Healthy Urban Environments:

Participatory Approaches in Improving Food Sovereignty in Urban Communities

TRAINING WORKSHOP REPORT

Training and Research Support Centre (TARSC)
In collaboration with
African Women's Initiative in Developing Economies (AWIDE)

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Harare, Zimbabwe

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1.   Background

In 2013 the Training and Research Support Centre (TARSC) and partners undertook a scenario mapping process for Zimbabwe in which it was projected that over the next few decades Zimbabwe will be moving towards a mix of a youthful and elderly population, with greater mobility and social connectedness, and increased urbanization and resource scarcities, particularly in relation to water, food and energy. The direction Zimbabwe takes will be determined by the level and widening of productive capacities, the extent of local control of natural resources, and the manner in which the country adapts to and uses technology. Zimbabwe's wellbeing depends on moving towards a scenario where there is a convergence between social, economic and environmental (SEE) goals, especially in widening access to innovative technology, in the circular use of renewable resources, and with explicit measures for cohesion to reduce social and economic inequalities.

The health status of Zimbabwe currently shows significant gaps related to poor environments for health, particularly in food, water and sanitation. Chronic under nutrition is still high and there is a rising level of chronic non communicable diseases (NCDs), such as diabetes and hypertension. The weakness of public systems and liberalized trade policies have led to increased privatization and commercialization of water and energy, unregulated and fast food markets and progressively high levels of imported food items.

Reclaiming of resources and enhancing technology innovation for health, with a focus on food and water as critical determinants of health thus remains vital in shaping Zimbabwe's future. This is especially true in urban environments where inequalities remain high, there is a failure in the performance of state services to meet citizen's basic health needs, and a predicted population increase in the years to come.

In this context, TARSC in cooperation with the African Women's Initiative in Developing Economies (AWIDE) are in 2014 building a programme in Harare that aims to foster local and national dialogue, and to build active citizenship and public and private accountability on food resources as a key element of primary health care. The focus will be on strengthening community participatory approaches to improving food sovereignty in two areas in Harare, drawing on existing experiences arising from the Community Based Research and Training (CBRT) programme within TARSC and the work of AWIDE, a dynamic community based organization that works on the principles of sustainable development, equity and gender sensitivity and with a particular focus on empowering women and encouraging the sustainable utilization of natural and locally available resources.

In June 2014, TARSC and AWIDE organized a three day Participatory Reflection and Action (PRA) training workshop for AWIDE network members in order to build community level capacities on using participatory approaches for improving food sovereignty in Harare. The training was attended by 12 participants, including 4 community level organisers and 2 representatives from TESHE,an AWIDE partner organization. The training was developed and facilitated by Barbara Kaim and Fortunate Machingura from TARSC. (See Appendices One to Three for a complete list of participants, the agenda and information on the participating organisations.)

This report documents the proceedings of the three day training.

2.   Introduction and Objectives

Thandi Henson from AWIDE welcomed all participants to the training. Participants introduced themselves and Barbara Kaim then proceeded to outline the objectives of the training as follows:

- To build understanding of PRA approaches and their use
  - o to raise community voice in strengthening the planning and organisation of local food production, processing, storage and marketing
  - o to improve women's control over productive resources and decision making; and
  - o to improve delivery in the implementation of local government commitments and constitutional entitlements in relation to the right to food.
- To develop a plan of action and to draft protocols on strategies for improving food sovereignty, working with two community groups in Harare (Mbare and Warren Park).

3.   Understanding our community

Barbara began this session by noting that a useful first step in any health programme is to work with community representatives to identify the major characteristics of their community. This process, called **Community or Social Mapping**, helps to build a common understanding of the community boundaries, social infrastructure (such as roads, schools, clinics, shops, water points, etc), social groups and other features. It can also be used to identify features related to food production and consumption, such as:
- where people in the community buy food (food outlets, markets, vendors)
- where people produce, process, sell or store food / food products
- where they dispose of food waste
- whether and where there is local production of processed food products.

To experience what it was like to draw a social map, participants divided into two groups and were tasked to develop community maps of the area around Mbare Musika and KwaMeriki. Each group consisted of two people from that community, as well as others who were less familiar with the area.

After 30 minutes, the two groups came back together to look at the maps and discuss what they had observed about access to food in their community. It was noted that residents in both Mbare and Warren Park purchase food from a range of sources, including food vendors, the musika (market) and supermarkets. A few people grow food in their area, both for food consumption and for selling, but overcrowding makes it hard to grow much in their own backyard. Most people who grow food have managed to find a plot of land, for example near a stream, as shown in the Warren Park community map.

