



**REGIONAL TRAINING OF TRAINERS WORKSHOP**

**UNDERSTANDING GENDER**

**IN INTEGRATED WATER RESOURCES MANAGEMENT**

**14-20 SEPTEMBER 2008**  
**CHADEF HOTEL, ASABA, DELTA STATE, NIGERIA**

*Organised by:* **African Initiative for Environment Sustainable Network  
(IFESNET-AFRICA) Nigeria**

*Supported by:* **Gender and Water Alliance (GWA)  
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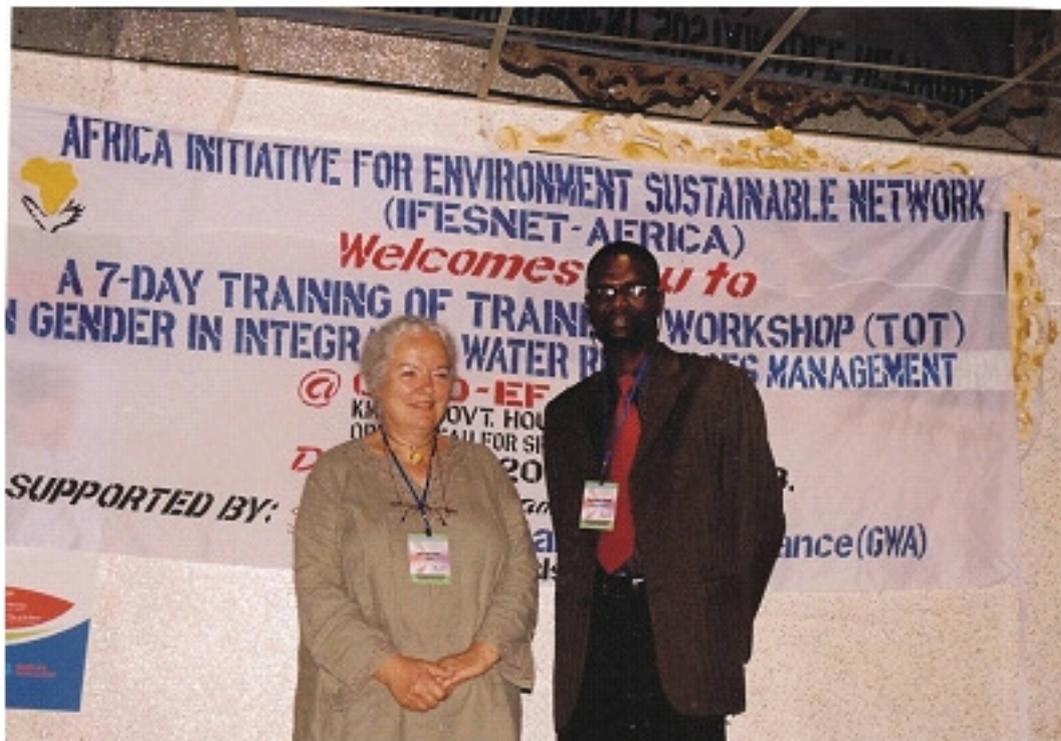
**REPORT**  
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Executive Directors of GWA (Sponsor), Ms. Joke Muylwijk, and IFESNET (Host), Mr. Princewill Mordi

## **PREFACE and ACKNOWLEDGEMENTS**

A workshop for Training of Trainers (TOT) on Understanding Gender in Integrated Water Resources Management (IWRM) brought together NGOs from states of Southern Nigeria and beyond.

It was organised by IFESNET-AFRICA, a registered NGO based in Asaba, capital of Delta State in South Nigeria, in collaboration with the Gender and Water Alliance (GWA), a global network launched at the 2nd World Water Forum in 2000 at The Hague, The Netherlands. GWA also provided all financial support.

The workshop was held at Chad-Ef Hotels, Asaba, from 14-20 September 2008.

The key objective of the TOT was to build capacity and increase knowledge and understanding of gender in IWRM with the NGOs and State governments in Southern Nigeria. This region is relatively neglected in development activities whereas the problems are immense, especially as a result of water pollution.

The workshop focused on possible ways of mainstreaming gender issues in water and sanitation management and practical experiences that demonstrated the importance of effective, equitable and sustainable management of water resources. It discussed the involvement of women, men, and children, the old and the young, in water management consultation and policy formulation underlining that gender situations can, and do, change.

Key areas addressed at the workshop:

- . Concept of gender in the overall context of IWRM
- . Gender mainstreaming strategy in all water sectors; how to involve gender issues in national/state water policies
- . Issues of sustainable water and sanitation services ensuring affordability and equity for all
- . Gender responsive budgeting, assessment of budgets from a gender inclusion and diversity perspective; transparency
- . Climate change and environmental factors and their effect on gender issues

The TOT included interactive sessions and general discussions facilitated by resource persons with practical experience in water and sanitation and theoretical expertise. There were group exercises, plenary presentations, and case studies. Participants made field trips to two locations, a rural village and a semi-urban township, to look at water, sanitation and hygiene (WASH) issues in an actual setting.

On behalf of GWA and IFESNET-AFRICA it is my pleasure to thank all participants, facilitators, and support and secretarial staff for making the workshop a success and a great learning experience.

Thanks also to the Millennium Development Goals (MDGs) Office, Overseas Development Agency, Ministry of Economic Planning, Delta State.

Further, our thanks to H.E. Mrs. Roly Sheila Uduaghan, the First Lady of Delta State, for the gracious reception and her acceptance to be a GWA Ambassador.

Finally, special thanks to GWA for their financial and technical support for this workshop.

We hope this report will be useful for future planning and advocacy to mainstream gender in water and sanitation management.

Princewill E. Mordi, Executive Director, IFESNET-AFRICA  
[aiesn\\_african@yahoo.co.uk](mailto:aiesn_african@yahoo.co.uk); +234-80-80891854; +234-80-68354868

**Monday 15.09.08:** Inauguration - General introduction - Understanding gender - Gender concerns in West Africa

## **INAUGURATION AND GENERAL INTRODUCTION**

Princewill Mordi, Executive Director IFESNET-AFRICA, welcomed all participants to Delta State and enjoined them to make the best use of the 6-day training opportunity to know about mainstreaming gender in water and sanitation management.

