

GENDER AN RURAL TRANSPORT INITIATIVE  
GRTI  
RURAL TRANSPORT AND TRAVEL PROGRAM  
RTTP  
\_\_\_\_\_ **MADAGASCAR**

**MADAGASCAR GENDER TRAINING REPORT**

20 -23 FEBRUARY 2001

TRANSLATION (French to English)  
M. Trah Siagbé (Côte d'Ivoire)

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## **1. Summary**

Madagascar is one of the Rural Travel and Transport Program (RTTP) member countries. The RTTP's Policies and strategies in Madagascar had been designed through a series of national and international workshops and then they were adopted by the Government in May 2001. The aim of the Transport Sector Project is to construct 1000 to 2000 km of roads on a yearly based program.

Madagascar went through a gender sensitization workshop in the course of the second phase of the Gender and Rural Transport Initiative (GRTI). This workshop was organized in Antananarivo on July 18 to 20 2001 with the participation of the Gender Technical Adviser from Harare Zimbabwe. There were 25 participants from administration, rural communities, institutes and the university (teachers and students). The following capacities have been developed as the results of three days training.

The participants have identified (i) Steps and activities of the rural track project; and (ii) the roles of women regarding their own integration within the process of implementing the project and the impact of the rural track project implementation on their living conditions.

Participants were agreed on a definition of gender, as a socio-economic variable used to assess gaps between men and women, young and old people regarding their roles, responsibilities, constrains, opportunities and needs.

Three recommendations have been stated as follow :

- (i) Encourage enterprises to enroll more women
- (ii) Pre-orient training or/and selection tests for candidates to study in the area of rural transport and
- (iii) Build up capacities of top level female technicians.

Before the workshop, participants had various understanding of the gender concept. 50% of them tended to relate gender only to women. 40% of them expected gender to be the process of differentiation by sex and 10 % of them defined gender as clustering in terms of women, men, children, young and old people.

Participants were invited to fill the third evaluation form three months after the workshop, on the 19 October 2001. They assumed to be able to apply their knowledge of gender from the workshop in their work, studies and activities.

## **2. Introduction**

### **Context of workshop**

Madagascar is one of the poorest countries. The Gross Domestic Product Per inhabitant was established at a rate of 230 USD in 1999. The permanent Gross Domestic Product per inhabitant went through a negative growth rate until 1996. A slight growth was noticed in 1997 and 1998 without reaching the level of 1%. Madagascar is planning to achieve a vast rural road rehabilitation program as the result of poverty alleviation and ensuring mobility to the population.

The poverty alleviation policy and strategy document and the prospective official acknowledgement of the rural transport policies and strategies recognized the necessity of enhancing women's participation in the activities entailing from the so mentioned strategy. A delay has been caught up in considering the RTTP's interventions as one of the major priorities within the rural transport sector plan called PST.

If things work as planned, there will be an ambitious road program, to construct 1000 to 2000 km of roads on a yearly basis. This program will be achieved as the result of the PST and the poor countries' debt reduction.

### **Rationale of workshop**

The aim of the GRTI is to reinforce the capacities of national RTTPs in designing and setting rural transport gender sensitive policies and strategies. GRTI has been set up to help in mainstreaming gender in rural transport.

National workshops are one of the five components of the GRTI. The workshop in Madagascar was a gender sensitizing one, focused on integrating women into the rural transport project cycle. In Madagascar, the number of female students from vocational institutes dealing with rural transport issues, is still weak, lower than 1%.

To be completed

### **Objectives of workshop**

At the end of the workshop, participants will be able

- To have a better understanding of gender as a concept,
- To increase their understanding of women's roles within the different steps of rural community road projects
- To collect genuine field data
- To assess the impacts of rural community road projects on the living conditions of women.

### **3 Target group**

#### **Profile of participants**

25 participants from administration, rural communities, schools and Institutes (students and teachers) came from the capital city and its surroundings. 45 % of the participants were students and professors from public work and engineering Institutes or the University.