Participants agreed that this was a useful tool to use at community level, noting that:
- It was difficult to do a community map in a training session when only two members of the group actually came from that area! This shows how important it is at community level for community members to take a lead during the process of mapping.
- The facilitator's role is to ask questions and to 'interview the map' so as to help the community probe deeper into understanding different issues. The discussion that accompanies the preparation of the map is as important as the making of the map itself.
- Community mapping is an excellent icebreaker since it involves the active participation of community representatives in talking about the area in which they live.
- The social map can be put up on a wall during the community meetings for easy reference – the map can be corrected or more information can be added whenever necessary so that it becomes a 'living' map of the area.

Finally, the facilitators explained that another way of getting information on a social map is to do a '**transect walk'**. A transect walk is a systematic walk through the community to observe a range of features, resources and conditions in the area. This may be done by community members joined by other people who are knowledgeable about the area.

4. Introduction to Participatory Reflection and Action (PRA)

Following the exercise on social mapping, participants divided into 3 groups to identify the key characteristics of a participatory approach based on their experiences in either participating in or facilitating a participatory process. Common to the feedback was that in a participatory process: people share ideas and experiences, they work toward creating a sense of ownership among the community, it is inclusive, there is a sense of fairness and openness and a participatory approach is focused on change.

Further, participants agreed that a good facilitator should be:
- non judgemental
- a good listener
- open minded
- able to speak less and listen more
- aware of things happening around them, for example one participant dominating the discussion
- use a wide variety of tools, including diagrams, drama and art

Barbara then led a discussion on the basic principles of PRA methods. She explained that the PRA process is like a spiral in which, as shown in the diagram on the next page:

1. learning begins with the experience or knowledge of participants/community members;
2. after community members have shared their experiences, they look for patterns or analyse their experience (what is common? what is different?);
3. to avoid being limited by their own knowledge and experience, the process also emphasizes the addition or creation of new information or theory which can come from within the group or from an outsider;
4. participants then practice new skills, make strategies and plan for action;
5. afterwards, back in their community and daily work, community members put into action what they discussed.

THE SPIRAL MODEL

practice skills, strategise and plan for action (4)

apply in action (5)

look for patterns (2)

start with the experience of participants (1)

add new information and theory (3)
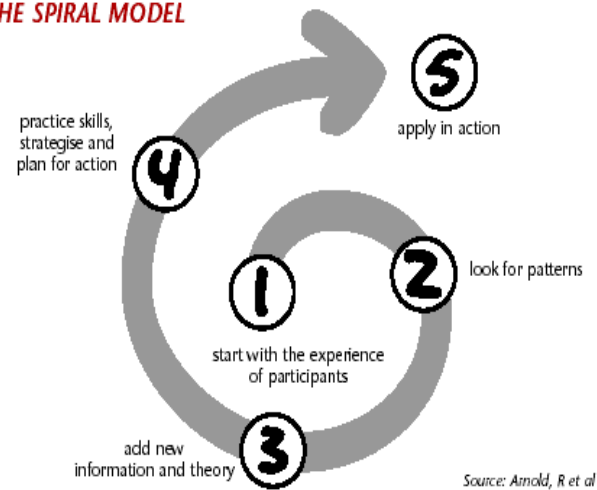
Source: Arnold, R et al (1991)

Often the first plan of action will solve some aspects of the problem but will not go deeply enough to deal with the root causes of the problem. By setting up a regular cycle of reflection and action, communities can draw lessons from their experiences and continue to find better solutions to their difficulties. Each cycle moves them closer to achieving positive change in their lives.

Participants concluded this session by debating over 4 statements about PRA and trying to decide whether each of these statements were true, false or not sure. After much discussion, they agreed to the following:

- My role as a PRA facilitator is to tell communities what action to take to improve their situation *(false – this must be collectively agreed)*
- In my work as a PRA facilitator I do not share my own opinions with others in the group *(not sure – it depends on the situation but it is true that we cannot pretend that we are always neutral)*
- As a PRA facilitator, I value people's experiences as much as expert knowledge *(true)*
- As a PRA facilitator, I need to be non-judgemental, respectful, able to listen and to ask the right questions. I understand that I may not have all the answers *(true)*

Finally, Barbara pointed out that learning about PRA is not achieved in a three day workshop! It involves building skills to listen, facilitate and work in ways that are a constant process of learning. This training will introduce participants to a range of methods but it is important to keep in mind that it is not the activities or tools that drive the PRA process, but the process itself that is key – the constant spirals of increasing empowerment and the goals they achieve.