Joke Muylwijk, Executive Director GWA, thanked him and the entire IFESNET-AFRICA staff for putting the TOT workshop together and welcomed all participants in turn. She introduced the trainers and facilitators/resource persons: Prof. Ms. Charity Angya, Dr. Ms. Bridget Obi, Ms. Mary Wuya as trainers; Ms. Doris Canter Visscher, Advisor GWA, and herself as resource persons.

Joke explained the background of the workshop and outlined a brief history of GWA, its vision and mission. She emphasised that water is a basic human right, so women and men should have equal access to it and equal involvement in decision-making regarding water issues. There should be special attention for the inclusion of women since they are usually directly responsible for water usage in society. Moreover, sustainable development demands gender mainstreaming, which includes equitable distribution of decision making on water resources management by both women and men.

At present, GWA works in 10 regions globally, focusing on 3 main outputs:

- . Knowledge management, developing and sharing
- . Capacity building
- . Influencing national water policies.

GWA looks at gender in all water resource management areas along with partners like CAPNET and WSSCC, among many others.

Doris facilitated the individual introduction of all participants and gave an outline of the course. Day rapporteurs were appointed for a recap at the beginning of each following day.

## **UNDERSTANDING GENDER**

### **What do we mean by Gender?**

*Joke Muylwijk*

Participants were asked what they understood by gender, getting each a chance to speak and explain her/his understanding of the concept.

Broad responses:

- . Gender means social differences between women and men whereas sex indicates the biological difference between them
- . It covers roles and responsibilities among women and men
- . It is about access to resources, power, rights and natural roles
- . It defines how we are perceived and how we are expected to act in society, socially ascribed roles relations between women and men
- . It tells about unequal opportunities in development
- . Gender can mean change

In essence, gender is about power relations between women and men but also between women or between men. Gender also includes ethnicity, age, class and other power relations that interact with the differences between women and men. The role of women is only a very small part of the gender concept but empowerment of women, and vulnerable groups in general, is central to gender issues.

The session assumed a special, vivid character when all participants exchanged their different ideas, displaying the diversity of culture and ethnicity across Southern Nigeria.

### **Gender concept (continued)**

*Charity Angya*

Why is there a perception that gender is about women (only), and why are women so vocal and concerned about gender issues?

Various points were raised:

- . Perceived marginalisation
- Pressure from society
- . Cultural compulsions
- Religion-based aspects
- . The need for change

The session became very interactive when all participants freely (but orderly) expressed their views and comments. It was agreed that gender is about the social relations between women and men and the term in the development world has stretched to cover marginalised groups as well. If one were to look at such relations on a scale women are weighed down. For equity and equality to be achieved, women's concerns need to be addressed especially.

To confirm whether marginalisation of women is perceived or real, one needs to carry out a gender analysis. Experience sharing is important.

## **GENDER CONCERNS IN WEST-AFRICA**

### **Examples and discussions**

*Bridget Obi*

The group was to discuss various gender concerns to understand better the concept and meaning of gender. Participants were divided into 4 sub-groups each with a chairperson to present the group's work. The sub-groups had to examine examples of gender imbalance in various settings.

#### *Group 1: Case study - Ivo Village in Ebonyi State*

In this village women are not allowed to fetch water, bathe or enter the Ivo stream. The village depends on its water for drinking and domestic use. Women are said to be unclean to enter it due to their menstrual disposition which, according to traditional belief, will destroy the power of the water and offend the deity of the stream that the village men are worshipping.

#### *Group 2: Case Study - Breaking and serving of the kola nut in Igbo Land*

A kola nut is usually presented to the oldest person in the village or family on important occasions. A woman cannot pray over a kola nut, break or serve it. In addition, the leadership structure is such that:

- . A woman cannot be the village head or a village leader
- . A woman cannot negotiate on any vital issue on behalf of the village

*Group 3: Case Study - Ughelli, South LGA*

Group discussants found that inequality abounds in Ughelli South. E.g. in education, boys are given priority over girls. People say this is because girls will get married and leave the homestead whereas boys continue the family name or home set-up.

*Group 4: Case Study - Discrimination of women in Achalla Village*

The following discriminatory indices were found:

- . No participation in decision making
- . Exclusion
- . Denial of access to information
- . Low development

The group offered some solutions to these discriminatory practices:

- . Advocacy to community leaders
- . Proper sensitisation of stakeholders
- . General mobilisation of village or area

**GENDER CONCERNS IN WEST-AFRICA (continued)**

*Mary Wuya*

Water is an economic resource, hence it should benefit both women and men and be made good use of by both sexes. Some global charters on water and gender mainstreaming, including the ECOWAS and Nigeria's national policies, are addressing this on a national or supranational scale. For policies are very important for achieving progress in IRWM. Indeed, policies are the power base which water and sanitation sector stakeholders can effectively use to achieve results in this sector.

In Nigeria, policy guidelines and documents for promoting water and sanitation include:

- . The National Water and Sanitation Policy
- . The 2004 National (Water) Sanitation Policy
- . The 2004 Strategic Framework for National Water and Sanitation Programme
- . The 2007 Strategy for Scaling up Rural Sanitation
- . The 2006 National Gender policy

Although the Gender Policy document does mention water resources and seeks to promote access to sanitation and water for both women and men the strategic framework to achieve the goals still leaves much to be desired.

Women, especially girls, suffer the most from inadequate access to water and sanitation. Especially in rural areas, they carry drinking water for their families from remote and often unsafe water sources. The lack of toilet facilities deeply affects their dignity and threatens their safety and health.

The importance of gender mainstreaming in water management was well appreciated and understood by participants. At the end of the day each participant and resource person gave a summary of what he or she had learnt in conclusion of the sessions of Day 1.

**Tuesday 16.09.08:** Introduction of IWRM - IWRM and gender - Mainstreaming gender in various water-related sectors - Gender and empowerment

## INTRODUCTION OF IWRM

*Joke Muylwijk*

First, participants were informed that:

- . There would be a micro training on aspects of gender mainstreaming in IWRM and each person should prepare for it
- . Each should plan one activity for their organisation
- . A Travelling Exhibit containing six panels on Gender and IWRM, developed by GWA, was available on display on the wall of the training hall. People were encouraged to look at them carefully with a view to adopting the ideas and design.

It was pointed out that when talking of IWRM for communities, the term "community" is often used loosely but actually it should be clearly defined. Preferably, specific demographic terms like village, semi-urban location or rural settlement should be used instead. This is because community may mean so many things. Worse, this word obscures the differences between people and their backgrounds which is exactly what a gender-sensitive approach wants to make explicit.

