QN 5: Do you think that the attitudes and behaviors of men who participated in P.A.C.E. have changed? If so, how? and QN 6: Have you observed changes in men's communication or problem-solving within your WE group due to participation in P.A.C.E.?

Women believed that men change their behavior due to their participation in the P.A.C.E. training. First, the training helped men to assume women's roles such as washing clothes and cooking food while women are doing other activities; secondly, men had improved their communication skills due to their participation in the P.A.C.E. training and support women to attend P.A.C.E. training/WE group meetings, previously was not the case; and thirdly, the training helped men to build and improve relationship at home, with friends, and community members. Men interviewed believe that women have changed due to their participation in the P.A.C.E. training: first, women improved their confidence to decide for the family and at the WE group; second, women had improved their leadership skills; and third, had built their relationship within the family and at the community level.

3.3. RECOMMENDATION FOR P.A.C.E.

The recommendations for P.A.C.E. are discussed per each evaluation question as follows:

QN1: How did you feel about the length of the sessions? Which modules did you wish were longer, and which did you wish were shorter? The results indicate that none of the participants (male and female) reported that they wish one of the modules to be shorter. They recommend that all module should remain as it is or increased to be longer.

QN2: What has changed when you think about your WE group before participating in the P.A.C.E. program compared to after participating? Why do you think that is?

Before the training, men didn't trust and respect women; some women did not also trust themselves. Society believed that man is the one who is capable of everything and makes the final decisions in the group. But, through the P.A.C.E. training, the majority of the participant realized that they should share their problems and stay together as a group, discuss and develop the solution. *"There is trust and respect in most of the group now,"* noted one of the women during the FGD.

The results also indicate that there are changes in the WE group due to P.A.C.E. training. First, there is a stronger relationship among WE group members. Secondly, the WE group experienced a reduction in absenteeism—attendance rates increased across all WE groups. Thirdly, there is good collaboration among the members where all members are involved in the decision-making. Few men and women made the following recommendation: there is a need to make more efforts to change existing cultural norms that men are superior to women; the initiative will enhance trust and respect among men and women in the WE group and the family level.

QN3: Were there any cases of group members who dropped out of participating in P.A.C.E.? What do you think were the main reasons for this?

Based on the responses given during the FGDs, all participants agreed that people dropped out of participating in the P.A.C.E. However, the interviewed P.A.C.E. participants were asked to explain why some colleagues dropped out/left the course. The majority of the P.A.C.E. participants thought that they

dropped out because (a) the training was inconvenient, meaningless for them, and they didn't see the benefits of participating in the P.A.C.E. training; (b) the lessons were taking a long time, so they were waiting for share-out time; (c) they were sick; (d) they face financial constraints and failed to buy a share in the WE group and they felt that their fellow friends would ask them why they are not buying the share; (e) some group's division of share/stocks (ending/closing the cycle) occurred parallel with the P.A.C.E. training, so some participants left the session after receiving their shares in their respective group; (f) the farming season also causes some of the participants to drop out. The participants made the following recommendation to reduce dropouts:

- The P.A.C.E. training should not be conducted during the farming season, where most participants are busy with agricultural activities.
- Sufficient awareness-raising is needed before the recruitment of the P.A.C.E. participants.

QN4: What recommendations do you have for our team about improving P.A.C.E. content, timing, facilitation, support material, or other areas to improve this program?

Both males and females made the following recommendations:

- **Timing:** All the interviewed participants reported that time was not enough to cover the day's topic effectively. The facilitators had to rush to buy shares, and sometimes participants have no time to ask the facilitator questions or ask for clarifications. The participants recommend that the P.A.C.E. program managers allocate more time for each module. The participants also recommend separating the two events —WE group meeting and P.A.C.E. training, so the two events can be conducted on two different days to increase attentiveness among the participant during the training.
- **Training content, support materials, and facilitation:** Participants reported that the material was good and fit their needs, but some wished to have handouts to revise at home. *"They showed us pictures and leaving with the materials after sessions,"* noted one of the participants during the FGDs. Other participants also reported that the material was good and helped them to understand. They were helpful because some people can't read and write but when they see pictures, they understand, noted one of the women during the FGD, and other participants reported that learning in practice was helpful and helped most of them understand easily. The participants reported that the training was participatory and bottom up where the facilitator kept all participants active throughout the session. Facilitators used different activities such as group work, pictures, and question and answer sessions to engage the participants in the training. The facilitator used examples that were familiar to all participants.

4.0 FINDINGS FOR KEY INFORMANT INTERVIEWS

This section presents the data from graduates and non-graduate participants: The results are organized in the following order: Decision Making, Public Participation, Public aspiration, course feedback. The following sections present results from each of these assessment areas.

4.1 Decision making

The decision-making section is guided by the following three questions: (1) In what ways, if any, has communication changed between participants and their partners or parents after participating in the P.A.C.E. program? (2) In what ways, if any, did communication, problem-solving, or decision-making change in your WE group due to participation in P.A.C.E.? and (3) In what ways, if any, did

communication, problem-solving, or decision-making change in your WE group due to participation in P.A.C.E.?

Similarities between graduates and non-graduates: Both graduates and non-graduates interviewed reported that the communication skills had improved relationships at the family and the community level. Moreover, Women reported that they are now free to communicate with their husbands than before. Findings from men and women interviewed give details about the shift in the behaviors of men toward joint decision-making at the family level and taking some traditionally considered women's roles. Based on the responses provided during the KIIs, women are involved in decision-making processes only as observers because men are final decision-makers at the family and community levels. Communication changes between participants and their partners are demonstrated in the following quotes from graduates and non- graduates' participants:

"...My wife and I usually discuss development issues, but I usually make final decisions because I'm a man." [Graduate Man, KII participants, JUNE 2021]

"...We often discuss what to cultivate and how many acres. A child whom we stay with is too young to be involved in our decisions. We are free to talk than before the training. But my husband is responsible for making the final decision because he is a man of the house." [Graduate Woman, KII participant, June 2021]

"...We have good communication with my family, especially after we participate in the P.A.C.E. training; we talk about our family, stay in love and peace as well as helping each other without considering gender aspects. For example, sometimes I can fetch water to help my wife." [Graduate Man, KII participant, June 2021]

Although both graduates and non-graduate participants confirmed some changes in their families regarding communication and joint decision making, the results indicate that men are final decision-makers and traditionally are superior to women. The following quotes demonstrate that women are not final decision-makers, but are jointly involved in the decision-making processes to listen to what men decide:

"...(Participant remains silent for a while after being asked who makes a final decision after discussion)...When he wants to decide about anything, he will keep quiet and leave me alone; when he comes back, he will say what he decided, and I have no chance to question his decision." [Graduate Woman, KII participants, June 2021]

Similarly:

"...She is my wife, and I'm free to tell her anything, but I can't tell her what I have discussed with my parents. The same to my parents; I can't discuss my wife's issues with them. Roughly once per month, I can talk to my parents comfortably when my wife is not around; we talk about our family development and decide on the next steps. Also, I give my parents money in secret without telling my wife because she will not allow it since our family also needs money." [Non-graduate Man, KII participants, June 2021]

Different between graduates and non-graduate participants. Overall, most of the individuals who successfully graduated P.A.C.E. program (graduates) demonstrated the strongest communication and problem-solving skills in the WE group than individuals who did not graduate from the P.A.C.E. program. According to their views, most of the graduates reported that the P.A.C.E. program strengthened their

relationships and reduced conflicts among the group members. They can now communicate appropriately and jointly solve the WE group problems. As far as individuals who did not graduate from the P.A.C.E. program are concerned, the result indicates that few of them had gained sufficient skills in communication and problem solving—the majority of them reported that they never realized changes either in communication or problem-solving in the WE group.

