

Report of Gender Training Workshop for Staff and Partners of IITA Cassava Weed Management Project



National Root Crops Research Institute,

Umudike, Abia State

21-22 October, 2015

Professor Janice E. Olawoye

Facilitator

Background

The International Institute for Tropical Agriculture (IITA) commissioned a 2-day gender training workshop for the staff and partners involved in the Cassava Weed Management Project (CWMP). The training was held at the National Root Crops Research Institute, Umudike, Abia State, 21-22 October, 2015. The participants were primarily drawn from the University of Agriculture, Makurdi; National Root Crops Research Institute (NRCRI), Umudike; the Federal University of Agriculture, Abeokuta (FUNAAB) as well as IITA staff involved in the Project.

The need for this workshop was based upon the realization that since the aim of the Project is to minimize the drudgery of hand weeding by women and children and increase cassava productivity with improved and integrated approaches to weed management, then the Project must mainstream gender in the Project. It is only then that labour requirements can be reduced and productivity of small holders' cassava farms in Nigeria can be enhanced.

According to the terms of reference, the general objective of this gender training workshop was *“to strengthen the skills of staff and partners of the Cassava Weed Management Project on mainstreaming gender equality in their agricultural research and development programs, and institutions”*. Specifically the workshop attempted to ensure that the team involved in the Cassava Weed Management Project will:

- (i) *Understand the basic elements of gender mainstreaming approach and strategies, and*
- (ii) *Gain practical skills on measuring organizational capacities to address and mainstream gender issues in their work and their organizations.*

The training was also expected to cover:

- (a) the application of gender analysis to specific work activities/projects which are the responsibility of participants;
- (b) the exploration of gender mainstreaming tools likely to generate deeper levels of gender-aware and gender-sensitive knowledge, in specific fields; and
- (c) the exploration of strategies to deepen gender-sensitivity within all areas of participants' working environments. Such strategies include gender-budgeting, monitoring the impact of gender-awareness, and negotiating conflict or confusions which may arise from gender dynamics within the work environment.

Expected Results from the facilitator were:

- to organize a 2-day gender training workshop for the Cassava Weed Management Project team;
- to ensure that the trainees would understand basic elements of gender mainstreaming approach and strategies as a result of the training; and

- to provide trainees' with practical skills to measure organizational capacities to address and mainstream gender issues in their respective organizations and or institutions and to build their capacity to strengthen their work.

Three deliverables were required:

1. A comprehensive report of the workshop,
2. Training materials, and
3. Guidelines and methodology for mainstreaming gender in agricultural programs.

The training manual (3 above) was produced and used during the training. The training was carried out with power point presentations based upon the manual. (These presentations are contained in the appendix of this report.) Relevant training materials or reading materials (2 above) were also compiled and provided to the participants for them to get an in-depth understanding of gender and its applications. This report is the final part of this assignment.



Facilitator, Professor Olawoye, explaining the use of the training manual and the reading materials

The draft agenda for the 2-day workshop is presented below. To a large extent, this was followed during the training. However, slight modifications were required as a result of the inability of the ICT training part of the meeting on the 20th to be conducted due to internet failure. For this reason, about 1 – 1 ½ hours were used on the 21st to include this aspect in the programme for the 3-day meeting of the participants. Similarly, the workshop was concluded by about 3 pm on the 22nd to allow a wrap-up and review of the minutes of the meeting on the 20th.

**Gender Training Workshop for Staff and Partners of
IITA Cassava Weed Management Project held 21-22 October, 2015, at
National Root Crops Research Institute, Umudike, Abia State**

Draft Agenda

<i>Day 1: Wednesday, 21 October</i>	
8.30-10.30	Session 1: Introduction to the Workshop Module 1: Gender Concepts and Issues
10.30-10.45	Tea / Coffee Break
10.45-12.15	Session 2: Module 2: Gender Roles and Rural Livelihoods
12.15-13.00	Group Activity 1: Identify Gender Roles by Livelihood Activities with emphasis upon Agricultural Production and Livelihood Assets
13.00-14.00	Lunch Break
14.00-15.30	Session 3: Module 2: Gender-sensitive Research Methodology
15.30-15.45	Coffee Break
15.45-16.30	Methodology Continued with emphasis upon M&E
16.30-17.45	Group Activity 2: Developing Gender-Sensitive Indicators for M&E
17.45-18.00	Wrap-up of Day 1
<i>Day 2: Thursday, 22 October, 2015</i>	
8.30-9.00	Review of First Day
9.00-10.30	Session 4: Module 4: Gender Mainstreaming in Project, Policy, Programme Implementation
10.30-10,45	Coffee Break
10.45-12,15	Continue with Gender Mainstreaming
12.15-13.00	Group Activity 3: Gender Issues to consider in Project Design
13.00-14.00	Lunch
14.00-15.00	Interactive Session: Discussions on Gender Mainstreaming Attempts and Lessons Learned from CWMP
15.00-15.45	Group Activity 4: Improving the Gender Aspects of CWMP
15.45-16.00	Coffee Break
15.45-16.15	Activity Continues and Group Presentations Finalized
16.15-16.45	Group Presentations
16.45-17.00	Wrap-up

Approach to the Workshop

The approach of the presentation was very practical-oriented with actual examples and numerous case studies from the literature and field work in many rural communities and development projects across Nigeria and Ghana. This is important so that trainees could relate to the issues raised. Theoretical conceptualizations are important to set the framework, but without examples, the training would not be reality-based, neither would the trainees be able to apply what they learn to the Project. This would defeat the purpose of the training.

The case studies provide a number of gender-relevant scenarios to illustrate the issues raised. Each was followed by questions for the participants to discuss. In this way, they could understand the relevance and applicability of the gender concepts and issues.

The emphasis of the workshop was upon participation and participants were encouraged to present their views and reactions to the issues raised. To ensure that participants could apply the issues raised in the training, participants were divided into three groups according to the three localities that the Project is being implemented: Oyo/Ogun states, Benue State and Abia State. This was necessary due to the fact that gender roles and responsibilities differ somewhat from one locality to another since they are socially generated with differences along socio-cultural groups.

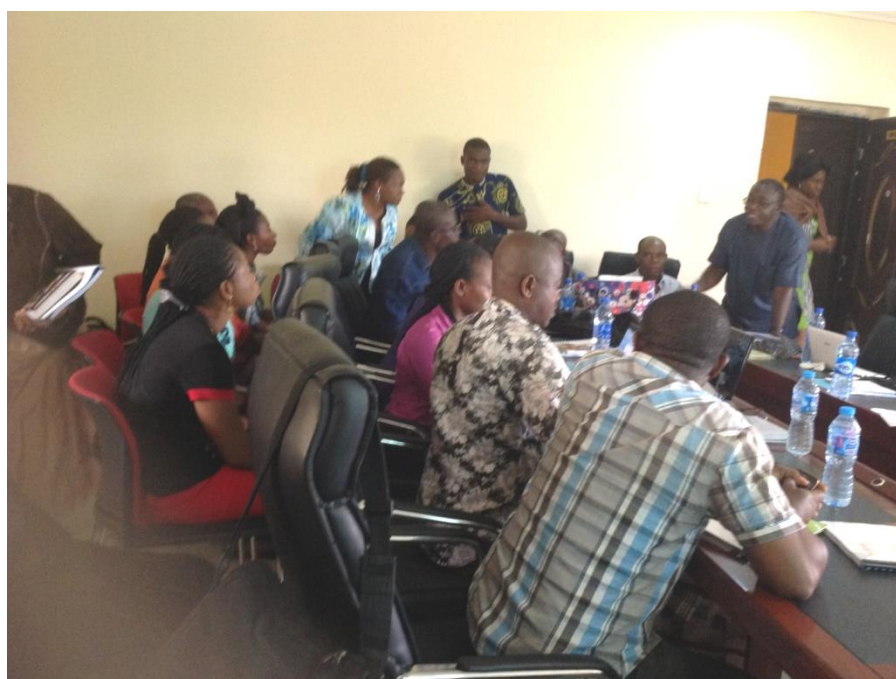


Facilitator responding to questions from participants

The groups by participants are listed in the following table. As a result of the workshop being held in National Root Crops Research Institute (NRCRI) Abia State, there were naturally more participants in that group. In fact, several additional staff members of NRCRI were encouraged to take advantage of the training even though they might not be so active in CWMP. IITA staff joined different groups as well.