70 % of them were female students and professors. The Ministries in charge of transport, public work, population and women's condition were represented at the workshop. The Mayors of the two rural Districts led the official opening and closing ceremonies of the workshop.

Participants were mostly from Antananarivo region, therefore, they did not faithfully reflect the overall situation of the country. In fact, habits practices and customs in regions of Madagascar differ significantly, from north to south, from east to west and also on the "Up Curves".

In Antananarivo and mainly in urban areas, women are more emancipated and some of them are occupying important social positions in spite of their triple roles. Though, they are able to balance their reproductive, productive and community managing roles. In the other regions, men are more privileged than women for they have more access to resources such as wealth, training, health, laws, information and technology.

#### **Participants' level of understanding gender**

Before the workshop, participants had various understandings of gender. 50 % of them related gender only to women. 40 % of them expected gender to be differentiation by sex and 10 % of them defined gender as a clustering system in terms of men, women, children, young and old people.

### **Participants' level of involvement in gender and rural transport issues.**

Mayors of the rural Districts are the most involved authorities in rural transport issues. This motivation is due to the existence of many poor tracks in their Districts and the hellish conditions of travels for the communities in the course of meeting their needs such as carrying crops in markets, sending children to schools, evacuating sick people to hospitals etc... District roads rehabilitation and maintenance funds are being restructured and the community has to follow up the process, to be able to express their real needs in matter of road rehabilitation.

Students show interest for job opportunities in the area of rural transport and gender issues, which is a promising one in Madagascar.

Representatives of the ministries involved in gender and rural transport comprising transport, public works, population and women's promotion show also interest for these issues as a part of their terms of reference.

## **4 . Content and methodology of the workshop.**

### **Progress through the workshop**

The workshop was officially opened on July 18, 2001 by the Mayor of the rural District of Mahazaza. There were first of all a series of presentations on the approaches and the contents of the workshop. They were carried out by a rural road project agent, the GRTI Technical Adviser, the RTTP Coordinator and a member of a consulting cabinet. Secondly, participants were invited to fill the "*before workshop evaluation*" form.

The participants went also through the three topics of the workshop.

- **Topic 1) Mainstreaming gender in the first phase of rural roads works**
- **Topic 2) Mainstreaming gender in the tasks and maintenance of the rural roads and tracks**
- **Topic 3) Impacts of the rural road and track projects on the living conditions of women.**

A field data collection had been carried out on July 19 2001. After two days of training, an evaluation was carried out by the participants to present the outputs of the workshop.

### **Main outputs**

- The participants have identified (i) Steps and activities of the rural track project; and (ii) the roles of women regarding their own integration within the process of implementing the project and the impact of the rural track project implementation on their living conditions.
- Participants were agreed on a definition of gender, as a socio-economic variable used to assess gaps between men and women, young and old people regarding their roles, responsibilities, constraints, opportunities and needs.
- Three recommendations have been stated as follow :
  - Encourage enterprises to enroll women
  - Pre-orient training or/and selection tests for candidates to study in the area of rural transport and
  - Build up capacities of top level female technicians.

### **Work norms**

- Simple (an idea once a time)
- Constructive (one problem – one solution)
- Attention (care about others) nobody should be left out)
- Serious in fun !

### **Task O: Setting of the reading committee RC**

The RC is composed of a rapporteur, a group leader, a facilitator and two other participants.

### **Leader of the group**

- Is in charge of monitoring the group
- Encourages full participation of all
- Encourages participants to express ideas free of pre-judgment
- Does not impose his/her own ideas
- Ensures a sound summary of the group work

The input of the leader should be 20 % and that of the participants should be 80 %.