4.2 Community participation

The Community Participation section is guided using the following question: ***In what ways, if any, has participation in P.A.C.E. influenced participants' involvement or leadership role in community groups or local government?***

Similarities between graduates and non-graduates: Both graduate and non-graduate participants have an equal chance to lead the WE group. According to the interview, most of them were the group's secretary and the group assistant secretary in the WE group.

Difference between graduates and non-graduates: As far as the non-graduates are concerned, their chance to lead the community is minimal due to a lack of proper training on leadership communication, etc. The majority of the P.A.C.E. participants reported that the P.A.C.E. training helped them compete for the various positions in the recent 2020 national elections and compete in the school management committee. According to the findings obtained during the KIIs, the P.A.C.E. training helped them have the confidence to speak in public with constructive argument, and they added that the P.A.C.E. training helped them have the ability to solve problems, which is a key component of the good leader.

Differences between graduates and non-graduates: Most individuals who successfully graduated from the P.A.C.E. (graduates) gained more communication skills, time and stress management skills, and problem-solving skills than individuals who didn't complete the P.A.C.E. gram. The knowledge gained from P.A.C.E. training influenced participants' leadership roles in community groups and local government. The majority of the P.A.C.E. graduates reported different leadership positions at the WE group and the local government level. Most local government authorities had the following leadership positions (Division chairman, ward executive officer, school committee member, and village council). Most of them have the following positions (the group's secretary and the group assistance secretary in the WE group).

Moreover, graduates' participants had an opportunity than non-graduate participants to describe changes that occurred due to their participation in the WE group, and they noted that the P.A.C.E. training helped them communicate well with their fellow WE group members and support them when they face challenges. Other participants believe that the P.A.C.E. training enabled them to speak politely without shouting in the group, and others believe that the P.A.C.E. training enabled them to be more punctual. For example, in the Bwai ward, the local government authority selected the P.A.C.E. silver trainer to hold a ward council (Diwani) position for a particular seat. Her responses indicated that self-confidence, communication skills, and problem-solving skills made her selected for the position. She confirmed that all these skills were obtained from the P.A.C.E. training. As far as non-graduate participants are concerned, most of them had little or no knowledge of proper communication and problem-solving skills. Few of them reported a leadership position in the WE group, but none had a leadership position in the local government authorities.

4.3 Future aspirations

The future aspiration section is guided using the following two questions: (1) To what extent did participation in P.A.C.E. influence or change perceptions of future aspirations among participants? 2) In what ways, if any, do participants think P.A.C.E. influenced their self-efficacy in overcoming obstacles to their future aspirations?’

The findings indicate that the individuals who completed the training on communication skills, problem-solving, time and stress management have high aspirations to have their businesses, houses, assets, livestock, and basic needs such as water and electricity in the future. The study also indicates that P.A.C.E. training made graduates more open to pursuing their aspirations. The P.A.C.E. program has encouraged them to seek leadership and business aspirations than before the P.A.C.E. program. Furthermore, the skills obtained from the P.A.C.E. program also enabled the graduates to have access to advice, guidance from their group members, and a conducive environment to improve their future aspirations.

Based on their responses, graduate and non-graduate participants find it challenging to achieve these aspirations due to financial constraints; they don’t have the capital to start any investments or businesses to attain their aspirations. Other challenges facing graduates and non-graduates include unpredictable weather, knowledge, and skills on what and where to invest. Most of the people interviewed depend on the WE group to get money for small businesses.

Although participants face many challenges to achieve their aspirations and expectations, P.A.C.E. training helped them resolve some of these challenges in collaboration with their family and community members. *“I normally seek advice from my friends when I get a challenge; I feel better after the advice,”* noted one of the KIIs participants. One graduate participant made the following quotes during the KIIs:

“...My dream is to get a big business so I can fulfill my needs. I’m not satisfied with my current business; I want to have more achievements. I’m putting more effort into my small business and getting a job to achieve my dream. When my business grows, my life will change, and I will help my family and share skills to open up their minds to reach where I am.” [Man, graduate KII, June 2021]

4.4 Course feedback and wrap-up

Based on the responses provided during the KIIs, there is convincing evidence that the P.A.C.E. training successfully contributed to the program’s overall goal. Participants interviewed recounted an overwhelming list of changes in their lives due to their participation in the P.A.C.E. program. Although the participants said that all modules are essential and valuable, most of them insisted that WASH, particularly the water-related portion and communication module, was essential and helpful in their lives. According to them, both four modules helped them to change their life. For example, the communication module helped them improve and build relationships with their family, neighbor friends, and community members.

Moreover, the communication module enabled them to improve their listening skills and marital relationships, and according to them, the division of labor at the household level has also improved. For example, women reported that the training helped men take some of the women’s responsibilities, such as cooking and fetching water. Secondly, participants also mentioned that the WASH module helped them increase drinking water uptake, improved personal hygiene, and adopted proper waste disposal.

The findings also indicate that training helped the participants to improve their time and stress management. The participants reported that they can now organize, plan, and completed their work within the planned time. It allows them to have sufficient time to spend with family, friends, and neighbors.

Regarding the PSDM, the participants recognized the importance of this module and said it has helped them solve their family and WE group problems. Based on the responses provided, the PSD module enabled them to think of alternatives ways to solve problems. These alternatives ways included the involvement of family members, friends, or WE group members.

5.0 FINDINGS FOR P.A.C.E. IMPLEMENTERS

5.1. Relevance of P.A.C.E. Module

All four P.A.C.E. modules were very important and highly relevant to the Tanzania context. The P.A.C.E. training is also aligned with the national government priorities. For example, one of the strategies in the Tanzania Development Vision 2025 to realize high-quality livelihoods for all Tanzanians includes gender equality and the empowerment of women in all socio-economic and political relations and culture. In this context, the P.A.C.E. training becomes relevant because they offer a promising solution to overcome harmful practices against women. The choice of approach and methodology were relevant to the P.A.C.E. participants, considering that some participants could not read and write—the training uses more pictures and practical exercises, including discussion during the training. The P.A.C.E. training was conducted at the community level by trained community members who spoke the same language as participants. All materials were translated to the Kiswahili language to enable the participants to understand the content, especially those who can read. All materials used in training were in line with the local context; the community members/participants can recognize and associate with the existing situation in their respective villages. Generally, the approach and teaching methodology were socially, culturally, and ethically accepted.

