

# **MODIBBO ADAMA UNIVERSITY, YOLA, ADAMAWA STATE, NIGERIA**

**METHODOLOGICAL RE-VISIONING OF YOUNG RURAL WOMAN'S WORK AND EDUCATION:  
STORIES FROM THE FIELD**

**DAUDA MOSES**

**WE-SAY: YOUTH GENDER AND EDUCATION: CHANGING LANDSCAPE OF WORK IN RURAL SUB-  
SAHARAN AFRICA**

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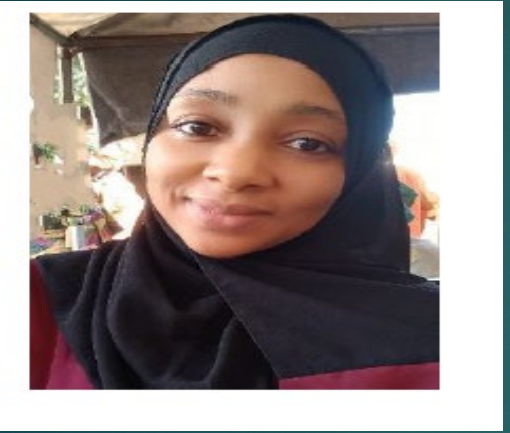
# Nigeria Research Team



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# PVM: RESEARCH AS SOCIAL CHANGE

- Positions participants as 'knowledge producers'; taps into 'let's do something' creativity; has an element of fun
- Can create space for communities to engage in research: 'democratizing' of research and addressing unequal power relations (Mitchell et al., 2005; De Lange, 2012)
- Can create space for people's voices to be heard in participating in social dialogue about issues affecting them
- Engaged in data generation, participate in interpretive process, display possibilities for change
- Bringing abstract concepts into every day lives e.g., in community mapping of faith, culture and religious beliefs
- In the field work; the following PVMs were utilized in Nigeria:
  - ▶ Drawing, Community mapping, Photo-voice, Cellphims, Posters and policy briefs,
  - ▶ Negotiations, Community dialogue and Youth summit

# The CRPs

**FOURTEEN (14) YOUNG WOMEN WERE CO-RESEARCHER PARTICIPANT(CRPs) IN EACH CONTEXT**

Young Women	Numan	Girei
<b>Ages</b>	25 – 35	18-35
<b>Religion</b>	Christian	Muslim
<b>Married / Single</b>	8/6	10/4
<b>Home - Nuclear</b>	9	4
<b>- Extended</b>	1	1
<b>- Polygamous</b>	4	9
<b>Occupation</b>	2 civil servants (teachers)	6 teachers (1 Quranic)
<b>-</b>	5 petty trading	5 petty trading
<b>-</b>	7 students	3 students



# PVM TRAINING: INITIAL THOUGHTS AND EXPERIENCES

- A new methodology in Nigeria: its use for the first time: anxiety, uncertainties, nervousness, etc
- For a conventional researcher mostly engaged in quantitative technique: PVM seems complete madness; raising questions such as:
  - How can drawings be a source of research data?
  - How can these data be analyzed statistically
  - Would these data actually answer the research questions of the study?
  - How would the CRPs view PVM, stay engaged to the end?
  - Will CRPs open up on their personal experiences? Can they talk about men? *(At a time, we told them to focus on women affairs only) +++*
  - What happens when we finally generate the wrong data?
  - The method has no margin for error: no statistic to correct error
  - How does one begin to draw after a long period away from primary school drawing