### **Rapporteur**

- Records inputs
- Follows up presentation norms on flip chart
- Presents the group work in plenary
- Answers questions, or asks members of her/his group to do so.
- Sums up inputs to be distributed to participants

### **Time Watcher**

- Watches time
- Collects materials after sessions

**Task# 1 : Evaluation before workshop**

**Individually and silently**

- Participants were invited to read the “*before evaluation form*”
- Participants were asked to answer questions in the form.

**Analyzing the results of participants’ evaluation**

- Various understandings of gender issues
- Poor knowledge of RTTP in Madagascar
- Good knowledge of steps in rural transport activities and projects.
- Confusion about mainstreaming gender in the activities.

**Task #2 : Topic 1 Gender issues in the rural road works.**

**Individually and silently**

- Read the road project document (implementing agents are invited to) and underline points they agreed on.
- Improve the document by new inputs reformulation, suggestions and comments

**Group work**

- Discuss and list your suggestions for necessary improvements on flip chart.

**Results of task#2**

<b>Steps</b>	<b>Women’s roles in their own integration</b>
First phase of the project <ul style="list-style-type: none"> <li>- Sensitization</li> <li>- Planning</li> <li>- Designing project document</li> </ul>	Contribution in multidisciplinary diagnostics participation in administrative and financial activities

**Task#3 : Topic 2 : Gender in rural road and track works and maintenance**

**Individually and silently**

- Read the road project document (implementing agents are invited to) and underline points they agreed on.
- Improve the document by new inputs reformulation, suggestions and comments

**Group work**

- Discuss and list your suggestions for necessary improvements on flip chart.

**outputs of task#3**

<b>Steps</b>	<b>Women's roles in their own integration</b>
Implementation of project (assessment phase) <ul style="list-style-type: none"> <li>- Before project summary</li> <li>- Before project details</li> <li>- Invitation to tender document</li> <li>- Follow up and surveillance of work execution</li> </ul>	-Participation in assessment technical, socio-economic administrative and financial
Work execution <ul style="list-style-type: none"> <li>▪ Excavation works</li> <li>▪ Cleaning up</li> <li>▪ Works</li> <li>▪ Roads/roadways</li> </ul>	Possible participation of women if willing to
Work maintenance <ul style="list-style-type: none"> <li>▪ Current maintenance</li> <li>▪ Periodic maintenance</li> </ul>	Participation of women as members of the Road Users' Associations

**Task#4 : Topic 3: Impact of the rural road project implementation on the living conditions of women**

**NEGATIVE IMPACT**

**Productive activities**

- Improvement of the household incomes
- Protection of environment
- Production sale
- Production facilitation
- District open up (Making the District less isolated)
- Increase in production : improvement security, extension of the market
- Increase in the number of handcarts
- Job creation
- Motivation of other donors to fund basic infrastructures

**Communication**

- Organizing permanent transport service
- Decrease in the transport fees
- Improvement in sharing information
- Improvement of service qualities

**Domestic cores**

- Domestic task alleviation (water, and fuel provision)
- Time and energy saving (for other valuing activities)

**Social aspects**

- Better contact with outside
- open mentality
- -Increase in schooling rate
- Public security

**Administrative impacts**

- Motivation of administrative agents to work in the area
- Facilitation of mobility toward socio-economic and administrative services such as schools and hospitals.
- Increase in community taxes

**Negative impact**

Poor consideration of women's specific needs

### **Task # 5 Site visits**

- Read the questionnaire related to the topic of your group (non exhaustive list )
- Meet the field resource-Persons (mayors and/or advisors, Associations of the rural road users, community members,
- List the main problems and solutions identified by the rural community members,
- Organize all the field collected information.

### **Outputs of Task #5**

- During the first phase of the project, women participate in the identification and preparation of the project document, and the creation of Users' associations. One of the Users' Association appointed a woman as a member of the executive Bureau.
- During the implementation of the project (Assessment phase), women participate in the checking and the surveillance (carried out by a woman Engineer). They also contribute in carrying materials and nailing.
- -For the maintenance phase women's participation has been noticed in the planning and the maintenance works. This women are active members of the Road Users' Associations.