Aspects of the use of water in an integrated way:

- . Should be treated as a social, economic, and environmental asset. While IWRM does not include ocean water (which is salt anyway), from a gender perspective, this water source is still important because many people depend on it.
- . Should stimulate policies for the inclusion of women in the management of water, agriculture, sanitation and drainage. It also includes waste water and solid waste management.
- . While governments should integrate water policies, water resources should be managed at the lowest possible level, e.g. of village and local government authorities.
- . Due to conflicts at the lowest level and its trans-boundary implications there is always scarcity of quality water. Besides, people fall ill on account of the lack of clean water and, essentially, mismanagement of water.

Critical issues to be considered in IWRM:

- . Efficiency - it is not efficient to leave out half of the world's population, especially since women are the most knowledgeable and interested category of people with respect to water
- . Effectiveness - focus on the right stakeholders. For example, give training to those who will use water resources.
- . Equity - more equal opportunity involves all, rich, poor, reproductive and productive sectors, women and men, and marginalised groups.
- . Sustainability - that is to say technical sustainability based on correct and appropriate technology. Sustainability is also about attitude, mindset, and exchanging knowledge and experience that is situation-specific. In addition, there is the issue of people paying for water services where payment should be made by both women and men.

## IWRM AND GENDER

*Mary Wuya*

IWRM is a process of coordination, developing and promoting management of water. It is a logical and intuitively appealing concept. Its basis is an understanding that the many different uses of finite water resources are interdependent. For example, high irrigation demands and polluted drainage flows from agriculture mean less fresh water for consumption and domestic use.

In the relationship between countries the use of shared water resources also has an effect on sustainable development. As a matter of fact, most of the world's population lives by shared water sources. Instead of coordinating consumption, some countries overuse these shared resources at the expense of other riparian countries. If water shortages continue, the threat of cross border tensions arises, especially in areas where the political climate is already charged.

A case in point is the situation in Kano, located in North Nigeria next to the neighbouring country of Chad. Kano State has a perennial water scarcity which is exacerbated by a low annual rainfall in the state. This means that men, women and children spend several productive hours sourcing for water, with many depending on water vendors. The government has tried to contain the problem by building a series of dams to trap water in several locations across the state. Over the years, these dams have significantly cut off the flow of water to Chad. This has resulted in a series of conflicts both sides have tried consistently to resolve amicably so that both sides may benefit from this critical and essential natural resource.

IWRM is lacking in most regions of the developing world. Climate change, environmental factors, population growth, increasing industrialisation and excessive use and pollution of water resources are putting water resource management as such under heavy strain, let alone integrated management.

This is the more worrisome in a country like Nigeria with a growing population and decreasing access to water and financial resources by a large percentage of the people including women and children who remain the most vulnerable groups in the country. The negative economic and social consequences for the production of goods, food security and health (caused by water-related diseases, among others) affecting Nigeria's teeming population are an ever growing concern.

Efficient IWRM is, therefore, a key to sustainable development of water resources. In addition, a holistic (: integrated) approach is required to address gender inequality.

Gender disparities are so profoundly ingrained in social norms, values and institutions that it is still considered normal or natural by most people for women and men to have significantly differentiated access to and control over resources and entitlements in society including water resources.

The case of a recent conflict resolved by the Water Board Management office in Jos, the capital of Plateau State in Nigeria, was discussed in this context. It refers to a situation where a group of women and their children had taken the law into their own hands and broken some government laid water pipes in a government reserved area. When the women were asked why they had resorted to such drastic measures, they explained that the government had not been supplying water to their area because it was not considered important. On the other hand, the government reserved area was always served with water. The women told about the hours spent in search of water, how their children were missing school spending productive hours waiting in line. Also, they were often at the mercy of the owners of these water points who sometimes refused them access.

Challenges in IWRM and gender issues:

- Gender relations are uneven due to cultural and social barriers between different groups, women and men, in terms of who has control and who has access to water resources
- There is hardly any national review of water policies on the inclusion of women. Most water policies are gender blind and have failed to consider gender gaps, especially given the role that women play in sourcing and securing water resources
- Often agencies working in water and sanitation have conflicting or overlapping roles which each sector performing similar jobs. There is virtually no inter-cooperation. This has made provision of IWRM very problematic as agencies tend to shift their responsibility to others while others assume a particular agency should have addressed the problem. This is a common problem in water-related government agencies like the Ministry of Environment, the Ministry of Water Resources and the Ministry of Agriculture.
- The use of shared water resources, due to limited availability, may cause cross-border conflicts (but solutions are possible, see above Kano case).

A brief question-answer session followed, referring to various aspects of IWRM and gender.

**Q.:** The Agbara Industrial Estate environment is polluted. The government is saying there is a need for a water policy but our institutions are weak, and the paradox is that we have oil but are still poor. What do we need to strengthen our institutions to cope?

**R.:** NGOs look up to the government for resources. The government has contributed much but we should try to know whether the people who are elected are gender sensitive. We should know who are the relevant people in the ministries and help them get gender sensitive. Also we should let them know where and how they can include a gender perspective in their work.

Further, IWRM should address both urban and rural areas, and people in both areas should be considered as stakeholders.

There was some discussion on privatisation as a movement in some states of the Federation. Plateau State, with the aid of UN Habitat, has developed a policy document that addresses gender as well as the needs of other vulnerable groups while also putting in place structures for institutional strengthening.

It is also important to find out how to involve the legislative arm of the government in the formulation and implementation of gender policies.

In this context it is noteworthy that in Nigeria there are elected government representatives and officials at every level of authority, from local administration up to state and federal government. Citizens need to be more proactive and question the status quo in order to address growing concerns on the provision of services such as water and sanitation facilities.

There is a need to engage policy makers and implementers using well-grounded advocacy and negotiation skills. For they are the people in control who can channel the much needed resources to address water and sanitation concerns. Constant negotiations and dialogue will give results, even though they take time and patience.

## MAINSTREAMING GENDER IN VARIOUS WATER-RELATED SECTORS

### *Agriculture*

*Bridget Obi*

Water is life as it gives life to all living things. Water is very important in agriculture because of the need for irrigation.

Agriculture is the science of producing crops and live-stock for domestic and commercial use. It provides people with the much-needed nutrients required for our daily living; without agriculture they would die of starvation.