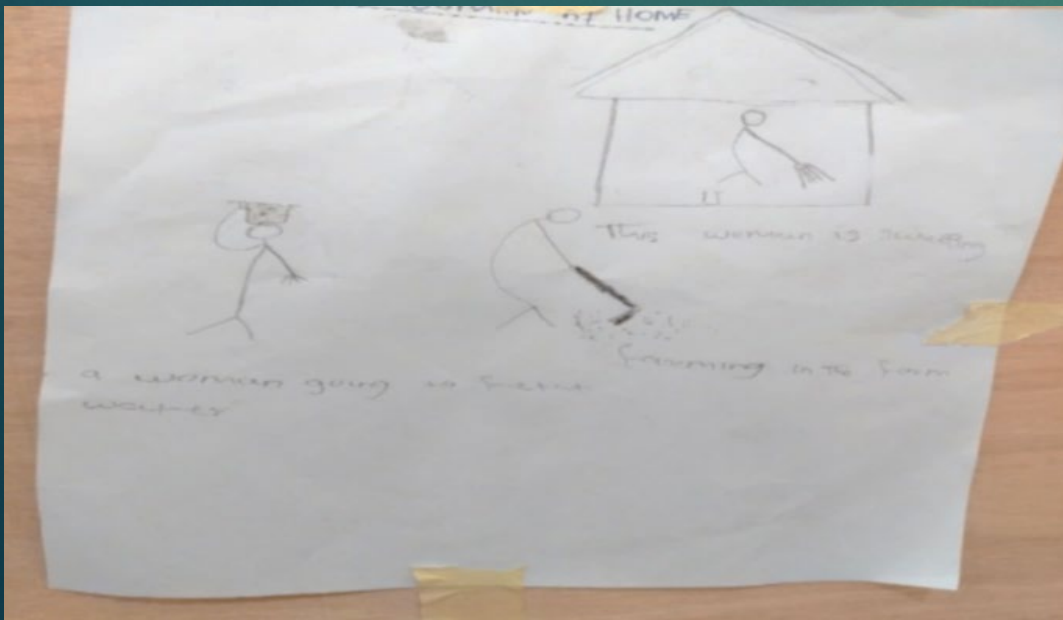
# **STORIES FROM THE FIELD**



# DRAWING

## Prompt: Draw Your Understanding of Young Women's Work in Nigeria

- ▶ In both contexts, CRPs arrived on time but with a look of anxiety on their faces because of the unknown tasks ahead.
- ▶ Drawing as an activity: a stick can be a drawing but the CRPs worried about what their drawing should or could be
- ▶ As we got into the session the CRPs began to be relaxed
- ▶ We drew together their understandings of young women's work in Nigeria
- ▶ We made presentations, responded to questions



- Top is a woman sweeping
- Left is a woman going to fetch water
- Right is a woman in the farm



# DRAWING CONT'D



*“As you can see from this picture, women’s work at home as you can see this girl is sweeping. Her father is dead and she is left with her mother. One of her sisters have gone to fetch water while the mother is in the farm; farming. The mother farms because they don’t get help from anyone. While the father was alive, he was working and when he died, the husband’s relations seized everything they had. It is from the farming activities that the mother was able to build the house in which they now live in” .... N6, Mary Drawing Workshop. P.6*



# COMMUNITY MAPPING

## Prompt: Mapping out Women's Work in Nigeria

- CRPs worked in self-determined groups of 4-5 with groups names suggesting change drive
- Drew their understanding of the 5 themes mapping of the community



“This young lady was 13 years old and was forced to marry a 78 years old man. She has ambition of becoming a medical doctor but her parents forced her to marry at the age of 13, she was only able to complete her primary school education. The wife got enrolled into secondary school without the husband consent. She sponsored her education up to junior secondary three with the money she is getting from her husband. Before the husband realized that she is attending school, she had written JSSCE. The husband beat her and instructed her to withdraw from the school” ....Group 2, Community mapping workshop, Girei P. 13