### **Task #6: Integrating field observations into commission works/inputs**

- Improve outputs of tasks 1, 2, 3, 4, using inputs from task 5
- The Rapporteur presents the group work for validation.

### **Outputs of task #6**

Impact of the project on the living conditions of women (the case of Mahazaza).

#### **Positive impacts**

- Reduction of walking time to the market
- Increase in financial resources
- Reduction of the prices of inputs for poultry farms with good layers (women's cores)
- Good transport facilitation
- Facilitation in supplying schools out of the District
- Reduction of travel fees
- Facilitations of communication (for example : easy contact and monitoring of conveying the CECAM manager's funds)
- Motivation of women civil servant to join their working areas within the District

**TASK#7 Presentation of the workshop report**

- Presentation of rural transport policy and strategy statement by groups in plenary commission
- Questions/Answers
- Finalization of report by the writing committee on the basis of observations and suggestions from the plenary commission.

**Outputs of the workshop**

- 1) Better understanding of gender

***Evaluation before workshop***

3 different understandings of gender

- (i) Gender = Women
- (ii) Gender = Differentiation by sex
- (iii) Gender = Population clustering by sex and age

***Evaluation after workshop***

Participants came out with defining gender as a socio economic variable used to assess gender gaps, regarding roles, responsibilities, constrains, opportunities and needs.

- 2) Roles of women in community rural road project cycles.

<b>Steps</b>	<b>Roles of women in the process of their own integration</b>	<b>Field observations 'case of Mahazaza</b>
<b>First phase of the project</b> <ul style="list-style-type: none"> <li>• Sensitization</li> <li>• Programming</li> <li>• Writing project document</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution in multidisciplinary diagnosis</li> <li>• Participation in administrative and financial activities</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion</li> <li>• Creation of rural road users' associations</li> <li>• One of the users' associations appointed a woman as a member of the executive bureau</li> </ul>
<b>Implementation of project</b> (assessment phase) <ul style="list-style-type: none"> <li>• Before project summary</li> <li>• Before project details</li> <li>• Invitation to tender document</li> <li>• Follow up and surveillance of work execution</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in technical, socio-economic administrative and financial assessment</li> </ul>	Checking and surveillance works performed by a woman engineer
<b>Work execution</b> <ul style="list-style-type: none"> <li>• Excavation works</li> <li>• Cleaning up</li> <li>• Works</li> <li>• Roads/roadways</li> </ul>	Possible participation of women if willing to	<ul style="list-style-type: none"> <li>• Carrying materials and nailing</li> </ul>
<b>Maintenance of the work</b> <ul style="list-style-type: none"> <li>• Current maintenance</li> <li>• Periodic maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Possible participation of women as members of the Users' Associations</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in the activities of the Users' associations and maintenance work execution</li> </ul>

3) Impacts of the rural community road project implementation on the living conditions of women

Overall impacts	Impacts of the project on the living conditions of women
Positive impacts	Positive impacts
<b>Productive activities</b>	
Improvement of the household incomes	Reduction of time to walk to the market
Protection of environment	Increase in the financial resources
Production sale	Decrease in the price of inputs for poultry farming which is a women's task
Production facilitation	
Open up of the District (Making the District less isolated )	
Slight increase in production : improvement, security, market extension	
Increase in the number of handcarts	
Job creation	
Motivation of donors to fund other basic infrastructures	
<b>Communication</b>	
Setting of permanent transport services	Facilitation of good transport
Decrease in transport fees	Facilitation of the service delivery toward schools out of the District
Improvement of information exchanges	Reduction of travel fees
Improvement of service qualities	
<b>Domestic cores</b>	
Domestic task alleviation (water and fuel provision)	
Time and energy saving (for more valuing activities)	
<b>Social aspects</b>	
Better contacts with outside world	Facilitation of communication (facilitation of contact, monitoring, and fund conveying of the CECAM manager)
Open mentality	
Increase in schooling rate	
Public security	
<b>Administrative impact</b>	
Motivation of civil servants to work in the area	Encourage female civil servant to join their services
Facilitation of mobility toward administrative and social services (schools and hospitals etc)	
Increase in local taxes	
<b>Negative impacts</b>	
Poor consideration of women's specific needs	