Table 1: Groups by Participants and Locality during Gender Training Activities

Oyo / Ogun States	Abia State	Benue State
1. Prof. Lagoke Segun	1. Ironkwe A. G	1. HUGHES I. USMAN PhD
2. Prof. Ekeleme Friday	2. Ewuziem J. E	2. MARY O. AGADA PhD
3. Dr. Olorunmaye Patience	3. Onuegbu-Johnson F. N	3. GODWIN ATSER
4. Mr. Obilade Adeniyi	4. Odor. P. Chinwe	4. ONUOHA CHINYERE
5. Mrs. Adeyeye Oluwatosin	5. Dr. Okwusi M.C	
6. Mr. Wobill Thomas	6. Olojede Joy	
7. Mrs. Eroh Olubunmi	7. Ikeogu Francis	
8. Osunde Timilehin	8. Lilian A. Onyegbulam	
9. Mr. Osunleti Samuel	9. Onwuisiribe Silver	
10. Mr. Adewunmi Deji	10. Korieocha Davidson	
11. Mrs. Ibe Ezinne	11. Okorie Felix Nkem	
	12. Dr. A.O Olojode	
	13. Okorie Felix Nkem	
	14. Bright Ifeanyi O.	
	15. Uzuegbu Janet O.	
	16. Mamkwe Catherine U	
	17. Ngozi Onyeji	
	18. Iroabuchi Akudo	
	19. Opara Chinyere T.	
	20. Ogbuagu Elenna	
	21. Nzeako kelechi	



Group of Participants focusing on Abia State



Group of participants focusing on Benue State



Group of Participants focusing on Oyo/Ogun States

It was apparent that there was a rather wide range of perspectives concerning gender issues which gave support to the assumption that though many participants may have had some training on gender before, it was necessary to go over basic gender concepts so that everyone would ‘be on the same page’ in their understanding of the issues to later be applied to the CWMP activities. Consequently, the first module was focused upon gender concepts and issues. The first two papers of the reading materials, the documents by Bridge and by UNESCO as well as some parts of other documents provided gender-relevant definitions and discussions on basic concepts to provide additional insights.

There were several issues that were continually stressed during the workshop. These issues were also related to the reading materials that were provided to the participants.

- Gender is not only about females, but considers the roles, responsibilities, constraints, opportunities, restrictions and privileges of both males and females. This point was repeatedly stressed throughout the training as well as the reading materials.
- Gender empowerment is not about disempowering men, but ensuring that everyone is more productive, healthier, able to earn more and more fulfilled so that the household attains a better standard of living. Therefore, gender should be viewed from a rational perspective, not on the basis of sentiment. The 5th publication by IFPRI gives general views about basic findings about gender issues regarding food security as an example.
- Women have always contributed significantly to household livelihoods and community economies. Our understanding of the role played by women has improved over the past 4 to 5 decades as was chronicled in the presentations. We must not continue to perpetuate the old stereotypes of women just being housewives. This was further illustrated by the examples of gathering data on women's occupation / income-generating activities in a quantitative or qualitative way.
- With gender mainstreaming, it is important to determine how gender equality/equity can be effectively integrated into the Project as well as other development activities. The 6th and 7th documents in the reading materials are both gender toolkits and provide insights into applications of gender mainstreaming and policy formation. Pages 30 and 50 provide research questions and indicators that can be used. These were used in the group activities to guide the discussions and application to CWMP.
- Much of what we have considered to be gender analysis hitherto is simply describing the sample or target population in terms of their distribution by sex. Gender analysis requires that roles and relationships of males and females be understood and data disaggregated. Lack of gender-sensitivity in data collection and analysis will result in inappropriate interventions. The third document in the reading materials published by IITA provided an example of gender analysis in agricultural production. Page 18 in particular, provided some issues that researchers should address and help to set research questions. The 4th document on Crop Production in Ghana also gives an example of applying gender analysis to crop production. Page 14 gave a breakdown on gender roles which was informative for the first group activity on specifying gender roles.
- There are variations within and between gender groups as not all females are poor or exploited and not all men are gender insensitive. Over generalization to all males or all females will lead to some men and women becoming even more vulnerable.
- The Project should not only address immediate needs (practical gender needs), but also address the gender-related conditions or constraints (strategic gender needs) that may

limit a person's ability to improve his or her productivity or welfare. Unless the strategic gender needs are addressed, no sustainable improvements will be attained.

Gender Roles and Rural Livelihoods

**Group Activity 1: Identify Gender Roles by Rural Livelihoods
and for Cassava Production by Locality**

The second session of the training workshop considered the topics of gender roles and rural livelihoods. After the presentation and discussions, the groups were given two assignments on the basis of the following templates:

Specify Locality: _____ Major Ethnic Group: _____

1. In your locality, itemize the common rural livelihood activities for males and females?

Gender-Specific Livelihood Activities

<i>Male Activities</i>	<i>Female Activities</i>

2. For cassava production, indicate the tasks carried out by males and females.

<i>Tasks to be carried out</i>	<i>Males</i>	<i>Females</i>
Land Preparation		

The purpose of this activity was not only to give the participants the opportunity to apply the concepts and issues presented, but also to indicate any differences there might be by locality. The results of the exercise are as presented in the following tables.

1. *In your locality, itemize the common rural livelihood activities for males and females.*

Specify Locality: Benue Major Ethnic Groups: Tiv and Idoma

Gender Specific Livelihood Activities

S/N	MALES	FEMALES
1	Farming: (i) Crop (yam, maize, melon, cowpea, soybeans, g/nut). (ii) Small Livestock rearing. (iii) Tree crop (mango and citrus)	Farming: (i) Crop (melon, cowpea) (ii) Small Livestock rearing.
2	Transportation (motor car and okada)	Fish processing
3	Petty Trading (provisions)	Petty trading
4	Tailors	Marketing of farm produce
5	Barbing, Carpentry, Brick making and masonry	Food vendor
6	Hunting and Social center,	Tailoring
7	Farm produce marketing	Hair dressing
8	Palm wine tapping	Sale of alcohol
9	Sales of alcohol	

Locality: Oyo/Ogun

Major Ethnic Group: Yoruba

S/N	Rural Livelihood Activities	Sex	
		Male	Female
	Agricultural Based Activities		
1	Crop Farming	✓	✓
2	Livestock Farming (monogastric and small ruminant animals); goat, sheep, piggery and poultry	✓	✓
ii	Large ruminant animals (cattle)	✓	-
iii	Aquaculture (Fisheries)	✓	-
iv	Palm wine tapping and marketing	✓	-
v	Processing of Farm produce into finished products (lafun, garri etc)	-	✓
	Non-Agricultural Based Activities		
1	Artisans (Furniture making, tailoring, hunting, sawmilling)	✓	-
2	Food Vending	-	✓
3	Farm labour	-	✓
4	Collection/Gathering of Non-Timber Forest Products	-	✓
5	Gathering/ Fetching of firewood	✓	✓
6	Rural Transport	✓	-
7	Traditional Births Attendants (TBA)	✓	✓
8	Hair dressing	-	✓
9	Drug Hawking	-	✓