# PHOTOVOICE

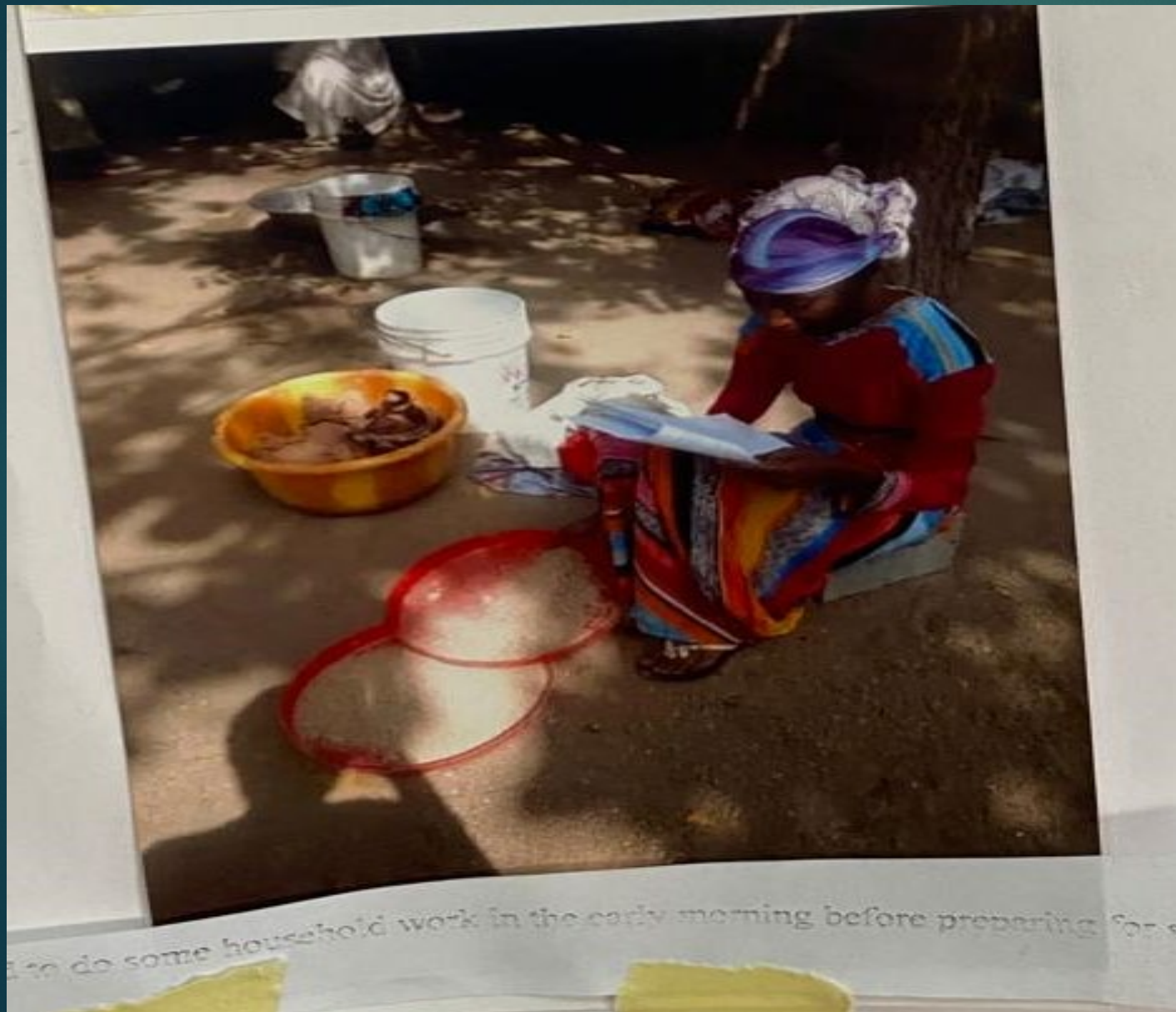


**Prompt: Take a picture of your understanding of the relationship between women's work and education**

- Handling camera for the first time seemed a herculean task for some CRPs
- CRPs thought free cameras/phones will be given to them !!!!
- Locating a scene that depicts relationship between work and education was difficult
- They transferred their own pictures for printing using selfie printer/printing for the first time
- A young woman force to do some house chores early in the morning before going to school



