



## **AFAAS GENDER WORKSHOP REPORT**

# **INTEGRATING GENDER IN AGRICULTURAL EXTENSION AND ADVISORY SERVICES (AEAS)**



**HELD ON 12<sup>TH</sup>- 14<sup>TH</sup> APRIL, 2022**

**AT IBIS STYLE HOTEL, NAIROBI KENYA**



# *Table of Contents*

---

<i>Executive Summary</i> .....	3
1.0 Introductions and Gender Experiences.....	4
2.0 Welcome Remarks and Official Opening .....	5
2.0 Pre and Post Workshop Assessment and Evaluation Results.....	6
4.0 Workshop Objectives .....	8
5.0 Rationale for the New Extensionist.....	9
6.0 Definition of Key Gender Terms.....	13
7.0 Integration of Gender into AEAS.....	14
8.0 Approaches to Gender Integration. ....	15
9.0 Gender analytical frameworks for Gender Integration.....	16
10.0 Application of gender integration into AEAS .....	17
11.0 Integration of GESI in projects .....	19
12.0 Review and Update of the AFAAS Gender Mainstreaming Strategy .....	21
13.0 Developing National Action Plans and Formation of the Community of Practice.....	22
14.0 Closing remarks and Official Closing.....	23

## **Annexes**

Annex 1: Training Program .....	25
Annex 2: Attendance List .....	26
Annex 3: Training Evaluation Results .....	27
Annex 4: Daily Recaps .....	30
Annex 5: Action Plan.....	31
Annex 6: Other Gender Analytical Frame work Resources. ....	57
Annex 7: Participants Definition of Gender concepts .....	57

## Acronyms

AFAAS	African forum for Agricultural Advisory Services
AEAS	Agricultural Extension and Advisory Services
AIS	Agricultural Innovation System
CAADPXP4	Comprehensive Africa Agriculture Development Programme
CamFAAS	Cameroon Forum for Agricultural Advisory Services
FOSCAR-Mali	Forum des Services de Conseil Agricole et Rural du Mali
GALS	Gender Action Learning System
GESI	Gender Equality and Social Inclusion
GFRAS	Global Forum for Rural Advisory Services
KeFAAS	Kenya Forum for Agricultural Advisory Services
M&E	Monitoring and Evaluation
MaFAAS	Malawi Forum For Agricultural Advisory Services
NELK	New Extensionist Learning Kit
NGOs	Non Governmental Organisations
NIFAAS	Nigeria Forum For Agricultural Advisory Services
PWDs	Persons with Disabilities
RAS	Rural Advisory Services
UFAAS	Uganda Forum for Agricultural Advisory Services

## *Executive Summary*

---

Social exclusion and general poverty are key deterring factors limiting the realization of agriculture's full potential as the engine for Africa's economic development. In 2014, African Forum for Agricultural Advisory Services (AFAAS) commissioned seven country scoping studies on gender-responsive approaches to Rural Advisory Services (RAS) in Africa. The aim of the studies was to collect secondary data on existing policies, programmes, approaches, and tools for gender-responsive provision of RAS to farmers most especially the women and youth. AFAAS also developed the Gender Mainstreaming Strategy 2015-2019 to support the processes of promoting gender equality in Agricultural Extension and Advisory System (AEAS). It is with such commitment that AFAAS planned a 3 –day hybrid workshop on “Integrating Gender in Agricultural Extension and Advisory Services” between the 12<sup>th</sup> – 14<sup>th</sup> April 2022 as reflected in the training programme in *Annex 1*.

The workshop attendance comprised of 10 (9 Females & 1 Male) participants representing the countries of: Nigeria, Uganda, Kenya, Mali, Cameroon, Malawi, Ghana, South Africa, Madagascar, and Zambia. List of participants is in *Annex 2*. The workshop used a blended approach of face to face and online delivery with a mix of methodologies including power point presentations, video clips, flip charting, practical demonstrations, and group/plenary discussions which were participatory and highly interactive. There was a seamless flow of content from the two facilitators, Dr. Patricia Bamanyaki and Ms. Adeline Muheebwa who complemented each other and shared personal experiences for clarity and better understanding. All these coupled together made the workshop a successful event as highlighted in the evaluation results in *Annex 3*. Each morning started with a recap presented by Ms. Scovia Lindyway Ojoru for purposes of reflection on the key learnings as presented in *Annex 4*.

Participants expressed their appreciation for the training which increased their level of knowledge and understanding as revealed by the post – assessment results. As a way forward, participants were registered on a WhatsApp group in order to continue engaging and sharing information as a Gender Community of Practice. Participants were also encouraged to finalize their country action plans so as to prioritize key actions to fit in the new AFAAS Gender Strategy.

# 1.0 Introductions and Gender Experiences

*Dr. Patricia Bamanyaki /Ms. Adeline Muheebwa*

## Introduction of facilitators

Facilitators of the three-day workshop were introduced as Dr. Patricia Bamanyaki and Ms. Adeline Muheebwa. Each of the facilitators gave a brief of their experiences in gender and implored the participants to actively engage during the workshop. The workshop organizers were also introduced as: Ms. Scovia Ojoru as the rapporteur and Ms. Esther Muchaala as the logistics and welfare administrator. Below are the workshop facilitators and organizers.



*Dr. Patricia Bamanyaki, AFAAS Consultant / Facilitator*



*Ms. Adeline Muheebwa Gender expert / Facilitator*



*Ms. Ojoru Scovia Lindyway Rapportour*



*Ms. Esther Muchaala. Logistics / Welfare*

## Participant introductions

The session started with participants' introductions stating their names, organization, designation and one gender experience.

The training comprised of participants representing the gender focal persons of the different AFAAS member countries. The countries represented in the face-to-face workshop were: Nigeria, Uganda, Kenya, Mali, Cameroon, Malawi and Ghana, while those represented online were: South Africa, Madagascar and Zambia. The total number of participants was 10 (9 Females & 1 Male) as **captured in Annex 2**.



*The participants of the gender workshop*

## Participant Gender experiences

The participants shared their one gender experience as below: -

Participant	Gender Experience
Prof. Stella O Odebode	Pioneer Director of the gender mainstreaming department at Ibadan University, drafted the gender policy and sexual harassment policy at Ibadan university. She also conducted consultancies in gender
Ms. Anku Prospera	A member of the gender and climate action group in Ghana.
Ms. Daphne Muchai	A member of the gender working group in Kenya, representative of gender at the multi-stakeholder platform of climate change and a gender policy analyst
Dr. Tchokote Alphonstine Florentine	Gender consultant focused on people with disabilities
Ms. Coulibaby Harmimatou	Works with women
Ms. Prudence Ayebare	Worked with rural communities in relation to gender for about 12 years, gender reflections and diagnostic studies expert.

*Note: The facilitator noted that one of the key purposes of the workshop is to come up with a way forward and have a continental movement with practical action.*

## 2.0 Welcome Remarks and Official Opening

*Mr. Max Olupot / Dr. Silim Nadhy Muhammed*

### Opening remarks

The session started with opening remarks by Mr. Max Olupot, the Director of Programmes at AFAAS. He welcomed all the participants and gave a brief background of gender in AFAAS. He narrated the AFAAS Gender journey as far back as 2014 when a draft AFAAS Gender and Youth Integration Strategy was developed.

He gave a brief background of the New Extensionist Learning Kit (NELK) Module facilitated by Global Forum for Rural Advisory Services (GFRAS). He mentioned that among the many expectations that AFAAS has is the formation of a very strong gender continental working group to support the gender actions at the continental level, which will later be linked to the global technical working group through the GFRAS.

He emphasized the importance of integrating gender in AFAAS programming, planning and budgeting. In his remarks, he pledged to support all efforts towards actualizing the gender strategy and being a gender champion to bring more men to support the gender agenda. He therefore urged all participants to actively engage and provide the necessary information in order to drive the process.



*Mr. Max Olupot – director of programmes AFAAS*

## Official Opening

The AFAAS Executive Director, Dr. Silim Nahdy Mohammed thanked the facilitators and organizers for successfully organizing the workshop. He welcomed the participants and thanked them for their time and commitment. He gave a continental perspective on the increasing engagement of women in agricultural production as a source of livelihood albeit their disadvantaged position especially in access to productive resources, knowledge, and information among others. He informed participants that with the current increasing youth unemployment, agriculture has the potential to offer opportunities that can gainfully engage them for employment. However, the potential of women in agriculture cannot be underestimated as they are the custodians of food and nutrition security.



*Dr. Silim Nahdy Mohammed - Executive Director AFAAS*

Dr. Silim acknowledged the existence of policies at national and global levels and that although some are implemented, they are still gaps in implementation. He emphasized the need for greater effort in terms of integration of gender from the top level of management to the grass root level. He cited one of the projects previously implemented by AFAAS on “Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES)” whose focus was to build more robust, gender-responsive and nutrition-sensitive institutions, projects and programs in order to respond to the needs of both men and women farmers through effective delivery of Extension and Advisory Services (EAS). This project recorded exciting achievements in increased participation of men and women smallholder farmers and strengthened women’s empowerment across the nine beneficiary countries.

Dr. Silim therefore urged the participants to be role models for the two combinations of champions and trailblazers in order to steer gender in AEAS for impact. He declared the workshop officially opened.

## 2.0 Pre and Post Workshop Assessment and Evaluation Results

*By Dr. Patricia Bamanyaki / Ms. Adeline Muheebwa*

### Pre- and Post- Assessment results

Participants were requested to undertake a pre and post assessment with the objective of assessing their level of knowledge before and after the training as well as the knowledge retention from the training. The pre and post assessment results revealed that out of the seven (7) participants that took part in the assessment, two (2) of them were well versed with gender concepts and modules whereas five (5) were not. The results also showed that three (3) participants were unable to analyze gender related issues in technology and also two (2) participants were unable to analyze gender related issues in regard to labor. However, all the participants had a substantial increase in understanding and ability to apply key gender

concepts in AEAS. The knowledge increment for all participants was over 50% in the post-assessment results unlike in the pre-test assessment where only four (4) participants were above the 50% mark. The individual participant assessment results were analyzed and graphically presented in *Annex 3*.

## **Evaluation Results**

### **Training programme, content, and welfare management**

All the participants agreed with the fact that the training had achieved the learning objectives, and that the program had been structured in a logical way and created learning points. Participants also felt that the facilitators were on point and shared their knowledge and experiences freely clearly explaining the concepts. It was noted that because of the successful training, participants had gained new skills and knowledge and were confident that they were now in position to understand and apply key training areas.

In general, participants felt that the training preparations were adequate and timely. All participants expressed that they were comfortable with the meals provided and felt that their concerns were handled appropriately by the training organizers. Participants appreciated the training and expressed the need to participate in more similar trainings in future.

### **Evaluation results for the facilitators**

All participants scored the facilitators as good and excellent in the knowledge of the subject and interaction with the participants as they took time to engage the participants as much as possible. The participants felt that the facilitators were brilliant and precise and were as elaborate as possible. One of the participants referred to them as “*a great team*”.

### **Some of the issues raised from the evaluation results include: -**

1. One of the proposals was that gender in digitalization of Agriculture should be included in future gender trainings.
2. Participants felt that the time for the workshop was limited as there were too many activities in one workshop and more time was needed to be able to cover what has been covered in 3 days proposing that it should have been at least five working days.
3. One of the participants suggested that future trainings should make provisions for translation, since not all people speak English.
4. One of the participants recommended including a mentoring programme in future gender workshops
5. Participants expressed interest in understanding the application of gender more specifically the different gender analytical frameworks and tools.

Some of the gender knowledge gaps expressed in the gender assessment include: gaps in understanding and application of gender analytical frameworks within the context of agricultural extension and advisory services, lack of clarity of what gender in Agricultural Extension and Advisory Services (AEAS) entails and gender at institutional levels in terms of the mechanisms, structures and guidelines (policies and manuals) to guide the extensionist on the integration of gender in their work and how the gender results and impacts can be tracked.