5.2 P.A.C.E. Contribution to the Participant's Future Aspirations

The participants are eager to increase their daily income, buy cows and other assets, pay school fees for their children, and are eagle to have sufficient income to help their family members. The P.A.C.E. participants wish to continue seeing further changes in their family, community, and community members. Most of the implementers interviewed at the community level believed that the P.A.C.E. training helped the families communicate and reduce unnecessary conflicts. Peace and harmony in the society motivated the family to have a common goal and plan for the future to achieve their life goals. Generally, the P.A.C.E. training helped the participants to have the confidence to make plans to meet future aspirations. The training also helped the P.A.C.E. participants disseminate the knowledge gained to individual community members and the different institutions. For example, the P.A.C.E. participants performed general cleaning activities in their nearby hospital to educate the community on the importance of having a clean environment. The event aimed to build rapport between the P.A.C.E. team and the community members. It also aimed to build the community members' interest in reflecting on their current WASH priorities and future aspirations.

5.3 Changes for the P.A.C.E. Participants

All implementers interviewed reported that the P.A.C.E. training had improved the participant's life at home and the community level. Attendance, punctuality, and communication skills had improved due to the P.A.C.E. training. Furthermore, men are no longer reluctant to help their partners cook, wash

clothes, and families are free to talk and listen to each other. Other contributions include friendly relationships at home and the community, assertive communication between family, partners, and WE group, improvement in personal hygiene, increased crop production, and now fewer complaints on conflicts at home and the WE group.

Some of the implementers shared the changes observed at the community level as a result of P.A.C.E. training. The P.A.C.E. training helped the participants clean water points and protected various water sources at the village level. The participants educated neighbors on various approaches and techniques to obtain clean water for their daily household activities. In addition, communication training and problem-solving training enabled some participants to contest various leadership positions in the 2020 general election. The training improved their confidence to stand Infront of the people and express themselves. As a result of P.A.C.E. training, many P.A.C.E. participants, particularly women, hold various positions in the WE group and the community.

5.4 Relevance of Male Involvement in P.A.C.E. Program

The PCI staff of the P.A.C.E. program and other implementers were of the opinion that both men and women should be included in P.A.C.E. training. The P.A.C.E. training was essential for women and relevant to men as well. After the training, there was a good collaboration between women and men in their family and the WE group. Implementers also reported that men should be included to collaborate with women to resist harmful social norms in society, and most of these norms are implemented by men themselves. It is easy for the project to use men as agents of change if they are only included in the P.A.C.E. training, and the reason is that men are more powerful in society than women and can easily pass the training knowledge to other community members. In addition to that, women need men's support, and if the men are not aware of the importance of P.A.C.E. training, they cannot support their wives on the P.A.C.E. training. So, men's involvement is a key ingredient in these groups.

6.0 LESSON LEARNED AND RECOMMENDATION

1. The P.A.C.E. program has effectively changed the lives of males and females who participated in the training program. The P.A.C.E. program has also changed the lives of those who didn't participate in the training program. There is a need for the project to extend its scope of operations to cover all Mara regions districts.
2. PCI conducts the P.A.C.E. training the same day as the WE group meeting, where the participants also save and repay loans. The arrangement caused the participants to lose attentiveness during the training. The participants discouraged this arrangement and requested the P.A.C.E. program management to hold the two events on two different days—the suggested arrangement is expected to increase concentration among the P.A.C.E. participants.
3. Although knowledge dissemination was not the intention of the P.A.C.E. Program, the results indicate that participants shared the knowledge and skill learned with other friends who didn't attend the P.A.C.E. training. So, there is a need for the project to have a standalone session on knowledge dissemination to all its participants to equip them with knowledge dissemination techniques. It will help the program to cover the larger population at a low cost.
4. There is not enough time to cover all the topics within 90 minutes adequately. There is a need to adjust some of the sessions, such as communication, to allow the facilitator to cover all topics effectively. The adjustment of the time is expected to give participants time to ask the facilitator questions.

5. Addressing community beliefs and culture is challenging, and it needs long-term investment in terms of financial, skilled human resources, and multiple strategies. There is a need for the P.A.C.E. program to add more than three to five years of operations to respond to women's empowerment because it has been recognized that women are still inferior to men, especially in making the final decision at the household level and the community level.
6. Give the dropout participants a second chance to enable them to reach their life goals.
7. Expand involvement of the men in the P.A.C.E. program: They are key decision-makers at the family and the community level. At the community level, the sustainability of the P.A.C.E. knowledge and skill depends on the presence of the men in the P.A.C.E. program.
8. There is a need to leave the teaching and learning modules with participants. The material/handouts will enable the participants to review at home and teach people who didn't attend the P.A.C.E. training.

7.0 APENDIXES: DATA COLLECTION TOOLS

Appendix 1A: KIs for Individual P.A.C.E. participants-English

GAP | Endline In-Depth Interview Guide



Gap P.A.C.E. Community Evaluation
In-Depth Interview Guide – Endline

INTERVIEW CHARACTERISTICS	
Respondent ID Number [MATCH TO QUANTITATIVE QUESTIONNAIRE]	Interviewer ID
	Day (DD)
	Month (MM)
	Year (YYYY)
	Time started (HH:MM)
	Time ended (HH:MM)
	Duration (H:MM)

PART A. WARM-UP AND HOUSEHOLD ROLES (10 min)

Thank you for taking the time to speak with me today. The information I learn from you today will be used to help improve the P.A.C.E. course you recently completed. All courses have things that could be improved, so I am interested in hearing your thoughts about what the course could do better. I will not be recording your name or anything else that could link your identity to this interview and nothing you say will affect your ability to participate in future P.A.C.E. programs, so please feel free to speak freely. Do you have any questions for me before we begin? [ANSWER ANY QUESTIONS, THEN PROCEED] Let’s get started. First, I’d like to get to know you a little better. Can you tell me a little bit about yourself? [IF RESPONDENT IS SHY OR STRUGGLING, PROBE ABOUT BASICS—HOW LONG SHE HAS LIVED IN THIS COMMUNITY, WHERE SHE GREW UP, ETC. ONCE RESPONDENT SEEMS COMFORTABLE, PROCEED.]

Now I’d like to know a little bit about your family. Who do you live with right now? What is your role in your household, or in what ways do you support other members of your household?