4) Recommendations :

Encourage enterprises to enroll women (TORs)  
 Pre-orient training and/or selection tests before studies  
 Reinforce training of female top level technicians involved in rural transport, regarding opportunities of integrating women in rural infrastructure projects

## **5. Testing and Evaluation for the level of understanding gender and RTTP concepts**

Evaluation after workshop

Adoption of a definition related to the gender concept  
Better understanding of RTTP in Madagascar  
More specific knowledge about steps and activities of rural transport projects  
Confusion on their involvement in mainstreaming gender in their activities

Evaluation 3 months after workshop

Participants are invited to fill a third evaluation form three months after the workshop on the 19 of October 2001, assuming that they will apply their experience from the workshop to their surveys and activities.

## **6. Conclusions and recommendations**

The workshop contributed in improving the participants' understanding of gender concepts. Participants have also discovered the Madagascar RTTP.

As concerning the students and the teachers, the workshop was for them an opportunity to test and confirm their knowledge about the different steps of rural road and track projects in their Districts. The department of Public Work and Engineering has enrolled more female students than male ones for the Bachelor Degree. But unluckily, the rate of enrolled female students in the Bachelor Program is still lower than 1% within the same subjects.

Field visit and meeting community members in the rural District of Mahazaza allowed for the participants to identify activities and responsibilities of women in the work of road and maintenance and the impacts of these activities on their living conditions.

Carrying out a gender training workshop in a so isolated and highly patriarchal region, will help to better identify significant impacts of gender mainstreaming in rural transport issues.

### **Continuation of the program**

- The next step of the series of training workshop will comprise
  - Designing and producing the training report in 20 copies.
  - Writing project for fund request (the fund request form has been required).
  - Evaluation 3 months after the workshop.

**GENDER AND RURAL TRANSPORT INITIATIVE**

**Annex 1 EVALUATION FORM FOR PARTICIPANTS**

**EVALUATION FORM N° 1: Before workshop**

NAME: .....

PROFESSION: .....

MALE

FEMALE

**1. When did hear about gender for the first time?**

.....

**2. Have you ever undergone gender training?**

.....

**3. In your own opinion what is gender?**

.....

.....

.....

**4. Is gender important ?**

**YES**

**NO**

.....

.....

**5. Do you apply gender to your area of work? How do you go about it ?**

.....

.....

.....



**GENDER AND RURAL TRANSPORT INITIATIVE**

**EVALUATION FORM N° 2 : End of workshop**

NAME: .....

PROFESSION:.....

MALE

FEMALE

**1. In your own words what is gender?**

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

**2. How are you going to use the information and knowledge acquired from the workshop?**

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

**3. How has the training changed the way you look at men and women in rural transport? Explain.**

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

**4. Has the training changed the way you treat your spouse and your relationship ?.**

.....  
.....

**5. State below a few steps you are going to take in your work, studies and activities to ensure that gender is mainstreamed.**

.....  
.....



**GENDER AND RURAL TRANSPORT INITIATIVE**

**EVALUATION FORM N° : 3 months after gender training**

NAME: .....

PROFESSION: .....

**1. In your own words what is gender?**

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

**2. What are the gender issues in rural travel and transport in your country?**

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

**3. What strategy are you using to close the gender gaps?**

.....

**4. What did you find useful and applicable to your work situation that you learnt during the GRTI gender training in July 2001?**

.....  
.....