## 4.0 Workshop Objectives

---

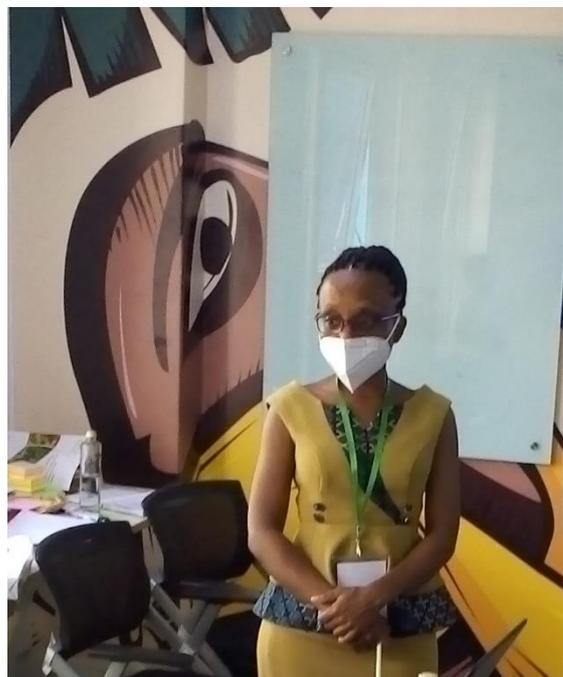
*Dr. Patricia Bamanyaki*

Dr. Patricia Bamanyaki shared the workshop objectives as follows: -

1. To appreciate the changes in the AEAS operating context and position the Extensionist for effective service delivery in Agricultural Innovation System (AIS).
2. Develop a common understanding of gender concepts and strengthen the integration of gender in programs, projects, and institutions.
3. Review and update the AFAAS Gender Mainstreaming strategy and develop priorities for gender actions at the continent and country level.
4. Constitute and institutionalize the AFAAS Gender Community of Practice with clear terms of reference for implementation.

Patricia highlighted that although there has been more prominence on words like gender equality and equity in the development agenda, the realization of inclusion is critical in achieving the development goal at the different levels of organization, national and global. She then explained the importance of mainstreaming gender and social inclusion in programs, projects, activities, M&E and learning.

She re-echoed the commitment of AFAAS in facilitating the integration of gender within its projects and programmes. She noted that as an entry for strengthening the gender component at AFAAS, the gender experts of the different country fora were convened to guide the strategic process.



*Dr. Patricia Bamanyaki during the workshop*

## 5.0 Rationale for the New Extensionist

*Ms. Adeline Muheebwa*

Ms. Adeline Muheebwa facilitated the session on the New Extensionist Learning Kit (NELK) module.

She gave a brief introduction of the NELK module and shared the session objectives as: -

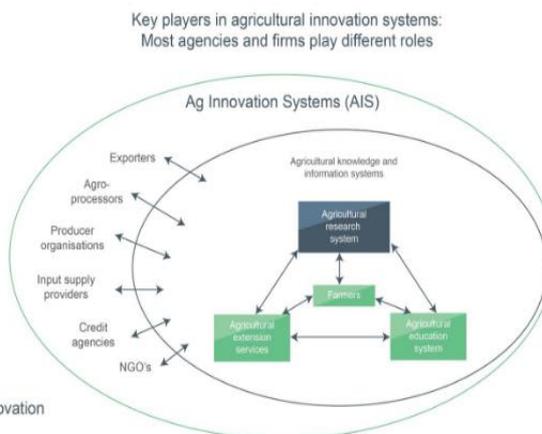
1. To understand the trends observed in the rural sector with a focus on the need for **pluralism**.
2. To understand the role of **Agriculture Innovation System (AIS)** in addressing the changing rural context.
3. To identify the different types of **extension advisory service providers** and their roles.



*Ms. Adeline Muheebwa facilitating the session*

Adeline drew the participants' attention to the complex interactions in the agricultural sector between the different actors, commonly the farmers, academia, researchers, and extension agents. She mentioned that the evolving changes in the Agriculture Innovation System (AIS) has called for inclusion of the previously left out stakeholders representing the marketers, agro-processors, input dealers, financiers, and other service providers.

Adeline outlined some of the major causes of change in the rural livelihoods as:- globalization, marginalization of rural communities and the different agro ecological aspects among others. She also mentioned that the changes are also in policies, structures and processes geared towards compliance by the smallholder farmers which is very implicative to the extensionists, as this places additional roles for the extensionist to ensure that there is traceability of products in compliance with the standards. Other changes such as limited access to productive inputs for example smallholder irrigation systems during the long droughts not only affects production but also affects the effectiveness of service delivery to the farmers.



*Illustration of the interactions within the AIS and added roles for the new Extensionist*

Adeline accentuated that Food systems and food security are prominent topics today in development and with the changes in the rural livelihood there is an expanded role of

the extensionist as compared to the 1960s where the role of the extensionist was limited to the transfer of technologies from research to the farmers.

She cited some of the different approaches that have been promoted over the times to improve extension service delivery to the farmer. Some of the approaches mentioned were: the participatory research and extension, adult education, rural empowerment and farming systems research and extension among others. In the current circumstances, it is important that the extensionist understands the ongoing AIS interactions in order to effectively deliver EAS services.

### **Reactions and Comments from the Participants**

1. There is need to include some of the actors left out in the AIS framework including government organizations or agencies, agribusiness enterprises and other private sector players as these play a critical role.
2. There is need to unpack who the farmer is in this context in terms of the social and economic attributes including the cultural and traditional aspects, gender issues and commodity types among others.
3. The entry point of the new extensionist in the AIS should be well defined and the capacities of the extensionists enhanced so as to effectively respond to the issues affecting the farmer, the changing environment, access to markets, climate change and culture among others. In addition, the extensionists require to have the technical and functional capacities in order to navigate, collaborate and manage complex situations in the different context.
4. The new extensionist needs to be continually retooled, bringing on board new processes so that they can benefit from the current changes.
5. The Agricultural extension system is not static therefore it has to change so that it can take into consideration the ever-changing needs of the community. However, it was noted that the enabling environment is the biggest challenge affecting AEAS service delivery, especially the absence of some of related AEAS policies and inadequate enforcement of product standards. Participants mentioned the need to build capacity of extensionists in policy lobbying and advocacy in order to influence the enabling environment.
6. There are limited publications on AEAS to guide actors on how to improve their service delivery. The documentation on challenges and success stories is also lacking hence limited information to strategically direct the extension agenda.

### **Innovation Capacity of the AIS and Role of the Extensionist**

Ms. Adeline Muheebwa began the session by defining the AIS using the quote from World Bank as “a network of organizations, enterprises, and individuals focused on bringing new products, new processes, and new forms of organizations into social and economic use, together with the institutions and policies that affect their behavior and performance”. She emphasized that the effectiveness of an AIS system is dependent on the innovation capacity of the system. Some of the elements of innovation capacity highlighted were: actors and their roles; patterns of interactions between the different players; institutions and their structures; and the enabling environment.

Adeline pointed out the importance of the role of the extensionist in AIS, including the identification of the gaps in AEAS service delivery (brokering role), facilitating the interactions between the actors, the distribution of resources and establishing market linkages.

**Exercise 1: Observed trends in the environment by the different AEAS actors**

Drawing from the many actors engaged in AEAS service delivery, participants worked in three groups of Academia/Research, Farmers / NGOs and Public / Government to highlight the changes or trends observed in the environment (exercise 1) and how the actors can improve the AEAS service delivery (exercise 2). Below are the results presented by the groups: -

**Exercise 1: Trends observed in the environment by the different actors**

Farmer Organizations / NGOs	Public Sector	Research and Academia
<ul style="list-style-type: none"> <li>• Extensionist skill gap in matching the real problems of the farmers against their diverse needs and other client demands.</li> <li>• Low Extension to farmer ratio e.g. Nigeria 1: 5,000.</li> <li>• The influx of corporate private investors with no proper guidance on their operations.</li> <li>• Low funding to facilitate AEAS service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Growing multiple actors within the extension space</li> <li>• Un-coordinated multiple approaches and methods of extension service delivery</li> <li>• Changing global legal frame works to guide AEAS</li> <li>• Low Extension to farmer ratio e.g. Nigeria 1: 5,000.</li> </ul>	<ul style="list-style-type: none"> <li>• Climate change (change in rainfall patterns, flooding, degradation of soils etc.).</li> <li>• Increased use of information and communication technology (ICT) for service delivery although challenged by access to electricity and access to gadgets.</li> <li>• Unstable government policies coupled with insufficient extension workers.</li> </ul>



*Group representing farmers and NGOs*



*Group representing academia and research*

## Exercise 2: How actors can improve AEAS service delivery amidst the observed trends

Farmer Organizations / NGOs	Public Sector	Research and Academia
<ul style="list-style-type: none"> <li>• Continuous Advocacy for funding and inclusive extension</li> <li>• Promotion of peer extension (farmer to farmer, lead farmer) module</li> <li>• Strengthen the E-extension modules</li> <li>• Diversification of value chains and value addition.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote awareness raising programs through training, workshops, seminars and use of media</li> <li>• Networking with countries and organizations (update of current trends in AEAS).</li> <li>• Leveraging on new innovation platforms for service delivery</li> <li>• Promoting AEAS training, teaching and research programs across the countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Review existing policies to include current trends.</li> <li>• Promote continuous capacity building for both private and public sector actors</li> <li>• Improve partnerships and collaborations to avoid working in silos and duplication</li> <li>• Use of ICT to bridge the gap of low extension service providers</li> </ul>

### Reactions and comments

1. There is a need for the extensionist to take on the advocacy role and build confidence in engaging in the AEAS policy landscape.
2. As far as the extension is concerned at a continental level, there is need to have a common strategic approach of articulating policies and related legal frameworks within the AFAAS Country fora.

Other changes mentioned that exist in the AEAS landscape were: -

1. New category of farmers that are ICT compliant
2. Highly knowledgeable farmers demanding high-end technology
3. Different categories of farmers (Resource-poor, middle, high) at different economic levels
4. Unstable government policies with differing priorities and changing over time
5. Static extension policies despite the review of the different agricultural policies. Hence misalignment with government policies
6. Change of focus in the farming systems from primary production to agro-industrialized production

Adeline emphasized the importance of core competencies for extension service providers and the need to build on the wider AIS with a shift towards embracing professionalization of AEAS and promoting the pluralistic approach amongst extension service providers.

## 6.0 Definition of Key Gender Terms.

*Dr. Patricia Bamanyaki*

The session started with defining the key gender terms in the AFAAS strategy within the context of AEAS. Patricia noted that the key definitions will be put in the new strategy to guide AFAAS understanding as we prepare projects, and write proposals, thus a uniform language will be spoken across the continent.

The key terms defined were: Gender Equality, Gender Equity, Social Inclusion and Youth engagement. In order to generate a common understanding of the gender terms, the keywords from the definitions were highlighted as below: -

**Table 1. Keywords from participants' definition of gender concepts**

Equality	Equity
<ul style="list-style-type: none"> <li>• Equal rights</li> <li>• Same treatment</li> <li>• Equal opportunity</li> <li>• Human rights</li> <li>• Contribution to social, political and economic development</li> <li>• Distribution of benefits</li> <li>• Participation</li> <li>• Resources: skills, finance, knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Inequalities minimized</li> <li>• Fairness</li> <li>• Priority to vulnerable people</li> <li>• Access</li> <li>• Minorities</li> <li>• Level playing ground /Affirmative action</li> <li>• Fair distribution of opportunities</li> <li>• Justice (conventions and commitment to SDGs)</li> </ul>
Social Inclusion	Youth Engagement
<ul style="list-style-type: none"> <li>• Targeting most disadvantaged</li> <li>• Dignity</li> <li>• Delineating categories of the excluded e.g. working with policies, PWDs in extension delivery</li> <li>• Improving involvement</li> <li>• Improving the ability, and Opportunities of the disadvantaged</li> <li>• Terms of participation in society</li> </ul>	<ul style="list-style-type: none"> <li>• Intentional partnership</li> <li>• Youth as a stakeholders-problem solver, problem analysis</li> <li>• Change agents</li> <li>• Extension advisors</li> <li>• Pragmatic approach</li> <li>• Promoting gender equality and empowerment</li> <li>• Youth-friendly intervention</li> <li>• Youth (16-35 years)</li> <li>• Different value chain nodes</li> <li>• Opportunities</li> <li>• Access</li> <li>• Addressing contrarians of youth</li> </ul>

**Note:** see Annex 7 - for participants' full definitions

Patricia was left with the task of developing the AFAAS Gender definitions using the key words prioritized under the different terms and concepts for action.

### **Reactions and comments:**

1. AFAAS needs to define its target groups for the gender strategy so as to identify priority actions for the target groups.
2. AFAAS needs to define the age range for youth so as to be able to track its efforts to this particular group.

Patricia noted that while reviewing the strategic plan, there was no specific action focusing on the youth. She emphasized the need to explicitly define the different identities which can make the specific categories included in certain spheres.

Participants then proposed the different vulnerable groups to be considered as AFAAS target groups: persons with disability (Blind, lame), Youth (15-30 years old, educated and uneducated), women (widows, young mothers), child-headed homes, and child labor. Other elements that defined vulnerability include: indigenous groups, location, age and income among others.