Specify locality: Abia State Ethnic Group: Igbo
Gender-Specific Livelihood Activities

Activities	Male	Female
Transportation/Commercial activities	Commercial Drivers, Keke riders, Okada riders	Petty trading, Firewood sales
Artisan and related activities	<ul style="list-style-type: none"> • Machine operators, • Blacksmith, • Carpentry, • Mason, • Butchers, • Hunters, • Dry cleaners, • Barbers, • Builders, • Block molder, • Barrow pushers, • Vulcanizers, • Mechanics • Waste evacuators • Household or Organizational Security task • Borehole drillers • Plumbers • Welders • Gambling (pool) 	<ul style="list-style-type: none"> • Hair dressing • food stuff sales, • Restaurant managers • Food vendors • Nanny/Care taker • Road sweepers, • Thrift (Isusu) agents, • Snails/Mushrooms collection and sales • Cashiers/Till • Lotto • Selling of farm produce • Collection and sale of forest food resources (condiments and vegetables) • Palm kernel processing and sales • Brooms extraction & seales • Baking and Pastries • Events Management and Decorations • Make-up artists
Agriculture	Palm-wine tappers, Palm fruit harvesters, labour for making of ridges/mounds	Food processing, Oil palm processing, Hired farm labour

2. For cassava production, indicate the tasks carried out by males and females.

Specify Locality: Benue Major Ethnic Groups: Tiv and Idoma

S/N	MALES	FEMALES
1	Land preparation: (i) Clearing of virgin lands (ii) Ridges/ Heaping	Land preparations: (i) Clearing of fallow lands
2		Planting
3	Weeding: (i) Applications of fertilizers (paid by the women for lands owned by women)	Weeding: (i) Hand and hoe

4	Harvesting	Harvesting
5	Processing: (i) Pressing (ii) Bagging	Processing: (i) Peeling (ii) Washing (iii) Grating (iv) Frying (v) Chipping (vi) Bagging
6	Marketing: (i) Transportation	Marketing: (i) Transportation (ii) Sales

Locality: Oyo/Ogun

Major Ethnic Group: Yoruba

S/N	Tasks to be carried out	Males	Females
1	Site Selection	Adults	-
2	Bush Clearing	Youths and Adults	-
3	Land Clearing	Youths and Adults	-
4	Ridging	Youths and Adults	-
5	Planting	Youths and Adults	Women and Youths
6	Fertilizer Application	Youths and Adults	Women and Youths
7	Weeding	-	Women, Youths & Children
8	Harvesting	Youths and Adults	Women, Youths & Children
9	Marketing of raw farm produce	Adults (few)	Women
10	Processing of Farm Produce	-	Women, Youths & Children
11	Transportation of farm produce (farm to market)	Youths and Adults	Women and Youths

Specify locality: Abia State

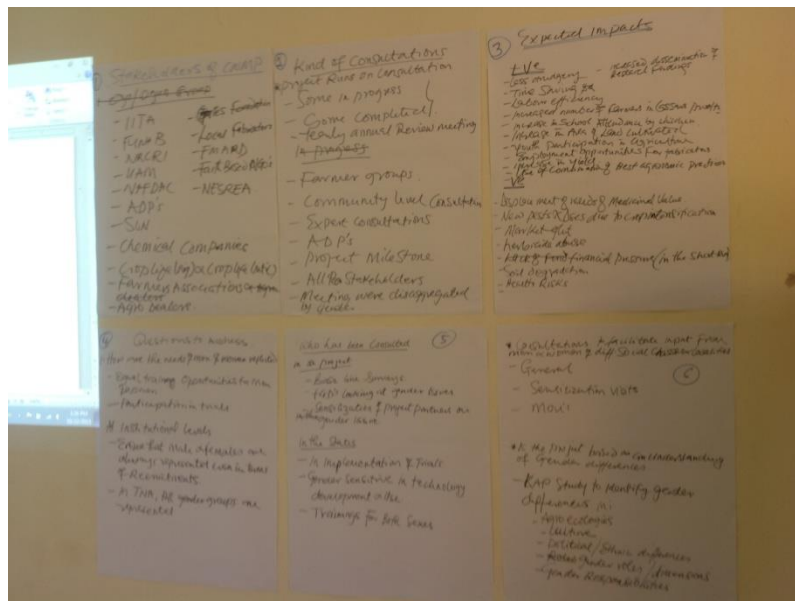
Ethnic Group: Igbo

Tasks in Cassava Production from pre-planting to harvest

Activities	Males	Females
Farm Plots	Land selection and allocation	Site identification
Land Preparation	Land clearing, Mound making,	Cooking, Collection of planting materials, Planting, Supply,
Post-planting operations	-	Weeding, Fertilizer application, Harvesting, Transportation of produce, Cutting of stems, Majorly men

Gender Mainstreaming and Gender Indicators

Due to the adjustments in the draft timetable as earlier explained, activity 2 on developing gender-sensitive indicators for M&E and activities 3 & 4 that considered aspects related to gender mainstreaming with particular application to CWMP had to be combined into one activity. This activity was focused upon a number of relevant questions to be answered by the participants. After each group came up with their positions, all of the participants from all three groups came together for an interactive session in which a common set of answers to the questions were formulated and listed on charts which were then put on the wall as shown in the following picture.



Interactive Session: Gender Mainstreaming in CWMP

The following are the questions presented and the combined responses.

A. In order to mainstream gender, one needs to take into account the following issues:

1. Who are the stakeholders of CWMP?

IITA	Crop Life (Nig) & (Int'l)
FUNAAB	Farmers' Associations
NRCRI	Agro Dealers
UAM	Gates Foundation
NAFDAC	Local Fabricators
ADPs	FMARD
SON	Faith-based NGOs
Chemical Companies	NESREA

2. a. What kind of consultations need to take place (or have taken place) and with what groups?

Consultations	Groups
Farm level consultations	Community, cooperatives, HHS
Market level consultation (equipment suppliers)	Local equipment fabricators and suppliers
Gender relations	FGDs-Male and Female
Service providers	Mechanics and machine repairers
Transportation	Drivers/Road transport workers

Basically there have been start-off and review meetings, quarterly and annually with all stakeholders including donor on problem identification and solving e.g Farmers Group - mobilisation and sensitisation; Target discussions on KAP study (Knowledge Attitude & Practice).

Summarily, the project runs on consultation all the way down and it is an on-going process .

- b. Have exhaustive ways been sought to include the perspectives of all groups of male *and* female stakeholders?

Meetings with local stakeholders – community level consultations - were disaggregated by gender.