# PHOTOVOICE CONT'D



*“a younger orphan girl living with her step mother. The step mother doesn't want the girl to attend school so always engage the girl with so many domestic chores. She usually goes to school late, so the teachers give her all sort of punishments” ....G8, AMohammed, photovoice workshop, P.17*



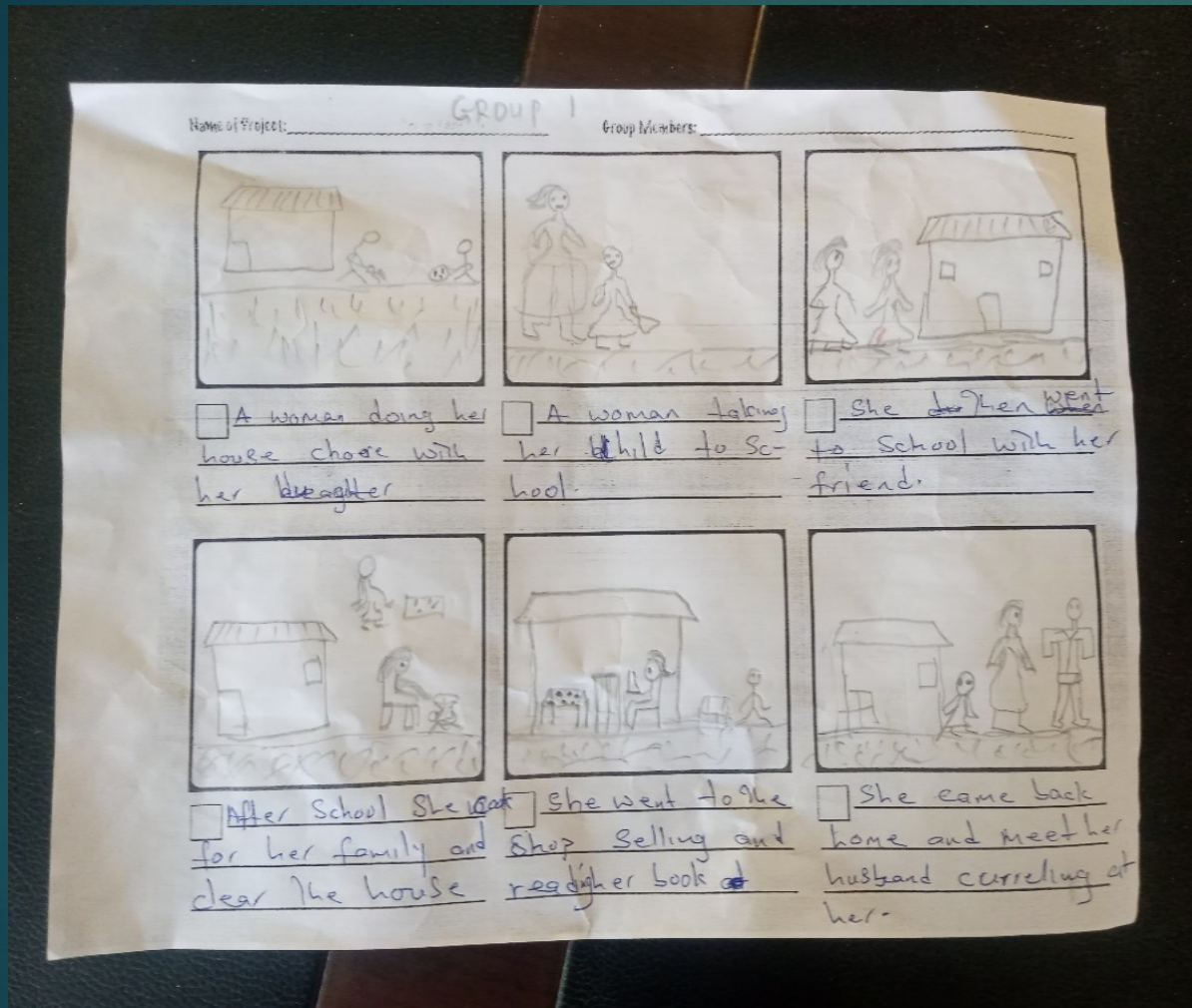
# CELLPHILMS

**Prompt: Act a drama depicting how young women deal with education and work**

- Developing stories and drawing illustrations on story boards was tasking for all CRPs though working in groups
- But acting such stories was fun and interesting due to:
  - ▶ Roles, especially that of men within the drama
  - ▶ Acting as non-professional actors
  - ▶ Acting children characters
  - ▶ Excited about recording themselves and watching the films later