## **7.0 Integration of Gender into AEAS**

---

*Dr. Patricia Bamanyaki, Adeline Muheebwa*

Dr. Patricia Bamanyaki outlined the objectives of the session as: -

1. The what, why, and how of Gender Integration
  - To understand gender integration and why it is important in AEAS
  - To learn approaches to Gender Integration in policies, programs, and projects
  - To explore Gender Analytical Frameworks, how & when to use them
2. Gender Integration in the AEAS program/project cycle
  - To theorize a typical AEAS program/project cycle
  - To learn how to apply gender analytical frameworks to the AEAS cycle
  - Practical case study

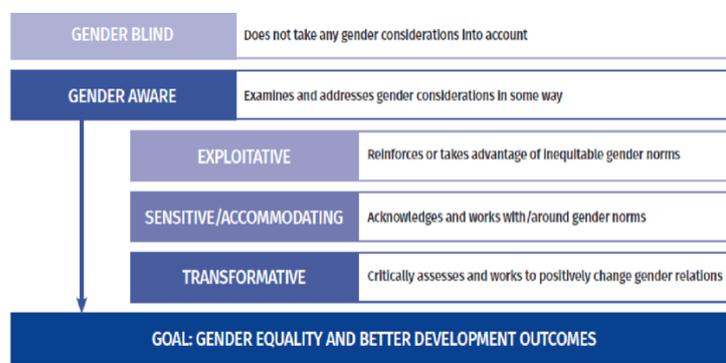
She explained that gender integration is founded on gender analysis which is a systematic examination of a particular context to understand the roles and norms of men, women, boys, and girls, the power relations among them, the needs, constraints and opportunities, the impact and implications that the differences have among the different gender categories.

Patricia, highlighted reasons for gender integration in AEAS, which included increased adoption of improved technologies and practices through the use of socio-cultural sensitive approaches that are associated with inclusive decision-making, joint ownership and control of resources; balanced gender division of labor; and addressing the cultural and mobility restrictions. She emphasized the need to realize and address inequalities in order to guide and implement effective policies and programs.

## 8.0 Approaches to Gender Integration.

*Dr. Patricia Bamanyaki*

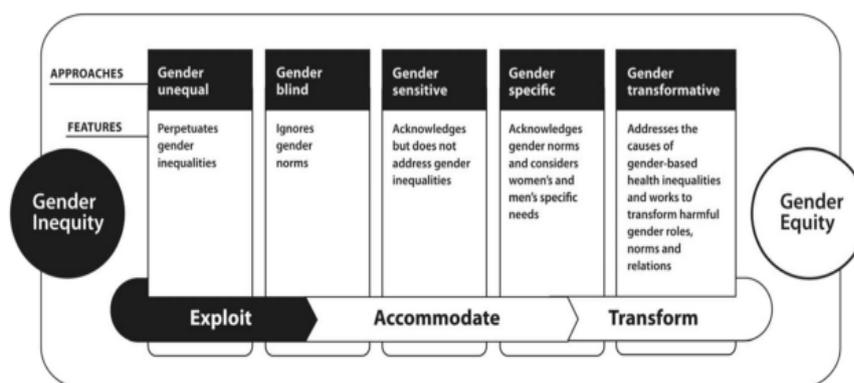
Patricia specified that gender approaches can either be gender blind or gender-aware. Gender blind approaches were described as approaches that do not take into consideration any gender attributes, while gender-aware approaches examine and address gender considerations in different ways and to different extents. The gender aware approaches were categorized



*Illustration of approaches to gender integration*

into three groups:- (i) gender exploitative approach, which analyzes the situation but takes advantage of the existing norms, and no attempt is taken to change the status quo (ii) Gender-sensitive / accommodative approach which acknowledges and works with or around gender norms without changing the underlying causes of the issues but uses methods that lessen a burden. This approach was said to be used in places with deeply entrenched culture that cannot be easily changed and the (iii) transformative gender approach which critically assesses and works to positively change gender relations.

She noted that the overall objective of the gender-aware approaches is to achieve gender equality and better development outcomes, as well as gender equity, especially in places that have no level playing field.



*Greaves, Pederson & Poole (Eds). (2014) Making it Better: Gender Transformative Health Promotion*

Patricia shared another illustration on gender approaches used in the health sector for further clarity.

She noted that the previous AFAAS gender strategy promoted the accommodative approach with the goals stated as transformative. These could not be achieved as they did not have actual strategies and core actions to deliver the expected results. She therefore urged the participants to focus on achievable actions that can lead AFAAS to gender equality, equity and social inclusion within the specified context.

## 9.0 Gender analytical frameworks for Gender Integration

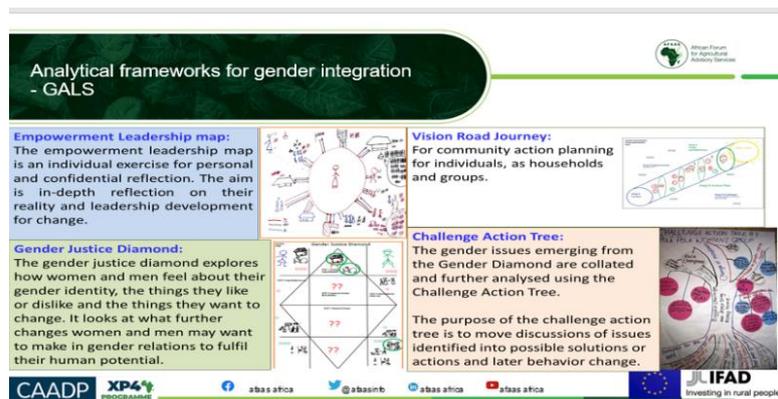
*Ms. Adeline Muheebwa / Dr. Patricia Bamanyaki*

Ms. Adeline Muheebwa highlighted the importance of gender analytical frameworks in guiding data collection and providing a structure for organizing information about gender differences across different domains of social life and examining how these differences affect the lives of men, women, boys, and girls. She stated that it is important to understand the realities of women, boys and girls whose lives are impacted or will be impacted by policy, program, project or even institution. She added that there are gender analytical frameworks that are specific for gender analysis in institutions and those that are specific for projects or programmes.

The gender analytical frameworks discussed in the session included the Harvard analytical framework, Gender Analysis Matrix (GAM), Gender Action Learning System (GALS) methodology and the Gender Equality and Social Inclusion (GESI). The session focused on the two frameworks – the GALS and GESI as below: -

### Gender Action Learning System (GALS)

Adeline used the definition by Oxfam to define the Gender Action Learning System (GALS) methodology. She defined GALS as a community-led empowerment methodology that uses principles of inclusion to improve the income, food and nutrition security of vulnerable people in a gender-equitable way (Oxfam Novib, 2014).

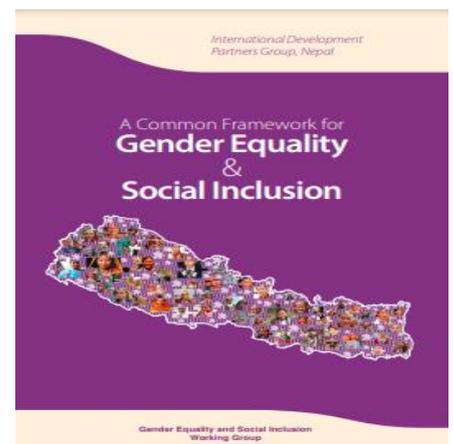


### *GALS framework presented during the workshop*

She added that GALS positions poor women and men as drivers of their development rather than victims. In her explanation she stated that GALS identifies and dismantles obstacles in the environment and challenges service providers and private actors aiming for win-win negotiations. She emphasized that GALS aims to give women as well as men more control over their lives as the basis for individual, household, community and organizational development.

## Gender Equality and Social Inclusion (GESI) Framework:

Patricia defined Gender Equality and Social Inclusion (GESI) Framework as a framework that addresses unequal power relations experienced by people on the grounds of diverse identities (gender, wealth, ability, location, ethnicity, etc.) or a combination of these dimensions (International Development Partners Group, Nepal, 2017). She narrated that GESI's focus is on the need for action to rebalance power relations, reduce disparities & ensure equal rights, opportunities & respect for all individuals regardless of their social identity. She identified the socially excluded groups or individuals as the women, physically or ill health individuals, groups of a particular age, the poor and economically excluded and those who suffered a natural or man-made disaster.



*GESI hand book Illustration.*

In conclusion, participants were informed that the gender analysis tool to be used was dependent on (i) the task at hand, (ii) the context, (iii) the resources available for example time and money and (iv) the expertise of the user. It was emphasized that the gender analytical framework is not standalone tool but can be used in a mixed method with other tools for complementarity since each of the tools have their strengths and limitations. Links to other gender analytical frameworks were shared for participants further reading - see *Annex 6*.

## 10.0 Application of gender integration into AEAS

*Dr. Patricia Bamanyaki*

Dr. Patricia Bamanyaki noted that AFAAS's footprint in gender cannot be tracked despite the gender actions stated at country level.

It was therefore critical that AFAAS develops at least two or three gender indicators that can be tracked at continental level. She then led the participants through the different stages of the project cycle and how to integrate gender in AEAS at each of the steps.

- Identifying the specific groups of the excluded & vulnerable (AEAS targets) in the selected project location, including an understanding of the intersectionality of dimensions: (i) Historically, intergenerationally excluded – e.g., women, indigenous people; (ii) Economic exclusion – the poor, the vulnerable e.g., due to



*Participants actively participating during the workshop*

age (young, older persons); (iii) excluded due to ability (PWDs, PLWHAs); (iv) exposure to disaster. She also provided participants with possible sources of information on specific groups, which included Existing secondary data, Interviews with different stakeholders. The tools to collect information on specific social groups were described as poverty mapping, well-being ranking, social mapping, vulnerability assessment, among others.

- Conduct a situational analysis of barriers & capacities of the selected groups (e.g., the poor, vulnerable, excluded) in AEAS; Learn about the varied constraints experienced by the different types of vulnerable and excluded groups when they seek to access & benefit from AEAS services; Understand what measures have been successful in addressing these constraints; Review policies and programs to assess whether they are addressing the constraints & barriers; and Analyze existing institutional structures & systems support for the implementation of GESI policies & programs. E.g., levels of staff competence & commitment to GESI.
- GESI- responsive planning; Conduct a stakeholder analysis to understand who among potential beneficiaries is doing what? who has access to what resources, and who has agency (confidence & authority to act)? Which agencies, groups, or individuals are working on GESI issues in the project area & what are their interests? Collect gender/age/location/income disaggregated data & other relevant evidence, ensure that the voices of the targeted group influence the contents of the project plan relating to the mechanisms/approaches to overcome the identified barriers, and consider the GESI project components & activities in detail. How will the project affect the realities of the women, youth, excluded, etc.? How will existing norms, attitudes & behaviors affect the process & outcomes envisioned by the project?  
Ensure the theory of change, results matrices, indicators & planned activities address identified barriers of excluded and vulnerable.
- GESI Programming & Budgeting; Recognize that abilities, interests & needs almost certainly vary, hence the need for flexibility in responses (e.g., mainstream vs GESI – specific projects). Ensure identified project activities address people – provide opportunities & services to strengthen the voice of the target groups and work on systems (changing inequitable norms & discriminatory formal policies). Provide evidence for including activities targeting specific groups to facilitate improved access to program resources & benefits. Include GESI capacity strengthening – orientation training to strengthen skills & competencies; train a core group of selected staff. Allocate sufficient resources for GESI activities – human & financial (e.g., for GESI awareness, capacity building, childcare responsibilities, recruitment & staff training).
- GESI Monitoring, Evaluation, Reporting & Learning; Following the Theory of Change/log frame, focus on people, the changes in relevant groups – assets, incomes, access to resources, voice, ability to influence decisions, access to services, etc. should be measured & documented using qualitative & quantitative data., Document changes in systems (informal behavior, formal policies, structures). Ensure that data is appropriately disaggregated according to all categories of relevance to the project – e.g. by sex, age, physical ability, wealth/income status, location, etc., M&E team should be inclusive – including representation of women & people from the ‘excluded’ communities’. The M&E

system design should ensure that samples inputted satisfy rigorous quantitative methods (statistical significance) to produce valid gender conclusions and lessons. M&E should focus on outcomes (results of actions) & implementation processes (what was done, how, with whom, when) from a GESI perspective.