PROBES:

- Do you cook or clean for them?
- Do you care for children or older adults?
- Do you usually do these activities alone or with others?

IF RESPONDENT BRINGS UP WORK, ASK THE BELOW PROBES. IF THE RESPONDENT HAS NOT ALREADY BROUGHT UP FINANCIALLY SUPPORTING THE HOUSEHOLD, FIRST ASK: Do you do any work to support the household financially?

IF YES, PROBE:

- What work do you do?
- Is this your household’s primary source of income?
- For how long have you been doing this or similar work?

How was it decided that you would do this work?
Do you also support other family members or others living outside your household?

IF YES, PROBE: In what way do you support these people living outside your household?

Has anything about your role in your household or family changed since you participated in the P.A.C.E program?

IF YES, PROBE:
What changed?
Why do you think this changed?

PART B. DECISION-MAKING (10 min)

[RECALL INFORMATION RESPONDENT SHARED PREVIOUSLY ABOUT WHO SHE LIVES WITH AND TAILOR THE FOLLOWING QUESTIONS APPROPRIATELY]

Now I'd like to understand how you and your [partner/parents] communicate and make important decisions.

Tell me, how is the communication between you and your [partner/parents]?

How often do you talk to your [partner/parents] about things that are important to you?

What do you talk about most often?

How comfortable are you talking to your [partner/parents] about things that are important to you?

Are there any topics you are not comfortable discussing with your [partner/parents]? Probe for details.

How do you make decisions with your [partner/parents]? Who usually participates? Who usually makes a final decision if you can't agree?

Can you think of an example of a decision your family made recently? Tell me about that. [PROBE FOR HER SATISFACTION WITH HER INVOLVEMENT AND THE OUTCOME OF THE DECISION]

Has anything about your involvement in these decisions changed since you participated in the P.A.C.E. program?

IF YES, PROBE:
What changed?
Why do you think this changed?

PART C. PUBLIC PARTICIPATION (10 min)

Now I'd like to ask about your activities in your wider community. Are you a member of any group in your community, such as a [LOCAL TERMINOLOGY FOR SAVINGS GROUP], religious group, other women's group?

IF YES, PROBE (REPEAT FOR EACH GROUP RESPONDENT IS A PART OF):

Who is allowed to become a member of this group?

Are there any restrictions for who can join this group?

How long have you been a part of this group?

Why did you decide to join this group?

What is your current involvement in this group?

Have you ever held a leadership position in this group?

Has your involvement with this group changed since you participated in the P.A.C.E. program? If yes, how has it changed? Why do you think this changed?

Are you involved in local government in your community?

IF YES, PROBE:

When did you become involved in local government? Why did you decide to get involved?
What position do you currently hold?

Has your involvement with local government changed since you participated in the P.A.C.E. program? If yes, how has it changed? Why do you think this changed?

PART D. FUTURE ASPIRATIONS (10 min)

Now I'd like to ask some questions about hopes and dreams you may have for the future. I'd like you to think about the best possible life you can imagine for yourself. I'd like you to imagine your personal activities and achievements as well as the role you play in your family and in your community. Please tell me a little bit about what this best possible life would look like for you.

PROBE: Which parts of these dreams have you already achieved?
What will be different about your life when you achieve these dreams?
What role would you play in your family? In your community?

How achievable is this best possible life for you?

PROBES:

What opportunities do you have?
What obstacles do you face?
How might you overcome these obstacles?
Are the obstacles you face now, or how you approach them, the same or different as those you faced before P.A.C.E.?

What, if any, steps are you taking to work towards that life right now?

PART E. COURSE FEEDBACK AND WRAP-UP (5 min)

Before we finish our interview, I'd like to know any additional thoughts you'd like to share with me about your participation in the P.A.C.E. program. All programs have areas that could be improved, so please feel free to tell me your honest opinion.

PROBE:

Thinking about your participation in P.A.C.E., what part of the program, if anything, was most useful to you?
Has the P.A.C.E. program changed anything about your day-to-day life? If yes, what has changed, and how?
Has the P.A.C.E. program changed anything about your hopes and plans for the future? If yes, what has changed, and how?

We have completed all of the questions I have for you. Do you have any questions for me before we finish the interview? [ANSWER ANY QUESTIONS THE RESPONDENT HAS.] Thank you for taking the time to share your thoughts with me today. The information you have shared will help us improve the P.A.C.E. program for other women who will participate in it in the future.

MWONGOZO WA MAHOJIANO NA WADAU WA PROGRAMU YA P.A.C.E.

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Gap P.A.C.E. Community Evaluation

Mwongozo wa Mahojiano ya Kina

UTANGULIZI WA HOJAJI				
UTAMBULISHO WA MJOJI				
NAMBA YA MHOJIWA				
SIKU MWEZI (MM)				
MWAKA				
MUDA				
KUANZA(HH:MM)				
KUMALIZA (H:MM)				

SEHEMU A. UTANGULIZI NA UTARATIBU WA MAHOJIANO

Asante kwa kuchukua muda wako kuongea nami leo. Mambo ninayojifunza kutoka kwako leo, yatasaidia kuboresha mafunzo ya P.A.C.E., ambayo umefundishwa. . Kozi zote zina vitu vya kuboresha, hivyo basi ninatamani kusikia maoni yako juu ya kozi hizo na zinawezaje kufanywa vizuri zaidi .

Sitakuwa nikirekodi jina lako au kitu kingine chochote kinachoweza kuunganisha utambulisho wako na mahojiano haya na hakuna chochote utakachosema ambacho kitaathiri ushiriki wako kwenye program ya P.A.C.E. kwa siku zijazo. Hivyo basi, kuwa huru kuzungumza na kutoa maoni yako kuhusu mafunzo haya. .

Je, Una maswali yeyote kwangu kabla hatujaanza? [Jibu maswali yatakayoulizwa, halafu endelea]

Tuanze, Kwanza ningependa kukujua vizuri zaidi. Je, Unaweza kunieleza kidogo kuhusu wewe? [Kama Mhojiwa na Aibu; Dodosa Kwa Muda gani ameishi kwenye jamii hiyo; Amekulia wapi etc; Mhojiwa akiwa huru kuzungumza nawe, Endelea na Swali La Pili]

Sasa ningependa kujua kidogo juu ya familia yako. Je, Unaishi na nani sasa hivi?

Jukumu lako ni lipi katika kaya yako, na ni kwa jinsi yani unawasaidia wanakaya wengine walioko kwenye kaya yako?

Dodosa:

Je, Unawapikia na kufanya usafi?

Je, Unahudumia watoto au watu wazima katika kaya yakp?

Je, Kwa kawaida huwa unafanya shughuli za nyumbani peke yako au na wanakaya wengine?