**5. How are you applying it to your work situation?**

.....  
.....

7.

*Rural Transport Policy and strategy statement  
Logical framework of the rural transport project support  
National workshop 20-23 February 2001*

**N.B.** To Mme Marie Donna RANAIVOARIVELO at IIB 109 E Manjakaray - tél : (22) 408 83 - fax : (22) 322 99 - e-mail : mdonna@dts.mg <mailto:mdonna@dts.mg> 19 october 2001.

Annex 2 : Questionnaire and road technical form for field visits

### Annex 3 : LIST OF PARTICIPANTS

Name	Structure/qualification	Address	Telephone
1. Mr.; RAKOTOMALALA Jean Lalaina	Professor at the Institute of Science and Technology		22 414 23 033 11 473 03
2. Mrs. RAFALIMANA Andriamalala M.	Professor at the Institute of Science and Technology	Istt@dts.mg	22 414 23 (HB) 033 11 484 55
3. Miss RAJAONAH Onja Veromalalaniaina	Student at the Institute of Science and Technology	Lot K7 034 Bis II Tana 105	2 492 81 033 11 641 79
4. Miss RAJOELISON Masiarizay M.	Student at the Institute of Science and Technology		
5. Mrs. ANDRIANASOLO Hans Aimée	Teacher at the Alarobia vocational School	Alarobia vocational School	033 11 301 37
6. Mr. RAKOTOMALALA Roland Aimé	Teacher at the Alarobia vocational School	Alarobia vocational School	033 11 301 37
7. Miss ANDRIAMAHENINTSOA Hsina	Student at the Alarobia vocational School		032 07 538 07
8. Miss RARIVOSON Naly Rida	Student at the Alarobia vocational School	Rarivoson_naly.rida@caramail.com	
9. Mr. ANDRIAMANANTENA Rivoniaina	Student at the Alarobia vocational School		22 285 90
10. Mrs. RAVAOHARISOA Lalatiana	Teacher at ESPA	BP 1500	030 23 806 26
11. Mr. RALAIARISON Moise	Teacher at ESPA		22 383 35

*Rural Transport Policy and strategy statement  
 Logical framework of the rural transport project support  
 National workshop 20-23 February 2001*

<b>Name</b>	<b>Structure/qualification</b>	<b>Address</b>	<b>Telephone</b>
12. Miss ANDRIANAJA Hanta	Student ESPA	Hantarisoa@syfed.refer.mg	033 11 213 96
13. Mrs. ANDRIAMALALA Desiree	Executive Director of ININFRA	Ininfra@dts.mg	032 07 056 19
14. Mrs. RABAONARY Vero	CSAF DRT FID	Csafdrt@dts.mg	032 02 751 01
15. Mrs. Razanamahefa celestine.	Ministry of Public Work		22 642 62
16. Mrs. RANAIVO HARISOA Lala	Teacher at the Mayor of the District of Tajombato	Alarobia	033 11 301 37
17. Mrs. RA TOLOJANAHARY Bodo	OPCI FITAMA Tanjombato District	Fibtama@simicro.mg	22 671 94 032 07 723 47
18. M. RANDRIAMANANTOA Norbert I.	Mayor of the rural District of Antanetibe	Rural District of Antanetibe-Tana 105	
19. Mrs. RAZANAMARY Jeanne d'Arc	President of the District Council	Rural District of Antanetibe-Tana 105	
20. Mrs. RAKOTO Joseph Clairette	Director of Women's Condition	Ministry of population	
21. Mrs. SAHONDRANILALA R.	Head of Department Women's Condition	Ministry of population	22 230 04 Post 411
22. Miss. RASOLOFOMANANA Vohanginirina	Ministry of Transports		22 246 04 Post 415
23. Mr. RASOLOARISOA Henri	AEP-HIMO		22 352 45
24. Mr.. RAKOTO Andriantsimiangy Naritiana	Engineer		22 454 63