In Africa, agriculture is still the main occupation, also in South-Nigeria where more than 80% of the people are engaged in subsistence farming. Agriculture is practised in villages which are occupied by women mostly since their husbands and sons have left in search of work in towns and cities. Over 90% of the women in such villages are doing some form of agriculture, yet they do not have any ownership or share in most of the farming inputs.

If one considers mainstreaming gender in agriculture the following questions are relevant:

- . How are women operating in this sector?
- . What are the aspects and implications of gender in agriculture?
- . What are the tasks and roles of women and men in terms of agricultural activities?
- . Looking at major inputs of effective farming, what is the percentage of ownership between women and men in agriculture?

Input needed	Ownership/control Men	Ownership/control Women
Land	Yes	
Capital	Yes	
Implementation	Yes	
Skills	Yes	Yes
Market	Yes	Yes
Technology	Yes	
Storage	Yes	Yes
Labour	Yes	Yes

From the above table it is obvious that mainstreaming gender in agriculture is not only necessary for increased productivity but will allow women to own property and other inputs to improve income and better living standards for their families. There is an urgent need for advocacy and legislation at every government level for women to have equal opportunities with men in terms of land ownership and access to capital as well as building capacity. Nowadays it makes profound business sense anyway appointing women to managerial positions since quite a number have taken up professional study of agriculture.

### *Climate change/Environment*

*Mary Wuya*

This session took up aspects of climate change and environmental factors and how they affect gender.

Participants were asked what they understand by climate change and its effect on the environment. Responses:

- . There is a connection with variation in weather conditions
  - The result of human-made activities (industrial waste, gas flaring, and pollution) is clear
- . With global warming, land masses are changing
  - There is a degradation of eco-systems

It was noted that such factors, and more, have contributed immensely to environmental degradation. This, in turn, has affected the lives of women and men in many places.

Two brief examples to illustrate the above:

Of late, Nigeria with two seasons (dry and rainy) has been experiencing variations in weather conditions that are attributed to the negative effects of climate change. In particular, Jos, the Plateau State capital, had experienced a rather late onset of the rainy season. This meant that farmers planted their crops later than usual. But the unusually late rains fell heavily, that too, accompanied by hail stones and so caused severe damage.

The activities of industries, such as the NASCO group of companies that produce detergents and soap, also pollute the water sources for people who live along the river and use the water for domestic consumption. But such activities are all man-made and can be controlled to prevent environmental disasters.

Developed countries produce most of the carbon emissions responsible for climate change (and global warming). Developing countries such as Nigeria will be at the receiving end of the effects because they have no response mechanisms to control these changes. The lack of political will with the government to address these issues compounds the problem.

Most importantly, perhaps, such climate changes have a gender dimension as they affect women and men differently, women more profoundly.

Measures to control climate change such as planting trees to replace cut ones and to control erosion have been advocated, especially for the Northern part of Nigeria. But many Nigerian households depend on firewood as a source of energy to cook meals. So, it will take time to adapt to sources of renewable energy that are being promoted in the country.

### ***Gender and Waste***

*Joke Muylwijk*

Issues like - who is to clean the toilet? who is to look after the sick? - were dealt with in this session. Since women do all this work it is important to understand how waste management can help in coping with the demands on their time and energy.

Removal of waste, both solid and liquid, is important in water management. Arrangements should be made for solid waste removal, in rural as well as urban areas. Besides, recycling of waste water creates employment opportunities whereby the choice of technology will be based on cost. Women should be consulted in the choice of this technology and get training. This way they can learn how to manage waste.

### ***Special presentation: Ecosan Toilets and Cultural Aspects***

*Aisha Hamza*

Aisha, the participant from Brno State, gave a presentation on culture and gender aspects of the Ecological Sanitation (Ecosan) toilet which has been in existence for a long time now. She explained how (decomposed) faeces can be useful as compost.

People go and defecate outside because they cannot construct a toilet. The Health Ministry tries to promote the use of Ecosan toilets to prevent disease. This toilet promotes health by removing faeces (95% of diseases are faeces-related). Generally speaking, many diseases are caused by poor sanitation and lack of access to safe water. The Ecosan toilet will not contaminate ground water or its sources.

It is placed above the soil and promoted in an area along the river. One has to sit on it (which sometimes makes it difficult for women). Once it is filled, lime and sand are put over it, and it is sealed and left for three months. Then the resulting compost is ready for use.

Advantages:

- . Has high content nitrogen, phosphorus, potassium - useful for farmers
- . It is a water-free toilet system, requires no drain and is odourless
- . Crops get sanitised excreta for the faeces have been decomposed already. Hence, the crop is not pathogenic
- . Faeces decompose after a few months with or without urine

Disadvantages:

- . Cultural norms and values keep people from using it
- . Men see it as tedious because they dislike the idea
- . Women say it is not their work to carry the decomposed faeces
- . Since the container is small it gets filled up easily which makes it difficult, especially with larger families
- . It requires drying for at least 3 months and things like sand and lime have to be added.
- . Often, because of poverty, simple drums are being used instead of full-fledged compartments. This means the contents have to be emptied regularly- but by whom?!

A brief question-answer session after the presentation shed some more light on the usefulness of this type of toilet, e.g.:

- . Use of this toilet type was based on research carried out a long time ago, things may have changed now. In any case, the danger of infection with open defecation is definitely worse!
- . The end product is used globally but not necessarily by everybody who has such a toilet. In a place like Kano, it is collected and sold commercially.
- . In Brno State they are just promoting the idea right now. That is to say, they are still at the stage of advocating and lobbying.
- . It can be used in schools and the output can be also used in the school garden.

### ***Mainstreaming Gender in Domestic Use of Water***

*Charity Angya*

By domestic use of water may be itemised as water for drinking, washing, sanitation, cleaning, animal and plant watering, bathing, and cooking. So, water for the home is a very critical commodity because everybody needs it.

To implement mainstreaming gender in domestic water use we need to understand first: How to mainstream gender? It involves addressing the interests of women and men and other vulnerable groups. It includes involving women in decisions on water and ensuring their interests are not ignored. That is why, for instance, the presence and contributions of women in water committees is so important.

Then the roles and responsibilities of key players with respect to water use at home should be analysed. Who uses it for what purpose? How much water is available? Who determines the quantity of water to be used? Whose interest needs to be addressed? Should the cost be shared or is just for the men? What is the role of the government in cost sharing and ensuring gender mainstreaming at local, state or national levels?