- GESI Institutional Arrangements; GESI responsible team/unit in the organization should have a clear structure & location – e.g., Gender Focal Person or technical working group. Workplace facilities to support gender-specific personal responsibilities should be in place. E.g., childcare while at work, breastfeeding time, flexible schedules, maternity & paternity leaves, flexibility to deal with family crises, etc., Promotion & transfers should be GESI sensitive. Work culture should be GESI supportive. Incorporate GESI in job descriptions, staff performance evaluations (e.g., efforts to address GESI behavior or actions at the workplace, etc.), and Consistent GESI capacity building for staff to enhance knowledge & skills, GESI manuals, guidelines, toolkits, etc.

Some of the key issues noted during this session were that despite the mention of vulnerability in the AFAAS documents, there is no definition of what it means. In conclusion therefore, there is need to define the key terms in the strategy, hence developing an AFAAS Gender glossary of terms would be relevant. Participants appreciated the need for gender training of the different country fora so as to ensure mindset change for gender actions.

## 11.0 Integration of GESI in projects

---

*Dr. Patricia Bamanyaki*

### **Case study: Bio for Africa Project**

During the session, participants were asked to read the project case study provided and assess the extent to which the projects integrated GESI. The questions were as below:

#### **Questions for assessing the extent to which the project integrated GESI**

- Assess the integration of GESI in the project cycle.
- What kind of gender integration approach would you position this project? Explain your answer?
- Recalling the 4 dimensions of Gender Analysis, how were the following dimensions considered?
  - ✓ Roles and norms for women, men, girls & boys
  - ✓ Power relations among women, men, girls and boys
  - ✓ Needs, constraints & opportunities for each group
  - ✓ Impact and implication of these differences on lives
- Would you conclude that GESI was mainstreamed in the entire project cycle? Please explain your answer.



*FORSCAR- MALI and MaFAAS gender Focal Persons during group discussion*



*MaFAAS, KeFAAS, and GFAAS gender focal persons during group discussion*

### **Discussions by the participants**

1. The participants concluded that the Bio4Africa project is gender-aware because it mentions women but it's exploitative because they do not engage in rigorous gender analysis to understand the gender issues.
2. Despite the identification of the different gender categories, there are no actions for their participation or engagement in the proposal.
3. The project completely ignores the difference that is in roles, access and control of resources and benefits.
4. If the project was gender responsive, it would reflect a good analysis with numbers of different gender categories. It mentions 300 farmers without giving the numbers of the different categories.
5. The project does not mention any specific objectives and activities for gender and therefore cannot track the gender attributes. For example, when the project document mentions low-income farmers, it should spell out the attributes of who a low-income farmer is with clearly articulated gender indicators.

### **Session Recommendations**

1. AFAAS should always engage a gender expert when writing projects. This will enable the target group to be defined and the proposal will clearly articulate gender issues for inclusiveness.
2. There is need to train the country fora in gender so that the proposals developed a gender responsive. The members to be trained include the focal persons and gender focal persons.
3. The gender focus of the donor should be well understood during proposal development.
4. Integrating gender into a project proposal sells it more because it responds to the salient but critical issues that may affect the performance of the project.
5. AFAAS needs to position itself in the gender arena as one that targets both men, women with a specific focus on the youth.

It was noted that AFAAS has no gender policy to guide the gender strategy that is being developed. Rather it would be good practice to develop a document that entails the policy direction before making the new strategy.

## **12.0 Review and Update of the AFAAS Gender Mainstreaming Strategy**

*Dr. Patricia Bamanyaki / Ms. Adeline Muheebwa*

Dr. Patricia Bamanyaki, led participants through a review and update of specific sections of the AFAAS Gender Mainstreaming Strategy. During the session, participants proposed actions for the new strategy as follows: -

1. The AFAAS Gender strategy should be aligned to the continental policies and that each country fora should have their actions aligned to their government policies so that action plans move in tandem with the country level priorities.
2. Participants expressed the need to conduct a country level gender analysis so as to identify gaps for follow on action.
3. The participants agreed that AFAAS should have transformative approaches to gender in AEAS and PWDs.
4. Some of the considerations to be included in the next gender strategy were: - (i) AFAAS should make gender highly relevant in the AFAAS strategy. The AFAAS strategy should be gender mainstreamed; (ii) Emphasis should be placed on GESI going forward; (iii) The AFAAS target group should be well defined and actions developed for their engagement; (iv) there is need for strong gender advocacy for the institution to appreciate and comply with the new AFAAS gender strategy.

The participants suggested the following focus areas: -

1. Gender should come up significantly in all documents of AFAAS. A component on gender and its relevance in AEAS should be included in all AFAAS strategic documents including mainstreaming gender in the AFAAS goal.
2. Need for AFAAS to actualize and put to action the gender actions in the current running gender strategy.
3. There is need to engender all new projects for example AIRTEA project and others.
4. There is also need to identify a strategy on how to engender the running projects for example the CAADPXP Project.

**Proposed Focus:** Emphasis should be made to mainstream gender equality and social inclusion. Gender advocacy should be promoted for wide acceptance both internally and externally.

### **Proposed Objectives for the next five years**

- Mainstreaming of at least 40% women and 10% youth in all AFAAS activities including country fora participation. This should be reflected in the new AFAAS strategy and objectives.
- Monitoring and Evaluation should show indicators that clearly reflect the integration of gender and social inclusion.

**Note:** The participants agreed that the workshop is not sufficient enough to craft out proper objectives but conversations will continue online to craft something that can be shared with everybody to give input. The team also agreed that the target groups for AFAAS are: people with disabilities, youth (15-35 years), women (young mothers, widows), child-headed homes and male champions.

## 13.0 Developing National Action Plans and Formation of the Community of Practice

*Dr. Patricia Bamanyaki / Ms. Adeline Muheebwa*

**Action Planning:** During the workshop, participants from the different countries were asked to make gender action plans. The plans captured national-level priorities, needs, gaps and actions to enhance gender equality and social inclusion.

The Uganda Forum for agricultural advisory services (UFAAS) presented its draft gender action plan and the other countries were yet to finalize and share their plans (*see Annex 5*)



**Ms. Prudence Ayebare presenting the Gender Action Plan for UFAAS**

**Community of Practice:** During this session, the participants proposed a blended platform both online and face to face for continued interactions. The participants also requested that AFAAS should provide a gender page on its website so that gender content is shared with the wider AFAAS community.

It was agreed that there will be national-level COPs which will feed into the AFAAS gender group and as the session came to a close, Ms.



**Adeline facilitating the COP session**

Ayebare Prudence-UFAAS took up the role to be the interim chair of the CoP assisted by Ms. Daphne Mutai-KeFAAS. The team would closely work with Dr. Patricia Bamanyaki in steering the process.

## 14.0 Closing remarks and Official Closing

*Mr. Max Olupot / Mrs. Mary Kamau.*

### Closing Remarks by Mr. Max Olupot

The Director of Programmes AFAAS, Mr. Max Olupot, thanked the participants for their commitment and active participation during the workshop. In his remarks, he was confident that the outcomes of the workshop would take AFAAS to greater heights. He committed AFAAS's full support in the reactivation of gender. He further assured the participants to Walk the Talk of GESI.



**Mr. Max Olupot, Director Programmes AFAAS**

He congratulated the participants upon the formation of the community of practice (CoP) and re-iterated that this would be based at the continental level with a representative at the global level through GFRAS. Max cautioned participants that the strength of the continental CoP is dependent on the Country level commitment and therefore urged participants to steer their national level CoPs. Max pledged to champion the mobilization of men in joining the Gender CoP at the different levels. In his closing remarks, he encouraged the participants to continue with the engagements even after the workshop and wished the participants safe travel back to their destinations.

### Official Closing

Mrs. Mary Kamau, the Board Member AFAAS, officiated at the closing of the workshop as the chief guest. Mary gave a brief background of gender related issues as far back as the 1970s when there was a realization of the importance of the roles that women play in agriculture. She noted that gender has undergone metamorphosis and that it's no longer about women only, but the overlapping identities that account for the outcomes, hence the need to ensure that no one is left behind.



**Mrs. Mary Kamau, AFAAS Board Member**

Mary informed the participants, that with the inclusion of gender in the AFAAS strategy and operational plans, AFAAS will have positioned itself in the gender landscape with assurance of achieving sustainable impact for its actions. She noted the importance of gender integration at policy level which has resulted into increased women's participation and engagement in the policy processes. Mary congratulated the

participants upon the successful completion of the workshop and urged them to mobilize their colleagues to realize the integration of gender in AEAS. She encouraged the participants to have monthly webinars to come up with solutions and document their actions for learning. In her remarks, she declared the workshop closed.

## Annex 1: Training Program

### FINAL AGENDA

#### Gender Workshop

Theme: Integrating Gender into AEAS

Kampala, 12-14 April 2022

#### Day One - Tuesday, April 12, 2022

Time	Activity	Responsibility
08:00 – 08:45	Arrival and registration	Esther & Jacqueline
08:45 – 08:55	Opening prayer Welcome remarks	AFAAS Secretariat – Max Olupot
08:55 – 09:00	Workshop objectives	Patricia
09:00 – 09:15	Participant introductions Workshop norms & logistical announcements	Adeline
09:15 – 10:30	Rationale for the New Extensionist (NELK Module 1)	Adeline
10:30 – 11:00	<b>Tea Break</b>	<b>Esther and Jacqueline</b>
11:00 – 11:30	Rationale for the New Extensionist (NELK Module 1)	Patricia
11:30 – 13:00	Gender in EAS (NELK Module 12)	Adeline
13:00 – 14:00	<b>Lunch Break</b>	<b>Esther and Jacqueline</b>
14:00 – 15:30	Gender in EAS (NELK Module 12)	Patricia
15:30 – 15:45	<b>Tea Break</b>	
15:45 – 17:00	Gender in EAS (NELK Module 12)	Adeline

#### End of Day Three

#### Day Two - Wednesday April 13, 2022

09:00 – 09:15	Recap of Day One	Patricia
09:15 – 10:30	Gender Integration in the AEAS Programme cycle	Patricia
10:30 – 11:00	<b>Tea Break</b>	<b>Esther and Jacqueline</b>
11:00 – 13:00	Gender Integration in the AEAS Programme cycle	Adeline
13:00 – 14:00	<b>Lunch Break</b>	<b>Esther and Jacqueline</b>
14:00 – 15:30	Gender Integration in the AEAS Programme cycle	Patricia
15:30 – 16:00	<b>Tea Break</b>	
16:00 – 17:00	Gender Integration in the AEAS Programme cycle: Practical Case Study of CAADP XP4	Adeline and Patricia

#### End of Day Four

#### Day Three -Thursday April 14, 2022

09:00 – 09:30	Recap of Day Two	Adeline
09:30 – 10:30	Review of AFAAS Gender Strategy: Updating core actions & strategies	Patricia
10:30 – 11:00	<b>Tea Break</b>	<b>Esther and Jacqueline</b>