3. What are the expected impacts (positive and negative) of CWMP on each group of stakeholders?

In a general sense, the following:

<i>Positive Impacts</i>	<i>Negative Impacts</i>
Less drudgery	Displacement of weeds of medicinal value
Time saving	New pests and diseases due to crop intensification
Labour efficiency	Market glut
Increased number of farmers in cassava production	Herbicide abuse
Increase in school attendance by children	Financial pressure (in the short run)
Increase in land cultivated	Soil degradation
Youth participation in agriculture	Health risks
Employment opportunities for fabricators	Destruction of earth worms
Increase yield	
Use of combination of best agronomic practices	
Increased dissemination of research findings	
<ul style="list-style-type: none"> • Capacity building 	

<ul style="list-style-type: none"> • Enhanced laboratories for R& D. • Reduction in poverty level • Investment opportunity • Sales of original herbicides and pesticides in the national market. 	
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3. IMPACT

S/N	Group of Stakeholders	Positive impact	Negative Impact
1	ADP's	Increased participation in Rural advisory services/Extension (staff will be trained)	Increased cost implication
2	Input dealers	Safe-use herbicides production Business opportunity	Unhealthy Competition, Adulteration
3	All the farmers	Efficiency in weed mgt. Increased land area of cultivated Increase in yield Effectiveness in time mgt for female farmers who are care givers Reduction in health risks	
4	NRCRI, UAM, FUNNAB, IITA	Synergies and collaboration	Governance
5	NGO's	Ownership and effectiveness in promoting the use, Providing support	Wrong information
6	Religious Organization (faith based organizations)		
7	Transporters	Better negotiations for transport of equipments and produce	High risks of road mishaps

➤ How are the needs of men and women reflected in the project?

At the local level:

- Equal training opportunities for men and women
- Equal opportunities for participation in trials

At the institutional level:

- Ensure that male and females are always represented, even in terms of recruitment
- In TNA, males and females are represented.

- Who has been consulted, if anyone to ensure gender concerns have been integrated into the project design?
 - In the Project:
 - a. Base line Surveys are being conducted
 - b. FGDs looking at gender issues and separate groups for men and women
 - c. Gender experts at IITA and consultants
 - d. Sensitization of project partners on gender issues
 - In the States:
 - a. In implementation of trials
 - b. Gender-sensitive technology development and use
 - c. Trainings for both sexes

- How was the consultation done to facilitate inputs from men and women of different social classes and from the different localities?

- Is the project based on an understanding of gender differences among the target group(s)?
 - a. KAP study to identify gender differences in agro-ecological zone, culture, political/ethnic differences, gender roles and dimensions, gender responsibilities

- Has the project taken into consideration the expected changes in needs for time, labour and finance commitments of targeted male and female cassava producers?
 - a. Considerations have been made in terms of time, labour and finance through project document provisions, investment plan, scaling up, FG involvement.
 - b. Rental equipment plan
 - c. Development of weed control business groups
 - d. Opportunities for different groups including female-headed households and vulnerable groups.

- Have gender-sensitive indicators been identified to clarify objectives and facilitate monitoring? How will objectives for gender equality and women's participation be pursued in the project? Have specific strategies been identified?
 - a. Disaggregation of data by sex in baseline survey
 - b. Level of adoption by sex
 - c. Amount of time spent for different activities
 - d. Health risks by sex
 - e. Perception about the package
 - f. Level of participation by males and females
 - g. Level of satisfaction of local stakeholders
 - h. Access to productive resources by sex

- Have obstacles that may hinder participation of men and women in the project been identified?
 - a. Initial cost
 - b. Challenges of replacement of machine parts/ difficulty in repair and maintenance
 - c. Lack of access to land
 - d. Women may lose some income/livelihood when weed management is mechanized since they earn money by hiring out their labour for weeding
 - e. Operational risks
 - f. Accessibility of implements to rural women

- Does the project management structure provide the necessary expertise on gender and diversity?
 - a. IITA gender group is available for advice
 - b. Use of consultants on gender

- Have the budgetary implications of diversity and gender been considered?
 - a. There is some flexibility in the budget to allow some gender budgeting
 - b. Consultants are available

- Was a gender-specific baseline study carried out to facilitate evaluation of the project? Does monitoring provide for sex-disaggregated data collection on participation in various aspects of the project and on the selected indicators?
 - a. Baseline study is on-going which contains gender-specific indicators.
 - b. M&E will provide for sex-disaggregated data collection.

- Has thought been given to gender implications when the project is finished? Was any social impact assessment carried out?
 - a. No social impact assessment was carried out.
 - b. Nevertheless, the project is based upon the need to alleviate the drudgery of weeding which is mostly carried out by women; technology is developed with women's needs taken into consideration; and this workshop demonstrate the desire of project staff to protect the local stakeholders and improve their welfare.

Conclusion

This workshop has been an important step forward in gender mainstreaming of the CWMP and gender sensitizing the staff and partners involved. Gender mainstreaming is a process, however, and it is recognized that this will be an on-going effort. Two days is a very short time to discuss all of the ways in which this Project could be effectively mainstreamed. Nevertheless, it is

believed that the workshop did success in sensitizing the staff, helping them to come up with some tangible and workable ways to facilitate better gender equity in the Project.


From the participation of the staff members and their suggestions for gender mainstreaming, it is thought that they have come up with some realistic ideas to improve the Project. With the proper commitment to gender-sensitive Project implementation, CWMP should result in benefits for both male and female cassava producers. It will be necessary to monitor the Project to ensure that the suggestions made are implemented.

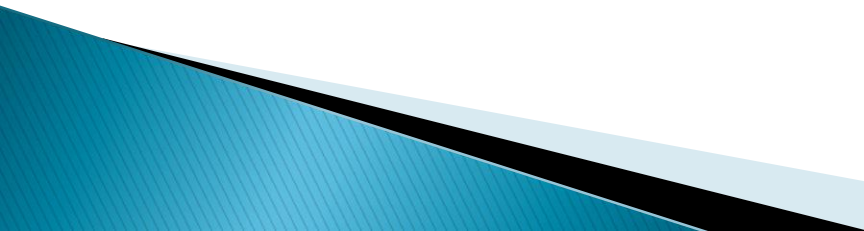
Gender Training Workshop for Cassava Weed Management Project

Professor Janice Olawoye
University of Ibadan
Facilitator

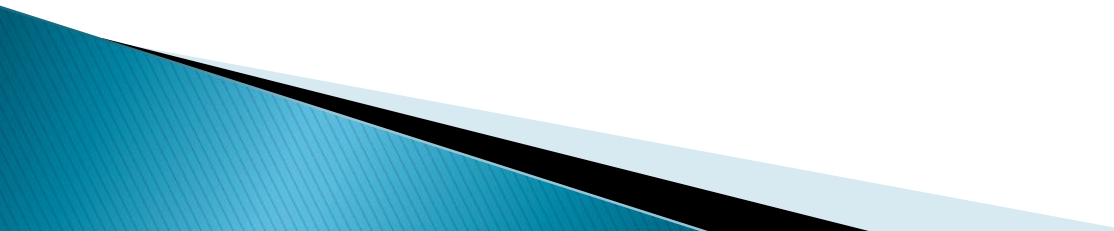
Session 1: Introduction to Gender Training Workshop

Gender Considerations for Sustainable Development

- ▶ Many past development efforts have excluded majority of the people – not only females but other marginalized groups.
 - ▶ Projected beneficiaries seen as welfare recipients not participants
 - ▶ Goal should be to enhance productivity and income-generating capacity of all
- 

- ▶ Gender is a cross-cutting issue with significance for any development goals
 - ▶ Gender is not just about women, but reality is that females have been neglected in many past development programs
 - ▶ Most populations are about 50% male and 50% female: for real development, everyone must be more productive, efficient and making use of their capital assets – human, social, physical, financial and natural.
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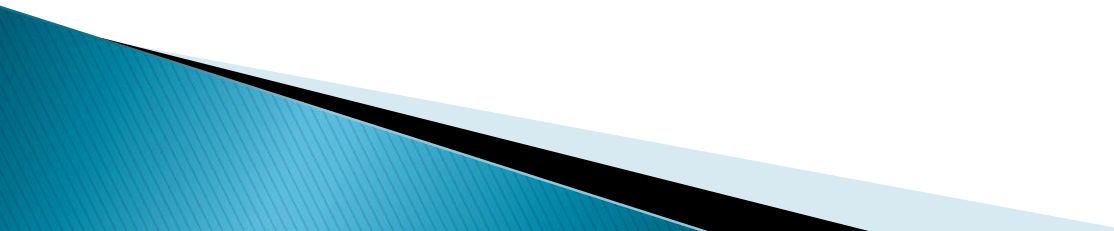
Shift in development paradigm