Time management is also a basic issue. Women spend much time fetching water for household use whereas men use it mainly for economic reasons and often more mechanised work.

Some aspects of possible interventions were discussed:

1. In the context of the sexual division of labour: is it possible to challenge existing power relations?
2. Are the interests of women and children given due attention as also of vulnerable groups like the elderly or the sick? It is worth noting that it is usually women who take care of these categories and their need for water.
3. Technology interventions for improved water use should be gender friendly, that is, they must consider the interests of everyone at home.

## **GENDER AND EMPOWERMENT**

*Joke Muylwijk*

Looking at the gender division in numbers one learns that:

- . All of 2/3 of the world's work is done by women
- . Only 1/10 of the world's income is controlled by women
- . Practically 2/3 of the world's illiterates are women
- . A paltry 1/100 of the world's property is owned by women

Empowerment, therefore, is a key strategy in addressing gender imbalances. It must be realised, though, that groups and individuals empower themselves. It is a process of change one goes through from within. An outsider can only facilitate the process.

Instruments for change include education and laws and regulations.

In empowerment one may distinguish four dimensions: social, political, economic and physical power.

1. *Social Empowerment*: This refers to our self image, how we see ourselves. We find society looking down on women. Empowerment means how to get out of it. It has to do with our status which can always change in our life time.
2. *Economic Empowerment*: This means we can decide for ourselves what kind of job we want to do, how much time we want to spend, and what to do with our income. It has been observed that women spend almost all their money on the household and family while most men spend theirs on other things like liquor.
3. *Political Empowerment*: This refers to the right to organise ourselves, live in a democracy, and take active part in democratic processes. It also means we can organise ourselves in a group and can give our opinion 'as and when'. Political empowerment also includes (self-) development activities like training.
4. *Physical Empowerment*: This has to do with our choice of sexuality, of what kind person we want to be. It is also about whether to have children and how many, space them out and so on. It implies considering our own worth, giving ourselves proper health care and taking care of our physical well being. Physical empowerment means clean water and safe sanitation for without clean water and a proper toilet how can we be physically empowered? It also encompasses an ability to resist violence and a right to security and safety.

**Gender And Power Relations** - Role play on gender-sensitive participatory processes in IWRM Charity Angya

Participants were divided into 5 groups, each with a specific assignment:

**Group 1: Village men, poor and middle-level farmers**

You are farmers and your land is hilly. There will be a new water supply project and an NGO has organised a Water Committee (WC) in your village. A rich man is President of the WC, his wife is also a member. Three more men are on the Committee. The other men (you) are farmers without a position in the WC, you are not free to talk. Somebody from the government will come to the village to see the situation.

You will all try to tell that the real situation is that you have not been involved.

Core idea: A water committee comprising some rich and middle-level farmers versus others without status, all utilising the visit of a government official to review the 'true' situation.

**Group 2: Village women, poor farmers**

The wife of a rich farmer is on the Water Committee (see group 3) but you are all poor. You have to walk down to the river for water, and the water is not clean. Your children get sick.

The WC was set up by an NGO because there will be a government water supply project in your village. Issues are the location of the water stand-post, maintenance, and the costs.

The rich man and his wife try to dominate the process, but do the other women (you) accept this?

Core idea: A colourful sketch of the effect of water pollution on the health of villagers. Protests by victims on the negative effects of commercialisation - water bottles driven greed by some companies.

**Group 3: The Village Water Committee**

One is a rich man (you), the other three men are middle-level farmers. The wife of the rich man is also on the WC. You expect that the water supply project will bring some good money to the village and you want to control this. So you try to keep all information to yourself and not share it with the other villagers. Issues are the location of the water stand-post, maintenance, and the costs.

Core idea: A water committee polarised along gender lines. Locating of water point politicised.

**Group 4: NGO 2**

There is one development worker and one gender specialist. For the government water supply project your NGO was hired to organise a Water Committee. That is now in place. Now you have to convince the WC that all villagers need to pay for the water, even though the water project has not yet started. Issues are the location of the water stand-post, maintenance, and the costs. You have to work in a participatory way but does that work?

Core idea: Water as an economic good to be paid for. Women should be allowed to participate in the development process in the village. Equal treatment in payment and involvement.

**Group 5: Government official of Ministry of Water 1**

You come to the village with the two NGO staff (see group 4). The NGO will show you their participatory work. They want to impress you with their good work.

You will try to find out if the work was really participatory, and whether all villagers had a chance to talk. Issues are the location of the water stand-post, maintenance, and the costs.

Core idea: Supervision of project by NGO; briefing on location of bore well in village. Needs assessment to determine sender sensitiveness, location etc. through community engagement exercise.

**Wednesday 17.09.08:** Specific elements of gender mainstreaming in IWRM  
Gender responsive budgeting - Aspects of advocacy and related actions - PRA techniques

***Gender responsive budgeting***

*Charity Angya and Bridget Obi*

Budgeting is a key process in gender mainstreaming. The concept of 'gender responsive budgeting' has been in currency since the mid 80's. Some 50 countries worldwide have adopted some form of gender responsive budgeting.

National budgets can make use of a number of measures to promote gender equality such as:

- . specific expenditures to promote women's empowerment, e.g. allocations for women's health programmes and special education initiatives for girls
- . government departments can promote equal employment opportunities for women and men, e.g. by providing crèche facilities and parental leave provisions.

Some examples given on gender budgeting were referring to sector budgets. Sector budgets can also promote equality between women and men by asking about the impact of expenditures. E.g.: Who are the users of hospital services? Who are the beneficiaries of educational training opportunities? Who receive agricultural support services? Who benefit from the supply of water and sanitation facilities?

A number of publications on tools and case study experiences of gender responsive budgeting have been published by the Commonwealth Secretariat, IDRC, UNIFEM and other agencies. (See: Thalif Deen, Women's Groups Push for Gender Sensitive Budgets at <http://www.ipsnews.net.net/news.asp?idnews=42374>)

Lessons learnt in this Module were good governance in gender and water, assessment of budgets from a gender inclusion/diversity perspective, transparency and genuine participation, and gender budgeting in participants' own organisation.

***Aspects of advocacy and related actions***

*Bridget Obi*

Various ways of carrying out advocacy in water management were discussed with the help of case studies. A documentary film on gender and water aspects in India was also presented as a case study.