5. Reflections on the food we eat

How healthy is the food we eat?

Using the **3-pile sorting method**, Fortunate asked participants to list all the foods that they eat regularly (at least twice a week) – each food written on a separate piece of paper. They were then asked to put the foods into one of 3 piles - healthy, unhealthy and not sure. After the lists have been compiled, it was noted that:

- Most of the foods that were said to be healthy were locally produced and included freshly grown products and foods high in protein, but low in fats and sugars.
- Fast foods and foods high in fats and sugars eg sugar coated biscuits were listed under the unhealthy foods. These foods are often over processed and the high content of fats or sugar may later cause high blood pressure or diabetes.
- By the end of the exercise, there were a number of foods, such as rice and cheese balls and pizza remaining in the 'unsure' pile. There was a long discussion about whether pizza is healthy or not – it contains protein, but is oily and processed.

Fortunate when on to comment that the healthiness of food is not only defined by its nutritional content but also by issues related to production, transport, storage, and marketing of food. Participants agreed that generally people in cities need more information on the nutritional value of the food they eat. It may be necessary to invite a nutritionist to come to one of their community meetings to discuss this further.

Where does our food come from?

Participants were asked to list where people in their community get their food. These were:
- supermarkets,
- fast food outlets,
- vendors and vegetable market (musika).

Participants were then divided into 3 groups. each group focusing on one of the food outlets mentioned to discuss the following questions, summarized in the table below.

Table 1: Where does our food come from?

	Question	Vendors and Musika	Fast food outlets	Supermarkets
1	What foods are purchased from this outlet?	Fruits and vegetables	Chicken and chips, sadza and muriwo, pizza	Most non-perishable foods; a lot of processed foods
2	Where did the food sold in this outlet come from?	Mostly locally produced	Some of the food is locally produced but increasingly the fast food chains are owned by foreign companies.	Before 2008 there were more locally produced goods in our supermarkets; now many of these are imported
3	Could any of the imported foods sold in this outlet be locally produced?		Yes, it can be locally produced but it is not happening because • it is expensive to	YES! We know this is possible when compared to how it used to be. It's not happening because: • Limited resources eg capital

	Question	Vendors and Musika	Fast food outlets	Supermarkets
	If yes, why is this not happening?		produce • there are limited resources to produce and process the products • competition	and equipment at both production and processing levels, • High cost of production • Local supply not meeting local demand
4	What are the advantages of getting food from this outlet?	cheap, easily accessible	cheap, easily accessible	• Easily accessible • They are conveniently located
5	What are the problems or challenges?	Health hazard around the musika; waste everywhere Lack of proper information to farmers on supply and demand which creates wastage; Middlemen increase price to final consumer	Foods not healthy	Foods more expensive; imported foods are disadvantaging local producers and food processors

This discussion made it clear to the whole group that there are some real problems in accessing healthy and affordable food in our communities, and that the trend toward importing foods for local consumption is affecting everyone – from local farmers to food consumers. This was a good link to the section of the training on the Food Production to Consumption Cycle.

However, before this, participants went on a field visit to Warren Park to put into practice what they had already learnt about PRA.

6. Field visit to Warren Park

Preparations
On the afternoon of the second day, Dorothy Shonhiwa and Magnus Munganirwa – the two community members from Warren Park represented at the training - hosted a field visit near Gochi Gochi in KwaMereki in Warren Park. The social map drawn on the first day of the training had already highlighted that there were a group of women farmers close to KwaMereki who were growing vegetables for local consumption. The plan was to do a short **transect walk** through the area (discussed earlier in the training) and then do a **ranking and scoring** exercise with the women in order to gain experience in using PRA as an approach to community work.