IKIWA MHOJIWA AMEELEZA KUWA ANAFANYA KAZI, ULIZA KUPITIA MADODOSO HAPO CHINI. KAMA MHOJIWA HAJAONGELEA KUHUSU UTOAJI MSAADA WA KIFEDHA KWENYE FAMILIA YAKE, KWANZA ULIZA; Je, unafanya shughuli yeyote ya kukupatia kipato yenye lengo la kukuwezesha kuisaidia familia yako?

KAMA NDIO, DODOSA

Unajihusisha na shughuli gani?

Je, hiyo ni shughuli kuu inayowapatia kipato katika familia?

Ni kwa muda gani sasa umekuwa ukifanya shughuli hii au inayofanana na hiyo?

Je, nini nimekufanya ufikie uamuzi wa kufanya shughuli hiyo?

Je, unawasaidia pia ndugu wengine na wanakaya walioko nje ya kaya yako?

KAMA NDIYO, DODOSA: Ni kwa jinsi gani unawasaidia watu/ndugu waishio nje ya kaya yako?

Je, kuna chochote kinachohusiana na majukumu yako katika kaya au familia yako kimebadilika tangu ushiriki katika mpango wa P.A.C.E..

KAMA NDIO, DODOSA:

Je, Kuna mabadiliko gani?

Kwa nini unadhani kumekuwa na mabadiliko hayo?

SEHEMU B: KUFANYA MAAMUZI (DK. 10)

[KUMBUKA TAARIFA YA MHOJIWA KUHUSU ANAISHI NA NANI NA OANISHA NA MASWALI YAFUATAYO]

Sasa ningependa kujua jinsi wewe na [mwenzu /wazazi] wako mnavyowasilina na kufanya maamuzi muhimu.

Niambia, Mawasiliano kati yako na [Mpenzi/wazazi] wako yakoje?

Ni kwa kiasi gani (mara ngapi) wewe na [Mwenzu/Wazazi] wako mnazungumza juu ya mambo ambayo ni muhimu kwako?

Je, Mara nyingi huwa mnazungumza kuhusu nini?

Je ni kwa kiasi gani una uhuru wa kuzungumza na [Mwenzu/wazazi] wako kuhusu mambo ambayo ni muhimu kwako?

Je, kuna jambo lolote ambalo hauko huru kujadili na [mwenzu/wazazi] wako? Tafadhali Eleza

Je, Ni kwa jinsi gani huwa unafanya maamuzi na [mwanza/ wazazi] wako? Kwa kawaida nani hushiriki katika kufanya maamuzi?; nani hufanya maamuzi ya mwisho pale ambapo humkubaliani?

Je unaweza kukumbuka mfano wa uamuzi muhimu uliofanywa na familia yako siku za karibuni. Tafadhali nieleze kuhusu uamuzi huo.

DODOSA KUHUSU KURIDHISHWA KWAKE NA JINSI ALIVYOHUSIKA KWENYE KUFIKIA MAAMUZI PAMOJA NA MATOKEO YA MAAMUZI HAYO]

Je, kuna jambo lolote kuhusu ushiriki wako katika maamuzi haya limebadilika tangu uliposhiriki katika mafunzo ya P.A.C.EKAMA NDIO, DODOSA:

Kuna mabadiliko gani?

Unadhani ni kwa nini kumekuwa na mabadiliko hayo?

SEHEMU C: USHIRIKI KATIKA JAMII (DK.10)

Sasa ningependa tuzungumze kuhusu shughuli zako katika jamii. Je wewe ni mwanachama wa kikundi chochote katika jamii yako, Kama vile [VIKOBWA, N.K], Kikundi cha dini, kikundi kingine cha wanawake. N.k?

KAMA NDIYO [ULIZA MASWALI YAFUATAYO KWA KILA KIKUNDI AMBACHO MUHOJIWA ANASHIRIKI]

Nani anaruhusiwa kuwa mshiriki wa kikundi hiki? Je, kuna vigezo/vizuizi vyovyote katika kujiunga kwenye kikundi hiki?

Umekuwa mshiriki katika kikundi hiki kwa muda gani?

Kwa nini uliamua kujiunga na kikundi hiki?

Je, Ushiriki wako wa sasa ni nini katika kundi hili? Je, Umewahi kushika nafasi ya uongozi katika kundi hili?

Je, Ushiriki wako na kikundi hiki umebadilika tangu ushiriki katika mafunzo ya P.A.C.E., Ikiwa ndiyo, umebadilikaje? Unafikiri ni kwa nini kumekuwa na mabadiliko hayo unayoyasema?

Je, unajihusisha na shughuli za serikali ya mitaa katika jamii/kijiji chako

Ikiwa ndio; DODOSA

Tangu lini umeanza kujihusisha na shughuli/mambo ya serikali ya mtaa? Na kwa nini uliamua kujihusisha?

Kwa cheo gani kwa sasa?

Je, ushiriki wako katika serikali ya mtaa umebadilika atangu uliposhiriki katika Mafunzo ya P.A.C.E.. Ikiwa ndiyo, Umebadilikaje?, Je, unafikiri ni kwa nini Umebadilika?

SEHEMU D. MATAMANIO YA BAADAYE (DK.10)

Sasa ningependa kukuuliza maswali kadhaa kuhusu matamano na ndoto ulizonazo kwa siku zijazo.

Ningependa utafakari kuhusu maisha bora zaidi unayoweza kufikiria kuwa nayo. Tukianza na shughuli zako za kila siku, mafanikio yake na majukumu yako kwa familia na jamii yako.

Tafadhali nieleze una matamano gani kwa jinsi unavyofikiria maisha yako kuwa bora zaidi?

DODOSA:

Ni kwa kiasi gani umeweza kufikia matamano yako?

Unadhani nini kinaweza kuwa tofauti pale utakapoweza kufikia matamano/ndoto zako?

Je, ungefanya jukumu gani katika familia / jamii yako?

Je, ni kwa kiasi gani matarajio yako yanaweza kufikiwa?

DODOSA:

Una fursa gani zinazoweza kukufikisha kwenye matamano yako?

Unakutana na changamoto gani?

Ni kwa jinsi gani unaweza kutatua changamoto hizo?

Je, kuna changamoto gani unakutana nazo kwa sasa na jinsi gani unakabiliana nazo? Changamoto za siku zote, au tofauti na zili ulizokuwa ukikutana nazo kabla ya kupata mafunzo ya P.A.C.E.

Je, ni hatua gani, ikiwa zipo unachukua kwa sasa katika kupiga hatua ili kufikia matamano yako ya kimaisha?

SEHEMU E: MREJESHO WA MAFUNZO NA HITIMISHO (DK. 5)

Kabla ya kumaliza mahojiano yetu, ningependa kujua mawazo yako kuhusu ushiriki wako katika mpango (Mafunzo) ya P.A.C.E.. Kama nilivyoainisha hapo awali, program zote zina maeneo ambayo yanaweza kuboreshwa, hivyo basi nitashikuru kupata maoni yako kwa uhuru ya jinsi ya kuboresha mafunzo ya P.A.C.E.