# Cellphilms CONT'D



1. A young woman doing house chores with her daughter
2. A young woman taking her child to school
3. She then went to school with her friend
4. After school she cook for her family and clean the house
5. She went to the shop to make sales and read her books
6. She came back home and met her husband quarrelling

Cellphilms Link: <https://youtu.be/1vf2yUtm6zc>

“Yes, she is the one doing everything, despite all maltreatment, the mother doesn't want to leave the marriage because of her daughter (Blessing) she doesn't want her daughter to grow in a broken home. She is enduring the pains because of her daughter” ...N3 Humpiya, Cellphilms workshop, P. 19



# POSTERS AND POLICY BRIEFS

- CRPs worked hard to understand requirements of the workshop
- We reviewed the of major thrust of past workshops which took a lot of time
- Thinking about and formulating policies based on earlier workshops was a strenuous task  
*“Initially they said if you did not go to school, you can participate in this research but this posters and policy briefs requires deep education”*
- Organizing action points into a policy brief was tough and very new for all CRPs



# POSTERS AND POLICY BRIEFS CONT'D



A group of 14 young women in the Vicinity of Girei near Yola, Adamawa State, Nigeria have taken part in a series of participatory workshops focusing on what young women's work involves and the challenges they face when they combine work with education

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Nigeria. [www.mau.edu.ng](http://www.mau.edu.ng)



## We have a Say



Young women have a say, do not sup-  
press our voice; we have the right to  
be heard and the right to equal  
opportunities

## We Have a Say

### The Situation

In Girei community, young women interact and engage in different kinds of work such as Hawking, Petty trading, Teaching etc. Young women combine work and education due to poor family background, traditions and social norms, unwillingness of the men to work, excessive domestic chores, too many family responsibilities, domestic Violence, sexual harassment from their lecturers/teachers at schools and place of work. This in turn becomes a burden to them and limiting their aspirations to work and education.

### Problems

In our society, women do not have a say or an opinion on issues with regards to work, education and family. Women are seen as inferior beings due to traditional beliefs and sometimes, young women are given out for marriage at an early age thereby terminating their quest to schooling and work. Furthermore, more young women face challenges such as rape, domestic violence, sexual harassment, kidnapping,

gender inequality and lack of support/ assistance from relatives and family. It is generally believed that young women have no voice even on their education, work and marriages and this have greatly affected our social interactions as young women, as the society pays little or no attention to it.

### What should be done?

Religious leaders should remind the men about what Islam teaches and the way to handle their wives.

Early marriage should be discouraged

Street hawking by young women and children should be discouraged

Men should also take up fatherly responsibilities of sponsorship and paying school fees and bills and to provide for the family

Men should understand with women in terms of their (needs) whenever they (women) are tired

Young women should be supported by husbands, parents and the community to attain higher levels of education

Young women should be determined in pursuing their careers because if they are determined for things to change they can change it

Women should not be made to farm in order to feed and take care of the family

Families should contact marriage guardians/counsellors when they have problems they cannot resolve within the family

Issues of domestic violence and kidnapping should be reported to the police and action be taken according to the law.

Men should be involved in taking care of children and in all domestic chores.

Family meetings: during family meetings the men dominance can be addressed.

Young Women empowerment/skills acquisition centers should be built.

The community and Government should address the long term belief that women are inferior.