Ranking and scoring is a method that helps participants to elicit a series of responses to a particular question or issue and then to identify the most important points arising for further discussion or action.
This involves:
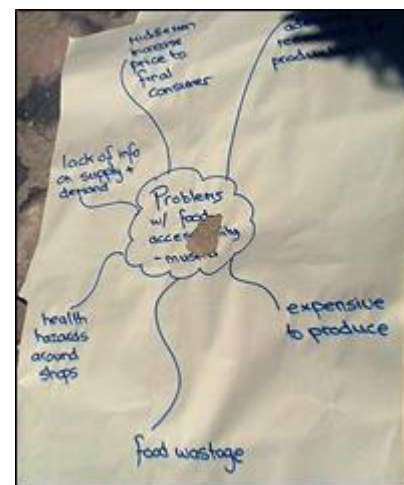
- Grouping people according to some common criteria, such as by age or gender or particular social group. This division is important to highlight differences and similarities between different groups.
- Each group lists all the criteria in the form of a spider diagram where the body of the spider is the question to be addressed and each leg of the spider is a different response.
- When the lists have been developed, each participant gets 3 stones, beans or seeds. They then distribute their counters against the three issues they think are the most important and, therefore, need greatest attention.
- The facilitator and participants then count the seeds and lists them in order of priority.
- This is followed by discussion and comparison of the different priorities of each group to come to a collective agreement on the top 3 priorities.

During preparations for the field visit, participants learnt how to do a ranking and scoring exercise by looking at the question 'what are the problems associated with buying food from the musika?' There was general agreement that this was a useful tool for ensuring the participation of the full group with no one person influencing the decisions.

In accordance with PRA protocol, the meeting chose two facilitators and two rapporteurs to lead the discussions in Warren Park. The rest of the group was given the task of observing the process.

The Field Visit
Upon arriving at   KwaMereki, Gochi Gochi, in Warren Park we walked to the fields near the stream where women from the area are growing vegetables. The women showed us around. We asked a lot of questions and a few men joined in the discussions as well. We then settled down near a banana grove for a more focused discussion. Men and women were separated into two groups to discuss the problems they are facing in their gardening. The groups then did a ranking and scoring exercise. After about 45 minutes, the two groups came together as one group to compare their scores. It was noted that there were differences in terms of priorities between men and women. Women focused mainly on the inputs for production while the men focused on capital and marketing.

Review of the Field Visit
The following day, participants reconvened at the training centre to discuss their experiences during the field visit. Barbara pointed out that it was important for facilitators to take some time after each day of a PRA visit to reflect on 1. the process and 2. the findings to analyse what they learnt from the activity, identifying issues that need further exploration.

In this case, participants noted that:

In terms of the content –
- the differences in priorities between men and women on what they listed as their major problems:
  - Women argued that most of the men at the discussions were not farmers.
  - Observers noted that these differences in priorities were caused by a division of labour as women are confined to the fields whilst men handle the finances.
  - It was also noted that most women need to learn more about the importance of marketing of their products instead of concentrating only on production.
- It was also noted that most of the women gardeners at the discussion were widows and, therefore, had more control over their finances. As a result, they were able to send their children to school.
- Landlords are the ones who get the land for farming.

In terms of the process –

- The community members were eager to talk with other members of the group.
- Some participants were more dominant than others; the facilitators did a good job in trying to overcome this problem. Rumbi, who was facilitating the discussion with the mens group, noted that people were a bit silent during the first part of the discussion but began to talk after the older man had opened up. Nevertheless, there was still concern that some community members were influencing other members' discussions.
- As visitors, we learnt how important it is to be respectful of the community members and to give them a voice to express their views.
- The ranking and scoring exercise with the community was useful and, even though it was only done as a training exercise, participants could see how it could be used in a larger context.

7. The Food Production to Consumption Cycle

Barbara introduced the Food Production to Consumption Cycle (FPC Cycle) chart, drawn on a large piece of paper divided into 6 sections, labeled as follows:

1. Production of food
2. Processing and packaging
3. Distribution and marketing
4. Household purchasing and consumption
5. Household storage and Preservation
6. Waste management

The meeting used the FPC cycle in two stages: in identifying local community participation in the cycle, and in exploring who controls the resources needed in each stage of the cycle.

Stage One: Who is involved at local level in the FPC cycle?
The main aim of this first stage was to explore:
1. WHAT activities are happening at local level in relation to each of the sections of the FPC cycle, and
2. WHO (social group or particular organization) is involved at local level in these activities.

In order to get at this information, participants divided into 6 small groups with each group taking one section of the cycle. They wrote their responses to the two questions above on separate pieces of paper and then placed their cards in the relevant section in the FPC cycle.

Group discussions revolved around 3 questions:
- where is local involvement greatest? why?
- where local involvement is minimal, can you explain why this is the case?
- who in the community is most involved? what role do women play?