- ▶ Shift toward participatory approach
 - ▶ Local population, including women, have more decision-making control and more fully involved
 - ▶ From technology-driven to demand-driven puts people and not the innovation at the centre.
 - ▶ May have limited success if development planners and practitioners are 'gender-blind'
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Objectives of workshop

- ▶ General objective:
 - *strengthen the skills of staff and partners of Cassava Weed Management Project (CWMP) on mainstreaming gender equality in their agricultural research and development programs and institutions.*

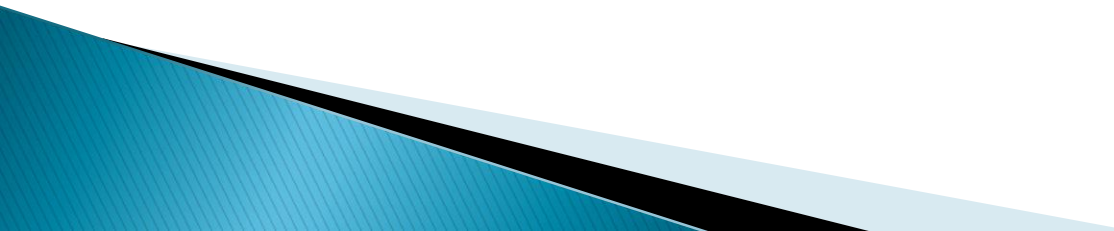
▶ Specific objectives:

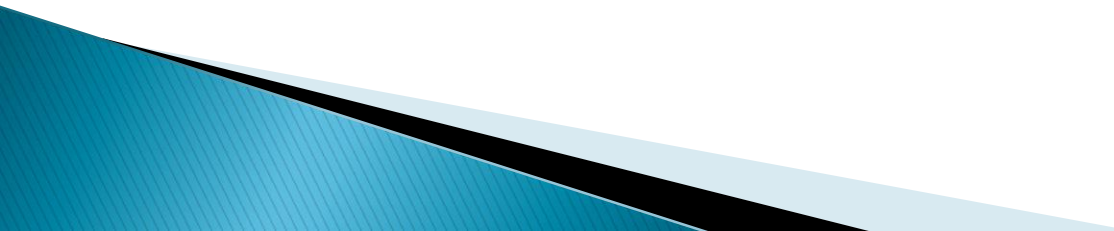
- ▶ Understand basic elements of gender mainstreaming approach and strategies, and
 - ▶ Gain practical skills on measuring organizational capacities to address and mainstream gender issues in their work and their organizations.
- 


Areas also to be covered:

- ▶ Apply gender analysis to specific work activities or projects
 - ▶ Examine gender mainstreaming tools likely to generate deeper levels of gender-sensitivity
 - ▶ Explore strategies to deepen gender-sensitivity in all areas of participants' working environment
- 

Background Assumptions

- ▶ The stereotypes concerning women and their potentials and contributions have changed as we will be looking at in more detail later
 - ▶ Women have always contributed significantly to household livelihoods and community economies
- 

- ▶ There have been many workshops and presentations on gender, so we may have some ideas, perhaps different views, concerning gender. We will look at some basic concepts and issues so we are all 'on the same page'.
- 

- ▶ We need to see gender issues from a rational view, not on basis on sentiment. It makes good sense to maximize the productive capacity and potentials of all members of the society. We should not think we are doing women ‘a favour’ – it is about economic efficiency, social justice and sustainable development.
- 

- ▶ Gender being a cross-cutting issue, is significant for all types of projects but given limited time, focus will be upon how it relates to CWMP

- ▶ There is a general misconception that gender studies refers to studies on women. Gender looks at both males and females, recognizing that one cannot understand the roles, opportunities or constraints of one without considering the other.

Approach of the Presentation

- ▶ Practical-oriented
- ▶ Based on field experiences in Nigeria and Ghana with extensive use of case studies.
- ▶ Result of workshop should be tangible recommendations for improving gender-sensitivity of CWMP

Appeal that we take the issues considered in this workshop seriously as we attempt to assist all members of the local population

Gender Training Workshop for Cassava Weed Management Project

Professor Janice Olawoye

University of Ibadan

Facilitator

Session 2: Gender Roles and Rural Livelihoods

Case Study 3: Gender Misconceptions can affect Development Efforts

- In the 1960s, a foreign development consultant was assisting the Government of Ghana in the formulation of a development plan to increase agricultural productivity. As the consultant and his local counterparts were driving through the rural areas, he excitedly shouted, 'Stop the car'. The Ghanaian hosts did not see anything unusual, but the foreign consultant asked, 'Did you see that?' "See what?" the Ghanaians inquired. "There are women working in the field!" he responded. This was so surprising to him because all that he read about West African rural women was that they were housewives.

Questions for Case Study 3

- Why was the foreign consultant surprised to see women working in the field?
- How did he come to the conclusion that women were not farming?
- What was the effect of this view upon getting extension services to women farmers?

Gender Socialization

- Socialization helps promote social order
- Refers to the gradual and continuous, lifelong learning process through which social norms, social values and social beliefs are incorporated into the day-to-day lives of members of society
- Performs functions for the individual as well as the society

Socialization Process

- As one grows – or changes social positions – throughout one's lifetime, there are different persons who aid the process of socialization.
- Gender socialization refers to the process through which we learn what are the socially acceptable ways of acting, dressing, talking and so on – that is the social norms – for males and females of a particular group or organization. we must understand how gender roles are learned.

- Consider how we raise our children or guide our young children in school. What do we say about two young boys fighting? But when we see two girls fighting.....
- What kind of toys do we buy for boys
- Do we react the same way when we see a young boy crying as when we see a young girl crying?

Table 1: Common Gender-specific Division of Tasks at Household Level

<i>Male Tasks</i>	<i>Female Tasks</i>
<ul style="list-style-type: none"> # Provide for the family # Maintain house walls & roof # Split firewood # Pay school fees Iron clothes # Wash cars # Dig wells # Cut grass Pay medical bills 	<ul style="list-style-type: none"> # Cook # Sweep floor / compound Fetch firewood Wash dishes and pots # Wash clothes Process food / agric products Child care # Care for small ruminants # Go to market

Gender-specific Occupations and Livelihood Activities

- Women's productive roles have been ignored or undervalued, particularly in the informal sector and subsistence agriculture. This has led to misconceived development projects; for example the services of extension agents and agricultural inputs being targeted at men
- Because women's labour is undervalued, it is often assumed by mainstream development policies to be infinitely elastic. For example, policy makers expect that women can take on additional roles or activities since they are largely 'inactive'. (like more weeding)

- The formal documentation and recognition of women's roles and the related time burden is crucial for gender-sensitive development interventions.
- Need to measure all forms of economic activity by gender.
- Definitions of economic activity have also been broadened to include subsistence farming, food processing and homeworking 'in anticipation of profit'.
- Time budget surveys are also being implemented in some places to measure women's input into reproductive work.