***PRA techniques***

*Mary Wuya and Charity Angya*

The Module explored PRA tools like mapping, ranking, transect walk and observation that can be adopted for mainstreaming gender in IWRM.

A mini exercise was conducted in 3 sub-groups by all participants according to assignments. These included Community Mapping, Ranking and Transect Walk. Each group was to brainstorm, discuss and write down outcomes to be presented in the subsequent plenary session.

After the group work had been done *Faith Nwadishi* gave a brief -unscheduled but welcome- outline of team building and team spirit. She showed slides using the concept of geese as group formers. This concept and the presentation illustrated the day's sessions in a special way and highlighted the importance of networking of CSOs.

***Preparation for field visits***

To close, Joke and Princewill gave a short introduction for the field visits the next day on:

- . What to find out, where to look, whom to ask
- . Types of questions and pitfalls
- . Guidelines for semi-structured interviews

**Thursday 18.09.08:** Visit to H.E. Mrs. Roly Sheila Uduaghan, wife of the Governor of Delta State - Field visits

**VISIT TO H.E. MRS. ROLY SHEILA UDUAGHAN**

A courtesy visit to the First Lady of Delta State had been organised for the morning. The visiting team comprised Bridget Obi and Mary Wuya, Workshop Expert Trainers; Anthony Akpan, then GWA Focal Point Nigeria; Doris Canter Visscher, GWA Advisor; and Princewill Mordi, host and IFESNET Executive Director. Joke Muylwijk, GWA Executive Director, was indisposed and could not participate.

The team met with H.E. Mrs Roly Sheila Uduaghan and a team of 'I CARE', the organisation Mrs. Uduaghan had founded. Among others, it included wives of senior government officials such as the Secretary to the State Government and the Deputy Speaker of House of Assembly.

Her Excellency welcomed the team of GWA and host organisation IFESNET after which Princewill Mordi introduced each team member.

A message on the purpose of the visit and the workshop was read out by Bridget Obi on behalf of Joke Muylwijk. A Certificate appointing the First Lady of Delta State as Gender and Water Ambassador was then presented to her by Bridget Obi and Doris Canter Visscher. This was a follow-up of GWA's last visit to Nigeria when similar certificates had been handed over to Her Excellencies the First Lady of Nigeria and the wife of the Northern Governor. The meeting ended with a group photograph.



H.E. Mrs. Roly Sheila Uduaghan, I Care team and visiting team



H.E. Mrs. Uduaghan receiving a gift from GWA

## FIELD VISITS

*Charity Angya, Bridget Obi, Mary Wuya, and Doris Canter Visscher*

Participants went in 3 groups, according to assignments allocated before departure for the field. Essentially, these focused on finding out what type of water and sanitation facilities people are using and their access to and control of these facilities.

Visits were made first to Ugbolu village, then to Ibuza town, using specially arranged small buses for transport.

*Ugbolu* is a village of about 30,000 people in Oshimili South L.G.A., Delta State. It has a motorised borehole with elevated tank stand and 2 tap panels.

The oldest man in the village (*Diokpa*) and the elders in the council manage the water. Though women also take care of maintenance they are not involved at men's meetings. They meet in their own groups and quietly make their representation and contributions. Women are also not included in the decision-making council. Interestingly, two ruling councils - of men and women - exist side by side. When there is need for a community decision women are invited (but female representatives are only elderly women).

Women and men, boys and girls have free access to the water from the boreholes. (Doris' observation: the largest water container is kept at the house of the *Diokpa*.)

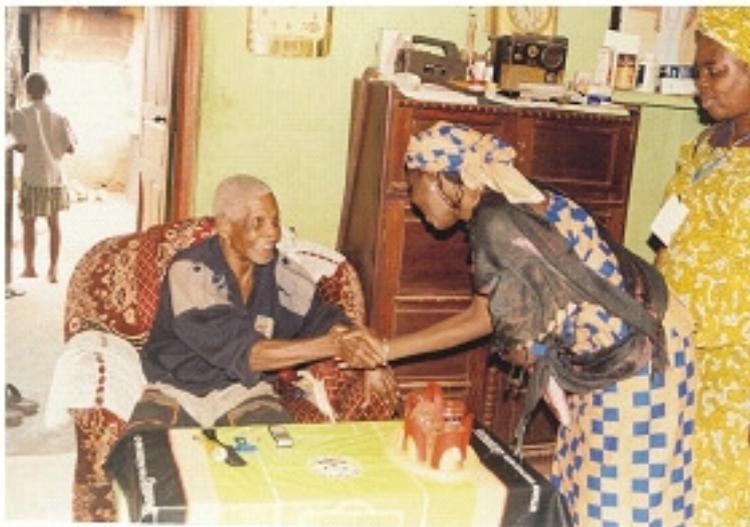
Outside sanitation is taken care of by men and sanitation at home by both women and men.

*Ibuza* is a semi-urban town in Oshimilli North L.G.A., Delta State. It has proper streets and some dirt roads. The *Obuzo* is the traditional ruler. All married women are members of an association. Women do not go for general council meetings. Men also do not allow women to attend their meetings. The youth have their own groups.

Women and men, boys and girls fetch water from streams, wells and boreholes. There are no restrictions, depending on time and family arrangement. Women do the cleaning and clearing of the waterside for domestic use.

Unlike Ugbolu village, sanitation is well taken care of. There are no indiscriminate refuse dumps and the roads are generally clean.

The group called on the *Diokpa* of Ugbolu village who expressed his appreciation about their visit and assured them villagers would cooperate with them. Unfortunately, no meeting could be held with the traditional elder of Ibuza town.



Aisha and Bridget with the *Diokpa*

**Friday 19.09.08:** Field findings - Training and facilitation techniques

## FIELD FINDINGS

*Charity Angya*

The groups presented their findings in plenary session. They went into much detail about facilities found etc. which has been merely hinted at in the above summary. For the idea was not so much to look at the actual situation but to focus on relevant elements of the learning process and methods and tools of PRA.

Generally, the tools used were Transect Walk, Interviews and Observations.

Each group had designated one or two people to ask questions, most of which had been drafted in advance, and one or two others to note down the answers (Interview tool). Respondents were mostly people passing by or some (elderly) people sitting at home or shop. Other group members would look around and make mental notes for the discussion later or pass them on to the writers (Observation tool). This was all done during the walk through the village, although the groups went into three different directions so as not to disturb the exercise for the other groups (Transect Walk tool).