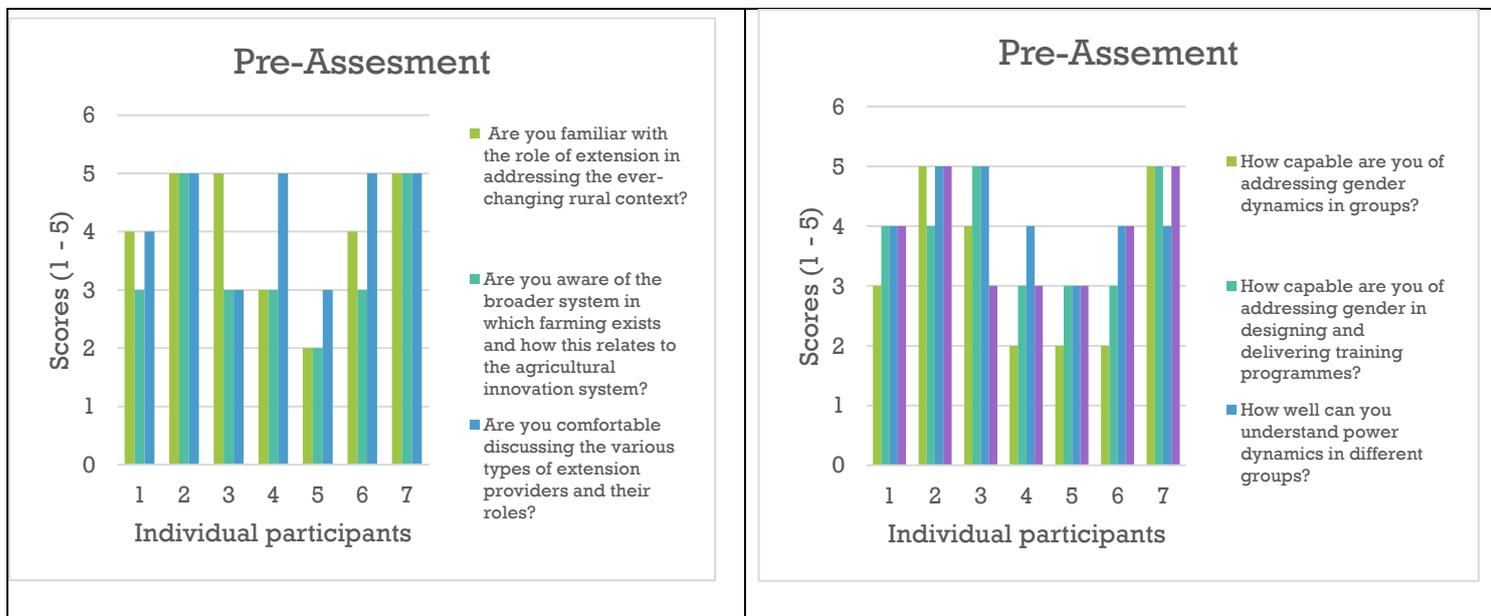
<b>11:00 – 11:30</b>	Review of AFAAS Gender Strategy: Updating core actions & strategies	Patricia
<b>11:30 – 13:00</b>	Selecting National-level priorities & action plans (short, medium & long term)	Adeline
<b>13:00 – 14:00</b>	<b>Lunch Break</b>	<b>Esther and Jacqueline</b>
<b>14:00 – 15:30</b>	Establishing the AFAAS Gender Community of Practice Developing ToRs for CF Gender Focal Persons	Adeline
<b>15:30 – 15:45</b>	<b>Tea Break</b>	
<b>15:45 – 16:15</b>	Summary and reflection of the workshop and key action points (Way forward)	Rapporteur - Scovia Patricia
<b>16:15 – 16:30</b>	Post- assessment Evaluation of workshop sessions	Adeline
<b>16:30</b>	Official closing	

## Annex 2: Attendance List

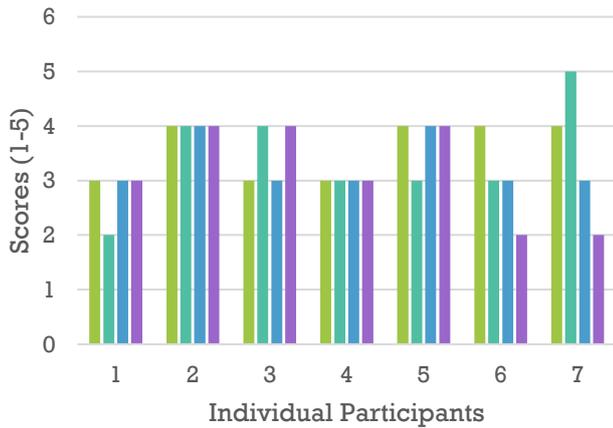
S/N	NAME	M/F	INSTITUTION	MOBILE	EMAIL
1	Coulibaby Harmimatou	F	FORSCAR-MALI	+2239060.0398	<a href="mailto:Coulibabyharmimatou1998@gmail.com">Coulibabyharmimatou1998@gmail.com</a>
2	Rhokote Alphonsine Florentine	F	CAMFASS-CAMEROON	+237656636224	<a href="mailto:florentiedonfack@yahoo.com">florentiedonfack@yahoo.com</a>
3	Daphne Muchai	F	KeFAAS	+254725009766	<a href="mailto:dgatwiri@gmail.com">dgatwiri@gmail.com</a>
4	Ayebare Prudence	F	UFAAS	+256782252840	<a href="mailto:prudayebare@gmail.com">prudayebare@gmail.com</a>
5	Elles Kwanjana	F	MaFAAS	+265992957027	<a href="mailto:ekwanjana@gmail.com">ekwanjana@gmail.com</a>
6	Prof Stella O. Odebode	F	NIFAAS	+2348034891880	<a href="mailto:mrsdrodebode@gmail.com">mrsdrodebode@gmail.com</a> <a href="mailto:mrsdrodebode@yahoo.com">mrsdrodebode@yahoo.com</a>
7	Prospera Anku N. A	F	GFAAS	+233244605110	<a href="mailto:Pros014@gmail.com">Pros014@gmail.com</a>
8	Gilian Kabwe	F	ZAFAAS	+260974355949	<a href="mailto:gkabwe@yahoo.co.uk">gkabwe@yahoo.co.uk</a>
9	Lebo Botsheleng	F	SAFAAS	+ 27012 319 6167	<a href="mailto:lebogangbotsheleng@yahoo.com">lebogangbotsheleng@yahoo.com</a>
10	Djalal Arinloye	M	FoBeCA	+ 229 97 478 289	<a href="mailto:a.arinloye@cgiar.org">a.arinloye@cgiar.org</a>

### Annex 3: Training Evaluation Results

All the participants were in agreement with the fact that the training had achieved the learning objectives, and that the program had been structured in a logical way and created learning points. Participants also felt that the facilitators were on point and shared their knowledge and experiences freely clearly explaining the concepts

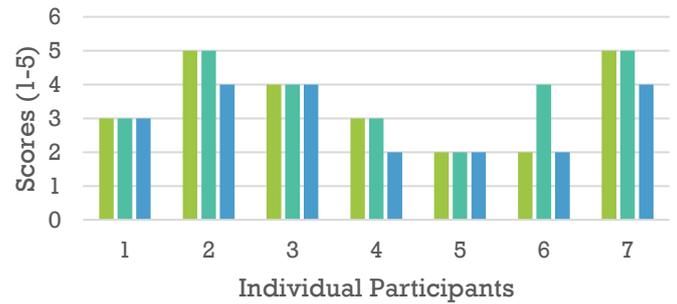


### Pre-Assement



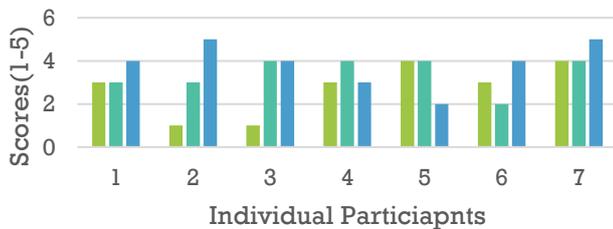
- Are you familiar with the programme/project cycle of agricultural extension and advisory services?
- How well do understand the concept of gender intregation and gender integration approaches?
- Are you aware and can ably explain gender analytical frameworks, including how to use them and the advantages and disadvantages therein?
- How confident are you in your ability to apply gender analytical frameworks in gender integration

### Pre-Assement



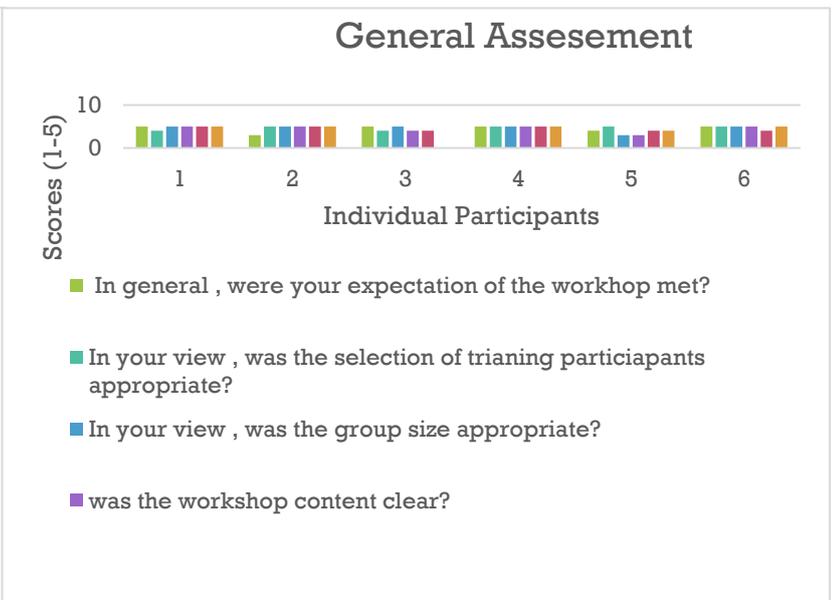
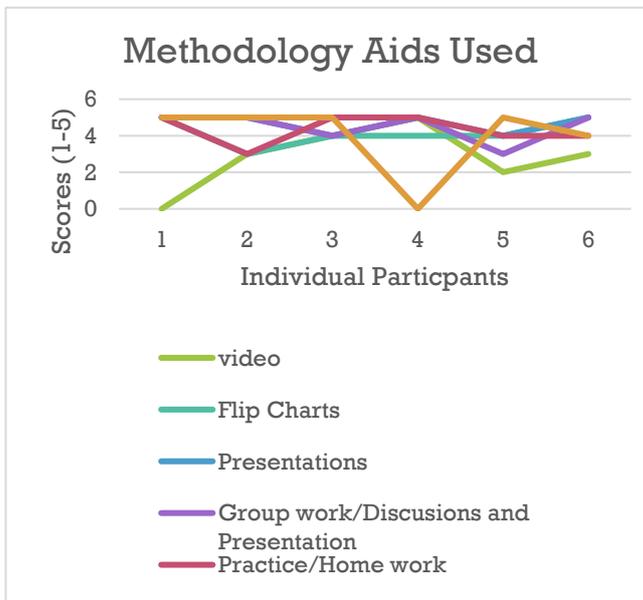
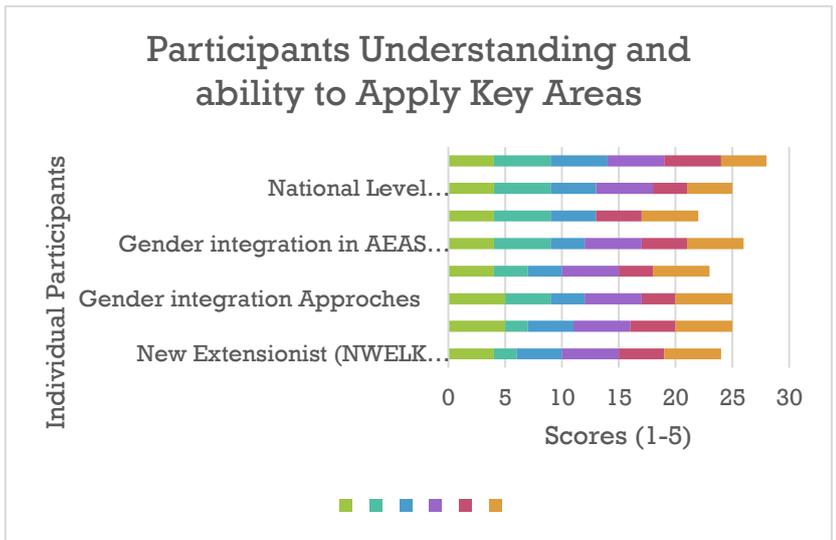
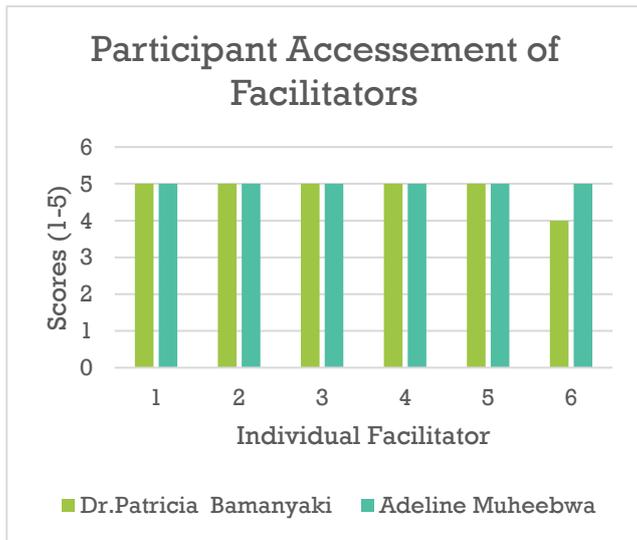
- How confident are you in your ability to recognise gender in agricultural activities?
- How able are you to analyse gender issues related to the division of labour?
- How able are you to analyse gender issues related to technologies?

### Pre-Assement



- Do you understand the vision, mission, and guiding principles of GFRAS and how they relate to the New Extensionist movement?
- Are you familiar with the strategic fields of action and the different levels of capacity development?
- How confident are you in your ability to explain gender to others?