With participants noting that:
- Local involvement is greatest in the purchasing and consumption of foods, irrespective as to where the food comes from. Women and young people are mostly involved in this. Many people are also involved in other sections of the cycle, such as in production, processing, marketing, etc but the extent of this will vary from community to community.
- Local involvement drops when food outlets are externally owned, or in communities where resources (finances, other) are limited
- Household storage is only done when there is surplus which is often not the case in households with limited financial resources.
- Women play a critical role in all aspects of the FPC Cycle in terms of labour and, yet, they lack the means and skills to control the resources involved, particularly in financial management and budgeting processes.
- Financial management, planning and budgeting is a crosscutting issue and needs to be given greater prominence in the FPC Cycle.

Generally, participants recognized that the level of detail garnered from this activity would be much greater in a real community setting.

Stage Two: Who controls the resources?

The second stage use of the FPC cycle focused on what resources are needed in each stage of the cycle and who is in control of these resources. This is an important activity in the community as it allows the community to be aware of the resources that are required at each stage and also to be aware of the resources that they are in control of and those that they are not in control of. Having such information the community will then be able to know who to approach when they are in need of some resources that they do not have control over.

Table 2: Who controls the resources?

Cycle	Resources required	Who controls resources
Production of food	Land, equipment, inputs, knowledge, labour	Government entities, City Council, private sector, community members
Processing and packaging	Equipment, knowledge, capital, labour	Government entities, City Council, private sector, individual small scale businesses (mainly young men)
Distribution and marketing (selling)	Transport. Knowledge, plan, labour ,capital,	Government entities, NGOs, middlemen, brokers (these are mainly men in the community or outside the community)
Household purchasing and consumption	Capital, Knowledge	Household heads particularly males and older boys, banks, Government
Household storage	Knowledge, equipment	families – mostly the women
Waste management	Legal framework, material, knowledge on disposal of waste	Government entities, City Council, families – young people and women

Discussion on resource control of the FPC cycle highlighted the following points:

- Knowledge, capital and equipment are cross cutting issues required at each level of the FPC cycle.
- However, the government (including the City Council) and private sector control most of the resources required in the FPC cycle, such as capital, land and equipment.
- Community members provide much of the labour, and can have a hold on the knowledge, but often that is also controlled from outside the community.
- Even though women are the major actors in the FPC cycle, they only have limited control of the resources needed. At family level, unless it is a female headed household, resources are mostly controlled by the men.

Participants ended this session by acknowledging that it is important for people – and especially women – at community level to understand who controls the resources they need and to explore ways in which they can increase their control and decision-making over the food production to consumption cycle.

8. Defining our terms – Food security and food sovereignty

Earlier in the training, participants had already discussed what they understand by the term **'food security'.** As articulated by the participants, for food security people need access to good-quality food, sufficient amounts of food, and a regular supply of healthy food. The WHO definition of food security reinforces this understanding:

"when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life". (World Food Summit, 1996)

Food sovereignty has a wider definition. The Declaration of the World Forum on Food Sovereignty, Cuba 2001, defined food sovereignty as:

"the people's right to define their own viable policies and strategies for sustainable food production, distribution, and consumption of food; to guarantee the right to food for the entire population, based on small and medium-size production and respecting their own culture and diversity…and in which women play a fundamental role."

When looking at this in greater detail, food sovereignty requires:
- Prioritizing food production for domestic and local markets, based on peasant and family farming of different crops suitable for local environments
- Ensuring fair prices for farmers, which means the power to protect internal markets from low-priced imports;
- Access to land, water, forests, fishing areas, and other productive resources through redistribution that fairly and transparently distributes resources to producers to achieve more equitable ownership of these assets;
- Recognizing and promoting women's role in food production and giving women decision-making powers over productive resources;
- Community control over productive resources, as opposed to corporate ownership of land, water, and genetic and other resources;
- Ensuring the free exchange and use of seeds by farmers, which means not allowing companies to privately patent (or license for their exclusive own use) life forms like plants and not using seed or growing foods that have been genetically modified
- Public investment in support of the productive activities of families and communities, geared toward empowerment, local control and production of food for people and local markets.

(Loewenson et al 2007)

As we can see from these definitions, much of what this training has been addressing is ways in which we can improve the food sovereignty of our urban communities. While it is not necessary for facilitatorsto share these definitions with community members, it is important that we facilitate dialogue and action around local food production, ownership of resources, local participation and decision making. This is why we have identified activities such as use of the FPC cycle, ranking and scoring, etc.