Table 2: Gender Division of Livelihood Activities in Ileogbo

<i>Male dominated Livelihood Activities</i>	<i>Female dominated livelihood activities</i>
<ul style="list-style-type: none"> • Crop farming ● Crop farming ● Livestock rearing ● Marketing Produce ● Harvesting oil palm fruits ● Hunting / fishing ● Transporting / Okada riding / Mechanic ● Blacksmithing ● Civil Service ● Bricklaying / Carpentry ● Tailoring ● Working as hired labourer 	<ul style="list-style-type: none"> • Crop farming ● Crop Farming ● Small livestock keeping ● Petty trading ● Processing oil palm and cassava ● Making black soap ● Hair dressing ● Gathering non timber forest products (NTFPs) ● Selling Food / Snacks



Timing of major activities

- it is important to recognize the timing of these activities, both on a seasonal as well as on a daily basis. This is important so that one can plan activities that require labour in line with the demands faced by the participants from their other activities.
- Development planners often concentrate upon their activity or crop alone without taking into consideration the fact that the people they are supposed to work with have a variety of productive, social and personal activities that are also very important to them.

- To understand the time demands upon the lives of men and women, we use two tools:
 - Seasonal calendar
 - Daily activity chart

<i>Month</i>	<i>Male Activities</i>	<i>Female Activities*</i>
January	Bush clearing & burning, stumping / land preparation, fadama farming for those with fadama lands	Land preparation (assist males)
February	Bush clearing / land preparation, brushing of cocoa farm land	Bed making
March	Ridging / making heaps	Planting maize, cassava, okro, melon, tomato, leafy vegetables, peppers
April	Planting maize, cassava, water yam, seedlings for cocoa and oil palm, harvesting oil palm bunches	Weeding / Processing palm oil, gari processing*
May	Weeding, harvesting oil palm bunches, apply fertilizer	2 nd weeding / Processing palm oil
June	Weeding/harvesting maize, staking yam	Harvesting maize, tomatoes
July	Harvesting maize, yam	Begin harvesting yam
August	Land preparation for dry season farming; plant okro, late maize, cocoa spraying	Harvesting yam, melon
September	Weeding; preparation / heaps for yam, late maize, guinea corn, harvesting cocoa	Preparation for 2 nd yam planting; late maize, guinea corn,
October	Planting yam	Planting maize, tomato, okro, etc.
November	Planting yam, staking yam, harvesting late maize, preparing land for early maize	Staking yam
December	Rest & festival period / harvesting of cash crops into January, mulching and harvesting kolanut	Rest & festival period; Sale of palm oil and palm kernels, gari, cocoa, etc.

Locality-specific Differences in Livelihood activities and Gender Roles

- Development practitioners must be sensitive to the fact that there are differences in livelihood activities and gender roles by group and locality. One must be aware of the gender relationships among a group of people to know the strategy to use to ensure gender inclusion.
- This requires conducting research into the gender issues of wherever interventions will take place.

Different patterns reflecting gender responsibility in agriculture

- Separate crops – men and women have the responsibility for production and utilization of different crops, often when women grow the crops used for household consumption and men focus on crops to be marketed;
- Separate fields – the same crops could be produced by men and women, but on different plots;
- Separate tasks – responsibility for specific tasks divided according to gender in which men are likely to take care of land preparation and planting, while women do the weeding and harvesting;

- Shared tasks – men and women may undertake joint responsibility for the same tasks on the same crops; and
- Women-managed farmer when women manage the farms and make the day-to-day decisions due to the long absence of the men, perhaps due to out-migration or due to widowhood or divorce.

Multiple Income-generating Activities: Meeting household needs

- The concept of 'occupation' as a single activity relied upon to meet all livelihood needs of the individual or family is largely inappropriate for the experience of most residents of developing countries like Nigeria.
- Undertaking multiple modes of livelihoods is a form of diversification to minimize risks by sourcing means of subsistence from various avenues.

- Within the framework of de-agrarianization and multiple modes of livelihood, it is possible to uncover the factors working to change the rural occupational structure. It is also important to understand the dynamics of this process and the extent to which other income-generating options may present alternatives when local economies become distressed

- In numerous studies in rural communities all over Nigeria, the average number of income-generating activities per person (male or female, young or old, in any locality) is about 2.8 – 3.2 and sometimes up to as many as six for one person. People themselves do not recognize many of these activities as an occupation, yet they derive income or goods from them.

Case Study 4: Gender Dynamics at Household Level often not Favourable to Females

- During a field trip to a rural community in Taraba State, the residents were asked about the gathering and use of firewood in the household and for sale. The women reported that they were responsible for all the firewood used in the household for cooking, but the men gather firewood in larger quantities for sale. The women were not happy with their inability to equally make an income from firewood.

Questions

- What are the differences in gender roles at household level concerning firewood gathering in this community?
- How do males and females use the firewood that they gather and what are the purposes for which they engage in the activity?
- What do the differences say about gender equality at the household level?

Livelihood Assets

- People engage in various activities to meet their livelihood needs
- *A livelihood comprises the capabilities, assets (both material and social resources) and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks and maintain or enhance its capabilities and assets both now and in the future, while not undermining the natural resource base*

Female-Headed Households

- The proportion of female headed households has surged significantly since the 1990s. However, the majority of those are de-facto headed households and arise because male heads migrate in search of other income earning opportunities.
- The female headed households tend to be small in size, have lower incomes and less likely to adopt technology.
- Household headship plays an important role in agricultural productivity. Female headed households are likely to be less productive than male headed households due to shortage of labor especially in peak seasons.

Gender-specific Access to Productive Resources

- *Lack of Control over Land:* Overall, women's access to land in African societies is quite restricted, even in cases where the law protects women's rights to land, traditional customs inhibit their access and control over land.
- Single-women can gain access to land through their fathers, brothers or uncles.
- Generally, women tend to have smaller land holdings and less fertile plots.
- Control over land is an important factor which explains the large differences in investments on land made by men and women.

Case Study 5: Kanuri Women's Lack of Control over Use of Land

- In discussions with the traditional leader in a Kanuri community in Borno State some years ago, the topic of whether women can plant trees was raised. The community head told me that it is not advisable to allow women to plant a tree because if the man divorces her or she leaves, she can still claim rights over the fruits of the tree. This can cause problems with the other wives (this is an area where women are in purdah). It is only an old woman that will not leave that should be allowed!

What does this example tell us?

- Even if a woman wants to participate in activities to improve the natural resource base around her or enhance her productivity, she may be prevented by gender relationships.
- Projects to encourage participation of women should not just assume that women alone need to be integrated, but the men and local influentials should be sensitized.
- Gender roles at the household and community level may hinder females from engaging in income-generating activities while males are able to participate.

Inability to secure credit or take advantage of economic opportunities:

- Credit is important for securing fertilizer, improved varieties of seeds and other technology on farms. Most women farmers are not able to obtain credit without a male guarantor or without husband's assistance. The disparity between who farms and who receives inputs, credit etc. is due to institutional barriers and social constraints. The perception that women produce crops for subsistence and not for the market, women's less secure land tenure and provision of credit through organizations geared towards men affect provision of credit to women farmers.

Ability to make decisions on agricultural activities:

- Decision-making refers to the ability to put together other resources in the manner that the producer feels will give the best outcome. In many cases, women are unable to make decisions concerning even her own productive activities as seen from the table below that presents findings from four different states in Nigeria.