## Post Assessment



### Scale for the scores:

**Facilitators Scores:** 5 (Very good /Excellent), 4 (Good), 3 (Satisfactory), 2 (Fair),1 (Poor)

**Attribute scores:** 5 (Very good /Excellent), 4 (Good), 3 (Satisfactory), 2 (Fair),1 (Poor)

# Annex 4: Daily Recaps

## Screenshots of Daily Recaps

### Objective of the Gender Workshop

Develop a common understanding of gender concepts and strengthen integration of gender in programmes, projects and institutions.

Constituting and institutionalizing the AFAAS Gender Community of Practice with clear terms of reference for implementation.

- 1
- 2
- 3
- 4

### Rationale of the New Extensionist

Changes in Rural Farming/ Livelihood

- Globalization
- Marginalization of Rural Communities
- Agroecology

Increase in the role of the New extensionist

AIS Frame Work

Key players in agricultural innovation systems: Most agencies and firms play different roles.

- 01
- 02
- 02
- 03
- 03
- 03

### Gender Analytical Frame Works

#### Gender Action Learning Systems – (GAL)

is a community-led empowerment methodology that uses principles of inclusion to improve income, food and nutrition security of vulnerable people in a gender-equitable way

It positions poor women and men as drivers of their own development rather than victims, identifying and dismantling obstacles in their environment, challenging service providers and private actors and aiming for a win-win negotiations.

### Learning Objectives

- 1 To learn approaches to Gender Integration in policies, programs and projects
- 2 To understand gender integration and why its important in AEAS
- 3 To explore Gender Analytical Frameworks, how & when to use them
- 4 To learn how to apply gender analytical frameworks to the AEAS' cycle
- 5 To theorize a typical AEAS program/project cycle
- 6 Practical case study

Issues associated with access to and benefit from AEAS are not gender neutral

Failure to realize and address gender inequalities results in misguided and ineffective programs & projects.

A gender analysis framework provides a structure for organizing information about gender roles and relations.

How Choose A frame work to Use.

Ensuring that women and men benefit equally from policies, programs, projects, activities Funded on Gender Analysis

Gender Aware  
Gender Blind  
Sensitive/Accommodative

Goal: Gender equality and better Development Outcomes

## Annex 5: Action Plan

(1)

Action Plan for UFAAS activities on Gender.						
	Gender gap to address (base line)	Objectives	Target and indicators	Action	Responsible persons	Resource
1	Gender training for the board and members to enable them mainstream gender in policy and actions of the forum.	To facilitate learning for the major decision makers on gender issues at in the farmers organization.	70% of the farmer leaders in the members with knowledge on gender mainstreaming and general planning.	A training manual on gender mainstreaming developed.		<ul style="list-style-type: none"> <li>• Stationary</li> <li>• Venue</li> <li>• Meals</li> <li>• Air time</li> <li>• Resource persons</li> </ul>
2	Training staff in advocacy, leadership and presentation skills	To build the capacity of women in leadership and performance in their leadership positions.	60% of women representatives on the members equipped with advocacy and leadership skills.	Develop a training manual on women and leadership influence in their communities.		<ul style="list-style-type: none"> <li>• Stationary</li> <li>• Airtime</li> <li>• Transport Resource persons</li> </ul>
3	Establish a working group on gender	To promote continues engagement and planning for gender mainstreaming	A working group on gender established by UFAAS and able to regularly engage.	Mobilizing relevant members to form a gender working group to advocate and follow up gender in AES.		<ul style="list-style-type: none"> <li>• Stationary</li> <li>• Venue</li> <li>• Meals</li> <li>• Air time</li> <li>• Resource persons</li> </ul>

4	Gender opportunities and value chain	To equip women with skills of 5identifying and engaging with profitable activities in the different value chains.	At least 30% of the women I identify and engage in the profitable value chain activities.	Identify specific value chains for women engagement for key agro related services.  Identify the groups to work with		<ul style="list-style-type: none"> <li>• Airtime</li> <li>• Transport</li> <li>• Stationery</li> <li>• venues</li> </ul>
5	Fast track the development of gender policy and strategy for the UFAAS	To have an analysis of existing policies input in the existing policies		Communicating to the members and scheduling appointments to engage on gender policies.  Work plan		<ul style="list-style-type: none"> <li>• Airtime</li> <li>• Stationery</li> <li>• Transport</li> <li>• venues</li> </ul>
6	Capacity building in reporting and planning for gender	To create understanding of UFAAS leaders and members on effective knowledge management.  To have gender integrated in the planning and reporting for gender		Develop material for the study  Identify group to build capacity  work plan		<ul style="list-style-type: none"> <li>• stationery</li> <li>• airtime</li> <li>• venues</li> </ul>

7	Document and disseminate best practices on gender mainstreaming for generation of good actions and policy proposals	Best knowledge and actions on gender benchmarked and disseminated	To document best practices on gender for consideration of our membership to promote gender proactiveness.	Best practices on Gender and AE documented and disseminated.		<ul style="list-style-type: none"> <li>• Stationary</li> <li>• Venue</li> <li>• Meals</li> <li>• Air time</li> <li>• Resource persons</li> </ul>
7	Development of the Gender mainstreaming strategy and policy	To review the policies in place for gender mainstreaming and planning.	A gender strategy developed for UFAAS developed	Review the internal policies for UFAAS, guide on the development of the strategy for planning and general mainstreaming of gender in the different activities of UFAAS		<ul style="list-style-type: none"> <li>• Stationary</li> <li>• Venue</li> <li>• Meals</li> <li>• Air time</li> <li>• Resource persons</li> </ul>
8	Development of fundraising strategy for gender empowerment activities.	To facilitate development of strategy to source for funds to support the gender activities for UFAAS developed and implemented.	Planning for the resources of facilitating gender through a guided action			<ul style="list-style-type: none"> <li>• Stationary</li> <li>• Venue</li> <li>• Meals</li> <li>• Air time</li> <li>• Resource persons</li> </ul>
9	Gender awareness activities	To generate information on gender disseminated to the wider group of stakeholders.	Platforms provided for disseminating information on gender and AES. (farmers, extension workers, technology			<ul style="list-style-type: none"> <li>• Stationary</li> <li>• Venue</li> <li>• Meals</li> <li>• Air time</li> <li>• Resource persons</li> </ul>

			developers, Policy makers)			
<b>10</b>	International day of rural women. ( <b>15<sup>th</sup> October Annually</b> )	To amplify the voice extension service on the International Day of rural women.	A platform for engagement and networking with policy makers provided			<ul style="list-style-type: none"> <li>• Tents</li> <li>• Stalls for exhibition</li> <li>• Transport</li> <li>• Stationary</li> <li>• Venue</li> <li>• Meals</li> <li>• Air time</li> </ul>
<b>11</b>	World Food Day ( <u>16<sup>th</sup> October Annually</u> )	To enable UFAAS members engage other stakeholders and network on WFD.	A platform for engagement and networking with policy makers provided			<ul style="list-style-type: none"> <li>• Tents</li> <li>• Stalls for exhibition</li> <li>• Transport</li> <li>• Stationary</li> <li>• Venue</li> <li>• Meals</li> <li>• Air time</li> </ul>
<b>12</b>	International women's day ( <u>8<sup>th</sup> March Annually</u> )	To enable UFAAS members engage key stakeholders and network on AES in the celebrations of IWD	A platform for engagement and networking with policy makers provided			<ul style="list-style-type: none"> <li>• Tents</li> <li>• Stalls for exhibition</li> <li>• Transport</li> <li>• Stationary</li> <li>• Venue</li> <li>• Meals</li> <li>• Air time</li> </ul>
<b>13</b>	International Youth Day. ( <u>12 August Annually</u> )	Youth Voices in AE amplified.	A platform for engagement and			<ul style="list-style-type: none"> <li>•</li> </ul>

			networking with policy makers provided			
<b>14</b>	Develop a position for UFAAS on the gender equality budgeting.	To generate key issues of concern by the AE actors in the developed Annual budgets	A position paper developed with key issues to facilitate gender inclusion in AES.			Resource person Meeting venues Stationary
<b>15</b>	Training UFAAS leaders and Management in Gender budgeting and planning	To equip UFAAS leadership and management in planning and budgeting for gender.	Capacity building session organized to equip the leadership with skills of gender equity planning and budgeting.			<ul style="list-style-type: none"> <li>• Stationary</li> <li>• Venue</li> <li>• Meals</li> <li>• Air time</li> <li>• Resource persons</li> </ul>
<b>16</b>	Review and analysis of the Agricultural related Policies, Farmworks – For Position papers <u>National Agricultural Policy, National Development Plan, National Agricultural Policy, Strategy, Parish Development Model on supporting Gender issues.</u>	Position paper on how gender is integrated in agricultural related policies of extension service delivery.	A position brief shared on gender and EA policies.			<ul style="list-style-type: none"> <li>• Stationary</li> <li>• Venue</li> <li>• Meals</li> <li>• Air time</li> <li>• Resource persons</li> </ul>
<b>17</b>	Conduct a study on the implication of current AES delivery on different gender.	Issues of gender and agricultural extension issues generated for joint advocacy	A study conducted.  Policy brief developed.			
<b>18</b>	Document and disseminate gender sensitive technologies to the grassroot members.	To disseminate gender sensitive technologies to the grass root	Generate best practices compendium of good technologies			

		members of UFAAS	disseminated to rural communities.			
<b>19</b>	Support UFAAS members to develop/ review gender mainstreaming policies, strategies and frameworks.	At least 10% of the members supported to develop gender sensitive programmes, policies, and strategies.	Members supported to develop internal gender sensitive policy instruments.			
	Organise policy engagements for youth women and other excluded categories	To provide a platform for engagement with policy makers for policy and action change.	Advocacy forums organized for women, youth			

(2)

### **Action Plan for MaFAAS activities on Gender and Social Inclusion**

No	Gender gap to address (base line)	Objectives	Target and indicators	Action	Responsible persons	Resources
<b>1.</b>	Develop MAFAAS Gender and Social inclusion strategy	To DEVELOP a comprehensive Gender and social inclusion strategy for planning and implementation.	gender strategy developed	Develop	Gender Focal person	Stationary Venue Meals Air time Logistics

<b>2.</b>	Launch gender and social inclusion strategy	To inaugurate gender and social inclusion strategy for guidance during implementation.	1 launch conducted	Organize a launch ceremony	Gender desk Officer/Focal Person	Stationary Venue Meals Air time Logistics
<b>3.</b>	Create awareness for Gender and social inclusion strategy	Raising awareness, for gender and SI mainstreaming to increase sensitivity for supporting women's participation in key decision-making and implementation structures	11 awareness campaigns conducted at National district level	Conduct awareness campaigns	Gender desk Officer/Focal Person	Stationary Venue Meals Air time Logistics
<b>4.</b>	Conduct capacity building on gender and social inclusion for Board, executive committee and MaFAAS member representatives	Provide training to increase gender sensitivity, knowledge and skills on gender and Social inclusion	4 trainings conducted	Conduct capacity building trainings	Gender desk Officer/Focal Person	Stationary Venue Meals Air time Logistics
<b>5.</b>	Establish a working group on gender and social inclusion	To promote continuous engagement for planning, implementation and reporting of gender of GIS and different levels	1 working group established	Mobilizing relevant members to form a gender working group to advocate and follow up gender and social inclusion strategy implementation.	Gender desk Officer/Focal Person	Stationary Venue Meals Air time Logistics
<b>6.</b>	Identify gender champions	To promote continuous engagement and implementation gender mainstreaming at grassroots level	120 gender champions identified	Identifying relevant members as gender champions at community level.	Gender desk Officer/Focal Person	Stationary Venue Meals Air time Logistics

<b>7.</b>	<b>Provide Training to gender champions and technical working group in mainstreaming, planning and reporting and for gender and social inclusion</b>	<b>To support gender champions and technical working group members with gender mainstreaming frameworks, methods and tools</b>	<b>2 trainings conducted on mainstreaming, planning and reporting for gender and social inclusion</b>	<b>Conduct training targeting gender champions and technical working group</b>	<b>Gender desk Officer/Focal Person</b>	<b>Stationary Venue Meals Air time Logistics</b>
<b>8.</b>	Promote Gender Action Learning Systems (GALS)	To improve the livelihoods of women and men smallholder farmers through providing targeted gender responsive extension	4 awareness workshops on GALS conducted	Conduct awareness workshops on GALS		Stationary Venue Meals Air time Logistics
<b>9.</b>	Promote women and youth friendly technologies and services	To improve women access to and use of agricultural innovations, information, finance and other inputs and services to increase production and productivity, value addition, and incomes	- 4 gender equity in access to agricultural technology, assets, services and markets trainings conducted - Procure women friendly equipment for improved production	Organize trainings  Women and the vulnerable friendly machinery procured		Stationary Venue Meals Air time Logistics machinery
<b>10.</b>	Document and disseminate best practices on gender and SI mainstreaming	To identify and document gender and social inclusion best practices for information sharing and learning.	Gender best practices documented, disseminated and published	Document gender and social inclusion best practices Disseminate gender and social inclusion best practices		Stationary Venue Meals Air time Logistics