9. State commitments to the right to food

The meeting went on to look at state obligations in meeting people's right to food. According to the Zimbabwe constitution:
"Every person has the right to—
(a) safe, clean and potable water; and
(b) sufficient food;
and the State must take reasonable legislative and other measures, within the limits of the resources available to it, to achieve the progressive realisation of this right."

Thus, the state has a clear obligation to meet the food needs of its population. The questions are:
1. What is the role of the city council in creating an enabling environment?
2. What is the role of the community in strengthening city council obligations?

The meeting broke into two groups and came up with the following responses, as shown the table below:

Table 3: Roles of the city council and community

What is the role of the city council in creating an enabling environment?	What is the role of the community in strengthening city council obligations?
• Provide land for production, processing and retail space • Ensure all public water and sanitation pipes and facilities are in working order • Have a clearly identified district level official/s responsible for implementing policies and informing the public • Engage with the community on a regular basis – include this in their calendar of events so as to keep the lines of communication between the City Council and community open	• To engage with the City Council in an organized and representative manner • Community mobilizing • Share knowledge and ideas • Assist in waste management • Assist in bush clearing • Pay bills

From the discussion it was noted that the roles listed above are not being fully implemented. There is need therefore for formally strengthening the relationships between the council and the community.

The meeting agreed that this was an important activity to utilize at community level. The training then moved on to use the market place approach to generate strategies

10. Developing strategies, action plans and progress markers

Developing strategies
Participants used a tool called **'the market place'** to develop strategies on how to move forward in relation to two issues, that is:
1. Strategies for improving women's control over resources and decision making
2. Strategies for engagement with local authorities to improve delivery of commitments.

Two sheets of flipchart paper were placed on the wall a fair distance away from each other, with a set of markers next to each piece of paper. Each sheet had one of the questions written on the top of the page and also divided into two columns that is, 'what needs to be done" and "who is responsible'.

Participants were given some time to walk around the room discussing the questions posed at each 'station'. They were told to move between stations in their own time, entering and leaving a discussion when they wanted. Major points in the discussion were noted on the flipchart paper by any member of the group, the 'station monitor' or 'vendor', making it easier for any newcomer to the discussion to know what had already been discussed.

After about 20 minutes, the group came together to review the two flipcharts. Participants had generated some general comments, but they recognized that it was difficult to develop strategies as there were no specific problems related to a specific community. It was noted that when in an actual community this method would be possible to use. The facilitator reminded the group that in developing a strategy there is need to keep it concrete and realistic.

Developing an action plan, progress markers

The facilitator explained that an action plan defines the activities that need to be done to put the strategy into place. The plan, like the strategy, needs to be concrete and realistic. As per the spiral model discussed earlier in the training, developing an action plan with the community members is an important part of the cycle. It will need to be revisited each time the community reps meet, to discuss what has been achieved, what has not and why, and what further actions they want to now introduce. In developing an action plan it is necessary to list the activity to be done, who is responsible, what resources are required and the expected result.

Below is an example of an action plan (not complete): In this case the problem was lack of water for the gardens.

Table 4: Example of an action plan

Action needed	Who is responsible	Resources	Result
Organise a community meeting	Chipo, Rudo, Gogo	Phone credit to facilitate communication and community mobilization	Community meeting successfully organized and held
Meet with the other mobilisers before community meeting to plan programme	Gogo	Transport money for mobilisers	Mobilisers meeting sheld and agenda set
Community meeting at the Hall	Gogo, Chipo	AWIDE to provide resources	Action plan developed

Progress Markers

The work being undertaken in this programme will be using progress markers as a monitoring tool that focuses on behavior change. The meeting learnt that PMs monitor activities by seeing what is happening at three levels:

- What you expect to see (usual situation)
- What you like to see (higher level of improved situation)
- Love to see (more ideal situation)

Each problem identified will have its own set of progress markers (PMs) up to a maximum of 3 problems –for example, one problem could be 'Inadequate information and communication with the Local Council'. Community members will develop progress markers at all 3 levels for this problem and progress will be measured by the community at each meeting according to 4 criteria – not achieved, achieved a little, almost there and done.

One way of developing the PMs is to give each participant three pieces of paper on which to write PMs for *expect, like and love to see* (one on each piece of paper) for problem 1. These are then dropped into labelled boxes (Problem 1 - expect, like, love) by the participants like a vote.

When all the ballots had been collected the facilitator opens the ballot boxes and puts them on the ground or wall for the whole group to review. After discussion and consensus, the PMs are written into the activity plan and the process is repeated for the next problem. This can be quite a time consuming process, so make sure to leave enough time.