DODOSA:

Kwa kukumbuka ushiriki wako kwenye mafunzo ya P.A.C.E., ni sehemu gani ya mafunzo, ikiwa ipo ilikuwa ya muhimu kwako?

Je, mpango/mafunzo ya P.A.C.E. yamebadilisha chochote juu ya maisha yako ya siku hadi siku? Ikiwa ndio, ni nini kimebadilika, na vipi?

Je, mpango/mafunzo ya P.A.C.E. yamebadilisha chochote juu ya matumaini yako na mipango ya siku zijazo? Ikiwa NDIYO, ni nini kimebadilika, na kwa vipi?

Kwa sasa tumekamilisha maswali yote niliyohitaji kujifunza toka kwako. Je, Una maswali yeyote kwangu kabla ya kumaliza mahojiano? [JIBU MASWALI YOTE YATAKAYOULIZWA NA MHOJIWA]. Asante kwa kutoa muda wako kushiriki mawazo yako leo. Taarifa uliyonipa itatusaidia kuboresha program ya P.A.C.E. kwa walengwa (wanawake) wengine ambao watashiriki katika mpango huu kwa siku zijazo.

General Questions

1. Which topics in the P.A.C.E. program did you like the best or thought were the most helpful and relevant to you? Why?
 - a. PROBE: These could be the broader module topics covered within one of the four modules (Communication; Problem Solving and Decision Making; Time and Stress Management; and WASH).
2. What topics in the P.A.C.E. program did you like the least or think were the least helpful or relevant to you? Why?
3. What other topics should we include or change in the sessions that would help you and your community?

Communication

4. When you think about the communication module, have you learned any lessons that changed how you communicate within your WE group? How about with your family?
 - a. What has changed as a result?
 - b. PROBE: In this Module, we talked about communication at home, in the community, and the workplace. We learned communication, the different elements of communication, and the types of communication (assertive, aggressive, and passive). We learned what effective communication is. Also, we discussed what gender is and the expectations from society about how men and women communicate. We discussed how these expectations affect or cause barriers in our communication. In this Module, we also reflected on how we communicate, and we recognized how and why others communicate differently. Finally, we learned how to communicate in the group with more respect and empathy.

Problem Solving & Decision Making

5. When you think about the problem-solving Module, have you learned any lessons that changed the way you solve problems within your WE group? How about with your family?
 - a. What has changed as a result?
 - b. PROBE: During this Module, we learned about a problem, the different ways we respond to a problem, the thought process that results in a reaction. We also talked about the personal and social factors that influence decision-making and different ways how we can search for consensus. We reflected on the problems we face in our daily lives, at home, and in our communities, and how we can solve them (remember the five steps to solve a problem!). Finally, we were able to see problems as opportunities.
6. When you think about the decision-making module, have you learned any lessons that changed how you make decisions within your WE group? How about with your family?
 - a. What has changed as a result?

Time and Stress Management

7. When you think about the time and stress management module, have you learned any lessons that changed the way you manage your time and the stress in your daily life?

- a. What has changed as a result?
- b. **PROBE:** In this Module, we studied time and the benefits of managing time effectively (remember the concept of return on the investment). We learned how to use a time audit to understand how we use our time. Also, we learned how to prioritize and delegate tasks to optimize time and reach our goals. We did exercises to find a balance between what is urgent and essential for one's life. We learned how to set up a goal (SMART goals) and plan to achieve our goals. We also talked about stress and ways how we can manage stress. We reflected on the multiple roles and responsibilities that women have, positive thinking, and how gender expectations can influence stress.

Water & Sanitation

8. When you think about the Water, Sanitation & Hygiene Module, have you applied any lessons learned within your household or community?
 - a. What has changed as a result?
 - b. **PROBE:** During this Module, we talked about the importance of safe water for our health. We learned what the good practices in managing and using water are. We also talked about our hygiene and how the menstruation cycle works, and sanitation practices at home and in the community. Finally, we learned about the current pandemic, what are the risks and how we can prevent transmission

Female Participation in P.A.C.E.

P.A.C.E. was designed to be delivered to women's groups, specifically for advancing women. In Tanzania, women decided and advocated for men who were already participating in WE group to participate in P.A.C.E. groups. Now that you've been through the program, we want to learn about your experience of having men in the groups.

9. Do you think there were benefits to having male participants in your P.A.C.E. program? If so, what were they?
10. Do you think there were adverse effects to having male participants in your P.A.C.E. program? If so, what were they?
11. Did having men in your group change your ability to discuss topics or participate in any ways? If so, how?
12. If we did this program again in a different community, are there any sessions which would be more effective when delivered to men and women together? Which sessions, and why?
13. If we did this program again in a different community, are there any sessions which would be more effective to deliver to men and women separately? Which sessions, and why?
14. Do you think that the attitudes and behaviors of men who participated in P.A.C.E. have changed? If so, how?

- a. Have you observed changes in men's communication or problem-solving within your WE group due to participation in P.A.C.E.?

Recommendations about P.A.C.E.

15. How did you feel about the length of the sessions? Which modules did you wish were longer, and which did you wish were shorter?
16. When you think about your WE group before participating in the P.A.C.E. program compared to after participating, what has changed? Why do you think that is?
17. Were there any cases of group members who dropped out of participating in P.A.C.E.? What do you think were the main reasons for this?
18. What recommendations do you have for our team about improving P.A.C.E. content, timing, facilitation, support material, or other areas to make this program better?

MWONGOZO WA MAHOJIANO NA WASHIRIKI WA PROGRAMU YA P.A.C.E.

Mahali: _____ **Tarehe:** ___/___/___

Muda wa Kuanza: ___:___ **Muda wa Kumaliza:** ___:___ **Idadi ya Washiriki:** _____
Mhojaji: _____

UTANGULIZI

Habari ya leo na asante kwa kukubali kuongea nasi. Ninaitwa (Jina la Mwongozaji) na huyu ni mwenzangu(Mnukuu wa taarifa). Tunafanya kazi kwa niaba ya PCI, ambao kwa ushirika wao na Global Community Partners, and Gap Inc, wana dhamira ya kuwawezesha wanawake duniani kupata ujuzi na Ujasiri wanaohitaji kufikia uwezo wao kamili.