				Publish gender and social inclusion best practices		
<b>11.</b>	International day of rural women (15th October Annually)	Participate and amplify the voice of the vulnerable extension service on the International Day of rural women.	A platform for engagement and networking with policy makers provided	Participate in the gatherings for engagement and networking with policy makers provided		Stationary Venue Meals Air time Logistics
<b>12.</b>	World Food Day (16th October Annually)	To enable MAFAAS members engage other stakeholders and network on WFD.	A platform for engagement and networking with policy makers provided	Participate in the gatherings for engagement and networking with stakeholders		Stationary Venue Meals Air time Logistics
<b>13.</b>	International women's day (8th March Annually)	To enable MAFAAS members engage key stakeholders and network on AES in the celebrations of IWD	A platform for engagement and networking with policy makers provided	Participate in the gatherings for engagement and networking stakeholders		Stationary Venue Meals Air time Logistics
<b>14.</b>	Conduct a study on the implication of current Agricultural Extension Issues (AES) delivery on gender and social inclusion	To identify the elements, components and issues constituting Agricultural Extension Issues (AES) delivery on gender and social inclusion	A study reports.	Develop tools that have been custom-made to suit requirements for the study		Stationary Venue Meals Air time Logistics
				Conduct the study		
				Produce a comprehensive report		
				Reporting and communication of keys issues		

15.	Organize policy engagements for youth, women and other excluded categories	To identify entry points for gendered agricultural extension approaches which address the specific requirements of youth, women and other excluded categories	4 Policy brief meetings organized	Organize Policy meetings		Stationary Venue Meals Air time Logistics
-----	--	---	-----------------------------------	--------------------------	--	---

(3)

### Plan D'actions Genre FOSCAR-Mali

	Ligne de base	Objectifs	Actions	Indicateur de résultats	Périodes de réalisation	Ressources En dollars américain
Appuis institutionnel						
1	<b>Redynamiser le groupe de travail Genre (REJCORUM) au sein de FOSCAR-Mali</b>	Réorganiser le réseau des jeunes Conseillères Rurales par le développement institutionnel et organisationnel en conformité avec la stratégie genres de FOSCAR-Mali, dont il est chargé de la mise en œuvre.	- Equipe de projet et d'appui régionaux au projet	Coordinatrice, comptable, gestionnaire du savoir Production du manuel de gestion administrative et financière du projet Rapport individuel par gestionnaire du projet Fiche de temps renseigné	<b>5 ans du projet</b>	<b>210 000</b>

			<ul style="list-style-type: none"> <li>- Organisation d'un atelier de renforcement des capacités de l'équipe de gestion de REJCORUM sur le concept genre et conseil agricole dans la Chaîne de Valeur Agricole</li> </ul>	15 personnes composées de l'équipe du secrétariat, des responsables genre des services techniques du Ministère de l'agriculture	<b>Juillet 2022</b>	<b>2500</b>
			<ul style="list-style-type: none"> <li>- Etude de sélection des championnes régionales a raison d'une championne par région</li> </ul>	10 championnes sont formées sur le genre et le conseil agricole et rural	<b>Aout 2022</b>	<b>2500</b>
2	<b>Renforcer les capacités techniques de l'équipe technique</b>	Doter l'équipe technique genre en matériels et équipement de fonctionnement	<ul style="list-style-type: none"> <li>- Achat Ordinateur et accessoires (imprimant, photocopieuse, vidéo projecteur.</li> <li>- Achat des matériels de bureau</li> <li>- Production des kits de promotion</li> </ul>	Rapport achats d'équipements Certificat d'affectation Rapport inventaire annuel des équipements	<b>Juillet 2022</b>	<b>5 000</b>

			(kakemono, dépliant, - Achats matériels des communication (Téléphone portable camera et accessoire)			
3	<b>Stratégie de collaboration avec les services publique, privée et organisation des femmes rurales évoluant sur les questions genres</b>	Permettre à FOSCAR-Mali de prendre attache avec les principales parties prenantes genres et promouvoir le genre dans le conseil Agricole au Mali	Organiser une journée de sensibilisation sur la question gens avec tous les acteurs (Elus, services techniques et partenaires, associations, Réseaux de jeunes, groupements de femmes, etc.	Rapport sélections consultant Rapport journée Liste des participants Photos et autres outils de promotion Articles de presse	<b>Décembre 2022</b>	<b>5 000</b>
<b>Caractérisation du genre dans le Conseil Agricole</b>						
1	<b>Etude de Base sur l'identification des problématiques liées au genres et analyse des opportunité pour leur autonomisation en milieu rural dans les 5 prochaine années</b>	Identifier les opportunités profitables à l'autonomisation des femmes rurale dans chaine de valeur agricole	Enquêtes auprès des organisations féminines dans les zones d'intervention de FOSCAR-Mali pour indentification des problématiques liées à l'autonomisation des femmes en milieux rurale	Contrat et rapport consultant Rapport atelier de validation du rapport	<b>Novembre 2022</b>	<b>6 000</b>

			Réalisation de la cartographie des chaînes de valeurs agricoles prioritaires En fonction des zones agroécologiques et socioculturelles	Rapport cartographie Contrat consultant ReGEO SIG	<b>Janvier 2023</b>	<b>6000</b>
<b>Gouvernance et politique en conseil agricole et genre</b>						
Développer un cadre stratégies pilote de coordination et d'orientation pour l'intégration du genre dans le conseil Agricole	Harmoniser les approches genre	Etude d'analyse des systèmes de genre dans le conseil agricole au Mali		Contrat et rapport consultant Rapport atelier de validation du rapport	Septembre 2022	4000
		Développement de modules harmonisés de formation sensible au genre et sensible aux jeunes pour promouvoir la modernisation durable des services de conseil agricole, adaptés à répondre aux besoins des exploitations familiales		Contrat et rapport consultant Rapport atelier de validation du rapport	Janvier 2023	3000
Développer la culture et les capacités managériales et organisationnelles						
1	<b>Renforcer les capacités des professionnel su secteur de la vulgarisation et du conseil agricole</b>	Développer des mesures incitatives pour recruter plus de femmes, en particulier dans les postes de terrain des programmes de vulgarisation.	Co Organisation de la journée nationale du conseil agricole sensible au genre et présenter les innovations et les	Contrat et rapport consultant Rapport atelier de validation du rapport	Chaque décembre	25 000

			alternatives face aux défis des acteurs du secteur agricole			
		Développer des initiatives incitatives d'encouragement des femmes à choisir la filière formation en conseil agricole,	Initiation du prix annuel de la Conseillère Rurale NYELENNI pour récompenser les meilleures conseillères	Contrat et rapport consultant Rapport atelier de validation du rapport	Chaque décembre	25 000
2	<b>Former les coopératives de femmes sur l'approche genre et développement communautaire</b>		Organisation des ateliers de recyclages des femmes conseillères rurales sur les modules de conseil agricole sensible au genre et aux jeunes pour promouvoir la modernisation durable des services de conseil agricole, adaptés à répondre aux besoins des exploitations familiales	Les rapports des ateliers, La liste des participants Les vidéos de témoignage	5 ateliers/an	75 000
Gestion de Connaissances						
1	<b>Promouvoir la Gestion des connaissances sensible au genre et sensible aux jeunes pour promouvoir la modernisation durable des services de conseil</b>	Développer des outils et stratégies de gestion de connaissance sensible au genre et sensible aux jeunes pour promouvoir la	Organisation avec SASAKAWA et autre Partenaire d'une étude référentielle pour la sélection des bonnes	Contrat et rapport consultant Rapport atelier de validation du rapport	Septembre 2022	3000

	<b>agricole, adaptés à répondre aux besoins des exploitations familiales</b>	modernisation durable des services de conseil agricole, adaptés à répondre aux besoins des exploitations familiales	pratiques en stratégie de gestion de connaissance en conseil agricole sensible au genre et aux jeunes			
2	<b>développer le réseautage entre les acteurs des différents maillons des chaînes de valeurs sensibles au genres et aux jeunes</b>	Favoriser l'Autonomisation des femmes rurale à travers le réseautage entre acteurs féminins et jeunes des maillons des chaînes de valeurs et entre acteurs féminins et jeunes de chaînes de valeurs	Etude d'analyse des systèmes organisationnels entre les acteurs féminins et jeunes des maillons des chaînes de valeur et entre acteurs féminins et jeunes des chaînes de valeur sélectionnées y compris la nutrition	Contrat et rapport consultant Rapport atelier de validation du rapport	Novembre 2022	3000
3	<b>Promouvoir les bonnes pratiques et innovations sélectionnées à travers des campagnes media participatives constructivistes</b>	Réaliser une campagne Media participative annuelle sur les bonnes pratiques et innovations sélectionnées	Création et animation de site de la campagne et des comptes professionnels sur les réseaux sociaux pour les campagnes media participatif constructiviste : Facebook, Instagram, twitter... Organiser des radios et de vidéos campagne media participative	Contrat et rapport consultant Rapport atelier de validation du rapport	1 campagne par an	100 000

4	<b>Valoriser la journée mondiale des femmes 8 Mars par la valorisation de l'entrepreneuriat féminin</b>	Sélectionner chaque année un thème sur l'entrepreneuriat agricole des femmes a l'occasion de la journée du 8 Mars	Organisation de Journée tournante a porte ouverte des entreprises des femmes rurale et exposition de leurs produits locaux Remise du prix de la meilleure entreprise	Contrat et rapport consultant Rapport atelier de validation du rapport	1 campagne par an	25 000
5	<b>Journée internationale des femmes rurales</b>	Promouvoir genres dans le conseil agricoles et rurales au Mali	Ateliers de renforcement des capacités des femme conseillères sur l'innovation et conseil agricole dans la chaine de valeur agricole	Contrat et rapport consultant Rapport atelier de validation du rapport	1 fois chaque an	15 000
Market Engagement						
1	<b>Identify Best Practices and Develop Training Content: Conduct consultations with key stakeholders, including those identified in the stakeholder mapping exercise, to identify best practices and develop training content relevant for promoting market participation through EAS.</b>	Lessons Learned for ICT in EAS: Carry out an analysis of the lessons learned from using ICT in EAS in Mali, the region and elsewhere, to promote market and value chain for women and youth promotion	Étude de sélections des bonnes pratiques en TIC et conseil agricole sensible au genre, aux chaines de valeurs et à la nutrition pour faciliter l'accès aux marchés des produits agricoles des entreprises de femmes	Contrat et rapport consultant Rapport atelier de validation du rapport	Juillet 2022	5000

2	<p><b>Training Delivery: In coordination with key actors of the national capacity building plan, develop a plan to deliver training and build capacity of different groups (e.g. youth, subsistence and smallholder farmers, female farmers, etc.) for more effective market participation.</b></p>	<p>Responsabiliser les femmes dans les activités de restauration collectives.</p>	<p>organisation de 5 ateliers par an sur le renforcement des capacités des femmes vulnérables rurales sur l'hygiène dans la restauration collective. Former les femmes sur les techniques de transformation des produits agricoles ligneux, non ligneux, maraichers, animaliers, pisciculture, aquaculture et la pêche,</p>	<p>Contrat et rapport consultant Rapport atelier de validation du rapport</p>	<p>Fevrier 2023</p>	<p>10 000</p>
3	<p>Scale ICT Use to Promote Market and Value Chain Participation</p>	<p>Mise a échelle de l'utilisation des TICs dans la promotion participative des chaines de valeur</p>	<p>Organiser un forum communautaire regroupant les femmes, les enfants les jeunes, les autorités administratives, sur l'accès des produits agricoles des femmes au marché national et international avec l'utilisation des TICs dans une démarche d'inclusion des personnes vulnérables et handicapées dans la vie socioéconomique.</p>	<p>Contrat et rapport consultant Rapport atelier de validation du rapport</p>	<p>1 forum par an</p>	<p>10 000</p>