# POSTERS AND POLICY BRIEFS CONT'D



A group of 14 young women in the Vicinity of Numan near Yola, Adamawa State, Nigeria have taken part in a series of participatory workshops focusing on what young women's work involves and the challenges they face when they combine work with education

By:

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## Young Women are Achievers



Young women are great at what they do and with equal opportunities and education they are mountain achievers

### Young Women are Achievers

#### The Situation

In our community here in Numan, young women engage in many different kinds of work, and often struggle to combine these works with education. This is related to poor family background, practices that are seen as part of culture and traditions, societal norms, loss of job by the men or unwillingness of the men to work, domestic violence, excessive domestic chores, too much family responsibilities, lack of infrastructures, risks of rape, sexual harassment at schools and place of work, communal crisis and a lot more. This in turn becomes a burden to young women and limiting their aspirations to work and education.

#### The Problem

Society has relegated women and are not given equal opportunities as the male counterparts. Women are achievers and deserved to be treated as such. Culture, traditions, and our religious beliefs are used to say that a woman should only be submissive and has made a woman's opinion not to be heard. This has put some young women in

"bondage" in both her desires to work and to attain high level of education. These beliefs have also made men abandon their responsibilities of taking care of the house/family to the women.

#### What should be done?

Provision of basic amenities: From one of the photos in the photovoice, a young women went very far to fetch water on her head while reading a book. If there is a tap close by, it will only take her few minutes to fetch the water and have enough time to study.

Establishment of NGOs, and more women associations are means by which women can mobilize support to allow these changes happen.

Empowerment/skills acquisition centers should be built with equipment that cater for young women skills development.

Young women should be empowered financially so that, they will have better businesses that they will make good return on investments.

Parents, community and government should support young women to attain higher levels of education, because when they are educated, they won't be victimized. And they should form groups in which they can call on the community leaders for help

Religious bodies should preach more on the roles and responsibilities of a man in the family and also talk about love and understanding, emphasizing that men should love their spouse because if there is love you won't hurt your wife or want to be dominant.

Young women should not be sexually harassed in schools and at work

Young women in schools and the community should desist from provocative dressings by dressing decently

Young women should be protected from risks of rape, domestic violence and communal crisis

Family meetings should hold regularly so that the issue of men dominance can be addressed

Rape/sexually harassed victims should be given a say and once an issue is raised, bodies and agencies like hospitals and security agencies should handle it properly.

Family/community meetings should be held periodically so as to discuss issues of men dominance.

Division of labor of domestic chores should be encouraged.



# COMMUNITY DIALOGUE/YOUTH SUMMIT

- Stage fright by CRPs due to large crowd of community leaders
- Fluent reading and communication of action points in Hausa was preferable
- Bold voices emerging due to PVM – (CRPs saw opportunities to voice out issues bothering them)
- CRPs were excited by their public exhibitions and their own capacity to respond to questions from community members
- CRPs saw dialogue as re-living of burdens – talking out stress
- Very pleased and excited about the response and policy drives from stakeholders – something is being done and will be done





# RESPONSES FROM COMMUNITY DIALOGUES

- ▶ *“Ja’ama” Asalam-Alaikum (Peace be unto you all). I must say you (co-researchers) have done a very good work. Everything you have said, and all we have seen from the exhibition photos depicts the reality of our society. So, kudos to your job” Youth Leader, Girei Community Dialogue, P. 22*
- ▶ *“By the Grace of God, all the resolutions and the dialogues will be reported to the higher authorities and I will ensure that the committees that were promised to be set-up will definitely be set up, we will work with the security agencies, the chief imam and all organization that need to be involved. Also, I will ensure that all that we have dialogued will be implemented”..... District Head of Girei; Community Dialogue, P. 42*
- ▶ *“it is not proper for a man to leave all the home responsibilities for his wife alone to handle because it is not easy to combine work and education,,,, he should also assist with some of the house chores. because when your wife goes to school or work, she will be tired when she returned home”...District Head of Numan; Community Dialogue, P. 17*