Participants were advised that due to the limited project period, *love to see* PMs may not be achieved but they could still be included and monitored beyond December 2014.

Table 5: Sample table for progress markers

Problem 1: xxx	Progress date: xxx			
	Not at all	A little	Almost there	Done
EXPECT to see progress markers				
1.				
2.				
3.				
4.				
LIKE To See Progress Markers				
1.				
2.				
3,				
LOVE To See Progress Markers				
1.				
2.				

11.   Concluding session: The way forward

Next steps
Between now and November 2014, AWIDE with technical support from TARSC will engage with two communities, one in Warren Park and the other in Mbare, to
1. map and engage on community views, experience and conditions in relation to healthy urban environments, especially in the planning and organisation of local food production, processing and marketing as well as women's control over productive resources and decision making
2. assess and explore options for strengthening delivery in the implementation of local government commitments, investment and constitutional entitlements geared toward empowerment, local control and production of food for people and local markets
3. organise, communicate and share information, map rights violations, identify and engage public and private institutions on opportunities for improved food sovereignty.

This will initially involve the implementation of 3 community meetings in each area (6 community meetings in total) between June and September with the following roles and responsibilities:

- develop protocols (plans) for the meetings, using the PRA methodologies discussed in this training (TARSC and AWIDE)
- plan, facilitate and report on each of the community meetings (AWIDE with community representatives)
- develop and use progress markers to assess progress (AWIDE with community representatives)
- follow up on implementation of actions between each meeting (community representatives and AWIDE)
- write a final report on progress –November (AWIDE and TARSC)

Activities post the 3 community meetings will be discussed in August.

In addition, the meeting noted that:

- At least three people will be involved in the facilitation of the community meetings with revolving roles as facilitator and notetaker.
- AWIDE will negotiate with community members on when to hold the meetings, with each community meeting spanning a period of approximately 8 hours, possibly divided into two sessions to allow people to continue with their other responsibilities. The first community meeting may take longer than 8 hours because of the time taken to develop progress markers.
- Approximately 30 people will be invited to each meeting, representing different social groups and institutions.
- AWIDE and TARSC will prepare a report on this training to be circulated to all participants.
- TARSC offered to put all participants' names on the pra4equity e-list facilitated by the Regional Network on Equity in Health in east and southern Africa (EQUINET).

Training Evaluation

Before ending the training workshop, participants completed a short evaluation form, summarized below:

- Participants found the methodologies used in PRA, such as community mapping, ranking and scoring, and the FPC Cycle, useful. Working through these activities allowed them to understand that PRA focuses more on the participation and involvement of the community.
- The field work was an important part of the learning process, making it easier for participants to put into practice what they had learnt during the training.
- It was noted that most of the participants understood the PRA approach though a few mentioned that they had problems in understanding some of the terms used in the training, such as food sovereignty.
- Most participants expressed confidence in facilitating a PRA process on food sovereignty in their communities.
- Most participants noted that a handbook on PRA would help in their understanding of how to implement the process.

The training workshop ended on the 10th June 2014 at 5 pm

Appendix 1: Participant List

NAME	ORGANISATION
Hilda Moyo	AWIDE
Moreblessing Sikhosana	AWIDE
Sandra Gutayi	AWIDE
Perlagia T. Kapuya	AWIDE
Godfrey Nhunhama	AWIDE
Thandi Henson	AWIDE
Rumbidzai Mashavave	TESHE
Chipo Tsitsi Mlambo	TESHE
Tendai Liwombo	Mbare
Rudo Mandara	Mbare
Dorothy T. Shonhiwa	Warren Park
Magnus Muunganirwa	Warren Park
Barbara Kaim	TARSC
Fortunate Machingura	TARSC

Appendix 2:   Training Programme

DAY ONE – SUNDAY 8th JUNE 1.30pm – 5.30pm

TIME	SESSION CONTENT	SESSION PROCESS	ROLE
1.30pm	Registration		AWIDE
1.45pm	Welcome	Welcome Introductions Review agenda and objectives of training	TH BK
Understanding our community			
2.00pm	Community Maps of Mbare and Warren Park	Community Mapping and Discussion **(working tea)**	BK and FM
Introduction to PRA			
3.15pm	What is PRA?	Group work on experiences in using participatory methods The reflection-action-reflection cycle and spiral model	BK
4.15pm	**END OF DAY ONE**		