4	<b>Mise en place d'un Laboratoire de Technologie Alimentaire (AGRO-LAB) pour les femmes afin de faciliter</b> produire en qualité et en quantité	Promouvoir l'accès aux marchés nationaux et internationaux des produits des entreprises des femmes par l'amélioration de leurs qualités, leurs certifications par le respect des normes nationales et internationales	+ Le renforcement de capacités des femmes entrepreneures rurales en Transformation des produits locaux ; + L'analyse des produits agroalimentaires + L'accompagnement à la formulation de nouveaux produits + Assurer la promotion et la visibilité des produits agroalimentaires des femmes entrepreneures + Assurer l'accès à l'autorisation de Mise sur le Marché des produits agroalimentaires afin d'avoir des marchés publics nationaux et la certification pour le marché international. L'accompagnement à la formulation de nouveaux produits, et de nouvelles marques	Contrat et rapport consultant Rapport atelier de validation du rapport	Mars 2023	20 000
5	<b>Participation des entreprises aux journées portes ouvertes de FOSCAR Mali et d'autres</b>	Faire participer les entreprises féminines membres des Réseaux de FOSCAR Mali à la Semaine	Production de produits pour les besoins de la foire Location d'un stand	Contrat et rapport consultant Rapport atelier de validation du rapport		5000

	<b>partenaires tels que SASAKAWA, IFDC,</b>	nationale de vulgarisation et du conseil agricole, pour la Valorisation des produits Agroalimentaire	Production de banderole Manutention des produits des femmes membres des coopératives de femmes et de jeunes ;			
6	Étude d'analyse des besoins des femmes et des jeunes ruraux en éducation financière et en entrepreneuriat	Permettre l'inclusion financière des femmes rurales et des jeunes ruraux	Organisation d'une étude référentielle d'analyse des besoins des femmes et des jeunes entrepreneurs en éducation financière	Contrat et rapport consultant Rapport atelier de validation du rapport	Octobre 2022	3000
7	<b>Projet pilote d'éducation financière dans deux zones Kolokani et Ségou</b>	Développer l'éducation financière chez les femmes et jeunes ruraux des zones de Kolokani et de Ségou	Organisation, de l'atelier de formation des 30 champions en éducation financière  Organisation de 6 fora villageois communautaires dans chacune des deux zones Mise en place de 6 caisses communautaires villageoises dans chacune des deux zones	Contrat et rapport consultant Rapport atelier de validation du rapport	Durant les 5 ans	15 000
8	<b>Genre et nutrition communautaire</b>	Renforcement de capacités des femmes sur l'approche Genre et Nutrition communautaire	Organisation d'un atelier de formation de 30 femmes sur le Genre et nutrition	Contrat et rapport consultant Rapport atelier de validation du rapport	Durant les 5 ans	5000

			Organisation d'un atelier de formation pratique sur la production du RIAL-INSTANTANE, un produit très riche en valeur nutritionnelle et utilisé dans les cas de mal nutrition			
9	<b>Capitalisation des expériences de FOSCAR Mali en en genre et conseil agricole</b>	Réalisation systématique et systémique de la capitalisation de l'expérience du projet FOSCAR Mali et Genre	Formation des acteurs sur la capitalisation Etude de sélection des bonnes pratiques Sélection des champions Production annuelle de 7 produits de capitalisation Production a la fin du projet de l'étude de cas de capitalisation Atelier de diffusion des résultats du projet	7 produits de capitalisation par an Rapports Listes des participants	Tout le long du projet	30 000
10	<b>Suivi évaluation</b>	Mettre en place d'un système de suivi évaluation spécifique numérique er sensible au genre	Mise en place des outils de suivi Formation des acteurs du projet sur les indicateurs et les outils de suivi 2 missions annuelles sur le terrain Audit externe	Rapports ateliers Rapports missions de terrain Rapport final Rapport sélections auditeur externe Rapport audit externe	Tout au long du projet selon le manuel de procedure	20 000

--	--	--	--	--	--	--

(4)

### CAMFAAS Gender Action Plan

**Table 1: Action at organizational level**

Related Output at institutional Level	Activities	Expected Results	Indicators	Method of Verification	Budget
<b>Capacity of Extension Activity strengthened to address gender issues and mainstream GESI into their own work stream</b>	<ul style="list-style-type: none"> <li>Assess capacity, develop training plan, and conduct in-house gender awareness and capacity building.</li> <li>Host a half-day workshop with staff to launch the GESI Plan.</li> <li>Participate in pause-and-reflect learning sessions to reflect on progress, gaps, and opportunities for gender integration and social inclusion</li> </ul>	<p>Increased knowledge and capacity of staff on GESI issues and mainstreaming the issues.</p> <p>Improved staff skills GESI analysis skill to integrate gender considerations in their field activities and reports</p>	Number of staff that participated in the training and their capacity development on gender	Training reports and attendance sheets	<b>3000</b>
	Participate and share GESI Learning in networks and build	Increased awareness, knowledge and	Number of leaning events attended	Reports	<b>2000</b>

	partnerships that promote knowledge exchange and learning on gender and youth,	learning on GESI and Partnership			
<b>Provide tools/checklist for effective mainstreaming of gender in Extension Activity to guide implementation team to plan, design, implement, monitor, and evaluate gender-sensitive and responsive activities</b>	Design and share gender sensitive checklists and guidelines to adequately integrate gender and social inclusion	Improved gender performance year on year.	Number of tools and checklist developed that support gender mainstreaming	Reports, survey tools/protocol	<b>5000</b>
<b>Support and monitor the implementation of GESI plan</b>	Track and analyse and report on all indicators with gender disaggregated data to show women and youth involvement in extension activity and seek corrective measures needed. Liaise with the Monitoring, evaluation and learning team to support in monitoring GESI interventions by ensuring collection of qualitative and quantitative information on GESI related indicators, utilizing the recommended data collection tools; document success stories and lessons learnt Conduct supportive supervision to MSMEs to	Staff disaggregate data by sex and age	Number of specific GESI activities implemented by team at the end of each FY.	Reports, survey tools /protocol	<b>50,000</b>

	provide technical support on GESI interventions				
--	---	--	--	--	--

## Action Plan for CamFAAS Activities on Gender for The Years 2022 To 2025

**Table 2.**

	<b>GENDER GAPS TO ADDRESS</b>	<b>OBJECTIVES</b>	<b>YEARS</b>	<b>TARGETS INDICATORS</b>	<b>ACTIONS</b>	<b>RESPONSIBLE INSTITUTIONS OR PERSONS</b>	<b>BUDGET RESSOURCES</b>
<b>1</b>	Integration of Gender in Camfaas policy and programs	Develop continuous responsive Gender awareness in AEAS in Cameroon	2022	Camfaas Gender Team created and 3 meeting reports annually	Drafting Gender action plan for Camfaas And Gender meetings	Camfaas Gender Working Team  Identified persons	
<b>2</b>	Gender training of CGWG and members for mainstreaming gender in policies and actions	Build capacities of on Gender issues in AEAS and farmers organizations	2022	80% of the farmers and decision makers with Knowledge on Gender mainstreaming and general planning	Gender mainstreaming seminars and workshop Training guide on Gender mainstreaming development	Experts farmers	
<b>3</b>	Elaboration of a Gender Strategy	Provide accessible evidence-based Gender programs and actions	2022	A Gender consultant recruited Three workshops with CSO and rural actors held	Recruitment of a Gender consultant Organization of workshops with SCO and rural development actors		

4	Camfaas Gender forum training on advocacy, leadership and presentation skills	Build up the capacities of women in leadership and reinforce their performance in their leadership position	2023	Three advocacies on Gender in AEAS, Land Access, Food and Nutrition	Development of advocacies and sensitization on Gender related problems in AEA in Cameroun And women and Youth access to land in Cameroon		
5	Gender opportunities, gender in ICT and value chain	Facilitate work opportunities and Women and Youth equipment	2023	1000 Women and Youth (and vulnerable people) with effective ICT knowledge and profitable value chain activities	Identification of specific value chain and training including improved agricultural technologies and post-harvest management proceeds		
6	Initial Implementation of Gender strategies in Cameroon	Evaluate the progress of Gender policies inputs in existing policies	2024	Various reports drawn, 2 gender cafés organized, Engagements towards Gender policies taken, a national gender Innovation week organized for Women and Youths	Organization of Seminar, Capitalization and sharing of Gender success stories, communication to members and schedule appointment		

<b>7</b>	Reporting, Budgeting and planning for Gender responsive projects	Build up capacities reinforce abilities on Gender-based project management	2024	Three training session held, 40% of leaders with practical knowledge on planning and reporting Gender inclusive projects	Organization of three sessions of seminars and workshops on planning and reporting Gender projects		
<b>8</b>	Documentation and dissemination of Gender best practices	Generate good actions, promote best knowledge and actions on Gender in AEAS in Cameroon	2025	Available documents on best practices on Gender, startups showcased	Production and sharing of videos, films, pictures, testimonies, on Gender success stories in Cameroon, Africa, worldwide		
<b>9</b>	Gender mobilization and partnership	Mobilize resource for Camfaas Gender projects and develop partnership for gender programs	2025	Signed partnerships with State and non-State organizations and institutions	Sensitization of NGO, SCO and decision makers, Networking with identified institutions		
<b>10</b>	Agricultural Gender policies, frameworks Review and analysis	Equip Camfaas leadership and stake holders' vision in planning and budgeting for Gender equity	2026	Practical Gender Equity policy guide elaborated, several keynotes and briefs on Gender issues in Cameroon written	Production of a Golden Book on Gender in Agriculture in Cameroon, publishing of Gender sensitive documents on Advisory in agriculture		

(5)

### GFAAS Gender Action Plan

Activity Plan	Time Frame					Budget Estimate		
	Year 1	Year 2	Year 3	Year 4	Year 5	(per year)	Total	Remarks
1. Create awareness on AFAAS Gender strategy for selected country forum members and EAS actors						8,000	16,000	
2. Mainstream Gender issues into the GFAAS work plan and budget						2,000	10,000	
4. Build capacity on GESI for selected country forum members and EAS actors						10,000	20,000	
5. Participate in advocacy and high-level policy engagement on gender and advisory services						1,000	5,000	
6. Conduct studies on Assessment of Gender and Social Inclusion in Extension and Advisory services in Ghana						25,000	50,000	
7. Conduct studies to assess gaps in the capacity of EAS facilitators in Gender and Social Inclusion among actors						20,000	40,000	
8. Train selected grassroots organizations in Gender mainstreaming, budgeting and tools for gender analysis						10,000	30,000	
9. Undertake Gender and Social Inclusion needs assessment for EAS actors and develop policy recommendations						25,000	50,000	
10. Organize conferences on Gender and Social Inclusion efforts among EAS actors for experience sharing and learning outcomes						15,000	30,000	
							<b>251,000</b>	

## **Annex 6:           References for Gender           Analytical Frameworks**

---

### Resources

<https://policy-practice.oxfam.org/resources/a-guide-to-gender-analysis-frameworks-115397/>  
Gender Mainstreaming Learning Manual and Information Pack - UNDP Learning Resources Centre OHR/BOM

<https://oxfamilibrary.openrepository.com/bitstream/10546/247511/4/the-disaster-crunch-model-010512-en.pdf>

- Navigating Gender - A framework and a tool for participatory development - Arja Vainio-Mattila
- Guidelines for the analysis of Gender and Health
- IDRC: Gender Analysis as a Development Research Tool
- The Socio-economic and Gender Analysis Programme

## **Annex 7: Participants Definition of Gender           concepts**

---

### Gender Concepts

#### **Gender Equality:**

- Give same rights, treatment and opportunity to everyone to benefit or have access to AEAS.
- providing equal opportunities and distribution to benefit different categories of gender regardless of differences
- Equal opportunities and rights to all access and utilize services and benefits
- People of all genders have equal rights, responsibilities and opportunities.
- the principle that attributes the same rights to men and women.

#### **Gender equity:**

- To give more priority to vulnerable people to access AEAS and opportunities
- Provision of services considering that different categories operate at different levels – affirmative action oriented.
- giving priority and fairness to the less Privileged in the society to share in the available opportunities, services and benefits.
- Ensuring that the inequalities among different gender are minimized.
- Creation of conditions that favors minorities (women and youth).

**Social Inclusion:**

- A targeting approach aiming at including or integrating disadvantaged and minority groups in all programs and project cycles.
- Incorporating categories of gender in the AEAS.
- No one is left behind in the provision of AEAS.
- Improving involvement of all people in accessing AEAS.
- An approach that specifically targets the most disadvantaged.

**Youth Engagement;**

- improving youth access to agricultural services and technologies and gain opportunity to act different value chains nodes
- Targeting youth with specific interventions in the provision of AEAS and conceptualizing youth in the whole project cycle.
- Targeting youth in AEAS programs
- involving youth between 15 -35 in participating in value chain activities.
- youth champion model that aims to improve their access to services and technology