<i>Who decides?</i>	<i>Imo State</i>	<i>Oyo State</i>	<i>Niger State</i>	<i>Bauchi State</i>
Woman's use of Land:				
Husband decides	42 (84%)	21 (42%)	18 (36%)	16 (32%)
Wife decides	5 (10%)	23 (46%)	11 (22%)	8 (16%)
No response	3 (6%)	5 (10%)	21 (42%)	26 (52%)
Both decide	-----	1 (2%)	----	---
Securing Credit by woman for farming:				
Husband decides	32 (64%)	35 (70%)	35 (70%)	35 (70%)
Wife decides	14 (28%)	14 (28%)	15 (30%)	11 (22%)
No response	4 (8%)	1 (2%)	---	4 (8%)
Both decide	----	---	---	----
Hire labourers for woman's farm				
Husband decides	22 (44%)	25 (50%)	22 (44%)	16 (32%)
Wife decides	24 (48%)	19 (38%)	6 (12%)	2 (4%)
No response	4 (8%)	6 (12%)	22 (44%)	32 (64%)
Both decide	----	---	---	---

Use of woman's own labour for her farm	6 (12%)	8 (16%)	16 (32%)	14 (28%)
Husband decides	40 (80%)	41 (82%)	12 (24%)	6 (12%)
Wife decides	4 (8%)	1 (2%)	21 (42%)	30 (60%)
No response	----	---	1 (2%)	---
Both decide				
Use of inputs on woman's farm	---	2 (4%)	13 (26%)	---
Husband decides	14 (28%)	15 (30%)	6 (12%)	8 (16%)
Wife decides	10 (20%)	4 (8%)	22 (44%)	32 (64%)
No response	26 (52%)	29 (58%)	9 (18%)	10 (20%)
Both decide				

Social restrictions for women's participation

- For accessing many of the development opportunities available to rural dwellers, restrictions may be in place due to gender prescriptions that disallow women from participating in farmers' cooperatives or other organizations that are used as channels of information and technology.
- Most rural women are also resource poor and cannot break out of the cycle of poverty by themselves. They are members of various social groups which could be built up to serve as channels for development benefits to reach the members of the group, such as securing loans, inputs, technology or information.

Case Study 6: Power of Collective Bargaining: Yoruba Women

- For most women, having access as individuals to economic or other social opportunities may be very difficult or impossible. In one Yoruba community, the women wanted to have land for establishing a group farm but none could obtain it alone. As a group, they went to the palace of the Oba and stated that they would not leave until they were given a piece of land for their project. Eventually, their husbands came to beg the King to answer them so that the women would come back home.

Questions

- Why would any single woman not be able to get communal land from the traditional leader?
- What does this tell us about the potential for women to gain opportunities they could not get individually?
- How can we effectively use existing social groups for development programmes?



Increasing Responsibilities for women without increasing returns:

- Social change has sometimes resulted in greater responsibility for rural women in meeting the needs of the household. In Southeast Nigeria, for example, increased population density has led to greater pressure upon arable lands that have also suffered from soil erosion.
- For many rural households, the productive resources available are not sufficient to meet the livelihood needs. The male head may then be constrained to migrate out of the rural areas in search of salaried employment to supplement whatever the wife and children can produce on the farm.
- This has greatly increased the work load, particularly upon women and youth still remaining in the community.

Basic Facts about Gender and Agriculture at the Household Level

- Household members may have separate agric income streams – different sources & different destinations;
- Gender-determined responsibilities in sharing and / or separating tasks or crops
- Increasing household income does not benefit all members equally;
- Technological innovations have often tended to be disadvantageous to women relative to men;
- Women farmers are as productive as male farmers when given access to similar resources

Local potential to build upon

- women display a number of qualities that could enhance their productivity and opportunities such as ability for multi-tasking, managing resources and absorbing shocks.
- Women also take advantage of opportunities when given the chance.
- strong social capital exists in Nigeria for community mobilization. but they may need some capacity building.

**Group Activity 1: Identify Gender
Roles by Rural Livelihoods
and for Cassava Production
by Locality**

Gender Training Workshop for Cassava Weed Management Project

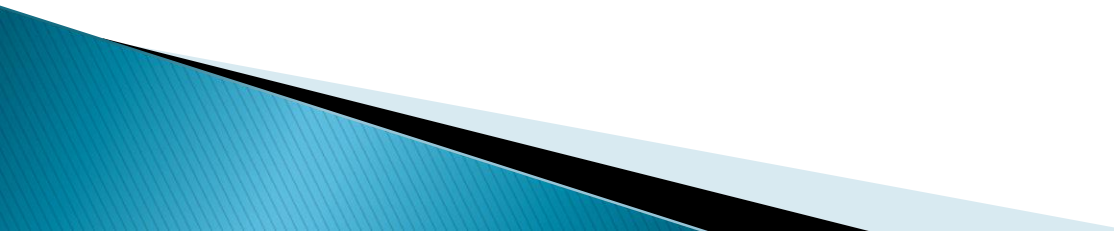
Professor Janice Olawoye
University of Ibadan
Facilitator

Session 1 Continued: Gender Concepts and Issues

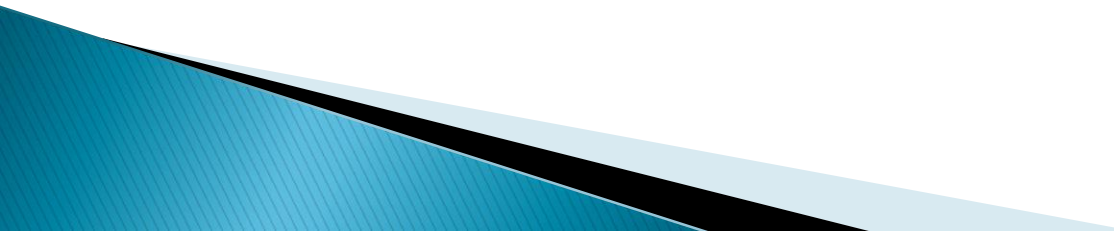
Case Study 1: How does Gender affect our Perspectives and Expectations?

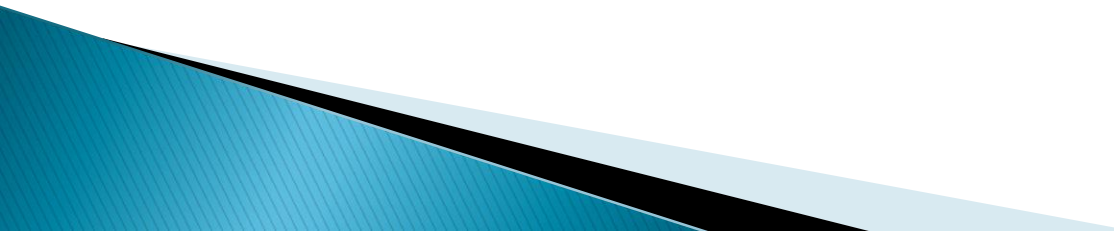
- ▶ A driver does not know what to expect when told to pick “Dr. Olawoye”

Questions to ask:

- What was the driver’s expectation?
 - Why was the driver surprised to see I was a woman?
 - What does this tell us about our views of male and female roles in the society?
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What is meant by gender?