PCI wametutaka kufanya Tathimini ya Programu ya P.A.C.E. kwa walengwa wake walioko katika wilaya za Bunda, Butiama na Musoma; Mkoani Mara, ili kufahamu ni kwa jinsi gani dhana nzima ya kubuni mradi, mikakati na mbinu zilizotumika kwenye utekelezaji kama zinakidhi mahitaji ya walengwa na jamii husika. Kuelewa Faida na Athari za Kushiriki katika Programu wa P.A.C.E., Ufanisi wa Programu ya P.A.C.E. na Kama kuna matokeo yasiyotarajiwa yatokanayo na ushiriki wa jinsia ya kiume kwenye vikundi vilivyoshiriki kwenye program hii. Taarifa utakayotupatia katika mahojiano yetu itatumika tu kutoa taarifa (ripoti) kwa Tathimini hii, kwa nia ya kuwajulisha wadau jinsi Program ilivyofanya katika nia yake tha kuchangia kuongeza uwezo wa wanawake wa kujiamini, kujithamini na kujitosheleza kupitia mafunzo maalumu ya kuwajengea uwezo katika vikundi vyao vya kujikwamua kiuchumi, na hivyo kuleta mabadiliko kwenye maisha yao na ya jamii wanayoishi.

Usiri: Taaarifa yeyote au mifano ambayo tutajadili katika mahojiano yetu hayatakuhusisha wewe moja kwa moja. Faragha yako italindwa, na hatuta andika jina lako au taarifa itakayo kutambulisha wewe moja kwa moja kwenye ripoti bila idhini yako. Tungependa pia kukuomba yale tutakayojadiliana hapa yawe siri kati yetu.

Haki ya Kuuliza na Kujibiwa Maswali au Kutoa taarifa ya Malalamiko: Una haki ya kuuliza maswali kuhusu tathimini hii muda wowote, na tunapaswa kukujibu, sasa, wakati wa mahojiano, na baada ya mahojiano. Kama utakuwa na swali lolote kuhusu tathimini hii baada ya mahojiano, kuwa huru kuwasiliana na Mratibu wa Mradi ...Mr.....Kwa Email.....na Tel. No...

Haki ya Kukataa Kujibu Swali au Kukatisha Mahojiano: Uamuzi wa kushiriki kwenye mahojiano haya ni wako. Una haki ya kukataa kushiriki au kukatiza majadiliano muda wowote. Hakutakuwa na adhabu yeyote kama utachangua kutojibu swali au kukatisha mahojiano haya.

Mahojiano yetu hayatashukua zaidi ya Dk.45

Idhini. Je, unakubali kushiriki kwenye mahojiano leo? Ndio Hapana

Kwa idhini yako, tungependa pia ku rekodi mazungumzo yetu ili kuweza kurejea taarifa hii na kutumia kwa ufasaha zaidi.

Ninaweza kuanzisha kinasa sauti? Ndio Hapana

(Maelekezo kwa Mhojaji: Kama Ndio, Muombe mshiriki arudie kuutoa idhini wakati umewasha

[KAMA MHOJIWA AMEKUBALI “NDIO” ANZA KUFANYA MAHOJIANO, WASHA KINASA SAUTI IKIWA MUHOJIWA AMEKUBALI KUREKODIWA. KAMA AMETOA IDHINI YA KUSHIRIKI MAHOJIANO BILA KUREKODIWA, ENDELEA NA MAJADILIANO KWA KUNUKUU TAARIFA YAKE KWA MAANDISHI TU]

MASWALI

1. Wakati wa mafunzo ulifundishwa Mada nyingi sana, unadhani ni Mada gani uliipenda Zaidi na uliona imekusaidia na inakufaa Zaidi. Taja sababu zinazokufanya uipende hio Mada Zaidi?
 - **Dadisi Zaid:** Hizi zinaweza kuwa mada za moduli pana ulizofundishwa, au mada zilizofunikwa ndani ya moja ya moduli nne mlizosoma: Moduli hizo ni: Mawasiliano, Utatuzi wa Matatizo na kufanya maamuzi; Matumizi sahihi ya muda na namna ya kukabiliana na Msongo wa mawazo; na Maji. Usafi binafsi na Usafi wa Mazingira.
2. Je! Unaweza kusema ni mada zipi hukuzipenda Zaidi au unafirikia hazikuwa za mhim sana kwako au hazikuendana na hitaji lako kwa sasa? Taja sababu kwanini hukuzipenda hizi maada ulizozitaja?
3. Unadhani ni Mada zipi ungependa ziongezwa or zipunguzwe kwenye mafunzo haya, ambazo unadhani ingekusaidia wewe na jamii yako kwa ujumla?

MAWASILIANO

4. Ebu fikiria Moduli ya Mawasiliano uliofundishwa, Je ulijifunza kitu chochote ambacho kilibadilisha kabisa namna ya kuwasiliana na wana kikundi chako, Hasa WE? Ukilinganisha Mawasiliano nyumbani kwako kabla ya mafunzo ya moduli ya Mawasiliano, Je unahisi moduli hii imekusaidia kuwasiliana nyumbani vizuri na Familia yako?
 - Nini kimebadilika kwenye kikundi cha WE kutokana na kuhudhuria haya mafunzo ya moduli ya mawasiliano?
 - Nini kimebadilika nyumbani kwako Kutokana na kuhudhuria mafunzo ya Moduli ya Mawasiliano?

Dadisi: Kwenye Moduli ya mawasiliano tulijifunza: Mawasiliano mahali pa kazi, Mawasiliano nyumbani na mawasiliano kwenye jamii. Zaidi sana Tulijifunza nini maana ya Mawasiliano; Misingi ya mawasiliano na aina za mawasiliano (kutiii, fujo na ya kujiamini). Pia tulijifunza Misingi ya Mawasiliano na tukajifunza Mahusiano ya kijamii na jinsia katika jamii, hasa Matarajio ya jamii ni namna gani wanaume na wanawake wanawasiliana katika jamii. Pia tulijadiliana juu ya matarajio haya yanavyoleta sababisha vikwazo vya mawasiliano tulijifunza kuhusu jinsia and matarajio ya jamii kuhusu mawasiliano Kati ya wanaume na wanawake. Pia tulijadili ni namna gani matarajio haya yanavyoleta madhara kwenye jamii hasa kwa upande wa mawasiliano. Katika Moduli hii tulifikiria ni namna gani kuwasiliana and kugundua ni kwa namna gani na kwanini watu wanawasiliana kwa njia mbali mbali. Mwisho kabisa, tumejifunza namna ya kuwasiliana kwenye vikundi kwa heshima na kistarabu kabisa

UTATUZI WA MATATIZO NA KUFANYA MAAMUZI

5. Unapofikiria juu ya Moduli ya Utatuzi wa Matatizo na kufanya maamuzi, Je umejifunza Somo lolote ambalo limebadili namna ya kukabiliana na Utatuzi wa Matatizo na kufanya maamuzi kwenye kikundi chako cha WE na kwenye Familia yako?