## TRAINING AND FACILITATION TECHNIQUES

*Bridget Obi*

Participants had to observe a role play and give their comments. A scenario was given in which a trainer went to a group of farmers to train them on a new farming input. *Faith Nwadishi* acted as the Training Facilitator. This person was dressed and behaved like a 'foreign returned', typical city-bred know-it-all.

Participants observed:

- . Poor presentation
  - The facilitator is far removed, culturally, from the target group
- . Entry behaviour was very poor
  - Training not participatory
- . Language used not clear
  - Did not bring herself to the level of the participants
- . The message was not clear
  - Contents of her talk were not focused

### ***Developing individual training exercise***

An activity was given to the participants to write a scenario within 5 minutes for group training back home envisaging the place, the people and the issue.

In the preparations for the micro-training session the next day, aspects of *adult learning experience* were highlighted, including:

- . Review existing experiences of the learner group, analyse and draw conclusions, then plan the next step

- Look at learning styles and attributes
- Compare the way adults and children learn
- Understand facilitation

Further, participants were asked to choose topics on Gender, Water and Sanitation they would prepare and present the next day, for a micro TOT as it were. This way they would have an opportunity to run through the whole process of preparing and presenting a TOT, at least have an inkling of it.

Since some participants had to leave shortly after lunch the next, last day of the Workshop to return to their stations the presentations had to be ready on time to enable the workshop to end mid-day.

### ***Gender and Sanitation***

*Doris Canter Visscher*

There had been no time on Tuesday during the session on Mainstreaming Gender in Various Water-related Sectors. So, on request, Doris gave a 3-minute presentation on aspects of gender and sanitation. Since much had already been said in the presentation on Gender and Domestic Water Use only two aspects were mentioned: the plight of the girl child in schools for lack of adequate and safe sanitation facilities and the special attention required for special groups of people like war conflict victims and the disabled. Here, too, women tend to be on the lowest rung of the ladder in terms of access to and control of facilities.

(The paper, along with other papers presented, was given to the IFESNET Secretariat for inclusion in a package of resource material to be made available to participants including a CD.)

**Saturday 20.09.08:** Presentations of individual training exercises - Valedictory - Feedback from participants on the workshop

### **PRESENTATIONS OF INDIVIDUAL TRAINING EXERCISES**

*All trainers/facilitators*

Each participant was given about 5 minutes to outline her/his plan for a TOT regarding a specific topic selected the previous day. All facilitators chipped in with (as was explicitly said in advance) positive comments and guidelines for future action 'back home'.

### **VALEDICTORY**

The workshop came to an end in the presence of the Special Adviser to the Governor on Millennium Development Goals (MDGs Office), Hon.Dr. Austine Obidi. His closing remarks underlined the importance of gender sensitivity training. He advised the participants to make good use of the knowledge and experience gained during the 7 days period once they were back in their areas of operation.

Thereafter he presented a Certificate of Participation to each participant.



Valedictory with Ms. J. Muylwijk (GWA), Dr. A. Obidi (MDGs Office), Dr. Ms. B. Obi and Prof. Ms. C. Angya

Joke in her response thanked the Dr. Obidi for taking out time from his busy schedule to join us at the close of workshop, even at such a short notice.

All participants were happy and thanked GWA and the host organisation for putting together such a wonderful workshop. They also thanked the Expert Trainers for the knowledge shared and opportunity given to be part of the event.

The workshop concluded with a closing prayer from one of the participants.

## **FEEDBACK FROM PARTICIPANTS ON THE WORKSHOP**

Q.: How relevant did you find the topics in general?

Answer: The topics learnt were rated *AVERAGE*, especially in the areas of Gender Concept, IWRM Principles, Gender Responsive Budgeting, The other topics were *EXCELLENT* like Mainstreaming Gender in Water Sectors, Gender and Empowerment, the Field Trip, Exercises Training and Facilitation and PRA Techniques.

Q.: What are the issues learnt?

Answer:

1. Gender concept is now properly understood.
2. Access to water is a primary human right.
3. Gender responsive budgeting is a strategic gender need for social equality/development.
4. Awareness creation on water issues / sanitation is a necessity and should take greater consciousness in our villages.

Q.: How will you apply the knowledge gained in your area of specialisation?

Answer:

1. Organise a small sensitisation program in villages among the women and men leaders, thereafter boys and girls.

2. Would include gender needs, water access and sanitation in a subsequent conflict prevention and training workshop.

- The rating of knowledge gained: Excellent
- Rating of time given to each topic: Average
- Quality of facilitation: Excellent
- Physical workshop setting: Excellent

#### *Suggestions for Future Workshop*

- Welfare should be better planned and monitored so it does not affect the training time negatively.
- Moderators should be assigned to each session for a better transition, while there is need for a reporter who is not a participant.
- Recap should be participatory, not a reading of minutes of a daily report.
- The use of hotels for training should be reconsidered, preferably a training centre with all training facilities.

**PROGRAMME SCHEDULE - TRAINING OF TRAINERS ON GENDER IN IWRM, AS ABA, DELTA STATE, NIGERIA, 14-20 September 2008**

<b>Date &amp; time</b>	<b>TOPIC/SESSION</b>	<b>Facilitator</b>	<b>Observations</b>
Su 14.09.08 14.00 - 22.00	Arrivals + Registration	IFESSNET- AFRICA Staff	
<b>Mo 15.09.08</b>	<b>1<sup>st</sup> Day</b>		
08.30 - 11.00	<b>Inauguration</b> Welcome + Official Opening  <b>General Introduction</b> - Introduction of GWA - Individual introduction of participants, Outline of the Course, Appointment of Rapporteurs  - Logistics	<b>Princewill Mordi,</b> <b>Joke Muytwijk</b>  <b>Joke</b> <b>Doris Canter</b> <b>Visscher</b>  <b>Princewill</b>	Official Opening by the Commissioner for Water Resources  <b>Participants</b> are requested to prepare a brief introduction (prior to arrival) about themselves and their organisation - dance, poetry, music, etc. - to present here. Each organisation gets <b>5 minutes max.</b>
11.00 - 11.15	Coffee/Tea Break		
11.15 - 13.00	<b>What do we mean by Gender?</b> - Introduction of various concepts: gender, power relations & gender, equity, equality, gender ideology, gender mainstreaming - Participants perceptions and experiences	Joke	Interactive plenary session
13.00 - 14.00	Lunch		
14.00 - 15.00	<b>Continue on Gender Concept</b> - Examples of gender biases, gender inclusion - Exercises with participants	Charity Angya	
15.00 - 15.45	<b>Gender concerns in West Africa:</b> examples and discussions	Bridget Obi	<b>Participants</b> to prepare ONE example from her/his area, work, sector (prior to arrival); presentation max. 5 min/person
15.45 - 16.00	Coffee/Tea Break		
16.00 - 17.00	<b>Continue with Gender Concerns in West Africa</b>	Mary Wuya	- Factual discussion after each presentation - Sharing opinions after all presentations
17.00 - 17.30	<b>Recap: Points on Gender</b>	Bridget	