- ▶ Gender: 52% are male and 48% are female – If we see this in a report it is not a correct way of studying gender, it is describing the sample by sex!
 - ▶ Sex refers to biological/physiological differences between males and females
 - ▶ Gender refers to socially determined, maintained, enforced and learned roles, responsibilities, privileges, opportunities and constraints for males and females
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- ▶ Gender and sex are not synonymous
 - ▶ Gender refers to the social constructions of the roles for males and females, which often give rise to unequal relations between women and men
 - ▶ Gender constructions are culture specific and thereby differ by social group.
 - ▶ Gender roles may change, but relatively slowly
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Total Neglect of Women's roles (pre-70's)

- ▶ Rural women considered 'economically inactive' or just 'unpaid family labour' shown by definition of a 'farmer' by the Federal Office of Statistics (FOS) for use in the 1963/64 and 1964/65 rural surveys:
- ▶ *For the purpose of this survey, a farmer is defined as an adult male who has the right to the produce of a farm. He needs not work physically on the farm. Thus, an adult male who works on a farm but has no right to the produce is classified as a farm labourer. For a clear concept of the farm survey, women are not classified as farmers (FOS, 1966: 3) (emphasis mine).*

Effect of this view:

- ▶ Due to the fact that women who were farming could not be classified as farmers, interpretation of the results was understandably problematic:
- ▶ *“It is felt that there is enumerator bias in the breakdown of the adult females by occupation. Some enumerators reported almost all adult females as housewives only and few or none as housewives/farm labourers in some villages visited, while others reported the opposite relationship in other village visits”* (FOS, 1966: 3).

- ▶ The result was that only men were provided with the information and inputs for increasing the quality and quantity of their agricultural activities and women remained at the level of bare subsistence. Extension activities for women were mostly limited to home economics topics such as cooking, child care and knitting or sewing.
- ▶ ***Lack of gender-sensitivity in data will result in inappropriate interventions***



Advancing Understanding of Gender

- ▶ 2. Awareness of important role played by women in economic activities (beginning in decade of 1970s)
- ▶ 3: Sector analysis of women's role in economy, education, agriculture, etc (late '70s – into 80's) & going into identifying gender-related, locality-specific differences (from early '80s on) with studies on Yoruba, Hausa, etc.

Advancing from Understanding of Gender to Development in Action

- ▶ 4: Application of gender issues, particularly for women, to program design, resulting in programs such as WIA, etc.



Gaining more control over conditions and protecting the vulnerable

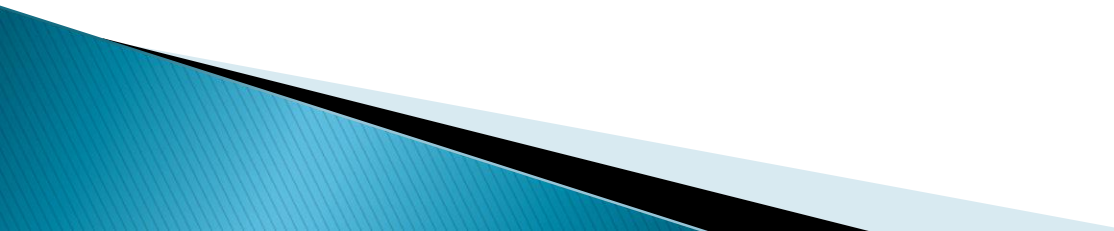
- ▶ 5: Move toward changing gender relations for more effective development impact while giving females more control over resources, decision-making, etc. Special attention also given to vulnerable and marginalized persons and groups



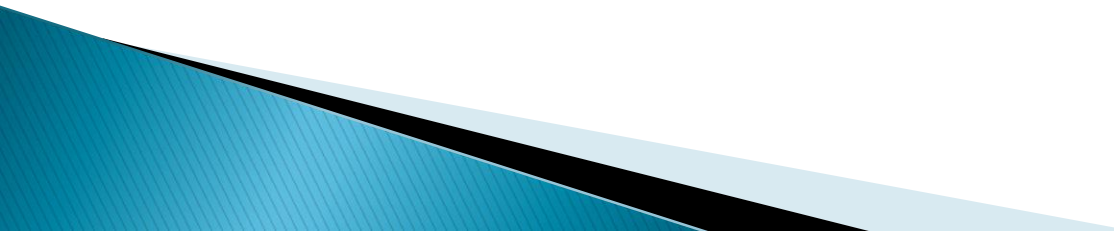
Case Study 2: Conditions of Vulnerability

Mrs. S. is a 70 year old widow. She has no formal education and relies upon processing cassava and palm kernels for her income. While cassava processing is carried out all year, palm kernel processing can only be engaged in for about 6 months of the year. Her income is very low and she has little control over the availability of raw materials to process. Mrs. S. estimates that she makes about N60,000 per year on cassava processing and N25,000 a year on palm kernel processing. She relies upon regular remittances of about N3,000 and N6,000 from her extended family and children respectively (Olawoye Field Notes).

Questions on Case Study 2

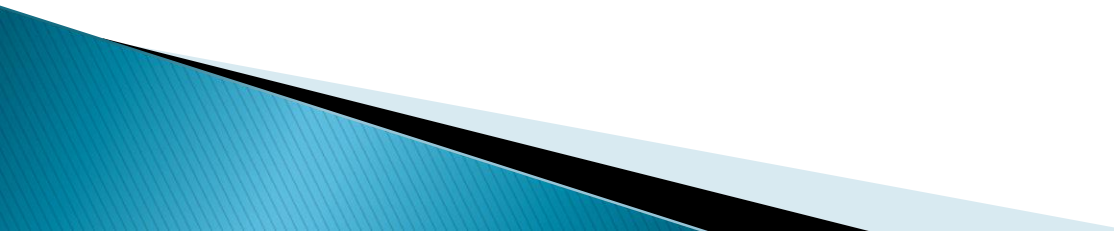
- ▶ Why would one say Mrs. S. is vulnerable?
 - ▶ What factors contribute to this woman's vulnerability? Are they gender-related?
 - ▶ How could women like Mrs. S. be assisted to overcome their vulnerability?
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Other gender concepts

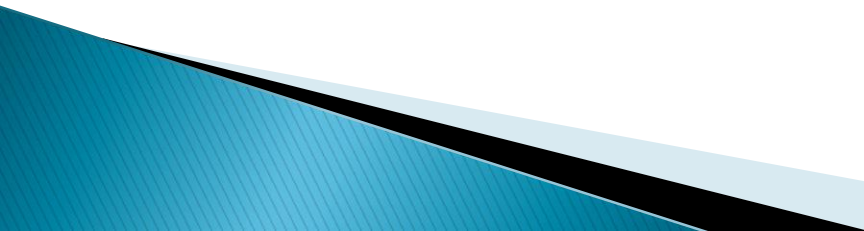
- ▶ **Gender Equality:** Both men and women are able to share the benefits of development equally.
 - ▶ **Gender Equity:** Both men and women have access to the particular resources and opportunities needed to improve their circumstances to similar levels, but not necessarily in the same way.
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- ▶ There are dangers in supporting projects that only address *practical gender needs* (those that relate to the condition and immediate needs), for instance, income, in ways which do not take *strategic gender needs* into account (related to person's position, access to resources or decision-making, etc.). Unless the strategic gender needs are addressed, no sustainable improvements will be attained.

Need to apply gender information

- ▶ Not for knowledge only, but for application
 - ▶ Progress in knowledge of gender relations from total neglect and ignorance to one of awareness, but sometimes overgeneralization
 - ▶ Later recognition of need to use gender information as an input into policy formation and program implementation
 - ▶ Workshops like this show that awareness is growing.
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Inter-relatedness of Gender Concerns

- ▶ Gender relationships are socially engineered and maintained in a complex web of social norms and values, manifesting in institutional and interaction opportunities and / or restrictions for males and females.
 - ▶ Complexity of conditions resulting in gender inequality is evidenced through the inter-relatedness of gender-related issues.
 - ▶ Therefore, development problems we face, as identified in SDGs and other policy statements are very complex .
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- ▶ It is important to approach development issues holistically, to see the whole picture of opportunities and constraints, activities and values, personal characteristics of age, education, status and so on to plan a strategy that will truly be beneficial for both the society at large, but also the individuals at the grassroots.
- 