DAY TWO – MONDAY 9th JUNE

TIME	SESSION CONTENT	SESSION PROCESS	ROLE
8.30am	Review of first day	Ball game and Line ups	BK
How healthy is the food we eat? Where does our food come from?			
9am	How healthy is the food we eat?	3-pile sorting	FM
9.45am	Where do we source the food we eat?	Brainstorm and group work Ranking and scoring	FM
10.30am	**TEA**		
The Food Production to Consumption Cycle (FPC Cycle)			
10.45am	Local community participation in the FPC Cycle	The FPC Cycle	BK
Field Trip to Warren Park			
12.30pm	Preparations: What we plan to do	where we are going what we'll be doing discussion on facilitation teams	BK/FM/ AWIDE
1.00pm	**LUNCH**		
1.45pm	Leave for Warren Park	Field Trip	all
5.30pm	**END OF DAY TWO**		

DAY THREE – TUESDAY 10th JUNE

TIME	SESSION CONTENT	SESSION PROCESS	ROLE
8.30am	Review of field trip experience and participatory processes	*Discuss: what learnt in terms of content;* *what learnt in terms of process*	BK/FM all
The Food Production to Consumption Cycle (continued)			
9.00	Who are the other key players in this food cycle?	Brainstorm and discussion: Who are the other stakeholders? Who owns the resources? Who makes the decisions?	FM
The Right to Food and the need for Food Sovereignty			
10am	What does the constitution say about the Right to Food? What is food sovereignty?	Review of the Zimbabwe Constitution and the definition of Food Sovereignty	BK
10.30am	**TEA**		
11am	How far is the state meeting their commitments to the right to food?	Spider diagram	FM and AWIDE
12 noon	Developing strategies	Market place	BK/FM
1pm	**LUNCH**		
Strategies for improving urban food sovereignty			
2pm	Developing an Action Plan	Action planning - an overview	FM
2.30pm	How are we going to measure progress?	Progress Markers and the Wheel Chart	BK
3.15pm	TEA		
AWIDE – next steps			
3.45	Next steps	To discuss: activities and time frames roles and responsibilities next meeting	BK and AWIDE
5pm	**END OF WORKSHOP**	Closing session	

Appendix 3: Organisational Profiles

African Women's Initiative in Developing Economies (AWIDE) is a dynamic Non-Profit Organization (NGO) that was established on the principle of sustainable development, equity and gender sensitivity, with its main goal being to empower women. It is a women-driven organization which fosters leadership capacity at all levels and ensures that organizational skills are as strong at the local level as they are at national level.   It presents women with empowerment skills, knowledge exchange and sharing, and encourages sustainable utilization of natural and locally available resources. AWIDE focuses on the following thematic areas specifically to unleash the capabilities of women and create a platform where women can realise the economic gains of their labour: Food security and livelihoods; value addition: processing and packaging; education, research and socio-economic entrepreneurship. The products and services that we offer include: Value addition: Processing and packaging of indigenous and accessible products**,** basic business skills**,** internal savings and lending**,** gender and development and socio-economic entrepreneurship. For more information contact AWIDE at adminhre@awide.org . Tel: 04 794 637

TESHE Young Women's Movement is an organisation run by young women for young women. Our goal is to champion empowerment of young women in Zimbabwe through improvement of their Social Economic Status. TESHE realized that there is a general lack of access to Sexual and Reproductive Health rights for young women, and subsequently access to services, exacerbated by the socio-cultural dynamics of the patriarchal nature that is Zimbabwe. The main objectives of TESHE is to assist young women in making informed decisions with regards to their socio-economic well being, mobilise resources for the support of young women in improving their livelihood, foster relationships and linkages between young women, professional women, the business community and other support structures and lobby for increased access to capital and means of production for young women. TESHE is pursuing its vision and objectives through the following programs: Entrepreneurship, Capacity building workshops, Mentorship programs, Networking and Seminars. For more information contact TESHE Young Women's Movement at info@teshemovement.org.zw   Tel: 0772 884 705

Training and Research Support Centre (TARSC) is a non-profit institution based in Zimbabwe that provides training, research and support services to civil society organisations to develop capacities, networking and action to interact with the state and private sector in areas of social policy and socio-economic development. TARSC is a learning and knowledge organization which seeks to build knowledge and perspectives, shape effective strategies, and strengthen public alliances and networking to affirm and advance social and economic progress based on self-determination, equity and social justice. For more information about TARSC, see our website www.tarsc.org or contact us at info@tarsc.org