Date & time	TOPIC/SESSION	Facilitator	Observations
Tu 16.09.08		2 <sup>nd</sup> Day	
08.30 08.45 - 09.00	Start of Day 2 Recap of Day 1	Anthony Akpan	Informal entry (meeting up, singing etc.) <b>Participants</b> are encouraged to come up with own activities in this regard
09.00 -10.15	<b>Introduction of IWRM</b> - Main principles of IWRM - Gender mainstreaming - Policies on Gender and Water	Joke	
Around 11.00	Coffee/Tea Break		
10.15 -11.30	<b>IWRM and Gender</b> - Present status of IWRM in the West African world, national IWRM policies and the level of current gender mainstreaming in IWRM plans	Mary	
11.30 -13.00	<b>Role Play on gender sensitive participatory process in IWRM</b>	Charity	
13.00 -14.00	Lunch		
14.00 -15.00	<b>Mainstreaming Gender in Various Water-related Sectors</b> - Planning and mechanisms for mainstreaming gender in agriculture, environment/climate change, domestic use, drinking water, sanitation, waste removal	Joke, Charity, Mary, B ridget, Doris	<b>Presentation by Aisha Hamza</b> on cultural and gender aspects of Ecosan toilets (appr. 10 min.)
16.00 -16.15	Coffee/Tea Break		
16.15 -17.30	<b>Gender and Empowerment - 4 elements</b> - Experiences and examples from the field	Joke	
N.B.	Cultural programme on Friday	Princewill	

Date & time	TOPIC/SESSION	Facilitator	Observations
We 17.09.08		3 <sup>rd</sup> Day	
08.30 08.45 - 09.00	Start of Day 3 Recap of Day 2	Rapporteur of the day	Informal entry again
09.00 -10.30	<b>G ender responsive budgeting</b> - Good governance in gender and water - Assessment of budgets from a gender and inclusion / diversity perspective - Transparency and genuine participation - Gender budgeting in own organisation, area	<b>Charity, B ridget</b>	
10.30 -10.45	Coffee/Tea Break		
10.45 -13.00	<b>Aspects of Advocacy and related actions</b> - Principles + discussion  <b>Film: G ender, Water - Aspects</b> - Presentation + discussion	<b>B ridget</b>  <b>Joke</b>	
13.00 -14.00	Lunch		
14.00 -15.45	<b>PRA techniques</b> - Introduction of PRA tools: mapping, ranking, transect walk, and observing - Exercises, break-down into small groups	<b>Mary, Charity</b>	Other facilitators support small group work
15.45 -16.00	Coffee/Tea Break		
16.00 -17.30	<b>Preparation for Field Visit</b> Short introduction of the field visit (project) - What to find out - Where to look, whom to ask  <b>Highlights - Feedback</b>	<b>Joke, Charity, Princewill</b>  <b>Mary</b>	<b>N.B . Relevant questions will be discussed and given timely to Participants during preparation for the Field Visit</b>

Date & time	TOPIC/SESSION	Facilitator	Observations
<b>Thu 18.09.08</b> <span style="float: right;"><b>4<sup>th</sup> Day</b></span>			
11.00 - 18.00	<b>Field Visit</b> - Visit 2 locations - 1 village area, 1 semi-urban	<b>All Facilitators</b>	- 09.00 a.m.: visit Joke, Charity, Bridget, Mary, Doris, Princewill to H.E. Mrs. Roly Sheila Uduaghan, wife of Delta State Governor - Participants to divide into 3 groups per visit; facilitators spread among them
<b>Fri 19.09.08</b> <span style="float: right;"><b>5<sup>th</sup> Day</b></span>			
9.00 - 11.00  <b>N.B.</b> Later start to give every-one max. rest time after field trip	<b>Findings from the Field</b> 3 Group discussion on experiences from the field visit using questions like: i) What did the information in the field add to participants' knowledge of gender relations in water management? ii) What was the degree of empowerment in the activity observed (according to 4 elements of empowerment discussed earlier) iii) What experiences will participants take back home from this visit?	<b>Charity</b>	
Around 10.45	Coffee/Tea Break		
11.00 -13.00	<b>Training and Facilitation Techniques</b> - Participants experiences with effective and ineffective learning - Differences between lecturing, teaching, training and facilitation/adult learning approaches - Listening techniques, exercises and presentation - Observation, having an open mind, looking and listening without prejudice - Low-cost teaching and training aids	<b>Bridget, Mary, Charity</b>	
13.00 -14.00	Lunch		
14.00 -15.45	<b>Developing Individual Training Exercise</b> - Guidelines - Exercises	<b>All Facilitators</b>	- Topics of exercises will be given to choose from - Preparation may be individually, in pairs or in small groups - all during this session
15.45 -16.00	Coffee/Tea Break		
16.00 -17.00	<b>Continuing Preparation Micro-training Session</b>	<b>All Facilitators</b>	<b>NB</b> .Participants get time to prepare their respective Plan also in the evening

<b>Sa 20.09.08</b>		<b>6 Day</b> th	
08.30 - 09.00	Recap of Day 5	Participant rapporteur	
09.00 - 11.00	<b>Presentations of Individual Training Exercises</b>	<b>All Facilitators</b>	- Plenary session with each participant presenting her/his exercise to all with (positive) comments, guidelines from facilitators
Around 11.00	Coffee/Tea Break		
11.00 - 13.00	- <b>Continuing Presentations</b>  - <b>Individual Activity Plans</b> - Guidelines for making such a plan for use in own area, sector, work	<b>All Facilitators</b>  <b>Joke</b>	
13.00 - 14.00	<b>Closing Ceremony</b> - Handing out Certificates - Filling out Final Evaluation Form	<b>Joke, Princewill</b>  <b>Joke, Charity, Doris</b>	