- Nini kimebadilika kwenye kikundi cha WE kutokana na kuhudhuria haya mafunzo ya moduli ya Utatuzi wa Matatizo?
- Nini kimebadilika nyumbani kwako Kutokana na kuhudhuria mafunzo ya Moduli ya Utatuzi wa Matatizo?

Dadisi: Katika Moduli hii tulijifunza nini maana ya Matatizo, na tulijifunza namna ya kukabiliana na Matatizo, pia tuliangalia njia za mbali mbali namna ya kuchukua hatua inapotokea kuna tatizo. Tulizungumza pia juu ya maswala yetu binafsi na ya kijamii ambayo yanaathiri maamuzi na njia tofauti jinsi tunaweza kutafuta makubaliano. Tulitafakari juu ya shida tunazokabiliana nazo katika maisha yetu ya kila siku, nyumbani na katika jamii zetu, na jinsi tunaweza kuzitatua (kumbuka hatua 5 za kutatua shida!). Mwishowe, tuliweza kuona shida kama fursa.

6. Unapofikiria kuhusu Moduli ya namna ya kufanya maamuzi, je umejifunza somo lolote ambalo limebadilisha namna ya kufanya maamuzi sahihi kwenye kikundi chako cha WE na kwenye familia?
 - Nini kimebadilika kwenye kikundi chako cha WE kutokana na kuhudhuria haya mafunzo na kufundishwa kuhusu kufanya maamuzi sahihi?
 - Nini kimebadilika kwenye kikundi chako cha WE kutokana na kuhudhuria haya mafunzo na kufundishwa kuhusu kufanya maamuzi sahihi?

MATUMIZI SAHIHI YA MUDA NA NAMNA YA KUKABILIANA NA MSONGO WA MAWAZO

7. Ebu fikiria Juu ya muda na namna ya kukabiliana na Msongo wa mawazo, Je umejifumze somo lolote ambalo limebadilisha namna yako ya kutumia mda vizuri and namna bora ya kukabiliana na Msongo wa mawazo katika maisha yako ya kila siku?
 - Ni kitu gani kimebadilika hasa kutokana na kuhudhuria mafunzo haya ya namna bora ya Matumizi sahihi ya Muda?
 - Ni kitu gani kimebadilika hasa kutokana na kuhudhuria mafunzo haya ya namna bora ya kukabiliana na Msongo wa mawazo.?

Dadisi: Kwenye moduli hii tulijifunza kuhusu mda na faida za kutunza mda vizuri (Mda ni Mali). Tulijifunza namna ya kutunza na kupata mda wako mara kwa mara kuelewa namna ya kuutumia ipasavyo. Pia tulijifunza namna ya kupanga Malengo na kazi ili kufikia malengo yetu. Tulifanya mazoezi yakutosha kutafuta usawa kati ya vitu vya haraka na vya mhim kwenye maisha yetu. Tumejifunza namna bora ya kupanga Malengo yetu (SMART) na namna bora ya kufikia malengo hayo. Tulijifunza wajibu na kazi mbali mbali za wanawake katika jamii, mawazo chanya na ni namna gani jinsia ya mwanamke inaweza kuleta msongo wa mawazo

MAJI NA USAFI WA MAZINGIRA

8. Ebu fikiria kuhusu maji na Usafi wa Mazingira, Je umewahi kutumia ujuzi wowote uliojifunza kwako na kwenye jamii?
 - Eleza jinsi ulivyotumia ujuzi wa maji na Usafi wa Mazingira nyumbani kwako baada ya mafunzo?
 - Eleza jinsi ulivyotumia ujuzi wa maji na Usafi wa Mazingira kwenye Jamii yako baada ya mafunzo?

PROBE: wakati wa mafunzo haya tulijifunza umhim wa maji safi na salama kwa afya zetu. Tulijifunza mbinu mbali mbali za jinsi ya kutunza maji. Pia tulijifunza kuhusu Usafi binafsi na jinsi hedhi inavotokea, hasa Usafi

wakati wa hedhi. Mwishoni mwa mwafinzo, tulijifunza juu ya janga la sasa, ni hatari gani na ni vipi tunaweza kuzuia maambukizi

USHIRIKI WA WANAUME KWENYE P.A.C.E.

P.A.C.E. Iliundwa na kulenga makundi ya wanawake, hasa kwa kukuza na kuwawezesha wanawake. Nchini Tanzania, Vikundi vya WE viliamua kujumuisha wanaume kwenye vikundi pia. Kwa sasa tunajaribu kuelewa athari za ushiriki wa wanaume na wanawake Kwenye P.A.C.E..

9. Je! Kuwa na wanawake katika kikundi chako kulibadilisha uwezo wako wa kujadili mada au kushiriki kwa njia yoyote? Kama kweli, taja sababu na kwa namna gani kulibadilisha?
10. Kama tukiamua kufanya mafunzo haya sehem nyingine, unahisi kuna mada ambazo ni mhim kwa wanaume na wanawake kwa Pamoja, Taja hizo mada ambazo unaona zina umhim kwa wanawake na wanaume? Na kwa nini?
11. Kama tukiamua kufanya mafunzo haya sehem nyingine, unahisi kuna mada ambazo ni mhim kwa wanaume na wanawake kwa Pamoja, Taja hizo mada ambazo unaona zina umhim kwa wanawake na wanaume? Na kwa nini?
12. Kama tukiamua kufanya haya mafunzo kwenye jamii nyingine kwa mfano, unahisi kuna mada ambazo tulipaswa kuwafundisha wanawake na wanaume tofauti bila kuwachanganya? Taja hizo maada na ni kwanini tusiwachanganye?
13. Unahisi au unaamini kuwa tabia na mienendo ya wanaume wengi imebadilika baada ya mafunzo ya P.A.C.E.? Kama jibu ni ndio, eleza ni kwanini unaamini ivo?
14. Je! umewahi kuona mabadiliko ya tabia na mienendo ya wanawake kwenye vikundi vyenu vya WE, na unaamini kuwa hizi tabia mpya ni kutokana na ushiriki wake kwenye program ya

Mapendekezo kuhusu P.A.C.E.

15. Ebu tuongee kuhusu vipindi ulivyo hudhuria, Je! Ni moduli zipi ulitamani ziwe ndefu na ni zipi ulitamani ziwe fupi?
16. Unapofikiria juu ya kikundi chako cha WE kabla ya kushiriki katika mpango wa P.A.C.E. ikilinganishwa na baada ya kushiriki, ni nini kimebadilika? Kwanini unafikiria hivyo?
17. Je! Kulikuwa matukio yoyote ya washiriki wa kikundi walioacha kushiriki katika P.A.C.E.? Unafikiri kwanini waliacha, Toa sababu kuu?
18. Je! Una mapendekezo gani kwa timu yetu juu ya kuboresha yaliyomo kwenye P.A.C.E., muda, uwezesaji, nyenzo za msaada au maeneo mengine ili kuiboresha programu hii?